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POLICE MANAGEMENT ASSOCIATION
February, 1989

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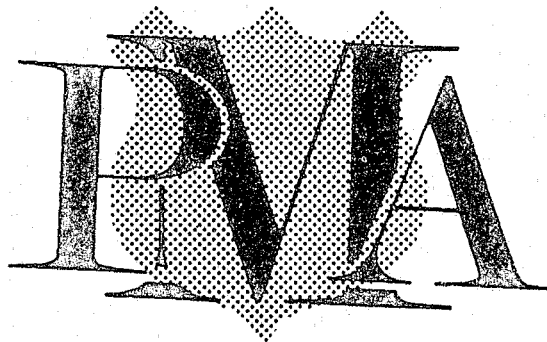
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FINAL EVALUATION REPORT
of the
HIGH PERFORMANCE POLICE MANAGEMENT

NIJ Grant Award #86-IJ-CX-0003(S-2)



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SECTION I. INTRODUCTION

The Police Management Association (PMA) received a continuation grant award from the National Institute of Justice (NIJ) to conduct seven (7) sixteen-hour management training seminars over a period of twelve (12) months. This award and subsequent report follows three previous NIJ grant awards to conduct a series of management training.

Pre-seminar activities included convening the Site Selection/Planning Committee during the first quarter reporting period. Site selection activities included the solicitation and selection of seven (7) primary sites with two (2) alternates. Planning Committee activities were dominated by extensive revisions and updates to topical research and the logistical delivery of same. Planning coordinators expanded existing research resources, supplemented with visual program endorsements and practical experimentation as currently experienced in the field.

This specialized training was targeted to middle and upper-level law enforcement managers and participant selection was left to the discretion of the host department(s), with guidance from PMA as previous experience has warranted.

Survey measurements were replicated from previous grant projects and designed in accordance with the new seminar program. The results are expounded herein, as well as other succinct information deemed important to the overall project history.

SECTION II. PROJECT BACKGROUND INFORMATION

A. The Police Management Association

Incorporated in the District of Columbia in 1980, the Police Management Association (PMA) is an international, nonprofit, educational and professional membership organization for law enforcement personnel. Membership supports a forum of expertise in all facets of police administration, with current enrollment reaching law enforcement personnel in the United States and eight foreign countries. Membership is targeted to middle managers ranking from sergeant through executive heads of police agencies, as well as civilian law enforcement personnel, police officers and criminal justice students.

Challenged with the complex problems of policing and police administration, PMA seeks to upgrade police management and to professionalize policing at all levels.

PMA believes that through continual research, training, experimentation and exchange of ideas through public debate, a body of knowledge on police standards continuously develops and is expanded throughout the police community.

PMA continues to conduct management training seminars, both federally funded and organization-sponsored. In addition, PMA publishes a bi-monthly newsletter whose readership reaches well beyond its membership. An annual conference draws together both an international membership and representatives of major law enforcement organizations in the United States. To further PMA's goals and to enhance the quality of research, training, and

dissemination members receive, NIJ publications are mailed regularly to its membership.

B. Project History

The "Improving Police Management" (IPM) workshop series was originally developed through the Research Utilization Program supported by the National Institute of Justice. Prior to 1981, the IPM program was conducted in three days and attended by top criminal justice policymakers and administrators in a multi-state area. NIJ then began to look at less costly ways to conduct training and disseminate research findings.

In late 1984, the Police Foundation requested and received funding from NIJ to present six (6) one-day training workshops for police middle managers and executives. At the time, PMA did not have a Certified Public Accountant (CPA), a requirement for the allocation of federal funding. Therefore, PMA could not directly apply for this grant. The grant was sub-contracted in its entirety to the PMA because of its unique qualifications to conduct such workshops.

Offering police departments a shopping list of several NIJ-approved training programs, PMA sponsored four IPM seminars and two Differential Police Response (DPR) workshops in ten months during 1985.

Pleased with the overall success of these one-day seminars, PMA applied for and received direct funding from NIJ to present eight, two-day training programs in 1986. Extending the course for at least one additional day was a major recommendation

stemming from PMA's 1985 training evaluation report. PMA strongly urged interested police agencies to select the "Improving Police Management" training from among the course offerings, because of the comprehensive updates and revisions planned for the course materials. Moreover, the program's trainers had exhaustive knowledge about each training topic as well as each other's training methods. Thus, the historical familiarity with the program enabled PMA and the trainers to plan and conduct the specialized training in an efficient, effective and flexible manner.

Having received a number of invitations during the 1986 series, PMA again applied and received continuation funding to conduct four additional seminars in 1987. With the permission of PMA's Grant Monitor, these seminars were extended to three days in length, beginning noon on the first day and ending at noon on the third day to accommodate drivable distance departments. The program substance, however, remained at the required sixteen training hours.

The program underwent extensive substantive revisions during the 1988 training series, inspired by the 1987 evaluation results. The pool of trainers was enlarged to include both academic and tactical practitioners. The topical contents and logistical delivery were extensively reviewed to develop a program which addressed the contemporary needs of the law enforcement manager. Having taken on an entirely new dimension, the NIJ-sponsored program adopted a new name -- "High Performance

Police Management (HPPM)" -- to reflect the futuristic direction which the training seeks to establish. Section III B, Curriculum Development, describes the overall program in some detail, outlining identified issues and topics which were raised and addressed in the 1988 series.

SECTION III. SCOPE OF WORK

A. Site Selection

PMA staff and trainers convened in January, 1988 to identify the project's seven primary training sites. Prevailing criteria continued to base decisionmaking, that is, seasonal considerations, geographic locale, verbal and/or written invitations from interested police agencies and the identification of need based on an area's lack of training for middle managers.

The primary sites selected and tentatively scheduled at this meeting were: Arlington, Virginia; Merrillville, Indiana; Boston, Massachusetts; San Antonio, Texas; San Francisco, California; St. Petersburg, Florida, and New Orleans, Louisiana. Experience required the scheduling of secondary sites to serve as back-ups in the event of cancellations or unforeseeable scheduling problems with the primary site(s). Secondary sites identified by the Committee were Essex County, New Jersey and Charleston, South Carolina.

PMA's milestone chart called for conducting the seven (7) seminars within a seven (7) month period. Extensive expansion of the substantive areas of research and an elaboration of implementation and delivery techniques delayed seminar commencement by two months. All sites were completed, however, within an eight (8) month period. No major obstacles were encountered in the logistical implementation of the newly revised program.

Five of the primary sites and both secondary sites chosen by the Site Selection/Planning Committee hosted the "High Performance Police Management" (HPPM) training program. The San Francisco, CA Police Department declined PMA's invitation to host, citing manpower limitations. The Boston, MA Police Department was also unable to accept an invitation, declining in late July, 1988, noting an inability to secure training facilities scheduled during a high tourist season. PMA conducted its seven HPPM training programs chronologically in the following areas: Arlington, Virginia; Merrillville, Indiana; San Antonio, Texas, St. Petersburg, Florida; Essex County, New Jersey; New Orleans, Louisiana, and Charleston, South Carolina.

B. Curriculum Development

At the January, 1988 meeting, the Site Selection/Planning Committee also determined that major modifications and revisions were needed to the program based on the evaluations stemming from the three (3) previous grant periods and the compelling need for topical updates. Committee members and trainers include: Dr. Phyllis McDonald, International Association of Chiefs of Police (IACP); then Inspector Edward J. Spurlock, former Commander, Metropolitan Police Repeat Officer Unit; Dr. Victor G. Strecher, Sam Houston University; then Captain Stanley L. Knee, formerly with the Garden Grove, CA Police Department; Special Assistant Robert Wasserman, Boston, MA Port Authority, Lt. Albert J. Sweeney, Boston, MA Police Department, and PMA staff. The work produced by this Committee focused on the expansion of the substantive areas researched by NIJ and an elaboration of the techniques needed to implement many of the current methods available to police managers. Distinguished from "Improving Police Management," this new course, entitled "High Performance Police Management: Strategies for Mid-Level Managers" focuses on three areas identified as high priority issues for contemporary law enforcement:

1. Drug Enforcement for Patrol Commanders;
2. Police Response to Community Problems; and
3. Analysis of calls for service, workload and concomitant programs to address these issues.

Management techniques emphasized are the following:

1. Problem Analysis;
2. Planning, implementation and adaptation of programs; and
3. Managing the new programs.

The course is designed to take the students through a highly detailed sequence of exercises focusing on each of the above three skill areas. A sixteen (16) session outline was developed, accompanied by time schedules for each session (See Appendix A). Dr. McDonald and Mr. Wasserman took responsibility for preparation of the trainers and participant manuals based on the outcome of this meeting.

A follow-up planning meeting was held on March 26, 1988 where the trainer's manual was thoroughly reviewed. Following completion of the updated materials by project staff and the principal course trainers as listed above, the HPPM course outline was prepared, and the 427-page handbook was edited and printed in late April for PMA's inaugural presentation scheduled on May 23-25, 1988 (See Appendix B).^{**} The following delineates the three-day course outline.

HIGH PERFORMANCE POLICE MANAGEMENT

After appropriate introductions and general objectives of the program are announced, the seminar begins with the students introducing themselves; stating which department they represent and identifying prevalent issues or problems the department currently faces. Experience, perspectives and expected program outcomes are also solicited. This extends the knowledge the

^{**}Registered with the National Institute of Justice, May, 1988
Copies available upon request.

trainer receives about the composition of students and the diversity of problems existing in and around the host site.

Trainers proceed by taking participants through a management matrix; what it means to be a manager, the obstacles to good management and the necessary ingredients to become a high performing manager. High performance concepts are introduced and discussed. Students are instructed to complete a high performance self-assessment instrument which evaluates the individual, his/her unit or command and the department on dimensions and in relation to four frames of reference: reactive, responsive, proactive and high performing.

Students view a videotape of the Career Criminal Program of the Metropolitan Police Department in Washington, D.C, and review its' management style as it impacts the high performing program design and implementation efforts. This prepares the student for the second day of training, which begins with a focus on drug enforcement and the conduct of a leaderless group exercise. Reading assignments in preparation for the following day are distributed.

The leaderless group simulation is conducted either by a "volunteer" team of six participants with a selected audience as assessors or by dividing the entire group into two teams, depending upon the number of students and time limitations. The leaderless group exercise was selected because it provides a unique perspective on problem solving. The objective is to develop a consensus for action, the action being a recommendation

about how to best deal with a typical urban policing problem. The role as assessor is to evaluate members of the group on both the substance of their recommendations as well as the quality of participation in reaching a group decision. The group session also provides a review of the issues involved in developing a drug enforcement policy and program for a police agency. The issues include management, community relations, media relations, inter-agency coordination, an audit and control mechanisms.

Following this discussion of issues, participants are provided with a current inventory of drug enforcement programs and strategies that have been successfully implemented in police jurisdictions across the country. The inventory includes Operation Pressure Point, Operation Clean Sweep, the aforementioned Career Criminal Program, Asset Forfeiture Program, Drug Abuse Resistance Education (DARE) and the Drug Use Forecasting program (DUF). For each program, a history and impact in test sites is provided, and attendees perspective, issues and problems are sought. NIJ's "Drug Trafficking" video is viewed to enhance this discussion. Students are referred to the manual as a reference tool for those programs not covered in their entirety. Drug Enforcement concludes with the first of two conference telephone calls with three (3) selected mid-and upper level executives who are experts in the field discussing their own drug enforcement program efforts. This provides participants with the opportunity to ask questions of the experts via a live telephone hook-up.

A session on field enforcement begins with the viewing of a Public Service Broadcast about the operations of the Boston Police Department's Drug Control Unit in actual street operations. The film has generated substantial controversy in Boston. This is followed by a group discussion questioning the strategies used by the unit, the probable impact of the strategies on drug control efforts and the impact of the media on the public's perception of the Boston Police Department's effectiveness. Students are asked to note their reactions on a worksheet and to rank the Boston police unit according to the criteria used in the High Performance Police Management session. Management issues which surround the selection of drug enforcement programs are briefly identified, followed by participant discussion of experiences and perceptions both of the middle manager and of the chief of police. Again, students are encouraged to consult the training workbook as a reference and background source upon completion of the NIJ/PMA training.

The direction of the HPPM program transfers to practical applications, focusing on the management of police workload from two perspectives. The initial perspective is from patrol work demands, providing a review of current patrol workload analysis methods. A computerized workload analysis and scheduling methodology used by the Houston Police Department and others is distributed to the students on diskette, either on-site or as seminar completion materials are mailed.

The second area of workload analysis is focusing on criminal investigations management. Reviewing the models used in the past, a developing criminal investigative structure and orientation is provided which is fundamental in the new community policing orientation.

Fear Reduction is presented by the use of the Houston Police Department's Fear Reduction videotape, which reviews the program undertaken during 1984-85 with NIJ assistance. Following this tape, participants are guided towards addressing several concerns arising from fear reduction experiments, including program development strategy, techniques for involvement of line personnel, empowerment of employees and integration of the lessons learned into normal department procedures. The Houston fear reduction program is ranked by the students according to the HPPM criteria. Reading assignments for the third day are reviewed and an overview is presented for the following days' schedule.

Third day training commences with a re-capitulation of the previous two days and the concept of high performance is addressed in light of current developments in community-oriented, neighborhood-oriented and problem-oriented policing. Overview of programs, program elements, examples in selected cities, i.e., Newark, NJ; Minneapolis, MN and Houston, TX; and lessons learned from these programs are presented. Differences between these styles of policing are described and students will learn from the presentation how to identify the key elements of each of these

policing orientations. Visual aids include a videotape of the Houston Police Department's "Neighborhood Oriented Policing." A second teleconference call is established with experts in these areas. Project staff moderate the discussion, providing the opportunity for participants to ask questions or invoke discussion. Each of the participating experts have either managed a successful community- or neighborhood-oriented policing program or have been deeply involved in program development and conceptualization activities. Leadership management is also discussed here. Time permitting, Session 15 is applied which provides an opportunity for participants to engage in a test of their understanding of community-oriented policing. Three participants, prepared in advance, will face the group and answer questions. Resembling "To Tell The Truth," only one of the three will present themselves as a true community-oriented police manager. Participants will seek to determine which member comes from which type of police agency and only answer questions posed by the group.

In the final session, participants will be asked to engage in a sample examination that tests their understanding of the material covered. (See Appendix C). The format of the test will be that of a promotional examination. Following discussion of the correct answers, participants are then asked to complete the evaluation of the seminar, the results of which are detailed in this report.

Participation To Date

Approximately 1,511 participants from 376 departments have participated in the NIJ training series from May, 1985 to December, 1988. The following report reflects the results of the 1988 series and evaluation findings.

C. Participant and Trainer Selection

PMA targeted the training to middle and upper-level law enforcement supervisors and managers. One or more departments and/or agencies hosted each seminar and invited participation on a contiguous state-wide basis with primary focus on surrounding departments within drivable distance. Variance in participation selection was open and left to the discretion of chiefs of each department represented. PMA assisted in the recruiting efforts by providing mailing labels of PMA members in and around the contiguous states of the host site. Program availability was also announced in PMA's newsletter, Police Manager, Crime Control Digest, Law Enforcement News, and CJ The Americas. These efforts helped to bring the 1988 HPPM training to 378 participants representing 123 agencies. Information on ranks represented at the training seminars and demographics are reported for each site in Section IV, Table D, found on page 120.

Three of NIJ's approved trainers were available to present the HPPM course over the project period. These trainers -- Lt. Albert Sweeney, Mr. Robert Wasserman and Dr. Phyllis McDonald -- received extremely high ratings on participant's evaluations at each of the seven sites.

D. Pre-Seminar Activities

PMA's milestone chart called for logistical and operational planning between the host departments, trainers and staff. Program manuals, roles and responsibilities and the Prospectus were sent to each host department and ongoing communication and

coordination was maintained both before and after seminar presentation. Each student was charged a fee of \$25.00 in accordance with permission granted by the NIJ, stating that "continued association with PMA through membership will enhance and extend accomplishment of the grant goals. Accordingly, you may include one year's membership fee in the registration for training under this grant."

The workplan called for the project director and trainers to schedule a meeting with representatives of the host department(s) prior to seminar initiation. During these meetings, project staff were given an overview of law enforcement roles and services in the participating communities, lines of command in attendance, prevailing problems and concerns facing officers, and the areas' political climate. Because such diversities naturally exist between attending agencies, such variations were important to determine prior to seminar commencement. These briefings played an important role in addressing student needs, geographical fields and functional differences.

E. Evaluation Design

Due to time constraints, staff elected to use the survey instrument from the 1987 IPM program, modified to correspond to the revised training materials. With permission by PMA's then grant monitor, John Lucey, the Chiefs Follow-up Survey was discontinued as a question was incorporated in the student's survey which would ascertain the method of program implementation. Questions were also designed to obtain an

overall response to the training program; impart each participants reaction to the individual sessions and elicit comments on the workshop facilities. The evaluation forms covering each session held over the three days contained eighty (80) separate items to score, rank or respond. A copy of the evaluation instrument is attached as Appendix D.

As the training series proceeded, numerous problems with the evaluations were discovered which are addressed in Section V, Recommendations, found on page 122.

SECTION IV. HIGH PERFORMANCE POLICE MANAGEMENT TRAINING SEMINARS

A. Key Events and Evaluation Results

ARLINGTON, VIRGINIA
May 23-25, 1988

After the Prospectus had been completed, PMA contacted Chief William K. Stover, Arlington County Police Department, Virginia, to solicit the department's interest in hosting the inaugural seminar for the HPPM series. Upon review of the supporting materials and after numerous consultations with the project director, Chief Stover endorsed the program and assigned liaison, scheduling training for May 23-25, 1988. Workshop facilitation began with a mailed announcement, assisted by PMA mailing labels of the Virginia, West Virginia, Maryland, District of Columbia, North Carolina, Pennsylvania, New Jersey and New York membership. The Arlington site was unique as it served a cross-section of the tri-state area. The announcement is included as Appendix E.

