

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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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.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Coaching, Mentoring, Assessment	2000
	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:

During this task I will critically evaluate the strategic role of the College of Policing in a professional policing in the UK , evidence how I have worked to fulfil the role of a modern professional police officers and critically reflect upon my final year of probation.

While serving as a probationary police constable, I have had to adhere to the guidelines instructed by the College of Policing. The College of Policing states it is a professional body for everyone working across policing. It is an operationally independent non-departmental public body (College of Policing, 2023).

The College of Policing have bene regulating policing in the UK through an educator route since 2020, however was established in 2012. This route established into England and Wales police, is through a "graduate entry through the Police Qualifications Education Framework (PEQF), the pursuit of and the adoption of a code of ethics and a strong emphasis on the need to adopt evidence-based policing" (Martin, D, 2021, b). By new police constables joining these forces and completing this training programme, it aims to demonstrate and ensure that future police officers hold a high level of professionalism and knowledge about the current and past police forces they service for and therefore, hopefully ensuring that the best service of policing can be delivered to victims.

The College of Policing has increased a “rise in police-academic partnerships has meant greater recognition of academically produced knowledge as potentially useful in supporting and making decisions about what practice or approach is more likely to impact crime and victims” (Martin, D, 2021 a).

The Policing vision 2025 “has been developed by the Association of Police and Crime Commissioners (APCC) and the National Police Chiefs’ Council (NPCC) in consultation with the College of Policing, National Crime Agency, staff associations and other policing and community partners. All chief constables and PCCs have signed up to the Vision” (NPCC, 2023). This vision outlines five priorities that they aim to reform with the Police forces within the UK.

One of these five priorities is that College of Policing work closely with the workforce to increase the skills and powers that police constables need and find “a better balance between personal accountability and a bureaucratic fear of making mistakes” (NPCC, 2023). By the College of Policing being involved in the five priorities set out in the Policing vision for 2025, it means that they will ensure that they have the best interest and skills to give new officers, and current officers being given up to date training through their training programmes. By Officers receiving the best quality training it also means that the police can meet other targets within their vision such as “Police officers will be trained and equipped to respond to the dramatic rise in criminals taking advantage of the internet” as stated by the NPCC.

One disadvantage to these targets is that potentially, that the vision focuses primarily on how officers will be trained and given the skills and powers they need, instead of focusing on police constables’ welfare within the job role itself and maintaining current police constables in the role.

However, the strategic policing requirement 2023, is different from the Policing vision 2025 as this sets out the Home Secretary’s view on national threats in relation to policing, whereas the Policing vision 2025 appears to set out more localised goals for the UK and its policing within that. It states that “the 2023 version introduces violence against women and girls as an additional national threat and reaffirms the validity of the existing threats”. When looking at the aims for this, in reflection it is clear that front line police constables would be most likely to be the first to attend these emergencies and deal with these incidents as first officer attending and the College of Policing assist by giving the officers the skills and knowledge, they need to deal with it correctly, safely and within all the professional procedures.

While serving throughout my three years as a probationary police constable, I have had to complete tasks and adhere to deadlines throughout my day-to-day role and as well as focusing on my educational work in the role. By completing deadlines on time such as my matrix for my local Police force and completing one to ones with my Sergeant and with my tutor, this has ensured that I have achieved all the targets I have needed to achieve the title as a police constable and complete my probation.

I understand that being a modern professional police officer, you can take on many roles within this job, depending on the calls attended. One example of a policing incident I have been the lead investigator is an ongoing harassment case between a female and her ex-partner. During this investigation, I have had to adapt my skills

within the workplace to deal with this complex case and use modern day techniques. This has included examining multiple devices using digital forensic techniques on phones, tablets, and laptops to gather evidence to either prove or disprove the accusation and present this to the Criminal Prosecution service for them to make a decision on the case. I have also used skills I have developed throughout my tutoring such as applying to extended bail conditions, creating complex case files and carrying out multiple interviews on suspects, witnesses and victims in order to gather a complete overview of the case.

I have had to abide also by the victim code which is part of modern-day policing by ensuring that victims receive a high standard of service by myself as the officer in charge of the case. The victims code "sets out the services and a minimum standard for these services that must be provided to victims of crime by organisations (referred to as service providers) in England and Wales" (Ministry of Justice, 2021). I have gained a great depth of understanding around policies and procedures such as the victims code and how important it is to follow these codes in order to serve the public and victims to a high standard and also feel I have provided a good service to victims during their time of need.

