

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) 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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Task 4	Coaching, Mentoring, Assessment	2000
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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:

The College of Policing play a strategic role in professional policing in the U.K which I will critically evaluate. I will also evidence how I fulfil the role of a modern professional police officer and the developments made throughout my probation period. Additionally, I will consider the strategic Policing requirement, Policing vision 2025, the workforce transformation 2018 and the College of Policing's 5-year Strategy. I will use academic research throughout, and my reflection will be completed by using the Gibbs' model of reflection (MindTools, 2016).

The college of policing was established 4th of February 2012 with intention of developing evidence-based knowledge to help police officers and staff provide the best possible service to the public. The college of policing has connected everyone working in the police and law enforcement to understand the challenges faced and the response required in modern professional policing.

The college of policing have three main roles one of which being to support professional development. They provide learning and development for leaders at different levels and promote well-being and diversity.

Secondly, they set the standards for ethics and integrity required by police officers and police staff to provide better service for the public.

Lastly, they provide a platform where knowledge and good practice is easily accessible for continually development and learning.

All in all, the aspects noted above play a significant role in protecting the public, promoting the values of policing, and providing a platform for continual development (College of Policing, 2024).

The College of Policing have played a significant role in professionalising Policing in the United Kingdom by introducing the Police Education Qualification Framework in 2016. The College of Policing recognised that a Police Constable will encounter a range of challenging situation which will require a professional response. The College of Policing have collaborated with Police forces and created entry routes to ensure the professional development of new recruits. By working in close partnerships with Police forces the College of Policing were able to gain an understanding of the attributes and skills required by constables (College of Policing, 2020). Additionally, the introduction of the Professional Development Programme (PDR) is to help support Police with their professional development and assist with planning their progression within their careers. The Police Regulations 2003 Act stipulates that all Police officers up to the rank of chief inspector must have a PDR. The PDR is an opportunity for both the individual and the line manager to discuss progression, areas for development and general wellbeing and welfare. Thus, along with the PEQF assist in the professionalism of the Police (College of Policing, 2023).

The first two years working as a response officer has allowed me to continually develop my knowledge and skills as a Police officer, which has provided me with a foundation to prepare for my final year of probation. Additionally, I feel my confidence has improved year on year by having exposure to a range of different incidents and situations, which have contributed to my progress.

Furthermore, during my final year of probation I have developed additional skills such as becoming a blue light response driver which allows me to respond to emergency calls in safe and efficient manner. The driving course was a three weeklong course which required attention to detail and good work ethic. The course included learning a range of new skills which required practice and repetition. During the driving course I was able to demonstrate my ability to receive constructive feedback and improving on my skills. I personally feel that my attitude on the course was what was accepted from a Police officer as I successfully passed the course and received positive feedback by my driving tutor.

Additionally, I have recently become a PSU public order officer. The course included a four-day residential course, where I along with my colleges were required to learn the different methods and tactics used at public order events. This too, was a difficult course which required full attention and a good work ethic due to the physical demands. I feel that my behaviour and attitude on the course was again what was accepted, and I was ready to listen and learn at every opportunity.

These two skills have given me greater confidence as a police officer and inspired me to strive to continually develop and gain further skills along my policing career. To continue to develop and fulfil the role of modern professional police officer I am currently on a waiting list for additional courses such as method of entry trained and being a taser carrying officer.

In addition to the training courses I have undertaken, I have also completed attachments with different departments in the hope of expanding my understanding and gaining experience which will help fulfilling the role of a modern professional police officer. My month attachment with the Hub allowed me to practice my interviewing skills and gain experience in the investigative process by building files alongside a mentor who would provide constructive criticism which would provide areas for my development.

Additionally, my attachment with CID provided a taste of how investigations are conducted with serious crimes and the amount of work and attention to detail that is required.

Both attachments provided me with a wealth of information which I have utilised in my day-to-day role as a response officer. Having knowledge from different specialist

departments helps my development in becoming a modern professional police officer. I believe the knowledge I have gained is not only an asset to myself but for my teammates as I am able to relay the information when required. In recent times, colleagues have joined the shift who are young in service and therefore my knowledge has been of great benefit for them.

