

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based

Workbook 5 (PCDA)

12 elements 10000 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	2500
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	Total	10000

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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I am going to reflect on the significant role I played regarding repeat incidents of fraud by false representation contrary to Section 2 Fraud Act 2006, (The National Archives, 2022). I will use Gibbs reflective cycle to reflect on my performance including what I have learnt from the incidents, my feelings throughout and how I will use what I have learnt at future incidents, (Gibbs, 1988). I will explain the role of the modern police officer and evidence how I am developing in order to fulfil this role. The essay will show a critical evaluation of the role of the College of Policing in the professional approach to policing within the U.K and it will consider the impact of the 5 Year Strategy within the approach.

The College of Policing was established in 2012 and is a professional body which supports professional development, sets the standard of professional practice, shares good practice, and disseminates knowledge, (College of Policing, 2022). They also support police forces to protect the public, prevent crime and "Identify, develop and promote ethics, values and standards of integrity within the police service as a whole", (Bryant, R. Bryant, S., 2019, pg91). Based on this I'd argue that the role of the College of Policing is paramount to the success of professional policing within the U.K. The 5 year strategy set out by the College of Policing in 2014 was to "identify develop and promote good practice based on evidence, support the professional development of those working in policing, help police forces and other organisations to work together to protect the public and prevent crime, identify, develop and promote ethics, values and standards of integrity", (College of Policing, 2014).

The 2018 Workforce transformation is about “the police service establishing, achieving and maintaining standards of professional education, training and performance, enabling our workforce both to do their job better and gain formal professional recognition for doing so”, (National Police Chiefs Council, 2018). One of the proposed new initiatives includes, “The Policing Education Qualifications Framework (PEQF): a standardised national framework setting professionally-related qualification levels for the police service, by rank or organisational level of responsibility”, (College of Policing, 2018). The College of Policing play a significant role in the 2025 policing vision through implementing the PEQF and working towards providing a workforce educated to a level 6 standard therefore meaning it will then be equipped with the necessary skills and capabilities required in line with the policing vision 2025, (College of Policing, 2020). A report published by the College of Policing on the PQEF found early indications that the programs are successful with a 95% retention rate and quantitative feedback that students have ‘deeper knowledge and understanding, critical thinking and time management skills’, (College of Policing, 2020).

This feedback is consistent with research conducted into officers who had completed the BSc in Policing (Hons) prior to the PEQF introduction which found that some student officers valued the knowledge gained as part of the degree as it contributed to their own professionalism. However, the same research also provided significant negative results as the majority of students perceived an inability to use their learning within a work environment, which in turn made them feel their contribution to their shift was undervalued. It found that officers had to challenge their supervisors to allow them to apply their knowledge from the degree, which suggests an unwillingness for the police culture to accept an ‘evidence based’ knowledge approach, (Williams, E., Et al, 2019). Another criticism of the PEQF approach has been voiced by the Surrey Police federation chair who stated, ‘The Police Service needs people from all walks of life with differing experiences and those that can be a good, competent operational officer, despite whether they have a degree or not’. On top of this she has argued whether young graduates lacking life experience are really those best placed to deal with the complex situation’s officers face, (Police Federation, 2021).

The College of Policing also provides guidelines which police officers should follow including the Code of Ethics. This supports the policing mission and values 2025 ensuring human rights are central to everything the police do and its commitment to policing by consent, (National Police Chiefs Council, 2018). This type of guidance is influential in setting the standards required within the policing vision 2025 and underpinning the behaviour of police officers within the U.K, (College of Policing, 2022). By following the code of ethics officers will be respecting the human rights of the public which is serves. However, there have been many recently publicised breaches of these standards, including the two officers who breached confidentiality when they took photos of two murder victims, (Dodd, V., 2021) and South Wales Police officer who made false allegations against a female who rejected him, breaching several of the policing standards, (BBC, 2022). Therefore, although the College of Policing set the guidelines their role in upholding these standards is limited and ultimately the responsibility to uphold these standards falls on police officers, police forces and the Independent Officer of Police Complaints.

An example of an incident I attended which typifies modern policing was where a bank had contacted the police to share their concerns for an elderly male as he had withdrawn over £9,000 in cash within 9 months, with his reasoning for withdrawing the money ever changing. This is an example of a more modern type of crime whereby the victim and offender could be miles apart and never meet but the crime still has a devastating impact on the victim. Victims of this type of fraud are more vulnerable as they’re often at home where they feel safe and will freely discuss all manner of things, (Oprepeat, 2022). The Fraud Act was introduced as recent as 2006 with a view to make fraud easier to understand, remove

technical difficulties and due to the increase in volume of fraud crimes, (Rahman Ravell, 2012). This highlights just how recent this type of crime has started to become prevalent within society. On this occasion the bank was following the banking protocol process which was set up in 2017 to prevent vulnerable people becoming victims of fraud by using a partnership approach, (Action Fraud, 2020). By using my questioning skills, I ascertained he had been investing the money in herbal remedies, but he had no paperwork on the company and would only have phone calls from someone who would tell him where to post the cash. I explained to him that he was a victim of fraud, provided him with safeguarding advice and raised referrals to social services and Action Fraud. An important part of modern policing is to take a partnership approach when managing crime and this can be done through sharing information and pooling resources. It is stated that this approach can be used to tackle underlying issues and social problems, (McCarthy, D. and O'Neill, M., 2014). Studies have shown that police officers support a partnership approach due to limitations in their expertise with other services more suitably trained in the complexities of family situations, (McCarthy, D. and O'Neill, M., 2014). This example demonstrates how I worked inside the College of Policing's 5 year plan by working with other parties to help protect the public whilst following the code of ethics.

