



# WHAT QUALITIES DO GRADUATE POLICE TRAINEES BRING TO THE TABLE? CONSIDERING THE INDIVIDUAL

David Gamblin, Almuth McDowall, Jennifer Brown

LONDON'S EVENING UNIVERSITY

# WHO ARE THE GRADUATE POLICE TRAINEES?

## Degree Holder Entry Programme

- Graduate Leadership Development Programme
- Akin to Teach First
- Incubated in the Metropolitan Police Service, and now an independent charitable organisation
- Partnered with 20 police forces (at the time of evaluation)



**POLICE:NOW**  
INFLUENCE FOR GENERATIONS

# GETTING TO KNOW THE TRAINEES

- Even well designed training will fall flat if the trainees don't like it and aren't engaged.
- Therefore, we need to consider the individual.
- Salas & Cannon-Bowers (2001) suggests the following:

## **Individual characteristics**

- Demographics, academic achievement, work experience
- Problem solving creativity and autonomy

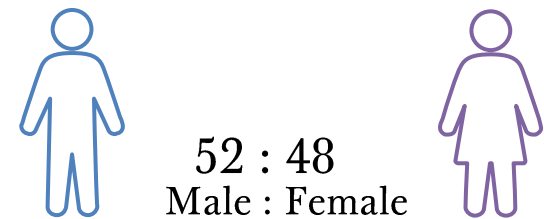
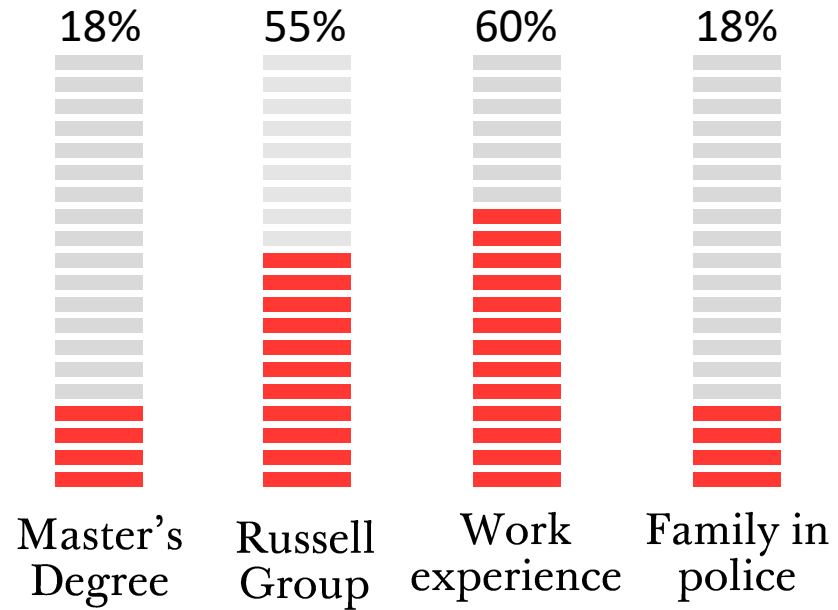
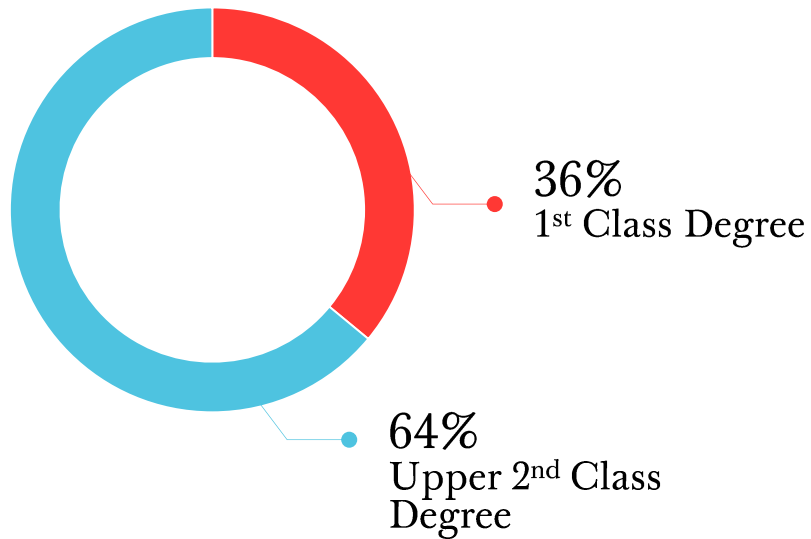
## **Motivation**

