A conceptual situational leadership framework for station commanders in the South African Police Service

E du Preez
21406197

Mini-dissertation submitted in fulfilment for the degree Masters in Public Administration at the Potchefstroom Campus of the North-West University

Supervisor: Prof WJ van Wyk

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DEDICATION

This thesis is dedicated to:

The Almighty God, who gave me the strength and the will to endure and to finish this project despite all the trials and changes that I was going through at the same time in other areas of my life. Forever I shall remain thankful to Him for the Love and Grace bestowed on me.

My loving and caring husband, for sacrificing family time and motivating, encouraging and inspiring me to pursue this project against all odds.

My awesome and loving parents, my mother and my late father, who understood that I needed time to spend on my studies.
DECLARATION

I, Elzed Du Preez (Student Number 21406197), hereby declare that the thesis entitled:

**A conceptual situational leadership framework for station commanders in the South African Police Service,**

submitted in fulfilment of the requirements for the degree, Masters in Public Administration, at the North-West University, Potchefstroom Campus, is my own work and has never been submitted by me to any other university. I also declare that all the sources used have been acknowledged by means of complete referencing.

I understand that the copies of the thesis submitted for examination will remain the property of North-West University.

Signed………………………………………………on this day……of………………Month, 2016.
Managers in the public sector find themselves in a challenging environment in which accurate planning and accomplishment of goals are exceptionally difficult due to political dynamics, development complexities, resource constraints and financial risks. Scholars are of the opinion that the effectiveness of leaders is a critical determinant of the success of public sector organisations such as the South African Police Service. The fact is that leaders in the public sector have to possess the relevant competencies to lead these organisations successfully to enhance effective and efficient service delivery. Matters are further complicated when it comes to the ever-changing South African Police Service environment in South Africa, which has a direct influence on maintaining the security and safety of the country’s people. Station commanders, with their subordinates, have to cope with a diverse set of operational policing functions for which they are ultimately responsible. Station commanders should therefore have the necessary leadership skills to lead subordinates to be effective in securing the safety of the people living in South Africa.

The question is which leadership style will be adequate to lead subordinates in a police environment? In the police environment, senior police officers such as Station commanders should not only be trained to become good police officers, but their leadership style and skills should also receive attention.

This study aims to develop a conceptual situational leadership framework for Station Commanders in the South African Police Service. The literature study indicates that most people are not born with natural leadership skills and qualities, but that leadership skills can be learned and developed over time. In this lies the value of this study and the development of a conceptual leadership framework to assist Station commanders to lead their subordinates in an effective way. This conceptual leadership framework is based on the theoretical knowledge gained from scholarly literature in this field of study. The researcher explored phenomena such as management, leadership (leading) and situational leadership in the public sector. The researcher further explored the philosophy and principles underlying situational leadership. This forms the theoretical foundation of the conceptual situational leadership framework for Station commande
This conceptual situational leadership framework should help Station commanders as leaders to move from a “one-size-fits-all” leadership approach to a leadership approach where different styles of leadership can be followed in any given situation. The situational leadership theory of Hersey and Blanchard states that to be effective, leaders must use the right leadership style for subordinates on different maturity levels during different situations. The situational leadership theory can, according to literature, apply to Station commanders working in police stations in South Africa and it may help them to lead and motivate their subordinate police officers to reach the objectives of their police stations and the South African Police Service in general.

The study concludes with recommendations for the successful implementation of the developed conceptual framework for situational leadership for Station commanders in the South African Police Service.

**Key words:** South African Police Service, station commander, public sector, leadership, management, situational leadership and conceptual framework.
# LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>IRERC</td>
<td>Institutional Research and Ethics Regulatory Centre</td>
</tr>
<tr>
<td>NPIA</td>
<td>National Policing Improvement Agency</td>
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<tr>
<td>PIU</td>
<td>Performance and Innovative Unit</td>
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<td>PO</td>
<td>Police Officer</td>
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<td>PSs</td>
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<td>SAPS</td>
<td>South African Police Service</td>
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<td>SC</td>
<td>Station commander</td>
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1.1 Background and orientation

Managers in the public sector find themselves in a challenging environment in which accurate planning and accomplishment of goals are exceptionally difficult due to political dynamics, development complexities, resource constraints and financial risks (Van der Waldt, 2011:2). Jarbandhan (2011:21-22) is of the opinion that the effectiveness of leaders is critical for the success of public sector organisations. He concurs with van der Waldt (2011:2) and indicates that in the ever-evolving national and global environment, leaders in the public sector have to possess the relevant competencies to lead these organisations successfully to enhance effective and efficient service delivery (Jarbandhan, 2011:21-22).

Matters are further complicated when it comes to the ever-changing South African Police Service (SAPS) environment in South Africa, which has a direct influence on maintaining the security and safety of the country’s people. Station commanders (SCs), together with their subordinates, have to cope with a diverse set of operational policing functions for which they are ultimately responsible. SCs must have the necessary leadership skills to lead subordinates to be effective in securing the safety of the people living in their jurisdiction (Altbeker, 2003:26-27).

In order to secure the safety of the people living in their jurisdiction, the SAPS receives the authority to undertake their operational functions from section 205 of the Constitution of South Africa, Act No. 108 of 1996, which states that the SAPS must:

- prevent, combat and investigate crime;
- maintain public order;
- protect and secure the inhabitants of the Republic and their property; and
- uphold and enforce the law.

Within these parameters, the Minister of Police is responsible for determining national policing policy and the overall implementation (execution) of the Department’s mandate in this regard. The SAPS developed a vision and mission statement for the “new” police
service in 1995 in line with the South African Police Service Act, No 68 of 1995, which states the following:

- The **Vision** of the South African Police Service is to create a safe and secure environment for all the people in South Africa; and
- The **Mission** of the South African Police Service is to prevent and combat anything that may threaten the safety and security of any community, to investigate any crimes that threaten the safety and security of any community and to participate in efforts to address the causes of crime.

Based on this vision and mission statement, the SAPS periodically develops a strategic plan that should include the strategic priorities and objectives of the SAPS. The latest strategic plan of the SAPS (2014-2019) includes the following goals related to leadership (SAPS, 2013:20-22):

- To improve organisational success, managers such as SCs working in police stations, must work together with their subordinate police officers as a team and such managers should lead their subordinates to deliver police services that will satisfy the expectations of the citizens.
- To invest in human resource development through training programmes for police officers and that these programmes should include leadership development.

The Police Services in South Africa is structured into national, provincial and where applicable on local spheres of government to adhere to constitutional and legislative mandates. Policing at the provincial level of government is the responsibility of nine Provincial Commissioners (one for each province) and the National Commissioner appoints them. The National Commissioner reports directly to the Minister of Police (SAPS, 2013:20-22).

Provincial Commissioners are responsible for all policing activities in their respective provinces and one of their core functions is to oversee the proper management, control, guidance and use of all human and physical resources allocated to the province under their command (Tibane, 2015:314-330). The 1 138 police stations and their SCs in South
Africa fall under the direct authority of the nine Provincial Commissioners (Tibane, 2015:314-330).

The core function allocated to SCs is to lead and guide the activities in their PSs and this includes the following activities (Tibane, 2015:314-330):

- implementing a community-based policing programme;
- securing the effective and efficient prevention, investigation, combating and managing crime within the service area of the station;
- managing all police resources at station level, including human, logistical, financial and administrative resources; and
- to ensure proper service delivery by the station’s personnel by effectively leading and motivating them to reach a PSs goals successfully.

Auriacombe and van der Waldt (2015:207) are of the opinion that people can learn and develop leadership skills. SCs can therefore, according to this view, be developed and trained to become effective and successful leaders in their respective PSs. Herein lies the value of this study and the development of a framework for effective situational leadership for SCs. Altbeker (2003:26-27) also states that understanding the basis and principles on which effective leadership is based, is of the utmost importance when it comes to the police environment in which SCs operate (Altbeker, 2003:26-27). He is specifically of the opinion that the leadership philosophy and principles on which situational leadership is founded, could be of specific value for SCs in the SAPS. Altbeker (2003:26-27) is more specific when it comes to theories on which situational leadership is based and he states that the Situational leadership theory of Hersey and Blanchard (the focus of this study) is the ideal situational leadership theory to investigate and to implement in PSs in the SAPS.

The Center for Leadership Studies in the USA (2015:1) states that the situational leadership theory of Hersey and Blanchard is “...arguably the most recognised, utilised and effective leadership and influence tool in the history of the behavioural sciences”. The centre states that it is a powerful, yet flexible tool that enables leaders of all kinds to become more effective. Shapiro (2014:1) concurs with this and is of the opinion that the principles as set out in the situational leadership theory is a major advancement in
leadership thinking and it helps leaders to progress from a “one-size-fits-all” leadership approach where different leadership styles can be followed. Shapiro (2014:1) is also of the opinion that the situational leadership approach will continue to be extremely valuable for managers as leaders in any organisation in the future.

Although many definitions describe what leadership is, it remains a complex research area across all sectors, such as the private, public, military and semi-military sectors (Campbell & Kodz, 2011a:3). The content of the phenomenon leadership is often wrongly based on the perceptions of how subordinates see and experience their leader’s ability to lead them, but this is the wrong way to go about it. The phenomenon leadership should be clearly defined and described at the hand of scholarly literature (Campbell & Kodz, 2011a:3).

According to Huxham and Vangen (2000:1160), there are almost as many definitions of leadership as there are researchers who have attempted to define the concept. Leadership, according to Khan and Naidoo (2011:73-74), is about influencing, motivating, persuading and enabling subordinates to contribute to reaching institutional goals effectively and successfully. Jarbandhan (2011:21) sites various definitions on leadership, but concentrates on the definition provided by Hellriegel, Jackson and Slocum (2005:295). They state that leadership deals with influencing subordinates to act to achieve an institution’s objectives and it is about interpersonal relationships and not administrative activities. Jarbandhan (2011:21) himself is of the opinion that a leader is someone (a manager) who has the ability and competencies to influence the behaviour of subordinates to follow him or her to reach specific institutional goals and objectives. Sharma and Jain (2013:309-318) have come to the conclusion that most of the definitions on leadership have specific related elements. They describe these related elements as follows (Sharma & Jain, 2013:309-318):

- There are leaders who have to convince their subordinates or followers that they are worthy of being followed and that they can be trusted as leaders;
- There are subordinates or followers who are at various stages of development and leading them requires specific knowledge from the leader to determine the stage of development of a subordinate;
There are different situations in which leaders should operate as leaders and they should understand and interpret each situation correctly; and

There are specific leadership skills and methods of communication that leaders should master when they interact with their subordinates or followers.

There are various well-known leadership theories that form the basis for studies on leadership. Some of the well-known leadership theories are the following (IAAP, 2009):

- Great Man theories
- Trait theories
- Behavioural theories
- Contingency theories
- **Situational leadership theories** *(Which includes the Hersey and Blanchard Situational Theory, the focus of this study)*
- Participative leadership theories
- Transactional leadership theories
- Transformational leadership theories

These theories on leadership are explored in more detail in the next chapter. However, the focus of this study is on the situational leadership theory of Hersey and Blanchard. Rampant (2010:5) explains that the situational leadership theory is based on the assumption that leaders can adapt their leadership style according to the maturity level of followers so that these subordinates can undertake their tasks successfully during various situations. The situational leadership theory is therefore based on three fundamental pillars, namely leadership style, maturity level of subordinates and the specific situation (Rampant, 2010:5). Rampant (2010:5) further explains that the fundamental philosophy of the situational leadership theory of Hersey and Blanchard is that there is no single “best” style of leadership, but that leaders should adapt their leadership style to accommodate the maturity level of their subordinates. In this context, maturity level refers to a subordinates’ capacity or ability to achieve goals work successfully (Rampant, 2010:5).

According to the situational leadership theory, subordinates who are in their initial stage of development normally have low maturity or competence levels to perform their tasks.
successfully. Therefore, leaders should give them more direct leadership intervention to develop their maturity or competency levels. As subordinates become more competent, the leader should change their leadership style to a more coaching and participating leadership style, rather than continuing to direct them. When a subordinate is operating at a high level of maturity and can work independently, a delegating leadership style is more suitable (Schermerhorn, 1997:5-12).

The situational leadership theory can be implemented successfully, as mentioned, in any organisation, be it in the public or private sector. This study focuses on the SAPS, which is part of the public sector in South Africa. According to the situational leadership theory, managers (such as SCs) can become more effective leaders of subordinates (police officers) in various situations and that may mean that PSs can deliver sound and effective policing services to the community in which they operate (Altbeker, 2003:2).

1.2 Problem statement

Leadership is a complex research area and in different sectors there is often uncertainty about how to contextualise it. It is not always clear which leadership approach will be the most effective to guide subordinates through the confusion and difficulties experienced in their internal as well as external environments. The question is therefore which leadership style will be adequate to lead subordinates in these environments. Singh (2004:93) states that in the police environment, senior police officers, such as SCs, should not only be trained to become good police officers, but their leadership style and skills should also be honed.

In the State of the Nation Address of 2009, President Zuma indicated a number of challenges that the public sector in South Africa must address as a matter of urgency. He stated that the citizens of South Africa are adversely affected by the poor state of leadership in the public sector and public institutions. While a number of valid reasons can be found for this phenomenon, he stated that ineffective leadership in the South African public sector is one of the main problems and challenges for South Africa (Khan & Naidoo, 2011:71).
Chapter 1: Introduction to the study

The Draft White Paper on Police, 2015 identifies a range of current problems that persist in the functioning of the SAPS and the police stations. These problems are associated with poor discipline, criminality and corruption. Discipline and integrity are cornerstones of democratic policing and forms a large part of a SCs responsibility, which he or she should address, not only by rules and regulations, but also through effective leadership capabilities. Poor leadership, as suggested by the White Paper, remains a problem in the management of police stations and should be addressed through various avenues such as better training that puts more emphasis on leadership development (SAPS, 2015).

With the discussion so far as guideline, the general research question can be formulated as follows:

“What is the leadership role of a Station commander in the South African Police Service and how will a situational leadership approach and conceptual framework assist him or her to be a more effective leader in his or her police station?”

1.3 Specific research questions

In line with the title of the study, problem statement and the general research question above, the specific research questions are:

- Which leadership theories can lay a foundation for this study?
- Which theoretical principles are related to the situational leadership theory of Hersey and Blanchard within the context of leadership that will give insight into the phenomenon?
- Which leadership skills should SCs as situational leaders in PSs develop to be more effective as leaders in the SAPS?
- Will a conceptual situational leadership framework based on theoretical principles assist SCs in the SAPS to become more effective leaders?

1.4 Research objectives

Specific objectives have been determined that to answer the general research question and the specific research questions.
The objectives also determine the research design and methodology required to reach them. These objectives are the following:

- To analyse leadership theories that can lay the broad foundation for this study (Chapter 2).
- To analyse the theoretical principles related to the situational leadership theory of Hersey and Blanchard within the context of leadership (Chapter 3).
- To establish and discuss the leadership skills a SC as situational leader have to develop to become an effective leader in a PS (Chapter 3).
- To develop a conceptual situational leadership framework for SCs working in PSs in the SAPS that may assist them to become more effective leaders (Chapter 4).

1.5 Theoretical statements

Theories are formulated to explain, predict and understand a specific phenomenon. They extend the existing knowledge on the subject under discussion. Theoretical statements support the theory(ies) that the study is founded on. Theoretical statements introduce and broadly describe the theory(ies) that explain(s) how the research problem, general research question and objectives will be addressed (Richard, 2013).

Leadership and the analysis of leadership theories such as the great man theory, the trait theory, the behavioural theory and the contingency theory is a complex research area. There is ambiguity over which approach, style and behaviour will be the most effective to lead subordinates. Difficulties in linking leadership with organisational outcomes are particularly pronounced for the police, since common police performance measures are affected by multiple difficult factors (Campbell & Kodz, 2011a:3).

Jarbandhan (2011:21-22) is of the opinion that leadership per se is a process through which a person influences others to accomplish an objective and drives the organisation in a way that makes it more cohesive and coherent and where an individual influences a group of individuals to achieve a common goal.

The fundamental underpinning of the situational leadership theory is that there is no single “best” style of leadership. Effective leadership is task-relevant, and the most
successful leaders are those who adapt their leadership style to guide subordinates or groups and who influence and motivate them to achieve objectives (Hersey & Blanchard, 1977:10). Effective leadership varies, not only according to the person or group that has to be influenced, but also depending on the task, job or function that has to be accomplished (Hersey & Blanchard, 1977:10).

Situational leaders have the capacity and maturity to set high, but achievable goals. They inspire willingness and create the ability amongst their subordinates to take responsibility for their task. They have the relevant education and experience to motivate co-workers to willingly strive to reach organisational goals (Hersey & Blanchard, 1977:10).

According to Jones (2015:1), the terms or concepts “framework” and “conceptual framework” are very similar. Overall, researchers tend to adopt one of the terms and stick to that specific term throughout their work. Therefore researchers will not use these terms interchangeably, neither would they use both terms within one study. (The term conceptual framework will be used in this study).

A scientifically developed conceptual framework refers to a graphical presentation of a process, function or system. This may take the form of diagrams, figures, tables, charts or schemes. A conceptual framework enables the reader to visually register and comprehend all the variables and relationships among them (Van der Waldt, 2013:38).

1.6 Research design

This study makes use of a qualitative research design based on the analysis of literature. A qualitative research design is usually associated with the uncovering the deeper meaning of a phenomenon in the real world (Creswell, 2003:13). Leadership and situational leadership are two such phenomena. Creswell (2009:4) further regards a qualitative research design as ideal for exploring and understanding the meaning of occurrences where specific problems are identified and should be addressed. Denzin and Lincoln (2000:2) state that a qualitative approach to research consists of a set of interpretive mechanisms that make the world visible to the researcher and help them interpret an occurrence in the real world better. Some authors (Bless & Higson-Smith, 2000:37-38) feel that a qualitative approach to research turns the indefinite and unknown
world into a reality through the analysis of specific data obtained from, inter alia, scholarly literature.

De Vos (2011:305) explains that a qualitative research design or approach entails the following:

- answering questions about the complex nature of a phenomena, with the purpose of describing and understanding the phenomena from the researcher’s point of view;
- seeking a better understanding of the complex environment in which the phenomenon occurs;
- exploring and analysing all literature and sources articles available on the phenomenon under investigation;
- utilising specific qualitative data-collecting instruments such as interviews, focus groups, etc.; and
- presenting the findings in a scientific document of high quality for further utilisation of other scientist or the public at large.

