



Leadership and Teamwork.



Welcome the students, give an overview of what's going to be covered.
Trainer to introduce themselves, highlight their experience of Leadership.



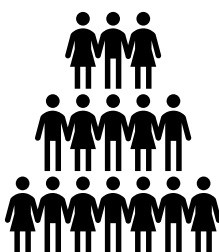
Maslow's & Gestalt

- Mobile Telephones – Please can you place your mobiles on silent / vibrate, if you need to take a phone call please indicate to the trainers
- Breaks
- Ask Questions – Feel free to ask question throughout the session & get



AIM:

**To introduce you to the importance of leadership
and teamworking**



Objectives

- Explain the professional importance of self-evaluation, self-improvement and reflective practice
- Identify effective leadership and team-working
- Describe the nature of effective team-working

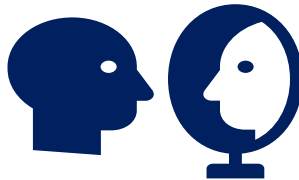


Does anyone know what reflective practice is?

Have you heard of the term reflective practice before?

Reflection means creating opportunities to step back and consider:

- How you think you are performing?
- What you think you have learned from your experience?
- What you may do differently in the future?



Reflective practice allows us to identify learning and development needs. Through identifying these, as an organisation we can then better understand the needs of our employees, which would help deliver the objectives of the Chief Constables Delivery Plan.

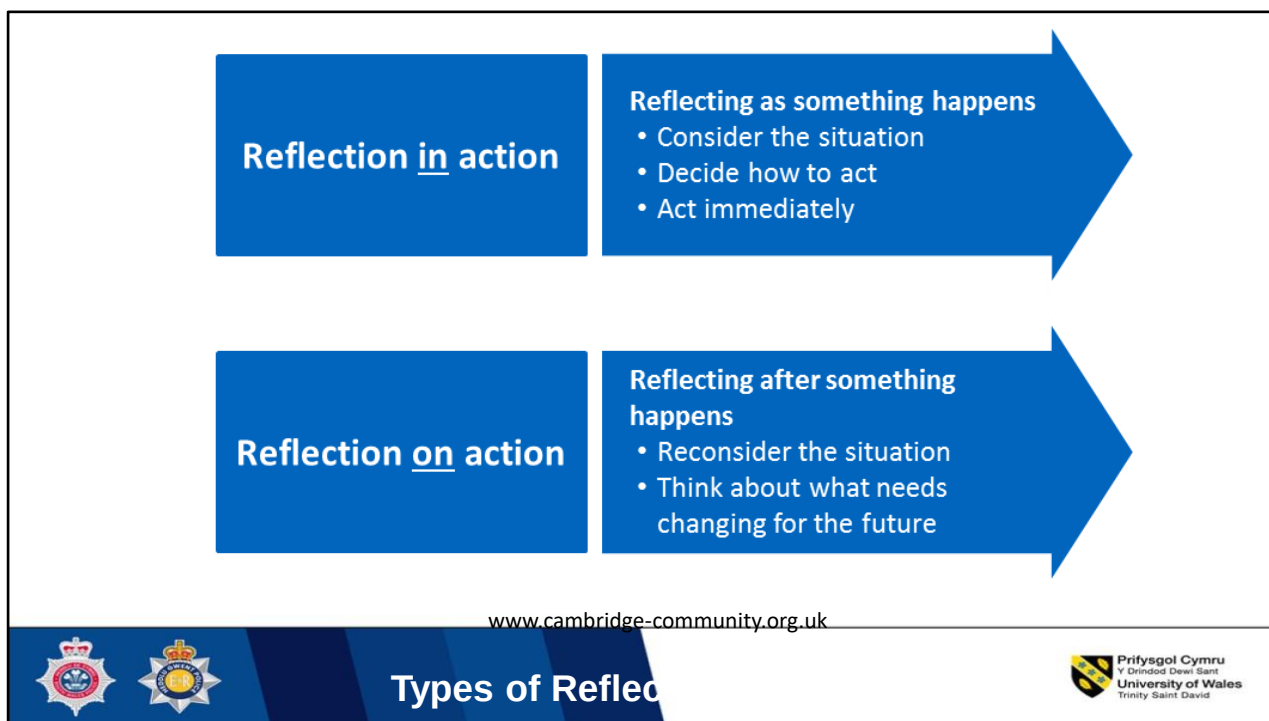


Reflective



The more you do this, the more you are able to:

- learn from your experiences
- apply what you've learnt to other situations
- share what you've learnt with other people



Reflection-in-action is reflection during the ‘doing’ stage (that is, reflecting on the incident while it can still benefit the learning).

This is carried out during the lesson rather than reflecting on how you would do things differently in the future.

This is an extremely efficient method of reflection as it allows you to react and change an event at the time it happens.

For example, in the classroom you may be teaching a topic which you can see the students are not understanding.

Your reflection-in-action allows you to understand why this has happened and how to respond to overcome this situation.

Reflection-in-action allows you to deal with surprising incidents that may happen in a learning environment.

It allows you to be responsible and resourceful, drawing on your own knowledge and allowing you to apply it to new experiences.

It also allows for personalised learning as, rather than using preconceived ideas about what you should do in a particular situation, you decide what works best at that time for that unique experience and student.

Reflection-on-action, on the other hand, involves reflecting on how practice can be developed after the lesson has been taught.

Schön recognises the importance of reflecting back 'in order to discover how our knowing-in-action may have contributed to an unexpected outcome' (Schön, 1983).

Reflection-on-action means you reflect after the event on how your knowledge of previous teaching may have directed you to the experience you had.

Reflection-on-action should encourage ideas on what you need to change for the future.

You carry out reflection-on-action outside the classroom, where you consider the situation again.

This requires deeper thought, for example, as to why the students did not understand the topic.

It encourages you to consider causes and options, which should be informed by a wider network of understanding from research.

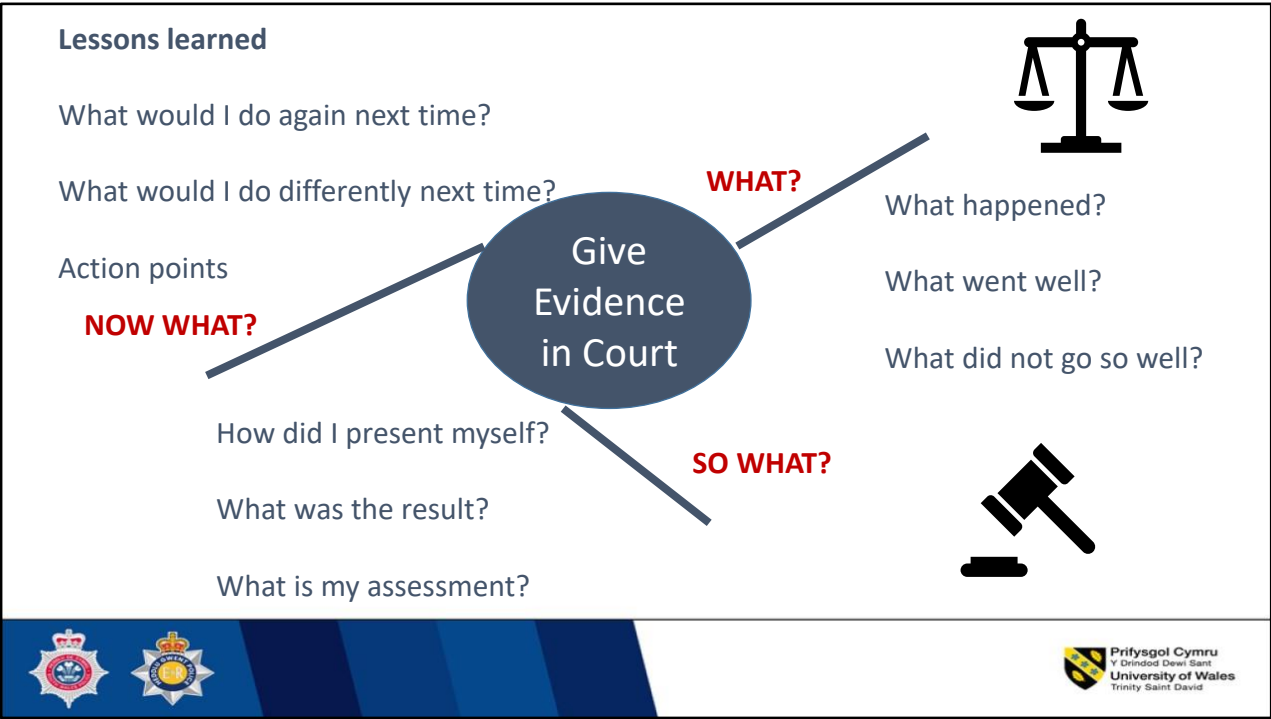
By following any of the above models of reflection, you will have a questioning approach to teaching.

