

# Front-line Service Employees' Service Recovery Performance: A practice theory-based study into customer complaint handling in the Abu Dhabi Police Force

**Abdulla Alameri**

**Student Number: N0547069**

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Nottingham Business School, Nottingham Trent University

Supervisors: Dr Tony Woodall

Dr Julie Rosborough

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# Abstract

## **Research Justification:**

Since 2011, the United Arab Emirates' federal government launched several programs emphasising high-quality service to customers. Subsequently, all federal and local agencies, including the Abu Dhabi Police, are now required to improve service recovery and customer complaint handling. Moreover, many scholars have focused on the relationship between service recovery and customer satisfaction and on the public's goodwill, trust, compliance, cooperation and commitment in public services.

## **Research Objective:**

The primary objective of this paper is to explore and determine the effect of various police social structure aspects and managerial action on front-line service employees' service recovery performance. Moreover, the researcher aims to use these findings to complete his review of service recovery and complaint handling with the Abu Dhabi Police from the management, customer and front-line service employees' perspectives.

## **Practice Theory:**

Based on Chan's (1996) field and habitus framework (which has been used extensively to understand change within police organisations), the researcher adopted the concepts of habitus, field and capital from Bourdieu's practice theory to understand the effect of each factor on front-line service employees' performance in service recovery and complaint-handling procedures.

## **Methodology:**

The researcher adopted a critical realist research philosophy. The stratified ontology of the critical realism allowed the researcher to explore not only events and experiences but also associated causal mechanisms. In turn, these helped in further understanding service recovery and complaint-handling procedures within the Abu Dhabi Police. A qualitative strategy was adopted, using interviews to the double with practice participants and in-depth interviews with practice observers.

## **Research Design:**

In this study, interview responses come from both front-line service employees and practice observers working in the Directorate of Traffic and Patrols (DTP) Department within the Abu Dhabi Police. As there are two sets of interviews, the researcher developed an interview guide specifically for each set. The researcher fulfilled the ethical requirements for the Research Ethics Committee at NTU. All interviews with practice participants and practice observers were conducted in Arabic at the interviewees' workplaces. The researcher adopted Atlas.ti to help in the thematic analysis of the interview transcripts.

## **Data Analysis:**

The research findings were derived from 42 interviews: 25 were conducted with participants using interviews to the double and 17 were conducted with practice observers. The analysis of the interview transcripts was completed in three stages. First, the researcher analysed the interviewees' instructions to the double, which was used to identify the experiences and events from the empirical and actual domains, respectively. Second, a thematic analysis of both the interviews to

the double and in-depth interviews with the practice observers was performed. This was used to explore and identify the mechanism from the real domain of reality. Third, the researcher used a retroductive backward reasoning from the experiences and events from the empirical and actual domains, respectively, to the causal mechanisms from the real domain.

### **Findings:**

Based on the literature review and research findings, the researcher identified nine factors affecting front-line service employees' service recovery performance within the Abu Dhabi Police as follows: police cultures, the social structure of the field, leadership style, employee empowerment service strategy, the nature of service, the national culture, multicultural society, and human resource practices. Moreover, the research findings showed that there is an inconsistency in the service recovery and complaint-handling procedures within the DTP, due to the differentiation and of front-line service employees' service recovery performance. The differentiation and inconsistency of front-line service employees' service recovery performance was caused by several of these factors.

Based on the research findings, the researcher argues that the adopted combination of transformational and transactional leadership styles by some officers in charge within the DTP would negatively influence customers' satisfaction with service recovery and complaint-handling procedures in the Abu Dhabi Police Force through affecting the public's goodwill, trust, compliance, cooperation and commitment, which are essential to police services. Additionally, the researcher argues that for the service recovery and complaint-handling procedures within the Abu Dhabi Police to change, the change should be aimed at all police sub-cultures (habitus) within the Abu Dhabi Police, and not just at those of the front-line service employees.

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# 1 Introduction

This document is the fifth of six documents within the DBA programme at Nottingham Trent University (NTU). In this opening chapter, the researcher provides an overview of the DBA research study comprising two sections. The first section provides the backgrounds of both the Abu Dhabi Police and the researcher, the scope of the study and the overall DBA research problem statement. The second section provides a summary of the four documents previously submitted as part of this DBA research study, which leads to this document's research problem statement, research objective and research question, the relevant academic themes, the research methodology employed, and an outline of the research structure of this document.

## 1.1 Study Background

### 1.1.1 Abu Dhabi Police Background

Forty-five years ago, the United Arab Emirates (UAE) did not exist. However, within a few years, the UAE became one of the most well-known modern countries not only in the region but also around the world. The UAE has ranked among the best countries in different fields, based on reports including the Rule of Law Index, the Human Development Index and the World Happiness Index (United Arab Emirates Department of External Information 2013). The UAE is a federation of seven Emirates (Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Qaiwain, Fujairah and Ras Al Khaimah). Each Emirate is governed by a sheikh, and together they form the Federal Supreme Council. Article 120 of the UAE Constitution shows the distribution of legislative, executive and international jurisdictions between the UAE government and the local government of each of the seven Emirates. Moreover, Article 116 of the UAE Constitution states that "An Emirate exercises all the powers not conferred by the Constitution upon the UAE, participates in the UAE's structure, and benefits from its existence, services, and protection". Furthermore, Article 117 of the UAE Constitution states that "The regime in an Emirate seeks, in particular, to keep security and order in its territories, provide public utilities, and raise the social and economic standards in the Emirate".

Abu Dhabi City is the capital of the UAE. H.H. Sheikh Khalifa bin Zayed Al Nahyan, the President of the UAE, is also the Emir of the Emirate Abu Dhabi. Emirate Abu Dhabi forms about 87% of the UAE, with an area of 83,600 km<sup>2</sup>, which is populated by more than 2.121 million people.

The Abu Dhabi Police was founded in 1957 as part of the local government of the Emirate Abu Dhabi. Its purpose is to maintain order and keep the peace not only within Emirate Abu Dhabi but the UAE, which is done by providing several services to both individuals and businesses through over 400 different operations across 43 departments. Services include security, traffic control, public safety and emergency services, and supplier services. The Abu Dhabi Police Force strategy (see Table 1) balances the direction and coordination of the local government and the UAE federal government. It aims to fulfil the vision of both the former (that is, to continue to create a confident, secure society and build a sustainable, open and globally competitive economy) and the latter (that is, to be among the best countries in the world by 2021).

The Abu Dhabi police could be conceived of as a very modern and young police force that has been in existence for only about 60 years. To be able to fulfil the visions of both the local government and the UAE federal government, Abu Dhabi police incorporate practices and policies

from other well-established police forces, such as The London Metropolitan Police, The Great Manchester Police, The Royal Canadian Mounted Police, and The Australian Federal Police. They do this through the exchange of experts between police forces. For example, Abu Dhabi Police have adopted community policing practices from other police forces, which causes Abu Dhabi police's culture to be more community-oriented than in the past.

<b>The Vision</b>
To help ensure that Abu Dhabi remains one of the safest societies in the world by providing high quality policing services to those who live, work and visit the Emirate.
<b>The Mission</b>
Our purpose is to bring about a safer society, to maintain stability, to reduce crime and contribute to the delivery of justice in a way which secures and maintains public confidence.
<b>Strategic Priorities</b>
<ul style="list-style-type: none"> <li>• Controlling crime.</li> <li>• Making the most of our human resources through the implementation of the best international practices.</li> <li>• Increasing community confidence in Police and Public Safety Services.</li> <li>• Maintaining the safety and security of Abu Dhabi.</li> <li>• Making the roads safer.</li> <li>• Providing all policing operations with functional support.</li> </ul>
<b>The values</b>
<ul style="list-style-type: none"> <li>• We will maintain our integrity at the highest levels at all times, including our concern for human rights.</li> <li>• We will deliver a fair and courteous service to our community.</li> <li>• We recognize and value individual and corporate achievements through promoting team work and encouraging innovation.</li> <li>• We recognise that effective communication with our staff and stakeholders is of paramount importance to achieve our objectives.</li> <li>• We will pursue excellence in all we do and ensure our activities are measurably effective and efficient.</li> </ul>

*Table 1 Abu Dhabi Police Force strategy (Abu Dhabi Police 2017)*

### 1.1.2 Researcher's Background

The researcher is a 34-year-old police officer who has worked for the Abu Dhabi Police since late 2000 and lives in the city of Abu Dhabi. The researcher earned three scholarships from the Abu Dhabi Police to finish his bachelor degree in Marine Engineering, Master of Business Administration and a DBA from NTU, which is in progress. At first, the researcher worked as an engineering supervisor in the workshop of the Abu Dhabi Police Marine Department. In November 2008, the researcher was transferred to the Strategy Department within the Abu Dhabi Police Force. Since then, the researcher has been involved in many tasks and projects, including managing the Abu Dhabi Police Complaints and Suggestions Section between mid-2011 and mid-2013. In this position, the researcher managed the complaint system, complaint procedures and measurement of customer satisfaction after complaint resolution by the Abu Dhabi Police. Since mid-2013, the researcher has been in charge of the Business Process Section of the Abu Dhabi Police Force. Customer complaint management is a key aspect in the improvement of the business processes of the Police Force.

### 1.1.3 Justification of the Research and Overall Problem Statement

Believing in the importance of customer satisfaction, the UAE federal government launched the Global Star Rating Program in March 2011, under which public service centres are given a 2 to 7-star rating "based on the outcome of the assessment to redefine the concept of service delivery in

federal agencies” in a system similar to hotel classifications (Minister of Cabinet Affairs and the Future 2016). Moreover, the UAE federal government launched “corporate happiness and positivity initiatives”, followed by the announcement of the “Minister of State for Happiness” in February 2016 (Minister of Cabinet Affairs and the Future 2016). As stated by HH Sheikh Mohammed bin Rashid, “we are at the beginning of our journey, learning day by day to achieve goodness and happiness for the individual. We wish happiness for all the peoples and countries in the world” (The Cabinet of the United Arab Emirates 2016). As a result of these programs and actions focusing on providing high-quality service to customers, all federal and local agencies including the Abu Dhabi Police were compelled to improve service recovery and customer complaint handling.

As with other police forces worldwide, the main purpose of the Abu Dhabi Police is to maintain order and keep the peace. As part of that mission, the Abu Dhabi Police provides more than 130 services to individuals and businesses across 43 departments (Abu Dhabi Police 2017). These services have been classified into five categories: security services, traffic services, public safety and emergency, society services and supplier services. Furthermore, the Abu Dhabi Police Force offers a customer complaint-handling system to gain feedback from its customers; this allows the force to improve its products, services and processes. A better complaint-handling system could help the Abu Dhabi Police Force achieve its vision, which would in turn help both the Emirate of Abu Dhabi’s local government and the UAE’s federal government achieve their visions.

Having worked in the complaints department alerted the researcher to several problems related to the Abu Dhabi Police’s complaint-handling system and service recovery approach. These issues include its use of customer complaints to monitor employees rather than as a feedback tool, which results in a significant number of complaints never being addressed. Complainants feel that the Abu Dhabi Police Force is not doing its best to resolve these issues, which is evident from their feedback about complaint resolution. Moreover, the Abu Dhabi Police carry out yearly employee satisfaction surveys (conducted by a third party), which indicate that employees who have had complaints filed against them consider the customer complaint-handling system to be closely related to a disciplinary system and believe that it negatively affects their jobs.

Additionally, two elements from the Abu Dhabi Police customer satisfaction yearly survey (conducted by a third party) showed a reduction in customer satisfaction with complaint handling between 2014 and 2015 (see Table 2). Furthermore, overall customer satisfaction with the Abu Dhabi Police decreased from 93.1% to 90.4% during this period. Thus, the Abu Dhabi Police should understand the relationship between service recovery and customer satisfaction (as emphasised by many scholars of the police) and its effects on the public's goodwill, trust, compliance, cooperation and commitment (Brennan and Douglas 2002; Burgess 1994; Goodman-Delahunty et al. 2013b; Smith 2005).

Element	2015	2014
Employee capacities to solve my problem	86.40%	90.10%
The time taken to solve my complaint	84.10%	91.00%

*Table 2 Elements of customer complaints from the Abu Dhabi Police Customer Satisfaction Survey*

Prompted by the above issues, the researcher started this DBA study in 2014 and submitted four documents prior to this paper. The findings from each are further discussed in the next section,

which helps in shaping the problem statement, objective and research questions for the current document.

## 1.2 Previous Documents, Research Problem Statement, Objective, Questions and Structure

### 1.2.1 Summary of Previous Documents

This document, in addition to the four previous documents, fulfils part of the requirements of the DBA program at NTU. To be more specific, this DBA program consists of six different documents, whereby Document 1 provided the DBA research proposal; Document 2 presented a critical literature review and a conceptual framework of the entire DBA study; Document 3 presented the interpretive qualitative research; Document 4 presented the positivist quantitative research; Document 5 (the current research) is the main thesis of the DBA program; and Document 6 will provide a critical reflection.

Although this document could stand independent from the previous four, these documents together (including the current document) provide a complete view of the researched phenomena within the Abu Dhabi Police Force. Next, the researcher provides an overview of the previous four DBA documents.

In May 2014, the researcher submitted Document 1, which provided a DBA research proposal. It presented a brief background of the Abu Dhabi Police, a problem statement, strategic and research questions, the scope of the study, an outline of the document, the political and ethical issues inherent in performing the research and the expected research outcome.

By the end of 2014, the researcher submitted Document 2, which presented a critical literature review and a conceptual framework of the entire DBA research. This conceptual framework provided the needed theoretical background for Documents 3, 4 and 5 (the current document). Although service failure and recovery are within the services marketing sub-discipline, a need arose to explore other academic disciplines, such as operations management and human resource management, during the development of Document 2. Thus, the critical literature review in Document 2 focused on various concepts from these academic disciplines: organisational culture, customer satisfaction, service strategy, service quality, the co-creation of value, service failure and recovery, customer complaint behaviour, employee satisfaction, employee engagement, service-dominant logic, the service-profit chain and customer engagement. These concepts were employed to establish the conceptual framework (see Figure 1), which mapped the concepts to be investigated. This helped the researcher to be selective, weighing the importance and meaningfulness of each concept (Miles et al. 2014).

The conceptual framework proposed in Document 2 (see Figure 1) was based on an Integrated Service Recovery System (ISRS) and frameworks proposed by Leticia Santos-Vijande et al. (2013) and Johnston and Michel (2008); the document identified the essential elements of a successful service recovery system. As illustrated in this conceptual framework, it is believed that both service strategy and organisational culture affect service recovery procedures; therefore, a clear service strategy enables organisations to fulfil customer expectations by identifying and monitoring the expectations of the target consumer and the market (Davidow and Uttal 1990). As a result, it is suggested that a specific segmentation of an organisation's customers provides

accurate customer feedback (complaints) that increases the effectiveness of the organisation's service recovery, which thus leads to improved service quality (Boshoff 1997; Komunda and Osarenkhoe 2012; Yahui Hsieh 2012). It is also believed that organisations need to understand their organisational culture to successfully implement strategies, organisational change and an organisational positive image (Chatman and Jehn 1994; O'Reilly 1989). Organisational culture also greatly influences the relationship between employees as well as their relationship with customers (Deshpande and Webster Jr 1989; Shiu and Yu 2010). This relationship can be used to control and shape employee attitudes and behaviour toward customers (Abdul Rashid et al. 2003; Shiu and Yu 2010). As a result, organisational culture can have a direct effect on employee performance (Abdul Rashid et al. 2003; Heskett et al. 1994; Shiu and Yu 2010). Likewise, trained, empowered and satisfied employees can positively affect the outcome of service recovery procedures (Hart et al. 1990; Johnston and Michel 2008; Yee et al. 2010). The Abu Dhabi Police could satisfy its customers by providing service recovery and engaging with them to co-create value in provided services (Lusch et al. 2007; Prahalad and Ramaswamy 2000). Moreover, if customers participate in service recovery, their own skill and knowledge increase (Dong et al. 2007). As a result, they can be a source of competence for organisations (Prahalad and Ramaswamy 2000). Improved service quality and increased customer satisfaction can improve the organisation's reputation and reliability. For the purposes of this DBA project, the conceptual framework has been split into two sections A and B, which are the focus of Document 3 and 4, respectively.

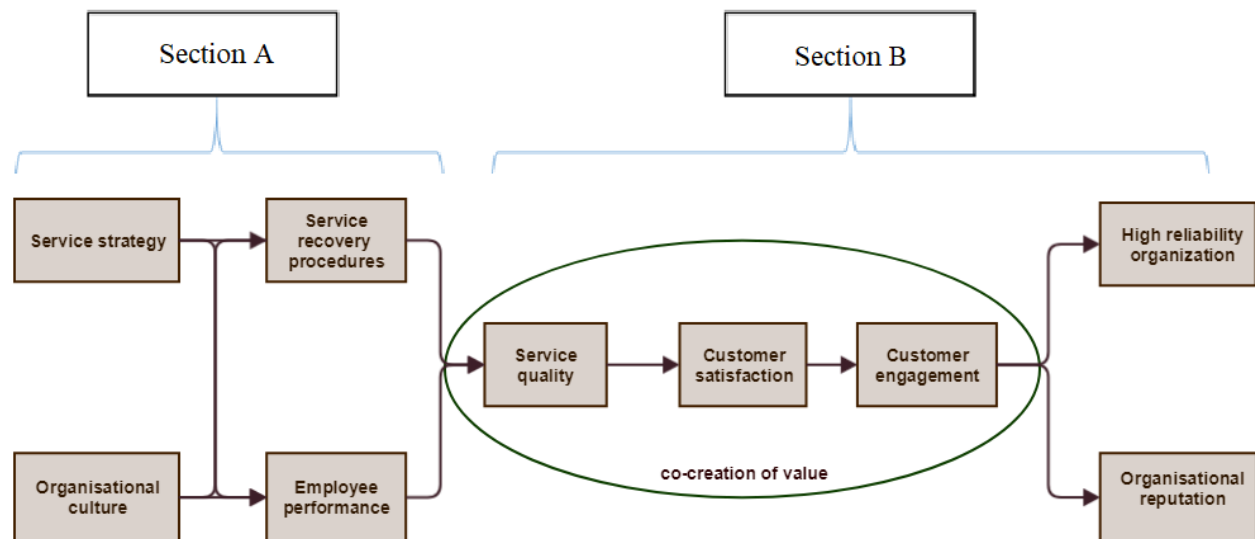


Figure 1 The proposed conceptual framework from Document 2

In Document 3, the researcher employed an interpretive approach to explore the internal factors affecting service recovery performance within the Abu Dhabi Police Force by interviewing high- and mid-ranking officers from the Directorate of Traffic and Patrols (DTP). This was done by only focusing on Section A of the conceptual framework proposed in Document 2 (see Figure 1). The thematic analysis of interview transcripts in Document 3 showed that service strategy, police culture, employee empowerment, the nature of service and leadership style influence an organisation's service recovery performance by (1) increasing or decreasing the speed of employees' responses to dissatisfied customers and (2) affecting the organisational understanding

of customer expectations. As a result of the findings in Document 3, it is believed that the Abu Dhabi Police service recovery performance influences the public's satisfaction, goodwill, trust and commitment, all of which the Abu Dhabi Police Force relies on to provide its services. These findings from Document 3 were used to further propose a sub-conceptual framework (see Figure 2), mapping the concepts affecting service recovery performance within the Abu Dhabi Police Force from a management perspective.

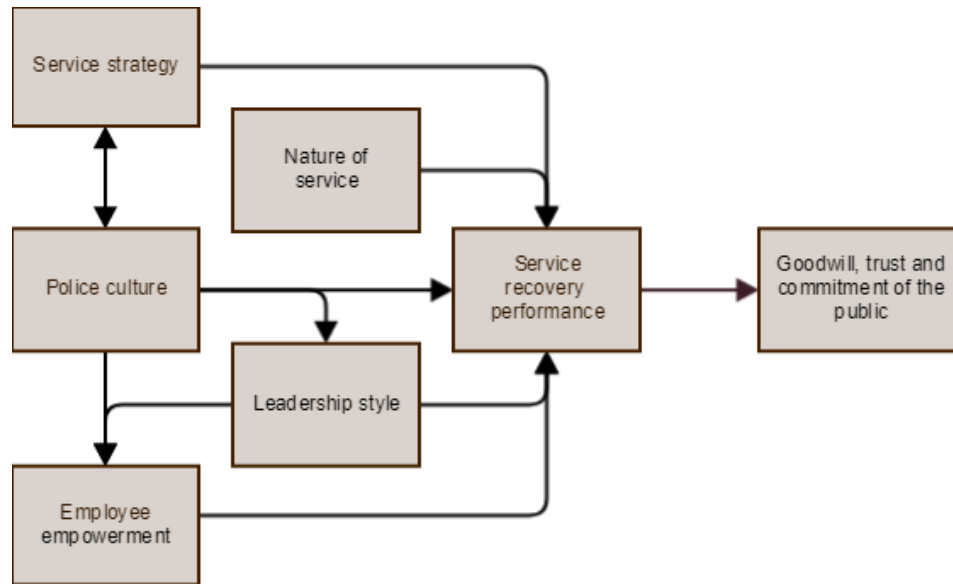
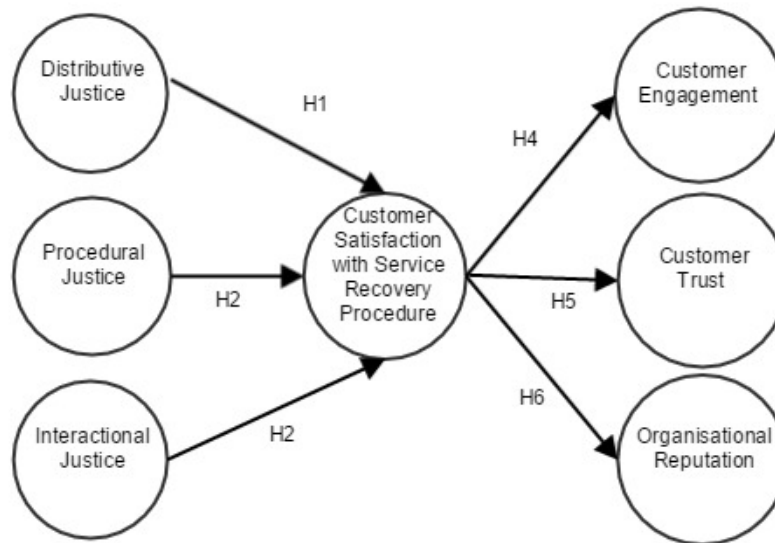


Figure 2 The sub-conceptual framework for Document 3

In Document 4, the researcher employed objectivist ontological and positivist epistemological positions to explore customer satisfaction with the Abu Dhabi Police Force's complaint-handling procedures. This was done through focusing only on Section B of the conceptual framework proposed in Document 2 (see Figure 1), which explores the relationships between service recovery and customer satisfaction, customer engagement, organisational reliability and organisational reputation. The researcher's analysis of the data, collected by surveying complainants against the Abu Dhabi Police, shows that all research hypotheses were supported at a 95% confidence level. This shows that the three dimensions of the theory of justice of service recovery (distributive justice, procedural justice and interactive justice) have a positive and significant impact on customer satisfaction with service recovery and complaint handling within the Abu Dhabi Police (see Figure 3). As a result of the findings from Document 4, it is believed that customer satisfaction with service recovery and complaint handling within the Abu Dhabi Police affects customer engagement, customers' perception of the force's reliability and the force's reputation. These findings should help the Abu Dhabi Police understand the need to retain the public's goodwill, trust, compliance, cooperation and commitment, on which all police forces rely to provide successful public services.





*Figure 3 The proposed sub-conceptual framework*

Although Documents 3 and 4 explore service recovery and complaint handling within the Abu Dhabi Police from management and customer perspectives, scholars in the field of service recovery and complaint handling also focus on the front-line service employees' perspective (Boshoff and Allen 2000; Guchait et al. 2014; Robinson Jr et al. 2011) because they interact face-to-face with customers not only while providing services but also during the service recovery process. Thus, the researcher explores the subjects of the Abu Dhabi Police's service recovery and complaint handling from the front-line service employees' perspective. This also allows the researcher to further explore the issues related to the Abu Dhabi Police's complaint-handling system and service recovery approach discussed previously in the Justification of the Research and Overall Problem Statement, which are related to front-line service employees.

### 1.2.2 Current Document Problem Statement

As stated earlier, working in the complaints department helped in identifying several issues related to the Abu Dhabi Police's complaint-handling system and service recovery approach. One issue is related to the customer complaints system being used to monitor employees rather than as a feedback tool, resulting in a significant number of complaints never being addressed. Complainants feel that the Abu Dhabi Police is not doing its best to resolve such issues, which is evident from their complaint resolution feedback. Moreover, the Abu Dhabi Police performs annual third-party employee satisfaction surveys, which indicate that employees who have had complaints filed against them consider the customer complaint-handling system to be closely related to a disciplinary system and believe that it negatively affects their jobs.

### 1.2.3 Research Objective and Questions

The two conceptual frameworks from Document 2 (see Figure 1) and Document 3 (see Figure 2), as well as the findings from Document 3, provide factors believed to affect the front-line service employees' service recovery performance, such as police culture, leadership style and employee empowerment. Moreover, the researcher adopted practice-theory-based research and a critical realist research philosophy, which are further discussed in the literature review and research

methodology chapters, respectively. Scholars in both positions (practise theories and critical realists) argue that agents (front-line service employees for the current study) are affected by the culture and social structure of the workplace while performing the service.

Based on the above concepts, the researcher set the aim and objective of the current research (Document 5) to explore and determine the effect of various police social structure aspects and managerial action on front-line service employees' service recovery performance. Moreover, the researcher also aims to use the findings from this document to create a comprehensive image of the Abu Dhabi Police's service recovery and complaint handling performance from management, customer and front-line service employee perspectives.

In line with this research objective, the following main question and sub-questions guide this research:

- How do front-line employees perceive various police social structure aspects and managerial action as affecting their service recovery performance in the Abu Dhabi Police?
  - How do service strategy and the nature of service affect employees' service recovery performance?
  - How do leadership style and employee empowerment affect employees' service recovery performance?
  - How does the police culture affect employees' service recovery performance?

#### **1.2.4 Significance of the Study**

Based on the three literature reviews conducted as part of the three prior documents, several studies have explored service recovery but few have focused on the public sector, especially the police force. This research will greatly contribute to studies of the effect of employees' service recovery performance within police forces. The findings of this study will contribute to the understanding of the effects of various police social structure aspects and managerial action on front-line employees' service recovery performance within the Abu Dhabi Police. This will allow the Abu Dhabi Police to provide better service recovery for dissatisfied customers. In turn (as found in both Documents 3 and 4 of this DBA research), this will influence the public's satisfaction, goodwill, trust and commitment, on which any police organisation relies to provide successful public services. This will support Abu Dhabi Police efforts to align with the UAE federal government programs and actions, focusing on providing high-quality service to customers.

#### **1.2.5 Research Structure**

In this sub-section, the researcher summarises the remaining chapters of Document 5. Chapter 2 includes the literature review, which provides an in-depth analysis of the literature related to the aims and objectives of this study and helps the author to further understand its related topics, which include the following: service failure; service recovery; service strategy; the nature of service within the police force; organisational and occupational culture; public sector culture; police cultures; leadership style; and employee empowerment. Moreover, Chapter 2 gives a general introduction to practice theory and describes how it has been used in academic studies of the police. To be more specific, this chapter provides a brief literature review, which focuses on the adoption of Bourdieu's Practice Theory in many organisation studies about the police. Furthermore, a conceptual framework is developed, which helps in fulfilling this study's objective and establishes the theoretical background. Chapter 3 addresses the research methodology, providing the required

justifications for the research philosophy, approach and strategy adopted in this study. This is achieved through the use of Wilson's (2014) Honeycomb of Research Methodology Model, which provides an understanding of the methodological and epistemological issues surrounding the research topic. Chapter 4 presents the aspects related to the research design, such as the area of study, population, sampling, data collection, research instruments and data analysis. This chapter provides a detailed justification for, and development stages of, the latter two aspects. The researcher also details the research quality issues, ethical procedures undertaken during the research design and research limitations. Chapter 5 presents the research findings, which are derived from both the set of interviews conducted with the practice participants using the interview to the double method and in-depth interviews conducted with practice observers. Chapter 6 is the Discussion chapter, in which the researcher further discusses the research findings from Chapter 5 to answer the main research question and sub-questions and link the findings back to the literature. Chapter 7 presents the research conclusion, implications for the Abu Dhabi Police, contribution to knowledge, contribution to police practice, the limitations of the research and suggestions for further research.

## 2 Literature Review

### 2.1 Introduction

In this chapter, the author provides an in-depth analysis of the literature, which helps to explain the research phenomena. Furthermore, this literature review helps in developing a conceptual framework to fulfil this study's objective and to establish the theoretical background necessary for both the development of the research method and the analysis of the collected data.

Based on the substantive literature reviews, the researcher noticed there are many academic studies about service recovery in the field of police functionality. However, there is a clear lack of in-depth research studies within the area of police functionality that focus on the relationship between service recovery and customer satisfaction. Furthermore, few research studies fully investigate the following themes related to service recovery in the area of police functionality: service strategy, the nature of service, organisational culture, police culture, leadership style, and employee empowerment. As a result of this lack of research, the researcher (in some cases) borrows from other areas of study, such as the public sector (in general) and also the private sector.

Although service recovery is the focus of this study, service strategy, the nature of service within the police force, police culture, leadership style and employee empowerment are also reviewed. In this chapter, the researcher provides a literature review to amplify several elements related to employees' service recovery performance, based on the following:

- The general understanding of the essential elements of the conceptual framework (see Figure 1) from Document 2 that affect employees' service recovery performance, namely service strategy and organisational culture.
- The general understanding of the essential elements of the conceptual framework (see Figure 2) from Document 3 that affect employees' service recovery performance, namely service strategy, police culture, leadership style, employee empowerment, and the nature of service.
- The adoption of Chan's (1996) framework for field and habitus, which is based on Bourdieu's practice theory.

### 2.2 Service Failure and Service Recovery in Police Organisations

As stated by van Gelderen and Bik (2016 ,p.207), "an integrated and essential aspect of police work is to deliver to the public a qualitative service". However, like other organisations, the police force occasionally fails to deliver quality service (Burgess 1994; Min Chen et al. 2014). Private service organisations attract new customers and retain current ones by ensuring customers are satisfied and therefore loyal (Colgate and Norris 2001; Kelley et al. 1993; Miller et al. 2000; Nel et al. 2000). Wallin Andreassen (1994) argued that this should also be true for most public sector organisations. Researchers have emphasised that police forces rely on the public's help, assistance, goodwill (Burgess 1994), trust (Goodman-Delahunt et al. 2013b; Nel et al. 2000; Smith 2006), compliance and cooperation (Goodman-Delahunt et al. 2013b), and commitment (Nel et al. 2000) to succeed in providing public services. However, police forces (like business organisations) must deal with dissatisfied customers; they may not meet the public's expectations of service provision (Burgess 1994; Goldsmith 1990; Goodman-Delahunt et al. 2013a; Prenzler 2004; Porter et al.

2012; Prenzler et al. 2013; Schulenberg et al. 2015). Therefore, to retain the public's goodwill, trust, compliance, cooperation and commitment, police forces must adopt fair and well-managed service recovery and customer complaint procedures. These can be used by police forces to obtain feedback to help them improve their service quality, thereby increasing customer satisfaction (Brennan and Douglas 2002; Burgess 1994; Goodman-Delahunty et al. 2013b; Smith 2006). Moreover, customer satisfaction with service recovery and complaint handling has consequences related to customer engagement (Cambra-Fierro et al. 2015), organisational reliability (Donnelly et al. 2006), and organisational reputation (Burgess 1994; Goodman-Delahunty et al. 2013a; Gurses and Kilic 2013; Smith 2006; Suh et al. 2005). Furthermore, Burgess (1994) argued that police service failure leads to community dissatisfaction, anger, annoyance, and frustration; however, service recovery from these failures presents a worthwhile reason to retain the public's goodwill, which is considered essential to the police services provided in society. Nel et al. (2000) also argued for the strong relationship between complaint handling and the trust and commitment of the public, in which case the successful handling of customer complaints can lead to greater trust and commitment from customers. Nowadays, as emphasised by Loftus (2010), police forces must accept that there is a requirement from both the public and the government to provide better services to the public. Because the government focuses on providing high-quality service to satisfy customers (see sub-section 1.1.3), it follows that the Abu Dhabi police should also improve service recovery and customer complaint handling.

Although it might seem that service recovery is only about customer recovery, many scholars emphasise that service recovery should focus on process recovery and employee recovery in addition to customer recovery (Boshoff 1997; Hoffman et al. 1995; Johnston and Michel 2008; Lin 2010; Michel et al. 2009; Smith et al. 2010). Therefore, for an organisation to perform successful service recovery after failure, it should understand the factors that affect service recovery performance (Boshoff and Allen 2000; Johnston and Michel 2008; Lin 2010). Consequently, several scholars have studied the factors believed to have an effect on service recovery performance, such as service strategy (Boshoff 1997; Chou et al. 2011; Komunda and Osarenkhoe 2012), organisational culture (Johnston and Michel 2008; Lin 2010; Thwaites and Williams 2006), employee performance (Ahmad and Schroeder 2003; Ashill et al. 2008; Boshoff and Allen 2000), and employee empowerment (Armistead and Kiely 2003; Boshoff 1997; Bowen and Lawler III 1992; Hocutt et al. 2006; Hoffman 1999; Lin 2009a, 2009b; Mattila 1999; Ok et al. 2005). To be in line with the objective of this document, which is to explore and determine the effect of various aspects of police social structure and managerial action on front-line employees' service recovery performance, the researcher focuses on literature regarding the factors affecting employees as part of service recovery.

Scholars have studied, focused on, and emphasised the importance of front-line employees as part of service recovery and complaint handling procedures (Boshoff and Allen 2000; Guchait et al. 2014; Robinson Jr et al. 2011; Rod and Ashill 2009). As Robinson Jr et al. (2011, p. 91) state, "Due to their relative position in the process of service recovery, front-line employees' appropriate actions can prevent small problems from becoming bigger problems". Similarly, Guchait et al. (2014, p. 28) stated that "Front-line employees typically have the most face to face interaction with an organization's customers and thus play a critical role not only in service delivery but also during the service recovery process". These studies of the effect of front-line employees on service recovery performance considered several elements and factors that could affect such employees,

such as organisational culture, leadership style, employee empowerment, service strategy, and the nature of service.

However, to understand the relationships between these different factors that could affect the front-line service employees' service recovery performance, the research ascertained the verity of practice theory, allowing for a more thorough exploration and better understanding of social and organisational phenomena within everyday life (Nicolini 2012). Moreover, the adoption of a practice theory would help in developing a conceptual framework to fulfil this study's objective. Therefore, in the next section, the researcher provides a literature review for practice theory and how it has been used in academic studies of the police.

## 2.1 Practice Theory

### 2.1.1 Introduction

As “a response to a number of fundamental problems of social theory at the point of the passing of economism and Marxism” (Warde 2014, p. 284), practice theory was formulated in the 1970s in the field of sociology as a way to study, understand, explore, and think about social and organisational phenomena within everyday life (Nicolini 2012). Since then, researchers have used practice theory as a theoretical tool in a variety of disciplines, including organisation studies (Golsorkhi et al. 2010; Lounsbury and Beckman 2015; Nicolini et al. 2003; Nicolini 2012), history (Spiegel 2004), political science, and international relations (Bueger 2014; Miettinen et al. 2009; Nicolini 2012; Warde 2014). Therefore, a great deal could be said about practice theory that is not strictly relevant to the present research, such as about Marxism, the duality of structure, the opposition between agency and structure, and the limits of objectivism. The objective of this study is not to explore practice theory but only to use it to develop a framework for service recovery and complaint handling within the police social structure. Therefore, this section only provides a general introduction to practice theory, the types of practice theory, and how it has been used in academic studies of the police.

This interest in practice theory within these disciplines helped in the development of various approaches used by researchers to further understand the studied phenomena (Feldman and Orlikowski 2011). Consequently, there is no unified practice theory but, rather, several theories of practice (Bueger 2014; Lounsbury and Beckman 2015; Nicolini 2012; Pouliot and Cornut 2015), which, as stated by Miettinen et al. (2009), could employ their own distinctive vocabulary based on the authors' interest. These include praxeological theories, practice as tradition and community, practice as activity, practice as accomplishment, practice as the locus of the social, and practice as discourse.

### 2.1.2 Definition and Types of Practice Theory

Bueger (2014, p. 383) defines practice theory as “a set of conceptualizations implying a focus on practice as the smallest unit of analysis”; however, as practice theory is not a unified theory, Feldman and Orlikowski (2011, p. 1241) emphasised that “there is no definitive canon of practice theory that is widely accepted by most scholars”. One notable practice theory definition is by Reckwitz (2002):

A routinized type of behaviour that consists of several elements, interconnected to one another: forms of bodily activities, forms of mental activities, “things” and their use, a

background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge (p. 249).

For this study, the researcher reviewed a variety of practice theories, including Bourdieu's practice theory; the theory of structuration; community of practice; the praxeological theories; practice as tradition and community; practice as activity; practice as accomplishment; practice as the locus of the social; and practice as discourse (Nicolini 2012). Moreover, based on this review, the researcher chooses the most appropriate theory to achieve the current research objective, which is to explore how managerial action and various aspects of the social structure of the police affect front-line employees' service recovery performance within the Abu Dhabi Police. The ones found to be most appropriate included Bourdieu's practice theory, the theory of structuration, and community of practice.

#### 2.1.2.1 Bourdieu's Practice Theory

Pierre Bourdieu has been considered a leading figure in the development of practice theory since his 1977 book, *Outline of a Theory of Practice*, in which he presented the concept of "habitus" to illustrate the relation between structure and agency (Nicolini 2012). As stated by Nicolini (2012):

Habitus is variably defined as a set of mental dispositions, bodily schemas, and know-how operation at pre-conscious level, that, once activated by events (fields), generates practices (p. 55).

Bourdieu tried to find a balance between structure and agency through the use of the habitus concept, whereby agency can influence social structure, which in turn influences the agency's behaviours (Bourdieu 1977a, 1977b). Bourdieu did not provide a definition for practice; however, Nicolini (2012, p. 53) notes that Bourdieu's writing was a "theory-laden way to refer to what people do in everyday life". Bourdieu's practice theory is linked to three concepts: habitus, field, and capital.

For Bourdieu, therefore, practice is the conjunction between habitus and two forces: capital ("anything that can be exchanged, determining as a consequence a legitimacy and power"; Nicolini 2012, p. 59) and fields ("they correspond roughly to the various spheres of life such as art, economy and politics"; Nicolini 2012, p. 59). Moreover, as stated by Nicolini (2012):

Field and habitus are locked in a circular relationship: involvement in a field shapes the habitus that, once activated, reproduces the field. On the other hand, habitus only operates in the relation state of the field and on the basis of possibilities of action granted by the capital associated with the position (p. 60).

Bourdieu (1984) showed that practice is an interaction of field, capital, and habitus using the following formula:

$$[(\text{habitus}) (\text{capital}) + \text{field}] = \text{practice}.$$

As Nicolini (2012) further explains, in Bourdieu's practice theory, "agents' practice is shaped by their habitus and by their understanding of the field-specific game as it unfolds in time" (Nicolini 2012, p. 60). Moreover, as stated by Moyle and Coomber (2016):

[W]e outline the value of drawing on Bourdieu's "theory of practice" (1977), underlining how relations among social spaces of conflict (field), access to resources (capital), and

socio-cultural history and disposition (habitus) interact to operationalize the supply event (practice) (p. 9).

#### 2.1.2.2 Theory of Structuration

The theory of structuration was proposed by sociologist Anthony Giddens (1984) in his book *The Constitution of Society*. It focuses on giving preference to neither structure nor agents in analysing a social system, instead adopting a balanced position between the two. As stated by Englund et al. (2011):

Giddens formulated an ontological framework for the study of human activities, focusing neither on “the experience of the individual actor, nor the existence of any form of societal totality, but [on] social practices ordered across space and time” (p. 495).

Englund et al. (2011) identified and explained the following key elements of structuration theory: (1) structure and system, (2) structure as rules and resources, (3) duality of structure, (4) knowledgeable actors, (5) power as an integral element of social life, and (6) structuration (see Table 5).

