

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency-Based
Workbook 3 (PCDA)
12 elements 8000 Words - BMPF 6000D**

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

Learner name: Grant Nicholson

**Learner's University Registration Number:
2024186**

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 on your theoretical understanding in a range of operational situations.

- Understanding the Police Officer's Role
- Modern Professional Police Officers
- 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 you must 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 of 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 the 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, towns, villages, and 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 well-being 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, or 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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Understanding the Police Officer Role	2000
Task 2	Communication Skills – social media	2000
Task 3	Leadership and Team Working	2000
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 of 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:

When announced by then Home secretary Theresa May in 2011 the College of Policing's aims were to develop a professional policing model fit for the 21st century, Setting and improving standards in policing and developing training and qualifications for officers to enable them to better fight crime. The College of policing issues authorised professional practice guidance (APP) to all officers at any rank which provides them with guidance on how to deal with day-to-day policing. It also provides guidance for officers when dealing with a range of scenarios such as firearms incidents, stop and search and covert policing (College of Policing , n.d.).

This authorised professional practice is based on evidence the College of policing has gathered. The College of policing conducts its own research and also relies on available research to determine what practise and standards should be set. In this respect, the college does well. It has set up the 'What Works Centre for Crime Reduction' in which the college works with academics and universities to take an evidence-based approach to policing. In a sense it allows the police to work smarter, not harder (College of Policing , n.d.).

The College of policing is also responsible for the education of officers. It sets the educational requirements for officers to assure the public of the quality and consistency of policing in the UK. (Police Resettlement , 2020). For example, in 2020 the College of policing announced that all police officers would be educated to

a degree level. A controversial decision which has been a hot topic of debate in recent years. Even the home secretary asking the college of policing to rethink the requirement of a degree. This came off the back of 16 Chief Constables signing a letter expressing their concerns about the negative impact the degree requirement has had on their respective forces (Hymas, 2022).

The College of Policing is also responsible for setting the standards by which officers are held to account. This includes the Standards of Professional Behaviour and Code of Ethics. This has also been in the national conversation in recent years surrounding the failures in the Metropolitan police with Wayne Cousins and other high-profile corruption and sexual abuse cases where vetting of officers has failed (The Guardian, 2022)

In 2023 the Home Office set out the Strategic Policing requirement for 2023. In this document, there were 7 main focuses. Violence against women and children, Terrorism, Serious Organised Crime, National Cyber Events, Child Sexual Abuse, Public Disorder and Civil Emergencies. Within these 7 focuses, we have 6 pillars in which the home office sets out the response to those focuses. The College of Policing has the responsibility of ensuring a consistent response by setting national standards and guidance for forces (Home Office, 2023).

In my final year as a probationary police officer, I have seen a shift in more online-enabled crime being reported to the police and having to attend to those incidents in higher volumes. This includes online fraud, online harassment, the use of the internet to enable serious organised crime, and sextortion, amongst other issues.

This has forced me to upskill my understanding of these issues and the ways in which criminals use these technologies to commit crimes. Compared to when I first joined, I have investigated several online-enabled offences. These are much more complex than the majority of crimes we deal with as police officers. As a force, Gwent is now providing training on how to deal with online-enabled offences and the considerations to have when dealing with these types of crimes. We have had inputs from senior investigators and specially trained officers.

For example, recently I was involved in a police operation targeting drug dealing using offroad bikes. In Gwent, we have seen a rise in off-road bikes being used to traffic drugs and committing other related offences and our neighbourhood teams have started to run operations to combat this rise in crime. In this operation, we targeted a few hot spot areas for drug dealing which since its inception has resulted in a number of positive outcomes and arrests. I dealt with a male who was stopped on one of these off-road bikes and was found with several wraps of cocaine. As a drug testing trained officer, I tested these drugs also. I also retained ownership of the job as the officer in the case. Although the male was remanded to custody there was strong evidence to suggest that he was just a runner for a larger organised crime group and as such I had to get his phones examined by digital forensics officers. The process of getting the phone forensically examined was difficult due to it having a passcode we had to outsource this. When the results came back, the messages on the phone implicated 4 others in the organised crime group. This resulted in 4 more arrests and a large quantity of Class A drugs being seized. This shows the value of digitally examining phones.

As police officers, there are several pieces of legislation and policy that need to be followed when conducting digital investigations such as those mentioned above. The first would be the Police and Criminal Evidence Act 1984. The act provides the legal basis of an officer's search and seizure powers allowing officers to seize items and material that they reasonably believe to be evidence relating to an ongoing investigation. It is important that all items and material seized are done so in line with the Police and Criminal Evidence Act because if they are not this could lead to evidence being thrown out in court as it was obtained unlawfully (UK Government).

The Criminal Justice and Police Act 2001 provides the legal basis for officers to seize items which cannot or it is not practical to be separated, which is particularly relevant in the case of digital evidence as this cannot be easily separated from data contained on the device that is not relevant to the investigation (UK Government , 2001)

The Criminal Procedure and Investigations Act 1996 outlines the duty of officers to investigate all reasonable lines of enquiry, no matter if that assists the defence. It also outlines the requirements to retain material generated or found during the investigation (UK Government , 1996).

The main piece of legislation would be The Data Protection Act 2018. This is of particular concern when examining mobile devices due to the vast amount of data stored on our mobile devices. Also, the shocking amount of personal and sensitive data stored on these devices. Police must adhere to the six data protection principles set out in legislation to ensure all data collected from the examination is handled correctly (UK Government , 2018).