You will consider why things are as they are, and how they could be.

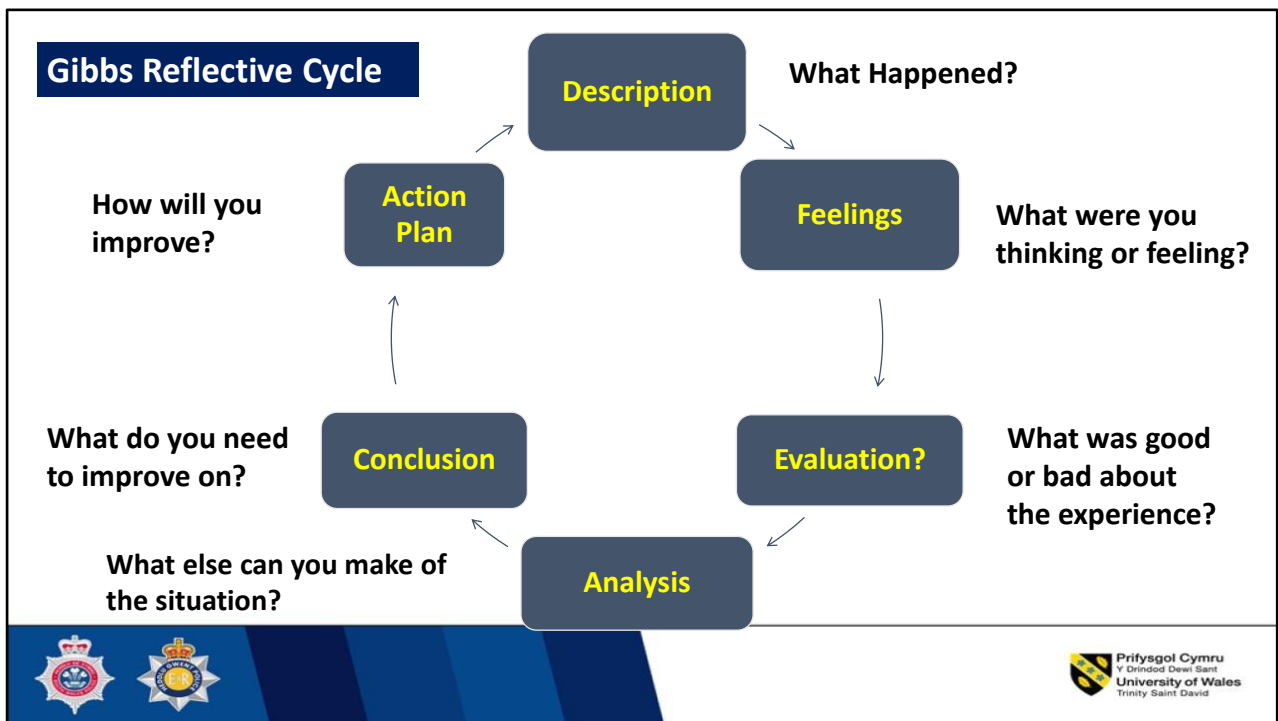
You will consider the strengths and areas of development in your own practice, questioning why learning experiences might be this way and considering how to develop them.

As a result, what you do in the classroom will be carefully planned, informed by research and previous experience, and focused, with logical reasons.

All of these models stress the importance of repeating the cycle to make sure knowledge is secure and progression is continued.



Click through each animation to reveal the questions



The Gibbs Reflective Cycle is the model that has been recommended by College of Policing

Information is also available on the CoP website.

Ask learners to think of an event and try and complete a reflective cycle of their own.

1. Description

- Describe the event – when and where.
- Why you were there?
- Who else was there?
- What happened?
- How did you react?
- How did others react?
- What was the outcome?

2. Feelings

- How were your thoughts and feelings at the time?
- What did you feel before and after?
- How did others feel?
- How do you feel about it now?

3. Evaluation/analysis

- What worked and what didn't work – positive or negative outcomes.
- What went well or not so well?
- Did you or others make a positive or negative contribution?

4. Conclusions

- What did you learn?
- What would you do differently in future?
- Any skills or knowledge you need to develop?

5. Action

- What will you do about it?
- Do you need to make changes to your practice?
- Have you identified any areas to work on?



No time

Organisational Culture

Lack of skill

Lack of Motivation

Yourself



Reflective Pra



Before revealing the animations - Ask learners to provide answers in the chat function

Q: What are the barriers to reflective practice?

No time

Whether you are studying, working or both it can be hard to find time to complete your existing to-do list so why add another thing?

Doing proper reflection takes time but you need to think of this as an investment in your education, your professional development and your own mental wellbeing.

Organisational culture

A lack of support from management who don't see reflective practice as a valuable activity can be hard to navigate.

Try to outline it in terms of the return on investment they will get if they give you the resources you need to reflect.

Think about what they will get out of it, whether this is a new approach to a project or just happier staff!

Lack of skill

Many people who are new to reflection are worried that they are doing it wrong or don't know where to start.

Some of the popular models of reflection set unrealistic expectations that the process needs to be undertaken in a certain way.

It is important to remember that reflection is a very individual process and there is no one 'right' way of doing it.

You can follow which ever course suits you. It may take some experimentation before you find the way that works for you but half the fun is trying!

Environment

For some people, finding a physical location to be reflective can be a challenge.

You will need to be in a certain mind set in order to practice reflection and it can be difficult to find an available place for this. (We will touch on different mindsets later in the session)

Some people need a busy environment whilst others will need somewhere quiet and empty.

If you are new to reflection then you may find that you need to experiment to find the right environment for you but once you have then you can work to find somewhere to practice your reflection.

Motivation

A lack of time and support can take a toll on your ability to reflect, especially if you are reflecting on something you have been doing all day.

The last thing you will want to do is to go home at night and think about it!

Even the best reflective practitioners experience this feeling at some point so if you don't worry.

Yourself

Perhaps one of the biggest barriers to reflection is you!

Unfortunately this is one of the hardest to overcome but it can be done.

Being reflective takes a certain level of self-insight which can be uncomfortable for some people, especially if you are not used to it.

The good news is that this can be achieved with some practice.

