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LEVEL 6 - 40 Credits

Workbook title: Competency Based

Workbook 5 (PCDA)

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**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPF 6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Understanding the Police Officer role
- Modern Professional Police Officer
- Strategic Role of the College of Policing
- Communication Skills
- Social Media
- Leadership and Team Working
- Leadership style
- Flexibility and Leadership Strategy
- Coaching
- Mentoring
- Professional and Organisational goals
- Assessment

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism.
- not identify individuals including witnesses, victims or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given).*
- *You should use this document (electronically on Moodle) - insert your text / answer within each section of this workbook.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this task I will be discussing a policing incident whereby I played a significant role which involved an offender. I will critically evaluate the strategic role of the College of Policing in professionalising policing in the UK. I will evidence how I'm working to fulfil the role of a modern professional Police Officer now that I am in my final year of probation. I will critically reflect upon how my final year of probation has seen my role as a Police Officer change. I will utilise the 'GIBBS' Model of Reflection (Gibbs, 1988) to construct my reflection.

The College of Policing are an operationally independent body for all those who are working within policing. They are a body of the Home Office. The College of Policing outlined their role by stating they 'connect all Police and law enforcement personnel to understand the challenges of their role by using evidence-based knowledge' (College of Policing, 2022). The College of Policing aim to provide a voice to professional policing on abilities, skills and standards (College of Policing, 2022).

Key area in which the College of Policing provides guidance on professionalising policing starts from the point in which an individual applies for any role within policing or law enforcement (College of Policing, 2022). A common term used in this process is known as "vetting" (College of Policing, 2022). The College of Policing outline the importance in relation to the all members within working alongside or delivering a

service on behalf of the Police must maintain high professional and ethical standards (College of Policing, 2022). These individuals must act with the highest level of integrity and promote these standards set by the College of Policing (College of Policing, 2022). These vetting checks are conducted to ensure that sufficient checks are conducted on these individuals whilst assessing the individual's integrity (College of Policing, 2021). Vetting is stated by the College of Policing to be 'necessary to ensure the assessment and manage the risks relation to public safety, public confidence, corruption and cohesion' to name a few (College of Policing, 2021). Guidance surrounding the decision-making procedure and ensuring transparency throughout the vetting process is outlined by the College of Policing, this outlines the importance of treating the information and intelligence gathered specifically to the level of vetting on a case by case basis (College of Policing, 2022). This outlined by the example of an individual with criminal convictions and caution considerations being viewed on an individual basis as opposed to tarnishing each as a negative (College of Policing, 2022). The College of Policing state that 'the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 does not apply to those posts which include Police Officers or Special Constables, however, do apply to non-Police personnel and Police staff posts (College of Policing, 2022).

Further to vetting, the College of Policing outlines the Code of Ethics (College of Policing, 2022). The Code of Ethics was produced in 2014 by the College of Policing as a professional body for policing (College of Policing, 2014). This Code of Ethics defines and sets the standards of behaviour for everyone in policing (College of Policing, 2014). This in turn ensures the professionalisation of policing through the means of setting standards, the Code of Ethics is considered as a framework which supports positive decision-making and is acts as a constant in setting the standards and values expected within policing (College of Policing, 2014). Within the Code of Ethics, the College of Policing outlines the "*Standards of Professional Behaviour*" (College of Policing, 2014). As a way of instilling these behaviours, the College of Policing has produced the Policing Educations Qualifications Framework (PEQF), stating this creates a more consistent and higher standard of teaching for all Police Officers, currently focusing on new personal joining the Police (Fielding, 1988; Paoline, 2003; College of Policing, 2020).

The PEQF takes into account and attempts to mirror the service needs outlined within the Policing Vision 2025 (2019) which has been written and agreed by the Association of Police and Crime Commissioners. The College of Policing state the 'recognition of the need to make a consistent approach in educating and producing new Police Officers to solidify a forces recognition of value and contribution of these officers enrolled via the PEQF (College of Policing, 2020). Following a report created in relation to the impact of the PEQF, it is said that this framework has generated opportunities for UK Police Forces to support one another in their findings due to the common approach being applied (College of Policing, 2020). The College of Policing believe that this is creating a positive experience for student officers, by inciting further understanding, time management, deeper subject knowledge and other skills which benefit them in their career as Police Officers (Bayley and Bittner, 1984; Brown, 2006; College of Policing, 2020). As part of this guidance it is suggested that there is a requirement of balance to those new recruits who partake in the PEQF, surrounding the need for protected learning times (College of Policing,

2020). UK Police Forces who utilise the PEQF are expected to understand and measure the abstractions protected learning times can have on frontline operations and to minimise its impact (College of Policing, 2020).

