



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
8000 Words**

**(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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Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	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:

The College of Policing play a vital role within the police infrastructure being accountable for supporting professional development, setting standards in key area's of policing but also sharing knowledge and practises to all modern day police officers (College of Policing, n.d). During this essay I will critically reflect upon a policing incident that has shown both change in myself as an officer but also how I have worked to fulfil the role of a modern day officer. I will be reflecting using the Gibbs model of reflection.

The professionalization of the police can be traced back to the 1930s, as highlighted by Vollmer in 1936. This topic continues to be a subject of extensive discussion in present times, especially within Western democracies (Green and Gates, 2014). In the past twenty years, there has been an emergence of various interpretations of professionalization. These interpretations have been influenced by requests for change from different parties such as government officials, policymakers, and the service industry itself. The aim behind these requests has been to initiate modernization and bring about reforms. The profession of policing has been effectively shaped by the College of Policing, as it has played a crucial role in establishing the fundamental elements that characterize this field. A range of initiatives have been undertaken to enhance the ethical framework within this domain. These encompass the dissemination of a code of ethics, establishment of

practice standards, and endeavours to develop a graduate entry program for officers. The policing system in England and Wales is currently experiencing a transformation aimed at enhancing its professionalism. A significant component of this transformation involves making substantial alterations to the training and qualifications of police recruits. In his examination of police leadership and training, Neyroud in 2011 delineated the fundamental principles of policing in the 21st Century. These principles encompass the necessity for the police to be democratically accountable, legitimate, evidence-based, nationally (and internationally) cohesive, proficient, capable, and cost-effective.

In the professionalisation of the policing ecosystem the college of policing play a significant role. This can firstly be seen in the introduction of the code of ethics. The College of Policing formulated the Code of Ethics in 2014, which establishes and delineates the commendable benchmarks of conduct for all individuals engaged in policing. This framework serves as a constructive and encouraging tool for making decisions on a daily basis, consistently reinforcing the esteemed values and standards that the policing profession upholds. Its primary objective is to foster personal accountability and the exercise of professional discernment, empowering all members of the policing community to consistently act in accordance with ethical principles (College of Policing, 2023c). Whether the code of ethics plays its part in professionalism with the police service is a debated topic as Holdaway 2017 contends that the ongoing endeavour to "re-professionalize" the police presupposes their status as a "profession" without critically examining the concept of professionalism itself.. According to McCann and Granter in 2019, the utilization of normative frameworks is flawed as it fails to comprehend the actualities of modern emergency service work and undermines the intricate and disputed nature of 'professionalism'. However the inception of the College of Policing in 2012 served as a catalyst for the expansion and institutionalization of educational collaborations on a nationwide scale. The proliferation of police-academic partnerships has led to a heightened acknowledgment of the value of scholarly knowledge in aiding decision-making processes regarding crime prevention and victim support (Martin, 2022). It is increasingly recognized that a solid foundation in academic education and a commitment to lifelong learning are indispensable in preparing law enforcement agencies to effectively navigate the evolving complexities of modern societies (Blakemore and Simpson, 2010).

The existing research shows the clear benefits the college of policing offers as an ethical education source for police officers. The college of policing allows knowledge regarding crime prevention, victim support and decision making processes to be standardised across forces potentially creating a more well rounded and standardised police officer and police service. I have personally benefited from the knowledge provided by the College during my experience in policing.

The introduction of the PEQF program has also been a step undertaken in order to professionalise the police. The College of Policing has devised the Policing Education Qualifications Framework (PEQF) with the explicit objective of enhancing the professionalism of the police profession in the United Kingdom (Home Office, 2012). Supported by the endorsements of Winsor in 2012, who advocated for enhanced cooperation between law enforcement and academia, the college of policing was granted a distinct directive by the Coalition Government to

fundamentally revolutionize the structure of police education and advancement in the United Kingdom. In a study conducted by Parker-McLeod one participant stated that the Professional Entry into Policing Framework (PEQF) aims to establish standardized qualifications that will enable the ranking and role of police officers to be recognized as a profession. With another participant explaining that it is widely acknowledged that there is a consensus regarding the necessity for improved proficiency in specific aspects of policing. The focus has shifted from determining the timing of this transformation to devising the most effective approach to implement it. The PEQF is regarded as the instrumental mechanism for driving this change. This research not only explains the requirement for the change but also the PEQF potentially being the vehicle for this change (Parker-McLeod, 2020). However according to a recent study conducted on learning and development within the UK forces (MOPAC/OU, 2020), it has been found that the implementation of austerity measures has resulted in a reduction of crucial personal and ongoing professional development prospects within the policing sector in England and Wales. Hough and Stanko in 2020 also contend that the PEQF must achieve a delicate equilibrium between fostering the appropriate competencies in newly appointed officers and establishing a solid foundation of theoretical understanding. Proficiency in action should be substantiated by comprehending the underlying rationale behind it. Furthermore, proponents emphasize the importance of having a distinct perception and downplaying the significance of an exemplary officer, acknowledging that this notion may differ based on the specific circumstances and geographical setting. It is evident that a uniform approach may not be universally applicable (Hough and Stanko, 2020).

