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Workbook title: Competency Based

Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) 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.

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NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1

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

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

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

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

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

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

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

ANSWER:

In this essay I will seek to critically evaluate the strategic role of the College of Police (COP) in professionalising the police in the United Kingdom whilst taking into consideration the Strategic Policing requirement, Policing Vision 2025 and The Workforce Transformation 2018. I will evidence how I am working to fulfil the role of a modern professional police officer. I will also critically reflect upon how the final year of my probation has seen my role as a police officer change.

The COP is a professional body for the police in England and Wales, with the aim of improving policing in the United Kingdom by providing a professional body for police officers, setting standards, and providing training and development for the police workforce (College of Policing, 2019). It was founded in 2012 to take on several of the National Police Improvement Agency's responsibilities for training and development.

To evaluate the strategic role the COP has played, I will first set out my understanding of strategy. Strategy can be defined as a long-term plan for achieving something (Cambridge Dictionary, 2019). In the context of policing, "The strategic role" can be seen as the long-term plan of professionalising the police.

The COP has played a strategic role in professionalising policing in the UK. One example of this is via Policing Vision 2025. This is a document produced by the COP that sets out the vision for policing in England and Wales up to 2025. The document is designed to guide the development of policing policy and practice, and to help ensure that the police are able to deliver high-quality, effective and efficient services to the public (NPCC, 2016).

The vision identifies five key priorities: protecting the vulnerable, connecting with communities, tackling crime and anti-social behaviour, transforming policing, and managing resources. Regarding one of the five key priorities, Transforming Policing, one of the ways it has done this is to introduce a Policing Education Qualifications framework (PEQF).

Over time the PEQF will cover the training of police constables through to the chief officers to further professionalise policing as a career by raising educational standards (Kent Police, 2023). The introduction of this new framework was done with the intent of reflecting the goals outlined in the “Policing Vision 2025” (College of Policing, 2020). These goals being the need for consistency, accreditation as well as skills and knowledge, backed by qualifications.

However, the success of the COP’s efforts to professionalise the police is subject to some debate as time and again, police training reforms have fallen short of delivering intended outcomes (Chan, Devery and Doran, 2003). From a financial perspective, PEQF is being strongly adopted by chief officers primarily as a means of reducing costs. This is being achieved through a focus on evidence-based policing, which aims to ensure more effective and efficient use of resources (Wood, 2018).

One of the main strengths of the COP is its role in setting professional standards for the police workforce. The College has developed a code of ethics for policing, which sets out the principles and values that should underpin the work of police officers.

The COP has also attempted to professionalise the police by the established a range of standards and guidelines. This is in the form of the introduction and enforcement of codes of ethics alongside standard of professional behaviour. These standards help to ensure that the police are accountable and transparent in their work, which is a crucial aspect of professionalising policing. This helps to define the expectations of standards and behaviour for everyone in policing and brings policing into line with other trusted professions such as those in medicine and law (Home Office, 2014).

In my experience to date as a police officer, I have found adopting the code of ethics and standard of behaviour to be second nature and of great benefit in helping me maintain my professionalism.

Whilst the COP is an important partner in professionalising the police, it can be argued they do not work alone. Joint working with other agencies is an important part of the process. The requirement to enhance workforce development was recently confirmed by the COP in a future scanning exercise which like the Policing Vision 2025, emphasis is placed on developing a diverse and skilled workforce but

focuses the need to connect to a broader ecosystem of partners (College of Policing, 2021). An example of this is joint working with the National Police Chiefs Council (NPCC) and Police and Crime Commissioners. As stated by the NPCC, this has resulted in a broad range of co-ordinated national initiatives such as the Policing Vision 2025 which is further supported by the Workforce Transformation 2018.

Policing Vision 2025 is a strategic document produced by the COP, that sets out the vision for policing in England and Wales up to 2025. The vision identifies five key priorities: protecting the vulnerable, connecting with communities, tackling crime and anti-social behaviour, transforming policing, and managing resources. The document is designed to guide the development of policing policy and practice, and to help ensure that the police are able to deliver high-quality, effective and efficient services to the public.