Approximately 2 months after the initial incident I noticed another banking protocol call had been received and I instantly recognised the name. This time I attended the home address of the victim and was extremely concerned that not only did he not recognise me he could not remember our previous meeting. He appeared quite confused and although his home was in pristine condition and he appeared capable of looking after himself, I had serious concerns in the deterioration of his mental health. I repeated the same safeguarding advice, however I also escalated my concerns to social services about the significant deterioration in his memory. Research has shown that 80% of the victims of telephone scams are over the age of 55, and it is believed this is because scammers prey on older vulnerable people, (Oprepeat, 2022). Clarke (1999) explained about the 'hot' model where an area, product, offender, or victim are often involved in a certain crime and are worthy of police attention, (Clarke, 1999). Hot victims are those who are more vulnerable due to age, frailty, or being naiver than the average person and as such will be persistently targeted. Studies have shown that a person who has been a victim of a specific crime is more likely to be a victim again, (Bryant, R. Bryant, S., 2019, pg48). The hot model could explain why my victim was repeatedly targeted.

In line with the Gibbs model of reflection initially I was feeling very apprehensive as I have experienced banking protocol calls whereby elderly people who are often the most in need of their finances have lost large sums of money, which is very sad. On viewing the second incident I was feeling upset as the male was extremely isolated as he had no living family and he had been scammed again by being too trusting and due to a deterioration in his health. On speaking to the fraud triage team, they were very concerned due to change in the male's health and were also eager to speak to social services. Looking back, I feel that although I did all I could to help the male it didn't feel like it was enough as he was scammed again. This example shows although the banking protocol process has prevented £116 million from being scammed, (Action Fraud, 2020), there is still a substantial figure lost to scammers each year and there is plenty of educational work and process improvement which needs to be done.

Evaluating the experience, I feel like the partnership approach between the bank, the police, social services, and Action Fraud worked well as each agency played its part in aiding the male within the situation and afterwards. A fundamental part of modern policing is working in partnership with other agencies and this incident is an example of that approach. The bank's role was to identify the fraudulent activity, stop any potential future fraud as well as stopping a further loss of £500 by cancelling the cheque. Action Fraud will use the information to investigate the fraud on a larger scale, and social services can get him the support he needs

to keep himself safe. One negative is that even with all the support due to the male's vulnerabilities he almost became a repeat victim. A difficulty facing the police is that although we can do all we can to provide safeguarding and advice we cannot control a victim's behaviour. When it comes to repeat victim's, I always look to understand why they're a repeat victim and try to find a way to address that vulnerability.

Analysing my role, a difficulty I found within the situation was that initially the male did not even trust me, although I was a police officer in full uniform. This is a challenge for the modern-day police officer which could be due to several high-profile incidents whereby the public perception of the police has been damaged due to officer's conduct which could be described as unprofessional at best, including the recent tragic murder of Sarah Everard. Previously publicised incidents have looked at the police culture and behaviour however the tragic murder of Sarah Everard differs in that it was the actions of a single officer who abused his position of trust in the most abhorrent way, (Giordano, C, 2021). I overcome this initial hesitation by using my communication skills to build up trust, this is an area I have significantly developed throughout my probation. The College of Policing states that adapting communication style and providing a logical argument are skills required of a police officer, (College of Policing, 2022). Throughout my probation I have looked to work with many different people, including other departments to learn how different people communicate with victims, witnesses, and offenders. It is documented that the benefits of peer observation include learning new techniques, ideas and strategies which can help personal development, (Best of Bilash, 2009). Another area which went well was my ability to recognise the vulnerability of the male and I did this through gathering information during a general conversation, such as asking about other family members and his friendship circle.

An important part of modern professional policing is to use evidence as a way of decision making and then finding and implementing a solution which is one of the College of Policing's objectives within its 5 Year Strategy, (College of Policing, 2014). Evidence based policing (EBP) is used by officers use the best available evidence to inform decisions and challenge practices. "A big part of EBP involves critical thinking whereby officers should reflect on their practice to learn from their success and failures", (College of Policing, 2022). One theory into how people learn 'experiential learning cycle' which suggests that by reflecting on an experience means we make sense of them and in turn learn from it, (Kolb, 1984). In conclusion I felt that from attending my first banking protocol incident till this one I have learned a lot. I am now confident in the process to follow and where I can obtain support from different stakeholders including those within and outside the police such as Action Fraud. However, if I were to attend the initial incident again, I would have supported the victim in blocking unknown numbers for him there and then so scammers could no longer contact him. Even though I followed all the correct processes, and the support was given the male still became a repeat victim and looking back now I feel taking that this extra step maybe I could have been prevented it.

Reflecting on the final year in my probation my initial thoughts are that I have a lot more confidence within my ability to manage any situation I may face. Looking back from when I first became an independent officer, I would be apprehensive about what could go wrong and the consequences if it did. My outlook and feelings are far more positive, and this shows as when attending critical incidents, I now look to put myself into a lead role which includes organising other officers and becoming the officer in charge of the investigation. I also enjoy working with new officers as I understand how they are feeling, and I want to support them like I was supported earlier in my career. During my tutorship my biggest feedback was that I am too nice, and I still feel that this is an area I need to improve as I question myself before I stamp my authority or use force at incidents. When using force on offenders, especially those who are under 18 I am concerned about the public perception, even though any force used is proportionate necessary and can be justified in line with the code of ethics, (College of Policing, 2014). I feel that I am now a good response officer, however I am looking for

other ways to build on my knowledge and develop my skill set and I have requested to become a taser officer and to have a secondment on a drugs team whereby I will take a more proactive policing role.

This essay has provided a critical evaluation of the role of the college of policing in professional policing within the U.K. It has considered the policing vision 2025 in evaluating the role of the college of policing and assessed the College of Policing's 5year strategy. I have highlighted the positive impact of the College of Policing and identified areas for improvement. I have reflected on my role within an incident of fraud involving a vulnerable victim and evidenced how I have used the skills I have learnt and partnership approach to provide a professional service to the victim. I have critically reflected on my final year of within the probation and how I have developed over the past 3years.

