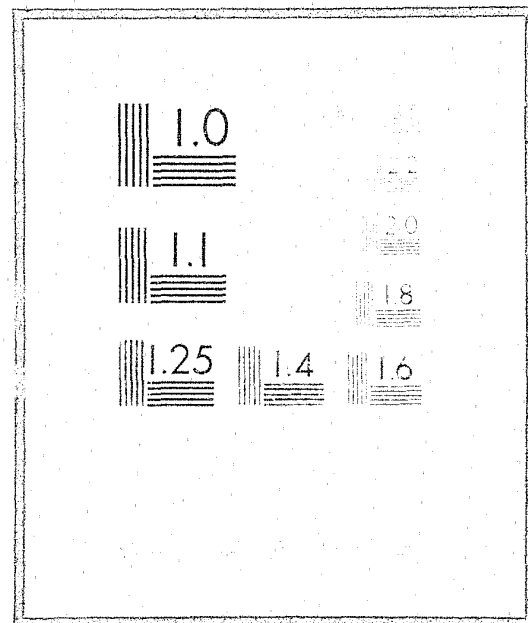


# NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



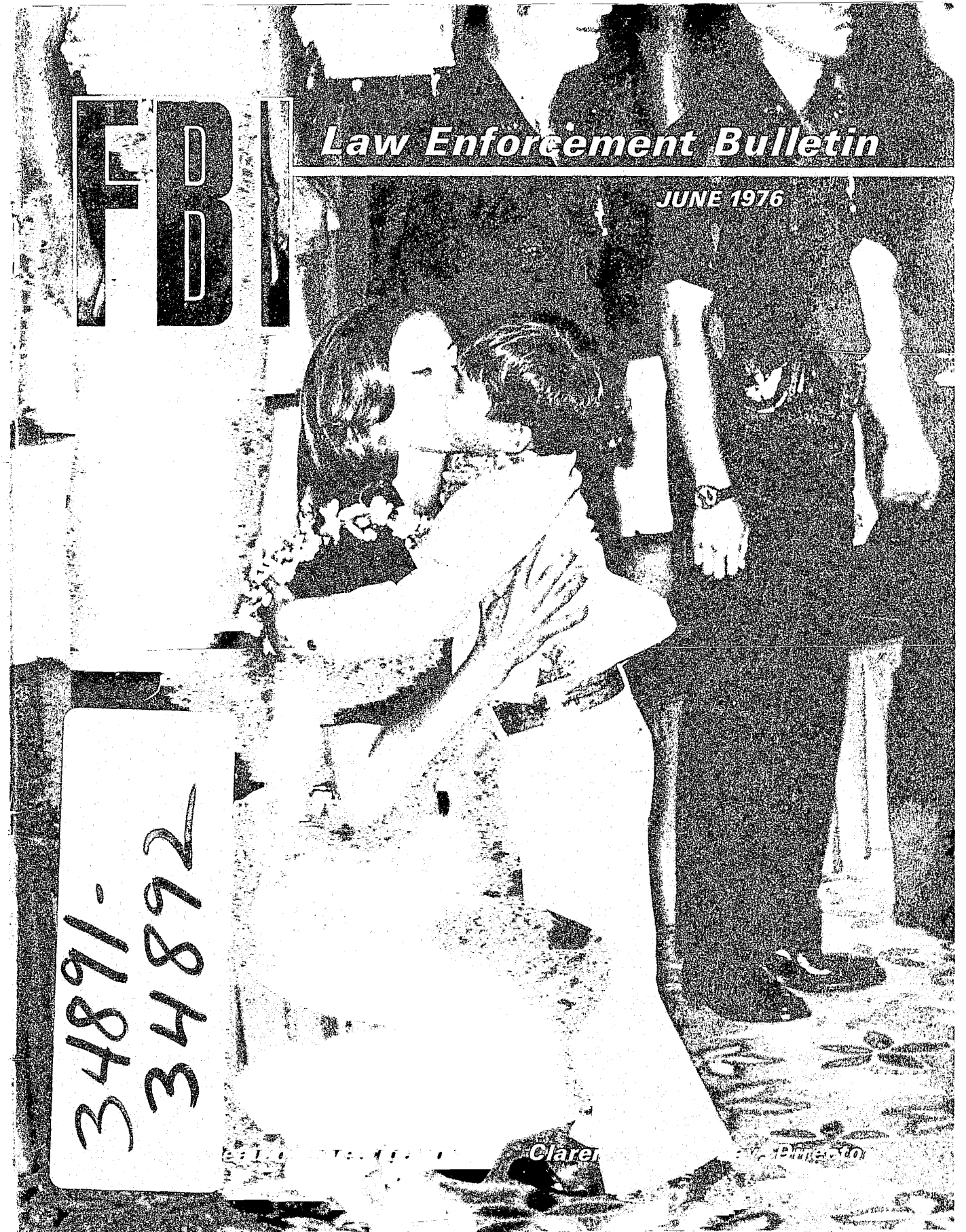
Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE  
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
WASHINGTON, D.C. 20531

