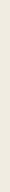


THE CHALLENGE OF CHANGE – THE POLICE RESPONSE

Professor Jenny Fleming
University of Southampton



PRESENTATION OUTLINE

- What Works Centre for Crime Reduction

- Focus groups

- Perceived Inability; Individual risk

- Pilot Training Course

- Organisational Risk Adversity; Buy in

Conclusion

THE WHAT WORKS CENTRE FOR CRIME REDUCTION (WWCCR)



FOCUS GROUPS THEMES (NOT EXHAUSTIVE)

Capacity as challenge/opportunity

Challenges

Risk adversity

Professionalism

**Operational policing realities
(Managerial/political)**

Experience versus scientific understandings of what 'good' practice looks like

Lack of understanding of what constitutes evidence-based research

Value/Capacity for opportunity

Academics

Perceived ability

Buy In

PERCEIVED INABILITY

I don't think they've got the knowledge or the training to make use of this because a lot of them are very practical based (Sgt)

I think we need to recognise what we do, concentrate on that and get the partners to fill in the gaps because we cannot do everything (Ins)

[We're] not good at doing evaluations because we're not trained in statistical analysis techniques etc. etc. What we're trained at is, you've been asked to go and do something, go and deliver it, we don't try and analyse it (Ins)

PERCEIVED INABILITY

I don't see how we can peer review research done by somebody else to see if it's applicable to us when we don't have those skills (Sgt)

And we haven't got all the information and knowledge and tools available that's why there are specialists and departments (Con)

... it's almost like you have to go to university before you get a job, educate yourself to a certain level, and I'm just thinking how doable is this? I don't see it being doable as it stands just now. My understanding of research is it's not an easy thing to do there's lots of pitfalls and research can be done very badly (Sgt)

In the end we'll all have to have degrees to do this and where will that leave some of us? (Con)

PERCEIVED INABILITY

Can we not use people from outside, you're obviously very well educated and qualified could you or one of your colleagues not do it? Let the police be the police and academics be academics (Ins)

Do we measure it in terms of outcomes and things, if we do I don't think we do a very good job at it and we don't know where to go necessarily to find support to do that (Ins)

I think I've got two or three GCSEs if I'm lucky, I'm not academic at all. I'm a foot soldier and will always be a foot soldier, I know my place, give me a team of officers I'll go out on the ground operationally and I will do it. But sit me in a room and have me write things, I had to do a project here for six months and I think I went grey (Sgt)

PERCEIVED INABILITY

You probably would need somebody at the university to do that because I think it would be way beyond my mental capacity to try and work, yes that works because we had all the resources, or that didn't work, why didn't it work, it might not be that what we are doing is wrong it might just be that there's not the right network behind it, it's a very complex issue (Sgt)

I was going to say I don't think a lot of people will either know what to do or be particularly receptive to doing it as it currently stands (Sgt)

All police officers are investigators, quite able to read and write you know, quite able to say if something is rubbish or not, whether they then do anything with that or pay attention is another matter (Con)

I've worked full time since I was sixteen, I never went to college and I don't have a degree, so when you talk about research and looking at evidence, for someone who's not done a dissertation or been to university, actually I don't know what the core principles are, I've got an idea of looking at certain points and what as an academic you would look at, but you'd struggle, it doesn't mean you're thick or don't have the ability to do the work, but in the job that I do the requirement isn't there for me to have that knowledge to look at what works. So I think when you're talking about what [we'd] like, I guess I'd like to have a suitable input, maybe a course of something to actually show me about researching academic pieces of work (Sgt)

RISK

If I'm being creative based on some academic research I've read and that determines whether firearms officers are going in or not, then you'll see some raised eyebrows. If I follow rules and procedures, [in terms of] decision making and assessment, I can argue my experience, my training (Ins)

I do feel the risk averse thing is a trait of senior management, we are willing to try things, but the number of times you get overruled, let's not do this (Sgt)

I'm not saying their jobs are on the line but if the stats go in the wrong direction and are sitting on red they need to be accountable for that, so to be innovative and try something new [is risky] because if it doesn't result in the stats going in the right direction... (Sgt)

I was gonna say that if ACPO want evidence based policing to be practiced more in the organisation, I think it has to start with the change in their reactions to performance management, we've moved away allegedly from targets to benchmarks now and we look at outcomes and outputs, but if you want evidence based policing to work, ACPO have got to realise and stop jumping on the backs of the Chief Superintendents saying you've got a spike going on in your area ... we've got to get a change of culture from ACPO and when that starts to filter down the ranks to say ok we'll give you some capacity to do this and if it doesn't work you won't be crucified and if it does and has been rigorously evaluated then go for it (Ins)