1.6.1 Qualitative research based on theory analysis

Most qualitative research includes empirical studies, but there are cases, such as this study, where empirical studies cannot provide the required results and therefore do not play a significant role in addressing the objectives of the study. This is called theoretical or non-empirical research (Winch et al., 2016). Research founded on this approach is entirely literature-based and will in all likelihood follow a methodology that focuses on the analysis of theories, selection and discussion of theoretical material and other scholarly literature. In this context, the findings or knowledge obtained can be presented, *inter alia*, in the form of conceptual frameworks, models or other forms of visual presentations that add (Winch et al., 2016).

The conceptual framework for SCs as situational leaders in PSs was founded on knowledge gained from a literature study and the analysis of the theories and a conceptual framework is the final result of this study.
1.6.2 Development of a conceptual framework

According to van der Waldt (2013:5), a qualitative theoretical design is also ideal to develop a conceptual framework or model. In this instance, a conceptual framework or model is the actual visualization of the results of the literature and theoretical analysis. This refers to the notion of “from theory to practice”. Maree (2012:42) states in this regard that a conceptual framework is a map of the phenomenon that has been research and is a tool to visualise the findings related to a theoretical study.

The conceptual framework that was developed in this study based on scientific inquiry visualise the environment in which SCs function (internal and external), their roles as managers, leaders and situational leaders and what has to be done to make SCs effective leaders of subordinates in their respective PSs.

1.7 Research methodology

The research methodology of in this study focused on an in-depth analysis of scholarly literature to determine what effective leadership is all about. The situational leadership theory of Hersey and Blanchard received special attention. Literature on the situational leadership approach in a police environment was analysed to gain a better understanding of how a SC could follow this leadership approach in their PSs to establish a motivated team of followers.

1.7.1 The literature review

Mouton (2008:86) identifies a literature review as the first stage of any scientific research or study. The process of reviewing existing literature ensures that important literature on the subject under investigation are retrieved, analysed and described in a scientific manner. Mouton (2008:86) also explains that the researcher should review the existing body of scholarly literature to obtain the recent most reliable sources of information on which to build his or her research. Through the literature review the researcher establishes a general knowledge and an understanding of the fundamental concepts involved in her own study.
According to Pautasso (2013:1), the following elements are important when researchers undertake a review of relevant literature:

- define the topic precisely to focus the research;
- search and re-search the literature;
- always keep the purpose of the study in mind;
- take notes while reading;
- be critical and consistent;
- find a logical structure to present information;
- always be objective; and
- use contemporary sources, but do not forget older sources.

After the analysis of the information gathered, the researcher interpreted the findings and assigned significance and meaning to it. This gave the researcher a general sense of what the sources produced in order to explain the phenomenon under discussion, namely leadership and more specifically situational leadership. This can be described as identifying repeating ideas expressed by different authors and then interpreting these ideas in order to report it to a specific audience (Colaizzi, 2012:60). Colaizzi (2012:60) further states that when themes and categories have been identified and data have been analysed, the data that have been produced should be presented in a rich and exhaustive manner in a scientific dissertation or thesis. It should include the findings, addressing the final results, and must make recommendations to address any problems.

1.8 Ethical clearances

This study was conducted under the jurisdiction of the Institutional Research and Ethics Regulatory Committee (IRERC) of the North-West University and is therefore subject to the ethical prerequisites of the University.
1.9 Significance of the study

It is important that any research or study makes a contribution to science, the study field and those on whom the research focus (Regoniel, 2015). Regoniel (2015) also states that the significance of a study can be benchmark against the following:

- Has the problem been addressed?
- Has the objectives of the study been reached? and
- Has the study made any contribution to science, the study field and those who will implement the results?

The problem statement of this study focuses on the following problems:

- Leadership is a complex research area and across all sectors there is often uncertainty about how to contextualise the phenomenon. It is not always clear what is meant by the concepts leadership and situational leadership, and this study analyses and defines the theories that describe what these two phenomena entail.
- The Draft White Paper on Police, 2015, identifies a range of current problems that persist in the functioning of the SAPS and the police stations. These problems are associated with poor discipline, criminality, corruption and poor leadership (SAPS, 2015).
- The study presents a conceptual situational leadership framework for SCs in the South African Police Service, clearly indicating what situational leadership is all about. The procedures that can be followed by SCs to implement the framework are also determined to guide SCs to successfully implement it.

1.10 Chapter layout

The study outline is as follows:

Chapter 1: Introduction

Chapter 1 offers an introduction and orientation to the study. The discussion provides the background to the study and the problem statement and general research question. The
specific research questions are listed and the objectives of the study are delineated. Each objective is answered with a theoretical statement. The research design to achieve the objectives is also been discussed in this chapter.

Chapter 2: Exploration of theories on leadership with a focus on the situational leadership theory

The second chapter comprises the theoretical analysis of what leadership in the public sector entails and a broad analysis of the situational leadership theory of Hersey and Blanchard. This is situated within the larger context of leadership as such. The theoretical knowledge gained from this chapter forms the core elements of the conceptual situational leadership framework for SCs working in PSs in the SAPS.

Chapter 3: Analysis of the situational leadership theory and leadership skills necessary for effective situational leaders

This chapter describes the founding principles of the situational leadership theory of Hersey and Blanchard. The chapter explains the origin of the theory and analyses the three pillars on which the theory is based. The three pillars are leadership style, maturity level of the subordinates and the situation. In order to implement the principles of the situational leadership theory, situational leaders have to possess specific leadership skills. The Katz three-skill model for the development of leadership skills is utilised to discuss the skills needed to be an effective situational leader. These skills are technical (operational skills), human skills and cognitive skills. They are also included in the situational leadership conceptual framework for SCs.

Chapter 4: Situational leadership conceptual framework for Station commanders in the SAPS

This chapter explains the scientific development of a conceptual framework and then presents the conceptual framework for SCs as situational leaders. The discussion thereafter elaborates on the process of implementation of a conceptual framework in practice and challenges experience in this regard.
Chapter 5: Conclusion and recommendations

Chapter 5 completes the study by indicating how the objectives have been reached. The chapter shows that the study has reached its primary goal with the development of a conceptual leadership framework for SCs in the SAPS. The conceptual framework is founded on the knowledge gained from the literature study and the analysis of the relevant theories. This chapter also includes a summary of all the chapters, the recommendations and the conclusion to the study.

1.11 Conclusion

Chapter 1 included the background and orientation to the study, the problem statement and the general research question of the study. The chapter listed the general research questions and the objectives. The theories that form the foundation of the study were identified and discussed in general terms. The research design and methodology were described. The chapter also touched on the significance of the study for science, the study field and the police environment in South Africa.

The second chapter offers a theoretical analysis of what leadership in the public sector entails and a broad analysis of the situational leadership theory of Hersey and Blanchard. The chapter positions this analysis within the larger context of leadership as such. The theoretical knowledge gained from this chapter forms the core elements of the conceptual situational leadership framework for SCs working in PSs in the SAPS.
CHAPTER 2: EXPLORATION OF THEORIES ON LEADERSHIP WITH A FOCUS ON THE SITUATIONAL LEADERSHIP THEORY

2.1 Introduction

Leadership has become an important topic for many organisations and in academic settings today. Situational leadership, per se, has in the past decade become one of the more significant leadership approaches that affects leadership in organisations in various sectors (Kaifi, 2014:29). Shapiro (2014:1) states that the main reason for this is that the situational leadership theory is easy to understand and to implement. It is a compelling leadership approach and continues to prove valuable for managers as leaders in organisations in the private and public sectors, including public institutions such as law enforcement (Shapiro, 2014:1).

Most scholars in Public Management and Administration regard the importance of leadership and by implication situational leadership as self-evident when it comes to managing the functions of the public sector. Van Wart (2003:214) contends that “...in organisations, effective leadership provides higher-quality and more efficient goods and services; it provides a sense of cohesiveness, personal development, and higher levels of satisfaction among those conducting the work; and it provides an overarching sense of direction and vision”. He (Van Wart, 2003:214) also indicates that effective leadership leads to the alignment of the activities of employees in an organisation. As such, it is a mechanism for innovation and creativity that should result in the positively revitalizing an organisation’s culture to perform effectively.

According to Van Wart (2003:214), this is no small directive, especially in law enforcement organisations with their focus on preventing crime and securing a safe environment for all of the country’s citizens. Effective leadership is difficult in all areas of the public sector, but it seems that today’s law enforcement organisations, such as the SAPS in South Africa, faces additional challenges when it comes to leading subordinates in the “new” democratic dispensation. Van Wart (2003:214) states that while the new democratic dispensation in South Africa has its advantages, it creates an environment where citizens can monitor and criticise the government and its administration more openly and this makes management and leadership in government institutions more difficult today (Van Wart, 2003:214).
Leaders in the SAPS, such as SCs, must therefore think carefully about their roles as leaders, know how to delegate responsibility, communicate visions, values and priorities and motivate subordinates to reach the goals of a PS. SCs have to bring out the best in their subordinates and should strive to make them willing partners in reaching the goals of a PS within the larger milieu of the SAPS. Within this milieu the SCs responsibility is complex and the leadership activities to be undertaken are dynamic and diverse. Singh (2004:93) states in this regard that the task of SCs is not just to be involved in “protecting and to serve”, but also to effectively lead their subordinates during the different and complex situations that they experience on a regular basis.

The situational leadership approach, which is thoroughly discussed in the next chapter, can empower SCs to understand the complexity of management and leading so that they can, as situational leaders, understand their leadership role in a PS better. They should be able to create a common vision for subordinate police officers working with them in a PS. The situational leadership approach may provide SCs not only with a better understanding of the challenges they and their subordinates face every day, but also of how to address such challenges better (Van Wart, 2003:214).

Understanding the theoretical foundation of leadership may provide SCs with the necessary knowledge to become more effective leaders and specifically, more effective situational leaders in their respective PSs.

2.2 Leadership in the public sector

The public sector, which includes the SAPS, is more and more under pressure to improve safety and security services and this is closely linked to the establishment and direction of a motivated work force. As a result, there is a growing demand for leaders with sound leadership capabilities who can carry out their leadership role under various circumstances and in various situations. The public sector is confronted with complex situations every day and to secure public service affectivity in public sector institutions, such as the SAPS, the sector must develop leaders that can cope with this reality (Van Wart, 2003:214).
Alimo-Metcalfe and Alban-Metcalfe (2006:293) point out that there is not enough “...understanding of the qualities required for effective leadership in today’s public sector”. They state that leaders in the public sector themselves often do not understand the reasons for their own ineffectiveness as leaders. It is therefore of fundamental importance that they gain a better understanding and knowledge of the theoretical basis on which leadership is founded and this can “... be one of the reasons why service delivery by the public sector can be improved” (Alimo-Metcalfe & Alban-Metcalfe, 2006:293-295).

According to van der Waldt (2011:2), managers in the public sector, find themselves in a more challenging environment in which leadership, accurate planning and reaching goals are exceptionally difficult due to political dynamics, development complexities, resource constraints and financial risks. Jarbandhan (2011:21-22) is of the opinion that the effectiveness of leaders in the public sector is critical for the success of public sector organisations. He concurs with van der Waldt (2011:2), and Alimo-Metcalfe and Alban-Metcalfe (2006:293-295) and indicates that with the ever-evolving national and global environment, leaders in the public sector have to possess the relevant competencies to lead these organisations successfully to enhance effective and efficient service delivery (Jarbandhan, 2011:21-22).

Gill (2011:19-21) states that a unique leadership challenge in the public sector today seems to be the change from the stereotype, traditional one-dimensional leadership approach to a more pragmatic leadership approach where leaders are more “open-minded” and adapt to the various situations in which they have to lead. Such leaders can be more effective leaders who can lead their organisations to successfully reaching its goals. Open pragmatic leadership leads to better cooperation and increased engagement among subordinates, which may assist an organisation to reach its goals more effectively. Leaders can develop their leadership behaviour, styles and influencing skills better in such a more “open approach”. The trend of leadership in the public sector is therefore towards positively influencing and motivating subordinates (personal power), which is a move away from the current use of an authoritative “position power” to lead subordinates (Gill, 2011:19-21).

Jarbandhan (2011:44) states that public sector leaders have to combine leadership knowledge, skills, behaviour and attitudes to lead their subordinates to promote service
delivery and to overcome the critical outlook of the public towards public sector institutions. He further concludes that public sector leaders should have outstanding communication skills, be problem solvers, be able to manage information and be innovative to find new ways to promote service delivery within the public sector (Jarbandhan, 2011:44). Turrini (2013:486-504) explains that public sector leadership truly do matter in improving the performance of public sector organisations. He is of the opinion that “…public sector leadership is emerging as a distinctive and autonomous domain in public administration/public management studies”, although the debate is still underdeveloped compared to business administration studies. He deems “…it [is] highly likely that the ideal leadership approach and style is a situational leadership approach and style” (Turrini, 2013:486-504).

The general culture in South Africa also tends to be intolerant of the failure of public sector institutions and this can make employees working in the sector very cautious about implementing new and different ideas and approaches in their working environment. This may be an important reason why leaders in this sector are cautious to undertake new initiatives, including changes in management and leadership approaches. The Performance and Innovative Unit (PIU) in the UK (PIU, s.a.:29-39) also indicates that the environment in which public sector institutions operate has an effect on management and leadership activities of employees. The norm is that managers as leaders working in public sector institutions focus more on keeping old and trusted management and leadership approaches in place than on experimenting with new approaches.

Fear of the media, politicians and the public are real for employees in the public sector. In many instances, employees believe that the failure of new thinking reaches the news often than its successes. The attempt to eliminate failure can therefore hamper the implementation of new leadership ideas such as the situational leadership approach. Leaders may stick to old and approved leadership approaches rather than adapt new leadership approaches (PIU, s.a.:29-39).

Unlike in the private sector where the results of successful leadership are measured in financial terms and business growth, successful public sector leadership may provide few noticeable results, with few opportunities for reward and recognition. This may lead to a situation where effective leadership in the public sector may not be regarded as equally
important to the private sector. This is a challenge that the public sector institutions should take to heart. The public sector is in this regard faced with the following challenges (PIU, s.a.:29-39):

- There is no culture for the development of leadership and leadership skills, which result in managers with low leadership capabilities.
- The predominantly bureaucratic culture and structures of the public sector often constrain the development of effective leaders due to the strict rules and regulations followed in many public sector institutions.
- Public sector leaders do not always have the necessary freedom to lead and to develop their own leadership styles to lead subordinates effectively in the various situations experienced every day.
- The supply of effective leaders through training programmes, both from within the public institution and from outside, is not always of primary importance for the public sector to secure a constant flow of good leaders.

The research of PIU also found that creating an appropriate and positive climate for leaders in the public sector so that they can develop and operate, accounts for more than 30% of the successful performance of such institutions. The most important way to further this success rate is to create a culture where leadership styles and leadership skills can be developed (PIU, s.a.:32-34).

At this point in time, it is necessary to establish what exactly is meant by the concepts management and leadership and the link between the two phenomena.

2.3 The concepts “management” and “leadership”

Auriacombe and van der Waldt (2015:207) point out that there are two primary views when scholars on management and leadership analyse and discuss these fields of study, namely:

- scholars who see leadership as a management function; and
- scholars who regarded management and leadership as two different phenomena (the approach followed in this study).
Chapter 2: Exploration of theories on leadership with a focus on the situational leadership theory

According to Auriacombe and van der Waldt (2015:207), management and leadership can be regarded as different processes. Management strives to maintain organisational stability and improve efficiency through the effective:

- development of organisational policies;
- strategic and operational planning to implement policies;
- management of human resources;
- management of financial resources; and
- implementation of control measures.

Auriacombe and van der Waldt, (2015:207) regard leadership as part of a manager’s daily activities and it includes:

- the creation of a positive work environment in which subordinates can function;
- the linking of the vision for subordinates with that of the organisation;
- the design of a “social architecture” that shapes the culture and values of subordinates;
- the motivation of subordinates to reach their own and their organisational entity’s goals successfully;
- the development of personal qualities, such as honesty;
- the development of the maturity levels of subordinates to do their work successfully; and
- the establishment of a culture of accepting change to address the ever-changing environment in which they work.

Puyang (2008) also follows the approach that management and leadership should be regarded as two separate phenomena. Puyang (2008) sees management as planning, budgeting, organising and staffing, controlling and predicting predictability through controlling. She sees leadership as the development of a vision for subordinates, the alignment of subordinates to reach the vision, the motivation, mentoring and inspiration of subordinates, and in the last place the cultivation of a culture for change (Puyang, 2008).
In an effort to shed more light on the above brief discussion, the sections below discuss the management role of a manager and the leadership role of a manager respectively.

**2.3.1 Management as concept**

McNamara (2009:66) defines management as a process where managers at all levels work formally with and through others to achieve organisational objectives in a changing environment. Management, according to McNamara (2009:66), is the formal activities managers in an organisation should perform with the aim of achieving organisational goals in an efficient manner. The identification and description of management as an activity that managers have to perform, can be traced back to 1916 when the French engineer, Henri Fayol, identified the first five tasks (principles or functions) of management (McNamara, 2009:66). These tasks of a manager identified by Fayol include planning, Organising, commanding, coordinating and controlling (McNamara, 2009:66).

Fayol’s five tasks or functions of management are still in some form or the other, seen by most scholars on management as the basis of the management activities in organisations today (Van Vliet, 2011). Leading personnel is one of fourteen principles identified by Fayol. He did not see leading as a management function *per se* (McNamara, 2009:66).

Cloete, a well-known scholar of Public Administration in South Africa, developed his generic or rational analytical model in the sixties of the previous century. It describes the *management functions* that a public sector manager should undertake (Vyas-Doorgapersad, 2011:235-250). Cloete called his management functions the “six generic administrative processes or functions” and he identified them as policy making, Organising, financing, personnel provision and utilization, determination of work procedures and control. These six generic administrative management processes or functions became the focus of the subject matter and the focus of Public Administration education until the 1980’s (Vyas-Doorgapersad, 2011:235-250).

Lynch (2011:1058–1069) describes the management functions within the context of the police environment as the ability to plan policing activities, use their personnel effectively,
organise their entities effectively, spend money wisely and control all activities in their police organisational entities to achieve the stated objectives on safety and security.

2.3.2 A manager as leader

Scholars such as Auriacombe and van der Waldt (2015:205-207) are of the opinion that leadership is not an inborn trait and that leaders or persons can learn the most essential leadership skills during their work as manager. This means that SCs as managers can strive to become good and respected leaders for their subordinate police officers working with them in a PS. They can enrich themselves with knowledge on leadership and leadership skills and can learn how to implement this knowledge to become more effective leaders.

Knowing and understanding what leadership is all about may help managers (such as SCs) to (PIU s.a., 2009):

- motivate and guide their subordinates in an effective manner to reach their organisational entity’s goals;
- play a key role in the life and success of their organisation;
- assure that the potential of their subordinates can be transformed from “potential” into “reality”;
- assure that their subordinates are motivated to work as a team to reach the organisation’s goals; and
- play their part so that community needs are address.