As I am now in the final year of my probation period and have two years of experience as a response officer my role has somewhat changed. As previously mentioned, some of my colleagues on shift are new to the job and are younger in service than I am. These colleagues are now looking at me for advice which now requires me to take responsibility and provide guidance whenever I am able too. Previously at the beginning of my career I would look for advice and guidance from my colleagues with more experienced and knowledge than myself.

I recall attending a domestic related call where a daughter had assaulted her mother and others inside the family home. I attended the call with a colleague who had only finished tutorship period a few days previously and was still very inexperienced. On attendance at the incident my colleague and I spoke with the involved parties separately and established what had occurred. I attended to the victim and the witnesses whilst my colleague remained with the suspect. As I was the senior officer on this occasion, I knew that I had to take the lead and take ownership of the situation. After establishing the circumstances of the incident, I informed my Sergeant of the circumstances and have arrested the suspect on suspicion of assault.

I remember feeling nervous and a little apprehensive whilst attending the incident as I knew that being the senior officer, I had to take the lead and take full ownership of the situation. I knew that my colleague was also going to be feeling nervous due to only recently gaining independent status and being inexperienced. However, I was also confident in my ability as a Police officer and believed that I was more than capable of taking ownership of the situation because of the training and experience I have gained over the last two years.

I feel that overall, the situation went well, and my colleague and I managed the situation appropriately ensuring all persons were safeguarded and receiving the support required. The suspect was also dealt with allowing the opportunity for the

investigative process to begin. In my honest opinion I don't believe that any aspect of our involvement at the incident went badly.

From analysing the incident and my involvement I believe that the victim and the witnesses benefited from a prompt response ensuring that the incident did not escalate any further. Additionally, I feel that the victim and the witnesses benefited from the suspect being removed from the address and being offered support from partner agencies.

In conclusion I feel that attending the incident highlighted how positive engagement with victims and witnesses can impact how they view the Police. A positive engagement increases their perspective of Police and will ensure that they will be willing to engage in future. Additionally, the experience taught me how important it is to take ownership of the situation especially when attending an incident with a colleague with less experience. Furthermore, the importance of remembering the training and experience gained to help resolve any incident.

If the situation arose again where I am in company of a colleague new in service, I would look to deal with the incident in the same way by taking our time and establishing the details to ensure that those needing protecting are safeguarded.

The strategic policing requirement is a document highlighting what the Home Secretary believes the threats the Police face nationally and what capabilities the Police possess to address such threats. The strategy is a way of helping police, crime commissioners and chief constables to work collaboratively in managing local policing priorities as well as national policing priorities. The strategy was last updated in 2015 and it highlighted seven national threats overall. These threats being, terrorism, organised crime, cybercrime, child sexual abuse, public order and violence against women and girls (Home Office, 2023).

The crime commissioner, the national police chief's council and the association of Police have devised a Policing strategy where they will look to adapt the way their current mission is delivered and re-focus on prevention, vulnerability, and effective management of risk. The Policing vision 2025 has a range of different strategies which will be implemented such as making the Police a more representative

workforce, enhancement of the response to new and complex threats, and improvement of the use of digital intelligence and evidence. The purpose of the Policing vision 2025 is to ensure the Police continue to improve the service provided to the public. The Police are continually facing new challenges where criminals are becoming more sophisticated, therefore the importance of digitisation offers a significant opportunity for the police to upskill in this area to manage risk and provide a better service to the public who are victims of cybercrime. Overall, the Policing Strategy 2025 sets out the future for Policing and how the Police can make the best of the available resources to keep the public safe. (National Police Chief's Council, 2016). Within the Policing strategy 2025 by the NPCC is the recognition for the need of a workforce transformation to ensure that the Police can cope with the ever-changing demands of modern professional Policing. This workforce transformation ensures that the Police have the resources, capabilities and skills required to manage demand and continue to develop. Transformation includes changes to recruitment, performance, education standards for new employees and improvement in digital crime. The PEQF developed by the College of Policing is in place to support the ever-changing workforce transformation (Martin, 2021).

Word count – 1871.