RISK

If you're policing risk or vulnerability, if you stray away from the norm, the standard, then you put yourself at risk organisationally and individually (Ins)

It's probably getting the support from senior management to do that, to put your neck on the line for want of a better word, it's a great idea until something goes wrong and then it's good luck with that (Ins)

Nobody wants to fail, there's a blame culture for everything, I don't think people want to set themselves up to try something new in case they do fail and you get the blame and that follows you around (Ins)

RISK

If you do it and it goes wrong then you're to blame ... You've got all the discretion you want until it goes wrong and then you're in trouble. If we were to do something and it wasn't how they wanted it done then they'll hang us out to dry, simple, so you don't do what you think you should do sometimes. You can have evidence research but we have to use common sense (Ins)

That goes back to challenge, one of the challenges is being willing to accept that things will not work. In fairness our Chief Constable on a number of occasions has been known to say 'well I look forward to the first initiative that fails', that's because of course nothing ever does (Ins)

You're simply trying to keep afloat so you are not going to get disciplined doing something wrong, so the luxury of preventative policing is taken away from you, not by choice (Ins)

BUY IN

If you want to get behaviour changed the Chief Constable can make that happen with a word or directive. If you want to change their thinking it's the Sergeants and Inspectors that will really sponsor it for you. In my day of course the Sergeant was the most important - we called him Sergeant then and we did what he said. Now I think perhaps the Sergeants are a bit pally - they want to be everyone's friend and nobody's boss so perhaps the Inspectors would be best. But either of those ranks will do it for you (ACC 1)

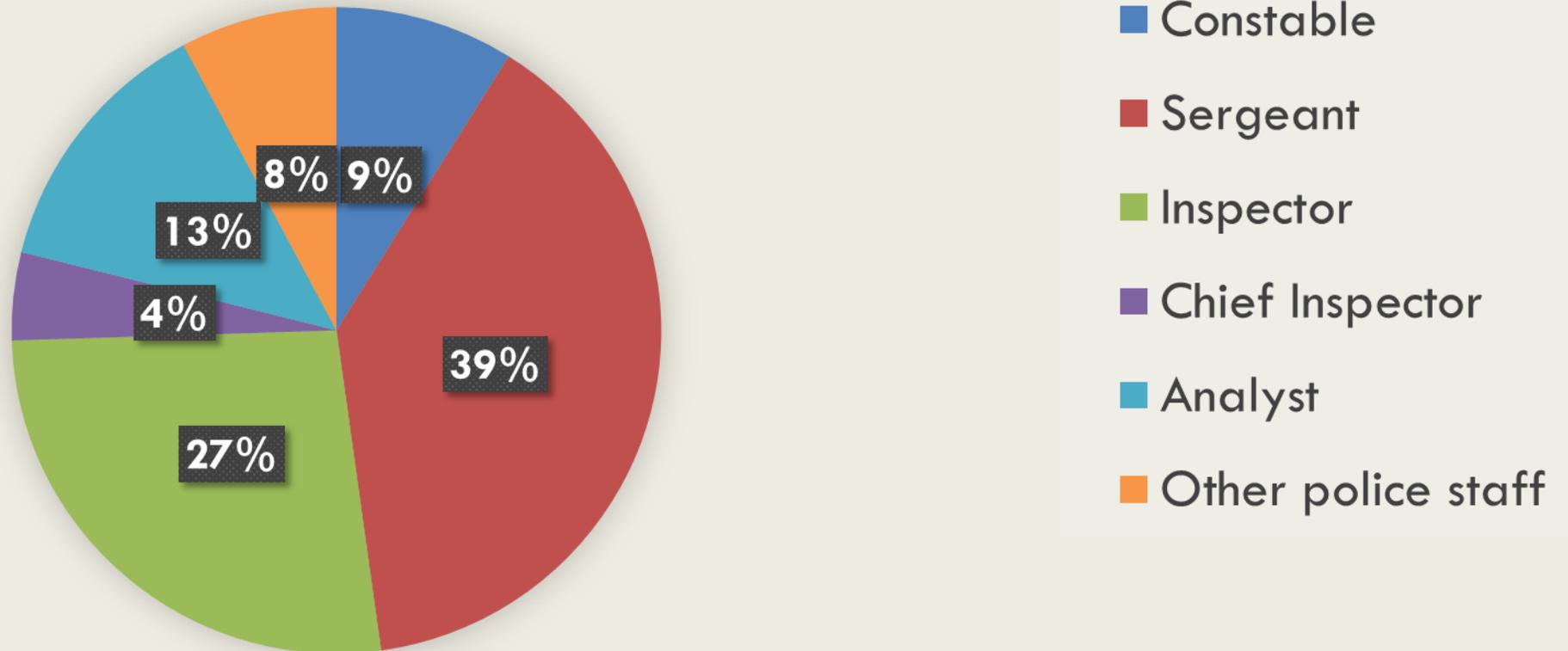
You do need that top tier buy in in order to give it credibility down the ranks (ACC 2)