The Workforce Transformation 2018 document outlines the steps needed to modernise and transform the police workforce to ensure that it is equipped to meet the challenges of modern policing. The document emphasises the importance of investing in training and development, to ensure that police officers have the skills and knowledge required to perform their roles effectively.

These documents recognise that the ability to provide a good service is reliant upon the quality of its people. It needs to be delivered by a professional workforce (NPCC, 2016).

Overall, the COP has played a key strategic role in professionalising policing in the UK. Its focus on setting professional standards and providing training and development for police officers has helped to improve the quality of policing in the country. However, there are also areas where further improvements could be made, particularly in relation to tailoring training programmes to the needs of individual police forces and ensuring that evidence-based policing is balanced with a more nuanced approach to police work.

As part of this task, I have been asked to evidence how I am working to fulfil the role of a modern professional police officer which I will attempt to define.

The professional approach implies that a police officer had reached a level of expertise through education, training, and experience (Rogers and Gravelle, 2019). The Home Office (2007) suggested that improved training, leadership, and professionalism was required at every level of the police service if it were to satisfy the approach to modern policing.

From summarising the two concepts, a modern professional police officer is one with experience, underpinned by a solid foundation of education and training in policing.

Given upon joining the police service, I would credit myself with several years life experience in the world of work and parenthood, I would be the first to admit I had no experience working with police or the public in that context.

On my journey to becoming a modern professional police officer, I first had to focus on my education and training. This is evidenced through my participation within PEQF as a student. As part of my studies, I have had to undertake additional learning of complex topics such as digital crime, anti-social behaviour and hate crime. Prior to this learning, I had not recognised the complex nature of policing incidents, or the higher level of awareness required when attending them. Upon completion of these studies so far, I feel more equipped with the knowledge and understanding required to effectively deal with the challenges of modern-day policing. I have evidenced this understanding through my completion of periodic portfolios of competencies in addition to the completion of academic work to the required standard. I have attained several additional skills that compliment my response policing role. These have included becoming an authorised taser officer, emergency response driver and method of entry officer. This demonstrated my willingness to put myself forward for additional training to be the best equipped for the various incidents a modern professional police officer may encounter.

Lastly, this task asks that I critically reflect upon how the final year of my probation has seen my role as a police officer change.

I will be structuring my work using Borton's Development Framework (1970). Borton's Development Framework will allow me to methodically think about my experience throughout.

What?

As part of my career as a police officer to date, I have attended many incidents involving mental health and I have relied on many techniques, skills and strategies devised by the college of policing. In the incident, I will reflect on a report made to police by where a female was in distress inside her home. The caller reported she answered the door covered in blood and had a knife on her.

During the incident, I considered the National Decision model. The College of Policing (2014) suggests the model is a 'values-based' tool which places the code of ethics at the centre of all decision-making. I have used this tool to ensure I follow a structured process that allows my thought process and decision making to stand up to scrutiny. Upon attending the incident, I was in company with a less experienced colleague. Due to my experience and in possession of a taser, I naturally led in terms of dealing with the incident throughout. I considered the immediate threat, risk and harm of all persons involved. Upon knocking the door, there was no response and so I have made entry with powers given to me under Section 17, Police and Criminal Evidence Act (1984), to save life and limb of persons involved.

The female was found to have superficial cuts to her arms and neck. She was clearly in distress and was very emotional. I was able to quickly locate the knife to reduce further risk to the female and officers present. It was at this point that I was then able to focus on getting the female the help and support she required.

So What?

The reflection on this incident made me ask questions to myself such as, why are police attending mental health calls? In addition to, What medical training am I supposed to have given poor mental health is considered to be a medical issue.

As summarised in Huey et al. (2021), a significant number of calls to the police involve people suffering with their mental health. Given the impact that the COVID-19 pandemic has had on people's mental health (Xiong et al., 2020). This is further confirmed by the West Midlands Police and Crime Commissionaire (2020) who states between 20-40% of police time is spent dealing with mental health related calls.

Now What?

