



Using diaries in value co-creation

An explorative study of the applicability of a diary practice aimed at value co-creation in the Dutch police organization

UNIVERSITY OF TWENTE.

Name: Renske Jassies
Student number: S1007394

Faculty: School of Management
Master: Business Administration
Master Track: Service Management

First supervisor: Dr. J.S. Svensson
Second supervisor: Prof. Dr. Ir. O.A.M. Fisscher
Company supervisor: Else Wind-Fransen
Drs. Ingrid Oostenenk

Date: december 20, 2013

Preface

Although always fascinated by police work, I made my tradeoffs in 2009 and started my study at the University of Twente. This thesis announces an end to my period of being a student Business Administration at the University of Twente. Still fascinated by police work at the end of my study, I wanted to end my study period with an assignment concerning police work. As I became accustomed with issues and theories about competitive companies during my student time, doing an assignment at the police organization with no competitors seemed even more challenging. As citizens become more critical toward police and, by the force of the internet, also become more aware of their power, I also felt that business administration theories are increasingly suitable in the police organization.

At the end of my assignment, I look back with pleasure on doing this assignment. I have taken real satisfaction and I can say that I really learned a lot about organizational and strategic issues and police work. However, without several people, this would not have been possible. Therefore I would first like to thank drs. Ingrid Oostenenk for giving me the access to the police organization to conduct and fulfill my assignment satisfactory. Moreover, she coached me in making strategic considerations and decisions. As head of the '*Onderzoeks- & Adviesgroep*' (Consultancy & Research Group) Ingrid provided me a workplace with great student colleagues. Although the Consultancy & Research Group formed a close team, my research design required me to go outside the team, take actions on police working floor level and partner with police colleagues. Without the involvement of several police colleagues, the goal of this research would have never been achieved. I would like to thank Gert Telman (deputy director emergency & intake) and Wim Kanis (deputy director of enforcement) for their trust and openness in this research and access to resources for this research. Additionally, I would like to thank Berto Nijland and Albert Timmerman for their support and initiatives to hand out the diaries for this research. Thanks go to all police employees who have handed out diaries and provided me additional input. Furthermore, special thanks go to Rinke Borger from the domestic burglary team for his input, involvement, trust and support, Else Wind-Fransen from corps support for her input and mental coaching and Richard Hulsman from the forensic team for his support and input. For all the victims who have participated in the research, thank you. Without your input, the research would not have succeeded as intended.

Although the research required active involvement in the police organization, this thesis would not have succeeded without the support and supervision of Dr. Jörgen Svensson and Prof. Dr. Ir. Olaf Fischer, from the University of Twente, whom I would like to thank. From the start of this thesis I wanted to bring the police organization into motion. An action research approach seemed therefore a well-suited approach. However, the approach was rather unusual for doing a master thesis. As both supervisors gave me the benefit of the doubt, I was able to conduct action research. This research provided me the opportunity to explore the police work field, develop myself, but also explored possibilities for connecting business administration insights about value co-creation with the public administrative police organization.

Zwolle, December 2013

Renske Jassies

Abstract

The Dutch police should be able to improve service delivery by partnering with victims of domestic burglary (Inspectie Veiligheid en Justitie, 2012). However, questions are raised when one wants to treat victims as partner: What is an appropriate partner treatment and how could a partner treatment add up to what is valued by victims? From managerial literature comes forward that customer value in a specific service (e.g. process of filing police report) is optimally created by partnering and discussing with stakeholders of that specific service. This is called *value co-creation*. However, literature also shows that value co-creation can be carried out in many practical forms. As value co-creation concerns searching collaboratively for improvements in a service, value co-creation practices could (1) meet more customer value and (2) give hands and feet to partnering with victims. However, the question remains:

'In what way can value co-creation be applied in improving the process of filing a police report and what improvements can be made by applying value co-creation?'

First, literature is studied about value co-creation. Based upon literature, a conceptual model for applying value co-creation is designed. Second, the conceptual model is carried out in a case study. The aim of the case study is to improve the police service based on what is valued by victims and provide the police organization with an example of how value co-creation can be applied.

The first part of the research question is answered by *jointly* finding a way to design and test a co-creation practice with police employees (i.e. in what way?). The answer to the first part of the question is based upon theoretical input, decisions, actions, outspoken and actual willingness to participate and behavior while testing the jointly designed co-creation practice. However, the answer is also based upon victims' reactions to the co-creation practice. The answer to the second part of the research question (i.e. what improvements?) is based upon the tested practice, researcher-victim conversations, discussions between victim and police during an evaluating meeting and interviews with police employees.

In collaboration with police employees the value co-creation practice of a *diary* was designed. Victims were able to write about their experiences with the burglary incident and the associated encounters with police by providing victims of domestic burglary the diary, directly after they are victimized. From the diaries it became apparent what is appreciated or missed by victims while experiencing the police service of filing a police report. In an evaluation meeting and in personal conversations, ideas were put forward in order to meet those missing values from victims. Reactions and ideas for improvements from victims and police (e.g. by personal conversations and discussions in briefings) ensured enough information to provide an answer of the applicability of the diary as value co-creation practice by setting up this diary action. Results showed, for example, that the information provision after the police report is filed is often regarded as insufficient by victims. Victims also indicated that they are curious to results from the forensic investigation executed in their home. Furthermore, a threshold is noticed at victims' side causing victims waiving to report seemingly unimportant information. The provision of a reporting officers' personal work phone number might lower this threshold. However, providing a personal phone number is considered sensitive topic within police.

Based upon reactions from victims and police can be concluded that the diary practice as value co-creation method is applicable in the process of filing a police report in order to improve the process. Ideas for improving the process of filing a police report at domestic burglary are put forward in victims' diaries, researcher-victim conversations, discussions between victim and police during an evaluating meeting and interviews with police employees.

Table of content

1	Introduction: <i>Police partnering with victims of domestic burglary</i>	5
1.1	Problem statement	6
1.2	Scientific relevance	7
1.3	Practical relevance	7
1.4	Reading guide	7
2	Theoretical framework: <i>Value co-creation</i>	8
2.1	The service logic of doing business	8
2.2	Definition of value co-creation	9
2.2.1	Value	10
2.2.2	Co	10
2.2.3	Creation	11
2.2.4	Conclusion	12
2.3	The advantages and challenges of value co-creation	13
2.3.1	Advantages of value co-creation	13
2.3.2	Challenges of value co-creation	14
2.3.3	Conclusion	16
3	Research strategy: <i>Model for designing a value co-creation practice</i>	17
3.1	Research approach: <i>Action research</i>	17
3.2	Research model	19
3.3	Case study design	22
4	Results: <i>Implementing the designed value co-creation practice</i>	23
4.1	Designing and applying a value co-creation practice	23
4.1.1	Making the design: <i>a diary practice</i>	23
4.1.2	Testing the design: <i>handing out diaries</i>	24
4.1.3	Evaluating the design: <i>reactions to the diary</i>	26
4.2	Improvements regarding the process of filing a domestic burglary police report	31
4.2.1	The filing process and its victim-police encounters	32
4.2.2	Critical encounters: an analysis of value and missing value in the filing process	32
4.2.3	Ideas for improving the filing process	34
5	Reflection: <i>research design and researchers' role</i>	37
6	Conclusion: <i>design of value co-creation for improving police service</i>	40
6.1	Evaluating the research process against results	40
6.2	Answer to the main question	42
6.3	Recommendations	43
6.4	Scientific and practical implications	44
6.5	Future research	45
	Literature	46
	Appendices	49
	Appendix I – Overview positive and negative aspects of the pivotal factors of action research (Waterman <i>et al.</i> , 2001)	49
	Appendix II – Overview Co-s derived from Russo-Spena & Mele (2012)	52
	Appendix III – Victim diary design (partially)	53
	Appendix IV – Invitation letter toward victims	55
	Appendix V – Evaluation form for victims	56

1 Introduction: *Police partnering with victims of domestic burglary*

Victims of domestic burglary want to be informed by the police what does and does not happen with their case. Victims want to be taken seriously by the police and want to be treated as a partner of the police (Inspectie Veiligheid en Justitie, 2012). These findings have been made by the Dutch inspection Justice and Safety in the report '*Aangifte doen: de burger centraal?*' (Inspectie Veiligheid en Justitie, 2012). The purpose of the inspection was to find points for improvements in the process of filing a police report. Citizens' satisfaction and willingness to report a crime to the police increases when the filing process improves and victims' needs are met. It is stated by the inspection that increasing citizen's satisfaction and willingness to report a crime ensures more information about crimes, leading to improved crime investigation by the police (Inspectie Veiligheid en Justitie, 2012, p.35). The inspection recommended to '*work toward awareness of an appropriate treatment of the citizen as partner*' and '*consider the citizen as partner in the process of filing a police report*', as the inspection found that citizens want to be treated as partner of the police. However, the recommendation of partnering raises the question of what exactly is meant by an appropriate approach for treating citizens as partners and how does partnering with victims add to what is valued by victims. The raised questions about partnering and value initiated this research.

In the search for appropriate partnertreatment, literature and theoretical models are reviewed for effective ways to uncover and meet value for customers. From literature it comes forward that a *proactive* approach of capturing value and needs of a customer (or citizen) will be suitable for uncovering needs. Approaching customers proactively means that customers actively contribute to a product or service design-process by submitting their needs *while* experiencing a product or service in situ (Witell, Kristensson, Gustafsson & Löfgren, 2011, p.143). When actively involving customers in a design-process, an organization gains in-depth knowledge about the needs and values of the customer and *how* a customer determines the value of a product or service (Witell *et al.*, 2011). As a result, an organization can become more servable in meeting the needs of customers. Future situations where citizens are dissatisfied or complaining can be prevented by actively involving customers in organizational design-processes. The active involvement of citizens makes the citizen a real partner.

Value co-creation is considered a proactive approach for (re-)designing organizational working processes in managerial literature. The term value co-creation is increasingly used to describe an iterative way of improving products or processes where stakeholders of that process (e.g. receivers or producers of a service or product) are involved in the production process. Moreover, the term is used to address how environmental changes (e.g. social, cultural, and economic) enable organizations to interact, collaborate and solve problems with their environment (e.g. customer, provider) by jointly generating ideas, solutions and value for a service (Russo-Spena & Mele, 2012). Practices of value co-creation are therefore argued to fulfil the recommendation of treating citizens as partners of the police.

In order to implement changes toward value co-creation, one must be able to implement a change appropriately. Implementing changes can be done by either implementing decisions top-down (i.e. from the government or directors to the working floor) or by initiating changes bottom-up (i.e. initiating changes from the working floor). When using a bottom-up approach of establishing change, change is likely to be more supported by employees of an organization. Police work is featured by large discretionary power in police officers' handling and police officers are closely and emotionally involved with their work. Critics and input from external parties are often viewed with cynical view, as police officers often judge their handling as correct handling (Van der Vlugt, 2011). Feedback and critics are accepted faster from colleagues. In order to investigate whether a change or innovative conception fits the organization and corresponds with police craftsmanship and handling, the research should also be set up and carried out proactively. That is, the investigation should actively involve in police handling. It is

attempted to ensure actual responses instead of expected responses by actively involving in police handling.

Action research is argued to be a proactive approach for establishing change in organizations and make a change supported by employees, as action research is *'a period of inquiry, which describes, interprets and explains social situations while executing a change intervention aimed at improvement and involvement of stakeholders'* (Waterman, Tillen, Dickson & de Koning, 2001, p. 11). Action research is regarded as a mode of inquiry for establishing supported changes in organizations (Middel, Coghlan, Coughlan, Brennan & McNichols, 2008, p. 99). Changes toward improvement can be initiated by testing and gauging theoretical models on their applicability for solving problems in organizations. These theoretical models are tested and gauged by conducting repeated cycles of collaboratively *planning, acting* and *evaluating* actions with stakeholders concerning the change (Waterman *et al.*, 2001).

Action research is carried out in this research in a case study. The aim of the case study is to motivate the police organization to work toward treating victims as partners of the police (Inspectie Veiligheid en Justitie, 2012). The case study in this research concerns an iterative process where employees of police unit Eastern-Netherlands and victims of domestic burglary will be actively involved in testing the applicability of value co-creation in the process of filing a domestic burglary police report. Moreover, action research will be evaluated against the result of applied value co-creation practices. The case study consists of iteratively and collaboratively planning, acting and evaluating practices of value co-creation in the process of filing a police report.

It is attempted to draw victims of domestic burglary into optimizing police working processes, provide police management a tool for optimizing police working processes and make value co-creation supported on the working floor level by combining value co-creation with action research.

1.1 Problem statement

This research has a twofold focus. First, the applicability of value co-creation practices in the process of filing a police report is evaluated. Second, the research aims to improve that filing process, based upon victims' perception of value. Therefore, the following main question is central in this research:

'In what way can value co-creation be applied in improving the process of filing a police report and what improvements can be made by applying value co-creation?'

To elaborate this research question properly, a theoretical framework will firstly deepen the subject of value co-creation. Eventually, a research model for conducting the case study based on action research will be proposed. The following sub-questions will support in answering the main question:

- *In what way can the investigation of the applicability of value co-creation be initiated in police context aimed at improving a police service?*
- *How can value co-creation be applied for improving the process of filing a police report at domestic burglary?*
- *What improvements can be made in the process of filing a police report at domestic burglary, based on applying a designed value co-creation practice?*
- *What are do's and don'ts in testing and applying value co-creation practice for improving police services on an action research basis?*

1.2 Scientific relevance

The scientific relevance of this thesis lies in the exploration of value co-creation practices in the public administrative police organization. Value co-creation practices are often applied in commercial organization in order to meet what customer value in organizational services. By applying co-creational practices in commercial organizations, they gain insights in how they can involve in and contribute to their customers' life. By doing so, organizations try to keep ahead of competitors. Although the Dutch police organization has no competitors, Dutch citizens are increasingly critical toward police handling. Citizens gain power by expressing their critics on the internet, ensuring fast spread of words (Prahalad & Ramaswamy, 2004). The growing demand for customized experiences requires individual tailoring and therefore increased focus toward collaborating and customizing the products and services that an organization delivers in order to deliver value to a customer (Etgar, 2008, p. 99). In order to prevent negative expressions and remain ensured from information flows from victims to police, value co-creation practices could be applied in order to meet what is valued by victims of the police organization. Besides, Prahalad & Ramaswamy (2004) also state that value co-creation becomes a basis of value. The research attempts to find out whether value co-creation practices are also a basis of value in a public administrative organization such as the police.

In this research, value co-creation, derived from the service logic approach, is investigated on its applicability in the police organization. By establishing a model value co-creation practices and putting this model into practice, it is attempted to see whether the model could establish value co-creation in the organization. A contribution to the knowledge of value co-creation is made. Additionally, by uncovering needs of victims in situ, contributions are made upon the needs of victims.

Besides contributing to knowledge about value co-creation and victims' in situ experiences, the study also provides insight in how action research can be applied in the public administrative organization of police.

1.3 Practical relevance

The practical relevance of this thesis lies in the attempt to improve police service in order to satisfy victims related to their service experience with the Dutch police. Through allowing victims to co-create in the process of filing a police report, the attitude toward the police will be influenced positively, as victims get more satisfied. The willingness of crime witnesses to report crimes and provide information to the police increases by when attitudes toward the police change positively. With the increase of information about crimes, police should be able to raise solved crime rates. Ideally, safety of Dutch citizens is to increase. At the same time, by applying action research, it is attempted to provide the Dutch police a method for setting up and implementing changes. When changes are repeatedly implemented on an action research basis, it is likely that the implementation speed of changes increases. Increased implementation speed of changes will eventually result in a more responsive police organization, adapting quicker to environmental changes and customer demands.

1.4 Reading guide

First, a theoretical background is described in chapter 2. In chapter 3 the research model is described. Chapter 4 shows the results, progress and process of the case study. Chapter 5 presents discussion points. Chapter 6 draws conclusions and recommendations.

2 Theoretical framework: Value co-creation

Focus is given to the establishment of the case study by providing different aspects of the scientific conversations about value co-creation. This chapter starts with explaining the service logic of doing business. Service logic is considered a basis for elaborating value co-creation in organizations. Service logic and value co-creation are considered as the conception or change to be gauged in the case organization.

2.1 The service logic of doing business

The service logic of doing business focusses on the interactions between customer and organization. Interactions between customer and organization can be considered as ‘moments of truth’ in determining the value of a service. In these interactions resources such as goods, information and/or emotions are exchanged between organization and customer. By following a traditional business view to resources (i.e. the resource-based view (RBV) (Barney, 1991)), resources (mainly physical and tangible) are considered as firm’s assets and strengths. When a firm’s resources are judged as having value, being rare, inimitable and non-substitutable, these resources should bring a firm competitive advantage. Resources are considered as valuable *‘when they enable a firm to conceive of or implement strategies that improve its efficiency and effectiveness’* (Barney, 1991, p. 106). However, the RBV focusses on individual resources and considers resources not relative to its environment (Kraaijenbrink, Spender & Groen, 2010, p. 356). In contrast to the RBV, the postmodern business view considers resources as means where value is *extracted* from (Foss, Klein, Kor & Mahoney, 2008; Kraaijenbrink *et al.*, 2010; Grönroos, 2011; Gustafsson, Kristensson & Witell, 2012). That is, value of a resource is subjective, often not monetary and not always inherent to a resource. According to Grönroos’ (2011) service logic, value is determined and only created by the person who consumes the offered service, mostly during the interactions with the organization. During consumer-organization interactions, the organization offers *potential* valuable resources to the customer. ‘Potential’ here is emphasized as the customer eventually uses (or does not use) that potential and determines the value by judging whether he or she could use and frame the offered resources in such a way that it will increase his or her well-being. This will result in judging whether the service is valuable for him or her (Grönroos, 2011).