Managers as leaders may have different leadership skills and styles and they will lead their subordinates in different ways. Whatever leadership methods managers use, they have to create a work environment in which their subordinates are “happy, productive and inspired” to work (PIU, s.a. 2009).

The success or failure of the management of a PS starts with the leadership vision and leadership skills of the SC. Managers as leaders is therefore about creating a vision for the future, establishing a positive work and social environment, inspiring and motivating
followers, developing personal qualities, and creating change to improve effectiveness in their organisations (Auriacombe & van der Waldt, 2015:207).

2.3.3 The focus on leadership

Siegel (2010:139) states that much has been written about leadership, ranging from evidence-based academic research to fairly generic statements, regardless of the organisation under discussion. In the realm of the public sector, much room is left to describe and understand the phenomenon of leadership and specifically the leadership role of a manager (Siegel, 2010:139-161). Leadership can in its most generic form be defined as influencing, motivating, persuading and enabling subordinates to contribute to reach institutional goals effectively and successfully (Khan & Naidoo, 2011:73-74; Jarbandhan, 2011:21).

Leadership can also be described as follows (Lynch, 2011:2-35; Khan & Naidoo, 2011:70-74; Klatt & Hiebert, 2001:2-8):

- It is the role and responsibility of a leader to influence subordinates to work willingly to achieve the set objectives of the organisation.
- Through effective leadership principles, leaders can motivate their subordinates to successfully reach their own goals within the larger picture of an organisation’s goals.
- Leadership is a process of social influence in which one person can use the aid and support of others in the accomplishment of a common task.
- It is the skill to organise a group of people or followers into a unit and to motivate them to achieve a common goal.
- It is the skill to influence, motivate, persuade and enable subordinates to contribute to the institutional goals effectively and successfully.

Leaders should be able to create a vision for the future, design a positive social environment, create a value-laden culture, inspire and motivate followers, develop personal qualities, and create change to improve organisational effectiveness (Siegel, 2010:139-161). Understanding and gaining knowledge of the contents of leadership as activity is, however, not a once-off endeavour, but must be founded in the development philosophies of each organisation (Chrism, 2011:80-86).
It is an ongoing process that should be aligned with organisational development actions and leadership programmes. It should include the development of an employee’s physical and mental skills and capabilities (Chrism, 2011:80-86).

Leadership development should not only focus, as is the case in many organisations, on the development of good leadership qualities, but should also focus on developing leadership skills. Leaders should master of good leadership skills to lead subordinates or teams and this should form the foundation of any leadership development programme. According to Chrism (2011:80-86), such programmes should include the following four cornerstones:

- It should develop self-awareness in leaders to understand the lack of their own leadership capabilities before leading subordinates.
- It should teach leaders to take responsibility for their leadership approach and of the approaches of their subordinates.
- It should teach leaders to understand what integrity means and to align their thoughts, words and promises with their actions.
- It should teach leaders to be trustworthy in their actions as leaders and to do what they say they are going to do to create trust between them and their subordinates.

De Rue et al. (2011:1) state that if the content of the concept of leadership is not thoroughly understood and adopted by a leader, it may result in conflict among subordinates, poor customer service, high turnover, absenteeism and other problems that indicate a lack of leadership awareness, a lack of responsibility, integrity and trustworthiness.

It is essential to explore and understand which theories form the foundation of the phenomenon of leadership since this provides the framework for the situational leadership theory that is discussed in more detail in the next chapter.

2.4 Theories related to leadership

An understanding of the broader theoretical foundation of leadership is a prerequisite to contextualising the situational leadership theory of Hersey and Blanchard. When
analysing the leadership theories, it is clear that there are more than one “core” theory that address leadership (Helmrich, 2016:1). While theories regarding leadership may differ, the general leadership philosophy remains the same, namely “…leaders are people who know how to achieve goals and know how to inspire people to follow them along the way” (Helmrich, 2016:1). Horner (1997:270) indicates that leadership theories are typically described at the hand of the traits, qualities, and the behaviours of a leader. Leadership theories have been in development since the latter part of the previous century (Mnguni, 2009).

The more well-known leadership theories relevant to this study, which includes the situational leadership theory, are the following (De Rue et al., 2011:6; Helmrich, 2016:1; Shamir et al., 1993:577; Hamilton, 2014:47; Huges et al., 2010:101-105):

- Trait theories.
- Behavioural theories.
- Contingency theories (such as the situational theory of Hersey and Blanchard).

These theories developed over time and overlap. They are therefore all regarded as applicable to this study.

These theories on leadership will now be highlighted in more detail.

2.4.1 Trait theories

Trait theories state that effective leaders share a number of common personality characteristics, or "traits" (De Rue et al., 2011:6). The trait theorists identified specific traits and qualities, for example, integrity, empathy, assertiveness, good decision-making skills and likability. De Rue et al. (2011:6) also state that trait theories concentrate on what type of person makes a good leader. These theories focus on the relative link between effective leadership types such as gender, intelligence, personality and behaviour and leadership effectiveness. Early trait theories alleged that leadership is an inborn, instinctive quality that a person has or does not have. Later it was supposed that leaders and their subordinates can develop leadership qualities (De Rue et al., 2011:6).
Scholars from the trait theories wanted to determine (De Rue et al., 2011:6):

- whether effective leaders have the same personality traits or characteristics;
- whether leadership effectiveness could be linked to high group performance;
- whether leadership effectiveness results in high job satisfaction.

However, none of these characteristics would guarantee success as a leader. Some scholars portray traits as “...things going on within our minds” that are not all that important for effective leadership (De Rue et al., 2011:6-10). Further criticism of the leader trait paradigm, such as presented by Jenkins and Stodgill, prompted scholars to look beyond leadership traits and to rather consider how leaders’ behaviour predicts the effectiveness of leaders (Zaccaro, 2007:10).

### 2.4.2 Behavioural leadership theories

Theorists developed behavioural theories of leadership in response to the criticism of the trait leadership approach. Scholars in this field of leadership began to research the behaviour of successful leaders in organisations instead of the specific traits needed to be a successful leader. They identified broad behavioural patterns of successful leaders and linked it to different leadership styles (Shamir et al., 1993:577).

Well-known behavioural theorists and approaches are (Bolden et al., 2003:8-11):

- McGregor’s Theory X and Theory Y Managers
- Blake and Mouton's Managerial Grid

Behavioural theories focus especially on the behaviour of leaders when they interact with subordinates, after which they identify and link the leader’s behaviour to specific leadership styles. They identify three leadership styles that leaders use when guiding subordinates in a work environment, namely (Shamir et al., 1993:577; De Rue et al., 2011:6-10):

- Autocratic leaders who make decisions without consulting their subordinates or team members. This style of leadership is considered appropriate when decisions have to
be made quickly, when there's no need for input from others and when team agreement is not necessary for a successful outcome.

- Democratic leaders who allow the team to provide input before the leader makes the decision, although the degree of input can vary from leader to leader. This style is important when team agreement matters, but it can be difficult to manage when there are many different perspectives and ideas.

- Laissez-faire leaders are those who allow individual subordinates within the team to act within an environment of little leadership guidance. This may work well when the team is highly capable, is motivated, and doesn't need close supervision. However, this leadership style cannot be followed when a leader is in command of subordinates who are lazy, not capable (matured) to undertake tasks successfully, or who are not willing to follow a leader.

Bass and Bass (2008:17) are of the opinion that an important criticism of this theory is that behavioural theorists are prone to focus on a single behavioural perspective. For example, scholars may focus on reasons why leaders are autocratic or laissez-faire leaders. They may also focus on behavioural aspects such as why autocratic leaders antagonize followers (Bass & Bass, 2008:17). Zaccaro (2007:10) claims that behaviour theorist concentrate on one situation alone in which the behaviour of leaders are analysed.

This point of view can account for both the importance of situational variables as the primary source of difference in leadership behaviour and is the primary source of change of leader role or style (Zaccaro, 2007:10). Zeithaml et al. (1988:37-64) state that these aspects form the basis of the contingency theories, of which the situational leadership theory is one.

### 2.4.3 Contingency theories

While behavioural theories may help leaders to develop particular leadership behaviours, they give little guidance as to what constitutes effective leadership in different situations (Bolden et al., 2003:8-11). Most researchers on leadership conclude that no one leadership style is right for every leader under all circumstances. Contingency situational theories were developed to indicate that the style to be used is contingent upon such
Chapter 2: Exploration of theories on leadership with a focus on the situational leadership theory

factors as the situation, the people, the task, the organisation, and other environmental variables (Bolden et al., 2003:8-11).

According to Zeithaml et al. (2014:37-64), the contingency theories, of which situational leadership is one, focus mainly on the idea that effective leadership is based on certain variables, such as different environments, leaders behaviour and the capability of subordinates to do their tasks successfully. Zeithaml et al. (2014:37-64) maintain that in line with the contingency theories, productivity is a result of a leaders’ ability to adapt to environmental changes and situations. Contingency theories indicate that leaders should have the freedom to make decisions based on current situations in their environment. This means that leaders should have the autonomy (and the ability) to handle unstable situations within the workplace through adapting their leadership style to handling such uncertainties as may arise in their organisations and respected entities (Zeithaml et al., 2014:37-64).

Hamilton (2014:47) is more specific about the philosophy of contingency theories and states that contingency theories in general focus on the idea that “...the success of leaders is linked to how such a leader handles various contingencies, events or situations”. These contingencies may refer to various aspects such as difference in subordinate’s profiles, different task, group variables or outside influences such as the ever-changing political environment. The effectiveness of a leader depends on the ability of the leader to analyse and understand the situation in which he must act as leader and to communicate it to his or her subordinates effectively. These theories stress that a leader should use different leadership styles in an appropriate or effective manner as required in the different organisational situations (Hamilton, 2014:47).

The contingency theories constitute an important body of knowledge for leaders on how to address their leadership responsibilities in the ever-increasing complex environment in which they operate. Northouse (2007:117) states that contingency theories have over the decades been a valid and reliable approach to guide leaders to achieve excellence in their leadership efforts.
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It is grounded on sound knowledge and extensive empirical research (Northouse, 2007:117). Northouse (2007:120) continues by affirming that the body of contingency theories provided leaders with the following advantages:

- It has broadened the scope of knowledge of leadership so that leaders understand the importance of his or her style within the context of different situations.
- It has provided leaders with knowledge that they can use regarding different leadership styles that they can follow and it offers them insight into when to use a specific leadership style that will most likely be the best to follow in a particular situation.
- It suggests that not every leader will be equally effective in all situations and therefore organisations should consider which leadership style would be most optimal in a given situation.
- It provides knowledge on leadership styles that could be useful to organisations when developing leadership profiles for human resource planning.

No one integrated contingency theory has been postulated yet and it is difficult to refer to “The contingency theory of leadership” (Northouse, 2007:120). Scholars in this field developed a number of different or sub-contingency theories that fall under the general contingency umbrella. They include, *inter alia*: Fiedler’s contingency theory, the *situational leadership theory* and *Vroom and Yetton’s decision-making contingency theory*. While all similar on the surface, they each offer their own distinct views on leadership (Northouse, 2007:120).

The contingency theories that are important to both leadership and this study are the following (Bolden *et al.*, 2003:8-11; Huges *et al.*, 2010:101-105):

- Fiedler’s contingency theory on leadership
- *Hersey and Blanchard’s situational leadership theory*
- Vroom and Yetton’s decision participation contingency theory

**Fiedler’s contingency theory**: Fiedler’s theory is the earliest and most extensively researched leadership contingency theory. Fiedler departs from the trait and behavioural
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theories and asserts that a subordinate’s performance depends on the leader’s (i) psychological (inner) orientation and (iii) three contextual (external) variables, namely:

- the atmosphere in which the leader and his subordinates work;
- the complexity of the tasks (structure) that the subordinates must complete; and
- the leader’s position in the organisational hierarchy, which determines his position of power.

Huges et al. (2010:101), however, posit that Fiedler's contingency theory does not only depend on these variables and the control over a situation, but for leaders to be effective they also need to pay attention to the following aspects:

- good human relations with subordinates; and
- they should clearly link the tasks and procedures of subordinates with the organisation’s goals.

Lacking these prerequisites may result in leadership failure (Huges et al., 2010:101).

The situational leadership theory: The situational leadership theory was developed by two scholars of leadership, namely Hersey and Blanchard, and is based on contingency thinking. This theory is based on the idea that the developmental levels of a leader's subordinates (their level of maturity) play the greatest role in determining which leadership styles (leader behaviours) are most appropriate. The theory also takes a situational perspective to leadership (Bolden et al., 2003:8-11). The theory focuses on the following elements (Bolden et al., 2003:8-11; Graeff, 1997:155):

- The maturity or capability level of subordinates to do their allotted work successfully.
- The leadership style that a leader should follow to address each maturity level.
- The constant changing situation that a leader and his or her subordinates encounter.

According to Graeff (1997:155), the situational leadership theory describes “good” leaders as the capability of leaders to adapt their leadership styles during changing situations in the organisational entity, taking into account the maturity levels of those being led. This leadership approach is currently, in the mind of Graeff (1997:155), the
most recognised, utilised and effective leadership theory implemented in organisations over the world. As mentioned before, the content of this theory forms the basis of this study and as such, it is discussed in detail in the next chapter.

**Vroom Yetton’s decision participation contingency theory** is also in essence a situational leadership theory under the contingency umbrella of theories. The theory also maintains that the best style of leadership is contingent to the situation (Mohan, 2013). This theory is regarded as a contingency approach because the leader’s possible behaviours are contingent upon the interaction between leaders and their subordinates, but the focus is on how leaders interpret the situation in which the interaction takes place and how they take decisions as a consequence (Mohan, 2013).

The Vroom-Yetton's-Jago model is a contingency approach to group decision making that is designed specifically to help leaders select the best approach to making decisions. The model identifies different ways a leader can make a decision by considering the degree of follower participation. It proposes a method for leaders to select the right approach to making a decision in a given set of circumstances. According to this theory, the effectiveness of a decision taken by leaders depends on a number of aspects, namely the situation, the importance of the decision to be taken, the acceptance level of subordinates, the amount of relevant information possessed by the leader and how he communicates it to his subordinates. The effectiveness of leaders depends on the likelihood of subordinates accepting a decision made by the leader and the probability that they will participate in its implementation (Field, 1979:249).

As this study focuses on the situational leadership theory of Hersey and Blanchard, the broad principles on which this theory is founded are elaborated on in the next section. More in-depth detail on the theory follows in the next chapter.

### 2.5 General exploration of the situational leadership theory

The situational leadership theory, developed by Hersey and Blanchard, is a leadership approach where leaders should constantly adjust their leadership style based on the capability or level of development of subordinates to undertake their tasks successfully. This takes place during different situations in their workplace (Farmer, 2005). Rampant
(2010:5) indicates that the situational leadership theory has a fundamental rationale that underpins it, namely that there is no single leadership style that a leader can follow, but that leaders should change their leadership style according to various contingencies. Although the situational leadership theory was developed in the 1960’s and 1970’s, Carpenter et al. (2012:441) describe this theory as still very relevant in the training of leaders in more than 500 organisations in the USA alone. The training programmes are presented to managers on various managerial levels in American organisations. Situational leadership as approach is also, according to Carpenter et al. (2012:441), highly popular with organisations all over the world and more than 14 million managers across 42 countries have undergone situational leadership training up to date.

2.5.1 Situational theory or model?

At this point in time it is necessary to indicate that scholars differ on their description of the situational leadership approach in that some scholar’s calls it a “theory”, while others calls it a “model”. This seeming discrepancy may cause some confusion among researchers and readers. To clarify this and to indicate which concept is used in this study the following is important:

- The situational leadership theory was first introduced by Hersey and Blanchard in the sixties of the previous century as the "Life cycle theory of leadership" (Hersey & Blanchard, 1969:26-34).
- During the mid-1970s, the "Life cycle theory of leadership" they renamed it to the "Situational leadership theory" (Hersey & Blanchard, 1977:159).
- In the late 1970s and early 1980s, Hersey and Blanchard developed their own models of situational leadership, using their original situational leadership theory as the foundation for their individual models. These models are called the Hersey Situational Leadership Model and the Blanchard Situational Leadership II Model (Blanchard et al., 1985:144).

Since this study is based on the original situational leadership theory of Hersey and Blanchard, the concept “theory” is used throughout the study.
2.5.2 Contents of the theory

As mentioned, the theory argues that leaders should lead their subordinates differently based on their maturity level to undertake tasks. Subordinates at a low maturity level or in the first stage of development in their work should be led in a strict directive manner, while highly matured or developed subordinates should be led in a much less restrictive manner style (Vecchio, 2002:67-84).

Subordinates whose maturity or development level is still low, will have less knowledge or maturity to perform their tasks successfully and they should be led by means of a highly directive leadership style. As their knowledge or maturity levels develop, the leader’s leadership style should change accordingly from directive to a coaching, participatory and eventually a delegating leadership style (Vecchio, 2002:67-84).

Manning and Kent (2012) indicate this leadership/maturity link as follows:

1. Low maturity level requires a directive leadership style.
2. Low to moderate maturity level requires a coaching leadership style.
3. Moderate to high maturity level requires a participating leadership style.
4. High maturity level requires a delegating leadership style.

In almost every visual presentation of the link between the maturity level of subordinates and the preferred leadership style of a leader, the following depiction is used to visualise and describe the situational leadership theory:
Chapter 2: Exploration of theories on leadership with a focus on the situational leadership theory

Figure 1: The situational leadership approach of Hersey and Blanchard

Source: Adapted from Manning & Kent, 2012.

Also see the following websites for different presentations of the same situational leadership approach: all3pm.com; selfawareness.org.uk; managewell.net. (Centre for leadership Studies, 2006).

The contents of figure 1 can be described as follows (Manning & Kent, 2012):

- A subordinate who is on a low maturity (M1) level to undertake a task successfully should be led by a leader in a directive leadership style (S1);
- A subordinate on a low to moderate maturity level (M2) to undertake a task successfully should be led by a leader in a coaching leadership style (S2);
- A subordinate on a moderate to high maturity level (M3) to undertake a task successfully should be led by a leader in a participating leadership style (S3); and
- When a subordinate reaches a high maturity level (M4) to undertake a task successfully, a leader should follow a delegating leadership style (S4).
Graeff (1997:153-170) is of the opinion that situational leaders need comprehensive leadership skills to implement this theory successfully. These skills can be developed over time and include skills such as operational skills, human relation skills and conceptual skills (Graeff, 1997:153-170). An analysis of these skills is therefore undertaken in the next chapter and forms part of the situational framework for the SCs working in the SAPS.

