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Abstract

Youth leadership development is one of the important agenda needed in the country's development agenda as outlined in the Malaysian Youth Policy 2015. The involvement of young leaders can be strengthened through wider exposure and professional training that enhances Positive Youth Development among youths. Thus, in community context, the role of police leadership is not merely just as law enforcement officer but an icon of leadership. The authority in public order and security granted by the law to the police officer can be a positive exertion to influence the youth and it has the potential in providing that kind of learning process. Therefore, this paper will explore the process of youth development towards PYD and how police leadership enhanced youth to become leader in the community. The discussion addressed in this paper is how police leadership contributes to the process of developing youth leadership ability form at risk behavior and eventually fulfilling the overall PYD needs.

Keywords: Positive Youth Development, Police Leadership, Community Development, Leadership Development

Introduction

In line with Malaysia's vision of becoming a developed nation, the Malaysian Youth Policy 2015 aims to strengthen the leadership development process among youth. Unleashing the ability and capacity of young people to develop their willingness to take the lead would directly contribute to the successful positive youth development (PYD). In PYD, the participation of young people in leadership activities would positively encourage developmental asset as it includes the youth development process (Li & Wang, 2009).

Youth development is described as an ongoing process to meet the physical needs and social demands in building youth competencies (Delgado, 2002), which in turn, promotes positive youth development (PYD) (Lerner et al., 2005; Shbail, 2018).

However, youth development requires facilitated learning and role models that can be followed. In community perspective, Royal Malaysia Police roles in community provided under Police Act 1967, Section 3(3) are the maintenance of law and order, the preservation of the peace and security of Malaysia, the prevention and detection of crime, the apprehension and prosecution of offenders and the collection of security intelligence. Extension from those provision, Crime Prevention and Community Safety Department (JPJKK) was form in June 2014 under Royal Malaysia Police transformation program.

Generally, the functions of the police department are crime prevention, eliminate criminal opportunity, eliminate crime intention, empower the community, handling public negative perception and as community advisors (Haberfeld, 2006; Mutumburanzou, 2018). Under the community advisors role, the Royal Malaysia Police playing a consultative role to the community, educational institution, business institutions, government agencies and non-governmental agencies.

Thus, police leadership has the potential in developing that kind of learning process for youth in the community. Focusing on the PYD process serves as the basis for the development of positive youth self-potential elements (Lerner et al., 2015), which principally comprises with empirical understanding to reveal the potential of police leadership and their roles in enhancing PYD elements among youth in the community.

In Malaysia, the current policy also supports the youth development agenda at the national level through initiative to plan for the future of Malaysia in the period of 20 years started from 2015 to 2035 (Malaysian Youth Policy, 2015). From the vision of becoming a developed nation, Malaysia Youth Policy has put efforts in strengthening the leadership development process among youth and strive to be amongst the top countries in the world in economic development, citizen well-being and innovation.

However, youth leadership development may also facing some challenges. When young people often fail to see themselves as a leader and decision-makers, it is because some adult leaders do not really pass on to them the knowledge, expertise, desires and motivation to be leader (Hastings, Human & Bell, 2011).

According to Christens and Dolan (2011) the consistency of youth leadership if not well organized, may result in young leaders not being able to participate effectively in the existing community development process, leading to youth not being closely linked to the group.

Malaysian Youth Index (2017) shows that the ability of young people to lead deteriorates, as there is a decline from 2015 index score in the category of youth leadership domain. The situation is compounded by the fact that the the government through Malaysian Youth Policy (2015) and an amendment to the Youth Societies and Youth Development Act 668 (2019) has formally re-classified youth as those between 15 to 30 years, compared to the previous range of 15 to 40. With a younger cohort of youth leaders taking on formal leadership

roles within the country in the near future, there is much concern regarding the leadership readiness of this group.