For the inaugural seminar, three trainers attended: Mr. Robert Wasserman; Lt. Albert Sweeney and, Dr. Phyllis McDonald. Wasserman waived contractual and travel fees to attend. Edward J. Spurlock was in attendance, serving in the capacity as President of PMA at no cost to NIJ. Staff and trainers met with liaison and Deputy Chief Robert Dreischer to discuss student composition.

Edward Spurlock opened the training by welcoming students and introducing Deputy Chief Dreischer. Chief Dreischer addressed the innovative forces existing within law enforcement

today and how police departments must work together to solve mutual problems. The trainers introduced themselves, detailed the NIJ sponsorship role, and discussed the impacting role that these students would play on the future performance of the HPPM program. Students were encouraged to critique evaluations carefully and submit recommendations to improve future presentations.

Forty-seven (47) students participated in the Arlington, VA training representing 18 state-wide departments. Students represented such agencies as the State Department, U.S. Capitol, Metro Transit, Federal Protective Service, U.S. Park General Services Administration and state and municipal agencies. Lt. John Buchanon, NIJ Research Fellow, was also in attendance. Participation fell slightly below projected levels.

Teleconference call participants included Mark Kleiman, Research Fellow, Harvard University; Assistant Chief Tom Koby, Houston, TX, and Chief Reuben Greenberg, Charleston, SC. These experts discussed sustaining programs in contemporary drug enforcement and offered their views -- posed by a participant question -- on the supply and demand issues. Mandatory drug testing and legalization of drugs were also topics which engaged discussion. The teleconference call for community-oriented policing brought Chief David Couper, Madison, Wisconsin and Chief Gary Leonard, Alexandria, Virginia into the classroom. These experts answered participants questions pertaining to high performance and community policing as driving forces in

professionalized policing. Complimentary publications were made available to all students, consisting of NIJ Research in Briefs and Issues and Practices, and a diverse selection of leading trade publications. Certifications of completion (See Appendix F), thank-you letters, membership materials and a list of participants (See Appendix G) were mailed during the second week in June. Results of the Arlington, Virginia training seminar follow.

ARLINGTON, VIRGINIA

May 23 - 25, 1988

Participants by Rank (N=47)

18 departments/agencies

Chief = 1 Major = 1 Captain = 3 Lieutenant = 31
Sergeant = 9 Corporal = 2

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	1-5	43
Informative	4.2	1-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.5	3-5	42

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	43
Informative	4.2	2-5	42
Relevancy	4.2	3-5	42
Presenter's Delivery	4.4	3-5	42

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	1-5	42
Informative	4.3	3-5	42
Relevancy	4.5	3-5	42
Presenter's Delivery	4.4	1-5	42

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	1-5	42
Informative	4.3	3-5	42
Relevancy	4.3	3-5	42
Presenter's Delivery	4.5	1-5	42

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.9	1-5	42
Informative	3.9	1-5	42
Relevancy	3.8	1-5	42
Presenter's Delivery	4.0	1-5	41

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	43
Informative	4.5	3-5	43
Relevancy	4.3	2-5	43
Presenter's Delivery	4.6	3-5	43

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	42
Informative	4.4	3-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.4	3-5	42

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	43
Informative	4.3	2-5	43
Relevancy	4.3	2-5	43
Presenter's Delivery	4.4	2-5	43

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	42
Informative	4.4	3-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.4	3-5	42

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 10: Management Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	42
Informative	4.3	2-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.4	2-5	42

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	3-5	43
Informative	4.1	3-5	43
Relevancy	4.2	3-5	43
Presenter's Delivery	4.3	3-5	43

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	3-5	43
Informative	4.1	2-5	43
Relevancy	4.0	2-5	43
Presenter's Delivery	4.3	3-5	43

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	43
Informative	4.5	3-5	43
Relevancy	4.4	3-5	43
Presenter's Delivery	4.6	3-5	43

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	43
Informative	4.5	3-5	43
Relevancy	4.4	3-5	43
Presenter's Delivery	4.6	3-5	43

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	44
Informative	4.3	3-5	44
Relevancy	4.2	3-5	44
Presenter's Delivery	4.5	3-5	43

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	2-5	43
Informative	4.2	2-5	43
Relevancy	4.2	2-5	43
Presenter's Delivery	4.3	2-5	43

ARLINGTON, VIRGINIA

Open Measurements

Number Students = 47
Evaluations Completed = 43
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessarily solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether hierarchical or philosophical diversities exist among different ranks. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this workshop?

n = 34

Corporals (2 responses)

"...my department is moving towards current trends and is there in some cases."

"...very informative. Conference calls were an excellent idea and should be continued. Sixty Minutes and Boston Police Department videos are outstanding contrasts."

Sergeants (7 responses)

"...a different perspective on neighborhood policing."

"...better understanding of upper managerial positions from the panel of chiefs. As a sergeant, this doesn't occur often."

"...insight into other department methods and styles of management. A sincere interest in attempting to implement some of the concepts discussed."

"...a positive way of supervising using high performance management as a guide - very good."

"...confused over emphasis given to drug problems as opposed to management theories; found last half of seminar very informative and relative from a management point of view."

"...motivation."

"...gained knowledge of matters of which I was unaware."

Lieutenants

(21 responses)

"...decentralization concept and the true importance of an agency's approach to drug problems."

"...new ideas."

"...that all departments have similar problems to solve."

"...conference call with chiefs from different areas, opinions and ideas."

"...refreshing to see new ideas; thought all research had stopped."

"...having attended many management seminars, this is the only one to offer new information."

"...more reading time for materials."

"...insight into an assessment center and policing in communities."

"...decentralization."

"...new ideas and current trends." (2)

"...general overview of policing styles across the U.S."

"...causes of fear -- food for thought."

"...problem-oriented policing concepts."

"...good ideas which might be implemented; the understanding that it may take time for ideas to be fostered and ultimately implemented."

"...to meet with, and share information with other officers."

"...the value of looking at the 'big picture' and not of narrow mind because of the way we have always done things."

"...to review and study some of the new concepts in police management."

"...an update on what is being done and what the profession sees as the critical issues. This is important because it improves perspective."

Captains

(3 responses)

"...well-spent three days receiving relevant information on a variety of subjects."

"...information on programs."

"...where we are moving with policing - from political to community oriented - a good perspective. Managers of today must realize that job enrichment is very important vis-a-vis material rewards."

Major/Chiefs

(1 response)

"...updating of concepts."

II. What subjects/topics not covered would have been of interest to you or your department?

n = 18

Corporals
(4 responses)

- details to show how drug problem affects crime
- development of supervisory skills toward proactive supervision
- more time on management, less on drug program
- workload and scheduling

Lieutenants
(13 responses)

- managing the problem employee
- outstanding, excellent
- most topics covered were of great interest to my department
- NCIC and solving auto theft and chop shop crimes
- internal affairs; dealing with unions; affirmative action
- would like to hear more from individuals regarding their agency problems, i.e., more discussion
- impact of politics on departments
- recruiting
- interfacing with local and federal agencies
- still digesting all that I have learned
- the future of the criminal justice system
- juvenile crime
- a leadership segment would fit well into the theme

Captains
(1 response)

- policies on drug testing. What policies have been developed and what are other agencies doing?

Majors/Chiefs - no responses

III. In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

n = 26

Corporals
(2 responses)

- "...a better introduction to each of the topics and more thorough explanation of the program to give attendees an

understanding of what they are participating in."

"...2 or 3 whole days."

Sergeants

(5 responses)

"...provide specific examples of the impact of community involvement in those departments which have initiated this style, and the degree of success they have achieved."

"...continue as directed."

"...more time to complete this evaluation."

"...more emphasis on current trends in management."

"...more time. Instructors very informative."

Lieutenants

(16 responses)

"...extend seminar." (2)

"...condense reading materials." (2)

"...discuss parking provisions prior to seminar."

"...more debate, videos, discussion."

"...include guest speakers."

"...need a slightly smaller grouping."

"...deal more with specifics and less with theory. Must have practical application."

"...watch rush hour times."

"...mail required reading materials to participants prior to conference."

"...encourage input from audience."

"...emphasize why drug enforcement to make it applicable to every position."

"...doing a great job. Keep it up."

"...more time for questions and answers from outside experts."

"...concentrate more on bottom lines and priorities."

Captains

(2 responses)

"...more time for community- and problem-oriented policing. Today, theory X & Y managers do not understand that these new methods work; are extremely valuable, and provide an opportunity to give employees the intrinsic rewards that managers have been seeking to provide since the first book was written on the subject."

"...provide book prior to the seminar."

Major/Chiefs
(1 response)

"...change the vocabulary in high performing chart under reactive, responsive, proactive and high performinging."

IV. Additional Comments

n = 21

Corporals
(1 response)

"...parking and commute were a disadvantage. Staff was very involved and showed a real interest."

Sergeants
(3 responses)

"...handout evaluations sheets daily."

"...evaluation form too lengthy...difficult to recall each session. Overall good job and appreciated. Reading was lengthy but it prepared the individual for the next day. Parking fees should be included in registration fees."

"...a lot of information in a short time. Need ~~more~~ time for workshops, questions and discussions. Thank you."

Lieutenants
(15 responses)

"...having recently attended a management seminar hosted by the area academy, this program was much more useful and very informative."

"...good program."

"...enjoyed myself and learned many new concepts."

"...needs to be a bit longer." (2)

"...not a good introduction for fellow officers."

"...utilize later starting times to avoid rush hours; divide group by similar size or jurisdiction."

"...two full days instead of three due to travel, parking, etc. (2) Our department (Prince William Co.) is fairly new and is currently involved in nearly all of your suggestions."

"...Leaderless Group was an insignificant part of the training...meaningless and of no value in the future. Thanks for your contributions."

"...hand out evaluations on first day. It is hard to remember each block of instruction."

"...thanks." (2)

"...conference calls are an excellent concept. 'Will the real cop stand up' was very well done."

"...good job. This kind of seminar is important to the target - the middle manager."

Captains
(2 responses)

"...very good program!" (2)

ARLINGTON, VIRGINIA

OVERALL RESPONSE (N = 42): 4.5

This single measurement is intended to determine participant's overall experience with the 3-day training and as appears, is within mid-range between good and excellent. Closed measurements yield high scores for presenter's delivery, particularly in the sessions on drug enforcement, community-oriented policing (COP) and the COP conference call. Slightly average scores were revealed in the leaderless group session in terms of clarity, informative and relevant, where individuals ranged scores as low as 1.0. The third day experienced high ranges on all sessions.

The open measurements, intended to expound on areas within individual scoring, revealed positive comments on the conference calls, COP perspectives and high performance management. Concerns were expressed about the emphasis on drug enforcement moreso than management theories. Comments indicate that the evaluation form was too lengthy and should be handed out daily. More time for discussion was requested as was an extension of the seminar program. Overall, students were pleased with the introduction of new perspectives, knowledge, and ideas generated by the diversity and scope of subjects covered.

As the first in the series of seven seminars, the participants in the Arlington training were strongly encouraged to evaluate and scrutinize the course to benefit future recipients.

MERRILLVILLE, INDIANA
August 17-18, 1988

Inquiries were received from several areas in the Indiana region, specifically Crown Point, Hammond and Merrillville. Communication centralized within the U.S. Attorney's Office of the Northern District of Indiana where liaison was assigned to the law enforcement coordination specialist.

Materials and departmental training responsibilities were mailed to the liaison on June 15th and the seminar was confirmed for August 17-19, 1988. A joint sponsorship role was agreed to by the U.S. Attorney's Office and the Public Safety Council of Northwest Indiana. Representatives from Crown Point, Hammond and Merrillville were in attendance.

A program announcement was published in the Indiana Law Enforcement Training Board Update, which was mailed to 900 agencies state-wide. Target memorandums were mailed to over 200 law enforcement agencies in the Northern Districts. PMA forwarded mailing labels of members in Indiana and contiguous states. Coordination became extensive and contact made on a daily basis prior to program implementation.

The project director met with liaison at the Merrillville site for a briefing session prior to program implementation. Trainers were briefed on the composition of students and no impediments were expected nor incurred.

James Mesterharm, liaison, opened the seminar and welcomed students on behalf of the Northern Indiana U.S. Attorney's

Office. Lt. Joseph Guzik, of the Merrillville Police Department welcomed students as a representative of the Public Safety Council. Trainer Sweeney explained the sponsorship role of NIJ and the membership mandate of PMA.

Lt. Al Sweeney, Dr. Phyllis McDonald and Mr. Robert Wasserman served as trainers. Mr. Wasserman availed himself for Day II of the training only and again, at no additional expense to NIJ. The progression of the three-day training resembled that of Arlington, Virginia. Conference telephone call participants for drug enforcement included Chief Reuben Greenberg, Charleston, SC and Deputy Chief Hal Robbins, St. Petersburg, FL. The community- and problem-oriented policing conference call participants were Lt. Timothy Oettmeir and Assistant Chief Tom Koby, Houston, TX, and Chief Gary Leonard, Alexandria, VA.

Forty-seven (47) students were in attendance, and included such agencies as the U.S. Marshals, Bureau of Alcohol, Tobacco and Firearms, sheriffs, state and municipal police agencies and the railroad police. Representatives of the Illinois State Patrol were also in attendance. Forty-one (41) evaluations (or 87 percent rate of return) were completed.

NIJ publications and that of other law enforcement organizations were again distributed to the students. Several requests were noted for additional distribution.

Certificates of completion were sent during the first week of September, accompanied by thank-you letters, membership packages and the list of participants. The Merrillville liaison

expressed interest in hosting another NIJ/PMA management training program in the future.

MERRILLVILLE, INDIANA

August 17 - 19, 1988

Participants by Rank (N=47) 17 departments/agencies

Chief = 4	Captain = 3	Lieutenant = 8
Sergeant = 19	Corporal = 10	Officer = 1
Civilian/Other = 2		

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	1-5	43
Informative	4.2	1-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.5	3-5	42

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	43
Informative	4.2	2-5	42
Relevancy	4.2	3-5	42
Presenter's Delivery	4.4	3-5	42

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	1-5	42
Informative	4.3	3-5	42
Relevancy	4.5	3-5	42
Presenter's Delivery	4.4	1-5	42

(5 = excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	3-5	42
Informative	4.3	3-5	42
Relevancy	4.3	3-5	42
Presenter's Delivery	4.5	1-5	42

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.9	1-5	42
Informative	3.9	1-5	42
Relevancy	3.8	1-5	42
Presenter's Delivery	4.0	1-5	41

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	43
Informative	4.5	3-5	43
Relevancy	4.3	2-5	43
Presenter's Delivery	4.6	3-5	43

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	42
Informative	4.4	3-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.4	3-5	42

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	43
Informative	4.3	2-5	43
Relevancy	4.3	2-5	43
Presenter's Delivery	4.4	2-5	43

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	42
Informative	4.4	3-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.4	3-5	42

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 10: Manager's Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	42
Informative	4.3	2-5	42
Relevancy	4.2	2-5	42
Presenter's Delivery	4.4	2-5	42

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	3-5	43
Informative	4.1	3-5	43
Relevancy	4.2	3-5	43
Presenter's Delivery	4.3	3-5	43

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	3-5	43
Informative	4.1	2-5	43
Relevancy	4.0	2-5	43
Presenter's Delivery	4.3	3-5	43

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	43
Informative	4.5	3-5	43
Relevancy	4.4	3-5	43
Presenter's Delivery	4.6	3-5	43

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	43
Informative	4.5	3-5	43
Relevancy	4.4	3-5	43
Presenter's Delivery	4.6	3-5	43

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	44
Informative	4.3	3-5	44
Relevancy	4.2	3-5	44
Presenter's Delivery	4.5	3-5	43

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	2-5	43
Informative	4.2	2-5	43
Relevancy	4.2	2-5	43
Presenter's Delivery	4.3	2-5	43

MERRILLVILLE, INDIANA
Open Measurements

Number Students (N) = 47
Evaluations Completed = 41
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessarily solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether any hierarchial or philosophical differences could be determined. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this
workshop?

n = 26

Corporals
(9 responses)

"...an ability to visualize traditional models and respond to calls for service."

"...a good look into the future for the direction of law enforcement."

"...have the Chief take the program first."

"...re-thinking of how we do our jobs."

"...that there is change in American policing...high performance is more of an attitude than an actual program per se."

"...a direction towards working with the community and putting it to work with in the police department."

"...gains cannot be determined at this time; only the future will."

"...that law enforcement is changing, but the program is really not relevant to our specific needs...our department is changing for the better but we need ways of explaining how to get involved with our divisions."

"...the program confirms what I have always thought a law enforcement officer should be; a friend and a helper to his/her community."

Sergeants
(10 responses)

"...to challenge current attitudes and to change the attitude and responsibility of the middle manager." (2)

"...new approaches in management styles." (3)

"...information about new programs"

"...a better understanding of society's problems and how the police have to change to adapt."

"...how to improve communication with subordinates and others."

"...other agencies have similar problem and views."

"understanding of the future of law enforcement."

Lieutenants
(2 responses)

"...found instructors interesting as well as the phone sequences...interesting to hear how large departments operate."

"...education about contemporary police issues...good!"

Captains
(3 responses)

"...a new understanding of different concepts to do the job better."

"...concepts reinforced; enlightened in terms of Community-Oriented and Problem-Oriented Policing...provided some answers and arguments for current projects and furthering organizational development...a good resource tool."

"I have been aware of the need for changes, but until now could not identify, analyze or understand how to proceed with changes."