If you are new to reflection you might need to try lots of different methods before you find the one(s) which works for you so don't get disheartened if something doesn't work first time - you can reflect on why and move on to something else

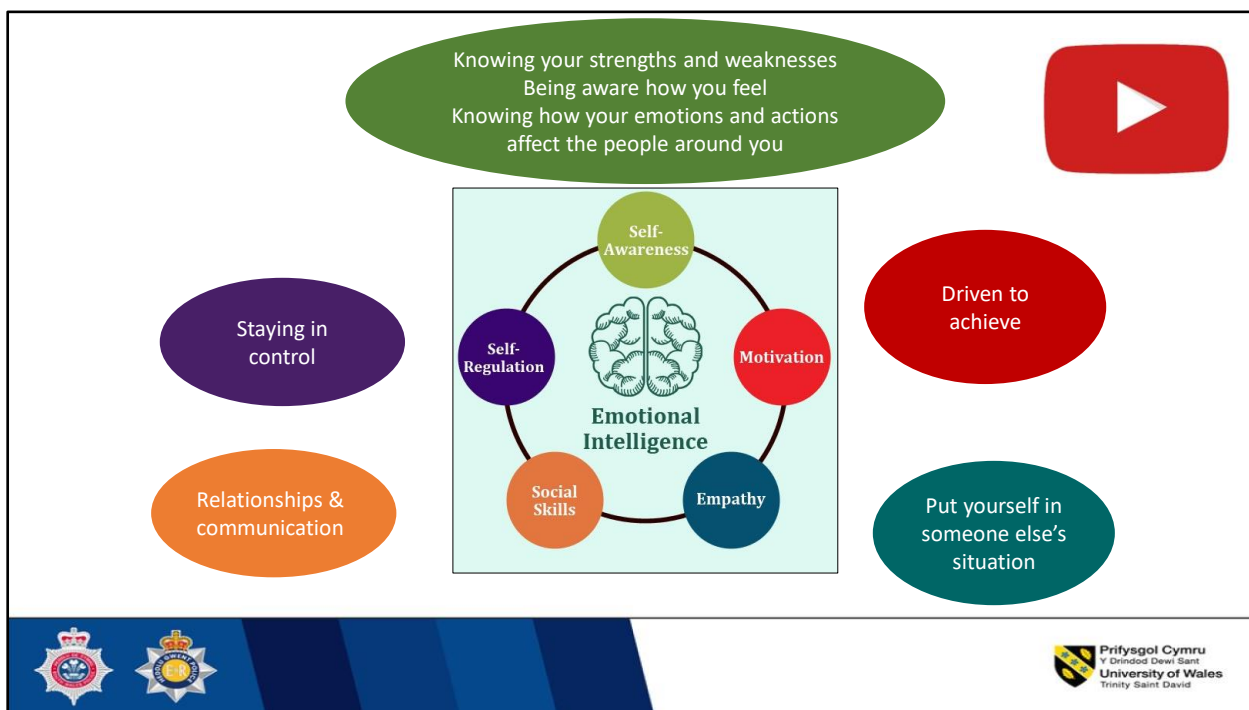
Before revealing the next slide

Ask learners what their understanding of emotional intelligence is?

Have you heard about emotional intelligence?

Can you explain what this means?

Click to reveal diagram on next slide



Play Video

How can we improve our Emotional Intelligence?

Self Awareness –

Self-Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen.

Self-awareness encompasses:

Emotional awareness

Accurate self-assessment

Self-confidence

Self-awareness is the skill of being aware of and understanding your emotions as they occur and as they evolve.

It is wrong to think of emotions as either positive or negative.

Instead, you should think of them as appropriate or inappropriate.

For example, anger is usually associated with being a negative emotion.

However, it can be a completely reasonable and appropriate emotion in certain circumstances – emotional intelligence allows us to recognise our anger and understand why this emotion has occurred.

Keep a Journal (spend a few moments writing down your thoughts) note what happened, what went well, what didn't go well. How are you going to improve next time, what will you do differently. Once you get in the habit of doing this, it will become the norm.

Slow down – Count to 10 when you experience anger.

Self Regulation – Know your values (Code of Ethics). Hold yourself accountable. Practice staying calm.

Self-regulation includes:

Self-control

Trustworthiness

Conscientiousness

Adaptability

Innovation

Having learned to be aware of your emotions, the skill of self-regulation relates to managing them appropriately and proportionately.

Self-management skills relate to the emotions you are feeling at any given time or in any given circumstance and how well you manage them.

Self-control is a fundamental part of this, but other aspects relate to what you then do: whether you behave in a way which is recognised as 'good' or 'virtuous' or not.

Motivation – Examine why you're doing the task. How motivated are you to lead, you may have to increase your motivation. Be positive / optimistic (Glass ½ Full type of person).

Self-motivation includes our personal drive to improve and achieve, commitment to our goals, initiative, or readiness to act on opportunities, and optimism and

resilience.

Empathy – Give constructive feedback. Listen (that's why we have 2 ears & 1 mouth). Pay attention to NVC's (Body Language). Respond to peoples feelings.

Empathy is an awareness of the needs and feelings of others both individually and in groups, and being able to see things from the point of view of others.

Empathy helps us to develop a stronger understanding of other people's situations.

It includes understanding others, developing others, having a service orientation, leveraging diversity, and political awareness.

Empathy can often be difficult to achieve. Learn to listen effectively to both the verbal and non-verbal messages of others, including body movements, gestures and physical signs of emotion.

Use questions to find out more about other people and what they are feeling, and feedback to clarify that you have correctly understood their feelings.

Acknowledge and respect the feelings of others even if you disagree, and avoid making comments or statements that are judgemental, belittling, rejecting or undermining.

Social Skills – Manage conflict within the team. Improve communication. Learn how to give feedback & praise team members. Empower individuals.

Social Skills

Social skills encompasses a wide range of relationship and interpersonal skills.

These range from leadership through to influencing and persuading, and managing conflict, as well as working in a team.

The term 'social skills' covers a wide variety of skills and competencies, many of which are rooted in self-esteem and personal confidence.

By developing your social skills, being easy to talk to, being a good listener, being sharing and trustworthy, you also become more charismatic and attractive to others.

This in turn improves self-esteem and confidence which makes it easier for positive personal dialogue and a greater understanding and acceptance of your own emotions.

Working on your emotional intelligence could well be the most important aspect of your personal development.

Research has shown that people with higher levels of emotional intelligence enjoy more satisfying and successful careers and relationships.

If you think about ways to enhance your emotional intelligence, you are likely to become more charismatic, interesting and attractive to others, and you will also give your self-esteem a boost.

Interpersonal skills are the skills we use to interact with other people.

They enable us to communicate appropriately and build stronger, more meaningful relationships. Emotional intelligence includes how we understand others and their emotions, and our actions and behaviours towards them.

Mental Toughness

“someone who is comfortable in their own skin, can take whatever comes along in their stride and mostly enjoy the challenge”.

Professor Peter Clough, Professor of Applied Psychology at Manchester Metropolitan University



What is mental toughness?

What is the difference between emotional intelligence and mental toughness?

Mental Toughness

Mental toughness determines how we manage our thoughts, emotions, energy, and productivity. Mental toughness means you can cope better with hardship and negativity, and train yourself into healthy habits that will keep you thinking and behaving positively.



Ask learners if they have heard of Carol Dweck and if they have heard of Growth mindset

Ask learners what the difference is between fixed and growth mindset

Carol Dweck devised the concept of 'Growth Mindset'. Dweck, a Stanford University professor of psychology, was interested in finding out how "fixed" intelligence really is.

Those with a growth mindset see intelligence as fluid; something which will increase and flourish through hard work, grit and resilience.

Growth mindset can improve inclusion within organisations.

This is the understanding that with hard work everyone can learn, improve, and grow.

Organisations with growth mindset cultures are more likely to promote on potential, giving a wider pool of people a chance.

But it only works if leaders are prepared to coach and develop their people.

In doing so organisations will increase innovation and be more inclusive.

What do your team/peers think of you?



Ask students do they know what their team thinks of them?

If so, how do they know this to be true?

Discuss feedback and how they obtain feedback.

Ask – How did that go?

Tell – Shortcomings

Ask – How are you going to improve next time

When and how do you use this?



Ask learners if they know what a SWOT analysis is

Advise learners how to access the Padlet Page

SWOT Analysis Padlet Activity

<https://padlet.com/christinebeale/fg82s2cxg1ied6gh>

Alternatively – ask students to write down the 4 headings

Students to INDIVIDUALLY complete each column on the Padlet with a few bullet points.

Strengths – Identify your strengths

Weaknesses – Identify your weaknesses

Opportunities - will not always come your way. You will need to seek out opportunities, identify those who can help you and track your goals. What training is available to you.

Threats – What's going to stop you from achieving your goals?

Trainer to ask students - Does anyone want to discuss what they have recorded?

Trainer does not need to debrief this task. Simply advise students this is a form of reflective practice.

