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## **Effective supervision**

Rapid evidence assessment

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# Executive summary

## Background

This report presents the findings of a rapid evidence assessment (REA) on effective supervision. The REA was conducted to inform the development of the College of Policing's national guidelines on effective supervision, to support the wellbeing, learning and performance of everyone working and volunteering in the police service. For the purpose of the guidelines, a supervisor is defined as anyone who has management responsibility for one or more members of staff.

Recent analysis undertaken by the College identified insufficient supervision as one of ten recurring and systemic problems where improvement is required. The work demonstrated some of the underlying factors found to be contributing to this problem, many of which were related to organisational or individual support to facilitate effective supervisory practices. The guidelines sought to set out what forces and supervisors should do to deliver effective supervision in forces.

To help ensure that the guidelines were based on the best available evidence, reviews of the empirical evidence were carried out to address the following questions:

- What constitutes effective supervision that enables and supports employees' (police officers, staff and volunteers) wellbeing, learning and performance?
- What are the organisational requirements that need to be in place for supervisors to enable and support employees' (police officers, staff and volunteers) wellbeing, learning and performance?

A systematic search of a wide range of databases and websites retrieved 13,192 references, which were screened based on agreed inclusion criteria and assessed for quality and relevance. Of these, 71 studies were included in the review. A further seven studies were subsequently identified and included at the drafting and peer review stages. This resulted in a total of 78 research studies being included in the REA: 66 conducted on policing, and a further 12 systematic reviews or REAs on supervision in other high-risk professions.

Supervision responsibilities can cover a number of components, including personal and operational (professional) supervision. The REA focused on personal supervision, which includes supporting, developing and leading individuals and teams.

## Findings

A number of different themes were identified in the review literature. Thematic summaries were provided to the Guideline Committee,\* alongside practitioner evidence, to inform the development of guidelines.

There are three guidelines for chief constables, which set out the organisational structures and processes required to support effective supervision, and seven practical guidelines for supervisors.

The evidence is presented under each guideline heading below, to help the reader identify which pieces of evidence informed the development of which guideline(s). Some evidence will have been considered for multiple guidelines.

## Organisational support

### Culture and capacity

- Officer and staff perceptions of fairness and support – both from senior management and from the wider organisation – and organisational culture are associated with positive outcomes regarding staff wellbeing, learning and performance.
- Effective police leaders typically demonstrated five activities:
  - creating a shared vision
  - engendering organisational commitment
  - demonstrating care for followers
  - driving change rather than managing the status quo
  - complex problem solving

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\* The Guideline Committee was made up of frontline practitioners, subject matter experts and academics supported by a development team from the College of Policing.

- Evidence was mixed in relation to the most effective leadership style for supervising officers and staff. There was evidence of positive outcomes linked to situational and transformational leadership styles. Transactional leadership generally showed fewer positive outcomes for officers and staff.
- Role modelling, being open and enforcing standards may encourage ethical behaviour.
- Barriers to effective supervision in policing included:
  - cultural constraints (resistance to change and innovation among senior leaders)
  - a general lack of support from leaders
  - a lack of agreement as to what constituted effective leadership and management practice
  - capacity challenges for supervisors

## Capability

The evidence on organisational capability to support employees' wellbeing, learning and performance identified a number of areas for potential improvement.

- Barriers were found to exist in relation to perceptions of fair and consistent promotion practices, and to the provision of sufficient support to officers acting in temporary roles at a higher level.
- There was a perceived absence of formal support, training and preparation for supervisory roles and opportunities identified to improve management skills and developing good management practice.
- Evidence from outside policing suggested that management and leadership development programmes can have some effect in improving organisational and individual performance outcomes

## Organisational support and processes

The REA found a number of issues related to how organisations can use formal processes to support employees' wellbeing, learning and performance.

- The existence of clear policies relating to employees, as well as allowing employee input to decisions, was found to be important in how organisations can

facilitate the effective provision of support from supervisors in relation to wellbeing.

- Coaching and mentoring, including for acting and temporary officers, may have a positive effect on supervisor behaviours and attitudes.

## Effective supervision

The remaining sections of the REA focus on what supervisors can do to enable and support employees' (police officers, staff and volunteers) wellbeing, learning and performance.

### Acting as a role model

Acting as a role model can be an effective way of fostering team member behaviours across a range of areas.

- Feedback on positive role modelling identified the benefits of a number of supervisor behaviours, including being:
  - ethical
  - exemplary
  - clear on expectations
  - open in communication
  - supportive

The evidence suggests these can have positive effects on job satisfaction and performance.

- Evidence from supervisors demonstrated the importance of tailoring management approaches to individual officers and members of staff. Important role modelling strategies included:
  - leading by example
  - treating officers as people first
  - offering support
  - good communication
  - acting with self-awareness
  - using discipline strategically



- using informal rewards
- enabling discretion and empowerment

## Building effective relationships

The REA found moderate evidence supporting the importance of effective and trusting relationships between supervisors and their team members on a range of employee outcomes.

- Supportive management practices identified in the evidence included:
  - genuine interest in the employee
  - being fair
  - instilling trust
  - being flexible
  - recognising contribution and commitment
- Research on special constables and police service volunteers also found links between supervisor support and morale and performance, although the quality of the research was limited.
- Evidence outside of policing supported the link between role modelling and job satisfaction and wellbeing, and also between negative supervisor behaviour and presenteeism.

## Communicating effectively

- The REA found moderate evidence on the importance of effective two-way communication between supervisors and team members. Relationships built on good two-way communication were associated with a range of positive outcomes, including:
  - lower work-family conflict
  - feeling less bullied
  - greater trust in, and commitment to, the organisation
  - greater job satisfaction
  - feelings of autonomy
  - self-efficacy

- Good communication was seen as an essential attribute of an effective police leader. Clear, open and honest communication also led to positive outcomes, including reinforcing positive behaviours and challenging negative behaviours in relation to diversity and inclusion.
- Shared expectations of support and working style were linked to greater job satisfaction. Being approachable and people-focused was also considered to be important by those being supervised.

## Demonstrating fairness and respect

- Supervisors treating their staff with fairness and respect was linked to positive outcomes, including:
  - job satisfaction
  - efficiency
  - wellbeing, including reduced stress and anxiety
  - commitment
  - motivation
  - empowerment
- Demonstrably ethical police leaders appeared to generate a sense of trustworthiness among employees. Those who showed clarity and inclusivity in decision making also secured legitimacy and respect from employees.
- Perceptions of being provided with constructive and supportive feedback, and not using feedback to exert power, can positively influence employee job satisfaction.
- Perceptions of fairness were important when linked to diversity and inclusion. Supervisor consideration of personal and family commitments and flexible working was important to officers and staff. The REA found evidence of specific considerations relating to part-time mothers working in policing, transgender officers and police specials.

## Supporting wellbeing

- The evidence suggested that supervisors who are supportive of their team members' health and emotional needs can contribute to a number of positive wellbeing outcomes, including:

- lower job stress
- better self-esteem
- lower emotional exhaustion
- feeling less bullied
- less partner conflict at home
- Supportive supervisor behaviours can be particularly important in relation to mental and physical health issues. Inadequate support can lead to damaging effects in relation to morale, dedication and goodwill. Lack of disclosure by officers may limit the support they receive in relation to mental health.
- Social support from supervisors and colleagues (such as feeling supported, the existence of trust, and feeling that they 'have their back') played an important role in managing burnout in officers and staff, and could buffer negative experiences of the job, such as violence against officers.

### Supporting the delivery of good service

- Supervisors providing support and assistance to help officers and staff do their work led to positive outcomes, including:
  - increased job satisfaction and wellbeing
  - increased engagement and commitment
  - feelings of self-efficacy
  - ability to perform
- The evidence demonstrated a link between supportive, empowering and transformational leadership approaches among supervisors and positive employee performance outcomes, including:
  - generating extra effort
  - conscientiousness
  - motivation
  - engagement
  - organisation commitment
- There was some evidence that compliance with rules and policies was linked to supervisor willingness to educate officers and staff on key policies and enforcing

them. However, this did not relate to enforcement alone. The supervisor also needed to develop supportive relationships to foster 'buy in' to compliance.

## Supporting professional discretion in decision making

- Professional discretion in staff decision making was linked to a number of positive outcomes, including:
  - wellbeing
  - job satisfaction
  - commitment
  - motivation
- Discretion was particularly important when job demands increased.
- People-focused approaches that enable empowerment of team members were associated with higher levels of:
  - wellbeing
  - ethical behaviour
  - discretionary effort
  - engagement and commitment
  - emotional energy
  - job and life satisfaction
  - lower emotional exhaustion
- Empowering approaches, such as supporting, recognising, delegating and consulting, were also shown to result in positive outcomes, including:
  - job satisfaction
  - commitment
  - performance
  - conscientiousness
  - employees feeling able to give constructive ideas and opinions

## Acknowledgements

In recognition of Jenny Kodz who sadly passed away during completion of this review. Jenny will be greatly missed by many at the College and throughout policing.

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# 1. Introduction

This report presents the findings of a rapid evidence assessment (REA) conducted to inform the development of the College of Policing's national guidelines on effective supervision.

## 1.1 Background

Recent analysis\* undertaken by the College identified supervision as one of ten recurring and systemic areas where improvement is possible. In general, it appeared that individuals in policing might not be reaching their full potential owing to insufficient supervision and leadership. Of the underlying factors that the analysis suggested were contributing to this problem, many related to organisational or individual support for effective supervisory practices. These findings suggested that it would be beneficial to develop national guidance for effective supervisory practices.

The scope of the guidance focused on how to ensure that:

- police officers, staff and volunteers receive excellent support from their supervisors in terms of wellbeing, learning and performance
- supervisors receive excellent support from their organisation

For the purpose of this REA, and in line with the guidelines, a supervisor is defined as anyone who has management responsibility for one or more members of staff.

Supervision responsibilities are made up of the following two components, which are equally important:

- operational or professional supervision – the supervision of people doing the practical aspects of a specific role
- personal supervision – supporting, developing and leading individuals and teams

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\* The work involved:

- interviews with 16 chief constables
- focus groups with around 250 police officers and staff from 14 forces in England and Wales
- a review of four years' worth of Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services' reports
- Independent Office of Police Conduct reports, Police and Crime Commissioner Plans and other published material

The guidelines' focus is on the second component, personal supervision, although some of the learning is equally applicable to operational or professional supervision.

The College of Policing applies an evidence-based approach to developing its guidelines. In this example, academic studies of relevance to staff supervision in policing, other high-risk professions, and the strongest studies from outside these areas were identified and used in the production of the guidelines and are summarised in this report. The findings are presented under the guideline headings to aid ease of cross-referencing to the guidelines themselves. This means that there is some duplication where evidence was relevant to several guidelines.

The REA process also enabled the identification of specific areas where there are gaps in the academic knowledge, to inform future research.

## 2. Methods

### 2.1. Overview

An REA uses transparent, structured and systematic processes to search for, screen and synthesise research on a particular topic. An REA is not an exhaustive summary of the literature, as limits are placed on the review process in order to deliver results more rapidly than with a full systematic review. However, the systematic and transparent nature of the REA process helps to reduce bias and enable others to replicate the review. For further details regarding REA methods, see the [Rapid Evidence Assessment Toolkit Index](#).\*

The questions asked by the review were:

- What constitutes effective supervision that enables and supports employees' (police officers, staff and volunteers) wellbeing, learning and performance?
- What are the organisational requirements that need to be in place for supervisors to enable and support employees' (police officers, staff and volunteers) wellbeing, learning and performance?

### 2.2. Review process

The review followed the process outlined in Figure 1 below.

To ensure that the REA identified literature on areas of practical relevance, the Guideline Committee<sup>†</sup> was consulted on the approach taken at key stages.<sup>‡</sup> Academic committee members and subject matter experts were also invited to put forward key citations for consideration in the REA.

The protocol for the REA was developed after exploratory searches and discussions with academic Guideline Committee members, and prior to beginning the systematic search and screening (see Appendix B for the protocol).

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\* Government Social Research Service. (2013). [Rapid Evidence Assessment Toolkit index](#) [internet]. [Accessed 22 December 2021]

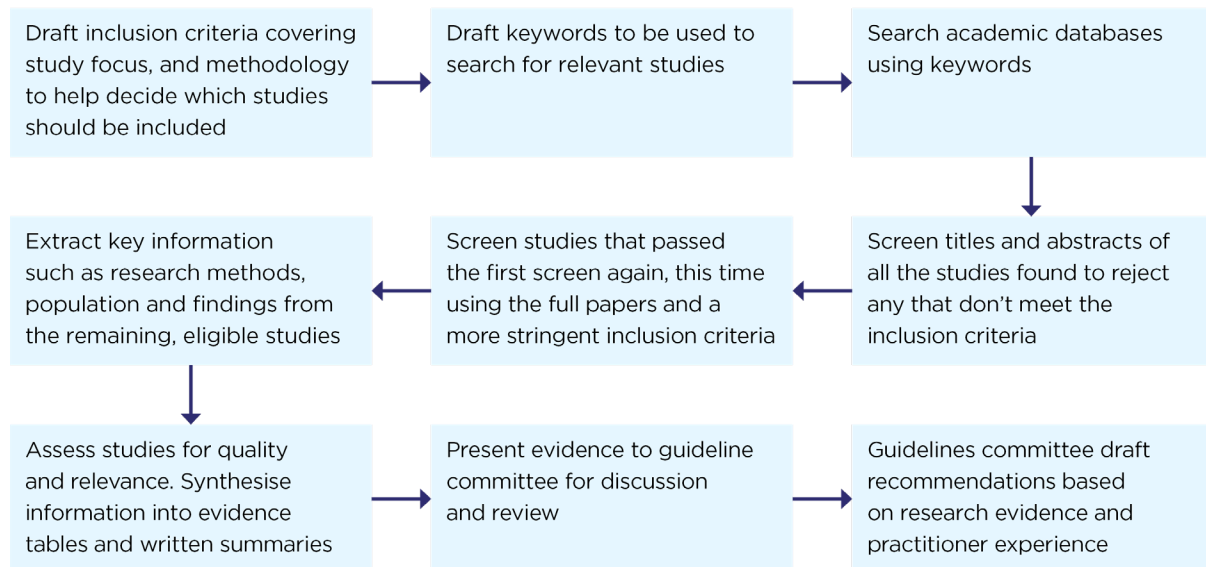
<sup>†</sup> The Guideline Committee was made up of frontline practitioners, subject matter experts and academics supported by a development team from the College of Policing.

<sup>‡</sup> The beginning of the process, to agree the scope of the review. Prior to commencing systematic searches, to agree the search protocols.



The Guideline Committee was provided with a thematic summary of evidence from the REA, including a quality assessment, to inform the development of the guidelines.

Figure 1. Review process for the REA.



## 2.3. Search strategy

The search terms focused on two population groups:

- police and law enforcement
- other high-risk and emergency professions (including paramedics, doctors, nurses, aviation, prison service, rescue service, armed forces, social work and border force)

The search terms used also included outcomes related to key areas of supervision within the scope of the guideline, such as:

- professional development and learning
- wellbeing
- performance
- attitude and behaviour
- engagement

- absence
- turnover

Appendix C provides a summary of the search strategy. The searches were conducted between 1 July and 5 July 2019.

## 2.4. Screening

Citations were initially screened by title and abstract based on agreed inclusion and exclusion criteria (see Appendix D). Research quality criteria differed slightly between policing and non-policing citations. It was agreed that any kind of research should be considered at this stage for inclusion if related to policing, as we were not expecting to find many policing-specific studies.

Full texts of studies were retrieved if:

- the primary focus of the abstract was on supervision or management and was clearly related to the direct line management of workers, **or** if the focus was on organisational support for supervisors
- there was information missing against any of the key inclusion criteria

Duplicate citations were removed and only studies published in English were considered. Citation abstracts were uploaded and screened in Covidence.\* All citations were independently screened by at least two reviewers to ensure that the inclusion criteria were applied consistently and no possibly relevant studies were overlooked. Any conflicts were resolved by a third reviewer.

Online and grey literature were dealt with slightly differently. Searches were conducted on identified websites, using search tools for publications where possible, applying the keywords 'supervisor' and 'supervision'. When a large number of references was returned, the first 100 were screened on the agreed criteria. If there were few or no studies of relevance, subsequent references were not screened. Any studies deemed relevant were logged and progressed to full-text screening.

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\* A web-based software platform that streamlines the production of systematic reviews ([covidence.org/](https://www.covidence.org/)).

## 2.5. Criteria for inclusion of studies in the review

Following the title and abstract screening, the full text of all included studies was reviewed a second time against the inclusion and exclusion criteria. (See Appendix D for full details of the screening process, as well as inclusion and exclusion criteria.)

Studies were included if they met the criteria below:

- the study was published between 2009 and 2019
- the study was conducted in at least one of the following countries or areas:
  - UK
  - Europe\*
  - Canada
  - USA
  - Australia
  - New Zealand
- The study related to the police or policing as an occupation, or one of the following blue light or high-risk occupations:
  - ambulance
  - fire service
  - coastguard
  - prison service
  - armed forces
  - social work
  - medicine (surgeons, nurses, mental health)
  - aviation (pilots)
  - immigration and border force

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\* This included any country geographically located in the continent of Europe.