Chief/Deputy Chief
(2 responses)

"...new management trends toward high performance."

"...new perspectives and forced me to think beyond my current level."

II. What subjects/topics not covered would have been of interest to you or your department?

n = 10

Corporal

(1 response)

- more on education programs such as Drug Abuse Resistance Education

Sergeants

(7 responses)

- statistics on successful aspects of programs
- transition from traditional policing to problem-solving, and how to enlist help from lower levels
- stress; dealing with and motivating against "burnout"
- another instructor for drug enforcement methods
- ability to maneuver upper-level command into better ways of managing
- the nuts and bolts of middle management
- handouts on required policy needed to implement the changes

Lieutenants

(1 response)

- the police and the role of the media

Captains - no responses given

Chief/Deputy Chiefs

(1 response)

- drug enforcement; this was the reason for my attendance yet (unless I missed it) it was never discussed/addressed. If it is listed on the agenda, it should be covered.

III. In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

n = 10

Corporals

(3 responses)

- "...nothing; a very good job."
- "...topics more relevant to change."
- "...get the Chiefs to attend...as a corporal, what I say to him does not mean a whole lot - it is sad."

Sergeants

(3 responses)

- "...give this presentation to all levels of management."

"...also develop a program for upper level managers."
"...longer seminar with broader topics."

Lieutenants
(3 responses)

"...different types of scheduling aside from the resource allocation method discussed."
"...too fast; complicated with the charts - need to slow down."
"...handbook had some unreadable pages; copies of copies."

Chief/Deputy Chief
(1 response)

"...good blend of police and non-police instructors."

IV. Additional Comments

n = 14

Corporal
(4 responses)

"...high performance model not explained well."
"...excellent facility to conduct the seminar; very good instructors."
"...the meaning was there, but need to give more specifics...pace was so fast, the essentials of officer involvement was skipped."
"...some phone conversations difficult to understand; Mr. Wasserman was excellent in his a.m. presentation; overall, a very informative and good job."

Sergeants
(6 responses)

"...need more time to spend on high performance and explain the concept better, e.g., more ideas on how to get from reactive to high performing...I enjoyed the seminar."
"...course seems directed towards medium-large departments and does not apply directly to state police agencies. However, I found the information advantageous and feel the course will assist me as a supervisor...good school!"
"...enjoyed hearing from the chiefs who are obviously progressive and highly professional."
"...needs to be given to all levels of officers."
"...too much time spent on drug problems...the smaller department do not have the same problems as big-city departments...more time should be spent on community- and

problem-oriented policing."

"....good school."

Captains

(1 response)

"...this was a worthwhile experience."

Lieutenants

(2 responses)

"...Lt. Sweeney was excellent in the handling of "salty" senior officers; his personal stories were very interesting and kept things moving quite well...all instructors are well-qualified and well-versed in their disciplines."

"...excellent."

Chief/Deputy Chief

(1 response)

"...may consider having some local chiefs involved in the conference call. Also, should consider the impact of recruitment and hiring on current law enforcement attitudes, i.e., what expectations chiefs/administrators have, versus the expectations of recruits. Value problems result."

MERRILLVILLE, INDIANA

OVERALL RESPONSE (N = 39): 4.2

A slightly lower overall score than the Virginia site, this response is reflected in lower scores on the individual sessions. Presenter's delivery was again the highest rated variable in each session with the exception of Good Management (Session 3) which found relevancy to be greater. Comments were made as to the composition of the training, with a good blend of police and non-police instruction. The leaderless group was rated the lowest session in terms of informative and relevant, and exhibited a full range of responses from 1-5.

Students commented on the relevancy of high performance as a philosophy moreso than an application per se and expressed the benefit towards understanding the similar problems experienced by other departments across the country.

Students expressed the need to be provided with statistics, policy, and transition techniques to implement the high performance attitude and suggested that chiefs be encouraged to attend this program. Other comments remarked on the need to articluate high performance concepts clearly, feeling that the topic was covered far too rapidly to get the proper message across.

Further comments requested an extension of the program to adequately cover all topics and allow for requisite discussion and participation. The printed handbook was cited as a problem area due to duplicating quality. Again, drug enforcement was

cited as a topic which was covered far too intensely. Overall, numerous remarks were made from all ranks in attendance as to the benefit and worth of the conference as presented.

SAN ANTONIO, TEXAS
September 28 - 30, 1988

The Alamo Area Law Enforcement Academy contacted PMA during mid-fall of 1987. Awaiting notification of grant award, staff discussed the elements of the intended program and described the various responsibilities of a hosting agency. Documenting the interest as a result of this conversation, the Academy was notified of the grant award and selected by the Site Selection/Planning Committee. Program materials were forwarded in May and the Academy confirmed acceptance in June. The possibility existed of co-sponsoring with the San Antonio Police Department but this did not come to fruition. The Training Coordinator of the Academy was assigned as liaison and secured the dates of September 28 - 30, 1988. One hundred thirty-eight (138) mailing labels of the PMA membership were forwarded and included the states of Texas, Louisiana, Oklahoma, New Mexico, Arizona, Kansas, Colorado, Tennessee and Mississippi. No impediments to program implementation were expected nor incurred.

Training commenced with opening remarks from Dr. Ronald H. Rogers, Director of the Alamo Area Academy. Dr. Rogers welcomed attending students and complimented the role in which NIJ and PMA play in servicing the needs of the law enforcement management community. Trainers consisted of Lt. Sweeney and Dr. McDonald.

Thirty-seven (37) students attended this seminar, which fell far below projected levels. The cause was attributed to the onslaught of a hurricane. Representatives of the Tucson, Arizona

Police Department were in attendance in San Antonio. Thirty-four (34) evaluations were completed (91.9 percent rate of return).

Participants in the "drug" conference call included Lt. Sony McAffe, Houston, TX; Deputy Chief Hal Robbins, St. Petersburg, FL, and Chief Reuben M. Greenberg, Charleston, SC. The conference call for community and problem-solving policing were serviced by Chief Neil Behan, Baltimore County, MD and Deputy Chief Edward J. Spurlock, Metropolitan Police Department and PMA President.

Certificates of completion have been sent to the participants along with accompanying thank-you letters and a list of participants. Each student also received the Resource Allocation program diskette via the mail, and encouraged to adapt this method in their commands. The publication table availed trade and NIJ materials.

SAN ANTONIO, TEXAS

September 28-30, 1988

Participants by Rank N=37
24 departments/agencies

Chief/Director = 10
Sergeant = 8
Civilian/Other = 6

Captain = 1
Corporal = 1

Lieutenant = 9
Officer = 2

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	34
Informative	4.5	3-5	34
Relevancy	4.3	2-5	34
Presenter's Delivery	4.7	4-5	34

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	34
Informative	4.4	3-5	34
Relevancy	4.3	3-5	34
Presenter's Delivery	4.6	3-5	34

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	32
Informative	4.5	3-5	32
Relevancy	4.5	3-5	32
Presenter's Delivery	4.7	3-5	32

(5=excellent; 4=good; 3= average; 2=poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	2-5	33
Informative	4.5	2-5	33
Relevancy	4.6	3-5	32
Presenter's Delivery	4.6	3-5	33

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	33
Informative	4.4	3-5	33
Relevancy	4.2	2-5	32
Presenter's Delivery	4.5	3-5	33

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	33
Informative	4.3	2-5	33
Relevancy	4.2	2-5	33
Presenter's Delivery	4.7	3-5	33

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	33
Informative	4.5	3-5	33
Relevancy	4.4	3-5	33
Presenter's Delivery	4.6	3-5	33

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	32
Informative	4.4	3-5	32
Relevancy	4.2	2-5	32
Presenter's Delivery	4.5	3-5	32

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	29
Informative	4.3	3-5	29
Relevancy	4.4	2-5	28
Presenter's Delivery	4.5	3-5	29

(5=excellent; 4=good; 3= average; 2=poor; 1=very poor)

Session 10: Management Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	31
Informative	4.2	3-5	31
Relevancy	4.2	2-5	31
Presenter's Delivery	4.5	3-5	31

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.6	3-5	34
Informative	4.6	2-5	34
Relevancy	4.4	3-5	34
Presenter's Delivery	4.7	3-5	34

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.6	3-5	34
Informative	4.6	3-5	34
Relevancy	4.4	3-5	34
Presenter's Delivery	4.7	3-5	34

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	34
Informative	4.6	3-5	34
Relevancy	4.4	3-5	34
Presenter's Delivery	4.7	3-5	34

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	3-5	33
Informative	4.1	2-5	33
Relevancy	4.0	2-5	33
Presenter's Delivery	4.4	3-5	33

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	24
Informative	4.3	3-5	24
Relevancy	4.2	3-5	24
Presenter's Delivery	4.5	3-5	24

(5=excellent; 4=good; 3= average; 2=poor; 1=very poor)

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	31
Informative	4.5	3-5	31
Relevancy	4.4	3-5	31
Presenter's Delivery	4.5	3-5	31

SAN ANTONIO, TEXAS
September 28-30, 1988

Number Students (N) = 37
Evaluations completed = 34
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessarily solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether any hierarchial or philosophical differences could be determined. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this
workshop?

n = 23

Corporal/Patrolman
(2 responses)

"...good job. As a Patrolman, I have a lot to learn and can never learn enough."

"...as probably the youngest and newest member to mid-management in the class, I have a lot to learn."

Sergeants
(8 responses)

"...knowledge/ideas needed to grow and improve personally and departmentally."

"...course is a good resource to draw upon information which can make me a better manager; realized how little I knew in these areas and I now want to become involved."

"...new insights into management."

"...what other departments are doing in new areas of police work."

"...identified what is wrong in my department and how to change."

"...insight to new ideas that seem easily instituted in many areas."

"...new concepts in community-oriented policing."
"...that change involves crime prevention."

Lieutenants
(6 responses)

"...new ideas and approaches; new contacts for information."
"...the necessary attitude to be a high performing manager."
"...ideas that will improve working conditions for officers under my supervision."
"...new ideas on problem-oriented policing and moving in the direction of high performance management."
"...where other departments are in relation to the high performance model; contacts to allow for information sharing."
"...insight into problem-solving that I can directly apply in my department."

Captains
(1 response)

"...new ideas/perspective."

Chief/Deputy Chiefs
(6 comments)

"...new ideas in management." (2)
"...excellent."
"...understanding that all managers experience similar problems."
"...reminded and enhanced need for interaction among supervisors."
"...knowledge of drug problem that is extensive around the country."

II. What subjects/topic not covered would have been of interest to you or your department?

n = 17

Corporal/Patrolman
(2 responses)

--establishing project DARE
--police management for small agencies, under 25,000 in population

Sergeants
(6 responses)

--managing the poor producer; EEO compliance; civil liability
--liabilities incurred by managers

- drug topics; management's interest in drug programs
- crime in the schools
- the problem officer
- Differential Police Response

Captains
(1 response)

- more on high performance management

Lieutenants
(5 responses)

- Crime Prevention Through Environmental Design (CPTED) (2)
- aligning to smaller cities
- detective assignments
- volunteer usage and crime prevention; meeting the demands of the community
- more in the area of direct manager-employee relations

Chief/Deputy Chiefs
(3 responses)

- gathering statistics and use of them to fill positions
- operation of smaller departments
- greater discussion on manpower needs and costs

III. In your opinion, what could we do that would help us improve the professional conference that we deliver to police managers?

n = 12

Corporal/Patrolman
(2 responses)

"...I am just a corporal and do not have an opinion yet. Just ask my Chief."
"...more time on communication with public."

Sergeants
(4 responses)

"...allot additional time for given subjects."
"...extend course."
"...phone talks could be with departments of approximately same size."
"...more."

Lieutenants
(4 responses)

"mail book out ahead for extensive reading."

"...more on managing workloads."

"...condense reading material or extend duration of conference to allow more time for designated readings."

"...for a partnership with minority police organization to provide conferences on minority needs in policing."

Captains - no comments

Chiefs/Deputy Chiefs
(2 responses)

"...more time for seminar."

"...1 or 2 days longer. Moved at face pace - which is good - but longer discussion or detailed presentations were not possible."

IV. Additional Comments

n = 13

Corporal/Patrol
(2 responses)

"...best course attended in a long time."

"...more visual aids, Boston segment was great; more videos from other police departments with management problems."

Sergeants
(4 responses)

"...found it easier to learn from fellow officers in a professional setting - good to be able to exchange ideas and try out new theories."

"...extend course to at least five full days."

"...more conferences like this, but on specific management problems."

"...excellent program - will recommend others to attend when held again."

Lieutenants
(5 responses)

"...cut subject matter in half on Day #2 (drugs) and extend day #3."

"...reprints in workbook hard to read."

"...drug enforcement should be covered in another program."

"...need more time for in-depth question and answers - felt pressure towards 3rd day."

"...thanks."

Chief/Deputy Chiefs
(2 responses)

"...hand evaluation out at beginning of class."
"...program was well presented."

SAN ANTONIO, TEXAS

OVERALL RESPONSE (N = 4.7)

Students here expressed the opportunity to learn, new insights, concepts and knowledge to grow as the most beneficial gains of the seminar. This was true for all ranks in attendance, particularly noted by corporals, sergeants and lieutenants. The chiefs recognized the ideas generated as ones which encourage and require the need for interaction among the ranks.

Liability, poor employee production and problems within the schools are noted suggestions for topics which were not covered.

Suggested improvements mentioned were more in-depth coverage of the high performance model, the need to focus the seminar towards smaller departments, to extend the length of the course and to mail course handbooks to the students prior to program commencement.

Drug enforcement was cited as a subject in and of itself and more suitably covered in another seminar program. Interaction among officers and agencies to exchange information was again mentioned as a positive aspect of seminar program.

ESSEX COUNTY, NEW JERSEY
October 12-14, 1988

Upon invitation, representatives of the San Francisco Police Department advised PMA that the agency would be unable to host training in 1988 and recommended the San Jose, CA police department as a possible host. Telephone contact with this department was established and materials sent, reviewed and the invitation declined due to manpower limitations. Project staff extended an invitation to Essex County, New Jersey, an alternative site identified by the Site Selection/Planning Committee. Materials were sent pending final departmental approval.

Undersheriff Armando Fontoura of the Essex County Sheriff's Office reported an affirmative decision in early September, where upon PMA forwarded mailing labels to assist in the recruitment process. A detective from that department was assigned as liaison and determined the site location to be the Essex County College, Newark, New Jersey. Registration was monitored by project staff and attendance of sixty (60) students was expected. PMA assisted by placing several phone calls to chiefs of neighboring departments to assure broad representation at the site. An additional PMA staff member was in attendance at no extra cost to NIJ.

Undersheriff Funtoura opened the conference with introductory comments. Sheriff Thomas J. D'Alessio gave welcoming remarks to the sixty-three (63) students in attendance.

Sheriff D'Alessio acknowledged the research role of NIJ and that of dissemination of PMA. He outlined middle management's growth into the future through the solution of management problems and law enforcement's mobility to adjust to the diverse and ever-changing environment. Trainers Wasserman and Sweeney then began by describing the underlying thesis which prevails in high performance: that is has been created by private industry and by applying the principles to law enforcement, performance excellence can make a difference in how supervisors and officers feel about their jobs.

A reporter for a regional newspaper, the Star Ledger was also in attendance for the three-day training. Copies of articles pertaining to the training are attached as Appendix H.

Teleconference call participants consisted of Chief Reuben Greenberg, Charleston, SC, Deputy Chief Hal Robbins, St. Petersburg, FL and Lt. Sony McAfee, Houston, Texas. These men identified the prevailing drug problems within their communities and the problem-solving approaches which have been applied both by their departments and the community at large. Community- and problem-oriented policing programs were described by Deputy Chief Ed Spurlock, Washington, D.C., Assistant Chief Tom Koby, Houston, Texas and Captain James Harrison, Newport News, Virginia in the second conference call.

Students received all requisite materials for completion of the course. Fifty-eight (58) evaluations were completed and return, the results of which follow.

ESSEX COUNTY, NEW JERSEY

October 12-14, 1988

Participants by Rank (N=63)
23 departments/agencies

Chief/Director = 6
Sergeant = 15

Captain = 20
Officer = 2

Lieutenant = 19
Other = 1

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	57
Informative	4.3	2-5	57
Relevancy	4.0	2-5	57
Presenter's Delivery	4.6	3-5	57

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	56
Informative	4.1	2-5	56
Relevancy	4.0	2-5	56
Presenter's Delivery	4.5	3-5	56

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	56
Informative	4.3	3-5	56
Relevancy	4.3	3-5	56
Presenter's Delivery	4.6	3-5	56

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	55
Informative	4.2	2-5	55
Relevancy	4.1	2-5	56
Presenter's Delivery	4.5	2-5	55

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	2-5	55
Informative	4.1	2-5	55
Relevancy	4.0	2-5	55
Presenter's Delivery	4.3	2-5	54

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	2-5	56
Informative	4.1	3-5	56
Relevancy	4.0	2-5	56
Presenter's Delivery	4.5	2-5	56

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	56
Informative	4.1	3-5	56
Relevancy	4.0	2-5	56
Presenter's Delivery	4.5	3-5	56

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	54
Informative	4.2	3-5	54
Relevancy	4.1	2-5	54
Presenter's Delivery	4.5	3-5	53

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	51
Informative	4.2	3-5	51
Relevancy	4.1	2-5	51
Presenter's Delivery	4.4	3-5	52

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 10: Management Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	2-5	50
Informative	3.9	2-5	50
Relevancy	3.9	2-5	50
Presenter's Delivery	4.4	2-5	50

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	56
Informative	4.3	3-5	55
Relevancy	4.4	3-5	54
Presenter's Delivery	4.6	3-5	54

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.6	3-5	56
Informative	4.3	2-5	56
Relevancy	4.4	2-5	56
Presenter's Delivery	4.8	4-5	56

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	56
Informative	4.4	2-5	56
Relevancy	4.2	1-5	56
Presenter's Delivery	4.6	3-5	56

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	52
Informative	4.2	3-5	52
Relevancy	4.2	2-5	51
Presenter's Delivery	4.6	3-5	52

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	36
Informative	4.1	2-5	36
Relevancy	4.2	2-5	36
Presenter's Delivery	4.5	2-5	36

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	1-5	52
Informative	4.1	1-5	52
Relevancy	4.0	1-5	52
Presenter's Delivery	4.3	1-5	52

ESSEX COUNTY, NEW JERSEY

Open Measurements

Number Students = 63
Evaluations Completed = 58
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessarily solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether any hierarchial or philosophical differences could be determined. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this workshop?

n = 41

Corporals (1 response)

"...information and direction. I have identified ideas and philosophy which need to be studied for my future as a supervisor and manager."

