

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

8000 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Ieuan Murray

**Learner's University Registration Number:
2124653**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	Total	8000

Task 1

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

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

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

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

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

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

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

ANSWER:

In this essay, I aim to critically evaluate the strategic role of the College of Policing in professionalising policing in the U.K. I will discuss what the College of Policing is, what it does, and how it implements it's learning to all police officers across the country. I will also explore how I personally am working to fulfil the role of a modern professional police officer now that I am in my final year of probation by discussing what a modern professional police officer is, and evidencing how I am achieving those values and qualifications. I will then critically reflect on how my final year of probation has seen my role as a police officer change from when I first started on the front line 2 years ago.

The College of Policing describes themselves as a professional body for everyone working across policing, and it is an operationally independent, non-departmental public body (College of Policing, 2023). The College of Policing was created and established in 2012 (Home Office, 2016) in order to take over a number of training and development roles that were the responsibility of the National Policing Improvement Agency, and it set a national standard in professional development, including codes of practice and regulations, training,

development, skills and qualifications, to ensure consistency across the 43 forces in England and Wales (Police Federation, 2024).

Four years after the creation of the College of Policing, in 2016, the National Police Chief's Council, NPCC, created the 'Policing Vision 2025', which sets out the plan for policing across the nation as a whole over ten years (NPCC, 2016). Within the vision were multiple incredibly important points and priorities, such as partnership working, finances and cybercrime that were written to improve policing across the entire country. Also, within the Policing Vision 2025, it was highlighted that there was a need for consistency, accreditation, and defined roles for police officers, and that those roles need specific skills and knowledge, backed by qualifications (South Wales Police, 2024). This was the first time that an official police and government publication advised that police officers receive higher education qualifications, however it had previously been recommended in several independent reports on the topic of policing and police officers. One of these reports, written by Ronnie Flanagan (2008) recommended that policing shifts from a training-based approach to an educational approach when it comes to recruitment. This recommendation by Flanagan suggests that police forces across the country adopt a similar approach to that of other public sector professions, such as health care or teaching, where the individual who aspires to be part of the organisation, takes responsibility for their pre-employment training, by completing a relevant degree programme at their own expense, before being eligible for employment. Likewise, in a report written by Chief Constable Peter Neyroud (2011), there were multiple recommendations to improve and modernise policing, with one being to create a new single professional body for policing, and another which recommends the creation of the Police Initial Qualification, PIQ, which would-be police officers would need to complete prior to being fully attested as a police officer and so, arguably, Neyroud was a key part in the creation of the College of Policing.

The College of Policing understood the need to professionalise policing, and recognised the incredibly important and strategic role, and obligation, it had to implement and oversee such a task. The College of Policing listened and accepted the recommendations of how to make policing more professional from the likes of Flanagan and Neyroud, and in line with the Policing Vision 2025, written in 2016, which highlighted need for specific skills and knowledge, backed by qualifications, the College of Policing implemented the Police Education Qualification Framework, PEQF, in 2016 (College of Policing, 2023). The PEQF is a professional framework for the training of police officers and according to the Police Federation (2024), the PEQF is based upon a new modern curriculum aligned with the education levels set in England and Wales, and this framework will, over the course of a police officer's career (College of Policing, 2023), cover the range of professional training for police officers through the ranks of constable through to chief officer.

The PEQF sets out three entry routes for police recruitment, and these are PCDA, DHEP, and PPD. The first option, PCDA, stands for Police Constable Degree Apprenticeship. This entry route is for persons who wish to join the police, but do not already have a degree. The PCDA route requires constables to complete a degree in Professional Policing Practice over the course of a three-year probationary period, whilst also working full time as a police officer, carrying out operational duties in the workplace, and gathering evidence of occupational competency (South Wales Police, 2024). Another entry route, DHEP, stands

for Degree Holders Entry Programme. This entry route is for persons who already have a degree, of at least third class, in any subject, and wish to become police officers, The DHEP is a two-year programme combining on-the-job practical learning and operational competence with academic learning, and upon completion, successful candidates will also achieve a Diploma in Professional Policing Practice after a two-year probationary period (South Wales Police, 2024). The final option, PPD, stands for Professional Policing Degree. This entry route is for persons who have already completed the Professional Policing Practice degree, at their own expense at a university, just like any other degree, prior to applying to become police officers. This route has a two-year probationary period, but there is no academic work to be completed alongside, unlike PCDA and DHEP (South Wales Police, 2024).