Considering that youth leadership development requires participative learning and role models that can be emulated, developing youth's leadership in the community through local police leader aspiration has the potential in providing that kind of development process. Therefore, this paper will discuss the police leadership towards PYD. This study also discusses the potential development of the '5C' in Positive Youth Development (PYD) and concerns involving the ability of Malaysian youths and in this context, university students and graduates and also youth in the community to lead.

Through positive youth development, the nation aspires to develop and produce future leaders who can lead organizations, communities and the nation to greater heights.

Literature Review
Leadership Theories

After reviewing more than a century literature review of leadership, there are many definitions of leadership (Maryam, 2015; Abu Daud Silong, 2009). According to Abu Daud Silong, (2009), after revised the literature on leadership definition, he concluded leadership is about influence, and to influence a leader must have followers, and the process of influencing occurs in a context towards some kind of goals. The same context also defines by. The essential elements that related to leadership are influence, follower and goals (Northouse, 2016; 2010; Hughes, Ginnett & Cuphy, 2015). When discuss about Leadership theories, it can be categorized under few school of thought like traits theory, behavioral theories, situational theories and integrative theories.

Traits theory, at the beginning of leadership study, people believe in the Great Man Theory that can be traced back to the early 1900s (Hughes et al., 2015). The fundamental concept, in theory, is believed leaders are born and not made (Achua & Lussier, 2013). The researcher tries to identify the traits that refer to trends in a person behavior (Hughes et al., 2015) and what made a great leader (Northouse, 2016; 2010). Moving from that, Trait theory emerged and after taking into consideration of previous research on traits leadership, Northouse (2010) concluded significant leadership traits are central to intelligence, self-confidence, determination, integrity and sociability.

Extension from traits theory, some researchers are not happy with the result to begin to look into behavior to explain leadership effectiveness. According to Silong (2009), the critical researchers in behavioral theories are: -

i)   University of Iowa studies - Identifies three leadership style ranging from autocratic to democratic to laissez-faire approaches.

ii) University of Michigan studies - Identifies two leadership styles that lie on a continuum – one end of the continuum focusing on task-oriented behaviors and other end concentrates on people-oriented behaviors,

iii) University of Ohio studies - Identifies two primary leadership behaviors – consideration and initiating structure that in combination provide four leadership styles: high in consideration and initiating structure, low in consideration and initiating structure, high in consideration and low in initiating structure and vice versa.

iv) Mouton – Blake studies - Introduces the Leadership Grip that identifies five leadership styles – the impoverished leadership, authority-compliant leadership, middle of the road leadership, country club leadership and team leadership.

v) Mintzberg - Introduces ten managerial roles that can be assumed by managers/leaders.

vi) Yukl - Identifies 15 dimensions of managerial/leadership behavior that have some similarities to Mintzberg's roles.

vii) Madinah Mohamad and Abu Daud Silong - Identifies various styles of community leaders in Malaysia, the most effective being the democratic style using two-way communication.

viii) Abu Daud Silong - Indicates that to be more effective, public sector leaders must change their traditional role of command and control to a more collaborative style that engages the people.

As suggested by Fiedler (1967), Hersey and Blanchard (1985), stated that leader's effectiveness influence by the situation. Fiedler (1967) contingency theory focuses on three dimensions, the leader-member relationship, task structure, and leader's position of power. As leadership style has to fix accordingly to follower developmental level, therefore in the case of Malaysia, the leader needs to take into consideration the background of the follower, which is multi races before using the appropriate style (Mohamad & Silong, 2009).

Integrative theories try to combine traits, behaviors and situation to explain influencing and successful leaders-follower relationship (Achua & Lussier, 2013). These theories include Transactional and Transformational leadership by Burns (1978), Bass (1985), which is the concern on how some leader inspire and empower their follower to achieve goals (Northouse, 2010). Beside that servant leadership by Greenleaf (1977) also emphasized focusing on follower not the leaders as the leader putting follower interest above of their own in realizing organizational goals (Mohamad & Silong, 2009).