An incident in which I played a significant role with an offender was in relation to a spontaneous traffic stop. The incident occurred whilst I was on my way to conduct enquiries tasked by my supervisor. Whilst travelling along a main road in the area in which I Police, a vehicle appeared to immediately react to my presence by its occupants turning in the vehicle looking back at me. As I approached the vehicle there was a strong smell of cannabis coming from within the vehicle. The vehicles manner of driving was normal; however, the vehicle then took the next immediate left at the last moment and in my opinion was driving aimlessly. I followed the vehicle in to this turn, un-beknown to the driver, the vehicle turned into a dead end secluded parking area.

At the time I was accompanied by one of my colleagues who has 3 months less service than myself. On my current response policing shift I am currently the second longest serving Police Officer on my shift. This means a large amount of my colleagues come to myself for advice and guidance when dealing with incidents. Due to the lack of experience within the shift, I have felt that I have needed to learn and teach myself in relation to matters of which you do not always come across as a standard response Police Officer. As such I have taken it upon myself to extend my knowledge and research into the powers and methods relating to stop searches, drug and vehicle crimes in order to educate myself when encountering such spontaneous incidents whilst out on patrol (Dempsey and Forst, 2015; Brunger *et al*, 2016; Cox *et al*, 2018).

When the subject vehicle came to a stop, the driver immediately alighted from the vehicle and I approached them. The driver did not make off, they greeted me politely and acted confused in relation to the reason for me stopping them. Due to how spontaneous the incident had occurred; I was unable to immediately conduct checks on the vehicle. As the driver had alighted, I immediately approached them and detained them for the purposes of a search under section 23 of the Misuse of Drugs Act 1971 (Legislation.gov.uk, 2011). I went through the process of explaining the grounds and the object of the search and ensured policies and procedures were adhered to throughout this process. On searching the vehicle owner I located a large quantity of cannabis and cash on their person and within the vehicle they were driving. Following checks on the vehicle itself, I found that the vehicle was in fact showing as OFF ROAD (SORN) and had recently been linked to an organised crime group, and members of the organised crime unit were awaiting for this vehicle to show itself, however, had not been located for some time. I then seized the vehicle which took it off the roads and made it unusable in future crimes. I debriefed the incident with my colleague after the incident concluded. My colleague outlined the lacking knowledge on shift, and credited the confidence I had during carrying out these types of spontaneous stops with initially no intelligence, just simply what I had observed and deemed as suspicious. I have continued to improve my own knowledge and share findings with my colleagues. This I feel will promote a more proactive approach to policing and minimise or deter crime in our area.

I felt extremely proud of this positive stop and search, as the grounds were drawn from no initial intelligence just simply from proactive policing and assessing the characteristics of building grounds for suspicion in relation to the subject vehicle. I have taken it upon myself in my spare time to research and build knowledge of different areas, whilst speaking with members of specialist departments in order to develop my skills in what to look out for whilst on patrol. The search itself went well and the offender was convicted of the offences they were arrested for. In conclusion, I feel there is nothing more I could have done, nor achieved during this incident and I would carry out the same actions should the circumstances arise again.

By taking these steps of self-learning, I feel I am working to fulfil the role of a modern professional Police Officer now that I am in my final year of probation. I am looking for continuous development and have discussed with my supervisory my means of progression. I have been asked by superiors to considering the promotion route moving forward, however, I feel as policing is such a diverse and widespread career, I have found the bolstering knowledge in numerous areas will help my continuous development and longevity in my career moving forward. The importance knowledge within policing and all profession according to an article published by Mills (2020) outlines how knowledge will help problem solving skills, makes great leaders, builds character and opportunities will come to those who possess it (Chan, 1996; Loftus, 2009; Crockcroft, 2012; Crank, 2014).