‘There are no facts, only interpretations’ – Friedrich Nietzsche

According to the service logic of Grönroos (2011), every resource offers a service. Take for example a car. Whereas one might find it valuable to take a ride (a rendered service from a car as resource) in a Rolls Royce, another only values the destination where the ride has taken him or her to (e.g. a party with great friends). In both cases, value is extracted from the car, however in two different ways. When the Rolls Royce was not a Rolls Royce, but a Nissan Micra, for one person the value of the ride would drop dramatically, whereas the value of the car for the other might stay the same, as he or she renders a whole different service from the car (e.g. the fact that he or she arrives at the party). In short, the customer creates the value that is extracted from the offered resources by a provider. Therefore, getting deeply involved in these interactions might provide a better understanding of the value-creating process for a customer.

Value is thus not created by just delivering and transferring resources by an organization, but is created by the customer. The value of an offered service from a firm is to be found in the *customer’s* perception (Witell *et al.*, 2011). Therefore, taking a customer perspective to value is important to contribute to their value from organization view. Eventually, the *provider* could participate as *co-producer* of *value* for the *customer*.

As the moments of interaction determine a positive or negative perceived experience with the organization, it is also for organization’s concern to get deeply involved in the interactions (Osborne, 2009). As, for example, a firm dismisses a customer complaint or lacks to give enough attention to a customer when visiting the firm, people get the feeling of not being taken serious

by the firm. That feeling will increase the chance of customers losing faith in the service of a firm, causing downsize in the number of customers and service requests (Homburg & Batelaan, 2005). In that case, the value that the customer wants to extract from the service (i.e. the feeling of being taken serious), is not delivered. According to Osborne (2009) *'the key role for successful services management lies both in governing and responding to the service expectations of customers and in training and motivating the service workforce to interact positively with the customer'* (p. 3).

It is attempted to downsize negative experiences and improve the attitude toward a firm and therefore the number of service requests through gaining a deeper understanding of the interaction moments where value is created for customers. When truly involved in these interactions, the *customer could participate as co-producer of resources and processes with the provider* as they could provide the organization with information to meet their value wishes.

As it might be already noticed, interactions are of main interest for as well as customer as for organizations to uncover value (and needs) for stakeholders of the interactions. The importance of interactions in value creation is acknowledged by Payne, Storbacka & Frow (2008) and Grönroos (2011) and is visualized by Grönroos (2011) in the following figure.

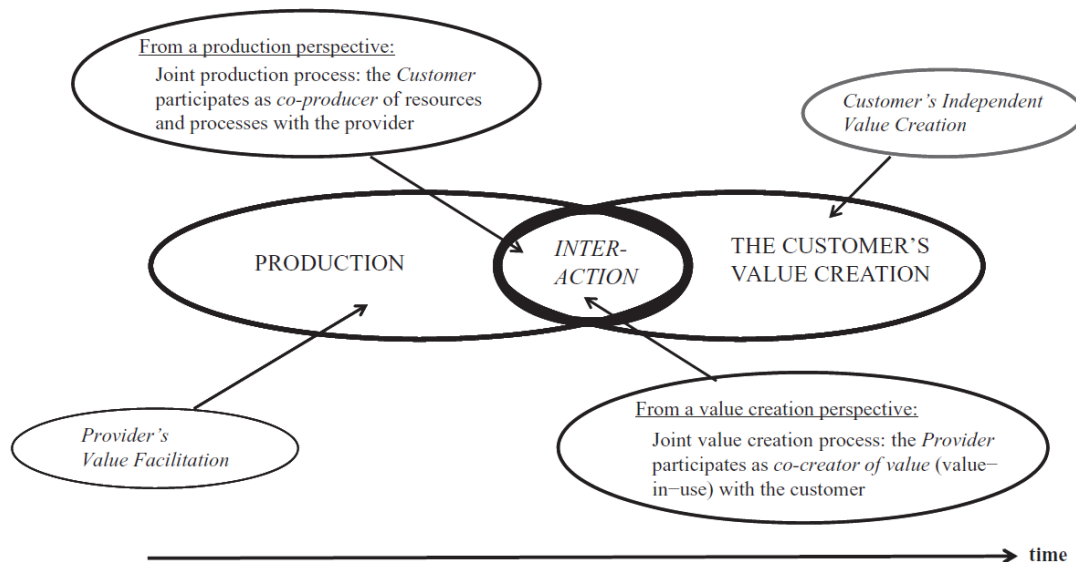


Figure 1 - A value-in-use creation mode – (Grönroos, 2011)

According to Raval (2010) a major challenge for service providers lies in integrating their production process with the customers' value creation process. A service can be *co-created* by giving the customer an active role in this integrating and optimizing process. In this view, the customer is also seen as provider, as he or she provides the firm with resources (e.g. information or tips) that is necessary to accomplish your offered service (Grönroos, 2011).

As the value from an offered service is determined by the customer, it is organizations' task to participate in the customers' process in order to adapt the organizational production process to become more valuable for the customer. Value for a customer will eventually result in satisfaction and therefore in the decision for an on-going relationship with the organization (Payne, Storbacka & Frow, 2008). In the following part, the term of value co-creation will be elaborated.

2.2 Definition of value co-creation

The importance of defining value co-creation for an organization is explicated in the work of Saarijärvi, Kannan & Kuusela (2013). As stated previously, value is created by customers during

and after interactions with an organization. Customers integrate the offered resources from the organization and uses the resources' value potential in such a way that they add to a customers' well-being. Although the customer determines the value, space remains for the organization to participate in the customers' value creating process. Customers can be influenced in their value creating process from organizational side by teaching customers how to use, maintain, repair or apply the offered resources to their needs, setting or behavior (Saarijärvi, Kannan, & Kuusela, 2013, p.8). Concludingly, an organization takes part as *co-creator of value* (Grönroos, 2011; Saarijärvi, Kannan & Kuusela, 2013). Saarijärvi, Kannan & Kuusela (2013) ascertain that a proper elaboration of the words *value co-creation* provide increased meaning for research data. Therefore Saarijärvi, Kannan & Kuusela (2013) direct researcher, organization or other reader to elaborate the meaning of the words *value*, *co* and *creation* when intended to apply value co-creation practices.

2.2.1 Value

Saarijärvi, Kannan & Kuusela (2013) mention that it is important to clarify for whom what value is co-created. By starting the analysis who wants what value, it is important to know how value can be defined and what determines the value of co-creation. According to Raval (2010), value is closely related to people's perception of goodness. In the marketing setting it means that a customer prefers good things over bad things and prefers engagement in relationships with an organization that offer good things over a relationship with an organization that offers bad things.

Raval (2010) concludes that value can be defined as *a positive emotional response* to a resource, action or service. This corresponds with Grönroos (2011) definition of value in that a customer values a service when they are or feel better off than before receiving the service (p. 282). Referring to the example in paragraph 2.1 (i.e. the ride in the Rolls Royce) the second person, who was going to the party, having not so much to do with Rolls Royce, would probably say about the ride: 'I am driving the car'. In contrast, the first person would probably say about the ride: 'I enjoy driving the car'. The difference between the two is the *positive emotional response* to the service rendered from the car. It can be concluded that both persons can value the same car in a different way.

For a common conclusion it can be stated that in order to become valuable for a customer, one must be able to find out to what service aspects a customer shows a positive emotional response or to what a customer reacts negative. Additionally, the present consumption culture demands a more customized treatment (Etgar, 2008, p. 99). Therefore, responding to individual values by actively involving the customer in the organizational design-process seems not misplaced. However, to be able as an organization to deliver high quality, the customer must also be able to recognize the factors and goals valued by the organization. If the customer is not able to recognize value propositions of the organization (e.g. organizational expectations from the customer), the customer is also not able to adapt his or hers' behavior that contributes to achieving these organizational value propositions. Both parties must know each others' goals in order to exchange the requirements achieving those goals (Payne, Storbacka & Frow, 2008, p.90). Both parties should become transparent, explain and explicate each others' value propositions and processes. That does not only result in more understanding of each others goals and activities, but also enables customers to see whether the organizations' value propositions fits their own and will behave according to that (Payne, Storbacka & Frow, 2008, p. 88). Communicating about these value propositions is therefore considered as crucial.

2.2.2 Co

When it is known what is valued by customers and organization it is important to know which actors and resources are involved in the interactions resulting value for customer and organization (Saarijärvi, Kannan & Kuusela, 2013; Grönroos, 2007). It is important to map the moments of encounters between organization and customer, as in these moments the value of a service for a customer is created (Payne, Storbacka, & Frow, 2008). For mapping the encounters,

it is important that organizations identify the different encounters and the critical encounters (i.e. encounters adding to or detract from a positive value judgment). Payne, Storbacka & Frow (2008) describe three main types of interactions between organization and customer. These three are (1) direct communication, (2) actual usage of a product or service and (3) interactions with the customerservice that affect the customers' value creating process (Payne, Storbacka, & Frow, 2008, p.90-91).

In addition to emphasising the importance of knowing who is included in what interaction in achieving positive results, Russo-Spena & Mele (2012) ascertain the importance of finding out what the preferred degree of collaboration is from customers and organization in the interaction to gain positive results. Russo-Spena & Mele (2012) describe five different graduations of involvement in collaboration between the organization and the customers. One could work toward convergent co-creation design for an organization when it is known to which extent the customer wishes be included in the production process. With several case studies Russo-Spena & Mele (2012) identified the following five degrees:

- (1) co-ideation (e.g. providing ideas about subjects),
- (2) co-evaluation (e.g. voting and commenting on ideas),
- (3) co-design (both provider and customer play pivotal roles in designing),
- (4) co-test (e.g. pointing toward critical points as userfriendliness) and
- (5) co-launch (e.g. using customer-testers' comments to invigorate the product or service) (Russo-Spena & Mele, 2012, p. 535).

Noticed is that the five types of co-creation from Russo-Spena & Mele (2012) is one out of two types of co-creation. Elg *et al.* (2012) and Witell *et al.* (2011) describe a difference in customers' engagement in co-creation and distinguish therefore between customer engagement for ones *own* benefit and/or for *other's* benefit (i.e. future customers). As the five collaboration types of Russo-Spena & Mele (2012) are focussed toward innovations and future products and thus for others' benefit, engaging in co-creation for ones own benefit is missing. Besides and perhaps prior to the five co-s of Russo-Spena & Mele (2012) another type of co can be identified: the co of the customers' *own* treatment (i.e. customization). This form of cooperation shows many similarities with the third type of collaboration (i.e. co-design) of Russo-Spena & Mele (2012), as in both forms customer and organization learn from and teach each other and thereby influence each other's' value creating processes during the design of the service (p. 545). The main difference is that co-design is focused toward others' benefits and customization toward one's own benefit.

The (possible) degree of togetherness needs to be uncovered in each moment of encounter as well as the actors involved with the degree of co.

2.2.3 Creation

Saarijärvi, Kannan & Kuusela's (2013) latter point of value co-creation refers to the actual establishment of collaborations contributing to actualizing value potentials (p. 11). The creation part concerns how and with what means the collaboration activities are enabled and executed. As already mentioned shortly in the previous section of co, there are three types of encounters between providers and customers. These are direct communication (i.e. bringing messages across about offerings, values or goals of both customer and organization), actual usage (i.e. utilizing the offered resources for a desired goal) and customer service (i.e. requesting and utilizing services from organizations). It may be that these encounters should be enabled with a variety of techniques or tools.

Technological sources (e.g. telephone, computer, tablets) are considered as one of the major and growing facilitating enablers for establishing co-creation (Saarijärvi, Kannan, & Kuusela, 2013; Russo-Spena & Mele, 2012; Bitner, Brown, & Leuter, 2000). Apart from the fact that technology

can reduce several costs (e.g. time and number of people involved in a case) by routinizing processes, technology can also be applied to utilize potential room for collaboration. However, it must be noticed that technological sources are not always appropriate for encountering. Elderly people, for example, representing a large group of people, often do not prefer or reject technology in communicating, using or interacting with customerservice. Therefore, elderly people risk being excluded for co-creation when co-creation practices would rely solely on technological sources (Karahasanović *et al.*, 2009). This point of attention emphasises that, when one wants to apply co-creation, also non-technological tools should be included in the options for facilitating co-creation.

As Grönroos (2011) states that value is created during the interactions between organization and customer, proactively approaching your customer will increase the accuracy of their needs and requirements. Therefore, it is argued that the requirements for value co-creation should be captured during the actual service-experience. Russo-Spena & Mele (2012) provide in their research an overview of various tools for facilitating collaboration (see appendix II). Corresponding with, for example, co-design, tools for documentation, images and software are proposed to establish co-creation of value. Although the tools that are summarized in the overview correspond with a web-based research environment, it can be argued that the use of documents, for example, can also be executed in a non-technological setting. An example of this non-technological design is the use of a written diary (Elg *et al.*, 2012). By using a diary Elg *et al.* (2012) attempted to get involved in the customers' experience of a service and obtain a better understanding of the customers' value creating process (Van de Ven & Johnson, 2006). Customers were asked to keep a diary while they were receiving a service. Insights are gained for improving the service quality by collecting ideas and uncovering critical points in the service delivery. The participating organization in Elg *et al.* (2012)'s research was provided with narratives that visualised and cleared multiple problems to employees.

For both, technological as well as non-technological tools for co-creation, it is crucial that no limitations are present in these tools when a customer wants to put efforts in the development of a service. That is, the customer should always be able to provide input, whether it is directly communicated (e.g. calling) or indirectly (e.g. diary) (Prahalad & Ramaswamy, 2004). As there are plenty of tools for communication, the art should be to find the tools providing most potential for usage on a large scale and also fit within the capabilities of the organization.

The diary method of Elg *et al.* (2012) falls under *ethnographical* methods. Ethnography concerns describing and/or visualizing social events (Fetterman, 2010). In the diary method, pen and paper are used for describing the social event of the service experience. However, ethnography can also be done by using (1) digital voice recorders, (2) personal digital assistants (PDA) and smartphones, (3) laptops and computers and (4) cameras (Fetterman, 2010). Moreover, technological devices can be used to execute an interesting ongoing collaborative process. That is, technological tools that have access to the internet provide customers the opportunity to participate in online collaborative environment, such as Google Docs (Fetterman, 2010, p. 89). In Google Docs, a project-specific document is accessible 24/7 for all who are invited. Writing in the project-specific document can be done simultaneously with other participants. However, collaborating in an online document misses actual behavior and spoken or non-spoken expressions which do can be observed with camera. Every tool has got its advantages and disadvantages and dependent on the preferences of the organization and the customer these tools can be applied.

2.2.4 Conclusion

From the above mentioned insights can be concluded that the following is crucial to perform in order to design an applicable co-creation concept. It is important to know to which aspects of the organization and collaborating practices a customer responds in a positive emotional way (i.e. value) and vice versa. It is important to uncover valuable existing and not yet existing points

where organization and customer encounter. The existing critical encounters of direct communication, actual usage and customer service should be uncovered. However, also the not yet existing encounters should be mapped by uncovering expressed needs for encounters. Besides, it is important to find out which parties are involved in the encounters where value is (or is not) created and to what degree customer and organization want to co-create in order to arrive at an optimal result.

Thereby, the technological and/or non-technological means for establishing value co-creation practices should be chosen. It might be wise to give customers the option to choose between multiple tools, as the consumer culture encourages a more customized consumer treatment. However, required is that the chosen means should always be accessible for customers' input toward the organization.

2.3 The advantages and challenges of value co-creation

In this paragraph it is attempted to understand what the possible advantages of co-creation are and so what the value of value co-creation could be for organization and customer. Additionally, in order to prevent unnecessary failures and gaps in co-creating, this paragraph will explore the challenges attached to co-creation.

2.3.1 Advantages of value co-creation

Co-creation is mentioned in the introduction as facilitator of treating customers as partners and meeting the needs of customers more accurate. Co-creation can be seen as a response to the present consumer culture that demands a more individualistic and customized approach. However, more effects can be found in literature. Prahalad & Ramaswamy (2004) elaborate on the aspect of the consumer culture. The accessibility of information, the provision of worldwide reviews, opportunities and products or services has strengthen the customers' position toward organizations. Customers make decisions more deliberately as they have become more critical toward products and services. In order to make a deliberate decision, customers should be provided with enough information about products and services from organizational side. By providing the customer more information, the information asymmetry will be straightened and customers will be more satisfied as they are enabled to make deliberate decisions. When co-creating with customers, information exchange will be increased and customers gain more direct control over their own product or service to be received (Prahalad & Ramaswamy, 2004). Increased information sharing shared by organizations could result in satisfied customers, leading to a positive judgement of the organization.

