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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 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:

I will be writing about my experience leading up to the completion of my third year in policing and how implementing the training, guidance, and policies of the College of Policing (CoP) and its strategy has helped to provide a more professional standard of policing. I will explain how different methods such as professional development programmes and the Policing Education Qualifications Framework (PEQF) is supporting the Police service aim to reach it's 2025 Police Vision (College of Policing 2023).

I will also be assessing the positive impact as well as the negative effects of the PEQF programme that I have experienced and what that has meant for my role as a police officer and how, if any, changes can be made to help progress the programme and assist the CoP in their goal.

The CoP, which was first introduced in 2012, was formed in an effort to ensure the modern policing followed standards that could be recognised on a national and global platform (CoP 2023). According to the CoP, it is described as providing a connection between everyone working within law enforcement be it in a civilian role or an officer, to know the challenges being faced within the organisation and to use an evidence-based approach in all developmental aspects. This is also coupled with using and nurturing professional standards and skills for the benefit of the public

(CoP 2023). This evaluation of the role of CoP, policing in a professional term and personal experience in how the PEQF programme has defined the beginning of my career, and will be summarised, analysed, and drawn to a conclusion within this paper.

The 2025 Police Vision, first introduced in 2016 is essentially a number of reform ideas for the benefit of the public in cost saving and better value for money by prioritising neighbourhood policing, a crackdown on internet crime, ensuring officers are more representative of their communities, creating a network of specialist areas within police forces and utilizing any non-spent funds to other divisions within the police service, whilst finally sharing the responsibility and working together with a multi-agency approach (NPCC 2023).

Since the idea of the PEQF programme to support the 2025 strategy highlighted above, in conjunction with the officer 'uplift' programme to hire twenty thousand new recruits by March 2023 (National Audit Office 2022), the main core values were shared as to what the CoP were aiming to achieve. They can be broken down into five main components; building trust in communities and throughout the workforce, transformation in police leadership, professional development throughout a long career, strengthening core skills, and finally boosting change and innovation and implementing what works (CoP 2022).

In years past, autonomy was mainly given to the Chiefs of Police via The Association of Chief Police Officers (ACPO) and their guidance however, this was not transparent to the public (Neyroud 2011) as cited by (Holdaway. S 2017) which gave rise for the CoP to set out a national standard for the guidance and structure of all police forces in England and Wales.

According to a recent study by YouGov, the public perception of UK police in recent years has fluctuated somewhat and is now showing a decline. This has coincided with high profile failings of late in the police service that have presented mistrust by our communities. The study which consisted of a monthly poll conducted with members of the public to gauge confidence levels, collected data in 2020 which found seventy percent of those asked thought the police were doing a "good job" with twenty one percent of the vote saying police are doing a bad job.

By 2023, the same study found this number had changed to forty seven percent stating police were doing a good job, in contrast to forty three percent doing a bad job. In addition, a poll of no confidence in the police's ability to tackle crime raising to fifty three percent in 2023 whilst previously being thirty eight percent in 2020 (UK Parliament 2023).

One way to gain back trust and provide the public with improved confidence in the police's ability to do a good job is to show effective leadership. CoP is aiming for all officers to demonstrate effective leadership skills coinciding with long careers and maintaining, if not heightening these skills (CoP 2023). Leadership is seen as a highly important part of any workforce or community to thrive, leadership can be coined by describing it as a person who can achieve a goal by utilizing those around them through sound direction (Prentice, W.C.H 1961 as cited in Goleman. D 2004).

Public trust is essential for police to carry out their duties via public consent, a break down in this exchange of trust can affect crime levels due to communities not engaging with police and being less likely to report offences in their neighbourhood and wider areas (Brown. R 2023). Therefore, enhanced police leadership will help reduce crime and start improving trust amongst their communities.

It is important to note that leadership skills will be developed over a period of time and not learnt overnight however, there are core skills required on entry level into the police which will then progress throughout my probation through to postgraduation as evidenced in my personal development record. It is important to show the organisation that these core skills have been covered to allow any progression in future career endeavours. Sandford (1969) explains personal development as the 'true education', thus helping individuals to evolve themselves and deal also with complexity (Leung. A et al., 2008).