During the probationary period within the police my role has changed significantly. I have gone from one of the least experienced members of staff to one of the most. This change has been a monstrous undertaking that the PEQF and College of Policing has helped me fulfil. One of my roles as a senior police constable on shift is to providing briefings in lieu of the Sergeant who cannot always be present. I conduct these briefings in line with the National Briefing Model (NBM) provided by the College of Policing. The model is broken down in to five key elements being the briefing of intelligence, individual and team tasking, delivery methods, debriefing and the results of the model (College of Policing, 2020). Reflecting upon my first time completing this action is one that I am still very proud of. As the Sergeant was not present at short notice I was required to take the briefing of the team. Using the NBM I was able to collect my thoughts and have a framework for what I wanted to achieve. At the time of the briefing the area that I police was having ongoing issues with fuel thefts on a busy stretch of highway, these thefts were occurring from large tankers taking mandatory stops at these locations. Due to these ongoing reports I tasked two members of the team to go double crewed and conduct routine patrols of the area to both show a presence and also keep an out for any offenders. I chose this method as in a 2021 study results indicate that significant reductions in crime across a vast geographical region can be achieved if departments allocate one-third of a patrol officer's time to proactive activities (Wooditch, 2021). Officers in the area proactively patrolled, reporting suspicious vehicles in the area via the controlling room and attempting proactive stops. If grounds presented then stop searches were conducted under Section 1 of the Police and Criminal Evidence act (Police and Criminal Evidence Act 1984) in accordance with code A (Home Office, 2015). Debriefing took place the following

shift in which it was advised that three uninsured vehicles were removed off the road with traffic tickets being issued to all three parties. From checking internal system there also appeared to have been no fuel thefts during the night of the patrols, which I believe is a direct result of the patrols themselves in line with current literature.

In reflection I am happy with how my first briefing went as an experienced officer. Using existing intelligence and information I created a plan that led to three uninsured vehicles being removed from the roads along with a clear reduction in the targeted fuel thefts. I feel like I could have been more confident in my decision making during the briefing however I believe that this is something that will come with both time and experience. Since this I have continued to provide briefing, not always with similar success stories. Unfortunately the role of response officers is that of responding to incidents, on a large number of occasions there simply is not enough time to conduct proactive actions without risking the safety of others. However this experience has taught me that with the correct time, complete and confident briefings can lead to a reduction in targeted crime. Information made available to me by the College of Policing was instrumental in the success of the briefing and also the reduction in crime that was seen as a result.

In my final year of my probation I have seen my role change and for the better. I have been the more experienced member of my shift allowing to take a larger stake in both successes and failures of the team. Knowledge gained from the PEQF program devised by the College of Policing has provided me with a wealth of knowledge that can be used in theoretical and practical applications.

I was never a police officer prior to the introduction to the College of Policing but as a participant of the PEQF program I believe that the standardisation of police training has had a huge impact on the professionalism of officers. Training, Knowledge and development is now standard across all forces which allows for greater control over the potential officers finishing the program. This greater outcome control has the ability for not only forces but the College of Policing itself to push change in the professionalism of officers. Although a one size fits all approach could potentially lead to issues people being different as a whole, the benefits far outweigh any potential concerns. If the College of Policing is to continue to succeed and build upon this success it must continue to push new cutting edge policies and information to officers on a regular basis. This will allow for the best hope at both crime reduction but also victim care and successful crime outcomes.

1846 Words

**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 the modern day era of digital based devices such as smart phone and tablets being readily available in the hands of the public., social media has become a prevalent tool for both crime prevention, community engagement and also the location of offenders and missing people. During this essay I will also be reflecting on an incident whereby I located a missing person with the use of social media, protecting a vulnerable person from potential child sexual exploitation (CSE). In this essay I will be using referenced research and the Gibb's model of reflection (The University of Edinburgh, 2020).