Sergeants (10 responses)

"...insight into what is going on around the country and what different departments are doing to solve and combat similar problems."

"...would like to see more about Sheriff's structure."

"...gear lesson plans toward smaller departments, i.e., community size and manpower."

"...a different outlook on community participation."

"...better insight into problem solving."

"...a changed attitude from basically reactive towards high performance."

"...new ideas in which I am sure will better serve the community and gain their support."

"... what is happening in other departments."

"...information and knowledge."

"...that I must continue to encourage receptivity from the chief towards new ideas."

Lieutenants
(13 responses)

"...workshop has given me some new idea's to bring back to my department." (3)

"...helped to reinforce the proper direction a law enforcement agency should take to service the community."

"...I was very impressed. Ideas of repeat call analysis and need for rapid response on all calls was most helpful."

"...awareness of new ideas being adopted and used by high performing agencies."

"...a new perspective on high performance police management."

"...high performance - empowerment of beat officers to solve problems."

"...an insight into plans already in use in the department. Most field officers have no understanding as to why certain programs are in effect, i.e., walk and ride runs, bus checks, saturation patrol, etc."

"...problem-oriented policing; assigning of beats."

"...the program was excellent, however much more time is needed to explore more avenues."

"...information that may be useful when our present Captain decides to retire."

"...a new perspective on managing resources in the problem solving approach."

"...insight into other department's problems."

"...that there are alternatives to attacking our crime problems that should be given consideration."

Captains
(13 responses)

"...new update on the philosophy extended by other chief executives in the nation." (2)

"...cross-section of views and methods for handling police operations and management problems." (2)

"...pointed out many areas in which I am personally deficient."

"...a revitalized feeling that this is the direction police departments must take to relate to the citizens."

"...enjoyed portions about policing concepts and scheduling."

"...interaction and exchange of ideas with officers from other jurisdictions; a new outlook on certain areas of law enforcement."

"...the feeling that, as a mid-management officer, I can make a difference in the overall operations of the department regardless of how the chief runs the department.

"...knowledge of problem source identification as an answer rather than report taking."

"...understanding of what is 'high performance police management'."

"...a good, overall view of the state-of-the-art concepts in policing around the U.S. from high performance managers."

"...problem-oriented policing."

Chief/Deputy Chiefs

(4 responses)

"...material and handouts on new management concepts."

"...that we must deal with problems presented by individuals and allow these problems to be dealt with by the patrol officers on the beat."

"...insight on the major reforms taking place in American policing."

"...the feeling that an individual can make a difference."

II. What subjects/topics not covered would have of interest to you or your department?

n = 20

Sergeants

(2 responses)

--more time should have been spent on deploying manpower

--DARE

Lieutenants

(7 responses)

--budgeting tactics

--for this time period, I think there is sufficient material

--how to motivate employees to high performance in a civil service agency

--problem solving as a mid-level manager

--personnel motivation

--how to change the autocratic leader in order to implement these ideas

--more time on allocation of resources and dealing with community pressure groups

Captains

(9 responses)

--more depth, e.g, management styles/tactics

--actual operation in smaller departments (2)

- none. It would have been interesting, however, to hear from a lower echelon officer in regards to the philosophy of his/her chief.
- more on problem solving for managers
- more time on scheduling
- topic on internal affairs
- how this relates to large geographical areas
- a session on each participating departments' most successful 'experiment' that has been internalized

Chief/Deputy Chief
(2 responses)

- promotion systems around the country
- more time on area of scheduling and the biggest area problem - drugs.

III. In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

n = 28

Anonymous
(2 responses)

- "...definitions would be valuable if given for the developmental stages...of high performance."
- "...deliver what you advertise, and what you state personally in the introduction. I was disappointed that I did not receive what was advertised."

Corporals
(1 response)

- "...additional time - at least 2 1/2 days."

Sergeants
(5 responses)

- "...subject matter well delivered."
- "...have more of them."
- "...overall program is good however could pay a little more attention to the smaller departments whose problems differ from the inner cities."
- "...get more response from the audience."
- "...cannot think of anything; you did a very good job."

Lieutenants
(12 responses)

"...leaderless group is ineffective if audience cannot hear."

"...really can't think of anything. You are really good at what you do and I enjoyed it very much. Thank you."

"...additional time allocated to cover all subjects presented."

"...additional time, particularly on high performance."

"...a videotape of professionals rendering an opinion would be more effective than the conference call."

"...have policy makers attend the same seminar as middle managers."

"...increase length of course."

"...give this seminar to chiefs only to prepare them for middle managements' new ideas."

"...two full days."

"...have more of them on a frequent basis."

"...more visual aids."

"...spend less time on the drug issues; they are more properly discussed at another workshop. Spend more time working on supervision and management techniques."

Captains
(7 responses)

"...go into greater detail on how to implement high performance ideas into the departments and selling the idea to top executives." (2)

"...specifics rather than generalizations." (2)

"...audio could be improved - at times, it was difficult to catch phrases on videos and telephone calls."

"...extend to 5 day period and increase handouts."

"...good subjects and content; overall very interesting. Would like to see command staff and chief executives attend since they would help those in attendance to apply change."

Chief/Deputy Chiefs
(1 response)

"...offer a top-level management course for police chief executives."

IV. Additional Comments

n = 18

Anonymous

(2 responses)

"...few subjects were covered adequately. Fewer subjects could be handled in a more thorough manner. Audio visuals and conference calls were interesting."

"...do not feel that high performance session was covered."

Sergeants

(7 responses)

"...excellent program." (2)

"...would like to have at least three full days."

"...have attended six other management courses and found this one to be very informative. Lt. Sweeney did a great job and was most interesting."

"...good job."

"...very informative program. All law enforcement officials should be allowed participatory management."

"...more training/education for mid- and upper level managers is a necessity. Nice job! Thank you."

Lieutenants

(6 responses)

"...conference should be 3-5 days in length."

"...consolidate time schedule."

"...Lt. Sweeney was outstanding in his presentation. A person I can relate to in many ways, he is very knowledgeable."

"...both speakers were very good. Questions should be directed to those who want to participate; not to non-participants."

"...all speakers were very versed in their subject matter."

"...supervisor/management issues need to be examined more closely."

Captains

(4 responses)

"...overall, informative and interesting."

"...third day was irrelevant."

"...telephone conferences, very effective."

"...need greater detail for actual implementation."

Chief/Deputy Chiefs - no responses

NEWARK, NEW JERSEY

OVERALL RESPONSE (N = 55): 4.1

A slightly larger group (N=63), participants gave consistent responses of 4.0 to the relevancy variable on many of the topical sessions. Management issues in Drug Program Administration (Session 10) received slightly lower scores (3.9) for relevancy and informative variables. Higher scores were apparent on Day 3, particularly on the sessions of fear reduction (Newark served as an NIJ pilot study) and community-oriented policing. Resource allocation and workload scheduling were also noted as rewarding sessions.

Students benefited from the insight provided for problem-solving and the reinforcement of both old and new ideas. Captains praised the ability to obtain a cross-section of views from those in attendance and gained a greater sense of management philosophy and direction from the exchange of ideas here. Lieutenants suggested that policy makers attend an extended course version and to eliminate the leaderless group exercise as irrelevant to the goal of the course.

Evaluations and comments ranged from highly favorable to slightly unfavorable. Sergeants seemed to gain the most from the training, praising the program and training staff, while lieutenants indicated more time would be necessary to get involved in greater detail, but overall found the course interesting. Lieutenants suggested that the leaderless group is

uneffective while the sergeants found this session most beneficial.

The Essex County site appears to have been the most diverse and difficult group to train. Participant discussion was difficult to obtain, often forcing the trainers to lecture more than they care to. Private discussions during breaks and lunch disclosed information about the composition of the students themselves. They appear reserved in their approach to communicate with one another and a great deal of competition exists between and among agencies. This lends some insight into their reluctance to participate and in their obvious resistance to change.

ST. PETERSBURG, FLORIDA
November 2 - 4, 1988

St. Petersburg was identified by the Site Selection/Planning Committee as a focal geographical point whose needs would be enhanced from the benefits of HPPM training. Project staff approached both the St. Petersburg Police Department and the Florida Institute for Law Enforcement (FILE) as possible recipients of such training. Contacts responded affirmatively after reviewing supporting materials sent in early June. Under the auspices of FILE, the seminar was hosted jointly by the St. Petersburg Police Department, the St. Petersburg Junior College and the University of South Florida. Liaison was assigned by the Junior College and the dates of November 2-4 were confirmed by the Assistant Director.

Preparation prior to program implementation resembled prior sites and no impediments resulted.

Dr. Marson Johnson, Academic Administrator for the University of South Florida delivered the opening remarks. Dr. Johnson expounded on the many divergent needs of law enforcement managers and the essential purpose instilled through mid-level training. Fifty-eight (58) students were in attendance from municipal and state agencies.

Conference call participants were again identified and contacted. Scheduled to partake in the drug enforcement call were Inspector James Lisi, New York City Police Department; Lt. Sony McAffe, Houston, Texas and Captain Michael Bagdonas, Los Angeles Police Department. Unfortunately, technical problems with

the audio system prohibited this portion of the conference to take place. These problems were corrected in time for the community-oriented teleconference, which consisted of Captain James Harrison, Newport News, Virginia, Deputy Chief Terrence Rickard, Rochester, New York and Sgt. James Doyle of Charleston, South Carolina.

Seminar completion materials as listed in previous sites were mailed out during the third week of November. Numerous requests for additional information and publications were also distributed.

FILE required students to complete an evaluation separate from that distributed for PMA/NIJ purposes. Many students commented on the unnecessary need for two evaluation forms.

ST. PETERSBURG, FLORIDA

November 2 - 4, 1988

Participants by Rank (N=58)
21 departments/agencies

Chief/Undersheriff = 4 Major = 1 Captain = 7
Lieutenant = 21 Sergeant = 22 Corporal = 1
Officer = 2

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	2-5	57
Informative	3.8	2-5	56
Relevancy	3.7	2-5	56
Presenter's Delivery	4.3	2-5	56

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	3-5	55
Informative	3.9	3-5	54
Relevancy	3.9	3-5	54
Presenter's Delivery	3.9	3-5	54

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	2-5	56
Informative	4.0	3-5	55
Relevancy	4.0	3-5	55
Presenter's Delivery	4.4	3-5	55

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	2-5	56
Informative	4.1	2-5	55
Relevancy	4.1	2-5	55
Presenter's Delivery	4.5	3-5	55

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.9	2-5	56
Informative	3.7	1-5	55
Relevancy	3.7	1-5	55
Presenter's Delivery	4.1	2-5	55

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	2-5	57
Informative	3.7	2-5	56
Relevancy	3.9	2-5	56
Presenter's Delivery	4.2	2-5	56

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	2-5	56
Informative	3.9	2-5	55
Relevancy	4.1	3-5	55
Presenter's Delivery	4.4	3-5	55

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.4	1-5	32
Informative	3.2	1-5	31
Relevancy	3.2	1-5	31
Presenter's Delivery	3.5	1-5	31

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	2-5	41
Informative	3.9	2-5	40
Relevancy	3.8	2-5	40
Presenter's Delivery	4.2	2-5	40

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 10: Management Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.7	2-5	54
Informative	3.6	2-5	53
Relevancy	3.7	2-5	53
Presenter's Delivery	4.1	2-5	53

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.8	2-5	57
Informative	3.7	2-5	56
Relevancy	3.8	1-5	56
Presenter's Delivery	4.1	2-5	56

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	56
Informative	4.3	3-5	55
Relevancy	4.3	3-5	55
Presenter's Delivery	4.5	3-5	55

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	57
Informative	4.3	3-5	56
Relevancy	4.4	3-5	56
Presenter's Delivery	4.6	3-5	56

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	3-5	55
Informative	4.0	1-5	54
Relevancy	4.1	3-5	54
Presenter's Delivery	4.2	3-5	54

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.9	1-5	49
Informative	3.8	1-5	48
Relevancy	3.9	1-5	48
Presenter's Delivery	4.1	1-5	48

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	3.8	2-5	49
Informative	3.7	2-5	47
Relevancy	3.7	2-5	47
Presenter's Delivery	4.1	3-5	49

ST. PETERSBURG, FLORIDA
November 2-4, 1988

Number Students (N) = 58
Evaluations Completed = 57
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessarily solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether any hierarchial or philosophical differences could be determined. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this workshop?

n = 57

Officers
(1 response)

"...no comment."

Sergeants
(19 responses)

"...information (better understanding) on problem oriented policing." (3)

"...new perspectives/ideas." (2)

"...where my department stands among progressing agencies."

(2)

"...learning about available programs."

"...provide outline before program."

"...better understanding of policing the community; I saw many things that we have implemented without realizing what the actual concepts were."

"...I feel that the workshop needs to expand its time frame or narrow the scope."

"...personal motivation."

"...new ideas and knowledge about what other people are doing -- I will take these ideas back to my department."

"...a new outlook on how to manage personnel and community."

"...information regarding assessment centers and community-oriented policing."

"...this is my first upper-level seminar, it gives someone in my position a new look."

"...felt inspired by Lt. Sweeney."

"...one more day is needed."

"...good overview of where policing is today; reinforcement of personal beliefs."

Lieutenants

(15 responses)

"...confirms prior knowledge." (2)

"...new concepts; perspective and ideas." (5)

"...reaffirmation that good management and community policing are the keys to the future of policing."

"...insight into common problems and solutions being tried."

"...good ideas; management refresher."

"...all agencies have the same general problems."

"...prevention of crime before it occurs."

"...would like to see more information on new and improved management techniques. My department (Clearwater) is already involved in many of the NIJ programs presented."

"...insight into changes."

"...it was, or has the potential to be, good or one of the best seminars. It needs to be more focused and allow more time for discussion."

Captains

(4 responses)

"...reinforced traditional values that have been misplaced; need to interact more with troops which is what my boss does not want. A tough task, I need to find ways to please him while getting back to the most important issues."

"...community related concepts, innovations."

"...reinforcement of the need to provide better services to the public."

"...an understanding of other departments' attitudes on these subject matters."

Majors/Chiefs

(3 responses)

"...learned more about problem-oriented policing."

"...Roberta Lesh from PMA and Lt. Al Sweeney are dedicated people. Lt. Sweeney is excellent; Dr. McDonald was also informative. Thank-you to all three for a good program."

"...overview information on a good concept."

II. What subjects/topics not covered would have been of interest to you or your department?

n = 20

Anonymous

(1 response)

--developing a department culture so that programs become ideas in action rather than a list of acronyms

Officers

(1 response)

--no comment

Sergeants

(12 responses)

--new ideas that will not require additional funding
--case management for investigative caseloads
--how to handle supervisors
--how criminal investigation divisions can be incorporated in problem-oriented policing
--unknown (2)
--meeting crisis situations
--management in small police departments - best ways for supervision of subordinates
--community
--various methods of problem-oriented policing for neighborhood drug problems
--investigative function
--more information on scheduling

Lieutenants

(4 responses; one of which was illegible)

--samples of graphs and charts for quick reference
--more information on allocation of resource and new theories in that area
--no comment

Captains

(1 response)

--more Community Oriented Policing

Majors/Chiefs
(2 responses)

- increase management alternatives and exposure to different programs
- should have had more discussion about high performance police management as a concept

III. In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

n = 29

Officers
(1 response)

"...no comment."

Sergeants
(14 responses)

"...more time allocated to all topics." (4)

"...evaluations should be made by the students throughout the seminar."

"...the text materials need to be legibly printed."

"...know the specific area problems beforehand and divide large departments from smaller ones."

"...no suggestions."

"...more chiefs need to attend."

"...visual aids."

"...expand on impact of drug abuse and its overall impact on crime and the community."

"...less time reviewing films."

"...management styles should be included for personnel management."

"...none; goals of conference seem to have been met."

Lieutenants
(8 responses)

"...some text materials unreadable, needs improvement." (2)

"...no comment." (2)

"...utilize an outline - I did not recognize some areas rated on the evaluation."

"...extend length of conference to promote greater interaction."

"...perhaps tailor the course slightly, or in lieu of, supply follow-up training."

"...none."

Captains
(4 responses)

"...management concepts of first day came across as a conglomeration of vague information."

"...program should be longer to allow for depth."

"...should address the community organization concept in greater detail; the idea is one of the future."

"...a bit too geared to "city" vs suburban."

Major/Chiefs
(2 responses)

"...more speakers from other police departments."

"...better "intelligence" on needs and problems of local agencies; better explanation of theoretical concepts and improve relation to practical discussion."

IV. Additional Comments

n = 14

Anonymous
(1 response)

"...spend more time defining and illustrating the high performance management model - it should be your control theme and better tied to other concepts covered. Drop leaderless group, this is a management performance seminar not a preparation for an assessment center. Do not make participants fill out two separate evaluations."