PILOT TRAINING PROGRAMME — SEPT. 2015

- ❑ Develop officers' theoretical and practical understanding of evidence based approaches
- ❑ Equipping officers with the skills required to use evidence to inform their decision-making
- ❑ Enabling officers to appraise evidence and commission research

PILOT TRAINING PROGRAMME

Percentage of Participants per Rank/Role



THE TOOLS

Home / Crime Reduction Toolkit

Our effect scale

Our quality scale

About the Crime Reduction Toolkit

Key

Quality of evidence

	No information
	Limited quality
	Moderate quality
	Strong quality
	Very strong quality

Filters

Impact on Crime
(select a range using the markers below)



Search term...

- Violent Crime Off On
- Property Crime Off On
- Offender Based Off On
- Victim Based Off On
- Location Based Off On

Crime Reduction Toolkit

Intervention	Impact on crime	How it works	Where it works	How to do it	What it costs
	Effect	Mechanism	Moderator	Implementation	Economic cost
Alcohol ignition interlock					
Alcohol tax and price policies					
NEW Alternative education programmes					
CCTV					
Cognitive Behavioural Therapy (CBT)					
Cognitive Behavioural Therapy (CBT) for Domestic Violence					
Correctional boot camps					
Criminal sanctions to prevent domestic violence					
Drink driving (DWI) courts					

THE TOOLS

EMMIE is a an acronym, highlighting the important things to consider when reviewing research evidence

Effect *the impact on crime*

Mechanism *how it works*

Moderators *where it works best*

Implementation *how to do it*

Economic Considerations *what it costs*

PILOT TRAINING PROGRAMME CONTENT

CASE STUDY EXERCISE¹ Tackling Alcohol-related Crime

You have been tasked with developing an evidence-based case for your Neighbourhood Policing Team's contribution to a broader partnership approach.

As part of this you will need to:

- Access and use the Crime Reduction Toolkit to inform your decision around which intervention might be most suitable for this context
- Consider some of the challenges you might encounter in making a case for the selected intervention
- Develop a strategy for reviewing the intervention (we will address this later today)

The misuse of alcohol is a priority identified within the police and crime plan by the Police and Crime Commissioner and is a priority for your Chief Constable. In the run up to Christmas, this is particularly key for your District Commander. Your district covers a highly populated town centre, including residential and commercial property, for which the alcohol outlet density has increased significantly since 2013. The town population of 120,000 comprises a mixture of local residents, tourists and students attending the local university. Drinking within the town centre increases across these groups over the Christmas period.

TRAINING PROGRAMME EVALUATION - METHODS

- **Pre-pilot training questionnaire** to identify participant demographics and baseline attitudes.
- **Post-pilot training questionnaire** to identify changes in attitudes, perceptions around the value of the training and the topic of EBP to policing generally, preferences around the content and perceptions of the relevance of the training to their job, alongside other aspects of trainee reaction.
- **Observation Topic List** to be used by observers to structure notes, when observing each pilot, and a reflective session between all researchers involved immediately following the training day to identify researcher perceptions of trainee reaction/knowledge.