- Reasons for joining
- Attitudes towards loyalty, citizenship, & work load

## **Features**

- Perceptions of assigned force
- Expectations & attitudes towards training

# DEMOGRAPHICS

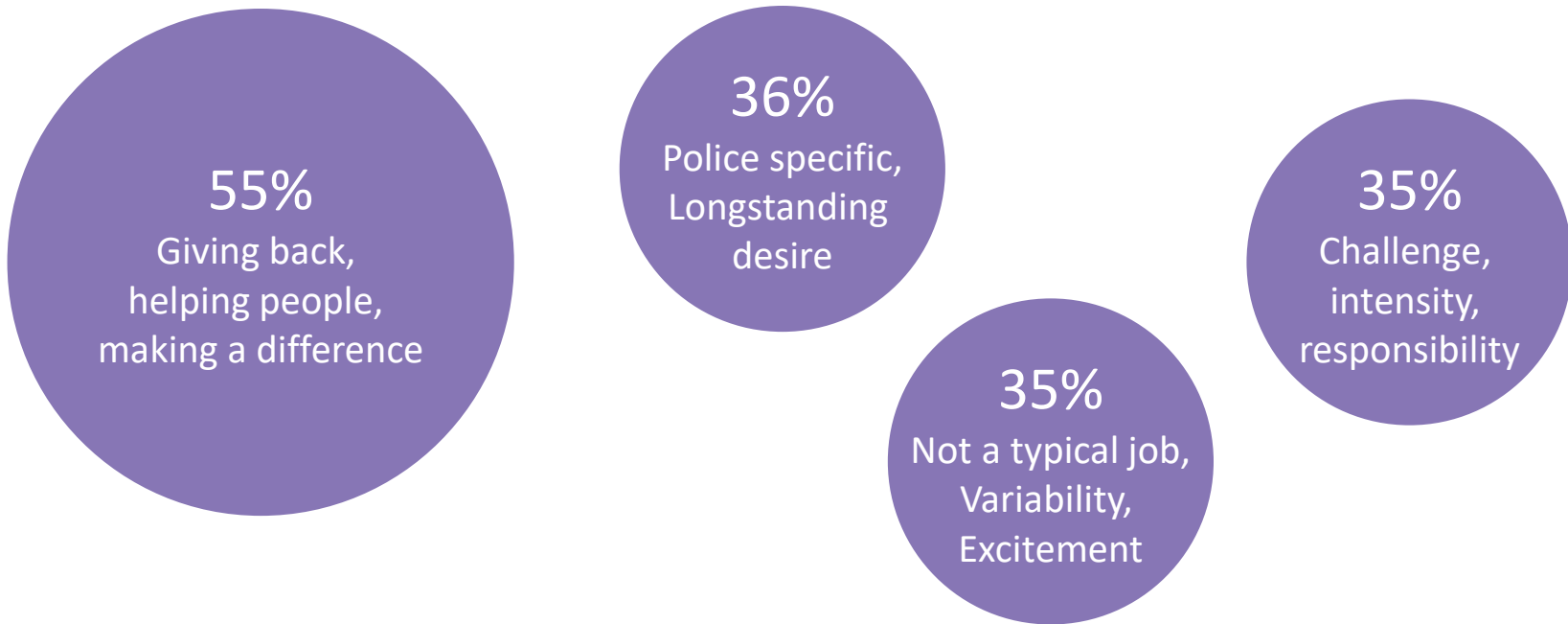


<sup>1</sup>Hutchings et al. (2006). <sup>2</sup>Haines & Hallgarten (2002). <sup>3</sup> Home Office (2017)

# REASONS FOR JOINING



- 164 participants provided at least one reason for joining; 466 reasons in total.



- Applying Self-Determination Theory<sup>1</sup>: Trainees join for Intrinsic (vs Extrinsic) reasons.

○ Deci & Ryan (1985) An even split between **Autonomy**, **Relatedness**, and **Competence** motivators.

# THE TRACKER SURVEY



- **Training** (e.g. how to locate/apply evidence)
- **Organisational Citizenship** (e.g. going the extra mile)
- **Loyalty** (e.g. sense of loyalty to their force)
- **Understanding the Role** (e.g. what are the force's goals)
- **Work Load** (e.g. effective monitoring of a great deal of information)
- **Autonomy** (e.g. using initiative)
- **Creativity** (e.g. coming up with new ideas)
- **Dealing with Public** (e.g. confidence to deal with the public)
- **Transfer Climate** (e.g. innovative thinking is encouraged by supervisors)
- **EBP** (e.g. how to assess impact)

# THE TRACKER SURVEY

- Attitudes decreased over time for *Training*<sup>1</sup>, *Understanding the Role*<sup>1</sup>, *Autonomy*<sup>2</sup>, *Creativity*<sup>1</sup>, *Dealing with Public*<sup>1</sup>, and *Transfer Climate*<sup>1</sup>
- Attitudes increased over time for *Loyalty*<sup>2</sup>
- Attitudes remained stable for *Organisational Citizenship*, *Work Load*, and *EBP*.