(Word Count 2678)

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?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will illustrate Gwent Police's use of social media as a means of engaging with the community whilst falling in line with its own social media policy. It will outline the different social media platforms used by the police and the benefits and risks involved in using social media on police forces and officers alike. During my time within Gwent Police my social media use has been very little due to my role as a response officer. This falls in line with the Gwent Police policy that neighbourhood teams, senior leaders, specialist teams, corporate communications and the force control suite will all have accounts, however response officers do not have direct access, (Seymour, 2020). There are very few instances when social media has played a significant role in an incident I have attended however, I have on two occasions requested that posts are made; therefore, I will reflect on my limited performance using Borton's model of reflection, (Borton, 1970) and evaluate the effectiveness of these posts. I will also critically evaluate Gwent Police's social media use and how it engages with the community.

Social media can be defined as, "websites and computer programs that make communication possible with the use of computers or mobile phones", (Collins Dictionary, 2022). It is reported that within the last twenty years social media and digital technology has taken over most people's spare time with Facebook and Instagram in the top 10 smart phone apps used worldwide, (Lipschultz, 2017). Therefore, by having a significant digital presence and using social media as a way of engaging and interacting with the public Gwent Police is following Policing Vision 2025 by "making it easier for the police and public to communicate with each other", (National Police Chiefs Council, 2022). Social media is also a way of building new relationships as it provides the police with a platform to connect with the public who they do not usually interact with the police, which in turn can also be used as a way of gathering new and different information and intelligence, (The Police Foundation, 2014).

Police forces use social media as a way of engaging in direct and immediate communication with the public by using robust guidelines to ensure its use is positive, (Bryant, R. Bryant, S., 2019, Pg 156). It is documented that “engagement is a fundamental part of policing and social media allows the police to connect with the public; giving them an opportunity to communicate with the police and feel that they are an accessible organisation”, (The Police Foundation, 2014). Gwent Police provides its officers with strict guidelines to ensure that anyone using the force social media platforms are aware of its core aims of use. These aims policy fall in line with the National Police Chiefs Council National Local Policing Guidance and are, “to achieve a tactical or operational objective, to change or influence the behaviour of our communities for the better and to build capacity and trust with communities”, (Seymour, 2020).

What?

My first request for a social media post was at a road traffic collision where I made the decision to close both sides of a main road. This was to allow ambulance's, fire brigade and the police a safe space to work whilst also maintaining privacy for the casualties involved. It was a big decision to make as it was rush hour and therefore would have a significant impact on a lot of people. I requested that twitter was updated to inform motorists of the closure so they could plan their journey ahead.

Gwent Police uses Twitter as a way to quickly disseminate urgent information in emergency situations, (Seymour, 2020). Within the Gwent Police policy, it states that all posts should “Comply with the Welsh Language Standards”, (Seymour, 2020), however due to the urgent nature of the post it was not possible on this occasion, which is an exception documented within the Gwent Police policy. Welsh Language Standard 55 states that the Welsh Language should not be treated less favourably than the English, unless it is in the first 60minutes of an urgent event, or outside specific hours, (Seymour, 2020). Following this is vital in maintaining good relationships everyone in Wales by ensuring there is no favouritism or language preference. My second post which I requested on Twitter was an appeal for information for a high risk missing person (misper) who has made threats to end his life which was out of character for him. I picked up the enquiry when an extensive search had been completed and all other avenues proved unsuccessful, so I spoke to the family and gained authority to send out a social media post for help from the public. This post fell into the ‘achieve an operational objective’ category with the objective to find a suicidal male safely and quickly. Within the Gwent Police policy there is guidance on whether a post was successful, it looks at the whether the objective was reached, the speed of the communication, and did the community act, (Seymour, 2020). Using this guidance, I’d say the post was highly successful. Both of my posts also followed the Gwent Police policy’s guidance on the using the correct tone of voice and the correct way to post photos which ensured both posts were informative, positive, and engaging, (Seymour, 2020).

So what?

By creating a twitter post it give members of the public an instant update on why there was a traffic build up and why the road was closed to ease congestion and allow road users to replan their route. By easing congestion, it takes the pressure off the emergency services and allows them to focus on the task and not have to manage angry and frustrated members of the public which is vital in managing a critical incident. The social media post for information on my misper was highly successful with numerous responses to say they had seen the male, and he was found within hours with officers and medical professionals then able to support him. I also followed up with a social media post thanking the public for their help and confirming the male was found safe and well. This type of post is important as it enforces the importance of public engagement, and it shows the public the police are

grateful for their help. The college of Police documents that without the support of the public, policing would become impossible, (College of Policing, 2013).

Now what?

My use of social media has been positive, and it is certainly something I continue to do in future. As my career develops and I move into other departments I will continue to use social media to engage with the public by celebrating the success in police operations and issues which are important within the community.

A social media platform used significantly by the police is Twitter, which has been described as a "brand friendly platform", due to its speed at disseminating information and its openness which makes it easy to monitor, listen and communicate", (Kumar, 2015). The police use it as a way of engaging with local communities either by providing urgent updates on major incidents or celebrating successes around reported local issues. For example, police Twitter accounts are full of images of reassurance patrols, safety advice, successful investigations, and photos of engagement events, (South Wales Police, 2022). It is believed that of the approximately 2000 police Twitter accounts half of them are community police accounts which the teams use to reach out to the public by listening to them and acting on their concerns, (Bullock, 2018). An extremely successful use of Twitter was by Greater Manchester Police in 2010 who completed a 'Twitter Day' and documented every incident their control room received in a 24hour period. This highlighted the volumes and types of calls received, the misuse of the emergency line and the types of calls which were better suited elsewhere, (Fisher, 2012). Such was the level of engagement and success of the day, their followers increased from 3,000 to 17,000, (The Police Foundation, 2014) highlighting how social media is an important engagement tool.