Another example was a case I dealt with for a sexually exploited child in care who was being abused and harassed by her older boyfriend. In this case, there was a significant amount of harassment via social media and text and also images stored on the subject phone of the abuse. Since joining the police, I have seen a change in which my force has pushed for better investigations into child sexual exploitation. In this case, I sought help from our public protection unit and digital forensics department as crucial evidence needed to be extracted from the mobile device. Again, this resulted in having to outsource the phone as it had security measures on the device that needed specialist equipment to unlock. I also had to submit applications to social media companies to release the information contained on the subject's social media accounts. I had also submitted public protection notifications for the child to provide further safeguarding and to notify. A multi-agency approach to child safeguarding is of paramount importance for ensuring the safety and well-being of children in our society. This approach involves various organizations and professionals, such as social services, healthcare providers, educators, and non-governmental organizations, working collaboratively to protect children from harm and provide them with the support they need. child safeguarding is a complex and multifaceted issue.

A multi-agency approach allows professionals from diverse fields to pool their expertise, enabling a more comprehensive understanding of a child's needs and risks. This holistic perspective ensures that no aspect of a child's well-being is overlooked. It also allows timely intervention is essential to prevent harm to children.

Multi-agency collaboration enables the identification of risk factors and signs of abuse or neglect early on, increasing the chances of addressing these issues before they escalate. Also, different agencies often possess crucial pieces of information about a child's circumstances. Sharing this information among professionals enhances their ability to make informed decisions and tailor their interventions to meet the child's specific needs (Moran, et al., 2007).

In my final year as a probationary officer, I have seen quite a change in my role although not officially. In January I changed shift to a shift that had significantly less experience. Whilst my role is technically the same, as the most experienced officer on shift I spend a lot more of my time helping newer officers with issues maybe they haven't dealt with before or more complex issues that require niche knowledge of a subject. This has presented its own set of challenges for me as I haven't taken up a mentoring or leadership role since my previous employment.

Gwent police have one of the worst retention rates of police officers since the introduction of the PEQF framework and degree requirements. This has left a massive hole in experience on response shifts. Figures obtained from the National Police Chiefs Council show that forces across England and Wales have an average attrition rate of 9.1 % for the year 2021/2022. With some forces going as high as 16%. In 2023 figures published by the Home Office show that compared to 2021, in 2022 over 1400 more officers voluntarily resigned and in 2023 it once again increased by just over another 1,000 officers (Home Office, 2023).

Since joining the shift due to officers leaving the force I have been thrust into a more senior role. This is not something I asked for but something that was thrust upon myself due to officers leaving for other positions or leaving the police. I have had to adapt to this change by upskilling myself on certain areas to be able to help those colleagues with less experience. It has been somewhat daunting stepping into this role. It has meant I have to upskill myself to help less experienced officers with the usual queries that would be asked of a more experienced officer. I have had to take somewhat of a leadership role when sergeants aren't at work or not available to oversee more complex situations. I find myself spending more time helping my fellow officers than actually carrying out my normal duties. This has placed extra stress on me and has left me feeling undervalued. There is no incentive to these extra responsibilities. In the Police Federation annual pay and morale survey two two-thirds of officers from Gwent would not recommend a career in policing to others, 84% believe the morale in the force is low or very low and 1 in 10 are planning on leaving (Police Federation, 2023). Whilst in this question I have been asked to critically reflect on how my third year has seen my role change. Based on the most recent data and working on one of the most inexperienced and shorthanded shifts across the forces I cannot at this time find a positive side to how my role has changed in my final year. Even in a statement released by the Police Federation Chair for Gwent, Matthew Candy only reflected on one slightly positive result from the survey that Gwent is doing better than "most" forces (Police Federation, 2023). This begs the question, if 84% of officers feel morale is low in Gwent, how bad it must be nationally?

1983 WORDS

**Relevant areas of the National Policing Curriculum:
Communication Skills, social media, and 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:

Policing has become an established part of policing in this day and age. As with most forces, Gwent police has fostered a significant social media following with the general public of Gwent. Police social media is now regulated by The National Social Media Project (NSMP) which was established by the National Police Chiefs Council to provide guidance in relation to the use of social media use by police forces in England and Wales.

Police use social media for a variety of purposes.

Currently Gwent police use, Twitter, Facebook, TikTok and Instagram. Officers have to be trained in the use of social media before access is given to them. It is a 1-day course that officers attend which provides them with the training to access social media platforms that Gwent police use. Due to the concerns of data protection breaches it's also shows them how to access the online portal that officers use to get access to the police social media accounts. There is also training provided surrounding data protection and best practices to avoid any potential breaches. Officers are also trained on what Gwent Police want to be posted on their social media, what their overall goal is for public engagement and the limitations of social media use. As per National Police Chiefs Council guidance, Gwent police policy states that social media should be used for three main purposes;

- To achieve a tactical or operational objective.
- To change or influence the behaviour of our communities for the better,
- To build capacity and trust with communities

With a wide range of social media platforms being used, it is hoped that a wider range of our communities will be reached. With newer generations some social media platforms aren't used by them, Facebook has seen a decline in younger generations actively using it which has seen the rise of sites such as Instagram and TikTok. Gwent police has a large following on Instagram and TikTok which has bolstered engagement from younger members of our communities. There is a difference in the type of posts on TikTok compared to Facebook. On TikTok, Gwent police post more "Fun" types of videos compared to Facebook which are more informational. This is to attract younger audiences to engage with the police, they are designed to be eye-catching and light-hearted to attract more engagement from the younger audience it is aimed at. Twitter tends to be used for quicker informational or operational posts designed to inform the public of ongoing operations and usually the results of those operations.