To conclude, the College of Policing hold a very important voice in shaping Police Officers of the future by setting the standards of those officers and of the training requirements to meet those high expectations (College of Policing, 2022). The vetting process is clear and defined within their publication which make it clear and available for both the Police forces recruiting and the individuals who are applying for the Police Officer role (College of Policing, 2021). This vetting process is clearly a common sense and transparent approach when assessing ones suitability for the role of a Police Officer, and to ensure the individual is someone who is eligible to be imposed with the responsibility of serving the public (College of Policing, 2020). As outlined within the above research, it is important that all Police Officers, demonstrate the highest levels of integrity and standards.

Within the PEQF, the College of Policing accept responsibility in shaping new recruits and ensuring the needs of the communities are met (College of Policing, 2020). Within the curriculum they consider the likelihood of public scrutiny and ensure the continuous review and improvement on their framework (College of Policing, 2020). Further literature is needed into the opinion of UK Forces in relation to the PEQF, along with that of those who have already completed or are in the final stages of completing the PCDA process. It appears at present to be minimal statistics due to this being a new and constantly developing framework. Transparency is ensured throughout this framework and the College of Policing have publicised their views, needs and expectations into producing modern Police Officers to serve their communities with a common and standardised approach (College of Policing, 2020). I myself, will continue to take on board this standard and ensure my own development moving forward. I am extremely proud of my achievements and current development towards my final year of probation.

(2024 words)

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Social Media, Communication Strategy

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this task, I will critically evaluate my own experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives. I will consider the forces policy on using social media for professional information and engagement purposes. I will also discuss what social media platforms are being used in policing and what the benefits and drawbacks are of using these platforms.

Social media in essence is communication tool which is utilised within policing. Crump (2011) suggests that UK Police forces began trialling the use of social media 2008. The Police services utilise social media platforms as a public engagement tool in order to keep the public informed and to shine a spotlight on criminals (Crump, 2011). Crump (2011) states Police forces in England and Wales are constantly under pressure both on a local and national level to provide engagement to the public through the provision of information and accountability. Selsdon (2009) suggests that regardless of the rise in confidence the public have in the Police, which was measured within the British Crime survey, the Police's reputation in relation to trustworthiness is still low. Rollock (2006) agrees with Selsdon (2009) when discussing the death of Stephen Lawrence and the evidenced disproportionate treatment of ethnic minorities within communities. Crump (2001) continues to outline how Police forces use these social media platforms to outline and publicise how they are combatting these internal issues in an effort to rebuild public trustworthiness.

The College of Policing (2020) outlines the importance of use of social media, particularly in an emergency situation. The College of Policing (2020) the increased usage of smartphones with quick and easy access to social media platforms, enables members of the public with ease to report matters often on social media. The importance of effective communication via these platforms is paramount The (College of Policing, 2020). Each Force Control Room should house resources allocated to manage and monitor social media platforms effectively. Especially given its fast paced nature when potentially major incidents are unfolding (The College of Policing, 2022). This can assist front line officers and support staff with the gathering of useful information to assist with the overall response to an incident. The College of Policing (2022) states with information that is considered Open-Source, there is no need for a 'Regulation of Investigatory Powers Act 2000 (RIPA) authority' (College of Policing, 2022). The effective use of social media during emergencies and major incidents can ensure a wider audience receives the information and that reassurance can be provided to members of the public that the Police are in fact responding to the situation or incident (College of Policing, 2022). This will also enable Police and partner agencies to warn members of the public regarding the onset of emergencies and to avoid specific areas (College of Policing, 2022). This can also be said in relation to natural environment warnings including flooding, rising tides or rapidly commencing emergencies (College of Policing, 2022). The College of Policing states the social media platform has heavily been used in this regard, due to its fast breaking outlet (College of Policing, 2022). The College of Policing states that UK Police Forces should make efforts to ensure its staffs understanding of the platform and to ensure its effective use to convey information during an emergency (College of Policing, 2022). Furthermore, using social media platforms as an intelligence gather can also play its part in intelligence led policing (College of Policing, 2022). However, as outlined in an article published by Dencik *et al* (2015) the literature surrounding the uses of social media for policing domestic extremism and disorder in the UK, a clearer consensus needs to be developed amongst those within Policing. This is mainly around the extent in which both engagement and intelligence gathering can lead to what can be considered publicly as "corrupt" transactions (Dencik *et al*, 2015). The relation and overlapping of both engagement and intelligence gathering has been outlined within their publication, stating that social media blurs the distinction between both intelligence gathering and possibly move to the level of surveillance, which in turn causing the questioning of the nature of the use of social media (Dencik *et al*, 2015).