The College of Policing collaborates with licenced universities to deliver the PPD degrees and diplomas, but it is the College of Policing, through the national policing curriculum (College of Policing, 2023), that set out what is to be taught and delivered to the policing students. This way, the College of Policing can uphold their three main aims, which are; supporting professional development by setting requirements, accredit, quality assure and deliver learning and professional development, promote diversity and wellbeing and help to nurture and select leaders at all levels; set standards for key areas of policing which help forces and individuals provide consistency and better service for the public; share knowledge and good practice by creating and maintaining easy access to knowledge, disseminate good practice and facilitate the sharing of what works (College of Policing, 2023). According to Ramshaw and Soppitt (2018), the three entry routes embedded within the PEQF evidence policing's status as a profession, underpinned by an evidence base of specialist knowledge requiring degree-level entry to equip new police officers with the knowledge, skills, attitudes, and behaviour deemed necessary to meet the increasingly complex demands of modern policing.

I am personally working towards fulfilling the role of a modern professional police officer and I will be evidencing how I am achieving the role. To do this, I will discuss what is required of a modern professional police officer, and I will link them to a relevant policing incident in which I played a significant role, where I am able to evidence my achievement of being a modern professional police officer. Earlier in this essay I discussed the different entry routes into policing and explained that police officers are required to either already have a degree prior to becoming police officers or complete a policing degree whilst working in the role full time. I am part of the PCDA entry route, which, as already stated, means I have to complete the Professional Policing Practice degree whilst in my three years of probation. I am now in my final year of probation and I must complete this workbook, as well as an 8000 word dissertation, in order to complete the degree, so in reality, this essay is part of my evidence of how I am achieving the role of a modern professional police officer, as without this essay, I will not complete the workbook, which subsequently means I will not complete the degree, and consequently not achieve the requirement of a modern professional police officer.

The College of Policing (2024), states that police constables play a critical front-line role in the prevention and detection of crime and the criminal justice system, and that police officers work in partnership on a day-to-day basis with local communities, stakeholders,

and colleagues in order to promote law and order, reduce the fear of crime, provide reassurance, and build confidence to improve the quality of life for citizens. All roles within policing are expected to know, understand, and act within the ethics and values of the Police Service (Gilmore, 2010), and in order for every person in every role across the country to work to the same values, the College of Policing created the competency and values framework, CVF. The CVF is vital in allowing police officers to be able to achieve the modern and professional standard that is required. The CVF sets out nationally recognised behaviours and values, which will provide a consistent foundation for a range of local and national processes, and it is made up of four values and six competencies (College of Policing, 2016). The four values within the CVF are transparency, impartiality, public service, and integrity, and these go hand in hand with the six competencies, which are We are innovative and open-minded; We are emotionally aware; We take ownership; We are collaborative; We deliver, support, and inspire; We analyse critically.

The incident in which I will evidence how I have adhered to the CVF is a domestic related incident in which a father had damaged his daughter's car, and upon my attendance, the father's behaviour was very violent, which he directed towards me. It resulted in me having to utilise my use of force powers in order to effect the arrest, however two of my colleagues were assaulted by him during the altercation.

In this incident, I believe I achieved the value of transparency both during, and after the incident. I ensured I was transparent by making sure that my decision-making rationale was clear and considered so that it was easily understood by the persons present at the incident, as well as my supervisors when they read my report on the incident. I believe I also achieved the value of impartiality by considering the individual needs and requirements in all of my actions. I also provided everyone involved in the incident an equal opportunity to explain their views and their version of events, this way I was able to get the most accurate account of what had happened. I was also able to achieve the value of public service, as I always act in the interest of the public, and as this incident had occurred in a public space, and I believed that normal members of the public would not wish to witness this incident occurring near them, I decided to take a different option than if this had occurred in private. I demonstrated my integrity as I always act in line with the values of the police service and the Code of Ethics (College of Policing, 2024) for the benefit of the public, and I demonstrated courage in doing the right thing, even in this challenging situation.

The competency of we are innovative and open-minded was always in my mind during this incident, and I achieved it by sharing suggestions and options with my colleagues who were present, and upon the conclusion of the incident I was able to reflect on my own way of working and review processes and procedures to consider any alternative outcomes. I was able to achieve the competency we are emotionally aware as I remain calm and consider how to best manage the situation when faced with provocation. I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure and I was able to ask for help and support when I needed it. I am always looking to achieve the competency of we take ownership as I am always looking to improve, and in this incident, it was no different. I was able to achieve it as post incident, I sought feedback from my supervisors to understand the quality of my work and the impact of my decisions,

and vice versa, I was able to provide feedback to my colleagues that I ensured was understandable and constructive.

In conclusion, this essay has discussed the strategic role of the College of Policing in professionalising policing in the U.K by the introduction of the PEQF, and I have evidenced how I am personally achieving the role of a modern professional police officer through the degree and the competency and values framework. Now that I am in my third and final year of probation, I do believe my role as a police officer has changed considerably, as, due to the high level of recruitment, there are constantly new police officers coming through that even officers with only two years' experience, such as myself, are seen as leaders and role models, whereas when I first began on response, I would not have been able to take the lead at an incident that I have discussed in this essay.