Furthermore, it is mentioned that *'the co-creation experience becomes the very basic of value itself'* (Prahalad & Ramaswamy, 2004, p.5). That is, co-creation practices per se are positively contributing in the customers' value creating process (Payne, Storbacka, Frow & Knox, 2009, p. 382). Co-creation practices are also valuable for the organization itself, as an organization cannot create anything of value for customers without the engagement of customers (Prahalad & Ramaswamy, 2004). Moreover, co-creation contributes positively to organizational branding and performance as positive results from collaborative practices makes customers active carriers of an organizations' brand, spreading positive words (Payne, Storbacka, Frow & Knox, 2009, p. 384; Narver, Slater & MacLachlan, 2004, p. 338).

In addition, organizations can increase in efficiency in a production process. When customers can provide input in their own product or service to be received, the organization could adapt to a customers' preferences when delivering the service. The deployment of the available resources can be tuned by adapting to customers' preferences in advance of customers receiving the service,. Whereas one customer only requires the basic elements of a service in order to be satisfied (e.g. a car in which you can drive from point A to B), the other requires more elements of a service in order to be satisfied (e.g. a *luxerous* car in which you can *fastly* drive from A to B). When a customer is able to indicate their preferences by co-creating, the deployment of the organizational resources for the provision of a service can increase in its efficiency (Grönroos,

2011). Additionally, by meeting the preferences of customers, the customers' satisfaction with the organization is likely to increase.

Furthermore, as co-creation requires transparency by sharing information from customer as well as organization about goals and values, customers gain more insights in the production processes in order to co-create. Therefore, employees become aware of the fact errors in the process become more visible for customers. As a result, co-creation could also enable control practices to the work of employees. As the asymmetry disappears or blurs between organization and customer and the customers' role becomes more that of a partner, opportunities for external control and feedback increases (Prahalad & Ramaswamy, 2004, p.9). In order to perform well, employees are incited to involve in the interactions and value creating process from the customer. This could lead to a deeper understanding of and empathizing with the customer and increased service quality management. Moreover, by collecting customer information about a referred process, as Elg *et al.* (2012) did with their diary technique, stories could be narrated and shared by colleagues which activates dialogue between employees and could provide additional improvements in the process. It is therefore argued that applying co-creation in the process could encourage peer-reviewing.

An organization can benefit from value co-creation practices in several ways. As the customers' perception of a service is increasingly taken into account when designing or changing a service, services can be tuned and processes could potentially gain efficiency. Furthermore, customers are likely to be more satisfied with an organization as they are provided with more information and are treated as real partner, enabling the customer to provide input and make deliberate decisions. Additionally, as employees get more involved with the customers' perception of the service and peer-reviewing by colleagues and customers is encouraged, employees are stimulated to increase the service quality and would therefore make efforts to achieve a customers' positive brand experience.

2.3.2 Challenges of value co-creation

Apart from the advantages of co-creation, challenges of value co-creation practices lie ahead when co-creation practices are not well-elaborated. A not well-elaborated value co-creation concept could result in non-engagement of customers or employees, even in a downsize of employees' motivation and lack of trust in the organization (Reichers, Wanous & Austin, 1997).

Drummond, Ensor, Laing & Richardson (2000) mention for example the increased importance of shifting an organizations' service orientation from inside-out toward a more outside-in orientation in designing the work. That is, shifting service designing in accordance with organizations' ideas and beliefs toward service designing in accordance with customers' ideas and beliefs. Thereby establishing a good and trustful relationship between customer and organization is desirable as the customers' input is needed for designing and delivering good products (Drummond *et al.*, 2000, p. 573). However, a pure outside-in focus in designing the organizational processes is just as undesirable as a pure inside-out focus. That is, both orientation and customer offer valuable input for designing a service. The organization should therefore be able to balance between the outside-in and inside-out in the interactions. That is, take value for customers as a starting point, but do not forget the organizational values in designing a service.

Moreover, Drummond *et al.* (2000) mention that when a specific customer service request is not within the abilities of the organization or when meeting a request affects the organization in a negative way, the request should not be carried out. Here, the importance is emphasized to explain *why* requests are denied (Rossler & Terrill, 2012). As mentioned before, information sharing by expressing and explaining is crucial in each type of encounter (communicating, usage and service) in achieving a higher service quality (Payne, Storbacka & Frow, 2008; Prahalad & Ramaswamy, 2004).

Furthermore, in order to arrive at a well-elaborated value co-creation concept contributing to service development, one must be able to motivate the stakeholders to provide efforts in practicing value co-creation. From a customer perspective to engaging in co-creation, Etgar (2008) describes five different stages or prerequisites for engaging customers in co-creating with an organization.

The first stage describes the conditional factors influencing the possibilities for co-creation. As mentioned previously and corresponding with Etgar (2008), the growing number of technological sources provide a maturing environment for co-creation (p. 100). However, as mentioned by Karahasanović *et al.* (2009) this brings along the risk of excluding elderly people when relying solely on technical sources. Besides, lacking technical skills and devices threaten appropriate use of these means for co-creation. Also psychological skills (e.g. knowing how to discuss or motivate one another) are required (Etgar, 2008). It is stated that these skills are evolvable from organizational side and that lacking these skills could be overcome by learning and training (Etgar, 2008, p. 100). Concludingly, it is described in the first stage that the presence of management's belief in co-creational efforts is crucial. When customers do not have the feeling that their co-creating efforts are taken serious (e.g. by not acting upon their efforts), the willingness to co-create will soon be lost (Etgar, 2008, p.101). That is, the show of empathy toward the customer and their efforts is one of the major prerequisites.

The second stage describes the motivational drives for customers to engage in the co-creation process with the organization. Customers engage in the co-creation process when preset goals, which reflect diverse customer values, could be achieved with co-creation practices (Etgar, 2008, p. 101). Etgar (2008) mentions several common customer motivation drives: (1) eventual cost reduction of receiving a service (e.g. resources as time or economical costs), (2) reducing risks in receiving inappropriate products or services, (3) the degree to which their product or service is customized to their wishes, (4) meeting intrinsic values (e.g. in accordance with a customers' ethics), (5) extrinsic values (e.g. in order to gain psychological remuneration) and (6) possible status and social esteem (p. 101-103).

In the third stage customers evaluate the costs and benefits and decide to what extent the customer wants to participate in co-creation practices. It can be argued that the eventual decision to engage in co-creation with the organization and to which degree corresponds with a positive value perception of co-creation itself (Prahalad & Ramaswamy, 2004).

The fourth stage describes the activation of co-creation. Here, the actual participation and production of a service takes place. The activation follows the line of (1) initiating the degree of involvement and goals to be achieved, (2) designing the process, (3) constructing and assembling the service, (4) distributing or implementing the designed process and eventually (5) consuming the service and experiencing the potential benefits of co-creation.

In the fifth stage, after consuming the organizations' product or service which is co-created, the experience is evaluated and the customer determines whether his or her effort was worthwhile (Etgar, 2008). Concluding, it can be stated that the customer needs to recognize value for him or herself in order to engage in co-creation (Etgar, 2008; Saarijärvi, Kannan & Kuusela, 2013).

Although co-creation can support customers' deliberate decisions by providing customers information and letting customers exert direct control over the production process, it is crucial that misperformance on organizational side is prevented. To reduce the risk of misperformance, the internal management of the project needs to be well-organized. Besides, it can be argued that a project needs to be initiated within an organization. Therefore, employees from multiple levels should be included when executing a project or implementing changes (Ahmed & Rafiq, 2003; Payne, Storbacka, & Frow, 2008; Ramaswamy, 2009, p. 36). Internal marketing is crucial for employees' motivation, retention and satisfaction in order to generate external satisfaction

and loyalty (Ahmed & Rafiq, 2003, p. 1177-1178). To create internal support for projects, the inclusion of key persons or ambassadors determines success or failure of the internalization of the project. To bring a project to success, employees' reciprocal trust, commitment and understanding and intimacy are required (Ahmed & Rafiq, 2003, p. 1181).

2.3.3 Conclusion

Although it is argued that co-creation between a firm and its customers can improve service quality, increase customer satisfaction and add positively to customers' brand perception, a firm should consider the following points when applying value co-creation practices.

When a firm intends to apply value co-creation practices, attention should be given to:

- The customers' engagement process in value co-creating practices. The decision to engage in value co-creation practices depends on the customers' assessment of potential costs and benefits. An organization could increase the chance of customer engagement by providing proper resources, information and facilities for value co-creating practices and convey trust from management to the customer.
- Internal marketing of value co-creation. To prevent misperformance in exercising value co-creating practices, the organizational task is to motivate employees and engage the employees in the set-up of a project concerning co-creational practices. By creating employee ambassadors for co-creation practices it is attempted to build organizational support for these practices. However, technological and psychological skills and devices are required from organizational side for appropriate engagement in co-creation practices. Employees should be capable and enabled to exercise value co-creation practices.
- Information transparency between parties included in value co-creation. Without transparency and communication between parties involved in value co-creation, it is difficult to discover and meet value for both parties, as goals and values are unknown.
- The value adding potential that a value co-creation practice can bring forward in itself. The co-creation experience can become the very basic of value itself (Prahalad & Ramaswamy, 2004, p.5). It is therefore important to take into account that positive victim responses about an organization or specific service, might be due to the fact that value co-creation is applied.

3 Research strategy: *Model for designing a value co-creation practice*

In the introduction it was stated that in order to investigate whether a change or innovative conception fits the organization and corresponds with police craftsmanship and handling, the research should be set up and carried out proactively. That is, the research should actively involve in police handling. By actively involving in police handling it is attempted to ensure actual responses instead of spoken expected responses upon value co-creation.

In order to answer the main question and find potential for implementing value co-creation within a practice-oriented organization, it can be argued that the qualitative *action research* approach will fit in this research.

By applying an action research strategy, answer is given to the sub-questions of:

- *In what way can the investigation of the applicability of value co-creation be initiated in police context aimed at improving a police service?*
- *How can value co-creation be applied for improving the process of filing a police report at domestic burglary?*
- *What improvements can be made in the process of filing a police report at domestic burglary, based on applying a designed value co-creation practice?*
- *What are do's and don'ts in testing and applying value co-creation practice for improving police services on an action research basis?*

3.1 Research approach: *Action research*

Action research is a complex research process and hard-definable in one sentence. Action research is largely characterized by the cyclical processes of collaboratively planning, acting and evaluating actions toward change boosted by theoretical models for improvement (Waterman *et al.*, 2001, p. 12; McNiff, 2013). Action research is characterized by its iterative character of establishing change by involving and letting stakeholders participate in that change (Waterman *et al.*, 2001). Action research includes, in contrast to traditional research, those being studied (e.g. stakeholders of a process) always as co-researchers in the actions toward change. By conducting action research, chances to successfully implement theoretical models are likely to increase, as executed actions based upon theoretical models are actively interpreted by organizations' employees and applied only when a model fits their own situation (Van de Ven & Johnson, 2006, p. 807). Gaps between theory and practice are likely to be bridged. As action research is regarded an *iterative* process of acting and reflecting upon theory by the provision of participants' feedback, it is difficult to determine and describe in advance how a research process will unfold. Therefore, one can only take into account important requirements while executing action research.

The key components for executing action research successfully concern (1) participation of stakeholders, (2) inclusion of key persons, (3) awareness of the researcher-participant relationship, (4) having a real-world focus, (5) availability of resources, (6) proper research methods, (7) monitoring the project process and management and (8) generating knowledge (Waterman *et al.*, 2001; Middel *et al.*, 2008). Waterman *et al.* (2001) provide an overview of these important aspects and requirements for planning, acting and evaluating a change and theoretical models (appendix I).

Participation of stakeholders

Participation generates a stakeholders' interest in a project. Participation often gives stakeholders the chance to gain access to experimental settings, what could motivate participants to make efforts to deliver a change project successfully. Besides, by including stakeholders in the research project, a more comprehensive and contextualized understanding of problems corresponding with the project will occur. A comprehensive understanding often leads to a development of appropriate, relevant and feasible solutions (Waterman *et al.*, 2001, p.

30). On employees' side, by letting employees participate in the project, the feeling is generated by employees as if they are all owners of the project. Additionally, employees will feel allowed to provide inputs in the project; they get *empowered*. Besides the positive effects of participation, the major issue to overcome is the participants' time. Participants need to be willing and able to spend time for the project. It is therefore important to use the available time in an effective way (Waterman *et al.*, 2001).

Inclusion of key persons

The second important factor for executing action research concerns the inclusion of key persons in the process. Waterman *et al.* (2001) view key persons as the employees having formal positions with the power to influence others, processes and decisions within organizations. These managers or chiefs are often considered as the ones providing positive influence on the execution of a project as they have the ability to provide resources, access, knowledge and networks. However, it must be governed that the influence of the higher ranked persons should not dominate the collaborative process as this could demotivate others to provide efforts.

Relationship between researcher and participants

The third factor is the relationship between researcher and participants. There are two types of relationships. One type considers the action researcher as an insider and the other as an outsider of the organization. Both types provide pro's and con's for the establishment of changes. For example, an outsider researcher often provides fresh ideas in an organization, whereas an insider researcher often contributes to *sustained* change (Waterman *et al.*, 2001, p. 33). As several stakeholders are included in the actions, roles and duties in the research project should be clearly outlined. The division of roles and duties are often outlined in the early phase of planning the action. In action research the researcher is often the provider of theoretical and methodological insights, initiator of meetings and actions and collector and processor of data. By discussing the collected data with the co-researchers and stakeholders of the research project, data is collaboratively interpreted and given meaning to in the organizational context (Watters, Comeau & Restall, 2010).

Real world focus

Fourth is the urge to have a real-world focus of the context in which the organization is situated. The real-world focus is often created for the researcher in the initial phases of action research. During discussions, the researcher will find out which theory, change or application is suitable and feasible for an organization.

Availability of resources

Additionally, the fifth factor, resources, concerns the resource requirement of mostly time. Besides time, other resources (e.g. money, staff) can be crucial for executing a project. However, which resources are required for a project is dependent on the setting in which the project is situated.

Proper research method

The sixth factor concerns the right decision for data collection methods during the act phase of action research. Waterman *et al.* (2001) mentioned that qualitative methods are used most by researchers in doing action research, as it provides data and facilitates participation.

Monitoring

The seventh factor describes the action research process-characteristics. Action research is considered to be responsive and flexible during the execution of research. Therefore, a pre-determined process description of the action research is not advised. The flexible nature of action research is considered to be one of action research its strengths (Waterman *et al.*, 2001, p. 39). However, the flexible character of action research could also be perceived as a weakness, as too much flexibility could leave a project without proper established goals and focus.

Furthermore, as action research is characterized by responsiveness, direct feedback should contribute to the guidance en execution of the subsequent steps in a project.

Knowledge

The eight factor of knowledge is an overall characteristic in the process of action research, as knowledge is created continuously. Knowledge is generated through action learning. Individuals or groups learn when for example gaps, failures and/or successes pop up during the actions. Additionally, knowledge about theoretical models is generated when aspects theoretical models which seem difficult to apply in a certain context (Waterman *et al.*, 2001, p. 12). It is therefore important to constantly reflect on actions by asking questions in order to collect data, learn and reflect, uncover and challenge assumptions, clarify and confirm listening, solve problems and make decisions, build relationships and think critically and creative (Adams, 2009)

As action research is often carried out to establish change and create knowledge (Waterman *et al.*, 2001) one should be able to assess the effectiveness of the conducted action research. The effectiveness of a conducted action research can be assessed by the degree of organizational improvement and collaboration or the degree to which an organization is able to learn about themselves and act on the learning and generated knowledge (Middel *et al.*, 2008, p. 100).

3.2 Research model

In order to discover opportunities for value co-creation between organization and customer, theoretical aspects from value co-creation are gauged in the organization on an action research basis.

As the customers' value determination of an organization is largely dependent on the encounters between organization and customer during a specific service process, these encounters should be mapped (Grönroos, 2007; Prahalad & Ramaswamy, 2004; Payne, Storbacka & Frow, 2008). The encounters between organization and customer concern communication, usage and service encounters (Payne, Storbacka & Frow, 2008).

Besides mapping the existing encounters in the service process, also not yet existing encounters between organization and customer should be uncovered (e.g. by capturing expressed needs and preferences). Thereby, as the customer determines organizational value, opportunities in encounters for value co-creation should be captured from the customers' point of view. With respect to the cycles of action research (i.e. planning, acting and evaluating actions) and the iterative character of action research, the method by which these encounters should be designed collaboratively with stakeholders of the specific service process. A *plan* for action should be designed in the first stage (phase 1).