Police forces across the UK are seen to mainly use four social media platforms. These social media platforms are Facebook, Twitter, YouTube and Instagram.

Facebook is a social network which is said to make a simplified way for friends and family to connect and share online (Dogruer *et al*, 2011). Facebook is said to be the largest social network with over 1 billion users worldwide (Dogruer *et al*, 2011). The platform allows its users to send and receive messages from other users whilst sharing "status" updates (Dogruer *et al*, 2011). These messages or status updates scan be shared publicly or privately (Dogruer *et al*, 2011). Twitter is an online social networking and news website (Kwak *et al*, 2010). Users are able to author shortened messages which are referred to as "Tweets" (Kwak *et*

al, 2010). Other users can follow one another in order to view messages posted by its author (Kwak *et al*, 2010). YouTube, is described as a platform in where video creators and video viewers can go to create and watch content in video format (Snelson, 2011). This is a free video sharing site and said to be the second largest search engine (Snelson, 2011). Anyone with access to a mobile or computer with internet connectivity can access this site and watch or share content globally (Snelson, 2011). Instagram, according to an article published by Hu *et al* (2014) is a social media platform that is solely based on sharing images and videos. The use of the platform is free with its unique selling point being its visual aspect by being an image sharing site (Hu *et al*, 2014). This allows users to share content in the form of images and videos (Hu *et al*, 2014).

My personal experience within the Police with social media has not been limited. A key example I have was in relation to when dealing with a missing person. The individual was a 22 year old male who had left his family home without any prior warning nor family being able to identify a reasoning factor. It was considered very out of character for this person and the person left all of their belongings bar the unknown contents within a rucksack. They left their wallet and phone behind so therefore it was believed they were not in possession of a phone nor any money. I conducted the initial enquiries and established the family had recently moved to the area from a distance away. The missing person did not drive and had no access to a vehicle; therefore, their only mode of transport was through use of public transport. Enquiries were made with the associates of the missing person in the area they previously lived, however, no persons had heard from nor seen the missing person. As a result of all fast time enquiries proving negative and there essentially being no further lines of enquiry and financial checks had been carried out on the missing person which proved negative, authority was gained for a social media release. This included the Police force posting an image which I had obtained from family members onto social media accounts in order to inform members of the public that the person in the photo was missing, and if they had information regarding the persons whereabouts they should call the Police or respond to the media message via the specific social media platform.

Numerous messages were received, some believed to be false, however, one was from someone stating they were an employee of a ticket office at a train station which linked major train lines out of South Wales. CCTV enquires were conducted with the ticket office and an image was sent by staff from Network Rail of numerous individuals making a purchase for a ticket during the staff members working hours that possibly matched the description of the missing person. At the time they could not identify where the ticket was purchased too. I reviewed all the images sent and identified one particular image which I believed was in fact the missing person. I could not fully articulate the possibility of the missing person being at the specific station as it could not be logistically viable unless they were in fact in possession of cash. It was established the individual did in fact make a cash purchase. Therefore, the missing person was in fact in possession of funds, but it suggested the possibility of them not wanting to be located. I took the one image to the family who confirmed the images was the missing person. It was later established where the missing person had travelled to. Using the prior media release authorisation, I requested the relevant Police force covering the train

destination to place the image onto their social media and publish their own media release. Following their media release the missing person was said to be approached by a member of the public in a town centre and directed the missing person to a Police station. The missing person made themselves known at this station; arrangements were made in relation to ensure their safety. Confirmation of the missing person being safe and well was sent to me, however, I played no further part in the return nor am I aware of any further investigation. The use of social media played a major part in locating the missing person and was a major investigative tool utilised throughout my enquiries and essentially was the reason the missing person was located.