The Gwent Police policy documents that Facebook is used to develop more in depth conversations and relationships as to post about campaigns and success stories. It states that warrants and jail terms make for great reading for the community as it shows the success of the police and how it is making the community safer. These photos and updates, however, must fall in line with social media policies such as not releasing personal information about the offender or any information that could jeopardise any future legal proceedings. Facebook is also used for gathering information, such as the identity of a someone involved in an offence, again the policy states that it is important that until someone is convicted that the posts do not to imply guilt. Also, an important consideration with these posts is the impact on family or friends of those involved, (Seymour, 2020).

YouTube is another platform used by the police to provide information videos such as 'how to spot the signs of county lines' and tips on 'how to keep your home safe from burglars and rogue traders', (Gwent Police, 2022). West Midlands Police are big users of YouTube and post videos several times a month all of which have an engagement purpose such as, officers supporting foodbanks, the opening ceremony at the commonwealth games and looking inside an illegal club the police have shut down, (West Midlands Police, 2022).

A newer social media platform which is being used is TikTok and this is all about engaging with the community by providing short fun videos of the day to day activities of police officers or short information videos such as keeping your house safe when you go away, (Gwent Police, 2022). By using Tik Tok, the latest and faster growing social media platform, it is a natural step in a way of contacting a different audience and keeping up with the latest digital technology, (Buckley, 2022). Although as with all social media and interactions with the public it is important to get the content right. A police recruitment campaign in Australia used TikTok with videos of serving officers but received substantial negative comments. This included criticism of the unenthusiastic officer and another condemning the decision of the officer to stamp on the camera stating it was tone deaf to depict someone being stamped on, (Buckley, 2022). This example highlights the need for a robust policy such as that of

Gwent Police which provides officers with guidance on what, how and when to post and the importance of getting the content right, to ensure all users, which currently stands at over 200,000, have a positive experience, (Seymour, 2020).

Freidman Suits (2014) argues that social media is a way of enhancing a professional or personal brand identify and she states that there are five main benefits in using social media in a professional setting which include, building relationships, sharing expertise, increase visibility, and connecting anytime. Building relationships with the public is vital in policing and this belief goes back to the Peelian Principles which states that the police are the public and the public are the police, (Loader, I., 2014). Freidman Suits (2014) states “Good content gets shared, so if you are consistently posting quality content, the more people will share it and the more people see it”. Although it could be argued that this can also work in a negative context and poor content gets shared just as fast for example when Kurt Zouma’s brother posted a film of him kicking his cat. Although the post was removed shortly after, screengrabs were taken and the incident will always be remembered, (Sky Sports, 2022). Gwent Police social media policy identifies a big risk of social media use is that as soon as it is posted it is impossible to remove as people can photograph it or take screenshots therefore the content must be right first time, (Seymour, 2020).

Freidman Suits, (2014) states that social media allows the reader to educate themselves on current events and focus on what is important to them with instant and up to date news being constantly published. Arguably the biggest benefit of social media is that everyone and anyone can connect anytime, this means instant updates and real time news and information, (Freidman Suits, 2014). Although there are numerous benefits to social media there are many risks on businesses and individuals alike. Houghton (2020), states “Ill-advised social media posts and lax oversight can cause serious damage to a company’s reputation, trigger investigations by regulators, and damage long-term relationships”, (Houghton, D., Et Al, 2020). Arguably the biggest professional risk is reputational damage which can occur from negative publicity and critical comments, (Houghton, D., Et Al, 2020). An example of lax oversight is United Airlines who had the slogan “Fly the Friendly Skies”, however they were ridiculed on social media with parodies created of their slogan and negative memes, after an incident where an elderly gentleman was violently dragged off an overbooked flight, (Chi, L., 2017). Another risk is ‘fake news’ and the impact of misleading or accurate information such as Elon Musk tweeting that Tesla was looking to go private which substantially increased its share price. Once it was revealed that this was misleading shareholders sued Tesla and Musk and the share price dropped, (Reuters, 2022). There are also risks from social media on an individual’s wellbeing which include, a negative impact on self-esteem due to many people and media outlets photoshopping and distorting images making the reader feel inadequate, (Brown, J., 2018). Too much time on social media can also cause loneliness and social isolation as it is stated that “Exposure to such highly idealised representations of peers’ lives may elicit feelings of envy and the inaccurate belief that others lead happier and more successful lives”, (Brown, J., 2018). The Gwent police policy on social media identifies that there are risks in its use and documents the standards that users should follow which include, using it responsibly and safely, ensuring anything published is compatible with policing principles and not to publish anything that could damage personal or the police’s reputation and dent the public’s confidence, (Seymour, 2020).

Police policies on social media also provide instruction for a police officer’s personal accounts. Within Gwent Police’s policy it states not to disclose that you work for Gwent Police, do not comment on controversial issues, be familiar with your privacy settings and not to make derogatory comments about the force, (Seymour, 2020). The risks of not adhering to force policy include disciplinary action, loss of job, the risk of going to prison and the reputational damage against the force. A recent example of misuse of social media is two MET police officers being sent to prison after they took photos of the crime scene

following a murder in London, and posted them in a WhatsApp group, (Layton, 2021). The incident made the headlines of many news outlets with the MET Police being placed under significant scrutiny. This type of misuse of police powers at a widely publicised critical incident was extremely damaging to the public confidence and of all police forces, (Layton, 2021). Other incidents include officers sending inappropriate graphics, depicting violence against women, racist, offensive, and derogatory words and although they have been punished for their actions it opens the debate as whether the right people are in the right position to investigate violent crimes, (Layton, 2021). Another risk with social media is that it doesn't just have to be recent posts that can cause issues often historic posts can come back and cause problems. An example was Taylor Palmisano who was hired as deputy finance director in Wisconsin government campaign and shortly after historic racist tweets were brought to light, which resulted in her being fired, (Lipschultz, 2017).