Once this case was sent to the Criminal Prosecution Service for them to make a decision on, I used Gibbs reflective model in order to learn from the positive and negative actions I have done throughout my first very complex case. According to the University for Cumbria Gibbs reflective model "was designed as a continuous cycle of improvement for a repeated experience but can also be used to reflect on a standalone experience". Gibbs reflective model covers six stages which includes 'description about what happened, what you were feeling at the time, evaluation of what was good or bad about it, what sense was made of the situation, conclusion and then create a plan for future situations. In essence, Gibbs reflective model assists with evaluating incidents throughout stages and allows you to understand what went positive and negative and plan ahead for incidents of the same nature, if they occur again.

In the incident of attending the complex harassment case from being the first officer attending the call or the officers submitting the final case file to the Criminal Prosecution service, I used Gibbs reflection model to learn how to improve on work I had done towards it, as it was the first time, I had done many of the actions and relevant paperwork as a probationary police constable. By learning where I made these mistakes and talking through them with my Sergeant and other peers, it means I could take the feedback as positive and use the learning pointers in the next case that needs these similar actions done. By doing this, it has meant that I have developed as a police constable throughout my career and was now completing in depth cases independently.

During my final year of probation as serving as a police constable, I have gained many skills and attributes throughout my three years. I have noticed as I have entered my final year, with newer officers coming in, I have assisted and passed on a lot of knowledge I have gained.

I have used Borton's reflective model a lot throughout my probation. "Borton's model of reflection is a framework for reflection. It was developed by Terry Borton, an

American school teacher in 1970” (James, B, 2023b). I use this model a lot during my time working as a police constable due to the simplicity of it and therefore it not being as time consuming, due to not always having a long period of time to do so when working as a response officer. It comes in three stages of asking, what, so what and now what. I have used this reflective model in a variety of incidents as it can be applied to any situation and used the outcome to apply my learning of mistakes and actions I have done well to my next incidents.

Due to increasing my knowledge throughout my probation, I have found that I have found myself less looking for support and help and managing to complete complex and critical incidents independently or lead the investigation myself. By this occurring, it means my confidence has increased, and my learning and taking feedback from my peers, I have learnt to use this feedback to improve myself personally and professionally in my role as a police constable. I believe that completing my university work on time and keeping up to date with my training within my local police service, meant that my understanding of the police was constantly being improved and refreshed from not only the history and background within the UK police forces but also with current and up to date regulations and legislations. This ongoing learning has made me change my way I have worked within the role, by applying my new skills and knowledge on the job but has also given me skills to use outside of work and with my colleagues.

I believe, my overall knowledge as a police constable has improved throughout the three years and now in my final year, I feel confident in my learning capabilities and retaining crucial information that I can use in high pressure situations. As Fischer M, and Sliwka D states from their study they “ find that a higher confidence in learning raises learning investments irrespective of the prior level of knowledge” (Fischer, M and Sliwka, D, 2018).

As I come into finishing my final year as a probationary police constable, I am excited to progress my career further within my local police force and develop my skills further and potentially go into specialist roles that I desire as my long-term professional goals. I aim to continue to reflect upon my incidents and pass any knowledge and skills I have to new offices and help and assist them the same way my peers did when I joined the job as a new probationer.

Words: 1832

Task 2

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

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

In this essay, I will critically evaluate my own experience utilising social media within the police as means of engaging with community and prompting policy initiatives. I will also then consider how I used social media for engagement purposes, highlight what platforms of social media are used by the police and the benefits and risks of using social media. To reflect on my experiences, I will use Borton's Model of Reflection 1970. (Dabell, J, 2018).

Utilising social media within the police can be a great way to reach out to the wider communities of a police force. Working with the media to engage with the general public allows for keeping communities safe and assists in bringing offenders to justice. Furthermore, social media assists the Police in allowing the public to have knowledge and understanding of what the police are actively doing. As the College of Policing highlights, Traditional methods of getting the police messages out in the public to engage with communities is have lesser impact and reaching far fewer people. Furthermore many police forces now recognise the demand for need to increase digital and social media use in order to communicate with the public. (College of Policing, 2013).