To conclude, the use of social media within policing is a fantastic tool which can be utilised as an engagement, informative, information and intelligence gathering tool, that enables Police forces to keep the public updated/ informed (College of Policing, 2022). Having these different social media platforms simply allows the Police to use all outlets to engage with more members of the community through their chosen platform. As outlined in the above literature, caution must be considered when using these platforms as the engagement may be considered ingenuine and as a means of simply information gathering or means of spying on the general public. The College of Policing (2022) have identified the importance of Police conforming and adapting to social media use due to the advancement in technology and the obvious simplified means for members of the public to report matters to the Police. A sense of inclusion can be seen as a means of engaging with the public through social media, as with the example provided of a missing person, certain members of the public will share this information or look for ways to help the Police and especially the family to locate their loved ones (College of Policing, 2022). Social media can also evidently be used in the means of crime deterrence, by the Police informing the public they are targeting specific crime or areas, this will likely deter criminals from these areas or think twice before committing the targeted crime due to the possibly risks of being caught. Whilst there are a lot of positives with social media, Police forces should continue to evidence their efforts to rebuild trustworthiness and to not misuse this value engagement tool (College of Policing, 2022).

(1898 Words)

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate and evidence your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this task, I will be discussing a policing incident where I played a significant role with an offender. I will critically evaluate and evidence my own leadership style demonstrating how I can adapt my leadership style with flexibility. Following this, I will also critically analyse the leadership strategies that I have developed in order to manage a range of different operational situations thus far in my policing career as I work through my final year of probation. I will utilise the 'GIBBS' Model of Reflection (Gibbs, 1988) to structure my reflection of the incident.

Throughout this reflection one of the main leadership models that will be utilised is Adair's three-circle model of Action-Centred Leadership (Adair, 1973). The three pillars of this model are outlined as 'the Task, the Team and the Individual'. Adair (1973) suggests that leadership is a skill which can be taught, stating 'that the quality of developing a leader is not dependant on a person's individual traits and that it is a convertible skill' (Adair, 1973; Bolden *et al*, 2003; Ackah, 2019).

The first pillar outlined is 'the Task' (Adair, 1973). Adair (1973) simplified this pillar which forms part of the three-circle model process. This is by defining the task, making the plan, allocating work and resources and the adjusting the plan were necessary (Adair, 1973; Alwi and Shaiq, 2021).

In part, due to my prior experiences, I was tasked to lead, plan and co-ordinate an arrest strategy for a violent offender. I was assigned a team of six specially trained Police Officers (non-Taser and Taser carrier) which included Method of Entry (MOE) trained Officers. Out of the team of six specially trained Police Officers, four of which

were Taser carrier Police Officers and two were non-Taser Carrier Police Officers that assisted in carrying out the arrest. As well as this one of these non-Taser carrier Police Officers was a colleague who was new to the team/organisation and had struggled with some confidence issues in the early stages of their Policing career. I was asked to act as a mentor to this officer in order to help develop their confidence and provide support in their development. Within my task I understood that the common goal at hand was to effect the arrest of a violent offender and bring the incident to a safe and early resolution. The development of the plan was through understanding the resources, the capability of these resources, the location and the environmental considerations and to develop a working strategy around all of these factors. I then allocated the relevant Police Officers (resource) to different areas of the location, dividing us all up into smaller teams. This was to ensure each officer knew what their requirement was within the team.

The information and intelligence known at the point of attendance was that the violent offender had broken into their ex partners address by unknown means, but it was suspected if no damage had been caused, the offender may have access via a back door key. This was known as information suggested the home owner had recently changed the locks to the front door prior to our attendance. The property itself is a mid-terrace dwelling with both front and rear access. I split us up into two teams both consisting of two specially trained Taser carrier Police Officers and one non-Taser carrier Police Officer to ensure an even split between the two areas of the premises. My two colleagues and I, tended to the rear of the address covertly in order to ensure the offender was not aware of our presence. This was due to the likelihood the offender exiting to the rear of the address once knowing my colleagues were at the front door. At the front of the address were also two specially trained Taser carrier Police Officers, one of which was a Method of Entry (MOE) trained Police Officer, and the third Police Officer who was a non-Taser officer. I was happy I had sufficient resource to carry out the plan set and to also carry out the contingencies in place should my original plan require adjustments.

Utilizing Adair's three-circle model of Action-Centred Leadership (Adair, 1973; Bolden *et al*, 2003; Ackah, 2019) the Team pillar, as outlined by Kashyap (2018) within an article titled '7 things successful leaders do to motivate their teams towards a common goal', having a task in which there is a clear goal, the more likely it is to be achieved. Kashyap (2018) also states that beginning with the end in mind makes it easier for each individual team member to understand the expectations and desired outcome or outcomes (Gill, 2002).