This essay has outlined my limited use of social media and how the posts I requested were in line with Gwent Police's social media policy. It has looked at the different social media platforms used in policing and the importance of having a robust policy to prevent criticism from the public. It has documented the benefits of social media and why, when used correctly, it is a great platform to engage with those who often do not have any involvement with the police. It also highlights the risks involved and the significant impact these can have on the force or an individual Police Officer.
(Word count 2748)

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?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will reflect on a policing incident whereby I have taken a significant role and evaluate the effectiveness of the leadership approach I took, using the Driscoll model of reflection, (Driscoll, 2000). It will evidence and evaluate the flexibility in my leadership styles and analyse the different strategies I have developed to manage different operational requirements. It will consider commonly used leadership within policing and how I am able to apply a change in my leadership style to reflect changing circumstance.

“Leadership is a way of focusing and motivating a group or organisation to achieve its aims”, (Rickards, T., 2011). Humphrey (2014) highlighted that although leadership is often seen as a relationship between a manager and their staff there are other examples, such as a political leader, who will lead millions of people who they will never meet. Humphrey (2014) also stated that leadership can happen on different levels such as on a personal level whereby people motivate themselves, peer-group leadership where a team leads themselves and one-on-one relationships where people are treated as individuals and their different needs met. Leadership is an important part of professional policing, which is highlighted by its position in the Code of Ethics as part of the policing principles. The Code of Ethics states that the right leadership will encourage ethical behaviour and “those who are valued, listened to and well led are likely to feel a greater sense of belonging, and so be more likely to take pride in their work and act with integrity”, (College of Policing, 2014).

It could be believed that as the police is a hierarchical structure, leadership is tied to rank, however this is not always the case, as leadership is about influencing others and police officers of all ranks have an influence in their interactions with members of the public and other officers therefore all officers taken up leadership roles at times, (Giblin, 2017). Although, Jaques (1990) argued that “leadership responsibilities and rank are connected as

those in higher positions bring additional responsibilities over a longer period of time". This suggests that those in a lower rank are only leaders as and when the circumstances dictate, which falls in line with my experience of being in the police as I have taken on various leadership roles, including being an ethical leader.

An ethical leader will "do the right thing, at the right time, for the right reasons", (Mindtools, 2021). As the code of ethics is central to all decision making, (College of Policing, 2014), within the police, officers of all ranks should always take up the role of an ethical leader. During my time within the police, I have consistently observed ethical leaders across all ranks, and I feel it is common practice. However, due to many highly publicised incidents it could be argued that it is not always the case. A current example of unethical leadership is where a senior officer has been suspended for sexual offences against a female colleague with another senior officer suspended as part of the investigation, (BBC, 2022). This type of unethical behaviour by those in leadership roles could certainly cause police constables and the public to question the integrity of senior leaders within the police. Dixon (1979, P307) criticised the nature of those in high power positions by stating that the characteristics within the personality of those who establish themselves at the top include the worst human traits such as dishonesty, insincerity, cynicism, and a hostility towards anyone who threatens their position. Although, incidents such as the aforementioned are certainly the exception rather than the norm. Therefore, it is easy to argue that for those in high power positions, the documented positive traits such as perseverance, dedicated to continuous improvement, don't shy away from situations and decisions, competitive and focused, (McCarthy, 2019) are far more prevalent.

A common leadership style used in the police is the autocratic style which can be described as a top-down approach as the decision making around policies and procedures is filtered down within an organisation, however it can also be used on a lower scale whereby one leader takes control in an incident which is time critical, (Lee, E., 2021). The autocratic style is commonly used at major incidents, which can be defined as "an event or situation which requires the response of one or more of the emergency services and a large number of people who are directly or indirectly involved", (College of Policing, 2018). Due to the number of people involved and the seriousness of the incident, it is vital that all officers are working together under the same guidance and instruction. The benefits of this approach are efficiency in decision making and clarity with individual roles and responsibilities. These are both essential in high pressure and critical situations which the police are often involved in, (Lee, E., 2021). Although there are benefits some of the negative aspects of this style if it is overused, including a reduction in collaboration and team members feeling undervalued and limited within their duties, (Lee, E., 2021).

What?

An example of when I took on autocratic leadership style is when I attended an emergency incident of a third party report of a domestic violence, whereby the victim had left the address and was outside alone and injured. I was partnered up with an officer who was still in his tutorship due to a lack of resources and available tutors. On arrival the victim had left the area, there was no answer at the address of the suspect and house to house enquiries gave no further information. With no further leads at the time, I called the reporting person back and she explained how the victim had been collected by her mum, however I could not contact the victim on the phone as she was a selective mute. She explained the victim had sent her a text messages where she had disclosed, she had been strangled and punched. Whilst updating the control room, they advised that the victim's mum was on the phone, and I requested that they attend the Police station where we could communicate in a safe setting. On arrival the victim was suffering from a panic attack, so I gave her time outside with her mum and got her some water. Although anxiety is a natural human response to stressful situations it can turn into a panic attack when the body exaggerates the response to the

stressors, (Mind, 2022). As a way of communicating with the victim I spoke to her mum who acted as an intermediary and as such I managed to ascertain what had happened and find out where we could find her now ex-partner. I requested some officers attend the address which he had absconded to, and they arrested him and took him into custody. Due to the victim's vulnerabilities and not being able to communicate fully with me, I was unable to complete a statement of complaint, and instead I requested an interview was conducted via the Achieving Best Evidence (ABE) guidelines. ABE interviews are completed with victims who have a particular vulnerability by specially trained officers in a relaxed and comfortable environment as a way of gathered an evidential account of an incident, (Bryant, R. Bryant, S., 2019, Pg 580).

