

Map in Hand: Destination in Mind: where is the journey heading in police learning and development?

Professor Denise Martin & Richard Harding

Professor Jean Hartley & Dr Loua Kahlil

Centre for Policing
Research and Learning



The Open
University

Workshop Outline

- Primary aims: Introduce the ITPLD research and outputs
- Do this through thinking about how we can enhance or stimulate organisational learning in policing in different ways that put L and D at the centre of organisational change.
- Ask you some critical questions that have emerged through our research work so we can think about how to enhance organisational learning in the policing environment
- Support this through the introduction of outputs from the research that can enable these conversations in a police environment.

What does learning mean and how do we learn better in a policing context?

Sheep-dip

Outcomes

Reactive versus
Proactive

Sufficient Resources

Does it fit in
with Planning
and Strategy

identifying
needs and
skills

- One model of Organisational Learning- something goes wrong- we seek to identifying the **error and correct it- solving the problem-right.**

Question 1- *Is this your experience of police's organisational Learning and what does it mean for the organisation and the way we approach learning and development ?*

Key Questions

How can organisations best use their existing skills and capabilities to maximum effect?

How can organisations support L&D staff to deliver effectively?

Although L&D resourcing may be increasing is it increasing enough to meet current and future demand?

How can organisations balance the reactive and proactive elements of L&D provision?

How can organisations ensure their strategic and L&D plans are aligned and that delivery is against these plans?

How can digital approaches be leveraged to maximise the effectiveness and efficiency of L&D offerings?

How can organisations better understand the value, benefits and outcomes of L&D activity, not just the costs?

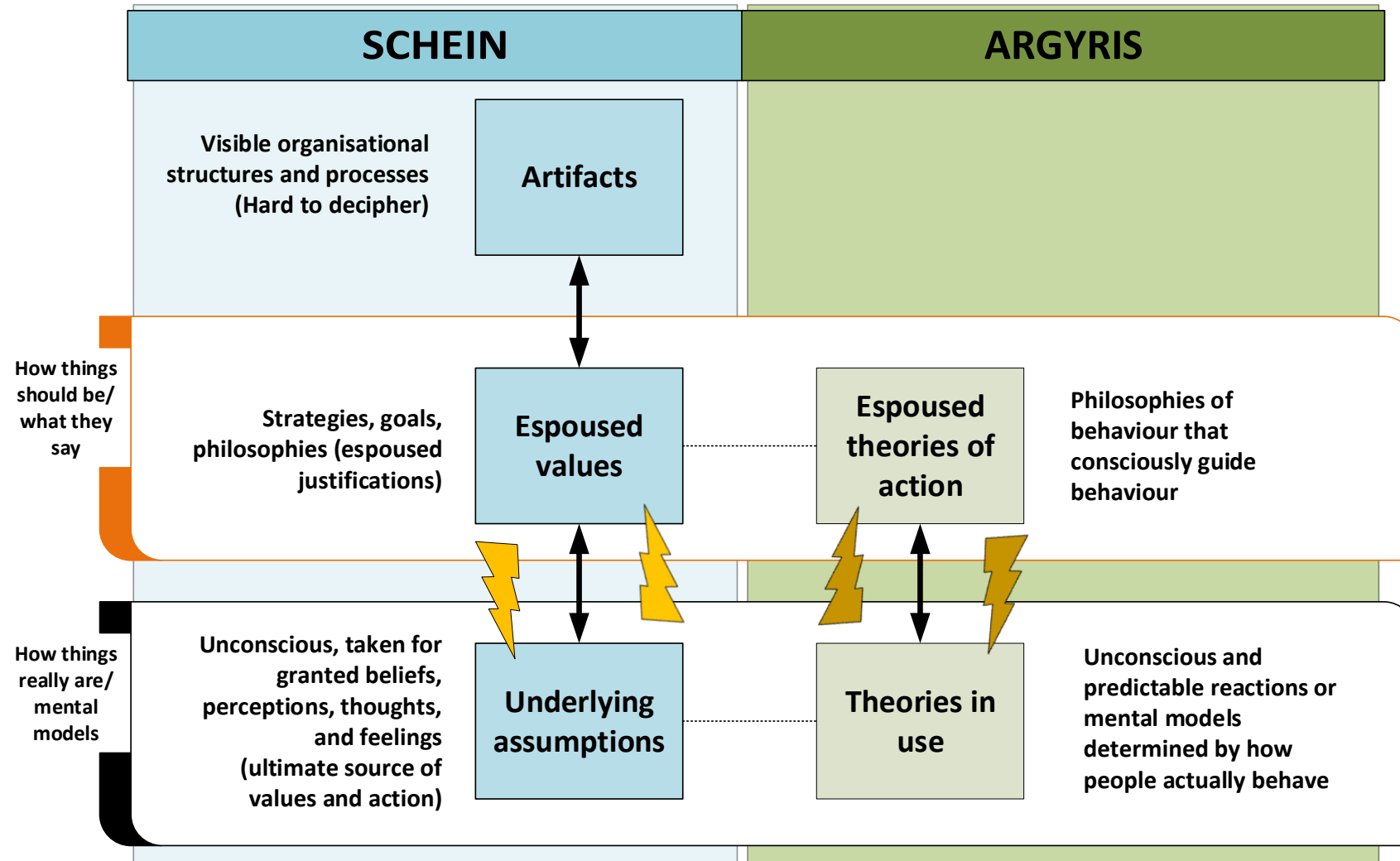
How can organisations ensure business continuity through future skills and succession planning?

How can organisations ensure that they develop L&D strategies that enhance staff skills and capabilities?