1/21/77

34891-34892  
J a n 21 1977  
f i l m e d



# FBI

## Law Enforcement Bulletin

JUNE 1976  
VOL. 45, NO. 6



Published by the  
FEDERAL BUREAU of INVESTIGATION  
UNITED STATES DEPARTMENT of JUSTICE  
Washington, D.C. 20535

### CONTENTS

#### MESSAGE FROM THE DIRECTOR

*"In a very fundamental sense, the policeman symbolizes constituted authority and, to most citizens, is the personification of the law at work."* 1

MANAGEMENT APTITUDE PROGRAM: THE FBI ASSESSMENT CENTER, by Robert C. Quigley, Special Agent, Federal Bureau of Investigation, Washington, D.C. 3

"PERSPECTIVES OF POWER," by Hon. Clarence M. Kelley, Director, Federal Bureau of Investigation, Washington, D.C. 12

POLICING A CITY HALL DEMONSTRATION, by Carl Ravens, Assistant Chief, Police Department, New York, N.Y. 16

"COMBINING RESPECT FOR THE LAW WITH CONCERN FOR OTHERS." Graduation of the 104th Session of the FBI National Academy. 24

PRESIDENTIAL AUTHORITY TO AUTHORIZE INVESTIGATIVE TECHNIQUES IN FOREIGN INTELLIGENCE INVESTIGATIONS, by Gary M. Laturno, Special Agent, Federal Bureau of Investigation, Washington, D.C. 27

WANTED BY THE FBI 32

#### THE COVER

A graduating recruit officer of the Honolulu Police Department receives an impromptu commendation from her young son. Photo by Arthur K. Colombes, free lance, "Honolulu Star-Bulletin."



### Message from the Director . . .



IN A VERY FUNDAMENTAL SENSE, THE POLICEMAN symbolizes constituted authority and, to most citizens, is the personification of the law at work. Thus, when a law enforcement officer is murdered in the performance of this role, the significance far transcends the tragic loss of a faithful public servant. In full measure, the murderous act strikes at the foundations of a lawful society with profound and far-reaching effects that touch the lives of every law-abiding citizen.

Last year, 129 local, county, State, and Federal law enforcement officers were feloniously slain in the line of duty. On the average, over 100 officers each year have met death at the hands of criminals, deranged persons, and extremists over the past decade. This toll is intolerable and presents a challenge of the most serious magnitude to our profession.

Police killers do not conform to any set pattern. They come in a broad range of identities and reside in inner cities, affluent suburbs, and rural areas throughout the country. Of 172 offenders identified in police slayings last year, 51 had no prior criminal record; 12 were juveniles; 2 were over 60 years of age; and 3 were women. The risk does not end with the tour of duty—18 officers were slain while in an off-duty status. Distressingly, the lethal weapon used in 19 instances was the victim officer's own.

Wearing a badge is inherently a hazardous calling. Although the very nature of police work demands that officers possess many qualities, two in particular are required in abundance—courage and compassion. To survive the perils of law enforcement, however, courage must be counter-

balanced with sound judgment and compassion must be tempered with due caution.