As discussed previously, a modern professional police officer combines experience with a sound knowledge of policing theory. I can say that I am gaining experience all the time however there is little gained in terms of watching more experienced officers deal with these types of incidents. This is because police forces across the UK are completing their campaign to recruit 20,000 new police officers (Home Office, 2022). I believe this uplift has resulted in myself occasionally, the most experienced on shift and regularly the most experienced out of a pair of officers attending incidents. Furthermore, there is little training given to police officers regarding how to recognise and manage mental health incidents. Police officers do not feel properly trained to deal with a person with a serious mental disorder (Watson et al, 2004). Police officers also feel unable to identify symptoms of mental illness or deal with psychotic or hostile behaviour (Lacobucci, 2014).

In contrast, police officers still see value in obtaining training in mental health to avoid potential bad practices (Oxburgh et al., 2016). This goes back to the question of whether police should be the primary responders to mental health related calls. In a report by HMICFRS (2018) they state significant concerns about whether the police should be involved in responding to mental health problems to the degree that they are. HMICFRS (2018) go on to say people with mental health problems need expert support, and all too often this isn't available when people need it. The fact that people are calling the police to access health care is untenable, and the evidence later in our report shows that the demand for police to respond to mental health-related calls is increasing.

In conclusion, it is evident that the College of Policing has an essential role in professionalising the police. What is not clear is what threshold needs to be passed for the police to be considered a professional occupation. It is also difficult to assess the effectiveness of the COP's decision to introduce the PEQF as there is a lack of empirical evidence as to what impact graduate attributes are having on policing (Brown, 2020). Arguably, policing has already established itself as a profession with traits such as a code of ethics, accredited qualifications and evidence-based practice (Ramshaw and Soppitt, 2018).

Word count: 2197

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

In this essay, I will critically evaluate my own limited usage of social media for informing and engaging with the community, as well as promoting policy objectives. I will also consider the police force's broader policy of social media use including the benefits and risks of using it for professional information and engagement purposes.

Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content (Kaplan and Haenlein, 2010). A less technical and more accessible definition of social media according to Carr and Hayes (2015) can also be described as Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others.

Carr and Hayes (2015) list several popular examples of social media as Facebook, YouTube, LinkedIn and Instagram. South Wales Police use a range of social media platforms and each platform has its own unique benefits and risks which must be carefully consider these when using social media.

Facebook is a more visual platform that allows police forces to post longer updates, photos, and videos. It can be used to share news and information with the community, promote events, and engage with the public through comments and messages.

Instagram is a highly visual platform that is often used by police forces to showcase the work they do and build relationships with the community. It can be used to post photos and videos of police officers at work, share news and updates, and highlight community events and initiatives.

YouTube is a video-sharing platform that allows police forces to post longer-form content, such as public safety messages, news conferences, and educational videos. It can be used to engage with the community and provide information in a more engaging and interactive way.

The use of social media by police forces has become increasingly common in recent year and has been heralded as a way of engendering openness, transparency and citizen participation in public policing (Bullock, 2017).

Early adoption of social media by the police service came in 2008 but was utilised by individual officers with various levels of support from senior management (Crump, 2011). Previous research has demonstrated that supervision and training to support technological innovation within police organisations has often been missing (Manning, 2001). Within policing, little is known about how social media use is understood, how this is incorporated into their communication strategies or how social media may function to facilitate participation and engagement with communities (Crump, 2011; Schneider, 2014). This is important because the impact of new technologies in policing is contingent on a range of internal and external driving forces (Chan, 2003).

While there are potential benefits to police use of social, there are also several concerns that must be considered.

One of the main advantages of police use of social media is the ability to quickly and easily disseminate information to a large audience. Studies undertaken by Ofcom (2022) shows that 83 per cent of adult's regular go online and 55 per cent of the adults have a current social networking site profile. By posting updates on social media platforms, police can inform the community about important events, such as road closures, missing persons, or public safety warnings. This can help to keep informed and can also increase trust in the police by demonstrating transparency and a commitment to public safety (Walsh and O'Connor, 2018).

Additionally, social media can be used as a tool for community engagement. Police can use social media to solicit feedback from the community, answer questions, and address concerns. This can help to build relationships between police and the community and can also help police to better understand the needs and concerns of the people they serve (Skogan, 2006; Crump, 2011).