- the research applied reasonable rigour\* **or**, for policing studies only, the paper drew on research findings (non-policing studies had to be systematic reviews, meta-analyses or REAs)
- the primary focus of the study was on supervision or management and was clearly related to the direct line management of workers, **or** the focus was on organisational support for supervisors
- the study reported on at least one of the following outcomes:
  - resilience
  - wellbeing
  - welfare
  - satisfaction
  - dissatisfaction
  - performance (individual and organisational)
  - individual learning

A date period of 10 years was initially selected, as the authors were unsure how many studies of relevance would be found. However, as the search terms resulted in a large number of citations, it was decided to keep the original parameters and not extend them. The above countries and areas were selected because they were most likely to have studies written in English that were of relevance to a UK policing or high-risk profession context.

After full-text screening was completed, the search identified a total of 71 references. A further seven references were included in the REA at the drafting and peer review stages. Four of these additional references were identified by the authors as not having been found during the initial searches of grey literature. They were assessed to meet the inclusion criteria but were not subject to the same level of screening as the studies that were included originally. Two had initially been excluded but were

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\* Studies and reviews had to state the methods used clearly in order to be included. Those assessed using agreed criteria as having 'minor limitations' in terms of risk of bias were included in the review. Those identified as having 'potentially serious limitations' were discussed by the REA team and were included where they were deemed to be of 'medium' or 'high' relevance to the REA. Only one policing study rated as having 'very serious limitations' was included in the REA, as it was the only study found on police specials.

deemed to be particularly relevant in terms of contributing to the evidence for the guidelines once the draft guidelines had been agreed by the Committee. One of the added studies was published in 2020. Four were unpublished summaries of findings from an internally conducted piece of research on police sergeants. Although these studies fall outside of the original inclusion date criteria, they were included due to their relevance to the REA.

The final number of studies included was 78. Of these, 66 were studies conducted in policing, four of which were systematic reviews or REAs relating to policing (one of these also included other professions), and 12 were systematic reviews or REAs relating to healthcare or social care, or were generic reviews where the findings were assessed as being (potentially) applicable to a policing context. Where evidence from outside of policing has been included, it typically reinforced what had been found in policing studies or added further insight for consideration.

## 2.6. Data management and extraction

Policing and non-policing citations were separated and a detailed coding protocol was used to extract as much pertinent information as possible for analysis from each study. Researchers coded all eligible studies and any uncertainty was resolved through discussion with a senior research team member.

## 2.7. Quality assessment

Several Critical Appraisal Skills Programme (CASP) research assessment tools\* were adapted to form criteria for quality assessment of studies included in the REA. CASP is part of the work of the Oxford Centre for Triple Healthcare Ltd (3V) and is well regarded for the tools it has developed for use in healthcare settings. These tools were selected for their ease of use, clarity and robust approach to assessing key issues, including validity, relevance and usefulness. Full details of the quality assessment criteria used in the REA can be found in Appendix E.

For primary research studies, the CASP qualitative checklist was used as the basis of a process to allow the review team to consider the validity, content and relevance

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\* The qualitative and systematic review CASP checklists are available here: [casp-uk.net/casp-tools-checklists/](https://casp-uk.net/casp-tools-checklists/)

of the identified literature in a consistent manner. A limited number of independently determined criteria relating to quantitative research quality were added to the process on the advice of colleagues with statistical expertise. These additional criteria supported basic quality checks, but were also used to identify which quantitative studies should be checked by a colleague with specialist expertise in this area (for example, when they used less common statistical approaches). The systematic review checklist was adapted in a similar way for the non-policing literature. Academic Guideline Committee members supported this approach. An overall quality assessment of 'strong', 'fair' and 'weak' was given to each included study, taking the quality assessment into account. An evidence rating (good, moderate, limited) that represents the review team's judgement about the strength of the research evidence is provided for each guideline.

## 2.8. Synthesis

A narrative synthesis of the evidence was produced for the Guideline Committee to consider. The synthesis covered five themes that emerged from the evidence. The themes were:

- supervisor behaviours
- leadership approaches
- supervising for wellbeing and inclusion
- performance
- organisational support for supervision

Evidence was synthesised under discrete subheadings, with a description of identified supervisor or organisational behaviours, relevant outcome measures, and clear labelling to enable identification of policing-specific and non-policing evidence. Each behaviour or outcome included the reference and indication of study quality. Some studies featured under multiple themes where there was evidence of crosscutting relevance.

## 2.9. Limitations

### 2.9.1. Policing study quality

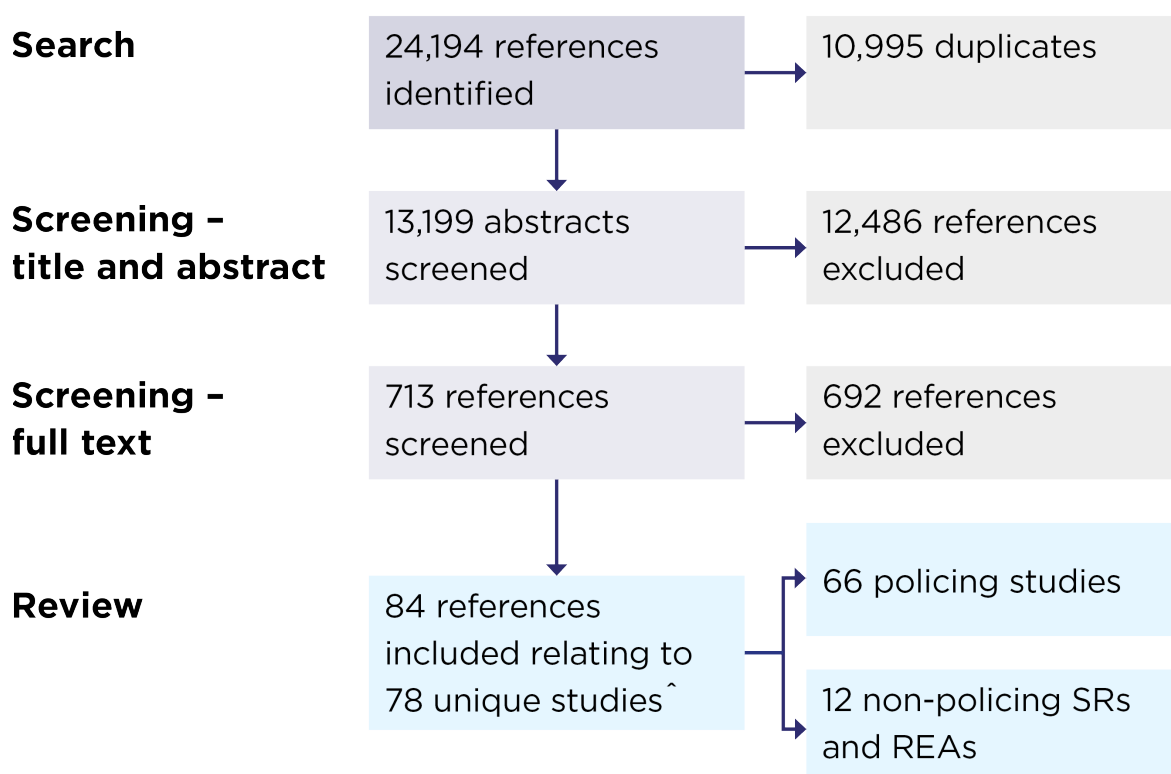
There was a lack of robust and relevant intervention studies identified, where particular approaches were tried and evaluated. Weaker policing intervention studies were largely screened out. Three weaker studies were included due to the general lack of evidence around police special constables and volunteers. The studies were conducted in a range of countries. There may be limitations in terms of applicability of some findings to policing in the UK, due to policing models used in different countries. However, they are still likely to be useful in the context of supervision. The four systematic reviews or REAs all covered multiple countries and included evidence from the UK.

## 3. Overview of evidence

### 3.1. Evidence flow

Figure 2 shows the flow of references through the different phases of the review. In total, 24,194 references were identified through systematic, manual searches and recommendations. After screening, data was extracted and synthesised from 78 unique studies.\*

Figure 2. Evidence flow.



<sup>^</sup> Several references were based on the same study and were therefore only counted once.

SRs = systematic reviews.

\* The number of studies included incorporates the six studies added after the initial screening and evidence synthesis.



## 3.2. Characteristics of studies

### 3.2.1. Policing studies

The 66 policing studies that were included were conducted in a range of countries, with the largest number being undertaken in the USA (n=25) and the UK (n=19). The remainder of the studies were conducted in Australia (n=5), Germany (n=4), the Netherlands (n=3), Canada (n=2), multiple countries (n=2), Slovenia (n=1) and Sweden (n=1). All four systematic reviews and REAs covered multiple countries and included evidence from the UK. The majority of studies (n=50) were conducted between 2014 and 2019, with 14 conducted between 2009 and 2013. The remaining two were conducted in 2020.

The majority of studies (n=40) were quantitative studies, 32 of which were surveys (some of these included multiple surveys). In all, 32 studies included regression or correlation analysis. Many of the quantitative studies were cross-sectional surveys (carried out at a single point in time), where it was not possible to claim cause and effect.

Around a quarter of the studies (n=16) were qualitative. All of these studies included interviews of some kind (for example, face-to-face, telephone, individual or group). Some also included focus groups, case study research, observations and diaries. Most of these studies were based on team members' and supervisors' own perceptions rather than measures that are more objective. Some studies included colleagues reporting on colleagues.

Of the remaining eight studies, four used a mixture of research methods, one was a systematic review and three were REAs.

### 3.2.2. Non-policing studies

In all, 12 systematic reviews not specific to policing were included in the REA, three of which included meta-analyses. The studies were largely conducted in developed countries (OECD member countries or advanced industrial democracies) that met at least one of the country criteria for the REA. Most studies included multiple countries in the protocol.

The majority of the systematic reviews were generic subject area studies relevant to supervision and did not cover a specific employment sector. Three related to healthcare settings, and two related to child and social care.

The majority of these systematic reviews (n=9) received a quality rating of 'fair', in recognition of some of the limitations identified during the quality rating process, including how the methods used in the review were reported. The remaining three reviews received a quality rating of 'strong'.

## 4. Findings

This section summarises the main findings of the REA. To assist those using this report to understand what evidence was used to inform each guideline, the REA evidence has been summarised under the ten supervision guideline headings. This report is split into two main sections:

- organisational support
- effective supervision

For presentational reasons, references have been numbered rather than presented within the text with the author and date of publication. To find full details of a particular reference, refer to Appendix A.

The evidence presented in the REA may relate to more than one guideline area, but is generally not repeated across the report.

### 4.1. Organisational support

This section reports on the findings from the REA in relation to the question: What are the organisational requirements that need to be in place for supervisors to enable and support employees' (police officers, staff and volunteers) wellbeing, learning and performance?

### 4.1.1. Culture and capacity

Table 1 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 1. Summary of references contributing to section 4.1.1.

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
2	Biggs A, Brough P and Barbour JP (2014)	Australia	Quantitative	Police officers and staff	1,196	Strong ++
3	Biggs BA (2011)	USA	Quantitative	Police officers	56	Fair +
22	Davis C and Bailey D (2018)	UK	Qualitative	Police officers	38	Strong ++
26	Duran F (2018)	UK	Quantitative	Police officers	126	Strong ++
27	Duran F, Woodhams J and Bishopp D (2019)	UK	Qualitative	Police officers	18	Fair +
36	Haake U, Rantatalo O and Lindberg O (2017)	Sweden	Qualitative	Police supervisors and middle managers	28	Strong ++
54	Noblet AJ and Rodwell JJ (2009)	Australia	Quantitative	Police officers	479	Strong ++
56	Panter H (2015)	Multiple	Qualitative	Police officers	20 US, 19 UK	Strong ++

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
59	Quinton P and others (2015)	UK	Quantitative	Police officers	Survey 1 = 479, Survey 2 = 438	Strong ++
61	Schafer JA (2009)	USA	Quantitative	Police supervisors	769	Strong ++
70	Campbell I and Kodz J (2010)	Multiple	Rapid evidence assessment	Police officers of all ranks with leadership responsibilities	n/a	Strong ++
79	McDowall A and others (2015)	Multiple	Rapid evidence assessment	Policing and other professions	n/a	Strong ++
82	Pearson-Goff M and Herrington V (2014)	Multiple	Systematic review	Police leadership	n/a	Strong ++

Overall, there was a good level of research evidence identified through the REA on organisational culture that could enable or support effective supervision (see Appendix E for a summary of the quality rating).

The evidence presented here draws on several systematic reviews and an REA conducted on police leadership. The main focus of the guidelines, and hence the REA, is on supervision and supervisory practice, as opposed to strategic leadership. However, evidence on leadership has been included to help forces create the right environment for change. It is important for senior leaders to model positive behaviours, which in turn influence culture in their organisation.

Outside of leadership, the evidence draws primarily on studies focusing on barriers to effective supervision relating to organisational culture and capacity, and on researcher recommendations from these studies.

#### 4.1.1.1. Leadership and supportive organisational culture

The evidence described effective police leadership styles and behaviours. These were not always linked to distinct staff outcomes but have been included in the REA due to their relevance and influence on how organisations can support supervisors.

A systematic review on police leadership identified five activities in which effective police leaders engaged:

- setting, developing and sharing a vision for the organisation that creates a sense of purpose
- engendering organisational commitment, by:
  - supporting employees
  - providing feedback
  - promoting collaboration
  - ensuring that employees have a voice in the decision-making process
- demonstrating care for employees, by:
  - seeking out and providing development opportunities for staff
  - taking responsibility for staff wellbeing
  - engaging in coaching and mentoring

- driving and managing change, through achieving change or reform rather than managing the status quo
- problem solving, specifically in relation to addressing complex, interdependent and unforeseen problems<sup>82</sup>

A slightly older systematic review, primarily based on studies from the US, looked at the effectiveness of different police leadership styles, competencies and behaviours. Most studies focused on leaders' impact on employees and employee perceptions of their leaders' effectiveness. The review indicated that situational leadership, where leaders modify their behaviours to suit the context, might be most effective. A transformational leadership style – offering inspiration, vision, intellectual stimulation and desire to fulfil potential – could have a positive impact on employees' organisational commitment and willingness to exert extra effort. A transactional leadership style, relying heavily on rewards and punishment, may have less positive impacts on employees. However, there was evidence that this style was respected when dealing with poor standards or performance, and that certain types of officer (lower-ranking and less self-motivated) may prefer a transactional approach. Depending on the context, a mixture of both transformational and transactional leadership styles may be more effective than a purely transformational approach. Inactive leadership (failure to lead) was almost universally viewed as being less effective.<sup>70</sup>

An REA, based on 57 studies carried out in policing and other professions, explored the interventions, mechanisms and levers that might encourage ethical behaviour and prevent wrongdoing in organisations. Strong and effective leadership – including behaviours such as being open, acting as role models, and being firm in terms of setting and enforcing standards – was highlighted as encouraging ethical behaviour. Leadership, and the organisational environment it helped create, were found to be strong influences on the attitudes and behaviours of employees. Ethical leadership and organisational justice, in the form of fair decision making and treatment, were seen to be key.<sup>79</sup>

A number of positive outcomes – such as employee engagement and wellbeing, which have been associated with effective supervision – have been found to be

mediated by aspects of organisational culture and perceptions of wider organisational support. These include:

- the perception of organisational fairness
- the extent to which employees feel their organisation cares and values them
- perceptions of support from the wider organisation and senior management<sup>3, 26, 27</sup>

Survey research in policing showed that fairness at a supervisory and senior leadership level was associated with officers 'going the extra mile', following rules, valuing the public, feeling empowered and supporting ethical policing.<sup>59</sup>

One study based on a survey of officers and staff within an Australian state police service found that employee engagement was more strongly associated with perceptions of a supportive wider work culture than perceived support from their immediate supervisor. However, work culture support was found to be predictive of higher supervisor support over time. It suggested that supportive work cultures increase perceived support from supervisors and colleagues.<sup>2</sup>

Another study, a survey of police supervisors, noted the importance of developing an organisational culture that is conducive to self-development and learning in order to develop leadership skills. Features of supportive organisational culture described in the study are good leadership behaviours that are role modelled by supervisors (such as professionalism, integrity, dedication) and the replacement of blame culture with a willingness to accept mistakes made in good faith, so that developing leaders have more confidence and chance to learn.<sup>61</sup>

A qualitative study of supervisor interactions with transgender officers and constables in the US and in England and Wales found that positive proactive leadership using the leader-member exchange approach\* can impact social acceptance, and lead to fewer reported complaints of trans bias in the working environment. Having a transition policy in place could help supervisors support trans officers negotiating gender-reassignment and may facilitate a more supportive work

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\* This approach includes clear communication, the nurturing of internal and external relationships, and an appreciation of individual differences and diversity.



environment. Positive proactive leadership relates both to the leadership of supervisors and more widely within the organisation.<sup>56</sup>

#### 4.1.1.2. Challenges relating to organisational culture

Evidence from the UK and internationally suggests that aspects of police culture can present challenges for changing supervisor practices and approaches (resistance to change, belief in the value of hierarchical traditional leadership).<sup>22, 61</sup>

A survey of police supervisors in the US identified a number of obstacles that were perceived to work against the development of effective leadership and supervisory practices. Cultural constraints were identified by one third of the respondents as impeding effective leadership in policing. Respondents saw a resistance to change practices and a passive avoidance of new ideas and innovations among their senior leaders, and encountered differing views within their organisations on what makes effective leadership or supervisory practice. The study suggests that the most common obstacle identified by the supervisors who responded to the survey was a lack of support from senior leaders. Some respondents indicated that top executives often interfered with, or prevented their efforts to be, effective leaders.<sup>61</sup>

A mismatch between what senior, lower and middle managers see as important in good management was identified in a study of two policing organisations in Sweden. The study examined expectations of police managers and was based on policy analysis and 28 interviews with middle and senior managers. The findings indicated that there was a discrepancy between leadership policy and practice within the organisations, and that these differences created an effective barrier to change. Different interpretations of what is seen as effective supervision in men and women, based on gendered assumptions, were also found in this study to be a barrier to change.<sup>36</sup>

Not all issues can be mitigated by a change in leadership style at the individual level. Evidence from survey research with police officers in Australia found that high workloads due to organisational pressures were seen to undermine employee wellbeing and satisfaction, irrespective of the level of control or support available to employees.<sup>54</sup>

### 4.1.1.3. Capacity challenges

The REA found evidence from the UK in relation to capacity challenges. These challenges for supervisors were considered to be high, with increases in both personal operational workloads and a process- and task-driven environment affecting the time available to support and develop staff. The research also suggested that material circumstances (limited resources and time for training) presented barriers to changing the skills and attitudes of supervisors.<sup>22, 61</sup> The demands of the job, staff shortages and lack of time were mentioned as impeding effectiveness by a quarter of the respondents to one survey of police supervisors.<sup>61</sup>

A qualitative study based on 38 interviews with senior and middle-ranking officers within a UK police force provides insights into why police leaders may be resistant to changes in leadership style. The study acknowledges that the high-risk, highly visible situations encountered in policing have traditionally encouraged directive leadership approaches. In this context, the research suggests that enabling supervisors to develop people-focused approaches would require them to have the capacity to try new approaches in particular situations first: low-risk environments and safe spaces, rather than emergency situations.<sup>22</sup>

## 4.1.2. Capability

Table 2 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 2. Summary of references contributing to section 4.1.2.