Police Leadership

The core tasks for police leaders included problem-solving; creating a shared vision; engendering organizational commitment; providing care for subordinates; as well as driving and managing change (Pearson-Goff & Herrington, 2013). Beside those others scholars did highlighted finding on police leadership style and competencies found to be identical with transformational leadership (Shim, 2015; Masal, 2015; Farkas, 2014; Vito George, 2014; Kirby, 2014; Miller, 2014;

Swid, 2014; Indrayanto, 2013), servant leadership style (Massey, 2015) authentic leadership (Neyroud, 2011), command and control (Shane 2010; Batts, 2012).

With the nature of their working environment and the exposure of leadership experience, police leaders have potential to shape our youth leadership development. In police leadership style also discussed in which the personality of the leader stimulates change through the raising of motivation, morale, and a consciousness of mission (Haberfeld, 2006).
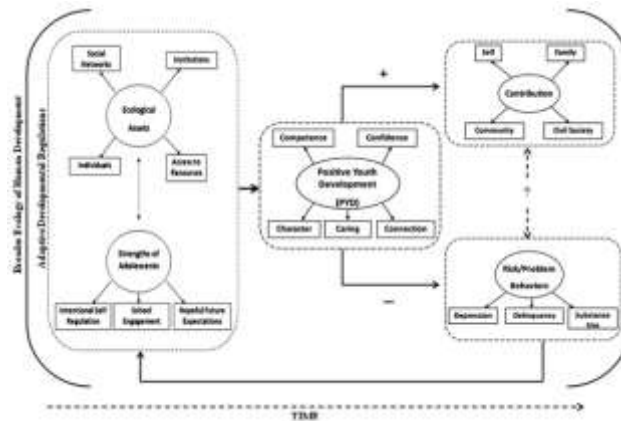
Positive Youth Development

Positive youth development (PYD) perspective basically combines two main ideas. The first perspective is that youths possess the strength as displayed through the development of their ability in cognitive, emotion, social and behavioral changes (Phelps et al., 2009; Gestsdottir et al., 2011). Furthermore, the second perspective is the hypothesis assuming that the PYD element will increase when the youth strength is compatible with the strength to react to their surrounding (Benson, Skala, Hamilton, & Sesma, 2006), for a healthy development in their ecology.

The individual development process in the PYD context involves adaptation of developmental regulations between youth strength and asset development within a particular ecology (Phelps et al., 2009). Specifically, the PYD perspective can be narrowed down to the following:

"The Positive Youth Development (PYD) perspective is an orientation to young people that has arisen because of interest among developmental scientists in using development systems, or dynamic, models of human behavior and development for understanding the plasticity of human development and the importance of relations between individuals and their real-world ecological settings as bases of variation in the course of human development"

(Sibereisen & Lerner, 2007, p.3)

The term 'plasticity' refers to the potential for a more systematic change in human development, which instills positive elements (Lerner et al., 2005; Lerner, Brittian & Fay, 2007). Therefore, the process of systematic change in youth development requires internal and external support (Lerner et al., 2005). According to Theokas et al. (2005), the combination of internal and external situations for the development of PYD elements above mentioned are known as the ecological and individual assets (Lerner et al., 2010), that consist of five elements '5C' (Lerner et al., 2005), illustrated in **Figure 1** as follows:

Figure 1. The relational, developmental systems model of Positive Individual involved in PYD
(Lerner et al., 2005, p. 7)

The internal asset is an element that guides youths to make choices related to their strengths, that is their hopeful future expectation, internal self-regulation and positive school engagement. Meanwhile, the external assets are ecological assets mostly related to positive experiences obtained from others, and the institutions they are involved with (Lerner et al., 2012). This may lead to individual joined benefit as the context of relationship with PYD consist of five elements '5C' (competence, confidence, character, connection and caring) (Lerner et al., 2005; 2015).