Development Plan (Goals, Objectives and Actions)

Goals are the overarching 'output' of your plan, the high-level strategic statements that explain where you'll be or what you'll be doing if your development plan is a success.

Objectives narrow your goals into focused areas of learning that will help you achieve that overarching aim.

Objectives are meaningless without actions – the precise and specific things you can do to progress towards your objectives, and, in turn, your goals.

Actions are the most tangible elements of a development plan, because they help you test what you've gained so far.

For that reason, they must be measurable. This is why your actions must conform to the SMART model.



Get SMART - SMART stands for Specific, Measurable, Achievable, Relevant and Time-based.

Sticking to this model ensures that your actions clarify your progress towards objectives and goals.

For example, improving your public speaking works well as an objective because it's a specific and focused

aim that will move you towards your goal if achieved.

The actions supporting this objective need to explain how you'll go about achieving it, so that you can

accurately measure your progress.

Example:

Goal: Become a thought leader in my area of work

Objective: Improve my public speaking

Actions:

- Volunteer to speak at department/force events in September and invite feedback from colleagues
- Review progress with line manager and determine next steps.

It's not enough to say you'll take action by 'researching courses' – only attending the course is a tangible

learning experience, and only you will know how much you learned from it.

Future actions must therefore be agreed or booked at the time of submitting your development plan, with

a contingency plan in place if this isn't possible.

Keeping in time

A successful development will have between one and three goals, each supported by two to four

objectives, with two or three actions for each objective.

Detail is important, but don't spread yourself too thinly – the most successful plans are clear and focused.

It's important to apply a time dimension to each action, too – when will it start and end?

If it's ongoing, when do you plan to review your progress?

Time is a factor in preparing your development plan.

It is impossible to write the night before the deadline, because a strong development plan demands proper reflection, research and consideration.

Things that we must consider when creating development plans:

How do they fit in with short, medium and long term requirements for the role?

How do they reflect Organisational objectives and professional standards?

What are the development needs against current role and future roles?

Goal Setting

How many of us set resolutions at the beginning of every year?

Why do we set them? Have any of us achieved a resolution we have set?

How did it feel when we achieved it/failed it?

What is the difference between a resolution and a goal?

What is the key to success in both of these instances?

How can we protect ourselves if we don't achieve them?

Top-level athletes, successful businesspeople and achievers in all fields all set goals.

Setting goals gives you long-term vision and short-term motivation.

It focuses your acquisition of knowledge, and helps you to organise your time and your resources so that

you can make the most of your life.

By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals,

and you'll see forward progress in what might previously have seemed a long pointless grind. You will also

raise your self-confidence, as you recognise your own ability and competence in achieving the goals that

you've set.

You set your goals on a number of levels:

- First you create your "big picture" of what you want to do with your life (or over, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
- Finally, once you have your plan, you start working on it to achieve these goals.

This is why we start the process of setting goals by looking at your lifetime goals.

Then, we work down to the things that you can do in, say, the next five years, then

next year, next month, next week, and today, to start moving towards them.

Be aware of setting yourself MAD Goals (Mammoth and Demanding) – these can come later.

If you are someone who does not like setting goals, or hasn't set goals before consider setting smaller more achievable goals to begin with.

With any goal you set consider who are you going to share them with?

What resources do you have to support you?

What will success look like if you achieve your goals?

What will you do if you are unable to achieve your goals?

How will you measure whether you have been successful?

How will you 'check in' along the way to ensure you are on target to achieve your goals?

The following broad guidelines will help you to set effective, achievable goals:

- State each goal as a positive statement – Express your goals positively – "Execute this technique well" is a much better goal than "Don't make this stupid mistake."
- Be precise – Set precise goals, putting in dates, times and amounts so that you can measure achievement.

If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.

- Set priorities – When you have several goals, give each a priority.

This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.

- Write goals down – This crystallizes them and gives them more force.
- Keep operational goals small – Keep the low-level goals that you're working towards small and achievable.

If a goal is too large, then it can seem that you are not making progress towards it.

Keeping goals small and incremental gives more opportunities for reward.

- Set performance goals, not outcome goals – You should take care to set goals over which you have as much control as possible.

It can be quite dispiriting to fail to achieve a personal goal for reasons beyond your control!

In business, these reasons could be bad business environments or unexpected effects of government policy.

In sport, they could include poor judging, bad weather, injury, or just plain bad luck.

If you base your goals on personal performance, then you can keep control over the achievement of your goals, and draw satisfaction from them.

- Set realistic goals – It's important to set goals that you can achieve.

All sorts of people (for example, employers, parents, media, or society) can set unrealistic goals for you.

They will often do this in ignorance of your own desires and ambitions.

It's also possible to set goals that are too difficult because you might not appreciate either the obstacles in

the way, or understand quite how much skill you need to develop to achieve a particular level of

performance.

When you've achieved a goal, take the time to enjoy the satisfaction of having done so.

Absorb the implications of the goal achievement, and observe the progress that you've made towards other goals.

If the goal was a significant one, reward yourself appropriately.

All of this helps you build the self-confidence you deserve.

With the experience of having achieved this goal, review the rest of your goal plans:

- If you achieved the goal too easily, make your next goal harder.
- If the goal took a dispiriting length of time to achieve, make the next goal a little easier.

- If you learned something that would lead you to change other goals, do so.
- If you noticed a deficit in your skills despite achieving the goal, decide whether to set goals to fix this.

The mnemonic **CIAPOAR** can help users to remember the six key elements of the NDM. It also acts as an aide-memoire in aspects of decision-making.

- **Code of Ethics** – Principles and standards of professional behaviour.
- **Information** – Gather information and intelligence.
- **Assessment** – Assess threat and risk and develop a working strategy.
- **Powers and policy** – Consider powers and policy.
- **Options** – Identify options and contingencies.
- **Action and review** – Take action and review what happened.



Decision Ma

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

What is one of the tools in policing you would use?

Can someone explain what the National Decision Model is?

Ask Students what other documents set out what is expected of us generically in our roles. Expected response – Code of Ethics. Facilitate discussion in relation to how the Code of Ethics influence your Leadership... expected response – sets out standards of behaviour expected from us.

Background reading for trainer to assist plenary discussion:

Extract from PSD Website:

The Code of Ethics is a first for everyone who works in policing in England and Wales. It sets out the principles and standards of behaviour we expect to see from police professionals. It applies to every individual who works in policing, whether a warranted officer, member of police staff, volunteer or someone contracted to work in a police force.

You are expected to use the Code of Ethics to guide your behaviour at all times - whether at work or away from work, online or offline.

As professions we should invest in all our people. Other established professions ensure that members acquire and maintain the skills and knowledge necessary to perform their role. In these professions it is normal to find a clear system of continuous professional development, accreditation for specific roles and a code of ethics or professional conduct.

Policing has not, however, previously adopted all the hallmarks of a profession. The Code of Ethics is one step towards obtaining full professional status for policing, similar to that seen in medicine and law.



What does leadership mean to you either in your personal or professional lives?

YouTube Clip – 02:03 mins



When we hear the word “leadership,” our internal biases default to managing others.

A title doesn’t make a person a leader.

Some managers are good leaders — some aren’t.

People without anyone supervisory roles in the organisation are capable of exhibiting excellent leadership skills superior to many other people who have “manager” in their title.

Question: What are the key areas of knowledge and or skills that you consider are required for your management & leadership roles?

Question – From the diagram on the slide, can you think of any else that is key to being a good leader?

Attributes are key to enable effective leadership – attributes are hidden drivers, we are born with them but can also develop them over time.

Attributes determine how you process and respond to what is around you. They appear in

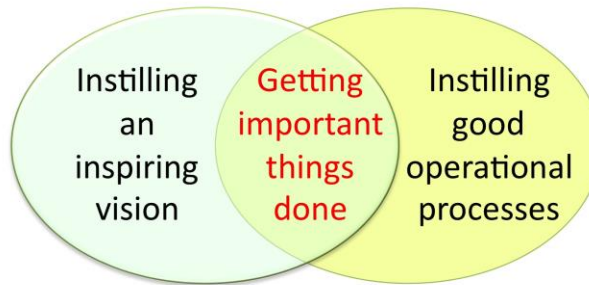
times of challenge, stress and uncertainty. These situation will reveal a person's default settings which are their attributes.

