



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

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

Learner name: James Balchin

**Learner's University Registration Number:
2031212**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPF 6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Understanding the Police Officer Role	2000
Task 2	Communication Skills – social media	2000
Task 3	Leadership and Team Working	2000
Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	Total	8000

Task 1

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

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

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

Evidence 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:

Against a history of perceived exclusivity and camaraderie, the professionalisation of policing within the United Kingdom (UK) faces the challenge of overcoming what has been branded a “blue curtain of silence” (Westmarland, 2005, p. 146). In response, the UK Home Office introduced the College of Policing in 2012, designed to set consistent standards through training, policies, and expectations (Westmarland and Conway, 2020). Within this essay I will evaluate the role of the College of Policing and explore contrasts between the reported headline desire of professionalisation, and deeper motivations of political influence (Wood, 2020). Additionally, this essay will discuss my journey throughout three years of probation, where I will expand

upon my attendance to a complex domestic violence incident to evidence my progression. Furthermore, I will reflect upon my final year of probation, and present how my experience felt in compliment of research. The essay will include referenced research throughout and my reflection will be completed using Gibbs' Reflective Model (Gibbs, 1988).

Early within my policing career, I naively viewed the College of Policing to be a predominantly training oriented body. With added experience however, I relate to wider theorist views. Firstly, I note the introduction of the College of Policing by the coalition government, after the Dr Peter Neyroud review, was in the desire for national professionalism, and a body which separated policing from direct political perception (Holdaway, 2017). Additionally, during an austerity period within the UK, the introduction promoted an evidence-based policing approach, which developed cost effective and proven approaches, instead of varied and local processes (Beighton *et al.* 2015). In the pursuit of professionalism, the areas of research and evidence led processes are viewed to build legitimacy and professional perception to worldwide policing dating back to the 1980s (Thomas, 2014). A profession however holds an aged reputation, where the trait model promotes the requirement of characteristics such as formal education, knowledge, and expected standards (Collins, Dewing and Russell, 2009). In comparison, the challenge for the policing world to be accepted within this stature is demonstrated by the perceived police culture of darkened humour, bravado, and isolation (Loftus, 2010). Despite this challenge, the public expect police to act with complete professionalism, where the challenge to close these gaps must be achieved within public perception (Green and Gates, 2014). A strong policing strategy is therefore required, where the College of

Policing focusses on evidence-based processes and standards, instead of craft-based approaches such as tuition from more experienced colleagues, and local procedures (Willis and Mastrofski, 2018).

Some consider the debate of professionalising policing within the UK to be centuries old and reference the formation of the Metropolitan Police in 1829 (Rojek, Alpert and Smith, 2012). The study of policing however is viewed to have accelerated since the 1960s with developments in criminology and sociology (Newburn, 2016).

Furthermore, worldwide steps to professionalise policing grew within this decade, where the United States first explored degree level education for example (Belur, Agnew-Pauley and Tompson, 2020). Substantial change however, and progression towards a dedicated national approach awaited the Neyroud review in 2011, which shortly preceded the College of Policing introduction. This review promoted the requirement for a professional body to guide national policing and acknowledged higher education programs within healthcare to be strong examples to study and model (White and Heslop, 2012). Subsequently, the College of Policing introduced formal education across UK policing which some believe has supported communication and collaboration between partner agencies (Brown, 2020).

In pursuit of professionalisation, the College of Policing has achieved headline milestones and become a prominent factor within UK policing. Early examples include the introduction of a new Code of Ethics, and the development of degree level education through the Policing Education Qualifications Framework (PEQF) (Brown *et al.* 2018). Aside from officers gaining degree level education, the PEQF is viewed to have increased the ability to understand research and apply evidenced

learning within police decision making (Williams, Normal and Rowe, 2019). In a landscape of advancing technology and the requirement for complex problem solving, theorists explain this supports UK policing to be an organisation able to reflect, study, and learn (Christopher, 2015). Studies amongst police officers completing the PEQF also found the approach built a personal feeling of professionalism, an increased confidence to challenge concerns, and increased credibility (Williams, Normal and Rowe, 2019). Furthermore, studies have found the academic requirements of modern policing bonds policing students, consistent with a sense of belonging within wider professions and industries (Vaidyanathan, 2012). Equally, the College of Policing is considered to have enhanced the professionalism of UK policing through detailed, transparent plans, such as the corporate strategy 2022-2026 publication (College of Policing, 2023). Furthermore, partnership working has progressed for several years, with a recent example being the College of Policing's collaboration with the Association of Police and Crime Commissioners (APCC) and the National Police Chiefs' Council (NPCC) to form the Policing Vision 2030, a long-term transformational strategy to drive continual improvement (Watkinson-Miley, Cox and Deshpande, 2022). In combination, these factors and outcomes have created a structure and movement considered important to any profession (McCanney, Taylor and Morris, 2022).

The impact of the College of Policing has not been without concern however, where the absence of prior police culture within foundations such as the Code of Ethics cause some to question if new standards can address history and loyalty (Westmarland and Rowe, 2018). Furthermore, concerns run deep into perceived political influences on the College of Policing, with criticism received for the volume

of police time spent on non-crime work, in consideration of low conviction rates in crimes such as burglaries across England and Wales (Young, 2022). Additionally, the PEQF has also been criticised to be a political tool, with the focus on study and evidence based policing claimed to be in the support of reduced spending and austerity cuts across the UK (Knutsson and Tompson, 2017). Within police environments, a perception has also evolved that theory based learning does not translate well against the practical reality of the role, in contrast to other models such as nursing and education (Belur, Agnew-Pauley and Tompson, 2020). Similarly, an opinion exists that policing requires a level of natural instinct, common sense, and life experience, which some believe higher education struggles to provide (Leek, 2020).

Overall, the sometimes intense and traumatic nature of police work creates an inevitability that comradery and culture will exist to some extent (Reiner, 2010). This is viewed to present a divide within policing on the benefit the College of Policing has brought towards professionalisation (Fleming and Rhodes, 2018). Similarly, studies highlight opportunity to further understand the evidenced based approach, where senior policing decisions have sometimes not implemented best practice guidance (Lumsden, 2017). Consequently, in some theorist views, a disconnect has developed somewhat between the policing and academic worlds (Brown, 2020). In contrast, throughout recent decades social movement has led to police working in a far more collaborative manner with partner agencies, where higher education builds commonality and supports working relationships (Rogers and Gravelle, 2020). Additionally, the movement towards professional status and higher education strengthens the future recruitment pool for policing, intended to attract high quality

talent from all areas of society (Lumsden, 2017). If successful, this theory places the future of policing in a stronger position of diversity, knowledge and innovation to meet the demands of society (Jones, 2016).

Against this backdrop, within the description element of my reflection I am going to expand upon my recent attendance to a complex domestic violence report where risk factors escalated quickly. The incident involved a vulnerable female victim, a male suspect with high-risk self-harm factors, a complicated decision on the fair investigation of crime, partnership working, and digital policing, all in line with the Policing Vision 2025 (National Police Chiefs' Council, 2016). Furthermore, the incident reflected the rehousing impact of COVID-19, with the couple brought together through an accommodation project to support homelessness nationally, which at times unintentionally brought vulnerable individuals and violent offenders together (Menichelli, 2021). Upon my arrival at this incident, I was informed by the resident at the address she had been the victim of a domestic assault, where the male suspect had positioned themselves on a nearby rooftop, had self-harmed, and threatened to jump from the building if police approached. I immediately conveyed this information to my supervisor, however trained negotiators were not available within a short timeframe. Consequently, I was responsible for the immediate risk, in a high-profile situation which balanced the Strategic Policing Requirement priority of violence against women and girls (VAWG), and the potential of serious injury to the suspect (Home Office, 2023). The requirement to role model my expected standards was therefore vital, and I feel evidenced within my actions.

The incident required careful consideration and decision making, to balance the needs and safety of all those involved. Within my initial attendance, I had met the victim, where I ensured they were safeguarded, and gained knowledge of the rapidly changing circumstances. This led me in the direction of the suspect, where despite the information provided to me, I felt careful engagement from a distance was crucial to assess and de-escalate the situation. Within this pressured situation I focussed on my training, my expected standards, and the National Decision Model (NDM) which helped me follow a structured thought process (College of Policing, 2013b). I found my prolonged engagement tested my communication ability, where I focussed on my body language, tone of voice, and open question style in the knowledge that communication is far more than the spoken word alone (Spence, 2020). After approximately one hour of engagement and de-escalation, the suspect returned themselves to ground level, and was compliantly arrested in line with section 24(2) of the relevant Act (*Police and Criminal Evidence Act 1984*).

