

how2become^{.com}

**Police Officer
Role Play Exercises**

741258

Orders: Please contact How2become Ltd, Suite 1, 60 Churchill Square Business Centre, Kings Hill, Kent ME19 4YU.

You can order through Amazon.co.uk under ISBN: 9781912370726, via the website www.How2Become.com or through Gardners.com.

ISBN: 9781912370726

First published 2020

Copyright © 2020 How2Become Ltd. All rights reserved.

All rights reserved. Apart from any permitted use under UK copyright law, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information, storage or retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licenses (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Ltd, Saffron House, 6-10 Kirby Street, London EC1N 8TS.

Typeset for How2Become Ltd by Gemma Butler.

Disclaimer

Every effort has been made to ensure that the information contained within this guide is accurate at the time of publication. How2Become Ltd is not responsible for anyone failing any part of any selection process as a result of the information contained within this guide. How2Become Ltd and their authors cannot accept any responsibility for any errors or omissions within this guide, however caused. No responsibility for loss or damage occasioned by any person acting, or refraining from action, as a result of the material in this publication can be accepted by How2Become Ltd.

The information within this guide does not represent the views of any third party service or organisation.

**Attend a 1 Day Police Officer
Training Course by visiting:**

www.PoliceCourse.co.uk

**Get more products for passing
any selection process at:**

www.How2Become.com

741258

Contents

An Introduction To Police Role Play.....	7
The Police Core Competencies and Values.....	11
Conflict Management.....	25
Role Play Phases.....	33
Sample Role Play Exercises.....	49
<i>Sample Role Play Exercise 1</i>	50
<i>Sample Role Play Exercise 2</i>	56
<i>Sample Role Play Exercise 3</i>	63
<i>Sample Role Play Exercise 4</i>	70
<i>Sample Role Play Exercise 5</i>	76
<i>Sample Role Play Exercise 6</i>	84
A Few Final Words.....	93

Hello, and welcome to your guide on how to pass the police role play exercises. This guide has been designed to help you pass the ultra-tough police assessment centre, and focuses specifically on the role play assessments.

The role play is one of the most challenging aspects of the selection process. It deliberately tests candidates in a way that they will not be familiar or comfortable with, requiring them to demonstrate the core competencies in a verbal and also physical capacity. The majority of people will not be comfortable with the idea of 'playing a role'. This means that they will struggle to deal with the problems presented to them, in an assertive manner. They might be nervous, or reticent when faced with an angry individual, when assertiveness is a quality that is scored highly. Remember that police officers are confident role models; they must be able to take charge of situations and calm other people down.

If you believe this applies to you, then fear not. Our guide is designed to ensure you are completely comfortable with the role that you'll be asked to play, and the type of scenarios you will encounter.

The reality is that you don't need to **imagine** that you are a police officer. This is the first step in your journey to becoming a police officer, so start acting like one right now, at this moment. Approach the role play with the mindset that you are **already** a police officer, and you can't go wrong.

How To Use This Guide

This guide breaks down the police role play in the most comprehensive way possible. We'll start by looking at what the role play is, the structure of the assessment, and how you are expected to behave. Next, we'll study the core competencies, why they are important, and how to use them during the exercises. Finally, we'll look at a huge range of sample role play exercises, with tips on how to answer each and every single one.

By the end of this book, you should be in a perfect position to attend your assessment centre with confidence, knowing that you're prepared and have the tools to tackle any role play exercise you encounter.

So, without further delay, let's begin!

An Introduction To Police Role Play

8 Police Officer Role Play Exercises

To begin with, let's look at what the role play is and what it involves. A role play is a form of interactive exercise. Essentially, you are given a brief of a scenario, and then 5 minutes to prepare. You then walk into a room containing one or two actors, and are required to play the role of a police officer, to deal with the actors' problem or situation. During the briefing period, you may be able to use an iPad to make notes.

You'll be allowed to bring these notes into the room with you. The briefing may be delivered to you on an iPad, so there's a chance you'll need to read through the information using this device. There are two role play scenarios in total at the police assessment centre, and each of them will last for 10 minutes, with a 5-minute briefing for each. During one role play exercise you will need to deal with a single actor. During the other exercise there will be two actors, for whom you will need to resolve a dispute.

Obviously, we can't give you the definitive scenario that you'll face, but here are some things which are likely to be used:

- Resolving a dispute between neighbours, co-workers or other members of the public.
- Dealing with a member of the public who is behaving in an aggressive or threatening manner.
- Encouraging a young or vulnerable person to amend their behaviour.

The role plays are designed to be reflective of real life. The actors will not hesitate to give you definitive opinions and views. For example, the actors will say words to the effect of 'No that didn't help, you're useless!' or 'Yes, you've been of great help'. If the former, then you'll be expected to come up with alternative solutions or ways of resolving the problem, or at the very least exploring why the actor feels that way.

In regards to the solutions that you come up with, you will be expected to use common sense to work around the problems. You will also be expected to demonstrate emotional awareness and persuasive techniques, to get the actor to cooperate with you. The assessor will also focus on elements such as body language – which is an important part of communication. You need to treat this situation as you would a real-life scenario.

When it comes to scoring on this assessment, the assessor will score you based on how well you have demonstrated the core competencies and values. You will be given a score from 1-5, with 5 being the highest, on each competency/value. You will not be expected to demonstrate knowledge of laws during the role play, and will not be scored against this category.

During this book, we will look at each individual stage of the role play – the preparation phase, the briefing, and the exercise itself, in great detail. Now though, let's study the core competencies.

741258

741258

The Police Core Competencies and Values

The UK police are now using a brand-new set of core competencies to evaluate candidates. Prior to 2018, you only needed to be aware of the core competencies, and how they link up with the role of a police officer. Now though, the assessment has changed quite dramatically. On top of brand-new competencies, you'll also have to learn about two other behaviour groups – clusters and values.

In this chapter, we'll explain what all three of these elements mean, and how to use them.

Police Values

The police values are a key part of the basic behavioural guidelines for any police employee. As one of the most esteemed and respected organisations in the world, the UK Police naturally have a number of values that they expect all candidates and employees to abide by, along with a strong code of ethics. In the past, the police have largely focused on the competencies of candidates rather than on their values as a person. While these values were still important, they played a secondary role. Now, the police are recognising that it's extremely important to hire candidates with strong values and ethics, and the new selection process is a reflection of this. The new police values are as follows:

Impartiality

Impartiality is all about staying true to the key principles of fairness and objectivity. It's absolutely vital that police officers can be impartial when dealing with members of the public, and with their colleagues. You must treat every single person that you meet with fairness and equal consideration, and be able to recognise and reprimand any and all forms of discrimination. Police officers must be able to put aside their personal feelings or beliefs, and make decisions with clear logic and rationale.

A police officer who can act with impartiality can:

- Understand the varying needs of individuals, and take these into account when making decisions.
- Treat every person in a fair and respectful manner.
- Ensure that they communicate effectively with everyone they meet, clearly relaying the message.
- Challenge prejudice and discrimination, whenever it arises.
- Make decisions using fair and objective reasoning.
- Value and appreciate the opinions of everyone whom they come into contact with, provided they are not in contradiction with the police code of ethics.

Integrity

Integrity is another extremely important part of the police code of ethics. Police officers must be able to act with integrity and decency at all times, and be capable of recognising both good and poor performance. As a police officer, your professionalism is absolutely integral. You are a representative of the police – a role model – and therefore it's fundamental that you can present an honest and trustworthy approach to the public. By doing this, you can build confidence from the public in the police force, and deliver a far more effective service.

A police officer with integrity can:

- Ensure that they behave in accordance with the police code of ethics, and make decisions that are focused on benefitting the public.
- Make decisions that will improve the reputation of the police, and understand their position as a role model within society.
- Welcome and take on board constructive criticism.
- Use their position of authority in society in a fair and professional manner, and as a force for positive change.

Public Service

The third value on the list is public service. This value again links back to the police code of ethics, and is essentially about acting in the best interests of the public. The police are there to protect the public, and safeguard them from harm. Therefore, it's important that your decisions are made with this aim in mind. You must be able to evaluate different strategies, how they will be of benefit to the wider public, and take responsibility for delivering upon these. Furthermore, public service is about facing up to challenges and adversity, and overcoming these obstacles, to provide a great level of service. You must be able to engage and communicate with the public, listening to their needs and making them feel valued and appreciated by the police.

A police officer with good public service can:

- Act with the best interests of the public in mind.
- Put the needs of the public above your own interests.
- Adapt your communication to the appropriate audience.
- Make a conscious effort to understand the needs of different members of the public.

Transparency

Transparency is a really important quality for any police officer to have. This value is closely linked with honesty. It's essentially about being someone whom others can trust, and who others can have faith in. You must be able to explain, verbally and in writing, the rationale behind your decisions. You must be genuine with everyone you are communicating with, and make a concerted attempt to build trusting and strong relationships with your colleagues. Likewise, you must be someone who is capable of accepting criticism and improving your own working practice. It's very important that you can learn from and accept your own mistakes.

A police officer with transparency can:

- Be truthful, honest and tactful with others.
- Demonstrate an honest and critical approach to their own work, accepting that there are always areas for improvement.
- Take a clear and comprehensive approach to communicating with colleagues and members of the public.
- Behave in a way that invites members of the public, and your colleagues, to trust in you and your decision making.
- Understand and maintain confidentiality.

Looking at the values, you should be able to see that these are all basic behavioural qualities that you would expect from any police officer. During the selection process, it's likely that you'll be challenged on these values – through interview questions and various exercises, so make sure you study the values sufficiently and have a comprehensive overall knowledge.

Core Competencies

Core competencies are a set of behavioural characteristics that all candidates to the police are expected to exhibit. These are behavioural qualities that you will need to demonstrate on a constant basis while working as a police officer, and therefore it's vital for the police to establish that you understand them, and have previously demonstrated them in the past.

Emotionally Aware

It's very important for police officers to be emotionally aware. Not only do you need to be emotionally aware towards the needs and feelings of others, but you also need to be emotionally aware of yourself. You must be able to control your emotions when under high amounts of pressure, and exhibit strong levels of decision making. Police work is highly stressful, and will push you to your limits. Therefore, it's vital that police employees can stay calm and collected, and manage their emotions.

Candidates must exhibit qualities such as:

- Treating others with respect and compassion.
- Acknowledging other people's opinions, values and beliefs – provided they fall within lawful boundaries.
- Asking for help when necessary.
- Recognising your own limitations, and seeking assistance in accordance with this.

Taking Ownership

In order to work as a police officer, it's vital that you can take ownership and responsibility, and hold yourself accountable for your own actions. Part of this means accepting that sometimes minor mistakes will happen, but the way you deal with these is what matters. You must learn from your mistakes, and seek improvement-based feedback. Furthermore, it's critical that you can take pride in your work, and recognise your own limitations.

Candidates must exhibit qualities such as:

- Accurately identifying and then responding to problems/issues.
- Completing tasks with enthusiasm and positivity.
- Taking responsibility for their own decisions.
- Providing others with helpful and constructive feedback on their working practice.

741258

Working Collaboratively

Teamwork is a fundamental part of working as a police officer, and the better you can work as part of a collaborative unit, the better level of service you can provide to the public. Good police work is about building partnerships, not just with your colleagues, but with members of the public too. You must be polite and respectful with every person that you meet, and show that the police value the ideals of teamwork, collaboration and social unity.

Candidates must exhibit qualities such as:

- Working cooperatively and in harmony with colleagues and professionals from other organisations.
- Exhibiting an approachable and friendly exterior, so that others feel comfortable asking you for help or guidance.
- Showing a genuine interest and appreciation in other people, their views and opinions, in order to build comradery and rapport.
- Treating every person that you meet as an individual.

Deliver, Support and Inspire

It's imperative that police officers understand the wider vision of the police service. You must use the police values in your day-to-day work, and show a dedication to working in the best interests of the public. Your positive contribution to the police is extremely important. Police officers must show an understanding of how their behaviour impacts the reputation of the service, and strive to make a positive contribution to this at all times. You must be focused on helping your teammates to achieve high standards, whilst maintaining your own.