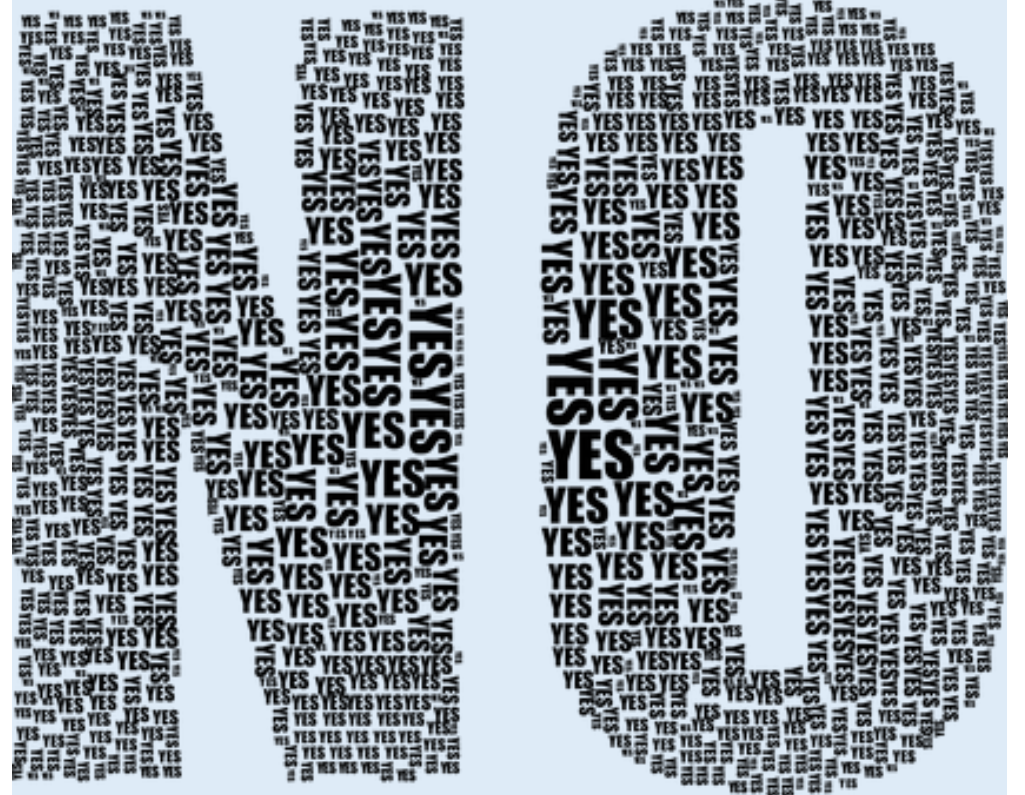
How can organisations identify and share promising practice from inside and outside policing?

How can organisations ensure knowledge is transferred into practice?

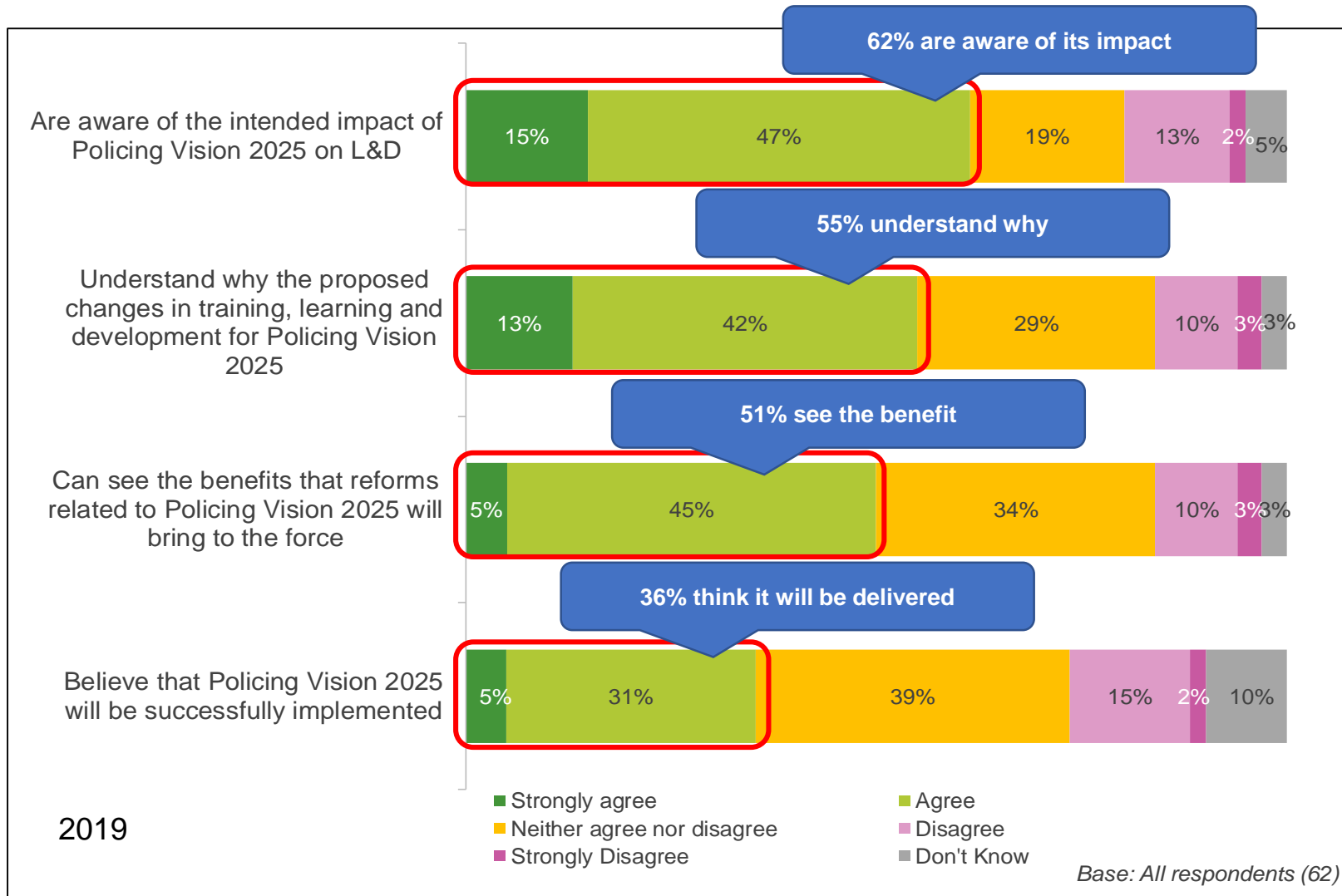
Errors of intent, perception & outcome: Where Culture and Action Meet