Within the feelings element of my reflection, whilst some of these actions felt more natural through experience, on reflection, subsequent elements such as partnership working with healthcare, support service engagement, and digital policing enhancements through an efficient electronic case file transfer to the Crown Prosecution Service (CPS) demonstrated fruition of the Policing Vision 2030 (National Police Chiefs' Council, 2023). Additionally, despite my communication with the male feeling the natural approach to de-escalate the situation, the level of risk led to a memorable sense of pressure and nervousness, a feeling which studies find are amplified early within police service (Chan, Devery and Doran, 2003). Finally, although the NDM provided structure to my thought process, I found my actual

communication hinged on natural instinct, where I now question if the conversation I engaged in was a result of my training, or my life experience to that point (College of Policing, 2013b).

Within the evaluation and analysis sections of my reflection, I feel elements of this incident demonstrate wider development factors which I have realised throughout my third and final year of probation. Firstly, after the arrest of the male, I had learned from experience that his immediate safety and wellbeing took primacy over the immediate crime investigation, where healthcare support was gained for medical assessment of his injuries prior to the custody procedure. I knew this to be the priority through previous similar situations, which reflects an increased merge between healthcare and policing globally throughout recent years (Bartkowiak-Théron and Asquith, 2017). Additionally, I now recognise that my knowledge has incrementally increased through practical application and added experience, consistent with dated theorist views compared with formal education alone (Smith and Aamodt, 1997). Aside from knowledge and instinct however, the biggest area I feel I have developed within my final year of probation is an increased confidence to take ownership, and to demonstrate stronger leadership within my team. Consistent with studies across the UK, the response team I have learned within is relatively young in both service and age, which some believe to be a result of the Police Uplift Program, which leads to me often being one of the most experienced officers in attendance at reports (Williams and Sondhi, 2022). This means I now more regularly lead incidents within my final year in comparison with the first two years of my career.

Within the conclusion and action plan element of my reflection, with additional knowledge through my research, and experience such as the instance explored, I feel within my final year I have become a more rounded professional, supported through the benefits of formal education, however reinforced with practical experience. From a fuller viewpoint, I now reflect on my journey with a belief that to this point I have unconsciously progressed against the Workforce Transformation goals, where I have built a habit and thirst for study and personal development to deliver within my profession (College of Policing, 2022). This has instilled within me a desire to learn which I target to continue after my formal education. In conclusion, this means that my own action plan is to remain committed to my own effort and development, to never turn away from an opportunity to learn, and my final thought is drawn toward the view that professionalism, despite structures or policies, requires an element of dedication, and the desire to perform to my potential in each duty I undertake (Kleinig, 1997).

Word Count – 2183

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:

The rapid growth of social media has transformed daily life, and the operating models of governments, agencies, and industries worldwide (Bonilla and Rosa, 2015). How police services utilise social media to communicate with the dynamics of their communities has therefore become an increasingly important consideration (College of Policing, 2013a). In 2023, a study found that 59 percent of the global population use social media, in a trended increase expected to continue across the coming years (Dixon, 2023). Social media therefore holds a unique opportunity for police to communicate directly and quickly with large volumes of local and global communities, to enable greater engagement and transparency compared with historical practices (Bullock, 2018). This landscape allows police to promote initiatives, successes, and engage two-way conversation in addition to traditional

practices of presenting investigation updates (Schneider, 2016). Within this essay I will reflect upon my involvement in an incident where social media helped identify two high priority suspects of serious assaults and discuss how my experience compares with wider research. Furthermore, this essay will explore the benefits and risks social media poses towards the engagement of communities and consider how these compare with prior communication tactics such as public meetings (Myhill, 2007). My reflection will be completed using Gibbs' reflective model and referenced research will be provided throughout (Gibbs, 1988).

Social media, which is described to have transformed communication, consumes on average over two and a half hours per day for users worldwide (Kemp, 2023). Whilst some raise concerns with the perceived physical distance this creates in society, the opportunity for police, and other organisations, to directly communicate with the public is a bold contrast with decades prior (Heverin and Zach, 2010). The distanced communication however has led to the meaning of engagement through social media to be debated and has resulted in many different organisational strategies (Jiang, Luo and Kulemeka, 2016). Indeed, theorists assess online engagement differently, with social media separated into different forms of interaction, to include likes, shares and comments for example, where true engagement is questioned (Wood, 2020). Conversely, some argue that any form of online public interaction helps support the community policing approach and strengthens the connection between communities and the police (Bullock, 2014). Consequently, social media interaction from the public is found to have a stronger and more positive impact in countries which embrace a community policing approach, such as the United Kingdom (UK) (Heverin and Zach, 2010). Accordingly, social media holds the

potential to build a public perception of transparency and trust, features which underpin the overall community policing ethos (Boateng and Chenane, 2020).

The incident I am going to expand upon within my reflection involved the need for public support to identify two high priority suspects of serious assaults within a bar area during the night-time economy of a busy city centre. When I arrived at the report, I first ensured the welfare and safeguarding of the victim, however became aware those responsible had left the area prior to my arrival. The crowded and loud location created a difficult work environment, however whilst the victim received initial medical treatment, I reviewed and gathered the address' CCTV footage which provided clear evidence of the incident, and those responsible. This CCTV footage showed two suspects leave the address immediately after the assault occurred, where they avoided security staff, and were quickly lost within the nightlife population. Consequently, despite all efforts the suspects were not located that evening, images were not recognised by police staff or facial recognition technology, and public support was potentially the only line of enquiry to identify those responsible.

Social media use within UK policing first developed in 2008, however relatively informally, with little structure, and officers sometimes published content individually (Crump, 2011). In recognition of the opportunity however, UK police services quickly began creating corporate accounts, which portrayed a more professional and trusted image (Egawhary, 2019). Consequently, social media rapidly became a medium for the public to engage with police, and instant responses were expected as opposed to praised (Fowler, 2017). The level of investment police services therefore used to

build, maintain and resource a social media presence which could meet public expectation was large, and showed belief in the future importance of social media (Edlins and Brainard, 2016). Quickly however it became apparent that the new world of online communication was complex, and police services experimented with how different social media platforms required tailored approaches, with a clear variance in the audiences of different outlets such as Twitter and YouTube for example (Dekker, van den Brink and Meijer, 2020). Accordingly, this has led to communities associating different platforms with certain types of police content, where Twitter and Facebook frequently provide real time incident updates, and Instagram predominantly promotes initiatives and job role insights for example (Webster, 2013).

Within the feelings section of my reflection, I recall a sense of apprehension when first thinking about the potential of social media support, with this being my first instance of leading an investigation which may require this enabler. I was uncertain of how to request the approach, and whilst unclear of the process, I felt hesitant and self-conscious that an element of my work may be projected to a wide audience. I approached my uncertainty through discussion with my Sergeant, where I explained the necessity for social media support due to the limited lines of enquiry and the severity of the offence under investigation. Subsequently, my Sergeant introduced me to my local Force Corporate Communications Department (FCCD), and my confidence grew in what I immediately appreciated to be a well-structured and protected process. Here, I learned that social media releases are safeguarded by the FCCD, to ensure compliance with national guidelines to protect all those involved, to include the rights of victims and suspects (Dekker, van den Brink and Meijer, 2020). The FCCD guidance also disproved my worry of being alone to review and reply to

public responses, where I learned how the FCCD overview public feedback and provide appropriate responses to progress the wider social media strategy and support individual investigations such as my own (O'Connor, 2017). Ultimately, I was well supported through the entire process, and upon gaining the required level of approval, images of the suspects within the investigation were published, and the investigation was open to both the benefits and risks of social media.

For over a decade, the Association of Chief Police Officers (ACPO) has recognised social media as an important facility for communities to contribute towards policing, and for police to be improve transparency (ACPO, 2013). Some view this engagement however to run deeper than initial perception, with social media able to reach areas within the community previously resistant to police interaction (London Assembly, 2013). Reflection is therefore drawn towards the nature of historical community police meetings, which were generally attended by a social demographic already supportive of police initiatives, and little change was truly community driven (Jones and Newburn, 2001). Consistent with the nature of the incident being reflected upon within this essay, social media also opens the ability for communities to contribute towards criminal investigations, through regular police campaigns to identify suspects for example. One of the most famous UK examples of this was in the aftermath of the 2011 London riots, where the Metropolitan Police Service utilised Twitter and Flickr to post suspect images, which were subsequently viewed over four million times (The Police Foundation, 2014). In addition, the 2011 London riots demonstrated how social media can be utilised by police to prevent crime in real time. Notably, police used Twitter to provide live updates as the disorder progressed,

and dispelled incorrect rumours which was subsequently praised to have prepared and reassured members of the public (Williams *et al.* 2012).