My colleagues and I knew each of our roles in this incident. The tactics set out were to call out the offender on knocking the door to the front of the dwelling maintaining discipline within these early stages. I appointed my Method of Entry (MOE) trained colleague as point man to my colleagues at the front of the address, effectively as the leader of the Police Officers to the front of the address. This was also to ensure effective communication between the two groups. I could communicate directly with this Method of Entry (MOE) trained Police Officer keeping communications brief but concise, with no other interruptions, nor battling. I tried to ensure each Police Officer had a sense of purpose, by allocating and deploying them to specific points. Including the non-Taser Police Officers, their post was to view the property away

from close proximity of the dwelling, observing the front door and the downstairs and the upstairs windows for any movement and to ensure no projectiles were thrown from the above windows down to the Police Officers bellow at the front door. I felt this helped build a wider spirit within the whole team as each Officer had their job to do and played a significant role within the team.

Following repeated knocks at the door and no sounds of movement within, however confirmation from a neighbour that the violent offender was within the address. I considered my powers and policies, and gave the MOE trained officers instruction to enter the premises using his skillset to effectively and safely force entry into the premises via the front door. Whilst I was at the rear of the address I was satisfied due to the windows providing a clear view the offender had not moved towards the rear door. I then formed the opinion the offender was either upstairs or within the front living room to the address. I then adjusted my plan and moved myself to the front of the property to ensure three Taser officers were at the front of the address whilst entering, leaving one Taser and non-Taser officer at the rear of the address. Entry was forced. I instructed the MOE trained officer to remain at the front door which was to the bottom of the stair case due to fatigue from forcing the door, whilst my colleague and I cleared the downstairs to the property. On clearly the front to back downstairs, I then allowed my colleagues at the rear of the address within. I then returned and found that a non-Taser colleague was in the position I instructed the Taser officer to be in and that officer at the top of the stairs. I immediately pushed upstairs to the address and after clearing the first two rooms located the violent offender hiding within the bedroom under a heap of clothing and blankets. The offender was then subsequently arrested and the matter was brought to a safe conclusion with no persons injured.

The third and final pillar of Adair's three-circle model of Action-Centred Leadership (Adair, 1973; Bolden *et al*, 2003; Ackah, 2019) the Individual. Within an article published by Ackah (2019) cited by the Chartered Management Institute, Adair's third and final pillar states that the individual pillar surrounds the needs of the individual being that of physical and psychological one recognition of achievement (Adair, 1973; Bolden *et al*, 2003; Ackah, 2019).

As part of my own development as a result of the success of the preparation and planning the arrest strategy of this violent offender, I was asked by my supervisory to provide a report in relation to the positive aspects of this incident and any issues I encountered individually and as a team. I felt I wanted to make sure this feedback was constructive towards myself as well as positive towards the team to help bolster confidence and team cohesion.

In an article published by Dr. Annette Towler (2019), Towler (2019) outlines the importance of team cohesion, stating 'teams need to be cohesive in order to be effective'. Evidence is cited within the article addressing how team cohesion has a positive and effective impact on overall performance (Mathieu *et al*, 2015; Salas *et al*, 2015; Towler, 2019). As part of this process I wanted to ensure transparency and be inclusive of the team. Initially debriefing the incident in its entirety, discussing what we as a team felt went well and what did not go so well. I felt this approach

helped as it felt it removed the perception of scrutiny by allowing us all to re-evaluate and re-review what happened.

As part of the feedback, I played particular attention to express the positives actions of one particular Police Officer. This was due to this Officer being an individual whom I had been asked to mentor in order to help develop their confidence and provide support in their development. The Officer had been suffering with some confidence issues and as stated within the article titled 'Why confidence is important', published by Jenkins (2022), 'having the confidence to make decisions enables us to make better decisions'. Having that self-confidence is a major factor in making good choices and in turn informed decisions (Jenkins, 2022).

To conclude, since the start of my 3 year probation, I have tried to implement different leadership strategies in order to help myself and my colleague's progress within the role as a Police Officer. Due to my previous experience I have been given the opportunity to take command of incidents and to help mentor my colleague. Throughout the course of the incident described above, I feel I learnt a lot in terms of interpersonal relationships within a team and how confidence plays a major part in effective decision making. I feel that one component in achieving confidence, is the knowledge surrounding the subject matter. Also knowing the options and contingencies at the leaders disposal whilst managing staff welfare plays a major role in leading as this will ensure the team is also confident in the leaders decisions. Adair's theory holds great merit in outlining the importance of clear and achievable goals, whilst creating team cohesion in order to achieve the goals effectively (Adair, 1973). The numerous articles cited above also support the literature outlining the importance of confidence in my own decision making will enable me to make better decisions moving forward.