After designing the data collection method, the encounter data is collected in the second *acting* phase (phase 2). Here, data concerning communication, usage and service encounters between organization and customer during the service process is gathered (Payne, Storbacka & Frow, 2008). From the data it should come clear whether there are potential encounters where value could be co-created. For example, it could be that customers express the need for an additional phone call during the service process or it could be that a large part of the customers is unsatisfied about one specific encounter.

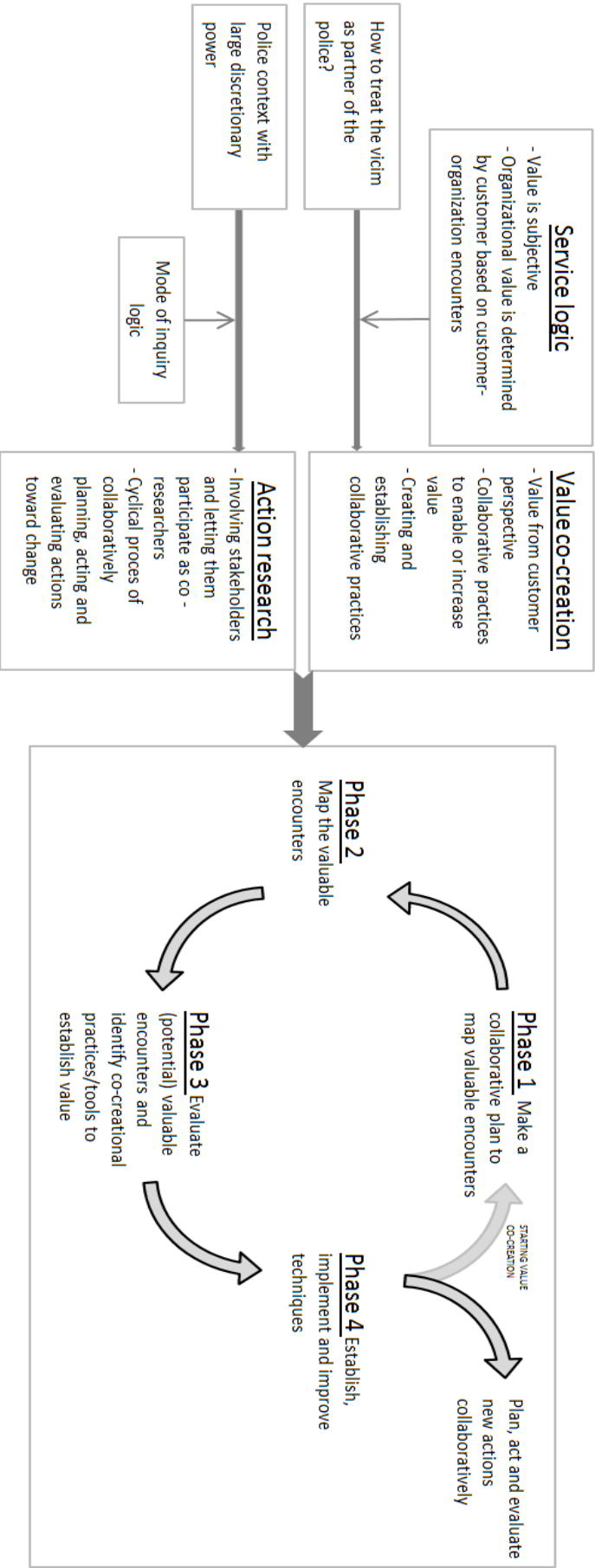
Besides the gathered data about organization-customer encounters, data should also be gathered about the data collection method *per se*. Due to the fact that data collection methods and tools are inherently part of value co-creation (see paragraph 2.2.3), the collaboratively designed method should be evaluated on its potential to contribute to improvements in favor of more value. Only the use of such a method in itself could already contribute to the customers' value creating process, as Prahalad & Ramaswamy (2004) mentioned that '*the co-creation experience becomes the very basis of value itself*' (p.5). When a data collection method is applied with the intention to collaborate, the method can be regarded as a co-creation prototype and

should therefore be evaluated on its effectiveness to provide valuable improvements (Payne, Storbacka & Frow, 2008, p. 89).

After the actual data collection phase, the data about the encounters and the used value co-creation method should be *evaluated* in the third phase (phase 3). In order to evaluate the data, a discussion meeting and additional conversations with stakeholders of the service process should be organized. Beforehand, the encounter data should be mapped and salient features about the encounters should be clear as these features provide input for evaluating conversations. The goal of the evaluating conversations is to interpret and translate the data into meaningful messages for the organization which could encourage the organization to take further actions based upon those messages. It should (1) become clear whether there are organization-customer encounters which give rise to improve the process of filing a police report of domestic burglary and (2) how the applied value co-creation method is perceived and whether and how the method is applicable for future value co-creation (phase 4).

Eventually, the organization can be encouraged to elaborate and develop value co-creation within other service deliveries. The research model is visualized on the next page (figure 3).

Figure 3 – Research model of establishing co-creation



3.3 Case study design

This paragraph answers the following sub-question:

In what way can the investigation of the applicability of value co-creation be initiated in police context aimed at improving a police service?

The research model will be applied and executed in a case study. By conducting a case study, the focus is on a single instance of a social phenomenon, such as a culture, group or action (Babbie, 2010, p. 309). In this research, the case selected is the process of filing a police report for domestic burglary at IJsselland police. The case study is set up and executed in accordance with characteristics of action research. Although action research is a proactive way of doing and designing a research where progress and (re-)actions are based on emerging situations, starting the research without any focus and plans is undesirable. Therefore, the case study is initiated according to the following plan.

In order to collect data about victims' experiences with the domestic burglary crime and corresponding police handling, a meeting is set up (phase 1 – figure 3). The goal of the meeting is to design, with police-employees and the researcher a method by which victim data can be mapped which can reveal possibilities for improvement. The design meeting is boosted with managerial theories about value co-creation in order to arrive at a design. The attendees are (1) a team leader and deputy director of emergency & intake, (2) a second team leader, (3) a police reporting officer, (4) an employee of Zwolle domestic burglary team (WIT-team), (5) an employee of corps support and (6) the researcher. During the meeting different theoretical perspectives about value co-creation are inserted to provide guidance in designing a value co-creating practice. For example, the service logic is introduced, just as ethnographic methods for mapping victims' experiences (Fetterman, 2010). Ethnographic methods can be used to display how a service is executed and experienced 'in situ'. In order to display a service in situ, one can either film, record audio or write on paper or online about the service experience. Besides that ethnographies gain insights in experiences in situ, ethnographies in forms of writing can also contribute to processing impact of a traumatic incident (Pizarro, 2004).

When decided which practice will be used to uncover and eventually co-create value for victims, the practice is tested in the process of filing a police report (phase 2 – figure 3). Based upon test results (e.g. number of participants, written, verbal and nonverbal reactions and ideas), evaluating practices are held with victims and police employees (phase 3 – figure 3). From evaluating conversations with victims, an evaluating meeting with victims and police and evaluating conversations with police employees conclusions are drawn upon the applicability of the tested practice and results are shown regarding potential improvements in the filing process (phase 4 – figure 3).

As the practice to be designed for co-creating value is not only a method of data collection but also a subject to be examined in situ (while conducting the research), the 'Result' chapter elaborates on the specific designed practice and process. Whereas phase 1, 2 and 3 are elaborated in the 'Result' chapter, phase 4 is elaborated in the 'Conclusion' chapter as phase 4 concerns interpretations and concluding statements.

4 Results: Implementing the designed value co-creation practice

In this chapter the actions and reactions are described coming from the tested value co-creation practice and content derived thereof. The designed and tested practice concerns a *diary* which domestic burglary victims keep during a period of 14 days after a domestic burglary incident occurred. The chapter starts with describing the process of how the value co-creation practice was designed, how the practice was tested and received by the stakeholders of the process of filing a domestic burglary police report. Hereafter, evaluating results are shown upon the tested value co-creation practice.

Further, the chapter describes what improvements can be made in the process of filing a police report of domestic burglary, based upon content results from the tested value co-creation method. This is done by first describing what the filing process looks like. Then, critical encounters in the filing process are identified based upon what is valued or missed by victims of domestic burglary. These values or missing values are the input for potential improvements to be made. Also described is how police could profit from improving the filing process.

4.1 Designing and applying a value co-creation practice

In this paragraph the process regarding designing, testing and evaluating the value co-creation practice is described. This paragraph and its sub-paragraphs deepen the actions and reactions to the designed diary practice. The process of designing, testing and evaluating the practice answers the question:

How can value co-creation be applied for improving the process of filing a police report at domestic burglary?

4.1.1 Making the design: a diary practice

Phase 1 of the research concerned the design of the value co-creation practice. In order to design the practice, a meeting was set up with police employees. As it was stated that the customer eventually judges an organization on its value, it was decided in the meeting that in this case it should be the victim being able to make ethnography about the service experience. By letting victims create their own ethnography, victims were enabled to provide data in their own time. When doing so, victims are able to provide insights from their own viewpoint. It was attempted to gain insights in what victims expect from the police to do by asking victims to display their experience themselves. The following characterizes the need from police side to co-create with victims and to see what victims appreciate or miss in police service:

'We need feedback from citizens concerning police handling. How can we make a feedback loop? In this case, concerning domestic burglary, we especially need the feedback to the I281 rule of providing feedback within 14 days.' (deputy director of emergency & intake)

(...) 'Exactly! It seems that we are more and more concerned with filling the police computer systems with checkmarks and less concerned with the police profession and victims.' (team leader)

The meeting continued with the police attendees requesting to design a value co-creation practice ensuring feedback to police handling based on what victims need. Boosted with inputs from managerial literature, the designing process really started. *'It should be a simple additive to filing a process of domestic burglary (...) Asking the victim questions about experiences and police handling. However, this should not take too much effort from victims.'* In the meeting it was decided to collect victim data by means of a written *diary*. Victims of domestic burglary are offered a diary and asked to voluntarily keep the diary about their experiences with the burglary incident and corresponding police handling. To gain insights in what victims expect the police to do during their service experience, it was decided that the accompanying information in the diaries about police handling should be minimal.

Police employees attending the planning meeting requested the researcher to make a first design of the diary. The attendees indicated that they would provide feedback to the design of the diary. Eventually, the diary was designed collaboratively. Through conversations with employees of the communication department, a final design was made (see appendix III). The final design was presented to the direction department of police Zwolle. The direction department agreed for printing 50 diaries.

The request toward victims to voluntarily keep a diary was made by the officer who is reporting the domestic burglary crime. Victims were enabled as soon as possible to make their ethnography by letting reporting officers hand out the diary. In addition, the decision to let reporting officers hand out the diary was also based on the attempt to keep the number of encounters between police and victim during the filing process as low as possible.

The diaries were handed out in the Dutch areas of Zwolle, Deventer/Raalte and Ommen/Dalfsen. For the start of the handing out, two police team leaders of the Dutch places Deventer/Raalte and Ommen/Dalfsen indicated that they wanted to be responsible for introducing the diaries to their teams. By presenting and introducing the diary research during morning briefings and afternoon de-briefings both team leaders wanted to get a grip on handing out the diaries. The diaries were prepackaged in an envelope with an accompanying letter on behalf of the Commissioner of Police (see appendix IV). The accompanying letter was intended to provide victims the confidence that the research is taken seriously by the organization. Attached to each envelope an instruction letter was addressed to the police reporter who handed out a diary. Relative to the number of domestic burglaries in the areas, Deventer/Raalte and Ommen/Dalfsen each received respectively 25 and 10 diary packages. A third police team leader of the Dutch place in Zwolle was asked to be responsible for handing out the diaries in the area of Zwolle. Zwolle received 20 diary packages to hand out. The planning period took place in June and July 2013.

4.1.2 Testing the design: *handing out diaries*

In the period of August 2013 the diaries were handed out to victims of domestic burglary. In four weeks a total of 26 diaries were handed out to victims of domestic burglary. In the following overview the number of attempted domestic burglaries and successful attempts domestic burglaries are set against the number of handed out diaries for the areas of Zwolle, Deventer and Ommen/Dalfsen.

Table 1 - Number of domestic burglaries and handed out diaries from 1st of August – 21th August

	Attempted domestic burglaries (A)	Diaries handed out	Successful domestic burglaries (S)	Diaries handed out	Total A+S domestic burglaries	Total handed out	% handed out to domestic burglaries set against N incidents
Zwolle	19	2	40	5	49	7	12%
Deventer/ Raalte	6	1	22	11	28	12	46%
Ommen/Dalfsen	2	0	8	2	10	2	25%
Total	27	3	70	18	87	21	22%
Handed out after August 21 th	-		-	5		26	

It is somewhat remarkable that in only 22% of attempted or successful domestic burglary attempts in the period 1 till 21 August a diary is handed out. By having a weekly meeting with the team leaders of Zwolle and Deventer/Raalte the following came forward:

- (1) Due to the relatively low number of diaries available, it was decided to place the diaries at the duty officer in order to monitor the handing out closely. The intention was that when an alert of burglary came in, reporting officers go to the victims' house to file the report and take a diary with them. In morning briefings at 9 and 10 a.m., where the team chefs of Zwolle and Deventer/Raalte are present, reporting officers were reminded of bringing diaries along. However, many domestic burglary alerts come in before the morning briefing. Therefore, the reminder often came too late.
- (2) The team chefs responsible for handing out the diaries were not always present in morning briefings. Therefore, the diary reminder was often not brought forward in morning briefings, resulting in diaries being forgotten to bring along. However, as the relevant team chefs were dedicated to handing out diaries, they send reporting officers back to a victim to redeliver a diary.
- (3) As the eventual percentage in Deventer/Raalte (45%) is remarkably higher than in Zwolle (12%), it became apparent in conversations with police employees that the *style of leadership* might cause a difference. However, a difference in the style of leadership might be due to the difference in *police rank*. Whereas in Deventer/Raalte the person responsible for handing out the diaries was a *deputy director*, in Zwolle the person responsible for handing out the diaries was an *assistant team chef*.
- (4) It became clear from police reactions that the group composition in the first meeting (i.e. designing the value co-creation practice) was not optimal. It is stated that police *reporting* officers were underrepresented in that meeting (i.e. only one currently in function as police reporting officer and three ex-reporters who currently occupy other posts as deputy director, team chef or specialty). On one hand it is stated that the low percentage of handed out diaries is *due* to the underrepresentation in the design process:

'More time and efforts should have been spent on involving reporting officers' (Briefing Zwolle)

However, it is also stated that the following motivation issues might have *caused* the underrepresentation in the design process:

We already have so much to do, 'I have the feeling that enough is being done for victims' and *'The preparation time for setting up the meeting was too short'* (1,5 week) (Briefing Zwolle)

Back to the diaries which were handed out. When a diary was handed out, relevant contact details from victims were communicated by the reporting officer to the researcher. After a week, the researcher called victims who received a diary and asked how they were doing and whether they were committed to keeping the diary. An appointment was made to collect the diary at the victims' house. In the following table the total of returned diaries is shown. It was decided to let the researcher collect the diaries at the victims' houses. This decision was made to ensure the privacy of what a victim has written. Moreover, the decision was made under the assumption that victims might be more open and critical about police handing in their writing when they know an outsider would pick up their diary.

Table 2 - Number of returned diaries

	Diaries handed out in A	Diaries returned in A	Diaries handed out in S	Diaries returned in S	Diaries handed out in A+S	Total returned	% returned diaries
N	3	3	23	18	26	21	81%

From the 26 handed out diaries 81% returned. The five diaries not returned had the following underlying reasons. One ended up in waste paper. Another victim had too much on her mind as she was about to give birth to a baby and had three other kids to look after. Number three received a diary, but went on a holiday after he received the diary; he did not keep the diary. The same was true for the fourth case. In the fifth case the victim indicated that she received the diary too late for writing experiences in situ. She had already emotionally processed the first four days after the burglary incident happened and was not motivated to write any further. She was motivated to speak to the researcher about police handling on telephone and a conversation is held on the phone:

'If I had received the diary directly after the incident, I think I would have kept the diary. The first days were so chaotic and I think I would have appreciated writing, but after four days, I did not feel the need that much.' (Victim 24)

When collecting up the diaries at victims' houses a conversation is held with the victim. These conversations were held in order to indicate how they perceived the diary and the research, what they think are good and bad points of the diary and what they think are good and bad point in police handling. Additionally, victims were invited to attend the evaluation meeting. Most victims were willing to attend the evaluation meeting which is planned in the evening of the 23rd of September. The victims willing to attend all noted the date in their agenda. Two weeks before the 23rd of September each victim invitee received an invitation letter with the request to unsubscribe if they are unable to attend.

Also police employees were invited for the evaluation of the diaries. It is self-evident that the participating employees from the planning phase were invited to the evaluation meeting. Moreover, all reporting officers who handed out one or more diaries were invited to the evening.

