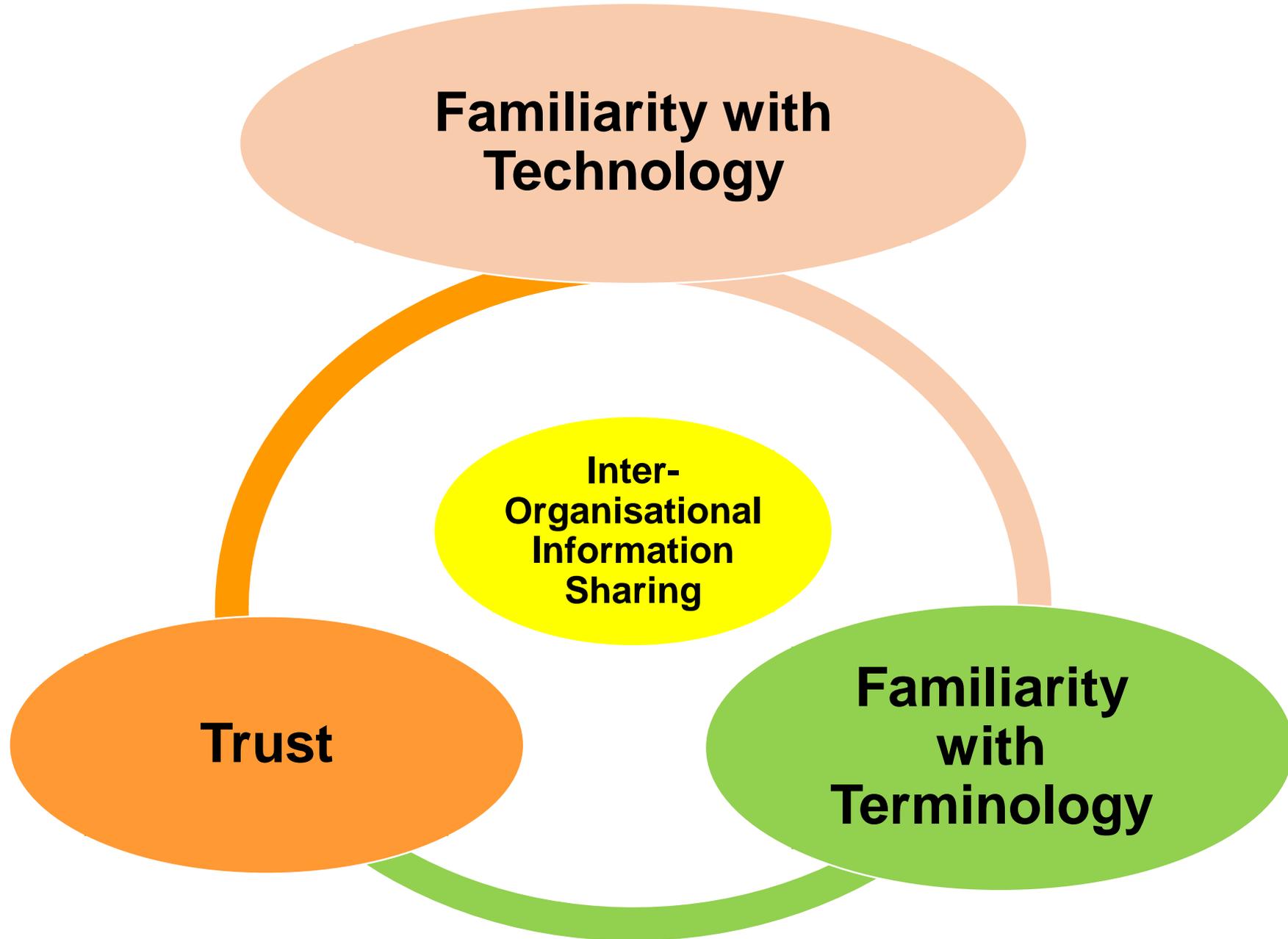


Technology Training: An Effective Tool to Enhance Inter- organisational Information Sharing