Candidates must exhibit qualities such as:

- Being willing and ready to tackle challenging tasks, with the aim of improving the output of the police service.
- Demonstrating an understanding of how their work contributes to the police as a whole.
- Taking a conscientious and resilient approach to police work, always endeavouring to provide the best possible service.
- Using resources efficiently, to make a significant impact.

Analyse Critically

Working as a police officer involves large amount of critical analysis. You'll be presented with a wide variety of data, and will need to use all of this data to come to informed decisions. This is essentially what 'taking an evidence-based approach' means. It's about using the evidence available to you effectively and efficiently, to gather as many facts and hard info as possible, before using this data in the most logical way.

Candidates must exhibit qualities such as:

- Understanding the importance of critical thinking, analysis and careful consideration before making decisions.
- Assessing and analysing information in an efficient and accurate manner.
- Solving problems by using logic and sound reasoning.
- Balancing out the advantages and disadvantages of actions, before taking them.
- Recognising and pointing out flaws in data or information.

Innovative and Open Minded

The final competency challenges the mindset of the candidate. It's extremely important that you can take an open-minded approach to police work. Not everything is straightforward and 'by the book'. There will always be problems which require an innovative and creative solution, and it's your job to come up with this! Furthermore, it's essential that you can take an open mind to new ways of working, and understand that continuous development is a necessity for any police officer.

Candidates must exhibit qualities such as:

- Being open to new perspectives, ideas and perceptions.
- Sharing ideas and suggestions with colleagues, with the aim of improving current police practice.
- Reflecting on their own working practice and how it can be improved.
- Adapting to changing circumstances and needs.

How Are These Relevant To The Role Play?

At this point, you might be thinking, ‘Wow, that’s a lot of info to take in. How can I possibly learn all of this, much less demonstrate it to the assessors?’ Well, the good news is that it’s much easier than you think. To pass the assessment centre and the role play, you will need to apply all of the competencies to the highest level possible, as well as the values. In reality, the bulk of the police role play involves using common sense, in tandem with the behavioural expectations, to create a positive image of yourself and show that you can handle pressure and difficult situations.

Prior to attending the police assessment centre, it’s vital that you conduct extensive study of the police values and competencies, and develop an understanding of what they all mean and how they apply to the job – as well as how they apply to each and every element of the assessment centre.

Let’s take the first competency as an example – *Emotionally Aware*. How do you think this would apply to the role play? Think about, in general terms, what the role play represents:

- You are walking into a heated situation, where one or more people are upset or angry.
- It is your task to calm said person/s down, and try to reach a resolution on their issue.

You cannot achieve the above if you do not have a good level of emotional awareness. You need to be able to show empathy, understanding, and patience with the role play actor, and you need to be able to identify **what the right approach** is. The only way to identify how you should react to someone in a situation like this, is to use emotional awareness. For example, if you walked into the room and the role play actor was grinning from ear to ear, you wouldn’t sit down opposite them and speak in a sympathetic tone. This is a very basic example, but hopefully demonstrates why emotional awareness is so important. You need to judge the room accurately and efficiently, in order to solve the problem.

741258

Conflict Management

The role play is ultimately designed to reflect real life policing – where conflict management skills are paramount to the job role. Real life police officers will often need to deal with conflict-based scenarios, where members of the public are behaving in an aggressive or unacceptable manner. Situations like this are potentially dangerous. With this in mind, the police need to see that you are adept at dealing with conflict. Obviously, the role play won't be quite so extreme – you won't be placed in a situation where someone has a weapon or is acting in a dangerous manner – but things can get very heated.

Likewise, you won't be expected to use physical force during the role play exercise. There's no need for you to put your hands on any of the actors, and you'll be using purely verbal skills and communicative body language/gestures to resolve things. The police want to see that you have the base fundamental skills to deal with conflict, that you can apply common sense and logic, and use persuasive language to calm others down.

Conflict management is especially important for the exercise where you will be faced with two actors, who will inevitably be involved in a furious disagreement. Often, the two actors will be screaming and shouting at one another. Your task is to stop the situation from escalating.

Your conflict management skills will be crucial in:

- Creating separation between the two actors;
- Calming down the two actors;
- Negotiating with the actors in order to discuss the issue amicably;
- Finding a resolution to the problem that the actors can agree on.

Ultimately, you are not expected to find a 'perfect solution' – in many cases there is not a 'one size fits all' resolution to the role play. However, you are expected to find a solution which resolves the issue as best as possible, and which ensures that neither actor is left angry or unhappy.

Communication

One of the most important elements of conflict management, is good communication. The effectiveness of your communication will determine whether or not you pass this assessment – in line with emotional awareness

it's all about choosing the **right** way to communicate for the situation. For example, if someone is using unacceptable language and aggressive behaviour, then just offering sympathy or a shoulder to cry on isn't the right approach – you need to be assertive and make it clear that said behaviour is wrong.

As mentioned, whilst at the assessment centre you will need to take part in two role plays. Both role play exercises will test different aspects of your communication. In one scenario, you need to intervene in an argument, disagreement, or conflict between two people. In another, you will be offering a supportive outlook to a young or vulnerable person. The police want to see that you can choose the right approach for the right situation.

Non-Verbal Communication

Communication is not just about the way you speak, it also involves using body language and gestures to deliver your point to the actors. This includes:

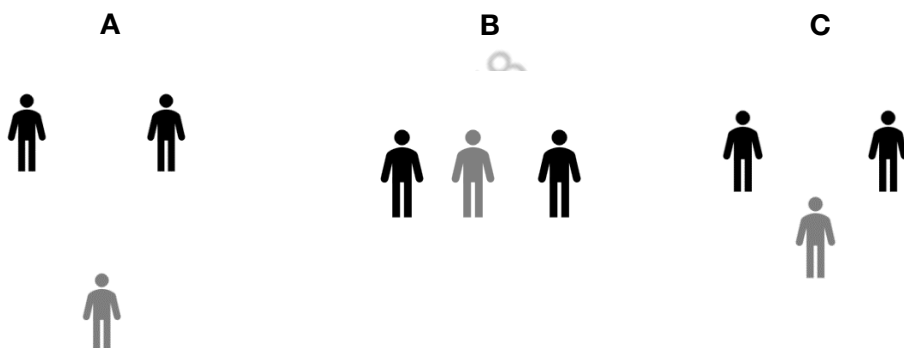
- Physical gestures or actions.
- Facial expressions.
- Posture.
- Positioning in relation to the actors.
- Tone of voice.

Numerous studies have proved that all of the above has a major impact on the way you are perceived by others, and therefore will play a crucial role in how you're scored by the assessors. Imagine if you were an assessor, and a candidate came into the room to deal with the actor and actors. Imagine that this person had their head down, spoke in a very quiet voice, and generally seemed very nervous – they might even have trouble just getting the actors to listen to them. Would you score this person highly? The answer is no, you would not. Police officers must be confident, assertive and willing to impose themselves on a situation. The actors will not make life easy for you. When you enter the room and introduce yourself, they might just ignore you altogether. Therefore, you need to assert yourself and establish your authority, in a way that corresponds with the core competencies.

As with verbal communication, it's essential that you are capable of judging the right non-verbal cues for the right situation. Misjudging this will lose you marks, and could only serve to escalate the problem.

Situational Awareness

Situational awareness means having the ability to read the room and the mood of the actors, as well as having the ability to evaluate the external environment for risks or hazards. Little factors like this can make an enormous difference during the role plays. For example, in the role play where you are dealing with two actors, it's important that you stand in the right place. Let's look at some examples. In the below diagram, you are the person in grey. Select the diagram which you think best exemplifies the best place to position yourself **when you first enter the room**, in order to deal with two people who are arguing:



Some of you may have selected option B, and while this is perfectly understandable, this is actually not the correct answer. The problem with Option B's position, is twofold. First of all, you are placing yourself between the two individuals – which means that you will not be able to address both people at the same time. Secondly, you are taking quite an aggressive response. Not only could this provoke the actors further, but it could place you (hypothetically speaking) in danger. The right answer in this case is Option C. Option C allows you to calm the situation down, whilst speaking to both individuals from a position where you can speak calmly and clearly – unlike Option A where you are too far away and cannot make yourself heard. Likewise, Option C also gives you room to step in between the two

individuals if the need requires or the situation escalates, but this isn't necessarily something you should do as a first step. Remember that you are a mediator, and this means you need to calm the actors down.

In the other role play scenario, where you are not dealing with an argument but with a specific individual, things will be different. Likely, you won't need to 'intervene' as such, but instead will enter a room, sit down at a desk, and then participate in a conversation with the individual in question. Therefore, in this exercise, the physical position that you take up is not as important as your body language and your ability to show empathy and understanding.

When you find yourself in a situation similar to the role play, or even during the role play, one of the best approaches to take is to ask yourself a series of questions. These will help you to take stock of the situation, and evaluate what needs to be done. During the role play briefing, you will be given access to information which helps you to answer some of these questions prior to entering the room – which is extremely helpful. The key situational questions that you should ask yourself during the role play are:

- What is happening in this situation?
- What prior information do I have going into this scenario, and how can I use this?
- What information am I lacking, that will help me to resolve the situation?
- How can I obtain said information?
- What are the risks involved in this situation?
- How can I ensure that these risks are made negligible?
- Are there any external threats from the surrounding environment that I need to be aware of?
- What are my options for dealing with this situation?

Of course, when you get into the role play, you won't have time to stand there and reel off a list of questions in your head. You will need to act quickly and decisively, and make your presence known to the role play actors. In the other role play, where you are dealing with just one individual, you won't

be required to take immediate and decisive action – this exercise presents you with the chance to produce solutions through measured conversation with said individual.

Your Behaviour

When participating in the role play, and indeed in real police work, the way you communicate and react to others is extremely important. There is a marked difference between assertive and aggressive behaviour, and this is something you will be expected to acknowledge and demonstrate throughout the assessment. Police officers are role models in society – they are expected to behave in a professional and responsible way. During the role play **you will not** be placed in a situation where physical force is required, and therefore under no circumstances should you attempt this. Likewise, you should avoid putting yourself in a position where your body language could be construed as aggressive – for example squaring up to an actor or shouting directly in their face. This will come across extremely negatively to the assessors. You need to get the actor to work with you, rather than against you, and aggressive behaviour is a good way to ensure this doesn't happen.

Of course, aggressive behaviour isn't just physical either, it can also come across in the language you use. We've created a handy table, to demonstrate the way that different things can be said, and how they might be interpreted by the actors and assessors.

Aggressive	Assertive
'If you don't get over here right now I'm going to place you in handcuffs.'	'Sir, I would like you to step over here please, so that we can deal with this.'
'I'm here to assist you, but if you don't cooperate with me then there will be serious consequences.'	'Now, please explain to me exactly what the issue is here, so that I can assist you.'
'That's the solution. If you don't like it, tough. I'm in charge here.'	'How do you feel about that solution, madam? Does this work for you?'
'Talk to me now, or I'll book you for wasting police time. Come on, I don't have all day.'	'I appreciate that you might be reluctant to talk to me; I want to assure you that I am here to support you.'
'I'll tell you what's going to happen next, and you're going to follow my instructions carefully, whether you like it or not.'	'I'd like to ask – in an ideal world, what would the best possible outcome be for you? What would you like to see happen?'
'That's it, I'm arresting you for swearing in the presence of a police officer. We're going to lock you up.'	'Excuse me sir, I would like to make it clear that this type of language is unacceptable, and that any further instances of such behaviour will result in me taking further action. Is this understood?'
'Right, that's sorted then. Get out of my sight.'	'Thank you for speaking with me today, I'm glad we could resolve this.'

You can see here how the right-hand column takes an assertive yet considered approach, which does not alienate the person they are interacting with. On the other hand, the left-hand column is demanding, threatening, and leaves almost no room for communication or insight from the actor – thereby alienating them and causing them to dislike you, which in turn will make them unlikely to work with you.

Due to the nature of the scenarios, the two role plays require a very different approach. This is deliberate – the police want to see that you have the awareness and discipline to deal with different types of scenarios, and choose a course of behaviour and communication which is suitable for that scenario.