Much like the evidence used in a personal development record, the CoP has suggested that evidence-based plans to tackle crime are critical to their plan of a more professional police force. This can be explained in one study that highlighted problem areas in London from moped, "snatch thefts" occurring along transport hubs. By utilizing evidence-based policing amongst probationary officers, a plan was implemented, executed and crime was reduced which resulted in enhanced public confidence of a professional police service and also supported the officer's development for their future career (Pepper. I, Rogers. C and Martin. H 2020).

The mainstay of the PEQF is the introduction of the degree programme and its intention to benefit the public and police forces in England and Wales by delivering a professional benchmark of not only the vocational skills but individual studies. These studies relating to public service and criminal justice system, helps recognise the police as professionals in an educational setting. This is not a new construct in policing, as from 1948 to 2015 Bramshill Police Staff College trained senior staff members from the UK and Commonwealth as well as CENTREX (The Central Police Training and Development Authority), coupled with the NPIA (National Policing Improvement Agency), and before that the Metropolitan Police College at Hendon (M. Mahruf. C 2020 et al).

The police degree approach has been cited as aiding the learner in the wider working world and progressing their investigative, verbal, and written skills for the benefit of their communities. According to Police officer.org, it states that overall awareness and understanding of criminal law and procedure can be learnt from advanced studies, as well as report writing being an essential skill (Police Officer.org 2022). The apprenticeship degree can also be described as a way for officers to hone their skills in critical thinking and to promote the evidence-based strategy that has been implemented by CoP (Andrews. T 2021)

However, there has been debate over whether the degree entry programme has potentially deterred officers from backgrounds such as ex-military or previous experienced roles as well as people who have no desire or ability to complete a degree. The degree apprenticeship has been stated by PCC Donna Jones of Hampshire Police as 'putting off' a number of highly skilled men and women who

would make brilliant police officers, and that common sense and life skills are just as important to modern policing (Jones. D PCC 2023).

In this final year of my police probation there has been a significant change in the seniority of my role on shift and I have had to be a position of leadership on several occasions. This is also seen in conjunction with many young in-service officers applying for the role of a tutor (Thompson. T 2021).

My experience in my final year of probation can be seen as a stressful one, there are many learning curves and challenges within the police such as low force numbers affecting officers leave time and putting going off on stress. With the massive influx of new officers in the area of North Caerphilly where I and my contemporaries operate, this has shown a massive deficit of experience throughout the force. It has been described that there are less Senior Officers within Police Services within England and Wales, with over a third having less than five years' experience (Faragher. J 2023).

My role as a final year probationary police officer has seen my responsibilities grow not only to leading briefings if a Sergeant is not present, upskilling through being introduced to courses, and or advising younger members of the team. I have found that the use of officer discretion grows with that experience and learning how to balance this with policy surrounding domestic violence, public protection and constraints within custody volume.

Discretion allows a certain strain and stress that the right decision is being made and this is compounded by organisational stress that often can dictate what an officer must decide. It can be so that too strict or 'black and white' an adherence to the law, can have more damaging implications whereas an offender would be better off being dealt with by other means, not criminally (Wortley. R.K 2003).

This experience in year three in contrast to the beginning of my policing career is a mixed one of accomplishment through the tough decisions and calls that have been made on an individual level, and the steep learning curve and knowledge that is needed to progress investigations. In effect, the structure from the university and the CoP need for an evidence-led investigative approach is effective for preparing officers with a base of how to police using a structured form for complex crimes.

However, in policing I have found with a common-sense approach in addition to using the evidence-led approach, a resolution can be achieved. As well as this, the decisions made by successive conservative governments which enforces police to deal with mental health as well as physical health emergency calls in addition to poor staffing levels and high work demand, reduces the ability for officers to concentrate on solving full investigations. A paper writing in 2022 explains that many experienced officers have left due to cuts and the new influx of 'uplift' programme recruits will take many years to be at the same level (Polfed 2022).

I have found that due to the increase in officers from the uplift programme, a heavier responsibility has been put on officers that would otherwise be infant in their roles. For example, officers with two to three years can be expected to be leaders in their shift whereas usually this leadership would previously be developed over a longer

period of time. I believe that my role is one that is best suited to the forward-facing role of a police officer and the ability to be decisive whilst an incident is unfolding, this may be down to age and past work managerial experience, but it is my understanding in the past two years that a team has certain roles. This is described by a paper on team leadership that explains; a team comprises of certain individuals who have defined responsibilities, and by each member completing their task and combining their abilities then a goal can be reached (Zaccaro. S.J et al 2001, p. 452).