Since this study focuses on leadership in a police environment, it is important to explore what situational leadership entails in such an environment.

2.6 Benefits of the Situational Leadership Theory

According to Tomasco (2016), when leaders implement the situational leadership theory successfully, it may hold the following benefits for their subordinates:

- Their work is done more precisely and according to set time-frames.
- Their work relationships improve.
- Their ability to do their tasks better increases over time because of development actions.
- Their levels of motivation improve because of the structured leadership assistance they receive to develop their maturity levels.

Tomasco (2016) claims that the situational leadership approach provides leaders with a better understanding of the relationship between them and their subordinates, resulting in the fact that organisational goals are achieved more successfully. He also indicates that the situational leadership theory per se can maximize a leader’s influence, not only among his or her followers, but also in the organisation at large.

The situational leadership theory has also specific benefits for leaders themselves, such as (Tomasco, 2016):

- They develop a critical awareness of their own essential leadership-related strengths and are able to utilise it to become better leaders.
• They will detect any leadership shortcomings and can address these through own personal leadership development.
• They are able to guide their subordinates effectively to become motivated workers.
• They can identify each subordinate’s potential and develop it to secure a competent team.
• They can create more productive teams/organisations by fast-tracking the development of individuals that are new to their role and/or are learning a new task.
• They can develop engaged and committed employees by effectively recognizing and proactively addressing the dynamics of performance regression.
• They understand the behaviour of subordinates and know how to lead subordinates to change their behaviour to the benefit of the organisation.

Northouse (2007:110) highlights four features that make the implementation of the situational leadership theory relatively easy in any organisation:

• It is a well-known leadership approach to train leaders in organisations in the private and the public sector;
• It is a practical approach that is easy to understand and easy to apply in a variety of public sector institutions;
• It gives leaders leadership prescriptive of the bigger picture of leadership and how to become effective leaders in any organisation; and
• It emphasizes leadership flexibility, which is a prerequisite to becoming effective leaders with followers who are willing to follow them and who are motivated to reach organisational goals.

Silverthorn and Wang (2001:1) contend that the principles underlining the situational leadership theory predict whether an organisation will be a success or failure, which is directly linked to whether an organisation is reaching its goals or not. The leaders also develop the ability to adapt successfully to a changing organisational environment and to lead their subordinates successfully through such changing periods. It is an instrument to secure that organisations reach their organisational goals and that the quality of service is to the advantage of communities (Silverthorn & Wang, 2001:1).
The question that should be answered is whether the situational leadership theory can effectively be implemented in a law enforcement environment?

2.7 Situational leadership in a law enforcement (Police) environment

As mentioned before, today's law enforcement organisations find themselves in a turbulent and changing environment. Public demand for new and innovative police services to safeguard citizens from criminal activity is increasing in South Africa and this requires a diverse police force with members who have better skills to undertake their tasks. It is expected from the SAPS in the “new” democracy to change from the previous police’s “apartheids” approach to a “service” approach that focuses on the safety and security needs of all people living in the new democracy (Altbeker, 2003:27).

Previously, police officers relied on a traditional command and control approach to serve the nationalist government, but in the new democracy where the focus is on “service”, the traditional approach is obsolete and the focus should rather be on a police service where emphasis is placed on dynamic leadership rather than on leadership through power. Situational leadership in law enforcement organisation such as the police, may bridge this gap through training designed to address the unique needs of police agencies during all the situations they encounter daily (Altbeker, 2003:27).

Hughes (2010) contends that when focusing specifically on police organisations, it becomes clear that organisational structures are well defined and conceptually presented in organisational charts that describe the positions and roles of each post and its title. In this regard, police departments have even been referred to as having “hyper-bureaucratic organisational attributes — those of formal rank, formal hierarchy and a chain of unquestioned and unquestioning command” (Hughes, 2010). The status of a title normally also describes the management and leadership position of an incumbent. The rationale for such a “bureaucratic” approach is that law enforcement officers can be confronted with dangerous situations and that strict communication lines are then necessary.

However, resent research reveals that those police officers who reach managerial positions in the bureaucratic police structures do not necessarily have leadership skills.
They rely on formal rank and command structures. However, research now reveals that police officers in managerial positions should possess good leadership skills, behaviours, and knowledge to be effective in their work (Hughes, 2010).

De Paris (1997:8) already indicated in 1997 that to be effective, police officers should depart from their dominant leadership style and modify their leadership style to suit every different situation. He states that the leadership style should change depending on the leader, the follower, and the situation. De Paris (1997:8) is in this regard of the opinion that the Hersey-Blanchard’s situational leadership theory may incorporate these contingencies in a law enforcement environment. According to him, a police officer should move away from using a dominant leadership style, irrespective of the situation, and should follow a leadership style where the leader adapts to followers' readiness and maturity levels and then lead them to perform a specific task (De Paris, 1997:8).

De Paris (2006:18) alleges that scholars of leadership in law enforcement indeed gradually turned to favour situational leaders. He avers that once the rhetoric of police leadership started revolving around the wisdom, integrity and courage of the solitary leader, the emphasis started turning to the dynamic, multifaceted nature of teamwork, inclusion and implementing situational leadership principles. Although the focus of leadership in police management is slowly shifting to a more situational leadership approach, Morreale and Ortmeier (2004:89-97) assert that there is still the widely practiced leadership style in place where police leaders tend to adhere to more traditional hierarchical leadership tendencies as their leadership approach.

The situational leadership approach presents police officers as leaders. However, their leadership role has to be adapted so that is in line with the maturity level of their subordinate police officers. Situational leadership in a police environment therefore addresses the unique leadership issues that leaders in the police service face and links their changing leadership style with the specific maturity level of their subordinate police officers (Morreale & Ortmeier, 2004:8-98).

If applying the principles of situational leadership theory in a law enforcement environment, it is likely that leaders in this profession will address the ever-changing and complex operational milieu more successfully that is currently the case (Buckner,
In this complex environment, situational leadership can leverage the complexity by allowing the police leaders to think critically and to adapt their style, not only to addressing specific situations in their police stations, but to addressing situations they experience during their operational activities (Buckner, 2014:30).

In a police environment the situational leadership theory give police leaders the opportunity to follow different leadership styles and align it with the competencies, readiness, maturity and ability of subordinate police officers to do their tasks successfully in any situation. A key philosophy regarding this is that subordinate police officers actually determine the leadership style of their leader, in the case of this study the SCs, and not the other way around. If subordinates are competent to do their work, police leaders should choose to “get out of the way” and allow such police officers under their leadership to work independently. In the situational theory, this is referred to as delegation of responsibility. On the other hand, if police officers’ ability to complete their tasks successfully is not in place and it seems as if they are uncertain about how to accomplish a task, a leader should step in and direct such a police officer, give instructions, train him or her and guide the person with the appropriate leadership style Campbell & Kodz (2011a:4-11).

Cambell and Kodz(2011b:4-11) undertook research to determine what “great” police leadership entails and if following different leadership styles to accommodate the readiness levels of subordinates will make such leaders a reality. The research was done for the National Policing Improvement Agency (NPIA) in the USA. The researchers found that supportive, participative, transformational and situational leadership styles have a more positive impact on subordinates’ job satisfaction and organisational commitment than the contrasting traditional “leader as commander” leadership style. This, by implication, means that police leaders who adopt the situational leadership approach may be well on their way to become a “great” leader (Campbell & Kodz, 2011b:4-11).

According to Campbell and Kodz (2011b:4-11), their research found that police leaders who follow the situational leadership approach normally inspire subordinates to do their work better, set a clear vision for them to follow and offer intellectual stimulation for them. The research also found that situational leaders have a greater appeal to their subordinates as leaders than the traditional leaders and that they will follow situational
leaders more readily than is normally the case (Campbell & Kodz, 2011b:4-11). Subordinate police officers felt that they were able to develop their maturity levels and to fulfil all of their potential in their working environment under situational leaders. There was also evidence that indicated that police leaders that followed a situational leadership approach had a positive impact on their subordinates’ organisational commitment and their willingness to exert extra effort to undertake their tasks successfully and to comply with directives (Campbell & Kodz, 2011a:13-15).

According to Yeakey (2002:1-22), when implementing the situational leadership theory, police managers as leaders in PSs may be able to motivate subordinate police officers to accomplish their tasks and mission more effectively. A situational leader’s skills, judgment, intelligence, cultural awareness, and self-control also play a major role in helping them to choose the proper leadership style and to appropriately consider maturity level when leading subordinates in PSs and during operational activities. The greater the level of adaptability of PCs, the more effective and productive their PSs are likely to be (Yeakey, 2002:1-22).

2.8 Conclusion

Leaders in today’s police service are increasingly important because citizens have more and more demands for better safety and security. Policing in a democracy is linked to a very fluid operational situation and leaders who are well acquainted with the principles of situational leadership may add the necessary knowledge to stabilize these demands. Situational leadership principles may add to a SCs leadership arsenal to understand how they should lead the activities in and outside of a PS.

Most scholars on situational leadership insist that effective situational leaders result in subordinates who are more motivated and as such may reach organisational goals better. This will in essence results in more productive organisations and when referring to organisations in the public sector, more effective service delivery. Adjusting a leadership style to guide subordinates according to their maturity level to undertake a task successfully and to become effective in their work is, however, a difficult endeavour. A challenge for any situational leader is to determine the maturity level of a subordinate
correctly as this determines the style the leader should follow. This is relevant for any private sector organisation, including PSs.

Situational leaders in the SAPS, such as SCs, should understand the theoretical foundation of situational leadership. Police training programmes should include the theoretical principles of effective situational leadership to develop this knowledge. Training programmes that are not founded on theoretical principles of situational leadership will not achieve the goal of developing SCs with the knowledge to lead their subordinates proactively to reach a PSs goals.

The next chapter, Chapter 3, concentrates on the finer detail of the situational leadership theory and focuses on the various skills that effective situational leaders should master to lead their subordinate police officers in their PSs successfully. This inquiry is an important step in the development of a situational leadership framework SCs working in PSs in the SAPS.
3.1 Introduction

In this chapter the situational leadership theory of Hersey and Blanchard is analysed in more detail. In a law enforcement environment, such as a PS in the SAPS, a leader can follow a situational leadership approach when leading subordinates in the operational field or in an organisational entity such as a police station (De Paris, 1997:8). The principles of the situational leadership theory can be applied to increase the effectivity of any law enforcement entity, such as a police station.

A key philosophy of the situational leadership theory is that the maturity levels of followers determine the leadership style of the leader. In the context of this study, subordinate police officers’ level of know-how and ability to perform their tasks successfully should determine the leadership style of SCs in their PSs. In practice, if subordinate police officers are proficient doers of their tasks, SCs would have to give less leadership structure and allow the subordinate to work independently. On the other hand, if subordinate police officers seem to be uncertain about how to proceed or accomplish their tasks, SCs should step in and use stronger leadership actions to guide such subordinates.

However, according to Mumford, Zaccaro, Harding et al. (2000:3-29), effective leaders should also develop certain leadership skills to become effective situational leaders. They state that the leadership skills identified by Katz in his three-skills model, namely technical skills, human skills and conceptual skills, can form the framework for leaders to develop their own leadership skills (Mumford, Zaccaro, Harding et al., 2000:29). In an effort to make sure that SCs as situational leaders in PSs understand how they should develop these leadership skills, it is important to address these skills in more detail.

Building on the discussion of leadership in the previous chapter, this chapter concentrates more on the content of the situational leadership theory and elaborates on the leadership skills needed for SCs to become effective situational leaders in their respective PSs in South Africa.
Chapter 3: Analysis of the situational leadership theory and the leadership skills necessary for effective situational leaders

3.2 Contents of the Situational Leadership Theory

Ambler (2012) states that a theory (such as the situational leadership theory) refers to the guiding principles and concepts on which a particular phenomenon (leadership) is founded. It is a set of beliefs or perceptions underlying a phenomenon in real life. A theory can strongly influence how people interpret that phenomenon. According to Ambler (2012), understanding and interpreting theories on leadership may help to guide leaders’ holistic thinking on how they should guide their subordinates in their organisations.

Within this context, the theoretical principles of the situational leadership theory may help leaders to develop their own situational leadership philosophy, which will lay the basis for how they will lead their subordinates. A well-developed situational leadership philosophy ultimately determines a leader’s effectiveness in different situations they encounter with (Ambler, 2012).

According to this explanation, the theory of situational leadership prescribes how situational leaders should determine the capability of their subordinates to perform a task(s) successfully, how they should decide which leadership style to follow and how to analyse the different situations in which this takes place. The situational leadership theory can be in a powerful “instrument” to influence and guide SCs to lead their subordinate police officers in their PSs more effectively (Ambler, 2012).

3.2.1 Elements that form the basis of the theory

The situational leadership theory includes various foundational elements. The point of departure to understand the theory is to grasp these elements and to apply them to this study.

Hersey et al. (2007:17) state that the situational leadership theory is based on the following elements or features:

- A leader (such as SC) who has to understand the contents of the situational leadership theory, which will enables him or her to implement it in practice in an organisation (such as a PS);
Chapter 3: Analysis of the situational leadership theory and the leadership skills necessary for effective situational leaders

- The level of maturity or competence (from low to high) of the individuals or groups of subordinates to undertake their work successfully (the subordinate police officers);
- The leaders’ chosen leadership style to address the various maturity levels of subordinates (from directive to delegating); and
- The situation in which leadership takes place (such as in a PS or during operational actions in communities).

Mumford et al. (2007:154-166) emphasize a further element or feature that can be included in the situational leadership approach, and that is mastering of the relevant situational leadership skills. The development of leadership skills, such as technical skills, human skills and cognitive skills, is of the utmost importance for situational leaders to implement the situational leadership approach successfully. Situational leaders should understand their current level of leadership skills and should know the level of skills needed to be an effective leader. Filling the gap between the current level of leadership skills and the required skills is a complex undertaking that needs special attention from the leader and the organisation within which he or she is working (Mumford et al., 2007:155).

The Hersey-Blanchard situational leadership theory is founded on three pillars, namely (Schmermerhorn, 1997:6; Mumford et al., 2007:155; Hersey et al., 2007:17):

- Leadership style
- Maturity level of subordinates
- The situation

The ability to lead subordinates effectively is based on a leader’s ability to use and develop the acquired leadership skills to deal with subordinates in such a way that they will be motivated, enthusiastic and willing to follow a leader to reach organisation goals (Mumford et al., 2007:154-166).

The situational leadership pillars indicated above are discussed next.
3.2.2 Leadership style and maturity levels of subordinates

Effective situational leaders should be able to adapt their leadership style to address the maturity levels of each subordinate under their leadership in various situations. Smith (2013:1-2) refers to it as linking the appropriate leadership style to the current maturity level of a subordinate. Leadership style in the situational leadership theory refers to one of four leadership styles, namely directing, coaching, participating and delegating. There are four maturity levels of subordinates, namely maturity on a low level, low to moderate level, moderate to high level and high level. The situation in which this takes place can differ from time to time in an organisation (Smith, 2013:1-2).

Linking leadership style and the maturity level of subordinates depends on how effectively leaders can establish at which maturity levels their subordinates are functioning (Van Vliet, 2012). The biggest challenge for the success of the situational leadership approach is that leaders should be able to correctly determine what the exact maturity level of each of their subordinates are in relation to the tasks that they should do (Van Vliet, 2012).

The four leadership styles (S1 to S4) that should be linked to the four maturity levels (M1 to M4) of subordinates are depicted in the next figure:
Chapter 3: Analysis of the situational leadership theory and the leadership skills necessary for effective situational leaders

3.2.2.1 Leadership styles (S1-S4 in Figure 2)

The four leadership styles of the situational leadership theory, as depicted in the figure, are the following (Schermerhorn, 1997:20):

- A **directing** leadership style (S1)
- A **coaching** leadership style (S2)
- A **participating** leadership style (S3)
- A **delegating** leadership style (S4)
Variation between these four styles provides a leader with remarkable adaptability to lead subordinates at various maturity levels during the specific situation in which leading is taking place. This means that leaders can use any of the identified four leadership styles of the situational leadership theory and link it to the any of the four maturity levels of subordinates during any given situation (Van Vliet, 2012). The contents of the four leadership styles can be described as follows (Hersey & Schermerhorn, 1997:5-6; Mumford et al., 2007:154-166; Nobilis, 2009; Van Vliet, 2012; Smith, 2013:1-2):

- **The directing leadership style** (S1): This is the leadership style where a leader has to lead a subordinate meticulously by giving specific directions and instructions to subordinates to do their work. This means that leaders should tell subordinates exactly what to do. Leaders have to clearly defined tasks and have to make sure that subordinates understand what is expected of them. During the whole process, leaders have to monitor subordinates closely to detect any signs of deviation from the determined procedures and steps they are supposed to undertake. This leadership style is particularly relevant when subordinates are new in their job and they are still at the beginning of a learning curve. It is, however, also relevant when subordinates are not committed or motivated, for some reason or the other, to do their task as required. This leadership style can be challenging time consuming for any leader. The primary goal of this leadership style is to develop the maturity levels of those subordinates with low maturity levels (M1) and to prepare them for the next leadership style, namely coaching leadership.

- **The coaching leadership style** (S2): Situational leaders still focus on directing their subordinates, but with a more coaching or training leadership approach. In the coaching leadership style, leaders typically still give direction to subordinates to do their tasks, but they monitor less. Subordinates get much more support to develop their maturity levels and skills, and instead of directing them closely, as in the previous leadership style, leaders support them to work more independently. Leaders may also play a more motivational role than is the case with the directing leadership style. They try to instil more confidence in subordinates so that they in time become better and more efficient and productive workers. Leaders want to assure subordinates that they have the ability to perform their tasks successfully and that they will be able to work more independently as they develop. While this leadership style is focussed on
training subordinates to do their formal task better, leaders should also address any psychological issues that may come to the fore, such as poor confidence to do specific tasks.

- **The participating leadership style** (S3): When subordinates are able to do their tasks more independently and with less help or assistance from their leaders, leaders should switch to a participating leadership style. When leaders follow a participating leadership style they focus more on building emotional relationships with subordinates. The sole purpose is no longer to direct or coach because the maturity levels of subordinates are moderate to high. The leaders still provides information and direction when needed, but a less formal two-way communication approach is more likely. The leader shows a higher level of confidence in the capabilities of the subordinates and gives them more and more responsibility to undertake their tasks on their own as they mature. This includes more decision-making responsibilities for subordinates when they undertake their tasks. With a participatory leadership style, leaders want to further the capacity of subordinates and motivate them to become successful workers, able to work more and more independently.