Now that we've looked at some crucial conflict management tips, let's study each of the phases of the role play in more detail.

741258

Role Play Phases

The briefing will be delivered to you in the form of an email or a document, potentially on an iPad, along with any additional documentation that is relevant to the scenario. Generally, information for all the stages is present from the start, but you **must only** view the stages when told to do so. You'll usually be taken to a separate, quiet area before the assessment starts, so that you can make the most of this preparation time. It's extremely important that you use the preparation period to the fullest extent. 5 minutes is a very short amount of time, and this is part of the reason why it's so important to fully understand the competencies before you attend the assessment centre. You should immediately be able to look at the briefing notes and develop an idea of how you'll approach the situation, and which competencies you will use to do so. You should make a concerted attempt to learn as much about the role of a police officer as possible, (but not laws, just common sense) so that you have a good idea of how to approach the scenario.

During the briefing, this is how we recommend you spend the time:

- First, quickly read the scenario and any supporting information/documentation. If you have already studied the welcome pack prior to assessment your life will be a lot easier.
- Once you have studied the scenario and any additional information/documentation you should then separate relevant information from irrelevant information. Write down brief notes as to what you think is relevant – but bear in mind although you can take the notes with you into the activity, you will not be able to add to them once in the activity room.
- You now need to cross match any relevant information from the scenario with procedures, policies and your responsibilities that are provided in the Welcome Pack. For example, if within the scenario it becomes apparent that somebody is being bullied or harassed, you will need to know, use and make reference to the police values during the scenario.
- Finally, we recommend that you write down a step by step approach on what you intend to do during the activity stage.

An example of this may be as follows:

STEP 1

Introduce yourself to the role actor and ask him/her how you can help them. Remember to be polite and respectful and treat the role play actor in a sensitive and supportive manner.



STEP 2

Listen to them carefully and ask relevant questions to establish the facts. (How, When, Where, Why, Who)



STEP 3

Clarify the information received to check you have understood exactly what has happened.



STEP 4

Provide a suitable solution to the problem or situation and tell the role play actor what you intend to do. (Remember to use keywords and phrases from the core competencies).



STEP 5

Check to confirm that the role play actor is happy with your solution. Provide a final summary of what you intend to do and ask them if there is anything else you can help them with.

(Tell the role actor that you will take responsibility for solving the problem and that you will keep them updated on progress).

Obviously, the above really depends on the situation. As we've mentioned, one of the scenarios will involve multiple role play actors, for whom you will need to resolve a dispute. With this in mind, your approach to that scenario would be different. Let's look at how you might plan for **this** type of role play:

STEP 1

Walk into the room, and introduce yourself to the actors. The actors are very likely to be shouting at each other at this point, and they might not even acknowledge you when you walk in. Therefore, you need to be assertive, and make yourself known.



STEP 2

Calm the actors down, using assertive and persuasive language. Do not be aggressive. Then, inform the actors that you would like to get both sides of the story, in order to help them reach a resolution. Take each actor to one side, separately, and ask them to explain the situation.



STEP 3

Clarify the information received from both actors, to check you have understood exactly what has happened.



STEP 4

Provide a suitable solution to the problem or situation and tell the role play actors what you intend to do. (Remember to use keywords and phrases from the core competencies).



STEP 5

Check to confirm that the role play actors are happy with your solution. Provide a final summary of what you intend to do and ask them if there is anything else you can help them with.

There is a great deal of planning that you can do for the role play exercises, but ultimately there will always be individual elements which you cannot quite prepare for, and this is deliberate. The actors will say things to try and catch you off guard, and make you think on your feet. The police want to see that you've used the briefing time properly, but they also want to replicate real-life, where you cannot predict or guess everything that will be said or

happen. Working 'on the fly' is a very real part of police work, and you must be ready to adapt to changing circumstances when necessary.

Once you have made your notes and created a plan of action, you are now ready to go through to the activity phase. Before we move on to this stage of the role play assessment we will provide you with a further explanation of how you may wish to approach the preparation phase, using a sample scenario.

741258

SAMPLE ROLE PLAY EXERCISE 1

You have been called out to deal with an incident between two mums outside a school. The two women are bickering furiously, and threatening to hurt one another. One of the women makes a racial comment towards the other.

How to Prepare

If you have already taken the time to study the police values prior to attending the assessment, then two things should immediately jump out at you: the threats, and the discrimination. Neither of these are acceptable. Remember that both the police values and the core competencies specifically address behaviour of this kind, and it is a requirement for police officers to identify and challenge this.

Using the 5-step plan, the following is how you might deal with this type of situation:

STEP 1 – Walk into the activity room and introduce yourself to the actors. You should immediately challenge the language that was used, and inform them that this is completely unacceptable.

Ask them sensitively what the problem is and how you can help them. If there is a chair(s) available in the room then ask them to sit down. If the two women continue to argue, then you will need to take steps to calm them down, using persuasive and authoritative language and techniques. Again, do not be aggressive. You need to assure them that you are here to resolve the dispute.

STEP 2 – Listen very carefully to both sides of the argument. Give each person equal opportunity to speak and say their part, and sympathise where appropriate. You can then start to establish facts, asking each person relevant questions about their side of the story, such as:

- Why do they feel the other person is in the wrong?
- What would they like to be done to resolve the situation?
- Was there anyone else involved in this incident?

STEP 3 – Clarify and confirm with the two actors that you have gathered all of the correct information and facts.

STEP 4 – At this stage you need to tell the actors about exactly how you intend to deal with the situation. Take into account the police values and core competencies, and use these as a basis for resolving the issue.

STEP 5 – Finally, you need to make sure that both actors are happy with your intended solution. Obviously, since there are two actors, it might be difficult to completely appease both parties 100%. Still, you should endeavour to do your best and find a reasonable and law-abiding solution. Provide them both with a final summary of what you intend to do and then ask them if there's anything else that you can help with. You should also confirm that you are happy to take responsibility for resolving the issue and that you will keep them updated on any progress as and when it occurs (assuming there are further problems to deal with).

Once the 5-minute preparation phase is complete, you will then move to the activity stage of the assessment.

The Activity Phase

The activity stage will again last for 5 minutes and it is during this phase that you are required to interact with the role actor or actors. As mentioned, you'll be greeted at the door by the assessor, who will introduce themselves and ask you to give them a couple of seconds and then enter the room. As soon as you enter the room, the exercise will begin. The assessor will sit in the corner of the room, and will not speak whilst the exercise is happening. You should do your best to ignore them, and concentrate fully on engaging with the actor.

We have provided you with some sample responses and suggestions for how you might deal with this type of exercise, again using the example of two mums bickering outside the school gates. For the purposes of this exercise, the two mums are called Mrs Gibbs, and Mrs Earnshaw.

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 1**Response**

'Mrs Gibbs, Mrs Earnshaw, I would like you to come over here please. Thank you. First of all, I have been informed that threatening and racially discriminatory behaviour has potentially taken place. Let me say that this behaviour and language is entirely unacceptable, in any way, shape or form. I am here to resolve your issue, but I will absolutely not tolerate any form of discrimination. Is this clear?'

Explanation

This is a good opening when dealing with this type of situation. You are being firm and authoritative, whilst addressing a key issue, and assuring the two women that you will resolve the issue.

Remember to use open body language, and don't become confrontational, defensive or aggressive. If you initially struggle to stop the actors bickering or to get your attention, try speaking clearer and louder. It's important that you can take control of a situation, so it would be wise to practise using persuasive and authoritative language and techniques (but in no way threatening!) prior to your assessment day.

Response

'Thank you. Now, I would like to take the opportunity to get both sides of the story. I can assure you that both of you will get an equal opportunity to address the problem. So, Mrs Gibbs, could you please come to one side with me, and explain what the problem is, and how you would like us to address it.'

'Okay, thank you for explaining that. Now I'd like to ask a few questions, if that's okay, just so that I have a clearer idea of exactly what the main issue is here.'

'Okay, and how did that make you feel? What do you think could have been done differently?'

'I totally sympathise, I understand this must have been hard for you.'

'Now, Mrs Earnshaw, I would like to hear your side of the story. Please explain to me clearly about what you think the problem is, and how you would like us to address it.'

'Thank you for explaining that, Mrs Earnshaw. Just as I did with Mrs Gibbs, I'd now like to take the opportunity to ask you a few questions based on what you've told me.'

Explanation

This is a good follow up. You are clearly explaining the approach that you will take, to the two relevant parties, and making it clear that they will be treated equally and fairly. You are also giving them a chance to address what outcome they'd like to see from this issue. Asking questions shows interest and care for the customer, and will give them assurance that you are genuinely invested in resolving the problem for them.

One thing to note, during this stage, is that it's very likely you'll need to exercise conflict management skills during each person's account of the story. For example, when you start talking to Mrs Gibbs, don't be surprised to see Mrs Earnshaw butt in and try to interrupt, trying to contradict what the other person is saying. In circumstances like this, you need to be assertive and authoritative, making it clear that this is not acceptable, and that you need said person to be quiet and patient whilst you get one side of the story.

Response

'Okay, thank you both for being patient. I would like to take the chance to clarify a few facts from what you have told me, just so that I am clear on everything. Is this okay?'

Explanation

This is a good way to approach the clarification stage. You are being reasonable and polite, whilst still clearly explaining to the relevant parties exactly what you are doing. Again, you are focusing on the needs of the people in question, which is important. Try to look and sound genuine and also use suitable facial expressions. In order to 'problem solve' you must first ask questions and gather the facts of the incident.

Response

*'Thank you for being so patient. I have considered everything that both of you have said, and I would like to reach a compromise that works for both of you. Here is what I intend to do. *List your solution*. Obviously I understand that this is not a perfect solution, but I feel that this gives the best possible chance for both of you to walk away from this incident as happy as possible. Now that I have explained what I'm going to do, I'd like you both to tell me how you feel about this. Mrs Gibbs, does this solution work for you?'*

'Okay, thank you, Mrs Gibbs. I am glad we have reached a solution to your problem. Mrs Earnshaw, does this solution work for you?'

'As I said, I understand this is not a perfect fix, but I hope you can recognise that I am doing my best to resolve the situation in a way that works for both of you. Please could you tell me what you don't like about my solution, Mrs Earnshaw, and we can see if this is resolvable.'

Explanation

Here you are being clear and decisive on the course of action that you are going to take, and showing a caring nature/high level of service. You are inviting the role play actors to give feedback on your intended solution, and giving them a chance to demonstrate whether this is a reasonable resolution to the issue. Where one of the role play actors is unhappy with your intended solution, you are taking steps to gauge why this is the case, and making a concentrated attempt to put it right.

Now, let's have a look at another exercise.

SAMPLE ROLE PLAY EXERCISE 2

You have been called out to a local shopping centre. A teenage girl has been arrested for shoplifting. The security team are familiar with the girl, and have been dealing with bad behaviour from her for the past year. They believe that she's gone off the rails, and has started hanging out with the wrong type of people. The shopping centre do not want to press charges, but the head of the security team has asked you to have a word with the girl.

How to prepare

When reading the above, you need to take into account the following factors, which should have an impact on how you approach this situation:

- The centre do not want to press charges. This means that you don't need to go into the situation as if you were making an arrest.
- The centre have specifically asked you to have a word with the girl. This means that you need to demonstrate a high level of emotional awareness, understanding, and persuasive technique.
- This is not the first time the girl has been caught misbehaving at the shopping centre. On top of this, she's been caught shoplifting. So, you still need to take a firm approach.

Using the 5-step plan, the following is how you might deal with this type of situation:

STEP 1 – Walk into the activity room and introduce yourself to the role play actor. Take a friendly approach, whilst still emphasising the seriousness of the situation. You should start by challenging her over her behaviour. Even though you have been brought in to 'have a chat', it goes without saying that her actions are unacceptable, and therefore this needs to be made clear before anything else is said. Once you've discussed her actions, tell her that the centre aren't pressing charges, but that you want to have a serious talk about her behaviour.

STEP 2 – Ask the actor questions about her behaviour in the past year, and try to determine whether she feels her behaviour is unacceptable. Try and focus on the positive aspects of the actor's character, not her weaknesses. You should aim to take an encouraging and compassionate approach.