I took on the autocratic leadership style as I was the first on scene and there were actions which needed to be allocated, although I was not the most senior officer who attended, I knew some tasks were time critical. Due to the nature of the incident and the vulnerabilities of the victim it was important that I made sure the response of police was efficient and effective. However, it could be said that I took on other leadership styles as well, such as that of an ethical leader, by making the right decisions for the right reasons. Also, when back at the station with the victim I took on a coaching style by giving direction to the male I was tutoring on the night. Although I look on the lead role as we had more time, I was able to guide and support him through what actions I was taking and why and what actions he should take in that situation. Anderson (2015) argues that that due to the numerous different leadership styles they will overlap at times and often an autocratic style will overlap with transformational, charismatic, servant and spiritual leadership styles.

So what?

When I was advised the victim suffered with severe anxiety and was selectively mute, I was very concerned for her emotional and mental welfare. As she found it hard to communicate with people she didn't know or trust I knew it would have been very hard for someone she did trust to physically hurt her in the way that her partner did, and this made me feel sad. By taking the victim to a place of safety, giving her time with her family, and being understanding to her needs I built an initial rapport with her which was important for her to engage with the investigation. I feel I provided a good service to the victim by taking ownership of the incident and as such I was able to quickly safeguard the victim and apprehend the offender. The resolution to the initial incident was efficient and the family of the victim praised the swift response by the police. Looking back, I still feel that I gave a good service to the victim and her family, I made sure in a high pressure situation that the victims needs were important and allowing her time to comprehend the situation and be with her family, was vital in the level of her engagement. By adapting my leadership style to the changing situation, I was able to provide a professional service to the victim. My sergeant also praised my handling of the situation and how I led by example throughout.

Now What?

Although I have never been overly confident in being the lead at incidents, the incident has given me a boost and I would certainly put myself into a lead role in an intense and time critical incident whereby people are looking at me for guidance and leadership. Taking the role of an autocratic leader was paramount to the success of managing the incident, safeguarding the victim and an investigation into the offender. The investigation is on-going, and I am in text communication with the victim, which allows me to be able to provide her with direct updates and so she can respond or ask questions when she feels able to with her anxiety levels. There isn't a lot I would do differently; however, I do feel there are limited resources available for those who cannot communicate freely, and it is something I would like to try and amend.

The role of a response police officer is ever changing and as such I have had to adapt my leadership style dependant on the situation. Even if a situation does not go to plan or mistakes are made, I always look for the positive aspects and as such I often taken the role of a transformational leader. A transformational leader is one that motivates a group of people through their positivity, enthusiasm, and passion, they get involved in the process and ensure every member of the group succeeds, (Cherry, K., 2022). Burns (1978) introduced the concept of a transformational leader stating that there was a significant difference between management and leadership. He explained that transformational leadership “redesigns perceptions and values, and changes expectations and aspirations of employees. It also relies on the leader’s personality traits and to lead by example”, (Kauppi, A., Et al, 2022). Bass (2006) argues transformational leadership is the difference between some leaders “inspiring extraordinary effort” and others simple leading a team. He states that employees who have a transformational leader are more motivated, they have job and leader satisfaction, which all have a positive effect on performance, (Bass 2006). This theory backs up the idea anyone can take on a leadership role, however not everyone will be successful. Goleman (2009) argues that emotional intelligence is more important than having a high IQ or technical expertise and is the difference between being a leader and being an effective leader, (Goleman, 2009). Emotional intelligence is defined as a critical group of non-cognitive skills, capabilities and competencies which help individuals to control and manage their emotional response to events and pressures, (The Management Centre, 2022). By using emotional intelligence, I have been able to adapt my leadership style to adapt the to the situation at hand. With all leadership styles there are always negative aspects associated, like transformational leadership some of those documented include, ignoring the detail and only looking at the bigger picture, being reliant on people believing and following the same vision, and requiring constant and consistent feedback, (Gaille, 2018). All of these could be seen as development areas which if identified can be worked on.

Another leadership with within the police similar to a transformational leader, as it looks to positively influence its members, is that of an active leader which is defined as someone who “has a clear vision of the future, who knows without teamwork and a mutual support of employees there will be no progression and is proactive in their approach”, (Bjekić, 2019). An active leader is often mis-viewed as someone who is being passive, however they will in fact often take a proactive role, by preventing situations through individual goal setting and making individuals accountable, (Albers, 2016). This is used within the police whereby Sergeants will allow officers to manage their own workload with the aim of having a targeted percentage of positive outcomes to their crimes. This approach has had positive results with a study completed on 61 nurses concluding that active leadership was motivating, and the happier nurses had an intellectually stimulating leader who would provide regular praise, (Nursing Standard, 2004, Pg 7).

A leadership style which is prevalent in modern professional policing is a coaching approach where a leader will give direction to help a person develop their skills, knowledge and understanding as well as overcome any hurdles which may prevent them achieving their aims, (Lee, E., 2021). This type of style is heavily relied on within a probationer’s tutorship period and whilst they are aiming to achieve independent patrol status, (IPS). For an officer to achieve IPS they are coached to a level whereby they are adjudged to have obtained the knowledge and skills against a predefined criterion in order that they no longer need supervision, (Bryant, R. Bryant, S., 2019, Pg 126). Although it can take a lot of time and patience which are seen as negatives of this leadership style, the benefits are that it builds trust by encouraging a two way conversation, so the individual knows their goals and objectives and it also helps to build a talented and skilled workforce, (Lee, E., 2021). Due to a shortage of available tutors, whenever I am with someone who is still in their tutorship period at a slower paced incident where the situation allows, I look to adapt to a coaching

leadership approach. I do this by asking questions to get them thinking about the incident as a whole and to encourage a two way dialogue.