To prevail in dangerous encounters with potential adversaries—anticipated or spontaneous—the officer must possess the "edge." This vitally important police advantage is not easily won. It comes from proper training and periodic retraining; utilization of adequate and fully operational equipment; development and strict adherence to sound "survival" procedures; consistent exercise of good judgment; a high state of physical fitness; and, especially, from constant mental alertness. Carelessness and complacency have exacted a high cost in police lives. A moment's inattention, preoccupation, or imprudence on an officer's part can—and often does—bring swift death.

Recent studies have emphasized and experience has amply confirmed that the observance of several fundamental principles contributes to an officer's self-preservation. Certainly prime among these principles must be a determination to consider no arrest, enforcement function or police response as routine, and this, of course, includes the careful handling of prisoners and suspects in accordance with proper procedures. Important, too, are the principles of calling for assistance when necessary and before a crisis materializes; never substituting convenience or ease for personal safety; and choosing adequate protective cover when gunplay erupts or is imminent. While basic, these are, nonetheless, indispensable precepts that may be ignored only at grave risk.

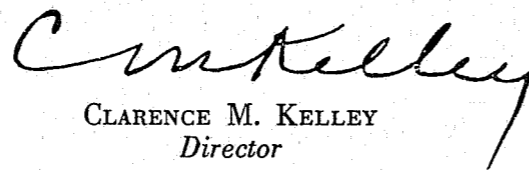
Currently, lightweight bullet-resistant protective apparel is being worn regularly throughout

## MESSAGE

---

the law enforcement community. I am gratified to learn that several instances have recently been reported where such equipment saved an officer's life or prevented serious injury. Although additional testing and evaluation remain to be conducted in regard to this equipment, developments in the field are encouraging and offer much promise—but no panacea.

Death patiently, but relentlessly, stalks the lawman as he carries out his many and complex responsibilities. Vigilance and professional competence are assuredly our greatest weapons of self-defense in countering this menace. Be alert—use good judgment—*practice* defensive law enforcement. Let us not give any would-be police killer a gratuitous opportunity to succeed.

  
CLARENCE M. KELLEY  
Director

JUNE 1, 1976

## Management Aptitude Program: The FBI Assessment Center

By  
ROBERT C. QUIGLEY  
Special Agent  
Federal Bureau of Investigation  
Washington, D.C.

In the past 6 years, modern personnel management concepts have swept into law enforcement agencies on the airstream of legal pressure and humanistic philosophy. Action taken in recruitment, selection, and promotion matters can no longer be hidden in the recesses of an agency's personnel department. Judicial hearings have clearly established that an employee has a right to know about avenues of opportunity within the organization and to expect that decisions affecting his or her career will be based on a variety of sources and categories of information relating to the job being performed.

### The FBI Career Development Program

The Federal Bureau of Investigation recognized the need to improve selection and promotion procedures and, in June 1974, after considerable

research and study, Director Clarence M. Kelley approved the establishment of a comprehensive Career Development Program which would include an assessment center to be developed by the FBI Training Division. The program was initiated to provide FBI Special Agents with a gauge for individual career planning as well as to stimulate and support management development within the organization. Written guidelines outlining available career paths were published, and the principle of obtaining and considering the views and observations of several qualified managerial-level employees in making decisions bearing on promotions was incorporated into the personnel system through the establishment of Career Boards in each FBI field division. A central Career Board was also constituted at FBI Headquarters in Washington, D.C., to coordinate these activities. While final decisions in personnel matters remain at executive levels, a major avenue of

input into the decisionmaking process has been opened to the various supervisory and managerial officials, below the executive level, through this board concept.

During the process of forming guidelines for the Career Development Program, it became apparent that in the past the identification of managerial talent and related decisions on promotions were based heavily on one factor—evaluation of job performance. While current performance should be an integral part of any process of identifying individuals to be promoted, it should not become the sole criterion of the process. Other informational elements, it was felt, could be used to complement job performance data and provide more appropriate behavioral observations for predicting potential and assessing aptitude for performing well in higher level positions.