- **The delegating leadership style** (S4): With this leadership style leaders are prepared to delegate responsibility and decision making to subordinates who are at a high maturity level and who can undertake their task successfully and independently. Leaders may, however, still provide some guidance, but only when requested by the subordinates or when they detect problems. The leader rather acts in a consultative capacity and allows for maximum creativity amongst subordinates at this level. Decision making is to a large extent delegated to subordinates. It should, however, be mentioned that leaders still remain accountable for the work undertaken by their subordinates because leaders remain accountable for the work their subordinates do. They are accountable, not only to superiors, but also to the public at large, who ultimately judge the work of the leaders and their subordinates. Leaders should still monitor whether subordinates deliver work of quality and give guidance when and where necessary.

From a situational leadership viewpoint, leaders should always follow a leadership style that is closely linked to the maturity level of their subordinates. Situational leaders have
to be flexible in leading their subordinates and must adapt their leadership style as necessary.

Discussion of figure 2’s vertical level, namely the four maturity levels, follows next.

3.2.2.2 Maturity level of subordinates (M1 to M4) (See figure 2)

According to Slack and Parent (2006:299), subordinates with high levels of maturity are normally able to undertake their tasks more independently than those at a low maturity level. Subordinates with low maturity are not able to undertake their task without close direction and monitoring. They also indicate that while maturity is actually a continuum, Hersey and Blanchard divided the continuum into four distinct segments or maturity levels (Slack & Parent, 2006:299).

The contents of each of the maturity levels, as indicated in figure 2 are discussed next (Schermerhorn, 1997:6; Hersey & Schermerhorn, 1997:5-6) (Mumford et al., 2007:154-166; Nobilis, 2009; Van Vliet, 2012 and Smith, 2013:1-2):

- **Subordinates at a low maturity level (M1):** Subordinates at this maturity level find themselves at the bottom level of the maturity continuum and lack the ability to undertake their tasks successfully on their own. They cannot take responsibility to do their work as required and they are not at all ready to be left on their own to undertake their tasks independently. They are in many instances workers at the entry level who are inexperienced, such as employees who have just completed their formal training at some or the other institution. It may also be that subordinates are not motivated or neglect to deliver quality work for some reason or the other. This may cause subordinates at this maturity level to postpone doing their tasks or to do their tasks unwillingly. Subordinates at this maturity level will normally also lack the confidence to undertake their task independently and have to be directed, guided and instructed continuously to do their work correctly.

- **Subordinates at a low to moderate maturity level (M2):** Subordinates at this maturity level have gained, to a certain degree, experience and knowledge about how to undertake their tasks, but further guidance is still necessary. They are in the
process of developing their skills to undertake their tasks to a satisfactory standard, but have not nearly reached a level where they can work more independently. Insecurity still remains high and the level of confidence is still lacking. Couching subordinates on a continuous basis remains high on the agenda of the situational leader. It is very important to keep subordinates motivated and committed to developing.

- **Subordinates at a moderate to high maturity level** (M3): Subordinates at this maturity level have almost mastered the full range of skills and experience needed to undertake their tasks successfully and independently, but may lack the final level of knowledge and confidence to take full responsibility for their work. Subordinates at this maturity level should join leaders during planning activities and they should more progressively participate in decision-making activities. Trust and acknowledgement from the side of the leader may reinforce subordinates' willingness and enthusiasm to further develop their maturity levels by participating as a member of the larger team.

- **Subordinates at a high maturity level** (M4): The subordinate at this maturity level has developed the capacity and ability to undertake their tasks successfully and mostly independently. They have the necessary skills and experience to undertake their work successfully and leaders can rely on them to further the organisation’s goals successfully. They are normally confident and motivated to take ownership of their tasks and they need very little direction or support. Leaders can let them make their own decisions. Leaders do, however, remain responsible for the outputs of subordinates at this maturity level and still have to monitor the final results, albeit on an irregular basis. Due to of their high level of knowledge and motivation, these subordinates are also ready for promotion to higher levels in the organisation’s structures.

The effective linking of the four leadership styles and the four maturity levels, as discussed in sub-sections 3.2.2.1 and 3.2.2.2 above, is discussed in the next sub-section.
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3.2.2.3 *Linking leadership styles with maturity levels*

Every combination of leadership style (S1 to S4) and maturity level (M1 to M4) is possible, but the most effective leadership occurs when a leader chooses a leadership style that corresponds with the maturity level of a subordinate. According to Nobilis (2009:1), in cases where leaders apply the wrong leadership styles for a specific maturity level of a subordinate, or where they “over-lead or under-lead”, this may cause anxiety, frustration and even hostility among subordinates, which is counterproductive and contrary to the philosophy of the situational leadership theory.

When linking leadership styles with the maturity levels of subordinates, situational leaders should always link the correct leadership style to the correct maturity level of a subordinate. This can be prescribed as follows (Schermerhorn, 1997:6; Hersey & Schermerhorn, 1997:5-6; Mumford *et al*., 2007:154-166; Nobilis, 2009; Van Vliet, 2012; Smith, 2013:1-2):

- A situational leader should follow a directive leadership style (S1) where subordinated workers have a low level of maturity (M1).
- A situational leader should follow a coaching leadership style (S2) where subordinates have a low to moderate level of maturity (M2).
- A situational leader should follow a participating leadership style (S3) where subordinates have a moderate to high level of maturity (M3).
- A situational leader should follow a delegating leadership style (S4) where subordinates have a high level of maturity (M1).

When linking and implementing the situational leadership styles with the applicable maturity levels of subordinates, situational leaders should be careful not to “over-lead” or to “under-lead” (Vecchio, 2002:444-451). This means that situational leaders can, for instance, on a continuum from low to high maturity levels, give too little direction for subordinates at a low maturity level or to little delegation power to subordinates at a high maturity level. This is counterproductive and contrary to the principles of the situational leadership theory (Vecchio, 2002:444-451).
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The following figure applies the situational leadership style to a police environment:

![Figure 3: Situational leadership as applied to SCs](image)

Adapted from Nobilis (2009) and Schermerhorn (2011:320)

**Figure 3: Situational leadership as applied to SCs**

The horizontal level describes the various leadership styles that a SC can follow (S1 to S4) and the vertical level indicates the various maturity levels (M1 to M4) of subordinate police officers under the leadership of the SC. Figure 3 can be explained as follows:

- SCs should follow a directive leadership style (S1) where subordinate police officers have a low level of maturity to perform their police duties independently (M1).
- SCs should follow a coaching leadership style (S2) where subordinate police officers have a low to moderate level of maturity to perform their police duties independently (M2).
- SCs should follow a participating leadership style (S3) where subordinate police officers have a moderate to high level of maturity to perform their police duties independently (M3).
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- SCs should follow a delegating leadership style (S4) where subordinate police officers have a high level of maturity to perform their police duties independently (M1).

As mentioned in the previous chapter in par 2.8, the situational leadership theory of Hersey and Blanchard can be applied to law enforcement organisations, such as the PSs in the SAPS.

3.3 Station commanders as situational leaders in the SAPS

The situational leadership theory can be successfully implemented in a law enforcement environment such as the SAPS. The agenda or framework in which the theory should be implemented in the SAPS should surpass cultural, linguistic and geographical boundaries in order to provide effective safety and security services to all the citizens living in the country (Robb, 2013). The principles on which the theory is founded may hold specific benefits, not only for the country, but also for SCs who strive to lead their subordinates in their PSs in an effective manner.

The benefits of implementing the principles of the situational leadership approach in a law enforcement organisation, such as a PS in the SAPS, can include the following (Robb, 2013), it may:

- Lay the foundation for the development of highly skilled leaders who can excel at goal setting, development of a subordinate’s capacity, creating a culture of high performance, motivating subordinates to reach organisational goals and proactive problem solving in various situations.
- Enable leaders to competently match the right leadership style to each subordinate’s maturity level in every different situation.
- Assist leaders to clarify individual goals and ensure alignment with the organisation’s goals.
- Create a mechanism to track subordinates’ performance.
- Assist in minimizing absenteeism because of special attention given to subordinates at the hand of different leadership styles.
- Improve the development of individual capability to perform their work better, which may be to the benefit of individual’s career progress
• Improve job satisfaction, commitment and morale at all levels.
• Create a shared language of leadership within a leader's organisational entity.

De Paris (1997:74-83), however, makes it clear that the situational leadership theory is not a theory relevant to one situation only, but that it is applicable to various situations that law enforcement encounters on a daily basis. This means that the theory is relevant for situations during normal daily activities in a PS or during different operations that the police encounter outside a PS. No matter what the situation is, situational leaders such as SCs should have the ability to diagnose or analyse each situation independently “…and then modify his or her leadership style” to be in line with that of the subordinate’s maturity level when addressing that specific situation. This may in all likelihood optimize the prospect of success during the situation (De Paris, 1997:74-83).

Hammon (2010) agrees with the above and distinguishes between two categories of situations, namely “normal” situations and more complex situations. He refers to normal situations as daily activities in a PS and refers to complex situations as different police operations undertaken in communities. Hammon (2010) developed the following figure to visually represent his conception of the different situations that a situational leader can be confronted with:
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3.3.1 Situational leadership during normal situations

Hammon (2010) refers to normal situations in a PS as the period of preparation and he presents it in the form of a preparedness cycle. Situational leadership during normal situations refers to SCs managing and leading their subordinate police officers in their PSs during periods where emergencies do not occur. During this period, the normal interaction between SCs and subordinate police officers takes place in a PS. This includes police officers communicating with one another, planning daily activities and undertaking their normal daily police tasks. Under these normal circumstances the SCs
should follow the principles of the situational leadership theory or approach of Hersey and Blanchard, as described at length in the previous sections of this chapter.

As figure 4 indicates, the process includes the following management and leading actions (Hammon, 2010):

- **The planning activities** in the PS, which includes planning for the daily police activities, planning to reach the PSs goals and planning for possible emergencies that may occur in the communities at any time. This includes administrative activities such as keeping the administrative system of the PS up to date;

- **Organising** all the activities in a PS;

- **Development and training** of subordinates to prepare them for any future emergency. This is closely linked to the development of the maturity levels of subordinates;

- **Taking care of all the equipment** in the PS needed for normal and emergency situations;

- **Performance** evaluation of subordinates; and

- **Taking corrective actions** when any of the above does not happen according to approved protocol.

The so-called normal situation or preparation phase focuses on normal police activities during non-emergency situations. During the normal or preparation phase, SCs should be flexible in their leadership styles (from S1 through to S4) and link it to the maturity levels of their subordinate police officers (from M1 through to M4), just as the situational leadership approach requires them to do.

The normal phase, however, lays the foundation for handling any emergency situations when PSs and SCs are confronted with such events.

### 3.3.2 Situational leadership during emergency situations

When emergencies occur, normally in the environment outside the PS, the leadership role of SCs may change according to the severity level of the emergency situation. The leadership style of SCs may not follow the basic principles of the situational leadership
theory during emergency situations. During such occurrences, situational leaders may have to take a different approach to leadership. Situational leaders may have to make quick decisions that may include, but also exclude, the principles of situational leadership. Leaders may therefore have to fall back on the “traditional” commanding leadership approach. Denis (2015) calls this the “strict old fashioned” bureaucratic and commanding leadership styles.

Emergencies in the police context can be defined as incidents that threaten public safety, health and welfare (Gist, 1996:1-2). Gist (1996:1-2) defines emergencies in law enforcement as “…an uncommon situation which requires law enforcement, which is or threatens to become of serious epidemic proportions, and where the lives and property of citizens needs to be protected”. Such incidents range widely in size, location, cause, and effect, but nearly all have safety implications (Gist, 1996:1-2). Emergencies may also include situations related to civic disruptions, events during hostage situations, bomb/explosion situations, stand-offs, civil unrest, sabotage, mass hysteria, riots or domestic violence. Even interpersonal disputes can turn into violence where the police has to intervene to mediate the problem (Smith, 1987:767-782).

Smith (1987:767-782) states that the leadership style of situational leaders during such emergencies may be influenced by factors such as:

- the characteristics of a specific emergency situation, such as hijackings, armed robberies, different race conflicts, sex offenders, etc.;
- the use of weapons in the emergency situation, such as assault rifles, hand guns and knives;
- the location where the emergency occurs, such as the type of neighbourhood, public areas such as malls;
- whether the person(s) involved is putting the public in grave danger; and
- the context in which an emergency occurs, such as terrorism, domestic violence or normal everyday household emergencies.

This has a direct influence on the leadership style applicable to the emergency and the level of maturity required from subordinates.
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The Fort Hays State University developed an emergency management plan, which includes the general emergency levels as determined by scholars on emergency studies over the years. These emergency levels can be used to contextualise how police officers should lead their subordinates during different levels of emergencies (Hammon, 2010). The different levels of emergencies determine the different leadership styles a SC can follow in each emergency situation and the maturity levels subordinates needed to address the specific emergency (Hammon, 2010). The Fort Hays emergency plan indicates that there are mainly three levels of emergencies, namely level 1, level 2 and level 3 (See Figure 4 on p 56).

- Level 1: Emergencies include minor disruptions in and around a PS and in the community.
- Level 2: Emergencies include situations that cause significant disruptions in the everyday life of citizens.
- Level 3: Emergencies include situations that cause severe disruption.

Each of these three emergency levels are described below, together with the appropriate leadership style and maturity level of subordinates.

3.3.3.1 Situational Leadership during the three different levels of emergency

**Level one emergencies** are minor events that cause mild interruption and that calls for moderate actions from the police. It is normally not necessary for SCs to follow a directive situational leadership style (S1) and the maturity level of the officers in the field may vary from anywhere between M1 to M4. SCs can follow a directing, coaching, participating and even a delegating leadership style, irrespective of the maturity level of subordinate police officers. An example may be personal disputes between different members of a household that has not turned violent and that will not, if handled correctly by the police (Hammon, 2010).

**Level two emergencies** cause disruptions and even significant disruptions and necessitate close monitoring by the police for a period of time. This may include situations such as the beginning of civil unrest, low-level hysteria, the beginning of riots or aggravated domestic violence that can lead to severe bodily harm. The situational
leadership style of SCs during such incidents will in all probability be that of directing (S1) and in some instances a coaching (S2) or even participating (S2) leadership style. SCs will follow these leadership styles irrespective of the maturity levels of subordinate police officers participating in resolving the emergency situation. The subordinates can be seen as a team consisting out of subordinates at all maturity levels.

**Level three emergencies** are high level emergencies that cause severe disruption where the police should intervene in a direct and structured manner. Situations at this emergency level may last for extensive periods of time. Emergencies such as bomb explosions, high-level stand-offs with terrorists, sabotage, severe mass hysteria and aggravated riots, can occur at this level. Such situations normally requires assistance from other law enforcement agencies and even military intervention. SCs should follow a directive situational leadership style (S1), irrespective of the maturity level of the subordinates. Subordinates should operate as a team, which will include subordinates at all maturity levels. Police officers with a maturity level of (M1) and (M2) may even be exempted from the situation.

The situational leadership approach for SCs during the normal and emergency situations can be depicted as follows (Waddell, 1994):
Figure 5 highlights the situational leadership approach as it can be applied in different situations that SCs and PSs may have to deal with (normal or preparation phase and level one, two and three emergencies). The implementation of the situational leadership approach by a SC working in a PS is the final phase that should ensure that all stakeholders accept the approach. The implementation phase forms part of the conceptual situational leadership that is presented for SCs in the SAPS in the next chapter.
3.4 Implementation of the Situational Leadership Theory

Implementing the principles of the situational leadership theory successfully in an organisation depends on (i) how well leaders understand the leadership principles of the theory and (ii) whether the environment in a PS is well prepared for it. Once leaders obtain the knowledge that guides the situational leadership approach, they will be able to prepare their subordinates for the new leadership approach (Merzel, 2010). According to Farmer (2005:483-489), situational leaders should take the initiative and responsibility of implementing the new approach, which may be the most challenging phase of the situational leadership approach.

Organisations differ in their goals, functions and management structures, which means that there is no blueprint to guide leaders on how to implement a situational leadership approach. This is especially true when it comes to law enforcement organisation such as a police station (Farmer, 2005:483-489). In order to implement the situational leadership approach successfully in an organisation, leaders may take notice of the following guidelines (Farmer, 2005:483-489):

- They should recognise, understand and know the contents of the different leadership styles available to them before starting to implementing them;
- They should be ready and prepared to adjust their current leadership style to make room for the four leadership styles of the situational leadership approach;
- They should be willing to learn from mistakes that may result from a lack of experience of the situational leadership approach;
- They should be eager to develop their own leadership skills to accommodate the principles of the situational leadership approach;
- They should know at what level of maturity of their subordinates are to select the correct leadership style; and
- They should be ready to see to it that their subordinates’ maturity levels are developed so that they become better workers.

Demmon-Berger (2007:18) states that leaders in law enforcement should embark on a developmental process to build and develop the maturity levels and capacity of their subordinate police officers. This is necessary because police officers whose capacity...
(maturity) increases so that they are able to undertake their tasks more independently, will lay the foundation for SCs to spend more time on other activities, such as planning to secure an effectively managed environment in a PS (Demmon-Berger, 2007:18).

Demmon-Berger (2007:18) also suggests that situational leaders in a police service should concentrate on the following aspects in the process of developing the maturity levels and capacity of their subordinates:

- They should ensure that all subordinates understand the principles related to the situational leadership approach;
- They should start with educating subordinates on the situational approach as soon as they exit the academy and enter the PS environment;
- They should incorporate situational leadership principles into the daily activities of all subordinates working in the PS;
- They should clearly link knowledge of situational leadership principles with subordinates’ development and progress to higher ranks in the police organisation (career planning);
- They should seek opportunities to train subordinate police officers on the principles of situational leadership, inside the police organisation and in the external environment;
- Constant feedback to subordinate police officers on their progress is important for them to become more matured officers;
- They should recognise the role of fully committed and matured police officers in the PS to motivate less committed officers to “buy in” on a situational leadership approach;
- They should encourage all subordinate police officers in a PS to practice the principles of situational leadership also in the communities where they operate; and
- They should identify ways to get subordinate police officers to think outside their comfort zone and to understand that the situational leadership approach is an important instrument in helping them to progress in their careers.

Graeff (1983:285-291) already cautioned in 1983 that different subordinate police officers may react differently to the implementation of the situational leadership approach. Some may see it as a threat, while others may see it as an opportunity to develop themselves. Corvelay (2003) is of the opinion that when leaders follow different styles of leadership,
it may lead to uncertainty with subordinates and they may reject the approach as unfair. This may erode such a leader’s ability to lead effectively. Situational leaders should therefore make sure that their subordinates understand the principles of the theory so that they do not become demotivated, especially if they misunderstand the philosophy of situational leadership (Corvelay, 2003).

