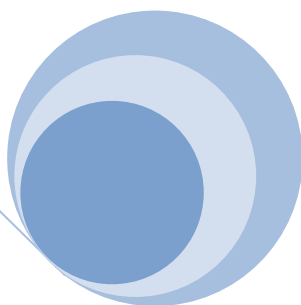
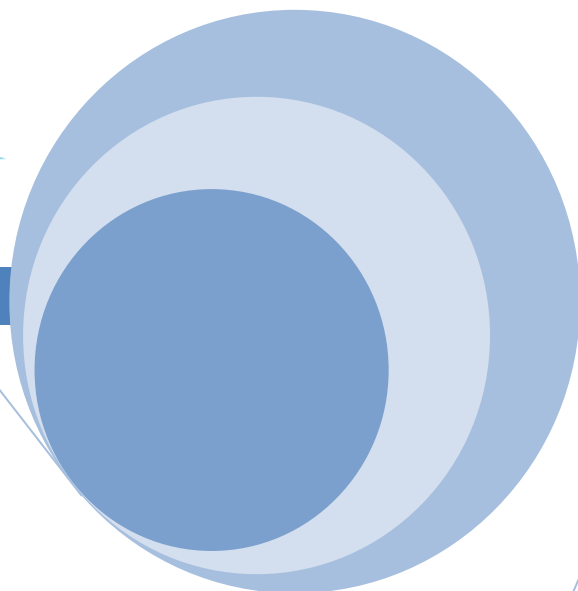
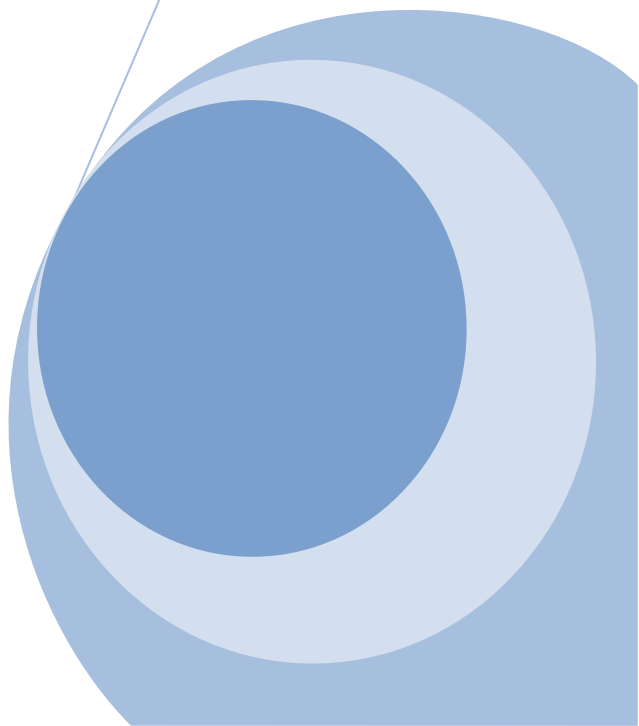




Effectiveness of Knowledge Sharing in Police Organisations – Diagnostic Instrument (EKSPD-DI)

DEVELOPED BY THE UNIVERSITY OF SHEFFIELD

Developed as part of the COMPOSITE Project, (Comparative Police Studies in the EU), funded by the Seventh Framework Programme



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WHAT IS THE EKSPD-DI (EFFECTIVENESS OF KNOWLEDGE SHARING IN POLICE ORGANISATIONS - DIAGNOSTIC INSTRUMENT)

The Effectiveness of Knowledge Sharing in Police Organisations - Diagnostic Instrument (EKSPD-DI) has been developed to provide police organisations with the opportunity to assess how effectively knowledge is being shared in a range of situations. It was developed by the Institute of Work Psychology at the University of Sheffield, following their research into knowledge sharing in police organisations across 10 European countries¹ as part of the EU funded COMPOSITE² Project. The instrument is an outcome of research activity that included:

- A systematic literature review involving 10 European countries on knowledge sharing within the police, and between the police and other forces and key stakeholders
- Findings from 152 interviews with serving police personnel in 17 forces across 10 European countries, covering their experience of knowledge sharing across four domains, which are highlighted in the modules below
- 10 case studies focusing on international knowledge sharing
- Collaborative development and pilot of the questionnaire involving all 10 countries
- Analysis of responses to the pilot questionnaire to help validate the tool

It also takes into account insights and best practice from research already conducted by COMPOSITE consortium members.

The content of EKSPD-DI reflects the findings from this research. The purpose is to:

1. Enable police organisations to assess the effectiveness of their own knowledge sharing capability and provide them with the opportunity to collect benchmark information
2. Identify the most common barriers to effective knowledge sharing
3. Provide recommendations for strategies for dealing with the barriers based on best practice and related research.

The EKSPD-DI contains 5 modules:-

MODULE A (core module): Demographic questions (questions about the respondent e.g. tenure, rank)

MODULE B: Knowledge sharing between staff within the organisation / force

MODULE C: Knowledge sharing with other organisations / forces within the same country

MODULE D: Knowledge sharing with the public

MODULE E: Knowledge sharing with other forces / organisations in other countries

¹ Belgium, Czech Republic, France, Germany, Italy, Macedonia, Netherlands, Romania, Spain, United Kingdom

² COMPOSITE (Comparative Police Studies in the EU) Website: www.composite-project.eu

Each module has its own questionnaire, designed for use as follows:

- **MODULE A:** Designed to be used with one or more of the other modules and will allow a you to break down the analysis by rank and tenure to help you understand the views of particular groups in your organisation
- **MODULE B:** Designed as a core module for use with all employees, at all levels, to allow you to understand your current knowledge sharing capability, in particular, how effectively knowledge sharing takes place across the organisation
- **MODULES C,D AND E:** Focus on knowledge sharing between yourself and key stakeholders and is designed for use with any employees involved in knowledge sharing with these stakeholders

The instrument gives you the flexibility to use it in ways that best suit your organisation, for example you can choose to:

- Use **MODULE A AND B** to assess the whole organisation or a sub unit of the organisation, or
- Use **MODULE A** with all or some of the modules, depending on the needs and priorities of your organisation

EKSPO-DI is designed as a self-assessment tool and this manual:

- Describes the various MODULES
- Explains what information they can provide
- Explains who the tool is designed for and when to use it

It talks you through how to:

- Design and run the assessment
- Conduct a first level analysis of the results
- Interpret the results

EKSPO-DI also includes recommendations on how to address areas of weakness. These are based on best practice, identified during the course of our research.

WHAT ASPECTS OF KNOWLEDGE SHARING DOES THE EKSPO-DI COVER

The questionnaires were developed following a systematic study of knowledge sharing in the police context across 10 European countries. The content of each questionnaire is based on the findings from our study and is outlined under each module below:

MODULE A: QUESTIONS ABOUT YOU

- Questions about the respondents, designed to provide you with the option to do a more detailed analysis to establish any difference between different groups. If a detailed analysis is carried out please ensure that you do not compromise anonymity. Advice on this is given later in this document.

MODULE B: KNOWLEDGE SHARING BETWEEN STAFF WITHIN THE ORGANISATION / FORCE

- Effectiveness in the way different types of knowledge are shared internally
- Use of and competence in using methods to share knowledge internally
- Potential barriers to effective internal knowledge sharing
- Awareness of and value of knowledge sharing strategies
- Effectiveness of knowledge management
- Impact of management and leadership style on knowledge sharing
- Effectiveness of knowledge sharing with other key stakeholders

MODULE C: Knowledge sharing with other organisations / forces within the same country

- Effectiveness in the way different types of knowledge are shared with other forces
- Effectiveness in the way different methods used to share knowledge with other forces
- Potential barriers to sharing knowledge effectively with other forces

MODULE D: KNOWLEDGE SHARING WITH THE PUBLIC

- Effectiveness in the way different types of knowledge are shared with the public
- Effectiveness in the way different methods used to share knowledge with the public
- Potential barriers to sharing knowledge effectively with the public

MODULE E: KNOWLEDGE SHARING WITH FORCES IN OTHER COUNTRIES / INTERNATIONAL AGENCIES

- Effectiveness in the way different types of knowledge are shared with forces / organisations in other countries
- Effectiveness in the way different methods used to share knowledge with forces / organisations in other countries
- Potential barriers to sharing knowledge effectively with forces / organisations in other countries

WHO IS EKSPD-DI DESIGNED FOR

It will be useful for any police organisation who wants to understand and improve knowledge sharing capability within the force and / or with key external stakeholders.

WHEN AND HOW TO USE EKSPD-DI

To use the instrument effectively we recommend:

- It is used as part of a strategic approach to improving knowledge sharing and service improvement
- Before using the EKSPD-DI you are clear about:
 - What you want to know
 - Who the key stakeholders are in the assessment process
 - How the outcomes of the assessment will be used and who will be involved
 - How these results will inform other aspects of service improvement

As good practice we recommend:

- The purpose is made clear to all staff prior to the assessment
- The survey responses are collected in a way that ensures they are anonymous (to encourage honesty)
- The analysis and reporting is done in such a way to ensure individuals cannot be identified (i.e. reporting should be with groups of 10 or more and at no point should gender, age etc be reported on within any group if that will allow identification of individuals)
- The results are fed back to those taking part
- Staff are involved in identifying action to address areas of concern
- Action takes place as a result of the survey
- The survey is repeated after any change has had chance to become embedded, to see development and measure improvement

The next section provides further guidance on how to run the survey.