Sergeants
(9 responses)

"...very informative and enjoyable. Lt. Sweeney relates very well with his students and is quite successful at holding the group's interest; need more time for the course, possibly 3 full days."

"...additional time for depth."

"...too condensed."

"...require readings to be completed prior to first day of class."

"...the luncheon was a joke. \$12.00 a person for cold sandwiches & frozen pie, when inside was a buffet with hot chicken, etc. for \$6.50."

"...good overall training."

"...critique daily."

"...in the city of Clearwater, we have many of these programs in place."

"...enjoyable - thanks!"

Lieutenants
(2 responses)

"...phone conference has limited value due to contact, technical problems and attention spans."

"...no comment."

Captains
(1 response)

"...good job Al Sweeney."

Majors/Chiefs
(1 response)

"...overall, the seminar was a good learning experience."

ST. PETERSBURG, FLORIDA

OVERALL RESPONSE (N= 55): 3.8

The lowest overall response of the seven seminars, Florida participants rated each session somewhat lower than did participants at other sites, primarily due to the extensive focus on drug enforcement, a problem area which has already been well addressed in the Florida region. The majority of participants indicated exhaustive experience with assessment centers and major turnovers had recently occurred within the Sheriff's departments which were in attendance. A faulty telephone hook-up was not reflected in the closed measurements, as these sessions received more favorable scores. Across sites, however, the conference call sessions in Florida were, in fact, slightly lower.

While presenter's delivery remained high, these scores do not appear as favorable as did other sites. Overall, closed-scaled scores were slightly below average.

Open measurements introduced subjective comments pertaining to increased motivation, new outlook and ideas, and a re-affirmation of good management to cite a few examples. Suggested topics for incorporation included case management, meeting crisis situations and further in-depth discussion on the high performance model. High performance was recognized as the controlling theme and should be better tied into the concepts presented. Again, the text was noted as difficult to read and students remarked that the sessions were hard to follow and score on an individual basis.

NEW ORLEANS, LOUISIANA

November 16-18, 1988

The Executive Director of PMA met with Superintendent Warren G. Woodfork, Fri., at an NIJ-sponsored conference on Drug Use Forecasting. At that time Superintendent Woodfork expressed interest in the NIJ-sponsored training and requested materials for his review. All such information was mailed to his department on May 12, 1988. New Orleans accepted the invitation to host on June 6th and provided departmental liaison assigned to the training academy.

Trainers Sweeney and McDonald were contracted for this site. Liaison was regularly contacted and mailed all requirements to proceed with logistical coordination. On November 16th, the conference opened with eight-four (84) students in attendance. Participation far exceeded expectations and remained the largest class to have participated in the training during this series. The primary department in attendance was the New Orleans Police Department with 42 students. Three representatives of the Albuquerque, New Mexico were in attendance in New Orleans and brought with them the expectation of hosting a future seminar in that city.

At the coordination meeting prior to seminar commencement, staff and trainers determined the geographical composition of the students and identified the critical issues facing the managers in attendance. It was determined first, that New Orleans receives very little, if any, management training and second,

that political forces and hierarchial chains of command impede progressive thinking and adaptation to change. With this in mind, the trainers encouraged open discussion of identifiable problems throughout the entire course and empowered students with a philosophy that positive change can, and will occur, with open minds and positive input.

The discussion which occurred during the drug conference call was the most positive and productive session rated by the students. Lt. Joseph Lisi of the New York City Police Department arranged for an additional participant -- Lt. Peter Senekal, Pretoria, South Africa -- to partake in the teleconference. Lt. Senekal was visiting with New York officials at the time of the New Orleans training. Lt. Sony McAfee of Houston was also present for the discussion. Trainer Sweeney, directing the questioning for students, capitalized on the presence of Lt. Senekal by asking him to describe the current drug situation which exists in South Africa. While Africa is experiencing the same types of drug problems, Lt. Senekal indicated that these were far less serious in relation to the United States. This teleconference was recorded on tape and is available from PMA to interested parties.

The teleconference call scheduled for the third day was cancelled just prior to its initiation due to technical problems within the AT&T conference system. Students were openly disappointed by this situation causing project staff to contact Darryl Stephens, Executive Director, Police Executive Research

Forum (PERF) via direct telephone. Director Stephens participated in a solo conference call on community-oriented policing. Due to time constraints, this call lasted only 10 minutes. Students requested Director Stephens address so that they might contact him in the future.

Liaison provided a portable conference system for use in the teleconference sessions. This was determined to be the best, most audible system used throughout the seven sites and far exceeded the quality of a speaker phone. It is recommended that this type of system be used for any future training delivery of this nature.

Students were forwarded program completion materials approximately one month after program conclusions. This delay occurred due to the proximity of scheduling the seventh and final training site, just two weeks after conclusion of the New Orleans training.

Evaluations overwhelmingly indicate the success of the HPPM program on students in New Orleans. Of particular interest are the responses of students derived from the open-ended measurements. Seventy-nine (79) evaluations or 94 percent of the students were completed and submitted.

NEW ORLEANS, LOUISIANA

August 17 - 19, 1988

Participants by Rank (N=84)
8 departments/agencies

Colonel/Superintendent = 2 Captain = 10
Lieutenant = 25 Sergeant = 32 Officer = 15

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	75
Informative	4.3	3-5	75
Relevancy	4.3	3-5	75
Presenter's Delivery	4.5	3-5	75

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	75
Informative	4.3	3-5	75
Relevancy	4.3	3-5	75
Presenter's Delivery	4.3	3-5	75

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	75
Informative	4.3	3-5	75
Relevancy	4.3	3-5	75
Presenter's Delivery	4.5	3-5	75

(5=excellent; 4=good; 3=average; 2 poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	75
Informative	4.4	3-5	75
Relevancy	4.4	3-5	75
Presenter's Delivery	4.4	3-5	76

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	74
Informative	4.3	2-5	74
Relevancy	4.4	3-5	74
Presenter's Delivery	4.4	3-5	74

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	2-5	74
Informative	4.3	2-5	74
Relevancy	4.4	2-5	74
Presenter's Delivery	4.5	3-5	74

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	2-5	70
Informative	4.1	2-5	70
Relevancy	4.2	2-5	70
Presenter's Delivery	4.4	3-5	70

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	72
Informative	4.4	2-5	72
Relevancy	4.4	2-5	72
Presenter's Delivery	4.5	3-5	72

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	68
Informative	4.3	2-5	68
Relevancy	4.4	2-5	68
Presenter's Delivery	4.5	3-5	68

(5=excellent; 4=good; 3=average; 2 poor; 1=very poor)

Session 10: Management Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	69
Informative	4.3	3-5	69
Relevancy	4.3	2-5	69
Presenter's Delivery	4.4	3-5	69

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	75
Informative	4.4	3-5	75
Relevancy	4.3	1-5	75
Presenter's Delivery	4.4	3-5	75

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	69
Informative	4.3	3-5	70
Relevancy	4.2	2-5	70
Presenter's Delivery	4.4	3-5	70

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.6	3-5	73
Informative	4.6	4-5	73
Relevancy	4.5	2-5	73
Presenter's Delivery	4.6	3-5	73

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	1-5	30
Informative	4.2	1-5	30
Relevancy	4.2	1-5	29
Presenter's Delivery	4.2	1-5	29

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	1-5	33
Informative	4.2	1-5	33
Relevancy	4.3	1-5	33
Presenter's Delivery	4.2	1-5	34

(5=excellent; 4=good; 3=average; 2 poor; 1=very poor)

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	1-5	56
Informative	4.4	3-5	56
Relevancy	4.4	3-5	55
Presenter's Delivery	4.5	3-5	52

NEW ORLEANS, LOUISIANA

Open Measurements

Number Students (N) = 84
Evaluations Completed = 79
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessarily solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether any hierarchial or philosophical differences could be determined. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this workshop?

n = 61

Officers (I-IV) (10 responses)

"...better understanding of change."

"...pulled me out of a bad frame of mind. I was beginning to doubt that anyone cared or was doing anything positive anywhere. There are professionals out there."

"...ideas and suggestions other than those already in use."

"...new ideas for middle managers that would greatly enhance my authority."

"...strategy and philosophy for policing."

"...understanding of the high performing system."

"...interdepartmental exchange of ideas."

"...the seminar lends an interesting perspective to someone who has never really been exposed to any particular management style."

"...positive thinking, i.e., we are not alone."

"...community-oriented policing and how we can implement it in our areas; the assessment center exercise."

Sergeants
(27 responses)

"...a very thorough and informative schooling of administration problem-solving."

"...how to be a better supervisor."

"...to see how other departments are handling the same problems; problems not geographically unique." (3)

"...new attitude."

"...a perspective for instilling manpower style and motivation."

"...high performance management model; leaderless group exercise - learned several techniques to improve my performance; nice to know from an assessors viewpoint exactly what behaviors are looked for."

"...a willingness to change can improve any system."

"...a new way to look at policing, supervision and why and how to make the changes that I can."

"...information charge of motivation."

"...a sense that what I considered to be strictly a local management problem is widespread and that steps/studies are being done to improve this nationwide." (6)

"...very informative, but not relevant in a reactive Administration. With some change, hopefully these ideals can be implemented in the future."

"...the staff, especially Lt. Sweeney, made me feel good about being a police officer again. They have shown me that there is a chance to make a difference in my department, even if it is on my own platoon."

"...makes you think."

"...exchange of ideas, emphasis on new techniques, and motivation." (3)

"...change takes risks. A mid-level supervisor can make a difference regardless of higher-ups, if they start to implement the programs."

"...just because command has been around longer does not necessarily mean they are always right."

"...new ideas for combating crime problems and understanding the community interest."

"...to impose new ideas, it is going to be very difficult without support from within and the involvement of the entire community."

Lieutenants
(16 responses)

"...information as to what other major departments around the nation are going to improve police management."

"...internal/external problems are similar throughout all departments." (2)

"...exposure to new concepts in dealing with present crime trends; motivation!"

"...share additional information via telephone."
 "...enabled me to better focus on and evaluate problems, and
 organize responses."
 "...getting away from broken caste ways of responding;
 learned more progressive ways that made better sense."
 "...insight into community policing." (2)
 "...rekindling of interest and spirit."
 "...new ideas and concepts; knowledge." (2)
 "...management techniques."
 "...encouragement to institute change."
 "...reinforcement of ideas and philosophies extolled; new
 ideas and the motivation to implement them in my own platoon."
 "...all change need not come from the top of the management
 team but can be implemented by persons who care."

Captains

(6 responses)

"...as a middle manager, I should be setting more realistic
 goals and implement necessary changes to better my department."
 "...greater appreciation of the need to be flexible and
 adapt to changes."
 "...the importance of working with the community."
 "...proper techniques and motivation in police supervision."
 "...knowledge of common police problems; new methods of
 approaching the community." (2)

Colonel/Superintendent

(2 responses)

"...a few new angles to old basic management."
 "...communication with officers from various departments'
 knowledge of joint problems and latest trends in policing."

II. What subjects/topics not covered would have been
 of interest to you or your department?

n = 32

Officer (I - IV)

(7 responses)

--more group participation
 --more details on how to get out of 'crisis management'
 --repeat offenders
 --traffic communications
 --tactics for dealing with regressive ranking officers
 --none come to mind. Good coverage for the time allotted
 --subordinate and superior relations

Sergeants

(14 responses)

- staffing factors (2)
- dealing with politics
- incentives and alternatives to increase morale
- supervision techniques rather than intensive narcotics
- standards for officers
- a course to aid progressive middle managers to deal with reactive high echelon managers (2)
- departmental problems encountered upon implementation of community-oriented policing
- personnel management
- effects of gambling and lotteries on crime
- motivation techniques
- race attitudes between officers
- retail level drug crackdowns

Lieutenants

(4 responses)

- more on allocation of personnel
- more on "de-specializing"
- morale and motivation
- more on program development
- dealing with subordinates and officers
- improving interaction and communication
- motivation for implementation

Captains

(4 responses)

- topics covered hit home with the problems affecting my department
- how to motivate administrators
- supervisors motivation of officer; more discussion on risk taking
- constructing policies and procedures

Colonel/Superintendent

(1 response)

- planning

III. In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

n = 42

Officers (I-IV)
(4 responses)

"...the more the better. The conference calls are great."

"...a very good course. Perhaps more audience participation."

"...although you seemed to have done some background homework on our department (New Orleans) I would be interested in knowing where you obtained it."

"...conference calls were great, perhaps you can incorporate more of them."

Sergeants
(18 responses)

"...more time/more video tape showing."

"...thought the conference was excellent, but not realistic to a non-union police department. Many of the tactics on the lower rank scale were excellent and I hope to initiate some, if not all, of them. However, with my department (Jefferson Parish Sheriff's) the high command is not and will not tolerate any mention of change other than what they initiate."

"...provide more information as to how other departments were able to solve problems."

"...nothing. Good presentation in time frame allotted."

"...more detailed explanation of high performance model."

"...appeal participation to upper-level managers."

"...telephone speakers should appear in person."

"...have my sheriff take this course. Then either convince him of this or at least distract him long enough so that I can do some good."

"...extend the length of the seminar and increase number of conference calls."

"...extend seminar." (3)

"...work on P.A. system, especially for panel discussions."

"...give group more time to respond to what you have been discussing."

"...do not necessarily cater to those who always want to get out early. Some really want to hear everything you have to say."

"...try to address a smaller group."

"...increase length for each topic."

"...force upper level management to attend."

Lieutenants
(13 responses)

"...offer these ideas to sheriffs and chiefs who can actually change policy." (3)

"...it was at times difficult to tell when one topic ended and another began, making it difficult to evaluate."

"...extend length of seminar and number of conference calls - they were very informative." (2)

"...spend time on developing problem-solving skills."

"...present seminar again in this area."

"...copies of articles in book should be improved;
individual sessions ran together."

"...my department is reactive and we cannot change that.
The top official is elected and decisions are political. How can
we implement this program at our level? This is a problem in the
South, although we are probably the largest department behind the
times. We are semi-professional."

"...concentrate more on high performance and less on drug
enforcement."

"...more time for questions on local problems; more time on
how to motivate upper level management, i.e., how to get through
politics for impact on the whole department and how to get
support from the top."

"...provide seminar more often."

Captains

(5 responses)

"...conference was very well prepared and delivered the
necessary punch to hit home, causing an individual to want to
make a different or necessary change to better his/her department
or unit."

"...more leaderless group discussions."

"...more time."

"...place attendees into various response groups. This
would possibly give more dynamics to the inaction of the
discussions."

"...videotape the conference and make available to
interested agencies."

Colonel/Superintendent

(2 responses)

"...stop using the flip charts; use overhead projectors and
handouts."

"...I was very satisfied. This was my first PMA program.
You might consider having several attendees present/discuss a
theoretical problem relating to the material and a particular
part of a department. This could be similar to Session Five
(Leaderless Group)."

IV. Additional Comments

n = 31

Officers (I-IV)

(7 responses)

"...good people; good material; well presented. We need
more."

"...I have learned a great deal. I would like to be able to attend more seminars. Keep up the good work. Very valuable information and good instruction."

"...great seminar. Most programs I have attended were presented by individuals with only superficial police experience. The information presented in this seminar was far more concrete and applicable."

"...this is probably the best conference I have attended in recent years. I was highly impressed."

"...only recommendation needed is to send the workbooks out in advance to allow time to read the relevant articles. There was not enough time to prepare for the next days' lecture."

"...the instructor (Sweeney) is very dedicated, sincere, and heartfelt on the subject. He needs to have some help in other areas of the country to get his message out. I enjoyed, but moreover respected him; his heritage, his love for his department and his overall dedication to improving law enforcement."

"...the presentation was very informative and helpful. The speakers were personable."

Sergeants

(13 responses)

"...very good seminar."

"...excellent course' excellent presentation."

"...Lt. Sweeney is an outstanding instructor, making several comments that really hit home and will never be forgotten. It is obvious he really cares about being a good supervisor and wants to pass on his ideas and experience to all. It is unfortunate that supervisors like him are rare. As an instructor myself, I really enjoyed his teaching techniques. Definitely a motivator in the classroom."

"...would like to have had conference call to Lt. Oettmeir on Neighborhood Oriented Policing."

"...the seminar was very helpful and I have gained valuable information and techniques to bring back to my shift, district, and for me personally."

"...first such management seminar that did not present only ideal situations with ideal solutions. Produced some of the warts we all face and helped create an atmosphere or desire for change rather than give pat answers. Good course!"

"...I would like to thank PMA and NIJ for putting on this seminar. It was one of the most informative and uplifting seminars that I have attended. Lt. Sweeney is very open and honest. He makes you admit to the truth of why you became a police officer and why you want to remain one."

"...speakers were very knowledgeable and had the ability to present information in a way that can be understood. I was very satisfied with everything."

"...do not tell the audience you are going to break; just do it. You lose all attention the moment you indicate that a break will be coming shortly."

"...a great class; I recommend it to all officers - from

chief to patrolman."

"...instructors were very good, inspirational and informative. Gave very good ideas and techniques to implement."

"...pass out text in advance."

"...very informative and unique ideas presented."

Lieutenants

(7 responses)

"...a very educational and informative seminar. Certain aspects will be useful to me as a platoon commander but as such I am limited as to how much change I can make."

"...Lt. Sweeney's enthusiasm and his introduction of personal experiences into the subject matter made it easier for me to maintain attention to the subject being discussed."

"...Mr. Sweeney was excellent! He gave answers that challenged what we believed and told us why we should be doing the things presented in the seminar."

"...very good seminar. I got a lot out of it and intend to use material in my training programs."

"...video use was very good, not overdone."

"...instructors were excellent."