Social media platforms encompass expansive ecosystems characterized by complex networks of relationships and diverse layers of social connections and interactions. Academics classify these platforms as a collection of internet-based tools that leverage the principles and technological advancements of Web 2.0. They facilitate the generation and sharing of content created by users themselves (Kaplan and Haenlein, 2010). In recent years the prevalence of social media usage cannot be ignored, in a 2019 study conducted by Ortiz-Ospina Esteban it was found that there are 7.7 Billion worldwide with at least 3.5 billions of these people being online in social media. Approximately 33% of the global population utilized social media platforms, indicating their widespread adoption. Moreover, these platforms were accessed by over 66% of individuals who had access to the Internet (Esteban, 2019). With this vast amount of people being on social media there is the potential for United Kingdom Police forces to reach a large base of people in order to pass messages designed for the public.

When using social media there is a requirement to strike the right balance in order to drive user engagement. Scholars have provided evidence to support the notion that consumers tend to participate in online activities when they are driven by their need for information (Ko et al., 2005). This type of behavioural engagement is characterized by various actions, such as clicking on links, spending more time on websites, thoroughly reading details and discussions, and utilizing multimedia features. However research has revealed that the presence of informative content has a detrimental effect on user engagement, specifically in terms of likes and comments. In contrast, persuasive content, such as emotional and philanthropic content, tends to elicit higher levels of user engagement (Lee et al., 2013). These studies show the need for Policing on social media to not simply be informative if it looking to capture the engagement of communities. There is a balance required where if UK Police forces are looking to capture the attention of their communities, they must be willing to provide entertaining and emotional content also as shown in Lee *et al.* If the content on social media is entertaining, it fulfils a communities motivations to engage with it. Consequently, communities will display a favourable reaction towards entertaining social media content (Dolan et al., 2016). Policing is a governmental organisation that has the requirement to provide informative content to communities therefore it must provide the right balance, using entertaining content to keep communities interested. Striking this balance will allow for Policing to make the best use of social media in the modern day.

Existing studies have been conducted in to the effectiveness of the police on social media. In a study conducted in 2018 by Williams et al it observed that social media has indeed facilitated certain levels of interactivity, specifically dialogic communication, between law enforcement agencies and the general public (Williams et al., 2018). The study, in conjunction with certain interview data gathered, indicated that social media communications have the potential to enhance community policing initiatives in ways that individual officers on the ground cannot replicate. By utilizing social media, policing agencies can effectively reach specific target audiences. This approach demands a relatively minimal investment of time, money, and labour resources, while simultaneously enabling a wider and faster dissemination of information compared to face-to-face interactions and other communication platforms (Williams et al., 2018). The findings of Williams et al show promise for policing on social media and provide an insight in to the effectiveness of this venture. The research shows the potential for police forces to leverage social media in order to spread their reach and interaction with local and UK communities.

The positive benefits of social media is compounded further when looking at research conducted by Fallik et al in 2020. The study was conducted using semi-structured interviews and observations of officers deployments. Participants held the belief that social media serves as a valuable tool for public relations, and consequently, the police should adopt the practices employed by other sectors (Fallik et al., 2020). The study also identified that social media was proven to be a valuable instrument for gathering intelligence. By leveraging social media platforms,

law enforcement officials are able to tailor their focus to align with the demands of the community (*ibid*).

The benefits of social media in policing is not simply just between the force and the community. Social media can also be used as a tool for information gathering such as that of a missing person. In a 2023 Study conducted by Howlings and Solymosi, semi structured interviews were used to identify the thoughts of officers. Officers expressed great enthusiasm regarding the capacity of social media to offer valuable and comprehensive data that aids in the search for a missing child. They highlighted social media as a significant source of crucial information (Howlings and Solymosi, 2023). However in the study officers also recognised that there are drawbacks to social media as a tool for locating missing children. The discussion among five out of the eight officers revolved around the infringement of the right to privacy caused by the influence of a social media campaign on the life of a missing child after their return. The officers specifically emphasized the apprehension regarding the absence of anonymity and the right to be forgotten for the missing child. They expressed their concerns that the existing methods might not effectively safeguard these rights (*ibid*).

