

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Colm Callaghan

Learner's University Registration Number: 2134472

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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will explore how organisational culture has impacted my wellbeing and the strategies I am currently employing to maintain wellbeing and develop resilience. Borton's reflective model will be used as the thematic structure of this essay. Borton's model of reflection is a theoretical framework that asks three questions which are "what, so what, now what" in order to reflect upon a situation (Mulryan-Kyne, 2020). In the context of this essay 'what' refers to what is organisational culture, 'so what' refers to why this is important when considering wellbeing in the workplace and considers organisational culture through the lens of social identity theory. The 'so what' section of the essay will also reflect upon the steps I have taken to maintain my wellbeing and resilience, and the 'now what' section will refer to what I have learned and how this learning can be utilised as I move forward throughout my career.

Organisational culture can be difficult to define as what it means can be interpreted differently (Mullins, 2016). However, for the purpose of this essay organisational culture will be defined as the values and mindset of an organisation which has been established through the organisation's history, strategy, size, management and leadership (Johnson, 2013; Mullins, 2016). When this definition of organisational culture is used in the context of the police it could be suggested that the competency

and values framework (College of Policing, 2020) heavily influences the culture of the organisation. This framework sets out what is expected of people within the organisation and includes values such as transparency, public service, integrity, and impartiality (College of Policing, 2020).

Furthermore, it could be argued that understanding how organisational culture may affect you is particularly important due to the potential impact of new social and behavioural normalities on previous strategies of wellbeing. Social Identity Theory can perhaps shed some light on this topic through its theoretical perspective of categorisation (Brown, 2000). Originally coined in the 1970's by Tajfel the theory seeks to understand categorisation, in particular how people separate themselves into in-groups and out-groups, in other words, groups that are similar and different from themselves (Cuhadar & Dayton, 2011). It is argued that this process of categorisation leads to people adopting the culture of the in-group and dissociating from the out-group culture, which in turn leads to depersonalisation and a change in their perception of behavioural normalities (Stets & Burke, 2000).

When reflecting upon this theory and its potential validity it could be argued that it is important for my wellbeing to retain personal values and not lose my identity when conforming to organisational culture. While it could be argued that many of the values of those who work for the police align with the values of the organisation, it could still be suggested that behavioural and social normalities may differ due to the nature of the work conducted in the police as well as exposure to stressful environments and situations. Therefore, it could be argued that having strategies to maintain wellbeing is important due to the nature of both new social normalities within the organisational culture. Other aspects of the organisational culture that can potentially have an impact on wellbeing can include operational demand such as cancelled rest days, that may impact on family life, and short notice movement of personnel to fulfil staff shortages in different sectors. It could be argued that factors like these can reduce general morale in the organisation and impact work-life balance due to the unpredictability of work conditions. Therefore,

it could be argued that it is important to have a level of resilience built through stress reduction techniques.

Upon reflection, I have found that maintaining and seeking to improve my physical fitness has helped to maintain my wellbeing and build resilience. Kelley, *et al.* (2022) state that physical activity, particularly in a natural environment helps to improve wellbeing. It could be argued that this is due to the physiological effects physical activity can have (Durstine, *et al.*, 2013). Lahart *et al.* (2019) suggest that physical exercise can improve overall health and wellbeing by increasing energy and reducing anxiety. I believe that maintaining regular exercise has helped to bolster my resilience due to the routine it has given me as well as providing an outlet for stress management by giving me a simple task to focus on. Pang and Ruch (2019) suggest that focussing on a task and being present in a moment can reduce stress.

A second strategy that I have maintained since having gained independent patrol status is visiting nature. This can include walking through the local forest with my dog on work days or going hiking or climbing on rest days. Bratman, *et al.* (2019) discuss a plethora of research which suggests that various types of nature can improve mental health and well-being, from coastal features such as oceans and cliffs to green spaces including forests and mountains. It could be suggested that this method for stress reduction is similar to the physical exercise method due to its ability to provide focus and health benefits from physical activity. Upon reflection, I believe that the main stress reduction for me occurs due to a sense of calmness that can be experienced which in turn can help to process thoughts. However, I have learned that while these strategies work for me, they require time which can mean that sometimes it is not possible to do them with work and university workloads taking priority in the short term. Nevertheless, the resilience developed from the strategies used can then take over in the short term and be further developed when time permits in the long term.