The benefits associated with social media however are not without risk. In general, social media is often used by members of the public in a casual and open form, which frequently includes debate and humour (Davis, Alves and Sklansky, 2014). In contrast, police operate with a long history of formality and structure which presents a cultural gap (De Graaf and Meijer, 2019). To address this challenge, studies commenced early after the police adoption of social media which found greater public engagement, in the form of likes, shares and comments, within police posts of an uplifting nature (Fernández, Cano and Alani, 2014). This was also backed through open public surveys, which found most responders wanted police to use social media to engage with communities as opposed to solely providing information (Accenture, 2012). Despite this, police have predominantly avoided risk when using social media to this point, where posts are generally closed and informative, and do not openly encourage conversation, debate or feedback (Zavattaro and Brainard, 2019). It is therefore viewed that police have not yet fully achieved the opportunity social media holds towards community engagement, consistent with wider public sector organisations (Picazo-Vela, Fernandez-Haddad and Luna-Reyes, 2016). Similarly, social media evolves at a fast pace, with platform brands and popularity fluctuating constantly which creates a challenge for heavily structured organisations such as the police (Dai *et al.* 2017). The requirement to adapt whilst remaining focussed on communication strategies has therefore at times created pressure within communication teams, and may have contributed to more cautious, informative approaches (Madichie and Hinson, 2014). Ultimately, across all post types, an

element of risk exists towards public perception, where even the most positive presentations often receive both praise and criticism, and misjudged or badly timed content can quickly provoke a feeling of disconnect (Home Office, 2012).

Soon after the request for public support within my investigation was published, interactions and comments towards the post appeared in volume. Within the evaluation and analysis elements of my reflection, this was my first involvement in such an area, where I acknowledged the scale of the public following consistent with most UK police forces (Cartwright and Shaw, 2020). On reflection with the additional knowledge my research has provided me, I now consider how my request for public support was written in an informative, direct and impersonal nature, focussed on my desired outcome of suspect identification. In hindsight I feel this neglected attention to wider social media priorities, and was not tailored towards longer community engagement consistent with the majority of police social media use (Xu, Fedorowicz and Williams, 2019). I then observed the inclination of some public responses to spread negativity, with many comments made in criticism of the location for example. From this I witnessed what I previously had not acknowledged, where people connected and supported each other in negativity, and I considered whether crime visibility contributed towards wider fear amongst the public (Lieberman, Koetzle and Sakiyama, 2013). As I witnessed these public responses, I was grateful to see the pressure and responsibility of the police reaction to be relieved by the FCCD. Here, I observed how police responses were timely however from my initial perspective relatively formal, which included general re-assurance and an online link should any person wish to report a new crime for example. I now however better understand the wider and longer-term communication strategy which drove these authoritative

responses, which provided the required acknowledgement of feedback, maintained a professional and reassuring context, and prevented criticism or potential argument (Williams *et al.* 2018).

Within the conclusion element of my reflection, the wealth of public responses led to the successful identification of the two people responsible, who resided within a different UK police boundary, and would have otherwise likely been unidentified. This subsequently led to both the fair investigation of crime, and justice for the victim. From a personal perspective, the incident greatly advanced my knowledge and recognition of police social media practices. Additionally, the volume of public responses demonstrated the large audience, and the support police social media accounts generally attract (Hu, Dong and Lovrich, 2022). In addition, the incident also demonstrates the opportunity social media provides, where instances such as this would not have gained public exposure decades prior with historical practices (Walsh and O' Connor, 2019). Upon deeper reflection however, I now contemplate how the incident utilised an investigative, and relatively closed approach. This created benefit for my isolated report, however did not consider wider social media strategies, and if replicated often may contribute to earlier discussion of social media holding additional opportunity (Picazo-Vela, Fernandez-Haddad and Luna-Reyes, 2016).

This brings my reflection towards the action plan and closure element of the essay, where my involvement within this incident has opened my awareness of the benefits and risks to consider. In hindsight, upon conclusion of the investigation, I did not consider any social media follow up and therefore I have created an action plan for

myself in future situations to network with the FCCD to discuss additional closure type posts, which I feel may form an opportunity to create a post better designed for engagement and discussion (Dekker, van den Brink and Meijer, 2020). Furthermore, I feel this approach would have allowed me to add closure and communicate a positive, thankful message to support the community policing ethos, in what I now better appreciate to be an important goal within future social media use (Williams *et al.* 2018).

Word Count – 2186

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:

Continual changes in society, politics, and public needs create an ongoing challenge for police to meet the standards expected of them (Pearson-Goff and Herrington, 2014). Equally, the evolution of criminal behaviours, increased demand for police accountability, and economy challenges within the United Kingdom (UK) have led some theorists to believe strong police leadership has been required more than ever across recent decades (Meaklim and Sims, 2011). Leadership is found to be an area which has created academic fascination and a wealth of study, and whilst history highlights iconic, powerful leaders, this essay will explore my own experience to evaluate how theories, principles and approaches apply and present themselves within a policing context (Yukl and Gardner, 2020). Furthermore, this essay will explore how different leadership styles relate to policing environments, and discuss

how autocratic leadership, in the form of control and direction, is sometimes effective and respected within emergency situations, in contrast with private sector professions where the approach is typically criticised compared with more democratic, inclusive styles (Campbell and Kodz, 2011). In addition to my own experience, the essay will include referenced research throughout, and my reflection will follow the structure of Gibbs' Reflective Model to identify learning and opportunity (Gibbs, 1988).

Despite a rich history of interest and research, leadership holds numerous definitions, and comparison is frequently drawn between the behaviours of strong leaders and managers (Schafer, 2010). Through my experience however, I relate mostly with the theory that leadership can occur throughout all policing job roles, to influence and support others, with the effectiveness of a person's leadership centred more on their character and approach than the position they hold (Raelin, 2003). This is supported by studies which detail how police constables, with no direct reports for example, are sought by members of the public to provide direction and control in emergency situations, and illustrates the requirement for officers of all ranks to possess the ability and desire to lead (Kingshott, 2006). Whilst examples such as this display potential differences between leadership within a policing context and private sector industries, many famous leadership models remain relevant to police interactions, to provide structure and theory to decision making and actions (Schafer, 2010). In contrast however, should leadership be absent or poor, the nature of emergency reports mean that outcomes can have life changing impacts on those involved, where the expectation of leadership exists in company with a high level of accountability (Schafer, 2009).

Within the description element of my reflection, this essay will explore my recent attendance to a violent and large-scale public order incident within a busy night-time economy setting. Here, I will evaluate the leadership styles I utilised, during a festive period where factors such as alcohol, social crowding, and mixed social statuses contributed to the disturbance (Philpot *et al.* 2019). I was first informed of this incident by CCTV operators, who made my colleagues and I aware that a large gathering had formed in a street area outside popular bars, where it appeared physical altercations had begun. As I arrived near the incident in the company of two colleagues from different police stations, I could see the altercation included approximately thirty people, many of whom were actively fighting, and additional risk factors were present such as glass bottles, intoxication, high levels of aggression, and the generally large builds of many involved. When further approaching the location, I focussed on my situational awareness, to allow me to identify the key information available (Ilijazi *et al.* 2019). I then included these factors within my considerations as I approached closer, where my mindset followed the national decision model to help me plan my initial actions (College of Policing, 2013b). Consistent with research, I found this natural draw towards the recognised decision-making process focussed my attention, which helped assess the incident objectively, with no distractions or element of panic (O'Neill, 2018).

Whilst unaware of my specific leadership approach at that time, I now appreciate how my initial actions utilised methods associated with an autocratic style (Lewin, Lippitt and White, 1939). As my colleagues and I approached closer towards the disturbance, there was little time to adopt a collaborative strategy, and through the

loud environment I used short, sharp, and directive communication to inform my two colleagues of the hazards I was aware of, and of my view that we should engage with key aggressive characters, to disperse confrontations. Through research, these characteristics are found to be an effective approach within emergency situations, where decisive, clear communication sometimes takes priority over indecision and collaborative discussion (Covello, 2006). In addition to my colleagues, I mirrored this authoritative manner towards those involved within the altercation, where I felt verbal dominance, a recognised conflict tactic, was required to promote police attendance, and to best protect the safety of everyone present (Euwema, Kop and Bakker, 2004). Autocratic leadership styles such as this, with direct instruction and little group participation, is an approach which has become mostly criticised within private sector environments, however, remains a respected attribution within formal settings such as military and police professions (Bass and Bass, 2009). This method is particularly favoured when situations require quick judgement, where debate and delay may pose a greater risk than prompt, less considered action (Kolditz, 2010). This approach ultimately proved successful in the short term, where my colleagues and I understood our initial goal, the large conflict was split apart, and we arrested two of the main aggressors involved in the incident, in line with section 24(1) of the relevant Act (*Police and Criminal Evidence Act 1984*). Through research however, I understand that methods such as this are unsustainable for longer durations, and leaders who frequently model authoritative approaches can alienate those around them through impressions of superiority (Chan *et al.* 2013). Furthermore, if mirrored across numerous team members, autocratic styles can create a negative atmosphere, and deteriorate team working effectiveness (Harms *et al.* 2018).