PILOT INITIAL THEMES (NOT EXHAUSTIVE)

Experience as leading decisions

The difficulties related to evaluation in a policing context

A lack of resources

Performance and management issues

Having the relevant training and skills

Reflections on Evidence-based Policing

Considerations about partnership working

Political and public concerns

Buy in

Organisational culture

Risk

PERCEPTIONS OF THE TRAINING – AN AVERAGE OF 83.66% POSITIVE FEEDBACK

Percentages of participants who **agreed or strongly agreed** with each statement:

“The training content was interesting to me” **91.1%**

“As a result of this training, I am more able to access research materials” **70%** (23.3% disagreed or strongly disagreed)

“As a result of this training, I am more able to identify appropriate research materials” **74.5%** (21.1% disagreed or strongly disagreed)

PERCEPTIONS OF THE TRAINING

“As a result of this training, I am more able to interpret research” 68.9%
(23.3% disagreed or strongly disagreed)

“As a result of this training, I am more able to assist others in using research to make decisions” 74.5% (17.8% disagreed or strongly disagreed)

“As a result of this training, I am more able to assess the effectiveness of a crime reduction intervention” 84.5% (11.1% disagreed)

“As a result of this training, I am more likely to get assistance to assess the effectiveness of crime reduction interventions” 73.4% (18.9% disagreed or strongly disagreed)

PERCEPTIONS OF THE TRAINING

“The structure/order of the training day was appropriate” 95.5%

“The pace of the training day was appropriate” 95.6%

“The visual aids (e.g. PowerPoint, handouts) were effective in helping me to learn” 87.7% (11.1% disagreed)

“The Case Study task was effective in helping me to learn” 91.1%

“The group discussions were effective in helping me to learn” 94.4%

“The instructor was effective in helping me to learn” 97.8%

“The facilities (e.g. the room, the computer access) were satisfactory” 72.2% (26.6% disagreed or strongly disagreed)

BELIEFS FOLLOWING THE TRAINING

Following the training, **87.8%** of participants agreed or strongly agreed with the statement **“The training was relevant to my role”**

95.5% of participants agreed or strongly agreed with the statement **“Evidence-informed policing is relevant to my role”**

90% of participants agreed or strongly agreed with the statement **“I would like to apply the knowledge/techniques from the training in my role”**

85.5% of participants agreed or strongly agreed with the statement **“Working with universities can be useful for my job”**

90% of participants agreed or strongly agreed with the statement **“Formally assessing the effectiveness of crime reduction interventions is important for my role”**

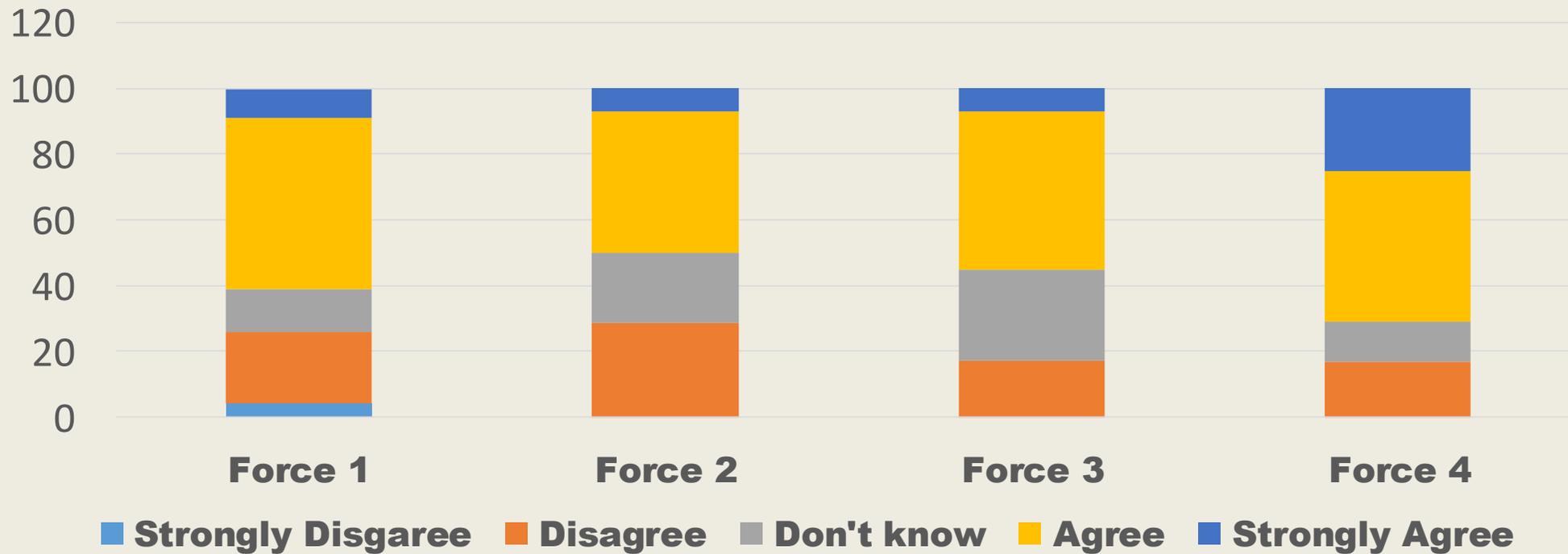
FOR SOME, BELIEFS ABOUT THE VALUE OF THE TRAINING TO THEIR FORCE REDUCED FOLLOWING THE TRAINING