In conclusion, the recent proposal of professionalisation and being recognised worldwide that U.K police can be an educated organisation is important to uphold the high standards that the public expect, but should it be the only focus? PCC for Lancashire Police Andrew Snowden explains that higher education and a degree route will always have an important part in policing, but other entry routes should also be available to employ 'street savvy' individuals that are willing to take the fight towards criminals (Snowden. A PCC 2022). With this combined effort of higher and non-educational routes, the police can better reflect the communities they serve, as they are also a dynamic group of individuals and represent the public who are the police (Peel. R 1829).

Word Count: 2091

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:

I will be discussing in this task about the relevance of social media within the police service as a means to disseminate information to the public for their benefit, and to promote transparency as a way to be open with communities in order to keep them up to date and informed on subjects that matter and for safety purposes. I will discuss an incident whereby multi-agencies have been utilised as well as social media, and the pros and cons to this service as well as the policy and privacy issues that inevitably arise from use of such online tools. Furthermore, I will be covering the different types of social media available to police, and the pros and cons to using social media within the public sphere.

Social media can be a brilliant tool for the use of fighting crime and assisting the police in their duties, acting as a conduit between the public and the police, with the impact of social media aiding police forces in surveillance, extending the reach for the police unlike before (Surette. R 2015).

Gwent Police follow a strict code of conduct and policy as do all police forces, organisations, businesses, and charities. This is in conjunction with the Data Protection Act 2018 which stipulates what information police, government and other organisations store concerning your personal details and how you can be informed of how and who is using your personal data (Gov.UK 2023). Police engagement with communities and the public is an important part of how Constabularies work efficiently and effectively to serve the public and within the UK, police use a tactic of decentralisation in order to get a closer relationship with the public. Constabularies are attempting to use a non-corporate account style of communication in an effort

to gain a closer relationship via social media and use this to engage with the public (Halani, Fernandez, Dickinson 2017).

One incident in particular which required the police to engage efficiently and effectively through a multi-agency approach as well as the use of social media was an incident whereby a male had been electrocuted by an overhead cable whilst working on a private residence. This had an impact on the local community in terms of safety, communication, and transport. When this incident happened, I requested that Gwent Police use the means of X (formerly known as Twitter), to spread a message that telephone communications would be down, power outages were likely, road closures would take place between certain areas and there could be health and safety concerns for residents living in the affected street. Using a social media platform in this and similar instances is an effective way to get a message out quickly and reach a large population as it allows individuals to share the message to widen the reach of people who may be impacted by the ongoing disruption.

Having said this, studies have shown that police and community engagement via social media is usually for police to request certain information, circulate information for public awareness and give advice for crime prevention; it has been less so to debate and solve problems via two-way interaction with the public (Wright 2006 as cited by Bullock. K 2017).

Facebook, X, YouTube, and Instagram being the four main categories of social media used by police forces all serve a different purpose for the dissemination of information and to communicate with communities. Facebook can be used in policing to identify a corporate identity. Heward (1994) explains that corporate identity is a way of controlling how corporations and businesses are perceived by using a multiple way of management skills and a service in design, this in turn will determine how they perform in the marketplace, or in policing terms, how the public perceive the police.

This is important as a brand or ethos behind a logo or motto such as the Los Angeles Police Department "To protect and serve", or Gwent Police's motto, "Protect and Reassure", should be instantly recognisable to the public and show that the identity of Gwent police stands for certain morals. Mawby (2021) describes this practice as 'media services' and explains this has taken over from the traditional relationship with the press. This service is used to promote the force-wide brand image through a range of marketing and different communications activities, using strategy and policy to promote the image of policing.

X (Twitter), has also been very important in recent years for a policing image as its purpose is to provide quick stories and images to show communities that police are tackling crime in certain areas in order to build trust and reassurance. It can also be used to give updates on incidents, and events that can reassure the public and boost confidence, similar to the incident described above. The London Assembly 2013 cited by The Police Foundation 2014, even used an example of how Boston Police had a successful policy and protocol in place when tracking the marathon bomber and kept the public up to date throughout the investigation using X (Twitter), thus having a positive impact on the public by showing the police's ability to keep them safe, informed and have a positive result.