Don't confuse skills with attributes, they are not the same thing. Skills are taught and an easy way of measuring performance which is why many job application forms have a skills section. But skills don't give an in-depth insight into that person and they don't tell us what to do when an the environment is so unknown that you don't have the right skills to apply. That's where attributes become crucial because leaders will always face challenging, stressful and uncertain situations.

Four key attributes that leaders should possess are:

- **Accountability** – taking ownership for decisions and their consequences
- **Authenticity** – demonstrating consistency. Consistency build trust.
- **Empathy** – It is key but in the right contact e.g different policing roles require different amounts of empathy and too much can sometimes be detrimental depending on the situation.
- **Decisiveness** – the ability to make clear, well-informed and timely decisions. Critical to establishing credibility.

Leadership & Management



Management Skills v Le



Ask learners if they know the difference between a leader and a manager and pose questions to the learners to check current level of knowledge and understanding

Chat function

Which are more important?

Do We need both?

Or do we need balance?

Management:

Focus on 'How'. Coping with complexity by producing order and predictability to a situation.

Planning & Budgeting: establish agendas, set timetables, allocate resources.

Organising and staffing: provide structure, make job placements, establish rules and procedures.

Controlling and problem solving: develop incentives, generate creative solutions, take corrective actions.

Leadership:

Focus on 'Why'. Learning to cope with the uncertainties of rapid change.

Visioning and setting directions: create vision, clarify big picture, set strategies.

Aligning people: Communicate goals, seek commitment, build teams and coalitions.

Motivating and inspiring: Inspire and energise, empower people, satisfy unmet needs.

The difference between manager and leader:

Leaders have vision and are of spirit, whereas managers are of the mind.

Leaders are essential for an organization, whereas managers are necessary for organization.

Leaders look for growth and development, whereas managers look for rapid results.

Knowing your team's strengths & weaknesses is essential in order to manage that team.

Ask learners to consider the following:

South Wales Police need a new definition for a 'Supervisor' (Police/Police Staff).

This definition must incorporate both management and leadership skills.

Expected answers:

Problem solving,
Decision making,
Planning, Delegation,
Communication (including listening),
Reflective practice,

Learning from experience,
Flexibility,
Feedback,
Project management,
Managing change,
Technological skills,
Risk management,
Time management (including prioritisation),
Financial management,
Managing teams,
Resource management,
Coaching & Mentoring.

refer to taking responsibility

(drive to achieve, resilience and accountability, determination to manage difficult situations, seeks new opportunities);

inclusivity (open, approachable, authentic, seeks views of others, values diversity);

agility (flexibility, creativity, innovative, enterprising, seeking solutions to business needs,

positive and adaptable,

responds well to feedback and need for change,

open to new ways of working);

professionalism (sets an example, is fair, consistent, impartial, open and honest, operates within organisational values and codes of practice).

Trainer Input:

Clearly there are many skills & knowledge required for you to be an effective manager & leader.

As such it is your responsibility to ensure that you have the relevant knowledge & are able to apply those skills in practice.



Management Skills v Le

John Adair's Action Centred Leadership is a simple leadership and management model, which is highly adaptable to many leadership or management situations.

Good managers and leaders should have full command of all three areas of the Action Centered Leadership model. Being able to do all of these things, and keep the right balance, gets results, builds morale, improves quality, and develops teams and productivity.

The three parts are:

- Achieving the task
- Building the team or group
- Developing individuals

Your responsibilities as a manager for achieving the Task are:

- Identify aims and vision for the group, purpose, and direction – define the activity (the task)
- Identify resources, people, processes, systems and tools (inc. financials, communications, IT)
- Create the plan to achieve the task – deliverables, measures, timescales, strategy and tactics
- Establish responsibilities, objectives, accountability and measures, by agreement and delegation

Your responsibilities as a manager for the Team are:

- Establish, agree and communicate standards of performance and

behavior

- Establish style, culture, approach of the group – soft skill elements
- Monitor and maintain discipline, ethics, integrity and focus on objectives
- Anticipate and resolve group conflict, struggles or disagreements
- Assess and change as necessary the balance and composition of the group

- Develop team-working, cooperation, morale and team-spirit

Your responsibilities as a manager for each Individual are:

- Understand the team members as individuals – personality, skills, strengths, needs, aims and fears
- Assist and support individuals – plans, problems, challenges,

highs and lows

- Identify and agree appropriate individual responsibilities and objectives
- Give recognition and praise to individuals – acknowledge effort and good work

As the three actions are linked, if you take one away & the process will fail. The three overlapping circles illustrate that each of the functions are interdependent. This is because individuals make up teams, teams/individuals complete tasks and without a task there is no need for a team or individual. If one element is missing or weak then the other elements will suffer. For example if the team is **demotivated** then the task will suffer and one demotivated individual can affect team performance and subsequently task completion.

As a team leader, where do you fit in with this model?

Leadership styles – on pages 3 and 4 in the workbook.

Leadership styles – on pages 3 and 4 in the workbook.

Ask learners if they are able to give some examples of any leadership styles.

Can you give an example of when you may use certain styles?


Poor Leader
V
Good Leader


Think of the attributes of the worst leader you have worked with

Think of the attributes of the best leader you have worked with




Ask students to picture in their mind's eye a bad leader.... But not to name names! Ask them to each type a characteristic attributed to that person in the relevant Padlet column labelled “Poor Leader” or “Good Leader”.

Poor V Good Leader – Padlet Activity

<https://padlet.com/christinebeale/uwurvz7o32twmkvl>

Debrief responses by looking at poor attributes first then good.

Ask students the following:

- If the bad leaders where in the room would they recognise themselves? Answer probably not – bad leaders often lack the ability to be self-aware and be able to reflect upon their performance.
- Are you, as individuals, able to keep yourself on the good leader list 24/7? Expected response will probably be along the lines of “we all have bad days”.
- Would those good leaders have had bad days? Most probably.
- What can you do to ensure that you operate in “Good Leader” mode the majority of the time? Expected responses, be honest with yourself, seek feedback, seek opportunities to self-develop.

Why is it important to have

Leadership

within the Police?



Trainer to pose the question to learners and debrief responses

Q: Why is it important to have leadership within the police?

Chat function

Possible answers:-

- Economic crisis / Funding Cuts
- Difficult Decisions
- Lack of Leadership
- Leaders need to be Flexible / Adaptable
- Leaders need to get the best from their staff

Ask the students where do they think we get our guidance?

- CC delivery plan
- Code of Ethics
- Peers

- Experience
- IoPC



CHIEF CONSTABLES DELIVERY PLAN

We have discussed what the Chief Constable has set out in his delivery plan – how overall he wants to strive for a more responsive and engaging organisation, one where we listen and respond to the needs of our own people, so in turn we successfully meet and manage the needs of the public.

We will be looking at the PEOPLE Priorities in more detail in this unit. The objectives set out in the PEOPLE Priorities section of the CC Delivery Plan relate to a better organisational culture and improving diversity and inclusion in SWP and good leadership is fundamental to this approach.

Put video in the chat via BOB/LMDP

More information on the supportive



The Management Guru Peter Drucker said:

“All the effective leaders I have encountered...knew four simple things:

- ***A leader is someone who has followers;***
- ***popularity is not leadership, results are;***
- ***leaders are highly visible, they set examples;***
- ***leadership is not rank, privilege, titles or money, it is responsibility.”***



As mentioned in our delivery plan supportive and inclusive leadership is the organisational priority.

The Management guru, Peter Drucker, based his work on the fact that he believed that managers, above all else, should be leaders.

People will follow leaders eagerly and willingly if they motivate and influence.