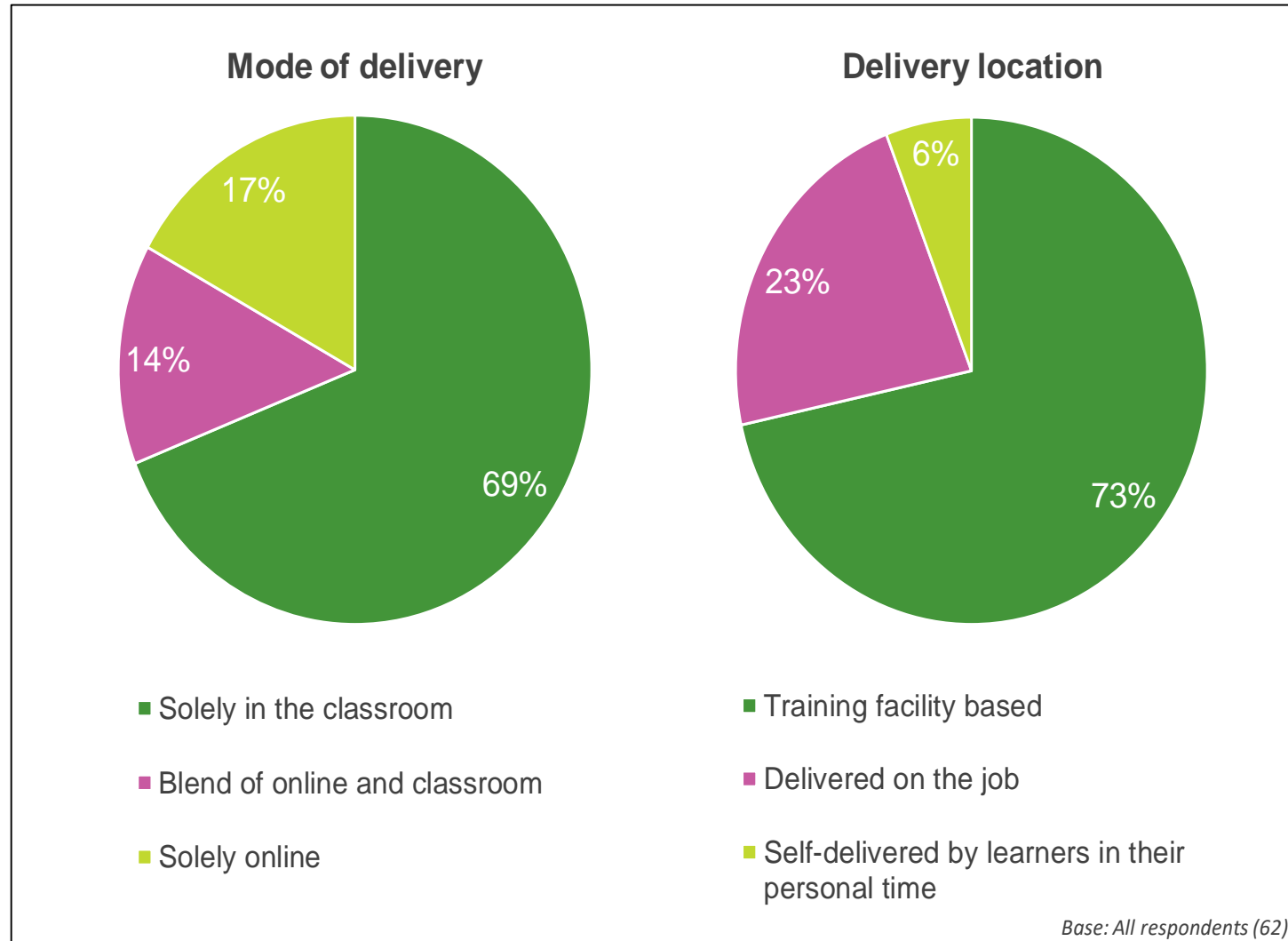
Incongruencies in action



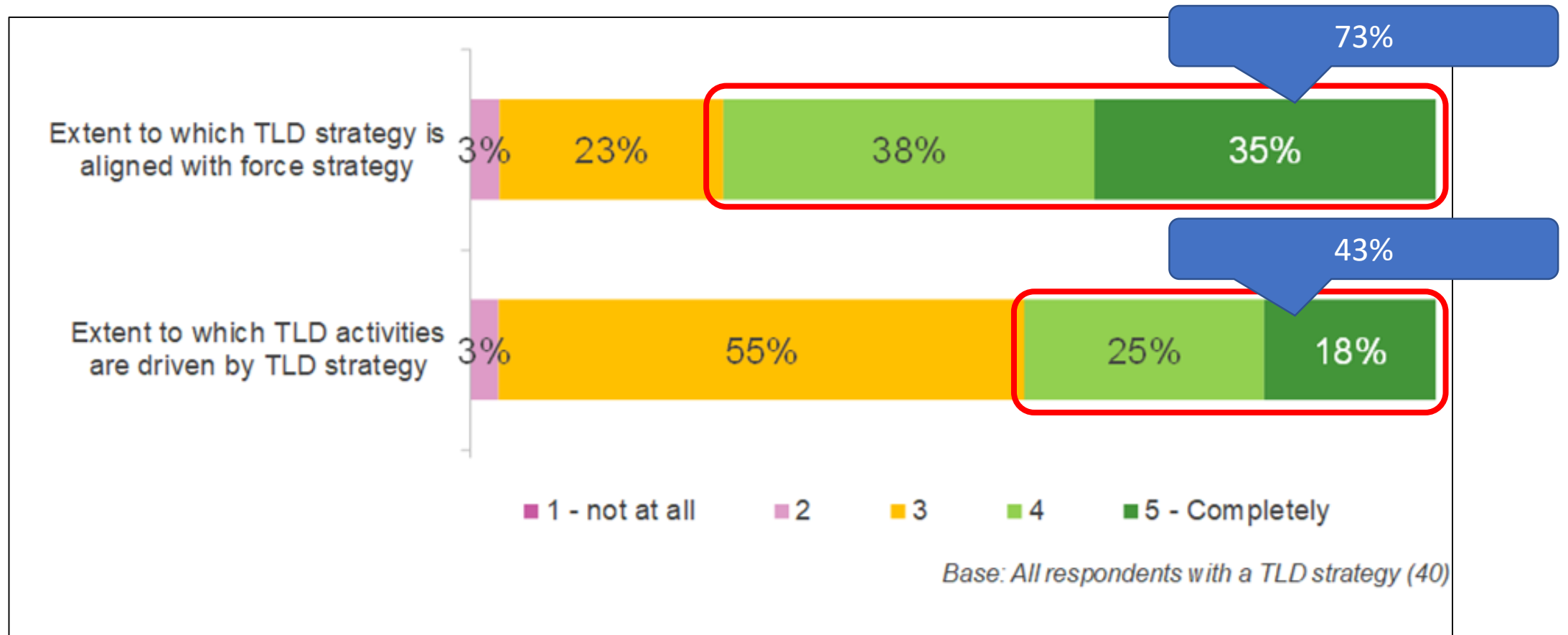
Organisational intent and belief in outcome



Organisational intent and outcome



Organisational intent and outcome



Incongruencies in a policing L&D context?

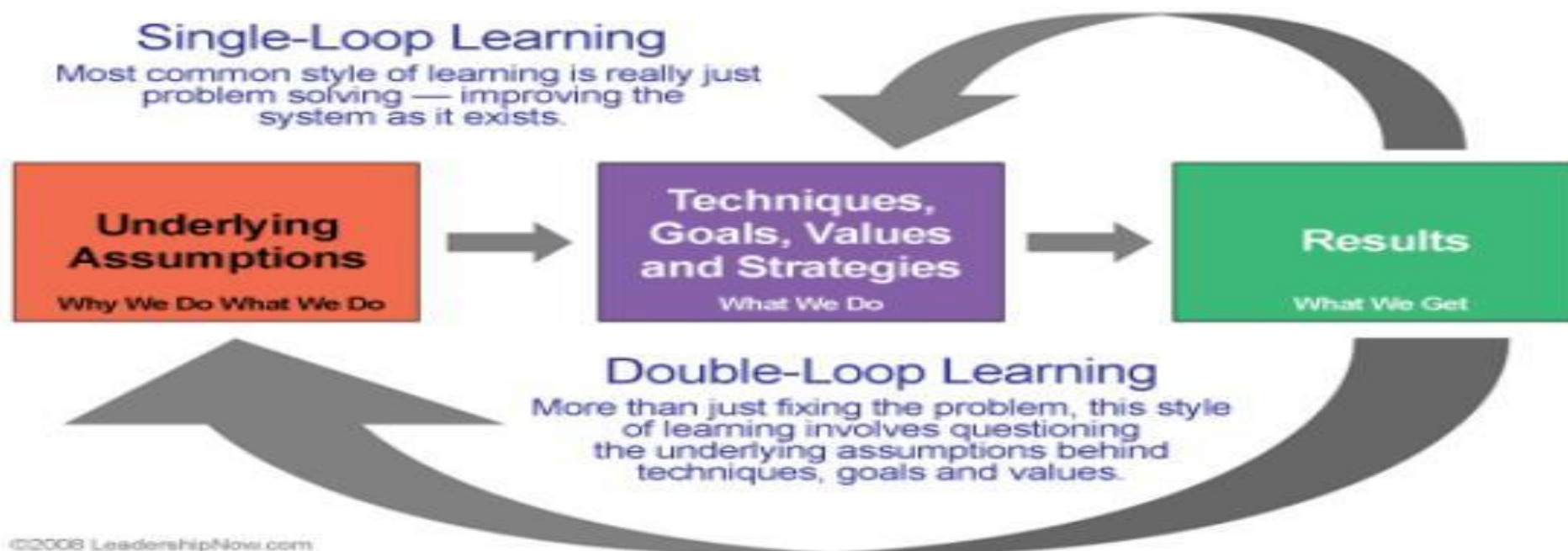
Schein highlights the potential for difference between espoused values and underlying assumptions to create cultures at odds with 'corporate goals'.

Argyris highlights the potential for difference between what we consciously say about how the world should be and our unconscious schema and reactions that guide how we actually behave, to create a difference between what we say and what we do.