**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 will discuss my personal experience using social media to engage with the public. I will consider the force policy for the use of social media for professional information and engagement purposes. Additionally, I will look at the various social media platforms used by Police and highlight the benefits and negatives associated with social media.

Kapoor *et al* (2018) defines social media as the following “social media is made up of various user-driven platforms that facilitate diffusion of compelling content, dialogue creation, and communication to a broader audience. It is essentially a digital space created by the people and for the people, and it provides an environment that is conducive for interactions and networking to occur at different levels (for instance, personal, professional, business, marketing, political, and societal)”.

Social media has now become an integral part of everyday life where communication, engagement and the sharing of information is as easy as a click of a button. Police forces across the United Kingdom have realised that to engage and communicate with the public they too must make use of various social media platforms that are available. Police forces across the United Kingdom utilise social

media platforms as a method of reaching out to the wider community in a more modern and preferred style of communication.

South Wales Police states that social media is used as a tool to engage with the communities that it serves. Additionally, it's a tool to inform their followers and the public of incidents happening within the community and to provide crime prevention advice. South Wales Police do however have rules that need to be adhered to ensure that their social platforms are safe for all users. As an organisation South Wales Police can hide, delete any comments that break the rules or block any users that break the rules. South Wales Police encourage a two-way interaction with their followers but ask that no content to be posted which breaks force policy. Such content would include any abusive, hateful, racially offensive, or sexually offensive language and must not be used on any social media platform. Additionally, any obscene, threatening, inflammatory or unlawful content will also not be tolerated as it breaks force policy (South Wales Police, 2024).

Police officers and police staff have access to sensitive data which is obtained through carrying out day to day duties. The information is protected under the Data Protection legislation and all police officers and police staff must ensure that any sensitive data is not posted on any social media platform. Any Police officer or staff who obtains any sensitive data and posts it online without authority may be committing an offence and may be liable for prosecution. The legal legislations which hold Police officers and police staff accountable are the Data Protection Act, General Data Protection Regulation (GDPR) and the Official Secrets Act. There are general precautions which all Police officers and police staff should consider when accessing and utilising social media as part of the role. Firstly, ensuring that force issued devices such as mobile phones and laptops are used to access and utilise operational used social media and personal devices should never be used. Secondly, the importance of ensuring that all devices are regularly updated and have anti-viruses' software. Thirdly, it's imperative that any police officer or police staff make any reference to specific operations, counterterrorism, any specific locations, and any addresses (National Police Chief Council, 2018).

The four most used social media platforms by the Police are Facebook, Twitter, YouTube, and Instagram. Facebook is a social networking site where members can interact with friends, family, and colleagues. Facebook plays an important role in how the Police presents itself to the public at all levels of Policing. Twitter is a social media platform mainly used for communication where users can receive and send messages. Twitter can be a useful tool to share information and breaking news. This information can be accessed via various forms such as mobiles, computers, and different websites. Additionally, YouTube has been effective in allowing Police forces to deliver messages and updates especially on critical incidents (College of Policing, 2024). The Police forces within the United Kingdom began utilising social media in 2008, when social media platforms such as Facebook and twitter were in its infancy. Since 2008, the use of platforms such as Facebook and Twitter by Police forces in the United Kingdom have increased dramatically. As per the 5th of May 2014, all police forces in England and Wales had Twitter accounts and all but two had Facebook pages. Additionally, at the time Police forces pages across the UK had a total of 1,567,759 followers on twitter and 825,243 likes on Facebook. Greater Manchester Police had 72,409 likes on Facebook which at the time was the most for any Police force in UK (The Police Foundation, 2014).

There are many benefits to the use of social media for Police forces in the UK, it can facilitate the sharing of information, assist in gathering and developing intelligence and encourage engagement with communities that they serve. Statistics and figures from Ofcom (2014) highlighted that 83% of adults use the internet and 55% of the adult population had a social networking profile. Additionally, the findings by Ofcom, highlighted that 96% of adults that use social media have a Facebook profile, while three in ten adults have a personal twitter account. 60% of social media users, and 83% of those aged 16-24 access social media sites more than once a day. These statistics highlight the increased use of social media within the communities and the opportunity available for Police forces to increase engagement.

