'Creative Disruptions'

Cultural and organisational change through police-university collaborations

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ESRC Knowledge Exchange Project

- To explore innovative models of research co-production, promote knowledge translation and the exploitation of knowledge assets.

- An exploratory collaboration between:
  - Team of researchers at the University of Leeds
  - West Yorkshire Police (WYP)
  - Office of the Police & Crime Commissioner for West Yorkshire (OPCCWY).

Knowledge Exchange Objectives

- Promote an evidence-based profession and develop skills to use research evidence within the police;

- Facilitate the exploitation and analysis of policing data ('knowledge assets');

- Enable the translation and application of research evidence in practice;

- Embed an understanding of the value and application of research in policing;

- Transform the ways in which researchers interact with policing partners, build an academic culture of engagement and a commitment to co-production.

Figure 1: Knowledge Exchange Ladder

Nature of Relationship	
8. Co-production	Reciprocal/ Interactive
7. Collaborative projects	
6. People exchange	
5. Data exploitation	Two way
4. Evaluation of practice	
3. Evidence-based training	
2. Research dissemination	One way
1. Advice and consultation	
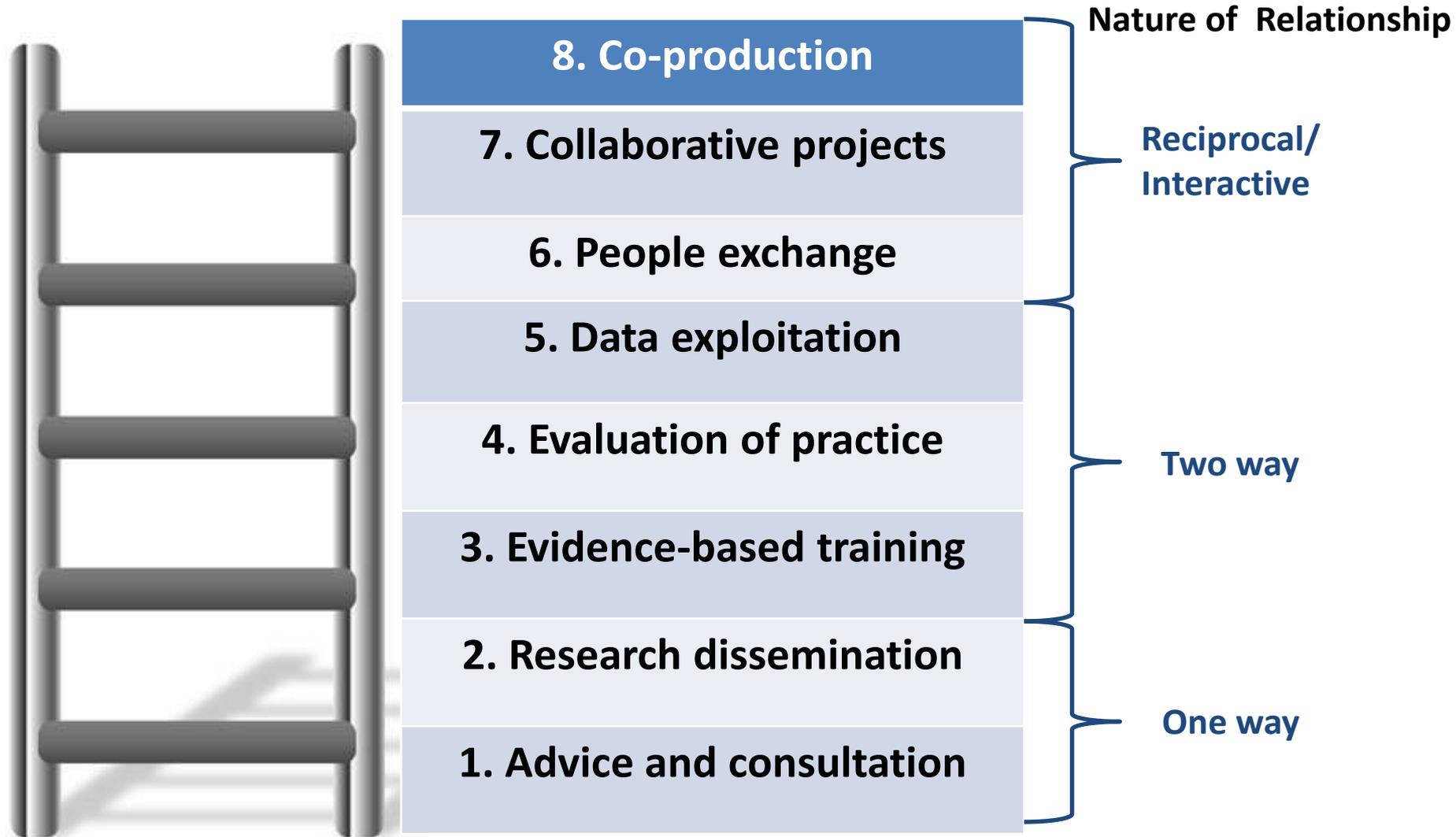
Project Management Team
(PI + Police Research Manager + Project Manager)