When SCs choose to implement the situational leadership approach in their PSs, they have to understand that developing their leadership skills is of the utmost importance to successfully implement the approach (Corvelay, 2003). It is highly likely that the situational leadership approach may fail if SCs are not prepared to develop their leadership skills (Corvelay, 2003). This matter is expounded next.

3.5 Skills required for effective situational leadership

The responsibility for managing and running a PS in South Africa is one of the key duties of SCs in the SAPS. This responsibility can only be shouldered through effective and skilful leadership. The top management cadre of the SAPS is the principle body for securing that the activities of SCs working in PSs are taken seriously and that the leadership abilities of SCs are addressed on a continuous basis. This includes the development of the leadership skills of SCs. It is, however, also the responsibility of every individual SC to take responsibility to develop their own leadership skills whenever an opportunity arises to do so. As mentioned before and as highlighted by Vaughn and Nordeman (1983:30-31), leaders are not necessarily born with leadership skills. However, leadership skills can be developed over time.

3.5.1 Defining the concept “leadership skills”

Skills per se can be defined as an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving technical skills, interpersonal skills and cognitive skills (McLaughlin, 2014). Leadership skills can be defined as the skills that strengthen the abilities of leaders to oversee processes, guide initiatives, motivate and steer their subordinates towards the achievement of organisational goals (McLaughlin, 2014).
According to De Paris (1997:8), leading in a dynamic police environment, such as a PS, takes flexibility and leaders in such an environment should have special leadership skills to be successful. To be effective SCs, leaders should learn to “…depart from their dominant leadership style and modify their behaviour situational and should focus their leadership skills on the situational leadership approach” (De Paris, 1997:8). Such an approach necessitates a new look at the leadership skills SCs should possess. Understanding which skills are necessary to implement the situational leadership approach may help SCs to assess their own levels of skills to address gaps or to develop new skills (De Paris, 1997:8).

SCs who have mastered the skills to follow a situational leadership approach will in all probability be able to skilfully steer PSs and its police officers effectively to address the demands of an increasingly diverse workforce, functioning in a constantly changing police environment (Northouse, 2010:78). Understanding the need for the development of their leadership skills will allow SCs to adapt their leadership style to any circumstance or situation and it will prepare SCs as leaders to address the most critical challenges in today’s police environment (Northouse, 2010:78).

The development of the leadership skills of SCs should be founded on scientific principles for what skills are necessary and what the contents of such skills should be (Northouse, 2010:79). It is therefore important to find a sound theoretical basis for leadership skills. There are many such approaches, but the so-called “three-skills approach” or “Katz model” forms the basis of the discussion on situational leadership skills in this study. Most scholars regard Katz as the expert on analysing and discussing which leadership skills are important for leaders in any organisation and in any situation (Mumford, Zaccaro, Harding et al., 2000:23).

### 3.5.2 The Katz three-skills approach to leadership

The three-skills approach of Katz implies that sound skills, knowledge and abilities are required for a leader to be effective. According to Mumford, Zaccaro, Connelly et al. (2000:86), the three-skills approach is a complex approach to leadership effectiveness that is based on “…rigorous research conducted on US Army officers”. This makes this approach extremely relevant when analysing the leadership skills that leaders in a military
or law enforcement environment should possess (Mumford, Zaccaro, Connelly et al., 2000:86).

Katz’s three-skills approach is still one of the more important approaches to contextualise the leadership skills that a leader should have to be successful as leader (Mumford et al., 2007:154-166). The model identifies three broad leadership skills that leaders should have to be effective in any work. These skills are the following (Katz, 1974:90-102; Mumford et al., 2007:154-166; Northouse, 2010:30):

- Technical or operational skills
- Human skills
- Conceptual skills

Although there is consensus among scholars that these three skills are important for leaders to be effective, there are many different examples of each of the mentioned three skills. Only the more well-known examples of each of the three skills are presented next (Mumford, Zaccaro, Harding et al., 2000:23-25; Mumford et al., 2007:154-166; Katz, 1955:33-42; McLaughlin, 2014):

3.5.2.1 *Technical skills*

Technical skill is proficiency, based on specific knowledge, in a particular area of work. Technical skills refer to the operational knowledge that leaders and their subordinates must have to do the work they were trained for successfully. Police officers working in PSs are trained to secure the safety of the public through undertaking operational police work. To have technical skills means that police officers have to be well trained so that they can be competent and knowledgeable with respect to their daily activities (Yukl, 2006:10). Technical skills in the police environment include knowledge of the daily administrative activities, internal and external rules and the standard operating procedures for operations in the communities.

SCs should therefore have the knowledge, competence and proficiency to undertake their tasks as described in their job descriptions. These tasks are not only to manage a PS, but also to understand and to lead subordinates in operational police work in the field.
SCs should first master their police technical and operational tasks to become effective or “good” police officers (Yukl, 2006:10).

3.5.2.2 Human Skills

Mumford, Zaccaro, Connelly et al. (2000:155-170) argue that while specific technical skills are required from an effective leader, human skills are even more necessary to be a good situational leader that is respected by their subordinates. Human (or interpersonal) skills refer to a leader’s ability to work with people. It is based on the leader’s knowledge about people and how they behave, how they operate in groups, how to communicate effectively with them, and their motives, attitudes and feelings (Mumford, Zaccaro, Connelly et al., 2000:155-170).

McBean (2012) explains that the mastery of human skills should play an important role in the leadership arsenal of leaders, because human skills are necessary to make the situational leadership approach acceptable to subordinates. Human skills are also needed to motivate subordinates to accept the new situational leadership approach and for them to follow the situational leaders willingly during the implementation of the approach (McBean, 2012).

Scholars have identified numerous specific human skills that a leader should have or should develop to be an effective leader that is able to motivate subordinates to follow him or her. Some of the more important human skills that situational leaders should have are the following (McBean, 2012; Reece & Brandt, 2002; Kerr et al., 2005:15):

**Humility:** Leaders who have the skill to act humanely towards subordinates will gain their respect. Once followers respect their leaders, leading them becomes easier. To be able to talk and listen to the needs of subordinates in a caring way will not only make leaders trusted “partners”, but it will show a leader’s inner strength to believe in others and to stand up for them during times of uncertainty. Humility as a skill also assures followers that leaders will not act in a harmful way and enhances the trust of followers in such a leader. Humility and trust are linked to personal attributes such as being honest, having integrity, and being tough but fair.
Social awareness: Understanding the social networks and social factors that influence subordinates’ social needs may help leaders to understand how the social environment (internal and external to their workplace) may influence them. The external social life may also have an influence on how leaders lead their subordinates, because subordinates will in many instances bring their domestic problems with them to the workplace, which can lead to subordinates not performing as they should. Leaders who have empathy with followers and who understand how to manage the social environment in which they work will develop workers who have a positive outlook on their work.

Interpersonal (relations) skills: These skills are important to effectively influence superiors, peers and subordinates in the achievement of organisational goals because leaders will get team or group members to work together to accomplish organisational goals and objectives. With good interpersonal skills, leaders understand how subordinates experience different issues or situations and leaders with higher levels of interpersonal skills are better able to adapt their own ideas to a subordinate’s ideas. With high levels of interpersonal skills, leaders are able to build better relations with their subordinates and to be interactive with them in a respectful manner. Leaders are able to form relationships with subordinates in a cohesive way and this will create better interaction between subordinates working in teams. Leaders with interpersonal skills contribute to the daily work in an organisation running more smoothly and efficiently.

Conflict resolution skills: Leaders who have skills in this area are able to better understand and handle conflict that may occur between them and their subordinates or between individual subordinates. They are also able to anticipate potential sources and situations where conflict may arise and are able to resolve disagreements before conflict occurs. This is necessary to defuse conflicting situations that have the potential to lead to unproductive emotions, both between individual subordinates and in teams.

Self-awareness and self-acceptance: Self-awareness as human skill means that leaders should gain a better understanding of who they are. They should understand themselves better as human beings. They should be aware of their own leadership shortcomings and the way they may influence the behaviour of their subordinates. By understanding their own level of human skills, leaders can make subordinates aware of their own levels of self-awareness. Leaders who can accept their own shortcoming when
it comes to their human skills are in a better position to address such shortcomings and to develop themselves in this area.

**Skills to motivate:** The skill to motivate others affects leadership competencies in several ways. A leader must be a person who wants to lead. There must be motivation and willingness to engage in solving complex organisational issues and problems. Leaders must be motivated to exert influence and to be the dominant person within a group of people.

Leaders must also have the skill to motivate themselves to excel in their own work and to become known as persons who are highly motivated to complete their own tasks as best they can. Only leaders who are self-motivated are able to give followers the drive to become motivated themselves. Most subordinates tend to give their best when they feel that their leaders are self-motivated. Motivated leaders act as catalysts who get their subordinates motivated to follow them to reach the goals of their organisation.

Leaders should understand that their followers are human beings and should develop their own human skills to understand what is important to their subordinates. When they have developed their human skills, SCs as leaders know how to create an environment in a PS in which subordinates feel comfortable to work (Kerr *et al.*, 2005:15).

### 3.5.2.3 Conceptual skills

Conceptual skills give leaders the ability to creatively analyse and understand complicated and abstract ideas. Conceptual skills allow leaders to think on higher levels and to work with ideas of a higher order. Leaders need high levels of cognitive skill to become experts on thinking through ideas that form an organisation’s vision for the future. Conceptual skills allow leaders to express their ideas in verbal and written form. Leaders with higher levels of conceptual skills have a good grip on the current and future political, economic, technical and social environment in which their organisation will have to function.
Leaders with conceptual skills ask questions such as “what if” and are comfortable to work with abstract ideas and to give such ideas meaning. Conceptual skills are important for managers such as SCs because of the changing nature of their work in a police station. Having or developing conceptual skill will allow SCs to see their PSs holistically and it will help them to see their role and the role of their PS clearly in the context of the SAPS. They will be able to see their and their subordinates’ role in securing safety in their communities.

According to scholars on leadership, there are many relevant conceptual skills. Only the central conceptual skills are analysed next to give SCs an idea of what is meant by conceptual skills (Mumford, Zaccaro, Harding et al., 2000:12; Avolio et al., 2009:421-440).

**The ability to think abstract:** A leader who has the ability to conceptualise situations that are not clearly defined or not concretely described can be regarded as a person who has the ability of abstract thinking. The ability of abstract thinking help leaders to address situation with multiple meanings. Leaders with this ability see patterns beyond the obvious and are able to form concrete ideas or clues of vaguely described situations. They understand complex situations and are able to solve problems related to those situations.

**Analytical skills:** It is a conceptual skill where leaders have the ability to visualise and analyse complex situations or problems and to make rational decisions that make sense to others. Analytical skills are essential skills for SCs to ensure that complex problems are solved when they occur in a PS and its environment. This lays the foundation for subordinate police officers to understand their working environment better.

**Visionary skills:** Vision is the ability to position an organisation in the future and then to visualise how that organisation and its employees should perform to remain a relevant part of the bigger picture. Leaders with vision work towards developing and achieving the future goals of an organisation. Vision can include something small, like the success of a team, or a larger vision like securing the safety of a community. Working towards a vision is far more inspiring for subordinates than working towards the achievement of boring daily tasks. SCs who can visualise the future of their PSs have the ability to communicate
Innovative and creative skills: Leaders who are innovative and creative have the ability to bring new thinking and different actions into the equation. Innovative and creative leaders know how to think differently about their role as leader and how to think differently when new problems or opportunities challenge their organisation. Leaders with these skills are able to break down old and entrenched ideas and to replace them with new and innovative ideas. They are agile and quick thinkers and notice new developments that may help their organisation to perform better.

Problem-solving skills: This conceptual skill is closely related to innovative and creative thinking. Solving problems creatively requires extensive and effortful conceptual processing of information related to the problem. This skill is a requirement for leaders because of the complex and confusing situations in which most organisations (such as in a police station) function. Leaders who have the skill to solve problems are able to define and construct a problem, search and retrieve problem-relevant information, and generate and evaluate a diverse set of alternative solutions. This ability should be developed in subordinates, a task of every effective leader.

Decision-making skills: Decision-making skill is a key conceptual skill that leaders should master. This is the ability to analyse and process information effectively and to make good decisions at the hand of such information. Decision-making is therefore the ability to reason at the hand of relevant facts and figures available to the leader. Decisions based on intuition should be ignored as far as possible, because such decisions are normally based on emotions and on particular issues from the past that may affect the way that a leader makes decisions. More complicated decisions, as many times experienced by SCs, require a more formal, structured approach, and the ability to make good decisions should filter down from the SCs to their subordinates. There are also scholars who describe two further leadership skills that run concurrently with the above three leadership skills, namely the skill to be a good communicator and the skill to be flexible in their thinking (McBean, 2012). McBean links these two leadership skills specifically to SCs as situational leaders and indicates that SCs will
experience the following benefits if they master the skill of good communication (McBean, 2012). They will be able:

- to communicate their ideas and reasons for following their specific leadership style clearly to their subordinates so that they can understand why the leaders follow that particular leadership approach;
- to communicate their knowledge on their particular leadership style to their subordinates in order for them to understand the contents of that particular leadership approach;
- to communicate to subordinates how the leader’s leadership approach will benefit them for future advancement in the organisations hierarchy; and
- to get their subordinates motivated to follow the leader and his or her leadership approach willingly.

McBean (2012) also states that situational leaders, such as SCs, should be extremely flexible in their leadership approach. This is necessary in order to change the leadership style to accommodate both their subordinates’ maturity level and the situation. Flexibility also refers to leaders’ ability to change their attitude and behaviour towards subordinates who are still developing their maturity levels. When situational leaders guide their subordinates, not everything always goes always as planned. There may be subordinates who do not understand the leadership approach. There may be those who oppose the leadership approach for some or the other reason. This is especially true in the case in a police environment where situations can change at any time and where leaders may have to change their leadership style accordingly. In times of change, situational leaders should master the skill of being flexible in their whole approach to lead subordinates effectively (McBean, 2012).

Wedlich (2012:11-12) states that mastering the above leadership skills forms the basis for situational leaders to be more effective in their leadership role in the following ways:

- They will understand the operational technical environment in which their subordinates work better and this will enable them to better establish at which maturity level their subordinates are to functioning;
• They will obtain the necessary human skills and will be able to apply them effectively in order to establish a workforce that feel that they are valued in the organisation, which may act as a catalyst to motivate them to perform at a higher level;
• They will accumulate cognitive knowledge on rational thinking and reasoning, which may help them formulate a vision for the future and to lead and motivate subordinate to reach it;
• They will be able to develop good communication methods to interact effectively with their subordinates; and
• They will be leaders with a flexible mind-set that is necessary for the successful implementation of the situational leadership approach.

However, situational leaders who have the necessary leadership skills may still experience some form of resistance from subordinates when the situational leadership approach is implemented. SCs have to address any form of resistance or fear regarding the situational leadership approach to secure that the approach is implemented successfully in their PSs.

3.6 Addressing resistance to change

Although changes can create new opportunities for subordinates, in most cases change is met with criticism from resistant individuals or from individuals working in a group. There are many reasons why people resist change and SCs should know and understand these reasons and how to address them (Hooper & Potter, 2000:10-14).

Hooper and Potter (2000:10-14) surmise that people in general would rather remain in their current comfort zones than to embark on new ventures that require change. Subordinates who are reluctant to change and who will have to renew their old way of thinking and replace it with new ideas, are not easily to lead (Hooper & Potter, 2000:10-14).

It therefore does not matter how well SCs prepare their subordinate police officers for changes in a leadership style, they will come across subordinates who resist the change. Individuals and even groups who have to follow a new leadership style may, according to Kreitner and Kinicki (1998:624), vary from acceptance on the one end of the continuum
to active resistance on the other end. Situational leaders such as SCs should be aware of this phenomenon and should, according to Hooper and Potter (2000:10-14), prepare themselves for any resistance from subordinate police officers working in the PS and should put measures in place to counter any resistance as far as possible.

Any change in current organisational activities may lead to fear, such as the following (Hooper & Potter, 2000:10-14):

- Fear of the unknown;
- Fear about the integrity of the leader;
- Fear of failure;
- Fear of the loss of status; and
- Fear that current good group relations may be disturbed.

University Alliance (2016) proposes that resistance to change may lead to major challenges for situational leaders. Challenges, from a holistic point of view, that may arise and which SCs as situational leaders may be confronted with, are the following (University Alliance, 2016). They do not know:

- if the new approach is unacceptable to all subordinates, or only a few of them;
- which specific element, phase or aspect of the new approach will most likely lead to resistance;
- if the new approach is perceived by subordinates as too ambiguous;
- if the necessary communication and feedback channels are adequately in place to explain the purpose, content and results of the new approach and how it will influence them;
- how to address the expectations of subordinates related to the new approach;
- if the new approach will lead to a decline in morale and motivation under the subordinates; and
- how to engage subordinates in the development or implementation processes.

From a more specific point of view, the following factors can cause resistance from subordinates when change is eminent.
The following may prove to be challenging for SCs (Jacoby, 2011:1):

- Job-related factors such as fear of new technology, changes in working conditions, fear on changes in known procedures and methods to do the work, and job security.
- Personal factors such as fear of criticism for not being able to do the new work, fear of losing status, salary or other benefits related to the current work, dislike in the persons who initiated the change and who will be responsible for implementing it.
- Social factors such as fear that the current social and work environments may break up, fear that existing social groupings may change, fear to make new friends.

Jacoby (2011:1) is of the opinion that there are subordinates who will have specific personality characteristics that may prove to be a great challenge for SCs when they encounter such subordinates during periods of change. SCs will have to utilise all their leadership skills and knowledge to address the following challenges in this regard:

- Subordinates whose self-interest comes first. They are concerned with how any change will affect their own interest and do not take in consideration how the organisation may benefit from the change.
- Subordinates who have a low tolerance for any change. They are keen on security and stability in their lives, and especially in their work environment, and will resist any change that may threaten this security.
- Subordinates who find it difficult to assess the real reasons for change. They will disagree on the reasons for the change and will not be able to comprehend the advantages or disadvantages related to the change.
- Subordinates who have the tendency to misunderstand the reasons and purpose of the change because they are poor communicators also have problems to understand and validate any information on the change.