Although social media is a powerful tool for spreading information to the communities, it is not a risk free approach. A study conducted by Akram and Kumar in 2017 commented on the negative effects that social media can have on business's and health care and although not a direct correlation, a lot of these negative could be linked back to police social media use. When commenting on health care use of social media, the study identified that there is potential for there to be a potential breach of privacy when using social media (Akram and Kumar, 2017). As social media posts are user generated content there is always the potential for errors to be made while making posts leading to potential legal ramification under the Data Protection Act of 2018. The study also identifies that social Media carries certain risks as many of the followers and supporters are granted the freedom to express their opinions about a particular organization and that negative review are harmful to the brand. When looking at this in the context of policing there is a concern that negative comments on social media posts have the potential to further harm community relations compared to if the police force did not have social media.

According to a study conducted by Alexander in 2014, social media has the potential to spread rumours, challenge authority, and facilitate acts of terrorism. The study suggests that social media platforms function in a manner that encourages indifference, scepticism, and compliance, rather than fostering active engagement and involvement in civic matters (Alexander, 2014). Furthermore in a 2020 study conducted by Dekker et al it identified that there are issues with the adoption of social media by governmental departments. The study identifies that governmental departments including the police face legal restrictions, financial limitations, staffing shortages and skill gaps, restricted political and managerial backing, absence of coordination, and technological limitations in relation to social media use (Dekker et

al., 2020). It also identified that the existence of a social media presence heightens the anticipation for prompt responses to inquiries from citizens and regular engagement with the local community which cannot always be provided due to the reasons identified such as financial limitations and legal restrictions.

The use of social media by policing organisations has reaching benefits due to the amount of users available on these platforms. Police are able to provide important information directly to their communities with a post on said social media sites. Forces are also able to communicate with their communities to develop intelligence, locate missing people and identify issues that are effecting communities. However social media use by police forces does not come without its own set of concerns surrounds the privacy and protection of information and people data. There has also been concerns raised regarding the potential for negative reviews and damaging stories to impact satisfaction with the force leading to the potential for damaging public confidence in policing. This can be seen in a study conducted in 2018 which explained that public relation efforts may backfire or be inadequate, and confusing or improper content can damage police reputation and trust of citizens in the police (De Graaf et al., 2019).

During my first two years within the police force there has been a number of situations where the use of social media has lead to positive outcomes. In a particular incident a high risk missing person had been missing for over eight hours without any contact with their family during this time. The missing person was deemed to be high risk in line with Missing persons risk assessment as it was a teenage female who was vulnerable to being sexual exploited. A high risk missing person is deemed so as there is serious risk of harm to the subject or public and that risk being very likely to occur (College of Policing, 2016). The female had turned of her phone and had not been active on any of her social media platforms since going missing leaving me with very little options to locate her. As this one of my first times dealing with a high risk missing person I relied on the National Decision Making Model (NDM) to guide my actions. The NDM empowers officers to prioritize the code of ethics as the focal point of every decision-making process. By utilizing information and intelligence, it enables the assessment of potential risks and the formulation of an effective strategy. Moreover, it facilitates the examination of powers and policies to determine various options and contingencies. Subsequently, officers take appropriate action, followed by a comprehensive review conducted thereafter (College Of Policing, 2014). A 2021 study conducted by Joshua Edwards found that the use of NDM by officers when in unfamiliar circumstances allowed them to access the situation analytically (Edwards, 2021). As I required information and intelligence to locate the female, the decision was made to conduct a social media appeal via the force's Facebook and Twitter platforms.

Consideration were made to the female human rights under article 8 of the Human Right Act which states that a person has a right to a private life (*Human Rights Act*

1998). This right to a private life was considered however as the was significant risk and locating the female was paramount, the decision to conduct the social media appeal was made. After gaining the required permission of the parents of the female I made contact with the social media team. As I am not specially trained in the accessing of social media within the force it was a requirement to make contact with the relevant department to conducted the required checks and make the required post. Regularly monitoring and documenting an individual's publicly accessible information on a social media platform may be considered as surveillance, potentially necessitating authorization under the Regulation of Investigatory Powers Act (RIPA). While there is no legal obligation to seek permission in order to access such information, the act of consistently observing and recording someone's online data could fall under the purview of surveillance activities (College of Policing, 2016b).

The creating of the social media post including an image of the female resulted in the female coming forward and making contact with myself. The female did not like the picture used as she considered it unflattering and wanted it removed and as such made her presence known. The relevant safeguarding checks were conducted and the female returned safe to her family.

In conclusion the use of social media played a key factor in me both locating and safeguarding a high risk missing person in a time effective manner. In more general terms there are a huge amount of benefits provided to UK police forces with the integration of social media as a medium to pass information to their communities. However forces must balance the rights of the community against the rights of the individual when posting media that might identify a person. Consideration must also be made to the potential negative press that can be placed on social media by displeased members of the community, these negative posts have the potential to influence other members of said community causing a decrease in public confidence of the force using it.