The use of social media can be of benefit to the Police as it allows the sharing of information in a timely and cost-efficient manner. Social media posts can alert the public to a recent incident for example a road traffic collision which is likely to cause traffic delays. The information can be shared to advise the public to consider taking

alternative routes. This can be done by a quick click of a button and can also be shared by various users to reach a wider audience for awareness. Additionally, social media posts can alert the public to recent criminal activity in their areas and advise them to be vigilant and encourage any suspicious activity to be reported to Police. The benefit of social media in these circumstances is that the information can be distributed very quickly without having major cost implications (College of Policing, 2020).

As part of my daily routine, I recall attending an RTC involving two vehicles which occurred at a busy time on a Friday afternoon. The RTC occurred on a busy road which is regularly used by many to commute from work. This incident required collaboration with partner agencies such as the Fire Service and Highways to resolve the incident. I realised that there would be a heavy build-up of traffic if information was not shared with the public about the incident. I informed the control room of the potential delays that would be caused due to the time of day and the busy location of the incident. I requested that a social media post could be shared across all platforms informing the public and requesting they use an additional route to help prevent congestion and long delays. Although I was not responsible for uploading the post, I believe my quick and efficient thinking in advising the control room of the incident and asking for a social media post prevented a build-up of traffic and the risk of further incidents occurring. The use of the social media allowed the information of the RTC to be available to allow the public to make alternative plans in a timely manner.

Social media can allow Police to engage with the communities and encourage a two-way conversation to develop an understanding of the public's thoughts and feelings about matters going on in their communities. By encouraging the public to engage with Police it allows the public to feel important and responsible for resolving issues within their communities. Additionally, this can lead to improved relationships between the Police and the public and help lead to better information and intelligence being obtained because of the public trusting and willing to engage with Police. Engagement via social media can be done in various ways such as posting questionnaires, voting polls, photos, and videos (Webster, 2013).

The gathering of information and intelligence can be vastly improved by the effective use of social media. Social media can assist the Police with making appeals for witnesses of crimes, help locate individuals who are wanted, or even assist in locating missing persons. In addition, it can assist the Police in making informed decisions on resource levels that are required at high profile events (HMIC, 2012). As a response officer I regularly encounter missing person reports and assist with the enquires. I recall an incident whereby an individual had not been seen for several weeks and family and friends had contacted South Wales Police with concerns of the individual's welfare. I carried out enquires such as local hospital checks, custody checks and enquiries with associates of the individual all of which were negative. From speaking with associates, I was able to obtain a photograph of the individual. I shared the photograph with the control room and requested a social media appeal on all South Wales Police platforms requesting any information about the individual. The social media post gained a lot of attention and was shared multiple times which allowed the post to be seen by a wide range of people. Fortunately, following the social media post and the photo of the individual being shared over social media, the individual had contacted South Wales Police advising of his location and welfare. A welfare check was conducted on the individual who was safe and well. The use of social media in this instance allowed the individual to be located in timely manner without major cost implications.

Although there are many positives to the use of social media and there is no doubt it can be very beneficial to Police forces across the country, however careful consideration needs to be undertaken when posting information on official Police platforms. Information posted on Police social media pages need to be transparent and helpful for the public, otherwise they may perceive the Police as wasting time on social media and not carrying out their duties solving crime and responding to incidents (PSI, 2012). Additionally, using social media as a source of information can sometimes be problematic as not all information is verified and accurate. False information and biased opinions can have an influence on the opinions of the public. For example, during the summer riots in 2011, there was a substantial number of rumours and false information circulating all over social media platforms of the disorder taking place. It can be difficult to control the spread of rumours and the misinformation that gets shared at a click of a button (Crump, 2011). Furthermore,

the volume of information which can circulate on social media platforms can be unprecedented at times and particularly difficult to follow. The Police as an organisation may have difficulty processing all the information available to them, and as a result does not see the important information which could lead to an arrest or detection or prevention of crime (The Police Foundation, 2014).

In conclusion I feel that social media is an effective means of engaging with the communities and gathering information and intelligence. I have experienced firsthand the positive effects of social media and the ease of sharing information in a timely manner without having cost implications. Social media is a big part of everyday life and I feel it is important for the Police to continue to develop in this area to ensure a good working relationship with the public. Social media does however come with risks which need to be carefully managed and reviewed when engaging with the public.