STEP 3 – Ask the actor how she is feeling about what you’ve said, and her thoughts on her own behaviour. Ask the actor what she would like the next steps to be.

STEP 4 – Based on the actor’s thoughts, try and suggest improvements to her course of action, or ideas and opinions on how you think she should proceed. This part will involve going back and forth with the actor on the benefits of different behavioural changes.

STEP 5 – Finally, you need to agree on a course of action. Clearly relate this action to the actor, and take steps to ensure that she has completely understood it. Make sure she is happy with the suggested ideas, and then take her details for further follow up later on.

Now, let’s move onto the activity phase, and some sample responses. For the purposes of this exercise, let’s assume that the teenage girl is named Claire.

741258

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 2

'Hi Claire. I've been asked to come and speak to you today by the shopping centre. I'm aware there's been a very serious incident. I would like you to know that the shopping centre aren't intending to press charges, however this is still a very serious matter and therefore we need to discuss it. Do you understand how serious this incident is?'

'Shoplifting is really serious. It's against the law, and therefore you have committed a crime. My aim today isn't to punish you, I just want to find out why you did it and how we can work together to prevent this sort of thing from happening in the future.'

'I'm glad you understand. If it's okay with you, I'd like to have an in-depth chat about what's going on with you right now.'

Explanation

This is a great opening. You are setting out your stall early – making it very clear that this type of behaviour is unacceptable, whilst still underlining the main point of the meeting – which is to have a talk about the girl's behaviour and how it can be improved. In the above responses you have taken a compassionate approach, clearly giving Claire a say in how this meeting is conducted and establishing whether she is comfortable.

Response

'Okay, I'm glad we're on the same page. Let's talk about today's incident first. Can you explain to me why you did it? What thoughts and feelings did you have leading up to the incident?'

'I totally get that, and I know it might seem like a bit of fun to wind the centre staff up, but they have jobs to do. I've spoken to the centre security and they are a bit worried about you. They said they've seen you hanging around outside smoking and are also concerned by the type of people you're associating with.'

'I get that, and I know they are your friends, but do you also understand that we are worried about you? Nobody would ever tell you who you can and can't be friends with, but it's my job and the job of the rest of the staff here to look out for your welfare.'

'You're not stupid at all. You're a very bright young girl, with a great future ahead of you. That's why we are worried, because nobody wants to see you throw it away.'

Explanation

Here, you are taking a compassionate and thoughtful approach, showing a great level of emotional awareness. You are showing Claire that you understand how she feels and making it clear that you have her best interests at heart. You are highlighting the positive aspects of her character, to make her feel self-confident and more aware of the harmful connotations of her behaviour.

Response

'I'm glad you see where I'm coming from. I really think that together we can make a positive change. I want to know how you feel though. Are things at home difficult, or has anything happened recently that's made you feel upset? What would you like to see change? What kind of things are you interested in/passionate about?'

Explanation

In this response you are giving Claire the chance to provide you with feedback and have a genuine say in how she can bring about positive change. This is a good way to introduce the 'change' element of this exercise, as it helps Claire to feel more in control and confident about having the chance to explain her thoughts and feelings. Likewise, you've also tried to engage with Claire on a personal level. This is a good approach to take with role play – engaging with someone's passion and interest builds up a sense of rapport, and means they'll be more likely to work with you rather than against you.

Response

'Okay, great, that's really positive! I think the ideas you've mentioned are really good, and some of them are really creative. I definitely think we can implement...'

'I will be happy to help you implement these and bring about a positive change.'

'If it's okay, I'd like to suggest a few small changes, just based on my own thoughts about this situation.'

Explanation

This is a great follow up. You are being really positive, and showing Claire that you appreciate her ideas and opinions. You are also using this as an opportunity to assess the changes and add your thoughts and views, whilst emphasising that you will be happy to play a key role in implementing the changes.

Response

'I'm really glad that we could agree on this course of action. Before you go, I just want to clarify that you are totally happy with everything that we've discussed and how we're going to implement it.'

'Okay, thank you. I really appreciate you taking the time to speak with me. If it's okay, I'd like to take some contact details, so I can call you later this week to follow up.'

'It was great speaking to you, and I'm glad we could resolve this amicably.'

Explanation

This is a great way to finish the conversation. You are leaving things on a really positive note, and ensuring that there's a way for you to follow up on the incident later on. You are also making sure that the actor totally understands the agreed course of action, and is happy with it.

The above role play scenario is designed to test your emotional awareness, community support, and also your persuasiveness. Again, learning the core competencies and values will really help you throughout these exercises – as it's important to know how you should be approaching them and what you should be saying.

Top tip

It will be quite common in a situation like this for the actor(s) to use body language and perhaps also props. For example, the girl in the above scenario might be fidgeting or doodling on a piece of paper. Don't let this distract you. If the girl is engaging with your approach it may also be advisable not to ask her to stop doodling – as it might be that this is what's helping her in a potentially stressful scenario.

Now, let's look at more sample exercises, covering both role play exercises.

741258

Sample Role Play Exercises

SAMPLE ROLE PLAY EXERCISE 1

You have been called out to a local neighbourhood, by a concerned woman. Two friends are having an argument. They are both men, and both are quite drunk. The woman who called you out is friends with both of the men. The two men are arguing over who should have paid for the last round of drinks in the pub.

Your task is to separate the two men, evaluate their concerns, and also evaluate their behaviour. When you arrive at the scene, you notice that the two men are involved in heated discussion, and that during your first attempt to get their attention they completely ignore you. The argument is becoming louder and louder.

The men's names are Gareth and Derek.

How to Prepare

Based on the initial brief we've given you, there doesn't appear to be anything here which breaches the police values. Two men are having a, quite petty, argument – there is no mention of threats, unacceptable language, or violence, and on the face of it this might seem like a situation which can easily be resolved. However, if you look in more detail at this brief, you should see some issues start to jump out:

- Firstly, the two men are drunk. The fact that both men are drunk means that they are liable to act irrationally, and therefore it's important to de-escalate this scenario before it goes any further.
- Secondly, the potential seriousness of this situation can be shown not only by the fact that a member of the public was concerned enough to call the police, but also by the fact this woman actually knows both parties. You would assume, if said woman knows both parties, then she also has some idea of their behavioural traits and whether they are prone to acting in a violent manner.
- Thirdly, the argument is escalating – as the two men are shouting louder and louder at each other. This isn't just a public disturbance, but (combined with the fact the two men are drunk) presents a risk of potential violence. It is a requirement for police officers to identify and challenge behaviour such as this.

Using the 5-step plan, the following is how you might deal with this type of situation:

STEP 1 – Walk into the activity room and introduce yourself to the role actors. If they ignore you, then you will need to find a way to get their attention. This can be done via a number of methods, whether by approaching the two men directly, or getting in-between the two individuals (this should be a last resort). Tell them your name, and the constabulary that you are from, and inform them that you are here to resolve the issue.

At this point, you will need to use communication strategies to try and get the two individuals to calm down and speak with you. This is a very important part of the exercise – you need to use persuasive wording and reassuring but assertive body language, to show that you are in control of the scenario and to try and get the men to stop arguing, so that the problem can be addressed.

STEP 2 – Once the individuals concerned have calmed down, you will need to listen to both sides of the argument. It's worth noting, in this scenario, that the two men are drunk. This makes the exercise more challenging, as it means that you need to listen very carefully to decipher key information, and it also changes your potential solution too.

Give each person equal opportunity to speak and say their part, and sympathise where appropriate. You can then start to establish facts, asking each person relevant questions about their side of the story, such as:

- Why do they feel the other person is in the wrong?
- What would they like to be done to resolve the situation?
- Was there anyone else involved in this incident?

During the process of you listening to each person, it's conceivable that the other person will try to interject/interrupt. You need to be assertive in this scenario and make it clear this behaviour is unacceptable. It's important that you get both sides of the story, in order to clarify all of the facts and come to an informed solution.

STEP 3 – Now, you’ve reached the clarification stage. Here, you need to double check with the two actors that you have gathered all of the correct information and facts. Again, this will be more challenging in this scenario, because the two actors are drunk, meaning they could conceivably change their stories or the details of what they’ve told you. Again, you need to be assertive here, establishing the facts as closely as possible in order to get a good grasp on the key issue.

STEP 4 – Now, you need to tell the actors about exactly how you intend to deal with this situation. Make specific reference to the police values and core competencies, and use this as the basis for resolving the issue. Given that this is such a minor dispute, there’s a good chance here that your solution will be simply ensuring that the two drunk individuals are separated and taken to their individual homes, so they can sober up and cool off, under supervision from a friendly or family member.

STEP 5 – Finally, you need to make sure that both actors are happy with your intended solution. You should endeavour to do your best and find a reasonable and law-abiding solution. Provide them both with a final summary of what you intend to do and then ask them if there’s anything else that you can help with.

The Activity Phase

We have provided you with some sample responses and suggestions for how you might deal with this type of exercise.

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 1

Response

'Hello there, gentlemen. I'm PC Billingham and I'm here to resolve this situation.'

'Excuse me, I'd like your attention please. As I said, I'm PC Billingham, I'd like you two gentlemen to take a step back. Thank you. Okay good. I'm here to resolve this situation today, and before we go any further, I want to make it clear that any further bad language and conduct will not be tolerated. I would like to resolve this amicably, so let's move forward and sort this out together.'

Explanation

This is a good opening when dealing with this type of situation. You are being calm, clear and assertive, and ensuring that the men take a step back from each other – which prevents things from getting out of hand. You have also introduced yourself in a professional way, which exudes authority and makes it clear that further bad behaviour is not acceptable.

Ensuring that you use open body language, and don't become aggressive or confrontational, is key here. It's important to show that you can take control of a situation, so it would be wise to practise using persuasive and authoritative language and techniques (but in no way threatening!) prior to your assessment day.

Response

'Thank you, gentlemen. In order to resolve this dispute, I want to speak with each of you individually, so that we can establish how we can move forward here. I can assure you that both of you will get an equal opportunity to address the problem. So, Paul, could you please come over to one side with me here, yes thank you, and explain exactly what you believe the issue is here.'

'Thank you, Derek, as I said you will get equal opportunity to express your side as soon as I have finished with Paul.'

'Okay, thank you for explaining that, Paul. Now I'd like to ask a few questions, if that's okay, just so that I have a clearer idea of exactly what the main issue is here.'

'Sir, if you don't mind, as I have clearly stated you will receive ample opportunity to provide me with your side of the story. Please take a step back whilst I finish speaking with your friend here, and then we will speak individually ourselves.'

'I totally sympathise, I understand this must have been hard for you.'

'Now, Derek, I would like to hear your side of the story. Please explain to me clearly about what you think the problem is, and how you would like us to address it.'

'Thank you for explaining that, Derek. Just as I did with Paul, I'd now like to take the opportunity to ask you a few questions based on what you've told me.'

Explanation

This is a good follow up. You are clearly explaining the approach that you will take, to the two relevant parties, and making it clear that they will be treated equally and fairly. You are also giving them a chance to address what outcome they'd like to see from this issue. Asking questions shows interest and care for the individuals, and will give them assurance that you are genuinely invested in resolving the problem for them.

You can see in the above that we have shown conflict management skills, defusing a potentially difficult situation when one party interjects.

Response

'Okay, thank you both for being patient. I would like to take the chance to clarify a few facts from what you have told me, just so that I am clear on everything. Is this okay?'

'It seems, Paul, that there is a slight contradiction here on what you previously informed me. Could you please clarify this?'

'Okay, thank you. And does this correlate with your experience, Derek?'

Explanation

This is a good way to approach the clarification stage. You are being reasonable and polite, whilst still clearly explaining to the relevant parties about exactly what you are doing. You can also see here that, in the above

response, we've covered the issue of potentially contradictory statements. You will be expected to flag issues like this, as this demonstrates your listening skills and your attention to detail.

Response

'Thank you both for being so patient. I have considered everything that both of you have said. I think we can all agree here that sacrificing a friendship over the cost of a round of drinks is not worth the extra trouble, and I certainly do not want to have to arrest either of you for behaving in a drunk and disorderly fashion. With this in mind, here is my intended solution...