<b>ID</b>	<b>Author</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
14	Campbell I and Colover S (2020)	UK	Mixed methods	Police officers	62	Strong ++
15	Campeau H (2019)	Canada	Mixed methods	Police officers and staff	100	Fair +
18	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
19	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
23	Dick GP (2011)	UK	Quantitative	Uniform officers	670	Strong ++
38	Hesketh I, Cooper C and Ivy J (2019)	UK	Quantitative	Police officers and staff	350	Strong ++
61	Schafer JA (2009)	USA	Quantitative	Police supervisors	769	Strong ++
73	Gunawan J, Aunguroch Y and Fisher ML (2018)	Multiple	Systematic review	First-line nurse managers	n/a	Strong ++

<b>ID</b>	<b>Author</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
77	Kodz J and Campbell I (2010)	Multiple	Rapid evidence assessment	Policing and other professions	n/a	Fair +
82	Pearson-Goff M and Herrington V (2014)	Multiple	Systematic review	Police leadership	n/a	Strong ++

The REA found good evidence in relation to effective recruitment, promotion and professional development of supervisors.

#### 4.1.2.1. Preparing for promotion and temporary promotion

Drawing on qualitative research with police officers in Canada, one study identified barriers in relation to capability in terms of unconscious bias in the promotion process. Participants held certain perceptions of what the particular path to promotion was in their organisation, which seemed to be linked to being offered particular roles or opportunities, and described an overwhelming sense of nepotism and favouritism linked to gaining promotion.<sup>15</sup>

Barriers to effective supervision reported by acting sergeants who were interviewed across five forces in the UK included:

- having their authority challenged
- difficulties in making a mark on the team
- issues with managing their peers
- the need to balance their additional responsibilities with their existing workload

Reported barriers to effective supervision once promoted included:

- knowledge and skills gaps
- limited support or induction into new roles (compounded by a lack of support networks if they transferred to new areas)
- having little understanding of, or access to, relevant systems, policies and procedures
- having to manage demand and high pressure
- having to balance expectations from above and below
- lacking confidence and feeling unprepared going into the role<sup>18</sup>

#### 4.1.2.2. Professional development for supervisors

Some policing studies highlighted a perceived absence of formal support, training and preparation for supervisory roles,<sup>18</sup> as well as an association between poor management skills and behaviours and lower commitment levels, suggesting considerable scope for development around good management practice.<sup>23</sup>

An REA exploring what works in leadership development found a limited evidence base specific to police leadership. Evidence largely constituted perception-based research focused on the views of programme participants. One meta-analysis included in the review focused on effectiveness of managerial development programmes (not specific to policing). The analysis found that such programmes can be moderately effective at improving organisational performance outcomes, as well as behaviour change and expertise. The review found that leadership development programmes can also improve participants' knowledge, and can indicate other beneficial outcomes related to career progression, performance of employees and some stress-related symptoms.<sup>77</sup>

Evidence from a systematic review suggested that competency-based development approaches in policing might not be being applied effectively to develop leaders.<sup>82</sup>

A survey measuring sources of workplace stress in a UK police force found that resilience training was highly effective and could contribute towards positive wellbeing outcomes. As such, the authors recommend that resilience training be incorporated into leadership inputs, with the aim to better prepare managers for the pressures and challenges of the modern working environment.<sup>38</sup>

#### 4.1.2.3. Support for supervisors

Limitations were identified in relation to the provision of support to police supervisors.<sup>14, 19, 23, 61, 73</sup> Findings indicated the need for greater supervisor support (in the form of feedback, coaching and mentoring, and resilience training) and scope for development around good management practice.<sup>19, 23, 61, 73</sup> There was evidence from one study that supervision quality could be improved by organisations offering a programme of 'education, experience, and mentorship' to new and existing supervisors.<sup>61</sup>

Evaluation research in the UK recently found that some officers on the Fast Track Inspector programme felt that they were often not given sufficient time, support and opportunities for development. The level of support varied between forces.<sup>14</sup>

A systematic review conducted outside of policing found a number of organisational factors that were important in the development of nurse manager competence. These included coaching, mentoring, empowerment and other types of training. The

review also noted benefits for supervisors, in terms of performance, from being appraised on their leadership competencies and receiving feedback.<sup>73</sup>

### 4.1.3. Organisational support and processes

Table 3 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 3. Summary of references contributing to section 4.1.3.

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
6	Brunetto Y and others (2014)	Australia	Quantitative	Police officers	193	Fair +
19	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
30	Evans G (2011)	UK	Qualitative	Scientific Services Unit (managers, supervisors, technicians)	11	Fair +
46	Jones J (2018)	UK	Qualitative	Police mentors and mentees	300+	Fair +
53	Nix J and Wolfe SE (2016)	USA	Quantitative	Police officers	510	Strong ++



The REA identified a moderate level of research evidence on the importance of providing advice and support to facilitating wellbeing, learning and performance. Evidence in this section is based on five studies only.\*

Policing evidence relating to wellbeing found that support from the wider organisation was required in order for supervisors to support staff wellbeing effectively.<sup>6</sup> Various policing studies suggested that organisations can support supervisors by:

- developing clear policies, for example on pay and flexible working
- ensuring people are treated with respect
- explaining how decisions are open to employee input<sup>53</sup>
- support and information on human resource processes
- using systems in a supervisory capacity
- carrying out performance development reviews<sup>19</sup>

Policing research studies suggested that there may be positive links between supervisors being coached or mentored and the supervisor's subsequent behaviours and attitudes.<sup>30, 46</sup> However, if the supervisor being coached or mentored was blocked from spending time with their coach or mentor because their own supervisor did not support or make time for the scheme, it limited the usefulness of the offer.<sup>46</sup> There may also be potential value in acting or temporary police sergeants having access to mentors and shadowing opportunities.<sup>19</sup>

## 4.2. Effective supervision

This section reports on the findings from the REA in relation to the question: What constitutes effective supervision that enables and supports employees' (police officers, staff and volunteers) wellbeing, learning and performance?'

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\* The limited amount of evidence identified at the organisational level could be due to the focus of the REA on supervision and supervisors.

### 4.2.1. Acting as a role model

Table 4 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 4. Summary of references contributing to section 4.2.1.

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
9	Bullock K and Garland J (2018)	UK	Qualitative	Police officers, staff and volunteers	59	Strong ++
20	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
32	Fenwick T (2015)	UK	Qualitative	Police officers	34	Strong ++
33	Gaither BR (2017)	USA	Mixed methods	Police officers	238	Strong ++
41	Jackson JD (2016)	USA	Qualitative	Police officers	13	Fair +
43	Johnson RR (2015)	USA	Other	Police officers	320 shifts	Fair +
49	Masal D (2015)	Germany	Quantitative	Police officers and staff	1,165	Strong ++
52	McGlon TN (2016)	USA	Quantitative	Police officers	310	Strong ++

<b>ID</b>	<b>Full reference details</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
55	Pallas E (2015)	USA	Quantitative	Police officers and staff	439	Fair +
56	Panter H (2015)	Multiple	Qualitative	Police officers	20 US, 19 UK	Strong ++
62	Smith EN (2012)	USA	Quantitative	Police officers	109	Strong ++
68	Ward S (2017)	USA	Qualitative	Police officers	10	Fair +
70	Campbell I and Kodz J (2010)	Multiple	Rapid evidence assessment	Police officers of all ranks with leadership responsibilities	n/a	Strong ++
82	Pearson-Goff M and Herrington V (2014)	Multiple	Systematic review	Police leadership	n/a	Strong ++

Role modelling involves a supervisor demonstrating the behaviour they would like their team members to display.

Overall, the REA found a good level of evidence demonstrating the positive impacts of leadership styles and role modelling behaviour.<sup>49, 55, 62, 70, 82</sup> The evidence indicated that acting as a role model can be an effective way of fostering positive team member behaviours across a range of areas. These included ethics and integrity,<sup>33, 52</sup> challenging mental health stereotypes,<sup>9</sup> and proactive investigations.<sup>43</sup>

#### 4.2.1.1. Leadership style

There was mixed evidence around which leadership style might be most effective at positively influencing employees' behaviours and outcomes including job satisfaction and wellbeing.

An REA on the effectiveness of police leadership styles, competencies and behaviours found that active leadership (where leaders are typically out in the field, setting a good example and employing role-modelling behaviours) and role modelling may be more effective at influencing employees' behaviour than transformational approaches that rely too heavily on inspirational motivation and approaches such as mentoring. Transformational leadership was found to have a positive impact on employees' organisational commitment, willingness to exert extra effort, and compliance with rules and regulations. Role-modelling strategies may have a greater influence on behaviours including integrity and ethical culture.<sup>70</sup>

Other research on leadership styles suggested that acting as a role model is a component of transformational leadership and is associated with a range of positive outcomes, in particular job satisfaction and motivation.<sup>49, 55, 62</sup> One of these studies, a large online survey of a police force in one German state, found that transformational leadership had a substantial effect on goal clarity and employees' job satisfaction.<sup>49</sup>

This was further supported by a systematic review on police leadership, which found that effective police leaders were perceived by others to understand their responsibility to be a role model, leading by example and emulating behaviour expected by followers.<sup>82</sup> Qualitative research from the USA found that supervisors

believed\* that emphasising morality, communication and concern (authentic leadership, rather than transformational leadership) would foster a positive work environment.<sup>41</sup>

A systematic review looking at other professions found a positive association between an authentic leadership style (role modelling organisational values), job satisfaction and wellbeing.<sup>76</sup>

#### 4.2.1.2. Officer and staff perceptions of supervisor role modelling

Qualitative research with police officers in the US described participants' views on how supervisors set the tone for their departments by demonstrating ethical behaviour, establishing expectations and role modelling exemplary behaviour. Those who thought their supervisors had a positive impact on their working environment mentioned specific leadership traits, including open communication, ability to ask questions and demonstrating ethical behaviour. Supervisor behaviour was described as affecting participants' job performance, with some reporting wanting to live up to supervisor expectations. Being a good listener, open to feedback and having an open-door policy were favoured behaviours.<sup>33</sup> There is some crossover with this evidence and the evidence presented in section 4.2.2 on building effective relationships.

Transgender police officers interviewed in England, Wales and the US reported that a supervisor's influence and role-modelled behaviour could affect perceptions of acceptable behaviour towards trans employees. The research identified the importance of challenging misbehaviour of employees when heterosexist<sup>†</sup> and/or genderist<sup>‡</sup> behaviour was observed. Trans officers reported that the willingness to challenge could have a marked effect on their workplace experiences, particularly in relation to verbal and physical bullying.<sup>56</sup>

A number of participants in a qualitative study of police officer mental health in the UK suggested that where police leaders who had experienced mental ill health showcased their experiences, it was valued by employees, as it raised awareness,

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\* Supervisor self-perceptions may not be as valid a measure of the effectiveness of their approaches as the perceptions of the employees themselves.

<sup>†</sup> Attitudes or bias favouring male-female relationships.

<sup>‡</sup> Discrimination based on gender.

challenged stereotypes and made officers feel like they were not alone. This was felt to go some way in counteracting entrenched stereotypes, attitudes and beliefs relating to mental ill health in police organisations.<sup>9</sup>

Evidence from one interview study with officers in a Scottish constabulary suggested that supervisor role modelling (in the form of well-timed visibility, providing an exemplary model and dealing with problem behaviour in a timely way) could help officers understand the specific skills and attitudes required for effective policing.<sup>32</sup>

A systematic review found evidence from one study of employees in the Australian health sector that reported negative supervisor behaviour was a significant predictor of presenteeism.\* Negative behaviours included failing to properly monitor and manage group dynamics, not seeking input from employees on issues that affect them, and showing no interest in employees' ideas.<sup>76</sup>

#### 4.2.1.3. Supervisor perceptions on role modelling

A qualitative study with police officers in the US outlined behaviours that supervisors themselves believed to be useful in motivating followers. Supervisors identified a range of different behaviours, which implied that a 'one size fits all' approach might not work. Strategies suggested by supervisor participants included:

- leading by example (not asking the officer to do anything you wouldn't be willing to do yourself)
- treating officers as people first (and therefore considering work-life balance)
- acting with self-awareness, strategic use of discipline (avoiding formal discipline if possible because of its potential to damage relationships)
- using informal rewards (eg, taking them to lunch during a shift)<sup>68</sup>

A study of police sergeants in the UK found that there was no consistent way sergeants described motivating their team members. The strategies they discussed overlapped with the behaviours covered elsewhere in this report, for example, around:

- support (looking after and supporting them)

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\* Defined as 'when employees are at work, but their cognitive energy is not devoted to their work'.

- good communication (having conversations and chatting, giving team members clear areas of focus)
- enabling discretion and empowerment (involving them in decision making)
- creating a good atmosphere in the office<sup>20</sup>

## 4.2.2. Building effective relationships

Table 5 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 5. Summary of references contributing to section 4.2.2.

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
3	Biggs BA (2011)	USA	Quantitative	Police officers	56	Fair +
4	Britton I and others (2019)	UK	Mixed methods	Special constables	Not given	Weak -
6	Brunetto Y and others (2014)	Australia	Quantitative	Police officers	193	Fair +
8	Brunetto Y and others (2016)	USA	Quantitative	Police officers	588	Strong ++
11	Callender M and others (2018a)	UK	Quantitative	Special constables	1,829	Weak -
12	Callender M and others (2018b)	UK	Quantitative	Police support volunteers	1,205	Weak -
13	Callender M and others (2019)	UK	Quantitative	Police support volunteers	1,002	Strong ++
26	Duran F (2018)	UK	Quantitative	Police officers	126	Strong ++



<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
27	Duran F, Woodhams J and Bishopp D (2019)	UK	Qualitative	Police officers	18	Fair +
28	Ellrich K (2016)	Germany	Quantitative	Police officers	1,931	Strong ++
29	Engel S and others (2018)	Germany	Quantitative	Police officers	570	Fair +
48	Graham L and others (2019)	UK	Quantitative	Police officers and staff	48,508	Fair +
66	van Gelderen BR and Bik LW (2016)	The Netherlands	Quantitative	Victims and police officers	250 crime victims, 114 police officers	Strong ++
74	Hillage J and others (2014a)	Multiple	Systematic review	Generic – OECD countries	n/a	Fair +
76	Hillage J and others (2014c)	Multiple	Systematic review	Generic – OECD countries	n/a	Strong++
83	Skakon J and others (2010)	Multiple	Systematic review	Generic – leaders and employees	n/a	Fair +

The REA found a moderate level of evidence supporting the importance of supervisors building effective and trusting relationships with their team members. Leadership approaches that enable supportive relationships between supervisors and employees were found to be related to a range of positive outcomes, including:

- increased job satisfaction<sup>3, 76</sup>
- engagement and commitment to the organisation<sup>6, 8, 28, 66, 76</sup>
- feelings of self-efficacy (belief in one's own ability to succeed)<sup>8</sup>
- employee wellbeing<sup>3, 6, 28, 29, 74, 76, 83</sup>
- increased self-rated performance<sup>76</sup>

Supportive management practices were defined in several studies as having a genuine interest in the employee and being fair, flexible and willing to recognise and value the employee's contribution and commitment.<sup>26, 27</sup>

Frontline police officers interviewed as part of a qualitative study in one English police force cited 'valuing your staff' and provision of support as obligations they expected from their employer. Participating officers reported that they expected to be valued by senior leaders and their employer, and that feeling valued had an impact on their job satisfaction and wellbeing. Participants also described wanting to feel supported by their employer when they made a mistake. Social support was perceived by some participants as an effective method for dealing with stressors and breach of psychological contract.\* This included behaviours such as speaking to seniors and colleagues when there was a stressful event.<sup>26</sup>

A survey of uniformed patrol officers in Germany found that officers were more committed to their organisation when they reported higher levels of support from their supervisor.<sup>28</sup> A survey of US police officers also found that the extent to which employees felt their organisation cared about and valued them was linked to job satisfaction, as well as job stress and wellbeing. Access to support was reported to

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\* 'Psychological contract' refers to individuals' expectations, beliefs, ambitions and obligations, as perceived by the employer and the worker. Definition taken from: Wong W. (2021). [The psychological contract](#) [internet]. CIPD. [Accessed 16 March 2021]

be central to how cared for and valued they felt, and included employees receiving feedback and guidance from superiors, peers and followers.<sup>3</sup>

There was also some (generally weaker) evidence that suggested the morale of special constables and police volunteers was affected by supervisor support in a similar way to officers and staff.<sup>4, 11, 12, 13</sup> The one stronger study, a national survey of just over 1,000 police service volunteers in England and Wales, found a strong association between factors relating to management and supervision, and respondents' morale as volunteers. This included their satisfaction with personal and professional support, feedback on performance, and a more general sense of how good the force was at managing volunteers.<sup>13</sup>

### 4.2.3. Communicating effectively

Table 6 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 6. Summary of references contributing to section 4.2.3.