2200 words.

Task 2

Relevant areas of the National Policing Curriculum:

Communication Skills, social media, Communication Strategy

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

In this essay, I aim to critically evaluate my experience of the use of social media as a means of informing and engaging with the community and promoting policing policy initiatives. I will be discussing what social media is and how it is used, what policies and procedures are in place regarding the police use of social media for professional information and engagement purposes, the different types of social media that is being used by the police to engage with the community, and the benefits and risks of using social media from a policing perspective. Social media is a forever growing form of internet-based communication, and its use by police services across the country is widely seen as being as important as patrolling the streets when it comes to community engagement (Keane, 2014). Social media offers the police a way of connecting and engaging with the public, it enables important information to be distributed quickly and easily, and it can assist in gathering intelligence and solving crimes. With its growing impact and reach, social media presents real opportunities but also poses challenges and is increasingly seen as a game changer for the police.

Social media is a method of communicating using websites and mobile apps that allow people and organisations to talk to each other, share and send photos and videos, send messages, and post information. The tool is used by organisations and individuals who wish to establish a connection with millions of other social media users. Unlike traditional unilateral communications channels, such as television advertising, social media provides

an opportunity to establish a two-way dialogue with audiences, actively engaging people in conversations rather than simply providing them with information, which is vital from a policing perspective when attempting to engage with communities. There are many different ways to use social media, but from an organisation like the police service's perspective, it is not too dissimilar to how a business would use social media to promote their brand (Colbran, 2018). According to Dekker (2020), there are many important aspects a business needs to follow to achieve the best possible social media presence, however businesses tend to have a target market for their product or services, so they would tailor their social media approach to suit. The police service, however, would like to engage everyone with their social media presence, so in order to do this, there are three main aspects to follow.

The three main aspects of social media marketing that the police need to follow are the use of multiple platforms, post relevant content regularly, and interact with audiences (Meijer 2020). As we know, there are many types of social media and they are each used for different things; YouTube is best for longer informational or entertaining video content; X (Twitter) allows for real-time conversations, news updates, and alerts; Facebook offers quality video streaming, such as live video, as well as a high-functioning messaging platform that allows organisations to interact with their followers one-on-one; Instagram and TikTok supports more visually compelling posts and creative short videos. The use of multiple platforms is extremely important from a policing perspective as ultimately, the police strategy is to reach as many people through social media as possible (College of Policing, 2024), and you can't do that by focusing on only one platform, and depending on the audience, many of them may use Instagram, Facebook, and TikTok in the same day, providing three separate opportunities to engage with them. The next important aspect of social media is to post relevant content regularly. Success on social media is a matter of posting consistent, engaging, and compelling content regularly as not only will this help make the organisation look dependable and informative, but it also evidences that you have timely knowledge to share and that you care to be in conversation with your audience (van den Brink, 2020). Which brings us onto the final aspect the police need to follow for a good social media presence, which is to interact with followers. This is particularly important from a policing perspective as community engagement is one of the main points in the Policing Vision 2025 (NPCC, 2016). Social media users enjoy interacting with brands, and as a result brands experience benefits like: Social proof of the business; Expanded market reach; Boosted brand awareness, and it should be no different for the police service. Interaction with the public in all forms, and that includes social media interactions, makes the consumer audience feel seen, heard, and understood, which in turn will increase trust and confidence in the police service (Dekker, 2020).

If done correctly, the three aspects of social media marketing can lead the way to a great number of benefits, but from a policing perspective, there are three main benefits that can advantage both the police and the community (Bullock, 2020), which are; Providing information – meaning to enable targeted material to be shared efficiently, easily and cheaply; Engagement – offering the police with an option of joining and fostering relationships with communities and general members of the public; Intelligence and investigation – permitting the police to hear what their local communities are saying and to acquire evidence for cases by monitoring social media.

The benefit of providing information to the community in a policing context, social media gives the police a practical and efficient way of sharing information with them, beyond conventional methods such as television news, distributing leaflets, or through the traditional newspapers. Posts on social media by the police are able to provide safety advice to the community, encourage the community to be aware of criminal activity in their area, and advise them on how to reduce risk (Garland, 2020). When using social media, the information can be provided and posted as and when incidents occur, and it can be directly communicated to the community as well as those who have subscribed to receive updates from the page, also known as following. This audience in the community can see and read the posts instantly and then share it to their friends and followers at the click of a button, disseminating the posts to a greater amount of people at little to no cost. Providing information over social media is vitally useful during critical incidents, such as protests, demonstrations, and disorder. One noteworthy example of when this happened was the summer riots in 2011, when several police forces and community neighbourhood officers used social media to calm the public and disprove false reports of incidents of disorder (Crump, 2012). When used in this effective and efficient way, social media can prevent the spread of misinformation during critical incidents and incidents such as protests and large-scale incidents of disorder.