In conclusion, this essay has reflected upon the impact that organisational culture has had on my wellbeing and resilience. Through this reflection the essay has considered what organisational culture is, defining it as the organisation's values and mindset which has been influenced through management and leadership, and in the context of policing, is developed around the competency and values framework. Furthermore, this essay has considered how organisational culture perhaps can impact a person's own values, identity and perception of social and behavioural normalities. Moreover, it has been discussed how organisational culture and operational demands can impact on a person's wellbeing. I have then reflected upon these impacts on my own wellbeing and reviewed the strategies that I am currently using to overcome these challenges such as physical activity and exposure to nature. Through this reflection I have considered how these strategies can help me to bolster my resilience and reduce stress, however, considered the issue surrounding the time required to consistently use these strategies. Nevertheless, it has been argued that the resilience developed can sustain my wellbeing during short periods when work demand takes a priority and then continue with the process in the long term.

Word count: 1134

Task 2

Relevant areas of the National Policing Curriculum:
Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose **an incident, for example a domestic related incident**, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

Give a brief description of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will discuss a recent policing incident I attended and reflect upon decisions I made using a dynamic risk assessment. Borton's model of reflection will be used throughout this essay underpinning its thematic structure. This involves structuring the essay into three main sections which involve discussing what the incident was, why the incident was relevant, and reflecting upon what I have learned as a result of the incident (Mulryan-Kyne, 2020). Firstly, the essay will outline the circumstances of what has happened and the social and cultural factors involved. The essay will then discuss and evaluate the decisions I made based on the National Decision Model (College of Policing, 2023). Furthermore, the essay will then reflect on the incident overall and discuss what I have learned. Finally, a conclusion will be provided.

I recently responded to an incident where a thirteen-year-old girl had called the police stating that she had been hit by her father. Initially, on route to the incident I requested more information from the PSC regarding persons associated with the address and any relevant warning markers or critical markers associated with the

address. No information was held regarding the girl who made the call and that she was living at the address. Upon arrival I knocked on the door and a young girl answered appearing extremely distressed and stated that she did not want her father to know that she had called the police. I could then see the girl's father approaching the door. I asked the girl if she wanted to step outside with my colleague which she agreed to while I stopped the father where he was and opened a dialogue of communication with him. I explained to him why we were at the address and asked him what had happened. The male stated that nothing had happened and wanted to see his daughter. I calmly explained that this was not possible at the moment as I had to establish the circumstances of what had happened first to ensure everyone is safeguarded and wanted to hear accounts of what had happened separately. The male still refused to disclose that anything happened, so I took his details and the details of other people who were inside the house in order to search them on the police system to identify any relevant intelligence or pertinent information.

My colleague then informed me that the girl disclosed that recently her father had started to threaten to send her back to Nigeria by herself and yesterday had slapped her to the face, kicked her, and bitten her cheek, however, upon observation, she did not have any visible injuries. Hearing this information changed the dynamic of the situation due to the possibility of honour-based abuse or forced marriage due to an allegation that a threat was made to send the girl to a different county by herself and that violence had been used against her. Aplin (2019) states that honour-based abuse is an incident or crime where violence, coercion, abuse, or intimidation is used to protect the honour of an individual or family against perceived infringements on a family or community's code of behaviour.

The father then disclosed to me that he had threatened to send his daughter back to Nigeria, however, only used this as a threat so that she would behave better and did not intend to follow through. The father mentioned that the daughter had begun to act out, particularly while at school and had started to get into fights with other children. Due to the disclosures made by the daughter and the need to investigate

and safeguard the daughter, the mother was contacted to come home, and the father was arrested on suspicion of common assault.

Social services were then contacted and I conducted a welfare check on two other children living at the address as well as submitting a high risk public protection notice. I then conducted house to house enquiries and interviewed the father. The daughter was unsure whether she was willing to provide a statement through the means of an Achieve Best Evidence video statement, and statements from other family present at the address during the time of the alleged incident still needed to be obtained before Crown Prosecution Service advice could be sought. Therefore, the father was subsequently bailed for these further enquiries which placed conditions on him not to contact his daughter by any means.