This communication between the public and the police through social media is what is needed for better community cohesion and to create a positive interaction for the benefit of the public. According to a survey conducted by NHS Wales, 1,252 people aged over sixteen years old showed one in ten people use social media and of those with an internet connection, only one out of those ten do not use social media, with sixty-one percent of people using social networking such as Facebook and Instagram (Song, Sharp, Davies 2020). These statistics highlight the need for police to be present on these social media platforms as an effective method of communication and community connection.

Another important aspect of social media which many companies use these platforms for includes to use of analytical data gathered from social media. Researchers will use data gained from analytics of social media to create an unbiased picture to be used for hypothesis testing of social interaction and production (Zeng et al, 2010). The college of policing explains that forces are now using online monitoring tools to analyse and map details of internet-based conversations and to monitor what communities are discussing via social media, this will in turn aid forces on how best to tackle and respond to community needs and highlight hot topic's (College of Policing, 2013).

With this apparent freedom of analytics and intelligence gathering for the benefit of the police, it is argued by (Colbran 2022) that the police had less control over their public communications before the advent of social media, where forces were at the mercy of the press who dictated a narrative in favour of 'what sells'. Nowadays, police can share good news stories and police initiatives, presenting a more human side and creating a better public relationship.

Having stated how positive social media can be for police forces and the public, there are also a number of risks that have to be balanced with the benefits. Since web-based posts and chats have evolved, the speed and immediacy of the ability to send information that is offensive such as hate crime messages, terrorist related posts and various other cyber-crimes has the ability to reach individuals at speed and because of this, harassment via online posts is now being discussed at a national level (Citron 2015). The volume of cyber-crime alone was measured in a survey in 2022 whereby the U.K was reported to have the highest number of cyber-crime victims which increased by 40% from 2020, with 2022 showing that per million users, 4783 internet users were a victim of cyber-crime (Griffiths 2023).

The effect of cyber-crime and in particular abuse through the conduit of social media has created a huge change in society, with the rate that social media has evolved it has been deemed that research on the mental health effects of social media on young people are not wholly understood (Orben 2020). An extreme effect of this has seen young person's suicide rates in the U.K rise, and statistics from the Office of National Statistics (ONS 2020), presented findings that 68% of children, being 7 out of 10 children aged between 10 and 15 years who experienced online bullying, described themselves as emotionally affected.

Gwent police has a responsibility as does every police force in safeguarding people especially young children from inappropriate internet content as well as social media

enabled bullying. With scheme's like 'safer internet day' rolled out by Gwent police in February 2022 aimed at parents of younger children, information was released on how best to protect, track, and prevent your child from unwanted online abuse and content as well as security.

As explained earlier with the incident of a scaffold worker being injured whilst working at height, Gwent police via the use of X (Twitter) disseminated certain information to the public however no personal information was divulged. In this case there was a call to only mention the affected traffic routes, services, and relevant area of downed communications.

Use of this social media tool was highly beneficial to the control of roads policing in the area and indeed the health and safety of the public and the workers and other public service member's such as the council and ambulance on scene. A study by Allan (2017), showed that re-tweets which aid the spread of information in the Twittersphere, were more likely to be taken notice of by the public if up-to-date information was shared with the audience.

Policing has always had to adapt to change in technology, although social media may be in its infancy in policing, they are not strangers to adapting new strategies (Coomber 2018).

X (Twitter) and its use in missing person's enquiries has proven to be very effective and its use in disseminating information to the public is one effective way of locating missing person's quickly (Solymosi, Petcu and Wilkinson, 2018).

This does however, mean that policing must comply with strict codes of conduct, this implies that officers and staff have a duty to ensure the privacy of individuals. There are, however, exceptions if there is a case of a missing person then permission must be gained from the parent, guardian or next of kin of that person to use personal pictures or names and details of the individual.

For instance, in operational policing if an officer obtains sensitive information of victims, witnesses, suspects or any persons involved in the course of their duty, that information set out by the National Police Chiefs Council, states that if by use of social media or any other means that said data is disclosed without authority, that person may be subject to criminal proceedings, (Gater, Critchley 2018).