However, there are also several potential drawbacks to police use of social media. One concern is that social media posts can be easily misinterpreted or taken out of context due to lacking the contextual cues present in face-to-face interactions (Patton et al., 2017). Additionally, social media can be used to spread misinformation (Davis, Alves and Sklansky, 2014), which can further erode trust in the police. Another concern is the potential for police to use social media as a tool

for surveillance. Policing has entered an information era in which order maintenance is data-driven, intelligence-led, and technologically mediated (Kelling & Moore, 1988). This can lead to feelings of distrust and alienation, particularly among marginalised groups.

Finally, social media policing may produce technical forms of bias that reinforce the over-policing and criminalisation of youth, low-income communities, and persons of colour (Tyler & Huo, 2002).

Overall, while there are potential benefits to police use of social media, it is important to carefully consider the potential drawbacks and to ensure that social media is used in a way that is transparent, inclusive, and respectful of community needs and concerns. By doing so, police can build stronger relationships with the community and promote public safety in a way that is both effective and equitable.

South Wales Police have a policy in place for using social media for professional information and engagement purposes. The policy outlines guidelines for employees who use social media in their professional capacity, including the need to maintain professional standards, ensure accuracy, and respect the rights and privacy of individuals. A whole police force can be judged by the community on one officer's inappropriate posting which significantly damages public confidence and brings the police into disrepute (IOPC, 2021). This is evident in a report conducted by HMIC (2012) identified 357 instances of inappropriate conduct by police officers/staff on social media during a nine-month period.

I will now evaluate my use of social media as means of informing and engaging with the public. Specifically, I will be look at a specific incident in which I utilised the Twitter, social media platform to engage with the public. As a police constable, primarily focused on response policing, this is the only occasion during which I have had cause to post directly to social media. As part of my operational competency portfolio as required by the PEQF, I was required to demonstrate engaging with the public. This can be done in a number of ways however the simplest was via a photo opportunity during mass public events. Whilst policing a festival, I took the opportunity to engage with members of the public to discuss my role at the festival and provide safety advice to those attending. I was in the company of an officer from South Wales Police's neighbourhood policing teams. These teams usually have access to one of the localised twitter accounts. I was able to take a photograph of myself and a group of adults having an enjoyable time with their permission. This was posted online with the intention of demonstrating my engagement with members of the public.

Upon reflection, several things about this incident have given me pause for thought.

What was my core reason for doing this? If a police forces goal of social media use is to establish an authentic connection with the public and help them to feel protected (Copitch & Fox, 2010), then was addition to this undermining that effort or a positive addition. As previously stated, my goal prior to the event was to take photographs to demonstrate public engagement. When at the event however, I found scores of people approaching me in a friendly manner for photo opportunities and to discuss my presence at the festival. Upon reflection, I was authentically engaging with the

public in my roles as a police constable and so I am comfortable that the public perception of my role there was a positive one.

Another aspect I identified was how difficult it appeared to be to get access to a police social media account. As a response officer, I know of no other response officer who had access to it. Locally, it is something only used by neighbourhood policing teams. My initial thought was to email the photograph of my engagement with the public to the South Wales Police communications team however I felt a local account may be more personal and timely way of engaging with the public. This is consistent with Bullock (2017) view that personal communication associated with the individual accounts may be more effective in engaging citizens in a way corporate accounts may not.

When reviewing the post, I have seen a mixed reaction from the public in terms of the comments left. Some were appreciating the work being done during the event and so this made me feel valued and a visible member of policing. It also helped me feel as if I was engaging with the public in a positive way and providing some level of transparency. Other comments on the other hand were less positive. the use of Some people felt my presence there was a sufficient use of police resources and I could be out there catching real criminals. This is social media by the police can often lead to a proportion of the public becoming irate that they feel police resources and time could be better spent elsewhere. Specifically, any post which appears to have limited 'practical benefit' could leave the public with the impression that the police could be utilising their time in a more fruitful manner (Policy Studies Institute, 2012).

As a result of this experience, I can clearly see the benefit and risks of interactions with the public via social media. Going forward, I would look forward to the opportunity to participate in further social media activity and will seek out guidance from South Wales Police Communications teams to assist. This single post is the only time I have engaged in social media use as a means of informing or engaging with the public in my repose as a police constable. While my experience is limited, I have seen officers from my local neighbourhood policing team successfully use social media to engage with and reassure the people.