Alignment = congruity -v- **Misalignment** = incongruity

Question 2- *Is your experience of police's organisational learning one of congruity or incongruity - what does it mean for the organisation and the way we approach learning and development ?*

Single vs. double-loop learning (Argyris)





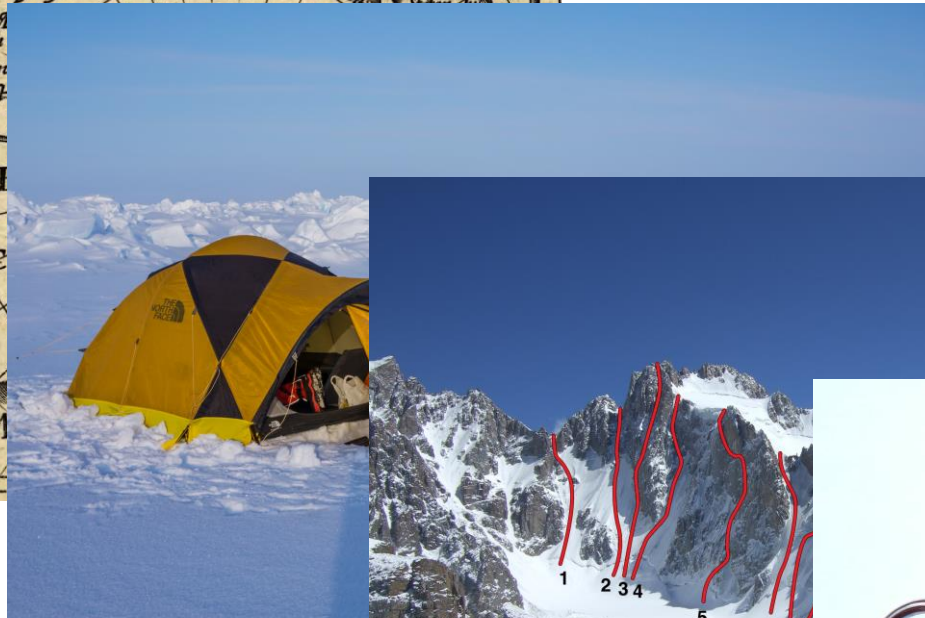
From single to double loop

Single Loop – ‘hitting the target but missing the point’

Double Loop – ‘hitting the target and getting the point’

Question 3– *How can we move from single to double loop learning in policing organisations? What might encourage and what might inhibit this approach?*

Making sense of an uncertain future



Answers or tools to get answers – Sensemaking and bricolage



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How can organisations ensure knowledge is transferred into practice?

Developed a theory of change for policing L&D

Key Learning

Learning within organisations is critically important for organisational learning to occur

Learning between organisations is critical to ensure organisational learning

Organisational learning must be institutionalised through supportive systems and processes

Learn from errors, use double loop learning: understand the causes not just the symptoms

Facilitating the effective and efficient transfer of knowledge throughout organisations is vital

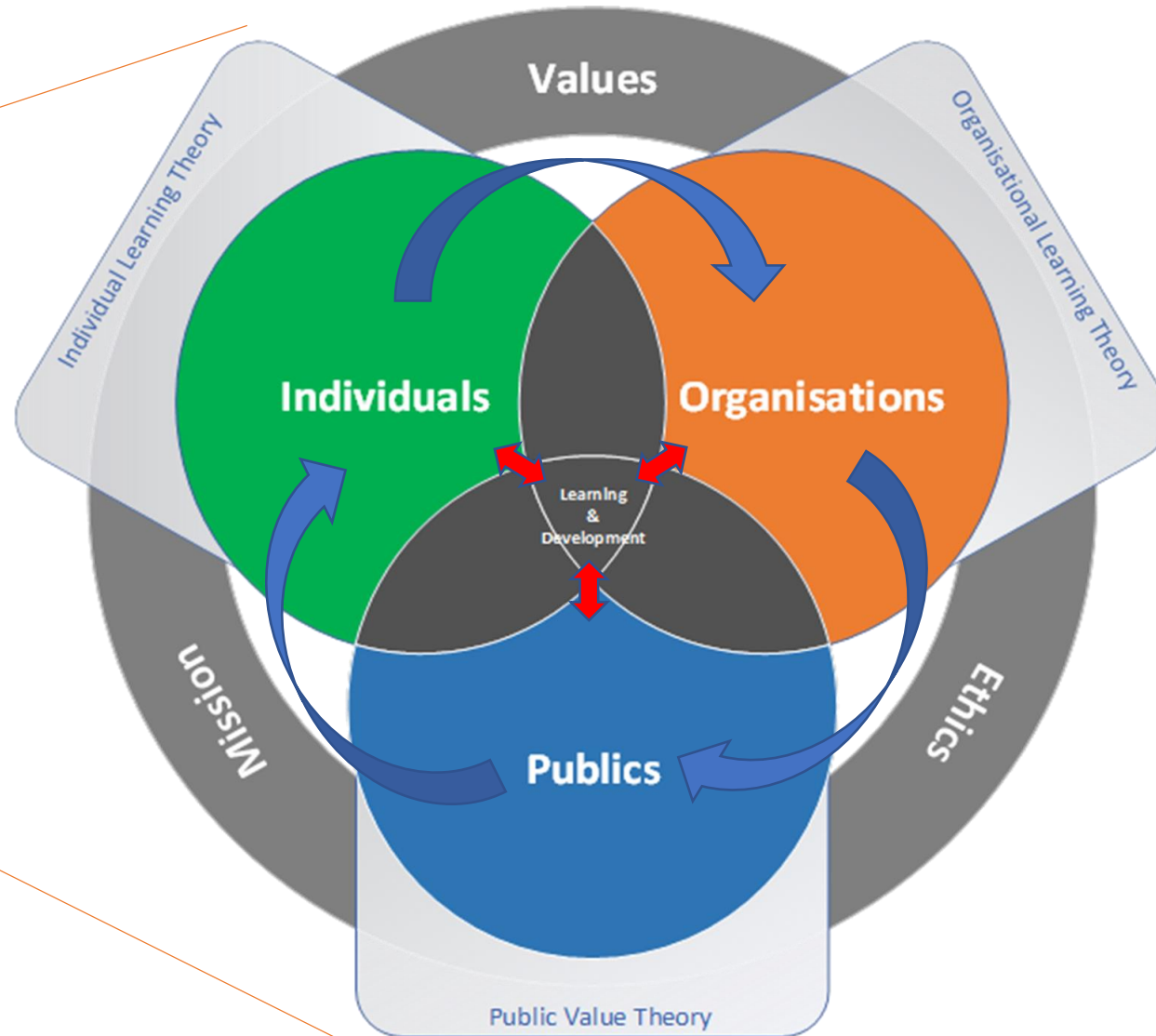
Embedding evidence informed practice and approaches is critical