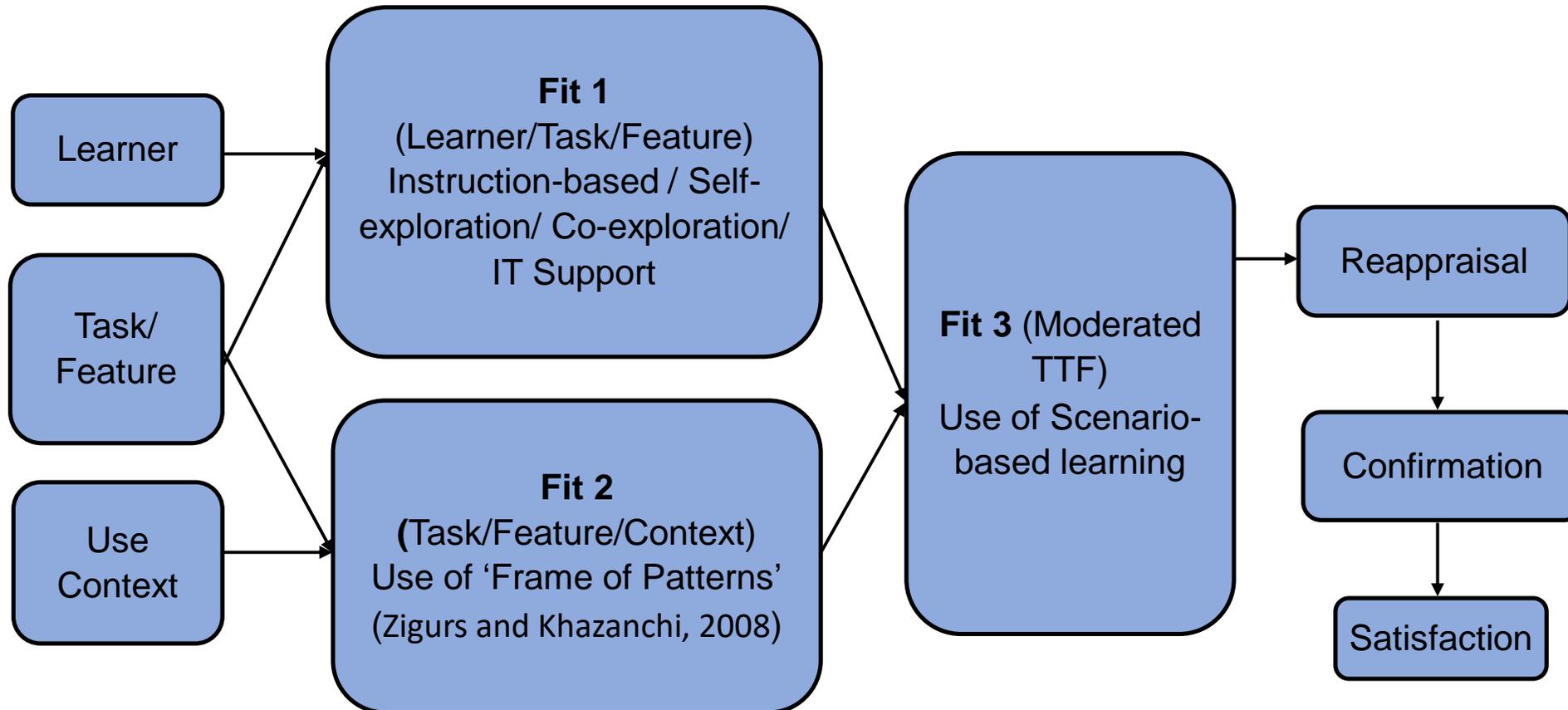
Noorhan Abbas and Dr. Nicoletta Policek

Institute of Business, Industry & Leadership. University of Cumbria. CA1 2HH.