In conclusion, police use of social media can be a valuable tool for informing and engaging with the community and promoting policy initiatives. However, it is important that police forces carefully consider the potential benefits and risks of social media use and ensure that they are using the platform in a transparent, inclusive, and respectful way that promotes public safety and builds trust with the community. There is still clear room for development and improvement in its use. No defined national social media plan has been established to decide how it should be used (Sommers, 2013). Guidance as set out previously by ACPO (2012) suggests ways in which forces could improve their usage of social media. Despite these recommendations, risks arising from disclosing sensitive information, divulging operational tactics, to revealing thoughtless or even offensive attitudes are still prevalent. Social media potentially pose risks to the security, effectiveness and reputation of constabularies and officers therein (ACPO, 2012; Goldsmith, 2015).

I believe a lack of a unified approach to social media policy across different forces causes concern. As part of modern and professional police force, the College of Policing (2022) has highlighted 'driving consistency' as one of three key priorities. This lack of consistency is arguably detrimental to this priority and so needs to be addressed.

The rapid development of technology is changing the policing landscape (Policing Vision 2025, 2016). It is evident that as we go into the digital era, police forces will need to adapt to meet the increasing demands and expectations of the public.

Word count: 1941

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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

Critically evaluate and evidence your flexibility in leadership style.

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

Consider leadership models commonly used in policing.

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

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

ANSWER:

In this essay I will seek to critically evaluate and evidence my flexibility in my leadership style. I will also conduct a critical analysis on differing leadership strategies to manage a range of operational situations. I will consider a number of leadership models used in policing and I will elaborate on how I have managed to change and adapt the necessary styles in line with the circumstances.

Flexibility in leadership can be considered an essential skill (Yukl and Mahsud, 2010). Multiple studies indicate the importance of the direct line manager's style of leadership in influencing individual officers' behaviour and thinking, although there is also likely a 'trickle down' effect from senior managers (Ordon, Dewar and Cameron, 2019).

The reason there are many different definitions is because a person's understanding of leadership is largely dependent on their personal perspective (Academy of Leadership Sciences Switzerland 2019). Prentice (1961) defined leadership as the accomplishment of a goal through the direction of human assistants. Kruse (2013) further highlights that leadership is more than just directing people and it is about the use of social influence to maximise the efforts of others. Kruse draws a clear distinction between management and the leadership of people.

In a policing context, the definition of 'leaders' can be considered as senior officers tasked with commanding significant resources within their organisation (Huey et al., 2018).

There is limited evidence on what makes an effective police leader (Kodz and Campbell, 2011) and there are limitations to improve my leadership skills on my own. According to The Police Foundation (2015), leadership training is an area desperately in need of attention, especially at PC and Sergeant level. Therefore if I want to improve my leadership skills in the future, I may need to consider formal training outside of police.

Pearson-Goff & Herrington (2013) state the core tasks for police leaders included problem-solving, creating a shared vision, engendering organisational commitment, providing care for subordinates in addition to driving and managing change. Transformational and Transactional Leadership are two models which have dominated police leadership research (Dobby et al, 2004).

As stated above, one recognised style of leadership is 'Transformational leadership'. This was first coined by James Downton (1973) and this was further developed by Bass (1985). A definition of transformational leadership can be seen as leadership behaviours that draw on idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation (Densten, 1999). I understand this as encouraging a sense of mission, fully engaging the employee with an organisational vision, and having individualised relationships between leaders and subordinates. Transformational leadership is seen as enabling legitimate organisational change (Mastrofski, 2004), facilitating improved communication (Densten, 1999) and encouraging a more motivated workforce (Pillai & Williams, 2004). There is evidence to indicate that leaders who show strong traits of transformational leadership, the more members of that team would feel empowered and the more effective that team would be (Özaralli, 2003).

There is scepticism around the extent to which transformational leadership should be viewed as a cure for the organisational issues facing public sector institutions (Currie and Lockett, 2007; Neyroud, 2011).

Another style which sits at the opposite end of the leadership spectrum is 'Transactional leadership'. Transactional Leadership can be seen as the relationship between leaders and followers, with leaders seeking to influence performance through either 'contingent reward' or 'management-by-exception' (Densten, 1999). I understand this as the application of positive sanctions as a response to desired behaviour compared to the application of negative sanctions as a response to undesired behaviour.