I feel that this gives the best possible chance for both of you to walk away from this incident as happy as possible. Now that I have explained what we're going to do, I'd like you both to exit separately. Paul, if you could go this way please, with your friend here. Meanwhile, I will escort Derek back home. I'm glad we could resolve this situation amicably, gentlemen.'

Explanation

This is a good, responsible way to close the exercise, and also takes into the account the situation – where the two men are drunk. You are being decisive and assertive, whilst showing in no uncertain terms that there will be further consequences if this behaviour continues. Giving the role play actors a chance to feedback on your intended solution is good most of the time – but there are times when you will simply need to put a foot down and say 'this is how it's going to be', and that is more so the case when dealing with individuals who are inebriated.

SAMPLE ROLE PLAY EXERCISE 2

You have been called to a house, where a man and a woman are having an argument. The woman claims that the man has been cheating on her. She is behaving aggressively and shouting at the man. A neighbour has called the police, out of concern, and to complain about the noise.

When you arrive at the house, you discover that the man has scratches on his face, and has a swollen lip. You suspect that this injury is a result of the woman striking him. The man does not appear to need immediate medical attention.

The man's name is Mr Nightingale, and the woman is named Mrs Martial.

How to Prepare

Based on the initial brief we've given you, this is a serious situation, where there may have already been domestic violence involved. This means that you need to act quickly and decisively to separate the two relevant parties, resolve the situation, and also investigate the source of the man's injuries. Here are some things that you need to take into account:

- Similarly to the previous incident, this is a public disturbance matter, where an affected member of the public has called not just out of concern, but because they are being impacted by the noise of the dispute.
- You are here to resolve the dispute and provide an amicable solution. However, domestic violence (or any form of violence) is a serious matter and this is not something that you can simply ignore. You need to act decisively here, and ask leading questions to establish the facts. This means ensuring that both parties have matching stories and descriptions of how the man sustained his injuries.

Using the 5-step plan, the following is how you might deal with this type of situation:

STEP 1 – Walk into the activity room and introduce yourself to the role actors. Again, if they ignore you, then you'll need to find some means of getting their attention. Explain who you are, why you have been called to the scene, and what your aims are in resolving this.

Communication is vital in this scenario. Although you need to be assertive, a big part of succeeding at the role plays is in your ability to ‘read the room’. That is to say, if you’re dealing with two drunk people squabbling over the cost of a round of drinks, you should naturally take a more assertive attitude. However, if you are placed in a situation like this where two people are in a highly emotional state, then this type of approach wouldn’t necessarily be the best one. Sometimes, you will need to be more reassuring, sensitive and supportive, instead of just authoritative, and this is one such example of that.

STEP 2 – Once the two individuals concerned have sufficiently calmed down, you can take the same approach as before, listening to both sides of the argument. This one is slightly different, however, as you’re not just asking questions with a view to resolving the situation, but also to establish how the man in question received his injuries. This makes the exercise extra challenging, and means that your listening skills need to be extremely on-point.

Give each person equal opportunity to speak and say their part, and sympathise where appropriate. You can then start to establish facts, asking each person relevant questions about their side of the story, such as:

- Why do they feel the other person is in the wrong?
- What would they like to be done to resolve the situation?
- Was there anyone else involved in this incident?

During the process of you listening to each person, try to ask questions which will a) lead you to a solution for the problem and b) help you to decipher the source of the man’s injuries. As mentioned, in this scenario you should approach the individuals with a view to getting a consistent account from both parties.

STEP 3 – Now, you’ve reached the clarification stage. Here, you need to double check with the two actors that you have gathered all of the correct information and facts. This is where you’ll crosscheck the answers to your individual conversations with the people concerned, and make sure that all the facts add up. Your attention to detail is key here.

STEP 4 – Now, you need to tell the actors about exactly how you intend to deal with this situation. Make specific reference to the police values and core competencies, and use this as the basis for resolving the issue. Given that this is such a serious incident, it may be the case that further investigation is required – if you suspect this to be the case then you should inform the two parties of this, and discuss your plans to follow up.

STEP 5 – Finally, you need to make sure that both actors are happy with your intended solution. You should endeavour to do your best and find a reasonable and law-abiding solution. Provide them both with a final summary of what you intend to do and then ask them if there's anything else that you can help with.

The Activity Phase

We have provided you with some sample responses and suggestions for how you might deal with this type of exercise.

741258

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 2

Response

'Hi there. I'm PC Billingham. I've been called out today after reports of a serious disturbance at this property, and I'd like to resolve this situation amicably, without needing to take further action. Yes, thank you. Now, I'd like you both to just take a step back from each other ... that's great, thank you. Now, my aim today is to make sure that both of you are in a place where we can move forward. I hope we can all agree that would be the best thing here, and that resolving this is in the best interests of everyone. Let's work this out together.'

Explanation

This is a good way to open on a potentially volatile situation. You are being calm, clear and compassionate to the two actors, recognising that the situation requires a more sensitive approach, and acting accordingly. The way we've worded this response shows that the individual in question is being supportive, rather than just assertive, and that they are there to help the two actors rather than just police the situation. This is important in situations like this. Sometimes, to persuade the two parties to calm down and work with you, you need to show that working with you will be to their benefit.

Your body language will make a big difference here. Showing open body language, in a bid to defuse the scenario and minimise aggression/confrontational behaviour, is fundamental. This will help to calm the actors, and make them more willing to work with you rather than against you.

Response

'Thank you, I appreciate you both agreeing to work with me on this. In order to resolve this dispute, I want to speak with each of you individually, so that we can establish how we can move forward here. I can assure you that both of you will get an equal opportunity to address the problem. So, Mr Nightingale, could you please come over to one side with me here, yes thank you, and explain exactly what you believe the issue is here.'

'Before we begin, sir, I can see that you have some injuries to your face. Are you in need of medical assistance, or are you happy for us to continue discussing the issue at hand?'

'Okay, thank you. Let's discuss this further then. Now I'd like to ask a few questions, if that's okay, just so that I have a clearer idea of exactly what the main issue is here.'

'I totally sympathise, and I appreciate that. If I may ask, why did you take that course of action?'

'Right, thank you. I'm quite concerned about the injuries on your face. May I ask how you sustained these?'

'I see. And how did that happen?'

'Okay, thank you very much Mr Nightingale, and thank you for your patience Mrs Martial. I'd now like to hear your side of the story. Please explain to me clearly about what you think the problem is, and how you would like us to address it.'

'Thank you for explaining that, Mrs Martial. Just as I did previously, I'd now like to take the opportunity to ask you a few questions based on what you've told me.'

'Okay, and may I ask for your view on how Mr Nightingale received his facial injuries?'

'I see, thank you. And when did that happen, exactly?'

Explanation

In this situation, sensitivity is again essential. You need to deal with both actors in a compassionate and fair manner, whilst also assessing (as mentioned) the factors that led to the man's injuries. You are also giving them a chance to address what outcome they'd like to see from this issue. Asking questions shows interest and care for the customer, and will give them assurance that you are genuinely invested in resolving the problem for them.

Response

'Okay, thank you both for being patient. I would like to take the chance to clarify a few facts from what you have told me, just so that I am clear on everything. Is this okay?'

'It seems, unfortunately, that there is a sustained contradiction between the pair of you in regards to the injuries Mr Nightingale has suffered on his face. May I ask a few more questions regarding this?'

'Okay, thank you. I have a few ideas on how we can move forward with this – please allow me to express these in more detail.'

Explanation

In this scenario, where there is once again a contradiction, it's important that you try to obtain absolute clarification. Then, if the facts still don't add up, you can weigh up your next move. You still need to take a sensitive and diplomatic approach, clearly explaining to the relevant parties about exactly what you are doing. As mentioned, if there's contradictions, you'll be expected to bring them to attention.

Response

'Thank you both for being so patient. I have considered everything that both of you have said. In this scenario, I feel that the best course of action would be for both parties to separate for the rest of the evening, and reconvene in the morning. May I ask, Mr Nightingale, if you have somewhere else to stay? Okay good, that's great, I am happy to escort you. I feel that the most appropriate thing here would be for the both of you to participate in a 1-hour session, with a counselling mediator, who can resolve this matter with the right emotional training. Would this work for you?'

'I'm sorry you feel this way, Mrs Martial. Can you tell what it is about this idea which you don't like?'

'Okay, thank you for explaining that. I appreciate your honesty. However, I would like to reassure you that this session would be completely anonymous, and that the mediator leading the session is someone who is trained in situations like this. I am really confident that they can help to move this situation forward, and that this would be good for the both of you.'

'Great, thank you. I'm glad we can agree, and I'm sure that this session will be of benefit to you both.'

'Before I leave, with Mr Nightingale, I would also like to address another issue. I am concerned about the extent of Mr Nightingale's facial injuries,

and that the stories you have provided me do not appear consistent. It is necessary for me to inform you that I will be pursuing this matter further, and that you may face further questioning if the police feel there has been a matter of domestic abuse. I hope that this is understandable.'

Explanation

This is a good, sensitive way to close the exercise, and also shows an assertive approach to the man's facial injuries. In this scenario, you have produced a response which takes into account the gravity of the situation, and offered both parties a good, coordinated solution. Here, we've also demonstrated how you might persuade someone to come around to your line of thinking if they disagree with you initially – which might well be the case if the actors are feeling particularly challenging!

741258

SAMPLE ROLE PLAY EXERCISE 3

You have been called to a local school, where the teachers of the school have become extremely concerned about the behaviour of a boy named Martin, who was well-behaved until 6 months ago. The boy's behaviour is rapidly deteriorating, on a criminal level, and the school want you to put some sense into him. Today, teachers were forced to pull the young man out of his lesson, after he had a fight with another student.

When you arrive at the school, the individual in question is sitting in a staff member's office, refusing to speak to anyone. He ignores you when you walk into the room.

How to Prepare

As mentioned, one of the key elements to passing the role play exercises is in tailoring your communication to the situation and the individual involved. In this case, you are dealing with a young person, and that means you need to take a very different approach than you would with the previous examples. Furthermore, the goal of this exercise is also somewhat different to the previous examples. Here, you are trying to persuade a young person to open up to you, and this means using particular communication tools to accomplish your aim.

Here are some things that you need to take into account:

- The briefing pack that you'll be given prior to the exercise will give you some extra background information about the person you're dealing with. For example, you might be told that they've been using drugs, shoplifting, or other harmful activities. This is something you'll need to factor into your approach. Part of the challenge of role play is that, even with the briefing pack you've been given, the actors will still try to catch you out by saying unexpected things or offering new information. You must be prepared to think on your feet and respond to this in a way that matches the values and competencies.
- Because you are dealing with a young person, both the language you use and the approach you take will need to be adapted. Your ability to be persuasive and show sensitivity is crucial here. The assessor will score you based on how well you've demonstrated awareness of this, during the exercise.

Using the 5-step plan, the following is how you might deal with this type of situation:

STEP 1 – Walk into the activity room and introduce yourself to the role play actor. At first, as mentioned, they'll ignore you. In the previous exercises, in order to get the actors' attention, you might have used a method such as placing yourself between the arguing individuals. This situation, however, requires a softer approach, and the assessor will expect you to recognise this. So, assuming the individual is seated, pull up a chair next to them. Introduce yourself, and who you are, and start engaging in conversation. Humour is a good way to 'break the ice' here, whilst still keeping in mind that this is a serious situation and staying focused on your goal of helping the individual.

STEP 2 – Once the individual in question starts talking to you a bit more, you can start to ask questions regarding their behaviour, and trying to determine why said individual is acting the way they are. It's important to point out that it won't be plain sailing after step 1 – the actor will still try to make things difficult for you, and won't simply open up without further encouragement or persuasion. The idea is for them to mimic a real life situation, and therefore you can expect that there will be times during this stage where things are difficult, and you need to use persuasive language to convince them of the benefits of working with you. Try to be positive throughout – you need to convince the individual of their positive attributes, and show them that there is a better way of dealing with things.