4.1.3 Evaluating the design: reactions to the diary

To draw conclusions upon the applicability of the diary as a method to collaboratively improve police service, reactions to the diary and the design and implementation processes are analyzed. First, victims' point of view is represented, derived from individual conversations. Hereafter, police officers' point of view is represented, derived from briefings and interviews. Eventually, both viewpoints provided input for the evaluation meeting where common viewpoints about the diary are reviewed and discussed for its applicability to co-create with victims and improve police service.

Victims' viewpoint

From personal conversations with victims when picking up their diaries, it became obvious that people appreciate the fact that feedback is requested by the use of a diary.

'I fill in feedback forms more often. However, I often do this for commercial companies. I support the fact that that also the police are reviewed upon their handling.' (Victim 14)

Remarkable and positive are the reasons from a few victims to participate in the research. They wanted to counter a stigma about the police that is present according to them.

'I was willing to help, as I believe that a positive word about the police needs to be spread as well.' (Victim 5, 7 and 13)

A remarkable finding is that certainly a number of 7 victims spoke about the good experience of writing about the incident.

'Afterwards I realized it has been very good to write about the incident. I think writing in the diary helped me as a treatment in processing the incident. If I had not written, I think I would have skipped a step in processing the incident.' (Victim 15)

'I have found it very pleasant to make an overview for myself about what happened after the incident. The first days I was in such a daze and making a clear overview for myself helped me.' (Victim 19)

Additionally, one victim told that she did not really pay attention to the introduction text of the diary where was explained that the diary concerned a research. Therefore she thought that the diary was handed out with every domestic burglary and it was already standard. She noticed the diary background just after a few days after the incidents and said that it is not a bad idea to provide such a diary form standard with each burglary. From victims' side, willingness to participate in collaborative practices has been pronounced in conversations. Victims are willing to keep a diary, when:

- (1) Victims are convinced their help and input supports police in improving their service.
- (2) Victims feel the need to write off the impact of the incident
- (3) The police officer, who is requesting victims to participate in the research, takes the victim and the research serious.
- (4) The diary is handed out and collected personally.

Police officers' viewpoint

In table 1 was shown that only in 22% of the domestic burglary incidents in August a diary was handed out. The percentage possibly matches with the initial reactions from police reporting officers to the diary research. From weekly meetings with the team chefs it came forward that resistance to handing out a diary is recognized. The resistance is often expressed in terms of *'we already have so much to do'*, *'it should be under the supervision of Victim Support'* or *'this is not part of our job'*. The team chefs noticed that often elder police officers were less excited about the diary research than younger police officers.

Although the initial reaction from police side seemed to be predominated by negative responses, also really positive responses came upon the diaries. For example, one of the police officers in the briefing in Deventer recognized large value in the diaries, as he was curious about how victims perceive the feedback requirement from police to victims. He was referring to the requirement from police side to provide feedback to victims of domestic burglary within 14 days after the incident. The following sentence (pronounced by one officer, but agreed upon by more officers) describes in more detail the value they see in the diary:

"The citizens are our eyes. The police are only on the spot on the occasion of calls from citizens. Citizens should be satisfied with the police and should be able to trust them, because otherwise they won't call us again with remarkable information such as 'there are people in our street hanging around and acting strange'. Such a diary where feedback is asked from victims sends a signal and contributes to satisfaction of citizens. People like attention in forms of, for example, this diary.' (Police officer, briefing Deventer)

However, another police officer stated that he knows that not every colleague is open for critics and feedback. He also noticed the common pitfall of forgetting what an impact domestic burglary has on victims. According to him, receiving feedback is crucial in optimizing and providing the right aftercare at each burglary. Moreover, curiosity to what victims said about the police handling is pronounced by several police officers.

One of the team chefs stated additionally that *'it might be good for us to move toward doing business more commercially. Involve the customers and their feedback.'*

In addition to the fact that feedback is valued by police officers, also just 'the fact' that attention is given to victims' feelings and experiences by means of the diary research is valued by police officers and victims.

The diary research is also recognized as a tool for providing input to police officers' performance appraisals. The deputy director of enforcement wants to shift focus from meeting and checking the 14 day-feedback rule toward police *craftsmanship* and actual experiences of victims, he recognizes value in further conceptualization of the diary. He is proponent for receiving feedback in *words* rather than in *numbers* meeting the 14 day-feedback rule. Additionally, he wants to broaden the diary concept to all High Impact Crimes (HIC).

Evaluating meeting (police and victims)

Findings from the diaries and conversations are actively interpreted and translated into meaningful messages for the organization which could encourage the organization to take further actions regarding service delivery and the diary practice by organizing an evaluation meeting.

In the following tables the willingness to attend and the actual number of victim attendants to the evaluation meeting are shown.

Table 3 - N of victims willing to attend

	Victims visited to pick up diary	Victims willing to attend at meeting	%
N	20*	17	85

* From the 21 returned diaries, 20 are visited by the researcher, 1 wanted to deliver his diary at the police desk due to his work schedule.

Table 4 - N of victims unsubscribed from evaluation

	Victims willing to attend at meeting	Unsubscribed victims	%
N	17	5	29

Table 5 - N of victims attended at evaluation

	Victims expected to attend	Victims attended	%
N	12	3	25

It was very surprising that only 3 of the 12 expected victims to attend were present at the evaluation meeting. Motivated by the surprised feeling, the employee from corps support who participated in the planning phase and the researcher called the victim invitees who did not attend and who did not unsubscribe from the evaluation meeting in order to uncover the reasons behind their absence and lack of un-subscription. Commonly mentioned was that the victim invitees had other priorities than the evaluation meeting. Although most victims invitees mentioned a plausible reason for their absence (e.g. babysitting, work, occupation with another police report for theft, holiday, hospital admission or distance to Zwolle), the invitees did notice their lack of unsubscribing for the meeting and apologized for that. One invitee mentioned his lack of trust in police handling as a cause of his absence. The invitee lacks trust in police handling due to other uneventful police experiences in the past. Therefore, the invitee was not motivated to provide any efforts from their side.

Attending police employees on the 23rd of September were (1) the team leader of Deventer/Raalte and deputy director of emergency & intake, (2) the second team leader of Zwolle, (3) Zwolle's WIT-team employee, (4) the employee of corps support, (5) an employee of forensic investigation and (6) the researcher. Additionally, all reporting officers who handed out one or more diaries were invited to the evening. However, remarkable was that none of the 29 reporting officer invitees who handed out a diary seemed willing or able to attend at the evaluation meeting. According to reporting officers sending an invitation three weeks before the 23rd of September was too short. From one of the interviews it became apparent that the cause probably was that the police officers do not get paid for their attendance. Police officers often have to deal with irregular and night shifts. When they are asked to voluntarily attend a meeting while they have an off-night, the interviewee told he could understand that his colleagues were unwilling to attend.

Despite the low turnout at the evaluation meeting, the meeting continued. Eventually 5 police employees, 5 victims of domestic burglary from 3 households and the researcher were present. The design of the meeting and presentation was based on outcomes of what was written in victims' diaries, what was told in conversations with victims and on information from the interviews and briefings with reporting officers. Discussions were started with the victim and police attendees by presenting statements in the evaluation meeting. Victims were asked to raise either a green, yellow or red card when they respectively agree, are uncertain or disagree. The following statements were presented:

- 1 - *'The diary added to the feeling that the police took me seriously'*
- 2 - *'When an incident such as a domestic burglary occurs, I would like to make an overview for myself of what happens or should happen after the incident'*
- 3 - *'I favor the option to give feedback to the police when an incident such as domestic burglary occurs'*

The statements initiated discussions about the diary and its potential to develop into an applicable collaborative practice between victims and police.

Table 6 - N of green, yellow or red cards to a statement

	Statement 1	Statement 2	Statement 2
N green cards	3	3	4
N yellow cards	1	1	0
N red cards	0	0	0

In the evaluation meeting, three green cards and one yellow card were raised in response of the statement *'The diary added to the feeling that the police took me seriously'*. Victims with the green card acknowledged that the feeling of being taken serious was strengthened by the diary. The victim with the yellow card stated that without the diary she also had the feeling that she was taken serious. However, she said that it was the unspoken message that came along with the police officers' request to participate to the diary research, creating the feeling that she was taken serious. The unspoken message that came along with the police officers' request to participate according to that victim was "we take victims and our work very serious by asking you to look critically to our service". Victims raising the green cards agreed upon that message.

Moreover, it was also appreciated by victims that the diary enabled them to provide direct feedback to police handling. In response to the statement *'I favor the option to give feedback to the police when an incident such as domestic burglary occurs'* four green cards were raised. Noticed was that victims were very quick with raising a green card. A reaction in the evaluation meeting:

'This was anyway the first time that the police asked me for feedback upon their handling. Our last experience with the police was quite negative. We were positively surprised about the fact that feedback is requested. That is why we are present this evening.' (Victim 15)

The latter statement *'When an incident such as a domestic burglary occurs, I would like to make an overview for myself of what happens or should happen after the incident'* received three green cards and one yellow card in the evaluation meeting. The victim with the yellow card expressed that he did not really felt the need to write down his feelings. He stated that he was not that of a writer. However, as he was willing to help where help is needed he decided to participate. This willingness, which comes from intrinsic motivation, is expressed by more victims. *'Why should I not help?' or 'If I could contribute by participating, I do not see why I shouldn't'* was often said by victims when picking up the diary.

In the evaluation meeting victims were also asked to which further extent they were willing to participate in further collaborative practices. The willingness to collaborate was remarkably high. Attendees pronounced that they are willing to participate in practices ranging from keeping a diary to brainstorming about, supporting and testing new concepts aimed at improving police services, ranging from co-ideation to co-testing and launching. The present victims in the evaluation meeting wanted to participate to this extent as they:

- (1) Appreciate additional information about their case
- (2) Are intrinsically motivated to provide support and help others
- (3) Are still processing the impact
- (4) Appreciate transparency, information and insight in the police organization
- (5) Are interested in how other victims process the impact

Although no reporting officers were present, two team chefs present at the evaluation meeting expressed a large willingness to involve in collaborative practices such as further development of diary usage for feedback and attending at meetings and brainstorm sessions. The importance was expressed by the team chefs to really include and take into account victims' feedback and ideas in developing and improving police services. For example, in the case of victim 7 the forensic team shared information in the evaluation meeting about a hat that was found in the victims' house, probably belonging to the burglar. The victim thought that no clues were found on the hat, as he did not hear anything about the hat since the forensic team collected the hat. However, during the evaluation meeting the victim was told by the forensic employee that there actually is something to happen with the hat. The hat had several procedures to go through before the hat can be investigated on traces.

'Oh, I did not know that! I was already so curious about what happened with the hat.' (Victim 7)

At the end of the meeting the victim appreciated the information that was provided by the forensic team. The police acknowledged that improvements for the police service can very well be gained by collaborating with victims by using for example the diary and such meetings. This example emphasizes the importance of involving victims and police actors in practices aimed at improving customer value.

A diary form is appreciated for further application in police service encounters. However, when a diary form is applied for improving police service:

- (1) The diary should in the first instance be produced in *paper* form. A paper version sends the signal of being taken serious by the police toward victims. Besides, a paper diary is easily accessible when left on the kitchen table for example.

- (2) The diary could also come in an *online* version. Particularly younger people are positive toward an online version. An online version is regarded as easily and everywhere accessible by smartphone for example. However, questions are raised by an online version, as victims of domestic burglary are often robbed from electronic devices such as laptops, computers, PDA's and smartphones. Moreover, victims and police employees argue that, based on their experiences with online feedback, an online version falls easily into oblivion.

Other collaborative practices such as brainstorm sessions and meetings were also gauged in the evaluation meeting. The attendees in the evaluation meeting were positive toward site specific meetings in order to explore and exploit ideas. As a domestic burglary incident is a real personal matter to victims, the form of attention given to victims' story should also be very personal. Therefore, site specific meetings with personal conversation are positively perceived. However, it became apparent that, when meetings are organized, travel distance should be taken into account, as distance is a feature which keeps victims from attending in site specific meetings. Moreover, as site- and time specific meetings bound victim and police to time and place, input can be lost as people might be unable to attend or unwilling to give up free nights. From a short victim evaluation form (Appendix V) it became clear that the attendees perceive the diary practice positive and show belief that the diary research will be further exploited and implemented.

From conversations in briefings it came forward that an online *platform* could be explored and exploited on its potential to establish collaborative practices. An online platform could offer victims and police officers place- and time independent opportunities to provide input in discussions. On an online platform ideas and feedback can be easily provided upon handling, but also upon ideas or comments from others. However, as online collaborative forms were perceived as less personal and as domestic burglary is a real personal matter, the risk of victims losing the feeling of being taken serious by the police is present. This issue should be central in setting up an online platform.

Nice to notice is that following to the evaluation meeting actions are setup by forensic and WIT team to improve information provision to victims and that an action is initiated to exploit the diary in order to enhance more focus to police craftsmanship.

4.2 Improvements regarding the process of filing a domestic burglary police report

In addition to the diary practice and its corresponding design process, ideas for improvements regarding the police service came forward in diaries and conversations. In this paragraph ideas, comments and others reactions to experienced police handling are showed, which may have significance for improving the process of filing a domestic burglary police report. The following question is central:

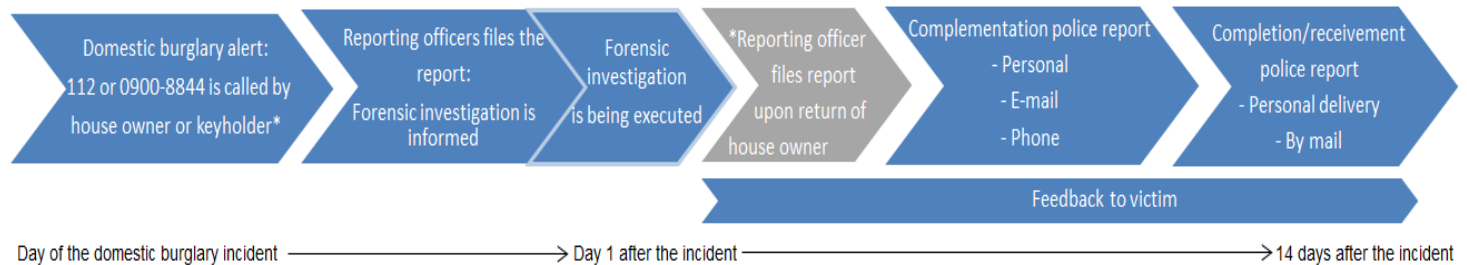
What improvements can be made in the process of filing a police report at domestic burglary, based on applying a designed value co-creation practice?

The paragraph starts with an overview of the filing process, derived from diaries and conversations. Following from the overview critical encounters are highlighted (from victims' perspective), as they could provide input for co-creating more value.

4.2.1 The filing process and its victim-police encounters

In order to gain insights in possibilities for improving police service, an overview of the encounters between domestic burglary victims and police in the service process is shown below.

Figure 4 – Common encounters between victim and police at domestic burglary



Commonly, the first encounter between victim and police, making the alert, is done by the house owner. Hereafter, a reporting officer files the report at the crime scene. However, when the house owner is on holiday, the alert is often made by the key holder. In those cases, the reporting officer returns after a few days to file the report, as only the house owner can officially file a report.

After the incoming alert, police officers go to the incident location where they meet the victim. The officers provide initial care and file a domestic burglary report. Time between the incoming alert and the officers arriving on location varies between approximately 10 minutes and half an hour. On location the officers inform the forensic team. Ideally, the forensic team executes their investigation the same day. However, in cases where the incident occurred in the evening, forensic team arrives the day after. In those cases, victims are requested to let as many items as possible untouched, in order to minimize lost traces left by the offender. After the forensic team finished their investigation, the encounters between victim and police are very diverse in the 21 cases. However, in each case the completion of the police report is required. In order to complete the police report, a complete list of missing items is required as well as the declarants' signature. Also, feedback from police to declarant about what happens after the police report is completed is a requirement from police side. The provision of feedback is required within 14 days after the reporting officer has filed the report.

4.2.2 Critical encounters: an analysis of value and missing value in the filing process

In order to find points for improving the service, several critical encounters in the service process are marked, based on either a positive or negative emotional response from a victim to an encounter. Critical encounters are the encounters which, added together, contribute to either a positive or negative value judgment about police handling. Value co-creation practices could ideally be applied in the critical encounters concerning negative value judgments or missing value.

From the diaries and victim conversations three critical encounters can be identified from victim perspective. These are (1) the moment of filing the police report, (2) completion of the police report (i.e. the delivery at the victim) and (3) information and feedback provision about developments after completing the police report. These encounters are marked as critical based upon strikingly positive spoken words about an encounter or victims speaking about negative experiences or (unspoken) needs. In the following part about value, it is shown where the critical encounters are based upon.

The initial care encounter

From diaries it became apparent that the initial care, which police officers provide when they file a report, was perceived strikingly positive. All victims appreciate the initial care encounter with a 5 or 4 on a scale of 5.