Whilst I did not fully appreciate these leadership impacts at the time, the development of the incident naturally led me into a more democratic approach, as the urgency for action relaxed (Lewin, Lippitt and White, 1939). With two of the main perpetrators arrested, and the large gathering dispersed, I realised that throughout my initial attendance additional colleagues had arrived at the location, who had identified and safeguarded several people injured from the incident. As a result of the more controlled environment, group discussion became possible, where I was able to communicate more openly with my colleagues, to collectively share information and discuss potential next steps, consistent with elements of democratic leadership (Choi, 2007). Compared with my initial autocratic approach, this process required more time, however provided re-assurance, where a shared responsibility for decision making created a sense of teamwork, and ensured considerations were well balanced (Bass, 1990). As a result, this experience taught me how democratic approaches can create a supportive atmosphere, and I relate with studies which find this approach promotes higher job satisfaction compared with authoritative structures (Bhatti *et al.* 2012). Furthermore, these factors helped slow the otherwise chaotic aftermath, where my colleagues and I were able to agree individual roles, which ranged from the care of victims to the review of CCTV evidence for example. Accordingly, I feel this mutually agreed allocation of roles demonstrated strong teamwork, where my colleagues and I each understood our overall goal and respected the value each task contributed towards this (Stone and Veloso, 1999). Finally, I reflect upon how this atmosphere allowed for my communication with members of the public to be more supportive, where I was able to use a far softer, more caring approach towards those still within the area (Allafchi, 2017).

Within the feelings element of my reflection, I find it difficult to fully appreciate how quickly this incident developed, however I gain a sense of pride for how my approach adapted alongside the pace changes of the environment. I believe this demonstrated my leadership flexibility, which I feel has become more natural and fluid with additional experience. In reflection of my initial observations, I also feel I am now more confident to make quick decisions, and to take a leadership role amongst colleagues compared with earlier years in my career. Notably, I now better understand the reality of UK studies which find the experience level within response policing teams to be lower than decades prior, where I am now more commonly one of the more experienced officers in attendance at emergency reports, and I sometimes feel the pressure of others leaning on my views (Williams and Sondhi, 2022). In response to this, I feel the ability to learn from previous experience is important, and I believe my continual reflective practice throughout probation has supported me to build confidence in future instances (Hickson, 2010). Within this incident for example, I felt quick action was initially required, with little option to delay or debate approaches, and my experience of similar public order instances built my own trust with this decision (Hine *et al.* 2018).

Within the evaluation and analysis elements of my reflection, I appreciate that no approach is ever perfect, and I question if other leadership techniques may have been more appropriate. A particular risk which I now recognise exists within the quick decision-making of my initial response which I previously praised, where my actions could have led my colleagues and I into a potentially dangerous and vulnerable situation. Here, a lack of visibility and full consideration towards potential outcomes is a studied criticism of autocratic leadership styles (Briker, Walter and

Cole, 2021). Similarly, I now recognise that I did not sufficiently consider the experience level or confidence of my colleagues, where I take learning from models such as Situational Leadership Theory (SLT) which promotes the adoption of different approaches based on the maturity and motivations of team members (Thompson and Vecchio, 2009). Consequently, I reflect on the reality that both of my colleagues who initially attended the incident with me had considerably less experience than myself, and that in their position I may have entered the disturbance with apprehension and uncertainty.

In response to these considerations, a theory which I feel may have provided an effective balance within this incident is the Action-Centred Leadership model (Adair, 1979). Here, the strategy focusses on the collective needs of the task, the individuals involved, and the team overall, where the theory is regarded as transferrable across any team-based activity, to provide balanced approaches which support all areas (Braun, Avital and Martz, 2012). Within the incident I attended for example, I now realise my initial actions focussed almost solely on the needs of the task at that time, and that from an Action-Centred Leadership perspective my priorities were poorly balanced (Adair, 1979). My reflection therefore teaches me the importance of human factors within my considerations, and whilst I still believe the incident required quick action, I feel part of my situational awareness could have better assessed the needs of my colleagues, and our dynamic as a team (Drew, 2010).

In conclusion, whilst this type of police incident is relatively common within busy night-time economies, the reflection process has added great value to my own development, and I feel I will learn from my findings as I progress forward within my

career. The incident alone provided a strong outcome, with members of the public protected to the best of our ability, further escalation prevented, and the fair investigation of crime, consistent with the Code of Ethics and public expectations of my role (College of Policing, 2014). Of equal importance however, the incident has both motivated me through the leadership progression I see within myself and humbled me to the potential risk I led my colleagues into, where utilisation of theories such as the Action-Centred Leadership model may have supported more rounded considerations (Adair, 1979). Nonetheless, my evaluation of the autocratic and democratic leadership approaches highlights positive impacts to some extent, and I now better understand their strengths, weaknesses and potential risks (Lewin, Lippitt and White, 1939).

Within the action plan element of my reflection, I have now developed a motivation to further progress my leadership ability, which has led me to discuss the area with my Sergeant. As a result, I have been thankful to learn that my Sergeant intends to support me further across the final months within my probation, where he desires for me to take on a tutorship role after this time. I have found this feedback to both inspire me and create an incentive, areas which I now understand from research reflect the transformational leadership strength of my Sergeant, which I previously would have been unaware of (Burns, 1978). Ultimately my reflection as a whole has excited me towards my future, where I now better appreciate the importance of leadership within a policing context, and I plan to pull on the upcoming support of my Sergeant to support both myself and others around me.

Word Count – 2145

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 a research chapter written collaboratively by a Chief Constable and a workplace culture specialist, a strong coaching and mentoring core within policing is believed to be important to engage all levels of staff towards a common purpose, create an innovative environment, and to recruit the strongest talent to meet future demands (Kennedy and Thomson, 2022). Within this essay I will reflect upon my three-year probation, where I will specifically consider how the coaching and mentorship I received has contributed to my personal development and professional performance. Furthermore, my reflection will discuss how the methods and approaches I experienced, whilst I was unaware at the time, utilised recognised models which I now appreciate through my research. My reflection will draw continual focus towards the characteristics of my colleagues, to include trainers, managers, and team members, where I now value the theory of influential speaker Simon Sinek who

promotes that leaders inspire change, and do not directly enforce it (Sinek, 2009).

This essay will reference research throughout and my reflection will follow the structure of Gibbs' Reflective Model (Gibbs, 1988).

Before starting my research, I viewed coaching to have a negative connotation, related to underachievement and a component of performance management. With further study however, I now acknowledge Sir John Whitmore, a pioneer theorist within corporate leadership who explained coaching is not simply instruction and assessment, but a personal pathway supported through relationships which ultimately delivers strong performance when executed well (Whitmore, 2017).

Despite a wealth of research, and the common utilisation of the term within the private business world, no universal definition for coaching exists (Hagen, Bialek and Peterson, 2017). Common agreements are that the approach generally occurs between two people of a similar status, which targets work-based performance, and requires an element of personal reflection and ownership (Chartered Institute of Personnel and Development, 2023). In contrast, whilst some perceive coaching and mentorship to be similar, their approaches include clear differences. Firstly, theories which date back decades mostly promote the mentor role to be completed by someone of a more experienced position to the person in receipt of the support (Kram, 1985). Within this, the mentor provides guidance through knowledge, experience, social networks and opportunities across both professional and personal life (Ragins and Kram, 2007). Additionally, this relationship typically lasts a longer timeframe than coaching, and promotes a more emotional connection from which a mentor often also realises personal growth (Fowler and O'Gorman, 2005).

Consequently, I now better understand coaching and mentorship to form different

approaches, where the vision of push and pull contrasts between the two illustrate that both hold opportunity from different angles within policing (Kennedy and Thomson, 2022).