<sup>1</sup> $p \leq .001$  ; <sup>2</sup> $p \leq .05$  ;

# EBP TOOLKIT

Key Concept	% of Definitions Containing the Key Concept		
	Before Skills Session (n = 58)	After Skills Session (n = 24)	Total (n = 82)
What Works	62%	63%	62%
Research	38%	38%	38%
Evaluation <sup>a</sup>	19%	46%	27%
Statistics	28%	25%	27%
Scientific	19%	25%	21%
Resources	16%	17%	16%
Focus	7%	8%	7%
Preventative <sup>a</sup>	2%	21%	7%
Understanding	7%	8%	7%

<sup>a</sup>  $\chi^2, p < .05$



# EBP TOOLKIT

On your ward, you have regular contact with immigrant family 'V'. They live in a local social housing estate. This community is very mixed and ethnically diverse, ranging from elderly couples who have lived in the area for years to large families from varied cultural backgrounds. Mrs V.'s elderly mother also lives locally in sheltered subsidised housing.

Mr. V and his wife have two teenage boys, aged 13 and 15. Both boys have been issued with CBOs and are known to you and your colleagues for previous offences including vandalism and graffiti.

Recently, there have been vocal complaints from neighbours about the boys' behaviour. These have led to their local housing supervisor issuing formal warnings, with threats of eviction from their home as the ultimate punishment. Mr. V is trying to prevent his boys from causing a nuisance. He has told you that he is trying to get the school involved. There has also been an attempt at mediation through the Local Authority community safety partnership, but this broke down due to language difficulties.

Last month, a small action group of neighbours formed with the sole aim of having the entire family evicted. The chairman of this group, Mr. P, is keeping detailed logs of the antisocial acts he has witnessed the boys carrying out. He has also started filming them through his window with his mobile phone to collect evidence to support their campaign; Mr P regularly rings your station to complain.

The current situation is causing Mr. and Mrs. V considerable stress. Mrs. V is adamant that she won't be moved away from her mother even though their housing officer has identified a suitable home where family could be relocated some distance away; this housing would also provide the family with more space.

Neighbourhood relations in the estate continue to be strained. You attended a recent community meeting where Mr P and other vocal residents insisted that "the police is simply not doing enough", the meeting nearly escalated into a shouting match. You got told to go to this meeting as none of your colleagues wanted to attend.

# EBP TOOLKIT

% of Answers Containing each Priority

Priority	% of Answers Containing each Priority				
	Before Skills Session (n = 31)	After Skills Session (n = 12)	Total Cohort 3 trainees (n = 43)	Experts (n = 9)	Undergrad Students (n = 25)
Deal with the Boys' Behaviour	52%	58%	53%	44%	36%
Protect the V Family <sup>b</sup>	55%	50%	53%	11%	12%
Diffuse Community Tension <sup>b</sup>	39%	67%	47%	11%	12%
Consultation & Communication	32%	33%	33%	56%	40%
Gain Greater Understanding <sup>a, b</sup>	13%	42%	21%	56%	8%
Resolve the Housing Issue	16%	25%	19%	11%	16%
Improve Confidence in the Police <sup>c</sup>	16%	17%	16%	0%	0%
Involve Other Agencies	16%	7%	16%	33%	4%
Involve a Translator	10%	17%	12%	11%	4%