Transactional leadership has generally been the norm within police organisations (Densten, 1999). This is further evidenced by Densten (2003) who suggests sergeants gain the respects of subordinates in dealing with poor standards and performance. Densten, suggests these results are unusual compared to other work sectors and may reflect the special nature of certain aspects of police work.

Transactional leadership may be preferred by lower ranking and less experienced officers than those in higher ranks where role-clarification may be more appreciated when tasks are perceived as unpredictable (Hawkins and Dulewicz, 2009).

There are detractors to the conventional form of transactional leadership. Bass and Avolio (1993) state that transactional leadership styles began to be ineffective due to their reliance on what was viewed as little more than the imposition of 'contractual relationships. This is evidenced further by Densten (1999) who demonstrates through transactional type relationships, workers are motivated by reward and punishment rather than through any real emotional association with the values of the organisation.

A review of evidence by Kodz and Campbell (2011) that looked at police leadership and the effectiveness of different leadership styles, competencies and behaviours, found a less authoritarian style of police leadership than was prevalent three decades ago. Generally, the studies stress the value of behaviours that reflect 'transformational' leadership, but above all, they point to the importance of being able to adapt style to suit the situation and this includes being able to provide directive, active leadership when required. This is further evidenced by Mintzberg (1980) who iterated that most leaders have responsibility for several diverse tasks in a typical day or week, and it is often necessary to shift quickly from one type of activity to another.

There is significant gap in research relating to the emphasis on front line leadership (HMIC, 2008). This is also supported by Cockcroft (2004) who suggests despite an apparent shift towards such models of leadership in policing, particularly the transformational model, little evidence has been found to suggest that such leadership style has transformed police culture.

There is evidence to indicate that police leaders that combine transformational and transactional behaviours may be more effective than leaders that rely purely on one or the other.

While each of these leadership strategies has its strengths and weaknesses, they can all be effective in managing a range of different operational situations. Effective leadership involves understanding the specific circumstances of the situation and selecting the most appropriate strategy to address it. This requires strong analytical skills, effective communication, and the ability to inspire and motivate others to achieve a common goal. A systematic review of the international evidence base for police leadership styles, behaviours and competencies by HMIC (2008) found no studies which supported strong 'what works' conclusions, however studies suggest that the ability to apply different leadership styles, including transactional, to suit different contexts is the key to great police leadership.

The ability to apply different leadership styles, including transactional and transformational, to suit different contexts is the key to great police leadership (Neyroud, 2011). Kodz and Campbell (2011) suggest that policing requires an approach to leadership that differs to other sectors, as well as being able to command others, effective police leaders also need to cultivate participative and supportive styles.

Ultimately, the success of any leadership strategy will depend on the leader's ability to adapt to changing circumstances, learn from their experiences, and continuously improve their approach to managing operational situations.

Word count: 1148

(I recognise I have not yet included a personal example or the final conclusion. I have submitted this draft prior to going on holiday and will complete upon my return)

Task 4

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

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

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

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

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

How do you provide and receive feedback?

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

ANSWER:

In this essay I will critically reflect upon my last three-year probation within South Wales Police. I will reflect on how I have benefited from mentoring and coaching, how it has helped me to meet personal, professional and organisational goals and lastly how it has aided me to learn, develop and perform in the workplace.

I will also consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

It could be argued that coaching and mentoring are so similar under many definitions that they should be treated as meaning the same. However, upon researching the two, I have found clear distinction between them. As set out by the (Police Superintendents' Association, 2022), Mentoring can be described as "sharing expert knowledge of a job or subject area to help others" while coaching is defined as "support and advice to maximise self-learning and development requirements." These definitions clearly delineate the differences between the two.

There are several coaching and mentoring theories that have been applied to policing, and these theories have both strengths and limitations. Below I will reflect on some of the current coaching and mentoring theories used in my policing career so far, along with a critical reflection on their effectiveness:

In 2020, after my successful application to the police and the commencement of my initial classroom training, I was very nervous. This was my first role within the public sector with all my previous work experience being the in the private sector.