PRIOR TO THE RUNNING THE SURVEY

As the first stage we suggest you answer the following questions:

1. What is the purpose of the survey and how does this fit with strategic priorities?
 - a. Do you want to focus on understanding knowledge sharing within a particular area or function of the organisation?
 - b. Do you want to focus on knowledge sharing internally and or with external stakeholders, and if external, which ones?
2. Who should be surveyed?
 - a. All staff in the group
 - b. Representative sample of the staff in the group
3. Which method would best suit the population you wish to sample?
 - a. a paper questionnaire
 - b. a questionnaire completed and returned via email
 - c. an internet based survey

We recommend that the survey is conducted in a way that ensures confidentiality and that anonymity is maintained in any reporting. Stating this in an introductory letter to staff will help to increase response rates and encourage honesty.

4. Which questions in **MODULE A** are important to you to help you understand knowledge sharing in your organisation?
5. Alongside **MODULE A**, which modules will best provide you with the information you require from a particular group? We do not recommend you give all modules to all staff as this will make the survey quite long and potentially reduce the response rate or accuracy of responses.

Once you are clear about the purpose and methods we suggest you consider the following when running the survey:

- Consider when to conduct the survey, avoiding key events or holiday periods
- Ensure that people have at least two weeks in which to complete the survey and they are clear about how to return the survey
- Send one, possibly two, reminders to everyone included in the survey, thanking those who have replied and prompting those yet to respond. Avoid the use of targeted reminders as this challenges the principle of confidentiality.

HOW TO COLLATE AND REPORT THE RESULTS

We recommend that you set up a spreadsheet using Excel to record results. We suggest you use someone with experience in data input to complete this.

Entering data into the spreadsheet:

For each question there are a series of numbers from 1 to 5 (shaded in grey) on the questionnaire. Each number represents a response on the scales given at the top of each question, for example:

- For **MODULE B** Q1: 1= 'Not at all effectively', 2= 'Not very effectively' 3= 'Effectively' 4 = 'Very Effectively' and 5 = 'Highly Effectively'
- For **MODULE B** Q3: 1= 'Do not use' the methods, through to 5= 'Extremely competent'
- For **MODULE B** Q4: 1= 'Never a barrier' through to 5 = 'Always a barrier'

For Yes and No questions: 1= Yes, 0=No

Enter the number that corresponds to the answer given onto the spreadsheet against the relevant question.

We suggest that if a question is not completed (i.e. left blank) then enter a '9' to represent a missing value.

RECORDING THE RESULTS

This manual suggests how to collect and report the results using average or mean data. This is not a statistical analysis but allows you, at a simple level, to identify, what where your force has particular strengths and where there are weaknesses that may need to be addressed.

If, however, you have access to relevant expertise, then you may choose to do more detailed statistical analysis. This will enable you to have a better understanding about what the results are telling you.

You may also want to do a more detailed analysis using the responses from MODULE A, for example, you may want to understand the results by sub-region / district, or by tenure, or by rank and we recommend that where you have the opportunity to do this it will help ensure that any remedial action or intervention is more effectively targeted.

Simple analysis

To get the mean response, for each part of each question:

- Total each column, and then
- Find the mean for this column (by dividing the total by the number of completed questionnaires but excluding those with a missing value of 9).

If you prefer to establish frequency data for each part of each question:

- Find the percentage for each number (by totaling the number of time each number has occurred, then divide by the number of responses to that question, then times by 100).

HOW TO INTERPRET THE RESULTS AND WHAT TO DO NEXT

INTRODUCTION

The following section helps you understand the results from EKSPD-DI. It is broken down by module and for each question within that module it:

- Explains the purpose of the question
- Explains how to interpret the results
- Provides up to three recommendations about what you can do next, based on evidence from our research and other relevant research

KEY POINTS TO REMEMBER WHEN INTERPRETING AND REPORTING THE RESULTS

- Ensure that at all stages of the analysis it will not be possible to identify individual responses. For example:
 - Groups of analysis need to be greater than 10

- Only use gender as a basis for analysis at the full group level
- Please take a similar approach to rank if there are very small numbers in any group

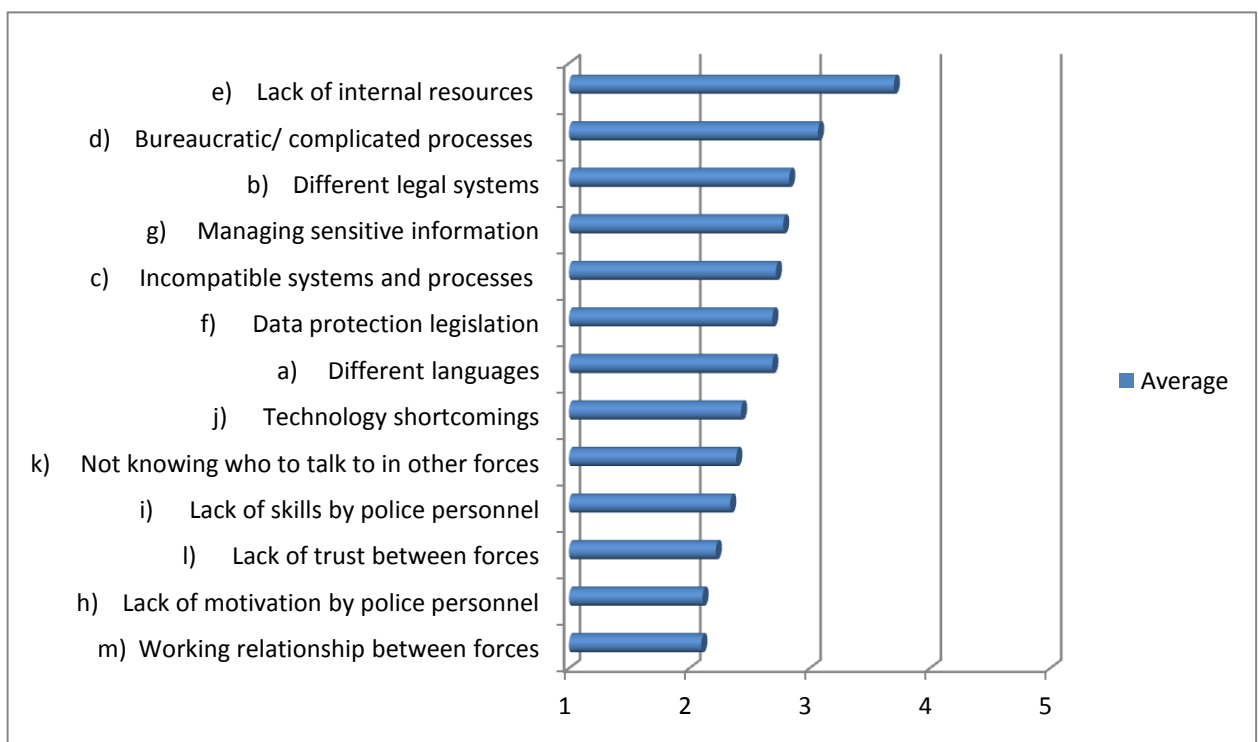
REPORTING THE RESULTS

There are a number of ways in which you can report the results when using Excel.

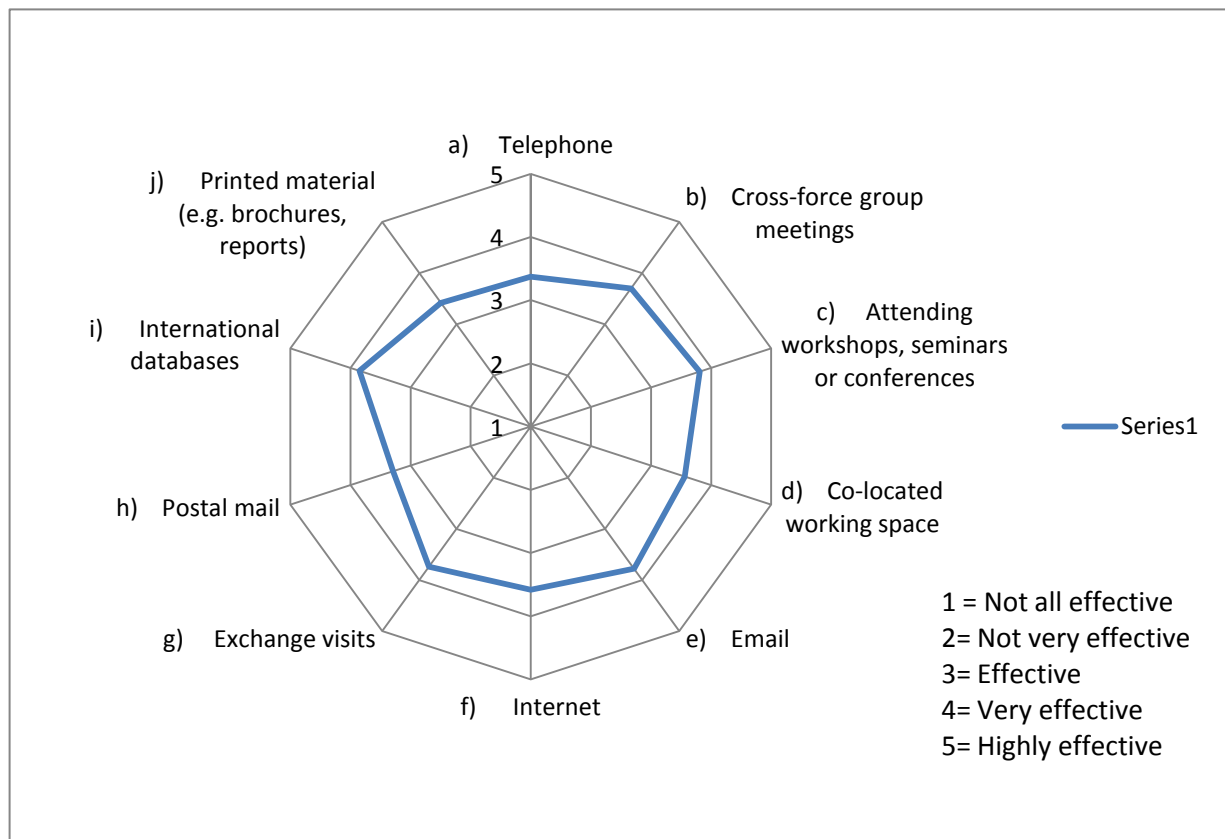
- In tables
- Bar charts
- Spider diagrams

We have included examples of the latter two for illustrative purposes.