(1831 words)

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this task I will critically reflect upon my three year probation and the ways in which I have benefited from mentoring and coaching. I will discuss how it has helped me to meet personal, professional and organisational goals. I will also critically reflect on how my three year probation has helped me to learn, develop and perform in the workplace. I will also outline how I provide and receive feedback.

Bresser and Wilson (2010) suggests that coaching is a means of unlocking an individual's potential to maximise/develop their own performance. It is stated to be a means of helping someone to learn as opposed to direct teaching (Bresser and Wilson, 2010). Bresser and Wilson (2010) demonstrate a more collaborative approach with a systematic approach using solution focused result orientated ways in which are facilitated by a coach to improve an individual's performance. Bresser (2005) summarises coaching into 12 dimensions; '1/ Terminology, 2/ History, 3/ Goals/Benefits, 4/ Fundamental principles, 5/ Coaching relationship, 6/ Coaching techniques, 7/ Target groups, 8/ Relationship to other services, 9/ Qualification 10/ Levels of implementation 11/ Cultural view and 12/ The individual coaching experience'. Bresser and Wilson (2010) suggest that these 12 dimensions demonstrate the issues in coaching development and these are a diverse way in which coaches can approach the profession of coaching. A key literature outlined by Bresser and Wilson (2010) and other academic researchers is the importance of goal setting. Lunenburg (2011) suggests goal setting can have a great impact in increased motivation in individuals within organisations. Goal setting is said to have a positive influence on an employee's performance and their behaviour (Lunenburg, 2011). Locke and Latham (1990) leaders within the research and literature, developed a theory that sets out goal setting and task performance. Locke and

Latham (1990) theory depicts two main pillars of behaviour, the first being Values and the second being Intentions. It is suggested these two pillars essentially form goals. Locke and Gary Latham (1990) simplify the term goal by stating the outcome in which an individual is consciously trying to achieve is the product of a goal in which they have set themselves. Bandura (1997) outlines that some individuals may reject the imposed goals set by organisations, however, some individuals with self-efficacy may still maintain personal goals which will also lead to the accomplishment of the imposed goal.

Lunenburg (2011) moves onto the importance of feedback at the time a goal is achieved. This is simply to ensure that members of an organisation or team continue their performance goals (Lunenburg, 2011). Lunenburg (2011) outlines that feedback helps in two ways, firstly being ensuring individuals are aware of their success in achieving their goals and secondly, feedback ensures an individual is aware of their areas of improvement for their own personal development. An example used by Lunenburg (2011) is that of a golfer who can review video footage of their previous performance and review their swing. This in order for the individual to make progressive alterations moving forward for them to increase future performance (Lunenburg, 2011).

Lancer *et al* (2016) state that mentoring can be described as the mean of using a person's wisdom to help another individual build upon their own wisdom. They provide an example of the US model of mentoring involving a one-way learning process (Lancer *et al*, 2016). Lancer *et al* (2016) state the mentor is generally an individual with experience the subject field. A case study by the Royal Society of Chemistry (UK) cited by Lancer *et al* (2016) where an individual is stated to have found success through being the subject of mentoring via means of returning to work. The subject initially had feelings of anxiety about returning to work following maternity leave and felt fearful of stepping back into their working role (Lancer *et al*, 2016). However, the subject found that by being allocated a mentor they were able to feel supported in regaining their confidence at work, by being helped to prioritise the key relationships that needed to be redeveloped (Lancer *et al*, 2016). This enabled them to build back into their working life with having the time and space to be reflective and build confidence with the wisdom of their mentor (Lancer *et al*, 2016).