At this stage, you can ask questions such as:

- Why do they feel that they are acting in this manner?
- What do they think the ultimate outcome will be if they continue?
- Do they have any ultimate goals and ambitions?
- Is there anything at home or school that is particularly troubling them?

During the process of you listening to their responses, try to ask questions which will lead you to a solution for the problem. As mentioned, in this scenario you should approach the individual with a view to improving their situation, for the future, rather than just preventing a potential crime.

STEP 3 – Now, ask the actor how they are feeling about what you’ve said to them. One of the most important elements to this exercise is ensuring that the individual concerned feels listened to, understood, and as if they have a chance to impact the next stages. Ultimately, everything you’ve said will come to nothing if you cannot persuade the individual in question to take a long, hard look at their own behaviour. You need to get their input on what they think, and what they want to change, before adding your own. Listen carefully at this stage, and be prepared to give feedback on their take of the situation, before moving into stage 4.

STEP 4 – Based on the actor’s thoughts, try and suggest improvements to their course of action, or ideas and opinions on how you think he should proceed. This part will involve going back and forth with the actor on the benefits of different behavioural changes, and how you think they could be implemented. At this stage, you might expect a bit of pushback from the actor, who will try and suggest changes to your own ideas, or point out things they wouldn’t feel comfortable doing. Again, your ability to persuade is fundamental here – the more you can get the individual onboard with your ideas, without being too pushy, the higher marks you will score.

STEP 5 – Finally, you need to agree on a course of action. Clearly relate this action to the actor, and take steps to ensure that they have completely understood it. Make sure they are happy with the suggested ideas, and then take their details for following up later on.

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 3**Response**

'Hi there. It's great to meet you, Martin. Is it okay if I address you by your first name? Do you mind if I come and take a seat next to you?'

'Right, thank you. Now, I've been called in today by your school to speak about what's been going on with you lately. You're not in any trouble, but I'd like you to understand that I am here to help you, Martin. So, I would appreciate it if we could have a quick chat.'

'I understand that, and why you might be reluctant to talk to me. But as I said, you're not in any trouble, and this is just a chat between the two of us. Does that sound okay?'

'Alright, well why don't we start with you telling me a little bit about what happened today? Just tell me, in your own words, what happened during this incident and why you think it happened.'

'I see, okay, thank you for sharing that with me. I really appreciate that, and I do understand that sometimes things can get a little bit heated, especially when someone starts winding you up. Just between you and I, when I was your age I had a really hard time controlling my temper. But as I got older I realised that it's not the right way to go about things – and now look at me, sitting in front of you as a policeman! I know, I never thought that would happen either, but it just goes to show that it's not the end of the world. I hope you can understand, however, that we need to make sure this type of thing doesn't happen again.'

'That's right, yes. But the thing is, Martin, some of your teachers have told me that this isn't the first time it's happened, so I want to be really sure that we're on the same page here – I'm here to help you, but we need to have a serious chat about what's been going on. Are you okay with that?'

Explanation

This is a good way to open the scenario. You are showing a patient, compassionate and sensitive approach to the individual concerned, and using both verbal and body language cues to convince him to open up and talk to you. As this all highlights – it won't be easy. The individual in question won't 'just speak to you', you'll really have to work hard to persuade them

of the benefits of this, and that's why empathy is key. In this example, we've tried to draw familiarity/bond with the individual in question, by providing an example from the candidate's background. This is a good way to show that you understand what they're going through, and that you are the right person for them to talk to.

Your body language will make a big difference here. Showing open body language, in a bid to show openness and understanding, is fundamental. Likewise, the tone of your voice will also impact the success of the exercise. This will help to reassure the actor, and make them more willing to work with you rather than against you.

Response

'Okay, I'm glad we're on the same page. So, as long as you're comfortable, could you tell me what you think has been happening the last few months? Do you understand why people are concerned?'

'Alright, well, since you shared with me, I'll tell you about some of the things your teachers have told me....' 'What are your thoughts on this?'

'Okay, but why do you think you're acting that way? Is there anything here at school that's bothering you, or at home?'

'I see. Well, I want to help you, Martin, but we have to work together in order for that to happen. Can you work with me on this, please?'

'Okay, so tell me why it is that you've been doing that. I'm not interested in what anyone else has to say, just your view on the situation.'

'Alright. I really appreciate you sharing that with me, and I want to thank you for being so open and honest. I know that probably wasn't easy, but I am confident that we can resolve this together. Before I move onto some potential solutions, the important thing for me is how you want to proceed. If you can be honest with me, looking at the situation, how do you think things will end up if you carry on as you are?'

'Okay, and is that really what you want?'

'No, of course it's not. But we can change that. Can I ask, in an ideal world, how would you like to resolve things? What would you like to see done, so that we can move forward and improve things for the better?'

Explanation

Here, you are taking a compassionate and thoughtful approach, showing a great level of emotional awareness towards the individual. As mentioned, they won't make it easy for you at this stage, and you will need to use persuasive language to show them that opening up to you is the right thing to do.

Response

'Thank you, I'm really glad you shared that with me, and I think there are some very positive ideas here which we can work with. The most important thing for me, Martin, is that you're committed to resolving this too. If it's okay with you, I'd now like to suggest a few improvements to the ideas you've mentioned, and also give some suggestions on how we can fully implement all of this.'

'So, now that I've gone through all of this, please let me know your thoughts. As I said, the most important thing for me is that you're fully committed to this – even if we just take things in gradual steps. In order for me to help you, you need to be able to help yourself. So, do you have any questions or issues with what I've just said?'

'Okay, tell me what you don't like about that.'

'Alright, and why do you think that would be a problem?'

'I see. I can understand how that would be an issue. Well, based on that, how about this...'

'I'm glad you agree, I really think that would be a positive way to go about things.'

Explanation

This is a good way of dealing with stage 4, as you are showing a sustained willingness to work with the individual, for his own benefit. The more you can involve the individual in the solution, rather than just dictating to them, the better. This will show them that you are more than just an authority figure – you are someone who genuinely cares, listens, and wants to make a difference.

Response

'I'm so glad we could have this chat, Martin, and I want to say thank you for being so open with me. I know that this can't have been easy for you, but I'm confident that we can work together to reach a positive solution. Before I leave, I just want to run through what we've discussed, and how things will move forward from this point onwards. If you have any questions or issues, let me know.'

'Okay, thank you for listening. Does that all that sound okay?'

'Alright, tell me what it is you aren't sure about.'

'I see! Well, don't worry. The final thing I was going to say was that I am going to give you some details, so if you need further advice then there will always be someone here for you to talk to. As a police officer, I'm in contact with a wide variety of professionals, all of whom can help you if you need.'

'Okay, great. I think it would also be wise for us to have a follow up meeting in two weeks' time, to see how things are going. Does that sound okay with you?'

'Brilliant, thank you. Well it's been a pleasure to speak to you today, Martin, and I think we've made really positive progress. Thanks for speaking with me.'

Explanation

This is a great way to finish the conversation. You are leaving things on a really positive note, and ensuring that there's a way for you to follow up on the incident later on. You are also making sure that the actor totally understands the agreed course of action, and is happy with it.

SAMPLE ROLE PLAY EXERCISE 4

You have been called out to a house, by a girl whose parents are concerned about her. The girl in question, Danielle, is 13 years old. She has been demonstrating troubling behaviour over the past few weeks, and today her parents have called you to come and speak to her, after she expressed suicidal thoughts. The girl is demanding to be let out of the house. Her parents fear that if they allow this, she'll harm herself.

When you arrive at the property, the girl is sitting downstairs in the living room. Her father encourages you to 'try and get through to her'.

How to Prepare

In this exercise, you are again dealing with a vulnerable young person, and this means that you need to tailor your approach. You'll have to be really careful in this scenario. Part of working as a police officer means getting involved with the people in the local community, helping others, and assisting in situations just like this – where a younger person needs someone to speak to for advice.

Similarly to the previous exercise, it's going to be a challenge to get the actor here to open up to you, and you'll need to take a particularly sensitive approach here. During the preparation stage, you need to take into account the following factors:

- Dealing with a vulnerable person is not the same as dealing with someone who has committed a crime. You need to tailor your approach to the circumstance. The assessor will score you based on your sensitivity and ability to show empathy.
- Establishing why the individual is feeling the way they are, should be a top priority.
- Remember that in this scenario you are a police officer, not a mental health worker. Therefore, your proposed solution at the end of this exercise should incorporate some form of recommended treatment/ counselling.

- If you do suspect that the issue is being caused by either violence or abuse at home, you will also need to factor this into your proposed solution.

Using the 5-step plan, the following is how you might deal with this type of situation:

STEP 1 – Walk into the activity room and introduce yourself to the role play actor. Similarly to the previous exercise, the actor will likely ignore you when you walk into the room. Again, this situation requires a sensitive approach. So, assuming the individual is seated, sit next to them, tell them who you are and explain your reasons for being there. In this scenario, humour might not necessarily be the best way to break the ice. This is a very serious situation, so you need to be careful with what is said. Stay focused on your goal of helping the individual, and start trying to break down the barriers with small talk or gentle questioning. Just like the previous exercise, if you show empathy and demonstrate to the actor that you understand at least some of what they are going through, and that you want to develop a full understanding of the situation, then you are more likely to generate a positive reaction.

STEP 2 – Once the individual in question starts talking to you a bit more, you can start to ask questions regarding their behaviour, and trying to determine why said individual is acting the way they are. Again, it won't be easy here, and the actor won't just open up to you – you'll need to use persuasive language to get them to talk to you about what the issue is. At this point, you might also consider asking leading questions, to establish what the reasons for their behaviour are, and whether certain things need to be taken further. These questions could include:

- Is there anything at home or at school that is causing the individual to feel this way?
- How long have they been feeling this way for?
- Is there a particular person in their life whom they feel comfortable talking to?
- What is their relationship like with their parents?

- Do they feel supported by their parents?
- What would they like to see change, in order for them to move forward?

Although this is a serious situation, it's important for you to try and take a positive approach throughout, showing the individual that you are there to support them and that you want to positively resolve the situation.

Just like the previous scenario, you should approach the individual with a view to improving their situation for the future.

STEP 3 – Now, ask the actor how they are feeling about what you've said to them. One of the most important elements to this exercise is ensuring that the individual concerned feels listened to, understood, and as if they have a chance to impact the next stages. Ultimately, everything you've said will come to nothing if you cannot persuade the individual in question to seek professional help. You need to get their input on what they want to change, before adding your own. Listen carefully at this stage, and be prepared to feedback on their own take of the situation, before moving onto stage 4.

STEP 4 – Based on the actor's thoughts, try and suggest improvements to their course of action, or ideas and opinions on how you think she should proceed. This part will involve going back and forth with the actor on the benefits of different approaches, and how you think they could be implemented. At this stage, you might expect a bit of pushback from the actor, who will try and suggest changes to your own ideas, or point out things they wouldn't feel comfortable doing. Again, your ability to persuade is fundamental here – the more you can get the individual onboard with your ideas, without being too pushy, the higher marks you will score.

STEP 5 – Finally, you need to agree on a course of action. Clearly relate this action to the actor, and take steps to ensure that they have completely understood it. Make sure they are happy with the suggested ideas, and then take their details for further follow up later on.

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 4

Response

'Hi there, Danielle. I'm PC Morgan and your parents have called me today to come in and have a chat with you about some things. I hope that's okay with you.'

'I understand why you might be reluctant to talk to me – but I want to assure you that you're not in any trouble whatsoever, your parents and I just want to help you.'

'I know from personal experience that talking about the way you feel, especially to a stranger, can be difficult and scary. So, let's take it slowly. Why don't we just start with you telling me a little bit about yourself. Where do you go to school? What type of things do you like doing?'

'Okay, thank you. Now, can you tell me, in your own words, why you think your parents have called me out here today? I really want to get your perspective on this, because ultimately that's what counts the most here.'

Explanation

This is a good, positive opening to the scenario. You are demonstrating sensitivity and empathy, allowing the actor to talk through the issues 'at their own pace' so to speak. Even if you only have a short period of time, it's important not to rush a scenario such as this, as that will only make the actor less likely to talk to you. You'll have to work hard to persuade the actor of the benefits of talking to you, and this is where empathising and showing an appreciation and understanding of what the individual is going through is so important.