Surrey police conducted a survey on social media perception which launched on the 3rd of July 2018 and lasted until the 28th of September the same year. The survey allowed forces across the UK to gain insight to how their own social media accounts were performing and what the public now found to be the most effective and engaging content. Over 25,700 people answered the survey across the UK across

43 forces. The survey states that 61% of all responses came from Facebook, 33% from Twitter and 6% from Instagram. (Surrey Police, 2018). Across all 3 platforms 'Updates About Incidents' appeared to be the most engaging use of social media to the public with over 75% saying that they felt this was the most relevant to their followers. This was then followed by missing person appeals 42% and crime appeals at 28%. The content which is least interacted with being 'Online meetings' at only 1 – 2% on Facebook and Twitter and 11% on Instagram. (Surrey Police, 2018).

Furthermore, an article released by BBC News on December 2012 investigated Social Media benefits in policing. They quoted stating "Police forces with strong social media presence have better relationships with the citizens they are policing." (BBC, 2012). Summarised BBC highlighted how Social Media calls for different tones and allows officers to talk about positive news, police culture and experiences in their daily life and as a result the public welcomes the police as a 'human' organisation which can be ultimately trusted. (BBC, 2012).

There are many benefits of using social media in the world of policing and as a police constable. One such benefit is that it establishes continuity of with the public and helps reinforce the police's presence, as digital business solutions states the use of social media allows the public to see that "You exist and retain the public's interest in your products of service." (GWS Team, 2017). Different levels of response on varied social media can also determine what content members of the public find more engaging. As referenced above during Surrey Police's survey, but this can also allow police forces around the UK to develop and produce marketing strategies and plans to include and appeal to a more diverse range of members in the community, some of which may be underrepresented. For example, South Wales Police as reported by Wales online set up PACT or 'Police and Community Together' meetings broadcast on social media to encourage deaf people to end local meetings where officers would then use sign language to allow for their concerns for safety to be heard. (Cousens, C, 2013).

Sections 34 of the Police Reform and Social Responsibility Act 2011 as defined states "A chief office of police must make arrangements for obtaining the views of persons within each neighbourhood in the relevant police area about crime and disorder in that neighbourhood." (Legislation.gov.uk, 2011). Meetings such as PACT or 'Police and Communities Together' gives the chance for local neighbourhoods to speak to their police forces and have their say on how their community is policed and the performance and impact of that policing to be monitored. Lancashire Police have now begun to take further initiative by utilising social media, as a means of reaching people who are unable to attend face to face meetings and have developed E-PACT. As Lancashire explains they are running virtual meetings online, also mixing physical and online meetings on platforms such as Facebook and Google Hangouts. (Lancashire Constabulary, 2023).

With benefits there comes many risks that are faced with utilising social media in line of Constabulary. Damage to the business or in this case the police forces across the UK, using social media could public upset in the confidence and trust in the police's abilities to perform. Not only this but the use of social media can place Police Constables and their family lives at risk and or threat. As Gwendolyn Waters

explains in an FBI enforcement bulletin, Barriers between Police Officers professional lives and personal lives have diminished, motivated individuals with internet and cell phone access can antagonise members of the service by displaying pictures of their personal or private life. Whilst this is not strictly speaking against the law it can be sighted as intimidating behaviour. (Waters, G, 2012).

Critically evaluating and drawing on my own experiences, I will now utilise the first stage of Borton's Model of Reflection, I am using this model as it allows for me to recognise my own performance and use of materials or completing tasks in this case my use of Social Media in assisting engaging the public and promoting policy initiatives. As clarified by Ben Janse on the website Tools hero, Reflection allows the user of the model to have better understanding on the tasks they have performed allowing for opportunity to assess performance on critical evaluation. (Janse, B, 2022c).

One such incident where I have fully utilised social media to inform and engage the public of my work was a warrant I had executed, after I had been developing solid intelligence to suggestion that a large-scale Class B Cannabis cultivation was in the local area. Upon execution of the warrant, which was granted by magistrates courts, I had discovered alongside my team at the time, a large-scale factory which is being used as a 'nursey, drying and growth' facility for the Class B drugs to later on then distributed and sold to suppliers for profit.

As West Midlands Police emphasises, "Every cannabis farm we destroy helps prevent a vicious circle. The plants won't end up as street deals, the profits won't go on to fund other crime, and they won't ruin lives or pollute our communities." (West Midlands Police, 2023).

My team and I discovered that the full value of the 'Cannabis Cultivation' to be worth and approximated 2.4 million pounds sterling in profitable value to Criminal Organisation Groups. With such a significant and impactful raid being executed disrupting a large-scale operation such as this one. I thought it would be a great way to broadcast to members in of the public in the local and wider community of the success and importance of our work, against criminal operations such as the cultivation we dismantled and disrupted.