For example, a few months ago I ran an operation called Op Harley which focuses on illegal off-road E-Bikes and their use on the roads. In recent months these off-road bikes have been used for running drugs and have been targeting police vehicles to take them off the road to prevent us from tackling the crime they are associated with. Local residents have raised concerns with neighbourhood teams about the ongoing issues with these bikes, this was also raised on Gwent police's social media platforms with several residents airing their displeasure about these bikes causing havoc in the area.

The operation consisted of several officers from neighbourhood teams, serious organised crime and proactive teams. The operation resulted in several arrests for possession with intent to supply class A and class B drugs, a large amount of illegal offroad e-bikes being seized and crushed and one offender being reported for driving whilst disqualified. The operation was a success and achieved its aims to target these offroad vehicles and bring to justice those committing drug offences.

The operation conducted by us showcased not only the effectiveness of our efforts but also their ability to connect with the public through the power of social media, particularly Twitter. In an age where instant communication and transparency are highly valued, sharing the operation's results on Twitter was a strategic move that garnered overwhelmingly positive reactions from the public.

By publishing the operation's results on Twitter, we demonstrated our commitment to keeping the public informed and engaged. This approach aligns with the principles of community-oriented policing, where police forces work collaboratively with residents to address safety and security concerns.

While the use of social media by police forces to communicate their operations and activities can be a powerful tool for engagement, it's important to acknowledge that the response from the public can vary significantly.

For example, I participated in an operation aimed to target drivers committing offences that posed risks to vulnerable road users. While the intention behind the operation was to enhance safety and protect those most at risk on the road, the reaction from the public on social media was not uniformly positive. The social media

post generated a mixed bag of comments, with some being supportive, while the majority expressed negative sentiments.

The negative reactions predominantly revolved around the perception that law enforcement was dedicating time and resources to issues that were perceived as less critical compared to more conventional criminal activities. Critics argued that the police should prioritise catching "real criminals" instead of focusing on what they consider minor traffic offences.

This situation presents a notable challenge for police forces when their efforts, while crucial for public safety, are met with resistance or criticism on social media. It underscores the complex nature of public perception and the need to effectively convey the significance and importance of various police activities.

The discrepancy between the perceived importance of an operation and the public response highlights the need for effective communication strategies. Police forces must find ways to articulate the importance of their work, especially when it relates to safeguarding vulnerable road users. This may involve providing context, sharing statistics, and emphasizing the potential dangers and risks that these operations aim to address.

Engaging the public in a constructive dialogue and addressing their concerns is another key aspect of managing such situations. Police forces can use social media to respond to comments, clarify their objectives, and educate the public about the broader impact of their activities. By effectively conveying the connection between their work and overall community safety, police forces can bridge the gap between public perception and the importance of their operations (Walsh & O'Connor, 2018).

The use of social media in policing brings a multitude of advantages that significantly impact how police forces interact with the public and conduct their operations. Among these benefits, the ability to provide instant access to a vast audience stands out prominently. Social media platforms serve as powerful tools for reaching and engaging with the community swiftly and effectively.

The instant nature of social media allows police forces to update the public on critical incidents in real time. Whether it's an accident, a natural disaster, or a criminal activity, social media provides a direct channel to disseminate vital information quickly, enhancing public safety and awareness. This immediacy fosters a sense of transparency and responsiveness, demonstrating the police force's commitment to keeping communities informed about incidents and emergencies.

Furthermore, social media platforms enhance the visibility of policing activities in local areas. Regular updates, event notifications, and community engagement initiatives can help showcase the day-to-day work of law enforcement. By providing a window into their operations, police forces can bridge the gap between officers and the public, humanizing the force and promoting understanding and cooperation.

Another significant benefit is the opportunity to build trust with the communities served and foster confidence in the work of police forces. Establishing trust is a cornerstone of effective community policing, and social media offers a direct and

personal means to achieve this. Police forces can engage with the public, answer questions, address concerns, and share success stories, all of which contribute to building a positive and supportive relationship between law enforcement and the community (O'Connor & Walsh, 2018).

In addition to enhancing trust, social media allows police forces to build a receptive audience, creating a platform for times when they need to distribute or seek vital information. By consistently providing valuable content and engaging with followers, police forces can ensure that their messages reach a receptive and engaged audience. This is invaluable during critical situations, investigations, or when seeking public assistance in locating missing persons or identifying suspects.

One of the often-overlooked benefits is the ability of social media to circumvent traditional media outlets. Studies have shown that forces sometimes struggle to control the narrative through traditional media channels, which can present challenges. Officers may perceive traditional media outlets as portraying policing activities in a biased or dishonest manner. Social media offers law enforcement agencies a direct line of communication with the public, enabling them to share information and updates without the filter of traditional media. This control over their narrative can be invaluable in ensuring that the public receives accurate and timely information (Bullock, 2018).

Moreover, the use of social media as an information-gathering tool is increasingly prevalent. It empowers the general public to play an active role in community safety by reporting ongoing issues like anti-social behaviour or the whereabouts of missing persons. Social media also provides a non-emergency channel for citizens to inform the police about crimes occurring in their area. This additional avenue for communication encourages community involvement, making individuals feel like stakeholders in maintaining the safety and security of their neighbourhoods (Fortin, et al., 2021).