Discussion
Police Leadership and Youth Leadership from PYD Perspectives
Findings from the most recent Malaysian Youth Index (2017) indicate that this is currently the situation in Malaysia, i.e. youth's readiness to lead is decreasing. In addition, there are concerns about the ability of Malaysian youth to lead. The situation is compounded by the fact that the government through Malaysian Youth Policy (2015) and an amendment to the Youth Societies and Youth Development Act 668 (2019) has formally re-classified youth as those between 15 to 30 years, compared to the previous range of 15 to 40. With a younger cohort of youth leaders taking on formal leadership roles within the country in the near future, there is much concern regarding the leadership readiness of this group.

The cycle of learning, actions and positive attitude of young people may be developed from leadership development programs which that can be an indicator of PYD (Lerner et al., 2005; Silbereisen & Lerner, 2007; Lerner et al., 2011). Through police leadership roles, youth have the opportunity to develop individual assets through skills, establish youth leadership and cohesion, and create a harmonious social partnership between youth and adults.

The profit gained by the youth through leadership mentoring is related to the requirements for successful youth development. Futhermore, it provides opportunities for youth to gain access to the culture they are interested in using the external resources.

This will build each of the ' 5Cs ' components directly in the creation of productive youth, which may eventually be the youth's contribution (Lerner et al., 2013).

Conclusion

Based on the discussion above explain the role of police leadership is not merely just as law enforcement officer but can be an icon of leadership in the community especially among the youth. The authority in public order and security granted by the law to the police officer can be a positive exertion to influence the youth. A non-enforcement role approach is a strategy to nurture the positive relationship between the Royal Malaysia Police officers and the youth. Once the relationship establishes, we hoping the positive values can be indoctrinated to the mind of the youth.

The local police leaders at the district and station levels such as Officer in Charge of Police District (OCPD), Officer in Charge of Police Station (OCS) and School Liaison Officer may play a significant role to engage the youth under their jurisdiction. They can guide the specifically targeted youth group with their personal experience on how they went thru their growing period and especially their working experience as previous researcher found that police leadership identical with transformational leadership, servant leadership style, authentic leadership and command and control. These can provide a pool of experience and knowledge to be share with the youth.

More efforts should be made to explore the Malaysian youths' involvement in leadership development via police leadership that representing icon in the community, which may contribute to positive youth development. Efforts to develop youth through the process of leadership can raise positive values among youth.

Conceptually, the idea from discussion will explore how youth, who participated in leadership programs that incorporate intervention program for youth at risk behavior, learned and built positive values via the police leadership. The discussions suggest that the influence of police leadership is one of the factors that assist in the formation of new leadership potentials among youths in the community.

All in all, police leadership is one of the insightful mechanisms that helps in developing leadership abilities among youth. Youth learning occurs in the locus of the local police leaders and not limited only to the positive development between police leaders and youth. In fact, youth leadership development also occurred through police's organizational community especially encouraging youth at risk behavior to become positive youth.

Access obtained from a local police leader-owned network helps accelerate the development of their ecological assets that help to improve PYD. Agans et al. (2014) states that youth are often left out in the context of social activity and positive connection. Therefore, the construction of an external network is necessary for the youth to exhibit positive values that induce bonding with other individuals and institutions as well as helping to build youth capacity in connection towards PYD (Agans et al., 2014). Provision of a platform by mentors helps to bond mutually beneficial relationships between

individuals and peers, institutions and communities.

In addition, the positive values addressed from the PYD viewpoint also analyzed mainstream youth services, including civic and organizational services. It can therefore be seen that the values of the PYD have a strong relationship with values of leadership shaped by the police leadership.

Therefore, it can be seen that the PYD emanated through strong relationship and bond between the young leaders and the leadership community of practice in the development process. More initiatives that link police institution, public sector and corporate in the form of positive youth development should be provided to youth to enhance the leadership learning and eventually the overall holistic, balanced and entrepreneurial traits expected from them as espoused in the Malaysian Youth Policy 2015-2035.

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