<b>ID</b>	<b>Full reference details</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
5	Brunetto Y and others (2010)	Australia	Quantitative	Police officers	180	Fair +
7	Brunetto Y and others (2017)	USA	Quantitative	Police officers	588	Fair +
8	Brunetto Y and others (2016)	USA	Quantitative	Police officers	588	Strong ++
20	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
21	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
23	Dick GP (2011)	UK	Quantitative	Uniform officers	670	Strong ++
29	Engel S and others (2018)	Germany	Quantitative	Police officers	570	Fair +
31	Farr-Wharton B and others (2017)	Australia	Quantitative	Police officers	193	Fair +
35	Gerspacher K (2014)	USA	Quantitative	Police officers	43	Strong ++

<b>ID</b>	<b>Full reference details</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
39	Ingram JR and Lee SU (2015)	USA	Quantitative	Police officers	765 pairs of officers and sergeants	Fair +
47	King GF (2015)	USA	Qualitative	Former police officers	12	Strong ++
67	van Hulst M (2017)	The Netherlands	Qualitative	Police officers and staff	53	Fair +
76	Hillage J and others (2014c)	Multiple	Systematic review	Generic – OECD countries	n/a	Strong ++
80	Mor Barak ME and others (2009)	Multiple	Systematic review	Workers in child welfare, social work and mental health settings	n/a	Fair +
81	O'Connor K, Muller Neff D and Pitman S (2018)	Multiple	Systematic review	Mental health professionals	n/a	Fair +
82	Pearson-Goff M and Herrington V. (2014)	Multiple	Systematic review	Police leadership	n/a	Strong ++

The REA found a moderate level of evidence that highlighted the importance of effective two-way communication between supervisors and team members.

Research suggests that effective communication is characterised by the supervisor providing information, feedback and clear reasons for decisions, and team members feeling able to ask for feedback and support as necessary.<sup>82</sup>

Relationships built on good two-way communication were associated with a range of positive outcomes, including:

- lower work-family conflict<sup>5</sup>
- feeling less bullied at work<sup>31</sup>
- greater trust in, and commitment to, the organisation<sup>23, 35</sup>
- greater job satisfaction<sup>31, 39</sup>
- perceptions of autonomy at work<sup>7</sup>
- greater self-efficacy (belief in one's own ability to succeed)<sup>8</sup>

Enabling employees to input into organisational decision-making may contribute to better employee wellbeing.<sup>29</sup> Dissatisfaction with supervisor support and communication contributed to intentions to leave the service.<sup>47</sup>

#### 4.2.3.1. Clarity of communication

Police sergeants interviewed as part of one study indicated that a good sergeant would communicate well by giving clear explanations for decisions, clear directions and expectation setting, adjusting their communication style and promoting two-way communication.<sup>20</sup>

In a review focused on mental health professionals, unclear communication of role expectations was linked to greater burnout.<sup>81</sup>

Clear, open and honest communication was also part of leadership styles, such as supportive and authentic leadership, which the research evidence suggested were associated with a range of positive outcomes, including reinforcing positive behaviours and challenging negative behaviours in relation to diversity and inclusion. See section 4.1.1 for further details of the evidence on leadership styles.

#### 4.2.3.2. People-focused communication

After observing informal interactions between supervisors and team members (friendly conversations in breaks), a study conducted in the Netherlands described a number of different ways that supervisors were able to use these opportunities to:

- offer learning and guidance
- build rapport with their teams (through storytelling and reflecting on experiences)
- engender organisational commitment (through showing they care and are part of the team)
- emphasise a shared policy vision (by contributing to, and also steering, conversations)

The study also found that some supervisors recognised that it might not be appropriate for them to join in with conversations at all break times, and that a balance should be struck in order for followers to not feel that they always had to talk about work during their breaks.<sup>67</sup>

The research with sergeants in the UK also suggested that a good sergeant would be seen as more human (approachable, friendly and people-focused). Many respondents mentioned the importance of acting as a bridge or buffer between their staff and the organisation. This required them to communicate any expectations, directions and changes from senior leaders, managing demands from above and from other departments, and protecting the interests of their teams.<sup>20, 21</sup>

Building two-way relationships between supervisors and team members was highlighted as important for job satisfaction and wellbeing in a systematic review of evidence covering management in different occupational settings and countries,<sup>76</sup> and in a review focused on social care settings.<sup>80</sup>

#### 4.2.4. Demonstrating fairness and respect

Table 7 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 7. Summary of references contributing to section 4.2.4.

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
1	Badger JK (2017)	USA	Qualitative	Police officers and staff	15	Strong ++
5	Brunetto Y and others (2010)	Australia	Quantitative	Police officers	180	Fair +
16	Can HS, Holt W and Hendy HM (2016)	Multiple	Quantitative	Police officers	231 US, 195 Turkey	Fair +
20	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
24	Dick P (2010)	UK	Other	Police officers	75 individual interviews and 6 focus groups	Strong ++
25	Dijkstra M, Beersma B and van Leeuwen J (2014)	The Netherlands	Quantitative	Police officers	97	Strong ++



<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
26	Duran F (2018)	UK	Quantitative	Police officers	126	Strong ++
27	Duran F, Woodhams J and Bishopp D (2019)	UK	Qualitative	Police officers	18	Fair +
29	Engel S and others (2018)	Germany	Quantitative	Police officers	570	Fair +
42	Jacobs G, Belschak FD and Hartog DN (2014)	Germany	Quantitative	Police officers	332 pairs of officers	Fair +
44	Johnson RR (2015)	USA	Quantitative	Police officers	292	Fair +
50	Masal D and Vogel R (2016)	Germany	Quantitative	Police officers and staff	1,165	Strong ++
53	Nix J and Wolfe SE (2016)	USA	Quantitative	Police officers	510	Strong ++
56	Panter H (2015)	Multiple	Qualitative	Police officers	20 US, 19 UK	Strong ++
59	Quinton P and others (2015)	UK	Quantitative	Police officers	Survey 1 = 479, Survey 2 = 438	Strong ++
60	Sachau DA and others (2012)	USA	Quantitative	Military police officers	1185	Strong ++

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
65	Tremblay D, Genin É and di Loreto M (2011)	Canada	Qualitative	Police officers	254	Strong ++
76	Hillage J and others (2014c)	Multiple	Systematic review	Generic – OECD countries	n/a	Strong ++
81	O'Connor K, Muller Neff D and Pitman S (2018)	Multiple	Systematic review	Mental health professionals	n/a	Fair +
82	Pearson-Goff M and Herrington V (2014)	Multiple	Systematic review	Police leadership	n/a	Strong ++

Overall, the REA found a good level of evidence on the importance of supervisors treating their staff with fairness and respect.

The studies included in the REA described being fair as involving transparency about and explaining the making of work decisions (for example, allocation of workload, access to opportunities, promotions, agreement of leave and working hours). It also involved treating team members with respect and politeness, and conducting appraisals in a supportive rather than punitive manner. Behaviours were interlinked with perceptions of organisational\* and interactional justice.

Policing evidence linked supervisor fairness to positive outcomes, such as:

- increased job satisfaction<sup>16</sup>
- wellbeing<sup>26, 27</sup>
- commitment<sup>82</sup>
- discretionary effort<sup>59</sup>
- trust<sup>82</sup>
- motivation<sup>82</sup>
- feeling empowered<sup>82</sup>

It also linked supervisor fairness to a reduction in negative outcomes, including:

- destructive gossip<sup>25</sup>
- intentionally working slowly or obstructively<sup>42</sup>
- stress and anxiety<sup>26</sup>
- lack of motivation<sup>53</sup>

Fairness in an organisation has been found to promote the self-worth and empowerment of employees.

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\* Organisational justice involves being fair about who gets what, how they get it and the manner in which people are treated.

#### 4.2.4.1. Demonstrating fairness

The findings from one study suggested that forces might lessen psychological contract violation (PCV)\* if they explain failure to fulfil obligations to employees. Managers could play their part in fostering realistic job expectations at the recruitment stage to lessen the likelihood of unmet obligations and unrealistic expectations. Organisations can promote fairness by ensuring that allocation of internal opportunities is fair (such as postings and promotion), by explaining decision making, and by taking a balanced approach to resolving disputes.<sup>26</sup>

A systematic review of police leadership described being ethical as one of the key characteristics attributed to effective police leaders. This was defined as showing a sense of integrity and honesty, and in doing so, generating a sense of trustworthiness among followers. The review also found that the way leaders made their decisions played an important role in securing legitimacy and respect from followers, with potential positive impacts on organisational commitment.<sup>82</sup>

The evidence that focused on the importance of fairness, consistency and transparency of support in relation to diversity and inclusion mostly related to combining personal and family commitments with work and being clear on the rights and responsibilities of workers, particularly around flexible working.

Qualitative research conducted with transgender police officers indicated the importance of supervisors providing continual support for trans employees who ask for assistance (or were observed to need help) and also to demonstrate empathy (ie, show that they care). Supervisors' role modelling positive behaviours towards trans employees was also perceived to be important.<sup>56</sup> This is covered in more detail in section 4.2.1.

#### 4.2.4.2. Outcomes associated with supervisor fairness

Providing information, feedback and clear reasons for decisions are types of supervisor communication associated with positive outcomes. Several policing studies suggested that it was important for employee satisfaction that team members

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\* When employees believe their employer is not fulfilling their obligations, intense negative emotions can be invoked, known as psychological contract violation. This in turn can result in negative behavioural reactions and workplace attitudes.

feel feedback is fair and is being used to support (praising, encouraging, offering help), rather than exert control (judging compliance, removing autonomy, justifying autocratic commands).<sup>44, 50</sup>

One of these studies, a large-scale survey in a German state police department, found that the perception of employees of how their leaders use performance information had a greater influence on their job satisfaction than the extent to which such information was used.<sup>50</sup>

Another study found that if supervisors were perceived as fair, their team members were less likely to feel unmotivated, in danger or negatively affected as a workforce in the wake of critical publicity. The study authors suggested that this was because fair supervisors communicate their trust in officers and a willingness to back them up in difficult situations.<sup>53</sup> Survey research has shown that fairness at supervisory and senior leadership level was associated with officers 'going the extra mile'\* without personal gain, feeling empowered, following rules, valuing the public and supporting ethical policing.<sup>59</sup>

Supervisor attitudes appeared to play the decisive role in whether work-life balance was regulated or managed within teams to support wellbeing and minimise work-family conflict.<sup>5, 60, 65</sup> There was further evidence suggesting that decision making that was open to employee input may contribute to positive outcomes, such as improved wellbeing and motivation.<sup>20, 29, 53, 81</sup> Team member perceptions of their own resilience have been found to be positively influenced by supervisors leading ethically, acting to empower and working collaboratively.<sup>1</sup>

An online survey of police officers in one English force explored the relationships between PCV, occupational stress and wellbeing. The analysis found that fairness and self-efficacy mediated the relationship between PCV and occupational stress, and between PCV and anxiety. This implies that officers who felt their force was not fulfilling its obligations may be less efficient, leading to stress and anxiety. Analysis

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\* This can also be referred to as 'discretionary effort'.

found that fairness did not mediate for depression, but self-efficacy did.<sup>26</sup> These findings held true for both male and female officers.\*

A survey of Dutch police officers explored leaders' conflict management behaviours as assessed by 'followers' (the people they manage). The research included exploring how followers' perceptions of how fairly they have been treated by decision-makers, or their view on how they were treated by their supervisors (known as interactional justice), affected their propensity to be involved in gossip about their leader. The study found that positive or negative experience of interactional justice, via supervisor conflict management behaviours, was associated with positive or negative gossiping about their leader. The authors link perceptions of procedural fairness to how concerned supervisors appeared to be about their staff when managing conflicts. When leaders were perceived to demonstrate low concern for others when managing conflicts, it was related to more negative and less positive gossip on the part of employees.<sup>25</sup>

This evidence from policing was supported by a large body of evidence from other sectors that demonstrated the importance of organisational justice (the perception of being treated fairly and with respect, both by supervisors and senior leaders). Supportive leadership, of which honesty and fairness is one element, was also associated in the literature with a range of positive outcomes, including supporting diversity and inclusion.

A systematic review of workplace factors that facilitate or constrain the ability of line managers to enhance the wellbeing of people they manage included two studies reporting that a higher level of perceived organisational justice and fairness was positively associated with employee wellbeing. These studies were conducted in UK local authority and US care sectors. Two other included studies (both USA – generic) found that the effects of organisational justice were mediated by other workplace factors, including the existence of organisational support and trust in supervisors.<sup>76</sup>

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\* Qualitative interview research included in the same report mentioned that female officers reported wanting to be treated fairly in terms of the same treatment as men. This was reported by two of five female interviewees.

## 4.2.5. Supporting wellbeing

Table 8 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 8. Summary of references contributing to section 4.2.5.

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
3	Biggs BA (2011)	USA	Quantitative	Police officers	56	Fair +
9	Bullock K and Garland J (2018)	UK	Qualitative	Police officers, staff and volunteers	59	Strong ++
10	Bullock K and Garland J (2019)	UK	Other	Police officers	59	Strong ++
17	Can HS, Hendy H and Can BM (2017)	USA	Quantitative	Police officers	152	Fair +
26	Duran F (2018)	UK	Quantitative	Police officers	126	Strong ++
27	Duran F, Woodhams J and Bishopp D (2019)	UK	Qualitative	Police officers	18	Fair +
28	Ellrich K (2016)	Germany	Quantitative	Police officers	1,931	Strong ++
29	Engel S and others (2018)	Germany	Quantitative	Police officers	570	Fair +

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
31	Farr-Wharton B and others (2017)	Australia	Quantitative	Police officers	193	Fair +
51	McCarty WP and Skogan WG (2012)	USA	Quantitative	Police officers and staff	2564	Fair +
54	Noblet AJ and Rodwell JJ (2009)	Australia	Quantitative	Police officers	479	Strong ++
64	Stuart H (2017)	USA	Quantitative	Police officers	133	Fair +
71	Daniels K and others (2017)	Multiple	Systematic review	Generic – working population in advanced industrial democracies	n/a	Fair +
74	Hillage J and others (2014a)	Multiple	Systematic review	Generic – OECD countries	n/a	Fair +
75	Hillage J and others (2014b)	Multiple	Systematic review	Generic – OECD countries	n/a	Fair +
76	Hillage J and others (2014c)	Multiple	Systematic review	Generic – OECD countries	n/a	Strong ++



<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
78	Kuehnl A and others (2019)	Multiple	Systematic review	Generic – any type of paid supervisor	n/a	Fair +
83	Skakon J and others (2010)	Multiple	Systematic review	Generic – leaders and employees	n/a	Fair +
84	Watson D and others (2018)	Multiple	Systematic review	Generic – studies on links between wellbeing and learning processes and outcomes in UK or other similar economic contexts	n/a	Strong ++

Overall, the REA found a moderate level of evidence on the importance of supervisors supporting the wellbeing of their staff.

The evidence suggested that supervisors who are supportive of their team members' health and emotional needs contribute to the wellbeing of their staff. Positive wellbeing outcomes included:

- lower emotional exhaustion<sup>29</sup>
- lower job stress<sup>3</sup>
- better self-esteem<sup>17</sup>
- feeling less bullied<sup>31</sup>
- less partner conflict at home<sup>17, 74, 76, 83</sup>

Aspects of supportive supervision for wellbeing were identified as:

- having a genuine interest in the employee
- being fair and flexible
- being willing to recognise and value the employee's contribution and commitment<sup>26, 27</sup>

An online survey of police officers from one English police force found that perceptions of fairness and self-efficacy were directly linked to officers' levels of stress and anxiety, with fairness being the largest mediator. Self-efficacy was the strongest mediator for depression. The author suggests that officers' feelings of self-efficacy could be managed through workload and activities being evenly distributed, and by ensuring that they take annual leave and do not work too many hours.