2200 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:

Leadership can be described as a process of social influence, wherein the leader endeavours to secure the willing involvement of their subordinates in order to achieve the goals of the organization. A leader is an individual who delegates tasks or influences others to take action in order to accomplish specific objectives (Nanjundeswaraswamy et al., 2014). In Policing, Leadership can take many different forms, whether it be leading the public, your colleagues or even supervisors in high pressure situations where successful leading can be the difference between the correct or incorrect outcome. During this essay I will discuss the leadership styles that I have developed within my probation, the success of these styles, the failures of these styles and also what I have learnt surrounding leadership as a whole. I will also be reflecting upon a policing incident where my leadership has played a vital role. I will be reflecting using the Gibbs model of reflection to allow for strong analysis to take place (The University of Edinburgh, 2020).

When discussing leadership it is first important to understand the different types of leadership theories that are prevalent in modern research. Empowering Leadership is defined as a leadership approach that transfers information, resources, and authority to individuals. Empowering leaders foster a conducive work environment where individuals are granted autonomy to exercise their decision-making abilities and commence their tasks without the need for constant monitoring or interference from others (Schermuly et al., 2022). This is a leadership style that I have used during my day to day role as a police officer where working with less experienced

colleagues within roles at dynamic incidents. In a 2018 meta study conducted by Kim et al confirmed the positive associations between empowering leadership and evaluations of the leader, employee motivation and resources, attitudes, and performance have been substantiated. Notably, the most robust correlation was observed between empowering leadership and attitudes towards the leader (Kim et al., 2018). However in another study conducted by Cheong et al in 2016 it was found that empowering leadership can cause what is known as a burdening process. The process of burdening involves the leader engaging in specific empowering actions that result in an increase in the job-induced tension experienced by followers. Consequently, this increase in tension diminishes the positive impact of empowering leadership on the performance of followers in their work roles (Cheong et al., 2016). Although Empowering leadership has both its benefits and negatives I feel that in the fast paced, dynamic nature of policing that it has been an invaluable tool for myself. This leadership style has allowed me to trust my lesser experienced to conduct the relevant enquiries or actions whilst at a job. This trust in these colleagues has allowed sometimes dangerous and highly dynamic situations to come to a close at a much shorter time frame as I am not required to manually dictate every action required to every person present each time it was required. This autonomy will also allow less experienced colleagues to feel empowered to make their own decisions in these dynamic situations, potentially allowing for substantial growth in both confidence and knowledge around the particular incident type.

In the most serious of incidents where there is significant potential for harm to come to others a different approach to leadership is sometimes required. The approach I prefer to take during these types of incidents is known as Autocratic Leadership. Autocratic leadership entails exercising complete and authoritative control over a group, with leaders making decisions based on their own ideas and judgments, seldom seeking guidance from other members of the team (Cherry, 2023). Autocratic Leadership allows for decisive and fast action to be taken when decision making is urgent and immediate action is required in a time of crisis. It is also useful in situations where the experience of others is limited and the experience of the leader is far greater than others in situations where immediate direction and parameters are needed (Hunt and Fitzgerald, 2018). However in 2021 study conducted by Khan *et al* it found that autocratic leadership engenders unfavourable attitudes, conflicts, and distortions, thereby exerting a detrimental influence on job quality. By dictating and commanding the behaviour and goals of each individual, autocratic leaders curtail the innovative capacity of individuals (Khan et al., 2021). Another concern raised regarding this leadership style is the dependency on the leader. In autocratic leadership, the leader possesses a significant amount of knowledge and power, resulting in a reliance on their presence and decision-making capabilities (Bwalya, 2023). For these reasons the reliance on autocratic leadership is kept to a minimum and is only used in situation that require immediate and unquestionable decision making. This is a style that I have used when dealing with members of the public and inexperienced colleagues during incidents where harm may fall to others. Although this carries significant draw backs I believe that it is vital to gain control of situations where stakes are high to ensure the safeguarding of all parties involved. To combat the negative effects of this leadership style I will often debrief with both members of public and fellow officers once the threat, risk and harm has been dissipated. This debriefing time allows for a

review of the actions taken by myself and others including members of the public in line with the National Decision Making Model (NDM). There have been a number of situations where I have personally used this leadership style when the need taken instantaneous action was required. I have had various levels of success with this method and in my own experience have not experienced any negative effects to this leadership style. I do however understand from both research and being on the receiving end of the style that there are negatives that must be addressed and considered before it use. I ultimately believe that the autocratic leaderships style has specific uses within policing and can be a vital leadership tool if used in the correct situations as long a robust and logic debriefing is provided after the incident itself has concluded.