Central notions	Key aspects
i. Structure and system	Structures and systems are treated as distinctive concepts. Social systems are constituted of situated practices, while structures are virtual and out of time and space existing only as they are recursively involved in the (re)production of systems
ii. Structure as rules and resources	Structures may be analysed as sets of rules and resources, organized as reproduced properties of social systems
iii. Duality of structure	Structuration processes are recursive in that the duality of structure suggests that structure works as both the medium for, and outcome of, social systems. The duality of structure thus connects the reproduction of systems across time-space with the production of situated interactions
iv. Knowledgeable actors	Agents are treated as knowledgeable, who know a great deal about the workings of social systems by virtue of their participation in such systems. The stocks of knowledge which actors draw upon in the (re)production of interaction are embedded in actors' unconscious motives, their practical consciousness of how to go on, and in their discursive consciousness of such practices
v. Power as an integral element of social life	Human actions are logically connected to their transformative capacity, whereby actors may make a difference. Consequently, apart from their meaningful and normative content, social interactions always involve power
vi. Structuration	Structuration refers to the 'ongoingness' (durée) of social systems, involving both continuity and change. To study structuration is to study the conditions governing their (re)production

*Table 3 Key elements of structuration theory (Englund et al. 2011, p. 495) 'Permission to reproduce this table has been granted by Elsevier'*

Each structuration theory element can be explained through the dimensions of the duality of structure (see Figure 4), which Dwivedi et al. (2012) described as follows:

Both the structure and human interaction encompass three dimensions and these are interlinked by three modalities in the “duality of structure” [...] The structure has dimensions of signification, domination and legitimation and interaction has dimensions of communication, power and sanction. These dimensions are interlinked by the modalities of interpretive scheme, facility and norm, respectively. By the structure of signification, Giddens refers to the structures of meaning that human agents enact by drawing on their interpretive scheme, through communication, to evaluate the underlying motive of their actions and those around them. The structure of domination is enacted when human agents exercise power through facilities such as ability to locate resources [...] The structure of



legitimation is enacted when agents assess their actions and sanction them through norms (morality and ethics) (p.133-134).

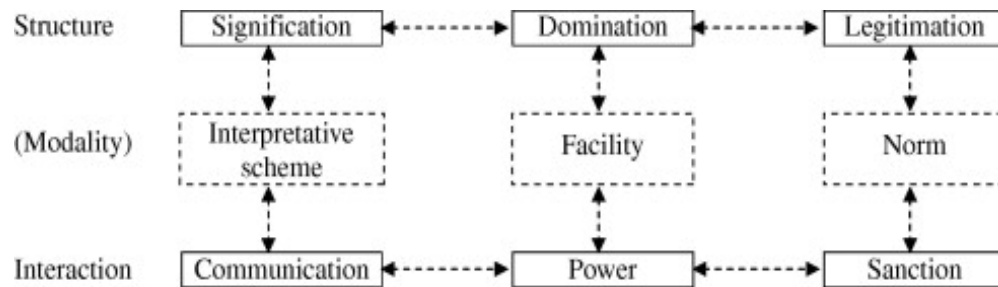


Figure 4 The dimensions of the duality of structure (Giddens 1984, p. 29) 'Permission to reproduce this figure has not been granted'

### 2.1.2.3 Community of Practice

The concept of community of practice was introduced by Lave and Wenger (1991) in their book *Situated Learning: Legitimate Peripheral Participation*, in which they defined community of practice as “a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice” (p. 135). As stated by Campbell (2007, p. 134), “The concept of a community of practice builds on a pedagogical tradition of viewing learning as a socially mediated activity”. The community of practice provides a framework through which to examine and explore organisational learning and knowledge, which allows an organisation to manage, generate, and use this knowledge to foster competitiveness and innovation (Brown and Duguid 1991; Campbell 2007; Siedlok 2010). As stated by Brown and Duguid (1991, p. 2), “through their constant adapting to changing membership and changing circumstances, evolving communities-of-practice are significant sites of innovating”.

Wenger (1998) further developed the concept of communities of practice in his book, *Communities of Practice: Learning, Meaning and Identity*. Wenger (1998) identified the following four elements that form the base of communities of practice: meaning, practice, community, and identity (see Table 6).

Elements of communities of practice	Explanation
Meaning	“A way of talking about our (changing) ability individually and collectively to experience our life and the world as meaningful.”
Practice	“A way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.”
Community	“A way of talking about the social configurations in which our enterprises are defined as worth pursuing, and our participation is recognisable as competence.”
Identity	“A way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities.”

Table 4 Key elements of communities of practice (based on Kislov 2012, p. 14)

### 2.1.3 Bourdieu's Practice Theory in Police Organisation Studies

As the present research objective is to explore how various aspects of managerial action and police social structure affect front-line employees' service recovery performance within the Abu Dhabi

Police, the researcher focused on practice theories used in academic studies of the police. The researcher tracked the adoption of Bourdieu's practice theory in many organisational studies of the police in an article entitled "Changing Police Culture," by Janet Chan (1996).

Since Chan's (1996) introduction of Bourdieu's practice theory into the realm of police organisational studies, the framework of field and habitus has been used thoroughly by scholars in the policing field to understand change within police organisations, which as Chan (1996, p. 109) stated is a result of "the persistence of police culture [, which] has been considered a serious obstacle to reform, but the concept itself has been poorly defined and is of little analytic value". Moreover, Chan (1997) examined several traditional concepts of police culture, such as those discussed by Manning (1993) and Reiner (1992), and she identified the following four concerns:

Traditional concepts of police culture failed to account for variations in culture within and between police forces, treated police actors as passive recipients of the culture, isolated cultural practice from the structural conditions of policing, and failed to provide a theory of cultural change (Chan 2004, p. 329).

As stated by O'Neill (2016, p. 475), "Chan's most popular work also continues to be a substantial source of inspiration and conceptual development for established and new policing researchers". Chan, however, did not stop at introducing Bourdieu's practice theory into studying police organisations; she further developed the field and habitus framework to understand change within police organisations in several studies (Chan 2004, 2007; O'Neill 2016). Moreover, as stated by Loftus (2009):

The work of Chan (1997) has rebooted debate about the possibilities for changing police culture. In her view, approaches to police culture are limited because they use an outdated conceptual model. [...] Chan provides a rethinking of police culture that allows for the prospect of change (p. 20).

As in Bourdieu's practice theory, the framework in police studies focuses on the interaction between field (a "social space of conflict and competition, where participants struggle to establish control over specific power and authority, and, in the course of the struggle, modify the structure of the field itself"; Chan 1996, p. 115) and habitus ("a system of 'dispositions,' which integrate past experience and enable individuals to cope with a diversity of unforeseen situations"; Chan 1996, p. 115). However, Chan regarded the theory from the perspective of changing police culture (Loftus 2009), whereby change in a police organisation should also transform the habitus if it is to succeed (Chan 1996, 2004, 2007; Ganapathy and Cheong 2016; Gardner 2015).

Many scholars use two analogies to demonstrate the field and habitus framework in police studies: changing sports rules and the fish out of water analogy (Gardner 2015). In the first analogy, when sports rules are changed (field within police), players must adjust to these new rules (change their habitus). Otherwise, they will be left out of the game. The other analogy indicates that, when police officers do not adapt their habitus to incorporate changes in the police field, they will be akin to fish out of water (Chan 2007). Moreover, as stated by Chan (2007, p. 324), "Unless they can find an enclave of the organization where change has not occurred, they may have to leave the organization or drop out by becoming one of the disgruntled officers". Chan (1996, p. 131) states that "changes to habitus (e.g., in the objectives of policing) also affect practice, but unless the field

is changed in a way that reinforces the new habitus, habitus itself may revert to its old dispositions”.

Based on Narayanan's (2005) and Crank's (2015) understandings, the concepts of habitus and field are designated as “police cultures” (sub-section 2.8.2) and “structural conditions of policing”, respectively. Following Chan's (1996, p. 151) definition of the field mentioned previously, two elements can be identified as follows: social structure (social space structure) and capitals (power and authority).

“Social structure is one of the most central concepts in sociology” (Porpora 1998, p. 195). As stated by Pugh (2007, p. 1), “All organizations have to make provision for continuing activities directed toward the achievement of given aims”; these regular activities and tasks compose the organisational structure (Pugh 2007). Moreover, Pugh (2007) designated the following six dimensions of organisational structure, as defined in Table 7: specialization, standardization, standardization of employment practices, formalization, centralization, and configuration.

Dimensions	Definition
Specialization	“The degree to which an organization’s activities are divided into specialized roles.”
Standardization	“The degree to which an organization lays down standard rules and procedures.”
Standardization of employment practices	“The degree to which an organization has standardized employment practices.”
Formalization	“The degree to which instructions, procedures, etc. are written down.”
Centralization	“The degree to which the authority to make certain decisions is located at the top of the management hierarchy.”
Configuration	“The ‘shape’ of the organization’s role structure, e.g., whether the management chain of command is long or short, whether superiors have limited span of control – relatively few subordinates – or broad span of control – a relatively large number of subordinates – and whether there is a large or small percentage of specialized or support personnel. Configuration is a blanket term used to cover all three variables.”

*Table 5 Definition of the six dimensions of organisational structure (based on Pugh 2007, p. 18)*

Although social structure in general has been a topic of focus by sociologists, the researcher noticed a lack of studies about social structure within the area of police functionality. Crank (2015) stated that the field provides the required social structure in which police culture operates, whereby Chan (1996) concluded that change within a police force must occur in the social structure of the field as well as of the police culture.

Police social structure is described as hierarchical, bureaucratic, ranking, centralised, and paramilitaristic for the following reasons: it was developed from a military model; it changes with difficulty; and it takes place in a high-risk environment (Andreescu and Vito 2010; Cheurprakobkit and Puthongsiriporn 2005; Dias and Vaughn 2006; Johnson and Vaughn 2016; Puthongsiriporn

and Quang 2005; Schafer 2009). Police social structure is believed to greatly affect a police organization's leadership style, as it places "heavy emphasis on top-down authority, as well as command and obey relations between supervisors and subordinates" (Andreescu and Vito 2010, p. 247). Thus, employees must follow a very specific set of orders, which affects their ability to demonstrate their skills and limits their authority (Andreescu and Vito 2010).

In Chan's (1996) definition of the field, she described capitals as powers and authorities but did not focus on the effect of these capitals on changing fields and habitus within police organisations. As previously stated, Chan (2004) developed her field and habitus framework in police studies in conjunction with the third concept—capital—of Bourdieu's practice theory: "The field of policing, like any other field, is a social space of conflict and competition that is structured by hierarchies of rewards (capital) and sanctions (negative capital)" (p. 330). Moreover, Chan (2004) identified four capitals within the field of policing: social, cultural, physical, and symbolic (see Table 8).

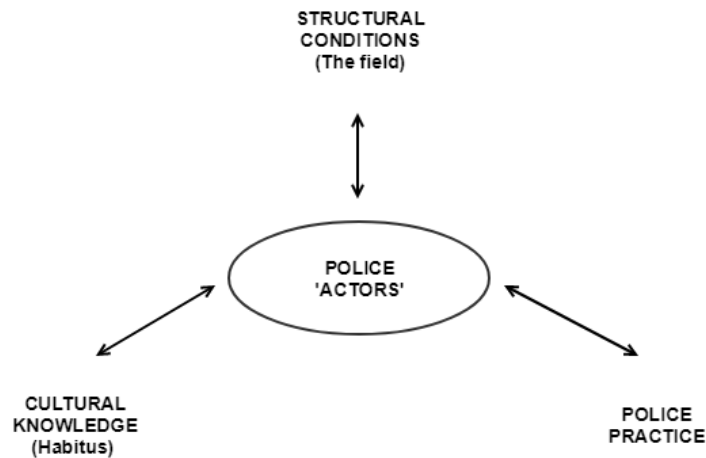
Capitals	Definitions
Social capital	"In the form of support network – is important to ensure that officers are protected, not only against external danger or hostility associated with police work, but also against arbitrary supervisory or management practices."
Cultural capital	"In the form of information, knowledge and competence [...] Rank is a well-recognised and visible form of cultural capital, as is experience. Detectives or specialist officers also possess greater cultural capital than general duties or community officers."
Physical capital	"Within the crime-fighting model of policing, physical strength and endurance is taken for granted as part of 'what it takes to be a police officer'. As a result, women who are typically less physically 'tough' are, therefore, in a position of negative capital here."
Symbolic capital	"[B]ased on 'reputation, opinion and representation' [and] is defined by the predominant habitus, but can also be established by law or policy [...] In the crime-fighting vision of policing, officers who carry the most symbolic capital are those who bring in the 'good' arrests, those who can be trusted to protect others and those who have experience or rank. New visions of policing such as community policing or problem-oriented policing seek to change this by introducing alternative sources of symbolic capital based on the ability to solve problems, work with members of the community and provide service."

*Table 6 Capitals within the field of policing (based on Chan 2004, pp. 331–332)*

Moreover, Chan (1997) emphasised the importance of "police actors" by assigning an active role to all workers within the police organisation model of police culture (see Figure 5). This idea can be related to the concept of reflexivity, which will be further discussed in the Research Methodology chapter (see sub-section 3.3.3). As stated by Crank (2015):

Chan rejects the notion that broad structural conditions lead to cultural knowledge that humans learn and act upon. Instead, structural conditions, cultural knowledge, and practice

are all mediated through individuals. The central feature of this model is that individuals are in the centre, and culture exists through their expression of it. (p.24)



*Figure 5 An interactive model of the production of police practice (Chan 1997, p.74) 'Permission to reproduce this figure has been granted by Cambridge University Press'*

To clarify the discussion of the adoption of Bourdieu's practice theory to achieve this study's objective, the researcher identifies how each term of the theory applies to this study: practice (service recovery and complaint handling within the Abu Dhabi Police); field (policing in Abu Dhabi), based on Chan's (1996) definition of field above; and habitus (police cultures), based on Chan's (1996) definition. The researcher also considers both elements from Chan's (1996) definition of the field: social structure and capitals. Moreover, based on Chan's (1996, p. 115) description of a capital as a "specific power and authority", the researcher further explores how factors affecting employees' service recovery performance, factors of service strategy, the nature of service, leadership style, and empowerment affect front-line service employees' performance within the Abu Dhabi Police.

Therefore, in the next few sections of this literature review, the researcher examines factors affecting employees' service recovery performance by focusing on aspects of police functionality in the literature as follows: organisational and occupational cultures; public sector culture and police cultures; leadership style; employee empowerment; service strategy; and the nature of service. However, as emphasised by Reiner (2010), police culture research was developed to understand police practices. Similarly, Prenzler (1997) identified the ubiquity of police culture in policing studies and suggested that a study about policing should mention police culture in order to be complete. Therefore, the researcher will further discuss organisational and occupational cultures; public sector culture; and police culture in the next two sections.

## 2.2 Organisational and Occupational Cultures

Both academics and practitioners have shown an increased interest in understanding organisational culture (Schein 2010; Schraeder et al. 2005). Thoroughly understanding an organization's culture fosters successful implementation of organisational strategies (O'Reilly 1989), increases organisational effectiveness (Schraeder et al. 2005), helps promote a positive organisational image (Chatman and Jehn 1994), and increases the understanding of culture's effect on leadership and

vice versa (Bass and Avolio 1993). Therefore, understanding organisational culture is seen as a prerequisite to the success of an organisation (Abdul Rashid et al. 2003; Denison and Mishra 1995; Schein 2010).

Many definitions of organisational culture have been proposed, but most scholars concur that organisational culture is an organisation's values, systems, symbols, language, and beliefs (Chatman and Jehn 1994; Ravasi and Schultz 2006; Shiu and Yu 2010). The culture of an organisation is believed to be a result of its relationship between organisational values, attitudes, and behaviour (Abdul Rashid et al. 2003); the successful implementation of organisational strategy (O'Reilly 1989); organisational performance (Abdul Rashid et al. 2003; Barney 1986; Denison and Mishra 1995; Roth and Van Der Velde 1991); and employee behaviour (Abdul Rashid et al. 2003; Shiu and Yu 2010). Similarly, Deshpande and Webster (1989, p. 4) defined organisational culture as "the pattern of shared values and beliefs that help individuals understand organisational functioning and thus provide them with norms for behaviour in the organisation".

Several scholars have claimed that cultural dynamics can be more associated with occupations than with the organisation itself (Cockcroft 2013); therefore, it may be problematic to assume that all employees within an organisation belong to a single organisational culture (Cockcroft 2013; Schein 2010). To be more specific, the organisation and culture might not have the same borders, and different groups of employees within the same organisation might have their own cultures based on their occupations (Cockcroft 2013; Schein 2010). Moreover, as stated by Schein (2010, p. 4), "all the occupations and disciplines by which the world works are getting more technical and more complex, leading to occupational cultures that are more highly differentiated and, therefore, use different languages and concepts". Manning (1989) referred to this concept as "occupational culture" and defined it as follows:

An occupational culture is a reduced, selective, and task-based culture that shaped and shapes the socially relevant worlds of the occupation. Embedded in traditions and history, occupational culture contains accepted practices, rules, and principles of conduct that are situationally applied and generalised rationales and beliefs (cited in Christensen and Crank 2001, p. 70).

Furthermore, based on the discussion by Paoline (2003) about police culture, it could be understood that occupational culture is a bottom-up, originating from and maintained by front-line employees, whereas the organizational culture is top-down, originating from and driven by the organisation's management. As this study is confined to the Abu Dhabi Police, both occupational and organisational culture are conceptually relevant. Moreover, as the Abu Dhabi Police is part of the public sector of the Emirate of Abu Dhabi, the next two sections will discuss cultural change in the public sector and police organisations.

## **2.3 Public Sector Culture and Police Cultures**

Before discussing police cultures, an understanding of the environment in which public sector organisations operate is necessary.

### **2.3.1 Public Sector Culture**

Public sector activities are not homogeneous (Laing 2003). Instead, they are characterised by a high degree of diversity (Laing 2003), and they are more complex to govern than listed companies

because of the lack of shareholder management and competition (Ahrens 2013). Public sector activities are many. They are concerned with defence, law and order, foreign affairs, and raising revenue. Moreover, they provide income, transportation, postal services, regulation, control over airspace and airwaves, health service, education, and leisure and arts (Stone et al. 2007). As a result of the challenges posed by this diversity and complexity, it is difficult to implement changes in management, administration, marketing, and governance styles in public sector organisations.

Moreover, public sector organisations are subject to a great deal of pressure from the government to effectively oversee funding, cultures, goals, and the role of management (Doyle et al. 2000; Osborne et al. 2014). As a result, public sector organisations tend to diverge from traditional bureaucratic administration and, instead, adopt the business-oriented management practices of the private sector, which emphasis efficiency, effectiveness, value for money, and service quality (Doyle et al. 2000). On the other hand, Peattie et al. (2012) stated that “There has been considerable debate about whether philosophies and techniques developed for commercial applications in pursuit of profit can be appropriately translated into the provision of services to meet public goals” (p.989). The marketing of public services is distinguished from the marketing of private services through various environmental, cultural, and organisational characteristics (Butler and Collins 1995; Laing 2003; Chew and Vinestock 2012).

Besides this, Osborne et al. (2014) argued that due to global economic recession, governments around the world have responded with a variety of approaches to reduce public sector expenses and growth. Therefore, public sector organisations were forced to take several courses of action to satisfy government. Stone et al. (2007, p. 1) state that “Citizens are important stakeholders in the public sector, mainly as recipients of public sector services. Many public sector organisations now refer to their stakeholders as ‘customers’”. Consequently, public sector organisations must understand the need to be “citizen-centric”, and they must meet these needs while being aware of the diversity of their customers. In addition, public sector organisations must provide appropriate channels for people to access public services (Woodcock et al. 2008).

Research shows the significant positive effect of adopting marketing practices on the performance of public sector organisations (Cervera et al. 2001). Therefore, the UAE’s federal government as well as the Emirate’s local government established several competitions based on the European Foundation for Quality Management (EFQM) model for public sector organisations within the UAE (Ahrens 2013). Ahrens (2013) argued that excellence awards encourage participants within the public sector to enter competitions, emphasising that “they also hope to translate the lessons learned from the competition into administrative organisational improvements” (Ahrens 2013, p. 580).

In a study of the public sector, Parker and Bradley (2000) found that changing organisational culture is not an easy task and that the task differs in public vs. private organisations. Parker and Bradley (2000) determined that organisational culture development for public sector organisations was under-emphasised as a result of a lack of change orientation, risk-taking, productivity, and efficiency. Parker and Bradley (2000) emphasised the need to use the right strategies to accomplish the required outcomes in order to achieve a better understanding of organisational culture within public sector organisations. Furthermore, Bradley and Parker (2006, p. 98) found that “culture in public sector agencies is still perceived to be similar to a traditional bureaucratic organisation, with

the emphasis on rules and procedures, rather than outcomes. It does not seem to be aligned with the new public management prescriptions”.

Although more could be said about public sector culture in general, it is prudent, now, to focus on police cultures, given the objectives of this study.

### 2.3.2 Police Cultures

Stressing the importance of corporate culture, Chan (1996) states that:

It is believed by some analysts that corporate culture is a determinant of corporate performance [...]. Thus, managers, including those in the police, want to know how organizational culture can be managed to improve organizational performance. (p.111)

Due to the lack of studies on police culture in the context of the UAE, this literature review covers research on the subject that was conducted in other countries. Moreover, as stated in the introduction chapter (see sub-section 1.1.1), Abu Dhabi has adopted some of the practices and policies from other well-established police forces such as the London Metropolitan Police, the Great Manchester Police, the Royal Canadian Mounted Police, and the Australian Federal Police. This cross-fertilisation of practice influences both attitude and action, drawing the Abu Dhabi force into a shared cultural relationship with police forces across the world. Therefore, comparisons of the culture of the Abu Dhabi police with the cultures of these police forces are justified, as is the use of studies conducted on these police forces.

During the past 40 years, scholars of policing studies have focused on police culture in order to gain a better understanding of aspects of policing such as secrecy, normative behaviours, attitudes, practices, values, norms, self-protection, resistance to change, violence, and respect (Coliandris and Rogers 2008; Gottschalk and Gudmundsen 2009; Loftus 2010; Paoline III 2004; Prenzler 1997; Reiner 2010; Van Hulst 2013; White and Robinson 2014).

Reiner (2010) emphasised that police culture research was developed to understand police practices. Similarly, Prenzler (1997) identified the ubiquity of police culture in policing studies and suggested that in order for a study about policing to be complete, it should mention police culture. Furthermore, Chan (1996) asserted that the growing interest in police culture is because it is considered a main obstacle to achieving police reform. Westmarland (2008, p.255) stated that “One of the reasons for the concentration on police cultures is because it is ‘where the action is’, and also because of the importance of discretion in the police role”. Moreover, as stated by Cockcroft (2013):

Police culture remains a subject area of interest for a number of reasons, which relate to the state and its shifting position and agendas, public perceptions of police function and efficiency, the powers needed to execute the role of the police and the paradigms which academics invoke to make sense of the world around them (p.20).

Based on Westmarland (2008), Cockcroft (2013) concluded that there are three main stages in the evolution of police cultural studies: the early/classic, middle, and late. Most of the early works in the field of policing did not use the term “police culture” (Cockcroft 2013). As stated by O’Neill and Singh (2007):



...[W]hile writings on the police did not start out with an idea of ‘culture’, over time one began to emerge, often focused on characteristics like secrecy, suspicion, isolation, racism, sexism, and informal working practices (p.7).

Scholars define police culture from two main perspectives, which are related to the middle and late stages in the evolution of police cultural studies (Christensen and Crank 2001; Nickels and Verma 2008; Van Hulst 2013). The first adopts the idea of classic policing, which considers police culture to be monolithic (Campeau 2015; Christensen and Crank 2001; Van Hulst 2013), whereby “police officers see themselves as crime fighters on a mission in a dangerous environment” (Van Hulst 2013, p. 624). Paoline III (2004) described police culture from this point of view, as a single culture sharing the same behaviours, attitudes, practices, values, and norms.

The second perspective considers variations in police culture based on time, place, officer rank, and gender, collectively referred to as the “police sub-culture” (Cochran and Bromley 2003; Reiner 2010; Van Hulst 2013; Waddington 1999a). Reiner (2010) asserted that police culture resembles any other organisational culture and is not monolithic. Similarly, Gottschalk and Gudmundsen (2009) pointed out the culture’s variability, declaring that there is no such thing as monolithic police culture and that it varies according to the structure and function of the police force.

Various terms have been used to refer to police culture, including canteen culture, patrol culture, street culture, police subculture, cop culture, and police code (Cockcroft 2013; Prenzler 1997; Westmarland 2008). Chan (1996) highlighted that police culture in policing studies did not have a clear, widespread definition. To gain a better understanding of police culture, this study considers various definitions. Chan (1996, p. 110), for example, defined police culture as “a layer of informal occupational norms and values operating under the apparently rigid hierarchical structure of police organizations”. Manning (1989) defined police culture as the “accepted practices, rules, and principles of conduct that are situationally applied and generalised rationales and beliefs” (see Coliandris and Rogers 2008, p. 113). Therefore, in the current research, the researcher will adopt the term “police cultures” based on the perspective that police culture is not monolithic and that several police sub-cultures or occupational cultures may exist within a police force (Westmarland 2008).

Several researchers have studied the aspects, characteristics, and themes of police cultures that make it unique, such as mission-action-cynicism-pessimism, isolation-solidarity, conservatism, racial prejudice, pragmatism, pessimism, and suspicion (Coliandris and Rogers 2008; Reiner 2010; Waddington 1999b). Table 4 shows a summary of these characteristics and themes of police cultures. However, based on the previously discussed argument about the difference between occupational cultures and organizational culture (see section 2.7) and the fact that several occupational cultures may exist within a police organization, it follows that variation in the occupation cultures within a police force, as emphasised by Paoline (2003), could be caused by the following three factors: the organisations, the rank, and the individual style of officers. Based on these Paoline’s factors, it may be understood that several occupational cultures exist within a police organisation and the variation is due to the different characteristics and themes of police cultures.

Based on the current study’s objective, the researcher chooses not to further analyse these organisational characteristics but, rather, to focus on characteristics that could impact service recovery performance, including suspicion, solidarity, and unmalleability in police cultures. One

unique characteristic of police cultures that influences the way police view the world around them is suspicion, such that police cultures are “us/them” oriented, with the public or outsiders viewed as suspicious and unreliable (Murray 2002; Prenzler 1997). Moreover, the solidarity and unmalleability in police cultures creates an extreme resistance to change (White and Robinson 2014). However, cultural changes can be introduced or may simply be a part of rapid societal changes (White and Robinson 2014). Although police cultures are extremely resistant to change, modern police forces are more community-oriented than in the past (Puthongsiriporn and Quang 2005; White and Robinson 2014). Today, many police forces around the world, including the Abu Dhabi Police, have adopted community policing practices. Puthongsiriporn and Quang (2005) stressed that community policing strengthens the cooperation between police forces and the public and also rearranges the police’s priorities by helping police to focus on providing better services. This approach involves cooperation between the police and residents, which helps the police force meet the needs and expectations of the community (Puthongsiriporn and Quang 2005; Verma et al. 2012). Verma et al. (2012, p. 2) stated that “community policing is not a specific program, but rather a philosophy. It becomes an organizational strategy that has partnerships as its cornerstone”. Thus, for police organisations to successfully adopt community policing, they should also adopt practices from the private sector, such as employee empowerment and customer feedback solicitation (Puthongsiriporn and Quang 2005; Verma et al. 2012). However, such changes are likely to face opposition, given, as described above, police cultures’ resistance to change (Puthongsiriporn and Quang 2005).

Characteristics and themes of police cultures		Author
<ul style="list-style-type: none"> <li>mission-action-cynicism-pessimism</li> <li>isolation-solidarity</li> <li>conservatism</li> </ul>	<ul style="list-style-type: none"> <li>racial prejudice</li> <li>pragmatism</li> </ul>	(Reiner 2010)
<ul style="list-style-type: none"> <li>sense of mission</li> <li>attraction to danger, action, and excitement</li> <li>pessimism</li> <li>suspicion</li> <li>sense of isolation and solidarity</li> <li>the ‘them vs. us’ outlook/sense of police unity</li> <li>moral and political conservatism</li> <li>machismo</li> </ul>	<ul style="list-style-type: none"> <li>perception of violence and psychological distance</li> <li>racial and societal prejudice</li> <li>Authoritarianism</li> <li>distinct argot (or language)</li> <li>the use of esoteric knowledge.</li> <li>discretionary activity</li> <li>symbolism (trappings of militarism)</li> </ul>	(Coliandris and Rogers 2008)
<ul style="list-style-type: none"> <li>exaggerated sense of mission towards their role</li> <li>crave work that is crime-oriented</li> <li>promotes excitement.</li> <li>celebrate masculine exploits</li> <li>show willingness to use force</li> <li>engage in informal working practices</li> </ul>	<ul style="list-style-type: none"> <li>officers are continually suspicious</li> <li>lead socially isolated lives</li> <li>display defensive solidarity with colleague</li> <li>conservative in politics and morality</li> <li>their culture is marked by cynicism and pessimism</li> <li>officers intolerant towards those who challenge the status quo.</li> </ul>	(Loftus 2010)

*Table 7 Summary of the characteristics and themes of police cultures*

In summary, several scholars have emphasised the police sub-culture perspective and its usefulness in shedding light on some aspects of policing (Cochran and Bromley 2003; Coliandris and Rogers 2008; Gottschalk and Gudmundsen 2009; Loftus 2010; Paoline III 2004; Prenzler 1997; Reiner 2010; Van Hulst 2013; Waddington 1999a; White and Robinson 2014). Scholars have argued that modern approaches to policing, such as community policing, mitigate the effect of police culture characteristics as a result of customer feedback and employee empowerment (Puthpongiriporn and Quang 2005; Verma et al. 2012).

Scholars have described the effect of organisational culture on employee empowerment (Bosshoff and Allen 2000; Lin 2009a, 2010, 2011). Moreover, scholars have highlighted the effect of organisational culture on leadership style. This researcher discusses leadership style and employee empowerment in more depth in the next two sections, linking the discussion to what has already been stated about organisational culture in general and police cultures in particular.

## 2.4 Leadership Style

### 2.4.1 Introduction

Guchait et al. (2016) argue that as service recovery emerged within the marketing discipline, the general focus of studies was on customer response as well as on the effectiveness of service recovery strategies, rather than on organisational and leadership style. However, many scholars have emphasised the effect of different leadership styles on service recovery performance (Guchait et al. 2016; Lin 2009a, 2009b; Lin 2010).

This section provides an in-depth literature review concerning leadership style and its effects on service recovery performance of front-line service employees. The research focuses on the following:

- Definitions of leadership
- Type of leadership style
- Leadership style within a police organisation
- The effect of leadership style on the organisation
- The effect of leadership style on service recovery

### 2.4.2 Definitions of Leadership

For many years, scholars from a variety of research fields have studied the concept of leadership, which led to the various definitions (Horner 1997; Van Seters and Field 1990; Winston and Patterson 2006). Winston and Patterson (2006) reviewed 160 articles and books about leadership to identify 91 leadership dimensions, yielding an integrative definition as follows:

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives (p. 7).

### 2.4.3 Types of Leadership Style

Leadership style is a highly discussed, debated, complex, and multifaceted phenomena in organisational and social research (Derue et al. 2011; Gill 2011; Horner 1997; Van Seters and

Field 1990). Horner (1997, p. 270) observes that “Over the years, leadership has been studied extensively in various contexts and theoretical foundations”. Van Seters and Field (1990) mapped the following eras in the study of leadership development: Personality, Influence, Behaviour, Situation, Contingency, Transactional, Anti-Leadership, Culture, and Transformational. Likewise, Horner (1997) identified that by the beginning of the millennium, there had emerged several categories within the theory of leadership development, as follows: attributes of great leaders, leader behaviours, contingency theories, and recent leadership theories (transactional versus transformational leadership). Similarly, Alimo-Metcalfe (2013) distinguished five principal stages in the theories since the 1930s: Stage 1, trait theories; Stage 2, behavioural approaches; Stage 3, situational and contingency approaches; Stage 4, charismatic-inspirational models or heroic leadership; and Stage 5, post-heroic models of leadership. Although these approaches have much in common, the researcher adopted Horner's (1997) framework in this study, as it is the most comprehensive.

At first, leadership studies focused on the personal qualities and attributes of great leaders, such as in the trait theory of leadership (Alimo-Metcalfe 2013; Derue et al. 2011; Horner 1997; Van Seters and Field 1990). These studies sought to find those people who were born to be leaders, not made into them. Although much research aimed to find traits of great leadership such as energy, dominance, intelligence, charisma, inspiration, vision, courage, and resilience (Alimo-Metcalfe 2013), there were no clear or consistent findings (Alimo-Metcalfe 2013; Horner 1997). Moreover, the trait theory of leadership does not take into account the situational and environmental factors that affect leadership. As a result, trait theories of leadership were substantially critiqued, leading researchers to look beyond traits and focus more on behaviour (Alimo-Metcalfe 2013; Horner 1997).

In the third stage of leadership theory development, researchers studied “the interaction between the leader’s traits, the leader’s behaviours, and the situation in which the leader exists” (Horner 1997, p. 221), which led to a number of contingency and situational leadership theories, including the path-goal theory, the multiple linkage model, and normative theory (Alimo-Metcalfe 2013; Horner 1997). These approaches provide more realistic ways to understand leadership and are based on the belief that leadership is affected by workplace situations and environmental factors, such as available time and information (Alimo-Metcalfe 2013). Therefore, some leadership theories encourage leaders or managers to be flexible in their leadership style, adapting it to fit the situation and workplace environment. “Contingency theory emphasised the need to place leaders in situations most suited to them [...] or to train the leader to change the situation to match his or her own style” (Van Seters and Field 1990, p. 35). Although leadership theories at this stage contributed to a unified understanding of the interaction between a leader’s traits and behaviours, they did not explain the social interaction between leaders and followers (Van Seters and Field 1990). In addition, according to contingency theory, it is not practical to move individuals into leadership positions because of situational and environmental changes in the workplace (Alimo-Metcalfe 2013).

The fourth and current stage of leadership theory development began to emerge more than 30 years ago. It postulated that leaders should be more proactive, radical, innovative, and creative (Van Seters and Field 1990). At this stage, leadership theories revolved around organisational culture (Horner 1997) and the social interaction between leaders and followers. Moreover, during this

stage, researchers proposed several other models of leadership (Alimo-Metcalfe 2013; Derue et al. 2011; Horner 1997; Van Seters and Field 1990). However, because of the current study's parameters, the researcher limits the discussion to the transactional and transformational leadership styles, as both are considered main approaches in the fourth and current stage of leadership theory development (Alimo-Metcalfe 2013; Derue et al. 2011; Horner 1997; Van Seters and Field 1990). Moreover, current studies focus on the effects of both the transactional and transformational leadership approaches on service recovery and complaint handling (Guchait et al. 2016; Lin 2009a, 2009b; Lin 2010), which are discussed in greater detail below (see sub-section 2.5.1).

Bass (1990) identified certain characteristics that differentiate transformational from transactional leadership (see Table 3). Transactional leaders are seen as task-oriented (Derue et al. 2011), given some of the characteristics identified by Bass (1990), such as promising rewards for good performance and effort, looking for errors, focusing on accountability, and assigning responsibilities.

Transformational leaders are seen as change-oriented (Derue et al. 2011) and focused on their followers' development (Dvir et al. 2002). They achieve their goals through the expression of transformational leadership characteristics identified by Bass (1990), such as having a vision, setting objectives, focusing on values, providing training, and considering emotions. Scholars have emphasised the association between transformational leaders and employee empowerment (Guchait et al. 2016; Lin 2009a, 2009b; Lin 2010), as transformational leaders are less centralised, giving followers opportunities for more autonomy and self-direction (see section 2.6 for employee empowerment in more detail). Bass and Avolio (1993) argued that although ideal or pure forms of transactional and transformational styles of leadership may exist, it is "clear that organisations are likely to have cultures that are characterised by both styles of leadership" (p. 116). Therefore, while an organisation is moving toward a more transformational leadership style, it is likely to maintain some characteristics of a transactional leadership style (Bass and Avolio 1993).

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#### TRANSFORMATIONAL LEADER

*Charisma:* Provides vision and sense of mission, instills pride, gains respect and trust.

*Inspiration:* Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

*Intellectual Stimulation:* Promotes intelligence, rationality, and careful problem solving.

*Individualized Consideration:* Gives personal attention, treats each employee individually, coaches, advises.

#### TRANSACTIONAL LEADER

*Contingent Reward:* Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.

*Management by Exception (active):* Watches and searches for deviations from rules and standards, takes corrective action.

*Management by Exception (passive):* Intervenes only if standards are not met.

*Laissez-Faire:* Abdicates responsibilities, avoids making decisions.

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*Table 8 Characteristics of transformational and transactional leadership (Bass 1990, p. 22) 'Permission to reproduce this table has been granted by Elsevier'*

#### 2.4.4 Leadership Styles within the Police Organisation

As stated in the previous sub-section, many studies have focused on exploring leadership styles. However, as stated by Haberfeld (2006) with regard to research, there is “an absolute dearth in the area of leadership training and leadership theories that are applicable for and within police environments” (cited by White and Robinson 2014, p. 259). Nonetheless, leadership is an important component of the daily functionality of front-line police work and should be at the centre of any police reform plan (Densten 2003; White and Robinson 2014). Moreover, as Cockcroft (2014) emphasised, having the appropriate leadership style may solve some cultural problems in the police force. Therefore, police organisation leaders believe that the use of certain leadership styles influence employees in such a way as to benefit of the organisation (Densten 2003). Traditionally, police leadership was linked to a bureaucratic approach (Densten 2003; Mastrofski 2004). However, many researchers in the field of police leadership have emphasised that police force leaders tend to accept a modern leadership approach (Densten 2003; Mastrofski 2004). To be more specific, many researchers have focused on the implementation of a transformational leadership approach within police organisations (Cockcroft 2014; Cockcroft 2015; Mastrofski 2004; Silvestri 2007). As stated by Deluga and Souza (1991, p. 54), in police forces, transformational leaders are seen as “more approachable, less military in manner, and subsequently more likely to be sensitive to subordinate officer rational influencing attempts” than transactional leaders.

Transformational leaders within the police face hostility due to the “police cultures”, which they must shift to achieve their values and goals (Mastrofski 2004). However, as emphasised by Cockcroft (2015), transformational leadership has become more acceptable to police force leaders as a tool for eradicating certain dynamics in the police culture. Cockcroft (2014) emphasised three key findings regarding transformational leadership and police culture, as follows: (1) scholars must make it clear to police leaders that they should not oversimplify the complexities of police culture; (2) the oversimplifying of transactional and transformational leadership styles should be avoided, and these leadership styles should be combined in one model as a way of circumventing the criticisms of both; and (3) it is critical to acknowledge that the role of the police force is complex and that one leadership style alone may not be appropriate for all situations. Accordingly, in his study of the Abu Dhabi Police, Alshehhi (2014) observed that senior managers in Abu Dhabi use a combination of transactional and transformational leadership styles based on the task at hand, noting an inclination toward the latter. Alshehhi (2014) justified this by noting that leaders showed some characteristics of transformational leadership, such as having a vision, setting objectives, focusing on values, providing training, and considering emotions. At the same time, though, they promised rewards for good performance and effort, looked for errors, focused on accountability, and assigned responsibilities, all characteristics of a transactional leadership style. Moreover, as emphasised by Burnes (2014, p. 512), “Transformational leaders may be more effective at motivating their followers but [...] effective leaders need to have both transformational and transactional tools in their armouries”.

##### 2.4.1 Leadership Styles and Service Recovery

As stated earlier, many studies have emphasised the effect of leadership style on service recovery performance (Guchait et al. 2016; Lin 2009a, 2009b; Lin 2010). Scholars have demonstrated the association between leadership style and (1) employees’ service recovery performance; (2)

organisational culture; and (3) employee empowerment (Guchait et al. 2016; Lin 2009a, 2009b; Lin 2010). As pointed out by Lin (2009a, 2010), leadership style can influence service recovery, given that a leadership style advocating employee empowerment and autonomy may improve employees' service recovery performance. Moreover, Guchait et al. (2016) highlighted that service recovery is more difficult for an organisation with a strong corporate culture, indicating that authoritarian leadership leads to less empowered employees. Guchait et al. (2016, p. 151) stated that "Other research has pointed toward transformational leadership as a key antecedent to service recovery"; however, the effectiveness of a transformational leadership style in service recovery performance may be constrained by the strength of corporate culture.

#### 2.4.2 Summary

Studies of leadership styles have evolved from the earlier stage of focusing on the personal qualities and attributes of great leaders to the current stage, in which leaders must be more proactive, radical, innovative, and creative. As such, leadership style has come to be recognized as a complex and multifaceted phenomenon in organisational and social research. Although police leadership was traditionally linked to a bureaucratic approach, many researchers in the field have stressed the importance of a transformational versus transactional leadership style within police organisations.

Throughout this section, it has been shown that employee empowerment and organisational culture (further discussed in the next two sections) greatly influence and, in turn, are influenced by leadership style. As stated by Honold (1997, p. 203), "The approach to leadership that empowers subordinates as a primary component of managerial and organizational effectiveness is also called employee empowerment".