As discussed, the next benefit of using social media from a policing perspective is engagement. When used correctly, social media can achieve more than the one-way provision of material, to allow two-way engagement with the community (Coupar, 2020). Engagement is a vital and critical aspect of policing (College of Policing, 2024) and social media provides the police the opportunity to connect with the community, which then gives the public the opportunity to speak with the police, which makes them feel that they are an accessible organisation. Online social media sites allows opportunities for police officers to demonstrate the 'human' aspect of policing, and encourage conversation on the day-to-day incidents and activities that make up an average day at work for a police officer (Webster, 2013), as well as to enhance the relationship with the communities. Also, posting interactive information, such as polls and videos, initiates dialogue between the police and community, while effective use of social media widens the conversation on the topic of policing. The benefits of effective engagement with the communities are not limited to the community themselves, as the police can benefit too. The benefits that the community can expect as a result of direct, and effective engagement with the police can include a reduction in anti-social behaviour in their area, better quality of life, improved public satisfaction, trust and confidence in the police, and a reduction in the fear of crime, which may then result in an increased sense of safety for communities (Tuffin, Morris & Poole, 2006). These types of benefits will then have a direct effect on the benefits to the police as a result of direct and effective community engagement. Policing benefits that can arise from effective community engagement can be that the public are more supportive and willing to report crimes, an increase of victims and witnesses willing to pursue cases, which will lead to an increased number of convictions, and an overall improvement in police officers' attitudes and job satisfaction (College of Policing, 2024).

As previously mentioned, the final main benefit of using social media from a policing perspective is an increase in intelligence and investigation. Social media can assist the

police in intelligence-gathering, with its speed and efficiency providing an imperative advantage when police are appealing for witnesses and/or information regarding anything from a serious crime, or looking for missing persons (Cartwright, 2020) during a live incident, whereas its ability to reach the vast majority of a certain community plays a pivotal role in the investigation post incident, for example posting an image of a suspect on multiple platforms in order for the suspect to be formally identified by a member of the public who viewed it (Forsgren, 2018). In addition, social media can provide intelligence to aid deployment decisions and improve the effective allocation of resources, as well as using their own pages and profiles to gather information, the police follow the use of social media by others, gaining an insight into their local communities, picking up leads and preparing for potential incidents (O'Reilly, 2024).

Along with these multiple and wide-reaching benefits, the use of social media as a means of engaging with the community also has its risks. Firstly, one of the significant concerns surrounding police engagement on social media is high volume of misinformation, also known as 'Fake news' (Gradoń, 2020). While social media provides a platform for rapid distribution of information, it also creates a breeding ground for rumours and lies, and according to Babich (2021), police involvement in online discussions can unintentionally amplify misinformation, which leads to confusion amongst the community, and can cause potentially harmful consequences for both the police and the public.

Another risk of police use of social media is concerns over privacy. As previously discussed, when appealing for information regarding a suspect of a crime, or a missing person, social media is a very useful tool in gathering that information and intelligence from the public, however there is always a risk of inadvertently disclosing sensitive information about that particular person, or even violating the individual's privacy rights, while engaging with the public over social media (Dekker, 2020). Furthermore, the social media environment presents challenges in terms of harassment and abuse directed towards police officers and police departments. While social media allows for direct communication with the community, it also exposes the police to a barrage of abuse and threats. This is a major risk of police use of social media, as this not only affects the well-being of individual officers, but repeated abuse from a particular person, or towards a particular officer or department, could change the way that officer or department operates, which would in turn affect the community (Bullock, 2020).

This essay has evaluated the police's use of social media as a means of informing and engaging with the community it serves. It has discussed what social media is and how it can be used. It has explained the strategy of how to effectively market an organisation on social media and discussed the benefits and risks of using that social media from a policing perspective. In conclusion, while social media offers police forces and many other law enforcement agencies the valuable opportunities to communicate and engage with their community, it also presents a range of challenges and risks, and many come hand in hand. Such as the need for information regarding a missing person, but also being aware of that person's right to privacy, police engagement on social media requires careful consideration and management to mitigate potential risks and uphold public trust and confidence in policing.

2037 words.

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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

Critically evaluate and **evidence** your flexibility in leadership style.

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

Consider leadership models commonly used in policing.

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

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

ANSWER:

In this essay, I aim to critically evaluate my flexibility in leadership style, as well as evidence how I have achieved this. I will discuss what leadership is and what the role should entail. I will also evaluate what leadership models are commonly used in policing and discuss the advantages and disadvantages of each model.