"...speakers were great - very knowledgeable. Thanks for the computer discs."

Captains

(4 responses)

"...outstanding presentation by Al Sweeney. Dr. McDonald is learned and professional but seems less able to place a "street" perspective on the theory she teaches."

"...this course is an eye-opener for middle management. Should be a requirement for all supervisors."

"...class discussions and teleconference was well appreciated and very informative. Instructors very knowledgeable."

"...class size is too large."

Colonel/Superintendent - no responses

NEW ORLEANS, LOUISIANA

OVERALL RESPONSE (N = 75): 4.3

The HPPM management training was very well received in New Orleans. Evidenced by the number of participants (N=84) and the overwhelming high scores and favorable comments, the training made a great impact upon the participants in attendance. The political forces and hierachial chains of command which were thought to impede progressive change is not evident in the statements made by the students. While these facts appear true on the surface, the training appeared to empower thinking and the benefits derived from adapting to change.

Prior to program commencement, the trainers decided to hand-out the students evaluations prior to program commencement and request that they complete each section as the training proceeded. It was felt that the measurements would be slightly lower from previous sites, as students would be able to recall each topic with little difficulty, thereby reducing overall subjectivity which tends to occur while rating individual sessions after-the-fact. However, all closed-scaled scores received high marks. The lowest score derived was that of Session 7: Characteristics of Successful Programs, where informative was rated at an average of 4.1 on a 5.0 scale.

The training objectives to instill change, impact positive thinking and strive for excellence were achieved by virtue of participants open comments. Suggestions for additional topics not covered revealed the need for added supervisory techniques

more so than drug enforcement; to address problems encountered when implementing the suggested changes; instilling motivation; dealing with reactive managers, and understanding the influence that politics has on law enforcement decisionmaking.

Other comments suggested were to offer the course to top executives; extend the length of the program; improve the quality of the handbook, and to concentrate extensively on high performance.

Overall students found the seminar to be highly educational and rewarding--an "eye opener for middle management." Trainer Sweeney received extremely high praises for his presentation and his sincere commitment to law enforcement.

CHARLESTON, SOUTH CAROLINA

December 7-9, 1988

During the first week of June, course materials were sent to the Superintendent of the Boston Metropolitan Police Department after it was determined that the department was both interested and receptive to the management training series. Boston confirmed their participation on June 20, 1988 and assigned liaison. Difficulties began to surface in the search for a location for this training to take place. On July 28, 1988, Boston liaison called and declined the invitation, citing their difficulty during the experienced high tourist season in Boston in September. The superintendent also telephoned to apologize for any inconvenience and expressed hopes to accommodate training in the future. Staff immediately contacted the Charleston, South Carolina Police Department (identified as a secondary site) to determine interest and responsiveness. Materials and responsibilities were sent overnight Federal Express to expedite scheduling. Charleston responded immediately and in the affirmative to schedule the training for September 7-9, 1988. This date was postponed due to a lack of preparation time and re-scheduled for December 7-9, 1988. NIJ was notified of this change. Five hundred eighty (580) PMA mailing labels were forwarded and the requirements for equipment and classroom priorities reviewed. A copy of the brochure utilized is included in Appendix E. PMA has worked with the Charleston training

division in the past and no impediments to program implementation were anticipated nor incurred.

Forty-two (42) participants attended the last of the HPPM training for 1988. Trainers Sweeney and McDonald appreciated the smaller class size having recently trained such a large class in New Orleans. Participants represented all ranks and divisions in policing including foot patrol, mounted patrol, intelligence, medical and administration. It is interesting to note that a Sergeants exam was scheduled two weeks proceeding the HPPM training.

Four students were represented from agencies in North Carolina and unexpected guests included Chief Charles Wiley, Mt. Pleasant, South Carolina, briefly addressing the students during the community-oriented policing sessions, and Paul A. Styles, Visiting Scholar from Cambridgeshire, England.

Drug teleconferencing brought issues and views supplied from Alexandria, Virginia (Chief Gary Leonard) and St. Petersburg, Florida (Deputy Chief Hal Robbins). Racial problems, organized violence and crack/cocaine epidemics were depicted within each of these cities and of the successful programs which have been launched in an attempt to combat these problems. Lt. Joseph Lisi of the New York City Police Department was scheduled to participate, but was unable to for reasons unknown.

Problem-solving and "service-oriented" communities were identified by teleconference participants from Houston, Texas. Assistant Chief Tom Koby, recognizing the value of these

conference calls, exposed members of his command staff to this call, having scheduled his own departmental meeting during the conference proceedings. With him was Cheryl Shirley, producer of the Neighborhood Oriented Policing video which has been viewed by students throughout the HPPM program series. Chief David Couper, Madison, Wisconsin, was scheduled to participate in this call but was unable to be reached. Captain James Harrison, Newport News, Virginia was inaudible due to static attributed to a snow storm in his area. Again, the problems experienced with this type of delivery must be anticipated and addressed in advance and will be included in the final recommendations found on page 122.

Completion credentials and supporting membership information were mailed to all students in late December. Included in this mailing were resource allocation diskettes which were not available to the students on-site. The proceeding results reflect evaluations received from thirty-four (34) of the 42 attending students.

CHARLESTON, SOUTH CAROLINA

December 7 - 9, 1988

Participants by Rank (N=42) 12 departments/agencies

Chief/Assistant Chief = 3	Major = 2	Captain = 3
Lieutenant = 14	Sergeant = 4	Corporal = 15
Civilian = 1		

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives: Clarity -- Was the information clearly presented? Informative -- Was the presentation helpful in providing you with new solutions to your agency's needs? Relevancy -- Is the information relevant to you, your job and your agency? Presenter's Delivery -- Style?

(1) INDIVIDUAL SESSIONS

Session 1: Obstacles to Good Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	33
Informative	4.3	3-5	33
Relevancy	4.3	3-5	33
Presenter's Delivery	4.6	4-5	33

Session 2: The Individual Manager

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	31
Informative	4.3	3-5	32
Relevancy	4.3	3-5	32
Presenter's Delivery	4.4	3-5	32

Session 3: Good Management: What It Means

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	32
Informative	4.2	2-5	32
Relevancy	4.3	3-5	32
Presenter's Delivery	4.4	3-5	32

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 4: High Performance Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	32
Informative	4.2	2-5	32
Relevancy	4.5	3-5	32
Presenter's Delivery	4.4	3-5	32

Session 5: The Leaderless Group: A Case Study of Management

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	3-5	33
Informative	4.0	3-5	33
Relevancy	4.3	3-5	33
Presenter's Delivery	4.1	3-5	33

Session 6: Dealing With The Big Problem: Drug Enforcement

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	33
Informative	4.3	2-5	33
Relevancy	4.4	2-5	33
Presenter's Delivery	4.4	3-5	34

Session 7: Characteristics of Successful Programs

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	32
Informative	4.2	2-5	32
Relevancy	4.2	2-5	32
Presenter's Delivery	4.3	2-5	32

Session 8: Drug Talk: Dayline Interviews

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	3-5	33
Informative	4.2	3-5	33
Relevancy	4.1	3-5	33
Presenter's Delivery	4.2	3-5	33

Session 9: Field Enforcement: A Panel Discussion

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	3-5	30
Informative	4.2	3-5	30
Relevancy	4.3	3-5	30
Presenter's Delivery	4.4	3-5	31

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 10: Management Issues In Drug Program Administration

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.3	3-5	30
Informative	4.1	2-5	30
Relevancy	4.1	2-5	30
Presenter's Delivery	4.4	3-5	31

Session 11: Managing Workload: Three Areas For Action

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	3-5	31
Informative	4.3	2-5	31
Relevancy	4.2	2-5	31
Presenter's Delivery	4.3	3-5	32

Session 12: Communicating About Fear Reduction

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.4	2-5	33
Informative	4.5	2-5	33
Relevancy	4.4	2-5	33
Presenter's Delivery	4.5	3-5	34

Session 13: Community-Oriented Policing: What's New

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.5	3-5	31
Informative	4.5	3-5	31
Relevancy	4.5	3-5	31
Presenter's Delivery	4.5	3-5	33

Session 14: Ask The Experts

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.0	2-5	32
Informative	4.2	2-5	32
Relevancy	4.2	2-5	32
Presenter's Delivery	4.2	3-5	32

Session 15: Will The Real COP Stand Up?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.2	3-5	30
Informative	4.3	3-5	30
Relevancy	4.2	3-5	30
Presenter's Delivery	4.3	3-5	31

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 16: Whadda Ya Know?

	<u>Mean</u>	<u>Range</u>	<u>N</u>
Clarity	4.1	1-5	30
Informative	4.0	1-5	30
Relevancy	4.1	2-5	30
Presenter's Delivery	4.3	3-5	31

CHARLESTON, SOUTH CAROLINA

Open Measurements

Number Students (N) = 42
Evaluations Completed = 34
Response = n

COMMENTS/SUGGESTIONS

Four open-ended measurements were used to determine participants' overall assessment of the training program. Many participants supplied several comments to each question; others declined to comment at all. Several provided remarks which were not necessary solicited by the intended question, but are furnished as recorded. Emphasis has been added where indicated. Numerical figures following statements indicate the number of times the reply was expressed. Responses were categorized according to participants' rank to determine whether any hierarchial or philosophical differences could be determined. A content analysis was performed for these responses as follows.

#

I. What did you gain most from attending this workshop?

n = 25

Anonymous (2 responses)

"...a clearer understanding of where my department is now, where we need to go and how we can continue to get there." (2)

Corporals (7 responses)

"...how I can improve my management skills." (2)
"...problems are similar worldwide."
"...exchanging of ideas with other departments." (2)
"...supervisory skills, managing skills, fresh new insights." (2)

Sergeants (1 response)

"...very good concepts; outstanding instructors."

Lieutenants
(9 responses)

"...better perspective on community-oriented policing." (2)
"...new ideas in reference to the future of policing."
"...instruction was geared towards large, urban departments
more so than smaller, suburban." (2)
"...to get more involved with my department and community."
"...very good overall...perspectives fell into place for me
personally and professionally."
"...new ideas and points of view."
"...leaderless group discussion."

Captains
(2 responses)

"...insight towards achieving departmental goals relative to
community-oriented policing."
"...workshop flow was an opportunity to learn the visuals of
planning for the future."

Deputy Chief/Chiefs
(4 responses)

"...truly appreciate the concern of presenters; a number of
new innovative ideas."
"...community-oriented policing."
"...materials describing a management philosophy rather than
a program per se. It justifies the attempt at change."
"...repeat call analysis in managing workloads. Creative
ways to allow officers to use their talents. Organizations can
be more efficient and effective."

II. What subjects/topics not covered would have been
of interest to you or your department?

n = 13

Anonymous
(1 response)

--more information on how to get mid-level managers involved and
how to deal with resistance to change

Corporals
(6 responses)

--affirmative action and minority police involvement
--statistics on conviction rates from some of the phone
interviews
--communication between supervisors and subordinates
--leadership skills for new managers

- problem employees
- community-oriented policing

Sergeants

(1 response)

- crisis incident management; training strategies for patrol and new officers

Lieutenants

(3 responses)

- middle managers as the working tool within a police department
- physical fitness and health for police at all levels. This added to the fine concepts and programs discussed will truly project law enforcement as a profession
- mid-level impact on superiors

Captains - no responses

Deputy Chief/Chiefs

(2 responses)

- external factors that might impact police operations, e.g., politics
- managing organizational cultures in large organizations

III. In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

n = 14

Anonymous - no responses

Corporals

(7 responses)

- "...program as a whole was very well done."
- "...extend to three full days."
- "...just keep heading in the same direction."
- "...need a backup system for the conference calls. The lack of clarity on these calls was most disappointing. The readings need to be more legible."
- "...improve conference calls."
- "...more workshops with follow-up sessions and mail-outs to update and get new ideas out."
- "...additional time for greater detail."

Sergeants
(2 responses)

"...provide reading materials before conference."
"...need specific recommendations."

Lieutenants
(4 responses)

"...extend to a week session." (3)
"...provide more on management styles of supervision dealing with the high performance management."

Deputy Chief/Chiefs
(1 response)

"...more hands-on "work" sessions."

IV. Additional Comments

n = 14

Anonymous
(3 responses)

"...please have another such conference in the NC/SC area as we would like to see others in the department attend."
"...instructors were very professional and really interesting people - an enjoyable experience and the best seminar I have attended to date."
"...workshop is one of the most stimulating and informative that I have had an opportunity to attend. The presenters were excellent, especially Lt. Sweeney."

Corporals
(5 responses)

"...very good workshop; keep up the good work."
"...thanks for a job well done to all the instructors and staff."
"...even though this seminar was very interesting and informative, I feel it would have been directed more to staff personnel and not supervisors."
"...very informative. Kept my attention. A very good job."
"...this was a workshop that, for a change, was enlightening, interesting and far from dry in its contents."

Sergeants - no responses

Lieutenants
(5 responses)

"...very good conference - especially Al Sweeney's presentations."

"...do not start a conference in the middle of the day; room was too cold; extremely worthwhile training...thanks."

"...telephone conference calls are an innovative idea but technological problems must be improved on. As a former training officer, I appreciate the attention which was given to small details."

"...time was too short - extend." (2)

Captains - no responses

Chief/Deputy Chiefs
(1 response)

"...often when you gain so many high marks the attitude is that the marks were made without thought - nothing could be further from the truth. This program was outstanding in terms of information, applicability and presentation."

CHARLESTON, SOUTH CAROLINA

OVERALL RESPONSE (N = 34): 4.5

Having utilized the Charleston Police and its' chief throughout the training series as an example of a highly progressive department, it was thought that the students in attendance would not necessarily find the program innovative or relevant. This however, was not the case. Throughout the 3-day training and in the participant's evaluations, students learned valuable skills to improve management and supervisory skills. Students indicated that sessions on community-oriented and problem-oriented policing were most beneficial to their needs and favored the information, applicability and presentation of the entire program.

Suggestions for improvements again noted technological problems with the conference calls; extension of the program; provide reading materials prior to commencement, and to provide more on the management styles of supervision dealing directly with high performance management.

Topics not covered included affirmative action and minority police involvement; dealing with problem employees; crisis management; physical fitness and health, and the external factors, i.e., politics that impact police operations.

All ranks provided beneficial comments and suggestions. There appears to be no significant difference in the scope and extent of knowledge to which each participant gained while in attendance at this seminar.

B. Workshop Flow and Activities: Site Comparisons

TABLE A

WORKSHOP FLOW AND ACTIVITIES BY SITE
(based on average per individual response)

Lectures/Presentations

	<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
Time allotted	4.0	4.0	4.3	3.9	3.7	4.1	4.3
Opportunity for Questions	4.5	4.5	4.5	4.5	4.4	4.5	4.6
Relevancy of Visual Aids	4.4	4.2	4.5	4.2	4.2	4.4	4.5
Use of Text	3.9	3.6	4.1	3.6	3.7	4.0	4.0

Workshop Flow

	<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
Sequence of Sessions	4.2	4.1	4.6	4.2	4.0	4.3	4.4
Session Transition	4.2	4.0	4.7	4.2	4.0	4.3	4.4

Individual Work

	<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
Utility of Individual Work	3.9	3.8	4.2	4.1	3.8	4.0	4.2
Time allotted	3.8	3.8	4.0	4.0	3.7	3.9	4.2

Materials

	<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
Participant Handbook	4.3	4.2	4.5	4.5	3.8	4.4	4.5
Visual Aids	4.4	4.3	4.5	4.2	4.1	4.4	4.6
Handouts	4.5	4.4	4.5	4.1	3.9	4.4	4.5

* The lectures and presentations were generally rated quite favorably. Time allotted received lower scores in New Jersey and Florida; New Jersey having lost time as with daily equipment set-ups. Florida students participated in large discussion periods which prevented the proper allowance of time for each session. Generally, the time factor has been difficult to adhere to. Once trainers have engaged the students in an intensive discussion, it becomes difficult to determine the point in which these discussions must be broken. Every effort, however, was made to keep each seminar progressing on schedule.

* Use of text ranged between average and good in four of the seven sites. While students are advised that the handbook serves as a reference and resource manual, the volume of reading assign

to prepare for each days' training and the poor quality of many of the pages can probably account for these scores.

* Workshop flow --sequence and transition-- received fairly good scores across all sites despite comments of transition and sequence confusion. The lengthy evaluation may have provoked students to complete scoring as quickly as possible, attributing otherwise favorable scores to questions with little retrospective thought.

* Time allotted and utility for individual work shows generally average scores in Virginia, Indiana, Florida and Louisiana. The scoring in Florida may be related to the intensive discussions by the students while the large class size in Louisiana prohibited adequate time for all participants. As Virginia and Indiana were the first two sites for the new training, it was expected that schedule adherence and time tables improved as the training was repeated.

* Scores related to materials, particularly the participant handbook, were surprisingly good despite legibility of copies. Technological problems with the conference calls were also cited as an area which needs improvement but not necessarily evident in the above scores. The inclusion of visual aids -- videotapes, overhead charts, conference calls -- was frequently mentioned by the students as a critical and important element to the successful delivery of the program. Florida remains the only site to have indicated average scores in the area of program materials.

TABLE B

WORKSHOP IMPACT: SITE COMPARISONS
(based on average per individual response)

Informative

<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
4.6	4.3	4.7	4.3	4.0	4.5	4.5

Useful

<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
4.4	4.1	4.6	4.1	3.8	4.3	4.4

Relevant to Agency

<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>
4.2	3.9	4.5	3.8	3.8	4.1	4.3

* Site comparisons on workshop impact indicate favorable responses as informative, useful and relevant to agency needs. Average scores were witnessed in Florida for usefulness and relevancy and slightly higher for informational value. This is consistent with the weak features noted in participant's open and closed measurements.