Barriers to international knowledge sharing (Source: analysis of the pilot data)



Effectiveness of methods of sharing knowledge internationally (Source: Analysis of the pilot data)



When writing a report we suggest that you include clear recommendations for action. The following sections will help inform this.

INTERPRETING THE RESULTS

MODULE A: QUESTIONS ABOUT YOU

The purpose of module A is to allow you to break down the analysis by key information such as rank, tenure and department.

MODULE B: KNOWLEDGE SHARING WITHIN YOUR FORCE

Q1: KNOWLEDGE SHARING ACROSS THE FORCE

Purpose of question	Key information provided by the data	How to interpret	Recommendations
To assess the overall effectiveness of knowledge sharing within and between groups	Effectiveness of knowledge sharing • Within teams • Between teams that need to share knowledge • Between different ranks • Between senior management	• A mean score of 3 and above indicates effective knowledge sharing • A mean score of less than 3 indicates knowledge sharing is less than effective	If required knowledge is not being shared effectively within and between different teams and ranks then the organisation is unlikely to be operating effectively. In order to address situations where knowledge is not being shared effectively, it is also important to understand reasons why this might be happening. Analysis of questions later in this module will help increase your understanding of this and provide recommendations to help address the problem areas.

Q2 EFFECTIVENESS OF TYPES OF KNOWLEDGE SHARED

This section focuses on different types of knowledge and asks how effectively these are shared between forces.

Purpose of question	Key information provided by the data	How to interpret	Recommendations
To assess the effectiveness of sharing different types of knowledge	Effectiveness of knowledge sharing across a range of types of knowledge shared within the forces	• A mean score of 3 and above indicates effective knowledge sharing • A mean score of less than 3 indicates knowledge sharing is less than effective	Where particular type(s) of knowledge are identified as not being shared effectively, this will enable you to identify and prioritise which types of knowledge sharing to target.

More detailed analysis may be useful if you feel that different groups are likely to identify different types of knowledge as important. This can help target attention where it is most effective.

Q3 LEVELS OF COMPETENCE IN USING METHODS OF KNOWLEDGE SHARING

This question focuses on how competent people feel about using the different methods to share knowledge available to them.

Where people do not have the skills they need to use the tools they have for knowledge sharing then there is considerable evidence to suggest this will impact on both the wellbeing of staff and the ability of the organisation to deliver an effective service.

In the current climate many methods of training have been chosen for their cost effectiveness as well as their suitability. Other provision is limited by resource, with comments like 'training is the first thing to go'. However, our research indicates there is also likely to be a cost and safety implication because of poor practice, particularly with new technology.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess current levels of competence for methods used to share knowledge	Levels of competence for methods used to share knowledge	• A mean score of above 3 suggests a good level of competence • A mean score of 3 and below suggests that they need greater support to become competent at using the method	If the findings have indicated concerning levels of competence for business critical methods we recommend a review of current training to establish whether: • Everyone has received available training, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training. We would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of delivery. We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. do people have the chance to use their learning immediately? • Is everyone requiring the training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner? A more detailed analysis by department and / or rank may help target training interventions more effectively.

Q4 POTENTIAL IMPACT OF BARRIERS

The questions in this section are designed to identify whether the most commonly identified barriers in our research are impeding the effectiveness of knowledge sharing in your organisation.

They cover situations that focus on the following potential barriers:

- a. Practices and processes
- b. Technology, including issues such as availability, access, reliability.
- c. Behaviour of staff (either due to poor practice or inexperience)
- d. Leadership
- e. Understanding of legislation
- f. Level of resources

4A INABILITY TO DEAL WITH HIGH VOLUMES OF INFORMATION

Effective knowledge sharing is essential in police forces and therefore it is critical that information flow is managed in a way that allows staff to know which information they receive is 'critical to their job' and which is 'nice to know'. Our research indicates that the way emails are used is a primary cause for concern though not exclusively so and wordy reports and documents are also frequently cited. Managing this needs effective systems which enable a 'push' process for critical information on a 'need to know' basis and a 'pull' process in which people can access information that is useful to them but not essential.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether information overload is seen as a key barrier to effective knowledge sharing	The extent to which high volumes of information are impeding effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	If there is a concern about being overloaded with information then we recommend: • An effective system which enables a 'push' process for critical information on a 'need to know' basis and a 'pull' process in which people can access information that is useful to them but not essential • A strategic approach which ensures related procedures / practices are : ○ Clearly written ○ Work effectively with other procedures ○ Both usable and help support the process ○ Communicated effectively ○ Reviewed regularly

4B INEFFECTIVE OR INACCESSIBLE TECHNOLOGY

Where people are required or expected to use particular types of technology to do their job and this technology is either not reliable or staff do not have easy access to the technology then this will impact on the effectiveness of knowledge sharing.

Problems relating to reliability will also impact on the 'trust' that people place in a system and this may mean that people will find their own ways around the problems. These 'work arounds' may cause problems down the line, particularly if key information is not stored in the correct place to be accessed at a later date. Once established these behaviours can be hard to change.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether ineffective or inaccessible technology is seen as a key barrier to effective knowledge sharing	The extent to which problems relating to the reliability and availability of technology are affecting effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	As the introduction to this section notes, problems highlighted here may have a significant impact on the effective storage of data that needs to be shared. For problems relating to reliability, we recommend: • A clear and usable system for reporting problems • Problems are addressed effectively and efficiently • Users are kept up to date with the management of ongoing problems and provided with alternative solutions where possible If access is an essential requirement of the job but sufficient technology is not available then workable solutions need to be found to ensure access is distributed fairly and appropriately amongst everyone who requires access.

4C DATA PROTECTION LEGISLATION / MANAGING SENSITIVE INFORMATION

In some cases, data protection legislation and the processes around managing sensitive information are seen as a barrier to knowledge sharing, but a necessary barrier, to ensure that the force works effectively and people are protected.

In many cases, the barrier arises because staff do not know the legislation in sufficient detail, or have confidence in their knowledge, so they are cautious about sharing knowledge, when it may actually be the case that information can be usefully shared. This lack of knowledge has also meant that information has been shared that should not have been.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether data protection legislation / managing sensitive information is seen as a key barrier to effective knowledge sharing	The extent to which data protection legislation / managing sensitive information affects effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	It is essential that all staff are clear about their responsibilities with regard to data protection legislation and how to manage sensitive information. If this is seen as a barrier within your organisation we recommend you ensure that: • All staff who need to know are clear about the legislation and its implications through effective communication / training • There is a usable protocol, based on current legislation which identifies when information / intelligence can and can't be shared • Everyone is aware of this protocol and has ready access to this when they need it • This protocol is reviewed as legislation changes

4D WORKING PRACTICES THAT DO NOT ENCOURAGE KNOWLEDGE SHARING

In many organisations there are frequently work practices that get in the way of effective knowledge sharing.

Our research identified some of the potential reasons for this:

- Procedures or practices designed for some other aspect of the work have been developed in isolation and have not taken into account the impact on other practices such as knowledge sharing
- Poor practices that do not encourage knowledge sharing have built up over time and possibly in an ad-hoc way and become embedded and hard to change
- Clear procedures are either not in place or not being used correctly

- There isn't a culture of knowledge sharing which places this at the required level of importance
- It isn't encouraged or supported by management at different levels

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether working practices that do not encourage knowledge sharing are seen as a barrier to knowledge sharing	The extent to which work practices that do not encourage sharing impact on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	If this is an area of concern then we recommend: • Review current work procedures to ensure that they do not negatively impact on any knowledge sharing and related procedures • When developing new procedures, ensure this is done with reference to the impact on other procedures, in this case knowledge sharing procedures • When developing new procedures, ensure that staff currently using the practice have the chance to be involved and to critically evaluate the procedures as they develop.

4E. LACK OF STAFF RESOURCES TIME

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of staff resources / time is a key barrier to effective knowledge sharing	The extent to which lack of staff resources / time impact on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	Whilst reducing resources it is important to ensure that this is not done without re-focusing on how things are done, for example, the perceived impact could be reduced by focusing on improving working procedures and practices highlighted elsewhere in this section.