Whilst social media has seen positive interactions and results for police forces across England and Wales. There are some drawbacks.

Breach of Trust or Confidence: Maintaining trust and confidence in the police is of paramount importance for law enforcement agencies. Any disclosure of sensitive information on social media platforms that could undermine this trust poses a significant risk. Such information might include details of ongoing investigations, confidential police procedures, or personal information of individuals involved in criminal cases. Police departments should enforce clear guidelines on what can and cannot be shared on social media platforms. This can include rules regarding the disclosure of case-specific details, crime scene photos, or any sensitive information related to investigations.

Disclosure of Personal Data: The Data Protection Act 1998 governs how personal data is handled in the UK, and unintentional disclosure of personal information on social media can put a police force in breach of this legislation. This risk is not only a legal concern but also a matter of public trust and confidence. Officers and personnel handling social media accounts should receive training on data protection

regulations. They should be aware of what constitutes personal data and how to handle it securely.

Bringing Discredit to the Force: The conduct of officers and staff on social media platforms reflects on the entire police force. Inappropriate behaviour, offensive comments, or controversial posts by police personnel can bring discredit to the organization and erode public trust. Police departments should have a clear code of conduct that applies to online behaviour. Officers should be aware of the professional standards expected of them and the consequences of failing to meet these standards. Establish systems for monitoring the social media activities of officers. Encourage the reporting of any concerning behaviour. Ensure there are mechanisms in place to investigate and address inappropriate conduct (Goldsmith, 2013).

Sharing operational details or tactics related to ongoing investigations on social media can risk prejudicing the investigation. This can include divulging information about surveillance methods, planned raids, or strategies employed by law enforcement. Police forces should have robust operational security protocols in place. These protocols should outline the appropriate methods for sharing operational information and the security measures required to prevent such information from falling into the wrong hands.

In conclusion, social media has undeniably revolutionized the way police forces engage with the public, disseminate information, and conduct investigations. However, these benefits come with inherent risks that must be managed effectively to maintain trust, protect sensitive information, and uphold the integrity of law enforcement operations. By implementing mitigation strategies, including clear policies, training programs, monitoring, and risk assessments, police departments can strike a balance between harnessing the advantages of social media and safeguarding against its potential pitfalls. Ultimately, a well-managed social media presence can enhance public relations and improve the efficiency and effectiveness of police operations.

2016 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 is a multifaceted concept that plays a pivotal role in various organizational contexts, including policing. Kathleen Brady defines leadership as “the ability to influence people to achieve a better result for an organization or group.” (Brady, 2014) Leaders exist at every level of an organisation and effective leaders can effect change at any level of an organisation. An effective leader must possess the ability to adapt and flexibly employ leadership styles and strategies to suit different operational situations. In this essay, I will critically evaluate and provide evidence of my flexibility in leadership style, as well as analyse the leadership strategies I have developed to manage a range of operational situations. I will also consider leadership models commonly used in policing and discuss how I applied changes in leadership style and strategy to reflect changing circumstances within the field.

Flexibility in Leadership Style

Flexibility in leadership style is crucial as it allows a leader to respond effectively to the unique demands of different situations. Leadership scholars often categorize leadership styles into several models, including autocratic, democratic, laissez-faire, transformational, transactional, and servant leadership. To critically evaluate my flexibility in leadership style, I will reflect on my experiences and how I have applied these various styles in practice.

Autocratic Leadership: Autocratic leadership is characterized by a leader making decisions unilaterally, with little input from the team. While this style is typically not recommended for most situations, it can be effective in emergencies or when quick, decisive action is required (Sugindo, et al., 2022). I have employed this style during critical incidents when immediate action was essential to maintain public safety and policing objectives.

Democratic Leadership: The democratic leadership style encourages collaboration and group decision-making (Hendricks & Karsten, 2014). I have often employed this style during routine patrol operations or in situations where the input of team members is valuable. In these instances, fostering a sense of ownership among team members has proven beneficial for overall morale and performance.

Transformational Leadership: Transformational leadership focuses on inspiring and motivating individuals to achieve their full potential (McCleskey, 2014). In policing, this style can be particularly valuable in building strong, committed teams. Transformational leadership has been used to foster a culture of innovation and continuous improvement within Gwent Police, encouraging officers to adapt to new technologies and procedures. This is most prevalent in our digital services department which has implemented several new technologies to assist officers.

Transactional Leadership: Transactional leadership is characterized by the use of rewards and punishments to motivate and manage performance. This approach can be effective when precise adherence to established procedures and rules is paramount, such as in disciplinary matters or adherence to protocols (McCleskey, 2014).

Laissez-Faire Leadership: Laissez-faire leadership involves a hands-off approach, providing team members with autonomy in decision-making (Deluga, 1990). While it may not be the most common approach in policing, it can be useful in specialised units or with experienced officers who require minimal supervision.

Servant Leadership: Servant leadership emphasizes serving the needs of others and focuses on the well-being of team members. This style fosters a sense of care and support within the organization and can be particularly effective in improving morale and overall job satisfaction (Gandolfi & Stone, 2018).

Evidence of Flexibility in Leadership Style

To demonstrate flexibility in leadership style, I can provide an example from my experience as a police constable. In a recent incident where we faced a male barricaded in his home address with a knife, I had to switch from a Laissez-Faire Leadership, which was prevalent during the initial attendance to the incident, to a more autocratic style as the situation escalated and the more inexperienced officers struggled to deal with the incident. This change in approach ensured that we acted swiftly, minimising potential harm to the male and our team. The ability to adapt to the situation was crucial in this case.