The social and cultural context of this incident was quite complex. Nwakanma and Abu (2020) state that violence against women, including domestic abuse and forced marriage is common in Nigeria and is overlooked or accepted due to cultural beliefs regarding the value of women in society. Okolo and Okolo (2014) also argue that gender based violence is a societal problem in parts of Nigeria with a study they conducted in the Makurdi metropolis in Benue state found that 63% of respondents had experienced domestic violence and that 43% of respondents believed that domestic abuse was a result of cultural normalities. Due to little background knowledge or experience in dealing with cases that potentially involved honour-based abuse I relied on the National Decision Model to inform the decisions that I made when I initially responded to the incident and again dynamically while further information came to light regarding disclosures from the daughter and father.

The National Decision Model is a framework used in the police that informs decisions in a cyclical manner based on up-to-date information and is split into five sections. The first section of the National Decision Model is gathering information and intelligence (College of Policing, 2023). On route to the incident, I requested from the Public Service Centre whether there was any further information held

regarding the address or associated persons such as critical markers. No information was returned which likely meant that we had not dealt with this address or persons prior to this call. While on scene I then took details of those present to run a check against any potential information held on the Police National Database and Niche, however, again there was not much information held.

The next step was to assess the threat and risk (College of Policing, 2023). With an allegation made that the girl had been assaulted by her father and was told that she was being sent back to Nigeria it was clear that there was a need to safeguard the girl while the allegation would be investigated. It was clear that whatever next steps I took, social services would need to be notified and that a public protection notification would need to be submitted in order to facilitate a holistic approach to resolving the situation.

The next stage in the cyclical process was to consider powers and policies (College of Policing, 2020). In any domestic incident it is a South Wales police that positive action must be taken to ensure safeguarding (College of Policing, 2023). Given there was a need to safeguard and take positive action, and given the allegation of common assault, the father was arrested which allowed for him to be questioned under caution as well as conditions to be put in place to protect the girl such as bail conditions not to contact the girl while the investigation was being carried out.

Last of all is to take action and review what has happened (College of Policing, 2023). The father was arrested on suspicion of common assault and a full review of the circumstances then took place. After the initial arrest it was clear that more evidence was needed such as a statement from the victim that outlined the course of events. This then brought me back to the first stage of the process of gathering information and I conducted house to house enquiries with neighbours as well as speaking with other family members to get an account and statements.

What I learned from this incident is to be open and flexible to a range of possibilities. While many emergency responses I have attended prior to this incident have been to people the police have dealt with in the past and hold up to date and relevant information and intelligence on, as this incident proved, this is not always the case. I have learned that I regardless of what information is available prior to attendance I must approach all situations from an unbiased perspective and deal with the situation as new information comes to light using the National Decision Model. I have also learned and gained an appreciation that cultural factors that are not easily identified may come to light and to remain respectful of cultural sensitivities that I will not have an in depth background knowledge of.

I have also learned that while the cultural context behind the incident was quite different than previous incidents I have dealt with, the priorities will remain the same in terms of preserving life, safeguarding victims, and gathering and preserving evidence and that following the National Decision Model will allow for informed decisions to be made in a rational process.

This essay has discussed a domestic incident in which a young girl reported that her father assaulted her and threatened to send her back to Nigeria. It has looked at some of the complexities to what had been disclosed by the victim such as the possibility that the domestic abuse was rooted in honour-based abuse and a possibility of forced marriage. The essay has also discussed how I have used the National Decision Model to inform the decisions I have made during the initial attendance and reflected upon the fact that while the circumstances of each incident I attend can be vastly different, the utilisation of the National Decision Model and prioritising the principles of preserving life, safeguarding victims, and gathering and preserving evidence can provide a blueprint to make effective decisions.

Word count: 1636

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

Evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will discuss theories of team dynamics such as Tuckman's model of team development, and how they can be used to understand team cohesion. Through this, the essay will discuss how inter-personal conflict can arise in a team setting and how conflict can be resolved, including a discussion surrounding the relevance of leadership style. Furthermore, the essay will discuss the strategies that can be used to develop performance by considering the relevance of motivation. Finally, the essay will consider how team dynamics in the police service can result in breaches in the code of ethics by considering culture through the lens of social identity theory.