### 2.5 Employee Empowerment

As discussed in the previous section, an organisation's leadership style greatly affects the level of employee empowerment within it (Dvir et al. 2002; Kark et al. 2003; Spreitzer 2008). As stated by Honold (1997, p. 205), "The leaders in empowered organizations have a wide span of control which leads to more autonomy for the employee".

The empowerment of front-line service employees is seen by most scholars as the key element in the performance of service recovery and complaint handling procedures in both the private and public sectors (Armistead and Kiely 2003; Boshoff 1997; Bowen and Lawler III 1992; Fernandez and Moldogaziev 2011, 2013; Hocutt et al. 2006; Hoffman 1999; Honold 1997; Lin 2009a, 2009b; Mattila 1999; Ok et al. 2005; Robinson Jr et al. 2011).

Several definitions for employee empowerment arose from various research perspectives. Bowen and Lawler III (1995) provided the following definition of empowerment from a service recovery point of view:

It means allowing employees to decide how they will greet a customer, while for others, it includes giving employees almost unlimited discretionary spending power to recover from any service problem (p. 73).

Scholars have focused on two aspects of service recovery and complaint handling procedures related to the empowerment of front-line service employees. The first is response time, or the reaction speed of front-line service employees (Boshoff and Allen 2000; Hocutt et al. 2006; Lin

2009; Mattila 1999; Ok 2005). As stated by Hocutt et al. (2006, p. 204), “to maximise customer satisfaction, service providers must respond quickly and respond with empathy/courtesy”. Similarly, Ok et al. (2005, p. 499) confirmed that front-line employees “are the ones who may know what the problem was initially, can respond instantly, and can recover the failure most effectively”. The second aspect is response effectiveness (Hocutt et al. 2006; Hoffman 1999; Mattila 1999), or the quality of the actions of front-line service employees related to preventing the problem from recurring in the future.

Boshoff and Allen (2000) found that empowering front-line employees can also enhance job satisfaction and improve customer-oriented behaviour. Lin (2011) confirms this by stating that “empowerment influences an employee’s job satisfaction, customer orientation and service quality. Therefore, if employees are empowered, their attitude and behaviours can be changed to satisfy customers’ needs, as expected by the organisation and customers” (p. 446). Researchers suggest that managers must accept mistakes from empowered employees, as these are “essential for the empowerment ethic to be ingrained into the organisation’s culture if empowerment efforts are to succeed” (Boshoff and Allen 2000, p. 82). Lin (2009) identified the relationship between organisational culture and empowerment as follows:

Employees with a higher degree of empowerment tend to be smoothly involved in the organizational culture. In other words, they will value individual difference and the internal harmony and cooperation of the group. On the contrary, the major culture values the accomplishment of shared goals and missions instead of the employees’ satisfaction with psychological feelings and needs (p. 1544).

An organisation’s leadership is encouraged to facilitate change within the organisational culture, whereby managers must accept and absorb mistakes by empowered employees; in turn, empowerment becomes integral to organisational culture (Boshoff and Allen 2000; Lin 2009a). It is also argued that empowered employees feel more control over their own destinies, leading to greater realization of both individual employee goals and overall organisational strategy (Hassanpoor et al. 2012). Honold (1997) believed that empowerment should be progressively integrated into the organisation’s culture, through enabling individuals within the organisation to become leaders as well as empowerment models for others. Scholars have emphasised the positive relationship between a transformational leadership style and employee empowerment (Dvir et al. 2002; Kark et al. 2003; Spreitzer 2008), such that with transformational leadership there is less interference in an employee’s work, which often results in enhanced employee independence and empowerment. Organisational management can facilitate this by encouraging both the social-structural and psychological development of employee empowerment within the organisation (Nickols 1998; Spreitzer 2008). Aforementioned studies suggest that empowering employees is a strategic decision for any organisation that can lead to faster response times and more effective responses to dissatisfied customers during service recovery (Boshoff and Allen 2000; Hocutt et al. 2006; Hoffman 1999; Kelley 1993; Lin 2009a; Mattila 1999; Ok et al. 2005). This brings us to the next aspect of front-line service recovery performance: service strategy.

## **2.6 Service Strategy**

As evidenced in the literature, practitioners have recently begun to focus on customer satisfaction and loyalty. Many scholars have highlighted the importance of implementing a service strategy



that helps practitioners understand customer satisfaction and loyalty (Chou et al. 2011; Davidow and Uttal 1990; Oliva et al. 1992).

Before going further, it is important to first define service strategy. Albrecht and Zemke (1985) described service strategy in their book, *Service America: Doing Business in the New Economy*, as follows:

The outstanding organizations have discovered, invented, or evolved a unifying idea about what they do. This service concept or service strategy [...] directs the attention of the people in the organization toward the priorities of the customer. This guiding concept finds its way into all that people do. It becomes a rallying cry, a kind of gospel, and the nucleus of the message to be transmitted to the customer (p. 39).

Albrecht and Zemke (1985) found it challenging to define service strategy because of the variety of methods an organisation could use to develop one. Ultimately, they did provide a working definition: “a distinctive formula for delivering service; such a strategy is keyed to a well-chosen benefit premise that is valuable to a customer and that establishes an effective competitive position” (Albrecht and Zemke 1985, p. 64).

Davidow and Uttal (1990) argued that a service strategy enables organisations to fully grasp their customers and segmentations, improve services and products, identify the right market, and identify customer expectations. In other words, a service strategy’s core lies in clear customer segmentation. A service organisation can identify customer expectations clearly, which in turn allows for more effective planning. Davidow and Uttal (1990) also demonstrated that outstanding customer service requires that service provider avoid creating customer expectations that they are unable to meet. According to Davidow and Uttal (1990), not meeting expected service performance levels could engender dissatisfaction and customer complaints.

Similarly, in the context of the high-speed rail industry, Chou et al. (2011) linked the efficiency and success of service strategy in a service organisation to the extent of knowledge of customer characteristics, the knowledge of service attributes that are a priority for the customer, and the customer’s perception of the service performance. Although Chou et al. (2011) proposed a framework for an effective service strategy within the high-speed rail industry, they conceded that providing transport services to customers requires operations and interactions between customers, services, and employees that are comparable to challenges faced by the Abu Dhabi Police. The researcher does not implement this framework but seeks to stress the importance of a relationship between service recovery and service strategy. In their framework, Chou et al. (2011) evaluated customer complaints by measuring complaint frequency, the complaint handling process, and the time spent to solve complaints, and they posited that customer complaints are an important factor that must be addressed during service provision.

In summary, several studies have proposed that organisations can develop a service strategy (Albrecht and Zemke 1985) to fulfil customer expectations by using a variety of methods to identify and monitor the expectations of a specific segment of customers (Davidow and Uttal 1990). A specific segmentation of an organisation’s customers provides accurate customer feedback (complaints) that increase the effectiveness of the organisation’s service recovery performance (Boshoff 1997; Chou et al. 2011; Komunda and Osarenkhoe 2012). As discussed earlier, effective service recovery within police forces is essential for retaining the public’s

goodwill, trust, compliance, cooperation, and commitment, which police forces rely on to succeed in providing public services (see section 2.2).

## 2.7 The Nature of Service within the Police Force

Non-crime, crime prevention, and law enforcement services vary in their means of arresting or penalising members of the public who violate laws (Min Chen et al. 2014). As shown in the introduction chapter, the Abu Dhabi Police provides more than 130 services, which have been classified into five categories: security services, traffic services, public safety and emergency, society services, and supplier services (see sub-section 1.1.3). Moreover, as stated by Maguire and Uchida (2000):

Police organizations do many things. They make arrests, process offenders, find lost children, quell disturbances, respond to emergencies, solve problems, form relationships with the community, and perform many other activities too numerous to summarize briefly (p. 495).

Bayley (2005), who conducted intensive research regarding police in different countries, showed that patrolling is the chief policing task, and it largely involves dealing with members of the public who are violating the law. The findings of Document 3 show that services provided by the Abu Dhabi police can differ greatly in nature (particularly, law enforcement services). As a result, police forces are faced with many complaints related to the law violations of members of the public. However, the substantive literature reviews reveal a lack of research focusing on the effect of the police force's provided service on service recovery and complaint handling. The findings of Document 3 also show that the management's adopted leadership style reduces the effect on service recovery performance within the Abu Dhabi Police as a result of employee empowerment.

## 2.8 Literature Review Summary, Main Themes and Sub-Conceptual Framework

It can be understood from Chan's (1996) field and habitus framework in police studies (based on Bourdieu's practice theory) that for the change to a practice (service recovery and complaint-handling procedures within the Abu Dhabi Police) to succeed, it must be followed by changes in both the field (policing in Abu Dhabi) and habitus (police cultures). Failure to adjust both the field (policing in Abu Dhabi) and habitus (police cultures) could affect employees' performance, which could lead to the unsuccessful implementation of service recovery and complaint-handling procedures. Moreover, capitals (service strategy, the nature of service, leadership style, and employee empowerment) could either have a negative or positive effect on front-line employees' service recovery performance within the Abu Dhabi Police. Additionally, these capitals must be accurately identified to ensure the successful implementation of service recovery and complaint-handling procedures.

These main ideas can be summarised by incorporating the concepts of habitus, fields and capitals from Bourdieu's practice theory and employing Bourdieu's (1984) formula of interaction between these three concepts (see Figure 6). They are also based on Chan's (1996) field and habitus framework in police studies indicating that, for a change of practice to succeed, it should be followed by a change in both the field and habitus. Moreover, the capitals present may have either negative or positive effects. Chan's (1996) framework based on this study's objective indicates that

a change in Abu Dhabi Police service recovery and complaint-handling procedures should be followed by a change in both the (field) policing in Abu Dhabi and the habitus (police cultures). Moreover, service strategy, the nature of service, leadership style, and employee empowerment may negatively or positively affect front-line employees' service recovery performance within the Abu Dhabi Police.



*Figure 6 Formula of interaction for habitus, fields, and capitals in service recovery and complaint handling within the Abu Dhabi Police*

Although this formula of interaction between habitus, fields, and capitals for Abu Dhabi Police service recovery and complaint handling (see Figure 6) shows the relationship between the three concepts of Bourdieu's practice theory, it does not show the interrelated effects between the six themes. Therefore, the researcher provides a conceptual framework to demonstrate this, which encompasses main ideas already discussed throughout the literature (see Figure 7). It is summarised as follows.

Successful service recovery in the face of failures presents a means of retaining the public's goodwill and leads to the public's trust and commitment, which are considered essential to police service in society (Burgess 1994; Nel et al. 2000). As previously mentioned, front-line service employees' service recovery performance is affected by several interrelated factors: police cultures (Theme 1), the social structure of the field (Theme 2), leadership style (Theme 3), employee empowerment (Theme 4), service strategy (Theme 5), and the nature of service (Theme 6).

Several modern scholars have pointed to the possibility of police sub-cultures within a police force or overall police culture (Theme 1). They have underscored the usefulness of this concept for understanding the many aspects and characteristics of policing (Cochran and Bromley 2003; Coliandris and Rogers 2008; Gottschalk and Gudmundsen 2009; Loftus 2010; Paoline III 2004; Prenzler 1997; Reiner 2010; Van Hulst 2013; Waddington 1999a; White and Robinson 2014). Some unique characteristics of police culture also affect service recovery and complaint-handling procedures, including suspicion, solidarity, and unmalleability (Puthongsiriporn and Quang 2005; White and Robinson 2014). Scholars have argued that adopting a modern approach to policing, such as community policing, mitigates the effect of police culture characteristics as a result of customer feedback and employee empowerment (Theme 4) (Puthongsiriporn and Quang 2005; Verma et al. 2012).

As emphasised by Chan (1996), for a change within the police force to fulfil expectations, the change must be aimed at the social structure of the field (Theme 2) as well as at the police cultures (Theme 1).

Studies have emphasised the effect of leadership style (Theme 3) on an organisation's service recovery and complaint-handling procedures (Guchait et al. 2016; Lin 2009a, 2009b, 2010) through employee empowerment (Theme 4) and organisational culture changes (in line with this study's objective, the researcher uses police cultures, Theme 1). This study focuses on

transactional and transformational leadership approaches, as these are the main leadership approaches in the fourth and current stage of leadership theory development (Alimo-Metcalfe 2013; Derue et al. 2011; Horner 1997; Van Seters and Field 1990). Moreover, they are accepted by police force leaders (Cockcroft 2014, 2015; Mastrofski 2004; Silvestri 2007). Transformational leaders are associated with improving the effectiveness of an organisation's service recovery and complaint-handling procedures (Guchait et al. 2016) through employee empowerment (Theme 3) and police culture changes (Theme 1) (Guchait et al. 2016; Lin 2009a, 2009b, 2010). However, the effectiveness of a transformational leadership style in service recovery performance is limited by the strength of police cultures (Theme 1). Therefore, organisational leaders may adopt transformational leadership characteristics, while at the same time maintaining some transactional leadership style traits (Bass and Avolio 1993), or they may adopt a combination of transactional and transformational leadership styles, depending on the task (Cockcroft 2015).

Scholars have argued that response time (Boshoff and Allen 2000; Hocutt et al. 2006; Lin 2009; Mattila 1999; Ok 2005) and the effectiveness of the response (Hocutt et al. 2006; Hoffman 1999; Mattila 1999) in service recovery and complaint-handling procedures are related to front-line service employees' empowerment (Theme 4). Organisational management can foster employee empowerment by encouraging both its social-structural and psychological development within the organisation (Nickols 1998; Spreitzer 2008). As a result, an organisation's leadership is encouraged to use a leadership style (Theme 3) that enforces change in the organisational culture, whereby managers must accept mistakes from empowered employees; consequently, empowerment becomes a part of the organisational culture (police cultures, Theme 1) (Boshoff and Allen 2000; Lin 2009a). Moreover, it is argued that empowered employees feel they can control their own destinies, which helps individuals to better realize their goals and the organisation to better realize its strategy (Hassanpoor et al. 2012).

Organisations can develop a service strategy (Theme 5) using a variety of methods (Albrecht and Zemke 1985). It is important that a developed service strategy is articulated clearly and accurately, which helps the organisation to understand customer satisfaction and loyalty (Chou et al. 2011; Davidow and Uttal 1990; Oliva et al. 1992). Backed by a clear service strategy, organisations can segment their customers, which helps them improve their provision services and products as a result of identifying customer expectations (Davidow and Uttal 1990). A segmentation of customers can also facilitate more accurate customer feedback (complaints) about the services and products offered, which, in turn, increases the effectiveness of service recovery and complaint-handling procedures within the organisation (Boshoff 1997; Chou et al. 2011; Komunda and Osarenkhoe 2012). Furthermore, the nature of service (Theme 6) provided by police forces may be non-crime, crime prevention, or law-enforcement through the arresting or penalising of members of the public who are violating laws, which, affects and is affected by the organisation's service strategy (Theme 5). Therefore, the nature of service (Theme 6) also impacts the effectiveness of an organisation's service recovery and complaint-handling procedures, because police forces may be faced with complaints regarding the law violations of members of the public.

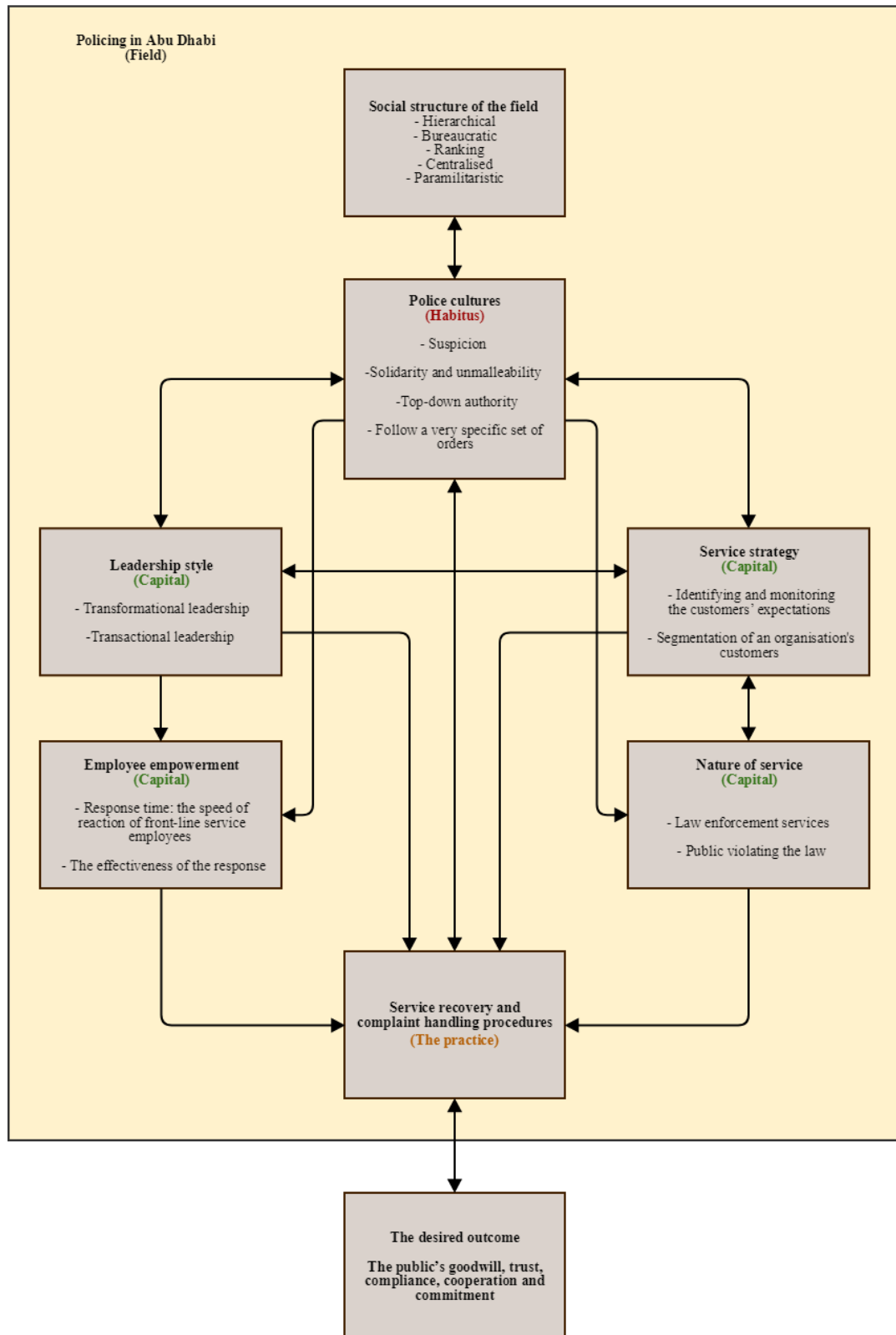


Figure 7 The conceptual framework showing the interrelated effect between the themes

## 3 Research Methodology

### 3.1 Introduction

While there is no right or wrong choice regarding research methodology, researchers should choose a methodology that leads to the required findings, helps achieve the research objective, and answers the research questions (Silverman 2013, 2015).

In this chapter, the researcher explores the methodological and epistemological issues surrounding the research topic and provides justifications for adopting the research philosophy, approach, and strategy. To discuss the various ontological and epistemological issues related to this document, the researcher utilises Wilson's (2014) honeycomb of research methodology model (see Figure 8). This model highlights the methodology elements and their relation to each other. In this chapter, the researcher focuses on the first three elements of the research methodology model: research philosophy, research approach, and research strategy. The remaining three elements are covered in the next chapter on research design.



Figure 8 Honeycomb of research methodology model (Wilson 2014, 672) 'Permission to reproduce this figure has been granted by SAGE Ltd'.

### 3.2 Research Philosophy

In this section, the researcher discusses the philosophy of the honeycomb research methodology model. As described by Creswell (2013, p. 6), "Although philosophical ideas remain largely

hidden in research [...], they still influence the practice of research identified”. Researchers must clearly understand the research philosophy attached to their study at an early development stage. This helps justify the methodological and epistemological positions taken in later chapters.

Therefore, this study’s researcher explored research philosophy at an early stage. More specifically, the researcher considered research philosophy during the setup of this study’s topic, objective and questions. Before delving more deeply into the discussion, it is interesting to note that research experts have variously defined research philosophy as a research model, a research paradigm, a philosophical worldview, and a methodological approach. This leads to confusion, given the multiple meanings of some of these terms in the social sciences (Bryman and Bell 2011; Creswell 2013; Fisher and Buglear 2010; Neuman 2014; Saunders et al. 2012; Silverman 2013, 2015). In this study, the researcher took steps to reduce this confusion, including utilising Wilson's (2014) honeycomb of research methodology model (see Figure 8) and using only the term “research philosophy”. To determine the learning outcomes regarding research philosophy, this section is divided into three sub-sections:

- The importance of research philosophy to research studies
- The characteristics of research philosophy that affect research studies
- Key epistemological positions

### 3.2.1 The Importance of Research Philosophy to Research Studies

“An understanding of research philosophy is important because it is fundamental to how you approach your research” (Wilson 2014, 680–681). In this section, the researcher focuses on the fundamental argument for a clear research philosophy to inform the rest of the study. As part of this study, the researcher chose the following meaning of “research philosophy” from Guba (1990, p.17): “a basic set of beliefs that guide action”.

### 3.2.2 Characteristics of Research Philosophy that affect Research Studies

Research experts have identified research philosophies used in the social sciences. All are directly related to two characteristics of research philosophy: ontology and epistemology (Fisher and Buglear 2010; Neuman 2014; Silverman 2013, 2015). Neuman (2014) aptly mentioned the significance of understanding the latter two characteristics of research philosophy, which identify the rules for many conflicts and disputes between social scientists. As Grix (2010, p. 57) stated, “Ontology and epistemology are to research what ‘footings’ are to a house: they form the foundations of the whole edifice”. Similarly, Fisher and Buglear (2010) underscored the unresolved debate about epistemology, which can lead researchers off track. Researchers should possess enough ontology and epistemology knowledge to guide their research efforts properly. This affects their choices of research questions, research methodologies, methods, and even literature sources (Grix 2010).

According to Silverman (2013, p. 112), research philosophy “tells us what reality is like, the basic elements it contains (ontology) and the nature and status of knowledge (epistemology)”.

#### 3.2.2.1 *Ontology*

The starting point of any research should be ontology; after that, epistemological and methodological elements should fall into place (Grix 2010). Research scholars have emphasised that, in the field of social science, research is about answering the question “What is out there to

know?” Alternatively, as suggested by Hay, the question might be “What is the nature of the social and political reality to be investigated?” (Grix 2010, p. 59).

Wilson (2014) emphasised that ontology in the social science field is concerned with the nature of the reality of the social world. Blaikie refers to ontology as:

claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other. In short, ontological assumptions are concerned with what we believe constitutes social reality (quote in Grix 2010, p. 59).

From there, research scholars identified two ontological positions: objectivism and subjectivism (Bryman and Bell 2011; Grix 2010; Saunders et al. 2012; Wilson 2014). From an objectivist ontological position, researchers believe they are independent of both the researched phenomena and the researched person (Grix 2010; Wilson 2014). On the other hand, researchers adopting a subjectivist ontological position believe that the social interactions between themselves and the researched person help them understand the researched phenomena (Grix 2010; Wilson 2014). These two ontological positions clearly show that an understanding of ontology affects the researchers’ understandings and perceptions of the social world around them; this affects the ways researchers undertake their studies (Bryman and Bell 2011; Grix 2010). Further, as stated by Wilson (2014, p. 63), “If ontology is about what we may know, then epistemology is about how we come to know what we know”.

#### *3.2.2.2 Epistemology*

Research scholars believe that epistemology is about the nature of our knowledge of the social world. It affects how we imagine, picture, understand and explore our environments (Wilson 2014). Moreover, Wilson (2014) stated that epistemology asks, “What is acceptable knowledge?” (Wilson 2014, 688). Grix (2010) believes that epistemological positions are divided into foundationalist and anti-foundationalist positions. Foundationalism is related to exploration; anti-foundationalism is related to understanding. From a foundationalist position, researchers believe true knowledge is independent of their own knowledge. Conversely, researchers who adopt an anti-foundationalist position do not believe true knowledge is independent of their own knowledge. As Grix (2010, p. 64) states, “Reality is socially and discursively constructed by human actors”.

Based on these differences, researchers construct and underscore their epistemological positions, such as interpretivism, positivism, post-positivism, and pragmatism, which affect various aspects of their research.

#### **3.2.3 Key Epistemological Positions**

Throughout the years, social science researchers have adopted and justified the use of various research philosophies to explore and understand the phenomena of their environments.

These research philosophies draw on various ontological and epistemological positions, as discussed above. In other words, many epistemological positions may be considered by social researchers. In this study, however, the researcher only discusses two main epistemological positions: interpretivism and positivism. The researcher bases these discussions on different points of the ontological and epistemological positions.



### 3.2.3.1 *Positivism*

Positivist social scientific researchers believe that social and natural sciences are similar (Neuman 2014). Positivist researchers explain the phenomena of the social world with only facts and measurements, and they overlook the social values that could affect research outcomes. This approach is typically related to quantitative research (see section 3.6). Moreover, positivist researchers believe that research outcomes should be truly objective. In other words, “As a researcher, your own personal biases have no part in the research effort” (Wilson 2014, 703–704). Similarly, Fisher and Buglear (2010, p. 19) stated that “Positivism holds that an accurate and value-free knowledge of things is possible”.

### 3.2.3.2 *Interpretivism*

From an interpretivist epistemological position, researchers interpret human roles from their own points of view (Saunders et al. 2012). They do this via direct interactions with participants or observations of their words, symbols, and actions using appropriate research methods (Silverman 2013). This is related to qualitative research (see section 3.6). The interpretivist research approach acknowledges that the researcher belongs to a particular culture or organisation, views life through the lenses of language and shared meanings, and creates knowledge while conducting research studies (Fisher and Buglear 2010; Neuman 2014). Interpretive researchers know that, because of the complexity of the world, knowledge arises from understanding the ways people think, what they value, and the relationships between these two things (Fisher and Buglear 2010).

### 3.2.3.3 *Problem of Ontology in Social Science (neither Positivism nor Interpretivism)*

As discussed in the introduction chapter, the researcher adopted an interpretivist epistemological position in Document 3 and a positivist epistemological position in Document 4. The researcher considered both epistemological positions and explored themes identified in the literature review when seeking to answer the questions of the current document (see section 2.11). The following questions emerged from the vantage points of these two epistemological positions: Are these themes observable for study (positivism)? Is the researcher considered separate from reality? Or are they socially discoursed and only relative to the text and social context (interpretivism)? Can the researcher be separated from reality? Even though there are advantages to both epistemological positions, the researcher found that neither the positivist nor the interpretivist epistemological positions are suitable for this study. Thus, the researcher focused on the question of epistemology “What is acceptable knowledge?” rather than the research objective.

As result of this doubt, the researcher considered critical realism as a research philosophy for the current document, which as suggested by Sayer (2010) combines the advantages of both the positivist and interpretivist epistemological positions into one research philosophy. Moreover, critical realism focuses on the nature and objective of the research phenomena, not only on the methodology (Reed 2005). In the next sections, the researcher further discusses critical realism.

## 3.3 Critical Realism

The following statement by Sayer (2010) about critical realism may be initially puzzling; therefore, the researcher explores it further in this section:

One of the distinctive features of critical realism is that it combines two models that have been imagined to be not merely different but incompatible – the human being as causal

agent, who makes things happen, the other as meaning maker who interprets the world in innumerable ways (p. ix).

This section provides a general introduction to critical realism and how this perspective helps the researcher to achieve the study's objective and answer the research questions. To begin with, the development of critical realism has been forked and inhomogeneous (Danermark et al. 2002). As stated by Sayer (2004, p. 6), it requires "at least a book-length introduction on its own". Moreover, as stated by Reed (2005, p. 1629), "The 'critical realist turn' in contemporary organization and management studies is embedded within a wider intellectual movement within the social sciences and humanities" as an alternative to the dominant position of positivism.

By the 1970s, scholars in the social science field found themselves facing two interrelated problems with ontology. The first is caused by epistemology collapsing into ontology, which was a result of asking "What is acceptable knowledge?" over "What is out there to know?" More specifically, this was a result of scholars focusing on methodology over the researched phenomena. As stated by Reed (2005):

Epistemology exhausts ontology to the extent that it determines the nature of our world and the inherent limits of our ability to understand it by imposing the fundamental categories and concepts through which we come to know it (p. 1623).

The second problem of ontology in social science concerns the perceptions of what is out there to know and what exists in the social world. As stated by Tsoukas (1994, p. 762), in relation to the assumptions of the subjective versus objective ontological positions, "Such a set of assumptions, however, useful as it certainly is, is not sufficient for spelling out the logical organization that social theories attribute to the social world". This problem is related to the diversity of both the subject field and the social science researchers (Tsoukas 1994) and may be deeply rooted in the divergences of ontological and epistemological assumptions between one social science discipline and another, such as social services, criminal justice and social care, according to Tranfield et al. (2003). Therefore, what are acceptable ontological and epistemological assumptions in one social discipline may be seen as unsuitable in another.

As a result of these problems, research adopting positivist or interpretivist epistemological positions is challenged (Patomäki and Wight 2000), serving as a main driver towards critical realism. Critical realism benefits from the advantages of both positivist and interpretivist epistemological positions (Patomäki and Wight 2000).

Critical realism is a research philosophy based on natural sciences that has been widely applied in the social sciences to provide explanations for complex social events (Bhaskar 2008; Blundel 2007). Roy Bhaskar is considered the main founder of critical realism, initially referring to it as "transcendental realism" in his book, *A Realist Theory of Science*, originally published in 1975 (Bhaskar 2008; Fairclough 2005). Archer et al. (2013) stated:

The term "critical realism" arose by elision of the phrases "transcendental realism" and "critical naturalism," but Bhaskar and others in this movement have accepted it since critical, like transcendental, suggested affinities with Kant's philosophy, while realism indicated the differences from it (p.133).

Critical realism, as a position, is neither solely ontological nor epistemological, as emphasised by Wynn and Williams (2012). Rather, it is a research philosophy sharing basic ontological as well

as epistemological assumptions. According to Sayer (2004, p. 15), critical realism provides “guidelines for researchers grounded in ontological and epistemological arguments that avoid the pitfalls of positivism on one side and idealism and relativism on the other”. Therefore, to present the learning outcomes for critical realism as a research philosophy, the researcher discusses how ontology and epistemology are understood in critical realism.

### 3.3.1 Ontological Position in Critical Realism

Wynn and Williams (2012) provide the following basic ontological assumptions in critical realism: (1) independent reality, (2) a stratified ontology, (3) emergent powers, and (4) an open systems perspective.

One distinctive feature of critical realism is that it posits that ontology is not automatically related to epistemology (Fletcher 2017), which is reached by returning to the question of ontology “about what we know, the actual objects of our knowledge” (Gorski 2009, p. 148). As stated by Fairclough (2005, p. 922), “critical realists’ ontology must be distinguished from epistemology, and we must avoid the epistemic fallacy of confusing the nature of reality with our knowledge of reality”. According to Danermark et al. (2002):

What Bhaskar wants to emphasize here is that the fundamental question in the philosophy of science is: What properties do societies and people possess that might make them possible objects for knowledge? [...] This ontological question must be the starting point for a philosophy of reality – not the epistemological question of how knowledge is possible, which in the past has most often been the case. In short, the point of departure in critical realism is that the world is structured, differentiated, stratified, and changing (p. 5).

Realism is not about having access to the real world (Sayer 2004). Therefore, critical realists believe that reality in a social world is independent of the human knowledge of it (Bhaskar 2008; Danermark et al. 2002; Fairclough 2005; Frauley and Pearce 2007; Saunders et al. 2016; Sayer 2004; Wikgren 2005). However, critical realists also believe that it is possible to obtain knowledge about reality through interpretation of observed research phenomena (Bhaskar 2008; Danermark et al. 2002; Fairclough 2005; Frauley and Pearce 2007; Sayer 2004; Wikgren 2005). Sayer (2000, p. 3) asserts that “critical realism proposes a way of combining a modified naturalism with a recognition of the necessity of interpretive understanding of meaning in social life”. In other words, although critical realists believe that reality in a social world is independent of the human knowledge of it, they also emphasise that researchers must immerse themselves in and interpret the researched field, which is evidenced by both the stratified ontology and the retroductive research approach of critical realism.

Critical realist thinking suggests that reality in a social world is stratified (Blundel 2007; Danermark et al. 2002; Fairclough 2005; Losch 2009; Pearce 2007; Wikgren 2005). In relation to the stratified ontology of critical reality, Bhaskar, in his second book, *The Possibility of Naturalism* (1979), introduces three ontological domains: the real, the actual, and the empirical (see Table 9) (Blundel 2007; Fairclough 2005; Pearce 2007; Saunders et al. 2016; Wikgren 2005). The empirical domain consists of experienced events, the actual domain consists of the actual events, and the real domain consists of structures and causal mechanisms (Gorski 2013).

	Domain of the Real	Domain of the Actual	Domain of the Empirical
Mechanisms	×		
Events	×	×	
Experiences	×	×	×

*Table 9 The stratified ontology of critical realism (Bhaskar 2008, p. 47) ‘Permission to reproduce this table has not been granted’*

Moreover, as part of the understanding of these three domains of reality, Bhaskar emphasised the importance of causal mechanisms (Danermark et al. 2002; Frauley and Pearce 2007; Gorski 2013; Reed 2005). Although several explanations of causal mechanisms in critical realism exist, for this study, the researcher adopts Wikgren's (2005, p. 12) definition of causal mechanisms as “The hidden powers – processes or mechanisms – that produce the effects or events that we study”. Furthermore, Wynn and Williams (2012) argued that researchers could describe these causal mechanisms through the use of the research participants’ explanations and interpretation of their roles on the researched social setting, as also stated by Wynn and Williams (2012, p.789) “This is generally presented as a detailed description of events that reflects the primary actors’ and researchers’ interpretations of meanings and intentionality, and the reciprocal influences of social action and context”. This would also lead to the use of the reflexivity notion by critical realist researchers such as Margaret Archer, which could serve to mediate understanding about “how ‘the causal power of social forms is mediated through human agency’” (Öğütle 2013). This reinforces what has been previously discussed, in which Chan (1997) emphasised the importance of the “police actors” by assigning an active role to all workers within the police organisation model of police culture (see sub-section 2.1.3). This approach allows the researcher to learn about experiences in the empirical domain to gain insight into events in the domain of the actual. It also allows the researcher to derive some understanding of the causal mechanisms in the domain of the real through the research method, which would be used to explore the research participants’ explanations and interpretation of their roles in the researched social setting (see sections 3.7 and sub-section 4.5).

### 3.3.2 Epistemological Positions of Critical Realism

Wynn and Williams (2012) provided the following basic epistemological assumptions in critical realism: (1) mediated knowledge, (2) explanation rather than prediction, (3) explanation by mechanisms, (4) unobservability of mechanisms, and (5) multiple possible mechanisms.

As stated by Wynn and Williams (2012, p.749), the causal mechanisms in the domain of the real are “often neither directly observable nor measurable”, which means that the researcher should not only look for these causal mechanisms but also for their manifest effects, by using the research methods adopted for data collection (Wynn Jr and Williams 2012). Moreover, Wynn and Williams (2012) highlighted that multiple explanations are possible for the observations of these causal mechanisms and that conclusions could be drawn following the use of triangulation and multimethod. This topic is further discussed in the research design limitation (see sub-section 4.7).

Critical realists maintain that social phenomena occur in an open system (Downward et al. 2002; Edwards et al. 2014; Wynn and Williams 2012), whereby observable experiences and events are caused by single or multiple possible mechanisms, either observable or unobserved (Edwards et al. 2014; Wynn and Williams 2012). Moreover, when studying a social phenomenon, the researcher not only needs to learn about the respondents’ experiences (the empirical) in order to

gain insight into events in the domain of the actual, but he or she also must derive some understanding of the causal mechanisms in the domain of the real (see Figure 9). It is now possible to see the similarity between Bourdieu's practice theory and critical realism, whereby, as stated by Bourdieu (1996):

The goal of sociology is to uncover the most deeply buried structures of the different social worlds that make up the social universe as well as the mechanisms that tend to ensure their reproduction or transformation (p. 1).

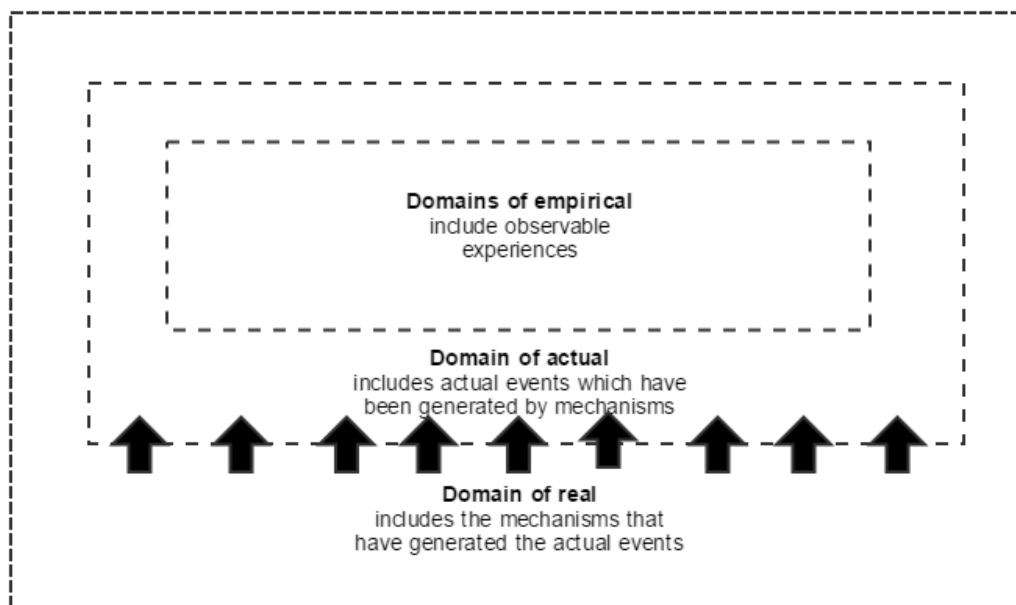


Figure 9 The three domains of reality based on (Mingers 2004, p. 94) 'Permission to reproduce this figure has been granted by Elsevier'

### 3.3.3 Bourdieu's Practice Theory and Critical Realism

The researcher noticed similarities between the field and habitus relationship in Bourdieu's practice theory and some epistemological and ontological assumptions of critical realism, particularly the stratification of reality and the causality relation between the structure, mechanisms, events, and experiences of the three dimensions of reality—the real, the actual and the empirical, respectively.

Several scholars have called for the integration of Bourdieu's practice theory in critical realism or, at least, identified it as a variant of critical realism (Decoteau 2016; Elder-Vass 2007; Lizardo 2004; Nash 2003; Özbilgin and Tatli 2005; Potter 2000; Reed 2008; Vandenberghe 1999; Wainwright 2000; Wang et al. 2016). However, Bourdieu's practice theory does not agree in all fundamental areas, as stated by Decoteau (2016):

The critical realist and Bourdieusian conceptions of action fundamentally disagree on a number of fronts: the synthetic versus dualistic relationship between structure and agency, the social nature of the self/body, and the link between morphogenesis and reflexivity (p. 303).

This study's focus is not on the integration of Bourdieu's theory of practice with critical realism, nor is it on proving that the former is a variant of the latter. Instead, this study adopts the stratified

ontology between the real, the actual, and the empirical of critical realism. As emphasised by Potter (2000), Bourdieu's concepts of habitus and field make sense, allowing the researcher to learn about respondents' experiences (the empirical) in order to gain insight into events in the domain of the actual. Then, the researcher can derive some understanding of the causal mechanisms in the domain of the real. Moreover, Öğütle (2013) argued that through the introduction of Pierre Bourdieu's theory of practice concepts into the understanding of critical realism, "We can establish a socio-ontological connection between the concept of habitus [...] and the idea of the social as a stratified reality" (Öğütle 2013, p.479). Therefore, as put forth by Öğütle (2013, p.480) "Bourdieu's habitus can provide a deepening of the critical realist conception of what the 'social' is". This is in line with Decoteau's (2016) argument:

[R]e-reading Bourdieu's theories with attention to some of the core tenets of critical realism (emergence, the stratification of reality, and conjunctural causality) can provide insights into how the habitus is capable of reflexivity and social change (p. 303).

### 3.4 The Research Philosophy of the Present Research Study

After exploring research methodology in the previously submitted documents, the researcher hoped to benefit from the advantages of both the interpretivist and the positivist epistemological positions to achieve this document's objective. The critical realist research philosophy, therefore, is in line with the researcher's philosophical world view. As stated by Sayer (2004, p. 6), "critical realist philosophy offers an alternative both to the spurious scientificity of positivism and to idealist and relativist reactions to positivism".