This essay has used Driscoll's (Driscoll, 2000) model of reflection to reflect on an incident I attended whereby I used an autocratic leadership style to provide a positive outcome to a challenging domestic incident. It has critically evaluated and evidenced how I have adapted my leadership style to manage changing operational situations, and critically analysed the leadership strategies I have developed throughout my time within the police. The essay has considered the different leadership models used in policing.

(Word Count: 2629)

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?

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will reflect on my three-year probation using Borton's, (Borton, 1970) model of reflection. It will illustrate how I have been coached and mentored over the three year period and how this has aided me to develop as a police officer to achieve personal, professional and organisation goals. It will consider different models of coaching and mentoring and look at the benefits and issues associated with coaching and mentoring. It will discuss how I have received and provided feedback throughout my probation.

Coaching can be defined as a development process that involves focused and structured interaction, the use of appropriate tools, strategies, and techniques to promote a desirable and sustainable change benefitting the learner and possibly other stakeholders, (Cox, E., Et Al., 2014). Coaching is seen as a skilled activity which is completed by a person who has been specially trained and will normally take place over a defined period of time, (Chartered Institute of Personal Development, 2021). It is widely documented that although coaching techniques and practices are continuously adapting, if you grouped coaches together from different areas and backgrounds, they would still have similar aims and objectives, (Cox, E., Et Al., 2014). There are several different coaching theories including the GROW model which can be defined as, "unlocking a person's potential to maximize their performance. It is helping them to learn rather than teaching them", (Whitmore, 1996: 8). It sets the goal, looks at the reality of the situation, it then considers options and finally it checks the learner's will to act. The OSCAR model builds on the GROW model, and it looks at the desired outcome, the current situation, what choices are available and the consequences of them and then what actions the learner will take, (Brockbank, A. and McGill, I., 2012).

Mentoring can be defined as 'A transfer of skill or knowledge from a more experienced to a less experienced person through learning dialogue and role modelling and may also be a learning partnership between peers, (EMCC/ICF Joint code, 2011). Mentoring is a tool which is significant in improving management skills and developing staff development which is why it is seen as a dynamic relationship leading to the creativity and professional growth,

(Ganser, 2006). Although mentoring uses some of the same skills as coaching, such as questioning, listening, clarifying, it differs from coaching as it is generally over a longer period of time and often involves both parties learning from each other, (Chartered Institute of Personal Development, 2021). It can be used both formally or informally to guide, counsel, motivate and inspire the mentee, (Hart, E.W., 2009). Although mentoring is a great tool to there are also some documented issues including the mentee having an over-dependence on the mentor, the mentee becoming a clone of the mentor and not a more developed version of themselves, a breakdown of the relationship sometimes due to a breach in confidentiality and the mentor using the mentee to further their own career, (Brockbank, A. and McGill, I., 2012). Within policing mentorship is often used to develop officers in more senior positions for example a mentorship scheme offered by the college of policing for deputy and assistant chief constables as well as chief constables themselves whereby more experienced officers volunteer to support the development of those less experienced, (College of Policing, 2022). A study completed on retention rates when female officers are mentored, concluded that both informal and formal mentoring had a positive impact on those who took part in the study. Some of the benefits were feeling happier going to work, having strategies on handling issues of work/life balance and an increase in confidence and motivation, (David Carson, 2009).

What?

Following my initial six month classroom based training I was partnered up with another probationer and we were given a tutor within the PDU (Professional development unit) whereby we were stationed independently from the shifts. The tutor's aim was to coach us to achieve independent patrol status (IPS) which was in line with the direction given by the college of Policing which states that within the PEQF (Police Education Qualifications Framework) student officers will have 10 weeks of coaching with a tutor which will provide individual and tailored feedback and de-briefing which helps the officer develop their skills, (Bryant, R. Bryant, S., 2019, Pg 133). The policing vision of 2025 is also clear in its commitment to educating officers within its police training by supporting them to develop the required skills, and to understand the demands of policing by placing those with the skill set and knowledge in the correct roles, (National Police Chiefs Council, 2022).

Initially we sat down and went through the objectives of my 10 week tutorship period which was documented in an evidence matrix, the benefit of this was that I knew what I had to achieve and had a deadline to achieve it by. Throughout the first couple of weeks, we built a good working relationship as my tutor adapted her feedback methods and coaching style to suit me. I was happy to have my feedback through an informal chat in the car following an incident and I was happy with an open and honest approach even if things did not go as well as I had liked or if there was still more learning to do at a given incident. I also provided feedback to my tutor on how she was doing as she was new to the role, and it was important for her to adapt and learn as she went. During this coaching period, I was introduced into reflecting on incidents which is part of the PEQF, (Bryant, R. Bryant, S., 2019, Pg 133), I would note down what went well and what I need to improve on. Reflective practice can aid development in creative thinking and encourage active engagement, it can also have significant benefits on an individual including increasing self-awareness, which is a key factor in emotional intelligence, (Skillsyouneed, 2022).

Initially my tutor would choose calls for me to attend which would give me an idea of day to day policing. Often, we would attend those which would require an emergency response to which officers from other stations would also attend and although I would still an active role, by watching experienced colleagues in action and seeing how they worked was beneficial to my development as it gave me confidence in how to manage situations. I would observe how communicated with all parties, the level of force used, and speed in their decision making all of which helped my model my own style of policing. Learning by observing is a common

practice in society and happens when people watch, model or imitate others behaviour and actions, (Bandura, 1985). A benefit of peer observed learning is gaining confidence to try a new way of working and it has been argued that peer observed learning is more beneficial to development than simply receiving feedback, (Hendry, G. and Oliver, G., 2012). As the tutorship period neared the end, we would then attend incidents which would help me to achieve my matrix as well as continue develop and enhance the skills needed to be signed off as a competent independent officer. This coaching period helped me achieve the organisation goal of being granted IPS and therefore I was able to be deployed onto shift.