* Relevancy scores on average were the lowest rated variable, particularly in Indiana, New Jersey and Florida.

* A natural disparity exists in scoring due to subjectivity and individual needs assessment, evident in average scores and slightly higher in these areas of measurements. Again, the length of the evaluation form may have affected individuals objective measurement. Open-ended measurements explain major areas of weakness and suggestions are incorporated in Section V, Recommendations, found on page 122.

TABLE C - FOLLOWUP

	<u>VA</u>	<u>IN</u>	<u>TX</u>	<u>NJ</u>	<u>FL</u>	<u>LA</u>	<u>SC</u>	<u>TOTAL</u>
Inform Chief Executive	15	18	18	27	21	21	09	129
Discuss with Staff	35	28	26	39	34	49	24	235
Organize Meeting	15	11	22	25	26	32	14	145
Request information	08	07	16	20	20	25	20	116
Contact city/experts	03	03	16	09	12	11	07	61

(N) = 47 47 37 63 58 84 42

Preliminary reactions induced students to take action beyond the classroom and provide follow-up information to commands and staff; that is, the departments and units the course is intended to target.

Discussions with staff was ranked most often across all sites. This indication must be considered in light of requirements to provide feedback on training paid for through departmental funds. This remains true for informing the chief executive. This number (129) may be slightly higher, given the presence of 30 chiefs in attendance across all sites.

TABLE D

PARTICIPATION AND RANK - SITE TOTALS

	<u>Chief*</u>	<u>Insp./</u> <u>Major</u>	<u>Capt.</u>	<u>Lt.</u>	<u>Sgt.</u>	<u>Corp</u>	<u>Pltm.</u>	<u>Civilian/</u> <u>Other</u>	<u>N</u>	<u>Dept.</u> <u>TOTAL</u>
VA	01	01	03	31	09	02	0	0	47	18
IN	04	00	03	08	19	10	01	02	47	17
TX	10	00	01	09	08	01	02	06	37	24
NJ	06	00	20	19	15	0	02	01	63	23
FL	04	01	07	21	22	01	02	0	58	21
LA	02	00	10	25	32	0	15	0	84	08
SC	03	02	03	14	04	15	0	01	42	12
	30	04	47	127	109	29	22	10	378	123

* Category includes Deputy or Assistant Chief, Superintendent, Director, Colonel and/or Commissioner.

TABLE E

STUDENT PARTICIPATION AND EVALUATION RESPONSE RATE

<u>Site</u>	<u>Number in Attendance</u>	<u>Number Responded</u>	<u>Response Rate</u>
VA	47	43	91.5%
IN	47	41	87.2%
TX	37	34	91.9%
NJ	63	58	92.1%
FL	58	57	98.3%
LA	84	79	94.1%
SC	42	34	80.1%

SECTION V. RECOMMENDATIONS

The Police Management Association (PMA) has successfully completed the fourth in a series of management training seminars. Throughout the year, PMA worked in consultation with workshop trainers to develop, modify, and present a completely refined, contemporary program designed to project law enforcement managers and executives into the 21st century. As these evaluations indicate, PMA and NIJ received an abundance of praise and credit for taking the ambitious initiative to provide such an innovative approach to management training.

With notification received recently of a NIJ continuation award to conduct seven (7) additional seminars, PMA is confident that the recommendations stemming from the 1988 evaluations will continue to improve upon this new management series. Projected efforts for the continuation series should focus on:

* Participant Handbook *

It is obvious by the evaluations and the handbook itself that the quality of reproduction needs to be improved. The originals for each of the articles must be secured and used to compile the manuals for the next seven sites.

Arrangements should be made with the host(s) site to have the manuals mailed out with required readings prior to seminar commencement. This enables students to gain greater insight of the course offerings and prepare for the upcoming seminar. Host sites should include the cost for mailing the manuals in the registration fee and forward copies as these fees are secured.

Past experience has shown that the majority of students register for the course within the last two weeks prior to commencement. Publishing information about the manual and the required readings may encourage students to register earlier.

* Evaluation Forms *

The participant's evaluation form is far too lengthy for objective interpretation. Distributed at the end of the third day, students are likely to complete the information without careful understanding of the questions. It is also difficult for the students to recall and differentiate between the various sessions after the program is completed. Several open-ended questions are eliciting information which is not necessarily intended for the question at hand. This creates confusion for the evaluator who must record responses as they are given. The volume of information that results from the open-ended questions makes tabulations subjective and laborious. The closed measurements yield little information other than average, or mean responses. This lack of statistical information makes it difficult to obtain differential contrasts between the various sites. It is recommended that the Site Selection/Planning Committee devote a considerable amount of energy towards revising the survey instrument in light of current needs.

* Scheduling *

Topical presentations and session time tables must be adhered to. Students were often confused as to when a session ended and where another began. Many felt some sessions had been

completely deleted from the course outline. These comments were received despite the trainers verbal notification as to when a new topic/session was beginning.

* Visual Aids *

The technological problems experienced during the new training series can now be anticipated, and provisions should be made to avoid these problems and/or develop a backup system. The portable conference call system used in the New Orleans, LA training was by far the most effective and audible. Staff should research the ability to purchase and/or lease such a system to assure quality sound for participants and presenters. Attention must be paid to this aspect as students regard the conference call features as a primary benefit derived from the training.

Flip charts must be discontinued in their entirety. Predominately used in the first three sites, the trainers elected to supplement their use with overhead transparencies to assure an adequate view, especially in larger-sized classrooms. Transparencies should replace flip charts, which are difficult to see even with the closest of seating.

* High Performance Management - The Underlying Theme *

The high performance philosophy and model became concrete and defined only after subsequent seminars. Understandably, the newness of the entire seminar approach warranted revisions and improvements as experienced first hand. Students in the first three seminars found its applications vague and confusing while students in the latter seminars, while grasping the concepts,

requested more specific examples, practical applications and operational details on how to implement in their jurisdictions. Greater focus and emphasis needs to be placed on high performance as an evolving philosophy -- the underlying theme with should be integrated with the prevailing research and programs presented.

* Drug Enforcement *

Approximately one-third (or 5 sessions) of the HPPM program is devoted to drug enforcement: management issues, programs and field enforcement. At the Site/Selection Planning meeting, the Committee had determined a great need for an in-depth study surrounding the vast drug problems in our country. While this remains true, participants indicated that too great an emphasis was placed on these issues, leaving far less time for more in-depth analysis of the high performance and community oriented sessions. While students did recognize the need to address the drug problems which prevail in their jurisdictions, they felt these sessions held little value without innovative recommendations and solutions towards solving them. It is recommended that these sessions be reviewed in subsequent planning meetings.

* NIJ Survey - IPM & HPPM *

The information pertaining to program execution solicited by the students evaluations reveal an enormous desire to disseminate and implement the NIJ training to various commands, units and departments at large (see Table C, page 199). This information was also detailed in the 1987 final report. Prior implementation

data was solicited in the form of a Chiefs Follow-up Survey, distributed in 1985 and 1986 two weeks after program delivery. During the four year period (1984-1988), NIJ research has assisted in providing mid-level and executive practitioners with diverse management philosophies, and departmental resources in the hopes of bringing contemporary and experiential research practices into the minds of these strategic planners.

Major policy changes cannot be expected immediately. The intentions of such workshops on the participant's ability to implement, persuade senior level managers, and produce changes are time consuming tasks. In concert with this opinion, the Police Executive Standards and Goals states, "a significant change within an institution with a medium-sized police agency takes approximately five years to implement." As an integrative mechanism, the ultimate objective is to begin the initiation of change, gearing training towards the specific knowledge and skills needed to examine the integrative process.

As PMA begins to disseminate NIJ training for the fifth consecutive year, the time has now come to accurately assess program effects and implementation. To date, approximately 1,511 participants from 376 departments have participated in the NIJ continuation training series, delivered in 25 cities, from May, 1985 to December, 1988. Seven additional sites are scheduled for 1989 which will yield an additional 400+ students.

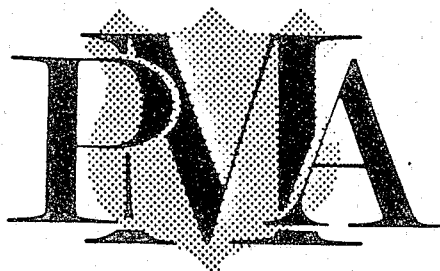
It is strongly recommended that NIJ endorse and support a survey which will assess program impact and delineate fundamental

changes which have occurred within departments as a result of these training seminars. Only then can a true understanding of NIJ's influence on law enforcement's middle management be made.

U.S. DEPARTMENT OF JUSTICE
National Institute of Justice

PROSPECTUS

HIGH PERFORMANCE POLICING
Strategies for Mid-Level Managers



EST. 1980

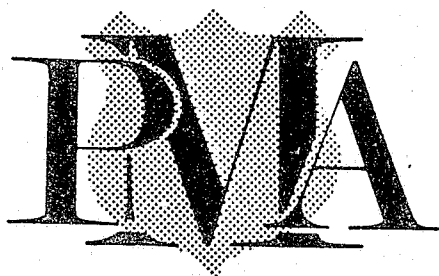
A Joint Program of the National Institute of Justice
and the Police Management Association
Washington, D. C.

May, 1988

U.S. DEPARTMENT OF JUSTICE
National Institute of Justice

PROSPECTUS

HIGH PERFORMANCE POLICING
Strategies for Mid-Level Managers



EST. 1980

A Joint Program of the National Institute of Justice
and the Police Management Association
Washington, D. C.

May, 1988

Prospectus

HIGH PERFORMANCE POLICING

Strategies for Mid-Level Managers

The Police Management Association's 1988 seminar High Performance Policing: Strategies for Mid-Level Managers is a comprehensive three-day seminar focusing on identifying action strategies that can impact police performance in a number of important areas. The seminar has been designed to bring to the police middle-manager a series of lectures, video-tapes, practical exercises, interviews and related activities providing broad exposure to state-of-the-art police management concepts being used in the United States today.

Seminar Topics

The seminar covers the following topics:

HIGH PERFORMANCE POLICE MANAGEMENT

The seminar provides an overview of the High Performance Police Management model. Participants will undergo a self-assessment of their own management style, review management problems related to the units they manage, and develop a management enhancement strategic plan they can follow when they return to their police agency.

DRUG ENFORCEMENT STRATEGIES

A review of key drug enforcement strategies is provided, with examples from police agencies that have shown success in impacting drug use. Programs to be reviewed include street interdiction programs, school drug education and peer action programs, asset forfeiture programs, utilization of regional task forces for high impact enforcement, career criminal targeting programs, and drug use forecasting as a planning tool.

RESOURCE ALLOCATION AND PERSONNEL SCHEDULING

The methodology for resource allocation is used. Participants will engage in a resource allocation and workload scheduling exercise that will prepare them to undertake work demands, scheduling and allocation efforts in their own agencies.

WORKLOAD MANAGEMENT STRATEGIES

The seminar reviews key workload management strategies, and sets forth the elements of several important workload management tactics, including targeting repeat calls for service, implementation of diagnostic policing, differential police response and managing criminal investigations. An overview of problem-oriented policing and community-oriented policing is provided, the detailed presentation of the elements of each of these concepts.

THE INVESTIGATIVE FUNCTION: ORGANIZING FOR THE 1990'S

A review is provided of the developing trend in decentralizing criminal investigations and integrating investigative activities into neighborhood policing operations. Presentation is also provided of new organizational patterns that can increase the impact of centralized investigative units, from major case units to pro-active investigations in the areas of vice, narcotics and organized crime.

What You Will Learn From This Seminar:

At the conclusion of this seminar, attenders will have knowledge of the following:

- Their own strengths and weaknesses as program managers in the police setting;
- The substance of key drug enforcement programs and how to implement those programs in their police agency;
- How drug education programs successfully operate in school settings;
- Current methods for conducting work demands analysis and work scheduling programs;
- The definition of neighborhood-oriented, community-oriented and problem-oriented policing programs, as well as how the key elements of these programs operate.

Program Format

The seminar is organized into a series of fast-paced modules, small group discussions and practical exercises. The seminar events include the following:

- A telephone interview with three national experts on drug enforcement programs;
- Video-tapes of successful drug enforcement efforts;
- A self-assessment of individual management styles;

- Audio tapes of police emergency calls where proper and improper procedures have been utilized;
- A sample promotional examination reinforcing the key points in the seminar;
- Mini-lectures covering program strategies and program impact in agencies having successful experiences;
- Small group discussions with experts on state-of-the-art concepts in police management and planning.

Who Should Attend this Seminar:

The seminar has been designed for police middle managers in medium to larger police agencies, and top level managers of smaller agencies. The material covered in the seminar will be of interest to mid-level managers in larger police agencies who have responsibility for patrol, investigative, or planning functions. The Seminar will also provide chief executives of smaller agencies with information on strategies they can use to deal with patrol management, investigative planning and field operations strategy selection. Police planners will find the course provides them with program information useful to developing operational plans. Attenders should have management responsibility for a unit's performance, be an executive in a smaller police agency, or be engaged in department-wide planning activities.

Seminar Instructors:

The instructors for this seminar have been drawn from well-known police managers and academics from throughout the United States. Each instructor has a unique combination of experience and research which provides him or her with broad knowledge of the subject area. All instructors have had extensive experience in teaching seminars for police managers. Key instructors include:

Dr. Phyllis McDonald, Program Manager, International Association of Chiefs of Police. Dr. McDonald is Director of the Policy Center at the IACP. She was formerly a Major, Dayton Police Department and has held positions with the Washington (D.C.) Metropolitan Police Department and the Montgomery County (MD) Police Department. She has served as Deputy Project Director of the Executive Training Program of the National Institute of Justice.

Robert Wasserman, Director of Public Safety, Massachusetts Port Authority. Mr. Wasserman previously served as Senior Assistant to Houston Chief of Police Lee P. Brown, Operations Assistant to the Police Commissioner of Boston and as Director of Training and Education in the Boston Police Department. He is currently a Research Fellow at Harvard University's Kennedy School of Government.

Dr. Victor G. Strecher, Professor of Criminal Justice, Sam Houston State University. Dr. Strecher has served as Director of the Criminal Justice Center at Sam Houston University, Director of the Criminal Justice Center at Arizona State University, and as Director of the St. Louis Metropolitan Police Academy.

Stanley Knee, Captain of Police, Garden Grove, California. Captain Knee was the program director of the Differential Police Response Field Test conducted in Garden Grove. He is a member of the Board of Directors of the Police Management Association and has lectured extensively throughout the United States.

Albert Sweeney, Lieutenant, Boston Police Department. Lieutenant Sweeney has previously served as a Superintendent of Police in Boston, Deputy Chief of Police for the Metropolitan Transit Authority (Boston) and has taught in numerous police training programs.

Edward J. Spurlock, Inspector of Police, Metropolitan Police Department, Washington, D.C. Inspector Spurlock is a veteran member of the Metropolitan Police Department where he is in charge of the department's Repeat Offenders Program, a program he designed some years ago. Inspector Spurlock is the President of the Police Management Association and has taught in numerous programs throughout the country.

Program Materials

As a part of this seminar, each participant will receive a set of materials, including the following:

- A Program Manual containing detailed guidelines on the strategies covered in the seminar;
- A Reading Manual containing selected readings explaining program concepts;
- A software disk for an IBM/Compatible computer providing basic work demands analytical tools.

For Information Contact:
Police Management Association

Suite 200; 1001 22nd Street N.W.
Washington, D.C. 20037
(202) 833-1460

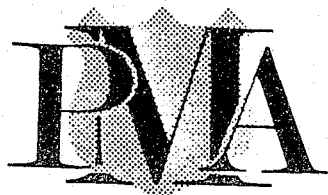
WADDA YA KNOW?

1. Which of the following describes the proactive frame of reference?
 - A. Encourages its members to engage in personal and professional growth activities and is concerned with the past, present, and future.
 - B. Has established goals and objectives and is organized in teams.
 - C. Encourages the individual to focus on his/her own needs and to seek satisfaction through the avoidance of blame.
 - D. Looks to the future and communicates shared values and elicits a deep personal commitment.
2. In order to move from the "reactive" into the "responsive" an organization must:
 - A. Set goals, plan actions, build teams.
 - B. Seek protection, attempt to survive, and seek out individuals who cause problems.
 - C. Set a mission, establish long range plans, manage performance.
 - D. Identify potentials, manage evolution, be concerned with community needs.
3. Check the items below which would most likely be characteristic of the High Performing Chief:
 - A. Reviews beat designs periodically.
 - B. Assigns officers to districts equally.
 - C. Is willing to "reach out" to the community to gain their perspective on police problems.
 - D. Manages his/her employees through strict and frequent downward communications.
 - E. Has a health program which requires a physical exam for promotion exams only.
4. Project DARE is characterized by which of the following:
 - A. A "flying squad" of new recruits to pursue vandals.
 - B. A vigilante team of citizens to patrol neighborhoods with heavy drug traffic.

- C. Full-time police officers on full-time duty assigned to schools to train elementary and junior high students to say "NO" to drugs.
 - D. A select group of brave police officers especially trained to conduct high risk drug operations.
5. Which of the following is not a street interdiction program:
- A. Repeat Offender Project.
 - B. Operation Pressure Point.
 - C. A SWAT Team.
 - D. A Hostage Negotiation Team.
6. The most significant indicator of a successful retail level crackdown program is which of the following:
- A. Amounts of cocaine being confiscated.
 - B. Dollar amount of property seized.
 - C. Disappearance of open drug dealing.
 - D. Dealers refusing to sell drugs to anyone except their regular customers.
7. Absentee rates are an important factor in identifying work schedules. The absentee rate is determined by calculating from existing data the probability of absenteeism for each day of the week. Which of the following are most important to be achieved by determining absentee rates:
- A. Ensuring that overtime is equally distributed among all personnel.
 - B. Providing day off/leave/vacation opportunities during desirable weekend periods for all employees.
 - C. Scheduling of supervisors so the right number of sergeants are available to supervise personnel actually working.
 - D. All of the above.
8. The analysis of Repeat Offenders Programs has indicated that these tactics can impact various offense patterns. Of the research findings listed below, which has not been found in Repeat Offender Program research?
- A. Proactive investigative strategies appear to have greater potential than post-arrest investigations.
 - B. Less use must be made of informants and more of victims and witnesses.