Employees could also be instructed on self-regulatory mechanisms that foster a greater sense of self-efficacy, such as exposure to positive experiences of success, verbal persuasion and social influences that reinforce appropriate behaviour.<sup>26</sup>

The evidence suggests that supportive behaviours and attitude are particularly important in relation to mental and physical health issues.<sup>9, 10</sup> Effective supervision was found to pay attention to, and destigmatise, mental health issues and illnesses.<sup>9</sup> It also involved early and regular contact with the supervisee, an awareness of individuals' circumstances and timely referrals to sources of support.<sup>10</sup> Inadequate

support or insensitive responses from supervisors were found to damage morale, dedication and goodwill. These negative outcomes also resulted from:

- supervisors not believing psychological injuries, or not taking them seriously
- perceived lack of understanding of the nature of injuries, especially psychological injuries
- lack of knowledge with how to deal with psychological injury
- lack of awareness and understanding of a force's sickness policy or its application<sup>10</sup>

The evidence also indicates that officers may avoid disclosure of mental illness to their supervisor or manager for fear of being discriminated against at work, and officers not wanting to be managed by someone with mental health issues.<sup>64</sup>

Social support from supervisors and colleagues (such as feeling supported, the existence of trust and feeling that they 'have their back') was associated with decreased burnout in both officers and staff,<sup>51</sup> and buffered the negative effects of violence against officers by the public.<sup>28</sup> However, there was also evidence from survey research in an Australian state-based law enforcement agency that supervisor support cannot fully mitigate against the negative effects of continual high job demands. The authors conclude that supervisory personnel need to manage the pace, volume and complexity of demands faced by employees carefully, taking action when excessive levels are reached.<sup>54</sup>

Evidence from outside of policing generally supported these findings. As already mentioned in section 4.2.2, on building effective relationships, supportive leadership approaches were positively related to employee wellbeing.<sup>74, 76, 83</sup> Organisational justice (being fair about who gets what, how they get it and the manner in which people are treated) was also linked to employee wellbeing.<sup>76</sup> Supervisor pressure to return to work was also reported to be associated with presenteeism (working when sick), and supervisor pressure in general was associated with the need for sickness absence.<sup>76</sup>

The REA found a small amount of evidence regarding the benefits associated with supervisors understanding and acting on their own health and emotional needs. One review performed across multiple sectors found a link between the wellbeing of a

supervisor and the wellbeing of their staff, although it was not clear how these influenced each other.<sup>83</sup>

There was mixed and insufficient evidence across three different systematic reviews from multiple sectors on whether training supervisors (in a variety of different ways) could improve employee wellbeing,<sup>71, 75, 78</sup> while one other high-quality review suggested that group-based, interactive leadership training was effective in improving team member wellbeing.<sup>84</sup>

## 4.2.6. Supporting the delivery of good service

Table 9 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 9. Summary of references contributing to section 4.2.6.

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
3	Biggs BA (2011)	USA	Quantitative	Police officers	56	Fair +
6	Brunetto Y and others (2014)	Australia	Quantitative	Police officers	193	Fair +
8	Brunetto Y and others (2016)	USA	Quantitative	Police officers	588	Strong ++
13	Callender M and others (2019)	UK	Quantitative	Police support volunteers	1002	Strong ++
21	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
28	Ellrich K (2016)	Germany	Quantitative	Police officers	1931	Strong ++
34	Gau JM and Gaines DC (2012)	USA	Quantitative	Police officers and staff	268	Strong ++
37	Hansen AJ and others (2015)	USA	Quantitative	Police officers	425	Fair +

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
40	Ingram JR and others (2014)	USA	Quantitative	Police officers	765 pairs of officers and sergeants	Fair +
42	Jacobs G, Belschak FD and Hartog DN (2014)	Germany	Quantitative	Police officers	332 pairs of officers	Fair +
44	Johnson RR (2015)	USA	Quantitative	Police officers	292	Fair +
45	Johnson RR (2012)	USA	Quantitative	Police officers	292	Fair +
48	Graham L and others (2019)	UK	Quantitative	Police officers and staff	48,508	Fair +
58	Perez NM, Bromley M and Cochran J (2017)	USA	Quantitative	Police officers	214	Strong ++
66	van Gelderen BR and Bik LW (2016)	The Netherlands	Quantitative	Victims and police officers	250 victims, 114 police officers	Strong ++

<b>ID</b>	<b>Authors</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
69	Carpenter J, Webb CM and Bostock L (2013)	Multiple	Systematic review	Social workers and child welfare workers	n/a	Fair +
72	Domalaga A and others (2018)	Multiple	Systematic review	Physicians working in EU hospitals	n/a	Fair +
73	Gunawan J, Aunguroch Y and Fisher ML (2018)	Multiple	Systematic review	First-line nurse managers	n/a	Strong ++
76	Hillage J and others (2014c)	Multiple	Systematic review	Generic – OECD countries	n/a	Strong ++
80	Mor Barak ME and others (2009)	Multiple	Systematic review	Workers in child welfare, social work and mental health settings	n/a	Fair +

Overall, the REA found a moderate level of evidence on the importance of supervisors supporting their staff to deliver good service (see also section 4.2.2 on building effective relationships). Supervisor support, as described in the evidence, involved giving access to information and resources, recognising and acknowledging good work, offering opportunities and being seen to care.

#### 4.2.6.1. Providing support

The evidence from policing included the importance of supervisors providing support and assistance to officers and staff to help them do their work, demonstrated by a range of positive employee outcomes, including:

- increased employee job satisfaction<sup>3</sup>
- wellbeing<sup>6, 28</sup>
- engagement and commitment to the organisation<sup>6, 8, 28, 66</sup>
- feelings of self-efficacy (belief in one's own ability to succeed)<sup>3, 8</sup>
- team members' ability to perform<sup>21</sup>

Evidence from other sectors was consistent with policing evidence. According to a meta-analysis of 27 studies on workers in child welfare, social work and mental health settings, the wellbeing, organisational commitment and job satisfaction of these workers improved (among other benefits) when they received task assistance (tangible, work-related advice and instruction) and support for their emotional needs from supervisors.<sup>80</sup>

A further systematic review on the supervision of child welfare and social workers suggested that supervision worked best when attention was paid to task assistance, social and emotional support, and positive interpersonal relationships between supervisors and supervisees.<sup>69</sup> This review and another that looked at supervision in businesses also suggested positive outcomes resulting from supportive supervision for both workers (for example, job satisfaction) and organisations (for example, job retention).<sup>76</sup> It was suggested that the support provided was greater when senior managers and human resource managers were in frequent communication.<sup>76</sup>



#### 4.2.6.2. Positive leadership

Both police research and research in other sectors linked supportive, empowering and transformational leadership approaches among supervisors with positive employee performance outcomes, including:

- generating extra effort
- conscientiousness
- motivation
- engagement
- organisational commitment

This contrasted with authoritarian leaders, who were characterised as concerned with discipline, tasks and giving orders, and associated with employees feeling less able to switch off and enjoy quality time away from work.<sup>48</sup>

#### 4.2.6.3. The importance of providing feedback

Evidence identified in the REA also linked supervisory feedback with positive performance outcomes, such as organisational commitment, with higher-quality feedback being linked to higher organisational commitment, and some evidence of a long-term effect.<sup>42, 44, 58</sup> Analysis of questionnaire survey data in two US county sheriff districts found that positive supervisor feedback was a significant predictor of organisational commitment. Deputies who were found to be more committed to the organisation reported a number of influencing factors, including supervisor support, higher peer cohesion, higher job variety and autonomy, and lower job-related stress. As a result, the study authors recommended that supervisors strive to provide clear and specific feedback to their employees.<sup>58</sup>

In contrast, another study suggested that perceptions of supervisor feedback were not important predictors of job satisfaction, when compared to the greater effect of employee perceptions of fairness, peer support and chances for autonomy.<sup>45</sup>

For police volunteers, a combined feeling of supervisor support and adequate feedback on performance has been linked with better morale.<sup>13</sup>

Some limited evidence from the health sector in Europe suggested that satisfaction can increase significantly if people receive feedback about the work that they do,

alongside having opportunities for professional development.<sup>72</sup> Evidence from businesses and the public sector in Canada suggested that offering praise for good performance was a more effective way of promoting positive attitudes at work than reprimanding people.<sup>76</sup> Evidence from nursing highlighted that supervisors themselves benefited, in terms of performance, from being appraised on their leadership competencies and receiving feedback.<sup>73</sup>

#### 4.2.6.4. Role modelling compliance

The evidence on how supervisor behaviours ensure their team members' compliance with key rules of relevance to policing found that being willing to educate employees and enforce policies, while developing supportive relationships with team members, was associated with positive outcomes.

One study found that if team members believed their supervisor was likely to enforce driving safety rules, they were involved in fewer collisions.<sup>37</sup> Officers working under supportive sergeants were more likely to believe that non-lethal 'use of force' policies were clear and fair.<sup>40</sup>

An online survey of officers and staff in a US municipal police department found that those with 'good' relationships with their supervisors were more likely to support force policies on order maintenance, with the implication that this may lead to greater compliance with the policy. Supervisors may play an important role in 'selling' order maintenance. However, this leadership behaviour is likely to need to be encouraged throughout the organisation.<sup>34</sup>

Another study on police sergeants found that approximately a third of sergeants interviewed perceived that checking compliance and quality assurance was an important part of effective supervision. This was done either through dedicated IT systems or by attending incidents in person, but there was not clear evidence whether these approaches were successful at fostering compliance.<sup>21</sup>

Evidence outside of policing, from three studies covering a range of sectors (in Japan, USA and Spain), suggested that managers played a key role in promoting safer working environments (compliance with health and safety rules), by prioritising safety issues, correcting unsafe working practices and empowering employees to raise safety concerns.<sup>76</sup>

#### 4.2.7. Supporting professional discretion in decision making

Table 10 below provides a brief summary of the evidence used to contribute to this section of the REA.

Further details of references can be found in Appendix A.

Table 10. Summary of references contributing to section 4.2.7.

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
1	Badger JK (2017)	USA	Qualitative	Police officers and staff	15	Strong ++
3	Biggs BA (2011)	USA	Quantitative	Police officers	56	Fair +
20	College of Policing (Unpublished)	UK	Qualitative	Police sergeants	46	Fair +
23	Dick GP (2011)	UK	Quantitative	Uniform officers	670	Strong ++
29	Engel S and others (2018)	Germany	Quantitative	Police officers	570	Fair +
32	Fenwick T (2015)	UK	Qualitative	Police officers	34	Strong ++
45	Johnson RR (2012)	USA	Quantitative	Police officers	292	Fair +
48	Graham L and others (2019)	UK	Quantitative	Police officers and staff	48,508	Fair +

<b>ID</b>	<b>Full reference details</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
54	Noblet AJ and Rodwell JJ (2009)	Australia	Quantitative	Police officers	479	Strong ++
57	Park J (2017)	USA	Quantitative	Police managers, supervisors and followers	101	Fair +
58	Perez NM, Bromley M and Cochran J (2017)	USA	Quantitative	Police officers	214	Strong ++
63	Smolej D (2017)	Slovenia	Quantitative	Police officers	160	Fair +
72	Domalaga A and others (2018)	Multiple	Systematic review	Physicians working in EU hospitals	n/a	Fair +
76	Hillage J and others (2014c)	Multiple	Systematic review	Generic – OECD countries	n/a	Strong ++
81	O'Connor K, Muller Neff D and Pitman S (2018)	Multiple	Systematic review	Mental health professionals	n/a	Fair +

Overall, there was moderate evidence in relation to encouraging professional discretion in staff decision making. Encouraging discretion was seen as involving supervisors allowing team members input into decision making and affording them a reasonable level of control over their own work (ie, not being micro-managed).

#### 4.2.7.1. Outcomes associated with job discretion

Policing research evidence suggested a positive association between allowing discretion and wellbeing,<sup>54</sup> job satisfaction,<sup>3, 45, 54</sup> commitment<sup>54, 58</sup> and motivation.<sup>20</sup>

The authors of a report exploring the Demand-Control-Support model\* in public-sector organisations reflected on other research, which showed when an increase in job demands was not met with commensurate increases in decision-making influence and/or skill discretion, employees felt under more strain. Unresolved stress was more likely to occur when there was insufficient support and/or control to meet the demands faced by employees.<sup>54</sup>

Analysis of police survey data from the US showed that job autonomy was positively correlated with organisational commitment. The authors found an association between the move to community policing and officers being afforded greater autonomy and discretion in their work, as well as a greater variety of day-to-day activities when compared to officers not working for organisations following a community policing approach.<sup>58</sup>

Research reviewed from other sectors was consistent with the policing research. Job control and autonomy positively predicted job satisfaction in nurses in Australia. Perceptions of low autonomy reported in a national survey of working conditions in the Netherlands were associated with more sick leave. The report authors concluded that supportive line management would include providing an element of autonomy to employees in terms of how they carry out their work.<sup>76</sup> Another review identified better levels of satisfaction being reported among European physicians who felt that they had professional autonomy.<sup>72</sup> A review covering studies from 33 countries also

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\* The Demand-Control-Support model hypothesises that job strain (unresolved stress) results from the demands of the job, the degree of control and discretion that employees have over their work, and the level of social support provided to meet these demands.

found that the capacity of mental health professionals to influence decisions at work was linked to lower risk of burnout.<sup>81</sup>

#### 4.2.7.2. Empowering staff

Empowering approaches, involving supporting, recognising, delegating and consulting, were also shown to be positively associated with:

- wellbeing
- job satisfaction
- commitment
- performance
- conscientiousness
- employees feeling able to give constructive ideas and opinions<sup>54, 57</sup>

Team member perceptions of their own resilience were positively influenced by supervisors acting to empower.<sup>1</sup>

Enabling empowerment of team members was highlighted as a feature of supportive leadership in one policing study, and was associated with positive outcomes including:

- higher levels of wellbeing
- ethical behaviour
- discretionary effort
- engagement
- emotional energy
- job and life satisfaction<sup>48</sup>

Other similarly people-focused leadership approaches were associated with lower emotional exhaustion in police officers,<sup>29</sup> greater organisational commitment<sup>23</sup> and engagement.<sup>63</sup>

The findings from a survey of police officers from a UK force suggested that attention should be paid to improving participation and encouraging a supportive culture where mistakes are considered a learning opportunity. The majority of officers who took part in the research reported limited opportunities for them to contribute to

decisions affecting their work and to be involved in broader, department-level decisions that shaped objectives. Officers at lower ranks often did not feel they could make suggestions to officers above them. This was also linked to a culture of 'rank mentality', which was perceived to go against encouraging an open and honest working environment.<sup>23</sup>

One qualitative study of policing in a rural setting found that officers considered empowerment of others to use their discretion as an important leadership skill. Many mentioned the effectiveness of a devolved leadership style, where managers provided guidance but generally avoided micromanagement. Many referred to policing 'by the book' as being too rigid and unhelpful in a rural setting, and some spoke of the need for relationship-based policing, as opposed to transaction-based policing.<sup>32</sup>

## 5. Conclusions

The evidence presented in this report was used, alongside practitioner evidence and experience, to develop 10 guidelines related to effective supervision. The guidelines, and more detail about the process by which these were reached, can be found in the [published guidance](#).

Research evidence from the policing sector, and more widely across a range of high-risk professions, has demonstrated that practical actions can be taken to improve effective supervision. This, in turn, will lead to improvements in outcomes for employees and at the organisational level.

The challenge lies in the implementation of the guidelines, and ensuring that the evidence is used to influence implementation.



## Appendices

### Appendix A: Tables of included studies

Table A1. Policing-focused individual study references.