Within the description element of my reflection, this essay will reflect upon the different support stages I have experienced within my three-year probation, to include my initial training environment, tutorship period and team wide coaching. Consistent with global approaches, my journey began in a predominantly classroom-based training setting (Staller *et al.* 2022). In compliment of research, I found this environment to be relatively structured, and a model which largely resembled an educational school term, with tuition topics separated into modules, trainers comparable to teachers, and an element of success dependant on my own commitment to study (Staller *et al.* 2021). Beyond this however, predominantly through deployment within my response team, I now appreciate the range of both coaching and mentorship I have received. These processes will be further explored later within this essay, however I have found my subsequent research to consistently enlighten me to the theories I experienced, such as global models from the Center for Health Leadership & Practice (CHLP) to include relationship and goal focussed stages (CHLP, 2003). Beyond direct tutorship, I experienced what I now appreciate to be network coaching, where I have pulled on the individual strengths of others within my team to support my own development, which research has promoted to be a newer however effective coaching theory (Garvey and Stokes, 2022). Upon further research, this practice of peer-based support, whilst generally less formal, has been praised to create a learning atmosphere and has become commonly promoted within career and schooling environments (Buzbee Little, 2005). Finally, my support

structure was overseen and safeguarded by my Sergeant, who I am fortunate to have been a consistent factor throughout my probation, and who I requested to mentor me due to their respected character and reputation. I feel this further represents the push and pull contrast between coaching and mentorship, and the motion that a mentor is typically sought by the learner, as opposed to the opposite direction (Garvey and Galloway, 2002).

Within the feelings element of my reflection, I found the introduction to my tutorship phase to role model recognised theories, where the initial days predominantly focussed on building a relationship with my tutor, which included a space to introduce myself and my nerves were eased through a sense of security (CHLP, 2003). Equally, this feeling of bond and support was mirrored as my tutorship period finished and I began to work alongside others within my team more frequently. Here, I requested to spend time equally amongst my colleagues, with a personal commitment to progress my ability based on the varied strengths of others, and I experienced how this less formal approach created a learning environment consistent with studies of safe atmospheres (Parsloe and Wray, 2000). Beyond this, my overall support network was supervised by my Sergeant, where I found that although the general police leadership structure creates hierarchy and formality, a sense of mutual respect provided comfort and reassurance which is celebrated within literature (Harris, 2012). Inside a profession exposed to the potential of high stress, evidenced through surveys, I found this support structure has provided a constant form of strength and reassurance for myself (Jones, Turner and Barker, 2021). Furthermore, throughout my probation, the personal ownership of my development has become increasingly important to me. Control of my own emotion,

to maintain a positive mindset, has therefore become a continual focus, to optimise my ability to learn, and to perform to the best of my ability. Through research, this personal commitment and focus is a mindset I have found to be a strong enabler to progression, which can help optimise the support received from others (Edmondson, 2018).

Within the evaluation and analysis elements of my reflection, I now compare my experiences with literature to find fuller understanding. Firstly, I find that relationships, and in turn the ability to learn from others, has been highly regarded within general career progression for decades (Hall, 1996). Furthermore, this potential is viewed to be optimised when relationships include mutual respect and genuine bond (Walsh, Bartunek and Lacey, 1998). I therefore feel very fortunate to have joined a response team which provided this foundation, and remained a consistent factor throughout my probation. Reflecting upon when I first joined my team, I recognise how my tutor introduced me into these relationships, and how their approach followed the Whitmore coaching model to incrementally develop my ability, to include the separation of key skills to plan goals, assess current capability, and agree actionable targets (Whitmore, 2017). Consequently, my tutor directly supported my foundations, which I feel helped build team respect. Furthermore, after my tutorship period I increasingly witnessed how my team modelled studies within sport performance, where a shared desire for team reputation created bond, accountability, and regular peer to peer coaching conversations (Kerr, 2013). In combination with a clear team direction and a joint desire to be well respected as a team, this created a continual learning ethos, where peer feedback never felt critical, and always felt supportive towards the team goal (Kennedy and Thomson, 2022).

Studies within this area support these to be strong conditions to help create continual reflection and progress, which may form a goal for all teams in general regardless of profession (Anderson *et al.* 2001).

Through my probation experience however I understand this is not the atmosphere within all teams, and I have witnessed different climates elsewhere within the organisation. Research suggests these contrasts will be visible and clear at points, where morale for example is a frequent factor which shows variance between police forces nationally (Brierley, 2022). In illustration, my prolonged friendship with colleagues from initial training has taught me how their experiences within different team dynamics have not always created the support network I received.

Subsequently, I have learned through them how coaching and mentoring can instead feel punitive and pressured, particularly when an authoritative police leadership style is present (Herrington and Colvin, 2016). This insight links with wider police recruitment research, where studies find that many who are early within their police careers struggle with the naturally hierarchical structure of police networks, and feel more comfortable in private business environments which allow for more democratic approaches (Williams and Sondhi, 2022). These observations demonstrate a strong contrast with the support structure and atmosphere I experienced, and further build my own gratitude toward the styles of coaching and mentorship I received.

From a personal perspective, consistent with literature of when coaching and mentorship is delivered well, these experiences have vastly increased my self-awareness which I feel has benefitted me both privately and professionally (Wales, 2002). Consequently, I have become more aware of my strengths and weaknesses,

which has expanded beyond a work-based level, where I now better understand my overall character and have developed a growth mindset (Dweck, 2006). From a professional viewpoint, I also relate to the theory of deliberate practice, where I have focussed on opportunity across both my strengths and weaknesses tactically, which has helped me identify career goals, pathways, and how to network within these areas (Ericsson and Pool, 2016). Of equal importance to me, I also recognise how this has translated into my personal life, where clarity and increased confidence have supported my family relationships and personal pride, which was ultimately a private goal for me when joining this profession. Finally, the team wide coaching culture I experienced has led to frequent group recognition. Accordingly, my studies support the capability to collectively share and learn from experience to be highly beneficial to wider organisational success (Carmeli and Gittell, 2009).

Whilst the coaching I have received throughout my probation has been prominent within my reflection, I now look forward to prolonged mentorship from my Sergeant, to further strengthen my professional development. Notably, I recall earlier discussion that mentorship generally sustains longer timeframes than coaching, and I hope for this connection to remain in place after my probation period (Fowler and O'Gorman, 2005). To support this, I now take value and responsibility to ensure the relationship also creates benefit for my Sergeant where possible. Accordingly, upon completion of my probation I aim to discuss future goals with my mentor, and whilst I appreciate guidance is dependant somewhat on their experiences, I hope to explore areas which can support the development of us both (Kennedy and Thomson, 2022). Furthermore, I plan to utilise my experience to support those who join into my team in the future, and aim to contribute toward a structure similar to my own experience

to support others. In contrast, some of my initial training colleagues, who I previously discussed, have resigned from police service due to their different experiences. I feel this outcome is something I want to support against where possible, where I view this to be a negative outcome both personally for the individuals and strategically for the wider organisation.

Within the conclusion element of my reflection, I feel fortunate to have received both the coaching and mentorship provided to me throughout my probation period, and I reflect upon my personal approach with pride. Furthermore, I have learned and been motivated by the potential of peer support, which I previously underestimated and has formed a strong support system (Parker, Hall and Kram, 2008). I have also witnessed and learned from what I believe to be the traits of strong leadership, where my Sergeant understood where each person should be within their own development journey, and I feel role modelled the progressive mentorship model (Garvey and Stokes, 2022). This helped set the space for appropriate guidance, encouragement, and recognition, where expectations of performance and capability were relative to experience. I have however witnessed how leadership styles within policing vary, and I have learned how authoritative styles can create a culture that conflicts with some new recruit expectations (Parker, Hall and Kram, 2008).

Within the action plan element of my reflection, in addition to the earlier discussed commitments, I ultimately aim to remain focussed on maintaining a positive mindset and to be continually aware of the best practices I experienced to support others. Through my reflection, I realise my desire for personal and professional growth has increased with time, to a point where I now actively welcome feedback, and no

longer fear it. I therefore aim to maintain this mindset and personal commitment to support both myself and others as I progress after my tutorship period. Here, research promotes this attitude in combination with a strong support network is optimal to create occupational satisfaction, performance, and importantly personal content to help both my professional and personal future (Gill, Roulet and Kerridge, 2018).

Word Count – 2194

Bibliography

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

Accenture (2012) *Accenture Research Shows Citizen Support for Police use of Digital and Social Media*. Available at:
<https://newsroom.accenture.com/news/accenture-research-shows-citizen-support-for-police-use-of-digital-and-social-media.htm> (Accessed: 12 October 2023).