Reasons why the encounter was perceived so strikingly positive were due to:

- (1) Fast arrival of police officers after the alert was made
- (2) Sympathetic ear police officers had
- (3) Time and attention that was given to the victim
- (4) Professional and systematic handling from the police
- (5) Personal contact information (working phone number)

However, the latter point was not the case at all victims. There were victims who had received a personal mobile working phone number which they could call just in case. The provision of an officers' mobile phone number did lever victims' positive perceptions of the encounter and is therefore regarded as a fifth value in the encounter. Although it became clear from the evaluation meeting that the need or wish is present to receive a personal number, victims expressed an understanding for officers not providing their personal number.

The completion and delivery of police report encounter

The second critical encounter is the completion and delivery of the police report to the victim. The delivery encounter is considered a specific 'usage' encounter, as the police report is used by victims to:

- (1) Request their insurer to pay out for stolen items
- (2) To apply for new passports or ID card.

In most cases during this research the police report was completed without problems. However, there were cases where victims encountered negative experiences in the completion of the police report. These negative experiences did affect the victims' judgment about the police service. The experiences considered negative are:

- (1) Not keeping a promise of delivery date
- (2) Changes in report content which were not processed in the definitive report to be signed by victim
- (3) Delivering the police report just in the nick to apply for new passports for a holiday

The provision of feedback encounter

The third critical encounter is the provision of feedback and information about the report progress. From diaries, conversations and the evaluation meeting it became apparent that, in a large part of the domestic burglary cases, victims had the feeling that they could have been better informed by the police. That feeling was pronounced in meanings, however, also in doubtful expectations about the report progress. Victims often made guesses about what they thought would happen with their police report:

'Well, what can or may you expect from the police... I don't know.' (Victim 15)

'I hope to hear from them again.' (Victim 18)

'I believe that nothing will happen with my report. The police have other priorities. This will end up in statistics.' (Victim 10 and 16)

Additionally, in one case a victim answered the diary question "what do you expect from the police to do?" with "to hear the outcome of the executed forensic investigation" (Diary 19, p. 24). Especially, victims often did not know what happened with the forensic investigation that was executed or expected some sort of report.

An interview with a police officer showed a possible reason for the lack of information. The officer showed his doubts about what needs to be said in the feedback toward a victim:

'I know that you should ask how the victim is doing and if everything went well with the insurer... but maybe, a standard text can be given to each police officer about what he or she can tell a victim.'

Indeed, from victims' perspective (1) transparency and information about methods were appreciated. Also (2) the visibility of police work contributed to victims' positive value judgment about the police and to victims' trust in the police:

'I believe that the police are really doing what they can. I saw some police messages on Twitter about a Jumbo-bag stolen from our house. Besides, the police constantly updated me about the progress of our report.' (Victim 26)

One victim remarked that she received a phone call from the officer who had taken the report at her home. The message she received was that 'it was usual to call victims back and asked whether I had any additional information':

'But he did not ask how I was doing...' (Victim 15)

A large part of police employees expressed the feeling that the requirement to provide feedback to victims within 14 days does not fit police craftsmanship in the current form (i.e. getting a green checkmark in the police information system).

4.2.3 Ideas for improving the filing process

From the critical encounters and associated parties, new ideas or questions emerged from conversations, diaries and the evaluation meeting contributing to what was appreciated by victims and police. The following ideas could potentially contribute to what victims of domestic burglary appreciated in the critical encounters:

- (1) Explore and conceptualize a new diary. After the evaluation meeting the request was made by the deputy director of enforcement to explore and conceptualize a new diary in order to apply the diary as input for police performance appraisals. As the deputy director of enforcement wants to shift focus from meeting and checking the 14 day-feedback rule toward police craftsmanship and actual experiences of victims, he recognized value in further conceptualization of the diary. He is proponent for receiving feedback in *words* rather than in *numbers* meeting the 14 day-feedback rule. Moreover, he wants to broaden the diary concept to all High Impact Crimes (HIC). This could potentially meet what was appreciated by victims of domestic burglary in this case study:
 - a. Opportunity to make an overview for themselves.
 - b. Process the impact they have suffered from the burglary incident by writing.
 - c. Being taken serious by police, as the diary and police officers' request sends a positive signal.
 - d. Opportunity to provide feedback.

Additionally, the practice might be in favor of reversing the 14 day feedback requirement, which a large part of responding police officers might appreciate.

The following ideas or actions were brought forward, in respond to the information need in encounters from victims:

- (2) *'It might be interesting to look for possibilities to let an expert such as the WIT-team make an analysis or expectation report of the burglary incident and the context of the situation. Maybe, this short analysis can be mutated in the victims' file so that we, as officers, can really tell victims something when we provide feedback to a victim.'* (Reporting officer)

- (3) On the occasion of the evaluation meeting, both employees of the forensic team and WIT-team made an appointment with each other to brainstorm about how specific case-information from the forensic and WIT-team can be communicated with victims. This could potentially meet what is valued by victims:
- a. Transparency about police work processes
 - b. Information about their domestic burglary case

The visibility and transparency of police officers working on cases is considered important for victims' trust in the police and corresponding information provision from victim to police. Ideas 2 and 3 can already contribute to victims' trust. However, as it was noticed that there is still a threshold for victims to report seemingly unimportant features, questions were also raised during the case study about lowering thresholds:

- (4) As the provision of police officers' personal number is valued in a large extent and might lower the threshold for victims to report additional information, the question is raised whether it should be desirable to standardly provide police officers' number in domestic burglary cases. However, as the provision of police phone number is considered a controversial discussion point by police employees, the question remains what other possibilities are at hand to lower the threshold for victims to report features. Lowering the threshold could potentially meet what is appreciated by police:
- a. Receiving more case information from victim to police

Consider the following example from the evaluation meeting. The example might clarify the urge for police employees to start discussing about lowering the threshold:

Victim 7 did not receive a personal phone number from the reporting officer. 7 did not really consider the absence of a personal number as missing, until 7 remembered a strikingly feature that A did not report to the police. The burglary in 7's house had happened at night or in the morning. After the reporting officer filed the report, 7 realized that the paper boy, who comes early in the morning, might have noticed something strikingly. However, 7 did not report this to the police, as 7 thought that the police could not use that feature. Hereafter, police officer A made the notion that this information is of great value for police, as the police builds cases on these small details. Victim 7 realized that it is not up to A self to judge whether a feature is unimportant, but that it is up to the police. Police officer A mentioned the importance to always report these seemingly unimportant features. Victim 7 stated that the lack of a short line with the police (i.e. a personal phone number), might has kept 7 from reporting this feature.

Additionally, from a phone call with another victim it became apparent that she noticed a person in a foreign car, who was acting suspicious and drove around in her neighborhood since a domestic burglary incident occurred. However, as she was convinced that this information was not of relevant value for the police, she did not report this to the police.

Another idea aimed at improving the filing process came forward in the briefing Ommen/Dalfsen and in an interview with a reporting officer:

- (5) With each police report that is filed, the offer is made from police side to victim to utilize Victim Support. It is noticed by victims and police that victims do not indicate themselves as 'victim' enough for needing and utilizing Victim Support. However, it is also noticed that victims do appreciate some kind of aftercare (e.g. in the form of writing). It was therefore brought forward that the use of a diary could possibly be considered as aftercare in between of Victim Support and no Victim support. Possibly further collaboration with Victim Support about the diary increases insights in victims' experiences and increases victims' satisfaction about aftercare from both Victim Support and police.

More specific ideas were put forward in diaries and conversations concerning collaborative practices with municipalities and housing associations. In these cases, the belief was present that the word of police (instead of a citizen (group)) toward municipalities and housing associations could enhance the chance of realizing for example more streetlights and burglarproof equipment in houses. A further suggestion was made to review the website of Police Hallmark 'VeiligWonen' on its user-friendliness and interface.

This chapter showed the results of the conducted action research in the search for an applicable value co-creation practice and results of potential improvements to be made in the filing process. With these results conclusions can be drawn. However, before conclusions are drawn, several issues are discussed in the following chapter.

5 Reflection: *research design and researchers' role*

In this chapter issues regarding the research design and process are discussed, before an answer is given upon the main research question and conclusions are drawn. In order to answer the main research question, choices have been made. These choices are likely to have influenced the process of value co-creation that followed, as well as the outcomes of this co-creation.

One point of discussion concerns the *research design*. In this research, action research is elaborated in a case study. The choice for action research narrowed the options for exploring other options for value co-creation. Although the results show that value co-creation can be applied by using a diary, it might be that other value co-creating practices are better suitable in the organizational context (e.g. digital diary, smartphones, phone calls or online platform meeting). Moreover, other value co-creation practices might ensure other findings regarding police service improvement (e.g. more or less participation and ideas) (Prahalad & Ramaswamy, 2004; Fetterman, 2010; Russo-Spena & Mele, 2012). If other research methods had been used (e.g. quantitative and/or questionnaires), other value co-creation practices might have been put forward as being more applicable. In addition, as the research required participation in one case study, it might be that the case study context (e.g. summertime, police reorganization, and required feedback within 14 days) influenced willingness to participate. Nevertheless, as it was stated that it is most desirable to catch victims' needs in situ (i.e. while they are experiencing the police service) (Witell, Kristensson, Gustafsson & Löfgren, 2011, p.143) and the fact that a domestic burglary incident is a sensitive incident, choices are made in favour of these two matters and an explorative, qualitative and participative research is applied. Moreover, as the intent was to find improvements specifically regarding the domestic burglary filing process, elaborating action research in a case study is considered justified.

In the introducing part of this chapter, it was stated that choices are made which influence findings and drawing conclusions. Choices concerning this research are largely dependent on how the researcher fulfilled the *researchers' role*. For example, the researcher fulfilled the role of initiator of actions (e.g. setting up meetings, designing a first diary concept). The researcher was known to other participants as 'the researcher and a graduate student in business administration' who was initiating actions (i.e. an external party). If the researcher had chosen to go undercover and to be known as 'police academy student' (i.e. a colleague party), would participation of other police employees in meetings had been different? This question arises as Van der Vlugt's (2011) stated that police officers' acceptance of input differs when input comes from a colleague or an external party. If participation from police side had been higher, findings might have been different. The researchers' taken role might therefore influence research findings (Babbie, 2007).

In addition to the previous point, the researchers' stance is largely dependent on the *researchers' frame of references*. Choices for action research, the way actions and meetings are designed and interpretation of findings is done are largely dependent on the researchers' frame of references. In literature, for example, is shown that value for a consumer can be recognized in a positive emotional response (Ravald, 2010). However, words, attitudes and facial expressions (i.e. qualitative data) are often multi-interpretable; how does someone recognize a positive emotional response? Are the represented findings the right findings for drawing conclusions? As this research has an explorative character where re-actions are based upon emerging events and direct interpretation upon emerging events is required for setting up re-actions, the influence of the researchers' frame of references on the research findings is large. However, as action research requires participation and takes into account direct feedback from organizational stakeholders for further actions and interpretation, it can also be stated that the influence of the researchers' frame of references on further actions is reduced by the influence of other stakeholders' frame of references. The applicable parts of value co-creation, but also researchers' inputs are filtered by the police participants, resulting in only *actual* usage of theoretical parts and researchers' input (Van de Ven & Johnson, 2006).

Another discussion point, which could influence findings and therefore conclusion, is the *Hawthorne effect*. Action- and participative research is often subject to the Hawthorne effect. *'The Hawthorne phenomenon suggests that study subjects' behavior or study results are altered by the subjects' awareness that they are being studied or if they received additional attention.'* (Fernald, Coombs, DeAlleaume, West & Parnes, 2011, p. 83). As initiated actions in this case study involved stakeholders, it is hard to obtain objective answers to questions concerning service experiences. Stakeholders might adapt their behavior in service delivery, because of the fact that they are subject of the study. As the police employees know that the filing process at domestic burglary is being scrutinized, it might be that police employees perform better when for example they provide initial care. Police officers might act more in accordance with desirable behavior, ensuring positive content concerning for example the initial care encounter in diaries. Moreover, as police officers were made responsible for handing out the diaries, it might be that diaries are only handed out in cases where officers expect a desirable and for them favorable result. Therefore, more critical victims might be excluded in the case study. Additionally, questions can be raised whether positive responses in diaries are due to real positive service delivery or the Hawthorne effect. As the research ensures attention (of management) to a specific working process, the attention per se could ensure that the specific working process is performed better. The effect might raise doubts about the objectivity of victim responses about police service delivery.

Although the Hawthorne effect might harm the objectivity of diary content regarding police service delivery, the Hawthorne effect might also be a desirable effect set against the aim of establishing change and putting the organization into motion. The Hawthorne effect can also contribute to improving police service as Osborne (2009) already stated *'the key role for successful services management lies both in governing and responding to the service expectations of customers and in training and motivating the service workforce to interact positively with the customer'* (p. 3). Moreover, as it is stated that *'the co-creation experience becomes the very basic of value itself'* (Prahalad & Ramaswamy, 2004, p.5), it could also be that positive police handling reactions are *due* to the diary practice itself.

The research and its findings are subject to objectivity issues seen through the glasses of classic natural science (e.g. Newton, Galilei and Boyle) (De Vries, 1995). These issues disable the researcher to make statements about (what natural science perceives as) 'truths'. The research is not repeatable in the same context, as for example governmental rules or the social setting might change. However, opinions and beliefs about what truth actually is differ. According to Kuhn, *truth has a restricted and local character* (De Vries, 1995, p. 107). Truth and accompanying handling is bounded to peoples' *perception* of truth (e.g. do not sail too far west or you will fall off the world). And in this case, truth about 'value' can differ for the one and the other. Describing and interpreting perceptions of truths (i.e. what is value?) are of major importance and are probably the only options to explore social phenomena and draw conclusions (i.e. about value co-creation) (Babbie, 2007).

Limitations

In addition to the above-mentioned discussion points, the research and its results are restricted in several ways. An important limitation concerns an *ethical limit*. It must be taken into account that the respondents are victims in recovery of domestic burglary impact. The respondents with whom the researcher works are victims instead of customers. It is therefore important that the research does not require too much effort from victims, as too much effort might cause damage to their recovery. Moreover, caution is advised in approaching respondents. Due to this ethical issue, questions in the diary were largely open-ended and minimalistic to ensure that victims are not overloaded with questions and possible hurtful questions. This resulted in freedom for victims to write their own story and provide input up to their own preferences. Unfortunately, the minimalistic question did also result in several minimalistic filled in diaries. However, as the research is held on behalf of the police organization, this ethical aspect needs to be taken with extra seriousness, as mistakes might cause reputational damage to the police organization.

Moreover, the *number of respondents* or participants limited the amount of input. In 26 domestic burglary cases, diaries were handed out. As there were 50 diaries available to hand out, the eventual input in the evaluation meeting could have been higher. 81% of the handed out diaries were returned. From the returned diaries 85% were willing to attend at the evaluation meeting. However, only 25% (N=3) of the victims willing to attend at the evaluation meeting actually showed up. When all diaries were handed out, perhaps more victims attended at the evaluation meeting. Conclusions derived from the evaluation meeting are based upon 3 domestic burglary cases. In addition, as the research concerns findings from one specific case study concerning one type of victim, conclusions are hard to generalize.

This limitation might be due to another limitation of available *resources*. A larger number of diaries could have enlarged the input. When more diaries were available, diaries could have been placed on spots (e.g. in the emergency car) where they were more easily up for grabs. Additionally, more time resources could also have enlarged preparation time for engaging more police officers in the set up and could have enlarged the number of handed out diaries. If also September was available for handing out diaries, perhaps all diaries could have been handed out. Besides resource limitations concerning the diary (e.g. money and time), also resource limitations were present concerning the evaluation meeting. From conversations with police officers, it became clear that they oppose to attend the meeting when they have to give up an off-night. When monetary incentives (i.e. hours paid) were present, the number of attending police officers could have been higher. To increase the generalizability of conclusions about value co-creation, recommended for future research is to set up a larger case study and take into account these resource limitations.

Lastly, the not so common combination of *business administration theories* applied within a *public administrative organization* limited the search results for scientific papers. As a result, a research model is constructed aimed at establishing value co-creation in the administrative organization context. However, as model is a combination of different aspects, it was unclear how the model would express in the case study. As little knowledge about this combination was given in literature, this exploratory research revealed several important features for future investigation.

6 Conclusion: design of value co-creation for improving police service

In this chapter conclusions are drawn upon the research findings. First, a review is given upon the executed action research and second, an answer is given upon the main research question '*In what way can value co-creation be applied in improving the process of filing a police report and what improvements can be made by applying value co-creation?*'.

6.1 Evaluating the research process against results

Action research was described as a method for establishing change in a specific context, where stakeholders of that context, are involved in initiated actions (Waterman *et al.*, 2001). From results can be stated that the organization is put into motion to establish change toward value co-creation practices by the setup actions from the researcher. The intention of the police is to collaborate with victims and other police colleagues to improve the police service from domestic burglary (e.g. exploit the diary in the general context of all high impact crimes). Moreover, further actions are already taken by WIT-team and the forensic team to discuss about information provision toward victims of domestic burglary. Changes are likely to be made on behalf of this research.