4F LACK OF FACILITIES AND EQUIPMENT

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of facilities and equipment impede effective knowledge sharing	The extent to which lack of facilities and equipment impact on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	It is clearly important to ensure that as far as possible facilities and equipment are efficiently resourced in line with organisational need. If however, if this issue is a concern within your organisation, we recommend that access to limited facilities and equipment is managed in a way that minimises the impact. This could be done by focusing on improving relevant working procedures and practices to ensure effective use of current equipment and facilities

4G LACK OF MOTIVATION TO SHARE

If this is an issue within your organisation then our research suggests there may be a number of reasons for this. These include:

- People are not encouraged to share by their line manager or senior management within the force
- Practices and procedures do not support sharing
- There is either a competitive culture where reward or recognition schemes may focus on the success of a team or an individual which may encourage protective practices where people may not see it in their best interest to share
- It is not the way things have been done in the past and it is hard to change people's behaviour
- Previous experience has led to a lack of trust between people who should share information.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of motivation to share is a key barrier to effective knowledge sharing	The extent to which a lack of motivation to share impacts on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	The behaviour of others is frequently cited as reason why knowledge sharing is less than effective. As stated above there are many reasons why people do not share, some actions are more deliberate than others and some behaviours are just the result of custom and practice. Further evidence to support understanding of this in your organisation may come from other questions in the questionnaire. This problem, endemic in many organisations, needs to be tackled systemically and in a number of ways. We suggest that you refer to the recommendation on leadership and management later in this document.

4H LACK OF ACCESS TO RELEVANT INFORMATION

Our research found that reasons given for successful knowledge sharing included easy and timely access to clear and accurate information, and reasons for unsuccessful knowledge sharing included a lack of access to timely and relevant information. The potential reasons for the lack of access relate to other barriers in this section, as well the section on knowledge management:

- Lack of access to systems where the information is stored
- Inaccurate or incomplete information entered into the system
- Difficulty getting hold of the information from the systems (poor usability)
- Information overload so it is difficult to find the relevant information amongst all the information provided
- Generally not being passed the information required either because of poor practices or because people are not willing to share

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of access to relevant information is a key barrier to effective knowledge sharing	The extent to which a lack of access to relevant information impacts on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	Overcoming this barrier is clearly critical to effective policing. As stated above, there are a number of potential reasons covered by other barriers and the section on knowledge management. Please see the recommendation in the relevant question / section.

4I ORGANISATIONAL POLITICS

All organisations are political to a greater or lesser extent. Our research suggested that politics can, and can be perceived to, impact on 'what' and 'when' something can be shared and how effectively knowledge is shared.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether organisational politics are judged to be a key barrier to effective knowledge sharing	The extent to which organisational politics impact on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	We suggest that the impact of organisational politics (real and perceived) can be helped by improving transparency, openness and honesty, through effective management and leadership.

4J LACK OF SKILLS AND EXPERIENCE BY POLICE PERSONNEL

This question links very closely to the earlier questions relating to competence. Our research indicated that a particular barrier to effective knowledge sharing was dealing with others who didn't have the relevant skills or experience or in some cases were not 'up to the job'. This meant that the knowledge shared was either of poor quality, or not done in an efficient or timely way. It also meant when knowledge was shared, it might not be dealt with appropriately or effectively by other people leading to a lack of trust.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of skills and experience by police personnel is a key barrier to effective knowledge sharing	The extent to which a lack of skills and experience by police personnel impacts on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	We have already identified a number of training related recommendations in the earlier section which focused on levels of competence. In addition, our research suggests that effective mentoring is available in certain forces and not others and that not all forces have effective systems for capturing and sharing experience from older colleagues. We would recommend that both these practices, if done effectively, could help increase the levels of skills and experience in police personnel. In addition, building teams that combine experience and inexperience is a key way to share knowledge on the job.

4K LEADERSHIP SHORTCOMINGS

Our research indicated that shortcomings by leaders has a significant impact both on the extent and flow of knowledge around the organisation and the management of knowledge sharing in key situations.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether leadership shortcomings impede effective knowledge sharing	The extent to which leadership shortcoming impact on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, and the higher the score the higher the perceived impact	Please see the separate section on Leadership and Management below.

Q5 AWARENESS OF AND EFFECTIVENESS OF KNOWLEDGE SHARING STRATEGIES

Having an effective strategy that leads to knowledge sharing procedures and practices is good practice. Our research indicated that not all forces have such strategies and even where these strategies exist many of the staff do not know they exist.

This question allows forces to capture awareness of their strategies and to then establish their effectiveness.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess awareness of and effectiveness of knowledge sharing strategies	Levels of awareness of the following knowledge sharing strategies : a) Internally between different functions b) With other forces in the same country c) With the public d) With forces or agencies from other countries If the above are present, then a judgment is given about how effective they are.	Awareness of strategies: The frequency of the 0 rating will provide an understanding about how aware staff are of these strategies Effectiveness of strategies: • A mean score of 3 or more indicates that strategies are effective • A mean score below 3 indicates that strategies are not effective	We recommend that if there is no current knowledge sharing strategy, then these should be developed. If there is a strategy in place that explains how to go about knowledge sharing, but awareness is low, then we would recommend reviewing how to communicate the presence of the strategy to increase awareness and engagement. If the level of effectiveness is low then we would recommend a review of the strategy and related procedures, as outlined in the section above.

Q6 KNOWLEDGE MANAGEMENT CLIMATE

The questions in the section are based on best practice for knowledge management. These questions, combined, provide an understanding about knowledge management practices.

Evidence indicates that speedy access to accurate and clear information is a critical factor in successful policing. This section focuses on how well knowledge is managed within your organisation.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the extent to which employees are involved in knowledge management	• Accessibility of knowledge needed to solve police problems • Processes to capture documents and key information • Availability of formal record for solutions to problems or best practice • Ease of use of technical systems • Relevant procedures to support system use	Interpreting individual questions: A mean score of over 3 indicates agreement that best practice happens within your organisation. The higher the score the more positive the response. Interpreting the scale: A mean score of over 3 when including all the questions suggests your employee involvement is taking place in your organisation. Again the higher the score the more positive the response.	Knowledge needs to be collected and managed effectively to be available for all staff to access. If there is a low level of agreement to any of the questions, this suggests that there are problems with the overall process of knowledge management and this needs to be addressed. Responses to this question can help identify and target the specific aspect to be addressed. All systems accessed by staff need to be 'easy to use'. And during their development or revision users need to be involved to ensure this is the case. Accessibility is also critical, i.e. people need to have access to the systems and be able to obtain the information in a usable form when they need it. The questions are based on best practice and therefore highlight the standard that needs to be achieved.

MANAGEMENT AND LEADERSHIP

Q8 ENGAGEMENT

Within this section there are a series of questions that focus on how effectively employees are involved in informing change within your organisation. Research indicates that organisations which effectively involve employees when managing change are also more effective at managing change. The questions themselves are based on best practice and the purpose of including them in this questionnaire is to help your organisation understand what it needs to do in order to manage change more effectively.

As the questions focus on best practice they can be analysed as a scale and at the same time explored question by question. Therefore, if there are areas that are judged to be less than positive then these may be areas that need addressing to help manage change.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the extent to which employees are involved in change management	The extent to which employees feel they are encouraged to be involved in influencing change.	Interpreting individual questions: A mean score of over 3 indicates agreement that best practice happens within your organisation. The higher the score the more positive the response. Interpreting the scale: A mean score of over 3 when including all the questions suggests employee involvement is taking place in your organisation. Again the higher the score the more positive the response	We recommend that police organisations involve and consult staff when developing and managing change. When done effectively this has the potential to increase engagement and commitment to the organisation which can in turn increase motivation and performance. We recommend that this includes: • Two way communication channels • Consultation in which the outcome clearly demonstrates how comments have influenced the final document and provides feedback where ideas have been rejected If an organisation is collectively seen to be 'paying lip-service', this can have a greater negative impact than doing nothing.

Q9 ORGANISATIONAL FLEXIBILITY

As part of managing change in a rapidly changing world, organisations, people, procedures and practices frequently need to change to reflect new situations and to become more efficient. There is a perception, shared by some we interviewed, that police culture is often either resistant to change or finds change hard to implement and sustain. This series of questions focus on best practices and asks how flexibly your organisation responds to these demands, the extent to which staff are involved in identifying how to change the way things are done, and the extent to which they are supported in taking ideas forward. As with Q8, the questions can be considered as a scale and at the same time explored question by question. Therefore, if there are areas that are judged to be less than positive then these may be areas that need addressing to help manage change.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess how effectively change management is carried out in your organisation	For analysis at the individual question level the questions can be categorised as follows: 1. The extent to which the organisation is open to new ideas and actively searches for new ways of doing things - Q a), c), f), i), 2. Whether support is given to develop new ideas - Q e) 3. How ready for change the organisation is and how effectively it puts new ideas into practice - Q b), d), g), h)	Interpreting individual questions: A mean score of over 3 indicates agreement that best practice happens within your organisation. The higher the score the more positive the response. Interpreting the scale: A mean score of over 3 when including all the questions suggests your organisation is employing effective change management practices. Again the higher the score the more positive the response	We recommend the introduction (or re-introduction) of ways in which all staff are encouraged to identify poor practices and come up with new ways of doing things. We recommend your organisation supports and encourages good ideas through praise and reward, for example, providing the chance to lead on or be involved in testing out a new initiative. We also suggest that practical support is provided to help the best and most workable new ideas become reality. The wider research for the COMPOSITE project focuses on change and this will be further developed during the lifetime of the project

Q10 ENCOURAGEMENT TO SHARE

Q10 focuses on the extent to which the organisation, senior managers and line managers support and encourage knowledge sharing. Evidence shows that leadership behaviours and actions which support and encourage effective knowledge sharing are key to ensuring that knowledge sharing takes place.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess key aspects of management behaviour that supports and encourages knowledge management	- Extent to which there is a general encouragement to share (culture of knowledge sharing) - The extent to which line managers actively support and encourage knowledge sharing - The extent to which senior management actively encourage and support knowledge sharing	- A mean score of over 3 indicates agreement that best practice happens within your organisation. The higher the score the more positive the response. - A mean score of less than 3 indicates disagreement that best practice happens within your organisation. The lower the score the more negative the response.	Line management which places knowledge sharing at its core is likely to be one of the most effective ways of ensuring that knowledge sharing becomes second nature amongst staff. This will include behaviour that supports and encourages knowledge sharing, and by working effectively with performance management activities, such as ensuring objectives are agreed and reviewed. Encouragement to share more widely is also critical, however this needs the active support of local and senior managers. Senior management need to be aware of the need to be overt and proactive in their encouragement and support for wider knowledge sharing.