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
1	Badger JK. (2017). <a href="#"><u>The influence of servant leadership on subordinate resilience in law enforcement.</u></a> [internet] PhD thesis, Creighton University. [Accessed 24 January 2020]	USA	Qualitative	Police officers and staff	15	Strong ++
2	Biggs A, Brough P and Barbour JP. (2014). <a href="#"><u>Relationships of individual and organizational support with engagement: Examining various types of causality in a three-wave study.</u></a> Work & Stress, 28(3), pp 236-254.	Australia	Quantitative	Police officers and staff	1,196	Strong ++
3	Biggs BA. (2011). Examining the antecedents and consequences of empowerment in a traditional police agency. MSc dissertation, Purdue University.	USA	Quantitative	Police officers	56	Fair +

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
4	Britton I, Borland-Jones C, Cahalin K and Knight L. (2019). <a href="#">Leading the Special Constabulary</a> [internet]. Northampton: Citizens in Policing. [Accessed 27 January 2020]	UK	Mixed methods	Special constables	Not given	Weak -
5	Brunetto Y, Farr-Wharton R, Ramsay S and Shacklock K. (2010). <a href="#">Supervisor relationships and perceptions of work—family conflict</a> . Asia Pacific Journal of Human Resources, 48(2), pp 212–232.	Australia	Quantitative	Police officers	180	Fair +
6	Brunetto Y, Shacklock K, Teo S and Farr-Wharton R. (2014). <a href="#">The impact of management on the engagement and well-being of high emotional labour employees</a> . The International Journal of Human Resource Management, 25(17), pp 2345–2363.	Australia	Quantitative	Police officers	193	Fair +

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
7	Brunetto Y, Teo S, Farr-Wharton R, Shacklock K and Shriberg A. (2017). <a href="#"><u>Individual and organizational support: Does it affect red tape, stress and work outcomes of police officers in the USA?</u></a> Personnel Review, 46(4), pp 750–766.	USA	Quantitative	Police officers	588	Fair +
8	Brunetto Y, Teo S, Shacklock K, Farr-Wharton R and Shriberg A. (2016). <a href="#"><u>The impact of supervisor-subordinate relationships and a trainee characteristic upon police officer work outcomes.</u></a> Journal of Management & Organization, 23(3), pp 423–436.	USA	Quantitative	Police officers	588	Strong ++
9	Bullock K and Garland J. (2018). <a href="#"><u>Police officers, mental (ill-)health and spoiled identity.</u></a> Criminology & Criminal Justice, 18(2), pp 173–189.	UK	Qualitative	Police officers, staff and volunteers	59	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
10	Bullock K and Garland J. (2019). <a href="#"><u>'The organisation doesn't particularly consider itself responsible for you': organisational support for officers injured in the line of duty and organisational (in)justice</u></a> . Policing and Society, 30(7), pp 818–834.	UK	Other	Police officers	59	Strong ++
11	Callender M, Cahalin K, Britton I and Knight L. (2018a). <a href="#"><u>National Survey of Special Constables</u></a> [internet]. Northampton: Citizens in Policing. [Accessed 27 January 2020]	UK	Quantitative	Special constables	1,829	Weak -
12	Callender M, Cahalin K, Britton I and Knight L. (2018b). <a href="#"><u>National Survey of Police Support Volunteers</u></a> [internet]. Northampton: Citizens in Policing. [Accessed 27 January 2020]	UK	Quantitative	Police support volunteers	1,205	Weak -
13	Callender M, Pepper M, Cahalin K and Britton I. (2019). <a href="#"><u>Exploring the police support volunteer experience: Findings from a national survey</u></a> . Policing and Society, 29(4), pp 392–406.	UK	Quantitative	Police support volunteers	1,002	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
14	Campbell I and Colover S. (2020). <a href="#">Fast Track Inspector (internal and external) programme. Five-year evaluation report, 2014-2019</a> [internet]. College of Policing. [Accessed 24 January 2021]	UK	Mixed methods	Police officers	62	Strong ++
15	Campeau H. (2019). <a href="#">Institutional myths and generational boundaries: Cultural inertia in the police organisation</a> . Policing and Society, 29(1), pp 69–84.	Canada	Mixed methods	Police officers and staff	100	Fair +
16	Can HS, Holt W and Hendy HM. (2016). <a href="#">Patrol Officer Job Satisfaction Scale (POJSS)</a> . Policing: An International Journal of Police Strategies & Management, 39(4), pp 710–722.	Multiple	Quantitative	Police officers	231 US, 195 Turkey	Fair +
17	Can HS, Hendy H and Can BM. (2017). <a href="#">A pilot study to develop the Police Transformational Leadership Scale (PTLS) and examine its associations with psychosocial well-Being of officers</a> . Journal of Police & Criminal Psychology, 32(2), pp 105–113.	USA	Quantitative	Police officers	152	Fair +

<b>ID</b>	<b>Full reference details</b>	<b>Country</b>	<b>Method</b>	<b>Sample population</b>	<b>Sample size</b>	<b>Quality rating</b>
18	College of Policing. (2020). 'Sergeants research summary – Experiences of being promoted and becoming a sergeant'. London: College of Policing. [Unpublished]	UK	Qualitative	Police sergeants	46	Fair +
19	College of Policing. (2020). 'Sergeants research summary – Development opportunities and perceived development needs'. London: College of Policing. [Unpublished]	UK	Qualitative	Police sergeants	46	Fair +
20	College of Policing. (2020). 'Sergeants research summary – The perceived qualities and behaviours of 'good' sergeants'. London: College of Policing. [Unpublished]	UK	Qualitative	Police sergeants	46	Fair +
21	College of Policing. (2020). 'Sergeants research summary – The perceived value of sergeants' activities and role expectations'. London: College of Policing. [Unpublished]	UK	Qualitative	Police sergeants	46	Fair +

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
22	Davis C and Bailey D. (2018). <a href="#"><u>Police leadership: the challenges for developing contemporary practice</u></a> . International Journal of Emergency Services, 7(1), pp 13–23.	UK	Qualitative	Police officers	38	Strong ++
23	Dick GP. (2011). <a href="#"><u>The influence of managerial and job variables on organizational commitment in the police</u></a> . Public Administration, 89(2), pp 557–576.	UK	Quantitative	Uniform officers	670	Strong ++
24	Dick P. (2010). <a href="#"><u>The transition to motherhood and part-time working: Mutuality and incongruence in the psychological contracts existing between managers and employees</u></a> . Work, Employment and Society, 24(3), pp 508–525.	UK	Other	Police officers	75 individual interviews and 6 focus groups	Strong ++
25	Dijkstra M, Beersma B and van Leeuwen J. (2014). <a href="#"><u>Gossiping as a response to conflict with the boss: Alternative conflict management behavior?</u></a> International Journal of Conflict Management, 25(4), pp 431–454.	The Netherlands	Quantitative	Police officers	97	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
26	Duran F. (2018). <a href="#"><u>Analysis of police officers' and firefighters' psychological contracts, and its influence on their occupational stressors and wellbeing.</u></a> [internet] PhD thesis, University of Birmingham. [Accessed 27 January 2020]	UK	Quantitative	Police officers	126	Strong ++
27	Duran F, Woodhams J and Bishopp D. (2019). <a href="#"><u>An interview study of the experiences of police officers in regard to psychological contract and wellbeing.</u></a> [internet] Journal of Police and Criminal Psychology, 34, pp 184–198. [Accessed 27 January 2020]	UK	Qualitative	Police officers	18	Fair +
28	Ellrich K. (2016). <a href="#"><u>The influence of violent victimisation on police officers' organisational commitment.</u></a> Journal of Police and Criminal Psychology, 31(2), pp 96–107.	Germany	Quantitative	Police officers	1,931	Strong ++



ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
29	Engel S, Wörfel F, Maria AS, Wolter C, Kleiber D and Renneberg B. (2018). <a href="#">Leadership climate prevents emotional exhaustion in German police officers</a> . <i>International Journal of Police Science &amp; Management</i> , 20(3), pp 217–224.	Germany	Quantitative	Police officers	570	Fair +
30	Evans G. (2011). <a href="#">Second order observations on a coaching programme: The changes in organisational culture</a> . <i>International Journal of Evidence Based Coaching and Mentoring</i> , S5, pp 70–87.	UK	Qualitative	Scientific Services Unit (managers, supervisors, technicians)	11	Fair +
31	Farr-Wharton B, Shacklock K, Brunetto Y, Teo ST and Farr-Wharton R. (2017). <a href="#">Workplace bullying, workplace relationships and job outcomes for police officers in Australia</a> . <i>Public Money &amp; Management</i> , 37(5), pp 325–332.	Australia	Quantitative	Police officers	193	Fair +
32	Fenwick T. (2015). <a href="#">Learning policing in rural spaces: 'Covering 12 foot rooms with 8 foot carpets'</a> . <i>Policing</i> , 9(3), pp 234–241.	UK	Qualitative	Police officers	34	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
33	Gaither BR. (2017). 'Ethical leadership and its impact on role modeling, strictness, openness, and job satisfaction of law enforcement officers'. PhD thesis, Keiser University.	USA	Mixed methods	Police officers	238	Strong ++
34	Gau JM and Gaines DC. (2012). <a href="#"><u>Top-down management and patrol officers' attitudes about the importance of public order maintenance: A research note</u></a> . Police Quarterly, 15(1), pp 45–61.	USA	Quantitative	Police officers and staff	268	Strong ++
35	Gerspacher K. (2014). <a href="#"><u>Communication culture within law enforcement: Perceptions from officers and supervisors</u></a> . MSc dissertation, Wright State University.	USA	Quantitative	Police officers	43	Strong ++
36	Haake U, Rantatalo O and Lindberg O. (2017). <a href="#"><u>Police leaders make poor change agents: Leadership practice in the face of a major organisational reform</u></a> . Policing and Society, 27(7), pp 764–778.	Sweden	Qualitative	Police supervisors and middle managers	28	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
37	Hansen AJ, Rojek J, Wolfe SE and Alpert GP. (2015). <a href="#">The influence of department policy and accountability on officer-involved collisions</a> . Policing, 38(3), pp 578–594.	USA	Quantitative	Police officers	425	Fair +
38	Hesketh I, Cooper C and Ivy J. (2019). <a href="#">Leading the asset: Resilience training efficacy in UK policing</a> . The Police Journal, 92(1), pp 56–71.	UK	Quantitative	Police officers and staff	350	Strong ++
39	Ingram JR and Lee SU. (2015). <a href="#">The effect of first-line supervision on patrol officer job satisfaction</a> . Police Quarterly, 18(2), pp 193–219.	USA	Quantitative	Police officers	765 pairs of officers and sergeants	Fair +
40	Ingram JR, Weidner RR, Eugene III PA and Terrill W. (2014). <a href="#">Supervisory influences on officers' perceptions of less lethal force policy: a multilevel analysis</a> . Policing, 37(2), pp 355–372.	USA	Quantitative	Police officers	765 pairs of officers and sergeants	Fair +
41	Jackson JD. (2016). 'Police supervisors' authentic leadership influence on employee work engagement: A phenomenological examination'. PhD thesis, Capella University.	USA	Qualitative	Police officers	13	Fair +

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
42	Jacobs G, Belschak FD and Hartog DN. (2014). <a href="#"><u>(Un)ethical behavior and performance appraisal: The role of affect, support, and organizational justice</u></a> . Journal of Business Ethics, 121(1), pp 63–76.	Germany	Quantitative	Police officers	332 pairs of officers	Fair +
43	Johnson RR. (2015). <a href="#"><u>Leading by example: Supervisor modeling and officer-initiated activities</u></a> . Police Quarterly, 18(3), pp 223–243.	USA	Other	Police officers	320 shifts	Fair +
44	Johnson RR. (2015). <a href="#"><u>Police organizational commitment: The influence of supervisor feedback and support</u></a> . Crime & Delinquency, 61(9), pp 1155–1180.	USA	Quantitative	Police officers	292	Fair +
45	Johnson RR. (2012). <a href="#"><u>Police officer job satisfaction: A multidimensional analysis</u></a> . Police Quarterly, 15(2), pp 157–176.	USA	Quantitative	Police officers	292	Fair +

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
46	Jones J. (2018). <a href="#">How can leaders and managers in the police support the learning of others and at the same time, support their own?</a> International Journal of Emergency Services, 7(3), pp 228–247.	UK	Qualitative	Police mentors and mentees	300+	Fair +
47	King GF. (2015). 'A qualitative case study of voluntary employee turnover in law enforcement agencies and financial costs to Florida taxpayers'. PhD thesis, Northcentral University.	USA	Qualitative	Former police officers	12	Strong ++
48	Graham L, Plater M, Brown N, Zheng Y and Gracey, S. (2019). <a href="#">Research into workplace factors, well-being, attitudes and behaviour in policing</a> [internet]. Durham: ICLF Policing Research Unit. [Accessed 27 January 2020]	UK	Quantitative	Police officers and staff	48,508	Fair +
49	Masal D. (2015). <a href="#">Shared and transformational leadership in the police</a> . Policing: An international journal of police strategies and management, 38(1), pp 40–55.	Germany	Quantitative	Police officers and staff	1,165	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
50	Masal D and Vogel R. (2016). <a href="#"><u>Leadership, use of performance information, and job satisfaction: Evidence from police services</u></a> . International Public Management Journal, 19(2), pp 208–234.	Germany	Quantitative	Police officers and staff	1,165	Strong ++
51	McCarty WP and Skogan WG. (2012). <a href="#"><u>Job-related burnout among civilian and sworn police personnel</u></a> . Police Quarterly, 16(1), pp 66–84.	USA	Quantitative	Police officers and staff	2,564	Fair +
52	McGlon TN. (2016). 'Police integrity, leadership, and job satisfaction: A secondary dataset analysis'. PhD thesis, Capella University.	USA	Quantitative	Police officers	310	Strong ++
53	Nix J and Wolfe SE. (2016). <a href="#"><u>Sensitivity to the Ferguson Effect: The role of managerial organizational justice</u></a> . Journal of Criminal Justice, 47, pp 12–20.	USA	Quantitative	Police officers	510	Strong ++
54	Noblet AJ and Rodwell JJ. (2009). <a href="#"><u>Identifying the predictors of employee health and satisfaction in an Npm environment</u></a> . Public Management Review, 11(5), pp 663–683.	Australia	Quantitative	Police officers	479	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
55	Pallas E. (2015). 'The relationship between emotional intelligence, transformational leadership style, and effectiveness among police supervisors'. PhD thesis, Wilmington University.	USA	Quantitative	Police officers and staff	439	Fair +
56	Panter H. (2015). <a href="#"><u>Heterosexism and genderism within policing: A study of police culture in the US and the UK.</u></a> [internet] PhD thesis, Cardiff University. [Accessed 28 January 2020]	Multiple	Qualitative	Police officers	20 US, 19 UK	Strong ++
57	Park J. (2017). <a href="#"><u>How does employee empowerment contribute to higher individual and workgroup performance? An empirical assessment of a trickle-down model in law enforcement agencies in Ohio.</u></a> [internet] PhD thesis, Ohio State University. [Accessed 28 January 2020]	USA	Quantitative	Police managers, supervisors and followers	101	Fair +
58	Perez NM, Bromley M and Cochran J. (2017). <a href="#"><u>Organizational commitment among sheriffs' deputies during the shift to community-oriented policing.</u></a> Policing, 40(2), pp 321–335.	USA	Quantitative	Police officers	214	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
59	Quinton P, Myhill A, Bradford B, Fildes A and Porter G. (2015). <a href="#">Fair cop 2: Organisation justice, behaviour and ethical policing. An interpretative evidence commentary</a> [internet]. College of Policing. [Accessed 24 January 2021]	UK	Quantitative	Police officers	Survey 1 = 479, Survey 2 = 438	Strong ++
60	Sachau DA, Gertz J, Matsch M, Palmer A J and Englert D. (2012). <a href="#">Work-life conflict and organizational support in a military law enforcement agency</a> . Journal of Police & Criminal Psychology, 27(1), pp 63–72.	USA	Quantitative	Military police officers	1185	Strong ++
61	Schafer JA. (2009). <a href="#">Developing effective leadership in policing: Perils, pitfalls, and paths forward</a> . Policing, 32(2), pp 238–260.	USA	Quantitative	Police supervisors (officer/staff unknown)	769	Strong ++
62	Smith EN. (2012). 'Fluctuating leadership styles and the impact on motivation of police officers'. PhD thesis, University of Phoenix.	USA	Quantitative	Police officers	109	Strong ++



ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
63	Smolej D. (2017). <a href="#"><u>How to strengthen employee engagement among Slovenian criminal investigators?</u></a> Journal of Criminal Justice and Security, 19(2), pp 120–137.	Slovenia	Quantitative	Police officers	160	Fair +
64	Stuart H. (2017). <a href="#"><u>Mental illness stigma expressed by police to police.</u></a> The Israel Journal Of Psychiatry And Related Sciences, 54(1), pp 18–23.	USA	Quantitative	Police officers	133	Fair +
65	Tremblay D, Genin É and di Loreto M. (2011). <a href="#"><u>Advances and ambivalences: Organisational support to work-life balance in a police service.</u></a> Employment Relations Record, 11(2), pp 75–93.	Canada	Qualitative	Police officers	254	Strong ++
66	van Gelderen BR and Bik LW. (2016). <a href="#"><u>Affective organizational commitment, work engagement and service performance among police officers.</u></a> Policing: An International Journal of Police Strategies & Management, 39(1), pp 206–221.	The Netherlands	Quantitative	Victims and police officers	250 crime victims, 114 police officers	Strong ++

ID	Full reference details	Country	Method	Sample population	Sample size	Quality rating
67	van Hulst M. (2017). <a href="#">Backstage storytelling and leadership</a> . Policing: A journal of policy and practice, 11(3), pp 356–368.	The Netherlands	Qualitative	Police officers and staff	53	Fair +
68	Ward S. (2017). 'Leadership and motivation of law enforcement supervisors: A phenomenological study.' PhD thesis, University of Phoenix.	USA	Qualitative	Police officers	10	Fair +

Table A2. Systematic review and rapid evidence assessment references.