Recent court decisions ruled that assessment centers can be utilized as a

basis in measuring employee management potential. This development

**"Recent court decisions ruled that assessment centers can be utilized as a basis in measuring employee management potential."**

added impetus to the search for means of establishing an expanded informational system on which promotional decisions can be based.

### The FBI Management Aptitude Program (MAP)

Director Kelley authorized the establishment of two levels for the assessment of personnel in the FBI Career Development Program. Both were to be developed and implemented by the Management Science Unit of the FBI Training Division.

The first assessment level was designed to provide information for identifying personnel with supervisory potential and, thereafter, to create a reservoir of potential supervisors for management's consideration in meeting future needs. The second level would provide aptitude data on personnel already in management positions for use during executive selection proceedings. To date, the first assessment level, that relating to assessing potential supervisors, is operational; however, the executive-assessment level is presently still in the planning stage.

In selecting a name for the dual-level program, the broad title of Management Aptitude Program (MAP) was selected as most appropriate.

To develop the supervisory-level assessment center, competitive bids were sought, and a contract was subsequently awarded through such bidding to Dr. William C. Byham of Development Dimensions, Inc., of Pittsburgh, Pa. Dr. Byham conducted a job analysis of the FBI supervisory

position utilizing an approach relating to critical incidents which occur during functions of this position. Through a lengthy process of indepth interviews with individuals already serving in these supervisory positions, a list of specific examples of critical incidents encountered on the job was prepared, documenting both successful and unsuccessful managerial behavior in confronting them. These incidents were categorized as "dimensions of behavior," and in December 1974 all FBI supervisory and management personnel were asked to rank the dimensions according to their perceived importance and observability on the job. Dimensions of behavior are defined as attributes and skills

identified as necessary for successfully performing functions of a particular position or level of management. Those dimensions rated as most important to properly performing the position to be assessed in MAP, yet least observable during regular job performance, were selected as MAP dimensions. All told, 20 dimensions were identified, and 19 of them were selected as skills and attributes to be looked for in assessing MAP participants.

When the supervisory job analysis was completed, an internal analysis of FBI investigative positions was initiated and completed. The results of these job analyses are being utilized as a basis to restructure the entire

## Police Use of Assessment Centers

During recent years, the use of the assessment center method has gained increasing acceptance among police departments as a management tool.

The use of these centers is not a new concept. The basic principles are believed to have originated at Harvard University, Cambridge, Mass., in the 1930's. An early version of the assessment center method, referred to as the "Extended Interview," was used by the British police service in the past. Police in the United Kingdom now use the assessment center method to select candidates for command schools.

In the United States, assessment centers are currently operative in police departments in Kansas City, Mo., and at Rochester and New York, N.Y. In the recent past, assessment centers were used as aids in selecting a police chief in Portland, Oreg., and a deputy police chief in Omaha, Nebr.

Assessment centers are also utilized today as part of the management selection process in several private industries. As the assessment center method's value becomes more widely known and accepted, its use is expected to correspondingly increase.

FBI performance appraisal system. Also, as a byproduct of these studies, our job classification criteria has moved from the previous one of merely describing a job and the duties it entails to a new one of identifying key personnel aptitudes required for success in various positions.

### MAP Exercises

The FBI assessment center became operational in February 1975, with all phases being conducted at the FBI Academy. The simulations utilized to elicit behavior from personnel participating in MAP supervisory-level assessments are based on the 19 personnel dimensions previously ascertained as desirable in filling supervisory positions satisfactorily. Although every dimension is not evaluated during each exercise, each series of individual and group exercises includes actions designed to produce observable data bearing on the various dimensions.

MAP utilized the following exercises:

1. *Background Interview*—A structured interview designed to elicit the personal history, current accomplishments, and future goals of the interviewee.

2. *Management Problems*—A leaderless group discussion with no assigned roles. Participants submit recommended solutions to assigned problems within a specified time.

3. *National Executive Council*—A leaderless group discussion with roles assigned to participants in a hypothetical "National Executive Council." Each must allocate funds and make other judgments on a variety of conflicting proposals within a specified time. This exercise is videotaped.