The above incident serves as an excellent illustration of the importance of flexibility in leadership style in the realm of policing. This real-life scenario underlines the

critical role that adaptability plays in ensuring the safety of both the public and those officers at the scene.

In the initial stages of the incident, a laissez-faire leadership style was the preferred approach. This approach is characterised by allowing team members considerable freedom and autonomy in their decision-making and actions. In many policing situations, especially those involving inexperienced officers, giving them the independence to make decisions can foster a sense of ownership and empowerment. In this case, it was reasonable to assume that the responding officers, who were trained professionals, would be able to effectively handle the situation under a more hands-off leadership style. However, the dynamics of this particular incident quickly changed, highlighting the need for leadership adaptability.

As the situation escalated and it became evident that the more inexperienced officers were struggling to manage the crisis effectively, I made a critical decision to shift to an autocratic leadership style. In high-stress situations, such as dealing with a potentially armed and dangerous individual, an autocratic approach can be necessary to ensure that decisive action is taken promptly.

The successful shift to an autocratic leadership style required effective communication and a clear chain of command. Autocratic leadership does not imply a lack of communication; rather, it necessitates a concise and authoritative mode of communication. In situations like this one, team members must understand their roles, responsibilities, and the urgency of the situation. My ability to convey this information effectively and ensure that every team member knew what was expected of them was crucial in maintaining control and minimizing risk.

The key here was my ability to recognise the changing circumstances and the evolving needs of the situation. Flexibility in leadership style is not about adhering to a single, rigid approach but rather adjusting your leadership strategy based on the specific requirements of the moment. This adaptability allowed for a swift and coordinated response, minimising the potential harm not only to the individual barricaded in his home but also to your team.

This incident highlights the dynamic nature of policing and the need for leaders who can adapt quickly to changing circumstances. Flexibility in leadership style is not only about being prepared to shift from one style to another but also about recognizing when such a shift is necessary and executing it effectively. It ensures that the response is appropriate to the evolving situation, which is fundamental to the success of Policing situations.

In conclusion, my experience as a police constable in handling the incident with the barricaded individual underscores the significance of flexibility in leadership. It is a testament to your ability to adapt your leadership style as required by the situation, ensuring a swift, coordinated, and effective response that prioritizes the safety of all involved. This example serves as a compelling illustration of the crucial role leadership adaptability plays in law enforcement.

Leadership Strategies for Different Operational Situations

The effectiveness of leadership strategies is contingent upon their alignment with the specific operational situation at hand. To manage a range of different operational situations, one must develop a repertoire of strategies that can be applied as needed. Here are some of the key strategies

Crisis Management: Crisis situations, such as armed standoffs or high-threat, risk, and harm incidents, require a clear chain of command and an autocratic leadership approach. Decisiveness, clear communication, and coordination are vital in these high-stress scenarios. I have had to use this leadership style in many serious incidents which has led to a safe conclusion to the incident (Frangieh, 2023). Whilst autocratic leadership is effective in crisis management it does have its limitations. For example, at times, the most ingenious ideas emerge from group deliberations. This can be crucial in a crisis management situation where processes or policies do not plan for the current situation. Autocratic leaders miss out on the benefits of such brainstorming sessions since they make decisions in isolation. Consequently, they run the risk of overlooking valuable ideas (Perry, 2023).

Day-to-day operations: For daily patrol operations, a democratic leadership style encourages team members to contribute ideas and collaborate effectively. This approach boosts morale, fosters innovation, and strengthens the sense of belonging among team members. Regular debriefings and feedback mechanisms are employed to enhance team performance (Salma, 2023). However, there are some drawbacks to the democratic leadership style. Democratic leadership, with its emphasis on soliciting input from team members and fostering open discussions, often takes more time compared to autocratic or directive styles. When decisions must be made swiftly, such as in emergency situations or when addressing urgent business matters, the extended deliberation involved in democratic leadership can be a disadvantage. In such cases, the time invested in seeking consensus and incorporating various viewpoints might overshadow the need for prompt decision-making. This delay can have real-world consequences, potentially impeding an organization's ability to respond effectively to time-sensitive challenges. Democratic leadership encourages open and honest discussions, which is generally positive for promoting diverse perspectives and innovation. However, this openness can also lead to conflicts and disagreements within the team. Not all disagreements can be resolved through consensus, and prolonged debates can potentially create division among team members. In some cases, unresolved conflicts may lead to resentment or a breakdown in team cohesion, ultimately hindering the group's ability to work together effectively. Managing these disagreements and ensuring that they contribute positively to the decision-making process requires strong conflict-resolution skills from the leader (Salma, 2023).

Community Policing: Community policing initiatives necessitate a transformational leadership approach. This style encourages police officers to embrace the principles of community policing, emphasizing relationship-building, problem-solving, and proactive engagement with the community. In an article published in 1999 Ford et al argue that transformational leadership is paramount for influencing change in communities. Not just to inspire change in officers but for officers to inspire change in the community (Ford, et al., 1999). However, Their influence spreads throughout the organization. They are the driving-force behind everyone's motivation to push

through difficult times and embark on change. However, what if the leader leaves the organisation? Kark, Shamir and Chen argue that “followers who perceive the leader as extraordinary and exceptional and therefore become dependent on the leader for guidance and inspiration” (Kark, et al., 2003). Those following transformational leaders can have an over-reliance on them and be unable to be autonomous in their actions. This is particularly detrimental to communities as without direction and a driving force behind the change communities are unlikely to see through plans implemented.