Q11 SPECIFIC ACTIONS TO PROMOTE KNOWLEDGE SHARING

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess specific actions to promote knowledge sharing	Extent of specific force led actions which are known to support knowledge sharing	- A mean score of over 3 indicates agreement that best practice happens within your organisation. The higher the score the more positive the response. - A mean score of less than 3 indicates disagreement that best practice happens within your organisation.	These actions are recommended as ways to encourage knowledge sharing and if your force does not practice them then we would recommend you consider implementing them. If they do exist, but are currently not effective, then we would recommend your organisation reviews current practice and improves practice through development.

MODULE C: KNOWLEDGE SHARING WITHIN OTHER FORCES IN THE SAME COUNTRY

The following section provides information for each question which explains how the question should be interpreted and includes related recommendations on how to address areas of weakness.

Q1 OVERALL RATING OF KNOWLEDGE SHARING

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the overall effectiveness of knowledge sharing	Effectiveness of knowledge sharing with other country forces	• A mean score of 3 and above indicates effective knowledge sharing • A mean score of less than 3 indicates knowledge sharing is less than effective	If required knowledge is not being shared effectively your force and other forces within the country then this needs to be addressed. In order to address this it is important to understand reasons why this might be happening. Analysis of questions later in this module will help increase your understanding of this and provide recommendations to help address problem areas.

Q2 EFFECTIVENESS OF TYPES OF KNOWLEDGE SHARED

This section focuses on different types of knowledge and asks how effectively these are shared between forces.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the effectiveness of sharing different types of knowledge	Level of effectiveness by which by different types of knowledge are shared	• A mean score of above 3 suggests the type of knowledge is shared effectively • A mean score of 3 and below suggests that the type of knowledge is shared less than effectively	Where particular type(s) of knowledge are identified as not being shared effectively, this will enable you to identify and prioritise which types of knowledge sharing to target.

More detailed analysis may be useful if you feel that different groups are likely to identify different types of knowledge as important. This can help target attention where it is most effective.

Q3 EFFECTIVENESS OF METHODS OF KNOWLEDGE SHARING

This question focuses on the effectiveness of different methods used to share knowledge. It is essential that the methods used by staff to share knowledge between your force and another force helps them to do their job.

If this is not the case then this may because:

- The methods are either not being used properly
- They do not meet the needs of their knowledge sharing role

Where people do not have the skills to use the tools they have for sharing knowledge then this will impact on the ability of the organisation to deliver an effective service and on the wellbeing of the staff who work for the organisation.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess current levels of effectiveness of methods used to share knowledge	Levels of effectiveness for methods used to share knowledge	• A mean score of above 3 suggests the method is used effectively • A mean score of 3 and below suggests the method is not being used effectively	If the findings suggest that the methods are not being used effectively we recommend a review of current training to establish whether: • Everyone has received available training, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training. We would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of delivery. We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. are people getting chance to use their learning immediately? • Is everyone requiring the training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner?

A more detailed analysis by department and / or rank may help target training interventions more effectively.

Q4 POTENTIAL IMPACT OF BARRIERS

The questions in this section are designed to identify whether the most commonly identified barriers are impacting on the effectiveness of knowledge sharing in your organisation.

They cover situations that focus on ineffective

- Practices and processes
- Technology, because of issues such as availability, access, reliability
- Behaviour of staff (either due to poor practice or inexperience)
- Leadership
- Understanding of legislation
- Level of resources

Q4A. BUREAUCRATIC PRACTICES THAT DO NOT ENCOURAGE KNOWLEDGE SHARING

When sharing between forces within the same country, in some cases users suggest that the processes and protocols developed to support this are not well designed, are slow and often involve excessive paperwork. All these aspects get in the way of effective knowledge sharing between forces. This is sometimes exacerbated by the fact that different forces may well have different practices and procedures. In some cases evidence suggests that staff find 'work arounds' to get around the procedures, such as a phone call to a contact. This may be more effective in getting things done at the time but alongside this an audit trail needs to be established and relevant intelligence and knowledge input into relevant systems and databases to ensure ongoing management of the knowledge.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether bureaucratic processes impede knowledge sharing between forces in your country	The extent to which bureaucratic processes impede effective knowledge sharing between forces	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If this is an area of concern then we recommend that you: • Collectively review current work procedures with forces you most frequently share with • Review current work procedures to ensure that they do not negatively impact on any knowledge sharing and related procedures • When developing new procedures, ensure this is done with reference to the impact on other procedures, in this case knowledge sharing procedures • When developing new procedures, ensure that staff that will be involved in using the practice have the chance to be involved and critically evaluate the procedures as they develop.

4B NOT CUSTOMARY FOR FORCES TO SHARE INFORMATION

Effective knowledge sharing between forces in the same country is essential for current policing, however, our research suggested that in some cases forces operate in silos and do not communicate effectively with other forces. In some cases there is not a 'culture' of sharing, because forces have their own structures, objectives, processes and systems that do not link with those of another force (See 4A above). In some cases, the way national forces are structured and how performance is recorded may have an impact on this. In addition, there is sometimes a perceived lack of trust between forces.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether there is a culture within the organisation that does not support / encourage knowledge sharing between forces	The extent to which the culture impedes effective knowledge sharing between forces	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	This issue needs to be initially tackled by senior management within the forces concerned, and supported by practical collaborative working to develop ways in which the working relationship can improve, for example, joint force meetings, joint force training. It is essential that this is both encouraged and supported by senior management.

4C DATA PROTECTION LEGISLATION / MANAGING SENSITIVE INFORMATION

Whilst legislation is seen to impede knowledge sharing with other forces, some see it as a necessary barrier to ensure that the force works effectively together and that people who need to be protected, are protected. In many cases, the barrier arises because staff do not know the legislation in sufficient detail, or have confidence in their knowledge, so they are cautious about sharing knowledge, when it may actually be the case that information can be usefully shared. This lack of knowledge has also meant that information has been shared that should not have been.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether data protection legislation / managing sensitive information is seen as a key barrier to effective knowledge sharing	The extent to which data protection legislation / managing sensitive information impedes effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	It is essential that all staff are clear about their responsibilities with regard to data protection legislation. If this is seen as a barrier within your organisation we recommend you ensure that: • All staff who need to know are clear about the legislation and its implications through effective communication / training • There is a usable protocol which identifies when information / intelligence can and can't be shared with other forces and this is developed collectively with forces you frequently share with • Everyone is aware of this and has access to this when they need it.

4D LACK OF PROCESSES OR STRATEGY FOR SHARING KNOWLEDGE SHARING

Evidence from our research suggests that in some cases, staff comment that there isn't a strategy or related procedure to support knowledge sharing with other forces. This may indeed be the case, but alternatively it may be that there is a strategy but staff are not aware of it, or the related procedures. In either case this may lead to ineffective practice, which may further feed a lack of willingness and trust to share.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of strategy or process that focuses on knowledge sharing with other forces impedes knowledge sharing	The extent to which a lack of strategy or process impacts on the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If this is an area of concern and if there is a strategy and related procedures in place we recommend: • You review your communication strategy to ensure that staff who will work with other forces are aware of these documents and where to find them If you do not have a current strategy we recommend: • Developing a strategy and related procedures, ensuring that this is done with reference to the impact on other related procedures • Developing this in collaboration with forces that you most frequently work with

4E. LACK OF STAFF RESOURCES AND TIME

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of staff resources / time impedes knowledge sharing between forces	The extent to which lack of staff resource / time impedes the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	Whilst reducing resources it is important to ensure that this is not done without re-focusing on how things are done, for example, the perceived impact could be reduced by focusing on improving working procedures and practices highlighted elsewhere in this section.

4F INCOMPATIBLE SYSTEMS BETWEEN FORCES

In countries where police organisations operate independently then the systems they have developed in house may not be compatible with those of their neighboring forces. Forces who have then sought to establish closer working relationships have had to address this as a key issue. Whilst in some cases there are new national systems that will help alleviate this, the issues of managing the compatibility will remain for some time to come.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether incompatible systems are a key barrier to effective knowledge sharing	The extent to which incompatible systems impede the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	It is essential that forces that should be working together find ways to collectively manage the incompatibility between systems by developing supporting procedures that allow the systems to work together.