Shared leadership is required to encourage all types of learning as a valued activity

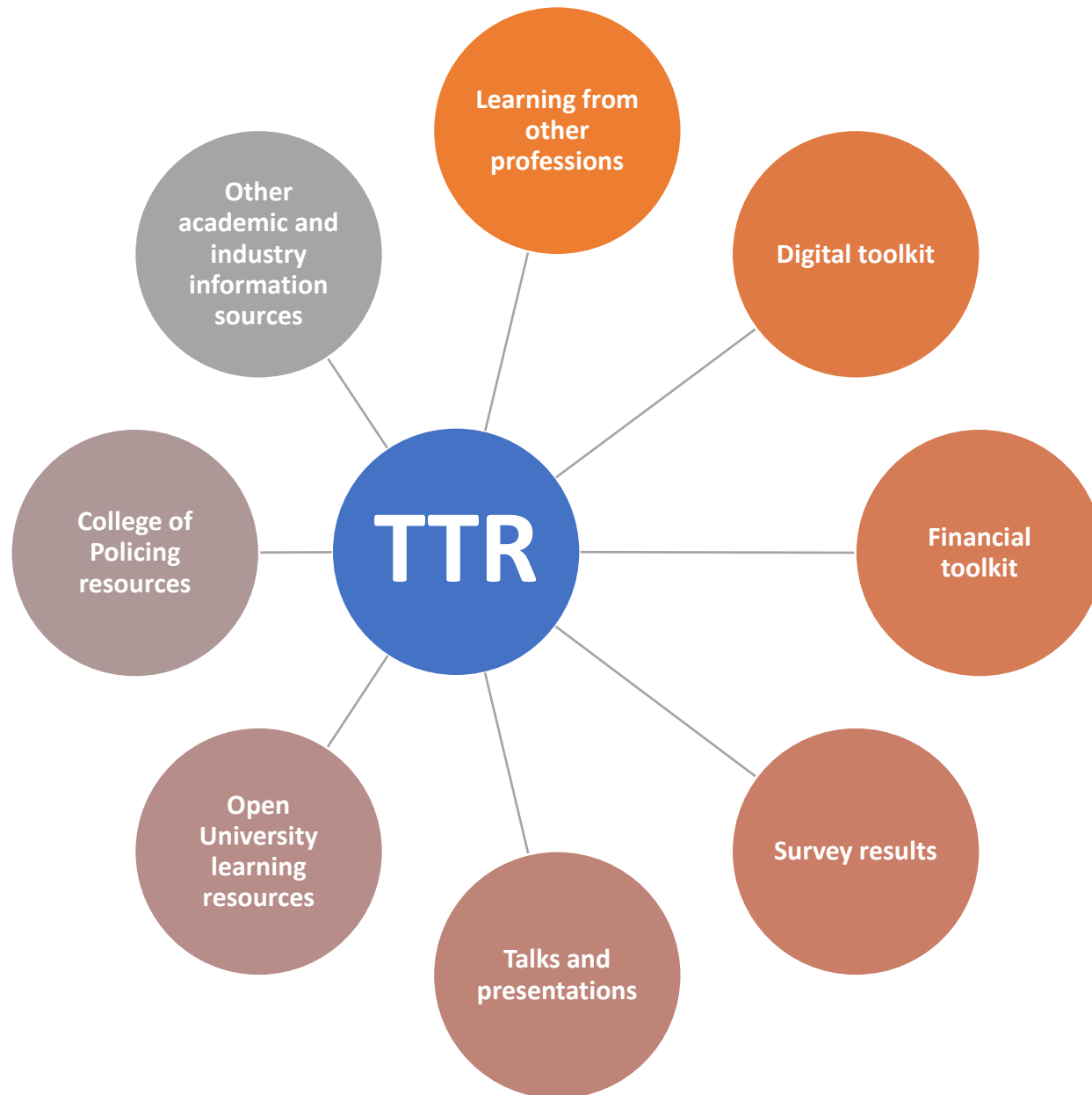
Appreciate the length of the Journey - Incremental change can help us get there

Despite the challenge have a future state in mind (Destination Map)