When that leader is no longer present to provide that guidance and motivation, it will leave an incredible hole in the lifeblood of the organization that no one else is able to fill. It is a huge risk for a company to become overly dependent on one individual.

Specialised Units: In specialized units, such as Roads Policing or Dog Handlers, a combination of transactional and laissez-faire leadership is often employed. While these teams require autonomy in decision-making, adherence to specialised training and protocols is non-negotiable. By balancing these approaches, chief officers have ensured the successful operation of specialised units while allowing for innovative ways to detect and deter crime. However, the overuse of a laissez-faire leadership style can amount to some issues. A survey of 2273 Norwegians showed findings to support the idea that laissez-faire leadership is a destructive leadership behaviour, as it contributes to increased workplace stress, conflicts, and bullying, leading to negative consequences for employees' well-being and overall work environment (Skogstad, 2007).

Words 1907

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:

First what is coaching? Coaching is defined as “developing a person's skills and knowledge so that their job performance improves, leading to the achievement of organisational objectives” (CIPD, 2023). This is usually focusing on specific skills or goals and last for a shorter period. The emphasis is usually on improving performance at work but can also have an impact on an individual's personal skills.

The role of a coach is to help team members, employees or colleagues improve their individual skills. Through regular coaching sessions, it allows the coach to guide the person they are coaching down the right development path and suggest areas for improvement and growth. Coaches can also use coaching session to embed knowledge and skills to improve workplace performance. This also allows for a coach to set time frames and check in on an individual and re-assess goals to meet the changes within the organisation or the individual's personal circumstances. Coaching also develops self-awareness and allows the individual to focus on their personal learning style. Also allowing them to recognise their strengths and weaknesses and where they fit within the team.

Also, what is mentoring? Mentoring in the workplace is defined as “a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced individual. It calls on the skills of questioning, listening, clarifying and reframing that are associated with coaching” (CIPD, 2023). With mentoring there is more of a focus on career and personal development, rather than just focusing purely on work-based performance.

The role of a mentor is to offer advice and guidance to the mentee. There is more focus on the mentee taking an active role in their progression and the mentor is there to help clarify the mentee's goals making sure they're achievable. Also, to assist the

mentee in evaluating their own progress. In the case of Gwent officers, tutors usually have more experience and have a specific professional role within the organisation as a tutor. They have a wealth of knowledge and networks to assist the mentee in their progression. The role of a mentor is more informal and is a voluntary process, this is taken on as an additional role to the person's normal policing duties (College of Policing, n.d.).

When starting in January 2021 I was apprehensive and nervous about starting a completely foreign profession in a completely new environment that I had no experience working in. It has been a difficult journey from the start. I am not an academic. I excelled in sciences and mathematics in school but never thought I would be embarking on a policing degree as well as learning to be a competent police officer. The amount of information to be taken in within the first 6 months of training was overwhelming and something I struggled with to begin with.

This was my first coach/mentoring experience. In my first 6 months being mainly classroom-based, my first tutor was one of the officers in the learning and development department.

During my first 6 months, it was quite evident that I would be going through a rigorous coaching program. Within my initial training, we were expected to learn a lot of legislation and also practical skills to provide me with the basic skills to become a police officer. As is expected in coaching programs the staff in learning and development have developed a program for 6 months, in this they have clearly stuck to the 6 steps in the coaching process. The first step is to enrol the individual, this could be the first few days in training school. In the first few days, the staff spoke about the objectives of the program and outlined clear goals of what they were looking to achieve with us in the initial 6 months of training. During the onboarding process, there were a few team-building exercises and opportunities the staff took to get to know us. They did some exercises to learn more about us personally and our learning styles. During the 6-month training program, there is continuous feedback and assessment. The feedback is given after every practical exercise and also after exams. During practical exercises, feedback is given in a group setting allowing all involved to brainstorm and provide constructive feedback to each other which fosters a much more learning-focused environment. There is also feedback after exams and classroom-based exercises. Both methods provided clear feedback and allowed both the staff and individual to identify clear strengths and areas that need further development. For those struggling or who need further support, development plans are used to support those individuals who need it. This allows for SMART objectives to be put in place and clear objectives and timelines for the individual to work towards. Feedback is an important aspect of learning which has many key benefits. Offering constructive feedback creates an opportunity for continuous performance enhancement. It serves as a safeguard, preventing performance deviations or misalignments that could otherwise squander valuable time, effort, or resources. Conveying appreciative feedback and acknowledgement nurtures a person's sense of value. It effectively reinforces positive behaviours and motivates the replication of desired performance (Government of South Australia, 2022). Feedback contributes to the development of self-awareness, fostering a keen understanding of the consequences of our actions. When shared effectively, it plays a crucial role in fortifying the quality of relationships with team members, and enhancing connection

and collaboration (Mary P. Clynes, 2008). The staff in the training school worked really well with us students during our first 6 months of training. They constantly engage with us and sit down with us to work towards our goals. Before being signed off to be able to progress to being operational, there were conversations to be had to review our progress and discuss where more development is needed and we also spoke about what the next steps were in terms of our policing careers.