Response

'Thank you very much for sharing that with me, I appreciate that. Now, and as long as it's okay with you, I'd like to ask a few questions regarding the situation. You don't have to answer me if you don't want to, I just want to establish a few things. Alright? Thank you.'

'I really appreciate you answering my questions. I want to assure you that, even if it might not seem like it, everyone is here to support you. I'd like to ask a few follow up questions regarding the things you've told me, if that's okay?'

'I can understand that this isn't an easy topic for you to talk about, so I can see why you wouldn't feel comfortable answering that question. Let's try another angle. What if I asked you ...'

'I see, and how did that make you feel?'

'Do you think your parents have supported you with that? Has there been conflict with your mum and dad about this issue?'

'Okay, well I'm glad your parents are supporting you with this. Based on what they said down the phone to me, it really seems like they care a lot about you, and they just want to see you feeling happy again. Can you appreciate that?'

'Good, I'm glad. Can I ask, in an ideal world, how would you like to resolve things? What would you like to see done, so that we can move forward and improve things for the better?'

Explanation

Here, you are taking a compassionate and thoughtful approach, showing a great level of emotional awareness towards the individual. As mentioned, they won't make it easy for you at this stage, and you will need to use persuasive language to show them that opening up to you is the right thing to do.

Response

'I'm glad you shared that with me, and I can appreciate that this isn't easy to talk about for you. I think there are some very positive ideas here which we can work with. The most important thing for me, and for your parents, is your happiness and wellbeing. But we need you to be committed to this too. If it's okay, I'd like to make some suggestions on how I think we should move forward. If, at any point you don't feel comfortable with what I'm saying, please let me know and we can discuss further.'

'I believe that the best thing in this scenario would be for you to speak to a professional mental health specialist. Now, I acknowledge that this might sound a bit scary, but please let me explain exactly what this person would do, who they are, and why I think they could help you...'

'So, now that I've gone through all of this, please let me know your thoughts. As I said, the most important thing for me is that you're fully committed to this – even if we just take things in gradual steps – in order for me to help you, you need to be able to help yourself. So, do you have any questions or issues with what I've just said?'

'I'm glad you agree, I really think that would be a positive way to go about things.'

Explanation

This is a good way of dealing with stage 4, as you are showing a sustained willingness to work with the individual and to involve them in the solution. This is really important in a situation like this – if you simply give the actor instructions and tell them what to do then they won't engage with you. You need to get their take on the situation, find out what they want to do, and work with them to make things happen.

Response

'I'm so glad we could have this chat, Danielle, and I want to say thank you for being so open with me. I know that this can't have been easy for you, but I'm confident that we can work together to reach a positive solution. Before I leave, I just want to run through what we've discussed, and how things will move forward from this point onwards. If you have any questions or issues, let me know.'

'Okay, thank you for listening. Does that all that sound okay?'

'If you need further advice then there will always be someone here for you to talk to. I will make the appointment as soon as I leave today, and then give your parents a call to confirm the next steps.'

'It's been a pleasure to speak to you today, Danielle, and I think we've made really positive progress. Thanks for speaking with me.'

Explanation

This is a great way to finish the conversation. You are leaving things on a really positive note, and ensuring that there's a way for you to follow up on the incident later on. You are also making sure that the actor totally understands the agreed course of action, and is happy with it.

SAMPLE ROLE PLAY EXERCISE 5

In this exercise, we're going to do things a little bit differently. Following the brief, we've given you a chance to choose from a range of responses, to try and decide which would be the best approach to take. You can check your answers against ours, following the exercise.

You have been called out to a university campus, where two women are involved in a fight over a man. The man in question has apparently been seeing both women, without the other's knowledge, and now the truth has come to light. Both women are blaming each other, and the argument is becoming more and more heated. A member of the public called you, fearing that the dispute could get violent, and complaining that the two women are making a lot of noise and disturbing the peace. The women are named Martha and Claire.

Your task is to calm the women down and resolve the dispute.

How to Prepare

Based on the initial brief, and the way we've handled the previous exercises, you should already have a good idea of how to approach this scenario. In the box below, write down the key issues that you think need to be taken into account here:

What kind of things did you write down? You should have written something like the following:

- This situation has the potential to turn violent, so you need to take immediate action to prevent that from happening.
- Emotionally heated situations, particularly those involving a person's love life, require a very specific type of approach.
- The two women are arguing in a public place, causing a public disturbance, which has caused a member of the public to complain.
- Neither party is going to walk away from this 'happy', but you still need to do your utmost to calm the women down and make them see sense.

Now, construct your own five-step plan for dealing with this situation.

STEP 1 –

STEP 2 –

STEP 3 –

STEP 4 –

STEP 5 –

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 5

As mentioned, we're going to do things a bit differently now. Below we've included dialogue from various stages of this exercise. Following certain bits of dialogue, we've given you a range of responses to choose from.

You: *'Hi there, ladies. I'm PC Johnson. I've been called here today to speak to...'*

Martha: *'I'm gonna smack you!'*

Claire: *'Go on then, hit me, I dare you. I'll knock you right out.'*

Now, choose the best response from the options below.

A – 'Excuse me, I'd like your attention please. This type of behaviour is not acceptable, and if you do not calm down then I'm going to have to arrest you both.'

B – 'That's it, I'm arresting you both. Hands behind your backs please.'

C – 'Ladies, I would like your attention please. As I said, I'm PC Johnson. It's very important that you listen to what I have to say, so we can avoid taking further action here.'

D – 'Please listen to me, otherwise I'm going to fail the exercise!'

Answer

In this situation, the best response is option C. This is the most professional response, and avoids antagonising the two individuals further. Although this is a serious situation, you need to get both of them on side, so that they will work with you rather than against you.

'Thank you, now that I've got your attention, I would like to assure you that I am here to help resolve this situation, and that both of you will have the opportunity to express yourself equally. I want to speak with each of you individually, so that we can establish how we can move forward here. So, Martha, could you please come over to one side with me here, yes thank you, and explain exactly what you believe the issue is here.'

Claire: 'Why the hell does she get to go first? That's not fair, is it? I should be the first to talk, not that lying cow.'

Now, choose the best response from the options below.

A – ‘Sorry, Claire, you’re right. Please step back, Martha. I’ll speak to your colleague first.’

B – ‘As mentioned, you will both get a chance to express yourself, but I want to do this one at a time. So, please take a step back, Claire, whilst I speak to your colleague.’

C – ‘Martha, are you okay for me to speak with Claire first?’

‘D – ‘Life’s not fair. Now step back while I speak to your colleague. You’ll get your turn, eventually.’

Answer

In the event that one of the participants responds in a hostile manner to your planned intervention method, you need to be both reassuring but assertive. For this reason, option B is the best approach here. Even though you are trying to persuade both women of the benefits of working with you, you still need to establish that you are in charge and that you will not tolerate unacceptable behaviour.

‘Okay, thank you for explaining that, Martha. Now I’d like to ask a few questions, if that’s okay, just so that I have a clearer idea of exactly what the main issue is here.’

‘I see, and why do you think that was?’

Claire: ‘Oi, when’s it my turn? I’m fed up of listening to this, and she hasn’t told you one word of truth – it’s all a great big lie. You’re being stitched up, PC idiot.’

Now, choose the best response from the options below.

A – ‘As I’ve clearly stated, Madam, I would appreciate it if you could step back and allow me to speak to your friend here. You will get your chance in a moment, but I will not tolerate anymore derogatory language from you. Is that clear?’

B – ‘Just pipe down and let me finish, I’ll speak with you in a minute.’

C – ‘Madam, please step back and allow me to finish speaking with your friend. You are delaying the process of resolving this situation, and in the process causing a criminal offence, which will result in further action if you do not stop. I do not want to place you in cuffs, but I will do so if you continue.’

D – ‘Right, that’s it, you’ve lost your chance to speak with me now.’

Answer

The best option here is A – where you are being assertive and showing in no uncertain terms that the woman’s behaviour is unacceptable. Remember that you are a police officer. This means that you must not tolerate unacceptable language or behaviour.

‘I totally sympathise, I understand this must have been hard for you.’

‘Now, Claire, I would like to hear your side of the story. Please explain to me clearly about what you think the problem is, and how you would like us to address it.’

‘Thank you for explaining that. Just as I did with Martha, I’d now like to take the opportunity to ask you a few questions based on what you’ve told me.’

Martha: ‘What happens if I don’t agree what she just said? Are you going to take her side over mine? That’s not fair.’

Now, choose the best response from the options below.

A – ‘No, not at all. I would like to stress that I am not here to take sides. I would like us to resolve this situation amicably and professionally, but the only way we can do that is by working together.’

B – ‘I haven’t picked a side yet, but I will if you don’t shut up.’

C – ‘I have no bias in this situation, Madam. I just want to resolve things peacefully.’

D – ‘I think you’re both lying, to be honest.’

Answer

In this situation, the most professional and responsible answer is A – which emphasises the need for respect and an unbiased approach.

‘Thank you both for being patient. I would like to take the chance to clarify a few facts from what you have told me, just so that I am clear on everything. Is this okay?’

‘Okay, right, I’ve considered everything that both of you have said, and I would like to come to a compromise that works for both of you. Here is what I intend to do. I feel that this gives the best possible chance for both of you to walk away from this incident as happy as possible. Now that I have explained what I’m going to do, I’d like you both to tell me how you feel about this.’

Claire: ‘I’m not going to some stupid mediation session. Is this a joke? Is that what they pay you for?’

Martha: ‘I think it’s a good idea, to be honest.’

Claire: ‘Yeah you would think that, wouldn’t you?’

Now, choose the best response from the options below.

A – ‘You will go to the mediation session, it’s not a request.’

B – ‘Alright, Claire. Since you’re so much smarter than everyone else, why don’t you tell us how you think we should resolve this?’

C – ‘I’m sorry you’re opposed to this idea. Could you please explain to me exactly what it is about the session that you don’t like? I’d like to allay your fears.’

D – ‘A mediation session is a really good idea, so I think you should both attend, to help clear the air.’

Answer

The best option here is C. Here, you need to try and get the actors on board with your proposed solution, and this means establishing why they don’t like the solution, in order to dispel any doubts that they might have. Using persuasive language is an essential element to passing the role play.

‘As I said, I understand this is not a perfect fix, but I hope you can recognise that I am doing my best to resolve the situation in a way that works for both of you. While I can understand that it would be uncomfortable speaking with someone whom you’ve never met about this situation, I can assure you that the lady in question is a trained professional, who has been mediating on situations similar to this for many years now. She is also subject to the confidentiality act, which means that anything discussed within the confines of the room would be completely secure.’

‘Okay, good, I’m really glad that sounds acceptable to you both. Do you have any questions or concerns, Martha?’

‘Good, okay, I’m glad we cleared this up. I will take your contact numbers at the end of this session, so that we can book something for as soon as possible, and aim to contact you both tonight. For the time being, however, I would like you both to go your separate ways and stay away from each other until the date of the mediation session. Does this sound acceptable to you?’

Claire: ‘I’ll happily stay away from that lying little trollop. Just looking at her makes me angry.’

Martha: ‘You’re so bitter! I’m glad not to be spending anymore time with you. Goodbye!’

Now, choose the best response from the options below.

A – ‘Okay, ladies, I’m glad we have reached **some** semblance of a resolution. Now, Martha, if you could exit this way, and Claire that way, that would be much appreciated. I will be monitoring this situation, and if I get wind of any further disputes like this one then I will be forced to take further action.’

B – ‘Alright, I’m glad we can all agree. I will be monitoring this situation, and if I get wind of any further disputes like this one then I will be forced to take further action.’

C – ‘Please try to pretend I’ve resolved things for you, otherwise the assessor will score me badly.’

D – ‘I won’t tolerate any further insults from either of you. Now, you both need to leave, before I place you under arrest. I will be monitoring this situation, and if I get wind of any further disputes like this one then I will be forced to take further action.’