Good leaders might instruct but they do not dictate. Good leaders will also encourage but will not manipulate.

Good leaders do not need to be perfect and any good leader will know that perfection is an impossible standard to implement.

When looking at the last point about leadership is a responsibility this is for all of us to do – it is our responsibility to make everyone in our organisation and out feel safe and valued.

What is Compassionate Leadership?



Trainer to pose questions to learners for them to think about on their own, and request them to type responses into chat or speak

Q: What is compassionate leadership?

In chat function

Ask learners to think about the following questions

Q: What can cause people not show compassion?

Q: how do we bring/show compassion in your teams?

A compassionate leader, as well as being a compassionate person, encourages compassion and caring in the wider organisation.

Look at responses - Debrief on next slide



Ask learners to type responses into the chat function

Debrief of possible answers

- Policies too restrictive eg not being able to adapt to individuals circumstances
- Policies and procedures are followed to the letter, to the point where you can't see the real compassionate person
- Too busy to stop and show care
- Low emotional intelligence
- Managers who genuinely don't care about their teams and focus only on getting the job done whatever the cost
- Being fearful of accidentally discriminating against a person, crossing unseen boundaries, being seen as inconsistent
- Pressure from senior managers
- Belief that professional and personal life should be kept separate
- Unsure how to offer support
- Fear as seen weak/take advantage

Debrief

1. Focused on Connection and Collaboration. –

Compassionate leaders demonstrate staff centeredness and have a people first approach. They also demonstrate high levels of Emotional Intelligence and an ability to regulate their own feelings and facilitate those they lead to do the same – have high levels of empathy and commitment to understand how their decisions and actions affect those they lead. They invest time and effort into their staff.

2. Adaptable and Flexible.

Flexibility and adaptability to the environment allows for personalized tailored approaches to situations and followers. This allows compassionate leaders to respond according to the specific situation and person rather than previously learned ways of responding, Leadership becomes more thoughtful and less reactive.

3. Self-Caring and Balanced.

Compassionate leaders demonstrate an understanding and capacity to look after themselves and model this self-care to others. Compassionate leaders are balanced, both in looking after themselves and others. Compassionate leaders see value in encouraging, facilitating and ensuring those they lead have work-life balance.

4. Empowering, Enabling and Inclusive.

Compassionate leaders are empowering and enable self-reflection and development. They deliver feedback that is positive and constructive and focused on developing talent and potential. Even when the feedback may be around addressing performance issues, it is delivered in a manner where the employee receiving the feedback feels heard, understood and respected and not as a personal attack.

5. Transparent and Open.

Compassionate leaders realize it is ok to be human and make mistakes. In fact leaders who are transparent and share their mistakes are ones whose employees may feel are more approachable, relatable and human.

6. Genuine and Authentic

Compassionate leaders are values based and authentic. Followers find that they never have to question the motives of any leader decisions or behavior, and followers would always know they are made with the greater good in mind, rather than some of the common self-serving leader behaviors known to be pervasive in corporate and traditional management cultures.

7. Courageous and Committed.

Compassionate leaders show a distinct level of courage when they choose to be compassionate to self or other. They are after all possibly working against the grain or challenging the typical management status quo and expectations of how leaders are expected to behave. They have a sense of duty and responsibility to do what is right, to act ethically and to evaluate the impact of decisions and behaviours on all those that may be impacted by them.

Bring Compassion to your teams!

Offer	• Offer guidance to a co-worker
Get to know	• Get to know your colleagues
Lend	• Lend a hand to someone who is under a tight deadline
Cultivate	• Cultivate a collaborative environment –
Acknowledge	• Acknowledge employees' strengths and positive attributes in front of others
Example	• Be an example of a compassionate leader
Encourage	• Encourage employees to practice conscious communication



Chat function - how do we bring/show compassion in your teams?

Debrief only if learners have not provided the relevant answers

Creating a culture of compassion in the workplace is important. A kinder workplace has profound effects on morale and productivity

When we treat ourselves and others compassionately, we tend to come together in a contributory manner. Bonds are formed, trust is established, and a willingness to collaborate. When people come together in a supportive environment there is less fear of failure, which results in greater fortitude. These are helpful qualities to have in any work environment.

- 1. Offer guidance to a co-worker**
- 2. Get to know your colleagues, encourage conversation not work related-** Take the time to introduce yourself - Ask them questions about themselves, their families, and what they enjoy. Greet them & use their name.
- 3. Lend a hand to someone who is under a tight deadline**
- 4. Cultivate a collaborative environment** - Invite the whole team to share ideas.
- 5. Acknowledge employees' strengths and positive attributes in front of others.**
- 6. Be an example of a compassionate leader**
- 7. Encourage employees to practice conscious communication** - Co-workers who openly talk and

share their thoughts and feelings with each other are more likely to work through challenges together. Teach employees how to give feedback in a way that inspires motivation for improvement rather than making someone feel wrong. Guide people to ask sincere questions and listen to one another with interest.

8. Don't respond to bias/assumption

9. Create Initiatives

10. Create employee well being

11. Take perspective of other person

12. Practice self compassion – to be compassionate to others we need to be compassionate to yourself

What is Inclusive Leadership?



What is Inclusive Leadership?

What are the benefits for SWP?

Trainer to pose questions to the students and facilitate discussion

Sense of belonging
Feeling respected and valued
Embrace diverse background, culture and perspectives

What are the character traits and/or behaviours of a compassionate and inclusive leader?



Q: What are the character traits and/or behaviours of a compassionate and inclusive leader?

Trainer input:

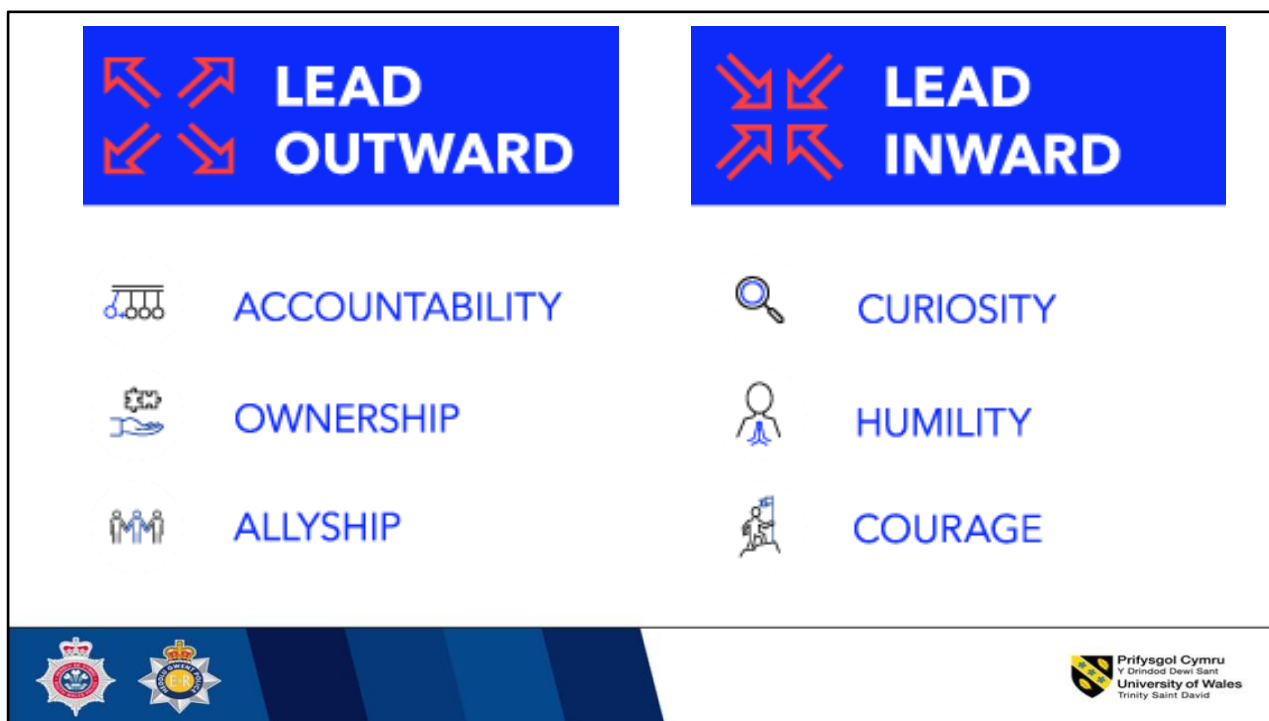
- Think about a leader they know who holds these qualities (names to remain anon)
- How did/do this leader make you feel?