- C. Using proactive investigations, dangerous offenders can be identified sooner and removed from society much more quickly than is done using traditional apprehension strategies.
 - D. None of the above (all are true).
9. Research into repeat calls for service was a prime instigator of which of the following program concepts:
- A. Repeat Offender Project.
 - B. Problem-Oriented Policing.
 - C. Street Interdiction Programs.
 - D. Community Oriented Policing.
10. Which of the following police values is most important to the Department wishing to organize around the concept of community oriented policing:
- A. The Department is concerned with the welfare of all its employees, both sworn and non-sworn.
 - B. The Department will have a well developed set of policies and procedures.
 - C. The Department will involve neighborhoods in all police activities which directly impact quality of life.
 - D. The Department will pursue the protection of all civil liberties and the Constitution.
11. Foot Patrol programs have been proven through research to be most successful at:
- A. Distributing work load more equitably.
 - B. Improving response time to calls.
 - C. Reducing the level of fear in the patrol area.
 - D. Improving officer morale because the foot patrol officer is able to solve more community problems.
12. Police policy is an important means to provide guidance to employees. Policy provides a statement of the rationale for police action, and often sets forth the values to be adopted by employees in using their discretion. Policy and rules, however, are different. Which of the following statements is not accurate in explaining the difference between policy and rules?
- A. Policy sets forth the objectives to be achieved in applying discretion.

- B. Rules are never absolute, being applied only in light of a policy statement.
- C. The policy statement, and procedures are all different, and must be separately considered when dealing with an overall policy.
- D. A violation of a procedure is a less serious matter than a violation of a rule.
- E. Rules set forth the absolute limits of discretion, as outlined in a policy statement.



EST. 1980

HIGH PERFORMANCE POLICE MANAGEMENT PROFESSIONAL CONFERENCE

EVALUATION FORM

NAME: _____

RANK: _____

DEPARTMENT: _____

POPULATION: _____ CITY: _____

NUMBER OF EMPLOYEES IN YOUR DEPARTMENT:

SWORN: _____ CIVILIAN: _____ TOTAL: _____

Your responses to the following questions will help us to improve the quality and delivery of this workshop. Read each item carefully, circle the rating which most accurately reflects your assessment, and please provide any comments, suggestions or recommendations you wish.

Assess on a 5-point scale (5=excellent; 4=good; 3=average; 2=poor; 1=very poor) the sessions from the following perspectives:

CLARITY	--Was the information clearly presented?
INFORMATIVE	--Was the presentation helpful in providing you with new solutions to your agency's needs?
RELEVANCY	--Is the information relevant to you, your job and your agency?
PRESENTER'S DELIVERY	-- Style?

DAY ONE

1. INDIVIDUAL SESSIONS

Session 1: OBSTACLES TO GOOD MANAGEMENT

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 2: THE INDIVIDUAL MANAGER

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 3: GOOD MANAGEMENT: WHAT IT MEANS

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 4: HIGH PERFORMANCE MANAGEMENT

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 5: THE LEADERLESS GROUP: A CASE STUDY OF MANAGEMENT

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

DAY TWO

Session 6: DEALING WITH THE BIG PROBLEM: DRUG ENFORCEMENT

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 7: CHARACTERISTICS OF SUCCESSFUL PROGRAMS

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 8: DRUG TALK: DAYLINE INTERVIEWS

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 9: FIELD ENFORCEMENT: A PANEL DISCUSSION

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

(5=excellent; 4=good; 3=average; 2=poor; 1=very poor)

Session 10: MANAGEMENT ISSUES IN DRUG PROGRAM ADMINISTRATION

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 11: MANAGING WORKLOAD: THREE AREAS FOR ACTION

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 12: COMMUNICATING ABOUT FEAR REDUCTION

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

DAY III

Session 13: COMMUNITY-ORIENTED POLICING: WHAT'S NEW

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 14: ASK THE EXPERTS

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 15: WILL THE REAL COP STAND UP?

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

Session 16: WHADDA YA KNOW?

--Clarity	5	4	3	2	1
--Informative	5	4	3	2	1
--Relevancy	5	4	3	2	1
--Presenter's Delivery	5	4	3	2	1

2. WORKSHOP FLOW AND ACTIVITIES

Please indicate your level of satisfaction with the activities and processes of this workshop listed below:

(5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied)

LECTURES/PRESENTATIONS

--Time allotted	5	4	3	2	1
--Opportunity for questions	5	4	3	2	1
--Relevancy of visual aids	5	4	3	2	1
--Use of text in Handbook	5	4	3	2	1

WORKSHOP FLOW

--Sequence of sessions	5	4	3	2	1
--Transition from one session to next	5	4	3	2	1

INDIVIDUAL WORK

--Utility of individual work	5	4	3	2	1
--Time allotted for individual work	5	4	3	2	1

MATERIALS

--The Participant Handbook	5	4	3	2	1
--Visual Aids	5	4	3	2	1
--Handouts	5	4	3	2	1

3. IMPACT OF WORKSHOP

How informative was the total workshop to you?

Very Informative 5 4 3 2 1 Uninformative

How useful was the total workshop to you?

Very Useful 5 4 3 2 1 Useless

How relevant was the information in this workshop to your agency?

Very Relevant 5 4 3 2 1 Irrelevant

4. FOLLOW-UP

As a result of the training, will you implement all or any portion of the topics discussed? If so, please check one or more below.

- _____ Inform chief executive
- _____ Discuss with staff
- _____ Organize meeting to discuss ways to implement in your particular jurisdiction
- _____ Request more written material on specifics to implement
- _____ Contacting city or experts who have experience in your interested topic

5. THE WORKSHOP FACILITIES

Indicate your satisfaction with the Workshop facilities and arrangements by circling one of the following:

(5=very satisfied; 4=satisfied; 3=neutral; 2=dissatisfied; 1=very dissatisfied)

--Your Room	5	4	3	2	1
--Meeting Rooms	5	4	3	2	1
--Meals	5	4	3	2	1
--Workshop Staff	5	4	3	2	1
--Workshop Location	5	4	3	2	1

6. OVERALL RESPONSE

What is your overall reaction to the Workshop? Circle one:

- 5 ONE OF THE BEST
- 4 GOOD, VALUABLE
- 3 AVERAGE, OK
- 2 NOT VERY GOOD
- 1 POOR, NOT USEFUL

7. COMMENTS/SUGGESTIONS

What did you gain most from attending this workshop?

What subjects/topic not covered would have been of interest to you or your department?

In your opinion, what could we do that would help us improve the professional conferences that we deliver to police managers?

Additional Comments



WILLIAM K. STOVER
CHIEF OF POLICE

ARLINGTON COUNTY VIRGINIA POLICE DEPARTMENT

2100 15TH STREET, NORTH
ARLINGTON, VIRGINIA 22201
PHONE (703) 558-2207
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ARTHUR T. CHRISTIANSEN
DEPUTY CHIEF, MAJOR CRIMES DIVISION
ROBERT A. DREISCHER
DEPUTY CHIEF, SERVICES DIVISION
DAVID L. REITEN
DEPUTY CHIEF, OPERATIONS DIVISION

APRIL 19, 1988

ANNOUNCEMENT

The Arlington County Police Department will be hosting a Police Management Seminar on May 23, 24 and 25, 1988. This seminar, conducted by the Police Management Association, under a grant from the National Institute of Justice, will stress high performance management techniques for police managers. Attendees will be provided with a set of skills needed to assess and evaluate department and community needs and to develop and implement programs tailored to those needs. A number of successful programs being used in various departments will be discussed.

Attached is a general outline of the course content for your review.

The seminar will be held at George Mason University Metro Campus, Room 318, 3401 Fairfax Drive, Arlington, VA. The cost is \$35 per person, payable at the door. To register, please contact Lt. Florence Starzynski, Arlington County Police Department, 2100 N. 15th St., Arlington, VA 22201, 703-558-2397.

I hope that the mid-level managers of your departments will be able to take advantage of this important training opportunity.

APPENDIX E

A NATIONALLY ACCREDITED LAW ENFORCEMENT AGENCY

HIGH PERFORMANCE POLICING/STRATEGIES FOR MID LEVEL MANAGERS



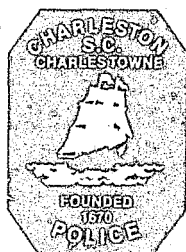
Charleston, South Carolina — December 7, 8 & 9, 1988

Presented by

Police Management Association
and the National Institute of Justice

hosted by

Charleston Police Department



High Performance Policing/Strategies for Mid-Level Managers

The Police Management Association's 1988 seminar High Performance Policing: Strategies for Mid-Level Managers is a comprehensive three-day seminar focusing on identifying action strategies that can impact police performance in a number of important areas. The seminar has been designed to bring to the police middle manager a series of lectures, video-tapes, practical exercises, interviews and related activities providing broad exposure to state-of-the-art police management concepts being used in the United States today.

SEMINAR TOPICS

The seminar covers the following topics:

- HIGH PERFORMANCE POLICE MANAGEMENT
- DRUG ENFORCEMENT STRATEGIES
- RESOURCE ALLOCATION AND PERSONNEL SCHEDULING
- WORKLOAD MANAGEMENT STRATEGIES
- THE INVESTIGATIVE FUNCTION: ORGANIZING FOR THE 1990'S

WHAT YOU WILL LEARN

- Their own strengths and weaknesses as program managers in the police setting;
- The substance of key drug enforcement programs and how to implement those programs in their police agency;
- How drug education programs successfully operate in school settings;
- Current methods for conducting work demands analysis and work scheduling programs;
- The definition of neighborhood-oriented, community-oriented and problem-oriented policing programs, as well as how the key elements of these programs operate.

COURSE DESCRIPTION

High Performance Police Management is a three day seminar that brings together a series of training events laying the foundation for understanding the developing concepts in current day police management. The events reflect current issues being dealt with by the nation's best police executives.

ELIGIBILITY

The seminar has been designed for police middle managers in medium to larger police agencies, and top level managers of smaller agencies.

COST

The cost of the seminar is \$45.00 per person. Hotel accommodations and transportation are the responsibility of the participants.

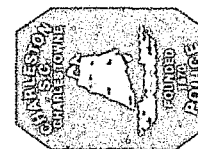
REGISTRATION

To register for this course, complete the form and mail it to the **Charleston Police Department, 180 Lockwood Blvd., Charleston, South Carolina 29403.** Please return form or call (803) 577-7434 Ext 137 by Nov. 21, 1988.

LOCATION

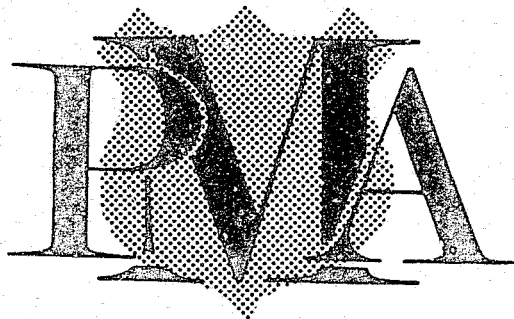
Holiday Inn
Highway 17 North
Mt. Pleasant, South Carolina 29464
(803) 884-6000

Hotel accommodations are available at the Mt. Pleasant Holiday Inn. \$42.00 per day. Single or double. Please contact the hotel at (803) 884-6000 for reservations.



Please register the following persons for the course on
HIGH PERFORMANCE POLICING/STRATEGIES FOR MID-LEVEL MANAGERS

Name	_____	Telephone _____
Name	_____	
Name	_____	
Agency	_____	
Address	_____	
Contact Person	_____	



EST. 1980

has participated in
HIGH PERFORMANCE POLICE MANAGEMENT

Sponsored by:

**POLICE MANAGEMENT ASSOCIATION
NATIONAL INSTITUTE OF JUSTICE**

Hosted by:

**Arlington County Police Department
May 23-25, 1988**

Edward J. Spurlock

**President
Police Management Association**

James K. Stewart

**Director
National Institute of Justice**

02/02/89

High Performance Police Management
Arlington, VA
May 23-25, 1988

List of Participants
(Alphabetical)

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High Performance Police Management
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Seminar teaches lawmen value of performance

By KINGA BORONDY

More than 60 law enforcement officials from New Jersey and other communities are learning to create high performance departments and increase job quality and satisfaction at a three-day seminar hosted by the Essex County Sheriff's Department.

The officers—most of them sergeants, lieutenants and captains—learned that no matter how regressive the department is as a whole, each can make a difference in their sphere of command. The seminar can also help departments develop creative strategies in dealing with drugs, burglaries, auto thefts and other criminal activity.

"I hear a lot of people saying 'I can't make a difference because I'm just a lieutenant,'" said Robert Wasserman, an instructor for the Police Management Association, creator of the seminar.

"But you can make a difference in how you feel about your job and how your men feel, regardless of what other managers do on their shifts."

The seminar provides the middle level managers with exposure to current issues and thinking in the police field, said Wasserman, a special assistant for public safety at Massachusetts Port Authority and a Fellow at Harvard University.

Essex County Sheriff Thomas J. D'Alessio told the officers they "will be tomorrow's police directors, chiefs and heads of public safety. Many of you will be called upon to take that responsibility," he said.

"As middle managers, you are most likely the

Job quality stressed to mid-level officers

officers directly in charge of the day-to-day operations of your agencies."

The Police Management Association seminar, developed in conjunction with the National Institute of Justice, does not try to sell any one type of police method, Wasserman said. The seminar explores the different police models and suggests that the managers pick up the ideas that make the most sense for their agencies and departments.

Wasserman likes to use private industry as an example for high performance organizations, particularly Federal Express.

"We want to expose the officers to current practices and show them how to apply them to their own organizations," Wasserman said.

Using the courier service as a role model, Wasserman pointed out there is very little middle-management in the industry.

"It increases costs and it shuts off those at the bottom from the ideas at the top," Wasserman said.

When top managers are in direct communication with the people who perform the work and explain the reasons for their decisions, it allows the laborers to understand the reason for the company's

existence, its sense of purpose, he explained.

Job satisfaction and work quality increases for employees when they believe in the product and share in the management's reasons for being.

"In a police department, the chief tells the captain who tells the lieutenant and the lieutenant tells the sergeant and maybe the cop finds out about," Wasserman said.

The filtration of the chief's decision, the distance it travels from his desk to the police officer's clipboard, alienates the worker, removes him from the functioning of the department.

Wasserman divided departments into categories of reactive, responsive, proactive and high performing—with the ideal being high performing.

Management styles of the different structures range from fixing blame to navigating it through changes. Officers in reactive departments are motivated by avoiding pain, while in more progressive, proactive departments, an officer's contribution to the unit serves as a motivating factor.

Leadership ranges from enforcing orders in reactive departments, to coaching and purposing in the two others, Wasserman said. A high performance department will actually give power to the officers so they have the energy and freedom to seek adventure, creativity and innovation.

Most of the officers at the seminar described their departments as regressive or—at best—responsive, when asked to do so by Wasserman. One man admitted his department was trying to survive, rather than develop.

Seminar teaches cops 'management' theories

By KINGA BORONDY

Working solutions to the problems plaguing police departments and communities throughout the nation were discussed yesterday by law enforcement officials at a seminar on high-performance policing hosted by the Essex County Sheriff's Department.

"We want to give them the motivation to go back to their departments and make a difference," said Lt. Al Sweeney, referring to the middle-level managers—sergeants, lieutenants and captains—attending the three-day seminar.

Sweeney, who works for the Boston Police Department, travels throughout the country to lecture on the high-performance police management course developed by the Police Managers Association and funded by the National Institute of Justice.

"It gets them thinking," Sweeney said, likening the officers to emergency room doctors. "They're usually concerned with blood-and-guts issues, getting cars out on the streets and manpower allocation."

The three ranks are often caught between the upper echelon of officers and the rank-and-file department members in the "What can I do?" position, Sweeney said.

Chiefs demand certain actions and that orders be followed, while patrolmen, experienced in the street, must swallow the lieutenant's commands.

"But they give you those looks," Sweeney said, rolling his eyes by way of illustration.

"But the chief's problems have nothing to do with the problems of the

department on a day-to-day basis in making the organization run," Sweeney told them.

He suggested the middle managers work at creatively solving problems, from limited resources to increasing demands from the public.

"Don't wait for the ideas to trickle down from on high," Sweeney said.

He suggested the managers empower their officers to find solutions to the problems.

"Percolate them through the department from the bottom up," he said, adding the officers in the street often have the solutions that have eluded managers.

"Give them more identity as police officers, make them men, not robots," Sweeney said, adding that empowering patrol officers to look for solutions to a problem will enhance the quality of their work and increase job satisfaction.

Departmental problems, community problems and crime are all interrelated in high-performance policing.

Members of three out-of-state departments added their expertise to the session via a telephone conference call, telling the managers what has worked for them in their departments.

One chief said that when he has a drug problem in a specific neighborhood, he moves in and "occupies it like the Allies did Germany in World War II," assigning a police officer to the neighborhood on a 24-hour basis.

The police presence forces the dealer and his customers to go someplace else, with the uniformed patrol officer soon following, said the chief.