My own experience of mentorship and coaching following my initial 12 weeks of tutorship has very much been indirectly formed on reflection. Following my tutorship I felt that the main points of review were around what I had done and achieved during my tutorship period. It was very much focused on the positives of pointing out that I was exceeding expectations of someone who is new to the role of a Police Officer. At the time I felt this was insufficient due to my past years of experience within policing as I was not someone who was new to the world of policing nor to the organisation. My feedback was mainly focused around positives and not surrounding the areas in which I felt I needed to develop. The areas in which I feel development was needed following my first year of probation was surrounding proactive policing. During feedback it was outlined that I need not worry about this element as it is more of a specialised skill utilised by mainly specialist departments.

At the time there was a much publicised incident that had occurred in the area in which I Police. By looking into this incident I wanted to find ways in which could deter matters of a similar nature occurring moving forward. I came to the conclusion that a more proactive approach would help deter and reduce the possibilities of spontaneous crime or opportunists committing crime in my area.

During my second year of probation an experienced Police Officer joined my team for a short period of time whilst waiting for a post within one of these specialist departments having already left the knife crime team, which is already considered a heavily proactive team. My first shift with this officer, who was very approachable, I instantly noticed their willingness to help and I had a conversation with them about what I wanted to improve upon within my role as a Police Officer, and how their experiences would significantly help me do that. On reflection I feel this individual officer was very much a mentor for me. Following a scenario based conversation with them, we went out on patrol with the intention of carrying out stop and searches in the hope of tackling offenders carrying weapons or drugs. As we were travelling through the town centre we noticed a group of persons aged in their early 20s appear to change their course on sighting us whilst driving out of a cul de sac. A member of the public then flagged us down informing us that they believe those persons had been involved in a suspected drug deal. My colleague and I immediately caught up with these persons and searched all 5 of them. One of the persons I searched was found to be in possession of twenty small plastic bags containing cannabis along with a large quantity of cash and a weighing scale. They were subsequently arrested by myself for possession with intent to supply. At the time my colleague took the lead on the search and stopping of these individuals, however, allowed me to search the persons suspected to be the main culprit. On reflection to this day, I feel and felt a massive boost of confidence from this small encounter, and still use the methods used by the officer to carry out my own proactive searches and pass what I was taught onto new starters that are crewed with me.

I have personally felt a massive benefit from mentoring and coaching. I am very supported by my current supervisor in terms of progression and have stated to them my concerns in relation to the lack of persons on my shift who have served longer than me. I have accepted the need for me to mentor others on my team, however, I have also been allowed time away from shift with specialist departments in order for me to also build on my continuous development. I have found a massive benefit with watching and observing members of the Police with greater wisdom and experience than myself, by seeing and acknowledging how they do things and then adapting these ways into my style of policing. This has opened my eyes to the conclusion of how much knowledge is power and how many intricacies and alternative avenues there are to policing, and that in order to become the best leader I must explore and experience as many of these avenues as possible. This in turn will enable and allow me to achieve personal and organisational goals of supporting and protecting the public.

As a result of my efforts I have seen personal feedback from senior management teams in relation to my positive stop and search outcomes in meeting the goals of the organisation. I was asked to provide feedback to them in relation to what I was

doing in order to achieve the positive outcome figures reached. Again, on reflection this was simply due to the coaching and mentoring I received and the initiative to self-seek my own development area. As part of the feedback process during my initial months of training, as a Police Officer specifically I am always looking for open and honest feedback. Part of the feedback I received is that I do not always accept compliments and often push for the negative aspects of what I have done. At the time I felt this was not wholly true, as I do feel I thrive from appreciation and positive feedback from my peers and supervisors, however, I am continually trying to improve. I often use the phrase if I don't know it's wrong I won't know to change it, so I am constantly pressing my supervisory for feedback on decision making, and I receive rationale wordings for decisions from my supervisor to provide me with information/considerations that I can help form my own decision making processes.

To conclude, coaching and mentoring play a significant role in helping developing newly recruited Police Officers. I feel I am first hand evidence to that fact and have found serious benefit to both of these aspects. As stipulated by the above cited authors setting goals when applying these coaching and mentoring methods is paramount to motivating individuals towards organisational success. By using more experience members of staff or teams will enable fast tracked development as someone can be accountable for assessing, reviewing and providing feedback to the student/mentored individual. By having goals and feedback in my opinion only provides a positive outcome should that process be well structured and the feedback be constructive by focusing on both positives and negatives. I constantly sought coaching and mentorship within my first three years of probation and I believe with my mind-set I will continue to do this throughout my career as a Police Officer.

(1836 Words)

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