After the training, **60%** of participants agreed or strongly agreed with the statement **“The skills I learnt during this course will be valued by my force”** whilst 18.9% responded ‘Don’t know’, 20% disagreed and 1.1% strongly disagreed with the statement.

This compares to **75%** of participants who agreed or strongly agreed with the statement **“I believe the skills learnt during this course will be valued by my force”** prior to the training.

FOR SOME, BELIEFS ABOUT THE VALUE OF THE TRAINING TO THEIR FORCE REDUCED FOLLOWING THE TRAINING

Percentage of each response to “The skills I learnt during this course will be valued by my force” per Force

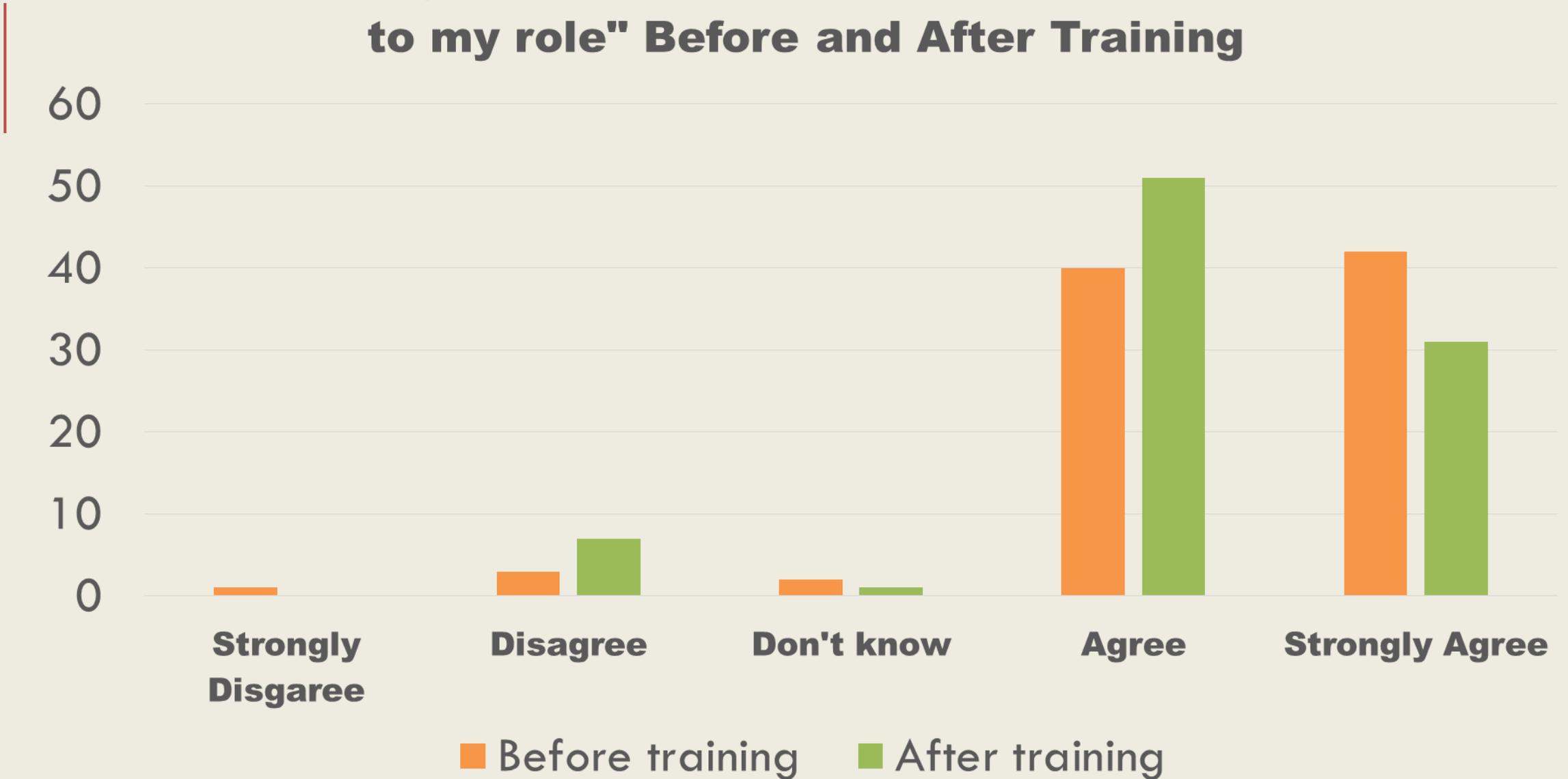


FOR SOME, BELIEFS ABOUT WHETHER RESEARCH IS USEFUL OR IMPORTANT FOR THEIR ROLE REDUCED FOLLOWING THE TRAINING

Following the training, **91.1%** of participants agreed or strongly agreed with the statement “**Research is important for my role**” whilst 1.1% responded ‘Don’t know’ and 7.8% disagreed with the statement.

This was a small but significant negative difference between participant beliefs pre and post training, with individuals actually being more likely to have reduced their score following the training.

Frequency of Responses to "Research is important to my role" Before and After Training



FOR SOME, BELIEFS ABOUT WHETHER RESEARCH CAN
BE USED TO INFORM THEIR DAY-TO-DAY WORK
REDUCED FOLLOWING THE TRAINING

Following the training **88.9%** of participants agreed or strongly agreed with the statement **“Research can be used to inform my day-to-day work”** whilst 10% disagreed and 1.1% strongly disagreed with the statement.

This compares to 90.9% prior to the training.

Frequency of Responses to "Research can be used to inform my day-today work" Before and After Training



- When the data was split by force, this only remained significant for Force 1.
- When the data was split by rank, the result only remained significant for Inspectors

RISK

We should be better at taking risks, so we should take it and have a go.
But it's taking that decision

If it doesn't work, someone's reputation is at risk but it shouldn't be, if it didn't work then we might work out why it didn't work and that can help

Personal risk if the organisation is conservative/risk adverse

There's risk for innovation, what if the public pay the price?

We're risk adverse and comfortable with the same interventions

In the [named district] there's an environment where you can suggest things, I think it's person-dependent whether you can take the risk and try to be innovative

RISK

You have to get it right the first time, or it will be a dead duck. Yes, we're an unforgiving bunch!