Overall, I found my initial 6 months of training really informative, although lacking in real policing substance. It provided me with the basics to be able to further my learning as a police officer but did lack in the practical aspects of policing. Whilst I understand it is difficult to accurately recreate real-world scenarios. I would have found it much more beneficial to possibly have some time on a response shift to be able to see how the job really was before joining the professional development unit.

My next step in my policing career was to progress to the professional development unit where I would be allocated a tutor to further my experience on shift.

When joining the professional development unit there was more of an emphasis on mentoring myself rather than a structured program. Although this is more engaging than a usual mentoring relationship. My assigned tutor spoke to me before I joined the shift to put my mind at ease. He clearly took the time to build a relationship with me as soon as I knew that I would be his tutee. I found this really helpful as I was nervous to join the shift and even more nervous about how well I would perform once on shift. When attending my first shift my tutor allowed us to spend the day getting to know each other and orientating me with the basic admin. He took the time to develop a relationship with me and understand my development needs and goals for my 12-week tutorship. We sat down and spoke about some of the challenges I faced during the 6 months training program and what skills I needed to develop/focus on.

I found my 12 weeks of training much more intense and fuller when compared to the 6 months of initial training. This is to be expected as this is the first time, we as probationers are exposed to the realities of being a police officer. However, my tutor provided a safe learning space and provided me with adequate feedback to push me to achieve my goals whilst in my tutorship. Even when I struggled with certain elements, we agreed on timeframes and support to be put into place to help push through these challenges and achieve my goals. Overall, I would say my tutorship was an overwhelmingly positive experience, it adequately prepared me for my next step of becoming an independent officer and dealing with incidents on my own. I believe that my tutor showed most of the key aspects of tutoring as explained by LS Eller in their 2014 study on key components of an effective mentoring relationship.

My tutor showed enthusiasm for the role itself. I had seen several tutors who took the job for an easy time and didn't really have much enthusiasm for the role. Eller states that tutees emphasised the importance of mentors passionately conveying their love for their work. This genuine enthusiasm can be contagious, inspiring the tutee to develop a similar enthusiasm. Mentors, in turn, recognize the need for a shared and infectious enthusiasm and passion for the work. They understand their role in expanding the horizons of their students, showing them the possibilities within their field, and inspiring them through their unwavering dedication (Eller, et al., 2014).

Tutees yearn for mentors who genuinely care about their success, offering not only guidance but also investing personal time and interest in their well-being beyond work matters. My tutor echoed this sentiment, emphasising the importance of having a mutual rapport, both formally and informally. They believed in my holistic development, providing psychological support and showing a sincere interest in my personal growth and success. Which, I am glad to say that the relationship remains today.

Eller argues that tutees and mentors place a high value on knowledge and skill development within the mentorship relationship. Tutees expect their mentors to expand their horizons, presenting information in engaging and practical ways, and bridging theoretical knowledge already learned in the training school with real-world applications (Eller, et al., 2014). My tutor took responsibility for imparting various skills, networks and practical abilities furthering my learning as a new officer. They provided me with knowledge I still use today. Both independence and collaboration are seen as essential elements of the mentor-tutee relationship. Tutees desire an increasing sense of responsibility and the opportunity to think independently while also valuing their roles within a collaborative organisation. My tutor fostered independence and interdependence, giving me autonomy while offering guidance when necessary.

Eller states that tutees express the desire for mentors who not only instruct but also serve as role models. They appreciate mentors who lead by example, demonstrating interactions with others, and sharing their challenges and experiences. This helps reduce the intimidation factor and fosters a deeper connection. Whilst mentors, in their role as educators and guides, understand the importance of providing role models for leadership. They aim to exemplify ethical behaviour, underscore the purpose and importance of research, and inspire their protégés through their actions and dedication (Eller, et al., 2014).

Whilst I have been the tutee up to this point at the beginning of my 3rd year of probation, I was thrust into a mentoring role myself. Due to dwindling numbers on shift those joining shift are far less experienced than those who left. I have now had the alternative perspective of being a mentor myself. This has been an eye-opening experience which has shown me some of the difficulties and barriers when mentoring. Being a mentor is very different to being a mentee. One particular experience was when helping a female colleague who struggled with her confidence during her tutorship. My sergeant asked if she could crew up with me for a short while. I took the opportunity to help out my colleague in any way I could. One issue she raised was that of how she feels that sometimes she is overlooked in conversations or given tasks seen as traditionally female roles. Such as dealing with children or dealing with female victims. I had not noticed this on shift before but when she pointed out a few examples it did make me think more on the subject. Mainly with the challenges faced by female colleagues in a male-dominated profession. A particularly interesting article written by Jenni Jones explores how female officers can benefit from formal mentoring in policing. Jones argues that “If the masculine organizational culture is also creating prejudice and obstacles for women in the workplace... then mentoring might be one way towards breaking down these barriers” (Jones, 2017). Jones goes on to discuss the benefits of mentoring for

females and how this leads to improved confidence. Confidence was seen as the main barrier to promotion in police settings and mentoring can provide more confidence to female colleges to push for that promotion.

Words 2122.

Bibliography

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.