Noorhan.abbas@uni.cumbria.ac.uk and Nicoletta.policek@cumbria.ac.uk



Fit and Appropriation Model for Training (FAMT)



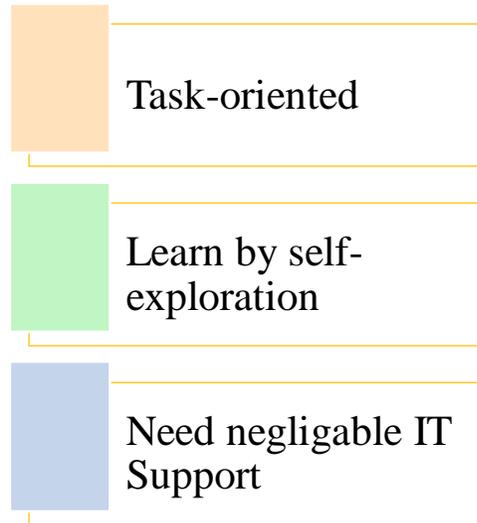
Methodology

- An Action Research study was undertaken in a medium-sized Constabulary in the UK.
- The study commenced in 2016 and was completed in 2018.
- All participants were front-line officers recruited by the Constabulary. The number of officers attending each session was limited to five or six police officers.
- Officers' ages ranged between 25 and 35 years of age.
- Training sessions were conducted in three Areas of the County: North, West and South.
- To assess the achievement of the training goals:
 - Officers were encouraged to send short messages service (SMS) to the researcher to inform her promptly about the effectiveness of the Kelvin devices' features in actual work contexts.
 - An online survey was developed using the Bristol Online Survey tool to collect feedback about effectiveness of the training (75% response rate).
 - In addition to, analysing the observations' fieldnotes and the audio recordings .

Key Findings

The Impact of Using Exploratory Learning Methods on the Learning Process

- Gender differences were clear at this stage of the training and influenced the learning process significantly.



Male Officers' Learning Attributes



Female Officers' Learning Attributes

The Impact of Linking Features to Work Contexts on the Learning Process

- By linking the technology feature to different possible work contexts, officers were able to:
 - Extend the use of the features to various contexts.
 - Adopt a realistic expectation of the strengths and limitations of the feature.
- Group interactions and discussions varied significantly across the training sessions. Several factors influenced the depth of the discussions of the different features presented like:
 - Officers' seating in the session.
 - Co-workers or Peers Influence.
 - The number of officers participating in the session.



The Impact of Linking Technology Features to Contexts on the Learning Process (cont'd)

- The results of the online survey indicated that:
 - 100% believe that using real-life scenarios in the training session consolidated their learning of the features presented.
 - 88.9% believe that the discussions *extended their knowledge about the feature*.
 - 94.4 % believe that the discussions helped them appreciate the *usefulness of the feature*.
- Therefore, using the 'Frame of Patterns' technique and scenario-based learning impacted positively on the learning process and was perceived as an effective method of consolidating learning by officers.

Conclusion

- FAMT has successfully contributed to the positive confirmation of officers' expectations of the technology features, extended their knowledge about efficient utilisation of these features in different contexts and promoted officers' perceptions of the usefulness of the Kelvin devices' features.
- FAMT can facilitate removing uncertainty about what information can be shared and what types of information is useful to others and vice versa.
- Refresher training sessions
- Male officers' IT-skills better than their female colleagues! Not at all !