ACPO (2013) *Guidelines on the safe use of the internet and social media by police officers and police staff*. Available at:
<https://library.college.police.uk/docs/ACPO/safe-use-of-the-Internet-Feb-2013.pdf>
(Accessed: 03 October 2023).

Adair, J. (1979) *Action-Centred Leadership*. London: McGraw-Hill.

Allafchi, N. (2017) 'Effect of Democratic leadership Style on Management of Communication with Customers in Melli Banks of Hamedan', *International Journal of Cultural and Social Studies*, 3(2), pp. 168-179.

Anderson, T. et al. (2001) 'Peer interaction and the learning of critical thinking skills in further education students', *Instructional Science*, 29(1), pp. 1-32.

Bartkowiak-Théron, I. and Asquith, N.L. (2017) 'Conceptual divides and practice synergies in law enforcement and public health: some lessons from policing vulnerability in Australia', *Policing & Society*, 27(3), pp. 276-288.

Bass, B.M. (1990) *Bass & Stogdill's Handbook of Leadership: Theory, Research & Managerial Applications*. 3rd edn. New York: Free Press.

Bass, B.M. and Bass, R. (2009) *The Bass handbook of leadership: Theory, research, and managerial applications*. 4th edn. New York: Free Press.

Beighton, C. et al. (2015) 'Expansive learning in Firearms training: the HE/professional learning interface', *Police Practice and Research*, 16(5), pp. 378-390.

Belur, J., Agnew-Pauley, W. and Thompson, L. (2020) 'Designing a graduate entry route for police recruits: lessons from a rapid evidence assessment of other professions', *Police Practice & Research*, 21(2), pp. 134-151.

Bhatti, N. et al. (2012) 'The Impact of Autocratic and Democratic Leadership Style on Job Satisfaction', *International Business Research*, 5(2), pp. 192-201.

Boateng, F.D. and Chenane, J. (2020) 'Policing and social media: A mixed-method investigation of social media use by a small-town police department', *International Journal of Police Science & Management*, 22(3), pp. 263-273.

Bonilla, Y. and Rosa, J. (2015) 'Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States', *American Ethnologist*, 42(1), pp. 4-17.

Braun, F.C., Avital, M. and Martz, B. (2012) 'Action-centred team leadership influences more than performance', *Team Performance Management*, 18(1), pp. 176-195.

Brierley, J. (2022) 'Developing a learning culture and environment', in Kilgallon, M. and Wright, M. (ed.) *Behavioural Skills for Effective Policing: The Service Speaks*. St Albans: Critical Publishing.

Briker, N.J., Walter, F. and Cole, M.S. (2021) 'Hurry up! The role of supervisors' time urgency and self-perceived status for autocratic leadership and subordinates' well-being', *Personnel Psychology*, 74(1), pp. 55-76.

Brown, J. (2020) 'Do Graduate Police Officers Make a Difference to Policing? Results of an Integrative Literature Review', *Policing: A Journal of Policy and Practice*, 14(1), pp. 9-30.

Brown, J. et al. (2018) 'Extending the remit of evidence-based policing', *International Journal of Police Science & Management*, 20(1), pp. 38-51.

Bullock, K. (2014) *Citizens, Community and Crime Control*. London: Palgrave Macmillan.

Bullock, K. (2018) 'The Police Use of Social Media: Transformation or Normalisation?', *Social Policy & Society*, 17(2), pp. 245-258.

Burns, J.M. (2012) *Leadership*. New York: Harper & Row.

Buzbee Little, P. (2005) 'Peer coaching as a support to collaborative teaching', *Mentoring and Tutoring*, 13(1), pp. 83-94.

Campbell, I. and Kodz, J. (2011) 'What makes great police leadership? What research can tell us about the effectiveness of different leadership styles, competencies and behaviours. A rapid evidence review', *National Policing Improvement Agency*, 11(1), pp. 1-27.

Carmeli, A. and Gittell, J.H. (2009) 'High-quality relationships, psychological safety, and learning from failures in work organizations', *Journal of Organizational Behaviour*, 30(6), pp. 709-729.

Cartwright, A. and Shaw, C. (2020) 'Evidence based social media use: an exploratory UK investigation into residents' perceptions of police Facebook use', *Safer Communities*, 19(2), pp. 61-71.

Chan, J., Devery, C. and Doran, S. (2003) *Fair Cop: Learning the Art of Policing*. Toronto: University of Toronto Press.

Chan, S. *et al.* (2013) 'The Janus face of paternalistic leaders: Authoritarianism, benevolence, subordinates' organization-based self-esteem, and performance', *Journal of Organizational Behaviour*, 34(1), pp. 108-128.

Chartered Institute of Personnel and Development (2023) *Coaching and mentoring*. Available at: <https://www.cipd.org/uk/knowledge/factsheets/coaching-mentoring-factsheet/#what-are-coaching-and-mentoring> (Accessed: 10 November 2023).

CHLP (2003) *Mentoring Guide: A Guide for Protégés*. Available at: <https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-protoges.pdf> (Accessed: 23 November 2023).

Choi, S. (2007) 'Democratic Leadership: The Lessons of Exemplary Models for Democratic Governance', *International Journal of Leadership Studies*, 2(3), pp. 243-262.

Christopher, S. (2015) 'The Police Service Can Be a Critical Reflective Practice. If It Wants', *Policing: A Journal of Policy and Practice*, 9(4), pp. 326-339.

College of Policing (2013a) *Communication*. Available at: <https://www.college.police.uk/app/engagement-and-communication/communication> (Accessed: 29 September 2023).

College of Policing (2013b) *National Decision Model*. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed: 18 September 2023).

College of Policing (2014) *Code of Ethics*. Available at: <https://www.college.police.uk/ethics/code-of-ethics> (Accessed: 01 January 2024).

College of Policing (2022) *Transformation Framework*. Available at: <https://assets.college.police.uk/s3fs-public/2020-12/Transformation-framework.pdf> (Accessed: 22 November 2023).

College of Policing (2023) *Corporate strategy 2022–2026*. Available at: <https://assets.college.police.uk/s3fs-public/2023-04/College-of-Policing-Corporate-strategy-2022-2026.pdf> (Accessed: 03 September 2023).

Collins, D., Dewing, I. and Russell, P. (2009) 'The actuary as fallen hero: On the reform of a profession', *Work, Employment and Society*, 23(2), pp. 249-266.

Covello, V.T. (2006) 'Risk communication and message mapping: A new tool for communicating effectively in public health emergencies and disasters', *Journal of Emergency Management*, 4(3), pp. 25-40.

Crump, J. (2011) 'What Are the Police Doing on Twitter? Social Media, the Police and the Public', *Policy and Internet*, 3(4), pp. 1-27.

Dai, M. et al. (2017) 'Working with communities on social media', *Online Information Review*, 41(6), pp. 782-796.

Davis, E.F., Alves A.A. and Sklansky, D.A. (2014) 'Social Media and Police Leadership: Lessons from Boston', *Subject to Debate*, 28(3), pp. 3-6.

De Graaf, G. and Meijer, A. (2019) 'Social Media and Value Conflicts: An Explorative Study of the Dutch Police', *Public Administration Review*, 79(1), pp. 82-92.

Dekker, R. van den Brink, P. and Meijer, A. (2020) 'Social media adoption in the police: Barriers and strategies', *Government Information Quarterly*, 37(2), p. 101441.

Dixon, S.J. (2023) *Number of social media users worldwide from 2017 to 2027*. Available at: <https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/> (Accessed: 29 September 2023).

Drew, G. (2010) 'Issues and Challenges in Higher Education Leadership: Engaging for Change', *Australian Educational Researcher*, 37(3), pp. 57-76.

Dweck, C.S. (2006) *Mindset: The New Psychology of Success*. New York: Random House.

Edlins, M. and Brainard, L.A. (2016) 'Pursuing the promises of social media? Changes in adoption and usage of social media by the top 10 U.S. police departments', *Information Polity*, 21(1), pp. 171-188.

Edmondson, A.C. (2018) *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. 1st edn. New Jersey: Wiley.

Egawhary, E.M. (2019) 'The Surveillance Dimensions of the Use of Social Media by UK Police Forces', *Surveillance & Society*, 17(1), pp. 89-104.

Ericsson, A. and Pool, R. (2016) *Peak: Secrets from the new science of expertise*. Boston: Houghton Mifflin Harcourt.

Euwema, M.C., Kop, N. and Bakker, A.B. (2004) 'The behaviour of police officers in conflict situations: how burnout and reduced dominance contribute to better outcomes', *Work and Stress*, 18(1), pp. 23-38.