Bibliography

- Brady, K., 2014. *Leadership in Today's Workplace*. [Online]
Available at: <https://trainingmag.com/leadership-in-todays-workplace/>
[Accessed 2 October 2023].
- CIPD, 2023. *Coaching and mentoring*. [Online]
Available at: <https://www.cipd.org/uk/knowledge/factsheets/coaching-mentoring-factsheet/#what-are-coaching-and-mentoring>
[Accessed 1 October 2023].
- College of Policing, n.d. *About us*. [Online]
Available at: <https://www.college.police.uk/about>
[Accessed 30 September 2023].
- College of Policing, n.d. *Authorised Professional Practice*. [Online]
Available at: <https://www.college.police.uk/app>
[Accessed 1 October 2023].
- College of Policing, n.d. *Mentoring*. [Online]
Available at: <https://www.college.police.uk/career-learning/support-for-career-development/mentoring#:~:text=During%20mentoring%3A,in%20the%20organisation%20or%20situation>
[Accessed 1 October 2023].
- Deluga, R. J., 1990. The Effects of Transformational, Transactional, and Laissez Faire Leadership Characteristics on Subordinate Influencing Behavior. *Basic and Applied Social Psychology*, 11(2), pp. 191-203.
- Eller, L., Lev, E. & Feurer, A., 2014. Key components of an effective mentoring relationship: a qualitative study. *Nurse Education Today*, 34(5), pp. 815-820.
- Ford, J. K., Boles, J. G., Plamondon, K. E. & White, J. P., 1999. Transformational Leadership and Community Policing: A Road Map for Change. *Police Chief*, 66(12), pp. 14-22.
- Frangieh, M. S., 2023. Is Being an Autocratic Leader the Best Style to Combat for Survival in the Time of Crisis?. *IBIMA Business Review*, 4 September.
- Gandolfi, F. & Stone, S., 2018. Leadership, leadership styles, and servant leadership. *Journal of Management Research*, 18(4), pp. 261-269.
- Government of South Australia, 2022. *Giving and Receiving Feedback*, Melbourne: Office for the Public Sector.
- Hendricks, F. & Karsten, N., 2014. Theory of Democratic Leadership. In: *The Oxford Handbook of Political Leadership*. Oxford: s.n., p. Chapter 3.
- Home Office, 2023. *Police workforce, England and Wales: 31 March 2023*. [Online]
Available at: <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2023/police-workforce-england-and-wales-31-march-2023>
[Accessed 30 September 2023].
- Home Office, 2023. *The Strategic Policing Requirement*. [Online]
Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1165007/Strategic_Policing_Requirement_V1.3.pdf
[Accessed 1 October 2023].
- Hymas, C., 2022. *Not all officers need degrees, 16 police chiefs tell Home Secretary*. [Online]
[Accessed 1 October 2023].
- Jones, J., 2017. How can mentoring support women in a male-dominated workplace? A case study of the UK police force. *Palgrave Communications*, 10 January, Volume 3.
- Kark, R., Shamir, B. & Chen, G., 2003. The two faces of transformational leadership: empowerment and dependency.. *The Journal of Applied Psychology*, 88(2), pp. 246-255.

Lacoma, T., 2017. *What Is a Business Leadership Model?*. [Online]
Available at: <https://bizfluent.com/about-6193153-business-leadership-model-.html>
[Accessed 2 October 2023].

Mary P. Clynes, S. E. R., 2008. Feedback: An essential element of student learning in clinical practice,. *Nurse Education in Practice*, , 8(6), pp. 405-411.

McCleskey, J. A., 2014. Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*, 5(4), pp. 117-130.

Moran, P., Jacobs, C., Bunn, A. & Bifulco, A., 2007. Multi-agency working: Implications for an early intervention social work team. *Child & Family Social Work*, 12(2), pp. 143-151.

Perry, E., 2023. *Get a grip? Is autocracy ever helpful?*. [Online]
Available at: <https://www.betterup.com/blog/autocracy-pros-and-cons>
[Accessed 21 October 2023].

Police Federation, 2023. *One in ten officers planning to quit policing*. [Online]
Available at: <https://www.polfed.org/gwent/news/2023/one-in-ten-officers-planning-to-quit-policing/>
[Accessed 30 September 2023].

Police Resettlement , 2020. *College of Policing*. [Online]
Available at: <http://policeresettlement.com/the-college-of-policing/>
[Accessed 29 September 2023].

Salma, A. S., 2023. *Democratic leadership style: Definition, examples, pros and cons*. [Online]
Available at: <https://blog.logrocket.com/product-management/democratic-leadership-style/>
[Accessed 22 October 2023].

Skogstad, A. E. S. T. T. A. M. S. & H. H., 2007. The destructiveness of laissez-faire leadership behavior. *Journal of Occupational Health Psychology*, 12(1), pp. 80-92.

Sugindo, M., Rivai, H. A. & Fahmy, R., 2022. Police performance: An evaluating on autocratic leadership, job stress, and job motivation amid and post- COVID 19. *Jurnal Mantik*, 6(2), pp. 2047-2055.

The Guardian, 2022. *Police vetting failures have allowed 'predatory' officers to join up, watchdog finds*. [Online]
Available at: <https://www.theguardian.com/uk-news/2022/nov/02/prevalent-predatory-misogynistic-culture-in-police-official-report-finds>
[Accessed 30 September 2023].

UK Government , 1996. *Criminal Procedure and Investigations Act 1996*. s.l.:s.n.

UK Government , 2001. *Criminal Justice and Police Act 2001*. London: s.n.

UK Government , 2018. *Data Protection Act 2018*. s.l.:s.n.

UK Government, 1984. *Police and Criminal Evidence Act 1984*. s.l.:s.n.

--

CONFIDENTIALITY and PLAGIARISM

This is automatically checked via Turnitin submission of your workbook.

Please sign below to confirm that the work submitted is your own.

Sign.....

Date