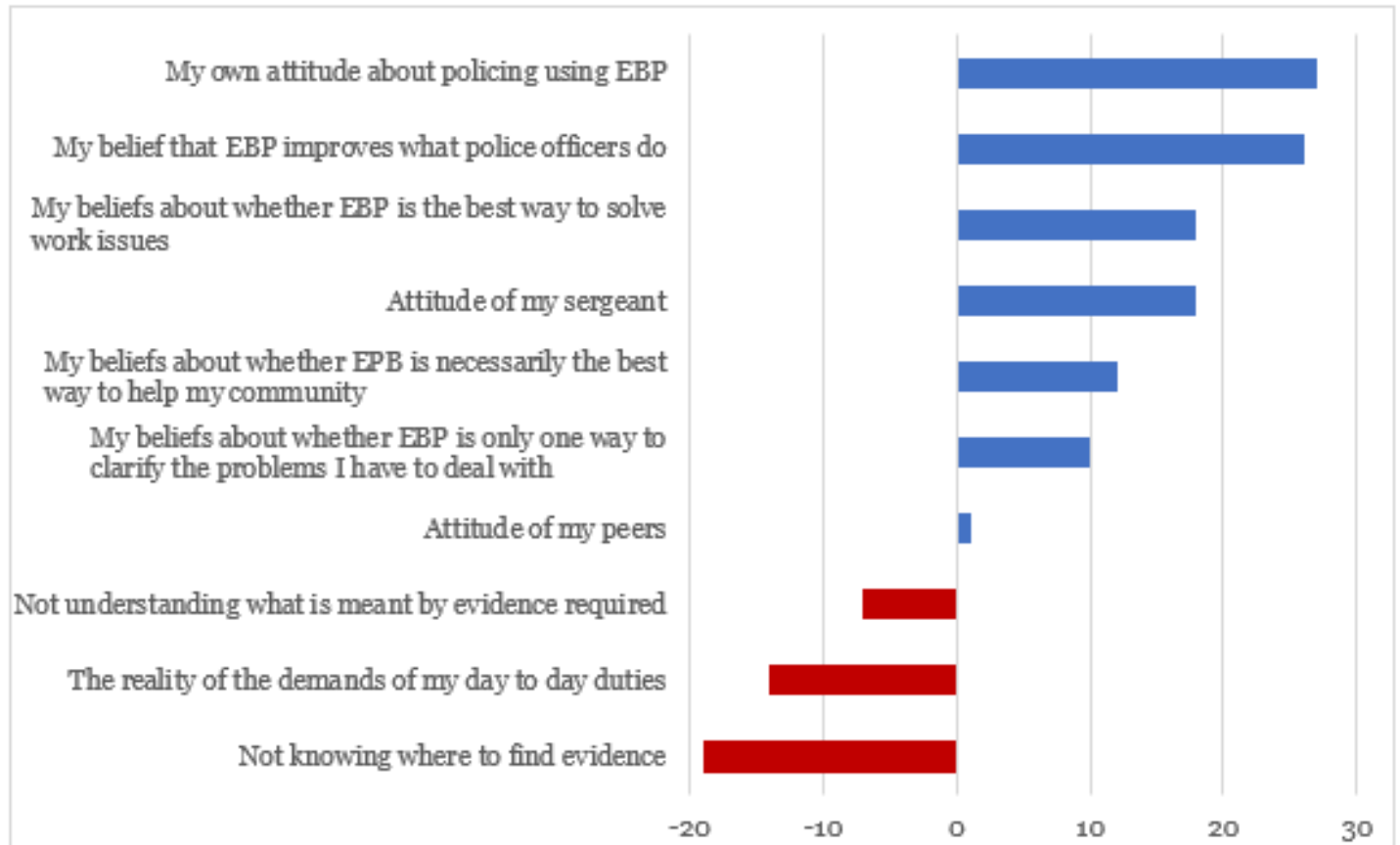
# EBP TOOLKIT

**Push**



And

**Pull**



# IMPACT EVENT

- 100 day impact presentations
- 75 presentations sampled
- Most frequent problems: Anti-social behaviour (n = 19), Drug related problems (n = 16)
- Highly localised: An alley, one premises, single individual



	Cohort 2		Cohort 3
EBP Concept	Classroom only EBP input (N=18)	Classroom plus master class (N=39)	Classroom plus masterclass (N=18)
Accessed what works research	11% (2)	64% (25)	50% (9)
Indicated awareness if need for evaluation	39%(7)	78% (38)	72% (13)
Design based on previous what works research	0	56% (22)	72% (13)
Conducted intervention informed by prior research	0	28% (11)	28% (5)
Average number of EBP behaviours exhibited	3.8	6.0	6.2 (p<.001)

# CONSIDERATIONS

Highly educated, preselected trainees

- What do they bring?
- What do they need?

*Understanding the Role* decreases over time

- Are trainees put in inconsistent roles?
- Are they getting the chance to practice?
- EBP more localised than expected?

*Training* falls over time; *EBP* does not improve

- Why no gains?
- Are they being challenged?
- Who is delivering the training?

Trainees what to make a difference

- As with Teach First – a big selling point.
- A backfire effect if this doesn't materialise.





**THANK YOU**

**David Gamblin, Almuth McDowall, Jennifer Brown**

**LONDON'S EVENING UNIVERSITY**