4G LACK OF MOTIVATION TO SHARE

If this is an issue within your organisation then our research suggests there may be a number of reasons for this. These include:

- People are not encouraged to share by their line manager or by senior management within the force
- Practices and procedures do not support sharing
- There is either a competitive culture where reward or recognition schemes may focus on the success of a team or an individual, which may encourage protective practices where people may not see it in their best interest to share
- It is not the way things have been done and it is hard to change people's behaviour
- Previous experience has led to a lack of trust between people who should share information.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of motivation to share is a key barrier to effective knowledge sharing between forces	The extent to which a lack of motivation to share impedes effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	The behaviour of others is frequently cited as reason why knowledge sharing is less than effective. As stated above there are many reasons why people do not share. Some actions are more deliberate than others and some behaviours are just the result of custom and practice. Further evidence to support understanding of this in your organisation may come from other questions in the questionnaire. This problem, endemic in many organisations, need to be tackled, systemically and in a number of ways. We suggest that you refer to the recommendation on leadership and management later in this document.

4H ORGANISATIONAL DIFFERENCES

In some cases, evidence suggests that the different structure and size of an organisation impacts on the effectiveness to share information between forces. This may reflect the fact that in many cases people did not know who to contact because of these differences. It also links closely to 4A and 4F above.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether organisational differences are seen as a key barrier to effective knowledge sharing	The extent to which organisational difference impede effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If this is an issue, we recommend focusing on developing an approach to communication between relevant forces, for example, ensuring a single point of contact that can refer queries appropriately.

4I ORGANISATIONAL POLITICS

All organisations are political to a greater or lesser extent. Our research suggested that politics can, and can be perceived to, impact on 'what' and 'when' something can be shared and how effectively knowledge is shared.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether organisational politics are judged to be a key barrier to effective knowledge sharing between forces	The extent to which organisational politics impede knowledge sharing between forces	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	We suggest that the impact of organisational politics (real and perceived) can be helped by improving transparency, openness and honesty, through effective management and leadership.

4J LACK OF SKILLS AND EXPERIENCE BY POLICE PERSONNEL

Our research indicated that a particular barrier to effective knowledge sharing was perceived to be caused by dealing with others in other forces who didn't have the relevant skills or experience or in some cases were not 'up to the job'. This meant that either the knowledge shared was either of poor quality, or not done in an efficient or timely way. It also meant that knowledge when shared was not dealt with appropriately or effectively by other people leading to a lack of trust.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of skills and experience by police personnel is a key barrier to effective knowledge sharing between forces	The extent to which a lack of skills and experience by police personnel impedes the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If the findings have indicated concerning levels of skills for business critical methods we recommend a review of current training to establish whether: • Everyone has received available training, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training. We would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of delivery We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. are people getting a chance to use their learning immediately? • Is everyone who requires training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner?

MODULE D: KNOWLEDGE SHARING WITH THE PUBLIC

The following section provides information for each question which explains how the question should be interpreted and includes related recommendations on how to address areas of weakness.

Q1 OVERALL RATING OF KNOWLEDGE SHARING

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the overall effectiveness of knowledge sharing	Effectiveness of knowledge sharing with the public other	- A mean score of 3 and above indicates effective knowledge sharing - A mean score of less than 3 indicates knowledge sharing is less than effective	If required knowledge is not being shared effectively your force and forces in other countries then this needs to be addressed. In order to address this it is important to understand reasons why this might be happening. Analysis of questions later in this module will help increase your understanding of this and provide recommendations to help address problem areas.

Q2 EFFECTIVENESS OF TYPES OF KNOWLEDGE SHARED

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To identify types of knowledge shared	Effectiveness of different types of knowledge shared in the last two years	- A mean score of above 3 suggests the type of knowledge is shared effectively - A mean score of 3 and below suggests that the type of knowledge is shared less than effectively	Where particular type(s) of knowledge are identified as not being shared effectively, this will enable you to identify and prioritise which types of knowledge sharing to target.

More detailed analysis may be useful if you feel that different groups are likely to identify different types of knowledge as important. This can help target attention where it is most effective.

Q3 EFFECTIVENESS OF METHODS OF KNOWLEDGE SHARING

This question focuses on the effectiveness of different methods used to share knowledge. It is essential that the methods used by staff to share knowledge between your force and the public helps them to do their job.

If this is not the case then this may because:

- The methods are either not being used properly or
- They do not meet the needs of their knowledge sharing role

Where people do not have the skills to use the tools they have for sharing knowledge then this will impact on the ability of the organisation to deliver an effective service and on the wellbeing of the staff who work for the organisation.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess current levels of effectiveness of methods used to share knowledge	Levels of effectiveness for methods used to share knowledge	• A mean score of above 3 suggests the method is used effectively • A mean score of 3 and below suggests the method is not being used effectively.	If the findings suggest that the methods are not being used effectively we recommend a review of current training to establish whether: • Everyone has received available training, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training. We would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of delivery. We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. are people getting a chance to use their learning immediately? • Is everyone who requires training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner?

A more detailed analysis by department and / or rank may help target training interventions more effectively.

Q4 POTENTIAL IMPACT OF BARRIERS

The questions in this section are designed to identify whether the most commonly identified barriers are impeding the effectiveness of knowledge sharing in your organisation.

They cover situations that focus on ineffective

- Practices and processes
- Technology, because of issues such as availability, access, reliability
- Behaviour of staff (either due to poor practice or inexperience)
- Leadership
- Understanding of legislation
- Level of resources

4A & 4B: DATA PROTECTION LEGISLATION / MANAGING SENSITIVE INFORMATION

Effective knowledge sharing with the public is key element of policing. This is because it is considered very important to encourage two-way information sharing to help manage and beat crime. In some countries, two-way communication is considered less of a priority but there is still a need to keep the public informed in certain circumstances. Evidence from our research suggests that there are differences between the extent to which countries share information and the ways that they share that information.

Data protection legislation provides guidance on what can be shared, with whom and when. In some cases people are concerned about what they can tell the public, in part because they do not know the fine detail of the legislation and other local 'rules'. In some countries there is an increasing degree of openness, in some cases linked to a rapidly increasing use of social media to communicate with the public, therefore, it is critical that all staff involved are clear about, and understand the reasons behind, what information they can and cannot share. Getting this wrong can have serious consequences.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether data protection legislation / managing sensitive information is seen as a key barrier to effective knowledge sharing with the public	The extent to which data protection legislation / managing sensitive information impedes effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	It is essential that all staff are clear about their responsibilities with regard to data protection and related legislation with regards to sharing information with the public. If this is seen as a barrier within your organisation we recommend you ensure that: • All staff are clear about the legislation and its implications for sharing with the public through effective communication or training linked to the methods used to share • There is a usable protocol which identifies when information or intelligence can and can't be shared with the public • Everyone is aware of this and has ready access to this when they need it.

4C LACK OF STAFF RESOURCES AND TIME

This is clearly an issue in the current climate and unfortunately is not likely to improve significantly. Evidence suggests that this has an impact on what is considered less essential work and in some cases, in other than emergency situations, keeping the public informed is an area that may be negatively affected.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of staff resources / time is a key barrier to effective knowledge sharing with the public	The extent to which lack of staff resources / time impedes the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	Whilst reducing resources it is important to ensure that this is not done without re-focusing on how things are done, for example, the perceived impact could be reduced by focusing on improving working procedures and practices highlighted elsewhere in this section. Social media, alongside the use of more traditional media such as the TV and local radio, provide opportunities for reaching a much wider audience, for limited resources. However, it is important to ensure that those using social media have the expertise and time to manage this in a way that enhances communication. Done badly, this could have a negative impact on public relations.

4D LACK OF FACILITIES AND EQUIPMENT

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of facilities and equipment are a key barrier to effective knowledge sharing	The extent to which lack of facilities and equipment impact on the effectiveness of knowledge sharing with the public	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	Where this is an issue we recommend that it may be important to manage access to limited facilities and equipment to minimise the impact. This could be done by re-focusing on how things are done, for example, the perceived impact could be reduced by focusing on improving working procedures and practices highlighted elsewhere in this section which could reduce the need for access to facilities and equipment.

4E & 4F LACK OF PUBLIC INTEREST & DIFFICULTY TARGETING THE RIGHT AUDIENCE

Effective knowledge sharing with the public requires the engagement of the public. Evidence suggests that this can be very difficult to achieve, and that engagement with most members of the public is only achieved on an issue that directly involves them. Therefore, meetings may take place on a specific topic and be well attended because of the immediacy of the topic, but a 'drop in' facility, may, in some cases, be less effective.