My first experience of mentoring during my service as a police officer was in the classroom during initial training. During this six month period, I received a large amount of classroom based learning where a teacher would stand at the front and explain the core skills involved in the role of a police officer. During this six month period, I had a tutor who would support the day to day learning. Throughout the first six months, my confidence levels grew. From a starting point of no knowledge of policing practices other than what can be learned from the news, I was able to excel in practical situations and academic exams. I believe this was partly due to my own desire to perform, however upon reflection I believe the involvement of my tutor was invaluable.

One of the coaching strategies I now believe was utilised during my time was the OSKAR coaching model developed by Jackson and Mckergow (2003). This model is a key solution-focused approach designed to add structure, direction and momentum to the coaching process (Adams, 2016). Solution focused coaching looks at identifying solutions rather than a focus on analysing the problem (Passmore, 2020, pp.139–143).

The first part of the OSKAR model is to identify the “Outcome”. This section helps to visualise what it is they want to achieve. In my experience, I completed this within the first weeks of initial classroom training. During this time, my colleagues and I were asked to identify expectations, fears and desires for the following six months. At that time, I believe my answer was to become a competent officer. I did not understand the importance of setting achievable goals and had not considered what my primary objectives were at that point in time. In this example, becoming a competent officer would take years and so a more realistic objective would have been to pass the learning milestones as set by the PEQF program. This was an important lesson for me, to consider what it is I hoped to achieve before embarking on a task.

The second stage is “Scaling”. This is where you refine the goals into realistic expectations. If the end goal is progressing beyond initial training, then realistic expectations are to pass each of the exams and practical demonstrations.

The third stage is the ‘Know How’ stage and involves identifying the skills and resources needed to acquire the goal. During this stage of my police career, I needed to build on my note taking and revision skills to pass exams. I coupled the knowledge gained from classroom input additional reading and combined with a flashcard application to assist me embed the knowledge to help me pass the exams.

The fourth stage can be described as the ‘Affirm and Action’ stage. In summary, this is a period of reflection to recognise what you have already achieved and identify ways in which you can improve. During my initial training, this was accomplished by conducting periodic reviews with my tutor. As part of these sessions, I would assess my own performance and review what was working well and what needed improvement. I did not recognise the importance of self-reflection and evaluating my own performance prior to my first review. However, completing this process for myself, really helped keep goal orientated and ensured I had a good understanding of my strengths and weaknesses. This is a tool I have continued with throughout the first three years of my police career to assist me in my development.

The final stage of the OSKAR model is “Review”. The review stage allowed me to reflect on whether their identified outcome has been achieved and evaluating what had changed over time for me to achieve it. An indicator for me that my initial goal had been achieved was passing my exams and progressing to the tutorship phase of training.

The tutorship phase of my training, saw me deployed on a response team alongside a tutor constable. A tutor constable being an officer with significantly more experience in policing. This was an anxious time for myself as I had built a good rapport with colleagues during the six months in training and had become used to the teaching style of my tutor. My tutorship was intended to be a time where I would work in step with my tutor constable throughout a three-month period. It was during this period I was required to complete an occupational competency portfolio as well as incident checklist. This was to demonstrate my experience of attending incidents and later my ability to work operationally as an independent officer.

The tutorship phase of my learning felt a lot less structured than the classroom training I had experienced during my first six months. During this time, it seemed less clear how I was performing against peers and less structure to reviews. Reflecting on the coaching during this time, I would now recognise it as again following the GROW model as developed by Whitmore (2009).

The GROW model can be considered ‘The Model’. It is the most authentic and leading coaching model in the world (Kunos, 2017). The GROW model cyclical and is made up of four stages.

The first stage of the GROW model asks you to identify a “Goal” in an area you are focused on. During my tutorship phase, this was to pass the occupational competency portfolio and to complete the incident checklist to achieve independent status. This was a clearly identified personal goal to test that I had what it takes to be a police officer. It was also a professional goal given without it I would not be allowed to work independently.

The second stage is the ‘Reality’ stage. This involved being realistic as to my current position in terms of competency levels and identifying what strengths and weaknesses I had. To do this, I sat down with my tutor and discussed my initial training performance with a focus on how I performed in practical situations. I explained that due to the COVID pandemic, this has limited my ability to have hands on experiences of hand cuffing and so I was apprehensive of doing this in a real operational scenario.