Resistance to change when a new leadership approach is implemented is difficult to address and SCs should be aware of the reasons for resistance. They should prepare themselves and all others who are involved in the coming changes to avoid any failure (Muq, 2014:97-101). Scholars who analyse resistance to change have many different solutions to address resistance, but an analysis of possible solutions can be summarized.
as follows (Hooper & Potter, 2000:10-14; Jacoby, 2011:1; D’Ortenzio, 2012:60-66; Muo, 2014:104):

- **Boosting awareness** among subordinates that change is about to take place;
- **Elaborating on the purpose** of the change that may take place and how subordinates will be involved should changes come their way;
- **Accommodating the participation** of subordinates when changes are planned for;
- **Securing engagement** and collaboration between “us and them” in the change process;
- **Educating all subordinates** on the purpose and the contents of the new approach to eliminate resistance that may stem from their own self-interest, old habits, misunderstandings, or a lack of trust;
- **Negotiating** with any resisting subordinates so that they can come to accept the new approach;
- **Promising support** to counter any fears of the unknown and any insecurity; and
- **Completing the past** where subordinates resist changing because of their previous experiences. When that comes to the fore, the drivers of the current change may have to go back and correct past defects (policies, mistakes, etc.) in order to move forward.

These actions may help situational leaders to clarify more clearly their reasons for wanting change and will define more precisely the desirable results they expect to accomplish (Muo, 2014:104). It will also make all subordinates part of the change process and make room for any resistance to the change in a constructive manner (Muo, 2014:104).

A primary objective of the study is to develop a conceptual leadership framework, based on the situational leadership theory of Hersey and Blanchard, which SCs in the PSs can use to implement the situational leadership approach. This leadership approach and framework may help SCs to become more effective leaders, which may be to the advantage of the SAPS at large.
3.7 **Rationale for the development of a conceptual leadership framework**

A conceptual framework can be defined as a visual presentation of something that originated in the real world (Lynch, 2011). A conceptual framework focuses on visually presenting the connecting elements of a phenomenon as discovered through the lens of a researcher (Anon, 2013). Nilsen (2015:3-13) mentions that conceptual frameworks are normally developed by combining or amalgamating (synthesizing) the results of a scientific study. The outcomes of conceptual frameworks may assist in the successful implementation of evidence from research-based knowledge into practice (Nilsen, 2015:3-13).

A conceptual framework can be defined and described in many ways, such as (Lynch, 2011):

- an overview of the concepts and practices discovered during research and then presented in a visual format;
- a structure or presentation of ideas and concepts that are linked with one another and which presents a phenomenon in a visual arrangement (a conceptual framework);
- a visual presentation of a phenomenon that is communicated in a visual format so that those who are interested in the phenomenon can understand how it functions; and
- a visual guideline that can act as a “roadmap” for practitioners to implement it.

According to Nilsen (2015:3), from a theoretical point of view the term conceptual framework refers to a structure, overview, outline, system or plan consisting of various descriptive categories, e.g. concepts, constructs or variables, and the relations between them that are supposed to describe and visualise a phenomenon. Conceptual frameworks do not provide explanations, they only describe a phenomenon (Nilsen, 2015:3).

The conceptual framework that is presented in the next chapter is founded on the theoretical analysis and discussion undertaken up to now to guide SCs to understand and implement the situational leadership theory in practice. Anon. (2013) refers to this as “transforming theory into practice”.

3.8 Conclusion

If SCs in the SAPS understand what the situational leadership of Hersey and Blanchard entails and come to grips with the principles that underline the theory, they may become more effective leaders in PSs in South Africa. The situational leadership approach focuses on leadership in the private and public sector, but it is not a strange phenomenon when it comes to law enforcement.

The idea that SCs can adapt their leadership style according to the maturity level of their subordinates during any situation will make SCs more flexible decision makers and better managers. A key philosophy of the situational leadership theory is that the subordinate police officers in PSs will actually determine the leadership style of SCs. What is also of importance is that the principles of situational leadership are also applicable during emergency situations in the external environment. The situational leadership theory of Hersey and Blanchard should guide SCs to lead their subordinates successfully during emergencies. SCs should understand how the leadership equation should change during various situations that they may encounter as leaders during emergencies.

It is very important that SCs should develop the necessary skills to become effective and successful SCs. The three-skills approach of Katz gives a sound model to describe which skills SCs should develop. These categories of skills are technical skills, human skills and conceptual skills. For situational leaders, the last two skills are of particular importance. With this being said, SCs should also be excellent communicators and should master the skill flexibility in order to be an effective situational leader.

The next chapter proposes a conceptual situational leadership framework which includes the knowledge gained on leadership and specifically the situational leadership theory of Hersey and Blanchard. This framework may provide SCs with a “roadmap” to implement this theory in their respective police stations.
CHAPTER 4: CONCEPTUAL SITUATIONAL LEADERSHIP FRAMEWORK FOR STATION COMMANDERS IN THE SAPS

4.1 Introduction

A conceptual framework is the scientific outcome of the analysis of theories. It paves the way for implementation the results in a practical environment. A conceptual framework is a mechanism to bring theory and practice closer to each other (Green, 2014:35).

Most social science research starts with an analysis of theories to understand a specific phenomenon that occurs in the real world (Green, 2014:35). This research analysed theories on leadership and more specifically the situational leadership theory. After gaining knowledge on the relevant theories, the collected data were analysed and a conceptual framework was developed to visualise the knowledge gained from the analysis of the theories.

Franks and Schroeder (2013:5-20) states that the findings of scientific research can be presented in evidence-based programmes, practices, models and conceptual frameworks, which bridge the gap between science and practice. From a research point of view, implementation can be defined as the implementation of theoretical concepts and practical phases and steps presented in one form or the other. A conceptual framework is such a form of presentation that should be made available for implementation in organisations to add value and meaning to the research findings (Franks and Schroeder, 2013:5-20).

The process of developing a framework starts with analysing and mapping the spectrum of multidisciplinary literature relevant to the phenomenon under investigation. All the concepts relating to the theories have to be defined and presented visually in the conceptual framework. The concepts should be linked to each other to make sense when presented in the framework. The framework has to be implemented, monitored and evaluated to bring the changes necessary to “streamline” the framework as time goes by (Levering, 2002:35-48). In this chapter, the conceptual framework for SCs as situational leaders in PSs is developed. The chapter also discusses how the framework could be implemented in the best manner in practice.
Chapter 4: Conceptual situational leadership framework for Station Commanders in the SAPS

4.2 Meaning of the concept “conceptual framework”

It is important that the concepts framework and conceptual framework be explained to clarify what the framework for SCs as situational leaders entails. When defining the two concepts, it becomes clear that they are very similar. Jones (2015:1-2) comments that these two concepts are similar and that there “…is hardly any difference between them”. However, he states that researchers normally adopt one of the terms and then stick to that term throughout their research (Jones, 2015:1-2). The term conceptual framework has been adopted for this study.

4.2.1 Defining the concept “conceptual framework”

A conceptual framework is defined as a broad outline or skeleton of interlinking items or concepts that serve as a guide to understand a specific phenomenon and which can be modified over time by adding or deleting items or concepts as new knowledge becomes available. A conceptual framework is usually represented as a structure, overview, outline, system or plan consisting of various descriptive categories, for example concepts, constructs or variables, and the relations between them and a phenomenon (Maxwell, 2012:33).

Maxwell (2012:33) defines a conceptual framework as a system of concepts, assumptions, expectations, beliefs and theories that supports and visualises research findings (Maxwell, 2012:33). Mapping the findings of informed research in a conceptual framework is the final phase of the research and is presented as a visual display of a theory (Maxwell, 2012:33). Miles and Huberman (1994:47-52) add that a conceptual framework is “…a picture of what the theory says is going on with the phenomenon under study”. It is therefore not the visual depiction of the study itself, but a depiction of the results of the study. When developing a conceptual framework, the presentation should be concrete and specific rather than abstract and general (Miles & Huberman, 1994:54). A conceptual framework is not a model (Levering, 2002:35). A model is used to represent an original phenomenon in real life on a small scale. In scientific research, a model describes the concepts that allow investigation and reasoning into the phenomena described by the model (Dawson, 2013).
4.2.2 Features of a conceptual framework

According to Levering (2002:38), a conceptual framework features the following:

- It is not merely a collection of concepts, but is in essence an integrated presentation of each concept where concepts are integrated in an understandable visible structure;
- It lays out the key factors, constructs, or variables that describes the phenomena involved and indicates the relationships among them;
- It provides understanding of a phenomenon based on concepts (if it includes a discussion on variables between them it is more of a model than a framework);
- It is not a presentation of a causal/analytical setting, but it is rather a visual interpretation of theoretical or imperial findings of a phenomenon in social reality;
- It is a description of reality and as such does not predict an outcome; and
- It can be developed and constructed through a process of qualitative analysis.

The source of data that forms the foundation of a conceptual framework usually consists of many discipline-oriented theories that become the empirical data of the conceptual framework (Dawson, 2013). According to Sequeira (2015:1), there is no universal rule or procedure to develop or create a conceptual framework. An important point of departure is to keep the process to develop a conceptual framework simple with the minimum phases or steps, but the process should give a clear understanding of how the framework has been developed and how it could be implemented (Sequeira, 2015:1).

4.2.3 The process of developing a conceptual framework

Greenhalgh et al. (2004:581-629.) insist that constructing a conceptual framework based on scientific inquiry, should in the first place include the following activities:

- The first activity is to analyse scholarly literature on the relevant theories that explain the phenomenon under investigation.
- The second activity is to identify commonalities between the theories, map one against the other, and create an overarching representation or picture of all the knowledge gained.
- The third activity is to create the conceptual framework.
Childs (2010:27-30) identifies further activities that may follow the analysis of the relevant literature and theories. These activities include the following (Childs, 2010:27-30):

- Identifying of the core external environmental influences on the entity (organisation) where the new intervention (E.g. the framework) will take place;
- Establishing what effect the influences from the external environment will have on the specific sub-entity where the new intervention will take place;
- Conceptualisation and understanding of the new intervention and its contents;
- Identifying the primary participants that will be responsible for the implementation of the new intervention and determining the skills that they will need to implement the new intervention;
- Establishing of the guidelines to implement the new intervention; and
- Establishing conventions needed to address any challenges that may occur regarding the new intervention.

Childs (2010:32) points out that this process intends to provide a means to describe how a new intervention at the hand of a conceptual framework will influence the organisation in which it is implemented. It also indicates which individual activities will have to be undertaken to successfully implement the new intervention.

4.3 The process for the creation of the conceptual situational leadership Framework for SCs

The process that was followed to create and implement the new situational leadership framework (intervention) for SCs in the SAPS closely resembles that by Greenhalgh et al. (2004:581-629) and Childs (2010:27-32). The process followed can be described as follows:

- The **first activity** was to undertake an analysis of applicable scholarly literature and relevant theories that should form the foundation of the study and the conceptual situational leadership framework for SCs. *Chapters 2 and 3 present this information.*
- The **second activity** was to identify, analyse and understand the set of independent concepts of each theory that would be necessary to create the conceptual framework. *This receives attention in Chapters 2 and 3.*
• The **third activity** was to link the various concepts to one another in order to contextualise them so that they could form the contents of the conceptual situational leadership framework for SCs. *This has been done after Chapters 2 and 3 have been completed and was included in Chapter 4.*

• The **fourth activity** was to postulate the process (Childs’ approach) involved in creating the conceptual situational leadership framework for SCs. This included identifying influences from the external environment, the principles of Hersey and Blanchard’s situational leadership theory, leadership skills needed to manage it, how to implement it and how to identify and address challenges to make the new intervention work. *This chapter addresses these matters.*

• The **fifth activity** was the actual creation of the conceptual framework for SCs. *This chapter presents the conceptual framework.*

• The **sixth activity** is to offer guidelines that can be followed to implement the conceptual framework in PSs. *The guidelines are included in this chapter.*

• The **seventh activity** is dedicated to identifying any challenges, such as resistance to change, and indicating how SCs can address them. *This phase forms the last part of this chapter.*

As mentioned above, the first three activities are set out Chapters 2 and 3. Activities four to seven form part of this chapter. Activities four to seven are presented as six steps in the following figure:
Chapter 4: Conceptual situational leadership framework for Station Commanders in the SAPS

### LOCUS OF THE STUDY

**PUBLIC SECTOR**

- SAPS
- SCs

**POLICE STATION**

#### STEP 1: Identifying the external influences on the public sector, SAPS, PSs and SCs

Example: Politics, legislation, finance, socio-cultural, technological and safety/security needs and demands from citizens.

#### STEP 2: Identifying specific external influences on the internal environment of PSs

Example: Input from politicians, new legislation and policies on policing, SAPS strategic plan and organisational plans, budgetary constraints, diverse social and cultural groupings, out-dated technology and equipment, diverse communities each with its own dynamic.

#### STEP 3: Understand the principles of the Situational Leadership Theory of Hersey and Blanchard

<table>
<thead>
<tr>
<th>Relevant Leadership Styles</th>
<th>Maturity levels of subordinate police officers</th>
<th>Various situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directing (S1)</td>
<td>Low maturity level (M1)</td>
<td>Normal PS activity</td>
</tr>
<tr>
<td>Coaching (S2)</td>
<td>Low to moderate maturity level (M2)</td>
<td>Low level emergency</td>
</tr>
<tr>
<td>Supporting (S3)</td>
<td>Moderate to high maturity level (M3)</td>
<td>Low/high level emergencies</td>
</tr>
<tr>
<td>Delegating (S4)</td>
<td>High maturity level (M4)</td>
<td>High level emergencies</td>
</tr>
</tbody>
</table>

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**POLICE OFFICER'S MATURITY LEVELS**

- M1
- M2
- M3
- M4

**STATION COMMANDER’S LEADERSHIP STYLE**

- OVER-LEADING
- UNDER-LEADING

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Directive leadership style (S1) for police officers at a low maturity level (M1)
Coaching leadership style (S2) for police officers at a low to moderate maturity level (M2)
Participating leadership style (S3) for police officers at a moderate to high maturity level (M3)
Delegating leadership style (S4) for police officers at a high maturity level (M4)

STEP 4: Development of SCs Situational Leadership Skills
<table>
<thead>
<tr>
<th>Technical/Operational Skills</th>
<th>Human Skills</th>
<th>Cognitive Skills</th>
</tr>
</thead>
</table>

STEP 5: SCs roles/actions in implementation of the Situational Leadership Approach/Framework in PSs

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Establish a “steering body” that should guide the implementation of the new situational approach in the PS and act as chairperson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2</td>
<td>Assesses the environment in which the new approach will be implemented and create a positive culture for implementation.</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Prepare the police officers for the changes that will be implemented and provide them with exact and precise information on how the new approach will affect them.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Ensure subordinates that they will be trained to implement the framework and its contents successfully.</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Provide subordinates with information on the total picture of implementation from the beginning till the end.</td>
</tr>
<tr>
<td>Stage 6</td>
<td>Ensure police officers that the challenges and problems that may occur when the new approach is implemented will be addressed as soon as they arise.</td>
</tr>
<tr>
<td>Stage 7</td>
<td>Monitor and evaluate whether the new approach has been successfully implemented.</td>
</tr>
<tr>
<td>Stage 8</td>
<td>Adapt the new approach and its principles as new knowledge becomes available.</td>
</tr>
</tbody>
</table>

STEP 6: Challenges SCs could face when implementing the Situational leadership Approach/Framework in their PSs

<table>
<thead>
<tr>
<th>Challenges:</th>
<th>Address the Challenges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of the unknown.</td>
<td>Educate.</td>
</tr>
<tr>
<td>Fear regarding the integrity of the leader.</td>
<td>Negotiate.</td>
</tr>
<tr>
<td>Fear of failure.</td>
<td>Promise support.</td>
</tr>
<tr>
<td>Fear of the loss of status.</td>
<td>Involvement.</td>
</tr>
<tr>
<td>Fear that current good group relations may be disturbed.</td>
<td>Participation</td>
</tr>
</tbody>
</table>

Figure 6: Process for developing the conceptual framework for the SCs as situational leaders

With the process in place, the researcher was able to create the conceptual situational leadership framework for SCs.
The conceptual situational leadership framework for SCs working in PSs in the SAPS is visually presented in the following figure:

Figure 7: Situational leadership conceptual framework for SCs
4.4.1 Discussion of the contents of the situational leadership framework

It is important to make sense of the contents of the conceptual framework to further increases its value for SCs in the SAPS.

4.4.2 Influence from the external environment

According to van der Waldt (2011:2), political dynamics, resource constraints and more demands from citizens for safer cities, towns and communities to live in, mean that the public sector (including the SAPS) finds itself in a more challenging environment in which effective management and leadership are exceptionally difficult. Jarbandhan (2011:21-22) indicates that the ever-evolving national and global environment has a noticeable influence on institutions in the public sector. Leaders in the public sector have to possess the relevant competencies to analyse these influences successfully to enhance effective and efficient service delivery (Jarbandhan, 2011:21-22).

The external environment with influences from politicians, new legislation and policies on policing, SAPS strategic plans and operational plans, budgetary constraints, diverse social and cultural groupings, out-dated technology and equipment, diverse communities each with its own dynamic, not only influences the SAPS, but also the SCs working in this environment (Iles & Sutherland, 2001). SCs should understand how the macro external environment may influence the activities of the SAPS and how it influences their management and leadership activities in PSs.

4.4.3 External environmental influences on the internal police environment

As a result of the external environmental influences there is a growing demand for leaders, such as SCs to come to terms with such influences and to gain knowledge on what external demands will hold in for their specific PS environments. New policies addressing new developments, new safety requirements and proposals, SAPS strategic planning processes, operational plans and processes, organisational structuring and the development of personnel should be comprehended by SCs. SCs should understand the immediate effect of the external and internal influences and should adapt leadership
styles to address these influences. As such SCs should continuously establish a culture for change in a PS (Iles & Sutherland, 2001).

This will demand a new management and leadership approach by SCs to addresses any changes effectively. The Performance and Innovation Unit in the USA indicated that public sectors leaders all over the world are every day confronted with complex internal situations and to secure continuous effective public services and public sector institutions, such as the SAPS, must develop leaders that can cope with daily change that is applicable to their PSs.

4.4.4 Gaining knowledge on the situational leadership theory

Chapter 3 discussed the contents of the situational leadership theory in detail and this sub-paragraph is basically a summary of Chapter 3. In order for leaders, such as SCs, to understand the environment in which they lead and to be effective situational leaders they should comprehend the philosophy and contents of the situational leadership theory of Hersey and Blanchard by hart. With this knowledge SCs will be able to articulate the gap between “what is” currently the leadership approach in a PS and should be able to determine “what is needed or desired” to implement the situational leadership approach effectively in their specific PSs (Gill, 2011:5).

Subordinates, such as the police officers working in a PS should also understand what the situational leadership approach entails and how it will influence their daily operations. They should understand the challenge or opportunities that will presents itself under the new leadership approach and should also be certain on the role that they will have play to make a success of the new situational leadership approach. Gill (2011:5) states that the trend of leadership in the public sector is towards the positive influencing of subordinates (personal power) through flexible leadership styles. This moving away from the current use of authority “position power” to lead subordinates (Gill, 2011:5).