Therefore, the researcher acknowledges a critical realist research philosophy. The stratified ontology of critical realism not only allows the researcher to learn about experiences in the empirical domain, in order to gain insight into events in the domain of the actual, but also contributes to some understanding of the causal mechanisms in the domain of the real, which helps in understanding the researched phenomena. At the same time, a critical realist perspective allows for further knowledge of reality through the interpretation and explanation of observed events, experiences, and causal mechanisms, as well as some aspects of these causal mechanisms made manifest by the research methods used.

As previously discussed, adopting a critical realist research philosophy is in line with the incorporated aspects of Bourdieu's practice theory. In the present study, this perspective is used to understand service recovery and complaint-handling procedures within the Abu Dhabi Police. Additionally, both ontological and epistemological assumptions strongly influence the research approach, research strategy, and research method of this document, which is discussed in the next three sections.

### 3.5 Research Approach

The research approach is directly related to theory. There are two main research approaches: deductive and inductive (Bryman and Bell 2011; Neuman 2014). In the deductive approach, researchers develop a hypothesis based on a known theory; this is usually related to quantitative research (Bryman and Bell 2011; Neuman 2014; Wilson 2014). Conversely, the inductive research approach is used to develop new theories or a refine an existing one based on analyses of collected

data; this is usually related to qualitative research (Bryman and Bell 2011; Neuman 2014; Wilson 2014).

However, as the critical realist research philosophy is employed in this document, neither inductive nor deductive approaches are appropriate to derive understanding of the causal mechanisms in the domain of the real and to link them to the events in the actual domain. Rather, a retroductive research approach is the appropriate one, according to critical realists (Blundel 2007; Danermark et al. 2002; Reed 2005; Wynn and Williams 2012). Although scholars argue that there are distinctions between retroduction and abduction (Danermark et al. 2002; Reed 2005), Modell (2009) believes they are similar. Further, Modell (2009) suggested that abduction could be used to shed light on the causal mechanisms in critical realist analyses. Using Modell's (2009) argument for the similarity between retroduction and abduction as research approaches, the researcher hereafter will use the term "retroduction", to be consistent with its usage by most critical realists. The retroductive research approach is informed by the stratified ontology of critical realism, in which there are two steps to understand reality (Reed 2005; Saunders et al. 2016). The first is observing and exploring experiences and events from the empirical and actual domains, respectively. The second is the backward reasoning of these experiences and events from the casual mechanisms (Reed 2005; Saunders et al. 2016). Backward reasoning is a retroductive research approach of the critical realist research philosophy. As stated by Danermark et al. (2002):

Retroduction is not, as are deduction, induction and abduction, a formalized mode of inference. [...] But it resembles deduction, induction and abduction insofar as it is a thought operation through which we can move from knowledge of one thing to knowledge of something else (p. 96).

For different purposes in the present research, the researcher employs a combination of retroductive, deductive, and inductive research approaches. As stated by Mansoor (2003):

There are no research methods dedicated to retroduction; in fact, the realist inquirer may use methods that involve induction, deduction, or a combination of the two, in the investigation of the causal mechanisms. In this way, realists utilise both the subjective and objective processes of evaluation research (p. 33).

Methods associated with both deduction and induction were used during this study, with the testing of the conceptual framework developed from the literature being essentially deductive, whereas the surfacing of new theoretical themes from empirical data was essentially inductive, as is further discussed along with the data analysis and findings of the research's empirical evidence (see sections 4.5, 5.2, and 5.3). Finally, the empirical data from interviews are retroductively (see subsection 4.5.4 and section 5.4) examined to provide an explanation and a backward reasoning for the experiences and events.

### 3.6 Research Strategy

Simply put, the main difference between qualitative and quantitative research is the use of words vs. numbers (Neuman 2014; Silverman 2013, 2015). However, because quantitative researchers may make use of verbal interpretations to analyse numbers (and vice versa), "it is no simple matter to distinguish between qualitative and quantitative research" (Silverman 2015, p. 6). Denzin and Lincoln (2011) differentiated between the two research strategies in the following manner:

The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the research and what is studied, and the situational constraints that shape inquiry. Such researchers emphasise the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes. Proponents of such studies claim that their work is undertaken from within a value-free framework (p. 8).

Typically, researchers' choices about qualitative or quantitative strategies are related to their epistemological and ontological positions. However, the main critical realist scholars have focused their research on the philosophical aspects of critical realism, and they have made fewer contributions towards research strategy and method (Fletcher 2017; Mansoor 2003; Oliver 2012; Yeung 1997). As recently stated by Fletcher (2017, p. 182), "Few authors have demonstrated how [critical realist] ontology and epistemology informed their data collection".

As a result of the lack of studies on research strategy and method in critical realism, the researcher borrows data from a variety of study areas to build the arguments for the research strategy, research method, and research design (which is further discussed in the next chapter) in this document. Moreover, as stated by Edwards et al. (2014, p. ix), "This means that every application of [critical realism] in the open-systemic world is potentially [...] a creative process of discovery".

Because the researcher in this study adopted a critical realist research philosophy, it is possible to use either a qualitative or quantitative strategy, as the choice between these is related to the nature and objective of the research phenomena (Danermark et al. 2002). Moreover, Mingers (2004) argued:

Critical realism does not have a commitment to a single form of research; rather it involves particular attitudes toward its purpose and practice. First, the critical realist is never content just with description, whether it is qualitative or quantitative. [...] Second, [critical realism] recognizes the existence of a variety of objects of knowledge-material, conceptual, social, and psychological, each of which requires different research methods to come to understand them. [...] Third, [critical realism] recognizes the inevitable fallibility of observation, especially in the social world, and therefore requires the researcher to be particularly aware of the assumptions and limitation of their research (p. 302).

Therefore, the researcher focused on the following two issues to help choose the most appropriate research strategy for this document: (1) the objective of this study and (2) the ontological and epistemological assumptions of the critical realist research philosophy. As the current objective is to explore and determine the effect of various aspects of police social structure and managerial action on front-line service employees' service recovery performance, the researcher argues that qualitative research is more appropriate than quantitative for the following reasons. First, qualitative research allows for open-ended questions (Silverman 2013), which, in turn, allows the researcher to explore the research phenomena more deeply within the policing field in Abu Dhabi. Second, qualitative research enables immersion in the field of study, which leads to a deeper understanding of the researched phenomena. Third, two ontological assumptions of the critical



realist research philosophy—stratified ontology and an open systems perspective—are more appropriate for a qualitative strategy. Fourth, three epistemological assumptions of the critical realist research philosophy—explanation by mechanisms, unobservability of mechanisms, and multiple possible mechanisms—are better suited to qualitative research. Moreover, as stated by Miles (1979):

Qualitative data are attractive for many reasons: they are rich, full, earthy, holistic, and real; their face validity seems unimpeachable; they preserve chronological flow where that is important, and suffer minimally from retrospective distortion; and they, in principle, offer a far more precise way to assess causality in organizational affairs (p. 590).

Furthermore, the researcher argues that quantitative research is less appropriate for this study, given its use of closed-ended questions that limit immersion in the field of study and yield less insight into the researched phenomena than qualitative research. Therefore, the researcher elected to use a qualitative strategy, which helps outline the appropriate research method for this particular study, as discussed in the next section.

### 3.7 Research Method (Data Collection Method)

To conduct studies, researchers collect empirical evidence and data using various instruments or research methods (Silverman 2013). Research methods do not stand alone; they are linked to the nature and objective of the research phenomena (Danermark et al. 2002), research strategies, and ontological and epistemological assumptions of the research. In this section, the researcher discusses the main features and characteristics that guided the research method selection for this document. The next chapter covers the design of the chosen research method.

There are a variety of research methods: document, image, or text analysis; surveys; interviews; focus groups; and observations (Fisher and Buglear 2010; Silverman 2013, 2015). Both qualitative or quantitative researchers can use any of these research methods, but the techniques they employ vary and subsequently affect outcomes (Silverman 2013). Table 10 shows that four research methods can be used in quantitative or qualitative research strategies and that they are employed in different ways accordingly.

Research Method	Methodology (Research Strategies)	
	Quantitative	Qualitative
Observation	Preliminary work, e.g. prior to framing questionnaire.	Fundamental to understanding another culture.
Textual analysis	Content analysis, i.e. counting in terms of researchers' categories.	Understanding participants' categories.
Interview	Survey research: mainly fixed-choice questions to random sample.	Open-ended question to a small sample.
Transcripts	Used infrequently to check the accuracy of interview records.	Used to understand how participants organise their talk and body movements.

*Table 10 Different uses of four research methods (Silverman 2013, p. 124) 'Permission to reproduce this table has been granted by SAGE Ltd'.*

As the researcher in this study adopted a critical realist research philosophy and a qualitative strategy, choosing research methods appropriate for collecting data is relatively easy. The method used for research should allow immersion in the field of study and lead to a deeper understanding

of the researched phenomena, which is in line with the concept of stratified ontology in critical realism, as well as with practice theory-based research. The researcher considered a variety of qualitative research methods used in research based on the theory of practice, such as observation, interviews, and focus groups.

Usually, observation is used when conducting practice theory-based research, as it facilitates immersion in the field of study (Bueger 2014). However, as the present study is conducted within a police organisation by a high-ranking internal researcher (making it difficult to mingle with Abu Dhabi Police front-line service employees), observation was not considered to be an appropriate research method. Further, using focus groups or conventional interviews as research methods would not allow the researcher to immerse himself in the field of study, which is a requirement of the adopted practice theory. Moreover, as stated by Lloyd (2014):

Although traditional qualitative techniques such as interviewing will produce this kind of data, there is always the risk of researcher bias in the reporting of description. There is also the risk that local knowledge may be missed because it becomes invisible outside the setting (p. 101).

Practice theory-based researchers might use the “interview to the double” as a creative method of interviewing, while still achieving some immersion in the field of study (Bruni and Gherardi 2001; Lloyd 2014; Nicolini 2009; Nicolini and Roe 2013). The interview to the double technique allows for verbal expression and recovery of the local knowledge of the researched practice without the need for direct observation inside the field of research (Lloyd 2014; Nicolini 2009). Nicolini (2009) described the interview to the double as:

[A] technique that requires interviewees to imagine they have a double who will have to replace them at their job the next day. The informant is then asked to provide the necessary detailed instructions that will ensure that the ploy is not unveiled and the double is not unmasked (p. 196).

Researchers regard the interview to the double as a creative method of collecting empirical data about the researched practice, whereby the interviewees give more instructions to the double than to a normal interviewer (Lloyd 2014; Nicolini 2009). From a critical realist point of view, the interview to the double allows the researcher to immerse himself in the field of study to learn about the respondents’ experiences (the empirical) in order to gain insight into events in the domain of the actual. However, scholars in practice theory-based research have questioned whether the interview to the double technique can be used as a stand-alone research method, due to the complex nature of the practice (Nicolini 2009). Moreover, Blundel, and Ulho (2007) emphasised that the retroductive research approach requires the use of multiple sources of empirical data to allow for the backward reasoning of experiences and events to the causal mechanisms.

Consequently, the researcher considered the use of another research method in addition to the interview to the double to comply with the retroductive research approach of this study. Recently, Bueger (2014) discussed a unique application of the interview as a research method in practice theory-based research, in which two interview situations were identified based on the relation between the interviewee and the practices. In the first situation, the interviewee participates in the researched practice, and the interview to the double can be used to collect the needed data from the interviewee (Bueger 2014). In the second situation, the interviewee is an observer of the

researched practice, and his or her work is directly involved in the supervision and observation of a front-line service employee conducting the researched practice. Then, an “in-depth interview” is conducted to collect further data about the researched practice (Bueger 2014). This eliminates the limitation of using the interview to the double as the only research method (Bueger 2014). In sum, along with the interview to the double (conducted only with the practice participants), the researcher utilized an in-depth interview as the second research method (conducted only with practice observers).

Although the interview to the double is used by researchers in practice theory-based research, to the researcher’s knowledge, no critical realist study has adopted it as a research method to date. However, from a critical realist point of view, using the interview to the double within the researched practice allows the researcher to learn about the respondents’ experiences (the empirical) in order to gain insight into events in the domain of the actual. Furthermore, the in-depth interview with practice observers allows for a backward reasoning of these experiences and events to some of the causal mechanisms, and some aspects of these causal mechanisms are made manifest by the research methods used.

### **3.7.1 Research Method Summary**

The adoption of the interview to the double with the practice participants and the in-depth interview with the practice observers as research methods is in line with the nature and objective of the research phenomena, research strategies, and ontological and epistemological assumptions of this study. This multi-method research design allows the researcher to be immersed in the field of study and, as a result, not only learn about respondents’ experiences (the empirical) in order to gain insight into events in the domain of the actual but also derive some understanding of the causal mechanisms in the domain of the real.

To be more specific, as demonstrated in Figure 10, the interview to the double is conducted only with the practice participants (front-line service employees) in this study to collect the empirical data about the researched practice, allowing the researcher to immerse himself in the field of study to learn about respondents’ experiences (the empirical) in order to gain insight into events in the domain of the actual. Moreover, the in-depth interview with practice observers (also front-line service employees, but with a higher rank and more years of experience and directly involved in front-line service employee supervision and observation) also allows the researcher to immerse himself in the field of study and look for evidence related to the causal mechanisms in the real domain that caused the events in the actual domain. The next chapter, about research design, presents more detail about the multi-method research design, particularly the areas of study, the population, the sampling, the data collection, the research instruments, and the data analysis.

## **3.8 Research Methodology Summary**

As described throughout this chapter, achieving the research objective was the main driver behind choosing the most appropriate research methodology.

To summarise, the researcher chose a critical realist research philosophy. Employing critical realism’s principle of a stratified ontology encouraged the researcher to explore not only events and experiences but also some of the mechanisms that helped cause them. In addition, some aspects of these causal mechanisms that were made manifest by the methods used were also investigated,

as these help to determine the effects of various aspects of police social structure and managerial action on front-line service employees' service recovery performance. The incorporation of Pierre Bourdieu's theory of practice concepts into the understanding of critical realism allows for a deeper understanding of the social as a stratified reality, which is capable of reflexivity and social change (Decoteau 2016). The researcher chose to conduct qualitative research by means of a multi-method research design to enable immersion in the field of study. Thus, interview to the double with practice participants and the in-depth interview with the practice observers was used. Moreover, the researcher designed the study to emphasise the nature and objective of the research phenomena, research strategies, and ontological and epistemological assumptions. The multi-method research design is further discussed in the next chapter.

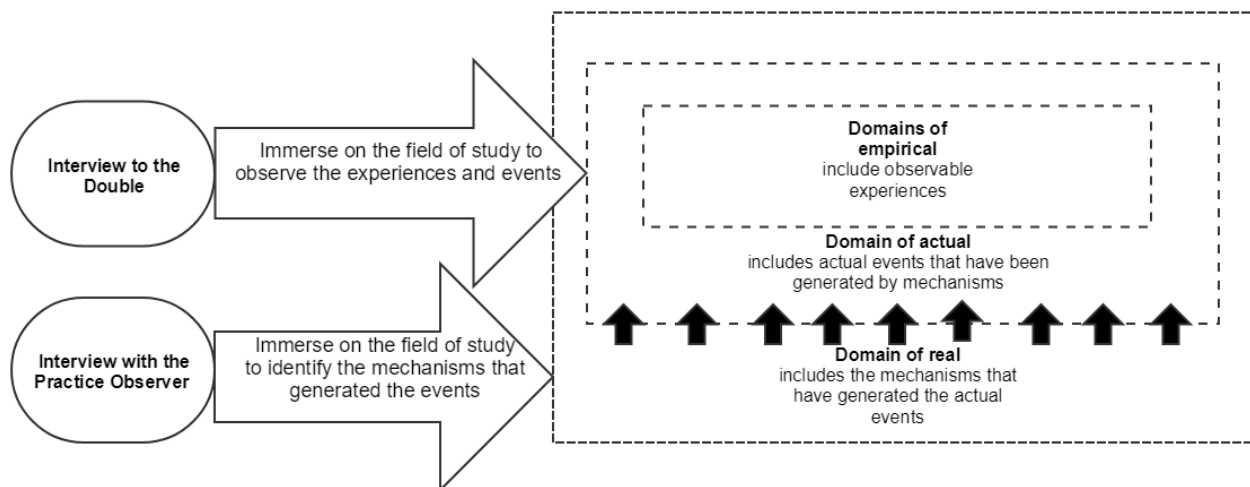


Figure 10 The adopted multi-method research in relation to the three domains of reality

## 4 Research Design

### 4.1 Introduction

In this chapter, the researcher focuses on the following three elements of the honeycomb of research methodology model: research design, data collection and data analysis techniques (see Figure 8). This is done by providing a detailed plan of the following phases of research design: the area of study, population, sampling, data collection, research instrument and data analysis. Moreover, the researcher also details research quality issues, ethical procedures undertaken during the research design and research limitations. All these are in line with the ontological and epistemological assumptions of the adopted critical realist research philosophy, which, as emphasised by Sobh and Perry (2006), differs from other research philosophies in research design procedures.

### 4.2 Area of Study, Population, Sampling

Abu Dhabi Police is one of the largest bodies of the Emirate of Abu Dhabi, with more than 30,000 employees working across 43 departments. It provides five categories of services to individuals and businesses: security, traffic, public safety and emergency, society and supplier services. In this study, the researcher sought to address service recovery within the Abu Dhabi Police. Given that it is not practical within the confines of the DBA to cover all the services provided by Abu Dhabi Police, and as traffic services are ranked as a major service and attract the most customer complaints, this document focuses on traffic services, which are provided mostly through the Directorate of Traffic and Patrols Department (DTP) within the Abu Dhabi Police. Thus, in this study, the interviewees are both front-line service employees as well as practice observers working in DTP.

According to Silverman (2013), sampling procedures allow researchers to gain confidence in the representativeness of quantitative research; however, they are not available in qualitative research. Moreover, Silverman (2013) posited that it is not practical to sample the whole population or choose random samples in qualitative research. Similarly, Bryman and Bell (2011, p. 408) confirmed that interviewees “in qualitative research are not meant to be representative of a population” and that it might be impossible to reflect the entire population accurately. Therefore, the researcher did not have a pre-set sample number. However, the researcher considered it necessary to include as many participants as possible until the interviews stopped providing new data, otherwise known as saturation (Bryman and Bell 2011). As suggested by Guest et al. (2006), to reach interview saturation, at least 12 should be conducted. Nevertheless, Guest et al. (2006, p. 79) stated that “Purposive samples still need to be carefully selected, and twelve interviews will likely not be enough if a selected group is relatively heterogeneous, the data quality is poor, and the domain of inquiry is diffuse and/or vague”.

Before providing details of how the sample is comprised, the ranking structure within the Abu Dhabi Police, which is similar to a military ranking structure, is outlined (see Table 11). It is important to understand this ranking structure, as only ranks from lieutenant and higher are classified as police officers. All ranks between policeman (private) and warrant officer 2 are classified as commissioned officers. Traffic services within the DTP may be provided by either non-commissioned or commissioned officers – considered front-line service employees in this

study. Their work is directly supervised and observed by more experienced low-rank police officers (second lieutenant, lieutenant and captain) – considered practice observers in this study.

Ranks	Rank class	Years of Experience
Policeman (Private)	non-commissioned officer	0–3 (The lowest rank if has not received secondary education)
First Policeman (First Private)	commissioned officers	3–6
Corporal	commissioned officers	0–9 (The lowest rank if has received secondary education)
Sergeant	commissioned officers	3–12
Sergeant major	commissioned officers	7–15
Warrant officer 1	commissioned officers	10–17
Warrant officer 2	commissioned officers	13–20
Lieutenant	Police officers	4–23 (The lowest rank if graduated from police college)
First Lieutenant	Police officers	7–26
Captain	Police officers	10–29
Major	Police officers	13–32
Lieutenant Colonel	Police officers	16–35
Colonel	Police officers	Not Specified
Brigadier	Police officers	
Major General	Police officers	
Lieutenant General	Police officers	
General	Police officers	

*Table 11 Ranking structure within the Abu Dhabi Police*

A total of 42 interviews were conducted: 25 with practice participants using interview to the double and 17 with practice observers (see section 5.1 for more detail). Practice participants are low-rank (below officer rank) front-line service employees working within DTP, who were chosen randomly from the daily shift list over a period of four days. Practice observers also are front-line service employees working within DTP; however, they are directly involved in the supervision and observation of front-line service employees working within DTP (the practice participants), which would allow further immersion into the field of study and look for evidence related to the causal mechanisms within the real domain, by providing some explanation for the instructions to double. Practice observers have a higher rank (between First Lieutenant and Captain) and more years of experience than the practice participants (although not always: police officers may have fewer years than commissioned officers; see Table 11). Practice observers were chosen randomly from the daily shift list over a period of four days.

The researcher stopped conducting new interviews with both the practice participants and practice observers after noticing that no new data were gained, having conducted a few extra of both types of interviews to be on the safe side.

### 4.3 Data Collection

As discussed in the research methodology chapter, two research methods were adopted to collect the data: interview to the double with the practice participants and in-depth interview with the practice observers. Generally, interviews can be categorised in three ways: open (unstructured), structured and semi-structured (Bryman and Bell 2011; Fisher and Buglear 2010). In this case, the

researcher chose semi-structured interviews, which allow interviewees to express themselves freely in describing an incident in their own words (Fisher and Buglear 2010); at the same time, however, the researcher can guide the interviewees through pre-set open questions, which allows the researcher to focus on areas of interest (Fisher and Buglear 2010). As there are two different interview types, the researcher developed a different interview guide for each to ensure that all themes identified in the literature review were covered.

#### 4.3.1 Development of Interview Guide for the Interview to the Double

The interview guide for the interview to the double (see Appendix A) was developed in line with the research objective: to explore and determine the effects of various police social structure aspects and managerial action on front-line employees' service recovery performance. Moreover, the interview to the double interview guide was designed to allow for the researcher's immersion in the field of the researched practice and learning about respondents' experiences (the empirical) in order to gain insight into events in the domain of the actual. Therefore, the interview to the double interview guide contains two main parts.

In the first part, the interview questions are based on the main themes identified in the literature review and organised by priority and interest (Fisher and Buglear 2010) (see section 2.11). Although these questions were prepared, further supplementary questions could be asked when elaboration was needed. According to Silverman (2013, p. 204), an interviewer usually has "a prepared set of questions, but these are used only as a guide, and departure from the guidelines are not seen as a problem but are often encouraged". The researcher prepared open-ended and indirect questions and appropriately sequenced them. Open-ended questions avoid directing an answer, while indirect questions help the interviewee feel more at ease with sensitive topics. Several introductory questions helped build rapport with interviewees and were then followed with several deeper questions that helped identify the experiences and events and to look for evidence related to the causal mechanisms.

In the second part, the interviewees were asked to provide detailed instructions to a "double" imagined to take their place at work the next day. The instructions they provided were required to contain relational and social elements, rather than simply "cold" details. These instructions were based on the interviewees' daily work, where the interviewee might deal with unsatisfied customers. The three different scenarios that were offered, based on some of the common causes of customer complaint against DTP, are as follows:

- An unsatisfied customer asked you "Why it is taking so long to be served?"
- A customer (whom you served an hour ago) came back to you, complaining that you made a mistake.
- A customer (who was served by another employee) came back to you, complaining that a mistake was made by the other employee.

The interviewees were given the time necessary to think about each scenario as well as the option to write down the instructions and review what they had written. Based on these instructions, the researcher could ask further questions when elaboration was needed. According to Nicolini (2009, p. 200), "the double only interjects to ask essential questions of clarification aimed at eliciting further description ('how would you do it', 'what do you mean', 'when', 'in which case' and never 'why' and 'how come')".

#### 4.3.2 Development of Interview guide for the In-depth Interview with Practice Observers

As with the interview to the double, the interview guide for the in-depth interview with practice observers (see Appendix B) was developed in line with the research objectives.

Planning an interview first requires determining and prioritising areas of interest (Fisher and Buglear 2010); therefore, the interview questions were based on the main themes identified in the literature review (see section 2.11). Moreover, the interview guide was developed to allow the researcher identify the experiences and events and look for evidence related to the causal mechanisms, which helps in understanding the researched phenomena. The practice observers were asked to explain some of the instructions to the double (provided by the practice participants during the interview to the double), which, along with the experiences gained by the researcher during the interview to the double, allowed the researcher to look for evidence related to the causal mechanisms.

#### 4.3.3 The Validation of both Interview guides

As part of the ethical requirements at NTU, the researcher sent both interview guides to his academic supervisors for verification. The researcher used this verification to also ensure that the questions were compatible with the research objective and methodology. The subsequent feedback was used to develop the final versions of the interview guides. Supervisor feedback included adding/modifying questions to ensure that the interview guides cover the main themes identified in the literature review and the research objectives.

#### 4.3.4 Conducting the Interviews

All interviews with practice participants and observers were conducted in Arabic in a DTP office at the interviewees' workplace and lasted between 20 and 45 minutes. With the explicit permission of the interviewees, all interviews were recorded to ensure accuracy and allow for reliability checks (Silverman 2013).

In addition, the researcher took some handwritten notes during and after the interviews, which were mostly used to remind the researcher of interesting comments made by the interviewees. Moreover, the researcher obtained written permission for follow-up interviews if clarification was needed from interviewees (no follow-up interviews have taken place).

##### *4.3.4.1 Conducting the Interview to the Double*

The interviews to the double with practice participants were conducted first. As stated in subsection 4.3.1, interviews with practice participants consisted of two parts. In the first, the practice participants were asked to reflect on their experiences dealing with unsatisfied customers by answering questions in their own words. Although the researcher posed the set of questions in the interview guide, he asked further supplementary questions based on interviewee responses and the need for elaboration.

In the second part, interviewees were asked to provide detailed instructions to a "double" imagined to take their place at work the next day for three different scenarios in which the double had to deal with unsatisfied customers. The interviewees were not interrupted in this task. Moreover, some interviewees took the option of writing down their instructions to the double.



#### 4.3.4.2 *Conducting the Interview with the Practice Observers*

Second, in-depth interviews with practice observers were conducted. The practice observers reflected on their experiences of how front-line service employees deal with unsatisfied customers by answering the questions in their own words. Although the researcher posed the set of questions in the interview guide, he asked further supplementary questions based on interviewee responses and the need for elaboration. Moreover, the researcher asked the practice observers several questions based on the analysis of the instructions to the double, provided by the practice participants during the interview to the double.

### 4.4 Quality of Qualitative Research

Silverman (2013, p. 279) emphasised on the importance of quality in qualitative research: “Just because we do not use complicated statistical tests or do much counting, this does not mean that we can wallow in the comforting hot bath of ‘empathic’ or ‘authentic’ discussions with respondents”. Moreover, the adoption of a critical realist research philosophy in this document requires the researcher to ensure the adopted research quality criteria are in line not only with the qualitative strategy but also with the stratified ontology of critical realism (Johnston and Smith 2008; Zachariadis et al. 2013). However, researchers also do not agree on the criteria for qualitative research based on critical realism as a research philosophy. Zachariadis et al. (2013) proposed a qualitative critical realist research validity model that consists of three types of validity (design validity, analytical validity and inferential validity). In this model, Zachariadis et al. (2013) presented widely used sub-criteria for each validity type in qualitative research, with an explanation of how each is used in a qualitative critical realist study (see Table 12). Based on the summary and explanation by Zachariadis et al. (2013), the researcher uses the three sub-criteria of design validity, analytical validity and inferential validity to evaluate the quality of this document. However, the researcher notes the following about the sub-criteria of validity proposed by Zachariadis et al. (2013): (1) the breadth is wide, as some sub-criteria could not be applied to this study, such as theoretical validity; (2) some sub-criteria share the same meaning in critical realist research, such as descriptive validity and credibility; and (3) they include the four sub-criteria of trustworthiness proposed by Bryman and Bell (2011). Therefore, because of the breadth of sub-criteria for each validity type proposed by Zachariadis et al. (2013), the researcher only adopts the four sub-criteria of trustworthiness proposed by Bryman and Bell (2011) (credibility, transferability, dependability and confirmability) and their meaning based on the critical realist perspective, which was proposed by Zachariadis et al. (2013)

#### 4.4.1 Design Validity

##### 4.4.1.1 *Credibility*

Credibility denotes confidence in the truth of the qualitative research findings (Bryman and Bell 2011; Seale 1999). Credibility parallels reliability in quantitative research (Bryman and Bell 2011).

As explained by Zachariadis et al. (2013, p. 860), credibility in critical realist research requires “Explanations of mechanisms in action and the conditions with which they are interacting; appreciation of the field by identifying, prioritizing, and scoping boundaries of the study”. This is demonstrated in this document through (1) detailed information about the area of study, population

and sampling (see section 4.2); (2) a discussion of how the interviews were conducted (see sub-section 4.3.3); and (3) a discussion of the data analysis (see sub-section 4.5).

Validity Type	Conventional Description	Critical Realism
Design Validity	“Credibility: Results are believable from the participants of the research.”	“Explanations of mechanisms in action and the conditions with which they are interacting; appreciation of the field by identifying, prioritizing, and scoping boundaries of the study.”
	“Transferability: Results can be generalized and transferred to other settings.”	“The idea that similar or related events that occur (or might occur) in other settings are caused by the generative mechanism that caused the actual events in the field.”
Analytical Validity	“Dependability: Researchers describe changes in the research setting and its effects on the research approach of the study.”	“This is an essential part of the retroductive process and identification of contingent factors.”
Inferential Validity	“Confirmability: The results are confirmed by others. Critical”	“Findings from qualitative research can provide information about the mechanisms that cause the events at the empirical level.”

*Table 12 Validity of qualitative critical realist research (based on Zachariadis et al. 2013, p. 860)*

#### 4.4.1.2 Transferability

It is typical for qualitative research to study a small sample; however, as a result, the research findings might not be generalisable (Bryman and Bell 2011; Corbin and Strauss 2014). As explained by Zachariadis et al. (2013, p. 860), transferability in critical realism is “The idea that similar or related events that occur (or might occur) in other settings are caused by the generative mechanism that caused the actual events in the field”. However, a practice called “thick descriptions”, which presents information about the research sample culture. Based on Lincoln and Guba (1985) argument, Bryman and Bell (2011, p. 398) stated that “thick description provides others with what they refer to as a database for making judgement about the possible transferability of the findings to other milieux”. Thus, the researcher provides a description of the sample (see sub-section 4.2), culture and organisation in this document (see Chapter 1), which assists in determining if the research findings are transferable to another context.

### 4.4.2 Analytical Validity

#### 4.4.2.1 Dependability

Dependability involves considering the potential inconsistency of data collection and research over time, which could affect the research outcome and determine whether the research could be repeated. Lincoln and Guba (1985, p.299) highlighted that dependability “seeks means for taking into account both factors of instability and factors of phenomenal or design-induced changes”. Similarly, Seale (1999, p. 468) noted that “dependability is proposed as a replacement for consistency, or reliability as conventionally conceived, to be fulfilled by peer auditing procedures”. Therefore, the researcher asked another researcher (who is also interested in qualitative research) in the DBA programme to audit this research, the results of which are further discussed in the data analysis section. Also, the researcher implemented several other practices to address dependability, such as preparing a clear interview guide (see section 4.3), specifying and clarifying the research model, maintaining high-quality data by recording the interviews, making notes and comments

from the interviews, and using qualitative data analysis software to organise the interview recordings, transcripts, notes and comments (Corbin and Strauss 2014).

#### 4.4.3 Inferential Validity

##### 4.4.3.1 Confirmability

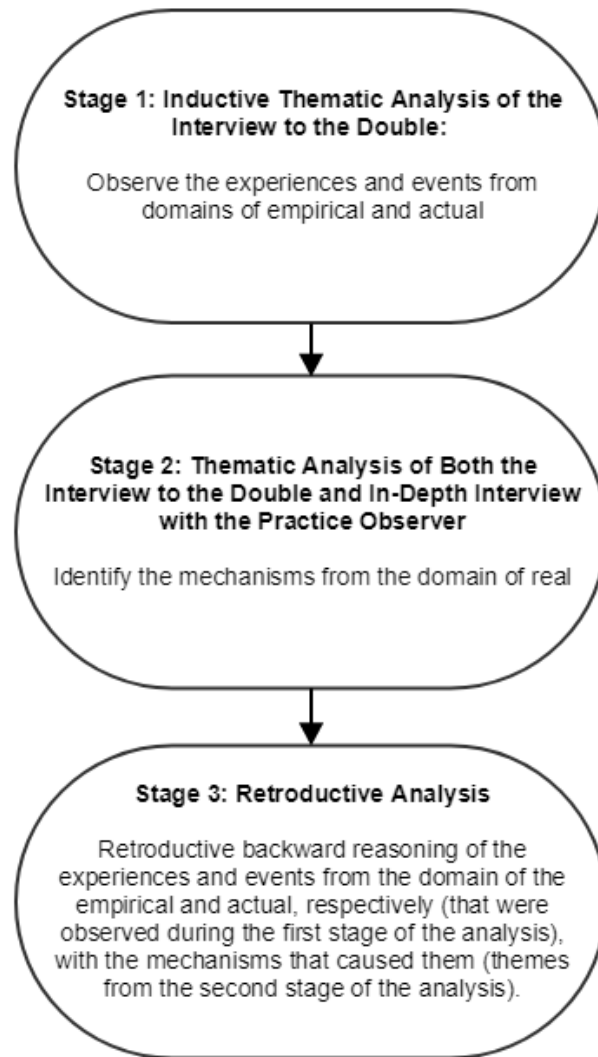
Confirmability is the assurance that the research is as objective as possible by mitigating researcher bias (Bryman and Bell 2011; Corbin and Strauss 2014). Seale (1999, p. 468) considered it “a criterion designed to replace the conventional criterion of neutrality or objectivity”. Similarly, Bryman and Bell (2011) noted that it parallels objectivity in quantitative research. For this study, the researcher adopted several techniques to address confirmability, such as keeping detailed research records, describing the data collection and analysis procedures in detail, and identifying assumptions and biases that could affect the research (Corbin and Strauss 2014), as the interviewees’ assumption of the researcher’s (internal researcher) familiarity with the organisation could result in the loss of valuable information during the interviews (see section 4.6).

### 4.5 Data Analysis

#### 4.5.1 Introduction

In this section, the researcher discusses the analysis of the interview transcripts; however, as emphasised by Fletcher (2017), few critical realist scholars show how the ontology and epistemology assumptions of critical realism can affect the analysis of collected data. Moreover, the researcher could not identify a specific data analysis approach related to critical realism. However, in many cases, critical realist researchers adopt a data analysis approach in line with the adopted research strategy, either qualitative or quantitative. Accordingly, as a qualitative strategy is used in this study, the researcher adopted a thematic analysis (coding and content analysis) approach, which has been widely employed in qualitative critical realist research (Fletcher 2017).

Moreover, the adopted data analysis approach should not only explain the observed experiences and events but also identify some of the causal mechanisms of both social structures and agency within the real domain and their effects on these observed experiences and events (Fairclough 2005; Volkoff et al. 2007). Therefore, the analyses of interview transcripts was completed in the following three stages (Fletcher 2017) (see Figure 11): first, an analysis of the interviewees’ instructions to the double, which was used to identify the experiences and events from the empirical and actual domains, respectively (see Figure 12); second, a inductive thematic analysis of both the interviews to the double (only the first part) and in-depth interviews with the practice observers, which was used to look for evidence related to the causal mechanisms from the domain of the real; and third, a retroductive backward reasoning from the experiences and events from the empirical and actual domains, respectively (observed from the first stage of the analyses) to some of the mechanisms that helped cause them, or to some aspects of these causal mechanisms made manifest by the methods used (from the second stage of the analyses) (see Figure 12).



*Figure 11 The three stages of data analysis*

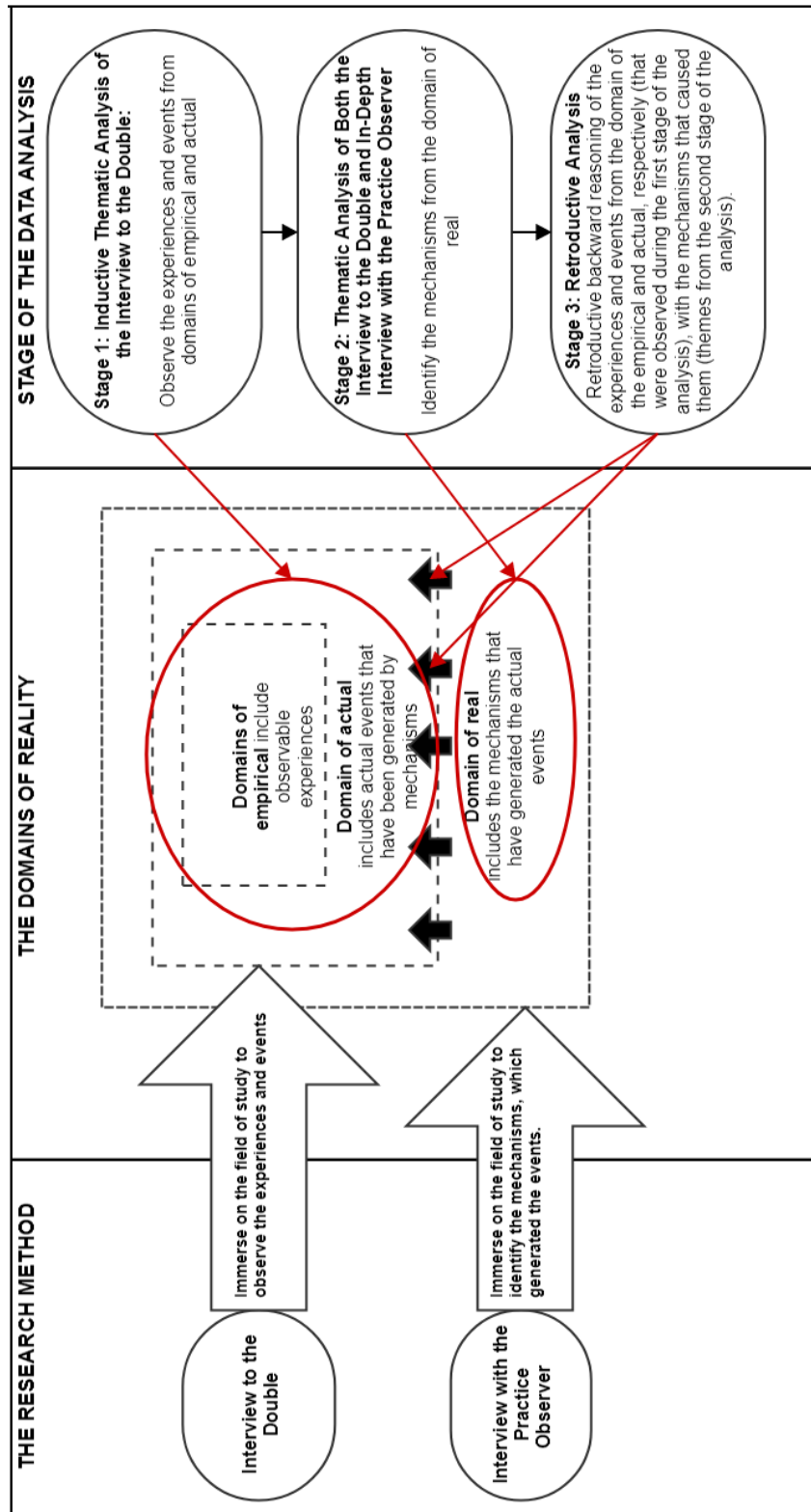


Figure 12 The three stages of data analysis in relation to the three domains of reality

#### 4.5.2 Stage 1: The Analysis of the Interview to the Double

In this first stage of the data analysis (which was partially adopted from the work of Gorli et al. 2012), the researcher analysed the second part of the interview with the practice participants (see sub-section 4.3.1), where the interviewees instructed the double on three different scenarios of dealing with unsatisfied customers. The interviewees' instructions to the double were analysed daily and, to speed the process of analysis, completed manually before conducting the in-depth interview with the practice observers. During this stage of analysis, the focus was on identifying the following:

- (1) The primary action taken by the front-line service employees while trying to satisfy the customer.
- (2) The actors involved that affect the front-line service employees while trying to satisfy the customer.
- (3) The organisational aspects that affect the front-line service employees while trying to satisfy the customer.

The outcome of this analysis stage was used to (1) identify events that characterise service recovery and also represent the normal day-to-day conduct of service recovery from the front-line service employees' point of view in the domain of the actual to learn about the respondents' experiences (the empirical); (2) identify further questions that could be asked during the in-depth interview with the practice observers; and (3) identify statements/experiences that could be used as part of the in-depth interview with the practice observers to allow immersion in the field of study and look for evidence related to the causal mechanisms within the real domain.