	<b>Full reference details</b>	<b>Sample population</b>	<b>Quality rating</b>
69	Carpenter J, Webb CM and Bostock L. (2013). <a href="#"><u>The surprisingly weak evidence base for supervision: Findings from a systematic review of research in child welfare practice (2000-2012)</u></a> . Children and Youth Services Review, 35(11), pp 1843–1853.	Social workers and child welfare workers	Fair +
70	Campbell I and Kodz J. (2010). <a href="#"><u>What makes great police leadership? What research can tell us about the effectiveness of different leadership styles, competencies and behaviours. A rapid evidence review</u></a> [internet]. National Police Improvement Agency. [Accessed 24 January 2021]	Police officers of all ranks with leadership responsibilities	Strong ++
71	Daniels K, Gedikli C, Watson D, Semkina A and Vaughn O. (2017). <a href="#"><u>Job design, employment practices and well-being: A systematic review of intervention studies</u></a> . Ergonomics, 60(9), pp 1–52.	Generic – working population in advanced industrial democracies	Fair +
72	Domalaga A, Bala MM, Storman D, Peña- Sánchez JN, Świerz MJ, Kaczmarczyk M and Storman M. (2018). <a href="#"><u>Factors associated with satisfaction of hospital physicians: A systematic review on European data</u></a> . International Journal of Environmental Research and Public Health, 15(11), pp 1–21.	Physicians working in EU hospitals	Fair +
73	Gunawan J, Aunguroch Y and Fisher ML. (2018). <a href="#"><u>Factors contributing to managerial competence of first-line nurse managers: A systematic review</u></a> . International Journal of Nursing Practice, 24(e12611).	First-line nurse managers	Strong ++

	<b>Full reference details</b>	<b>Sample population</b>	<b>Quality rating</b>
74	Hillage J, Holmes J, Rickard C, Marvel R, Taskila T, Bajorek Z, Bevan S and Brine J. (2014a). <a href="#"><u>Workplace policy and management practices to improve the health of employees: Evidence review 1</u></a> [internet]. Brighton: Institute for Employment Studies. [Accessed 27 January 2020]. Available from: nice.org.uk/guidance/ng13/evidence/evidence-review-1-workplace-policy-and-management-practices-to-improve-the-health-of-employees-pdf-75821149	Generic – OECD countries	Fair +
75	Hillage J, Holmes J, Rickard C, Marvel R, Taskila T, Bajorek Z, Bevan S and Brine J. (2014b). <a href="#"><u>Workplace policy and management practices to improve the health of employees: Evidence review 2</u></a> [internet]. Brighton: Institute for Employment Studies. [Accessed 27 January 2020]. Available from: nice.org.uk/guidance/ng13/evidence/evidence-review-2-workplace-policy-and-management-practices-to-improve-the-health-of-employees-pdf-75821150	Generic – OECD countries	Fair +
76	Hillage J, Holmes J, Rickard C, Marvel R, Taskila T, Bajorek Z, Bevan S and Brine J. (2014c). <a href="#"><u>Workplace policy and management practices to improve the health of employees: Evidence review 3</u></a> [internet]. Brighton: Institute for Employment Studies. [Accessed 27 January 2020]. Available from: nice.org.uk/guidance/ng13/evidence/evidence-review-3-workplace-policy-and-management-practices-to-improve-the-health-of-employees-pdf-75821151	Generic – OECD countries	Strong ++

	<b>Full reference details</b>	<b>Sample population</b>	<b>Quality rating</b>
77	Kodz J and Campbell I. (2010). <a href="#"><u>What works in leadership development? A rapid evidence review</u></a> [internet]. National Police Improvement Agency. [Accessed 24 January 2021]	Policing and other professions	Fair +
78	Kuehnl A, Seubert C, Rehfuess E, von Elm E, Nowak D and Glaser J. (2019). <a href="#"><u>Human resource management training of supervisors for improving health and well-being of employees (Review)</u></a> [internet]. Cochrane Database of Systematic Reviews, 2019(9) Art. No.: CD010905 [Accessed 27 January 2020]. Available from: <a href="https://cochranelibrary.com/cdsr/doi/10.1002/14651858.CD010905.pub2/epdf/full">cochranelibrary.com/cdsr/doi/10.1002/14651858.CD010905.pub2/epdf/full</a>	Generic – any type of paid supervisor	Fair +
79	McDowall A, Quinton P, Brown D, Carr I, Glorney E, Russell S, Bharj N, Nash R and Coyle A. (2015). <a href="#"><u>Promoting ethical behaviour and preventing wrongdoing in organisations. A rapid evidence assessment</u></a> [internet]. College of Policing. [Accessed 24 January 2021]	Policing and other professions	Strong ++
80	Mor Barak ME, Travis DJ, Pyun H and Xie B. (2009). <a href="#"><u>The impact of supervision on worker outcomes: a meta-analysis</u></a> . Social Service Review, 83(1), pp 3–32.	Workers in child welfare, social work and mental health settings	Fair +
81	O'Connor K, Muller Neff D and Pitman S. (2018). <a href="#"><u>Burnout in mental health professionals: A systematic review and meta-analysis of prevalence and determinants</u></a> . European Psychiatry, 53, pp 74–99.	Mental health professionals	Fair +

	<b>Full reference details</b>	<b>Sample population</b>	<b>Quality rating</b>
82	Pearson-Goff M and Herrington V. (2014). <a href="#"><u>Police leadership: A systematic review of the literature</u></a> . Policing: A Journal of Policy and Practice, 8(1), pp 14–26.	Police leadership	Strong ++
83	Skakon J, Nielsen K, Borg V, and Guzman J. (2010). <a href="#"><u>Are leaders' well-being, behaviours and style associated with the affective well-being of their employees? A systematic review of three decades of research</u></a> . Work & Stress, 24(2), pp 107–139.	Generic – leaders and employees	Fair +
84	Watson D, Tregaskis O, Gedikli C, Vaughn O and Semkina A. (2018). <a href="#"><u>Well-being through learning: a systematic review of learning interventions in the workplace and their impact on well-being</u></a> . European Journal of Work and Organizational Psychology, 27(2), pp 247–268.	Generic – studies on links between wellbeing and learning processes and outcomes in UK or other similar economic contexts	Strong ++

## Appendix B: Search protocol

### College of Policing – Development of Practice Guidelines

#### Supervision: Supporting Wellbeing, Learning and Performance

#### Rapid Evidence Review Protocol

Component	Description
Context and objectives	<p>The scoping document<sup>23</sup> of the development of these practice guidelines summarises the College of Policing’s recent ‘Capability Improvement Areas’ analysis which identified ten recurring and systemic problems considered to be undermining capability to deliver good outcomes for the public. One of the ‘perennial challenges’ identified was that, in general, individuals are not reaching their full potential owing to insufficient supervision and leadership.</p> <p>As set out in the scoping document<sup>24</sup>, the guidelines will seek to answer the following questions:</p> <p>Q1. What constitutes great supervision to enable and support our people’s wellbeing, learning and performance?</p> <p>Q2. What support do supervisors need from their organisations to deliver this?</p> <p>Accordingly, this work will focus on a broad definition of supervision which recognises that supervisors exist at all levels of the organisation, rather than supervision of frontline staff only. The guidelines will have a particular focus on</p>

<sup>23</sup> College of Policing. (2019). **Effective supervision: Guideline scope** can be found in [Effective supervision/Related reports and information](#) [internet].

<sup>24</sup> College of Policing. (2019). **Effective supervision: Guideline scope** can be found in [Effective supervision/Related reports and information](#) [internet].

	<p>supervision and supervisory practices as opposed to (strategic) leadership<sup>25</sup>.</p> <p>The guidelines will be informed by evidence drawn from rapid evidence assessments and practice evidence. Findings will be presented to the Guideline Committee, who will develop the guidelines.</p>
Review question(s)	<p>The questions for the rapid evidence assessments to explore are:</p> <p>Q1. What constitutes effective supervision that enables and supports employees' (police officers, staff and volunteers) wellbeing, learning and performance?</p> <p>Q2. What are the organisational requirements that need to be in place for supervisors to enable and support employees' (police officers, staff and volunteers) wellbeing, learning and performance?</p>
<b>Resources and timescales</b>	<p>The rapid evidence assessment is due to be conducted between June and October 2019. Within these timescales and the capacity of staff available to work on this the review, it is estimated that approximately 10,000 references could be sifted and then sifted studies reviewed, data extracted and results synthesised.</p>
Searches	<p>We anticipate searching the following databases (title and abstract):</p> <ul style="list-style-type: none"> <li>▪ Proquest (including PTSDPubs, Criminal Justice Database, National Criminal Justice Reference Service (NCJRS),</li> </ul>

<sup>25</sup> While there is conceptual overlap, this work distinguishes between 'supervision' and 'leadership'. Supervision is broadly defined as 'an intervention provided by a more senior member of a profession to more junior member or members of that same profession' (Bernard JM and Goodyear RK. (2004). 'Fundamentals of Clinical Supervision'. 3rd ed. Upper Saddle River, NJ: Pearson. p 8). 'Leadership' can be defined as 'the quality which connects an understanding of what must be done with the capability to achieve it' (College of Policing. (2015). [Leadership Review](#) [internet]. p 6).



	<p>Education Database, Education Resources Information Centre (ERIC), International Bibliography of Social Sciences (IBSS), PAIS Index, Policy File, Political Science Database, World Political Science Database, Social Science Database, Sociology Collection, Applied Social Sciences Index and Abstracts (ASSIA))</p> <ul style="list-style-type: none"><li>▪ Web of Science Core Collection (including Social Science Citation Index)</li><li>▪ EBSCO (including PsycINFO, Psychology and Behavioural Sciences Collection, Criminal Justice Abstracts, Medline, OpenDissertations and Business Source Index)</li><li>▪ Emerald Insight</li><li>▪ National Police Library Classic Catalogue</li><li>▪ Turning research into Practice (TRIP)</li><li>▪ Social Science Research Unit (SSRU), Inst of Education</li><li>▪ Global Policing Database</li><li>▪ Cochrane Controlled Register of Trials (CENTRAL)</li><li>▪ Cochrane Database of Systematic Reviews (CDSR)</li><li>▪ Database of Abstracts of Reviews of Effectiveness (DARE)</li><li>▪ Electronic Theses Online Service (ETHOS)</li></ul> <p>The following websites will also be searched:</p> <ul style="list-style-type: none"><li>▪ College of Policing What Works</li><li>▪ The Campbell Collaboration</li><li>▪ Tavistock Institute</li><li>▪ NICE</li><li>▪ SCIE</li><li>▪ University of York Centre for Reviews and Dissemination</li><li>▪ 3ie impact</li><li>▪ Gov.uk</li></ul>
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- The Scottish Institute for Policing Research
- National Institute of Justice
- ESRC
- Police Executive Research Forum
- Centre for Evidence Based Management
- Australian Institute for Police Management
- HMICFRS (particular attention to Thematic Reviews, including Frontline Supervision Thematic Review)
- The Police Foundation
- British Society of Criminology Policing Network blog
- Institute for Employment Studies
- The Work Foundation
- Institute for Work Psychology (University of Sheffield)
- Business School websites eg Warwick Business School, Said Business School, Lancaster Management School
- CORE (open access research papers)
- In addition, key stakeholders, including the academics represented on the Guideline Committee and College Evidence and Evaluation Advisors will be approached for additional citations, including police force and government reports.

Only those studies written in English, or already translated into English, will be included in the review. We will restrict searches to studies conducted in the UK, Europe, USA, Canada, Australia and New Zealand. Test searches will be restricted to the time period 1999 – 2019 however if these yield significantly more than the targeted 10,000 hits, dates will be restricted further, for example studies published later than the focused

	<p>searching of evidence conducted in 2012 to inform SCIE supervision guidelines.<sup>26</sup></p> <p>Additional, specific searches may be run to supplement the evidence identified if, when the included papers are mapped, there is a significant gap in the literature based on this topic.</p>
Types of study to be included	<p>It is expected that there will be few studies such as systematic reviews and RCTs providing evidence that addresses the review questions. There will also be studies on leadership that are theoretically based but draw on research evidence.</p> <p>For this reason, the types of study designs to be included will be wide ranging and include surveys as well as qualitative research methods such as case study research and ethnographies. Also for studies that are directly relevant to policing, other types of studies will be included (see in brackets below).</p> <p>Types of studies to be included are:</p> <ul style="list-style-type: none"> <li>▪ Reviews of evidence: systematic reviews, meta-analyses and rapid evidence assessments, (for policing studies: also non-systematic literature reviews and theoretical studies that draw on research literature will be considered if they are published in peer reviewed journals)</li> <li>▪ Primary studies: cross sectional studies, surveys (including perception based surveys), pre and post studies, randomised control trials and primary studies that show a statistical association between one or more variables and the outcomes of interest including regression or correlational analysis</li> </ul>

<sup>26</sup> SCIE 2013 Effective Supervision in a Variety of Settings SCIE Guide 50

	<ul style="list-style-type: none"> <li>▪ Qualitative research: case studies, ethnographies, interview based studies</li> </ul> <p>The wide range of studies and the variation in the strength of conclusions that can be drawn from them will need to be considered carefully at the data extraction and synthesis stages (see below).</p>
Participants/population	<p>The participants or population for the review are the sectors or occupations of the supervisees and their supervisors. The sectors and occupations to be included are officers, staff, employees, and volunteers in:</p> <ul style="list-style-type: none"> <li>▪ policing,</li> <li>▪ other emergency services, including ambulance and fire service</li> <li>▪ and other high risk occupations including prison service, armed services, social work, medicine (including surgeons), aviation (pilots).</li> </ul> <p>Depending on number of studies identified through the searches, other high risk occupations involving critical decision making that will be considered are workers on nuclear plants and oil rigs and occupations under high scrutiny or regulation such as barristers, courts and probation officers.</p>
Intervention(s), exposure(s)	<p>For the purposes of the searches the intervention is defined as:</p> <p>Q1. Supervision:</p> <p>Supervisory practices, behaviours and leadership style of supervisor, team leader or line manager.</p> <p>Interaction and relationship between supervisee and their supervisor, team leader or line manager.</p> <p>Q2. Organisational support for effective supervision:</p>

	<p>Organisational support and processes including performance monitoring/review, CPD, review/planning, organisational structures and processes, workloads and training for managers, wellbeing/health services, organisational learning, and corporate communications on these.</p>
Comparator(s)/control	<p>Factors and contextual factors associated with ineffective supervision or barriers to effective supervision are important to explore in this review.</p> <p>Negative outcomes such as work stress and dissatisfaction and poor performance will be included as well as positive outcomes listed below.</p> <p>It is important to note that how outcomes are measured will differ according to the research methods of the studies and this will need to be reflected at the data extraction and synthesis stages.</p>
Outcome(s)	<p>Improved/increased:</p> <ul style="list-style-type: none"> <li>▪ Resilience, wellbeing (both physical and psychological)</li> <li>▪ Individual learning and personal development</li> <li>▪ Productivity, work performance and organisational outcomes</li> <li>▪ Job satisfaction and morale</li> </ul> <p>Other related outcomes to be included are:</p> <ul style="list-style-type: none"> <li>▪ Staff turnover and sickness absence</li> <li>▪ Indicators or perceptions of organisational culture</li> </ul> <p>As noted above, different methods of measuring outcomes, eg perception based measures as well as measurable indicators, will need to be reflected in the data extraction and synthesis stages.</p>

Search terms	<p>Search terms will be devised to search for studies relevant to question 1 with tiers for the population, intervention, outcome and type of research study (see draft search terms and other information on inclusion criterion at the bottom of this table).</p> <p>Studies relevant to question 2 will be identified at the sifting and data extraction stages.</p>
Selection of studies – sifting on abstracts and secondary screening on full text	<p>The review team will perform initial trials of screening on title/abstract based on studies returned from database/web searches.</p> <p>Following these trials, a tick list and decision tree will be created in order to provide clarity and consistency on studies to include and exclude, for example:</p> <ol style="list-style-type: none"> <li>1. Relevance: firstly to a definition of supervision (see other information on inclusion/exclusion at the bottom of this table below) and secondly to the research question;</li> <li>2. Study sector and the types of studies in terms of research methods. Types of studies relevant to the policing sector to be included are likely to differ and may for example include theoretically based studies that draw on research evidence, depending on numbers of studies identified through the searches.</li> <li>3. Empirical material contained in the study, as noted above the study methods to be included may differ for policing relevant studies.</li> </ol> <p>The included studies will also be coded according to whether they are relevant to review question 1 and/or question 2.</p> <p>An agreed proportion of studies will be screened by all members of the review team and inter-rater reliability will be assessed. Full text copies of all potentially relevant studies will be obtained and then assessed through secondary screening.</p>

	<p>An agreed proportion of studies will be independently sifted by two reviewers, depending on the volume of studies. Any uncertainty will be discussed and resolved. If uncertainty persists, a 3rd reviewer will make the final decision. All excluded studies and reasons for their exclusion will be documented. We will include a PRISMA flowchart in the review showing details of the search.</p>
<p>Data extraction and quality assessment of full texts</p>	<p>In the first instance, for a small sample of studies, two reviewers will independently extract data from and quality assess relevant studies. Tools for quality assessing the studies will need to be selected (tbc) and different tools may need to be used depending on the research methods of the study. If so a further decision tree will be devised for this stage.</p> <p>Any disagreement will be resolved through discussion with a third reviewer. The remainder of the studies will then be allocated to the reviewers to extract the data.</p> <p>Data will be extracted and coded using a data extraction form. This will include: bibliographic details; study aims; study design including sample size and design, location; population (sector/occupation); type of supervisory practice or behaviour, contextual factors such as organisational culture/barriers to effective supervision, analysis methodology; outcomes; key findings relevant to review question 1 – including factors contributing to (in)effective supervisory practice and positive outcomes and question 2 organisational requirements for effective supervisory practice.</p>
<p>Strategy for data synthesis</p>	<p>A narrative summary of the evidence will be produced. Evidence will be coded according to factor or predictor of focus and synthesised to form evidence statements for each factor. (Excel or NVIVO will be used for this stage – tbc)</p>

	<p>This is a key stage of the review and an important aspect for this review will be to explore contextual factors and overcoming barriers to effective supervision. At the synthesis stage other outcomes of positive supervisory practices will be explored as well as those specified in the searches, eg contributory outcomes or broader outcomes that may contribute to a move towards a more collaborative organisational culture.</p>
<p>Analysis of subgroups or subsets</p>	<p>Depending on the results of the searches and focus/content of specific studies, we will consider exploring any differences in experiences of supervision or perception of supervision amongst different groups such as different ranks/grades, officers/staff/volunteers and groups with protected characteristics.</p>
<p>Any other information or criteria for inclusion/exclusion</p>	<p>There are likely to be difficulties selecting terms to use when searching academic databases that will identify literature that addresses the broad definition of supervision for this review, recognising that supervisors exist at all levels within an organisation, but excludes literature focusing on strategic leadership.</p> <p>At the searching stage, broad terms such as ‘supervision’ and ‘supervisor*’, ‘manager*’ and ‘leader*’ will be trialled for searching academic databases to ensure relevant literature is not missed. If these terms yield too many references, the leadership and manager terms will be refined to terms such as team-leader* and line-manage* and effective near to leader* or manager*</p> <p>At the screening stage, exclusion/inclusion criteria will be devised to ensure all literature relevant to the broad definition of supervision detailed above is included (ie direct supervision of officers and staff at all levels) and literature relating only to</p>



	<p>strategic leadership is excluded. A precise definition of supervision will inform the decision of whether to include or exclude a study. The definition of supervision will draw from definitions in the research literature will provide a description of the role of the supervisor and specific functions of the supervisor for example:</p> <p>‘an intervention provided by a more senior member of a profession to more junior member or members of that same profession’ (Bernard and Goodyear, 2004, p. 8)</p> <p>‘Supervision: is a process by which one worker is given responsibility by the organisation to work with another worker in order to meet certain organisational, professional and personal objectives which together promote the best outcomes for service users.’</p> <p>Lambley, S. and Marrable, T. (2013) ‘Practice enquiry into supervision in a variety of adult care settings where there are health and social care practitioners working togetherlink 1’, London: SCIE.</p> <p>‘The primary functions of supervision are:</p> <ul style="list-style-type: none"><li>▪ administrative case management</li><li>▪ reflecting on and learning from practice</li><li>▪ personal support</li><li>▪ mediation, in which the supervisor acts as a bridge between the individual staff member and the organisation</li><li>▪ professional development.’</li></ul> <p>SCIE Research Briefing 43 <a href="https://www.scie.org.uk/publications/briefings/briefing43/">https://www.scie.org.uk/publications/briefings/briefing43/</a></p>
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## Appendix C: Search strategy

Systematic searches were conducted on a range of research databases (see full list at Appendix B). Reference lists of included studies were reviewed to identify any further studies for inclusion. Academic Guideline Committee members and subject matter experts were also asked to suggest any key studies that fell within the criteria of the search that had not been identified.