Answer

In this situation, A is the most professional way to ‘close’, so to speak. One thing to keep in mind is that sometimes, you won’t be able to reach a completely clean solution to the problem. Part of being a police officer is in recognising when there is a need to use other services and professionals to help resolve the situation. Here, neither woman is going to be completely satisfied after just one chat. The main thing here is that you’ve deescalated the potential violence and sent both women away with a) a warning and b) a potential solution in mind.

SAMPLE ROLE PLAY EXERCISE 6

You have been called out to a property in Ficshire, after a man's flatmates reported him as acting in an irrational manner. The man appears to be confused and disorientated; he is refusing to speak to any of his flatmates, and they are concerned for his welfare. The man does not have a history of alcohol or substance abuse. His name is Stanley.

When you arrive at the property, the man is sitting in his bedroom. His flatmates ask you to go up and speak with him.

How to Prepare

Based on the initial brief, and the way we've handled the previous exercises, you should already have a good idea of how to approach this scenario. In the box below, write down the key issues that you think need to be taken into account here:



741258

What kind of things did you write down? You should have written something like the following:

- Do you have reason to suspect that the individual is under the influence?
- Has the individual in question experienced a traumatic or upsetting event?
- How long have they been acting this way for?
- Is there a particular person whom they would feel comfortable talking to?
- Do you believe the person needs further psychological attention?

Now, construct your own five-step plan for dealing with this situation.

STEP 1 –

STEP 2 –

STEP 3 –

STEP 4 –

STEP 5 –

741258

SAMPLE RESPONSES AND ACTIONS TO EXERCISE 6

Just like in the previous exercise, below we've included dialogue from various stages of this exercise. Following certain bits of dialogue, we've given you a range of responses to choose from.

You: *'Hi there, Stanley. I'm PC Grayscurdle, and your flatmates have called me here today because they're a little concerned about you. So, if it's okay, I'd like to have a chat. Is that alright?'*

Stanley: *'I'm not talking to you. The police can't be trusted.'*

Now, choose the best response from the options below.

A – *'You're right. Bye.'*

B – *'I'm sorry you feel that way. I would like to allay your doubts. I am here to help, and you can be rest assured that I will do everything in my power to assist you.'*

C – *'Would you care to tell me why you feel that way? What is it about the police that you don't trust?'*

D – *'Let's explore this in some more detail. Why don't you trust the police? And more importantly, why are you acting so strangely?'*

Answer

In this scenario, the best answer is option B. You need to try and work past the man's distrust of the police, by assuring him that you are here to help. In option C you divert from the main issue – helping the man, whilst option D moves too fast and risks making the situation worse.

'I know from personal experience that talking about the way you feel, especially to a stranger, can be difficult and scary. Can you tell me, in your own words, why you think your flatmates have called me out here today? I really want to get your perspective on this, because ultimately that's what counts the most here.'

'I see, and how does that make you feel? Do you feel as if you need help?'

Stanley: *'I don't need help, especially not from someone like you.'*

Now, choose the best response from the options below

A – ‘You do need help, and I’m going to give to you.’

B – ‘I can appreciate that, but I’d also like to emphasise that it’s okay to ask for help, from time to time. It doesn’t make you any less of a person.’

C – ‘I know asking for help seems pathetic, but that’s just where you are right now.’

D – ‘Alright, well thanks for your honesty. I’m going to charge your flatmates for wasting police time.’

Answer

The best answer here is B. As mentioned, you will often face resistance from the actor in regards to opening up to you, and it is your job to persuade them of the benefits of doing so.

‘Why don’t we just start small? How about you tell me a little bit more about yourself, where you work, and what type of things you like to do?’

‘I see. I play for a football team too, although to be honest I’m not much good! Do you think being captain brings high amounts of pressure?’

‘Alright. But, if you don’t mind me saying, it’s clear to me that you are really upset about something, and your flatmates have noticed this too. We’d like to help you, and work with you on this, but in order for us to do that we’ll need your cooperation.’

Stanley: ‘My mum died yesterday, so I feel a bit upset. It’s nothing to do with anyone else though, they just need to leave me alone.’

Now, choose the best response from the options below

A – ‘Ah. I didn’t know that. Sorry.’

B – ‘I’m very sorry for your loss. I’ll give you time to grieve in peace, and encourage your flatmates to do the same.’

C – ‘I see. I’m very sorry for your loss, Stanley. I want to assure you that I can help with this particular situation, if you’ll allow me to work with you on this.’

D – ‘That’s unfortunate. I think you need to see a grief counsellor.’

Answer

The best response here is option C – you need to take a sensitive and appropriate course of action, taking into account and the severity of the situation.

‘I understand that this is a really emotional time for you, but as I said as a police officer I am really well-equipped to help you with this and as a police service we can ensure that you get the right type of help. Can I ask, have you spoken to anyone else about this? How is your relationship with your father?’

‘I see. Alright, well let me ask you – do you have any other close family members with whom you can speak? I understand it’s hard to talk about a situation like this – I too lost my dad when I was a teenager so I can appreciate how you’re feeling right now – but I truly believe the load can be lessened just by having someone to speak with.’

‘Thank you for explaining that. Can I ask you, as long as you’re comfortable with it, if we could get in touch with your step-sister to talk about the situation? As I said, we can arrange this on your behalf, I’m happy to personally take charge of this. I think in a situation such as this it’s really important to try and bring everyone together for extra support. It might not seem like it, but there is a light at the end of the tunnel, and with the right help you can get through this.’

Stanley: ‘Can you tell my flatmates too, please? I don’t want to have to explain this to them.’

Now, choose the best response from the options below

A – ‘As long as you are okay with me sharing this information, I am more than happy to explain the situation to them.’

B – ‘Why should I? Get off your backside and do it yourself.’

C – ‘That wouldn’t be a very efficient use of my time, I don’t think.’

D – ‘I suppose, if you really need me to, I could probably have a little word with them.’

Answer

In this situation, the best answer is A. In a situation such as this, you should be aiming to lighten the actor’s load. They are clearly in enormous emotional pain, and in order to help them you’ll need to offer to ‘share’ some of the burden so to speak, and make things easier.

‘Now that you’ve explained the issue, Stanley, and may I say thank you for opening up to me under such challenging circumstances, I’d like to tell you how I think we should navigate the next steps. I’m going to explain my thought process, and if you have any questions or issues with what I’m saying then please don’t hesitate to let me know, okay?’

‘Great, thank you. So, in this scenario, along with contacting your step-sister as requested and explaining to your flatmates about the situation, I believe that the best thing to do would be for you to speak to a grief counsellor. Please allow me to explain what a grief counsellor does, and how I believe they can help you...’

Stanley: ‘So they’ll just sit and talk to me? What good is that?’

Now, choose the best response from the options below

A – ‘That’s the best we can do, I’m afraid.’

B – ‘Pretty much, yes. But it’s a special kind of talking.’

C – ‘Grief counsellors are trained mental health professionals and work with vulnerable individuals such as yourself to ensure recovery from the bereavement process, operating to UK medical and mental health guidelines and also working to exude the police core competencies and values.’

D – ‘Grief counsellors are specially trained for situations like this. The counsellor in question won’t just talk to you, but will help you manage your emotions and feelings. Basically, when something like this has happened, it’s normal to have a lot of anger and sadness. A counsellor can help you come to terms with that.’

Answer

In this scenario, the best answer is D. You need to persuade the actor of the benefits of your approach, and show them that this is the best way forward. You can also follow up with statements such as:

‘Our own grief counsellor, who I would put you in touch with, is hugely experienced and has worked with people in similar situations to yours. I know that every person’s grief is unique, but I truly believe she would be the best person to assist you with this – if you’ll let her, of course.’

‘That’s right. She would be available for a series of sessions, at no cost, to speak with you about the situation and managing your emotions. Do you think that sounds like something you’d be interested in doing?’

‘Okay, good. I can assure you, Stanley, this is the right approach and we really can help you through this.’

‘Before I go, do you have any questions or issues with what I’ve just said?’

‘Okay, I’m so glad we could have this chat. I want to say thank you for being so open with me. I know that this can’t have been easy for you, but I’m confident that we can work together to reach a positive solution. Before I leave, I just want to run through what we’ve discussed, and how things will

move forward from this point onwards. If you have any questions or issues, let me know.'

'Okay, thank you for listening. Does that all that sound okay?'

'If you need further advice then there will always be someone here for you to talk to. I will make the appointment as soon as I leave today, and then give you a call to confirm the next steps.'

'It's been a pleasure to speak to you today, Stanley, and I think we've made really positive progress. Thanks for speaking with me.'

741258

741258

A Few Final Words...

You have now reached the end of your guide on how to pass the police role play, and should be in a much better position to absolutely ace your assessment. Before we go, here's a few extra 'golden' tips to assist you:

- Please note that the sample scenarios provided within this guide are examples only and they will not be the ones that you are assessed against during the assessment centre. Whilst some of them could be similar, you must treat each case based on the information provided and the facts surrounding the scenario. It is not the scenario that is important but how you deal with it.
- Remember never to get annoyed or show signs of anger or frustration during the interactive exercises.
- The members of staff who are carrying out the fictitious roles may try to make the situation difficult to deal with. They may come across in a confrontational manner during the role-play scenarios, so be prepared for this. Don't let it put you on the back foot and remember that they are trying to test your ability to diffuse confrontational situations. You must remain in control at all times and treat the role actor in a sensitive and supportive manner.
- Most importantly, make sure you remember to respect equality and diversity at all times. You will be assessed in this area during every scenario.
- Challenge any inappropriate behaviour immediately during the role play scenarios. Be firm where appropriate but do not become confrontational.
- Use keywords and phrases from the core competencies where possible. Always try to deal with the role actor in a sensitive and supportive manner.
- During the role play activity phase ask appropriate questions in order to gather extra information surrounding the case.
- Once you have gathered your information, you must clarify.
- Explain any relevant documentation in your responses. This will gain you higher marks.

- Make sensible suggestions on how you think you can improve the situation.
- Always interact with the role play actor in a clear and constructive manner.
- Be sure to deal with the issues directly in accordance with the Welcome Pack and any other documentation provided.

Good luck, and with the right amount of study and practise, you are sure to ace your role play assessment!

Sincerely,

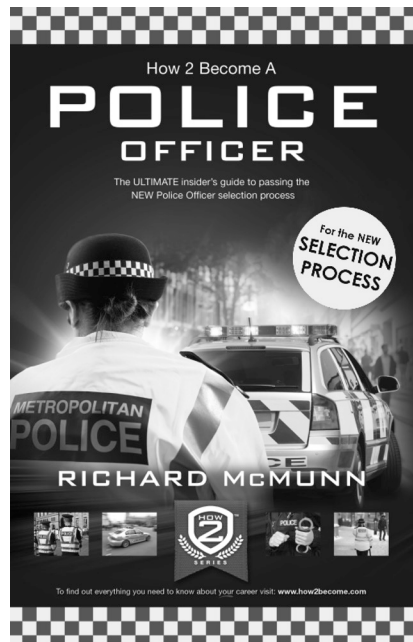
The how2become team

The How2Become Team

741258

CHECK OUT OUR OTHER RESOURCES:

How to Become a Police Officer



This guide contains advice and guidance on:

- The brand-new core competencies and values, and how to exhibit them;
- How to put yourself across in an honest and professional way, during the application form;
- ALL of the new assessment centre exercises, including virtual reality tests, and video exercises;
- The all-important new police interview, and how to ace it. Including sample responses.
- ALL of the tests, filled with sample questions and answers.

How2Become A Police Officer is the perfect resource for anyone who is serious about joining the UK Police Service.

CHECK OUT OUR OTHER RESOURCES:

Police Officer Core Competency Keywords, Phrases, and Sentences



You'll learn essential details about every single competency, how to match them to the scoring criteria, and how to use your knowledge to impress the assessors.

- Essential verbal tips on every single competency, both new and regular!
- Tried and tested advice, on how to ace the application form.
- Incredible strategies, to help you pass the interview.
- Detailed explanations on all of the competencies, and why they are important.
- Comprehensive language tips and phrases, to help you put yourself across in the best possible way.