Debrief – Possible answers can include:

- Treat employees as individuals – See the people not just workers
- Understanding and valuing the uniqueness of the person while also accepting them as members of the group
- Provide **sympathy** and **support** when the person is anxious or upset.
- Be willing to help with personal problems.
- Model Inclusive behaviour to your team
- Be ambassadors of diversity and inclusion – they never miss a chance to spread the word of D&I significance at work.
- They accept and express vulnerability
- They combat out-dated paternalistic/ leadership styles.
- They're aware of their own biases and challenge their habitual patterns.
- They're excellent communicators – i.e. they're curious and great listeners.

- They understand and adapt to various cultural norms.
- They're team players, eager to help and do what's best for the team.

As you can tell some of the traits of an inclusive leaders is similar to a compassionate leader.



Building an inclusive team culture is key.

A manager's behaviour has a direct link to employee experiences of inclusion—in fact, almost half of an employee's experience of inclusion can be explained by managerial inclusive leadership behaviours.

There are two broad categories of behaviours that leaders can practice to be more inclusive:

- **Leading outward** is what you do to ensure team members are treated fairly, empowered, and able to flourish.
- **Leading inward** requires a hard look at who you are and your inner ability to act courageously, learn, and self-reflect.

Employees' experiences of inclusion at work explain how constructively teams problem-solve, how engaged employees are, how interested they are in staying at their jobs, and how much they feel like they can innovate.



Trainer to post following link in the CHAT for learners to try after the session, or this could be done during the session if there is enough time

[Are You an Inclusive Leader? \(Quiz\) | Catalyst](https://www.catalyst.org/research/quiz-are-you-an-inclusive-leader/)

<https://www.catalyst.org/research/quiz-are-you-an-inclusive-leader/>

This is a short quiz for students to complete – they can complete on their own and will give an indication of how inclusive they really are.

Trainer can facilitate discussion at the end – was anyone surprised by the results?
Would anyone like to share anything?

As a group discuss ways we can be more inclusive back in the workplace in their respective teams



- Clear objectives which members are committed to
- Ideas are expressed openly and honestly
- Members participate and listen to each other
- Members support and trust each other
- The group examines its own progress and behaviour
- Conflict is not avoided but brought into the open and deal with constructively



Characteristics of E



Ask the students what are the Characteristics of an effective team?

Use this slide to bring out some of the information

What are the barriers when creating an effective team working environment?

When individuals give priority to their personal interests than work, the team suffers.

Mike never wanted to have a team meeting in the morning as he had to first drop his son to school and then his wife to her office.

Individuals not being clear about the team's goal and their roles and responsibilities in the team also create problems in effective team working. The goal has to be common. Individuals should not have separate goals.

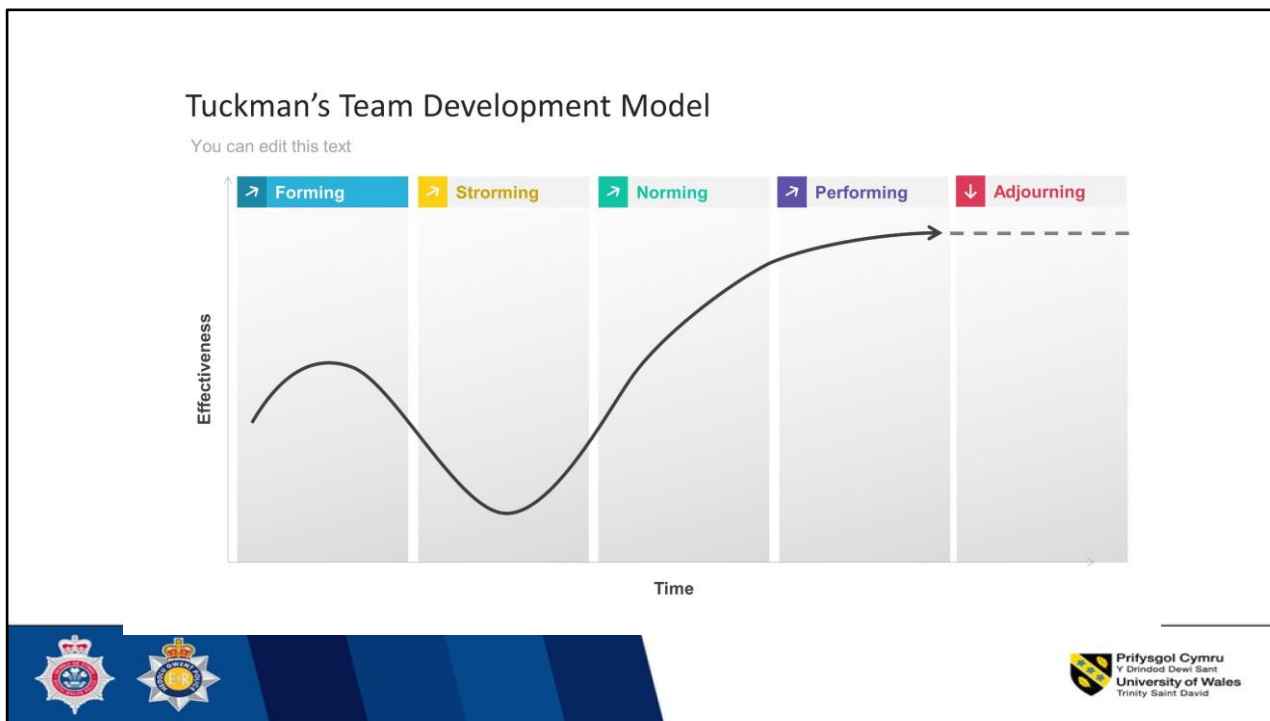
Lack of discussions is again a barrier to effective team working. Team members must not sit quietly in team meetings, instead should speak their heart out. Don't attend meetings just for fun, come prepared.

Poor communication is also one of the barriers to effective team working. Too much of a complicated hierarchy also result in poor and ineffective communication

Lack of discipline and punctuality also create problems in team. Never be late for work. It is

unprofessional to keep others waiting.

Supervisors should never forget the objective of the team. Adopt a positive attitude and always strive hard to give your level best .Be a little more involved in your work.



Ask learners if they know anything about Tuckman's theory

Tuckman's Theory

The forming–storming–norming–performing model of group development was first proposed by Bruce Tuckman in 1965, who said that these phases are all necessary and inevitable in order for the team to grow, face up to challenges, tackle problems, find solutions, plan work, and deliver results.

Psychologist Bruce Tuckman - The Tuckman's Theory states that teams go through 5 stages of development: forming, storming, norming, performing and adjourning.

These stages supposedly start when the group first meets and last until the project ends.

You can't just switch on teamwork. It takes time for a new team to "gel" and work to its full potential. What's more, team members go through stages as they move from strangers to co-workers.

Using the Forming, Storming, Norming, and Performing Tool

Follow the steps below to ensure that you're doing the right thing at the right time:

1. Identify the stage that your team is at from the descriptions above.
2. Consider what you need to do to move on to the next stage.
3. Schedule regular reviews of where your team is at and adjust your behavior and leadership approach accordingly.

Tuckman's model isn't a one-way street – teams may go back and forth between stages. When you hit the performing stage, keep observing your team's progress in case it slips back. For example, a new team member can disrupt the group dynamic, or a new business direction might mean you have to re-evaluate your team roles and goals.