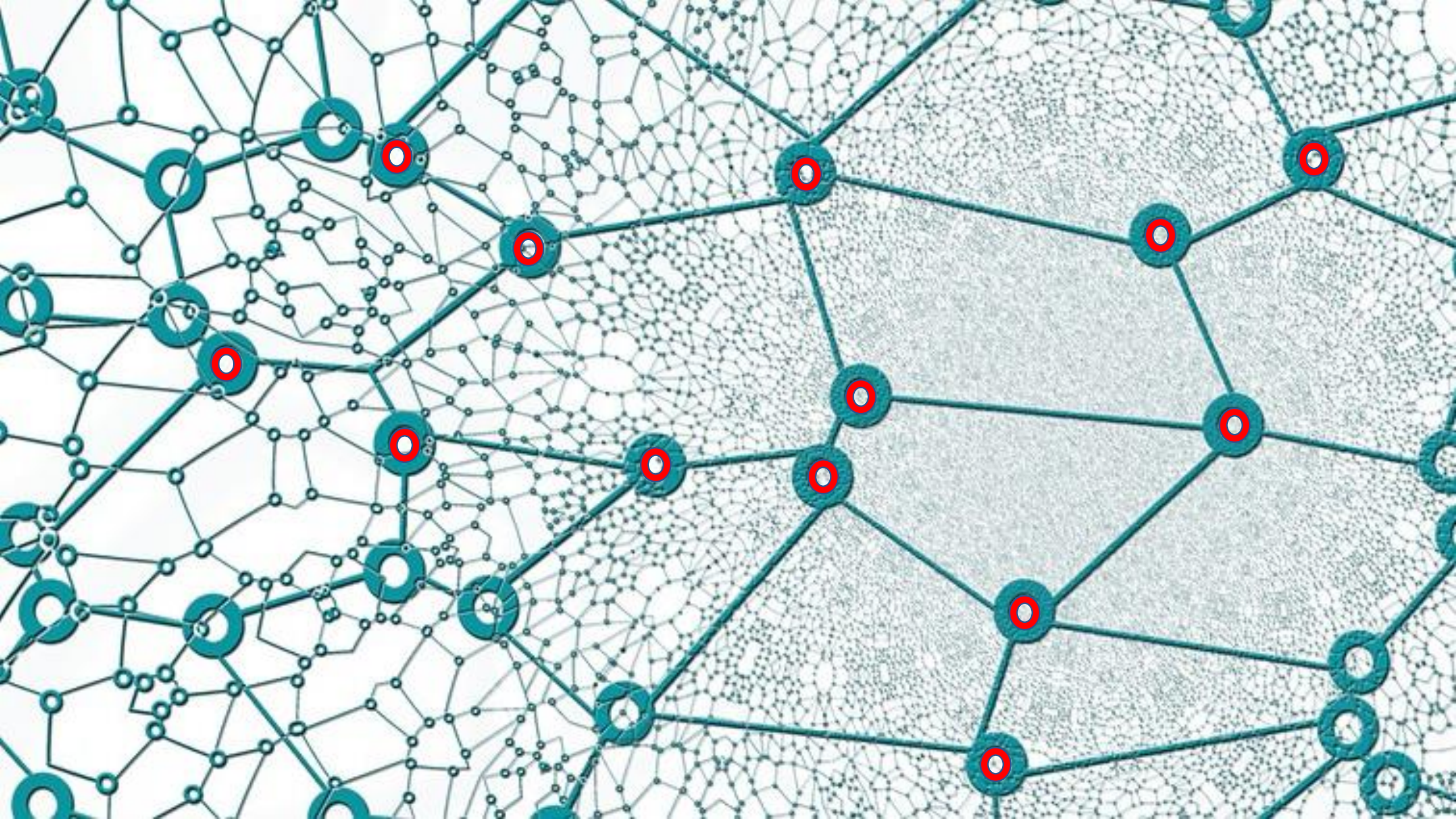
Attributes	
1	Empowering and enabling all people across the organisation to access appropriate developmental and learning resources
2*	Adding value to publics, organisations and individuals
3	Learning approaches encompass accredited and informal learning pathways
4	Maximising the benefit of technology
5	Creating an adaptive workforce
6*	Values, Ethics, and Mission driven
7*	Based on the best available evidence of practice and theory
8*	Delivering a valued and effective contribution to organisational strategy, performance and value
9	L&D functions support policing to be learning organisations