I appealed to 'Corporate Communications' which is the internal regulators of the Gwent Police and asked for our work to be distributed and in and out of force to make others serving officers and members of the public aware of our ongoing fight against crime. In doing so, this allowed me to engage actively with the 'Code of Ethics' as it embeds specific issues that related to the media. More specifically 'Openness and transparency', which is essential to maintaining and enhancing relationships between the policing profession and the community and 'Confidentiality' to treat information with respect and to disclose it in the proper course of our duties. (College of Policing, 2022b). In essence, as also stated by the College of Policing talk on media relations its states that "The public supports the police by providing information or being involved in policing activities." (College of Policing, 2022b).

To support police policy, I also advised 'Corporate Communications' if the publications which would be broadcast to social media via means of Welsh and or 'Cymraeg.' I felt this would allow for me to target a wider and more diverse audience which catered preferred language spoken to be that of Welsh. As Gwent Police states in their strategy plan from 2021 to 2025 on Welsh Language, "Messages are posted in Welsh on our main social media corporate sites. When members of the public contact us in Welsh they are replied to in Welsh." (Gwent Police, 2021). In essence, these considerations would allow for the public's ideas and thoughts to be listened and considered allowing building public confidence and trust in the police. A constant consideration however that I made throughout my work with 'Corporate communications', was to mitigate any inaccurate and or misleading information. As the College of Policing emphasises that this can be extremely damaging to an organisation or individual. (College of Policing, 2022b).

Posting about our raid on a Cannabis cultivation gained a lot of attention from a lot of diverse communities. Overall, the attention was good but, as expected there was always going to be negative views from the public's perception. My team and I did receive criticism from placing too many resources into the event. This is because, due to the cannabis factory being so large scale, so many police constables attended to help dismantle it and carry out the relevant golden hour enquiries. However, the public do not see this side to the investigation of such a large-scale cannabis cultivation and only saw the post on social media and not the 'manpower' and time it needed. Other comments on social media would consist of people asking why their crimes could not be investigated and this cannabis cultivation being posted about instead. As former president Abraham Lincoln once quoted, which I think is realistic scope on Social media, "You can please some of the people all of the time, you can please all of the people some of the time, but you can't please all of the people all of the time" (Informanagement, 2015).

Unfortunately, this is one negative side of the Police using social media, as people will criticise the Police no matter what they have done, due to their general views and dislike towards them and not genuinely being disheartened by what the Police are using social media to post about. However, in contrast to this, many people using the same social media platforms of the police, will share, like and comment positive things about the posts and how well the police are doing. This is the positive way of using social media and displays that even through some of the negative comments and the vigilantes who are negative towards the police, and it shows what I have achieved to deter and disrupt crime does increase people's positive perception towards the police and to make the community a safer place.

I learnt that for future post or public engagement especially on bigger events a balance on social media interactions, would have to be established and how consistency to keeping the public's interest is paramount. As Lauren Payne emphasises consistency in communications and tone aids and allows people recognise your voice, the same as you recognise your best friend's voice when you say 'Hello'. (Payne, L, 2017). In essence, brand recognition to maintain a loyal audience or in the police's case protecting and reassuring the public and delivering the highest possible level of service. As Gwent Police states on their overview "Protect and reassure – that's what we are all about. We are proud to be part of the

community and we work as part of our community to keep Gwent safe.” (Gwent Police, 2023).

In conclusion, I have learnt that the police use of social media platforms can be extremely useful and important when conducting urgent enquiries and collating information to the public, however there are many positives and negatives towards using social media and police officers need to be careful and aware of how they use it and conduct themselves proactively spreading positive messages which, ultimately builds a rapport with the communities in which they serve, increasing public confidence and trust in our ability to perform.

Words: 2094

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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

Critically evaluate and evidence your flexibility in leadership style.

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

Consider leadership models commonly used in policing.

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

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

ANSWER:

In this essay, I will critically evaluate and give evidence about my flexibility in leadership styles and critically analyse leadership strategies that I have developed to manage a range of different operational situations.

While working as a probationary police constable, I have had to use and adapt a variety of leadership styles when dealing with various incidents and calls I have attended. When reflecting on these incidents I have reflected upon my leadership style at the call. Due to this reflection, I believe that at the majority of my calls I adopt I am transactional leadership style. "Transactional leadership is a style of leadership that focuses on order, structure, and goal-oriented planning. A transactional leader will directly tell their team what to do—as a result, this leadership style prioritizes maintaining the status quo, rather than challenging it" (Asana, 2022b).