#### 4.5.3 Stage 2: Thematic Analysis of both the Interview to the Double and In-depth Interview with Practice Observers

In the second stage, a thematic analysis was conducted of the interview transcripts from both the first part of the interview, with the practice participants (see sub-section 4.3.1), and the in-depth interview, with the practice observers (see sub-section 4.3.2). The researcher used Atlas.ti computer-aided qualitative data analysis software (CAQDAS), which has similar features to Nvivo, including coding, analysing and the ability to upload a variety of file formats. However, Atlas.ti is the only CAQDAS that offers full Arabic language support. This software provides a powerful thematic analysis of the interview transcripts (Cassell and Symon 2004), which, as stated by DiCicco-Bloom and Crabtree (2006), also introduces a more efficient, flexible systemic analysis. Atlas.ti provides the researcher with a variety of tools for examining, coding, relating, searching and classifying the interview transcripts (Cassell and Symon 2004). The coding tool in Atlas.ti was used by the researcher during the interview transcripts thematic analysis to identify the Priori codes (which are the themes identified from the literature review) and the Nvivo codes (the new themes emerging from examination and quotation of the interview transcripts). As part of the systematic thematic analysis procedure, the researcher specified the Atlas.ti tools used during the interview transcripts analysis.

There are numerous procedures to thematically analyse data, which vary in their similarity to each other (Cassell and Symon 2004; Hycner 1985). A systematic thematic analysis process reduces the effect of the researcher's own preconceptions and helps extract the researcher's knowledge about

reality (Cassell and Symon 2004; Hycner 1985). The researcher adopted the analysis procedure from Braun and Clarke (2006) comprising the following six phases (see Table 13):

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

*Table 13 Phases of thematic analysis (Braun and Clarke 2006, p. 87) 'Permission to reproduce this table has not been granted'*

*Phase 1: Familiarising yourself with your data:* As all interviews were conducted in Arabic, the interview recordings were first transcribed in Arabic. Then the Arabic transcription, Arabic interview recordings, notes and comments were imported to Atlas.it, where they were classified into sources. The researcher read the interview transcripts several times to further familiarise himself with the interviewee responses.

*Phase 2: Generating initial codes:* At this point, the researcher had read through the transcript many times. This allowed the researcher to identify themes and highlight them using the Atlas.it quotations tool.

*Phase 3: Searching for themes:* The quotations identified throughout the previous steps were clustered together under the themes previously identified (from the literature review) using the coding tool on Atlas.it. The researcher not only looked for the themes identified from the literature review but also any themes emerging from the transcripts. Moreover, the researcher clustered quotations that could not be grouped in the previous step under themes that emerged from the interview analyses using the Atlas.it coding tool.

*Phase 4: Reviewing themes:* The researcher reviewed every theme to make sure they related to the quotations linked to them.

*Phase 5: Defining and naming themes:* The researcher named the themes emerging from the interview analysis.

*Phase 6: Producing the report:* Using the Atlas.it report tool, the researcher reviewed reports based on the themes and interview participants.

#### 4.5.4 Stage 3: Retroductive Analysis

In the third stage and final stage of the data analysis influenced by critical realism, the researcher used a retroductive backward reasoning of the experiences and events from the empirical and actual domains, respectively (see Figure 12) (observed during the first stage of the analysis), to

some of the mechanisms that helped cause them, or to some aspects of these causal mechanisms made manifest by the methods used (themes from the second stage of the analysis).

This was done by entering experiences and events, identified through the first stage by analysing the interviewees' instructions to the double, into Atlas.it as codes (this was done manually in the first stage of the analysis and before conducting the in-depth interview with the practice observers).

The coded experiences and events were linked to some of the causal mechanisms that helped cause them, or to some aspects of these mechanisms made manifest by the methods used (themes from the second stage of the analysis). From there, the researcher used the Atlas.it network feature to perform retroductive backward reasoning for the experiences and events from the empirical and actual domains, respectively (observed from the first stage of the analysis), to the to some of the mechanisms that helped cause them, or to some aspects of these causal mechanisms made manifest by the methods used (themes from the second stage of the analysis) (see Appendix I).

## 4.6 Ethical Considerations

Although the Abu Dhabi Police sponsored the researcher, access to any information required special permission. Thus, the researcher contacted the Abu Dhabi Police Education Department to obtain the required permission. The Education Department sent a letter through the internal mailing system to the DTP that gave the researcher permission to conduct the interviews. This step was necessary to ensure that the research would harm neither the organisation nor the participants.

The researcher fulfilled the ethical requirements of the Research Ethics Committee at NTU by completing the ethical approval checklist (Form B) after discussing the three research instruments – two participant information sheets (PIS) (one for the interview to the double and the other for the in-depth interview with practice observers) (see Appendix C and D), consent form (see Appendix E) and interview guides (see Appendix A and B) – with both supervisors. Preparing a PIS and consent form is the easiest way to obtain informed consent from each interviewee (Fisher and Buglear 2010). The PIS provided the interviewees with a clear idea of the research objective and included the following information: research title, what would happen during the interview, interview duration, benefit and risk of the research, confidentiality, anonymity, participant's rights and researcher's contact details for further information. Participants were also informed of their right to withdraw from the study as well as their right to refuse to answer any questions. The researcher also answered any questions before the start of the interview and acquired permission to record the interview. Fisher and Buglear (2010), Bryman and Bell (2011) and Silverman (2013) stressed the importance of obtaining interviewee permission to record, as well as conferring on the interviewee the right to leave at any time during the interview. Both the researcher and the interviewee signed the consent form, which the researcher kept as a record. Fisher and Buglear (2010, p. 75) emphasised that “no one should be a participant or a source of information in a research project unless they have agreed to be so on the basis of a complete understanding of what their participation will involve and the purpose and use of the research”.

The researcher verbally assured each participant of their confidentiality and anonymity and ensured that no one could identify the research participants based on the data and analysis. According to Neuman (2014, p. 155), “researchers have undertaken elaborate procedures to protect the identity of participants from public disclosure, eliciting anonymous responses, using a third-party list custodian who holds the key to coded lists, or using the random-response technique”.



## 4.7 Research Design Limitations

All research studies face some methodological limitations. Despite the researcher's attempts to eliminate their effects, it is impossible to claim that this study is free of limitations.

As discussed in the research method section (see section 3.7), observation is the most often used research method in practice theory-based research as it allows the researcher to be immersed in the field of study, which accords with the stratified ontology of critical realism. However, as the present research is conducted within a police organisation, the researcher found that observation was not an appropriate research method, as he is a high-rank internal researcher, making it difficult for him to mingle with the Abu Dhabi Police front-line service employees. Moreover, Abu Dhabi Police front-line service employees do not accept the idea of someone observing their work and recording their actions.

As discussed in the critical realism section (see section 3.3), the causal mechanisms in the domain of the real might not be directly be observable, which means that the researcher should not only look for these causal mechanisms but also for their manifest effects, through the research methods adopted for data collection. Moreover, there may be multiple explanations possible for the observations of these causal mechanisms; and conclusions can be drawn following the use of triangulation and multimethod. Therefore, the researcher in the discussion chapter (see chapter 6) would also be drawing on evidence from interviews with managers in Document 3 (who could be considered as practice observers), as well as some findings from Document 4, which would give the researcher an even deeper understanding of these causal mechanisms.

The researcher presently works for the Abu Dhabi Police Force and therefore knows some of the participants. However, because the researcher works in a different department, he is not involved with them personally or at work. Nevertheless, this could lead to various assumptions by the interviewees about the researcher, which could result in the loss of valuable information during the interviews (Seidman 2006). According to Seidman (2006, p. 42), "the interviewer and the participant need to have enough distance from each other that they take nothing for granted". Thus, to achieve some degree of social distance between the interviewees and interviewer, the researcher took several steps, such as holding the interviews at the interviewees' workplace; not engaging in talk/activities with interviewees prior to the interviews; making sure that the interviewee did not assume that the researcher knew the answer to questions; and not wearing a police uniform during the interviews.

The researcher holds a mid-management position within the Abu Dhabi Police. Some research participants are lower in rank, which could lead to a conflict of interest; thus, the researcher reduced the effect of the hierarchical system by not wearing a police uniform during the interviews and conducting the interviews with officers from a department outside his responsibility (specifically, the DTP). The interviewees barely know the researcher and he is not considered their supervisor.

## 4.8 Research Design Summary

This chapter provided a detailed plan of the following phases of research design: the area of study, population, sampling, data collection, research instrument, and data analysis. Moreover, the

researcher also details research quality issues, ethical procedures undertaken during the research design, and methodological limitations.

To summarise, this document focuses on traffic services provided by DTP. There were 25 interviews that were conducted with practice participants using interview to the double; and 17 in-depth interviews were conducted with the practice observers. Because there were two different interview types, the researcher developed two different interview guides, which have been verified to ensure that the questions were compatible with the research objective and methodology. The interviews to the double with practice participants were conducted first, followed by the in-depth interviews with practice observers. Both sets of interviews were conducted at interviewees' work places.

The chosen data analysis approach did not only explain the observed experiences and events but also identified some of the causal mechanisms of both social structures and agency within the real domain as well as their effects on these observed experiences and events. The analyses of interview transcripts was completed in the following three stages. First, there was an analysis of the interviewees' instructions to the double, which was used to identify the experiences and events from the empirical and actual domains, respectively. Second, an inductive thematic analysis of both the interviews to the double (only the first part) and in-depth interviews with the practice observers was conducted. Third, there was a retroductive backward reasoning from the experiences and events, from the empirical and actual domains to some of the mechanisms that helped cause them, or to some aspects of these causal mechanisms made manifest by the methods used.

## 5 Findings

### 5.1 Introduction

In this chapter, the researcher presents the research findings drawn from 42 interviews, 25 of which were conducted with practice participants using interview to the double (see Table 14) and 17 of which were conducted with practice observers (see Table 15). All respondents were male and worked in either the Traffic Patrol Department or Traffic Investigation Department within DTP. All interview to the double participants were below the rank of officer. The sample was comprised of two warrant officer 1s, eight warrant officer 2s, four sergeants, six sergeant majors, two corporals and two policemen (privates). Of the 25 practice participants, 12 had served for less than 10 years and the remaining 13 had served between 10 and 20 years. All interviews with practice observers were conducted with police officers between first lieutenant and captain; the sample was comprised of four lieutenants, four first lieutenants and nine captains, with 10 years being the minimum tenure. All of the research participants were male, and this was not due to oversight. Most of the employees at the DTP are male, because the nature of the work at the DTP has not traditionally appealed to female officers from working within the department. The work at the DTP involves dealing with road accidents, working long shifts, and staying up late at night, conditions that are culturally and socially inconsistent with female preferences in Abu Dhabi.

Participant	Rank	Experience Years	Main Task
Participant 1	Warrant officer 1	13	Traffic patrol
Participant 2	Sergeant major	10	Traffic patrol
Participant 3	Warrant officer 1	16	Traffic patrol
Participant 4	Sergeant major	10	Traffic patrol
Participant 5	Sergeant	9	Traffic investigation
Participant 6	Warrant officer 2	20	Traffic investigation
Participant 7	Warrant officer 2	13	Traffic patrol
Participant 8	Warrant officer 2	14	Traffic patrol
Participant 9	Policeman (Private)	3	Traffic patrol
Participant 10	Sergeant major	7	Traffic patrol
Participant 11	Sergeant major	11	Traffic patrol
Participant 12	Warrant officer 2	14	Traffic patrol
Participant 13	Warrant officer 2	13	Traffic investigation
Participant 14	Sergeant major	7	Traffic investigation
Participant 15	Warrant officer 2	13	Traffic investigation
Participant 16	Corporal	7	Traffic investigation
Participant 17	Corporal	5	Traffic patrol
Participant 18	Sergeant	5	Traffic patrol
Participant 19	Warrant officer 2	20	Traffic investigation
Participant 20	Sergeant major	9	Traffic investigation
Participant 21	Warrant officer 2	11	Traffic patrol
Participant 22	Corporal	6	Traffic patrol
Participant 23	Policeman (Private)	3	Traffic patrol
Participant 24	Sergeant	8	Traffic patrol
Participant 25	Sergeant	7	Traffic patrol

*Table 14 Interview to the double participant profiles*

Participant	Rank	Experience	Main Task
Participant 26	Captain	20	Traffic patrol
Participant 27	First Lieutenant	15	Traffic patrol
Participant 28	Captain	20	Traffic patrol
Participant 29	Captain	16	Traffic investigation
Participant 30	Lieutenant	21	Traffic investigation
Participant 31	Lieutenant	16	Traffic patrol
Participant 32	Captain	15	Traffic patrol
Participant 33	Captain	25	Traffic investigation
Participant 34	Captain	20	Traffic investigation
Participant 35	First Lieutenant	20	Traffic investigation
Participant 36	Captain	10	Traffic patrol
Participant 37	Captain	29	Traffic patrol
Participant 38	First Lieutenant	19	Traffic patrol
Participant 39	Lieutenant	13	Traffic patrol
Participant 40	Lieutenant	18	Traffic patrol
Participant 41	First Lieutenant	17	Traffic patrol
Participant 42	Captain	16	Traffic patrol

*Table 15 Practice observer profiles*

The findings in this chapter are presented based on the three stages of data analysis, which were discussed in the previous chapter (see section 4.5). First, the researcher presents the analysis of the interviewees' instructions to the double from the 25 interviews to the double. Second, the researcher presents the themes identified within all 42 interview transcripts. Third, the researcher presents a retroductive backward reasoning of the experiences and events (from the empirical and actual domains, respectively) with the to some of the mechanisms that helped cause them, or to some aspects of these causal mechanisms made manifest by the methods used (themes from the second stage of the analysis).

## 5.2 Stage 1: The Findings of the Interview to the Double

As discussed in the research design chapter, the interview to the double interview guide contains two main parts (see sub-section 4.3.1). This section focuses only on findings from the second part of the interview to the double, where the interviewees gave their instructions to the double for three different scenarios with unsatisfied customers. Based on the first stage of the data analysis (see sub-section 4.5.2), these instructions to the double provided a descriptive way to explore the actions taken by front-line service employees while attempting to satisfy customers, which also gave a clear idea of the various people involved in the process of dealing with a dissatisfied customer. The following quotations are typical of participant responses to the scenarios set for the interviews to the double:

*In this case, as it is your mistake, you should quickly correct the mistake. You also need to apologise to the customer and correct the error, but in many cases the procedure requires that the officer in charge to be informed and also you have to write a report about the mistake. (participant 8: practice participants)*

*Of course, because Abu Dhabi Police are looking for the customers to come out only satisfied. And that we should show our greeting from the time the customers arrive until they leave and try to provide the service to them smoothly. (participant 30: practice participants)*

The analysis of the instructions to the double interviews with practice participants was performed before conducting the 17 interviews with practice observers, which allowed the researcher to identify the events that characterise service recovery and also represent the normal day-to-day conduct of service recovery from the front-line service employees' point of view. Using the analysis of the instructions to the double, the researcher identified a list of events (see Table 16), which allowed the researcher to learn about respondents' experiences (the empirical) in order to gain insight into events in the domain of the actual.

#	The Events	Actors Involved	Number of Times Quoted
1.	Greeting the customer	Front-line employee	15
2.	Smiling to the customer	Front-line employee	13
3.	State the reason for the delay to the customer	Front-line employee	8
4.	Apologise to the customer	Front-line employee	40
5.	Absorb the anger of customer	Front-line employee	22
6.	Pointed out to the customer that he/she has the right to submit a complaint	Front-line employee	10
7.	Ask the customer for his/her need	Front-line employee	13
8.	Prevent the recurrence of error	Front-line employee	12
9.	Calm down the customer	Front-line employee	18
10.	Provide hospitality to the customer	Front-line employee	10
11.	Thank the customer on understanding the error and accepting an apology	Front-line employee	6
12.	Resolve the complaint and there is no need to inform the officer in charge	Front-line employee – Officer in charge	20
13.	Resolve the complaint and inform the officer in charge only when needed	Front-line employee – Officer in charge	39
14.	Inform the officer in charge about every error with the customer	Front-line employee – Officer in charge	16
15.	Correct the error immediately	Front-line employee	41
16.	Inform my colleague about the error after solving the problem and satisfying the customer	Front-line employee – Colleague	26
17.	Anticipate the error or the cause of customer dissatisfaction	Front-line employee	6
18.	Good words	Front-line employee	11
19.	Write an error report	Front-line employee – Officer in charge	19
20.	Dissemination of knowledge of errors and how to solve them	Front-line employee – Officer in charge	15
21.	Inform the officer in charge in the event that the authority is granted	Front-line employee – Officer in charge	10
22.	Customer always right	Front-line employee	21
23.	Introduce the manager or the officer in charge to the customer	Front-line employee – Officer in charge	20
24.	Bring the colleague to apologise to the customer	Front-line employee – Colleague	2
25.	Not to blame my colleague at work	Front-line employee – Colleague	6
26.	Not to debate with customer	Front-line employee	7
27.	In the event of an increase in errors from my colleague, I will inform the officer in charge	Front-line employee – Colleague – Officer in charge	8

*Table 16 The list of events identified from analysis of the instruction to the double*

As discussed in sub-section 4.5.1, the researcher would use the events identified as characterising service recovery and also represent the normal day-to-day conduct of service recovery from the front-line service employees' point of view (demonstrated in Table 16) to learn about respondents' experiences. This is done by further categorising the events shown in Table 16 into groups, which help in learning about respondents' experiences.

The interviewees instructed the double to “Greeting to the customer”, “Smiling to the customer”, “Provide hospitality to the customer”, “Apologise to the customer”, “Use good words”, “Not debate with the customer” and “Thank the customer upon understanding the error and accepting an apology”, which show that the front-line service employees deal with dissatisfied customers respectfully (see Table 17).

The Events	Example of Coded extracts from transcript
“Greeting the customer”	<i>You should welcome the customer, apologize to him, regret the delay, and show him the reason for the delay. (participant 15)</i>
“Smiling to the customer”	<i>Greet the customer, and absorbed the customer’s anger, the most important thing is the smile, and regretting the error. (participant 24)</i>
“Provide hospitality to the customer”	<i>You have to offer hospitality to the customer, and absorb his anger, and then question him about the problem, and then regret the delay in a diplomatic way and also explain the reason for the delay. (participant 1)</i>
“Apologise to the customer”	<i>At first, you welcome the customer, smile, try to calm him down, absorb his anger and apologize to him and try to show the customer the cause of the problem and then listen to him in full so that you can understand and solve the problem correctly. (participant 12)</i>
“Use good words”	<i>Apologise and apologise again about the mistake and use good words. (participant 19)</i>
“Not to debate with customer”	<i>And the most important thing is that you should not get into a dispute with the customer. (participant 19)</i>
“Thank the customer on understanding the error and accepting an apology”	<i>At the end, you need to thank the customer for understanding the situation. (participant 13)</i>

Table 17 Event categorisation group 1

The front-line service employees stressed the importance of preventing the recurrence of problems with customers through instructions such as the following: “Prevent the recurrence of error”, “Anticipate the error or the cause of customer dissatisfaction” and “Dissemination of knowledge of errors and how to solve them” (see Table 18).

The Events	Example of Coded extracts from transcript
“Prevent the recurrence of error”	<i>You should learn from the present error to minimize its future recurrence. (participant 9)</i>
“Anticipate the error or the cause of customer dissatisfaction”	<i>First, the error could occur in any business, and it is expected that there will be a mistake with the customer, but more importantly, the mistake itself should not recur. (participant 14)</i>
“Dissemination of knowledge of errors and how to solve them”	<i>You should try to prevent the recurrence of the error with a customer and inform colleagues at work about the error and the corrective mechanism for disseminating knowledge. If the subject requires an amendment to the procedures followed, a request to modify the procedure must be submitted. (participant 13)</i>

Table 18 The Event categorisation group 2

The instructions to the double demonstrated the front-line employees’ initiative in solving a dissatisfied customer’s problem by instructing the double to “Ask the customer for his/her need”, “Calm down the customer”, “Absorb the anger of the customer”, “Correct the error immediately”, “State the reason for the delay to the customer” and “Point out to the customer that he/she has the right to submit a complaint”, “Customer is always right”, “Prevent the recurrence of error”, “Anticipate the error or the cause of customer dissatisfaction” and “Dissemination of knowledge of errors and how to solve them” (see Table 19).

The Events	Example of Coded extracts from transcript
“Ask the customer for his/her need”	<i>Complete the service requested by the customer to the best of your ability and ask the customer if there are other needs. (participant 8)</i>
“Calm down the customer”	<i>Try to the Calm down the customer and offer regret for the mistake and apologize to him. (participant 16)</i>
“Absorb the anger of customer”	<i>Try to absorb the customer's anger. (participant 3)</i>
“Correct the error immediately”	<i>You must correct the error with the customer without any delay. (participant 9)</i>
“State the reason for the delay to the customer”	<i>At first, you welcome the customer, smile, try to Calm him down, absorb his anger and apologize to him and try to show the customer the cause of the problem and then listen to his entire complaint so that you can understand and solve the problem correctly. (participant 12)</i>
“Pointed out to the customer that he/she has the right to submit a complaint”	<i>You could tell the customer that a complaint can be filed via the complaint system on the Abu Dhabi Police website. (participant 10)</i>
“Customer always right”	<i>You should tell the customer that they are always right, which would help you to absorb their anger. (participant 11)</i>

Table 19 Event categorisation group 3

The front-line employees instructed the double to solve dissatisfied customer problems even if the problem was caused by a colleague through directions to “Inform my colleague about the error after solving the problem and satisfying the customer” and to “Not blame my colleague at work”; however, they also instructed the double to report such problems to the officer in charge, evidenced

by the following instruction to the double: “In the event of an increase in errors from my colleague, I will inform the officer in charge” and “Not to blame my colleague at work” (see Table 20). Moreover, the front-line employees instructed the double to “In the event of an increase in errors from my colleague, I will inform the officer in charge”.

The Events	Example of Coded extracts from transcript
“Inform my colleague about the error after solving the problem and satisfying the customer”	<i>You should consider it as your mistake and take the same measures you would take if the mistake were made by you. You should do not contact your colleague in front of the customer and only contact him after solving the problem with the customer. (participant 12)</i>
“Not to blame my colleague at work”	<i>It is not right to embarrass your colleague in front of the customer. (participant 13)</i>
“In the event of an increase in errors from my colleague, I will inform the officer in charge”	<i>If you notice that your colleague makes the same mistake a number of times, the manger should be informed. (participant 19)</i>

Table 20 Event categorisation group 4

The front-line employees’ instructions to the double revealed differences and inconsistencies in their abilities during attempts to satisfy customers, evidenced by the following instructions: “Resolve the complaint, and there is no need to inform the officer in charge”, “Resolve the complaint, and inform the officer in charge only when needed”, “Inform the officer in charge in the event that the authority is granted”, “Inform the officer in charge about every error with the customer”, “Bring the colleague to apologise to the customer”, “Introduce the manager or the officer in charge to the customer” and “Write an error report” (see Table 21).

Based on the categorisation of the events that characterise service recovery and the normal day-to-day conduct of service recovery from the front-line service employees’ point of view, the researcher was able to identify five experiences. These five experiences would be further used as part of the in-depth interview with practice observers to allow further immersion into the field of study and look for evidence related to the causal mechanisms within the real domain or their manifest effects (see Table 22). These experiences (during the second stage of data analysis and finding, the researcher used the word “statements”, as it was stated to the practice observers during the in-depth interview) are as follows:

- **Statement 1** (experience 1): In general, the interviews indicated that front-line service employees deal with dissatisfied customers respectfully through greeting, smiling and apologising to the customer.
- **Statement 2** (experience 2): Even though front-line employees showed initiative in solving problems with dissatisfied customers, their role required informing officers in charge so they could solve the problem.
- **Statement 3** (experience 3): Front-line service employees showed initiative in solving problems with dissatisfied customers, even if the problem was caused by a colleague.
- **Statement 4** (experience 4): Even if front-line employees solve problems caused by their colleagues, they report the problems to the officer in charge.



- **Statement 5** (experience 5): Front-line employees revealed differences and inconsistencies in their abilities during attempts to satisfy customers.

The Events	Example of Coded extracts from transcript
“Resolve the complaint and there is no need to inform the officer in charge”	<i>Regrets what happened and corrects the error quickly. If the client is satisfied with your solution, solve the problem without having to tell the manager. (participant 17)</i>
“Resolve the complaint and inform the officer in charge only when needed”	<i>The manager must be aware of the error that occurred in dealing with the customer. If the corrective action requires a signature from the manager, the manager should be given a summary of the problem with the client. (participant 14)</i>
“Inform the officer in charge about every error with the customer”	<i>You should welcome the customer and apologize to him and try to help him and solve the problem, you should report the mistake to the officer in charge. (participant 5)</i>
“Inform the officer in charge in the event that the authority is not granted”	<i>Also, you should work on correcting the error based on the powers granted to you; in case you lack authority, you should inform the officer-in-charge about the mistake with the customer and take approval to take corrective action. (participant 6)</i>
“Meeting the manager or the officer in charge the customer”	<i>If the client wants to meet the manager, remember that it is his right. (participant 17)</i>
“Bring the colleague to apologise to the customer”	<i>Treat the situation like if you were the culprit, and if necessary ask your colleague to contact the customer to apologize. (participant 12)</i>
“Write an error report”	<i>You should express regret to the client and end the procedure, but in many cases the procedure requires informing the manager and, in some cases, you should write a report too. (participant 18)</i>

Table 21 Event categorisation group 5

In summary, the empirical data gathered from analysing the instructions to the double enabled the researcher to explore the actions taken by front-line service employees while trying to satisfy customers, which, from a critical realist point of view as demonstrated through this section, allowed the researcher to identify the events and experiences from the actual and empirical domains of reality. However, the researcher had to immerse deeper into the field of study to look for evidence related to the causal mechanisms within the real domain. Therefore, the five statements (experiences) identified from the analysis of the instructions to the double were used during the in-depth interview with practice observers to initiate discussion around key operational activities, and therefore, to allow for further immersion into the field of study and look for evidence related to the causal mechanisms or their manifest effects within the real domain.

The Experiences Identified in the First Stage of the Findings	The Events Identified in the First Stage of the Findings
Ex1–In general, the interviews showed that the front-line service employees deal with dissatisfied customers respectfully through greeting, smiling and apologising.	<p>The front-line service employees deal with dissatisfied respectfully:</p> <ol style="list-style-type: none"> <li>1. “Greeting the customer”</li> <li>2. “Smiling to the customer”</li> <li>3. “Provide hospitality to the customer”</li> <li>4. “Apologise to the customer”</li> <li>5. “Use good words”</li> <li>6. “Not to debate with customer”</li> <li>7. “Thank the customer on understanding the error and accepting an apology”</li> </ol>
Ex2–Even though front-line employees took initiative in solving problems with dissatisfied customer, their role requires reporting to the officer in charge so they could solve the problem.	<p>The instructions to the double indicated front-line employee initiative in solving problems with dissatisfied customers:</p> <ol style="list-style-type: none"> <li>8. “Ask the customer for his/her need”</li> <li>9. “Calm down the customer”</li> <li>10. “Absorb the anger of customer”</li> <li>11. “Correct the error immediately”</li> <li>12. “State the reason for the delay to the customer”</li> <li>13. “Pointed out to the customer that he/she has the right to submit a complaint”</li> <li>14. “Customer always right”</li> <li>15. “Prevent the recurrence of error”</li> <li>16. “Anticipate the error or the cause of customer dissatisfaction”</li> <li>17. “Dissemination of knowledge of errors and how to solve them”</li> </ol>
Ex3–Front-line service employees showed initiative in solving problems with dissatisfied customers even when the problem was caused by a colleague.	<p>The front-line employees instructed the double to solve problems with dissatisfied customers even when the problem was caused by a colleague:</p> <ol style="list-style-type: none"> <li>18. “Inform my colleague about the error after solving the problem and satisfying the customer”</li> <li>19. “Not to blame my colleague at work”</li> </ol>
Ex4–Even if front-line employees solve a problem caused by a colleague, they report the problem to the officer in charge.	<p>Front-line employees also instructed the double to report problems to the officer in charge:</p> <ol style="list-style-type: none"> <li>20. “In the event of an increase in errors from my colleague, I will inform the officer in charge”</li> </ol>
Ex5–Front-line employees revealed differences and inconsistencies in their abilities during attempts to satisfy customers.	<p>The front-line employees’ instructions revealed differences and inconsistencies in their abilities during attempts to satisfy customers:</p> <ol style="list-style-type: none"> <li>21. “Resolve the complaint and there is no need to inform the officer in charge”</li> <li>22. “Resolve the complaint and inform the officer in charge only when needed”</li> <li>23. “Inform the officer in charge about every error with the customer”</li> <li>24. “Inform the officer in charge in the event that the authority is granted”</li> <li>25. “Meeting the manager or the officer in charge the customer”</li> <li>26. “Bring the colleague to apologise to the customer”</li> <li>27. “Write an error report”</li> </ol>

Table 22 The experiences identified in the first stage of the findings

### 5.3 Stage 2: Exploring and Identifying Themes

As discussed in the research design chapter, the findings from this stage derive from the second stage of the data analysis (see sub-section 4.5.3), where both the transcripts from the interview to the double with practice participants (only the first part, see sub-section 4.3.1) and the in-depth interview with the practice observers were joined together and then thematically analysed. To clarify, however, even though the first part of the interview to the double with practice participants was included in the thematic analysis, practice participants usually did not provide detailed explanations for their actions while trying to satisfy customers, and their responses were mainly brief and utilitarian in nature. Therefore, as is demonstrated throughout the thematic analysis in this section, most of the quotations and comments come from the in-depth interviews with the practice observers.

As discussed in the second stage of the data analysis, a six-phase systematic thematic analysis process was carried out as follows: (1) familiarising yourself with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) producing the report (Braun and Clarke 2006) (see sub-section 4.5.3). Based on this systematic thematic analysis and through using the Atlas.it coding tool, the researcher identified six themes previously determined from the literature review as follows: police cultures (Theme 1), the social structure of the field (Theme 2), leadership style (Theme 3), employee empowerment (Theme 4), service strategy (Theme 5), and the nature of service (Theme 6). However, some quotations from the coding tool in Atlas.it did not fit into these literature review themes. The researcher further examined these surplus quotations from the Atlas.it coding tool and identified three additional themes emerging from the systematic thematic analysis of the interview transcripts: the national culture (Theme 7), multicultural society (Theme 8), and human resource (HR) practices (Theme 9).

In general, it was not an easy task to interpret these themes during the analysis of the interview transcripts, because the themes exist deep within the organisation activities, and the interviewees do not directly mention these themes or their effect on the organisation. The researcher thus tried to understand and interpret the various actions and statements given by the participants during the interviews and also referred to the notes taken during the interviews.

#### 5.3.1 Theme 1: Police Cultures

To understand the effect of the police cultures on the front-line service employees' service recovery performance within the DTP, the researcher has thus far attempted to understand and interpret the different actions and statements given by participants—both practice participants and observers.

During the analysis of the interview to the double, the researcher noticed that some practice participants instructed the double to solve the problem with the dissatisfied customer, even if the problem with the customer was caused by a colleague, as evidenced through the following instruction to the double:

*You should welcome and apologise to the client for the errors and try to help and solve the problem.* (participant 5: practice participants)

*I deal with the situation as if I was mistaken and apologize and ask forgiveness and try to absorb his anger. I explain the reasons for the mistake and repeat my apology. (participant 6: practice participants)*

*I am with my colleague in the good and bad, all are one, my colleague's fault is my fault and I take responsibility. (participant 19: practice participants)*

To determine the reasons behind the initiative of the front-line service employees to solve the problem, even when caused by a colleague, the researcher asked practice observers to comment on **Statement 3** (from the interview to the double analysis). Through this, the researcher found that the police culture of DTP front-line service employees guides them not to get a colleague in trouble, as evidenced by the following statements:

*This is due to the spirit of working as a team, because of the environment of unity, all try to correct their colleague, and all intend to serve the customer. (participant 29: observer)*

*That's true and it happens a lot. We are complementary to each other, and here we have in the police departments a majority of staff working on the shift system. Where if we have a client and he wants to finish his request I have to do so and not argue with the absence of the person responsible for the mistake. (participant 27: observer)*

On the other hand, the researcher noticed that when the practice participants instructed the double to solve the problem with the dissatisfied customer, even when the customer problem was caused by a colleague, they also asked the double to report the problem to the officer in charge, as evidenced through the following instruction to the double:

*If a number of problems arise from my colleague, I would tell the officer in charge to work in addressing the problems with him better. (participant 16: practice participants).*

*Also, you should work on correcting the error based on the powers granted to you, in case of the absence of authority you should inform the office in charge about the mistake with the customer and get approval to take corrective action. (participant 6: practice participants)*

To determine the reasons for reporting a problem caused by a colleague to the officer in charge, the researcher asked practice observers to comment on **Statement 4** (from the interview to the double analysis). Through this, the researcher confirmed that as part of the DTP police cultures, some officers in charge asked to be informed about everything occurring while they were on duty, as noted in the following statements from practice observers:

*There are some officers in charge who want to know everything. (participant 30: observer)*

*Because there are instructions stating that employees should tell the officer in charge about all the events that have occurred with you or your colleague, because this may cause embarrassment to the officer in charge if they heard about it from those who are higher than him. (participant 41: observer)*

Moreover, other practice observers commented that the blaming characteristic of the police culture within the DTP forces front-line service employees led them to inform the officer in charge so they are not blamed, which is revealed by the following statement from the practice observer:

*In this case, the employee is afraid to solve problems and chooses to tell the official to avoid any problems they may be exposed to. (participant 41: observer)*

Interpreting what has been said above about the above police cultures, the researcher noticed that front-line service employees changed their habitus (police cultures) by focusing either on the positive characteristics of police cultures, such as not getting colleagues in trouble, or on adopting new attitudes, such as “the customer is always right”, which leads to better front-line service employees’ service recovery performance. On the other hand, the researcher noticed that officers in charge did not change their habitus (police cultures) much; they still wanted to be informed about everything occurring during their shift, which had a negative effect on the front-line service employees’ service recovery performance. As interpreted from the thematic analysis, this could be related to the effect of the social structure of the field (which will be further discussed in the next sub-section).

Moreover, the researcher was able to identify a relationship between the police cultures and leadership style (Theme 3); employee empowerment (Theme 4); service strategy (Theme 5); and the nature of service (Theme 6), which will be further discussed in the corresponding sub-sections.

### 5.3.2 Theme 2: The Social Structure of the Field

As noticed from the practice participants’ instruction to the double, front-line employee within DTP would show initiative in solving problems with dissatisfied customers; show initiative to solve problems with dissatisfied customers, even when the problem was caused by a colleague; report problems to the officer in charge; and show inconsistencies in their abilities during attempts to satisfy customers. As interpreted from the different actions and statements given by participants (both practice participants and observers), these actions of the front-line employees within DTP could be related to the social structure of the field dimensions of Abu Dhabi policing.

Based on practice observers’ comments in **Statements 2, 3, 4, and 5** (from the interview to the double analysis) during the interviews, the researcher identified social structure of the field dimensions of Abu Dhabi policing (especially hierarchy, bureaucracy, rankings, centralisation, and paramilitarism) that greatly affect front-line service employees’ service recovery performance. This was evident in the following statements from the practice observers:

*At first, this is due to the military nature of Abu Dhabi Police, which requires taking orders from the officer in charge and that employee has to follow the military instructions. (participant 35: observer)*

*In general, we as military feel that if we do not follow all orders, we will be the losers at the end. In the sense of blame, the employee avoids the blame and tells you, “Why should I do all of this, and in the end, I will find no one to support me” and tell you, “If I am wrong, the officer in charge should stand with me and not against me”. (participant 42: observer)*

*Mostly, the employees within Abu Dhabi Police are affected by its military atmosphere. However, the working environment is in general a mix between military and civilian. (participant 31: observer)*

The researcher was surprised to hear some practice observers stating that, although the introduction of the complaint-handling procedure forced some changes in the values and characteristics of the

police cultures, some dimensions of the social structure of the field including hierarchy, bureaucracy, rankings, centralisation, and paramilitarism have not changed, which makes it difficult for front-line service employees to satisfy customers and, in turn, affects front-line service employees' service recovery performance. This was evident in the following statement from a practice observer:

*We can say that the Abu Dhabi Police achieved a charter and strategies, but did not change in some things, including the military nature or the culture of a long time ago. (participant 37: observer)*

*Another factor is that there is a difference, and it is predominantly affected by the military character. However, the working environment here combines military and field character. (participant 31: observer)*

Some interview participants in the interview to the double emphasised that some customers ask to meet with the officer in charge because they do not want to discuss the problem with the front-line service employee, which was indicated in the following statement:

*It depends on the customer and the problem. There are some customers who are satisfied by my work, but some customers ask for the officer in charge because they are not satisfied with my solution. (participant 5: observer)*

*If the client wants to meet the manager, remember that it is his right. (participant 17)*

Some practice observers emphasised the same point and related that these customers are aware of the social structure of the field dimensions of Abu Dhabi policing, such as rankings, centralisation, and paramilitarism, which makes these customers think that the officer in charge has a better solution to their problem.

*The employees are able to satisfy the customers, but sometimes the customers do not accept the words of the employees and ask to meet the official, as they know that the employees sometimes have no power. (participant 40: observer)*

Interpreting what has been said above about the police cultures and the social structure of the field based on the framework of field and habitus (Chan, 1996), the researcher noticed that changes related to the Abu Dhabi Police's service recovery and complaint-handling procedures were aimed mostly at the habitus (police cultures), which negatively affects front-line service employees' service recovery performance. Additionally, the researcher was able to further identify this effect through the interpretation of the rest of the themes. Specifically, the researcher was able to identify a relationship between the police cultures and the social structure of the field on one side, and leadership style (Theme 3) and employee empowerment (Theme 4) on the other side, which will be further discussed in the corresponding sub-sections.

### 5.3.3 Theme 3: Leadership Style

To identify the leadership style adopted by the officers in charge within DTP, the researcher further interpreted the actions and statements given by participants during the interviews and compared characteristics of both transformational and transactional leadership styles, which were discussed earlier (see sub-section 2.4.4). From both sets of interviews with the practice participants and practice observers, the researcher noticed the following: Firstly, leaders within DTP provide front-

line service employees with the required training, which helps them provide better service to customers, which is evident in the following example:

*I would like to stress that managers within Abu Dhabi Police are keen to train front-line employees to provide the best services that meet the highest international standards. As our managers urge us to provide our best, which helps in increasing the customer satisfaction and reduce the problems with them. (participant 18: practice participants)*

Secondly, leaders ensure that front-line service employees clearly understand the strategic initiatives related to customer service and the customers' service charter (Appendix F), which is revealed in the following example:

*The strategy of Abu Dhabi Police, has been circulated by the leadership and officials and communicated to the staff, who know that the leadership has established a 'customer service charter', which provides justice and equality to all customers. (participant 42: observer)*

Thirdly, some leaders interfere less with the front-line service employees' daily work, which is evidenced through the following:

*In general, the managers do not need to know, because they are busy and it is not reasonable to expect that they will intervene for every mistake. The manager has other important business. (participant 16: practice participants)*

From these three points, the researcher ascertained characteristics of transformational leadership, which encourages changes in the police cultures and social structure of the field dimensions of Abu Dhabi policing through accepting the empowerment of front-line service employees (this will be further discussed in the corresponding sub-sections).

At the same time, the researcher noticed the following from an analysis of the interview transcripts of both practice participants and practice observers: Firstly, some practice participants indicated that they must write a report as part of complaint handling and submit it to the officer in charge, which is evident in the following:

*You should regret the client and end the procedure, but in many cases the procedure requires informing the manager and you should write a report in some cases. (participant 18: practice participants)*

Secondly, although some officers in charge do not interfere with front-line service employee efforts in dealing with an unsatisfied customer, they must be informed of the action taken to satisfy the customer, as the following example reveals:

*The manager must be aware of the error that occurred with the customer. If the corrective action requires a signature from the manager, the manager should be given a summary of the problem with the client. (participant 14: practice participants)*

Thirdly, the front-line service employees might not have the authority to solve a specific type of customer problem and, therefore, must inform the officer in charge about the problem, which the following example makes evident:

*Also, you should work on correcting the error based on the powers granted to you; in case you lack authority, you should inform the officer-in-charge about the mistake with the customer and take approval to take corrective action.* (participant 6: practice participants)

From these three points about leaders within DTP, the researcher determined that the leaders also adopt characteristics of transactional leadership, which would stem from the strong police cultures and the social structure of the field dimensions of Abu Dhabi policing (especially hierarchy, bureaucracy, rankings, centralisation, and paramilitarism).

During the in-depth interview with the practice observers, the researcher asked interviewees to comment on **Statement 5** (from the interview to the double analysis) regarding the front-line employees exhibiting differences and inconsistencies in their abilities during their attempts to satisfy customers. From the practice observers' comments, the researcher determined that the leadership style (Theme 3) of the officers in charge affects front-line service employees' service recovery performance through varying and inconsistent degrees of employee empowerment granted to the front-line service employees. This is made evident by the following statements:

*As they are not given the authority to resolve the problem.* (participant 26: observer)

*Thus, depends largely on the powers granted, as some do not have it to solve the problem.* (participant 28: observer)

*This is a result of no empowerment nor authorization.* (participant 37: observer)

Interpreting what has been said above, the researcher notices that the officers in charge within the DTP adopted a combination of characteristics from both transformational and transactional leadership styles, which lead to the front-line employees exhibiting inconsistencies in their abilities during their attempts to satisfy customers. Moreover, the researcher was able to further identify that differences and inconsistencies were caused by the leadership style's effect on the front-line employee's empowerment (Theme 4) during service recovery, which will be further discussed in the corresponding sub-sections.