Leaders play a very important and vital role in a team or organisation, and it can be defined as the process of influencing someone or a group of individuals to achieve a particular goal which may target innovation (Costa *et al*, 2023). A good leader can boost a group's strategy, innovation, and performance, as they have the abilities to set common goals within the team, influence values and behaviours, and educate by example (Waite, 2014). There are many different types of leadership, such as transactional, transformational, autocratic, democratic, laissez-faire, situational leadership, and many more, and most of these leadership models are commonly used within policing.

According to Schafer (2010), individual and organisational outcomes are commonly attributed, at least in part, to leadership or its absence. An examination of instances in which organizations have experienced some level of "failure" in the form of misconduct, ineptitude, corruption, or inefficacy can often be partially linked to the quality, level, and style of leadership. In the context of policing, it is often presumed leadership shapes

organizational efficacy, subordinate behaviour, and both individual and group productiveness.

The police service is a very large organisation with many ranks and departments, and each rank, all the way from a standard police constable through to the chief constable, will have their own roles and responsibilities, and as you work your way up the ranks, the role of 'leadership' changes too. It is reasonable to believe that the leader of an entire police force, the chief constable, will have a different leadership style to that of a sergeant, who leads a team of 10 police constables, and every rank in between will have different leadership styles too. This is not only due to the individual people being different, but also because certain roles within the police service require different leadership styles, and it can be seen that when an officer gets promoted, their leadership style changes with their role.

As stated, different roles and ranks within the police service require different leadership styles, and each style has its advantages and disadvantages. One style of leadership is called democratic leadership, which is when the leader makes decisions based on each team member's opinion. Although the leader will make the final decision, each member of the team has had an equal opportunity to have their say on what they think is the best course of action. For example, a democratic leader may offer their team several decision-related options, and they could then open a discussion about each option. After the discussion, the leader may consider the team's thoughts and feedback, or they might open this decision to a vote. The advantages to democratic leadership are that it encourages everyone in the team to participate in the decision-making processes, share their views, and know that they are listened to and valued by the leader, which will increase feelings of employee empowerment, morale, motivation, and participation (Slingo, 2022). The disadvantages of democratic leadership can be that reaching a final decision can take considerable time, communication, and resources, and it can also impact decision-making because some team members may not have the right expertise to make critical decisions (Regan, 2022).

On the other end of the leadership spectrum, is a style called autocratic leadership. Autocratic leadership is the opposite of democratic leadership as in this leadership style, the leader makes decisions without the views and opinions from their team members. This style of leadership is most effective when a person needs to control specific situations, not as a standalone leadership style. For instance, it can be effective in crisis or emergency incidents where efficient and effective action is required. The advantages of autocratic leadership are that the leaders carry out decisions and strategies with absolute focus, so, when an incident arises, an autocratic leader can make an effective, efficient, best-fit decision for a team without needing input from others. This type of leadership is most effective when a difficult, imminent decision that doesn't benefit from additional input from others who aren't fully knowledgeable on the subject is required. Responsible leaders can make decisions and provide their team a clear sense of direction, and it is also useful when there is a lack of experience on the team (Bwalya, 2023). The disadvantages of autocratic leadership are that most organizations can't sustain such a hegemonic culture without losing employees, which can significantly lower morale and diminish creative problem-solving. Team members can also be left feeling intimidated, micromanaged, and be over-reliant on their leader so that when it comes to make their own decision for the first time, they struggle, panic, and make a bad decision.

While democratic and autocratic styles of leadership are to do with decision making, there are other styles of leadership that are more focused on managing a team in terms of its people. One of these styles is called transformational leadership. Transformational leadership is where the leaders gain the trust and confidence of their team members, which in turn, encourages team members, and helps the team toward meeting organisational goals and targets. Transformational leadership also improves upon the organisation's principles and influences team members to develop and further advance their skills. Ultimately, the goal of a transformational leader is to establish a positive impact, boost their team to reach their full potential, and drive success for the organisation. The advantages of transformational leadership are that the leaders can inspire their teams to think in different ways, and this can assist the organisation to update processes to increase productivity and efficiency. It can also benefit employee morale, satisfaction, and motivation. This is a highly inspiring form of leadership where team members are supported and encouraged to find out what they're capable of. The disadvantages of transformational leadership are that the leaders can lose sight of individual team member's progress in place of the organisation's goals. Employee burnout can also become an issue when a leader is focused on the goals of the organisation rather than the team, so it's important for the leader to check in with their team to update their progress.

