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Supporting EBCs

OBJECTIVE

In Section 2 you will learn how to help your EBC mentee to:

- Understand what an EBC is
- Understand their own EBC role with reference to the College of Policing (CPD) framework
- Map their networks and spheres of influence
- Understand Evidence-Based Practice and its relevance to their own practice

This section will take about 2 hours study time excluding activities in collaboration with your mentee.

Where you see this symbol, allow yourself time to do an activity.



SUPPORTING EVIDENCE-BASED CHAMPIONS

In the police context, we refer to EBCs but generic literature refers to change champions and innovation champions. Champions at any level of the organisation are people who initiate, facilitate and implement change.

What is an Evidence-Based Champion?

The Centre for Policing Research and Learning identifies an EBC as a member of the Police Force who is any one of the following:

- An Enthusiast: Is committed, motivated to innovate and inspire
- Educational: Has some educational experience, e.g., Degree, Postgraduate Certificate or PhD
- Experiential: Has practical hands-on experience of Evidence-based Practice (EBP) for the police
- Evidence-informed: Has some experience of academic research within Evidence-based Practice (EBP) for the police

EBCs offer advice on evidence-based practice at different levels. There are four levels of EBC in-line with the College of Policing Continuing Professional Development (CPD) framework. These four levels are:

- Individual
- National/Organisational
- Role
- Local

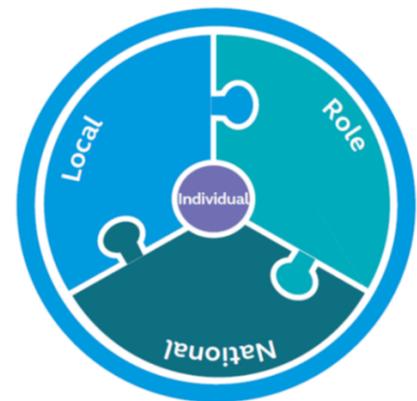


Image taken from the College of Policing website CPD Framework (See References for more information)

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ACTIVITY 2.1

Discuss the role of an EBC with your mentee and invite the mentee to write a description of how they see their EBC. Discuss how this description maps onto the definitions of change champions in this section.

At national/organisational level, we might identify leaders who can influence, perhaps showing the characteristics of Chakrabarti's (1974) champion of innovation, e.g., technical competence, knowledge about the organization and domain, drive and political astuteness. At the individual, role or local level, EBCs map most closely onto the Schön (1963) role of champion, internal to the police, emerging with enthusiasm to advocate new ideas for evidence-based practice. However, there is also something of the national/organizational change agent in such champions, who can influence decisions through stages of stimulation, initiation, legitimation, decision and execution (Chakrabarti, 1974).

Champions can play multiple roles with similarities and overlaps between the roles: leaders, facilitators, champions, linking agents and change agents (Thompson et al., 2006).

Leaders: are often identified as influential people, through word-of-mouth, face-to-face and remote forms of communication that is context specific.

Facilitators need strong interpersonal group and communication skills to create supportive environments to influence knowledge transfer, so they are attuned to group needs.

Champions: (Schön, 1963) are internal to the organisation, where an individual emerges as an advocate of new ideas. "*What distinguishes champions from other roles is their overwhelming enthusiasm and visionary qualities*" (Thompson et al., 2006 p695).

Linking agents: Link interaction between practitioners and innovators (premise is that they operate in different worlds, with different emphases on practices) - a go-between to bridge implementation gaps in an innovation process. They perform boundary-spanning roles. They could be advocates for evidence-based practice.

Change agents: require interpersonal & communication skills to earn trust. They are seen by clients as 'expert', and their objective "is to foster self-reliance in the client system" They assist groups through the process of (project) change. Their key behaviours include sharing new ideas, giving guidance and encouragement.

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An Evidence-Based Champion:

- shares 'what works'
- aims to improve policing
- reviews evidence
- trades in knowledge
- nurtures ideas
- supports, inspires and enthuses others



ACTIVITY 2.2

Either working on your own, or together with your mentee, map the mentee's networks and spheres of influence to gain insights into sources of advice and support. Select an appropriate diagram tool from the OU's short course on using diagramming, see Reference and Resource Section on the Website for direct link: <http://centre-for-policing.open.ac.uk/knowledge-exchange/policementor>

EVIDENCE-BASED PRACTICE (EBP)

Evidence-based practice is an approach that facilitates transfer of learning and experience to policing practice, and Evidence-Based Champions (EBCs) can encourage the uptake of evidence-based practice in the context of modern day policing.

An organisation needs EBCs to bridge interventions successfully and provide feedback in situ (Forchuk et al., 2013). Such champions help transfer knowledge between those who know, those who have learned from experience and those who may wish to know. EBCs protect and nurture evidence-based practice about what works and doesn't work in policing. EBCs trade in knowledge, providing an expert service or expert information (Schein, 1988), aiming to change and improve policing. EBCs contribute expertise, thus helping others to understand evidence-based practice, commit to it and adapt. Their consequent influence on the organisation will persuade others of the benefits of participating and engaging (Hartnett et al., 2012).



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ACTIVITY 2.3

Explain evidence-based practice (EBP) to the mentee. Ask the mentee to come up with some examples of EBP problems that they have encountered in their practice, and discuss initiatives that they could spearhead.

Here are some examples of evidence-based practice used in policing:

- Evidence-based policing of UK Muslim communities (Murray et al., 2015)
- The variable effects of arrest on criminal careers (Sherman et al., 1992)
- Intervening to prevent repeat offending (Scott et al., 2015)
- Reflecting on the lessons learnt from conducting police research (Greene, 2015)
- Insights and learning are presented from two evaluations conducted by the dedicated civilian research unit in The London Metropolitan Police (Dawson and Stanko, 2013)



In the next section (Section 3: <http://centre-for-policing.open.ac.uk/sites/default/files/pkf/mentoring-skills-and-techniques.pdf>) you will learn about active listening, questioning skills and mentoring techniques to support you in developing your mentoring role.

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REFERENCES

Chakrabarti explains the managerial implications of appointing, fostering and motivating champions of change.

Find out more about CPD on the Collage of Policing Website.

Insights from evaluations conducted by the dedicated civilian research unit in The London Met.

Designated people that staff can go to with questions or issues must be on site to bridge interventions successfully and provide feedback.

Greene reflects on the lessons learnt from conducting police research

This paper provides a model for creating engagement between parties.

An example of research on evidence-based policing.

A free course showing how diagrams can be used to support thinking.

Schein wrote on consultants who trade in knowledge information.

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HARTNETT, E., DANIEL, E. & HOLT, R. (2012) 'Client and consultant engagement in public sector IS projects'. *International Journal of Information Management*, 32, 307-317.

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Schön modeled organisational champions for technological change.

This paper gives an example of Evidence-Based Practice within policing.

Sherman and colleagues give another example of Evidence-Based Practice within policing.

These authors distinguish between various roles of champions, referring to them as some form of change agent, who believe that interpersonal contact will influence behavior.

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SHERMAN, L. W., SCHMIDT, J. D., ROGAN, D. P., SMITH, D. A., GARTIN, P. R., COHN, E. G., COLLINS, D. J. & BACICH, A. R. (1992) 'The variable effects of arrest on criminal careers - the Milwaukee domestic violence experiment'. *Journal of Criminal Law & Criminology*, 83, 137-169.

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