Word count - 1999

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 will critically evaluate and evidence my flexibility in my leadership style, whilst providing examples of strategies that I have developed to manage operational situations whilst working as a Police Officer. Additionally, I will refer to commonly used leadership models within Policing and how I have been able to change my leadership style to reflect any change in circumstances. Leadership can be defined as the process of “influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010). There are various leadership styles all of which can depend on the individual, or even the situation at hand, and as Police officers it is important to have the ability to adapt certain leadership style to reflect changing circumstances. Effective leadership requires the individual to possess traits such as empowerment, ability to build relationships, and be able to think clearly at difficult times (Varney, 2023).

Flexible leadership is important for the Police Service to build trust, improve performance and ultimately protect the public. Flexible leaders are expected to

challenge inappropriate behaviours, uphold code of ethics, and contribute to an inclusive workplace. Effective leaders with the ability to adapt to changing situations can communicate effectively, lead a group of individuals, problem solve effectively and are resilient when situation don't plan out as expected (College of Policing, 2023).

There are several different leadership styles some of which I have utilised throughout my probation period, and some that I have yet to experience. For example, Autocratic, Democratic, Laissez-faire, Action-centred Leadership, and situational leadership to name a few. Due to different operational situations, I have had to adapt my leadership styles depending on the incident at hand. Additionally, my leadership styles at the time of an incident are also reflective of my personal traits and those of my colleagues to ensure positive outcome.

The first leadership style I have developed throughout my probation period is Democratic leadership. This method of leadership is where all members of the group participate in the decision-making progress. This style of leadership gives everyone an opportunity to share their ideas and opinions and encourages group discussion. Democratic leadership consists of traits such as collaboration which allows group members to share opinions and offer ideas, engagement, and creativity (Cherry, 2024). Democratic leadership is a style of leadership I have utilised when responding to incidents or when conducting investigations. For example, whilst working the nighttime economy at the centre of a busy City Centre my colleagues and I responded to a call at a popular nightclub where it was a reported several individuals had been fighting with security staff. Due to the incident, there were several individuals detained and security staff being questioned to establish circumstances of the incident. My colleagues and I were all given an opportunity to suggest a suitable course of action and encouraged to speak freely on how best to resolve the matter to ensure public confidence. Following a group discussion, and the information available at the time, I decided to arrest an individual for their involvement in the incident inside the nightclub. I believe the incident was managed and controlled successfully due to the contribution of my team members and the sharing of ideas. The democratic style of leadership allowed my colleague to contribute to the incident, allowing me to make the appropriate decision of arresting

the individual. By having contribution from all members of the team it resulted in higher team morale.

The second leadership style which I have developed is the Situational Leadership theory which was developed by Dr Hersey & Dr Blanchard in 1969. This style of leadership is a flexible approach which allows the leader to adapt their style depending on the situation or the requirements of the group, as a Police officer this approach is very useful due to the nature of how quick situations can develop (Cherry, 2023). Although, I am still relatively inexperienced as a response officer I have had experience in working closely with colleagues who are in their tutorship period when the shift tutor is not on-duty. The situational leadership theory is useful when I am mentoring colleagues in their tutorship period as their capabilities and knowledge can depend on their level of exposure to live incidents. For example, I recall attending a Domestic incident with a colleague who I was mentoring in their tutorship period. I was aware that my colleague had exposure to several domestic incidents and was more than capable of dealing with the incident. Utilizing the situational leadership, I was not required to offer as much direction and was able to allow my colleague to take more of an active role in making decisions. In contrast, later that day the same colleague and I attended an incident where a male was suffering with a mental health crisis. My colleague had limited exposure to such incidents at this point of his tutorship and I was therefore required to adapt my approach and explain to my colleague the different options available to us to safeguard the individual. Additionally, I explained to my colleague why some options would be more beneficial than others with the intention of providing experience so that my colleague would gain confidence for future incidents. I believe this method of leadership was effective as I was adapting my style to suit the needs and requirements of my college to ensure he reached his full potential.