In part, the need to engage the public is related to the need to improve the image of the police.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of public interest is an issue within your force	The extent to which the lack of public interest impedes sharing knowledge with the public	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	Evidence from our research suggests that the following approaches help overcome problems of gaining public interest: • Methods which reach a wide audience are favoured such as TV, radio, and social media • Use of multiple channels • Direct, personal contact is seen as a positive way of engaging the public • Ensure the methods are used appropriately to avoid saturation • Work with groups of the public to help support development of effective public communications

4G COMPLEX PROCEDURES FOR COMMUNICATING / SHARING INFORMATION WITH THE PUBLIC

When it comes to sharing information with the public, our research indicates that in some cases the processes and protocols designed to support this are not seen as effective or particularly helpful, and in some cases they are non-existent. Communicating with the public often requires skills in tact and diplomacy. Uncertainty about what can and can't be shared may mean that information is shared that should not be shared or that information that could usefully be shared to help manage crimes is not shared. This issue links very closely to 4A & 4B above.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether internal complex procedures impede knowledge sharing with the public	The extent to which the complexity of internal processes impede effective knowledge sharing with the public	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If this is an area of concern then we recommend: • Review current work procedures to minimise the impact on any knowledge sharing with public • When developing new procedures, ensure this is done with reference to the impact on other procedures, and involves members of staff who work closely with the public

4H LACK OF SKILLS AND EXPERIENCE BY POLICE PERSONNEL

Our research indicates that a particular barrier to effective knowledge sharing was caused by a lack of relevant skills or experience in dealing with public engagement. The potential problem here focuses on concerns about managing public relations in a way that encourages involvement and engagement by the public to help manage crime. Again this links closely with 4A & 4B.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of skills and experience by police personnel is a key barrier to effective knowledge sharing between forces	The extent to which a lack of skills and experience by police personnel impedes the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If the findings suggest that current skill levels are a cause for concern we recommend a review current training to establish whether: • Everyone has received available training, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training. If more local training is provided then we would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of delivery. We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. are people getting a chance to use their learning immediately? • Is everyone who requires training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner?

4I&K LACK OF UNDERSTANDING BY THE PUBLIC / NEGATIVE PUBLIC PERCEPTIONS OF THE POLICE

Evidence from our research suggests that many forces battle with this issue to a greater or lesser extent. These negative perceptions then impact on the extent to which the public will engage with the police and are often very hard to change. A number of forces seek to challenge these perceptions through the media, including both traditional media such as TV, and new forms of social media.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a negative perception of the police impedes knowledge sharing with the public	The extent to which a negative perception of the police impedes knowledge sharing with the public	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	Proactive forces address this through: - Ensuring that good news stories and successes are circulated widely, using a range of methods - Adopting behaviours designed to make them more approachable - Asking for help and feeding back the outcomes - Having campaigns to inform the public about their role and how the public can engage with the police - Making themselves visible.

4J INEFFECTIVE OR INACCESSIBLE TECHNOLOGY

Where people are required or expected to use particular types of technology to do their job and this technology is either not reliable or staff do not have easy access to the technology, then this will impact on the effectiveness of knowledge sharing.

Problems relating to reliability will also impact on the trust that people place in a system and this may mean that people will find their own ways around the problems. These 'work arounds' may cause problems down the line, particularly if key information is not stored in the correct place to be accessed at a later date. Once established, these behaviours can be hard to change.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether ineffective or inaccessible technology is seen as a key barrier to effective knowledge sharing with the public	The extent to which problems relating to the reliability and availability of technology impede effective knowledge sharing with the public	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	As the introduction to this section notes, problems highlighted here may have a significant impact on the effective storage of data that needs to be shared. For problems relating to reliability, we recommend: - A clear and usable system for reporting problems - Problems are addressed effectively and efficiently - Users are kept up to date with the management of ongoing problems and provided with alternative solutions where possible. If access is an essential requirement of the job but sufficient technology is not available then workable solutions need to be found to ensure access is distributed fairly and appropriately amongst everyone who requires access.

MODULE E: KNOWLEDGE SHARING WITH FORCES FROM OTHER COUNTRIES AND / OR INTERNATIONAL AGENCIES

Knowledge sharing with forces from other countries and international agencies is a key element of the fight against cross border crime. In summary, the key types of information exchanged between countries and through agencies includes: intelligence related information, safety–security advice, safety-security experience, and evidence based best practice. The methods used will reflect the type of knowledge being shared.

The nature of the knowledge sharing relationship is both:

- **Proactive**, building relationships, sharing strategic information, intelligence, information, experience and best practice around the key cross border issues
- **Reactive**, when particular information is required that relates to a specific ongoing crime.

All forces need to have access to expertise to operate at an international level as well as a national level. In some cases this expertise is within the force, in others it will be through to a national body or national contact point or organisations, set up to manage international relationships. Alongside the international agencies such as EUROPOL, there are a number of cross border cooperation centers operating between many European countries.

Our research indicated that where there is a common understanding, and / or common processes, procedures and common management, this can improve the co-ordination of operations, for example, Joint Investigation Teams (JIT), or well established cross-border centers. Language is also essential to effective cross-border knowledge sharing and it is critical for safe and effective policing to ensure that staff who work across particular borders have at least some skill in relevant languages.

Q1 OVERALL RATING OF KNOWLEDGE SHARING

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the overall effectiveness of knowledge sharing with international forces and agencies	Effectiveness of knowledge sharing with international forces and agencies	• A mean score of 3 and above indicates effective knowledge sharing • A mean score of less than 3 indicates less than effective knowledge sharing	If required knowledge is not being shared effectively between your force and forces in other countries then this needs to be addressed. In order to address this it is important to understand reasons why this might be happening. Analysis of questions later in this module will help increase your understanding of this and provide recommendations to help address problem areas.

Q2 EFFECTIVENESS OF TYPES OF KNOWLEDGE SHARED

This section focuses on different types of knowledge and asks how effectively these are shared between forces.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess the effectiveness of sharing different types of knowledge	Level of effectiveness by which by different types of knowledge are shared	• A mean score of above 3 suggests the type of knowledge is shared effectively • A mean score of 3 and below suggests that the type of knowledge is shared less than effectively	Where particular type(s) of knowledge are identified as not being shared effectively, this will enable you to identify and prioritise which types of knowledge sharing to target.

More detailed analysis may be useful if you feel that different groups are likely to identify different types of knowledge as important. This can help target attention where it is most effective.

Q3 EFFECTIVENESS OF METHODS OF KNOWLEDGE SHARING

This question focuses on the effectiveness of different methods used to share knowledge. It is essential that the methods used by staff to share knowledge between your force and another force or international agency, helps them to do their job.

If this is not the case then this may be because:

- a. The methods are either not being used properly or
- b. They do not meet the needs of their knowledge sharing role

Where people do not have the skills to use the tools they have for sharing knowledge then this will impact on the ability of the organisation to deliver an effective service and on the wellbeing of the staff who work for the organisation.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess current levels of effectiveness of methods used to share knowledge	Levels of effectiveness for methods used to share knowledge	• A mean score of above 3 suggests the method is used effectively • A mean score of 3 and below suggests the method is not being used effectively	If the findings suggest that the methods are not being used effectively we recommend a review of current training to establish whether: • Everyone has received available training, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training Courses such as those provided by agencies such as CEPOL and EUROPOL may well provide relevant training in this context. If more local training is provided then we would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of delivery. We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. are people getting chance to use their learning immediately? • Is everyone who requires training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner?

A more detailed analysis by department and / or rank may help target training interventions more effectively.

Q4 POTENTIAL IMPACT OF BARRIERS

The questions in this section are designed to identify whether the most commonly identified barriers are impeding the effectiveness of knowledge sharing between your organisation and forces from other countries or international agencies.

They cover situations that focus on potential barriers caused by

- a. Language differences
- b. Incompatibility of practices and processes, systems, technological standards
- c. Issues relating to availability, access, and reliability of technology
- d. Behaviour of staff (either due to poor professional practice or inexperience)
- e. Differences in legal systems, particularly around data protection
- f. Resources

4A DIFFERENT LANGUAGES

When sharing knowledge between international forces and agencies, issues relating to language may be raised. English is the main language of the key international agencies that facilitate knowledge sharing and for example, for some CEPOL courses, a certain level of proficiency in English is sometimes a requirement.

Language was also cited as a key barrier during cross-border patrols, particularly if there is no requirement for patrol members to be bilingual.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether language impedes knowledge sharing between forces in your country and international forces and agencies	The extent to which language impedes effective sharing knowledge sharing between your force and international forces and agencies	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	Language skills play a highly important role when sharing knowledge between countries during specific operations. The use of a common language is valuable in certain circumstances but for everyday cross-border operations, evidence suggests that officials need to have a working knowledge of relevant languages both for service effectiveness and colleague safety. Ways suggested to address this include: • Building relationships with local colleges or universities to access language training • Secondments / exchange visits to help build up language skills.

4B DIFFERENT LEGAL SYSTEMS BETWEEN FORCES

Differences between legal systems between countries can cause problems when seeking co-operation with another country's systems to achieve a speedy arrest / conviction. Co-operation can only take place if it is a criminal offence in both countries, for example, the criminality of traffic incidents differs from Poland to Germany.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether different legal systems are a key barrier to effective knowledge sharing	The extent to which different legal systems impede the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	It is essential that forces access the relevant international support systems in place to help overcome the problems caused by different legal systems. The following suggestions to help minimise the impact are based on current effective practice: • Written rules for collaboration to clarify different roles and responsibilities • Joint force sessions focused on understanding each other's systems and processes • New joint legislation (European or bilateral) or written agreements on co-operation.

4C INCOMPATIBLE SYSTEMS AND PROCESSES

In many cases, particularly with cross border activity, speed of response is an essential element of tackling the work.