Fernández, M., Cano, A.E. and Alani, H. (2014) 'Policing engagement via social media', *City Labs Workshop*. Barcelona, Spain, 10-13th November. Milton Keynes: The Open University.

Fleming, J. and Rhodes, R. (2018) 'Can experience be evidence? Craft knowledge and evidence-based policing', *Policy & Politics*, 46(1), pp. 3-26.

Fowler, B.M. (2017) 'Stealing thunder and filling the silence: Twitter as a primary channel of police crisis communication', *Public Relations Review*, 43(4), pp. 718-728.

Fowler, J.L. and O'Gorman, J.G. (2005) 'Mentoring Functions: A Contemporary View of the Perceptions of Mentees and Mentor', *British Journal of Management*, 16(1), pp. 51-57.

Garvey, R. and Galloway, K. (2002) 'Mentoring at the Halifax plc (HBOS) - a small beginning in a large organisation', *Career Development International*, 7(5), pp. 271-278.

Garvey, R. and Stokes, P. (2022) *Coaching and Mentoring: Theory and Practice*. 4th edn. London: Sage Publications.

Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Further Education Unit.

Gill, M.J., Roulet, T.J. and Kerridge, S.P. (2018) 'Mentoring for mental health: A mixed-method study of the benefits of formal mentoring programmes in the English police force', *Journal of Vocational Behaviour*, 108(1), pp. 201-213.

Green, T. and Gates, A. (2014) 'Understanding the Process of Professionalisation in the Police Organisation', *Police Journal: Theory, Practice and Principle*, 87(2), pp. 75-91.

Hagen, M.S., Bialek, T.K. and Peterson, S.L. (2017) 'The nature of peer coaching: definitions, goals, processes and outcomes', *European Journal of Training and Development*, 41(6), pp. 540-558.

Hall, D.T. (1996) *The Career Is Dead - Long Live the Career: A Relational Approach to Careers*. Virginia: Wiley.

Harms, P.D. et al. (2018) 'Autocratic leaders and authoritarian followers revisited: A review and agenda for the future', *The Leadership Quarterly*, 29(1), pp. 105-122.

Harris, T.A. (2012) *I'm OK - You're OK*. London: Arrow Books.

Herrington, V. and Colvin, A. (2016) 'Police Leadership for Complex Times', *Policing: A Journal of Policy and Practice*, 10(1), pp. 7-16.

Heverin, T. and Zach, L. (2010) 'Twitter for City Police Department Information Sharing', *Proceedings of the American Society for Information Science and Technology*, 47(1), pp. 1-7.

Hickson, H. (2010) 'Critical reflection: reflecting on learning to be reflective', *Reflective Practice*, 12(6), pp. 829–839.

Hine, K.A. *et al.* (2018) 'Exploring police use of force decision-making processes and impairments using a naturalistic decision-making approach', *Criminal Justice and Behaviour*, 45(11), pp. 1782–1801.

Holdaway, S. (2017) 'The re-professionalization of the police in England and Wales', *Criminology & Criminal Justice*, 17(5), pp. 588-604.

Home Office (2012) *Perceptions of the policing and crime mapping 'Trailblazers'*.

Available at:

<https://assets.publishing.service.gov.uk/media/5a7b69feed915d3ed90643c7/horr67-report.pdf> (Accessed: 13 October 2023).

Home Office (2023) *The Strategic Policing Requirement*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1165007/Strategic_Policing_Requirement_V1.3.pdf (Accessed: 18 September 2023).

Hu, X., Dong, B. and Lovrich, N. (2022) 'We are all in this together: Police use of social media during the COVID-19 pandemic', *Policing: An International Journal*, 45(1), pp. 106-123.

Ilijazi, V. *et al.* (2019) 'An Assessment of Police Officers' Perception of Hotspots: What Can Be Done to Improve Officer's Situational Awareness?', *International Journal of Geo-Information*, 8(6), p. 260.

Jones, J.K., Turner, M.J. and Barker, J.B. (2021) 'The Effects of a Cognitive–Behavioural Stress Intervention on the

Motivation and Psychological Well-Being of Senior U.K. Police Personnel', *International Journal of Stress Management*, 28(1), pp. 46-60.

Jones, M. (2016) 'Creating the 'thinking police officer': Exploring Motivations and Professional Impact of Part-time Higher Education', *Policing: A Journal of Policy and Practice*, 10(3), pp. 232-240.

Jones, T. and Newburn, T. (2001) *Widening Access: Improving police relations with hard to reach groups*. London: Home Office.

Jiang, H., Luo, Y. and Kulemeka, O. (2016) 'Effects of Symbol Sets and Needs Gratifications on Audience Engagement: Contextualizing Police Social Media Communication', *Public Relations Review*, 42(4), pp. 679-691.

Kemp, S. (2023) *Digital 2023 deep-dive: How much time do we spend on social media?* Available at: <https://datareportal.com/reports/digital-2023-deep-dive-time-spent-on-social-media> (Accessed: 19 November 2023).

Kennedy, S. and Thomson, C. (2022) 'A culture of coaching to support the next big leaps in policing', in Kilgallon, M. and Wright, M. (ed.) *Behavioural Skills for Effective Policing: The Service Speaks*. St Albans: Critical Publishing.

Kerr, J. (2013) *Legacy*. London: Constable.

Kingshott, B.F. (2006) 'The Role of Management and Leadership within the Context of Police Service Delivery', *Criminal Justice Studies*, 19(2), pp. 121-137.

Kleinig, J. (1997) *The Ethics of Policing*. New York: Cambridge University Press.

Knutsson, J. and Tompson, L. (2017) *Advances in Evidence-Based Policing*. London: Routledge.

Kolditz, T.A. (2010) *In extremis leadership: Leading as if your life depended on it*. Hoboken: John Wiley & Sons.

Kram, K.E. (1985) *Mentoring at work: Developmental relationships in organizational life*. Maryland: University Press of America.

Leek, A.F. (2020) 'Police forces as learning organisations: learning through apprenticeships', *Higher Education, Skills and Work-Based Learning*, 10(5), pp. 741-750.

Lewin, K., Lippitt, R. and White, R.K. (1939) 'Patterns of Aggressive Behaviour in Experimentally Created Social Climates', *The Journal of Social Psychology*, 10(2), pp. 269-299.

Lieberman, J.D., Koetzle, D. and Sakiyama, M. (2013) 'Police Departments' Use of Facebook: Patterns and Policy Issues', *Police Quarterly*, 16(4), pp. 438-462.

Loftus, B. (2010) 'Police occupational culture: classic themes, altered times', *Policing & Society*, 20(1), pp. 1-20.

London Assembly (2013) *Smart policing: How the Metropolitan Police Service can make better use of technology*. Available at:
https://www.london.gov.uk/sites/default/files/gla_migrate_files_destination/Police%20technology%20report%20-%20Final%20version.pdf (Accessed: 03 October 2023).

Lumsden, K. (2017) 'It's a Profession, it Isn't a Job': Police Officers' Views on the Professionalisation of Policing in England', *Sociological Research Online*, 22(3), pp. 4-20.

Madichie, N.O. and Hinson, R. (2014) 'A critical analysis of the "dialogic communications" potential of sub-Saharan African Police Service websites', *Public Relations Review*, 40(2), pp. 338-350.

McCanney, J., Taylor, J. and Morris, K. (2022) 'Professionalising the police pragmatically', *Police Journal: Theory, Practice and Principles*, 1(1), p. 32258.

Meaklim, T. and Sims, J. (2011) 'Leading powerful partnerships: A new model of public sector leadership development', *International Journal of Public Leadership*, 7(1), p. 21.

Menichelli, F. (2021) 'Preventing crises in the midst of a global pandemic: responsiveness, participation and equity in policing and public health partnerships during COVID-19', *Policing & Society*, 31(5), pp. 530-543.

Myhill, A. (2007) 'Police Authorities' Public Accountability Role: Learning from three Community Engagement Demonstration Projects', *Policing: A Journal of Policy and Practice*, 1(2), pp. 173-183.

National Police Chiefs' Council (2016) *Policing Vision 2025*. Available at: <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/policing-vision/policing-vision-2025.pdf> (Accessed: 15 July 2023).

National Police Chiefs' Council (2023) *Policing Vision 2030*. Available at: <https://www.npcc.police.uk/publications/policing-vision-2030/> (Accessed: 18 September 2023).

Newburn, T. (2016) 'Revisiting the classics: Robert Reiner, The Politics of the Police', *Policing & Society*, 26(7), pp. 841-849.

Neyroud, P. (2011) 'Professional Policing in Times of Change', *Policing: A Journal of Policy and Practice*, 5(4), pp. 285-286.