Transformational Leadership is also a strategy I have developed to manage a range of different operational situations whilst mentoring colleagues in their tutorship. Transformational leadership is a method of inspiring and engaging with individuals, paying close attention to their needs, and motivating them to reach their full potential (Cherry, 2024). I recall attending Police Custody along with my colleague to interview a suspect who was being questioned following Domestic related assault.

On this occasion my colleague in his tutorship period was leading his first interview and I was mentoring him through the process. Prior to the interview I provided my colleague with clear vision of the goal of the interview and ensured to be enthusiastic and passionate about the investigative side of operational duties as a Police officer. Additionally, I provided my colleague with support, guidance, and inspiration to perform to the best of his abilities. Following the interview, my colleague was unhappy with his interview and felt that his nerves had got the better of him. I once again utilised the transformational leadership method to encourage my colleague and ensure him that his interview was a success and that he should be proud of his efforts during the interview. Additionally, I provided my colleague with constructed criticism so that he had areas to focus on when next conducting an interview.

A common leadership style used in Policing, Autocratic Leadership, is a leadership style where the Autocratic leader makes almost all decision without any room for discussion or feedback. This type of leadership is where the leader has full responsibility and control of decisions. This is not a style which I have adopted whilst working as a response officer, however this method is commonly used by Police officers, such as Sergeants, Inspectors and above, when they provide direction and decision making (Cherry, 2023). Additionally, Transactional Leadership is also a method used within Policing where leaders will utilize rewards and punishments to direct and motivate colleagues. Again, this leadership style is not something I have experienced and is something that is utilized with colleagues who hold the rank of Sergeant, Inspector and above (Cherry, 2023). Adaptive leadership is a style which I have had to develop and utilize whilst attending incidents due to the speed in which circumstances can change. This method allows individuals to adapt and still proceed to progress during challenging situations when things haven't necessarily gone to plan (Yukl & Masud, 2010). I have experienced many situations, during live incidents where I have attended at a call, but the initial report was not as first reported and that the matter is far more serious and requires further assistance from colleagues in specialist departments.

An example of an incident where I changed leadership style to reflect changing circumstances can be evidenced in a recent incident which I attended. My colleagues and I responded to a 999 call from a female reporting that she had just

been assaulted by her partner who had left the address. On our attendance at the address, the victim had injuries to her face and was clearly upset due to the incident. Whilst my colleague and I were engaging with the victim establishing the facts of the matter she advised that her partner had just sent a message stating he was on his way back to the address and he was in possession of a knife. Due to this sudden change in circumstances, I adopted an adaptive style of leadership and provided the information over the radio and requested armed response and taser carrying officers attend due to the potential threat of a knife. Although, the initial report had changed dramatically, I was aware that I needed to ensure that we adapted and put multiple plans in place to ensure the safety of our victim and members of the public. On arrival of further units at scene, they conducted an area search for the male following a description being provided. I then adopted a democratic leadership style where I have discussed along with my colleagues the offences committed by the male and how best to de-escalate the situation should he return. Along with a democratic style I have also adopted a participative leadership style where I have encouraged my colleagues to participate in the decision-making process in the hope of improving their job satisfaction and general team moral. The male returned and was detained short distance away from the address by armed response officers. The male was not in possession of a knife but was however still wanted for the assault on his partner. As part of the democratic leadership style and the discussion with my colleagues prior to the return of the male it was decided that I would arrest the male. Once the male was detained, I adopted an active leadership style and took ownership of the situation and proceeded to arrest the male for the incident. I was aware that less experienced colleagues of mine were present, and I wanted to lead by example, take ownership of the situation in the hope of positively influencing them. I feel that in this incident my ability to adapt leadership styles to match the circumstances allowed the matter to be dealt with effectively whilst also ensuring the safety of those involved.

To conclude, working as a response officer for the last two years has allowed me to gain experience and utilize different leadership styles depending on the situation. As I am still relatively young in service the Democratic leadership is a style which I like to use as I along with my colleagues can share ideas and learn from each other to take the best possible course of action. Additionally, my time on response has

allowed me to experience further leadership styles such as, Transformational, adaptive, and situational. As my confidence grows and I gain further experience I am eager to develop additional leadership styles to further assist my abilities as a response officer.