#### 5.3.4 Theme 4: Employee Empowerment

As previously discussed, the researcher noticed that front-line service employees revealed differences and inconsistencies in their abilities during their attempts to satisfy customers, which is evidenced through the variation of instructions given to deal with the same scenario during the interview to the double. For example, one practice participant instructed the double:

*In this case, as it is your mistake, you should quickly correct the mistake. You also need to apologise to the client and correct the error, and in many cases, the procedure requires that the officer in charge be informed. You also have to write a report about the mistake.* (participant 8: practice participants)

For the same scenario, another practice participant instructed the double:

*You should correct the error based on the powers granted to you. In case of lack of powers, the officer in charge should be informed of the mistake to get approval for the corrective action.* (participant 6: practice participants)

To determine the reasons behind these differences and inconsistencies in the front-line service employees' abilities during attempts to satisfy customers, the researcher asked practice observers



to comment on **Statement 5** (from the interview to the double analysis) and, as stated in the previous sub-section, front-line service employees demonstrate differences and inconsistencies in the level of empowerment given to them by the officer in charge, which is indicated by the following statements from practice observers:

*First, the officer in charge has to empower the employees to do their work. In many cases, as the officer in charge uses a central management style, there will be problems when dealing with the unsatisfied customers. That is why we are restricted by the procedure, which in turn causes a delay in satisfying the customer.* (participant 31: observer)

*When you ask an employee to do something, he would say, "I have no authority to do so". And your statement is true, on one hand, the employees have interest and want to work, but at the end, he would say, "You did not give me the authority and did not recognize my interest".* (participant 27: observer)

Moreover, the differences and inconsistencies in empowerment given to front-line service employees by the officers in charge also causes inconsistencies in service recovery and complaint-handling procedures within the DTP, which is indicated through the inconsistency of the instruction to the double about when to inform the officer in charge. Some practice participants instructed the double to inform the officers in charge before solving the customer problem; other practice participants instructed the double to inform the officers in charge after solving the customer problem; and still other practice participants saw no need to inform the officer in charge.

As mentioned in the previous sub-section, the officers in charge within DTP adopted some characteristics of transformational leadership, including providing training, focusing on having a clear strategy, and interfering less with the front-line service employees' daily work. The researcher was able to notice that these transformational leadership characteristics empower front-line service employees, allowing them to satisfy customers more quickly and to solve customer problems without the need to first inform the officers in charge. On the other hand, the officers-in-charge within DTP also adopted some characteristics of transactional leadership, such as asking the front-line service employees to write reports and submit them to the officer-in-charge as part of complaint handling; asking to be informed of actions taken to satisfy customers; and denying front-line employees the authority to solve some types of customer problems by requiring them to first inform and escalate the problem to the officer. It was noticed that these transactional leadership characteristics slow the attempts front-line service employees to satisfy customers, due to the employees' lack of empowerment.

Interpreting what has been said in the current sub-section in relation to what has been discussed in the previous three sub-sections, the researcher notices that a transformational leadership style in DTP leaders encourages some changes in the police cultures that arise from the acceptance of the empowerment of front-line service employees. However, police cultures and field (policing in Abu Dhabi) affect both the leadership style adopted by officers in charge and the empowerment of front-line service employees within the DTP, as some officers in charge adopt more authoritarian or transactional approaches, demonstrated by leaders asking to be informed about everything occurring while they are on duty.

Reflecting on the above interpretation using Chan's (1996) field and habitus framework, it can be seen that the adoption of transformational leadership characteristics by leaders enforces some

changes in the field (policing in Abu Dhabi) as well as habitus (police cultures) within Abu Dhabi, which was evidenced by the empowering of the interviewed front-line service employees during their attempts to satisfy customers. However, both the strong police cultures and social structure of the field dimensions of Abu Dhabi policing (especially hierarchy, bureaucracy, rankings, centralisation, and paramilitarism) lead to more authoritarian or transactional leadership, which tends to obstruct employee empowerment.

#### 5.3.5 Theme 5: Service Strategy

Some participants in both the interview to the double and the in-depth interview emphasised the efforts by Abu Dhabi Police to follow a service strategy based on strategic initiatives related to customer service and the customers' service charter (Appendix F), as evidenced by the following statement:

*The strategy of Abu Dhabi Police, which has been circulated by the leadership and officials, has been communicated to the staff and told them that the leadership has established a "customer service charter", which provides justice and equality to all customers. (participant 42: observer)*

*My workplace (Abu Dhabi Police) requires that I provide service to the customers and to satisfy them in any way, even if they were wrong. (participant 28: observer)*

*Abu Dhabi police provided the service staff with the capabilities and powers that help them in providing the service in the best situation and the best case, but ultimately satisfying the customer is difficult. (participant 29: observer)*

When the practice observers were asked to comment on **Statement 1** and **Statement 3** (from the interview to the double analysis), they related that having a service strategy in the Abu Dhabi Police was one reason the front-line service employees deal respectfully with dissatisfied customers. They also related that the front-line service employees took initiative in solving problems with dissatisfied customers, as indicated by the following statements:

*Abu Dhabi Police requires me to provide service to customers and satisfy them in any way, even if it is their mistake, and I should try to make them understand their mistake, so that they would be convinced. (participant 27: observer)*

*Of course, because Abu Dhabi Police are looking for the customers to come out only satisfied. And that we should show our greeting from the time the customers arrive until they leave and try to provide the service to them smoothly. (participant 30: observer)*

Interpreting what has been said in the current sub-section about service strategy in Abu Dhabi Police, the researcher noticed that having a service strategy effected front-line service employees' service recovery performance through motivating them to deal with dissatisfied customers respectfully through greeting, smiling, apologising and demonstrate initiative in solving problems with dissatisfied customers, even when the problem was caused by a colleague. However, most of the interview participants (both practice participants and practice observers) understand that the Abu Dhabi Police efforts to establish a service strategy are greatly affected by the nature of the service (Theme 6) provided by Abu Dhabi Police, which is further discussed in the next sub-section.

### 5.3.6 Theme 6: The Nature of Service

During the interviews, as well as through the thematic analysis of the interview transcripts, the researcher noticed that most participants shared the same view regarding the nature of service provided by DTP. Front-line service employees within DTP face people who have violated a traffic law; thus, a traffic fine is issued to these people. This is evident in the following statements:

*I'll give you a simple example that happens with every traffic officer. Is that he must return to legal action. (participant 42: observer)*

*The client in general will be satisfied with the provision of services, but one of the basic works in the Directorate of Traffic and Patrols is enforcing Traffic rules by law enforcement officials on those who are not in compliance with the law and intern those would be the difficult to satisfy. But we are trying to make sure that people understand the law and we recommend compliance with the law. (participant 10: participants)*

*Due to the nature of work in the Directorate of Traffic and Patrols, which requires dealing with violators of traffic and traffic laws, it is normal for the customers to be dissatisfied. (participant 7: participants)*

As a result, the receiver of the fine is dissatisfied and, in many cases, tries to have the fine cancelled by complaining, which greatly affects front-line service employees' service recovery performance, since front-line service employees do not cancel traffic fines. This is evident in the following statements:

*You always find that the violator is dissatisfied with the offense. (participant 26: observer)*

*This happens a lot, for example when a person is arrested. He could say, "Why am I handcuffed? I'm not a criminal", or for example, his father comes and says, "Why is my son handcuffed? My son is not a criminal". This person may have been only arrested for a traffic violation or a traffic charge, but for me, I must apply the legal procedures. (participant 34: observer)*

*Most of our customers are dissatisfied when they are given a traffic fine. No one is satisfied with it. (participant 37: observer)*

However, it is not possible that all customers are dissatisfied because of the nature of service provided by DTP. Therefore, the three scenarios provided during the interview to the double with the practice participants were not related to the nature of service. Moreover, some of the participants also mentioned that the complaints may have nothing to do with the nature of a service, such as a mistake made by a front-line employee. This is evident in the following statements:

*If a mistake happens during the writing of a violation, based on the procedures and before I can modify the violation, a detailed report detailed must be written and submitted to the officer-in-charge. (participant 10: participants)*

*You get a lot of cases when the customer comes angry and has the right to file a complaint for the wrong offense. (participant 27: observer)*

### 5.3.7 Today a person came to the station to complain about a fine/penalty that was wrongly entered in the traffic system. (participant 5: participants) Theme 7: National Culture

This is one of the three themes that inductively emerged from the thematic analysis of the interview transcripts. The researcher noticed that most practice observers shared the same view regarding **Statement 1** (from the interview to the double analysis), whereby practice observers linked the front-line service employees' greeting and smiling to the national culture of the UAE. This was indicated by the following statements from the practice observers:

*This came from our customs and traditions in the UAE.* (participant 34: observer)

*This is human nature, especially for the Arab-Muslim.* (participant 33: observer)

*Both the culture of policing and the culture in the UAE society necessitate this. The Islamic religion urges to greet at the beginning of the meeting with anyone.* (participant 42: observer)

Moreover, the practice observers' comments in **Statement 3** (from the interview to the double analysis) indicated that the UAE's national culture is another reason behind the front-line service employees' initiative in solving problems, even when caused by a colleague. The UAE's national culture emphasises that we are brothers and must help each other; thus, front-line service employees treat each other accordingly, as evident in the following statement from a practice observer:

*The culture in the UAE society necessitates you to back up your friends when they are having a problem.* (participant 42: observer)

*I think it could be linked to our culture with the UAE in which he lived, there are some people who cannot even look at you in the eyes.* (participant 27: observer)

*Perhaps a kind of socialism... we as Arabs do not like any harm to the colleague or brothers.* (participant 31: observer)

Interpreting what has been said in the current sub-section, it could be said that the UAE's national culture has a powerful effect on the practice of service recovery within Abu Dhabi Police through influencing the characteristics of the police cultures within Abu Dhabi Police.

### 5.3.8 Theme 8: Multicultural Society

This was the second theme to inductively emerge from the thematic analysis of the interview transcripts. Several practice participants and practice observers emphasised the difficulty in communicating with some customers due to language barriers (in many cases, the customer speaks neither Arabic nor English). As related by the practice participants, this stems from UAE's multicultural society, which is discussed in the following statement:

*Of course, during my work, I deal with people who are not only from the UAE but from a variety of nationalities around the world.* (participant 9: practice participants)

*It is possible to have a problem in satisfying some customers because of differences in language. Since some may not even have a background in English, we find it difficult to understand what the client wants and also to understand the problem that needs to be solved.* (participant 30: practice observers)

*It also happens that we sometimes encounter many different nationalities, including Russian, English, Filipino, and all the languages of the world. Here, the employee faces a problem, which is how he can communicate with the customer and give him the traffic violation. The arrival of an interpreter to the site will take a long time, and this will cause the client to be angry. (participant 42: practice observers)*

Moreover, some practice participants stated that due to the UAE's multicultural society, some customers do not know UAE traffic rules and regulations, which may mean they are more difficult to satisfy as customers, as indicated by the following statement:

*The difference of nationality would cause a difference in the traffic culture as a result of the difference of laws and regulations from one country to another. (participant 9: practice participants)*

*In the UAE, there are many nationalities. The way of communicating, dealing, and delivering the concept depends on the different traffic laws from one country to another. This affects the performance of the service providers. (participant 26: practice observers)*

Furthermore, when the researcher asked the practice observers to comment on **Statement 5** (from the interview to the double analysis) regarding the differences and inconsistencies in front-line employees' abilities during attempts to satisfy customers, some mentioned that front-line service employees need more training in "how to deal with people from different cultures" and "language such as English and Urdu", both of which would improve front-line service employees' ability to satisfy customers in the UAE's multicultural society. This was indicated by the following statement from a practice observer:

*As everybody knows, our country contains a lot of nationalities. Therefore, the communication, handling, and ability to deliver the concept of road safety depends on the differences of traffic culture from one country to another, as the European understands and knows the culture of traffic, but the Asian does not understand the culture of traffic as well. This causes an impact on the employees' performance. (participant 26: observer)*

*Abu Dhabi Police provide some training courses about customer service. However, we need more courses about how to deal with customers, specifically language courses. (participant 30: observer)*

Interpreting what has been said in the current sub-section, it could be said that the UAE's multicultural society has a powerful effect on the practice of service recovery within Abu Dhabi Police, because front-line service employees must take extra steps to understand and satisfy some customers, for example in translation and in explaining the differences in traffic laws.

#### 5.3.9 Theme 9: HR Practices

During the interviews with both practice participants and practice observers, the researcher observed that front-line service employees' service recovery performance is affected by HR practices within the Abu Dhabi Police, including recruitment, HR planning, training, employee motivation and rewards, and knowledge management.

#### 5.3.9.1 Recruitment and HR Planning

When the researcher asked the practice observers to comment on **Statement 5** (from the interview to the double analysis) about the differences and inconsistencies in the front-line service employees' abilities during attempts to satisfy customers, some emphasised the weak recruitment procedures and HR planning within the Abu Dhabi Police, since there are no clear criteria for recruiting front-line service employees, as indicated by the following statements:

*You would be surprised to find the difference in qualification between the front-line employees; some would not even have a high school degree and others would not have the ability to communicate with the customers. (participant 32: observer)*

*Some of the employees do not have the capabilities to gain the customer service skills to be able to deal with the dissatisfied customers even after taking several customer service training courses. (participant 32: observer)*

*I have been working for about 20 years with the Abu Dhabi Police. I could see that there are no basic standards to be a front-line employee with the Abu Dhabi Police. (participant 35: observer)*

#### 5.3.9.2 Training

Although some interview participants in both groups emphasised the effort by Abu Dhabi Police to provide training for their employees, the interview participants indicated a need for specialised training in how to deal with the customers in the UAE's multicultural society. This is discussed in the following statements:

*Abu Dhabi Police provide some training courses about customer service. However, we need more courses about how to deal with customers, specifically language courses. (participant 30: observer)*

*They should provide specialised courses that help improve the employees' capabilities and abilities. (participant 31: observer)*

#### 5.3.9.3 Employee Motivation and Rewards

Some interview participants emphasised that the Abu Dhabi Police should reward front-line employees for distinctive performance in efforts to satisfy Abu Dhabi Police customers. This is evident in the following statements:

*Just as the customer is not satisfied, it is possible that even the employee is also not satisfied. (participant 30: observer)*

*Abu Dhabi Police leaders have to intensify meetings with their employees, and focus also on the employees' requirements and not just focus on the customer's requirements. (participant 30: observer)*

*Abu Dhabi Police leaders should encourage and motivate front-line service employees; in turn, these employees will pay that back through higher performance. (participant 32: observer)*

#### 5.3.9.4 Knowledge Management

Almost every practice participant indicated the need to share their knowledge of customer problem-solving with their DTP colleagues, which they said would reduce the chance of the same problem recurring and would also provide colleagues with ways to deal with similar problems. As emphasised by both practice participants and practice observers, these statements are related to the programs launched within the Abu Dhabi Police that are a part of knowledge management, as discussed in the following statements:

*I try to prevent the recurrence of the error. I will also share knowledge with other staff, and the method that has been followed to correct the error.* (participant 13: practice participants)

*For the last few years, Abu Dhabi Police has been focusing on knowledge management, learning from your mistake and in turn reducing the recurrence of the same mistake.* (participant 9: practice participants)

*After correcting the mistake, I would share my knowledge with my colleagues to prevent the recurrence in the future.* (participant 14: practice participants)

Interpreting what has been said in the current sub-section about the effect of different HR practices on the practice of service recovery within Abu Dhabi Police, it could be noted that having the right recruitment and HR planning, provide the necessary training to front-line service employees, rewarding front-line employees for distinctive performance, and sharing of knowledge about customer problem-solving could positively impact the front-line service employees' service recovery performance.

#### 5.3.10 Summary of Key Points from the Thematic Analysis

In summary, the thematic analysis of the interview transcripts revealed themes/factors and their effects on the front-line service employees' service recovery performance within the context of the DTP. The research evidence confirms that service recovery performance within the Abu Dhabi Police Force is affected by police cultures, the social structure of the field, leadership style, employee empowerment, service strategy, and the nature of service. Moreover, the researcher observed that service recovery performance and complaint handling are also affected by national culture, the multicultural nature of the society, and some HR practices. Specifically, the researcher identified the following main points in relation to each of the research themes:

##### 5.3.10.1 Theme 1: Police Cultures

- The police culture of front-line service employees within the DTP guides them to avoid getting any colleagues in trouble.
- Due to the police culture within the DTP, some officers in charge ask to be informed about everything that occurs while they are on duty.
- The blaming characteristic of the police culture within the DTP forces front-line service employees to inform the officer in charge, so they are not blamed for a mistake.
- The introduction of the complaint-handling procedure induced some changes in the values and characteristics of the police culture by enforcing a "the customer is always right" philosophy.

- Front-line service employees changed their habitus (police cultures) by focusing either on the positive characteristics of police cultures or on the adoption new attitudes, which leads to better service recovery performance.
- The researcher noticed that officers in charge did not change their habitus (police cultures) much, which could be related to the social structure of the field.

#### *5.3.10.2 Theme 2: The Social Structure of the Field*

- Some dimensions of the social structure of the field of the Abu Dhabi Police greatly affect front-line service employees' service recovery performance.
- The introduction of the complaint-handling procedure did not enforce changes in dimensions of the social structure of the field of the Abu Dhabi Police, which affects front-line service employees' service recovery performance.
- Customers are familiar with some dimensions of the social structure of the field of the Abu Dhabi Police, which affects front-line service employees' service recovery performance, and these customers think the officer in charge has a better solution to their problems.
- Changes related to the Abu Dhabi Police's service recovery and complaint-handling procedures were aimed mostly at the habitus (police cultures), which negatively affects front-line service employees' service recovery performance.

#### *5.3.10.3 Theme 3: Leadership Style*

- Although the officers in charge in DTP adopt some transformational leadership characteristics, they also adopt some transactional leadership characteristics.
- Transformational leadership characteristics encourage changes in the police cultures and social structure of the field dimensions of Abu Dhabi policing through facilitation of the empowerment of front-line service employees (this will be further discussed in the corresponding sub-sections).
- Transactional leadership characteristics are a result of the strong police cultures and social structure of the field dimensions of Abu Dhabi policing (especially hierarchy, bureaucracy, rankings, centralisation, and paramilitarism).
- The combination of leadership styles of the officers in charge within DTP (transformational plus transactional leadership) affects the front-line employees' ability to satisfy customers.
- The combination of leadership styles of the officers in charge within DTP causes a discrepancy in the level of employee empowerment granted to front-line service employees.

#### *5.3.10.4 Theme 4: Employee Empowerment*

- Transformational leadership characteristics empower front-line service employees, allowing them to satisfy customers more quickly and to solve customer problems without needing to first inform the officers in charge. On the other hand, it was noticed that transactional leadership characteristics slow the attempts of front-line service employees to satisfy customers due to employees' lack of empowerment.



- The differences and inconsistencies of the level of employee empowerment affects front-line service employees' ability to satisfy customers.
- The differences and inconsistencies in employee empowerment also cause inconsistent service recovery and complaint-handling procedures within the DTP.

#### *5.3.10.5 Theme 5: Service Strategy*

- Abu Dhabi Police employ a service strategy through strategic initiatives related to customer service and a customer service charter.
- Having a service strategy motivates the front-line service employees to deal with dissatisfied customers respectfully through greeting, smiling, and apologising to customers.
- Having a service strategy motivates the front-line service employees to demonstrate initiative in solving problems with dissatisfied customers, even when the problem was caused by a colleague.

#### *5.3.10.6 Theme 6: The Nature of Service*

- Front-line service employees within DTP are charged with enforcement of the law, and due to the nature of this service, many complaints are related to the law violations by members of the public.
- As a result of the nature of these services, dissatisfied customers often complain, which greatly affects front-line service employees' service recovery performance, since front-line service employees cannot cancel traffic fines.
- Not all complaints are related to the nature of the service provided; complaints could also result from flawed service or an employee's mistake.

#### *5.3.10.7 Theme 7: National Culture*

- Because of the UAE's national culture, front-line service employees within DTP deal with dissatisfied customers respectfully through greeting, smiling, and apologising.
- The UAE's national culture is another reason behind the front-line service employees' initiative in solving problems, even when caused by a colleague.
- The UAE's national culture has a powerful effect on the practice of service recovery within Abu Dhabi Police, through influencing the characteristics of the police cultures within Abu Dhabi Police.

#### *5.3.10.8 Theme 8: Multicultural Society*

- The UAE's multicultural society causes some difficulty for front-line service employees within the DTP in communicating with customers.
- People within the UAE's multicultural society have different understandings of the traffic rules and regulations in the UAE, which could cause difficulty for the front-line service employees in achieving customer satisfaction.
- Front-line service employees require more training courses in dealing with people from different cultures and in languages such as English and Urdu, which would improve their ability to satisfy customers in the UAE's multicultural society.

- UAE's multicultural society has a powerful effect on the practice of service recovery within Abu Dhabi Police, because front-line service employees must take extra steps to understand and satisfy some customers, such as translation or explaining the differences in the traffic laws.

#### *5.3.10.9 Theme 9: HR Practices*

- The front-line service employees' service recovery performance is affected by some HR practices within the Abu Dhabi Police, such as recruitment, HR planning, training, employee motivation and rewards, and knowledge management.
- The differences and inconsistencies of the front-line employees' abilities during attempts to satisfy customers could be related to recruitment and HR planning practices within the Abu Dhabi Police.
- Front-line employees within the Abu Dhabi Police need more specialised training in how to deal with customers in the UAE's multicultural society.
- Knowledge sharing (about solving a problem with a customer) among front-line service employees on ways to satisfy customers would reduce the chance of the same problem happening again and would educate front-line service employees about ways to deal with similar problems in the future.
- The effect of these HR practices on the practice of service recovery within Abu Dhabi Police could positively or negatively impact the front-line service employees' service recovery performance.

### **5.4 Stage 3: Retroductive Analysis**

In Stage 1 of the current findings, the empirical data gathered by analysing the instructions to the double provided the researcher with a way to explore the actions taken by front-line service employees within the DTP who are trying to satisfy customers. From a critical realist point of view, this allowed the researcher to identify the events and experiences from the actual and empirical domains of reality (see section 5.2).

In Stage 2 of the current findings, the thematic analysis of the interview transcripts allowed the researcher to look for evidence related to some themes/factors and their effect on the front-line service employees' service recovery performance within the DTP. From a critical realist point of view, this allowed the researcher to look for evidence related to some causal mechanisms within the real domain and their effect on the front-line service employees' service recovery performance within the DTP.

As discussed in Stage 3 of the data analysis (see sub-section 4.5.2), the findings in this stage are based on the retroductive backward reasoning (see sub-section 3.5) of the experiences and events from the empirical and the actual domains, respectively (identified during the first stage of the findings), to some of the mechanisms that helped cause them, or to some aspects of these causal mechanisms made manifest by the methods used from the real domain (the themes identified in the second stage of the findings).

To demonstrate the retroductive backward reasoning, the researcher links the events and the five experiences identified (see Table 22) in the first stage of the findings to the nine causal mechanisms (themes) identified during the thematic analysis of the interview transcripts in the second stage of

the findings. Table 23 demonstrates the retroductive backward reasoning conducted by the researcher in this stage of the findings. For clarification, all links and associations between the events and causal mechanisms were determined through the systematic thematic analysis, which was presented in Stage 2 of the findings (see section 5.3). Moreover, Figure 13 presents a complete visual representation of a critical realist understanding of service recovery and complaint handling within the Abu Dhabi Police. Next, the researcher covers the main links and associations between the events and causal mechanisms.

As discussed in Stage 1 of the findings (see section 5.2), the front-line service employees deal with dissatisfied customers respectfully, which the retroductive backward reasoning indicated could be linked to the following causal mechanisms: service strategy, national culture, the nature of service and HR practices. Moreover, the instructions to the double revealed front-line employee initiative in solving problems with dissatisfied customers, which the retroductive backward reasoning indicated could be associated with the following causal mechanisms: service strategy, the nature of service and HR practices.

The front-line service employees expressed the importance of preventing the recurrence of customer problems, which the retroductive backward reasoning indicated could be related to the following causal mechanisms: service strategy and HR practices. Likewise, the front-line employees instructed the double to solve problems with dissatisfied customers even when the problem was caused by a colleague, which the retroductive backward reasoning indicated could be associated with the following causal mechanisms: police cultures and national culture. However, front-line employees also instructed the double to report problems to the officer in charge, which the retroductive backward reasoning indicated could be associated with police cultures as a causal mechanism.

The front-line employees' instructions revealed differences and inconsistencies in their attempts to satisfy customers, which the retroductive backward reasoning indicated could be related to the following causal mechanisms: HR practices, leadership style, employee empowerment, police cultures, multicultural society and the social structure of the field.

Moreover, as shown by the discussion of these main links and associations between the events and causal mechanisms, most events are generated by more than one causal mechanism. However, this study's findings could not show the extent to which causal mechanisms affected the generation of an event (this is discussed further in the sub-section about research limitations).

## 5.5 Findings' summary

In summary, the presented findings in the current chapter did not only allow the researcher to identify the events and experiences from the actual and empirical domains of reality but it also allowed him to immerse himself into the real domain of the field of study and look for evidence related to the causal mechanisms affecting front-line service employees' service recovery performance within the DTP. Based on the adopted three stages of data analysis, it was evident that front-line service employees' service recovery performance within the DTP is affected by the following causal mechanisms: police cultures, the social structure of the field, leadership style, employee empowerment, service strategy the nature of service, national culture, the multicultural society, and some HR practices. Furthermore, the researcher will use these findings to further answer the research questions in the next chapter.

The Experiences Identified in the First Stage of the Findings	The Events Identified in the First Stage of the Findings	Causal Mechanisms (Themes) Identified in the Second Stage of the Findings
Ex1–In general, the interviews showed that the front-line service employees deal with dissatisfied customers respectfully through greeting, smiling and apologising.	The front-line service employees deal with dissatisfied respectfully: 28. “Greeting the customer” 29. “Smiling to the customer” 30. “Provide hospitality to the customer” 31. “Apologise to the customer” 32. “Good words” 33. “Not to debate with customer” 34. “Thank the customer on understanding the error and accepting an apology”	<ul style="list-style-type: none"> <li>• Service strategy</li> <li>• National culture</li> <li>• Nature of service</li> <li>• HR practices</li> </ul>
Ex2–Even though front-line employees took initiative in solving problems with dissatisfied customers, their role requires reporting to the officer in charge so they could solve the problem.	The instructions to the double indicated front-line employee initiative in solving problems with dissatisfied customers: 35. “Ask the customer for his/her need” 36. “Calm down the customer” 37. “Absorb the anger of customer” 38. “Correct the error immediately” 39. “State the reason for the delay to the customer” 40. “Pointed out to the customer that he/she has the right to submit a complaint” 41. “Customer always right” 42. “Prevent the recurrence of error” 43. “Anticipate the error or the cause of customer dissatisfaction” 44. “Dissemination of knowledge of errors and how to solve them”	<ul style="list-style-type: none"> <li>• Service strategy</li> <li>• Nature of service</li> <li>• HR practices</li> </ul>
Ex3–Front-line service employees showed initiative in solving problems with dissatisfied customers even when the problem was caused by a colleague.	The front-line employees instructed the double to solve problems with dissatisfied customers even when the problem was caused by a colleague: 45. “Inform my colleague about the error after solving the problem and satisfying the customer” 46. “Not to blame my colleague at work”	<ul style="list-style-type: none"> <li>• Police cultures</li> <li>• National culture</li> <li>• The social structure of the field</li> </ul>
Ex4–Even if front-line employees solve a problem caused by a colleague, they report the problem to the officer in charge.	Front-line employees also instructed the double to report problems to the officer in charge: 47. “In the event of an increase in errors from my colleague, I will inform the officer in charge”	<ul style="list-style-type: none"> <li>• Police cultures</li> <li>• The social structure of the field</li> </ul>
Ex5–Front-line employees revealed differences and inconsistencies in their abilities during attempts to satisfy customers.	The front-line employees’ instructions revealed differences and inconsistencies in their abilities during attempts to satisfy customers: 48. “Resolve the complaint and there is no need to inform the officer in charge” 49. “Resolve the complaint and inform the officer in charge only when needed” 50. “Inform the officer in charge about every error with the customer” 51. “Inform the officer in charge in the event that the authority is granted” 52. “Meeting the manager or the officer in charge the customer” 53. “Bring the colleague to apologise to the customer” 54. “Write an error report”	<ul style="list-style-type: none"> <li>• HR practices</li> <li>• Leadership style</li> <li>• Employee empowerment</li> <li>• Police cultures</li> <li>• Multicultural society</li> <li>• The social structure of the field</li> </ul>

Table 23 Linking between the list of events and the causal mechanisms

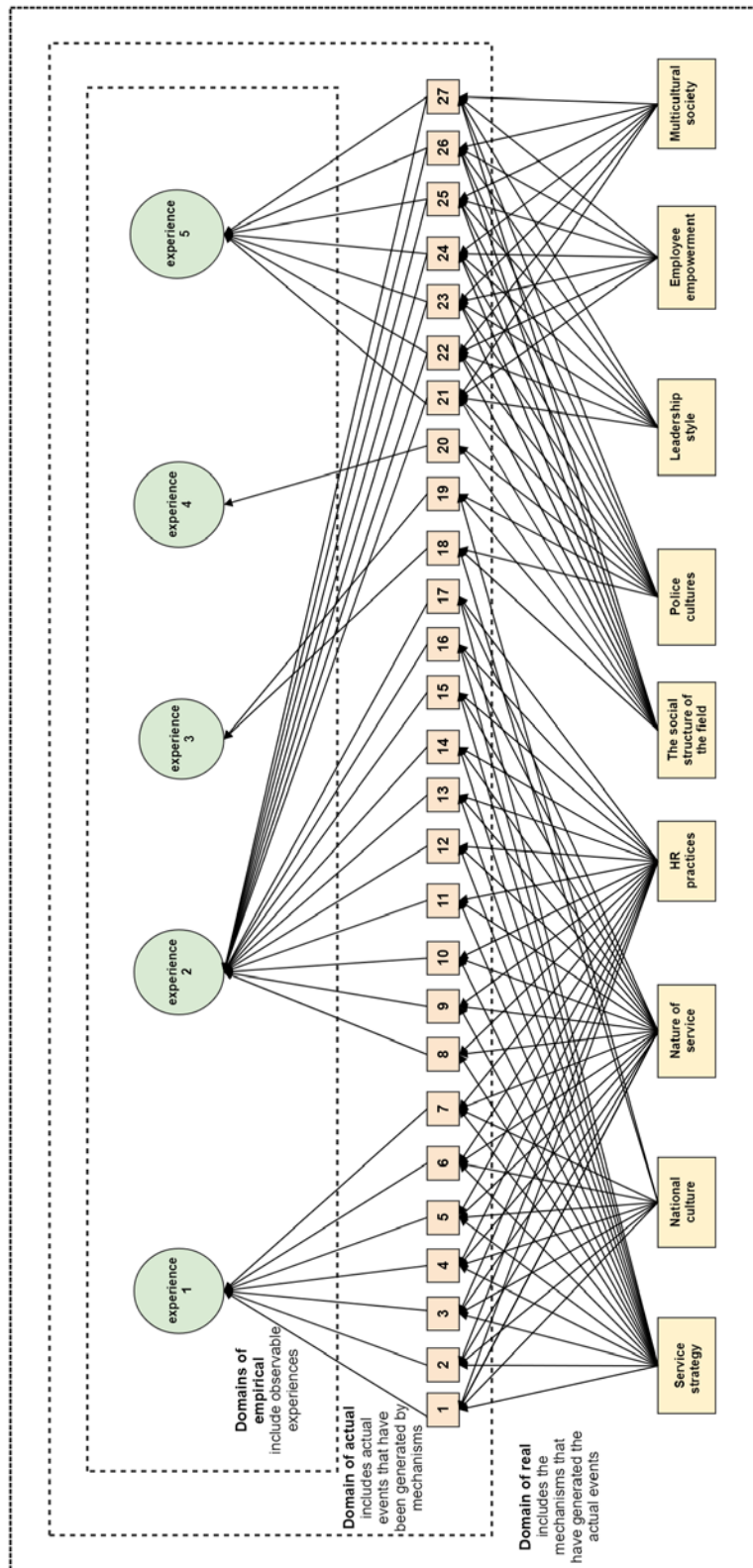


Figure 13 Visual representation of critical realist understanding of service recovery and complaint handling within the Abu Dhabi Police

## 6 Discussion

### 6.1 Introduction

The objective of the present research is to explore and determine the effect of various police social structure aspects and managerial action on front-line employees' service recovery performance within the Abu Dhabi Police.

The research findings demonstrated the effect of the following causal mechanisms on the front-line service employees' service recovery performance within the Abu Dhabi Police social structure: police cultures, the social structure of the field, leadership style, employee empowerment, service strategy and the nature of service, national culture, multicultural society and HR practices. Furthermore, research evidence demonstrated that some causal mechanisms are interrelated, which is further explored by first answering the research sub-questions and then discussing the three causal mechanisms emerging from the systematic thematic analysis of the interview transcripts, namely the national culture, multicultural society and human resource (HR) practices, thereby providing a clear guide to answer the main research question. Specifically, each question is answered through the following (when applicable):

- Summarising the findings related to answering each question.
- Comparing the findings related to answering each question to findings from Document 3, which focused on the factors affecting the service recovery performance within the Abu Dhabi Police from a management perspective.
- Comparing the findings related to answering each question to findings from Document 4, which focused on customer satisfaction within the Abu Dhabi Police Force's complaint-handling procedures.
- Providing an indication of the importance of the findings.
- Examining the findings in relation to existing research.
- Focusing on the interrelation between the causal mechanisms affecting the front-line service employees' service recovery performance.
- Addressing the discussion based on Chan's (1996) framework of field and habitus.

### 6.2 Sub-Question 1: How Do Service Strategy and the Nature of Service Affect Employees' Service Recovery Performance?

As stated in the introduction chapter, the United Arab Emirates' federal government launched several programs focusing on providing high-quality service to create happy customers (see sub-section 1.1.3). Subsequently, all federal and local agencies within the UAE, including the Abu Dhabi Police, were affected by these government orientations. The researcher was able to identify a service strategy within the Abu Dhabi Police consisting of (1) several strategic initiatives launched by Abu Dhabi Police that are related to customer service and also (2) the adoption of a customers' service charter (Appendix F). This is in line with the stance of Albrecht and Zemke (1985), who argued that organisations could use a variety of methods to develop their service strategy.

Moreover, using the retroductive research approach, the researcher found that the Abu Dhabi Police service strategy is one of several causal mechanisms that drives (1) the front-line service employees to deal with dissatisfied customers respectfully through greeting, smiling and apologising; (2) the front-line employees to take initiative in solving problems with dissatisfied customers; and (3) the front-line service employees to take initiative in solving problems with dissatisfied customers even when the problem was caused by a colleague. These findings are in line with service strategies that direct organisations to fulfil customer expectations (Albrecht and Zemke 1985; Davidow and Uttal 1990) and, as emphasised by scholars, this leads to an increase in an organisation's service recovery effectiveness (Boshoff 1997; Chou et al. 2011; Komunda and Osarenkhoe 2012).

Looking back at the findings from Document 3, the researcher noted some resemblance to findings of this document in relation to the Abu Dhabi Police's service strategy. The interviewed managers in Document 3 expressed that the community policing approach, which was adopted as a strategic initiative by the Abu Dhabi Police, played the role of service strategy. As expressed by the interviewees, this adopted community policing approach leads them to listen to unsatisfied customers and try to solve their issues, which allows for a better understanding of customer expectations, and this, in turn, affects the service recovery performance within the Abu Dhabi Police. This is in line with the work of Puthongsiriporn and Quang (2005) and Verma et al. (2012), who stated that community policing leads police forces to start listening to their customers, which in turn minimises customer dissatisfaction (Wallin Andreassen 1994).

Davidow and Uttal (1990) argued that a service strategy allows organisations to know their customers and their segmentation, which allows for service improvements. Therefore, the researcher expected to find some kind of customer segmentation based on Abu Dhabi's adopted service strategy. However, as was discussed in the introduction chapter, Abu Dhabi Police only provide services in five categories based on the nature of the service, as follows: security, traffic control, public safety, emergency services and supplier services. Moreover, based on the research findings, the researcher could not identify any customer segmentation within the Abu Dhabi Police. Instead, using the retroductive research approach, it was found that the front-line service employees' focus on law enforcement and preventing the public from violating the law was related to the nature of the service provided by Abu Dhabi Police as one of several causal mechanisms affecting the front-line service employees' service recovery performance. Furthermore, front-line service employees in the DTP demonstrated that they deal with dissatisfied customers respectfully through greeting, smiling and apologising even if the cause of dissatisfaction is the nature of the service, which could be related to the service strategy (the several strategic initiatives related to customer service and the adoption of a customers' service charter).

Similarly, the findings from Document 3 suggested that the nature of the service affects the Abu Dhabi Police's service recovery performance, by being affected by the type of complaints received, which relate to the violation of laws by members of the public. However, the findings from Document 3 also showed that the community policing approach (adopted as a service strategy within the Abu Dhabi Police) reduced the effect of the nature of the service on the Abu Dhabi Police's service recovery performance, whereby managers showed an interest in listening to unsatisfied customers and trying to solve issues even if the cause of customer dissatisfaction is in the nature of the service provided.

Chan's (1996) field and habitus framework emphasised that for a change in the practice within a police organisation to succeed, it should be enforced by changes in both the field (policing in Abu Dhabi) and habitus (police cultures) of the workers within the police force. It could be seen that the adoption of a service strategy within the Abu Dhabi Police enforced some changes in the policing field in Abu Dhabi, as well as the police cultures, which was demonstrated by the interviewed front-line service employees within DTP, who indicated that they dealt with dissatisfied customers in a respectful manner.

### **6.3 Sub-Question 2: How Do Leadership Style and Employee Empowerment Affect Employees' Service Recovery Performance?**

Based on the research findings, the researcher found that the leadership style within the Abu Dhabi Police is one of several causal mechanisms of the interviewed front-line service employees within DTP to demonstrate differences and inconsistencies in their abilities during their attempts to satisfy customers. In exploring these differences and inconsistencies, the researcher found that the officers in charge within the DTP adopted a combination of characteristics from both transformational and transactional leadership styles. This is in line with Alshehhi's (2014) findings concerning the Abu Dhabi Police: senior managers within Abu Dhabi use a combination of transactional and transformational leadership styles based on the task. Moreover, Cockcroft (2014) discussed three key areas about the relationship between transformational leadership and police cultures: police cultures should not oversimplified; transformational and transactional leadership could be combined; and the police force's role is complex, meaning that one leadership style is not appropriate for all situations.

However, looking back at the findings from Document 4, the researcher identified a positive relationship between customer satisfaction with Abu Dhabi Police service recovery and complaint-handling procedures and the three dimensions of justice in service recovery and complaint handling, which are distributive, procedural, and interactional justice. Thus, the differences and inconsistencies displayed by the front-line service employees during their attempts to satisfy customers could negatively affect customer satisfaction with the Abu Dhabi Police's service recovery and complaint-handling procedures. Therefore, the inconsistencies and the identified mix of transformational and transactional leadership styles adopted by the officers-in-charge within the DTP could negatively affect the customer satisfaction with service recovery and complaint-handling procedures in the Abu Dhabi Police Force.

As mentioned, the officers in charge within DTP adopted some characteristics of transformational leadership, which includes providing training, focusing on having a clear strategy and interfering less with the front-line service employees' daily work. These transformational leadership characteristics empower front-line service employees, allowing them to attempt to satisfy customers more quickly and to solve customer problems without the need to first inform the officers in charge. This is in line with work from several scholars who emphasised the positive relationship between a transformational leadership style and employee empowerment (Dvir et al. 2002; Kark et al. 2003; Spreitzer 2008), whereby a transformational leader interferes less with an employee's work, which usually results in giving employees more independence and empowerment. Thus, as emphasised by Lin (2009a, 2010), a leadership style that allows for more



employee empowerment and less interference with an employee's work enables improvement of the employees' service recovery performance.

On the other hand, the officers-in-charge within DTP also adopted some characteristics of transactional leadership, such as asking the front-line service employees to write reports and submit them to the officer-in-charge, as part of complaint handling; asking to be informed of actions taken to satisfy customers; and denying front-line employees the authority to solve some types of customer problems by requiring them to first inform and escalate the problem to the officer. Thus, these transactional leadership characteristics slow the attempts front-line service employees to satisfy customers due to the lack of empowerment.