Leadership is defined by different organisations and people in different ways. For example, leadership can be seen as "a set of behaviours used to help people align their collective direction, to execute strategic plans, and to continually renew an organization" (McKinsey & Company, 2022). Whereas when talking about leadership within the police, the College of Policing state that "police leaders build a strong sense of shared values and common purpose at all levels of the police service. The leadership expectations have been researched and developed to define what good leadership looks like in policing" (College of Policing, 2022).

I have used Borton's reflective model when evaluating how I have acted and performed at an incident. One incident where I have taken a leadership at an incident, is where I have attended an emergency call for a domestic incident. On arrival to the scene a male was alone in his flat but severely bleeding out from his head, however I had further information from the control room that a female was present saying that she had hit him. Due to my first aid training, I immediately recognised that the blood flow needed to be prevented and applied dressing and a military bandage to the wound to prevent the bleeding, due to life and limb being put as a first priority. I asked my colleague with me to conduct a quick address check to ensure no one else was in the property. Once I was satisfied that the bleeding had stop coming through the bandages, I then took control of the scene. My colleague that was with me I delegated to take a first account from the victim, and I began to take photographs of the scene.

Once other colleagues, such as community support officers turned up to the outside of the scene, I ensured they did not enter the property and delegated one of them to start a scene log and not let any other people in the property, unless necessary. I delegated other officers to conducted house to house and CCTV enquiries in the area and got officers to conduct urgent arrest enquiries. Once I was satisfied that all the urgent golden hour enquiries, I then attended the hospital with the male and the ambulance crew and passed on all the relevant information onto the on-duty Sergeant.

While using Borton's reflective model after retuning back from the hospital and realised that on that call I used the leadership style of a democratic leadership style. "Democratic leaders rely on group decision making, active member involvement, honest praise and criticism, and a degree of comradeship" (Villanova, 2022). This is because not only was I hands on during the scene and participated in getting tasks done in the job but also delegated jobs to other members on scene and making them participate in particular roles and thanked each team members for doing this. In this incident, I believe that this was the right leadership style because the level of injury and seriousness of the scene was so server that immediate actions needed to be delegated and given out to the correct team members, in order to secure and preserve evidence efficiently.

During different situations, I have used different leadership styles and adapt these in order to suit the incident at hand. The first leadership style I have used in the role as a probationary police constable is the autocratic leadership style.

An autocratic "this type of leader is someone who's focused primarily on results and team efficiency. Autocratic leaders often make decisions alone or with a small and trusted group and expect employees to do exactly what they're asked" (Indeed Editorial Team, 2023). I have used this style of leadership style on an operational situation when looking for a specific subject to arrest. During this situation, I have chosen two other team members who I know would be useful and valuable to the arrest enquiries, because one having a taser and one being able to drive on blue lights. I chose these two team members due to their skills and abilities in case the subject was aggressive towards us, however I took the lead on entering and arresting the male and only asked for my two team members to act and assist when I needed them to.

An autocratic leadership is positive in situations where specific needs are to be met during a situation and within the context of the police can be used a lot, due to the risks and pressure that officers are put under, team members are picked for their skills and appointments and act whenever they are told to by the leader of the operation. However, this would only apply in certain situations and would not be suitable in team building or bigger group operations such monitoring and enforcing a dispersal order, where the leader of that operation would be better applying a transformational leadership style. "Transformational leaders take control of situations by conveying a clear vision of the group's goals. These leaders have a marked passion for the work and an ability to make the rest of the group feel recharged and energized" (Cherry, K, 2023).

This is because, an operational such as a police dispersal order, preventing anti-social behaviour in a specific area, would take a lot of police resources and a lot of time and effort. Therefore, a transformational leadership style would be a more suitable approach as the leader would focus on team building, motivating officers and collaborating with multiple team members to ensure that a mutual goal was met. This leadership is used a lot in Policing, especially in operational situations such as off-road bike operations in a neighbourhood policing team or during city safe operation on weekends, with people out drinking in the city centres. It is essential that all officers, at all levels work collaboratively together, along with partner agencies, in order to take action on an ongoing issues within the community and using this leadership would be essential in this incident.