In conclusion, the use of social media as a tool to communicate and reassure the public has been shown to be a benefit to the public in terms of informing them of incidents, community engagement and 'good deeds' that have been carried out by police, using platforms such as X (Twitter) and Instagram.

Police Forces have been shown to have more control of their narrative by using social media, but this is not necessarily a positive. Although the use of appeals such as missing and wanted persons via social media have proven effective, there is still not an overwhelming array of evidence suggesting a conversation with police and communities over social media is happening, thus the relationship with the public and the police via social media is still one way traffic in favour of the police. The policies of GDPR and privacy discussed above have been implemented

successfully in the role out of social media in policing. Due to the differences of police professionalism and security and the more open nature of social media, it can be argued there is an obvious clash. It is worth mentioning that the use of social media in policing has only been implanted since 2008 and therefore the police are still testing their approach and defining their social media strategy. As stated above, the police have adapted to change many times before which naturally take's time to perfect and social media and policing will be no exception.

Word Count: 2047

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:

I will be discussing and evaluating how during the course of my policing career, I have changed my leadership styles and in what ways I have developed them. I will describe and analyse what leadership strategies can be used and that I have used and how they can be applied in fast changing operational situations in real world policing. Finally, I will be using models that have been developed over time by experts in their field of management and leadership skills to explain the positive and negative elements of leadership strategies and how they may be combined for a positive outcome.

Leadership can be described as one or more people that have the ability to organise a team of followers within an organisation and lead them through influencing them with skills that they have developed over time, this is not exclusively for people of high-ranking authority and or titles but something any member of the team can obtain (Barney 2023).

Management or managers can be seen as people who can set tasks that can orientate people via planning, routines, organising and sometimes leadership, although leadership is less so attributed to managers, and this is harder to develop unlike a leader's ability to manage. Managers need to show they can communicate with their subordinates in good and bad situations with emotional encouragement to raise productivity levels (Duggal 2023).

Leaders and managers can be seen to overlap and have similarities in their ability to use certain tools and powers to their advantage for organisational motivation but there are differences (Northouse 2007; Algahtani 2014).

There are many types of leadership within policing as the job by nature has a broad scope of tasks and challenges to overcome, with the need for policing to evolve over time there has to be different approaches from leaders to achieve a positive outcome and become successful in their field (Fritsvold 2023).

Two of the most common types of leadership are transformational and transactional leaders, transactional leadership can be described as being a merit and demerit relationship whereby the leader focuses mainly on tasks they have set with the subordinate. Whereas transformational leadership can be seen as more emotionally intelligent with the ability to connect with their employees and help the individual work for the team and not look just at their own interests (Bass 1990). This emotional intelligence in a leader to be conscious of the emotions of their workforce and the leader's awareness of their own emotions, will assist in managing the concerns, expressions and pitfalls in their group, and help boost productivity (Bar-On et al 2000).

In my policing career there have been many opportunities to use leadership in small and larger groups, and in challenging environments. One of these environments was an incident involving the search for a young girl that had called police to say she was going to commit suicide, there was later a call from this same young girl stating that she had jumped and she did not know where she was. The reality was she had indeed fallen from a height of approximately fifteen meters into a densely wooded area making her difficult to locate.

The main objective was the use of teamwork with other public service members such as fire and ambulance crews as well as with officers of less service that were unknown to me. Using a traditional transactional style, situational and a transformational style of leadership that the incident was successfully managed. In this incident transactional and transformational behaviours were needed to complete a goal, namely ensuring the female was brought to safety using partner agencies and then assessing the incident later using transformational tactics. As an older male double crewed with a younger, less experienced team member, this also called for situational leadership. This can be described as when a less experienced member of the team with no experience in a certain field, is being shown rather than told how to complete a task, as time goes on and they gain experience then a change in leadership tactics can be applied (Wolf 2022).

Situational leadership can be used best when trying to achieve a goal at speed and using whatever resources are available at the time (Rizvi 2022). My thought process was to use the situational process in the first instance to complete the task and then later the transformational for feedback and development with my colleague. Directional instructions were passed to my colleague using this situational leadership style in terms of guidance in traversing a steep embankment and rough terrain, to keep in communication, what to do when the individual was located and how they may need to be treated, by instructing them of past first aid training. It should be noted that the 'mixing' of leadership styles is not limited and it can be said

that an autocratic style was also implemented at this incident as well as situational. I find the combination of the two worked well in this stressful environment, where everybody has a job to do and is fixed to completing that task. Frameworks such as the national decision model created by the College of Policing (2012) have a huge bearing on the outcome of an incident, and how to lead it. The use of this tool was effective in helping change from one leadership style to another, as when information is gathered, threat and risk assessed, working strategies, policy, contingencies and finally an action plan can be put in place, this being instructions towards colleagues.