Word count – 1904

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 will critically reflect upon my three-year probation period and explain how I have benefited from mentoring and coaching. I will reflect on how mentoring and coaching has allowed me to reach my personal and professional goals as well as organisational goals. Additionally, I will explain how it has aided my learning and allowed me to develop and perform in work. Furthermore, I will consider coaching and mentoring theories currently used in Policing and explain how I personally provide and receive feedback. The International Coaching Community state that the essence of coaching is to help a person change, provide support and to build awareness to empower a person to change (ICC, 2024). There are several benefits associated with coaching such as helping a person develop their career, help understand strength and weaknesses and improve self-confidence which can lead to empowerment (College of Policing, 2024). In comparison, Mentoring can be seen as a relationship where mentor and mentee recognise the need for development and create an environment which supports learning and helps individuals reach their full potential (University of Southampton, 2024).

During my three-probation period I feel that coaching and mentoring has played an important role in my overall development and confidence when answering calls and responding to live incidents. Coaching, which is said to have a specific duration, is more structured and tends to concentrate on specific topics. In comparison mentoring is far less formal and does not have a specific time. My time in training school where learning was predominantly classroom and theory based has allowed me to achieve personal and professional goals. During this time, the coaching I received was essential in providing me with the knowledge and theory to perform. The coaching during the initial six months training focused on specific skills and goals to improve organisational objectives. The coaching would include learning law definitions and other legal policies and procedures.

Following on from the coaching I received during the initial six months, I have benefited from continuous mentoring from colleagues of mine on shift who have more experience. Fortunately, I have benefited from being mentored by a colleague of mine who has significant experience working as a response officer. My confidence has continued to grow as I have been able to obtain guidance and advice when needed. Additionally, I have been able to develop my abilities as I have received constructive criticism which has allowed me to improve and work on my weaker areas. This has allowed me to gain experience and knowledge which has allowed me to become a mentor for colleagues on my shift who are less experienced.

Sir John Whitmore, Graham Alexander and Alan Fine developed a coaching and mentoring model named GROW in 1980's. GROW stands for Goal, Reality, Options and Will, it is used to structure coaching and mentoring sessions and is often used within Policing. To begin with, the individual and the coach will establish a specific Goal and discuss the exact changes that need to be made to reach the goal. Following on from this, the individual along with coach would consider the current reality and the starting point. This stage allows the coach to understand the capabilities of the individual and provides an opportunity to gather all available information to help reach the goal. Thirdly, at this stage the individual and the coach would look to explore the options available to reach the goal and the desired outcome. During this stage, the coach will ask questions such as, what are the advantages and disadvantages of each option? The final stage of the model is to

establish the Will, so in this case the individual and the coach have studied the current reality and explored all options available and should now be able to understand how they can reach their goal (MindTools, 2024).

During my tutorship period my tutor and I utilised the GROW model for many aspects of operational Policing. For example, I wanted to improve my interviewing skills and my goal was to be able to lead an interview by the end of my tutorship period. My tutor and I looked at my current capabilities and knowledge and spoke about the additional skills I would require leading an interview. It was decided that I would need to gain experience and exposure to live interviews to reach the goal. My tutor and I considered the options available so that we could reach the goal. To gain the exposure my tutor spoke with the shift supervisor and advised him of the goal and asked that I interview at every opportunity to get the experience. My tutor also spoke with colleagues working in the investigative department and asked I spend time there to develop my knowledge. My tutor and I agreed that my progress and development would be reviewed by the end of my tutorship period. Following on from utilizing the GROW model, I successfully reached my goal of leading an interview prior to the end of my tutorship and gained a wealth of experience in doing so.

OSKAR is an additional coaching framework which is utilized within Policing which stands for Outcome, Scale, Know-how, Affirm, Action and Review. The purpose of this model is to guide coaching and mentoring sessions in a solution focused way. The Outcome is where the individual decides on what he or she wishes to achieve. During the scale stage the individual will assess current position and establish the desired progress. During the know-how stage the individual will highlight their strengths and the resources needed for success. Affirm & Action stage is where the individual will recognise achievements and prepare a plan to move forward. Finally, during the review the individual will evaluate progress and adjust the action plan to continue to improve. The OSKAR method is a way of developing in a positive manner (MindTools, 2024).