Reactions based upon the research actions (e.g. exploit the diary), show the effect and strength of action research: action research closes gaps between theory and practice. Gaps between theory and practice are closed, as theories are directly gauged in police context and (re-)designed according to what organizations value in the gauged theories (Van de Ven & Johnson, 2006). For example, whereas a diary can be used for multiple collaborative practices, the police organization sees specific value in diary use for input in performance appraisals.

In addition to the changes that are likely to be made within the police organization, issues impeding an optimally executed action research occurred. Although the case study was designed with the intent to take into account all important action research features (see paragraph 2.1), it came clear during the execution that several important action research features deserve extra attention for next action research design. *Participation* is regarded as the action research feature which did not come into its own in the research. During the research the participation of police officers was strikingly remarkable. In the planning phase, only one police reporting officer showed up. During the acting phase, resistance is noticed from police reporting officers (e.g. '*We already have so much to do*'). and during the evaluation phase, no reporting officers who handed out a diary were present at the evaluation meeting (e.g. '*We have to give up an off-night*'). As participation is marked as a critical feature for executing action research by Waterman *et al* (2001), participation deserves extra attention for future action research. For future action research an answer is given to the following question:

What are do's and don'ts in testing and applying a value co-creation practice for improving police services on an action research basis?

Based upon the case study and the designed research model of establishing co-creation (figure 3), the following points are marked as important to take into account for a future action research plan aimed at elaborating value co-creation in a comparative police setting:

Planning

Extra attention should be paid to participation in preparing a plan. With more participation from police officers' side, chances in succeeding action research increases. Consider Waterman *et al's* (2001) aspects in detail and translate the aspects into actions toward more participation:

- (1) '*We already have so much to do*' refers to Waterman *et al's* (2001) 'requirement of energy' (appendix I). Consider therefore more active involvement in briefings which police officers *already* have to do.
- (2) Start the exploitation of the diary concept only with enthusiastic colleagues/ambassadors. The acceptance and participation in the (diary) practice might increase, as

input from colleagues is probably faster accepted than input from external parties (Van der Vlugt, 2011).

- (3) Promote positive perceived aspects from participation such as access to unique and experimental settings for police employees, intrinsic motivation to support others and status (Waterman *et al*, 2001)
- (4) Prepare a plan of approach in consultation with one or more police craftsmen, as it might be that occurred issues concerning participation are due to too little understanding of the research context by the researcher (Waterman *et al*, 2001)

Additionally, it can be concluded that a second feature of action research, *resources*, is of major importance in the planning phase. Specifically time resources are considered important. Meetings should be at least planned a month before the meeting takes place to ensure more participation from police officers' side. Moreover, setting up a plan should ideally not be done during summer holidays.

Acting (testing)

- (1) For victim participation in a research concerning capturing experiences in situ (i.e. writing a diary and provide feedback), the initial care provided by police officers should be positive perceived by victims. Again, participation from police officers is therefore required.
- (2) Victims must be confident that something is really done with their feedback (Etgar, 2008, p.101). It must be visible and transparent what is done with their input. (Reichers, Wanous & Austin, 1997)
- (3) Also, victims should perceive benefits for participating in co-creation practices (e.g. access to interesting information concerning victims' case). As victims are largely intrinsically motivated to collaborate with police to a large extent, victims input could and should be used to its full potential to prevent complaints afterwards. Victims are willing to co-create for others' benefit (i.e. future victims), however, victims get more engaged in co-creation when also benefits for themselves are perceived (Russo-Spena & Mele, 2012).
- (4) Victims concerning or affected by issues to be discussed should be approached and invited when the impact is still present. As the impact from the domestic burglary diminishes over time, motivation to participate in collaborative practices seems to diminish simultaneously. Moreover, when issues are discussed with victims while victims are still receiving a police service or closely after service delivery, victims' eventual value judgment about the police seems more malleable toward a positive value judgment than when done after a longer period.

Evaluating

- (1) Feedback derived from practices aimed at improving handling of a specific police employee should be received by the specific police employee who did the handling.
- (2) For evaluating in meeting form should invitees (police and victims) beforehand be convinced by management and police officers that something is really done with their input.
- (3) When inviting victims to attend at a collaborative meeting, travel distance should be taken into account. Ideally the meeting should be organized in multiple municipalities.

Although this case study regarded imperfections (e.g. participation of police officers), it can be concluded that action research has brought the organization into motion toward value co-creation practices and the case study shows potential as method to test and apply additional value co-creation practices.

6.2 Answer to the main question

Concluding, an answer is given to the main question:

'In what way can value co-creation be applied in improving the process of filing a police report and what improvements can be made by applying value co-creation?'

From the results it becomes apparent that value co-creation can be applied in the form of a *diary* practice and on an action research basis for improving the filing process of domestic burglary. From the designed and tested diary concept, needs, ideas and comments regarding police handling based upon stakeholders' value come clear (e.g. information need from victims as well as police or the idea to let a WIT-expert make a short analysis of a burglary case in order to provide his colleague information for feedback). Moreover, the practice in itself is regarded as value adding for victims (e.g. contributing in processing the incident, the unspoken police message that the diary sends: "we take victims and our work very serious by asking you to look critically to our service"). This corresponds with Prahalad & Ramaswamy's (2004) statement '*the co-creation experience becomes the very basic of value itself*' (p. 5). Victims seem willing to co-create to a large extent for others' (future victims) benefit, but do also want to benefit themselves by gaining more insights in the police organizations' processes and progress in their burglary case. The research initiated re-actions to the diary concept for the filing process of domestic burglary as well as the diary itself. The diary can therefore be used as a tool to act *proactively* to victims experiences. That is, ideas or remarks are generated and collected from experiences in situ, ensuring early-stage problem recognition (e.g. collaborative practices with municipalities, housing associations, Victim Support, reviewing the site of Police Hallmark 'VeiligWonen')(Witell *et al.*, 2011). By doing so, complaints afterwards can be prevented by collaborating and sending messages through. Additionally, stories could be narrated and shared by colleagues which activates dialogue between employees and could provide additional improvements in the process (Elg *et al.*, 2012).

Furthermore, the idea of an *online platform* is put forward to exploit on its applicability as it is argued that it could gain quick insights in victims' experiences, values, questions, complaints and demands. An online platform could offer victims and police officers place- and time independent opportunities to provide input in discussions. However, as online collaborative forms are perceived as less personal and as domestic burglary is a real personal matter, the risk of victims losing the feeling of being taken serious by the police is present. Moreover, victims' of domestic burglary are often robbed from their electronic devices and elder people do not have accessible electronic devices or reject electronic devices (Karahasanović *et al.*, 2009). These issues should be central if and when an online platform is set up and evaluated.

The applicable parts of value co-creation theory are filtered in the police setting by applying the tested practice on an action research basis, resulting in only *actual* usage of theoretical parts (e.g. exploiting the diary as tool for reviewing the work of police officers and look for opportunities to improve, before complaints can occur)(Van de Ven & Johnson, 2006).

The conclusion that value co-creation in the form of a diary practice is applicable in order to improve the filing process can be invigorated by the learning potential discovered while applying the diary practice:

- (1) The *information provision* after the domestic burglary report is filed shows potential to improve. Noticed is that victims often do not know what really happens with their report or what happens with the forensic investigation results.
- (2) A *threshold* seems to be present at victims of domestic burglary to report seemingly unimportant information (e.g. information about a paper boy or a suspicious car). From police perspective it becomes clear that this seemingly unimportant information is of large value. The police organization is an information processing organization. The more

information it receives, chances increase to solve crimes, as more information can be linked. It becomes clear that this awareness is not fully present by victims and a threshold seems also present to report this seemingly unimportant information.

It can be stated that the information sharing about victims' and police's goals and values is not optimal. The example from the evaluating meeting, where a victim was already so curious about what happened with the hat of the burglar, represents a lack of information sharing. Both parties must know each others' goals and values in order to exchange the requirements achieving those goals and values (Payne, Storbacka & Frow, 2008, p.90).

Further, the police might improve the domestic burglary filing process from exploiting the value co-creation diary practice as it is recognized that the practice could:

- (3) Add to repeating the notion by police officers that domestic burglary is often a *traumatic event* for victims. As a police officer faces many domestic burglaries a day or a week, chances are present that professional deformation occurs. In that case, it could be that police officers lose credibility in how they handle and what they say to victims. As domestic burglary is for a victim probably a once in a lifetime experience, the credibility in police handling and the feeling of being taken serious by the police is of major importance for trust in police and a positive value judgment about the police.
- (4) Centralize police *craftsmanship* in favor of diminishing focus on requirements such as meeting the checkmark of providing feedback within 14 days.
- (5) Be used as *aftercare* in between of Victim Support and no Victim support. Victims can process the impact by writing. Further collaboration with Victim Support about the diary will increase insights in victims' experiences and increase victims' satisfaction about aftercare from both Victim Support and police, as police could yet redirect victims to Victim Support.

Recaptured from the introduction '*Victims of domestic burglary want to know from the police what does and does not happen with their case. Victims want to be taken seriously by the police and want to be treated as a partner of the police (Inspectie Veiligheid en Justitie, 2012)*'. This research *partnered* with victims, added to the feeling of being taken *serious*, and eventually resulted in collaborative actions toward meeting the need to know what does and does not happen with a victims' case. Moreover, as further collaborative practices are in scaffolding, the police organization could meet more victim needs and values.

6.3 Recommendations

On behalf of the conclusion, additional recommendations are made. In order to arrive at improvements, first general recommendations toward doing action research are made. Hereafter, recommendations are made upon improving the domestic burglary filing process.

When applying value co-creation (in the diary form), the following should be taken into account based upon the case study:

- (1) Start with writing short, but convincing arguments for value co-creation in order to recruit enthusiastic police officers and key persons as highest team chefs. Important is to centralize police craftsmanship, as it might be that practices such as the diary are perceived as a threat for police discretionary space. Furthermore, by starting value co-creation practices with police ambassadors, chances to succeed a collaborative practice are more likely, as feedback and critics seem to be accepted faster from colleagues than from external parties (Van der Vlugt, 2011).
- (2) Make sure that the collaborative practice is firstly internally supported, as it is important that victims need confidence that their input is valuable for the police organization. When officers request victims to participate, officers must be able to emit the signal that the victim and victims' input is taken serious by police.

- (3) Take a long preparation time to involve police officers in setting up value co-creating practices, but take a relatively short preparation time for engaging victims. The latter means that mostly 'fresh' victims (people who have just been victimized) should be included in co-creation practices, as victims' needs are then most accurate, victims' input can be usefully exploited to improve police service and as preparedness to participate in collaborative practices seems to diminish over time. Additionally, it can support victims in processing the incident impact (Pizarro, 2004).
- (4) Make sure that victims can take advantages of participating in collaborative practices (e.g. receiving interesting police information, writing of and processing the impact of an incident or meeting with and listening to other victims)
- (5) Take the lead and take actions when ideas for collaborative practices are put forward, as it is noticed that undertaking actions ensures (re-)actions, responses and engagement in active thinking. By planning, acting and evaluating actions, the everyday working context is actively confronted with (theoretical) issues, causing valuable insights in whether and how issues fit organizational contexts.

In reaction upon the learning potential of *information provision* toward victims, police participants of the research came with the following:

- (1) The participating WIT-team employee and forensic team employee made an appointment to discuss about their roles in providing feedback. Further explorations of discussions regarding the feedback issue and applying discussion results should be encouraged.
- (2) In an interview with a police officer, the officer proposes the idea that it might have a positive impact for victims as well as police officers, when someone from the WIT-team makes a short analysis or prospection for each domestic burglary report. This analysis can be included in the police system, providing police officers who have to give feedback to victims, really something to tell. Explore the applicability of the idea.

From the issue concerning the present *threshold* comes clear that:

- (3) The threshold for victims to report additional information might be lowered by providing the reporting officers' personal phone number. However, as the provision of a personal phone number is considered a sensitive topic, touching police officers' discretionary space, one should set up discussions about this topic, make tradeoffs, but not impose to provide a personal phone number abruptly.

Last, but not least it is recommended to exploit the diary concept, as could improve the domestic burglary filing process by (1) repeating the notion that domestic burglary is a traumatic event, (2) centralizing police craftsmanship and (3) increasing quality of aftercare.

6.4 Scientific and practical implications

The scientific relevance of this thesis is sought in the exploration of value co-creation practices in the public administrative police organization. This research contributes to drawing a first image of possibilities of applying value co-creation in the police organization. Opportunities for applying value co-creation practices, derived from business administration literature, are present. However, as you have to deal with customers with very specific and sensitive needs, information needs to be processed with care and time in order to build collaborative practices. Moreover, as trust and professionalism is required to ensure victim participation, internal processes and participation needs to be properly organized before inviting victims.

Furthermore, the research contributes to literature combining business administration insights with public administration practices. Since it is stated that police should be more viewed with a more critical view and also because victims appreciate the ability to provide feedback, further combined input is encouraged.

Contributions are made upon the needs of domestic burglary victims in situ. For example, the research revealed that victims stated *afterwards* the writing, that they valued the writing and perhaps needed it to process the impact. This offers new insights into victims' needs in situ.

In addition to contributing to knowledge about value co-creation and victims' in situ experiences, the study also provides insight in how action research can be applied in the public administrative organization of police. This research contributes to the knowledge of action research as it uncovers specific aspects required to take into account when conducting action research in the public administrative police organization.

Practical implications are made concerning bridges build between police and victim. As value co-creation practices (e.g. the diary) contribute to a positive value judgment from victims about the police, continuance of information from victim toward police is also more likely. The research contributes to building bridges, as it is noticed that there are still thresholds to overcome withholding victims to report seemingly unimportant information toward police.

6.5 Future research

From the research it became clear that the action research feature of participation deserves extra attention. When future action research is done, it could be beneficial to investigate where participation resistance comes from and what can be done to overcome most resistance. Perhaps an action research process should be initiated by a police academy student or a police officer (Van der Vlugt, 2011)

Additionally, future research is advised focused on exploiting the diary practice. As it became apparent that the specific diary design deserved attention before using the diary concept for performance appraisal, further research is recommended. In order to design a generally accepted design, it is advised to exploit the design on an action research basis, taking into account the earlier-mentioned points of attention. In addition, when action research is repeated in police setting, the organization and researchers get more skilled in action research and as action research ensures actual responses, quick insights can be gained in applicability of other general theoretical frameworks and practices.

In addition, future research should explore the applicability of online collaborative practices where victims' experiences in situ are put central. As online practices do provide advantages against offline practices (e.g. site specific meetings), it is interesting to investigate whether and how online practices can contribute to improving the police service provision.

Furthermore, as Prahalad & Ramaswamy (2004) state that value co-creation practices become the basis of value, it might be interesting to investigate quantitatively whether this statement counts for the public administrative police organization and her customers. A quantitative research to the contribution of value co-creation practices would add to concluding whether value co-creation in itself contributes positively to customers' value judgment about an organization.

Further general investigation to the applicability of business administration literature, insights and models might benefit the optimization of processes within the public administrative police organization.

Literature

- Adams, M. (2009). *The Practical Primacy of Questions in Action Learning*. Lambertville: Palgrave Macmillan Publishers.
- Ahmed, P., & Rafiq, M. (2003). Internal marketing issues and challenges. *European Journal of Marketing*, 1177-1186.
- Babbie, E. (2007). *The practice of social research*. Cengage Learnings: Wadsworth
- Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 99-120.
- Bitner, M., Brown, S., & Leuter, M. (2000). Technology Infusion in Service Encounters. *Journal of the Academy of Marketing Science*, 138-149.
- Drummond, G., Ensor, J., Laing, A., & Richardson, N. (2000). Market orientation applies to police service strategies. *The International Journal of Public Sector Management*, 571-587.
- Elg, M., Engström, J., Witell, L., & Poksinska, B. (2012). Co-creation and learning in health-care service development. *Journal of Service Management*, 328-343.
- Etgar. (2008). A descriptive model of the consumer's co-production process. *Journal of the Academy of Marketing Science*, 97-108.
- Fernald, D., Coombs, L., DeAlleaume, L., West, D., & Parnes, B. (2011). An Assessment of the Hawthorne Effect in Practice-based Research. *Journal of American Board of Family Medicine*, 83-86.
- Fetterman, D. (2010). *Ethnography: step-by-step*. Thousands Oaks: SAGE Publications.
- Foss, N., Klein, P., Kor, Y., & Mahoney, J. (2008). Entrepreneurship, subjectivism, and the resource-based view: toward a new synthesis. *Strategic Entrepreneurship Journal*, 73-94.
- Grönroos, C. (2007). *Service Management and Marketing*. Chistester: John Wiley & Sons Ltd.
- Grönroos, C. (2011). Value co-creation in service logic: A critical analysis. *Marketing theory*, 279-301.
- Grönroos, C., & Ravald, A. (2011). Service as business logic: implications for value creation and marketing. *Journal of Service Management*, 5-22.
- Gustafsson, A., Kristensson, P., & Witell, L. (2012). Customer co-creation in service innovation: a matter of communication? *Journal of Service Management*, 311-327.
- Homburg, G., & Batelaan, H. (2005, October). *Regioplan*. Opgeroepen op March 11, 2013, van Regioplan:
http://www.regioplan.nl/publicaties/rapporten/actieve_wederkerigheid_de_beinvloedb_beinvlo_van_oordelen_over_het_contact_met_en_de_beschikbaarheid_van_de_politie
- Inspectie Veiligheid en Justitie. (2012). *Aangifte doen: de burger centraal?* Den Haag: Inspectie Veiligheid en Justitie.