Another leadership style that is commonly used in the Police can also be laissez-faire leadership, which can also be known as delegative leadership. "Laissez-faire leadership is a type of leadership style where leaders allow team members to make their own decisions and work independently, with minimal interference or direction from the leader" (Staff, E, 2023). This can often happen within the police, for example, Sergeants or Inspectors by leaving their staff and entrusting their staff to answer calls from the control room and investigating their crimes in between, without needed to be checked that they are doing so. This can be a positive leadership style as police constables do not feel they are being micromanaged and feel they are trusted by their peers to conduct their day-to-day role.

I have used situational leadership when working as a probation police constable. "Situational leadership is about adapting the style of leadership to employees involved, with an eye to the environment within which they operate" (Baunsgaard, V.V. 2020). In essence, this means that the leader will adjust their style of leadership to fit their situation they have in front of them. I have used type of leadership style when dealing with an aggravated male that was drunk on a high street. I have used the laissez-fair leadership style asking colleagues to help and assist me, but not giving direct orders on what I specifically wanted, let them use their own discretion on their actions and use of force.

However, when the male became increasingly more aggravated and the risk to myself, my colleagues and the general public increased, I have changed my leadership style to ensure that the job of arresting and detaining the male safely and quickly for himself and everyone, around was done effectively, changing my leadership to the changing environment around me, therefore adopting a situational

leadership style. This is extremely common in policing, as what incidents, and situations police officers face, constantly change within a very short period of time. Therefore, this style of situational leadership, ready to change at any time, is very commonly used in order to adapt to the scene at hand and keep everyone safe and in order.

I was also able to change my leadership style by identifying and evaluating the requirements of the scene, how I can effectively communicate with other colleagues, whether I can do it face to face or over the police radios, and how I can identify more resources and delegate tasks to them. Depending on all these relevant factors at the incident, and also within a policing context, depending on the urgency to the tasks that need to be completed, I would then adapt my style to this. I have gained the skills of changing and developing my leadership style by ensuring throughout my three-year probation as a police constable, I have taken charge at incidents and scenes, and therefore tried different types of leadership styles while taking on this role.

In addition, I have then reflected upon on how each of the leadership style and how it did or did not work in this instance, and then come up with a plan on how I can use or change it for a similar incident next time. While reflecting on my leadership style, I have also read and researched other ways to become a positive leader when at incidents, due to having a professional goal of potentially increasing in rank throughout the police.

Hill's Team Leadership Model gives leaders a guide of how to help identify and solve problems within their team. " This model provides team leaders with a mental map to help them diagnose and solve team problems" (Ternay, G, de, 2023). The four steps are to monitor the team, diagnose team problems, take appropriate action, and restore effectiveness of the team. I have used this leadership model then at incidents where I have watched the team at an incident, noticed there has been an issue such as a drop in morale or motivation, taken action by giving them positivity and encouraged good work and this has resulted in a boost in moods and productivity.

This model is a positive leadership model to use within the police, as it focuses on the issue within the team, and looking for a positive outcome and action to follow it. It also works well within the police force, as it means the leader can monitor the team from a distance and therefore have an outsider point of view, which is better for noticing if there becomes a problem within the team that needs diagnosing.

Words: 1911

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:

I will reflect upon my three-year probation period, how I have benefited from mentoring and coaching. I will draw on the areas which I feel have been important to my personal progression whilst targeting my professional and organisational goals. I will then evaluate how I have learnt and developed my skills in the workplace and what types of feedback I have utilised to maintain my actively changing development. I will use Borton's Model of Reflection 1970. (Janse, B, 2022).

In my three years' probation, I have been faced with many challenging scenarios and incidents. Some of which has completely changed the way in which I work and manage not only myself but the general public I come into contact with and other police staff. As Winston Churchill once quoted "To Improve is to change; to be perfect is to change often." (College, H, 2016). Change encourages and benefits not only individuals but businesses.

During my time as a probationary police constable, I have been subject to change, some positive and some negative but these changes have influenced the way I work to maintain my personal and professional goals. This has always been at the forefront of my learning and development. As Karen McCullough summarises, change encourages innovation, assists in the development of staff ultimately improves morale and helps to develop and harness new skills, approaches, and dynamics to work styles. Innovation is strongly encouraged. (McCullough, K, 2020). During my time as a police constable in probation, I have been subject to varied coaching and mentoring which has opened up different avenues of opportunity to develop myself and personal goals.

Coaching as defined by the website TalentLyft as being a method of training, instructing and or counselling to individual or specified group of individuals to enhance the productivity and personal performance. (TalentLyft, 2023). Whereas, mentoring as defined by the University of Southampton is a protected relationship which fully supports individual's to develop their full potential and harness learning and experimentation. This can be in the form of a small, protected relationship from one person to another. (University of Southampton, 2023).