When partner agencies had attended the scene, the opportunity was also there to implement teamwork and to judge how my colleague was interacting with other members of staff, this would all lead back to the feedback in line with the transformational approach. The form of feedback can be attributed to the phrase learner-member exchange (LMX), this is when the leader has spoken with an individual in regard to feedback and in doing so is developing a relationship of mutual respect, helping the learner to feel psychologically safe and presenting the learner and leader on a level plain (London et al 2023).

Autocratic leadership, described as a leader that delegates tasks and gives clear instructions on how to complete these tasks by the leader's means only, was used to a degree in this incident. Researchers discovered there is also a hierarchal difference in leader and worker and this type of leadership left subordinates with little creative input and negative effects on the leader portraying them as dictatorial (Lewin, Lippert & White 1939; Bhargavi, Yaseen 2016).

The autocratic technique worked well in conjunction with the situational technique, and it was beneficial to the incident that was attended by my colleague and I, both he and I are on an equal level in terms of rank and title. A dictatorial form of leadership should seldom be used in policing, as officers are from all walks of life, each with valuable skills that can be used to collaborate, and problem solve.

A non-autocratic method is explained as when patrol officers who have a forward public facing role, gain valuable information that can be passed on to supervisors and leaders, this relationship is vital to all officers feeling part of a team and is not in line with autocratic values which can be seen as a less favourable leadership tactic in policing (Denton 2020).

Having said that, in times of extreme stress and or incidents where an autocratic leader is needed, this can be a benefit to the public as this style ensures every member of the team is doing a specific job and is carrying that job out in haste. This also gives less experienced officers clear instruction as they may be unsure what to do in these times of crisis (Henderson 1981).

After the leader-member exchange with my colleague has been carried out and mutual respect gained, the understanding of a clear vision for teamwork and an organisational goal can be understood, this vital experience and use of a multi-leadership strategy approach will be of benefit for the team in the future for achieving operational goals.

Critically, I am more comfortable being a leader in an operational sense rather than a manager delegating tasks and processes from a sedentary position. This has been highlighted previously whereby managers are said to seek a controlled environment, where they can approach a problem to rectify it before it developed into something bigger or it is fully understood, whereas a leader will try to understand a problem fully and work in an environment which may be more chaotic (Zaleznik 2004). Developing the managerial side of leadership skills will need to be improved over time.

On the occasions where I have been in a position of leadership in my respective station, a bearing of responsibility for my own moral values and the values of what the police is trying to achieve in modern Britain is at the forefront of my mind. The college of policing has recently developed a National Centre for Police Leadership (NCPL), this is for officers and staff of all operational and non-operational levels, The college of policing states that excellent leadership is the foundation of all policing (CoP 2023). With this in mind, will alert many to the dangers of toxic leadership and the detrimental effect it can have on policing at higher and lower levels.

With so much focus on the police at present with tragedies such as the death of Sarah Everard and the imprisonment of ex-Met police officer and convicted serial rapist David Carrick, the Police's leadership has been brought into question on all platforms of media and in households. In conclusion, I have found in my early career as a police officer that public trust and confidence is key to how the police operates on a day-to-day basis, without that trust it is near impossible to serve the communities effectively.

Managerial skills and a positive leadership influence should be thought of in every aspect of policing, it comes with the territory of the job whether it be managing a road traffic incident, domestic violence, or any crime scene. In this paper, it has been explained that there are many facets to leadership and a broad spectrum of models that can be implemented, sometimes crossing with one another to gain the best result. Emotional intelligence is vital to understanding the needs of recruits, I have experienced the need for emotional intelligence to be recognised. One study in law enforcement in the U.S showed officers who trained in E.I stress management were able to prevent from burnout, thus having lower levels of stress and becoming more operationally competent (Saville 2015).