4.4.5 Development of SCs situational leadership skills

The leadership skills that effective leaders should pose over have been discussed in depth in Chapter 3. In order to develop the situational leadership skills of SCs in the SAPS
it is necessary to obtain knowledge that will highlight which leadership skills should be developed to create an effective situational leader. Northouse (2010) explains that leaders are not necessarily born with leadership skills and that such skills can be developed over time at the hand of training, experience and educational programmes.

The Tree-skill approach to leadership skills development was initially proposed by Katz (1955) and a second version was developed by Mumford et al. (2000). This approach identifies three different skills that a leader should own, namely:

- Technical skills
- Human skills
- Conceptual skills

A situational leader who owns the necessary technical, human and conceptual skills should be able to implement a situational leadership approach effective in their organisations. Regardless of what has been said so far, SCs may experience resistance from subordinates who do not understand the principles of the situational leadership approach or who resist any new developments in their work environment. Such resistance is a challenge to PCs and they should gain the knowledge on how to handle it before it ruins the new situational leadership approach. The Tree-skill approach may provide the knowledge to situational leaders to guide subordinates through the period of change successfully (Mumford et al., 2000).

4.4.6 Role of SCs to implement the new approach

The implementation, from the beginning to the end, should be planned for in advance by SCs and their steering bodies (Wandersman et al., 2008:171-181). From a research point of view implementation can be defined as the process of implementing research evidence-based programmes, practices, models and frameworks which bridges the gap between science and practice (Franks & Schroeder, 2013:5-20).

SCs should establish a “steering body” which should guide the implementation of the new situational approach in a PS. They should act as chairperson of the steering body. The culture in the PS must be assessed and prepared for the new situational leadership
approach to be implemented. Subordinates in PSs should be prepared, trained and motivated for the new approach. Their participation in the implementation of the approach is of crucial importance to the success of the new approach (Franks & Schroeder, 2013:5-20).

Meissner et al. (2013:1-2) explain that the implementation of a new approach at the hand of a conceptual framework has to do with a process that indicates how a new approach should be put into practice. The implementation of the new situational leadership approach by SCs should as far as possible provide the subordinate police officers the following on the new approach (Fixsen & Blase, 2005:1):

- Provide a guide on how exactly how the framework will be implemented in the practical surroundings.
- Provide subordinates with the total picture, from the beginning to the end, of how the framework will be implemented.
- Provide subordinates with information on how the new approach will influence their daily activities.
- Inform subordinates on how they will be developed and trained to implement the new approach successfully.
- Secure subordinates that all the challenges and problems that may occur when the new approach is implemented will be addressed as soon as they come to light.

If SCs follow these guidelines they may lay the foundation for the implementation of the new situational leadership approach successfully.

4.4.7 Challenges and how to address them when change is inevitable

Some challenges that SCs may experience when the situational leadership approach is implemented in a PS are the following (Fixsen & Blase, 2005:1-2):

- Subordinates who are confronted with a new leadership approach may resist the change and may become “passengers” when the new approach is implemented.
- Not all subordinates may come willingly on board to secure the successful change to the new leadership approach.
• Initial expectations of personal gain may turn into dissatisfaction and even emotional discomfort.
• When confronted with new practices, some subordinates may feel overwhelmed by the new demands which may progress into little motivation to accept the new approach or change.

These negative behaviours may be countered by SCs in that subordinates are (Fixsen & Blase et al, 2005):

• Providing beforehand clear and precise information on the changes that they may expect.
• Providing them with information on how change will affect them in person when they undertake their various tasks.
• Familiarized them with the contents of the new approach.
• Inform them of the advantages or disadvantages they will experience regarding the new approach.
• Making them part of the change process from the beginning to the end.

These challenges may also be addressed by the following actions (University Alliance (2016):

• Getting all stakeholders on board.
• Subordinates should be informed of the precise effect of the new approach on them as individual.
• Subordinates should understand what advantages or disadvantages they will experience.
• Subordinates should form part of the implementation team.
• Communication to discuss the new approach should be continuous.
• Gain knowledge on how to motivate subordinates to accept change.

The conceptual leadership framework that has been developed for SCs is a visual presentation of the situational leadership theory of Hersey and Blanchard and should guide SCs in the SAPS to be more effective situational leaders in their respective PSs.
4.5 Conclusion

Rolland (1998:1-24) explained that developing a conceptual framework, is a process that should be followed. He refers to it as a process approach where the same concepts are classified together into a framework. A possible use for a process approach is to indicate how actions should be or could be done in a practical situation. A process approach was followed to develop the situational leadership framework for SCs working in PSs in the SAPS.

The conceptual leadership framework for SCs has been developed at the hand of the knowledge gained from an in-depth literature analysis, which includes the more well-known theories on leadership. This knowledge had empowered the researcher to identify the contents that should form the conceptual framework as:

- The influence of the external environment.
- The influence of the external environment on the internal environment.
- The development of the situational leadership framework for SCs working in PSs in the SAPS.
- Skills necessary to become effective situational leaders on PSs.
- Guidelines to implement the situational leadership framework in PSs.
- Challenges that SCs may face when implementing the situational leadership approach.

SCs in the SAPS have to cope with a diverse set of management and leadership activities for which they are ultimately responsible for. SCs must have the necessary leadership skills in order to lead subordinates to be effective in securing the safety of the people living in the country. The Three-skill approach of Katz may help them to implement the situational leadership theory of Hersey and Blanchard successfully in their respective PSs in South Africa.

The conclusion of the study will be provided in the next chapter and it will also be explored whether the problem statement, general research question, specific research questions and objectives of the study have been reached.
CHAPTER 5: CONCLUSION, SUMMARY AND RECOMMENDATION

5.1 Introduction

This study focused on the development of a situational leadership conceptual framework for SCs in the SAPS. The design was based on qualitative research, which emphasizes the systematic collection, Organising and interpretation of scholarly literature and other textual material. In a qualitative research design the researcher wants to understand the meaning of a phenomenon as it manifests in real life better. The researcher felt that this design was best to follow to understand the theoretical foundation of situational leadership as develop by Hersey and Blanchard and to develop a conceptual situational leadership framework based on the knowledge gained from the theory. The understanding is that this conceptual framework may guide SCs in the SAPS to become more effective leaders in their respective PSs in South Africa.

By implementing a qualitative design the researcher was able to explore the underlying theoretical basis of the situational leadership theory and to develop the situational leadership conceptual framework. The researcher also found that through a qualitative design she experienced flexibility and could modify the framework as the study progressed. The qualitative research design was also preferred by the researcher because it enabled the researcher to remain neutral, objective and distant from the reality studied.

The careful examination of literature on Heresy’s and Blanchard’s situational leadership theory, as part of the body of knowledge of the contingency leadership theories, was an important part of this research and should be of value for the SCs in PSs to be more effective leaders. In the process the primary goal of the SAPS, namely to secure a safe environment for the citizens of the whole South Africa to live in, can be further more effectively.

5.2 Achieving the purpose with this research

The general research question that guided this research has been formulated in the first chapter as: “What is the leadership role of a Station commander in the South African
Police Service and how will a situational leadership approach assist him or her to be a more effective leader in their respective police station?"

This general research question has guided the researcher throughout and kept the researcher focused on the objectives of the research.

5.2.1 Achievement of the objectives for the research

Deducted from the general research question the following specific research objectives have been formulated:

- To analyse leadership theories that can lay the broad foundation for this study (Chapter 2).
- To analyse the theoretical principles related to the situational leadership theory of Hersey and Blanchard within the context of leadership (Chapter 3).
- To establish and discuss the leadership skills a SC as situational leaders will need to develop to become an effective leader in a PS (Chapter 3).
- To develop a conceptual situational leadership framework for SCs working in PSs in the SAPS that may assist them to become more effective leaders (Chapter 4).

These objectives have been achieved in this research as follows:

- **Objective one: To analyse leadership theories that can lay the broad foundation for this study.**

  The research established that there are many theories that focus on leadership as phenomenon, but according to Mnguni (2009), the Trait theories, Behavioural theories, Contingency theories (such as the situational leadership theory of Hersey and Blanchard) and Power and influence theories are well researched. The contents of these theories have been discussed and it was determined that situational leadership are today more than ever widely implemented as leadership approach in the private and the public sector worldwide.
Chapter 5: Conclusion, summary and recommendation

- **Objective two:** To analyse the theoretical principles related to the situational leadership theory of Hersey and Blanchard within the context of leadership.

There are a number of contingency theories developed until today, such as Fiedler's contingency theory, the *situational leadership theory*, the path-goal theory and the decision-making theory. While all similar on the surface, they each offer their own distinct views on leadership (Northouse, 2007:120). As such the situational leadership theory of Hersey and Blanchard has been discussed in Chapter 2 and it was discovered that the situational leadership theory of Hersey and Blanchard “...is arguably the most recognised, utilised and effective leadership approach and influential leadership tool in the history of the behavioural sciences” (Northouse, 2007:120). The contents of this theory therefore form the foundation of this study and the situational leadership framework that was developed for SCs in the SAPS.

- **Objective three:** To establish and discuss the leadership skills a SC as situational leaders will have to develop to become an effective leader in a PS.

De Paris (1997:8) indicates that leadership in a law enforcement environment is a dynamic process and that leadership should be flexible in leading their subordinates to achieve the primary goal of securing the safety of citizens. Leaders in such an environment should have special leadership skills to be successful. To be effective SCs as leaders should learn to “…depart from their dominant leadership style and modify their behaviour situational and should focus their leadership skills on the situational leadership approach” (De Paris, 1997:8). Understanding which skills are necessary to implement the situational leadership approach may help SCs to assess their own levels of skills in order to address gaps in their skills or to develop new skills (De Paris, 1997:8). The basis of the discussion on leadership skills necessary to be an effective leader was founded on the three-skill approach of Katz. He indicated that good technical, human and conceptual skills are of utmost importance for leaders to lead their subordinates successfully in any organisation.
• **Objective four: To develop a conceptual situational leadership framework for SCs working in PSs in the SAPS that may assist them to become more effective leaders.**

With the knowledge gained on the theories related to leadership *per se* and situational leadership as the focus, the researcher was able to develop a situational leadership framework for SCs working in police stations in the SAPS. Based on the theoretical guidelines on the development of scientific frameworks, the researcher was able to create a framework that was based on the following aspects:

- It is presented in an understandable and a common language;
- The various concepts were clearly linked and presented in an understandable and coordinated way;
- It is presented in detail and is meticulously presented in the form of a figure; and
- Practitioners should be able to implement it in practice.

With this conceptual framework as guideline, SCs will find it easier to guide, motivate and lead their subordinates to become better workers.

**5.2.2 Theoretical foundation of the research**

The research was founded on specific well-known theories on leadership, such as Fielder’s contingency theory of leadership. The leadership theory of Fiedler is the earliest and most extensively researched on leadership and paved the way for other leadership theories that followed. Fiedler’s contingency theory departs from trait and behavioural models and he discovered that group performance is contingent on the leader’s psychological orientation and on three contextual variables: group atmosphere, task structure, and leader’s power position (Huges *et al.*, 2010:101).

The situational leadership theory of Hersey and Blanchard built on Fiedler’s theory and this theory laid the basis for this research and the development of the conceptual situational leadership framework. The philosophy of the situational leadership theory is that effective leaders are task-relevant, and the most successful leaders are those who adapt their leadership style to guide subordinates or groups according to their maturity...
level and who influence them to achieve objectives (Hersey & Blanchard, 1977:10). Effective leadership varies, not only according to the person or group that is being influenced, but it also depends on the successful completion of tasks in various situations (Hersey & Blanchard, 1977:10).

5.3 A summary of the contents of each chapter

Given this contextualising of the study as background, a summary of each chapter follows.

5.3.1 Chapter 1: Orientation and background

Chapter 1 provided the introduction to the study and gave an outline of the study. This included the background discussion, problem statement, general research question, research questions and objectives, central theoretical statements, methodology followed and the value of the study for the relevant audiences. The background discussion and problem statement indicated that SCs in the SAPS have a complex role as managers and leaders. Jarbandhan (2011:21-22) is of the opinion that the effectiveness of leaders is critical for the success of public sector organisations, such as policing. He also indicates that with the ever-evolving national and global environment, leaders in the public sector have to possess the relevant competencies to lead these organisations successfully in order to provide the necessary safety environment for the citizens of South Africa (Jarbandhan, 2011:21-22).

Matters are complicated when it comes to the SAPS, which has a direct influence on securing the security and safety of the country’s people. A SC, with his/her subordinates, has to cope with a diverse set of operational policing functions for which they are ultimately responsible. SCs must have the necessary leadership skills to lead subordinates to be effective in securing the safety of the people living in the country (Altbeker, 2003:2).

The study followed a qualitative research design. The methodology indicated how the in-depth literature study would determine what effective situational leadership is about and lead to the development of a conceptual situational leadership framework for SCs in the
SAPS. The process of reviewing existing literature ensured that important literature on the subject under investigation was retrieved, analysed and then described in a scientific manner.

5.3.2 Chapter 2: Exploration of theories on leadership with the focus on situational leadership

In Chapter 2 theories of leadership was explored with the focus on the situational leadership theory. Literature on leadership in the public sector, concepts of management and leadership, leadership within the context of management, theories related to leadership and specifically the contingency theory and situational leadership theory were researched and analysed. Closer to the police services environment, situational leadership in law enforcement environments, such as in the police, was also researched and analysed.

The chapter discussed and clarified the concepts of management and leadership and explored different theories related to leadership. The contingency theory, as one of the contemporary theories, addresses leadership adequately as a phenomenon. It was further found that situational leadership is part of the contingency theories.

The situational leadership theory of Hersey and Blanchard has been defined as a leadership style where a leader must adjust his style to fit the development level (maturity level) of the subordinates he is trying to influence. Within the context of situational leadership, a leader must be able to change his or her leadership style according to the level of development of subordinates.

Rampant (2010:5) indicates that the situational leadership theory has a fundamental philosophical underpinning it and that is that there is no single “best” style for a leader to follow.

To further build a theoretical basis for the study, the researcher analysed literature to structure this chapter. The chapter discussed the benefits of situational leadership as proposed by a number of authors. During the literature study and analysis, it appeared that an individual can obtain leadership skills by doing the work, getting experience and
adequate training and development. It is a challenge for a leader to determine how much and what kind of formal task-orientated directions is right for a specific individual or team to execute a given task successfully.

5.3.3 Chapter 3: Analysis of the situational leadership theory and skills necessary for effective situational leaders

This chapter built further on the theoretical aspects of the study. The situational leadership theory was analysed in more detail to incorporate the knowledge into a conceptual framework for situational leadership specifically for SCs in the SAPS. A literature study was undertaken to understand the situational leadership phenomenon better. This theory in the police environment indicates that the environment and the readiness of followers, the police officers working in the police stations, mostly determine how SCs as leaders should function.

In this chapter, the researcher analysed all four the situational leadership styles. The styles include directing, counselling, participating and delegating. The researcher also looked deeper into situational leadership as approach in the context of the SAPS environment during normal and emergency situations. In these specific situations, SCs will have to do more than looking at leadership styles and the maturity level of the subordinate police officers, but should also focus on the situation confronted with. Literature shows that SCs as situational leaders need specific skills to be effective leaders in their PSs. Katz three-skills model was used to determine which skills a SC should have to be a successful leader. This model indicated that the three skills necessary are technical skills, human skills and conceptual skills. The chapter includes is based on the premise that leaders are not necessarily born with leadership skills, but that leadership skills can be developed over time.

The chapter also revealed that when implementing the situational leadership approach, SCs will be confronted with challenges. When subordinates are confronted with new ideas, it may result in resistance from them. Literature provides strategies to overcome resistance and these strategies, including negotiations, education, force and support of the insecure subordinates.
The chapter brought the researcher to the conclusion that a conceptual framework on situational leadership for SCs can be the solution to more effective leadership in PSs.

5.3.4 Chapter 4: Situational leadership conceptual framework for station commanders in the SAPS

This chapter culminated in the development of the conceptual framework for situational leadership for SCs in the SAPS. An analysis of what a conceptual framework entails and how it should be developed is included in this chapter. It laid the foundation for the development of the situational leadership conceptual framework. This includes defining that a conceptual framework is a system of concepts, assumptions, expectations, beliefs and theories that supports and visualises research findings (Maxwell, 2012:33).

In this chapter, it became clear that the conceptual framework could be scientifically developed based on the analysis of theories. Green (2014:35) states in this regard that a conceptual framework is a mechanism to bring theory and practice closer to each other. Given the analysis of the contents of the situational leadership theory of Hersey and Blanchard, it was possible to develop the conceptual leadership framework for SCs in the SAPS to lead their subordinate police officers effectively during different situations they are confronted with.

The process that involved in developing the conceptual leadership framework was described and followed in the actual development of the framework. The process also includes the role players, skills and knowledge needed to implement situational leadership successfully in PSs. It addresses any resistance to the implementation of the situational leadership approach. The conceptual situational leadership framework for SCs in the SAPS is founded on a comprehensive and secure literature study. With all the data gained and by following a scientific process, the conceptual framework was developed and presented in Figure 7 on page 92.

5.3.5 Chapter 5: Conclusion, summary and recommendation

The focus of the study was to develop a conceptual situational leadership framework for SCs in the SAPS. The design was based on a qualitative research, which emphasizes
the systematic collection, Organising and interpretation of scholarly literature and textual material. In a qualitative design the researcher wants to understand the meaning of a phenomenon better as it manifests in real life.

The theoretical analysis enabled the researcher to develop the conceptual framework that can be implemented in PSs in South Africa. The general research question has been answered and the objectives of the study have been reached. The primary goal of the study, which was to develop the conceptual leadership framework scientifically, has also been attained.

The content of the different chapters are summarized in this chapter to show how the study culminated in the actual development of the conceptual framework. The contents of each chapter focused on the research objectives that were stated in the first chapter.

The literature review and the process to develop the conceptual framework for SCs working as situational leaders in the SAPS were sufficient and based on scientific principles.

5.4 Recommendations

The first recommendation is that the South African Police Service should include this theoretically analysed and developed conceptual framework for situational leadership in the training and development of all police officers undergoing the Middle Management Development Learning Programme and the Executive Development Learning Programme of the South African Police Service.

In addition, the South African Police Service should include the findings related to this study and the contents of the conceptual framework for situational leadership into the Station commanders' Learning Programme.
5.5 Conclusion

In conclusion, the problem statement, general research question and objectives of the study were linked so that the focus of the study remained clear. The methodology was adequate to reach the objectives of the study and the literature review and process to develop the conceptual framework for SCs working as situational leaders in the SAPS were sufficient and based on scientific principles. Because this is not a case study, the findings may be of value for all SCs working in the SAPS to address their leadership quality and to eliminate shortcomings in this regard.
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