Another type of leadership style in terms of managing a team of people is called transactional leadership. Transactional leadership is based on incentive and punishment to influence and motivate behaviour. Transactional leaders set specific standards and rules, and they thoroughly observe their team's performance. They inform their team that they can expect rewards if a certain target is met, however, they may require more one-to-one meetings or action plans if team members are failing to achieve the goals and targets set for them. This leadership style is focused on preserving the status quo and ensuring that the predetermined goals and standards are met. It also suggests that teams need structure and observing to meet organisational goals and that they are motivated by the prospect of rewards. The advantages of transactional leadership are that it focuses on results, existing structures, set systems of rewards or punishments, and also recognizes and rewards commitment. Transactional leaders can provide structure and clarity of expectations, which can help team members feel safe because they understand the expectations, and team members also have clear knowledge of what they get in return for meeting organisational goals. The disadvantages of transactional leadership are that this style is more about using rewards to motivate the team, rather than improving relationships, teaching, and developing team morale. It also suggests that engaging the team can be difficult if there are some in the team who are not reward-motivated, and it can lead to low creativity and fear of repercussions.

As stated previously, the many different ranks and roles within the police will have different leadership styles, and most of the time, the different ranks and roles will require different leadership styles. For example, a chief constable, who is in charge of a whole police force, will have to have a democratic and transformational style of leadership. This is because their role requires decisions that will have an impact not only on the thousands of police officers and staff within the force, but also the members of the public who live within the force area, and in order to make the best decisions, the chief constable will require input

from other senior officers who represent the many different departments within the force, thus making their decision-making democratic. Whereas a front-line response sergeant, who is in charge of a team of 6 to 10 constables that are the first to respond to emergency incidents within a specific area, will have a more autocratic and transactional style of leadership due to the high pressure of front-line policing and the need for split second decisions to be made, thus forcing their leadership style to be autocratic.

Although I am just a police constable and not in charge of a team, I, just like a sergeant or the chief constable, am forced to have a style of leadership due to my role. However, my decisions have an impact on the individual or group that I am having to deal with in that specific incident, and due to the diversity and unpredictability of my role as a front-line constable, different incidents require me to adapt, develop, and be flexible in my leadership style.

When I reflect on the incidents that I have attended where I have had to demonstrate my leadership skills, whether it be leading by example, effective communication, problem solving skills, team collaboration, or guiding and mentoring, the majority of the time I have had to adopt either end of the leadership spectrum, being democratic or autocratic styles of leadership, and different incidents require the different styles. For example, when I attended a domestic incident in which there was a mother, father, and daughter all alleging assaults and abuse against one another, this called for a democratic style of leadership. This is because I needed to listen carefully to each of them so they could all express their views and opinions to me. I then had to demonstrate my communication skills by discussing the situation with my colleagues who were also present at the incident in order for us to all express our views and opinions on what action to take. However, on the other end of the leadership spectrum, I have also attended incidents where I have had to be flexible and adopt the autocratic style of leadership. For example, I was first on scene at a murder, and both the victim, suspect, witnesses, and many members of the public were present, and each posed a different challenge. As I was first on scene, I had to make multiple decisions within seconds in order to ensure the preservation of life, and to protect the crime scene. There was no time to discuss the options and take on board the views and opinions of others to come to a decision, they had to be made instantly. It was not long before more units and senior officers arrived to take charge of the situation, but I ensured that the suspect was detained, and the scene was cordoned off.

When I reflect on my leadership style, I believe that I am able to effectively and appropriately adapt and change my style of leadership in order to tailor it to certain incidents. This is because I feel I can successfully recognise when situations need a slower, more thorough approach to decision making, and when decisions need to be made instantly to ensure the safety of officers and public, and the integrity of the investigation.

This essay has evaluated and evidenced my flexibility in my style of leadership. It has discussed what leadership is and what it should entail and has evaluated several leadership models that are commonly used in policing. In conclusion, leadership is a dynamic and essential aspect of any organisation or team. A good leader possesses a combination of qualities such as effective communication, decision-making skills, and the ability to inspire

and motivate others, and they create a positive and inclusive environment where they inspire everyone to achieve their best.

2059 words.

Task 4

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

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

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

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

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

How do you provide and receive feedback?

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

ANSWER:

In this essay, I aim to critically reflect on my three-year probation. I will be discussing what mentoring and coaching is, exploring the relevant definitions, and researching the current coaching and mentoring theories that are commonly used in policing. I will explain how I have benefited from them, and I will discuss how mentoring and coaching has helped me to meet personal, professional, and organisational goals. I will also discuss how coaching and mentoring has aided me to learn, develop, and perform in the workplace, and how I like to provide and receive feedback.