The first stage of Borton's Model of Reflection is 'What.' When I landed on my shift as the new probationary police constable in Gwent Police, I tried to maintain a very high standard of personal goals. I wanted to set the best example for how policing should be represented and so I based my goals around the 'Policing Principles'. These need to be adhered to and retained strictly by every police constable. As clarified by the College of Policing these include being accountable, fair, maintaining honesty and integrity, leadership, objectivity, openness, respect, and selflessness. (College of Policing, 2014).

Alongside this, my local force Gwent Police broadcasted to the public that it looks for "Enthusiastic and dedicated people who'll be committed to our vision. People who will be best at understanding and responding to the needs of the community." (Heddlu Gwent Police, 2023a).

My personal goals included solid use of time management. Becoming more open to public speaking and interactions, as I knew I had to put what I learned for my role into practice and potentially make life changing decisions. Developing more assertive body language and improve overall communication skills as I found sometimes, I would take a step back and let others take the lead. Improving and strengthening my emotional intelligence for myself and throughout my relationships with my colleagues, and lastly which I considered most important were to strengthen my leadership skills and better decision making to from increased self-awareness. I knew if I didn't set standards for myself to achieve, then I would be subject to consequences of my actions which could have a greater impact on my team and employer as an organisation, ultimately affecting the trust that others have in me and my abilities to perform personally and professionally.

The College of Policing highlights this under the standards of professional behaviour, "The public expect the police to do the right thing in the right way, basing decisions and actions on set policing principles." (College of Policing, 2014). Negative limelight on any officer has a greater effect on the public and their confidence in the polices' ability to perform. An article by Katrina Mynenko and Keith Ditcham captures highlights that 'The Policing Model' relies on the publics consent and trust, and how the public perceive that they are treated by the police. (Mynenko, K.D, and Ditcham, K, 2022).

The second stage of Borton's Model of Reflection is 'So What'. I have always received continuous coaching and feedback from my Sergeant and various mentoring from a wide range experienced officers and I have always been very open and welcoming to this feedback. I feel I benefited greatly from coaching as it has allowed me to harness and improve my professional and personal skills. Coaching made me more self-aware and has strongly defined me as a more

experienced police constable that I have become today. Self-awareness as summarised by Meredith Betz is the ability to focus on yourself and how you act. Strictly speaking it is the ability to evaluate and manage emotions and behaviours and understand how you are perceived. (Betz, M, 2022).

My Sergeant would often recognise that I would adopt a 'Tunnel Vision' approach when performing certain tasks, which ultimately led to me sometimes failing to see the bigger picture and become overconfident in my own ability to complete a task, that I was unprepared for. As described by Decker and Mitchell in an article on 'Tunnel Vision' and its draw backs, they highlighted how 'Tunnel Vision' is the failure to see the bigger picture and can affect leaders missing important information and evidence in decision making." (Decker and Mitchell, 2016).

Through coaching, my Sergeant allowed me to become more self-aware of my weaknesses and strengths and how these correlated to other members of the team. I also gained the benefit of flexibility through coaching where my Sergeant would often ask and allow me to choose my own route of self-improvement, with persistent feedback through 1 to 1 sessions on previous actions which required improvement. I felt this boosted my morale and collaborative thinking, which lead to greater productivity in my abilities due to the trust placed in me by my peers. As explained by Robert Half in an article on 5 benefits of flexible working, flexible working can be seen as the job benefit of choice and has in more frequent years become one of the most popular ways to work with wider job satisfaction, as well as fulfilment overall. (Half, 2022).

I found myself building unique and personalised relationships with my colleagues in different fields, specifically Roads Policing. Professional Goals as defined by Caeleigh MacNeil, are concrete objectives you want to achieve in your career these can be a combination of short and long-term goals, for example completing short attachments or studying for a sergeants role. (Asana, 2022). I would often attach to a Roads Policing unit as joining this field is my long-term professional goal. I would be crewed with a specialist trained officers in this field, which usually lead to the officer mentoring my abilities in this short space of time, to assist me in developing skills that would help me towards my goals and help me identify areas which could be improved, also allowing me to evaluate and critique my own progress. As summarised by the website Indeed, a mentor is someone who understands and appreciates their own wisdom wishing to pass it on, taking fulfilment from helping people achieve their own goals. (Indeed, 2022).