Examples of effective Teamwork within the Police



Characteristics of effective teamwork include the ability to set aside personal prejudices and the willingness to take group responsibilities. An important leadership **competency** in small and midsize businesses for any company's manager is the ability to create, manage and lead high **performing** teams

Examples of effective Teamwork within the Police

- Firearm teams
- Police Support Unit (PSU)
- Ambulance & Fire Service
- Scene of Crime
- Community Policing
- Roads Policing
- External agencies – Partnership working

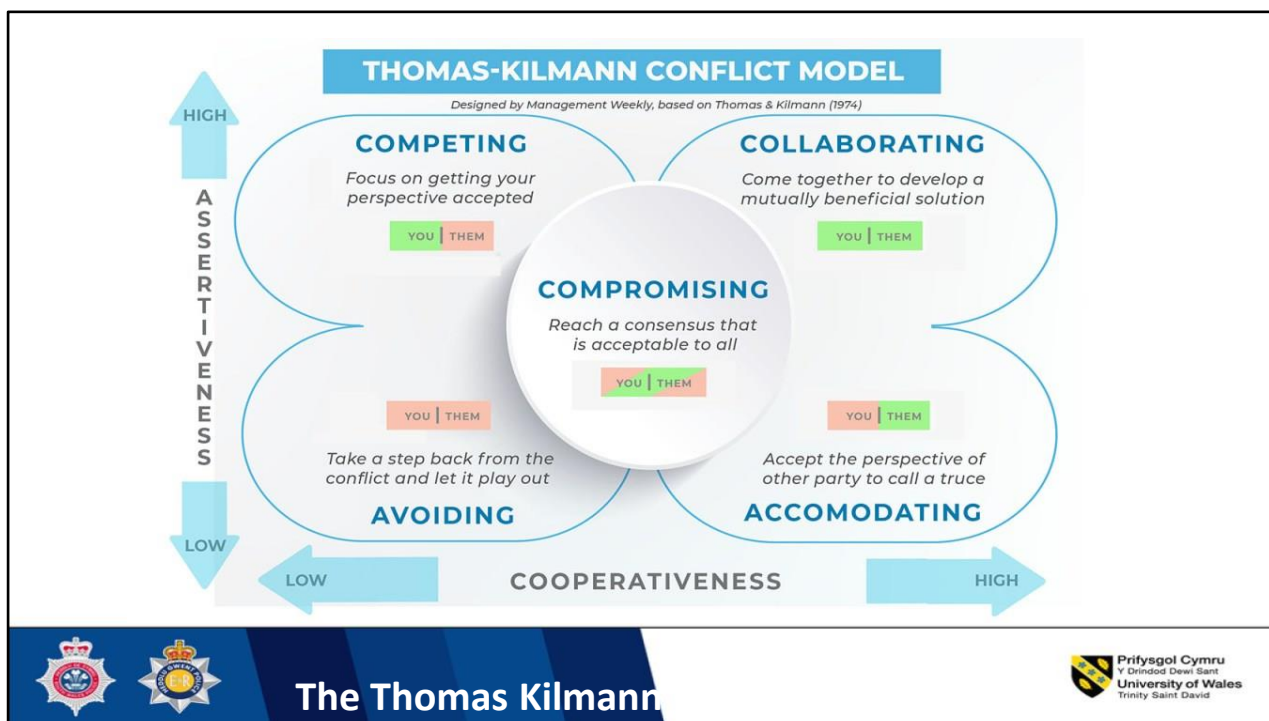
This list is not endless

What are the benefits of effective team working within the Police?

- Teamwork can increase safety, improve effectiveness, strengthen communication, boost morale, and make a police department more successful.
- A well-functioning team has synergy; the group members work together and off each other, improving each other's ideas and actions.
- A well-functioning team works interdependently; each officer is mutually dependent on the other to get

the job done.

- Also, in a well-functioning team, the members support each other, both professionally and emotionally.
- Finally, in a well-functioning team, the team members share the same goals and values.



Have you heard of a conflict model?

Do you know of any conflict models?

Have you had to manage any conflict either in your personal or professional life?

Ask learners if they know anything about Thomas Kilmann Conflict Model

More information on other team working can be found in the learner handbook/workbook



Ask learners to think about how they communicate with their team and type in the chat/mike function

Expected responses:

Briefing – Debriefing – Coaching - Mentoring – Listening – Rewarding - Deals with issues directly -Clearly communicates needs and instructions, clearly communicates decisions and the reasons behind them - Communicates face to face wherever possible and if it is appropriate -Speaks with authority and confidence - Produces well-structured reports and written summaries – One to ones – PDR Meetings – Upp / Capability – Discipline / Misconduct - Challenging – Giving / Receiving Feedback – Managing upwards – Email???? –Open Door Policy (How) – Walk and Talk –

Trainer to add in any that may not be as obvious and are left off such as social media, whatsapp etc.

Trainer to explore the following:

“We often hear that the content of a message is composed of: 55% from the visual component - 38% from the auditory component - 7% from language” “What are your views?” How does your chosen method impact upon the received message?

Debrief by going through the pros and cons of each method. Ask students to consider if they use that method effectively... are all staff “getting the message”, are they making an effort to suit all their individual needs?

Talk about perception (how a message can be taken the wrong way) e-mails , text speak etc

Communication isn’t all about speaking , it’s about listening too& not just the words think about NVC’s too

How can we prove we’re listening?

- Eye Contact
- Nodding / acknowledgment
- Summarising or Repeating what as been said
- Get rid of distractions e.g. come away from the computer, put a sign on the door, taking the phone off the hook etc

LEADERSHIP COMMUNICATION

Enter your sub headline here



How to improve and maintain relationships within a team



So, what can you do to build better relationships at work?

How can we Develop People Skills?

Good relationships start with good people skills.

How can you Identify Relationship Needs?

Look at your own relationship needs. Do you know what you need from others? And do you know what they need from you?

Understanding these needs can be instrumental in building better relationships.

How can you take Time to Build Relationships?

Devote a portion of your day toward relationship building, even if it's just 20 minutes, perhaps broken up into five-minute segments.

For example, you could pop into someone's office during lunch. These little interactions help build the foundation of a good relationship, especially if they're face-to-face.

What can you do to Focus on Your Emotional Intelligence?

Also, spend time developing your emotional intelligence. Among other things, this is your ability to recognise your own emotions and clearly understand what they are telling you

EI also helps you to understand the emotions and needs of others.

How can you demonstrate your appreciation for others?



Show your appreciation whenever someone helps you. Everyone, from your boss to the office cleaner, wants to feel that their work is appreciated. So, genuinely compliment the people around you when they do something well. This will open the door to great work relationships.

Be Positive

Focus on being positive. Positivity is attractive and contagious, and it will help strengthen your relationships with your colleagues. No one wants to be around someone who is negative all the time. [.](#)

Manage Your Boundaries

Make sure that you set and manage boundaries properly. All of us wish to have friends at work, but occasionally a friendship can impact upon our work,

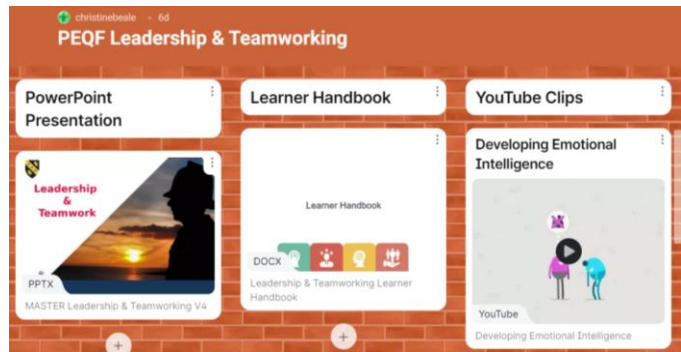
Listen Actively

Practice active listening when you talk to your colleagues. People respond to those who truly listen to what they have to say. Focus on listening, more than you talk.

wakelet



PEQF - Leadership & Teamwork



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

Wakelet Link:

<https://wke.lt/w/s/fzrTaU>

QUESTIONS