Another leadership style that has its place within policing is that of the democratic style. The democratic leadership style provides an inclusive environment where everyone has the chance to contribute, ideas are shared openly, and dialogue is fostered. Although this approach emphasizes equal participation and the unrestricted exchange of ideas, the democratic leader remains present to provide guidance and maintain control (Cherry, 2023b). This is a leadership style that can be used in low paced planning of incidents in a police context. This style is best suited to times where there is low threat, risk and harm to any participants involved and where the sharing of ideas, information and existing knowledge is key to securing the correct outcome. In policing context this type of leadership is best used when conducting advanced planning such as enforcement warrants or even arrest enquiries for an outstanding offender but can also be used when tackling low level issues such as Anti social behaviour or resilience patrols.

In a study conducted by Bhatti et al in 2012 it found that democratic leadership enhances job satisfaction through the active engagement of employees or team members, involving them in organizational activities also contributes to the development of their skills. Although this participatory approach may result in slower progress due to the time invested, the ultimate outcome is often of higher quality (Bhatti et al., 2012). This is again compounded by another study conducted in 2021 Raupu et al where in an educational setting the use of the democratic leadership style lead to high a level of satisfaction and motivation. It found that the principal's leadership style, as evidenced by various indicators, served as a substantial catalyst for enhancing teachers' motivation. This, in turn, had a direct influence on the attainment of educational and learning objectives within schools. Consequently, this research highlighted the significance of the principal's leadership style in fostering teacher motivation and dedication, ultimately leading to optimal teacher performance (Raupu et al., 2021). Although this study is not a direct link to policing I believe it provides excellent evidence to the effectiveness of the style as the motivation of officers is often key when attempting to secure the correct outcome in any given situation.

However there are still some negative elements to democratic leadership that have can have a substantial impact especially in a policing context. Some of these key issues are in relation to decision making as when soliciting input from all team members prior to making a decision, it is logical to expect that the decision-making process will be considerably slower compared to when a single individual is solely responsible for it (Online Learning College, 2022). There is also a consideration

that needs to be made to the sharing of ideas. If each member of the team is provided with the chance to present their ideas and suggestions, and it is highly probable that each member believes their idea to be the most superior. However, when the decision is made to select only one idea, a significant portion of the team members experience disappointment as their ideas are turned down (*ibid*).

During my initial 3 year probationary period I was faced with a number of incidents where I was required to change my leadership style mid way through an incident. A particular incident stands out to me due to the serious nature of it and risk posed to not only others but also myself. It was reported that a vehicle had collided with another in a local area and was followed by a member of the public back to the home address as it failed to stop at the scene of the accident. I attended in the company of three lesser experienced colleagues who I advised to begin golden hour enquiries. The golden hour refers to the timeframe that immediately ensues after the notification of a crime or occurrence, during which proactive measures ought to be implemented. These measures may encompass safeguarding, conserving, or collecting evidence that could otherwise be hidden, misplaced, harmed, modified, or obliterated (College of Policing, 2023). This was conducted in line with the empowering leadership style as held the belief that all officers present were capable of conducting these enquiries without any further input from myself. I knocked the door of the offending vehicle and could hear shouting and screaming coming from the inside. Shortly after a male attended the front window, holding two knives and started screaming at me to come inside and fight him, there also appeared to be an unknown female on the sofa of the house. As this would have endangered my safety the decision to stay outside was made. There was considerable risk to the female inside of the property however I believe my decision to remain outside was correct as I do not believe I could have resolved the situation without significant injury by entering the property.

Due to this significant risk level change I made the decision to switch leadership style to autocratic. At this time I required all officers to be doing what I was saying as I was the most experienced present. I advised one officer to take over radio communication for the incident and to declare the ongoing incident to the force incident manager and two other officers to cordon off the road to stop any members of the public approaching. I continued to speak with the offender and request that he let the female out of the property, he did not do this however he exited the property himself armed with both knives. In line with my officers safety training I retreated to hard cover and the male did not follow. The force incident manager declared a full authority and dispatched Specially Trained Firearms officers who arrived shortly after and took control of the incident. After significant time had passed the male was tasered and arrested in relation to the incident.