Thematic co-leads

(lead researcher + at least one police lead + Research Assistant + PGR placement)

Steering Group

(inc. Assistant CC, Chief Superintendent & Chief Executive of OPCC)

1. Partnerships as Dynamics of Culture Change:

Co-production of research piloting approaches to explore research and organisational change – PGR placement

(*Adam Crawford + DI Andrew Staniforth*)

2. Spatial Analysis of Burglary & Shoplifting:

Exploiting police data to analyse and visualise raw data in ways that explain the spatial and social distribution of acquisitive crimes

(*Nick Malleson + Sergeant Tim Ingle*)

3. Community Engagement:

Evaluating the effectiveness of policing strategies and practices of community engagement in a case study area

(*Stuart Lister + Beverley Adams & Simon Phillips*)

4. Public Order:

Developing training opportunities and research awareness among operational staff and evaluating the impact of training on policing practices

(*Clifford Stott + Sergeant Benn Kemp*)

N8 Policing Research Partnership

University-Police Caricatures

Police:
- Anti-intellectualism: police craft (not science) – 'empirical' common-sense
- 'Blue collar workers' rather than profession underpinned by corpus of knowledge
- Research/evidence has low value
- Mission – action – cynicism – pessimism / isolation-solidarity
- Rapid deployment, - impatience – 'getting things done'
- Key role of information/intelligence but little systematic use of knowledge
- Data rich but analysis poor
- Cop culture: problems of ethics, integrity, machismo, prejudice

Universities:
- Elitist knowledge production
- 'Ivory Towers': lack engagement/ relevance, remote from practical concerns and demands
- Independent/critical perspective
- Lack of attention to translation and application of knowledge
- Inaccessible/obtuse findings/reports
- Slow – 'research takes time'
- Costly – research is additional cost
- Elite science – complex methods, narrow evidence-base (EBP)!
- Disciplinary silos
- Ethical constraints

University / Police Similarities

- Both large bureaucratic organisations.

- Both experienced recent managerial reforms – NPM – that have sought to regulate behaviour – emphasising: performance measurement (by results set against objectives); flattening hierarchies; create internal markets; introduce purchaser/provider distinctions; open up provider roles to competition; and advocate a 'closeness to the customer'.

- To a greater or lesser degree of success.

- Both organisations exhibit traditional conservative assumptions; if left to their own devices they tend to stick with what they know for as long as possible.

Innovation

- Two insights from management studies regarding organisational 'failure':

1. Why 'well managed' businesses fail (Clayton Christensen 1997; 2003)

2. Why 'transformation efforts' fail (John Kotter 1995)

Caution:

"Innovation and disruption are ideas that originated in the arena of business but which have since been applied to arenas whose values and goals are remote from the values and goals of business." (Lepore 2014)