On my first 3 weeks on IPS, I was provided with a mentor who supported the transition from tutorship onto shift. The step up from a being in a more protected environment and being given more time to complete tasks was very intense and having support was important. . Also, due to the restrictions made as a response to Covid 19 the volume of incidents reported whilst I was being tutored was far less than when I was placed on shift. Although the initial allocated mentoring period was short the relationship continued, and Laura continued to informally mentor me throughout the following 18months. When possible, we would attend calls together, whereby there was a gradual switch from me supporting Laura with the more complex incidents to us working together and then I would take the lead. The relationship has followed Kram's (1983) theory whereby there was the initiation and then it was cultivated whereby a strong working relationship grew in which both of us benefitted, at present we are in the separation phase as Laura is starting a new job and this is daunting for me as she has always been on shift for me to rely on. The next phase will be re-definition and in this I expect it to evolve into a peer-like friendship, (Ivey, G.W. and Dupré, K.E., 2022). Although this was an informal level of mentoring, I have still set myself goals and personally reflecting on what went well for me, what I need to improve and what I can use from other Laura's approach to managing an incident. The whole process has helped me achieve my goal of being a well-rounded, respected and trusted officer with my peers.

I was also coached through my three week blue light course whereby I became a competent response driver. Although I had driven for 16 years and felt I was a good driver, my driving instructor coached me to become a better driver by changing the way I drove and significantly improving my observations. Over the three-weeks the goals I needed to achieve were clearly defined, feedback was consistent, and we worked together so I achieved the organisational goal of having my blue light permit. Every day I would reflect on my performance and my instructor would provide feedback which was document within a progress book. Over the weeks we built a relationship and although at times constantly driving was arduous, I trusted the process and listened to my feedback. By the end of the course, I was a far more competent driver and my confidence in being able to drive safely at high speed and in a stressful situation had grown dramatically.

So what?

Although my initial 6months training taught me the principles, powers, policies and theories within policing I learnt much quicker on how to do the day to day police officer role whilst in my tutorship period when I was being coached. Following my initial training, I knew the definition and theory of an offence but putting it into practice in a fast paced situation with many external pressures added doubt into my decision. Research has found that in a fast paced environment providing orders or direction is a quicker method to learn, however it found that learners will remember 90% of what they learnt though the multi learning approach of seeing it, hearing it, saying it and doing it, (Rose and Nicholl, 1997 pg 142). I also found that when I went onto shift with my IPS, as I had been protected within the PDU away from the day to day demands on shift, I was not ready for high paced environment and speed of work required on shift. I found this transition hard as everyone was busy with their own workload and priorities and I didn't want to be a burden on others. This early doubt made me question whether I was able to do the job, however by being open and honest with

my mentor I was open to get through it with her support. Another tactic I used to ease my mind was to speak to other student officers, and they reassured me that they'd had similar doubts and struggles when first on shift. One of the positives of having mentors within a team is that they transfer their skills and attitude onto those with less experience, which is something I found happened within my team as there is a strong work ethic, and this is the attitude which was passed to me by my mentor and the attitude of more experienced colleagues. It is documented that one of the benefits of mentoring on the organisation is the development of a positive organisational culture, helping improve values and knowledge across a range of functions, groups and generations sustaining organisational health, (Wilson, J., and Elman, N.,1990).

Before I joined the police, I wasn't very assertive or confident and one of my personal goals was to improve of this as I needed to be respected and listened to whilst dealing with policing incidents especially those which are challenging. One of my biggest concerns when I was within the PDU was if someone didn't listen to me or follow my orders what action would I take. However, by being open about my concerns with my tutor we were able to work on this by putting me in situations where I knew the support and backup was there, and as trust was built, I was able to overcome this concern. A study completed which used a qualitative design to understand the participants experience and views following being coached found an increased level of confidence which in turn provided increased effectiveness. It was stated that although the knowledge was there after being coached, they felt confident in their ability, and they displayed assertive behaviour, (Gyllensten, K. and Palmer, S., (2014). Other benefits of coaching include, taking accountability and responsibility for actions, being more self-sufficient, gaining more life and job satisfaction and an improvement in performance, (Harvard Medical School, 2022).

After three months of IPS I was starting to see how far I had developed and how much I had learned as a response officer, as when I was attending calls with those newer than me on shift as I was able to provide direction and advice with confidence. The biggest challenge for me over my probation period was being confident in my ability around more experienced colleagues as I was concerned, I would be judged for doing something wrong or making a bad decision. This was apparent when I attended incidents with those who had more experience as for a long time, I would take more of a back seat role and allowed them to lead whilst I would support them. Looking back however I can see the gradual transition as I become one of the more experienced on shift, I now take the lead more and I am confident in my actions and decisions.

Now what?

The thought of losing my mentor to another shift is leaving me a bit anxious, however I know that she is still in the same station and that at some point I will need to be completely independent of that safety net. The next step for me as I am nearing the end of my probation, is to increase my skill set through training courses such as being trained as a taser officer. This is a course I have put off as I didn't believe I was ready for the responsibility until I was confident in my own ability to handle any incident I attend. I will also look for other courses that should help me achieve my aim of becoming a traffic officer. Another area in my development is to help mentor someone new on shift as I feel I can share my experience and support them through the transition from being new on IPS to become a competent officer and integral part of the team.

This essay has reflection on my development throughout my three-year probation by looking at how I have benefitted from coaching through the PDU and my blue light course and mentoring once I had achieved IPS and I was with my new team. It has defined coaching and mentoring, identifying, and describing some of the models and it has looked at the associated benefits and issues within them. It has ended with my plans for the next stages in my development and how I am feeling now my mentor is moving to a different team.
(Word count 2640)

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

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