O'Connor, C.D. (2017) 'The police on Twitter: image management, community building, and implications for policing in Canada', *Policing & Society*, 27(8), pp. 899-912.

O'Neill, M. (2018) *Key Challenges in Criminal Investigation*. Bristol: Policy Press.

Parker, P., Hall, D.T. and Kram, K.E. (2008) 'Peer coaching: A relational process for accelerating career learning', *Academy of Management Learning & Education*, 7(4), pp. 487-503.

Parsloe, E. and Wray, M. (2000) *Coaching and Mentoring: Practical Methods to Improve Learning*. London: Kogan Page.

Pearson-Goff, M. and Herrington, V. (2014) 'Police Leadership: A Systematic Review of the Literature', *Policing: A Journal of Policy and Practice*, 8(1), pp. 14-26.

Philpot, R. *et al.* (2019) 'Capturing violence in the night-time economy: A review of established and emerging methodologies', *Aggression and Violent Behaviour*, 46(1), pp. 56-65.

Picazo-Vela, S., Fernandez-Haddad, M. and Luna-Reyes, L.F. (2016) 'Opening the black box: Developing strategies to use social media in government', *Government Information Quarterly*, 33(4), pp. 693-704.

Police and Criminal Evidence Act 1984, c. 60. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/24> (Accessed: September 2023).

Raelin, J.A. (2003) *Creating leaderful organizations: How to bring out leadership in everyone*. San Francisco: Berrett-Koehler Publishers.

Ragins, B.R. and Kram, K.E. (2007) *The Handbook of Mentoring at Work: Theory, Research, and Practice*. California: Sage Publications.

Reiner, R. (2010) *The Politics of the Police*. 4th edn. London: Oxford University Press.

Rogers, C. and Gravelle, J. (2020) 'Implementing a Police Foundation Degree—Insights from South Wales', *Policing: A Journal of Policy and Practice*, 14(2), pp. 349-361.

Rojek, J., Alpert, G. and Smith, H. (2012) 'The utilization of research by the police', *Police Practice & Research*, 13(4), pp. 329-341.

Schafer, J.A. (2009) 'Developing effective leadership in policing: perils, pitfalls, and paths forward', *Policing: An International Journal of Police Strategies & Management*, 32(2), pp. 238-260.

Schafer, J.A. (2010) 'Effective leaders and leadership in policing: traits, assessment, development, and expansion', *Policing: An International Journal of Police Strategies & Management*, 33(4), pp. 644-663.

Schneider, C.J. (2016) 'Police presentational strategies on Twitter in Canada', *Policing & Society*, 26(2), pp. 129-147.

Sinek, S. (2009) *Start with Why: How Great Leaders Inspire Everyone to Take Action*. London: Penguin Publishing Group.

Smith, S.M. and Aamodt, M.G. (1997) 'The Relationship Between Education, Experience, and Police Performance', *Journal of Police and Criminal Psychology*, 12(2), pp. 7-14.

Spence, J. (2020) *Nonverbal Communication: How Body Language & Nonverbal Cues Are Key*. Available at: <https://www.lifesize.com/blog/speaking-without-words/> (Accessed: 19 September 2023).

Staller, M.S. et al. (2021) 'The Structure and Delivery of Police Use of Force Training: A German Case Study', *European journal for Security Research*, 7(1), pp. 87-112.

Staller, M.S. et al. (2022) 'Topics, Sources and Applicability of Coaching Knowledge in Police Training', *Frontiers in Education*, 7(1), pp. 1-14.

Stone, P. and Veloso, M. (1999) 'Task decomposition, dynamic role assignment, and low-bandwidth communication for real-time strategic teamwork', *Artificial Intelligence*, 110(2), pp. 241-273.

The Police Foundation (2014) *The Briefing*. Available at: https://www.police-foundation.org.uk/wp-content/uploads/2017/08/Social_media_briefing_FINAL.pdf (Accessed: 11 October 2023).

Thomas, G. (2014) 'Research on Policing: Insights from the Literature', *Police Journal: Theory, Practice and Principle*, 87(1), pp. 5-16.

Thompson, G. and Vecchio, R.P. (2009) 'Situational leadership theory: A test of three versions', *The Leadership Quarterly*, 20(5), pp. 837-848.

Vaidyanathan, B. (2012) 'Professionalism 'from below': mobilization potential in Indian call centres', *Work, Employment and Society*, 26(2), pp. 211-227.

Wales, S. (2002) 'Why coaching?', *Journal of Change Management*, 3(3), pp. 275-282.

Walsh, J.P. and O' Connor, C. (2019) 'Social media and policing: A review of recent research', *Sociology Compass*, 13(1), pp. 1-14.

Walsh, K., Bartunek, J.M. and Lacey, C.A. (1998) 'A Relational Approach to Empowerment', *Journal of Organizational Behaviour*, 5(1), pp. 103-127.

Watkinson-Miley, C., Cox, C. and Deshpande, M. (2022) 'A New Generation of Police Officers: Experiences of Student Officers Undertaking the Police Constable Degree Apprenticeship in One UK Police Force', *Policing: A Journal of Policy and Practice*, 16(1), pp. 122-134.

Webster, R. (2013) *Social Media To Show The Human Side Of Policing*. Available at: <https://www.russellwebster.com/social-media-to-show-the-human-side-of-policing/> (Accessed: 02 October 2023).

Westmarland, L. (2005) 'Police Ethics and Integrity: Breaking the Blue Code of Silence', *Policing & Society*, 15(2), pp. 145-165.

Westmarland, L. and Conway, S. (2020) 'Police ethics and integrity: Keeping the 'blue code' of silence', *International Journal of Police Science & Management*, 22(4), pp. 378-392.

Westmarland, L. and Rowe, M. (2018) 'Police ethics and integrity: can a new code overturn the blue code?', *Policing & Society*, 28(7), pp. 854-870.

White, D. and Heslop, R. (2012) 'Educating, legitimising or accessorising? Alternative conceptions of professional training in UK higher education: a comparative study of teacher, nurse and police officer educators', *Police Practice & Research*, 13(4), pp. 342-356.

Whitmore, J. (2017) *Coaching for performance: the principles and practice of coaching and leadership*. 5th edn. London: Nicholas Brealey Publishing.

Williams, C.B. *et al.* (2018) 'Leveraging social media to achieve a community policing agenda', *Government Information Quarterly*, 35(2), pp. 210-222.

Williams, E. and Sondhi, A. (2022) 'A Narrative Review of the Literature on the Recruitment of Younger Police Officers in Age and in Service: What Are the Implications for the Police in England and Wales?', *Policing: A Journal of Policy and Practice*, 16(4), pp. 648-662.

Williams, E., Normal, J. and Rowe, M. (2019) 'The police education qualification framework: a professional agenda or building professionals?', *Police Practice & Research*, 20(3), pp. 259-272.

Williams, M.L. *et al.* (2012) 'Policing cyber-neighbourhoods: tension monitoring and social media networks', *Policing & Society*, 23(4), pp. 461-481.

Willis, J.J. and Mastrofski, S.D. (2018) 'Improving policing by integrating craft and science: what can patrol officers teach us about good police work?', *Policing & Society*, 28(1), pp. 27-44.

Wood, D.A. (2020) 'Embedding Learning and Assessment Within Police Practice: The Opportunities and Challenges Arising from the Introduction of the PEQF in England and Wales', *Policing: A Journal of Policy and Practice*, 14(2), pp. 374-382.

Wood, M.A. (2020) 'Policing's 'meme strategy': understanding the rise of police social media engagement work', *Current Issues in Criminal Justice*, 32(1), pp. 40-58.

Xu, J., Fedorowicz, J. and Williams, C.B. (2019) 'Effects of Symbol Sets and Needs Gratifications on Audience Engagement: Contextualizing Police Social Media Communication', *Journal of the Association for Information Systems*, 20(5), pp. 536-569.

Young, T. (2022) *A bonfire of the quangos should start with the College of Policing*. Available at: <https://www.spectator.co.uk/article/a-bonfire-of-the-quangos-should-start-with-the-college-of-policing/> (Accessed: 11 September 2023).

Yukl, G. and Gardner, W.L. (2020) *Leadership in Organizations*. 9th edn. Harlow: Pearson Education Limited.

Zavattaro, S.M. and Brainard, L.A. (2019) 'Social media as micro-encounters: Millennial preferences as moderators of digital public value creation', *The International Journal of Public Sector Management*, 32(5), pp. 562-580.

CONFIDENTIALITY and PLAGIARISM

This is automatically checked via Turnitin submission of your workbook.

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

Sign: 

Date: 02/01/2024