Tuckman's model of team dynamics was first coined in 1965 and further developed in 1977 outlines five stages of group development which are forming, storming, norming, performing, and adjourning (Zirar, et al., 2023; Tuckman & Jensen, 2010). The first stage 'forming' relates to the initial formation where goals are set, boundaries of behaviour are tested and members of the group form working relationships with their leaders and other members of the group (Bonebright, 2010). The next stages include 'storming' which relates to group conflict, 'norming' which

relates to group cohesion and the development of group roles, 'performing' which relates to the development of team dynamics that enhance and support task and goal performance, and finally 'adjourning' which relates to the conclusion of the group (Bonebright, 2010). While this model of team dynamics became popular amongst human resource departments and in academia (Bonebright, 2010) there have been some criticisms of the model that should be highlighted. (Miller, 2003) states that many researchers have questioned and criticised the validity of the model stating that the model does not capture the complexity of small group dynamics and that it cannot be outlined in a linear manner. Nevertheless, it could be argued that the theory provides a good lens to view team dynamics and inter-personal conflict through, with Bonebright (2010) stating that it provides a good baseline to understand group dynamics.

Of particular note is stage two in relation to inter-personal conflict. The model states that in this stage conflict can arise due to issues surrounding autonomy, leadership power struggles and group members having an emotive response to group demands and showing resistance to tasks (Miller, 2003). Darling and Earl Walker (2001) state that conflict can also arise due to differences in values, goals and expectations amongst group members. It could be argued that the behavioural style model could be utilised in resolving this conflict as well as the leader clearly defining goals and how they can be achieved. Darling and Earl Walker (2001) suggest that behavioural style can be split into four categories, the analyzer, director, relater, and socializer and that conflict within a team can be managed through an understanding of the strengths and weaknesses of each style and developing a dynamic to complement each other. However, it could be argued that this concept does not facilitate the process of coming to an understanding amongst group members. It could therefore be suggested that there is a need for a flexible style of leadership that can adapt to the needs of the team and provide motivation to reduce conflict and increase productivity.

Khan, *et al.* (2015) suggest that in general leadership styles have progressed from more autocratic leadership styles in the past to more democratic or laissez faire styles, however, argue that elements of each style are needed in different situations and that adopting one style would be a mistake. It could be argued that leaders who adopt a single styled approach to leadership can cause friction within their team depending on members of the team's experience, skill, knowledge, and their own perception of their experience, skill, and knowledge. Khan, *et al.* (2015) argue that if a team member has little experience, skill, or knowledge or perceives that they have little skill and knowledge then a more directive style of leadership is needed, whereas if the team member has a lot of skill and knowledge and is highly motivated than a more laissez faire approach can be used, and if the person perceives that they have a lot of knowledge and skill, however, this is not the case a more democratic approach can be taken. It could be argued that the leadership style is intrinsically linked to team members' motivation and that by adapting the leadership style it can increase motivation and reduce conflict.

However, there are times when conflict is out of the leadership style's control and inter-personal conflict may arise between team members due to differences in opinions of work style, ethics, and even personality traits. For incidents such as these, it could be argued that it is important that the leader seeks to understand the root cause of the issue and tackle it early before morale in the team is impacted. The CUDSA model could perhaps be used to facilitate this. CUDSA model is an acronym that stands for confront the conflict, understand the different perspectives, define the problem, search for a solution, and agree upon a suitable outcome (Volunteer Ireland, 2019).

It could also be suggested that for a leader to develop a high performing team, motivation is a key aspect. It has been argued that in order for a team to perform both motivation and ability are needed (Mitchell, 1982). Maslow's hierarchy of human needs suggests that motivation can be categorised into five sections, with physiological needs at the base, and safety, belongingness, esteem, and self

actualisation above (Maslow, 1987). While it could possibly be argued that categories at the lower end of the spectrum such as physiological and safety are not relevant in terms of team motivation, leaders can perhaps influence the categories of belongingness and esteem. Taormina and Gao (2013) state that the belongingness stage refers to people's innate desire to be a part of something and social inclusion. In terms of leaders utilising this to enhance performance it could be argued that developing a team spirit and unifying the team through a shared identity can enhance this. The next category suggests that once a person's sense of belonging has been fulfilled, they will seek to feel valued bolstering self-esteem (Taormina & Gao, 2013). It could perhaps be suggested that a team leader can conduct this through a means of empowering group members to achieve goals and by providing regular feed back and training to enhance both performance and areas of development, further improving the person's ability and therefore the person's autonomy in conducting work activities.