- Karahasanović, A., Brandtzæg, P., Heim, J., Lüders, M., Vermeir, L., Pierson, J., et al. (2009). Co-creation and user-generated content - elderly people's user requirements. *Computers in Human Behavior*, 655-678.
- Kraaijenbrink, J., Spender, J.-C., & Groen, A. (2010). The Resource-Based View: A Review and Assessment of Its Critiques. *Journal of Management*, 349-372.
- McNiff, J. (2013). *Action research: principles and practice*. New York: Routledge.
- Middel, R., Coghlan, D., Coughlan, P., Brennan, L., & McNichols, T. (2008). Action Research in Collaborative Improvement. In H. Middel, *Collaborative Improvement: Action Learning in the Extended Manufacturing Enterprise* (pp. 91-120). Enschede: PrintPartner Ipskamp.
- Narver, J., Slater, S., & MacLachlan, D. (2004). Responsive and Proactive Market Orientation and New-Product Success. *Journal of Product Innovation Management*, 334-347.
- Osborne, S. (2009). Delivering Public Services: Time for a new theory? *Public management review*, 1-10.
- Payne, A., Storbacka, K., & Frow, P. (2008). Managing the co-creation of value. *Journal of the Academy of Marketing Science*, 83-96.
- Payne, A., Storbacka, K., Frow, P., & Knox, S. (2009). Co-Creating Brands; Diagnosing and Designing the Relationship Experience. *Journal of Business Research*, 379-389.
- Pizarro, J. (2004). The efficacy of art and writing therapy: increasing positive mental health outcomes and participants retention after exposure to traumatic experience. *Journal of the American Art Therapy association*, 5-12.
- Prahalad, C., & Ramaswamy, V. (2004). Co-creating unique value with customers. *Strategy & Leadership*, 4-9.
- Ramaswamy, V. (2009). Leading the transformation to co-creation of value. *Strategy & Leadership*, 32-37.
- Ravald, A. (2010). The customer's process of value creation. *Naples Forum on Services*, (pp. 1-13). Capri.
- Reichers, A., Wanous, J., & Austin, J. (1997). Understanding and managing cynicism about organizational change. *The Academy of Management Executive*, 48-59.
- Rossler, M., & Terrill, W. (2012). Police Responsiveness to Service-Related Requests. *Policy Quarterly*, 3-24.
- Russo-Spena, T., & Mele, C. (2012). "Five Co-s" in innovating: a practice-based view. *Journal of Service Management*, 527-553.
- Saarijärvi, H., Kannan, P., & Kuusela, H. (2013). Value co-creation: theoretical approaches and practical implications. *European Business Review*, 6-19.
- Van de Ven, A., & Johnson, P. (2006). Knowledge for theory and practice. *The Academy of Management Review*, 802-821.

- Vlugt, Y. v. (2011). *De Nationale ombudsman en behoorlijk politieoptreden*. Nationale Ombudsman.
- Vries, de, G. (1995). *De ontwikkeling van wetenschap*. Groningen: Wolters-Noordhoff
- Waterman, H., Tillen, D., Dickson, R., & de Koning, K. (2001). Action research: a systematic review and guidance for assessment. *Health Technology Assessment*, 5.
- Watters, J., Comeau, S., & Restall, G. (2010). *Participatory Action Research*. Winnipeg: University of Manitoba.
- Witell, L., Kristensson, P., Gustafsson, A., & Löfgren, M. (2011). Idea generation: customer co-creation versus traditional market research techniques. *Journal of Service Management*, 140-159.

Appendices

Appendix I – Overview positive and negative aspects of the pivotal factors of action research (Waterman *et al.*, 2001)

(1) Participation

Perceived positive aspects	Perceived negative aspects
<ul style="list-style-type: none"> • Promotes understanding of the context of study • Allows for problem identification by participants • Develops appropriate, relevant and feasible innovations and strategies for change, leading to sustainable change • Makes use of available resources of knowledge and experience • Provides educational opportunities through sharing of experience, knowledge and ideas • Generates interest in the project • Increases or develops willingness to participate and to change • Overcomes barriers to change • Promotes ownership of change • Allows for rapid uptake of change • Establishes rapport • Provides support • Saves time 	<ul style="list-style-type: none"> • Disrupts existing boundaries of decision making and strategic planning • Initiates shifts in existing relationships • Requires energy to maintain • Provides opportunity for domination of projects by more powerful participants • Encourages feedback on performance of participants which may be viewed as a threat • Takes time • Creates resistance to change • Creates negative feelings if changes are not implemented

(2) Key persons

Perceived positive aspects	Perceived negative aspects
<ul style="list-style-type: none"> • Request study • Obtain permission to conduct study • Authorise access to staff • Link different agendas e.g. managerial and professional agendas or viewpoints • Initiate or undertake the practice that is the focus of change • Provide skills relevant to the proposed change • Provide resources: funding, materials, time, staff • Sustain change: alteration of organisation structure and policy to accommodate innovations, provision of resources, funding, personnel 	<ul style="list-style-type: none"> • Impose the project • Oppose the project • Do not participate, e.g. do not impart information, do not complete diaries • Do not participate, resulting in changes with low significance • Dominate project • Refuse to allow shifts in power

(3) Action researcher – participant relationship

Perceived positive aspects	Perceived negative aspects
Insider action researcher <ul style="list-style-type: none"> Improved understanding of issues and context Enhanced credibility with participants Challenged barriers to change Increased commitment to the study Sustained change 	<ul style="list-style-type: none"> Familiarity clouded understanding Conflicting commitments may have caused delays Participants disclosed information reluctantly Had limited access to sensitive/confidential information Perceived as owning the data Could generate feelings of vulnerability of participants if researcher regarded as having outside approval Experienced threats from certain alliances Dependence of researcher on participants
Outsider action researcher <ul style="list-style-type: none"> Brought fresh perspective to issues Led to empowerment of participants 	<ul style="list-style-type: none"> Had difficulty in understanding context Found it time-consuming to understand context and establish credibility Lacked concern for the outcomes over the long term Appeared to have more to gain (e.g. higher degree)

(4) Real world-focus

Perceived positive aspects	Perceived negative aspects
<ul style="list-style-type: none"> Reflects 'real world' situation Clarifies context and issues Increases relevance of research Addresses mismatches, e.g. between operational and strategic issues Promotes service-led research Exposes action researchers to realities of practice 	<ul style="list-style-type: none"> Creates conflict and tension as complex issues are addressed Disrupts existing relationships Fails to meet expectations Draws attention to issues that may have low strategic or financial significance Requires time out/away from the clinical area for education, reflection, analysis

(7) Project process and management

Perceived positive aspects	Perceived negative aspects
Responsiveness and flexibility <ul style="list-style-type: none"> Receptive to new ideas Fits with qualitative approach Promotes participant-led projects Encourages emerging information to contribute to strategic plan Allows for more rapid changes in research and implementation 	<ul style="list-style-type: none"> Leaves the project without established goals and objectives Lacks clarity – difficult to gain funding, interest, support Encourages hijacking of project by strong participants Conceals poor project management as responsiveness Leads to numerous action plans that spawn complex projects
Feedback mechanisms <ul style="list-style-type: none"> Enables contemporaneous monitoring Enhances participation Provides valuable guidance to the project Enables more effective planning, developing and implementing Increases relevance of the study 	<ul style="list-style-type: none"> Overshadows evaluation Threatens participants, leading to tension and potentially reducing participation Takes time
Evaluation <ul style="list-style-type: none"> Encourages agreement of end-point Allows for evaluation in any phase of the project 	<ul style="list-style-type: none"> Discourages establishment of an end-point

(8) Knowledge

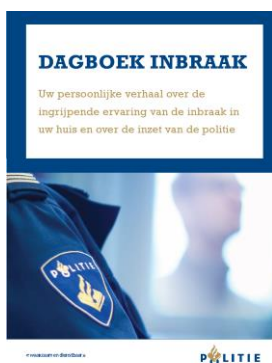
Perceived positive aspects	Perceived negative aspects
<i>The knowledge from action research:</i> <ul style="list-style-type: none">• Highlights gaps in services• Identifies inappropriate policy• Addresses untested approaches• Clarifies issues• Develops appropriate innovations• Develops practical knowledge• Prevents the implementation of inappropriate interventions• Describes events and outcomes of change	<ul style="list-style-type: none">• Theory development currently not a primary concern of action researchers• Participation does not always foster theory development

Appendix II – Overview Co-s derived from Russo-Spena & Mele (2012)

Co-s	Main actors	Actions of focal firm ^a	Actions of others actors	Tools	Outcomes	Languages
Co-ideation	Users Experts Fans	<i>Connecting/ mobilizing/ socializing Orchestrating/ leading/ moderating Commenting Documenting Rewarding/ motivating</i>	<i>Eliciting Commenting Discussing Documenting Connecting/ socializing</i>	Texts documents Drafts Images Videos	New concepts of product Package services Promotional initiatives	Informal Text-based Relational code (like/dislike)
Co-evaluation	Users Experts Fans Firms	<i>Connecting/ socialising/ orchestrating/ leading/ moderating Commenting Selecting Documenting Rewarding/ motivating</i>	<i>Commenting Evaluating/ voting Connecting/ socializing</i>	Like/dislike inputs		
Co-design	Experts Users Fans Designers Firms Intermediaries Institutions/ organizations	<i>Engaging/ connecting/ mobilizing/ socializing Orchestrating/ exploring/ exploiting Commenting Learning/ teaching Documenting Rewarding/ motivating</i>	<i>Eliciting Drawing Learning/ teaching Commenting Discussing Documenting Connecting/ socializing</i>	Software Drafts Images Videos Documents Images	New prototypes New solutions New software New tools	Formal Standardized Technical code
Co-test and co-launch	Users Customers Firms	<i>Connecting/ mobilizing/ socializing Orchestrating/ leading/ moderating/ controlling Commenting/ discussing Selecting/ Rating Rewarding/ motivating</i>	<i>Voting eliciting/ commenting Share information/ communicating Risking Connecting/ socializing</i>	Free products Images Videos Like/dislike inputs Catalogs	Set and optimize new products/services Viral advertising actions	Formal/informal Relational code Technical code

Note: ^aIn italics the leading actions

Appendix III – Victim diary design (partially)



Contactgegevens

Heeft u een vraag over dit onderzoek of over het dagboek, dan kunt u contact opnemen met Renske Jassies. Zij is initiatiefnemer van dit onderzoek, medewerker van de Onderzoeks- & Adviesgroep politie Eenheid-Oost en student aan de Universiteit Twente.

Zij is te bereiken op onderstaande manieren

Telefoon	06 555 33 123
E-mail	r.jassies@student.utwente.nl renske.jassies@ijsselland.politie.nl

Overige contactgegevens

Politie Nederland
0900 - 8844
www.politie.nl

Slachtofferhulp Nederland
0900 - 0101
www.slachtofferhulp.nl

Politiekeurmerk Veilig Wonen
www.politiekeurmerk.nl

Andere links
www.0900inbraak.nl
www.veiligheid-preventie.nl
www.cenv.nl

De dag van de inbraak

Er is bij u ingebroken. Iemand is ongewenst in uw huis geweest en heeft in uw spullen gerommeld. Dierbare of kostbare spullen zijn weg of vernield en u bent misschien boos, angstig of van slag. Een inbraak kan veel met u doen.

Wat doet de inbraak met u en uw omgeving?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Beste lezer,

Dit dagboek is persoonlijk en gaat over uw ervaring met de inbraak gepleegd in uw huis en met het contact daarover met de politie. In dit dagboek willen we u vragen om deze ervaringen gedurende 14 dagen te beschrijven.

Wanneer u te weinig schrijfruimte ervaart, dan staat het u vrij bij te schrijven en losse papieren bij te voegen. Ook staat het u vrij u zich in beeldende vorm uit te drukken door bijvoorbeeld op de laatste pagina's te tekenen of te schilderen.

Op de pagina hiernaast vindt u een overzicht van telefoonnummers die u kunt bellen voor meer informatie.

Wij danken u alvast hartelijk voor uw bijdrage en wensen u, waar nodig, alle sterkte toe met de verwerking van de inbraak.

Met vriendelijke groet,

Renske Jassies

Medewerker Onderzoeks- & Adviesgroep politie-eenheid Oost-Nederland
Student aan de Universiteit Twente

Heeft u vandaag contact gehad met de politie?

☐ Nee (u hoeft de volgende vragen niet in te vullen)

Zo ja, waarom was er vandaag contact met de politie?

Hoe beoordeelt u dat contact met de politie?

Negatief ☐ ☐ ☐ ☐ ☐ Positief

Wat maakt dat u dit antwoord heeft gekozen?

Dag 7 na de inbraak

Hoe tevreden bent u tot nu toe met het handelen van de politie?

Ontevreden ☐ ☐ ☐ ☐ ☐ Tevreden

Wat maakt dat u bovenstaande keuze heeft gemaakt?

[illegible]

Welke behoeften hebben u en de mensen in uw naaste omgeving op dit moment met betrekking tot de inbraak?

[illegible]

16

Heeft u vandaag contact gehad met de politie?

☐ Nee (u hoeft de volgende vragen niet in te vullen)☐ Ja

Zo ja, waarom was er vandaag contact met de politie?

Hoe beoordeelt u dat contact met de politie?

Negatief ☐ ☐ ☐ ☐ ☐ Positief

Wat maakt dat u dit antwoord heeft gekozen?

[illegible]

17

Dag 14 na de inbraak

Weet u wat er nu verder met uw aangifte gebeurt?

Wat verwacht u nu van de politie?

[illegible]

Wilt u nog een ervaring delen die betrekking heeft op de inbraak in uw huis?

[illegible]

24

Heeft u vandaag contact gehad met de politie?

☐ Nee (u hoeft de volgende vragen niet in te vullen)

☐ Ja

Zo ja, waarom was er vandaag contact met de politie?

Hoe beoordeelt u dat contact met de politie?

Negatief ☐ ☐ ☐ ☐ ☐ Positief

Wat maakt dat u dit antwoord heeft gekozen?

25

Appendix IV – Invitation letter toward victims



Beste lezer,

Een woninginbraak is een ingrijpende ervaring. Op dit moment doet de politie-eenheid Oost-Nederland onderzoek naar die ervaring. Graag willen we u vragen uw medewerking te verlenen aan dit onderzoek.

We zouden graag te weten komen wat u ervaart in de periode na een woninginbraak. We vragen u daarom het dagboek bij te houden dat u bij deze brief ontvangt. Met uw medewerking hopen we tot een verbeterde behandeling van uw aangifte van woninginbraak te komen. Juist u bent van grote waarde voor ons, omdat u ons als geen ander kunt vertellen wat op dit moment belangrijk is voor u. We vertrouwen erop dat een optimale behandeling van woninginbraak leidt tot optimaal resultaat in de zaak en bijdraagt aan een betere verwerking van de ervaring.

Het dagboek wordt na ongeveer twee weken opgehaald door de initiatiefnemer van het onderzoek (Renske Jassies – medewerker van de Onderzoeks- & Adviesgroep politie-eenheid Oost-Nederland en student aan de Universiteit Twente). Voor het ophalen van uw dagboek wordt u van tevoren benaderd. Uw dagboekgegevens worden met de grootste vertrouwelijkheid behandeld. Na afronding van het onderzoek (verwacht omstreeks september 2013), krijgt u een uitnodiging om een presentatie bij te wonen van de bevindingen. Deze zal plaatsvinden in Zwolle.

Heeft u vragen over het onderzoek of het dagboek, dan kunt u contact opnemen met Renske Jassies.
Telefoonnummer 06 555 33 123
E-mail r.jassies@student.utwente.nl
renske.jassies@ijselland.politie.nl

Wij wensen u als onderzoeksteam en politieleiding sterkte en danken u alvast hartelijk voor uw medewerking.

Met vriendelijke groet,

Mevrouw H. Diender-van Dijk
Commissaris van Politie

Appendix V – Evaluation form for victims

Hoe beoordeelt u de uitkomsten van deze bijeenkomst?

Negatief ☐ ☐ ☐ ☐ ☐ Positief

Hoe denkt u dat de politie de uitkomsten van deze bijeenkomst beoordeelt?

Negatief ☐ ☐ ☐ ☐ ☐ Positief

Heeft u voldoende kunnen inbrengen naar uw mening?

Nee ☐ ☐ ☐ ☐ ☐ Ja

Denkt u dat de politie haar service kan verbeteren met de uitkomsten van vanavond?

Nee ☐ ☐ ☐ ☐ ☐ Ja

Wat denkt u dat de politie na vanavond gaat doen met de uitkomsten?