Peter Hawkins developed another framework which is used for coaching and mentoring during the 1980's named CLEAR coaching model. The acronym stands

for Contracting, Listening, Exploring, Action and Review. During the contracting stage the coach and the individual will build a relationship, set expectations, and agree on the roles and responsibilities of both. During the listening stage, the coach will actively listen to the individual to obtain a better understanding of their experiences. The exploring stage will see the coach establish the strength and weaknesses of the individual and any challenges they may face. The action stage will see both the coach and the individual create a plan with specific goals and timelines. Finally, the Review stage is where the coach and the individual will review and reflect on the process and make adjustment where needed. This stage also allows for feedback and opportunities to identify areas for further growth (Shitbase, 2024).

I have personally experienced the CLEAR model when structuring a coaching and mentoring session for my own development. An experienced colleague of mine returned to the shift following a lengthy attachment with the Priority Policing Team. During his time on the department, he had gained a wealth of experience in conducting Stop Search Powers effectively. I personally identified this to be an area for development and approached my colleague to see if he would be prepared to help. During the contracting stage my colleague and I agreed on our roles and responsibilities and expectations were set. During the listening stage I explained to my colleague my limited experience in this area, and he also made a conscious effort to understand my personal perspective. I explained that as a response officer time is very limited and having the opportunity to be pro-active can be difficult at times. During the exploring stage my colleague and I discussed my strengths and weaknesses and certain barriers or challenges faced, in my personal case it would be finding sufficient 'grounds' to conduct a stop and search effectively. The Action stage included developing a plan of action with specific timeline for the goals to be achieved. My colleague set a personal target to achieve two stop searches per set for a period of three months. Finally, during the review period my colleague and I reflected on the progress and learning I made over the period of three months. My confidence had grown due to achieving my target goal and my knowledge and skills improved significantly.

Feedback can be defined as “A regulatory mechanism, where the effect of an action is fed back to modify and improve future action” (Ramani *et al*, 2019). Feedback has played a significant role in my personal development through my probation period as it has allowed me to gain an understanding of my strengths and weaknesses. Throughout my probation period I have been fortunate to have supportive line managers who have provided me with constant feedback in the hope that I reach my full potential. I personally prefer to receive constructive criticism as a means of feedback as I believe it allows me to understand what I am doing well and what I need to do to improve. I recently dealt with a serious assault where I was required to build a file of evidence for court. This was my first time building a file for such a serious offence and required a lot of time and dedication. As soon as the matter had been finalised my supervisor and I had a conversation about the file and how I dealt with the whole investigation. My supervisor gave me honest feedback which highlighted my strengths which included completing the file to a high standard, and my weakness which included time management. The feedback was specific, and offered suggestions on how I could use my time better on the next occasion.

I have worked closely with colleagues in their tutorship period when the shift tutor has been on annual leave. During which time I have had the opportunity to provide feedback to my colleagues who are less experienced than myself. I like to provide constructive feedback to my colleagues, where I highlight three of their strengths and highlight an area which they could develop for the next time. I always make an effort to provide suggestions on how they could improve on a certain area so that they have a specific idea to focus on. For example, a colleague of mine in his tutorship period was required to take his first witness statement for a domestic related offence. On completion of the statement, I read over the work and provided my colleague with three strengths, which were his attention to detail, grammar, and the rapport he was able to build with the witness. One area for development which I highlighted to my colleague was the structure of the statement. When providing my colleague with feedback I made sure to be positive and highlight all the positives in the hope of encouraging job satisfaction, as well as encouraging continuous development. I am also sympathetic and understanding when providing feedback to my colleagues as I recall how challenging and daunting it can be at times when carrying out a completely new task.

To conclude, being coached and mentored throughout my probation period has allowed me gain confidence and experience. Additionally, it has allowed me to reach my personal, and professional goals, as well as organisational goals. Receiving feedback by those more experienced than myself has also helped with my development as a response officer.

Word count - 1896

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

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