The third section is the ‘Options’ stage. This involved clarifying what options were available to help me, to help me achieve my goal of operational independence. This meant discussing what type of learner I was. During classroom training I established my learning style was kinaesthetic. Kinaesthetic learners gain knowledge by doing practical things and benefit from doing rather than watching or listening (Fleming, 2001 Pritchard, 2017). This meant that when attending incidents, my tutor would stand back and allow me to take the lead. Although beneficial, this may not be suitable for all types of incidents given the nature of the police role.

The last stage of the GROW model involves agreeing a “Way Forward”. These are specific actions and timeframes as well as setting accountability. I benefited from the structure already put in place by qualification framework and so there were already clearly defined checkpoints and timeframes to ensure my progress.

Upon completion of the three-month tutorship, I achieved my goal and qualified with independent patrol status. This resulted in my moving to a different station and being placed with a new team of officers and a new sergeant whom I would be reporting to. Straight away there was a marked difference in how the sergeant during my three-month tutorship phase operated in comparison to my new sergeant. My new sergeant led by example and set very high standards. I recognised this as a form of transformational leadership. This theory emphasises the importance of leaders who inspire and motivate their followers to achieve their full potential. Transformational coaching and mentoring involve encouraging officers to develop their skills and abilities, challenging them to take on new responsibilities, and supporting them through the process (Bass, 1985). This approach can be effective in building trust and commitment among officers, but it may not be appropriate for all situations, particularly in hierarchical organisations like the police where appointed leaders are unfamiliar to the followers (Barbuto, Fritz and Matkin, 2001). This was the case several months later when after a new intake of qualified officers, my sergeant was replaced with a different one. Suddenly my willingness to take on additional responsibility dipped and my trust in their decision making was not where it had previously been.

Having reflected on my time in classroom training, tutorship and the period immediately following, I have noted several benefits and drawbacks.

During this period, I gained a lot of valuable knowledge and experience. I had a great working relationship with my tutor, which left me feeling valued and encouraged throughout. This period also gave me the skills to work independently as a police officer and has provided me with a solid foundation to continue my development. Additionally, the strategies used during this time will be used by me to make and progress through defined personal and professional goals. Another benefit was having a tutor followed by a hands-on sergeant whom I had a great relationship with. I was able to have open and honest discussion regarding my training and felt everything was geared towards me improving.

Despite these positives, I also note some negative aspects. First was a lack of involvement by some sergeants during my learning phase. During the three-month tutorship phase, I almost felt like a burden on the team given the most experienced officer was dedicating almost all their time to assisting me when clearly other officers would benefit for additional support during the shift. This changed when having a much more hands on sergeant who acted as an additional tutor for the rest of the officers allowing time and space for the new officer to work with their tutor.

The period following me gaining independent patrol status was also a time where I experienced a significant drop in the coaching and mentoring. Completing the tutorship phase, I would contest is when the learning really does begin. However, I was placed on a team that generally lacked experience. I noticed a considerable

drop in my rate of development. I began being one of the most experienced on shift and so my development then became limited to new experiences. However, even though learning by experiences is my preferred learning style, experience in itself is not sufficient to ensure learning and progression.

In conclusion, I have identified how I have benefited from mentoring and coaching and how those strategies that have been used to assist in my development. The most important periods of coaching I have received was during the initial training during the classroom following by the operational tutorship period. Both the GROW and OSKAR models are similar in nature however, both methods are solution focused. They do not focus on how to overcome the problem.

This is contrast to the models used in response policing which have a heavy reliance on problem solving. This is evident from the commonly used SARA model as introduced by Eck and Spelman (1987) which is commonly used in policing as a tool for solving all problems. I found the OSKAR model of most benefit and will continue use it as a means of reflection and goal setting throughout my career.

Overall, the effectiveness of coaching and mentoring theories in policing will depend on a range of factors, including the organisational culture, the specific needs of officers and the leadership style of supervisors. While coaching and mentoring can be valuable tools for developing officers and improving organisational performance, it is important to critically evaluate the effectiveness of different approaches and adapt them to the unique needs of the organisation.

Word count: 2198

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