In reflection I feel my change in leadership style was vital to maintaining high levels of safety for all officers and the female inside the property. At first the risk was low so officers could be allowed to conduct the relevant enquiries but once the risk increased I needed rapid control of all resources to contain the incident and get correct resources like fire arms officers to the scene. I believe that autocratic leadership was vital to the success of the incident however I do understand that this could have had an effect on the officers I was requesting complete the actions. As such I conducted a debriefing upon return to the station which was successful. I

believe there is a required to adapt leadership styles to the risk involved in policing incidents and that there is no one correct style, only the style that best applies to the particular incident.

2142 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:

During my three year probation I have been coached and mentored in many ways by many different people. I have grown as both a person and police officer over these years and my experience has only grown with it. During this essay I will be covering the mentoring and coaching I have received and how it has benefited me, My growth as an individual and officer that has helped meet professional, organisational and personal goals and how this coaching has aided me in developing and performing to the best of my ability. I will be reflecting upon a number of interactions during my three year probation and I will be using the Gibbs Model of reflection in my essay (The University of Edinburgh, 2020).

During my initial first year of my probation, things were very different to where they are now in my career. At first I was new to the policing world and held very little first hand experience other than that learned in the initial training school experience. During my first twelve week I had a tutor constable. A Tutor, which may also include a Tutor Constable, offers mentoring, instruction, and guidance while also facilitating work-based learning, development, and assessment in either a one-on-one or small group setting. On a daily basis, tutors provide guidance and assistance to learners by engaging them in targeted and carefully controlled work-based situations. This approach aims to facilitate their growth, evaluate their advancement in relation to predetermined learning objectives and/or assessment standards (College of Policing, 2023b). The purpose of the tutor during this initial twelve weeks was provide me with a hands on experience of policing in a setting that was as safe as possible and conducive to learning. This was conducted with the aim of teaching me the required action and behaviours to be exhibiting at incidents once I was ready for independent patrol.

The initial phase of my training required an autocratic coaching style. Autocratic coaching entails a more authoritative approach to teaching, in which the leader assumes complete control over the direction of individuals. The employees, on the other hand, are deprived of any opportunity to participate in decision-making processes (University of Kansas, 2011). Dyczkowska in 2018 found that autocratic coaches exhibit a preference for implementing stringent rules, overseeing procedures, and maintaining formal and professional interactions. Autocratic coaches provide concise and explicit directives to their subordinates regarding the tasks at hand and the methods to accomplish them. This approach facilitates efficient task execution, effective problem-solving, and the achievement of set objectives or deadlines, especially when time is of utmost importance (Dyczkowska and Dyczkowski, 2018). I found this especially important during the first few weeks of my career as my experience and knowledge were very limited. Being told what actions were required provided me with a sense of focus and drive to achieve my goal. It allowed me to learn whilst completing the action, taking to memory the actions that were required of me at a particular incident. I felt that during these initial weeks it provided me with the foundation of experience and knowledge that I needed and also helped build my confidence in my own ability to police.

As the twelve weeks progressed this autocratic coaching continued which, as my knowledge and experience grew, I found frustrating. This pattern is in line with what can be seen in the literature. In a 2017 study conducted by Lee *et al* it was found coaches who used an autocratic style produced results that caused a lower level of responsibility than coaches who adopted other styles (Lee et al., 2017). This is compounded when looking at a study conducted by Kim et al in 2021. It found that autocratic coaches utilize obligatory tactics to enforce student' adherence to their regulations and directives. Non-compliance with the coaches' expectations or rules may result in penalties, such as the inability to fulfil assigned tasks or failure to meet the autocratic coaches' desired standards. Consequently, students who undergo training under autocratic coaches prioritize executing tasks in a manner that impresses their coaches and prevents any form of punishment. Consequently, these students are prone to harbouring resentment towards their autocratic coaches and exhibit diminished levels of loyalty and commitment towards their team or coaches (Kim et al., 2021).

I felt like during the end weeks of my tutorship I stagnated and stopped learning. At this point my knowledge was at the desired and required level however I was not able to undergo tasks on my own without strict oversight. This strict oversight caused frustration and I began to harbour slight resentment towards my tutor constable/coach. I was performing to above the required standards and believed that I could complete the actions required without this strict oversight. In reflection I believe that my feelings were misplaced towards the tutor constable who was simply fulfilling their role within the organisation. Although I felt as if I was ready there were still elements of the policing role that the tutor wanted to me to experience to build good habits and behaviours. During my initial twelve weeks I felt frustrated and held back by my tutor however now I am more experienced I am thankful for the guidance I was provided. By tapering my expectations I was able to grow in to a more well rounded and patient officer, I now understand why the autocratic coaching benefited me and how it laid the foundations for the officer I am today. Overall I feel like the coaching style benefited me greatly and allowed me to

be able to quickly build knowledge and experience while still being protected by an experienced tutor. I understand now that I was shielded from my own mistakes by my tutor in order to allow real growth within my role and allowed to build good behaviours under their tutelage, achieving independent patrol.