Basic leadership is the fundamental part of community policing as officers are supposed to be seen as role models in society. Chief Constable Andy Marsh stated it cannot be acceptable that leadership training is offered to only higher-ranking officers, as over 80% of officers and staff stay at the rank of constable, leaving a majority of the workforce untrained in leadership skills (Marsh CC 2023).

Word Count: 1837

Task 4

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

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

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

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

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

How do you provide and receive feedback?

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

ANSWER:

In this final task I will be explaining how, in my three-year probation, fellow colleagues, supervisors and leaders have helped to shape me and my policing style through mentoring and coaching. I will discuss whether my mentors/coaches have been conscious or not to the fact that they have been mentoring or coaching, and how each different member of the existing team I had joined played a different role, using different methods of teaching. I will describe how certain coaching and mentoring methods have been studied in the past and what those researchers learned in relation to using those theories in a policing sense.

Mentoring is when a more experienced person (mentor) uses their knowledge and skills and dispenses this advice to a (mentee) the less experienced, in a social and informal setting and guides the mentee towards organisational goals using learning and growth (Francis 2023).

The word mentor can be traced back as far as ancient Greek times, during the Trojan war and Homer's poem, *Odyssey*, where a young male by the name of Telemachus was left in the care of Mentor by his father Odysseus, the ancient Greek for men meaning, "means of mind", and tor meaning "man", which translates to a "man that thinks" (Garvey 2023).

Coaching and mentoring can sometimes be put in the same category but there are slight differences in their approach. Coaching can be demonstrated by an officer showing a new officer how to complete a certain task, in a show and tell method. That task will then be replicated by the learner and then, if mistakes are present, the coach will explain again in the form of feedback and give the learner another chance to show what they have learnt (Shipley 2017).

I have personally experienced more coaching than mentoring from mainly my constable peers, in the first few weeks of operational policing and within the 'learning the ropes' stage. This comprises of knowing your service area, showing you can apply the law correctly and take charge of incidents by yourself.

I have benefitted from coaching in a public facing and an administrative aspect due to police work naturally covering a large amount of data input which has certain methods of completion. Being a 'visual and kinaesthetic learner', requires me to work best from people physically showing me how to complete a task or illustrating what something is meant to look like e.g. certain report forms or programmes on the police data-base, a 'show and tell' approach is my favoured method of coaching.

According to Houghton University (2023), kinaesthetic learners are people that use touch and manipulate into a real-life physical technique. It can be used in a multi-sensory capacity to combine visual learning with kinaesthetic for better results hence with my previous occupations being all practical, I find this approach the easiest to understand and progress

The driver training that I completed mid-2022, was a good example of a professionally delivered training that involved coaching and training techniques with a lot of emphasis on kinaesthetic methods due to limits of the vehicle through feel, speed and vision. Feedback I received from coaches was taken on board and the practical skills had to be proved and improved every time to show full competency. Feedback can be seen as a social tool between coach and learner as well as a constructive one, as the learner grows in confidence and skill, trust is gained with the coach from their sound advice (Atkinson, Watling & Brand 2021).

Mentoring for me has been useful in times of self-doubt and occasions where I have felt out of my depth. This has included more emotion than a coaching method, which lends itself to people that do not necessarily have or have had as much experience as you, and with which the relationship with a coach only lasts for a set period of time (CIPD 2023). Supervisors and peers have used their experience of self-doubt and their knowledge of how they have overcome past struggles with me in an informal manner, maybe over a coffee or on a one-to-one basis.

This is also helped when the mentor is using techniques such as active listening which is a skill that involves the art of listening to a person and actively taking in or compartmentalising what they are saying, to be able to answer them. This can be boosted by reassuring them with nods or small gestures and giving feedback on subjects that have been spoken about and checking with the speaker, clarifying exactly what they've said (Association of British Dispensing Opticians 2023).

Using Kolb's Reflective model (1984), I will be reflecting on the past three years of my probation using the stages of concrete experience, reflective observation, abstract conceptualisation, and active experimentation.

My concrete experience as an independent officer and on occasion a leader on shift has not been an easy feat in today's policing climate due to shortages of staff, ever

growing workloads and stressors that have had an emotional and physical impact on me and colleagues.

The three years of probation are a steep learning curve but a curve that slowly slopes off after about a year or so. As mentioned above, workload is a massive stressor and can also be a reason for fatigue and in some cases young in-service officers wanted or actually leaving the job, I am no exception to this.