Searches were carried out using two populations of interest: policing and law enforcement, and other high-risk professions. Wellbeing searches were conducted separately to other searches in order to facilitate screening by internal wellbeing experts at the College. Database searches were carried out between 1 July and 5 July 2019. The structure of each search and the exact terms used differed depending on the database being searched. Some example search strings are provided below.

Table A3: Search string 1: Police-specific AND wellbeing.

Domain	Search terms
Population	police OR policing OR “law enforcement” OR “law enforcer”  AND supervis* OR “manager” OR “managers” OR “leader” OR “leaders”
Intervention, comparator or outcome	well-being OR “well being” OR wellbeing OR wellness OR coping OR happy OR happiness OR “mental toughness” OR “mental fitness” OR resilien* OR stress* OR “job satisfaction” OR “employee satisfaction” OR hardiness OR hardy OR “self effic*” OR dissatisfaction OR morale
Research methods	“systematic* review*” OR “rapid evidence” OR “REA” OR “meta*analys*” OR evaluat* OR trial* OR “RCT” OR “experiment*” OR “regression analys*” OR

	<p>“correlation* analys*” OR interview* OR survey* OR  “focus group*” OR ethnograph* OR observation* OR  “case stud*” OR qualitative* OR “time series”</p>
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Table A4: Search string 2: Other high-risk profession AND wellbeing.

Domain	Search terms
Population	<p>“high risk profession*” OR “high risk occupation*” OR  “bluelight organi?ation*” OR “bluelight service*” OR  “emergency service*” OR ambulance OR fire OR  “emergency medical service*” OR “EMS” OR “health  emergenc*” OR hospital OR aviation OR “prison  service*” OR “correction* service*” OR “rescue  service” OR army OR “armed forces” OR military OR  navy OR marine OR “social work” OR “child welfare”  OR “border force*” OR “border service*” OR “border  protection” OR “border patrol”</p> <p>AND</p> <p>supervis* OR “manager” OR “managers” OR “leader”  OR “leaders”</p>
Intervention, comparator or outcome	<p>well-being OR “well being” OR wellbeing OR wellness  OR coping OR happy OR happiness OR “mental  toughness” OR “mental fitness” OR resilien* OR  stress* OR “job satisfaction” OR “employee  satisfaction” OR hardiness OR hardy OR “self effic*”  OR dissatisfaction OR morale</p>
Research methods	<p>“systematic* review*” OR “rapid evidence” OR “REA”  OR “meta*analys*” OR evaluat* OR trial* OR “RCT”  OR “experiment*” OR “regression analys*” OR  “correlation* analys*” OR interview* OR survey* OR</p>

	“focus group*” OR ethnograph* OR observation* OR “case stud*” OR qualitative* OR “time series”
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Table A5: Search string 3: Police-specific AND any of: professional development, performance, staff performance, staff engagement or staff absence.

Domain	Search terms
Population	police OR policing OR “law enforcement” OR “law enforcer”  AND supervis* OR “manager” OR “managers” OR “leader” OR “leaders”
Intervention, comparator or outcome	learning OR “professional development” OR “personal development” OR training OR education OR knowledge OR skill* OR competenc* OR performance OR productiv* OR “employee attitude” OR “officer attitude” OR “staff attitude” OR “employee behavio?” OR “officer behavio?” OR “staff behavio?” OR “employee engag*” OR “officer engag*” OR “staff engag*” OR “employee absence” OR “officer absence” OR “staff absence” OR absenteeism OR presenteeism OR leavism OR “officer turnover” OR “employee turnover” OR “staff turnover”
Research methods	“systematic* review*” OR “rapid evidence” OR “REA” OR “meta*analys*” OR evaluat* OR trial* OR “RCT” OR “experiment*” OR “regression analys*” OR “correlation* analys*” OR interview* OR survey* OR “focus group*” OR ethnograph* OR observation* OR “case stud*” OR qualitative* OR “time series”

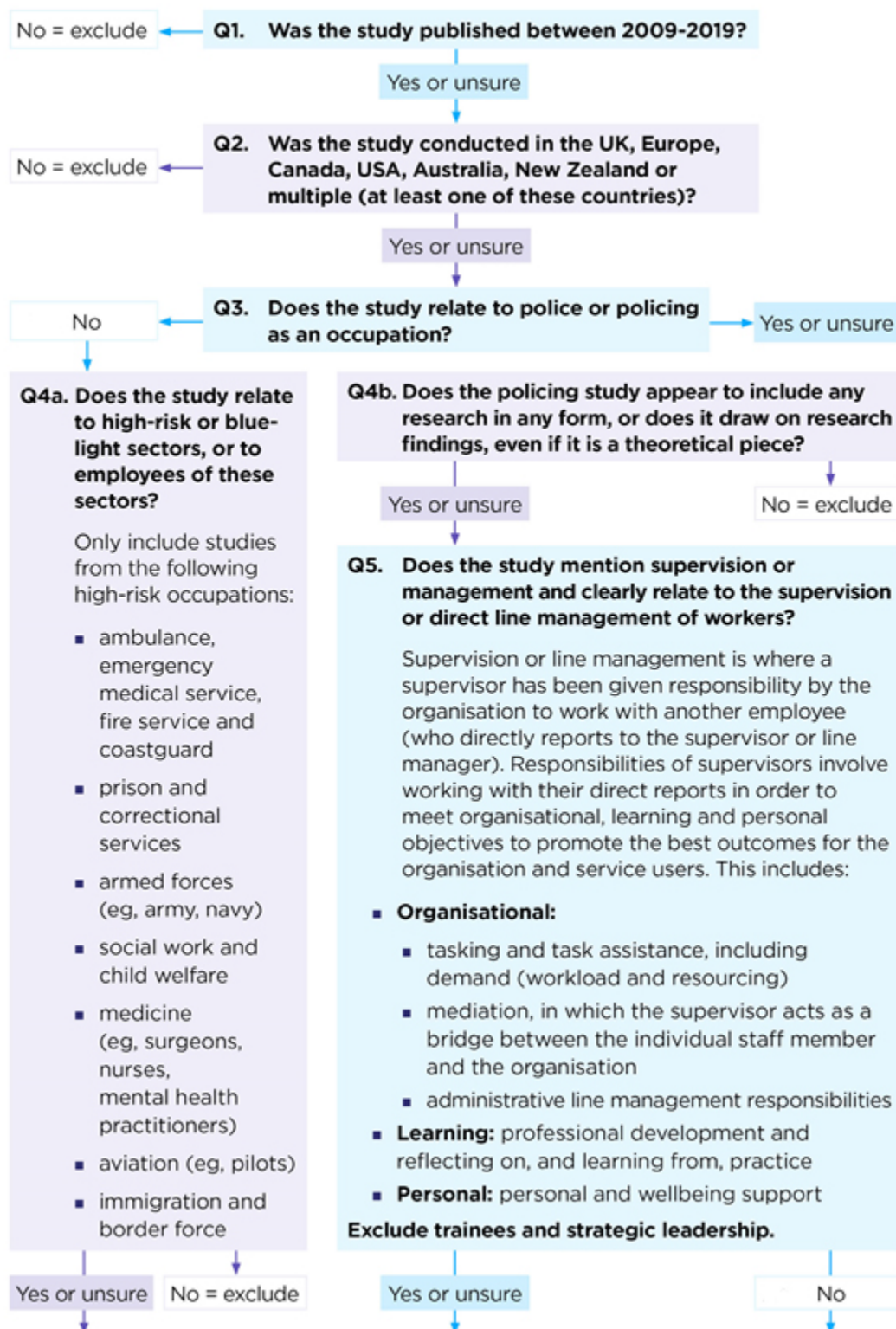
Table A6: Search string 4: Other high-risk profession AND any of: professional development, performance, staff performance, staff engagement or staff absence.

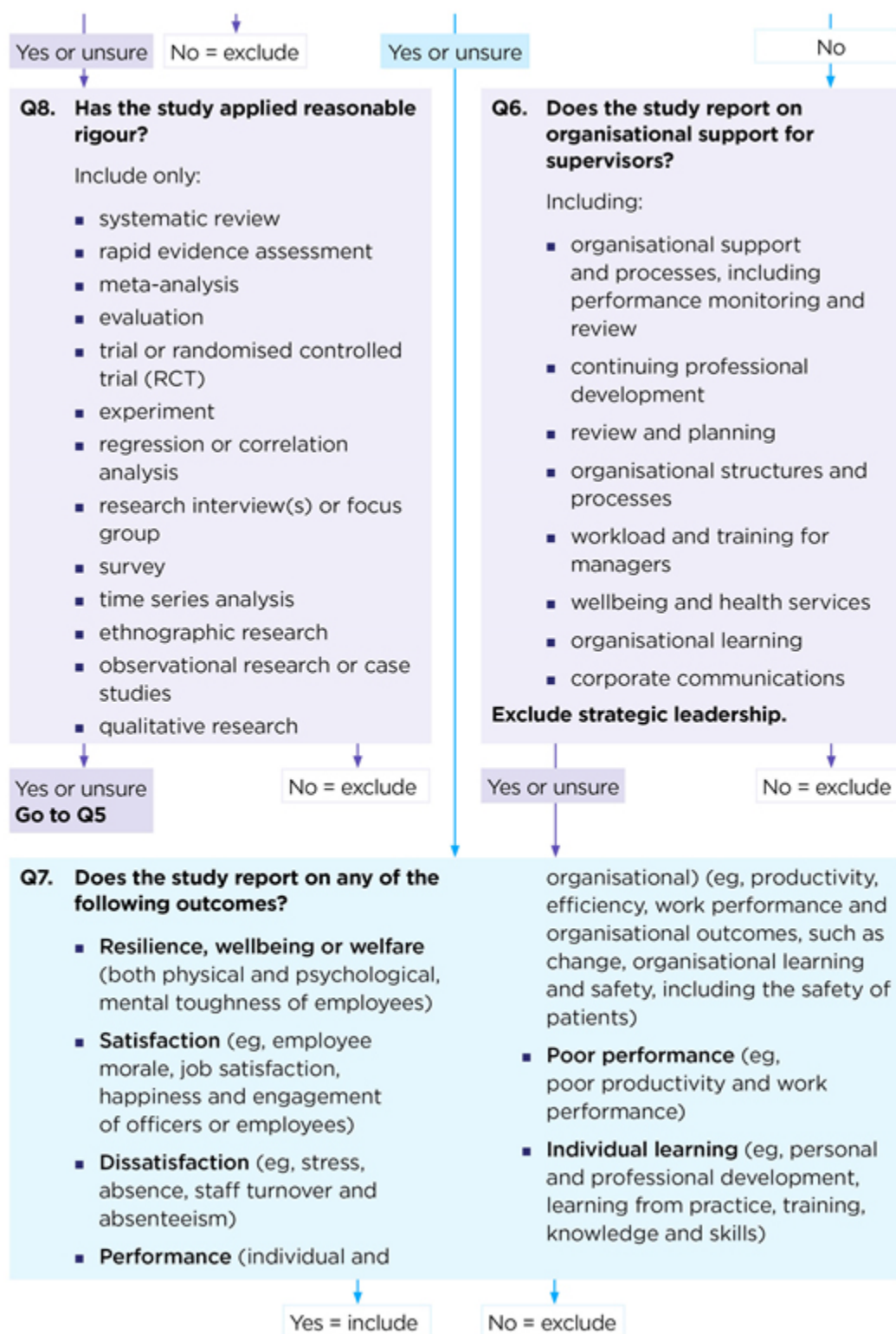
Domain	Search terms
Population	<p>“high risk profession*” OR “high risk occupation*” OR “bluelight organi?ation*” OR “bluelight service*” OR “emergency service*” OR ambulance OR fire OR “emergency medical service*” OR “EMS” OR “health emergenc*” OR hospital OR aviation OR “prison service*” OR “correction* service*” OR “rescue service” OR army OR “armed forces” OR military OR navy OR marine OR “social work” OR “child welfare” OR “border force*” OR “border service*” OR “border protection” OR “border patrol”</p> <p>AND</p> <p>supervis* OR “manager” OR “managers” OR “leader” OR “leaders”</p>
Intervention, comparator or outcome	<p>learning OR “professional development” OR “personal development” OR training OR education OR knowledge OR skill* OR competenc* OR performance OR productiv* OR “employee attitude” OR “officer attitude” OR “staff attitude” OR “employee behavio?r” OR “officer behavio?r” OR “staff behavio?r” OR “employee engag*” OR “officer engag*” OR “staff engag*” OR “employee absence” OR “officer absence” OR “staff absence” OR absenteeism OR presenteeism OR leavism OR “officer turnover” OR “employee turnover” OR “staff turnover”</p>
Research methods	<p>“systematic* review*” OR “rapid evidence” OR “REA” OR “meta*analys*” OR evaluat* OR trial* OR “RCT” OR “experiment*” OR “regression analys*” OR</p>

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	"correlation* analys*" OR interview* OR survey* OR "focus group*" OR ethnograph* OR observation* OR "case stud*" OR qualitative* OR "time series"
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## Appendix D: Screening process plus inclusion and exclusion criteria







## Appendix E: Quality assessment criteria

Several Critical Appraisal Skills Programme (CASP) research assessment tools<sup>27</sup> were adapted to form criteria for quality assessment of studies included in the REA. CASP is part of the work of the Oxford Centre for Triple Healthcare Ltd (3V) and is well regarded for the tools it has developed for use in healthcare settings.

For primary research studies, the [CASP qualitative checklist](#) was adapted to include items considered most relevant to the identified literature. The CASP tool focuses its questions on three broad issues:

- Are the results of the study valid?
- What are the results?
- Will the results help locally?

Quantitative criteria were added following consultation of colleagues with statistical expertise. These covered whether:

- the sample was likely to be representative of the target population
- the authors explicitly stated that assumptions of the statistical test were met
- the authors reported that they had tested for collinearity or interactions between variables
- the overall fit of the model was reported

The CASP [systematic review checklist](#) was adapted for use with systematic reviews, meta-analyses and rapid evidence assessments.

**Three quality levels** were established using the CASP checklist: 'strong' (++) , 'fair' (+) and 'weak' (-). These are reflected in the reference tables in Appendix A.

- A **strong** (++) study was assessed as having minor limitations. The study met all quality criteria **or** failed to meet one or more quality criteria, but this was unlikely to change the conclusions.

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<sup>27</sup> The qualitative and systematic review CASP checklists are available here: [casp-uk.net/casp-tools-checklists/](https://casp-uk.net/casp-tools-checklists/)

- A **fair** (+) study was assessed as having potentially serious limitations. The study failed to meet one or more quality criteria, and this could change the conclusions.
- A **weak** (-) study was assessed as having very serious limitations. The study failed to meet one or more quality criteria, and this was highly likely to change the conclusions. Most of these studies were screened out due to the quality assessment. Only those conducted on issues or themes where there was a serious lack of other (higher-quality) evidence were kept in the review.

An overall evidence rating that represents the review team's judgement about the strength of the combined research evidence is provided for each guideline. These are meant to guide the reader in relation to the strength of the evidence presented in each section. The ratings are 'good', 'moderate', and 'limited'.

A **good** level of evidence was indicated by the majority of the evidence used to inform the guideline being rated as ++. All of the guidelines that received a rating of 'good' also met the following criteria:

- relevance – at least one study in the policing sector
- consistency – was supported by at least five primary studies or included at least one systematic review based on evidence from multiple studies and the review is rated as ++
- risk of bias – the supporting evidence included at least two studies rated ++

A **moderate** level of evidence was indicated by the majority of the evidence used to inform the guideline being rated as +. All but one of the guidelines that received a rating of 'moderate' also met the three criteria outlined above.

A **limited** level of evidence was indicated by the majority of the evidence used to inform the guideline being rated as +.

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## About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

**[college.police.uk](https://college.police.uk)**