Disruptive Innovation
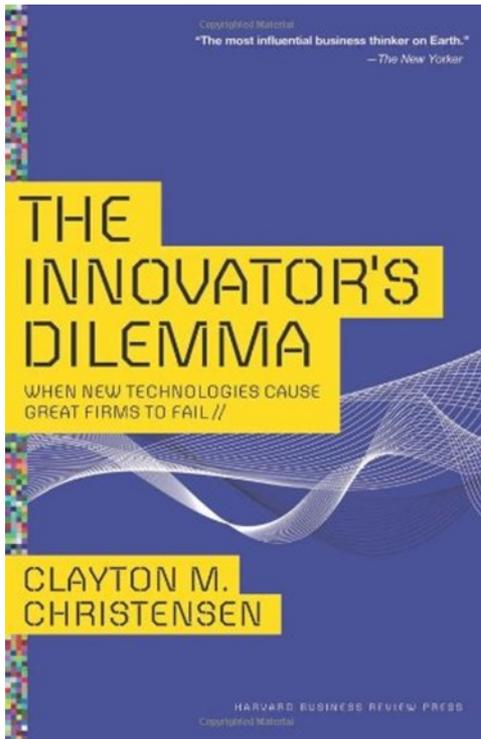
Clayton Christensen in *The Innovator's Dilemma* (1997) sought to explain **why good companies** (well managed that listen to their clients) **fail**.

Two types of innovation:

1. *Sustaining innovation* – makes something bigger or better.

2. *Disruptive innovation* – disrupts the bigger-and-better cycle by providing a new product or service that is not as good as the best traditional offerings but is more affordable and easier to use. Traditional providers ignore it but as the disruptive innovation improves – through its own *sustaining innovation* - it becomes a threat to traditional providers.

Disruption

Process whereby an innovation transforms an existing market or sector by introducing simplicity, convenience, accessibility and affordability where complication and high cost are the status quo.

Initially, a disruptive innovation is formed in a niche market that may appear unattractive or inconsequential, but eventually the new product, process or idea redefines the sector.

Forces that foster disruption include:
information technology;
the internet
the power of computers; and
the growth of data.

Why Transformation Efforts Fail

1. Not Establishing a Great Enough Sense of Urgency
2. Not Creating a Powerful Enough Guiding Coalition
3. Lacking a Vision
4. Under Communicating the Vision by a Factor of Ten
5. Not Removing Obstacles to the New Vision
6. Not Systematically Planning for and Creating Short-Term Wins
7. Declaring Victory Too Soon
8. Not Anchoring Change in the Organisational Culture

John Kotter (1995) 'Leading Change: Why Transformation Efforts Fail' *Harvard Business Review*, March/April, 59-67.

Lessons from KEOS

1. Doing things differently
2. Providing policing partners with a sense of ownership
3. Communication challenges – *getting the message across to the right people!*
4. Challenges of getting things done - *There's always 'something more important'!*
5. Challenges of getting data (agreements/access).
6. PCCs and police forces have somewhat different priorities – not a bilateral but trilateral relation.
7. Importance of involving non-police partners and citizens engagement.

Building on the KEOS

N8 Policing Research Partnership

- New five year programme of research co-production and knowledge exchange (2015-2020)

- 'Innovation and the Application of Knowledge for More Effective Policing'

  – Higher Education Funding Council for England (HEFCE) Catalyst Fund - £3m grant

  – Supplemented by £4.2m from policing partners and N8 universities.

N8 Research Partnership

Eight most research-intensive universities in the North

Durham	Liverpool	Sheffield
Lancaster	Manchester	York
Leeds	Newcastle	

The Power of 8: mobilise research excellence & critical mass

Policing Partners

Higher Education Council Funding Council for England (HEFCE)

11 police forces/PCCs across north of England

Cheshire	**Humberside**	**Northumbria**
Cumbria	**Lancashire**	**North Yorkshire**
Durham	**Merseyside**	**South Yorkshire**
Greater Manchester		**West Yorkshire**

Other policing partners:

   Your Homes Newcastle

In collaboration with the College of Policing

N8 POLICING RESEARCH PARTNERSHIP

Programme of Activities

Creative Disruption

Doing things differently means...

- Challenging assumptions

- Changing cultures and practices

- Transforming the frontline – *getting the grease to*

- Creatively disrupting the normal ways of working
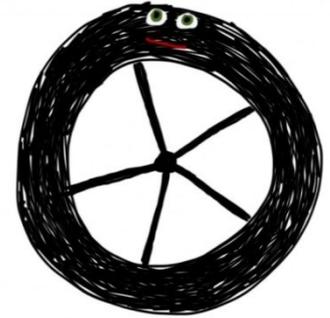
Contacts

- **How to find out more?**   **http://www.n8prp.org.uk/**
- **How to find an expert?**   **http://www.n8prp.org.uk/find-an-expert/**

- **Key contacts:**

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