I have been subject to an action plan due to high workload and my inability to manage it at my early stage, this experience left me feeling that I could not cope with the pressures of the job in an administrative sense. I have however, found myself to be better placed in an operational forward-facing sense with the public and I have been told routinely that I have good policing people skills and the administrative side of the job will come with time. Mentoring has featured heavily in these times which have come and gone periodically with the ebb and flow of busy and quiet periods. I have built up interpersonal relationships with colleagues that have mainly, bar-one arrived after my deployment. There has been a complete shift in the original staff members since I started my first day, the interpersonal relationship that has been built with my senior constable on shift has been invaluable to my progression as I have questioned my ability. Garber & Seligman (1980) state that a person's own thoughts of inability to cope with a situation may be connected to one's personal inadequacy or pitfalls and not external forces such as organisational issues (Garber, Seligman 1980; Cohen, Wills 1985).

It is through these interpersonal relationships that confidence has been boosted, it is said that the better or more positive the interpersonal relationship, the more likely the person is to have a positive outcome in the workplace (Heaphy, Dutton 2008; Reich, Hershcovis 2011).

In reflection to these opening years of experience in policing, there has been a realisation that although scrutiny has come of my workload and self-esteem has been lowered in the process, that I am not the first, nor will I be the last to suffer the fear of being 'singled out' for discrepancies. There are greater organisational issues at play with officer numbers being at the forefront of those issues which have a massive role to play in outcomes of work productivity.

It is only through speaking to my peers that it becomes apparent everybody is in "the same boat" and what skill's you may lack, you have strengths elsewhere in abundance compared to others. In effect no one is alone in their ability to doubt their own capabilities, and every new recruit is from a different background with a different set of skills.

This message has benefited me greatly and in turn has helped me relax leading to me achieving in the job and reaching organisational goals. Previously before my mentors had mentioned this fact to me, I could dwell on a failure, and this would affect my performance with future tasks. One example is that by dwelling on a subject it is damaging to your cognition and will make a person perform a lot slower as they are perseverating due to the stress of a mistake (Baranik et al 2017; Kross, Ong & Ayduk 2023).

Abstract conceptualisation, which is Kolb's third stage involving what I have learnt from the experience of my probation. I can put this mostly into context of learning from mistakes and fast. In policing there is not much room for error, and if there is error, it can have huge implications on how an investigation is carried out. I have learnt that there is no job that can be rushed, this is true for any job in life.

This is in relation to outside pressures operationally in the form of high call demand and low working numbers which are a frequent source of conversation. The temptation may be there to answer another incoming call or to want to help a fellow colleague out whilst you yourself are at a low level, seemingly low risk call but this is counter-productive, as there may be further calls to the same address or serious safeguarding issues that could be missed, if not dealt with properly at the time of deployment.

Finally, the active experimentation will be defined by how working practices and my own mentoring style will progress going forward. There will be no way of controlling the outside forces that put a strain on operational policing and management of one's workload and goals. Systematic and clearly structured planning of goals and targets will be implemented in order to move towards improving professionalism and organisational goals.

In conclusion, apart from the training period in the classroom at the start of my career, to the initial ten-week paired system with a tutor where coaching was given to complete a task-based completion of an evidence matrix, there has been little to no coaching or mentoring.

I have found that since deployment to my respective station there has been a clear lack of resources and in turn further coaching. Officers are often expected to complete tasks by themselves and are single crewed on day shifts. Although experienced staff on shift were happy to give advice when asked, there was on many occasions, a lack of guidance which meant initiative had to be taken to solve an issue. I respect that this is a trait that is expected of officers, and I would like to think that my peers could rely on me to make sound decisions when needed in stressful environments.

Having said this, as now one of the senior officers on my shift, a shift comprised entirely of probationer's bar-one officer, a mentoring attitude is adhered to by the whole group, there is always a member of the team that is more proficient in a subject than another and emotional advice is always dispensed when needed.

Police officers are expected to be leaders in society, I believe this must first be implemented from inside the station. Once this is established, a mutual respect and leadership within a group of officers will have been created and this will have a far better impact on the communities we serve outside the station.

Word Count: 1873

Bibliography

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Date 24/09/2023

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