Looking back at the findings from Document 3, the researcher found some resemblance to findings of this document in relation to leadership styles adopted within the DTP. Some interviewed managers in Document 3 indicated support and encouragement of employee empowerment. However, other interviewed managers in Document 3 believed that employees should not have the authority to solve problems with dissatisfied customers.

As demonstrated by this study's findings, the adopted transformational leadership style by DTP leaders encourages some changes in the police culture through accepting the empowerment of front-line service employees. However, as also demonstrated by the research findings, police culture affects both the leadership style adopted by officers in charge and the empowerment of front-line service employees within the DTP, as some officers in charge ask to be informed about everything occurring while they are on duty. This is in line with Guchait et al.'s (2016) argument that service recovery is more difficult for an organisation with a strong corporate culture, which fosters authoritarian leadership that resists employee empowerment.

Looking at the above discussion through Chan's (1996) field and habitus framework, it can be seen that the adoption of transformational leadership characteristics by leaders enforce some changes in the field (policing in Abu Dhabi) as well as habitus (police cultures) within Abu Dhabi, which was evidenced by the empowering of the interviewed front-line service employees during their attempts to satisfy customers. However, as discussed earlier, a strong police cultures leads to more authoritarian leadership, such as transactional, which resists efforts towards employee empowerment.

#### **6.4 Sub-Question 3: How Does the Police Culture Affect Employees' Service Recovery Performance?**

As part of the discussion and answering of the previous research question, the researcher identified the relationship between police culture, leadership style, employee empowerment and service recovery performance. This is in line with the argument of several scholars on the association between leadership style and (1) employees' service recovery performance, (2) organisation culture and (3) employee empowerment (Guchait et al. 2016; Lin 2009a, 2009b, 2010). As mentioned, a strong police cultures leads to more authoritarian leadership, which resists efforts towards employee empowerment. Thus, as emphasised by Lin (2010), authoritative leaders could have a negative effect on service recovery performance.

After introducing service recovery and complaint-handling procedures within the Abu Dhabi Police, the research findings show that front-line service employees changed their habitus (police

cultures) by focusing either on the positive characteristics of police cultures, such as not getting colleagues in trouble, or by adopting new attitudes such as “the customer is always right”, which leads to better front-line service employees’ service recovery performance. On the other hand, the research findings show that officers in charge did not change their habitus (police cultures) much; they still wanted to be informed about everything occurring during their shift, which had a negative effect on the front-line service employees’ service recovery performance. Based on this, the research findings identified two sub-cultures within DTP. The first one encompasses the front-line service employees and the other includes officers in charge. This is in line with the work of several scholars who emphasised sub-culture perspectives on police culture, stating that there is no such thing as a monolithic police culture and that it varies according to the structure and function of the police force (Cochran and Bromley 2003; Coliandris and Rogers 2008; Gottschalk and Gudmundsen 2009; Loftus 2010; Paoline III 2004; Prenzler 1997; Reiner 2010; Van Hulst 2013; Waddington 1999a; White and Robinson 2014).

Looking back at the findings from Document 3, the researcher determined that some interviewed managers’ actions, such as the punishment of an employee who made a mistake, were the result of police cultures. This indicates that there is also a sub-culture within the DTP managers. Therefore, this indicates that changes in the practices of service recovery and complaint-handling procedures within the Abu Dhabi Police should not only target the police sub-culture of the front-line service employees but also all police sub-cultures that could affect the front-line service employees’ service recovery performance.

The adopted framework of field and habitus (Chan, 1996) emphasises that for a change in the practice to succeed (or fulfil its expectation), this change should be aimed at both the field (policing in Abu Dhabi) and habitus (police cultures) of the workers within the police force. However, looking at the research findings about both the police cultures and the social structure of the field, the researcher noticed that changes related to the Abu Dhabi Police’s service recovery and complaint-handling procedures were aimed mostly at the habitus (police cultures), which negatively affects front-line service employees’ service recovery performance. This is in line with the stance of several scholars that any change in the field of police organisation should flow through a change in the habitus if it is to succeed (Chan 1996, 2004, 2007; Ganapathy and Cheong 2016; Gardner 2015).

## **6.5 National Culture, Multicultural Society and Human Resource Practices**

As evidenced by the research findings, the front-line service employees’ service recovery performance within the Abu Dhabi Police is also affected by three extra causal mechanisms that emerged from the systematic thematic analysis of the interview transcripts: national culture, multicultural society and HR practices. However, as these three causal mechanisms emerged from the data analysis and were not discussed as part of the literature review in this document or any previous documents, the researcher briefly examines the findings in relation to existing research, which have not been covered earlier in the literature review of the current document.

### 6.5.1 National Culture

Using the retroductive research approach, the researcher determined that the national culture of the UAE is one of several causal mechanisms driving the front-line service employees to deal with dissatisfied customers respectfully through greeting, smiling, and apologising. This tallies with the observation that “[w]hen a person visits an Arab home, the host is expected to greet the visitor in a most friendly and hospitable way” (Hammad et al. 1999, p.21).

Hofstede's (1980, p. 45) definition of national culture is commonly used by scholars studying the fields of culture and organisations: “the common elements within each nation—the national norm—but we are not describing individuals”. Hofstede also emphasised four dimensions which could vary between one national culture and another; power distance, uncertainty avoidance, individualism-collectivism and masculinity-femininity (Hofstede 1980, p.45). Moreover, the study of Hofstede et al. (2010) characterised Arab national culture based on the data collected from 6 Arab countries (Egypt, Iraq, Kuwait, Lebanon, Libya, Saudi Arabia, and the UAE), which showed that Arab national culture has high “power distance” score, high “uncertainty avoidance” score, high “collectivism” and moderate “masculinity/femininity”

Moreover, as stated by Richardson (2004, p.433), “Due to the tribal nature of Arab society, individuals typically subordinate personal aspirations for the good of the collective”. As demonstrated by this study's findings, the UAE's national culture inspires the front-line service employees to take initiative in solving problems with dissatisfied customers even when the problem was caused by a colleague, which agrees with the argument made by Lin (2009b) about employees' national cultural values affecting their service recovery performance.

### 6.5.2 Multicultural Society

Grant et al. (2007, p.256) stated that “[t]he diversified economy of the UAE, the tolerant and liberal business environment, and the multicultural, multi-ethnic population has introduced complexities into the marketing of products and services”. As evidenced by the research findings, the UAE's multicultural society causes some difficulty for the front-line service employees within the DTP in communicating with some customers. Moreover, as expressed by the interview participants, the people within the UAE's multicultural society have different understandings of the UAE's traffic rules and regulations, which might make it difficult for the front-line service employees to satisfy them. Therefore, front-line service employees indicated a need for more training courses on how to deal with people from different cultures and in languages such as English and Urdu, which would improve their ability to satisfy customers in this multicultural society.

### 6.5.3 HR Practices

As demonstrated by this study's findings, the front-line service employees' service recovery performance is affected by some HR practices within the Abu Dhabi Police, such as recruitment, HR planning, training, employee motivation and rewards, and knowledge management. Scholars have studied many human resource (HR) practices that could affect service recovery performance, such as selection, behaviour, attitude and training (Ahmad and Schroeder 2003; Ashill et al. 2008; Boshoff and Allen 2000).

The researcher determined that recruitment and HR planning could be two of several causes that enforce the differences and inconsistencies of the front-line service employees' abilities during

their attempts to satisfy customers. As emphasised by a practice observer, there are no clear criteria for recruiting front-line service employees within the Abu Dhabi Police.

Moreover, in line with what has been said in the previous sub-section about the UAE's multicultural society, the interview participants revealed a need for more specialised training in dealing with the multicultural customers, which would improve their ability to satisfy them. This is in line with the work of Kumar Piaralal et al. (2014, 2016) that concluded that training influences employees' service recovery performance.

During the interviews, participants discussed programs launched by the Abu Dhabi Police as part of knowledge management that emphasise the need to share customer problem-solving knowledge. From the interview participants' understanding, sharing knowledge would reduce the chance of the same problem recurring or provide their colleagues with ways to deal with similar problems. Guchait et al. (2012) suggested that future research could examine the effect of knowledge management on service recovery. Moreover, Guchait et al. (2015) emphasised that sharing knowledge about errors helps in reducing and avoiding future errors.

## **6.6 Main Question: How Do Front-Line Employees Perceive Various Police Social Structure Aspects and Managerial Action as Affecting Their Service Recovery Performance in the Abu Dhabi Police?**

The discussions about the three emerged themes as well as the three research sub-questions not only confirms the effect of police cultures, the social structure of the field, leadership style, employee empowerment, service strategy, the nature of service, national culture, multicultural society and HR practices on the front-line service employees' service recovery performance within the Abu Dhabi Police, but also confirms that some of these factors are interrelated. Moreover, as discussed in the literature review chapter (see sub-section 2.9.3), the researcher focused on earlier identified factors affecting the front-line service employees' performance within the Abu Dhabi Police (other than police cultures). Therefore, based on Chan's (1996) field and habitus framework, front-line service employees' service recovery performances are affected by these capitals. However, as evidenced by the research findings, not all capitals support front-line service employees' service recovery performance. This is in line with the work of Chan (2004, p. 330), who stated: "The field of policing, like any other field, is a social space of conflict and competition which is structured by hierarchies of rewards (capital) and sanctions (negative capital)".

To be more specific, as previously discussed, the following managerial actions based on the identified capitals supported the front-line service employees' service recovery performance: the adoption of a service strategy within the Abu Dhabi Police; the adoption of transformational leadership characteristics by officers in charge; the empowerment of the front-line service employees during their attempts to satisfy customers; and the implementation of HR practices such as training and knowledge management. On the other hand, the following managerial actions based on the identified capitals did not support the front-line service employees' service recovery performance: classifying the provided services based on the nature of the service and not the customer segmentation; the adoption of transformational leadership characteristics by officers in charge, which caused differences and inconsistencies in employee empowerment given to front-

line service employees; and the inappropriate implementation of some HR practices such as recruitment, HR planning, training and employee motivation.

The researcher found that the officers in charge within the DTP adopted a combination of transformational and transactional leadership characteristics. Although it seems appropriate for a leader to practice both transformational and transactional leadership styles depending on the task (Alshehhi 2014; Bass and Avolio 1993; Burnes 2014; Cockcroft 2015), this causes differences and inconsistencies in front-line service employees' abilities during their attempts to satisfy customers. In turn, this causes inconsistency in the service recovery and complaint-handling procedures, which, as previously discussed, has a negative effect on customer satisfaction. Based on this, the researcher argues that the combination of transformational and transactional leadership styles has a negative effect on customer satisfaction with service recovery and complaint-handling procedures in the Abu Dhabi Police Force; therefore, it could affect the public's goodwill, trust, compliance, cooperation and commitment, which are considered essential to police services to society (Burgess 1994; Nel et al. 2000).

As emphasised by Chan's (1996) field and habitus framework, a change in the practice within a police organisation enforces change in both the field (policing in Abu Dhabi) and habitus (police cultures) of the workers within the force. However, as evidenced by the research findings, although front-line service employees demonstrated changes in their habitus (police cultures) by either focusing on the good characteristics of police cultures or adopting new values, the officers in charge did not show much change in their habitus (police cultures), which could have a negative effect on the front-line service employees' service recovery performance. This means that the research findings identified two sub-cultures within DTP: one of the front-line service employees and the other of officers in charge. Based on this, the researcher argues that for a change in the practices of service recovery and complaint-handling procedures within the Abu Dhabi Police to succeed or fulfil expectations, the change should be aimed at all police sub-cultures, not only at the police sub-culture of the front-line service employees.

Returning to Chan's (1996) field and habitus framework, as evidenced from research findings, the front-line service employees' service recovery performance within the Abu Dhabi Police is affected by the social structure of the field, which results in changes in service recovery and complaint-handling procedures being aimed mostly at the habitus (police cultures) and not at the field (policing in Abu Dhabi).

## 6.7 Summary of the Discussion

In summary, the researcher achieved this study's objective through discussing each of the research questions and identifying the effect of various police social structure aspects and managerial actions on front-line employees' service recovery performance within the Abu Dhabi Police.

The research findings identified some of the causal mechanisms affecting the front-line service employees' service recovery performance within the Abu Dhabi Police social structure as follows: police cultures, the social structure of the field, leadership style, employee empowerment, service strategy, the nature of service, national culture, multicultural society and HR practices.

In line with Chan's (1996) field and habitus framework, the on the findings discussion showed that for the change in the practice of the service recovery and complaint-handling procedures within the Abu Dhabi Police to succeed, it must be preceded by changes in both the field (policing in Abu

Dhabi) and habitus (police cultures). Furthermore, the researcher argues that for a change in the practices of service recovery and complaint-handling procedures within the Abu Dhabi Police to succeed or fulfil expectations, the change should be aimed at all police sub-cultures, and not just at the police sub-culture of the front-line service employees.

As demonstrated throughout the current discussion chapter, the adoption of Bourdieu's practice theory and Chan's (1996) definition of field, habitus, and capitals was useful for the researcher in achieving the current study's objective. Based on them, the researcher was able to confirm the effect of the capitals identified through the literature review and also identify some new capitals. Moreover, the researcher was able to identify that capitals could both support and hinder front-line service employees' service recovery performance. Based on the findings in the discussion, the formula of interaction between habitus, fields, and capitals for Abu Dhabi Police service recovery and complaint handling (see Figure 6) was modified and extended to include the following capitals: national culture, multicultural society, and HR practices (see Figure 14)

$$\begin{aligned}
 & \text{[(Habitus)(Capitals)] + Field = The practice} \\
 & \text{[(Police Cultures)(Leadership Style, Employee Empowerment, Service Strategy, The Nature} \\
 & \text{of Service, National Culture, Multicultural Society, HR Practices)] + police social structure =} \\
 & \text{The practice of service recovery and complaint handling within Abu Dhabi Police}
 \end{aligned}$$

*Figure 14 The modified formula of interaction habitus, fields, and capitals for service recovery and complaint handling within the Abu Dhabi Police*

Based on the changes in the formula for interaction between habitus, fields, and capitals for Abu Dhabi Police service recovery and complaint handling, the researcher would also modify and extend the conceptual framework for this study (see Figure 7) to show the interrelated effects between the nine themes. The modified conceptual framework (see Figure 15) is composed of the main ideas already discussed in the literature review, as well as the findings discussed in the current chapter.

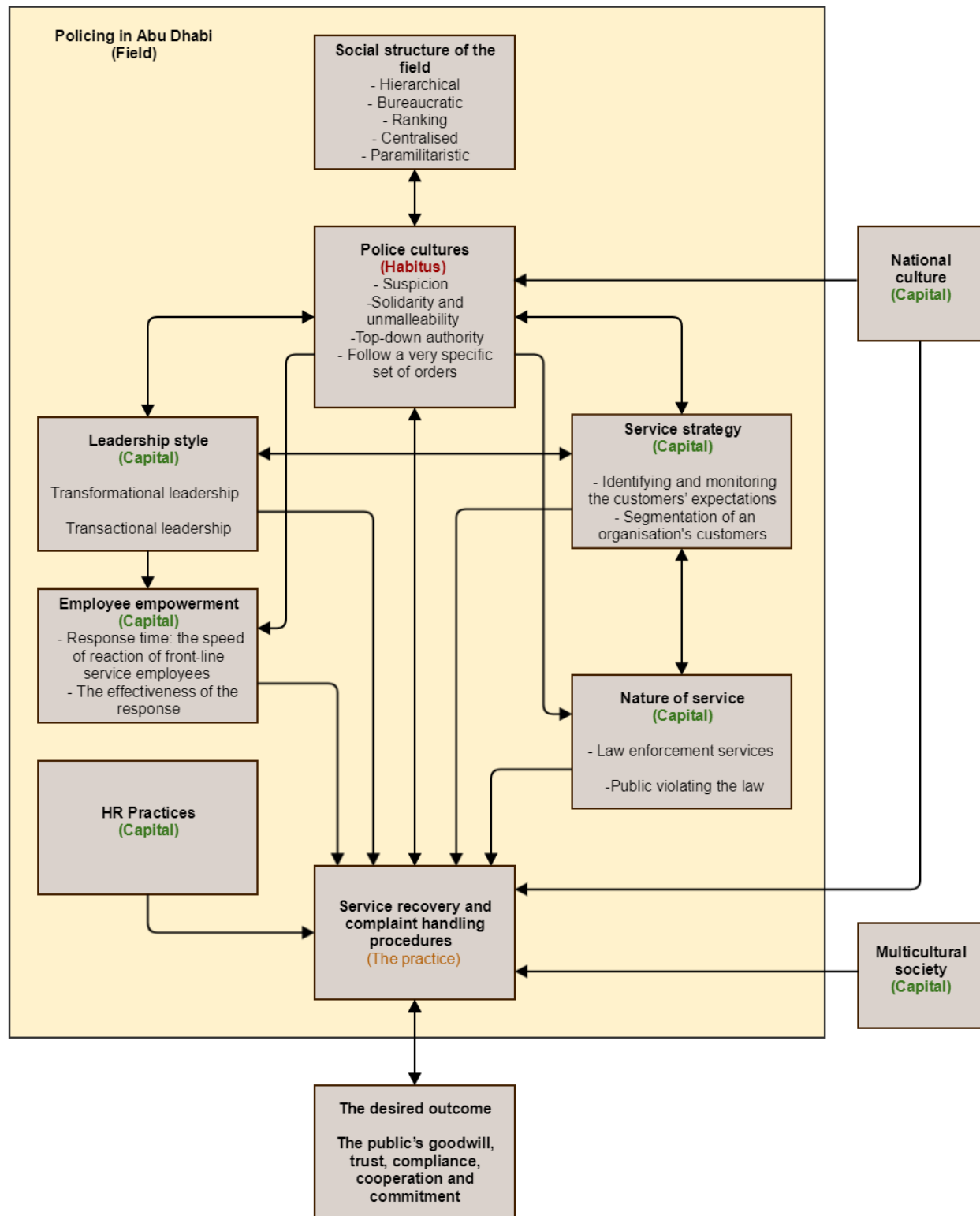


Figure 15 The modified conceptual framework showing the interrelated effect between the themes

## 7 Conclusion

All public agencies within the UAE, including the Abu Dhabi Police, are implementing service recovery and customer complaint handling procedures due to pressure from the federal government to provide high-quality customer service. As evidenced by the literature, service recovery in the wake of customer service failures enable the police to retain the public's goodwill, trust, and commitment, which are considered essential to the effective provision of police services (Burgess 1994; Nel et al. 2000).

This research explores the effect of various aspects of police social structure and managerial action on front-line employees' service recovery performance within the Abu Dhabi Police. To achieve this objective, the researcher incorporated the three concepts of habitus, fields and capitals from Bourdieu's practice theory to build the conceptual framework. Critical realism was employed as research philosophy, and methods associated with the philosophy were used to help explore the forces at play. The interview to the double with practice participants and the in-depth interview with practice observers were used as specific research methods to enable the researcher not only to learn about respondents' experiences (the empirical) in order to gain insight into events in the domain of the actual but also derive some understanding of the causal mechanisms in the domain of the real.

As described in the literature review and research findings, the researcher identified nine factors that affect the front-line service employees' service recovery performance within the Abu Dhabi Police as follows: police cultures, the social structure of the field, leadership style, employee empowerment, service strategy, the nature of service, the national culture, multicultural society, and HR practices.

This research has shown that, although the Abu Dhabi Police has introduced a service recovery and complaint-handling procedure, its inconsistent performance is demonstrated by differences in performance during front-line service employees' service recovery processes, which were caused by several interrelated factors. Although these causes have been discussed in the findings and the discussion chapter, the researcher restates the following two arguments:

- Although it seems appropriate for a leader to practice both transformational and transactional leadership styles depending on the task within the police force (Alshehhi 2014; Bass and Avolio 1993; Burnes 2014; Cockcroft 2015), this duality results in differences and inconsistencies in front-line service employees' attempts to satisfy customers. In turn, this leads to inconsistency in service recovery and complaint-handling procedures, which negatively affects customer satisfaction. Based on this, the researcher argues that combining transformational and transactional leadership styles negatively influences customer satisfaction with the service recovery and complaint-handling procedures in the Abu Dhabi Police Force. Subsequently, it negatively impacts the public's goodwill, trust, compliance, cooperation, and commitment, which are essential to police services (Burgess 1994; Nel et al. 2000).
- Although front-line service employees demonstrated changes in their habitus (police cultures) by focusing on the positive characteristics of police cultures or adopting new values, the officers in charge did not exhibit much change, which could have a negative effect on the front-line service employees' service recovery performance. This means that



there are at least two sub-cultures within DTP: the first being the front-line service employees and the other being among the officers in charge. Based on this, the researcher argues that for service recovery and complaint-handling procedures within the Abu Dhabi Police to change, sub-cultures within Abu Dhabi Police should be targeted, and not only the sub-culture of the front-line service employees.

As stated in this paper's introduction, Documents 3 and 4 explored service recovery and complaint handling within the Abu Dhabi Police from management and customer perspectives, while this paper explores the front-line service employees' perspective. In summary, the researcher used the findings from this document to combine the perspectives of the management, customers, and front-line service employees in order to provide a comprehensive overview of service recovery and complaint handling within the Abu Dhabi Police.

As shown by the research findings, the front-line service employees' perspective of service recovery within the Abu Dhabi Police confirmed all the internal factors that affect service recovery performance from the management's perspective, which were identified in Document 3. These factors are service strategy, the nature of service, leadership style, employee empowerment, and police cultures, but they were subsequently expanded to include national culture, multicultural society, and HR practices, which have also been shown to affect service recovery from the front-line service employees' perspective.

This document has demonstrated that differentiation and inconsistencies in the front-line service employees' service recovery performance as well as inconsistencies in the Abu Dhabi Police's service recovery and complaint-handling procedures could be linked to findings from Document 4. The inconsistencies are likely to affect the perceived justice of service recovery and, in turn, the customers' complaint-handling satisfaction, which also affects the public's goodwill, trust, compliance, cooperation, and commitment. This is because a direct relationship was found between service recovery performance and the key indicators of consumer sentiment towards the Abu Dhabi police force.

## 7.1 Implications for the Abu Dhabi Police Force

The primary objective of Document 5 is to explore the effect of various aspects of police social structure and managerial action on front-line service employees' service recovery performance, which contributes to a better understanding of factors affecting the front-line service employees' ability to satisfy customers. The knowledge from the research perceptions could help improve the service recovery and complaint-handling procedures within the Abu Dhabi Police. The researcher now focuses on the following practical implications:

- Leaders within the Abu Dhabi Police should strive to embody more characteristics of the transformational leadership style, which, as previously discussed, would improve front-line service employees' service recovery performance. However, as emphasised by Cockcroft (2014), leaders within Abu Dhabi Police should not oversimplify the complexities of police cultures. Moreover, although a leader practicing both transformational and transactional leadership might seem appropriate depending on the task, the researcher argues that the combination interferes with customer satisfaction during the service recovery and complaint-handling procedures in the Abu Dhabi Police Force. Therefore, without oversimplifying the complexities of police cultures, leaders in charge

of tasks that involve providing service to the public within Abu Dhabi Police should strive to adopt more characteristics of the transformational leadership style.

- Service recovery and customer complaint handling changes within the Abu Dhabi Police should be aimed at the police sub-culture that influences the practice, not just the police sub-culture of front-line service employees. However, as emphasised by Cockcroft (2014) and stated in the previous point, leaders within Abu Dhabi Police should not oversimplify the complexities of police cultures. As demonstrated by the discussion on findings, the front-line service employees demonstrated changes in their sub-culture by focusing on the positive characteristics of police cultures or adopting new values, whereas the culture of officers-in-charge did not exhibit much change, which could have a negative effect on the front-line service employees' service recovery performance.
- The Abu Dhabi Police deploys a service strategy created through strategic initiatives related to customer service and the customers' service charter (Appendix F), demonstrated by having front-line service employees deal with dissatisfied customers respectfully through greeting, smiling, and apologising. The Abu Dhabi Police could overcome the barriers presented by the UAE's multicultural society and the nature of the service through having clear customer segmentation as part of the service strategy. As previously discussed in the literature review chapter, a segmentation of an Abu Dhabi Police's customers allows for a better knowledge of customers; improves the services provided; identifies customer expectations; and elicits accurate customer feedback about the services provided, which, in turn, increases the effectiveness of service recovery and complaint-handling procedures within the organisation. This helps to retain the public's goodwill, which is considered essential to providing police services to society.
- Because the national culture of the UAE influences the culture of the Abu Dhabi Police, front-line service employees deal with dissatisfied customers respectfully through greeting, smiling, and apologising. Therefore, Abu Dhabi Police should encourage the embodiment of these characteristics of the UAE's national culture, which have the potential to powerfully affect service recovery performance. Doing so helps to retain the public's goodwill, which is considered essential to providing police services to society.
- Introducing service recovery and complaint-handling procedures within the Abu Dhabi Police did not encourage enough changes in the field (policing in Abu Dhabi). Consequently, some police social structure characteristics (such as hierarchy, bureaucracy, rankings, centralisation, and paramilitarism) affect the front-line service employees' service recovery performance. The Abu Dhabi Police might focus on mitigating these effects, which would be a great starting point for future research (this is discussed in the future research sub-section).
- Abu Dhabi Police should focus not only on the customer perspectives of service recovery but also on those of front-line service employees, which also impact Abu Dhabi Police's service recovery performance. As per the discussion of the findings, the researcher compared the findings of the current document with findings from both Document 3 (which focused on the factors affecting the service recovery performance within the Abu Dhabi Police from a management perspective) and Document 4 (which focused on customer satisfaction with the Abu Dhabi Police Force's complaint-handling procedures). This process enables a more thorough exploration and precise determination of the effect of the

various aspects of police social structure and managerial action on front-line employees' service recovery performance within the Abu Dhabi Police.

## 7.2 Contribution to Theory

### 7.2.1 Contribution to Methodology

In the process of conducting literature reviews during the completion of each document, the researcher noticed that scholars in the field of policing tend to adopt qualitative research strategies while investigating service recovery in the area of police. Therefore, the researcher explored a blending of (1) the three concepts of habitus, fields, and capitals from Bourdieu's practice theory to build this study's conceptual framework, (2) critical realism as a research philosophy, and (3) the interview to the double with practice participants and the in-depth interview with practice observers as research methods to discover respondents' experiences (the empirical) and gain insight into events in the domain of actual while deriving some understanding of the causal mechanisms or manifest effects in the domain of the real. Commentators such as (Decoteau, 2016) have suggested there are critical differences between critical realism and Bourdieu's theories of practice meaning these two sets of ideas are empirically incompatible. However, the interview to the double helps resolve this apparent incompatibility and allows causal mechanisms to be investigated within a habitus/field context. It is suggested that other researchers might use this same mechanism as a potentially practical solution to this dilemma. In the current study, the researcher was able to identify some of the causal mechanism affecting the front-line service employees' service recovery performance within the Abu Dhabi Police social structure. Therefore, this unique mix of critical realism, Bourdieu's practice theory, and interviews to explore the effect of different aspects of police social structure and managerial action on front-line employees' service recovery performance could be adopted and further developed by scholars in the field of policing. These scholars could use this perspective to carefully observe and explore the experiences, events, and mechanisms within the reality of the studied phenomena. The introduction of Pierre Bourdieu's theory of practice concepts into the framework of critical realism would allow for deeper understanding of the social as a stratified reality, which is capable of reflexivity and social change according to researchers.

Although the interview to the double is used by researchers in practice theory-based research, to this researcher's knowledge, no other critical realist research has used it as a research method. The unique utilization of the interview to the double (in critical realism research), as a creative method of collecting empirical data about the researched practice, allowed the researcher (from a critical realist point of view) to immerse himself in the field of study to learn about the respondents' experiences (the empirical) in order to gain insight into events in the domain of the actual. Moreover, the interview to the double allowed the researcher to immerse himself in the policing field of study, which is considered a difficult area in which to achieve immersion. Learning from this experience, scholars in the field of policing could use the interview to the double to achieve immersion in the field of study. Moreover, the interview to the double with the practice participants and the in-depth interview with the practice observers, as research methods, yield an understanding of the causal mechanisms of human agency, in line with the reflexivity notion in critical realism.

### 7.2.2 Contribution to Academic Knowledge

This study seeks to fill the gap in service recovery research in the area of police functionality, for which few research studies have provided in-depth analyses on themes related to service recovery, such as service strategy, police cultures, and employee empowerment. This gap was more noticeable in a few studies in the area of policing in the context of the UAE and other Gulf States (Kuwait, Oman, Qatar, and the Kingdom of Saudi Arabia). Therefore, this study contributes to knowledge about service recovery in the area of police functionality not only in the Abu Dhabi Police but may also be generalizable for other Emirates within the UAE and Gulf States. Some aspects of the work may also be pertinent to policing in the Arab world generally given the cultural similarities across the region. However, the high degree of population heterogeneity found in Abu Dhabi and other Emirates within the UAE such as Dubai and Gulf States is not repeated throughout the Arab world meaning aspects of this research are specific to its context.

The adoption of Bourdieu's practice theory and Chan's (1996) definition of field, habitus, and capitals was useful not only to achieve the current study's objective, but also to understand change within police organisations. Thus, as argued by the researcher, for successfully changing service recovery and complaint-handling procedures within the Abu Dhabi Police, all sub-cultures within Abu Dhabi Police should be targeted, not only the sub-culture of the front-line service employees. Furthermore, the researcher argues that while it might seem appropriate for a leader to practice both transformational and transactional leadership styles depending on the task assigned within the police force, this combination could negatively influence customer satisfaction with service recovery and complaint-handling procedures.

Moreover, this study contributes to Bourdieu's practice theory and Chan's (1996) use of his ideas pertaining to field, habitus, and capitals. It does this through showing that the practice of recovery within Abu Dhabi Police is not only affected by the police cultures but also by the UAE's national culture and multicultural society. The national culture of the UAE inspires the front-line service employees to deal with dissatisfied customers respectfully through greeting, smiling, and apologising. The UAE's multicultural society has a powerful effect on the practice of service recovery within Abu Dhabi Police in that front-line service employees must take extra steps to satisfy some customers, through translation or explaining the differences in the traffic laws. Therefore, the finding that all levels of culture within an organisation as well as the national culture should be taken into consideration when changing a practice within a police force can be considered an extension to Chan's (1996) work.

### 7.3 Contribution to Policing Professional Practice

In line with Chan's (1996) framework, and as discussed in the research review chapter and demonstrated again in the findings discussion, practitioners within a police force have to understand that for a change of practices within the police force to succeed, the change should target both the field (policing social structure) and the habitus (police cultures). Practitioners must also understand that capitals (power and authority) may both support and hinder the change in practice.

Based on critical realist research philosophy, practitioners within a police force could benefit from understanding the stratified ontology suggested by critical realism in solving problems, allowing them to consider the process more deeply and find the causal mechanisms for the problems. This

would also allow them to craft better solutions that not only capture the problems, but also address these at source. This means that underlying forces, rather than just the events arising from them, can be considered and remedied as necessary.

Practitioners within a police force (especially leaders) need to understand that, while it may be appropriate for a leader to practice both transformational and transactional leadership styles depending on the task within the police force, practicing this way might lead to inconsistencies in police force service recovery performance. This could negatively affect the public's goodwill, trust, compliance, cooperation, and commitment. Therefore, leaders in charge of tasks related to providing services within police forces should focus on adopting more characteristics of the transformational leadership style, which would improve service recovery performance as a result of more empowered front-line service employees.

Researchers in the field of policing argue that there is no such thing as a monolithic police culture, and that, in fact, there are numerous police cultures or sub-cultures. The current research findings supported these arguments, evincing that there is more than one culture affecting the front-line service employees' service recovery performance with Abu Dhabi Police. Therefore, practitioners within Abu Dhabi Police should not oversimplify police cultures and must understand that there is no such thing as a single police culture (monolithic police culture). Instead, there could be several police cultures within a single police force such as Abu Dhabi Police. This is very important, since a change in a practice must target not only one specific sub-culture within a police force but also all cultures that affect the implementation of change on that particular practice. It has also been established that police forces should understand the factors affecting the front-line service employees' service recovery performance, since service recovery presents a worthwhile reason to retain the public's goodwill, which is considered essential to providing police services to society.

- Based on the evidence accumulated in this research, police practices appear to suppress the use of modern HR practices such as recruitment, HR planning, training, employee motivation, and rewards. Consequently, police forces should learn to draw more on organisational HR improvement practices that have been shown to be effective in the private sector.
- Police forces should not oversimplify the concept of police cultures. There are several sub-cultures within a force, not just one overarching culture. Moreover, for a change to succeed, it should target all sub-cultures within a police organisation.
- In line with Chan's (1996) field and habitus framework, and as discussed in the research review chapter and demonstrated again in the findings discussion, for the change of practices within the police force to succeed, the change should be aimed at both the field (policing) and the habitus (police cultures).
- As demonstrated in the findings discussion, the police force should focus on the customers and the front-line service employees as well as on management perspectives of service recovery. Then they would have a complete view of the different but interrelated factors affecting service recovery performance.
- The research findings highlighted the positive effect of knowledge sharing (about solving a customer problem) between front-line service employees, which reduces the chance of

the same problem happening again and provides front-line service employees with ways to deal with similar problems in the future.

## 7.4 Reflections on the Conduct of the Research

One limitation was that the interviewees were not familiar with the interview to the double method, so the researcher had to spend significant time during the first 10 interviews explaining the idea behind the interview to the double. However, in the remaining 17 interviews, the researcher provided an improved explanation to the interviewees.

The unique mix of critical realism, Bourdieu's practice theory, and interview to the double in this study made it difficult to adopt data analysis from similar research. Therefore, the researcher had to be creative in the data analysis, which made it difficult to compare this study's results with other research about service recovery in police functionality.

This research focused on Abu Dhabi Police service recovery and complaint handling from the perspective of front-line employees. Therefore, the research's findings could only be relevant to the Abu Dhabi Police Force and might not be applicable to other police forces in which culture descriptions might be different. However, other Police Forces within the UAE as well as Police Forces of Gulf States (Saudi Arabia, Oman, Kuwait, Bahrain and Qatar) could benefit from the outcome of the current research, as they could have some cultural similarities with the Abu Dhabi Police.

## 7.5 Future Research

As part of the findings of this study, the researcher identified the following three themes related to the front-line service employees' service recovery performance within the Abu Dhabi police, which were not evident from review of the literature but which could be relevant to all other police forces: national culture, multicultural society, and human resource (HR) practices. Future studies could further explore each of these themes. It is hoped that a deeper understanding of these factors would allow police forces to (1) understand the benefits of the actions having a positive effect (2) reduce the actions having a negative effect on front-line service employees' service recovery performance.

Moreover, the research findings highlighted the positive effect of knowledge sharing (about solving a customer problem) between front-line service employees, which reduces the chance of the same problem happening again and provides front-line service employees with ways to deal with similar problems in the future. However, there is a need to further explore the nature and extent of the relationship between knowledge management, service recovery, and complaint handling. This process might shed further light on how the police force could benefit from knowledge management to positively affect the front-line service employees' service recovery performance.

Based on the third stage of the data analysis, the researcher identified several causal mechanisms that generate a single event; however, the findings of this research did not show the extent to which each of these causal mechanisms affected the event's generation. Further research could identify the extent to which each of these causal mechanisms affects the generation of each event, in order to identify the key causal mechanisms. This would in turn allow the police force to focus on key

mechanisms to achieve the required standard in front-line service employees' service recovery performance.

The researcher argues that the combination of transformational and transactional leadership styles negatively influences customer satisfaction with service recovery and complaint-handling procedures in the Abu Dhabi Police. Moreover, as demonstrated in the discussion on the findings, incorporating characteristics of the transformational leadership style into managerial practices would improve front-line service employees' service recovery performance. However, the research findings also showed that some police social structure characteristics (such as hierarchy, bureaucracy, rankings, centralisation, and paramilitarism) lead to diversity in the front-line service employees' service recovery performance. Thus, there is a need to further explore how one might mitigate the effect of these characteristics on service recovery performance. Additional research could identify how it might be possible to encourage the embodiment of these characteristics of transformational leadership in a police organisation without oversimplifying the complexities of police cultures. This research direction would be important for identifying ways to reduce the negative impact of the combination of transformational and transactional leadership styles on customer satisfaction with service recovery and complaint-handling procedures in the Abu Dhabi. Reducing the negative impacts on customer satisfaction translates to the police being able to retain the public's goodwill, which is considered essential to providing police services to society.

## 8 References

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## 9 Appendix A: Interview Guide for the Interview to the Double

Participant information			
Participant #:		Date	
Form of contact		Location	
Before starting the interview			
	Provide the participant with a copy of the "PARTICIPANT INFORMATION SHEET" and answer any further questions.		
	Ask the participant for permission to tape/record the interview.		
	Ask the participant to sign the consent form; explain to her/him if necessary.		
Questionnaires			
#	questions	Themes	
1	<p>Briefly, could you tell us about your role in the organisation? And does it involve providing services to the public?</p> <p>باختصار، هل يمكن أن نخبرنا عن دورك في القيادة العامة لشرطة أبوظبي؟ وهل يتضمن تقديم خدمات للمتعاملين؟</p> <p>Comments:</p>		
2	<p>From your experience as a front-line service employee, could you tell me about a recent situation where you had to deal with an unsatisfied member of the public?</p> <p>من خلال خبرتك كموظف تقديم خدمة، هل يمكنك أن تذكر موقف حدث لك مؤخراً تعارضت خلاله مع أحد المتعاملين غير الراضين عن تقديم الخدمة؟</p> <p>Comments:</p>		
3	<p>How was this conflict resolved?</p> <p>كيف تم حل هذا التعارض؟</p> <p>Comments:</p>		
4	<p>Who was involved in solving the problem that caused the dissatisfaction of the complainant on that incident?</p> <p>من الذين شاركوا في حل المشكلة التي تسببت في عدم الرضا من المتعامل في هذا الموقف؟</p>		

	Comments:	
5	<p>To what extent were you involved in solving the problem that caused the dissatisfaction of the complainant on that incident?</p> <p>إلى أي مدى شاركت في حل المشكلة التي تسببت في عدم الرضا من التعامل في هذا الموقف؟</p> <p>Comments:</p>	
6	<p>From your experience as a front-line service employee, what is affecting your service recovery performance?</p> <p>Comments:</p>	
7	<p>Could you please provide detailed instructions to a double who you should imagine will be taking your place at work the next day. The instructions are not "cold" but must contain relational and social elements. The double will learn how to work at your job as if he/she were you, not just a list of tasks to be performed. These instructions should be based in your daily work, where you might have to deal with an unsatisfied customer for each of the following scenarios (the employee would be given the needed time to think about each one of the scenarios and might also be asked to write down the instructions and review the writing):</p> <ul style="list-style-type: none"> <li>• An unsatisfied customer asked "Why it is taking so long to be serviced?"</li> <li>• A customer (who was serviced by you an hour ago) came back to you complaining that you made a mistake.</li> <li>• A customer (who was serviced by another employee) came back to you complaining that a mistake was made by the other employee.</li> </ul> <p>سوف يطلب منك تقديم تعليمات مفصلة لشخص وهمي "double"، الذي سيأخذ موقعك في العمل في اليوم التالي. وينبغي أن تستند هذه التعليمات في عملك اليومي، لكل من المواقف التالية و التي نحتاج منك التعامل مع عملاء غير راضين:</p>	

	<p>Comments:</p> <ul style="list-style-type: none"> <li>• تحدث أحد العملاء لك عن عدم رضاه على مدة الإنتظار لتقديم الخدمة.</li> <li>• عاد متعامل (تم خدمه من قبلك قبل ساعة) شاكيا بأنك قد ارتكبت خطأ.</li> <li>• عاد متعامل (تم خدمه من قبل زميلك قبل ساعة) شاكيا بأنه قد ارتكبت خطأ.</li> </ul>	
<b>Closing the interview</b>		
	Thank the participant and ask if there is any further clarification required.	
	Ask the participant if it is possible to have a follow-up interview, if clarification is needed.	
	Turn off the recorder (If used)	
<b>After the interview (interview summary)</b>		
1	<p>What were the main issues or themes that struck you during the interview?</p>	
2	<p>Summarise the information you got or failed to get on each of the target questions you had for this interview.</p>	

## 10 Appendix B: Interview Guide for the In-depth Interview with Practice Observers

Participant information			
Participant #:		Date	
Form of contact		Location	
Before starting the interview			
	Provide the participant with a copy of the "PARTICIPANT INFORMATION SHEET" and answer any further questions.		
	Ask the participant for permission to tape/record the interview.		
	Ask the participant to sign the consent form; explain to her/him if necessary.		
Questionnaires			
#	questions	Themes	
1	<p>Briefly, could you tell us about your role in the organisation? And does it involve providing services to the public or supervising front-line service employees?</p> <p>باختصار، هل يمكن أن نخبرنا عن دورك في القيادة العامة لشرطة أبوظبي؟ وهل يتضمن تقديم خدمات للمتعاملين أو الإشراف على موظفي تقديم خدمة؟</p> <p>Comments:</p>		
2	<p>From your experience as a supervisor (observer), could you tell me about a recent situation where one of the front-line service employees had to deal with an unsatisfied member of the public?</p> <p>من خلال خبرتك كمشرف، هل يمكنك أن تذكر موقف حدث لك مؤخراً بحيث تعامل احد موظفي تقديم الخدمة مع متعامل غير راضي؟</p> <p>Comments:</p>		
3	<p>How was this conflict resolved by the front-line service employees?</p> <p>Comments:</p>		

4	<p>From your experience as a supervisor (observer), what is affecting front-line service employees' service recovery performance?</p> <p>من خلال خبرتك مشرف، ماذا يؤثر على أداء موظفي تقديم الخدمة في حل شكاوى المتعاملين؟</p> <p>Comments:</p>	
5	<p>Who was involved in solving the problem that caused the dissatisfaction of the complainant on that incident other than the front-line service employees?</p> <p>من الذين شاركوا في حل المشكلة التي تسببت في عدم الرضا من المتعامل في هذا الموقف (غير موظف تقديم الخدمة)؟</p> <p>Comments:</p>	
6	<p>To what extent were you or the manager involved in solving the problem that caused the dissatisfaction of the complainant on that incident?</p> <p>إلى أي مدى شاركت أو المدير في حل المشكلة التي تسببت في عدم الرضا من المتعامل في هذا الموقف؟</p> <p>Comments:</p>	
7	<p>To what extent were front-line employees involved in solving the problem that caused the dissatisfaction of the complainant on that incident?</p> <ul style="list-style-type: none"> <li>To what extent were the front-line employees allowed to make their own decisions when solving the problem?</li> <li>Could you give further examples where the front-line employees were allowed to make their own decisions when solving a problem with a dissatisfied customer?</li> </ul> <p>إلى أي مدى شارك موظفي الخط الأمامي في حل المشكلة التي سببت عدم رضا المتعامل في هذا الموقف؟</p> <ul style="list-style-type: none"> <li>إلى أي مدى تم تمكين موظفي الخط الأمامي في حل هذه المشكلة؟</li> </ul>	

	• هل يمكن أن تعطى امثلة أخرى لتمكين موظفي الخط الأمامي في حل المشاكل التي سببت عدم رضا المتعامل؟ Comments:	
<b>Closing the interview</b>		
	Thank the participant and ask if there is any further clarification required.	
	Ask the participant if it is possible to have a follow-up interview, if clarification is needed.	
	Turn off the recorder (If used)	
<b>After the interview (interview summary)</b>		
1	What were the main issues or themes that struck you during the interview?	
2	Summarise the information you got or failed to get on each of the target questions you had for this interview.	