A sample of officers' feedback about the training sessions:

“Thoroughly enjoyable and I have continued to use the skills I was given on the training session. Not just at work but at home also. Loved the input thank you very much. “

(Police Constable, West)

“Small regular inputs like this are more helpful”

(Police Constable, South)

*Thank
You*

References

- ACPO Report (2006) Professionalising Neighbourhood policing.
<http://library.college.police.uk/docs/acpo/Professionalising-NeighbourhoodPolicing.pdf> accessed online on 14/03/2018
- Balkin. S. and Houlden, P. (1983) Reducing Fear of Crime Through Occupational Presence. *Criminal Justice and Behavior*, 10, pp.13-33.
- George, J. M., & Jones, G. R. (1996) The Experience of Work and Turnover Intentions: Interactive Effects of Value Attainment, Job Satisfaction, and Positive Mood. *Journal of Applied Psychology*, 81, pp.318–325.
- House Of Commons. (2012) Mobile Information Programme. [online]
<http://www.publications.parliament.uk/pa/cm201213/cmselect/cmpublic/129/12906.htm> [accessed 10/12/2017]
- Isen, A. M. (1984) Toward Understanding the Role of Affect in Cognition. In R. S. Wyer & T. K. Srul (Eds.), *Handbook of social cognition*, 3, pp. 179–236. Hillsdale, NJ: Erlbaum.
- Kihlstrom, J.F. (1989) On What Does Mood-dependent Memory Depend? *Journal of Social Behavior and Personality*, 4, pp. 23–32.
- Paoline, Eugene. (2004) Shedding Light on Police Culture: An Examination of Officers' Occupational Attitudes *Police Quarterly*, 7(2), pp. 205-236.

- Povey, K. (2001) Open all Hours: A Thematic Inspection Report on the Role of Police Visibility and Accessibility in Public Reassurance. [online]
<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjyhl2M4qXQAhVsLcAKHWFxA1sQFggaMAA&url=https%3A%2F%2Fwww.justiceinspectorates.gov.uk%2Fhmic%2Fmedia%2Fopen-all-hours-20011130.pdf&usg=AFQjCNFbhUBKQuQDPvSwz05ZWnIA8V1utw&sig2=PxBDoPosoSmcHuSiQ47cGQ> accessed [15/03/2018]
- Venkatesh, V.; Morris; Davis; Davis (2003) User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*, 27 (3), pp. 425–478.
- Weary, G., & Gannon, K. (1996) Depression, Control Motivation, and Person Perception. In P. M. Gollwitzer & J. A. Bargh (Eds.), *The psychology of action: Linking cognition and motivation to behavior* (pp. 146–167) New York: Guilford Press.
- Workman-Stark, A. L. (2017) Understanding Police Culture. In *Inclusive Policing from the Inside Out*, pp. 19-35. Springer International Publishing.
- Worth, L. T., & Mackie, D. M. (1987) Cognitive Mediation of Positive Affect in Persuasion. *Social Cognition*, 5, pp.76–79.
- Zigurs, I and Khazanchi, D (2008) From Profiles to Patterns: A New View of Task-Technology Fit. *Information Systems and Quantitative Analysis Faculty Publications*. 22.

Conclusion

- FAMT has successfully contributed to the positive confirmation of officers' expectations of the technology features, extended their knowledge about efficient utilisation of these features in different contexts and promoted officers' perceptions of the usefulness of the Kelvin devices' features.
- In organisations like the Constabulary where employees change roles frequently, refresher technology training sessions that focus on the set of features that fit best with these roles can impact positively on the post adoption utilisation attitudes and beliefs towards the technology. They can also shape employees' acceptance/resistance to future Information Systems adopted by the organisations by positively influencing their secondary appraisal of the technology features.
- This study does not suggest that male officers have better IT skills than their female colleagues, rather it sheds light on the gender differences that influence the learning process. Managers should not underestimate these differences and should ensure that trainers provide sufficient IT support and confirmation to female learners. Moreover, ensuring that female learners are seated close enough to each other during technology training can facilitate their collaboration, boost their learning and enable them to swiftly bridge any technical skills gaps.
- Organisations can profoundly benefit from incorporating female employees as active actors during technology training. This can be achieved by adopting special schemes such as Springboard Women Development courses for female employees to boost their self-confidence, self-efficacy and support them in achieving their personal and career goals.