The forums around what does/doesn't work are formal where people don't want to admit to failure or having made mistakes, or how they could improve

We are culturally not ready to critically approach our interventions and accept that things went wrong

Appetite for risk – we would want assurance as we as an organisation could be blamed

We need to allow for failure and mistakes, but ...

BUY IN

If you can't convince one person, the decision-maker, the strongest and loudest voice, it isn't going to happen

It's very relevant, but whether your managers will see the importance ...

There are certain levels that have to be challenged higher up – they don't want to listen. Some people don't want to listen

Getting a high rank to buy in

We would need someone higher up the chain to sell it/get it implemented again

Even if you make a good case, if you can't link it to performance then you can forget it

BUY IN

We have to value this so much so that we ensure our officers have protected time to take this on board, we want you to engage in this, we really want you to have some sort of a buy in into it ... The organisation has to say we value this, whatever is going to be rolled out to us, whether it's having a research mind, problem solving mind, however you're going to do that, the organisation needs to show they value it enough to give officers time to engage with it

SUMMARY OF INITIAL FINDINGS

- The pilot training revealed a level of positivity around the idea of using research to inform practice, having a toolkit to use and interactions with others in this way
- Whilst there was an average of 83.66% positive feedback on the training itself, the level of positivity about EBP reduced slightly following the training in terms of value, importance and use of research
- When interpreted in light of the qualitative data, it was clear that the resource intensive, political and 'somewhat risky' nature of embracing EBP revealed over the course of the day was responsible for some of slightly less positive after training results

CONCLUSION

- ❑ There is significant apprehension across all ranks about whether or not officers have the skills, ability and resources to embrace evidence based practice
- ❑ Risk adversity is found across the focus group and training data at all levels. Focus groups participants more concerned with individual liability - training participants more focused on organisational responsibility and public perceptions
- ❑ Both focus groups and training data were adamant that without the buy in from the organisation and its senior officers – such a paradigm shift would be unlikely