# 11 Appendix C: Participant Information Sheet for the Interview to the Double

Interview Date: \_\_\_\_\_

Participant's #: \_\_\_\_\_

Research TITLE	عنوان الدراسة البحثية
Front-line Service Employees' Service Recovery Performance: A practice theory-based study into customer complaint handling in the Abu Dhabi Police Force	أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) : بحث عن إجراءات التعامل مع شكاوى المتعاملين في القيادة العامة لشرطة أبوظبي يستخدم نظرية الممارسة.
INVITATION	دعوة
You are being asked to take part in a research on exploring and determining the effect of different aspects of police social structure and managerial action (such as police culture, leadership style and military ranks) on front-line employees' service recovery performance within the context of Abu Dhabi Police Force. This research is part of fulfilment of the requirements for the Doctorate of Business Administration (DBA) program at Nottingham Trent University (NTU). The research fulfilled all the ethical requirement by the NTU.	أنت مدعو للمشاركة في هذه الدراسة البحثية لإستكشاف و تحديد العوامل الداخلية التي تؤثر على أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) ضمن القيادة العامة لشرطة أبوظبي. هذه الدراسة البحثية هي جزء من متطلبات الحصول على درجة الدكتوراه في إدارة الأعمال (DBA) من جامعة نوتنغهام ترينت (NTU).
WHAT WILL HAPPEN	ماذا سيحدث
In this study, you will be asked a number of questions during an interview, which will help in exploring and determining the effect of different aspects of police social structure and managerial action (such as police culture, leadership style and military ranks) on front-line employees' service recovery performance. More specifically, you will be asked to provide detailed instructions to a double, who will be taking your place at working the next day. These instructions should be based in your daily work, where you might have to deal with unsatisfied customer.	خلال هذه الدراسة البحثية، سوف يطلب منك الإجابة على عدد من الأسئلة خلال مقابلة، والذي سوف يساعد على إستكشاف و تحديد العوامل الداخلية التي تؤثر على أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) ضمن القيادة العامة لشرطة أبوظبي. وبشكل أكثر تحديداً، سوف يطلب منك تقديم تعليمات مفصلة لشخص وهمي "double"، الذي سيأخذ موقعك في العمل في اليوم التالي. وينبغي أن تستند هذه التعليمات في عملك اليومي، حيث قد تكون في موقف يحتاج منك التعامل مع عملاء غير راضين.
TIME COMMITMENT	الوقت اللازم
The interview typically takes between 45 minutes to an hour.	المقابلة قد تستغرق ما بين 45 دقيقة إلى ساعة.
BENEFITS AND RISKS	فوائد ومخاطر
There are no known benefits or risks for you in this study.	لا توجد فوائد معروفة أو مخاطر بالنسبة لك في هذه الدراسة.
COST, REIMBURSEMENT AND COMPENSATION	التمن والسداد والتعويض
Your participation in this study is voluntary.	مشاركك في هذه الدراسة تطوعية.
CONFIDENTIALITY/ANONYMITY	السرية / عدم الكشف عن هوية
This interview will be recorded for the purposes of further analysis, but the data we collect do not contain any personal information about you except the department that you work for. Your data will be given a code known only to me and no one apart from the researcher will be able to link the data you provided to the personal information you supplied (e.g., name, address, email).	البيانات التي سيتم جمعها لا تحتوي على أي معلومات شخصية عنك باستثناء الإدارة التي تعمل بها. لا أحد سيكون قادراً على ربط البيانات التي قدمتها إلى المعلومات الشخصية التي قمت بتوفيرها (على سبيل المثال، الاسم والعنوان والبريد الإلكتروني).
PARTICIPANTS' RIGHTS	حقوق المشاركين
You have the right to decide to stop being a part of this research study at any time without explanation. If, after the interview has been completed, you wish to withdraw your data please contact me. This option is available until 10/02/2017, after which it will not be possible to delete your data from within the analysis. You have the right to omit or refuse to answer or respond to any question that is asked of you. You have the right to have your questions about the procedures answered. If you have any questions as a result of reading this information sheet, you should ask the researcher before the interview begins.	لديك الحق في أن تقرر التوقف عن كونك جزءاً من هذه الدراسة البحثية وأن تطلب سحب أي بيانات حتى 2017/02/10 دون تفسير. لديك الحق في حذف أو رفض الإجابة أو الرد على أي سؤال يطلب منك. لديك الحق في الحصول على الإجابة عن أي تساؤل حول إجراءات الدراسة البحثية. وإذا كان لديك أي أسئلة نتيجة لقراءة هذه الورقة، يجب عليك أن تسأل الباحث قبل أن تبدأ المقابلة.
FOR FURTHER INFORMATION	للمزيد من المعلومات
My supervisor Dr Tony Woodall will be glad to answer your questions about this study at any time. You may contact him at tony.woodall@ntu.ac.uk. If you wish to retrospectively withdraw from participating in this research, or you want to find out about the final results of this study, you could contact me at n0547069@my.ntu.ac.uk. Thank you for taking part in this research. Please retain this Participation Information Sheet for further reference	مشرفي الدكتور/ توني ودال سيكون سعيداً بالإجابة على إستفساراتكم حول هذه الدراسة البحثية في أي وقت. تستطيع التواصل معه على tony.woodall@ntu.ac.uk. إذا كنت ترغب في التوقف عن كونك جزءاً من هذه الدراسة البحثية أو ترغب في معرفة المزيد عن النتائج النهائية لهذه الدراسة، يمكنك الاتصال معي على n0547069@my.ntu.ac.uk. شكراً لك على المشاركة في هذا البحث. الرجاء الإبقاء على هذه الورقة معلومات.



## 12 Appendix D: Participant Information Sheet for the In-depth Interview with Practice Observers

Interview Date: \_\_\_\_\_

Participant's #: \_\_\_\_\_

Research TITLE	عنوان الدراسة البحثية
Front-line Service Employees' Service Recovery Performance: A practice theory-based study into customer complaint handling in the Abu Dhabi Police Force	أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) : بحث عن إجراءات التعامل مع شكاوى المتعاملين في القيادة العامة لشرطة أبوظبي باستخدام نظرية الممارسة.
INVITATION	دعوة
You are being asked to take part in a research on exploring and determining the effect of different aspects of police social structure and managerial action (such as police culture, leadership style and military ranks) on front-line employees' service recovery performance within the context of Abu Dhabi Police Force. This research is part of fulfilment of the requirements for the Doctorate of Business Administration (DBA) program at Nottingham Trent University (NTU). The research fulfilled all the ethical requirement by the NTU.	أنت مدعو للمشاركة في هذه الدراسة البحثية لإستكشاف و تحديد العوامل الداخلية التي تؤثر على أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) ضمن القيادة العامة لشرطة أبوظبي. هذه الدراسة البحثية هي جزء من متطلبات الحصول على درجة الدكتوراه في إدارة الأعمال (DBA) من جامعة نوتنغهام ترينت (NTU).
WHAT WILL HAPPEN	ماذا سيحدث
In this study, you will be asked a number of questions during an interview, which will help in exploring and determining the effect of different aspects of police social structure and managerial action (such as police culture, leadership style and military ranks) on front-line employees' service recovery performance. More specifically, you will be asked to provide your answers as an observer of the front-line service employees' action during customer complaint handling.	خلال هذه الدراسة البحثية، سوف يطلب منك الإجابة على عدد من الأسئلة خلال مقابلة، والذي سوف يساعد على إستكشاف و تحديد العوامل الداخلية التي تؤثر على أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) ضمن القيادة العامة لشرطة أبوظبي. وبشكل أكثر تحديداً، سوف يطلب منك أن تقدم إجاباتكم كمراقب العمل على موظفي تقديم الخدمة خلال التعامل مع شكاوى المتعاملين.
TIME COMMITMENT	الوقت اللازم
The interview typically takes between 45 minutes to an hour.	المقابلة قد تستغرق ما بين 45 دقيقة إلى ساعة.
BENEFITS AND RISKS	فوائد ومخاطر
There are no known benefits or risks for you in this study.	لا توجد فوائد معروفة أو مخاطر بالنسبة لك في هذه الدراسة.
COST, REIMBURSEMENT AND COMPENSATION	الثمن والسداد والتعويض
Your participation in this study is voluntary.	مشاركتكم في هذه الدراسة تطوعية.
CONFIDENTIALITY/ANONYMITY	السرية / عدم الكشف عن هوية
This interview will be recorded for the purposes of further analysis, but the data we collect do not contain any personal information about you except the department that you work for. Your data will be given a code known only to me and no one apart from the researcher will be able to link the data you provided to the personal information you supplied (e.g., name, address, email).	البيانات التي سيتم جمعها لا تحتوي على أي معلومات شخصية عنك باستثناء الإدارة التي تعمل بها. لا أحد سيكون قادراً على ربط البيانات التي قدمتها إلى المعلومات الشخصية التي قمت بتوفيرها (على سبيل المثال، الاسم والعنوان والبريد الإلكتروني).
PARTICIPANTS' RIGHTS	حقوق المشاركين

<p>You have the right to decide to stop being a part of this research study at any time without explanation. If, after the interview has been completed, you wish to withdraw your data please contact me. This option is available until 10/02/2017, after which it will not be possible to delete your data from within the analysis.</p> <p>You have the right to omit or refuse to answer or respond to any question that is asked of you.</p> <p>You have the right to have your questions about the procedures answered. If you have any questions as a result of reading this information sheet, you should ask the researcher before the interview begins.</p>	<p>لديك الحق في أن تقرر التوقف عن كونك جزءاً من هذه الدراسة البحثية وأن تطلب سحب أي بيانات حتى 2017/02/10 دون تفسير.</p> <p>لديك الحق في حذف أو رفض الإجابة أو الرد على أي سؤال يطلب منك.</p> <p>لديك الحق في الحصول على الإجابة عن أي تساؤل حول إجراءات الدراسة البحثية. وإذا كان لديك أي أسئلة نتيجة لقراءة هذه الورقة، يجب عليك أن تسأل الباحث قبل أن تبدأ المقابلة.</p>
<p><b>FOR FURTHER INFORMATION</b></p> <p>My supervisor Dr Tony Woodall will be glad to answer your questions about this study at any time. You may contact him at <a href="mailto:tony.woodall@ntu.ac.uk">tony.woodall@ntu.ac.uk</a>. If you wish to retrospectively withdraw from participating in this research, or you want to find out about the final results of this study, you could contact me at <a href="mailto:n0547069@my.ntu.ac.uk">n0547069@my.ntu.ac.uk</a>. Thank you for taking part in this research. Please retain this Participation Information Sheet for further reference</p>	<p>للمزيد من المعلومات</p> <p>مشرقي الدكتور/ توني ودال سيكون سعيداً بالإجابة على إستفساراتكم حول هذه الدراسة البحثية في أي وقت. تستطيع التواصل معه على <a href="mailto:tony.woodall@ntu.ac.uk">tony.woodall@ntu.ac.uk</a>. إذا كنت ترغب في التوقف عن كونك جزءاً من هذه الدراسة البحثية أو ترغب في معرفة المزيد عن النتائج النهائية لهذه الدراسة، يمكنك الاتصال معي على <a href="mailto:n0547069@my.ntu.ac.uk">n0547069@my.ntu.ac.uk</a>. شكراً لك على المشاركة في هذا البحث. الرجاء الإبقاء على هذه الورقة معلومات.</p>

# 13 Appendix E: Consent Form

RESEARCH TITLE	عنوان الدراسة البحثية
Front-line Service Employees' Service Recovery Performance: A practice theory-based study into customer complaint handling in the Abu Dhabi Police Force	أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) : بحث عن إجراءات التعامل مع شكاوى المتعاملين في القيادة العامة لشرطة أبوظبي باستخدام نظرية الممارسة.
PROJECT SUMMARY	ملخص الدراسة البحثية
You are being asked to take part in a research on exploring and determining the effect of different aspects of police social structure and managerial action (such as police culture, leadership style and military ranks) on front-line employees' service recovery performance within the context of Abu Dhabi Police Force. This research is part of fulfilment of the requirements for the Doctorate of Business Administration (DBA) program at Nottingham Trent University (NTU). The research fulfilled all the ethical requirement by the NTU.	أنت مدعو للمشاركة في هذه الدراسة البحثية لإستكشاف و تحديد العوامل الداخلية التي تؤثر على أداء موظفي تقديم الخدمة في إستعادة رضا المتعامل (إسترجاع الخدمة) ضمن القيادة العامة لشرطة أبوظبي. هذه الدراسة البحثية هي جزء من متطلبات الحصول على درجة الدكتوراه في إدارة الأعمال (DBA) من جامعة نوتنغهام ترينت (NTU).
By signing below, you are agreeing that: (1) you have read and understood the Participant Information Sheet, (2) questions about your participation in this study have been answered satisfactorily, (3) you are taking part in this research study voluntarily, (4) you are aware you are free to withdraw by 10/02/2017 without giving any reason, (5) you agree to take part in the above study, (6) it possible to have a follow up interview, if clarifications are needed	من خلال توقيعك أدناه، فإنك توافق على ما يلي: (1) أنك قد قرأت وفهمت ورقة معلومات المشاركين، (2) أجاب الباحث على أسئلتك حول المشاركة في هذه الدراسة البحثية بصورة مرضية، (3) أنك تتطوع للمشاركة في هذه الدراسة البحثية، (4) لديك الحق في الانسحاب حتى 2017/02/10 دون إبداء أي سبب، (5) أوافق على المشاركة في الدراسة البحثية المذكورة أعلاه، (6) من ممكن عقد مقاليه لاحقة، إذا دعت الحاجة لذلك.

رقم المشارك\*# Participant's

توقيع المشارك\* Participant's signature

تاريخ المقابلة Interview date

Name of person obtaining consent (Printed)

Signature of person obtaining consent

أسم الباحث

توقيع الباحث

\* To preserve some degree of anonymity ,please use the Participant's # giving at the begging of the interview.

\* للحفاظ على سرية الهوية يرجى استخدام رقم المشارك \*

## 14 Appendix F: Customers' Service Charter (Abu Dhabi Police 2017)

### Customers' Service Charter

Abu Dhabi police is keen on offering its customers excellent and high quality services that would attain their satisfaction and exceed their expectations.

**Our employees' values**

**To concentrate on customers:**  
To treat customers with dignity, respect and fairness, and seek to develop and strengthen the relationship with them.

**Credibility and empowerment:**  
To treat others with clarity and transparency, and seek to continuously develop our capabilities to respond better to the needs of customers.

**Cooperation and team work:**  
We constantly seek to support our colleagues and help adopt and create a work environment that would promote team work.

**Continuous improvement:**  
We encourage and support exploring opportunities necessary to enhance customer's experience.

**What to expect from us**

**Kindness:**  
We will treat you with respect, kindness, friendliness and a smile. And we will tackle with privacy any of the problems relevant to our services.

**Information:**  
We will provide our services through a helpful and knowledgeable team that would protect your privacy, understand your needs, and is capable of responding to your queries.

**Response:**  
We will work to answer all your queries, and provide you with the requirements of each service, completion time, facilitate the process of communicating with us, and we will cater to your comments and observations.

**Credibility:**  
We will focus on providing you with quality services in an effective, and transparent way. We will also strive to realize your expectations.

**Ease of service:**  
We will provide you with timely services through channels that best suit you, and we will reduce the number of steps required to complete a service in order to offer you a quick and seamless service.

**Quality:**  
We will provide you with special and high quality services that would enhance individuals' quality of life.

**Your commitment to us**

- Appreciate efforts of our staff at your service and treat them with mutual respect and appreciation.
- Provide all the supporting documents required to help us serve you faster.
- Inform us immediately of any errors committed by our staff or yourselves while serving you.
- Inform us immediately of any changes in personal information relevant to the service provision.
- Welcome and respond to the queries of customer service staff to provide you with a quality service.

*Dear customers...*  
*"We are keen to provide you with prompt and high quality services. We are also committed to deal with the public in line with Abu Dhabi Police GHQ's strategy, best practices, protection of human rights and the establishment of justice."*

Major General/ Mohammed Khalfan Al Rumaithi,  
Commander-in-Chief of Abu Dhabi Police.

For more information please contact us on

8003333 | [contactus@adpolice.gov.ae](mailto:contactus@adpolice.gov.ae) | [f](#) [t](#) [in](#) [v](#) [p](#) [adpolicehq](#)

Working hours: 7:30 - 2:30 Sunday-Thursday

  
الشرطة العامة - أبو ظبي  
Abu Dhabi Police GHQ

## 15 Appendix H: Sample of Interview Transcriptions in English

Participant No. 5
<p><b>Interviewer:</b> Salam Alaikum, participant No. 5 I am Major Abdullah Al Ameri who is a Researcher Doctorate.</p> <p><b>Interviewee:</b> <i>Hi.</i></p> <p><b>Interviewer:</b> Briefly, could you tell us about your role in the organisation? And does it involve providing services to the public?</p> <p><b>Interviewee:</b> <i>I am a traffic policeman in the Directorate of Traffic and Patrols of Abu Dhabi Police.</i></p> <p><b>Interviewer:</b> How many years of work in the traffic side?</p> <p><b>Interviewee:</b> <i>Currently 9 years.</i></p> <p><b>Interviewer:</b> What is your rank?</p> <p><b>Interviewee:</b> <i>Sergeant.</i></p> <p><b>Interviewer:</b> From your experience as a front-line service employee, could you tell me about a recent situation where you had to deal with an unsatisfied member of the public?</p> <p><b>Interviewee:</b> <i>There are lot of events not only a single event.</i></p> <p><b>Interviewer:</b> Talk about one event from the events you have dealt with a dissatisfied customer.</p> <p><b>Interviewee:</b> <i>The nature of our work is to enforce traffic regulation and law. If there is a traffic accident, the causative of the accident is considered to be contrary to traffic and traffic laws. However, today a person came to the station to complain about a fine/penalty that was wrongly entered in the traffic system. I told him to go to the Mussafah police station and request the original of the fine/penalty so that we can correct the error in the system. The electronic systems prevent me from modifying a fine/penalty entered from another police station, also I must get the origin copy of the fine/penalty that is why I could not satisfy the customer.</i></p> <p><b>Interviewer:</b> There is no one in the traffic and patrol department who can solve the complaint without sending the client to the Mussafah police station.</p> <p><b>Interviewee:</b> <i>No, because the fine/penalty was not given by a staff of the Directorate of Traffic and Patrols. This fine/penalty was given by a staff member of the Mussafah Police Station, how is not affiliated with the Directorate.</i></p> <p><b>Interviewer:</b> Who was involved in solving the problem that caused the dissatisfaction of the complainant on that incident? And To what extent were you involved in solving the problem that caused the dissatisfaction of the complainant on that incident?</p> <p><b>Interviewee:</b> <i>It depends on the customer and the problem. There are some customers who are satisfied by my work, but some customers ask for the officer in charge because they are not satisfied with my solution. In my turn, first I explain the problem to the manager or the officer in charge then I let the customer to enter. The manager discusses with the problem with customer</i></p>

*and explains the procedures and the laws followed, however, the customer may still not be satisfied.*

**Interviewer:** Do you mean that the client comes to meet the manager or the officer in charge?

**Interviewee:** *It is impossible, neither small nor large can change the customer conviction. For example, an elderly customer came last week and said that he has a complaint. After reviewing the problem, I told him that I couldn't help you in anything because the legal procedure is correct. After he left me, he went to the manager with the same complaint and he told him that I could not help him. The manager told him "If the front-line employee couldn't help you and the legal procedure is correct, then I cannot help you either. I cannot benefit you because the law applies to everyone.*

**Interviewer:** Ok. Now we got to the last question, before we get into the exercise. From your experience as a front-line service employee, what is affecting your service recovery performance?

**Interviewee:** *First, the employee's personality and second the client's style. Some customers even if he is not satisfied he will still laugh and take and give with me, but the others will be angry and will not accept anything from you.*

**Interviewer:** Could you please provide detailed instructions to a double who you should imagine will be taking your place at work the next day. The instructions are not "cold" but must contain relational and social elements. The double will learn how to work at your job as if he/she were you, not just a list of tasks to be performed. These instructions should be based in your daily work, where you might have to deal with an unsatisfied customer for each of the following scenarios: An unsatisfied customer asked, "Why it is taking so long to be serviced?"

**Interviewee:** *You should welcome the customer and apologize for the delay and then giving the customer a chance to clarify his sentiments. And then explain the reasons for delay to the client. And the completion of the procedures related to customer service as a matter of urgency.*

**Interviewer:** A customer (who was serviced by you an hour ago) came back to you complaining that you made a mistake.

**Interviewee:** *You should welcome the customer and apologize to him and try to help him and solve the problem, you should report the mistake to the officer in charge.*

**Interviewer:** A customer (who was serviced by another employee) came back to you complaining that a mistake was made by the other employee.

**Interviewee:** *You should welcome and apologize to the client for the error and try to help and solve the problem, and in the absence of a solution I inform the officer responsible as shown in the answer before.*

**Interviewer:** Thanks for sharing your answer with me, and now we reach the end of our interview.

Participant No. 6

**Interviewer:** Salam Alaikum, participant No. 6 I am Major Abdullah Al Ameri who is a Researcher Doctorate.

**Interviewee:** Hi.

**Interviewer:** How many years of work in the traffic side?

**Interviewee:** 20

**Interviewer:** What is your rank?

**Interviewee:** Warrant officer 2

**Interviewer:** Briefly, could you tell us about your role in the organisation? And does it involve providing services to the public?

**Interviewee:** *My work requires dealing with the customer during traffic accidents, traffic accidents against unknown, and investigating vehicle theft.*

**Interviewer:** From your experience as a front-line service employee, could you tell me about a recent situation where you had to deal with an unsatisfied member of the public?

**Interviewee:** *Like what I told you, I deal with the traffic incidents against an unknown person. One day we went to an accident scene and we met the customer and he said that "another car hit his car and fled". Yet after the inspection of the car we discovered that the car had not been hit by another car, but it collides with a metal object. The customer did not accept the results of the inspection and he was unsatisfied. However, I dealt with the customer in a literal manner and we were warned not to open a false report which could expose him to legal liability.*

**Interviewer:** Excellent, what if you made a mistake in planning an incident report, how your behaviour will be?

**Interviewee:** *The traffic accident report is should be very accurate and I have to be careful. In case of I was in doubt about the accident, I will bring at least two accident experts with me to inspect the incident and make sure there are no doubts about the report. In this way, I will reduce the possibility of error, which would reduce the possibility of dissatisfying the customer. In addition, in case of customer dissatisfaction with the traffic report, the report will be presented in the presence of the customer to a neutral committee, which will be a final and convincing decision for the client.*

**Interviewer:** Who was involved in solving the problem that caused the dissatisfaction of the complainant on that incident? And To what extent were you involved in solving the problem that caused the dissatisfaction of the complainant on that incident?

**Interviewee:** *In case the problem with the customer is large, the case would be referred to the officer in charge.*

**Interviewer:** And To what extent were you involved in solving the problem that caused the dissatisfaction of the complainant on that incident?

**Interviewee:** *We are trying to solve the problem with the customer, if the customer is satisfied with the solution, that would be it. However, many customers ask to meet the officer in charge.*

**Interviewer:** what I understood is that it is possible that you yourself as a front-line employee would try to satisfy the customer without the intervention of any other person.

**Interviewee:** *Yes. For example, in the event of an error in a traffic accident report, I write a new report without having to return to the manager, but in the process of issuing the worthy report, the office in charge's signature must be obtained.*

**Interviewer:** From your experience as a front-line service employee, what is affecting your service recovery performance?

**Interviewee:** *Sometimes the customer thinks that you have all the powers/ authority to do your work. He thinks that I have the power to solve all of their issues.*

**Interviewer:** Are your powers/authority limited?

**Interviewee:** *True, and even office in charge has limited powers/ authority. We have limited powers because there is a law above us, maybe I would like to help the customer but the law is the between me and him and also the existence of electronic systems could be a reason.*

**Interviewer:** Could you please provide detailed instructions to a double who you should imagine will be taking your place at work the next day. The instructions are not "cold" but must contain relational and social elements. The double will learn how to work at your job as if he/she were you, not just a list of tasks to be performed. These instructions should be based in your daily work, where you might have to deal with an unsatisfied customer for each of the following scenarios: An unsatisfied customer asked, "Why it is taking so long to be serviced?"

**Interviewee:** I apologize and ask forgiveness for the delay, and absorb his anger. Also, I explain the reasons for the delay and repeat my apology.

**Interviewer:** A customer (who was serviced by you an hour ago) came back to you complaining that you made a mistake

**Interviewee:** *I apologize and ask forgiveness and absorb his anger. I explain the reasons for the mistake and repeat my apology. Also, you should work on correcting the error based on the powers granted to you; in case you lack authority, you should inform the officer-in-charge about the mistake with the customer and take approval to take corrective action*

**Interviewer:** A customer (who was serviced by another employee) came back to you complaining that a mistake was made by the other employee.

**Interviewee:** *I deal with the situation as if I was the mistaken and apologize and ask forgiveness and try to absorb his anger. I explain the reasons for the mistake and repeat my apology. Also, Also, you should work on correcting the error based on the powers granted to you, in case of the absence of authority you should inform the office in charge about the mistake with customer and take approval to take corrective action.*

**Interviewer:** Thanks for sharing your answer with me, and now we reach the end of our interview.

Participant No. 27

**Interviewer:** Salam Alaikum, participant No. 27 thank you for participating in our search.

**Interviewer:** How many years of work in the traffic side?

**Interviewee:** 15



**Interviewer:** What is your rank?

**Interviewee:** *First Lieutenant*

**Interviewer:** Briefly, could you tell us about your role in the organisation? And does it involve providing services to the public or supervising front-line service employees?

**Interviewee:** *My role in Abu Dhabi Police General Command is to always keep our customers satisfied. So that, my role in Abu Dhabi Police requires law enforcement as part of providing our service to the public to help them facilitate their matters and procedures.*

**Interviewer:** Does your role involve providing services to the public or supervising front-line service employees?

**Interviewee:** *Both.*

**Interviewer:** From your experience as a supervisor (observer), what is affecting front-line service employees' service recovery performance?

**Interviewee:** You get a lot of cases where the customer comes angry and has the right to file a complaint for the wrong offense. Here the role of the employee is very important in dealing with the customer, so here we offer the employee the best ways to rest to deal with the customer. Where if the employee feels the pressure, and cannot deal with the customer, the employee can go to a rest room and rest until his mind calms down and returns to complete his work. No matter what the clients is and how wrong, the employee should argue with customer, and if employee feel that he can no longer control himself, he can transfer the customer to the officer in charge. Above all of this, the employee should always smile and make every effort to deal with the customer with great ease. If employee can solve the problem then, without hesitations they should solve it, but if you cannot do it then turn the problem to the officer in charge to be solve. It is noticed here that the customer's mood begins to change when he meets an officer with a higher rank.

**Interviewer:** Do you mean that the customer would start to calm down when he meets an officer?

**Interviewee:** *We are saddened by this difference in style by the customers, where that with the poor employee who does not have the power the customers will be angry and yells at front line employee, but when he meets an officer all this behaviour disappears as if they are someone else. The officer begins to solve the problem with the well-known deal "What can we serve you with?". If I have the authority to solve an error then I solve it, if I do not have the authority then I transfer the problem to the responsible authority to solve it.*

**Interviewer:** I should of ask more question, but I skip them, as that answered them as part of previous answers. We'll quickly get into a set of five questions. These five questions/statements, which are inspired from 25 interviews with front line employees. The first question/statement is, "In general, the interviews indicated that front-line service employees deal with dissatisfied customers respectfully through greeting, smiling and apologising to the customer." What is your explanation of this?

**Interviewee:** *That's true, Abu Dhabi Police requires me to provide service to customers and satisfy them in any way, even if it is their mistake, and I should try to make them understand*

*their mistake, so that they would be convinced. We must take training courses, which help us deal with the customers.*

**Interviewer:** Could see more about these training courses?

**Interviewee:** *Yes, Abu Dhabi Police is interested in the topic of how to deal with customer. Every year we have to give our staff these training courses, so we must improve their ways in how to deal with the customers. There is some discussion, where some employees do not receptive to the idea that the customer is always right, so we must instil in the employee patience in dealing with the customer, even while customer was wrong and insists that the right with customer.*

**Interviewer:** Well, the second question/ statement says “Even though front-line employees showed initiative in solving problems with dissatisfied customers, their role required informing officers in charge so they could solve the problem”, What is your explanation of this?

**Interviewee:** *It's true and we already have it. We suffer from this problem today, because everything is with the manager. That's because of the upper officials rank. Even I who is an officer I have to go to the branch manager if there's a problem. In some cases, the branch manager may not be able to solve it and turn it on to the head of the department and the head of the department transfer it to the director of the department and from the director of the department to the director of the directorate. And this thing happens a lot, which leads to a delay in customer service, where we can change this and solve it from the beginning through the employee. When we attend educational lectures, they tell us that to do this and do that, but how they want us to do it if they do not give us the authority.*

**Interviewer:** Even if you know how to solve the problem, you cannot solve it.

**Interviewee:** *Yes, you must give me the permission as long as you trust me and made me sit in this office to work. Give me and give the other employees the authority to finish their work fully and I will be responsible for them and at the end of the day I will review and check their transactions and take full responsibility. When you ask an employee to do something, he would say, “I have no authority to do so”. And your statement is true, on one hand, the employees have interest and want to work, but at the end, he would say, “You did not give me the authority and did not recognize my interest”.*

**Interviewer:** Thank you for your helpful reply. Now we turn to the third question/ statement says “Front-line service employees showed initiative in solving problems with dissatisfied customers, even if the problem was caused by a colleague.”, What is your explanation of this?

**Interviewee:** *That's true and it happens a lot. We are complementary to each other, and here we have in the police departments a majority of staff working on the shift system. Where if we have a client and he wants to finish his request I have to do so, and not argue with the absence of the person responsible for the mistake. It is my duty to resolve the request as soon as possible. I apologize on behalf of my colleague for the mistake he has committed. I try to show the client that what happened is an involuntary mistake and will not be repeated again. After that I have to sit down with the manager and with my colleague who made a mistake and I show him his mistake so that he does not repeat it.*

**Interviewer:** The fourth question/ statement says “Even if front-line employees solve problems caused by their colleagues, they report the problems to the officer in charge.”, What is your explanation of this?

**Interviewee:** *I've answered your question before and will answer you again. Because the client comes to the officer who has no power and no authority so he turn to the manager.*

**Interviewer:** Okay. The last question/statement says “Front-line employees revealed differences and inconsistencies in their abilities during attempts to satisfy customers”, What is your explanation of this?

**Interviewee:** *This point is true and it already exists. Everyone has his or her own abilities. For example, we have employees who cannot get you the idea or even cannot talk to you, especially the female. The female component cannot get you the information and there is a difference between them and the boys. Whereas between any boy you will notice that they have the same capacity in the possibilities. I think could be linked to our culture with the UAE in which he lived, there are some people who cannot even look at you in the eyes., I have a lot of employees who cannot look at the clients and if they feel that the subject will be prolonged they try to turn the client into another colleague. As some do not like to lengthen the time to talk with the client who is asking a lot and there are 70% to 80% of this type of clients.*

**Interviewer:** But can he solve the client's request?

**Interviewee:** *Yeah, but he does not like to prolong talking with him.*

**Interviewer:** Well, thank you for helping you and helped me a lot.

**Interviewee:** *You are welcomed.*

Participant No. 31

**Interviewer:** Salam Alaikum, participant No. 31 Thank you for your participation in our search. The first question is, in short, can you tell us about your role in Abu Dhabi Police General Command or your daily work?

**Interviewee:** *My role was in traffic employment since my employment on 24/4/2001. I continued to work in traffic for 16 years.*

**Interviewer:** What is your rank?

**Interviewee:** *Lieutenant*

**Interviewer:** Does this mean that your role requires dealing with clients or supervising employees who provide service to clients?

**Interviewee:** Yes.

**Interviewer:** From your experience as a supervisor (observer), could you tell me about a recent situation where one of the front-line service employees had to deal with an unsatisfied member of the public?

**Interviewee:** *Few days ago, a customer came to us, who paid the value of violations by Credit or Card. My employee put twenty thousand five hundred Dirhams instead of two thousand five hundred. So, cutting started from the bank, and the customer astonished, because the amount is 18 thousand Dirhams difference. We, surely, checked the receipts under which he paid to confirm what he has already paid. It was found that he pays 2500, so the difference is big.*

*Through Credit we can not return the amount to him. What we have done is that we issued a letter to Finance in Abu Dhabi, who in turn contacted the Bank to retrieve the amount in account of the customer.*

**Interviewer:** How was this conflict resolved by the front-line service employees?

**Interviewee:** *When he referred to me, he said that he paid a big amount, meaning the difference in amount is about 20 thousand. He is not sure how much the amount is. I told him, ok. I went to the accountant, who in turn checked the matter through Vehicle Number and traffic code of the person, and what were the violations paid for. Surely, we checked the receipts confirming payment, and found that the difference was big. We made him understand that the employee added zero. This is a problem for the Credit. We made him understand that we can not retrieve this amount, because we are connected to the Headquarters and financial issues with the Finance, and they have contacts with the bank, not us. We can not contact the bank directly, because we are a simple part in Headquarters. We issued a letter, and gave him a copy so that he may refer if there is a delay on the part of Headquarters, and then he may refer to them.*

**Interviewer:** Who was involved in solving the problem that caused the dissatisfaction of the complainant on that incident other than the front-line service employees?

**Interviewee:** *It depends on the problem. As to the accident that I told you, there is a problem from the employee. There is a mistake made by the employee, but to assure this I referred to the accountant to calculate the amount, and was there a mistake or not, and then I ask the employee : why did you make the mistake. Same thing, there is a technical mistake. Some time ago, I spoke : why don't you provide me with an automatic service, where there are shops cut and send you machine amount itself. There are some shops, including Carrefour, I think, or Lulu, which can deal automatically on the basis of what was withdrawn, and this is not by hand. This saves a big part of mistake. There may be a mistake, but not in this way, especially the employees who do not deal too much with credit, I mean most of them pay in cash. So, their experience is simple in these issues.*

**Interviewer:** To what extent were front-line employees involved in solving the problem that caused the dissatisfaction of the complainant on that incident?

*There are powers. Each employee has powers, and if the employee does not have the powers, then the next rank may have the powers. But if the customer comes to me, at first I see the employee who has the problem, and ask him to settle the matter. If he can not, then I solve it, but at first it should be done with the employee because he knows that there is a mistake made by him, and he should avoid it in the future. So, if I solve the problem, and he has no idea about the matter, then he will not get benefits. I, myself, will not get any benefit and the customer also will not. Any mistake for the employee: I call the employee and tell him to check, and he will see if there is possibility to settle, and then he will inform me about what happened.*

**Interviewer:** Through your experience as an administrator, what is your personal opinion that affects the performance of employees to provide your service?

**Interviewee:** *The external environment may affect the employee more than the work environment itself. For example, a person may have family problems and come to work and he is still affected and shocks the client with his affected mode. It is assumed that each person has a separate boundary that separates his or her personal life from that of his work. Moreover,*

*First the officer in charge has to empower the employee to do his work, because if the manager is central management there will be problems when dealing with the client. That is why we are restricted by the procedure, which in return causing the delay in the termination of transactions. For example, a violation came in and you have to call for the editor of the violation who is a policeman and take his words and then inform the supervisor the whole subject. In a situation like this I prefer to give the authority if the person has long experience, a greater understanding of life, and also understanding the nature of dealers. Another factore is that, there is a difference and a predominantly effected by the military character. However, the working environment here combines military and field character.*

**Interviewer:** We'll quickly get into a set of five questions. These five questions/statements, which are inspired from 25 interviews with front line employees. The first question/statement is, "In general, the interviews indicated that front-line service employees deal with dissatisfied customers respectfully through greeting, smiling and apologising to the customer." What is your explanation of this?

**Interviewee:** *There is a difference, where when you violate someone you should consider the surrounding environment, as there is a difference in the interaction between the nomadic environment, urban environment, and rural environment. For example, a week ago there was an incident involving officer belonging to the Abu Dhabi police branch, but the officer did not know how to behave with them because of the difference in their environment from the Bedouin environment in Bani Yas. I'm talking in general, because the general people in Bani Yas is Bedouin, so we have to change the way we deal with them and their way of thinking must be taken into account. As it should not be the method of communication that you are a policeman and must implement the law, but must take the way of his thinking and let him understand his mistake.*

**Interviewer:** Well, the second question/ statement says "Even though front-line employees showed initiative in solving problems with dissatisfied customers, their role required informing officers in charge so they could solve the problem", What is your explanation of this?

**Interviewee:** *Because the lack of power, if there were powers we will not return to the manager, and also maybe for the abuse of authority.*

**Interviewer:** Now we turn to the third question/ statement says "Front-line service employees showed initiative in solving problems with dissatisfied customers, even if the problem was caused by a colleague.", What is your explanation of this?

**Interviewee:** *This is something positive. Perhaps the fear of the direct manager, or perhaps the kind of socialism we as Arabs do not like any harm to the colleague or brothers.*

**Interviewer:** The fourth question/ statement says "Even if front-line employees solve problems caused by their colleagues, they report the problems to the officer in charge.", What is your explanation of this?

**Interviewee:** *This behavior depends on the type of manager, whether the manager accepts it or not. For me, I have to see how the manager's mood is and how he accepts things.*

**Interviewer:** His style of leadership?

**Interviewee:** Is he a manager? Is he a leader? It is different since no one can be a leader. Some people say that a leader is born and some say that a leader is created. The manager is created but a leader is born. If I am talking about the commander or the manager then is created, but the leader in my usual thinking even a simple rank officer might affect the rank above him.

**Interviewer:** Okay. The last question/statement says “Front-line employees revealed differences and inconsistencies in their abilities during attempts to satisfy customers”, What is your explanation of this?

**Interviewee:** *It may be because the person himself has a particular thought or confident higher compared to the other. Moreover, They provided specialized courses that help improve the capabilities and abilities of the employee.*

**Interviewer:** Unfortunately. This was our last question and thank you for sharing with us.

**Interviewee:** You are welcomed.

## 16Appendix I: Examples of the Network Tools of Atlas.it