There has been a lot of research and many different academic studies conducted into defining coaching. Coaching is arguably the main factor of positive professional development that will become a form of support to uncover a person's potential and maximise their performance in a certain subject (Darmi *et al*, 2020). Du Toit and Reissner (2012) suggested that coaching has the capability to increase and develop the awareness and sensitivity that a person has within themselves, and to develop self-awareness, the individual must have access to honest and constructive feedback. According to Whitmore (2002), coaching refers to unlocking a person's potential to maximise their performance. Coaching is an enabling process aimed at enhancing learning and development with the intention of improving the performance of a person in a specific subject (Lord *et al*, 2008). Therefore, in other words, coaching is defined as the ability of a coach to offer additional professional support in helping an individual to exploit and increase their performance in certain subjects.

While similar to coaching, there is another technique of developing an individual, and this is called mentoring. Mentoring refers to the practice of acting as a mentor, which is when

a person aids and supports another person's development on a long-term scale. The process of mentoring includes demonstrating, because the mentor has to be able to demonstrate the tasks and techniques that they are teaching the individual (Gay, 1995). The nature of mentoring is a mutually beneficial and collaborative approach between mentor and mentee, as Lim (2005) stated. So, mentoring is a factor that promotes guidance on role modelling and career development, where both notably impact employee development. Williams *et al* (2009), emphasised that mentoring relationships can greatly, and positively, impact an individual's development and progress in their career, with both the mentor and the mentee benefiting from the relationship. Nonaka and Nishiguchi (2001) mentioned that professional relationships such as mentoring should be encouraged to inspire the transfer of knowledge. Ganser (2006) stated that mentoring is a tool which is very significant in improving staff development and management skills. Therefore, mentoring is a dynamic relationship that can lead to an increase in understanding problem-solving techniques, professional growth, and creativity. Mentoring is a process where the mentor demonstrates a wide range of cognitive coaching competencies, such as asking precisely constructed questions to increase reflection, paraphrasing, and using data to enhance teaching and learning.

There are many areas of overlap between coaching and mentoring, as suggested by Parsloe and Leedham (2009) which are; both involve conversations which raise performance and unlock potential; both rely on the coach/mentor's skills of listening, questioning and feedback; both require the coach/mentor to have a good understanding of people, organisations and the principles of learning; both require confidentiality and clear contracting; both require good governance, supervision, and effective processes to have the most impact. However, there are some major differences between them. Coaching is where the focus is usually on specific development areas/issues at work; the relationship usually has a set duration; it is generally more structured; is short term and focusses on specific development issues; the coaches generally don't need to have direct experience of their coachees occupational role; coaching can be performed by a line manager; the agenda is set by the coach. Whereas with mentoring, the focus is on career and personal development; the ongoing relationship between mentor and mentee can last a long time; is more informal; is more long term and takes a broader view of the person; the mentor is usually more experienced and qualified than the mentee and passes on knowledge and experience; mentoring is not performed by a line manager; the agenda is set by the mentee.

There are many different coaching and mentoring theories and practices, and many of them are used in policing. In policing, there is too much for one person to be expected to know about, which is why there are many different departments within the police, each focusing on a particular area. With the many different departments, comes different challenges and different people, which is where the different coaching and mentoring methods can be seen. As discussed, coaching and mentoring are similar, but different in many ways, and so are the theories and practices for them. Some of the coaching theories that are commonly used in policing are known as team coaching, brief coaching, and cognitive behavioural coaching. The mentoring theories commonly used in policing are traditional mentoring, E-mentoring and reverse mentoring.

Team coaching is different from individual coaching because in team coaching, the coachee is the entire team, and the goal is collective performance, in opposition to the individual focus of one-on-one coaching. Team coaching involves direct communication with a team to help its members coordinate effectively and make appropriate uses of their collective resources to achieve the team's goal (Hackman & Wageman, 2005). The objective of team coaching is to grow team performance and efficiency by coaching the team to improve their effort, review or generate strategies, and consider how different members of the team are utilised to carry out their team tasks. The team coach provides an overall view of the team and encourages conversations that allows members of the team to improve their ways of working together in order to achieve their goals (Peters & Carr, 2013). When I reflect on my probationary period as a police constable, I believe this method of coaching is used on a daily basis, as at the start of every shift, the sergeant of my team, who is the coach in this scenario, will deliver a briefing to the whole team. This briefing is used as the opportunity for each member of the team to discuss what their tasks and challenges are for the day, and the sergeant will coordinate the team effectively, such as pairing officers with similar tasks, in order to achieve the goals of the team.

Another coaching theory is called brief coaching. Rather than trying to understand and fix problems, solution focused brief coaching works by exploring a coachee's ideal outcome, a description of the time when the problem is solved, and then identifying what the coachee is already doing that fits with the achievement of that outcome. The essence of solution focused brief therapy, and solution focused coaching, is to look for resources rather than deficits, and to explore possible and preferred futures, as well as to explore what is already contributing to those futures (George et al, 2011).