It could also be suggested that another key area of team dynamics is the culture within the team. As discussed previously, social identity theory suggests that people adopt the behavioural normalities of the group they are a part of and adapt what they perceive as acceptable behaviour to align with the group's identity and culture (Brown, 2000; Cuhadar & Dayton, 2011). This could therefore suggest should a member of the group be allowed to disregard policies and procedures then it could become seen as acceptable behaviour amongst the rest of the team. Westmarland and Conway (2020) discuss what they refer to as the blue code of silence, which they state is an alleged unspoken rule where other members of the police will not speak out in order to protect colleagues who have broken the rules. It could be argued that should team leaders allow a toxic culture to manifest within their team there is potential for failures to correctly follow procedures, policies or legislation to become seen as acceptable amongst the group and officers not speaking out about misconduct, thereby breaching professional standards themselves.

However, it could be argued that while from a theoretical standpoint, this concept has merit, the findings from the research Westmarland and Conway (2020) conducted did not find this was the case, although there was some disparity which called for further research to be conducted. It could perhaps be suggested that while there could potentially be issues with breaches in the code of ethics and professional standards perhaps enabled through toxic subcultures, a wider organisational culture has been developed around the code of ethics and has set the standard of behavioural normalities and professional standards for the majority of the organisation when viewed through the lens of social identity theory.

In conclusion, this essay has discussed Tuckman's theory of team dynamics and in particular the second stage of this theory and how it relates to inter-person conflict within a group. The essay has considered how conflict can arise out of differences in values and goals and that these need to be clearly defined by the leader. The essay has also considered how a leader who is flexible and can adapt their style depending on the needs and expectations of their team can help to reduce conflict. The essay has also considered how motivation is a key driver in performance and suggested that a leader should look to motivate a team by creating a shared sense of belonging and bolstering members' self-esteem through appraisals and empowerment through development and training. Finally the essay has considered how team dynamics can potentially cause breaches in the professional standards of officers within the police. The essay has suggested that should a toxic sub culture be allowed to form this could spread to other members of the group. However, the essay has considered how the wider organisational culture can potentially supersede toxic subculture from becoming commonplace due to the values and standards set out in the code of ethics.

Word count: 1584

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will consider how information and intelligence can disrupt criminal activity, focussing on drug smuggling. Furthermore, it will consider how the use of automatic number plate recognition (ANPR) can be used to disrupt criminal activity as well as a case example of its use to disrupt drug smuggling. Firstly, this essay will outline what is meant by information and intelligence in a policing context and will then explore the wider issue of drug smuggling within the United Kingdom (UK). The essay will then explore how information and intelligence underpins police operations to disrupt drug smuggling. Finally, this essay will discuss ANPR, some positive and negative aspects of its use and how this has helped police to have an impact on disrupting drug smuggling and provide a conclusion.

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE Traffic legislation	Low 1-4	Med 5-7 x	High 8-10	Low 1-4 x	Med 5-7	High 8-10	To better understand the range of legislation regarding traffic offences and the procedures around seizure of vehicles and processes/paperwork following drug driving offences such as blood samples.
SKILLS Disclosure in case file builds	Low 1-4	Med 5-7	High 8-10 x	Low 1-4	Med 5-7 x	High 8-10	To better understand disclosure when building a case file and the level of detail needed when sending a file to CPS, in particular MG6C and also the MG6E regarding possible undermining evidence such as victim

							support in previous domestic incidents. Understanding disclosure can be difficult as many staff reviewing a file prior to CPS ask for different corrections to be made, sometimes a different reviewer contradicting the other, however, continued practice will develop this skill as well as asking for help and advice from experienced people on my team.
EXPERIENCE Effectively dealing with a high workload and time management.	Low 1-4	Med 5-7 x	High 8-10	Low 1-4	Med 5-7	High 8-10 x	Conducting and progressing multiple investigations can be challenging, particularly if call demand is high, however, more effective time management and prioritisation will strengthen my ability to progress multiple investigations and categorise what should take priority. This will be developed by making sure I have a plan each day and am flexible and can adapt to the situation.

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