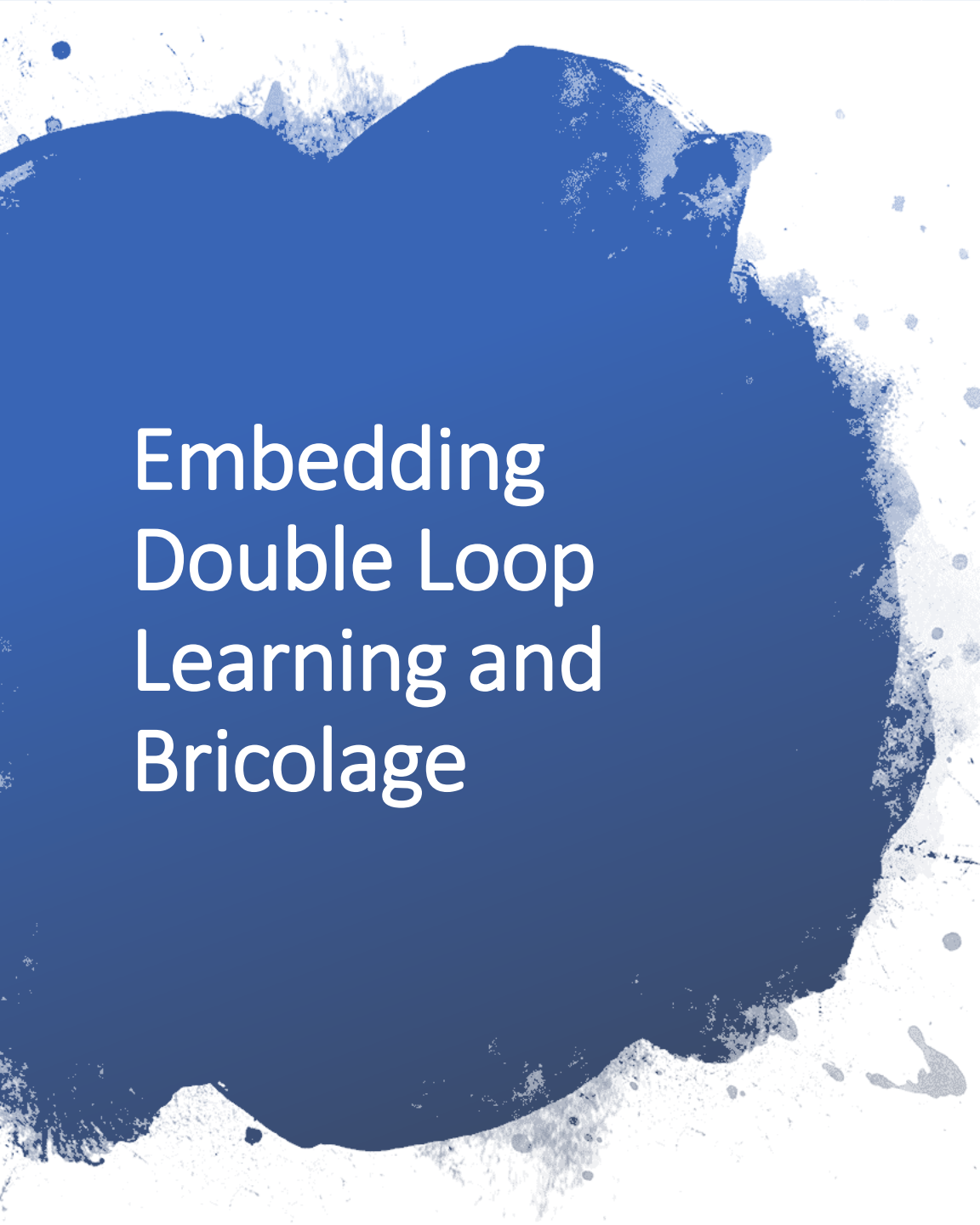


Developed a vision and description of the 'destination' at the end of the journey



Developed a range of evidence informed tools, techniques and resources and collated learning and knowledge from other sources



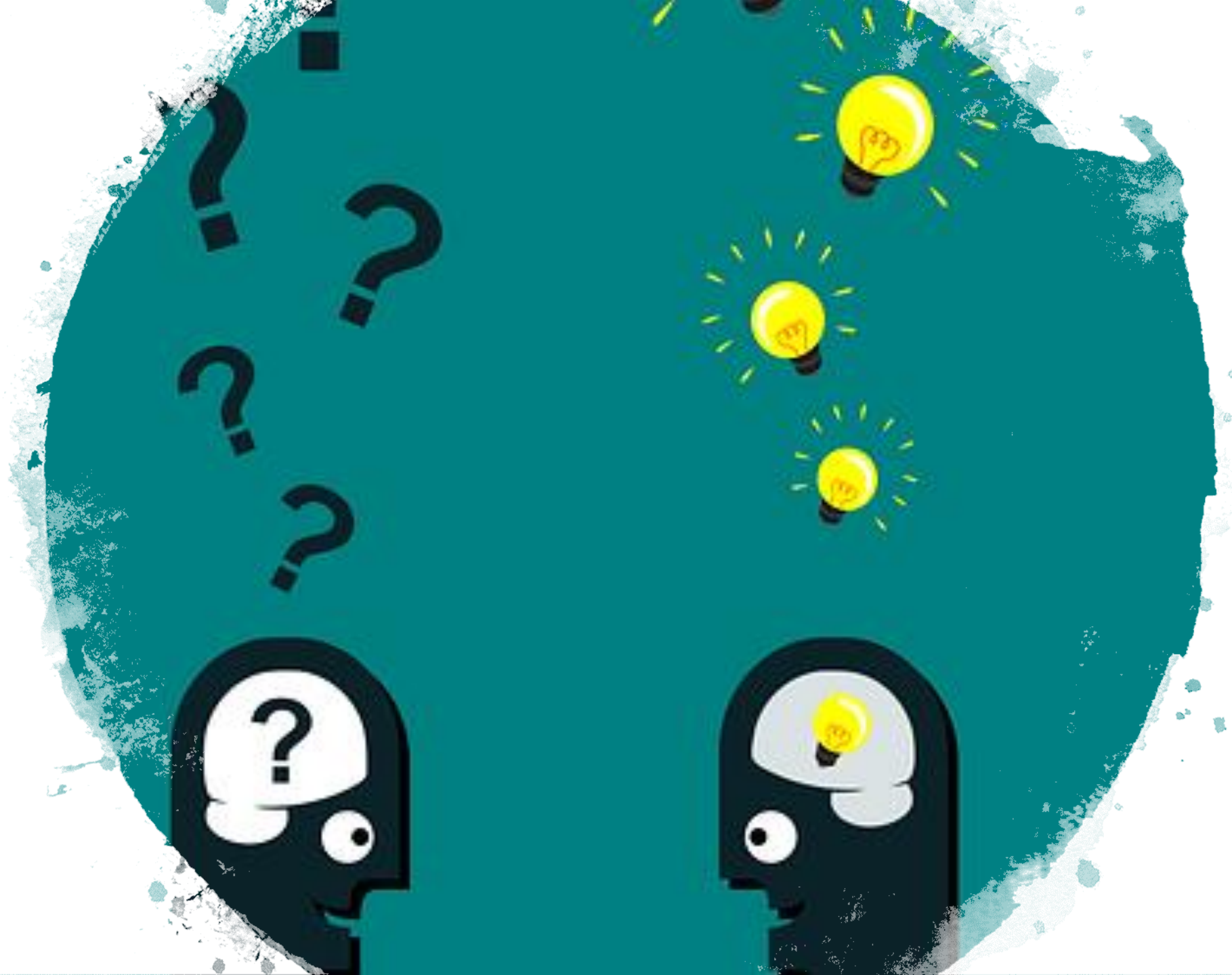


Embedding Double Loop Learning and Bricolage

- **Double Loop Learning** – essential if errors of the past are not destined to become the errors of the future

- **Sensemaking Tools and ‘Bricolage’** – essential if capability to critically examine outcomes, make sense of them and construct new and different futures is to occur

- **Question 4** – *How can we embed these characteristics in policing organisations to create individuals and organisations that ‘learn and develop’ more effectively?*



The CPRL project team

Rachel Large - Project manager

Professor Jean Hartley - Academic Director of the Centre For Policing Research and Learning

Professor Denise Martin - Project Academic Director

Dr Loua Khalil - Research Fellow

Richard Harding - Research Fellow



Details of the Destination Map and the Tools, Techniques and Resources can be found at:

<https://www.open.ac.uk/centres/policing/implementing-transformation-police-ld/outputs>

Details of the Project can be found at:

<https://www.open.ac.uk/centres/policing/implementing-transformation-police-ld>