Whilst technological developments such as the intranet and email facilitates the speed of knowledge sharing, incompatible systems and processes can clearly hamper access to key information. Forces who have then sought to establish closer working relationships with particular countries or forces have had to find ways of working together, supported in some cases by cross-border centres where available. For example, different technological standards in radio communication can hamper direct radio communication during cross-border operations.

This may also be exacerbated by internal integration problems, where intra-country knowledge sharing between the key agencies is flawed because of incompatible internal systems.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether incompatible systems and processes are a key barrier to effective knowledge sharing	The extent to which incompatible systems and processes impede the effectiveness of knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	It is essential that forces that should be working together find ways to collectively manage the incompatibility between systems by developing standard procedures that allow the systems to work together. One example of ensuring effective communication allows direct initial contact to be made through the telephone and email with a written announcement and paperwork that follows once the operation is in place. Inter country training such as the EU Police Service training has sought to share 'best practice' to seek a common approach around Human Rights– this process was facilitated by a common understanding of the parameters of the activity and by using realistic scenarios to share information. The outcome suggest that standard operating procedures are required to manage operational activity Some of the suggestions made under 4B will also be relevant.

4D BUREAUCRATIC PRACTICES AND PROCESSES THAT DO NOT ENCOURAGE KNOWLEDGE SHARING

When sharing knowledge with forces in other countries our research indicates that in some cases the processes and protocols designed to support this are either badly designed or slow and often involve excessive paperwork. All these aspects get in the way of effective knowledge sharing with international forces.

This is also exacerbated by the fact that different forces may well have incompatible systems, practices and procedures.

Evidence suggests that in some cases staff 'work around' to get around the procedures, such as a phone call to a contact. This may well be more effective in getting things done at the time but alongside this, an audit trail needs to be established and relevant intelligence and knowledge input appropriately into relevant systems and databases to ensure ongoing management of the knowledge.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether bureaucratic processes impede knowledge sharing	The extent to which bureaucratic processes impede effective sharing knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If this is an area of concern then we recommend: • Collectively review current work procedures to minimise the impact on any knowledge sharing with forces you most frequently share with • Production of standard approaches and common documentation where possible • Involve users in the development of these standards to ensure they work in practice. • Refer back to the recommendations in 4B.

4E LACK OF STAFF RESOURCES AND TIME

Evidence suggests that a lack of resources is a common complaint. Knowledge sharing does take time and requires an appropriate degree of financial investment. Feedback from some participants suggests knowledge sharing is not always seen as a priority. Knowledge sharing is critical to effective information led policing and the level of resourcing should reflect its level of importance.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether lack of staff resources / time is a key barrier to effective knowledge sharing between your force and international forces and agencies	The extent to which lack of staff resources / time impedes the effectiveness of knowledge sharing between your force and international forces and agencies	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If in the process of reducing resources, it is important to ensure that this is not done without re-focusing on how things are done, for example, the perceived impact could be reduced by focusing on improving working procedures and practices based on suggestions highlighted elsewhere in this section.

4F & 4G DATA PROTECTION LEGISLATION / MANAGING SENSITIVE INFORMATION

In some cases, a country's data protection legislation is seen to impede knowledge sharing with other forces, others see it as a necessary barrier to ensure that the forces works effectively together and that people who need to be protected, are protected.

Legislation becomes a barrier sometimes because staff do not know the legislation in sufficient detail so are cautious about sharing, when it may be the case that information can be usefully shared. It has also happened that this lack of knowledge has meant that information has been shared that should not have been.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether data protection legislation / managing sensitive information is seen as a key barrier to effective knowledge sharing	The extent to which data protection legislation / managing sensitive information impedes effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	It is essential that all staff are clear about their responsibilities with regard to data protection legislation. It is also important that staff working with forces in other countries have easy access to expertise about the nature of similarities and difference between the relevant legislation. If this is seen as a barrier within your organisation we recommend you ensure that: • All staff who need to know are clear about their own legislation and its implications through effective communication / training • There is a usable protocol which identifies either when information / intelligence can and can't be shared with forces in other countries or identifies who to contact to gain access to the relevant expertise.

4H LACK OF MOTIVATION TO SHARE

If this is an issue within your organisation then our research suggests there may be a number of reasons for this. These include:

- People are not encouraged to share by their line manager or by senior management within the force
- Practices and procedures do not support sharing
- There is a competitive culture where reward or recognition schemes may focus on the success of a team or an individual, which may encourage protective practices where people may not see it in their best interest to share
- It is not the way things have been done and it is hard to change people's behaviour
- Previous experience has lead to a lack of trust between people who should share information.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of motivation to share is a key barrier to effective knowledge sharing between your force and international forces and agencies	The extent to which a lack of motivation to share impedes effective knowledge sharing between your force and international forces and agencies	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	The behaviour of others is frequently cited as reason why knowledge sharing is less than effective. As stated above there are many reasons why people do not share. Some actions are more deliberate than others, and some behaviours are just the result of custom and practice. Further evidence to support understanding of this in your organisation may come from other questions in the questionnaire. Trust is a key issue that impacts on motivation to share and evidence suggests that building relationships and trust between groups of people involved in cross border activities facilitates effective policing. In addition, careful selection of staff for cross-border activity is necessary to ensure they have the ability, attitude and commitment to meet the intercultural requirements of the role. This problem, endemic in many organisations, needs to be tackled systemically and in a number of ways.

4I LACK OF SKILLS AND EXPERIENCE BY POLICE PERSONNEL

Our research indicated that a particular barrier to effective knowledge sharing was perceived to be caused by dealing with others in other forces who didn't have the relevant skills or experience or in some cases were not 'up to the job'. This meant that the knowledge shared was either of poor quality, or not delivered in an efficient or timely way. It also meant that knowledge when shared was not dealt with appropriately or effectively by other people leading to a lack of trust.

In some cases individuals may have the skills and experience to be effective in cross-border knowledge sharing but lack confidence in their ability to do the role.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether a lack of skills and experience by police personnel is a key barrier to effective knowledge sharing between your force and international forces and agencies	The extent to which a lack of skills and experience by police personnel impedes the effectiveness of knowledge sharing between your force and international forces and agencies	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If the findings suggest that current skill levels are cause for concern we recommend a review current training to establish whether: • Everyone has received available training they need, and • The content, the method of delivery and the timing of delivery meets the needs of the people requiring training. If more local training is provided then we would also recommend that it is both good practice and makes clear financial sense for organisations to evaluate key training once practice has had chance to become embedded, to ensure it is being effective. This will help inform any revision of the training, whatever the method of deliver We would suggest that any review includes the following: • Is the training covering the topic clearly and concisely? • Is it appropriate to the target group? • Does it provide the opportunity to test learning? • Is the timing of the delivery right, i.e. are people getting chance to use their learning immediately? • Is everyone who requires training able to access it? • Are managers supporting the learning process? • Is there access to further support if the training approach is not sufficient for the learner? We would also recommend that key staff should seek to complete courses run by international agencies such as CEPOL and EUROPOL. Attendance on courses (rather than e-learning) brings the added benefit of building relationships and becoming part of international networks.

4J INEFFECTIVE OR INACCESSIBLE TECHNOLOGY

Where people are required or expected to use particular types of technology to do their job and this technology is either not reliable or staff do not have easy access to the technology then this will impact on the effectiveness of knowledge sharing. Problems relating to reliability will also impact on the trust that people place in a system and this may well mean that people will find their own ways around the problems. These 'work arounds' may cause problems, particularly if key information is not stored in the correct place resulting in problems when trying to access this information at a later date. Once established these behaviours can be hard to change.

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether ineffective or inaccessible technology is seen as a key barrier to effective knowledge sharing	The extent to which problems relating to the reliability and availability of technology are impacting upon effective knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	As the introduction to this section notes, problems highlighted here may have a significant impact on the effective storage of data that needs to be shared. For problems relating to reliability, we recommend: • A clear and usable system for reporting problems • Problems are addressed effectively and efficiently • Users are kept up to date with the management of ongoing problems and provided with alternative solutions where possible If access is an essential requirement of the job but sufficient technology is not available then workable solutions need to be found to ensure access is distributed fairly and appropriately amongst everyone who requires access.

4K NOT KNOWING WHO TO TALK TO

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether not knowing who to talk to is judged to be a key barrier to effective knowledge sharing	The extent to which not knowing who to talk to impedes knowledge sharing	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	We would recommend that the most effective way of overcoming this barrier is to: • Build up relationships and invest in formal networks with the relevant force • Where possible engage with the networking opportunities provided through the relevant international agencies such as CEPOL and EUROPOL • Working with central agencies to ensure key contacts within forces are listed and maintained.

4L& 4M LACK OF TRUST BETWEEN FORCES / WORKING RELATIONSHIPS BETWEEN FORCES

Purpose of Question	Key information provided by the data	How to interpret	Recommendations
To assess whether trust and working relationships impact on effective knowledge sharing between your force and international forces and agencies	The extent to which trust and working relationships impede knowledge sharing between your force and international forces and agencies	A mean score of 3 and over indicates an impact on knowledge sharing, the higher the score the higher the perceived impact	If this is a concern then more collaborative work needs to be done by forces to build relationships and networks with the other force. Suggested approaches include: • Making use of options such as exchange programmes to help enhance relationships and build a common understanding of each other's organisations • Arranging regular social contact between people who need to work together • Investing in formal networks across forces and countries.