Another coaching theory commonly used in policing is called cognitive behavioural coaching. According to Palmer and Szymanska (2018), there are two basic reasons a person would benefit from cognitive behavioural coaching: an individual may have a lack of problem solving and solution-seeking skills, or they may not apply those skills successfully when under pressure; the way a person acts or feels is mainly determined by the beliefs they have and their assessment of a particular problem or situation. In addition, the resulting negative emotions, such as anxiety, can affect their well-being and reduce their performance. This coaching approach aims to help individuals improve their problem-solving skills, become aware of their thoughts, and assist them in changing their views and beliefs that interfere with their performance, cause stress, and block their goals. It also facilitates coachees in creating plans for their future with the ultimate goal in helping them to become their own self-coaches. These plans may include solution-seeking strategies, and in a policing context, this approach often focuses on enhancing or maximising performance under pressure. When I initially started my tutorship, I did have an issue with anxiety in terms of decision making, and I made my tutor aware of this. This is where I received cognitive behavioural coaching first hand, as after every incident we attended, we would sit down and have a debrief on my decision-making process. This method helped me greatly reduce my anxiety and stress when it came to making decisions under pressure and I quickly became more confident when dealing with stressful situations, and now I feel as though I am ready to be a tutor and coach others on what I have learnt.

As discussed, there are also many mentoring theories commonly used in policing. Mentoring in a traditional context is a method that joins together the new and inexperienced with the more experienced and knowledgeable on a one-on-one basis in an effort where the new and inexperienced will gain the skills, confidence, and knowledge from the mentor as they both follow along through the process (Rowland, 2012). Mentors concentrate on a mentee's successes and developmental areas via a one-on-one relationship that is supportive and non-judgmental, and Butterworth, Henderson and Minshell (2008) stated that mentoring should be a relationship of learning for both persons, and that the mentor-mentee relationship never ends.

Another mentoring theory commonly found and used in policing is called E-mentoring, also known as virtual mentoring. In disrupted organisations, such as the police service, the opportunities to allow informal mentoring relationships to begin by chance are very limited. These limitations lead to attempts to foster a more computer-based knowledge building community, known as E-mentoring. Electronic communications, such as e-mail, Microsoft teams, and intranet message boards, have the abilities to allow the development of open, supportive relationships, as electronic communication hides social cues that can potentially prevent communication between the higher and lower ranks (Thompson *et al*, 2010). Also, using these types of electronic communications provides the opportunity for the formation of thoughtful communications without the demand for immediate response, giving the mentee time to construct their response properly and effectively. Engagement and consistency between mentor and mentee are disadvantages in e-mentoring, and guidance for matched partners to form and develop their relationship is seen as highly desirable, even if only available online (Jeffries *et al*, 2010). It is widely accepted that mentoring in a traditional structure helps form the foundation for e-mentoring. In other words, it is valuable for a mentoring relationship to be established in a traditional method prior to moving onto an e-mentoring process.

Reverse mentoring is also commonly seen in policing. This is an inverted style of mentoring relationship whereby younger, more junior individuals are partnered with older and more experienced employees or managers in order to help the experienced individual develop their knowledge and learning. In this style of mentorship, the mentor is often younger than the mentee and therefore, reverse mentoring offers a chance for the more senior member of staff to learn and develop from their younger mentor, as opposed to traditional mentoring where knowledge and teaching is distributed from an older mentor to a younger mentee. Reverse mentoring works best when it is known that junior or new employees who join the organization have knowledge and expertise to share and are willing to do so with more senior managers (Chaudhuri, 2011). In policing, this usually occurs when senior officers are required to do something that they haven't done for a long time, but which the response officers do on a daily basis, such as writing a statement or completing a case file.

When I reflect on my 3-year probation, I do not believe I would be a police officer writing this essay if it were not for the thorough and effective coaching and mentoring that I have received during my time in the police officer role. When I look back on the type of officer I was back when I first started my tutorship, I am very proud of myself for the person and officer I have become, and I have my coaches and mentors to thank. My problem-solving, decision-making, communication, safety, and workload skills have all greatly benefited

from coaching and mentoring, which has then allowed me to achieve my personal, professional, and organisational goals of completing my 3-year probation.

This essay has critically reflected on my three-year probation. I have discussed what mentoring and coaching is, explored the relevant definitions, and researched the current coaching and mentoring theories that are commonly used in policing. I have explained how I have benefited from them, and discussed how mentoring and coaching has helped me to meet personal, professional, and organisational goals. In conclusion, the expert and quality coaching and mentoring that I have received over the past 3 years has made me ready to start being a coach and mentor myself in the form of a tutor constable.

2151 words.

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