Whilst attached to a Roads Policing unit, I stopped a vehicle that had run a red light. I decided to take the lead as I wanted to showcase my abilities to the Roads Policing Officer which has always been actively encouraged. Upon a successful stop I, under Section 165 of the Road Traffic Act 1988, I required the driver to produce their drivers license and proof of insurance. Defined Section 165 of the Road Traffic Act states "A constable who has reasonable cause to believe that a person driving a motor vehicle to have committed an offence in relation to the use of the road of a motor vehicle" (Legislation.gov, 2019). When speaking to the driver of the vehicle he appeared scruffy in nature to me, wearing ripped and dirty clothes he was also withdrawn from conversation and unable to communicate via means of English. I tried my very best not to let my unconscious bias effect my decision making.

Unconscious Bias as defined by the royal society meaning “Making a judgement call on the basis of our prior experiences.” (The Royal Society, 2015). I made sure I did not let this effect my investigation into this matter due to having to remain impartial and no discriminate on members of the public, maintaining the core principles of the ‘Code of Ethics’ Fairness, Respect and Selflessness (College of Policing, 2014). Ultimately leading to me providing a ‘TOR’ or ‘Traffic Offence Report’ due to the offence of running a ‘Red Light’ which was police witnessed.

Following this incident, my mentor and I returned to the police vehicle and debriefed about how we both felt the incident went, which allowed for positives and negative areas of improvement to be addressed. As the Royal College Nursing highlights, Debriefing allows for misconceptions to be reviewed and corrected as well as valid and fair observations to be taken on board. (Royal College of Nursing, 2021). I stated how I felt I had control over the situation but was taken back by the driver and his inability to communicate with me making the incident more diverse than I had initially anticipated. My mentor stated to me that he felt I had good situational awareness on the scenario and correctly used and reinforced legislation but stated that I appeared closed with my body language and openness to different types of communications. He stated and Open body language and communications will lead to stronger collaboration and cohesion between offenders and myself. The website Harappa summarises perfectly, body language is one of the primary ways to communicate, how you present yourself carries meaning and showcases a lot about how you think and feel (Harappa, 2021).

With this feedback, I remained receptive to its constructive nature, learnt from my mistakes moving forward with them and was thankful for as the constructive criticism which would allow me to showcase that I have understood what has been said to now implement positive change. As explained by Mike Clayton in a video on feedback and why does It matter, he stated that feedback matters as it allows for performance to be managed against expectation and is most effective when evidence based. Feedback ultimately tells the individual that they are important to the organisation, and it helps for development and seeks out desired attributes to make positive change. (Clayton, M, 2021). This feedback then directly reflects my Gwent Police’s priorities and organisational values which are “increasing the effectiveness of officer and staff engagement with residents in their communities and community confidence and trust in Gwent Police” (Heddlu Gwent Police, 2023b).

The final stage of Borton’s Model of Reflection is ‘Now What.’ The feedback I received both from coaching and mentoring has allowed me to learn and develop and perform in a variety of different ways since going from an inexperienced constable to an experienced one. I have maintained the ‘Code of Ethics’ and ‘Standards of Professional Behaviour’ at the heart of all my decisions throughout, more importantly ‘Honesty and integrity’ to not compromise or abuse my position, ‘Authority, respect and courtesy’ using my power to respect the right of all individuals and ‘Conduct’ behaving lawfully and proportionately in a manner that does not discredit or undermine public confidence in policing. (College of Policing, 2014). I have developed and harnessed my skills to the point where I have now begun tutoring and mentoring individuals on my shift myself. I have learnt deeply from my feedback, previous coaching and mentoring that I have received and now

encourage the same behaviour to my new colleagues who are new to response. I am doing this as it allows for personal, professional, and organisational goals to persist whilst performing my role as a police constable and aid in the development and performance of others who can draw from my experience in the workplace as part of my own CPD 'Continuing Professional Development.'

As stated by the college of policing, the CPD enables an individual in collaboration with their organisation to maintain, develop recognise skills, knowledge, and competence. (College of Policing, 2020). My role is ever changing now being a mentor and I am still open to criticism, as Alex Woodward explains Constructive criticism is a valuable tool in the workplace which helps success in the workplace and all walks of life (Woodward, A, 2022). Ultimately, this will allow for stronger bonds between my team and I, Increased insight on tackling different events and cultivates a trusting workplace. My reflection will not stop at the end of my three-year probation, however, my review into my own goals versus the organisational ones will be ever evolving.

Words: 2200

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