Since achieving independent patrol the type of coaching and mentoring changed very rapidly. I was no longer receiving autocratic coaching from a tutor and found a far more experienced mentor on shift who had 29 years of response policing experience. This experienced team member took a more relaxed approach to mentoring and coaching most akin to the *laissez-faire* theory of coaching. The coaching approach known as *laissez-faire*, or 'holistic coaching', grants individuals complete autonomy. The coach, content to allow the learner to pursue their personal growth in their own unique way and without imposing any restrictions, refrains from assuming an authoritative role (despite their position). This coaching style fosters a belief within the learner that they possess a substantial capacity to contribute to any given undertaking (In Professional Development, 2021).

In a study conducted by Zhang et al in 2023 it suggested that *laissez-faire* leadership is advantageous for the performance of subordinates who possess a strong inclination towards achieving high performance goals (Zhang et al., 2023). This is further identified in a 2015 study conducted by Yang where it was found that *Laissez-faire* coaching is likely to have a more favourable impact on self-motivated subordinates who possess a significant level of competence and capability (Yang, 2015). However this style of mentoring and coaching is not always the best choice available. Lundmark et al in 2022 suggested that mentors' *laissez-faire* leadership may undermine persons' ability to achieve clarity within their new work roles, which in turn may deteriorate their well-being (Lundmark et al., 2022). During my time within working in response role I have always been able to maintain high levels of self motivation which has allowed this style of coaching to work for me. With the use of *Laissez-faire* coaching I was provided with the time and space I needed to develop my own style of policing and develop my knowledge from the base knowledge I had coming out of tutorship. The experienced member of my team provided me with the confidence to make my own decisions and allowed me to make my own mistakes that ultimately were the catalyst to learning. Although this method of coaching and mentoring carries the risk of reduced well-being and lack of guidance, I never experienced this. I found the coaching style to benefit me personally due to my self drive to do a good job. In reflection I feel like this coaching style allowed me to develop in to the best version of myself as an officer. It provided me with confidence, knowledge and experience in all aspects of the role as I was always confident that if I needed the mentorship, it was always there and at my disposal.

There have been numerous times that I have been required to not only receive but also provide feedback to others. I am now one of the more experienced members of my shift and with this comes the responsibility of coaching and mentoring newer, less experienced members of the team. When it comes to both receiving and providing feedback I prefer to use the DESC Model. The DESC Model outline by Yale University in 2016 explained that a person describes the behaviour or situation in the most objective way possible. Express the feelings or thoughts on the situation, specify the preferred behaviour or action and then finally state the

consequence that could occur as a result of ignoring the feedback (Yale University, 2016). Filer et al in 2023 found that DESC strategy prioritized behaviour over personal traits, potentially enhancing the likelihood of attaining the intended modifications in behaviour (Filer et al., 2023). I found this as a useful tool when providing feedback to lesser experienced members of the team as it outlined not only the issues but why there was issues and how to overcome them. When I used this in a practice setting I did experience some problems however. I found that on occasions the team member I was providing feedback to did not want to hear it and was abrasive towards my attempts of discussion. I understood that was to be expected as in a study conducted by Ottenn and Jonas at the University of Amsterdam identified that humiliation caused more negative feelings when compared with that of anger or happiness (Whitbourne, 2014). Overall I found this method to be excellent at delivering and receiving feedback in a method that I could understand and work upon as it provided a clear path to success but also carried the weight of consequence if the action was not completely correct. As an officer who was new in his role this type of consequence based feedback resonated with me as it provide a sense of urgency and also showed the need for the feedback and improvement on my end.

Throughout my time in policing I feel like I have grown as a result of coaching and mentoring whether it be the autocratic tutorship phase or the laissez-faire mentoring of my remain probationary period. I believe my coaches and mentors have adapted and provided me with the style that would be best suited to the stage of my progression. In reflection I believe these styles have been excellent for my development and I believe that I will carry these forward in to my career. Using the coaching and mentoring styles to guide me in coaching newer members of the team through similar stages of progression that I have only recently developed from myself.

1881 Words

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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