4. *Press Conference*—Each participant must make a formal presentation of a final recommendation of the "National Executive Council" and answer questions posed by simulated news

media representatives relating to the recommendation. This exercise is videotaped.

5. *Interview Simulation*—Each participant assumes a supervisory role in a planned interview of a "problem" employee.

6. *Analysis Problem*—Each participant, acting as a consultant, is requested to analyze data, make written recommendations and, thereafter, support them in an oral interview.

7. *In-Basket*—Each participant, playing the role of a State government executive, is asked to handle an accumulation of letters, notes, requests, et cetera, found in a simulated in-basket. There is a time limit on this exercise.

While the MAP exercises are closely related to functions of a supervisory position, they are not simulations relevant to actual FBI operations. MAP uses exercises simulative of functions and operations of supervisory positions in other public agencies in order to provide each participant with an equal opportunity, thereby eliminating any possible bias in evaluation which could occur if knowledge of FBI policy, rules, and procedures would be advantageous and/or necessary for reaching solutions. This is not to say that such knowledge is unimportant, but rather that it is more appropriately measured through actual job performance rather than by assessment center exercises. The exercises participants take part in do contain opportunities for expressing behavior characteristic of job-related performance. Also, no attempt is made to fool or outwit the participants. Participants have evidenced little difficulty in adapting to these nonlaw enforcement simulations.

### MAP Assessors

As a matter of policy, MAP assessors used in connection with supervisory-level assessment exercises must

be two grade levels above the highest grade of any participant. Most FBI assessors are in management-level positions of "Assistant Special Agents in Charge" of field divisions.

A 5-day training program is afforded to the selected assessors. This provides each with up-to-date executive-level training in key principles of management with emphasis on personnel management. Assessors participate in each MAP exercise, enhancing their own management techniques and perspective through the experience. They learn of the methodology employed in developing the MAP dimensions and the MAP exercises. Specific training is given in observing, eliciting, and recording management behavior, and each is briefed on the MAP evaluation and rating procedures. Assessment policy, with regard to the overall Career Development Program, is

**"The key element in successful assessor training is emphasizing the need to separate observations and evaluations in assessing participants."**

discussed and feedback procedures are outlined.

The key element in successful assessor training is emphasizing the need to separate observations and evaluations in assessing participants. It is pointed out that it is essential that the assessor immediately record his observations, postponing any evaluation of dimensions until the conclusion of the exercise. It is mentioned to them that these evaluations will be further screened during proceedings leading to the final assessor group evaluation.

It is the intention of MAP to provide these functional managers who serve as assessors with a new and exciting management experience while enlisting their assistance in preparing responsible evaluations of the

participants' managerial potential. The success of MAP is directly related to the level of commitment of the assessors as they provide the vital communication link as to whether implementation of the Career Development Program will be successful.

The following narrative statements were made by various assessors in response to the question, "What surprised you most about the program?"

- "how all assessors realized the responsibility and obligation to the assessees."
- "the intensity of the program."
- "the close correlation of ratings by individual assessors."
- "the exercises were able to extract as much information as they did concerning the assessees."

In response to the question, "How have you been changed by the experience?" the following answers were typically recorded:

- "increases one's capability to recognize a subordinate's abilities."
- "a more definitive approach to evaluation."
- "will probably now more consciously recognize dimensions on

the job."  
—"provided insights into interviewing."

A total of 38 assessors were utilized during the first year of the MAP operation. Six were involved in each session's assessment phase.

#### MAP Process

For the participant in the MAP program, the entire process consists of three distinct phases—assessment, supervisory training, and the feedback process.

The MAP is of 10 days duration for each participant. All MAP phases take place at the FBI Academy at Quantico, Va.

#### Assessment

During the first 3 days, the participant is involved in the assessment phase. During this time, the assessee performs in the MAP exercises and is observed by the specially trained assessors. The assessors are alert to observe specific behavior in each exercise. A rotating schedule is utilized to insure that the assessee is observed by at least three assessors during as-

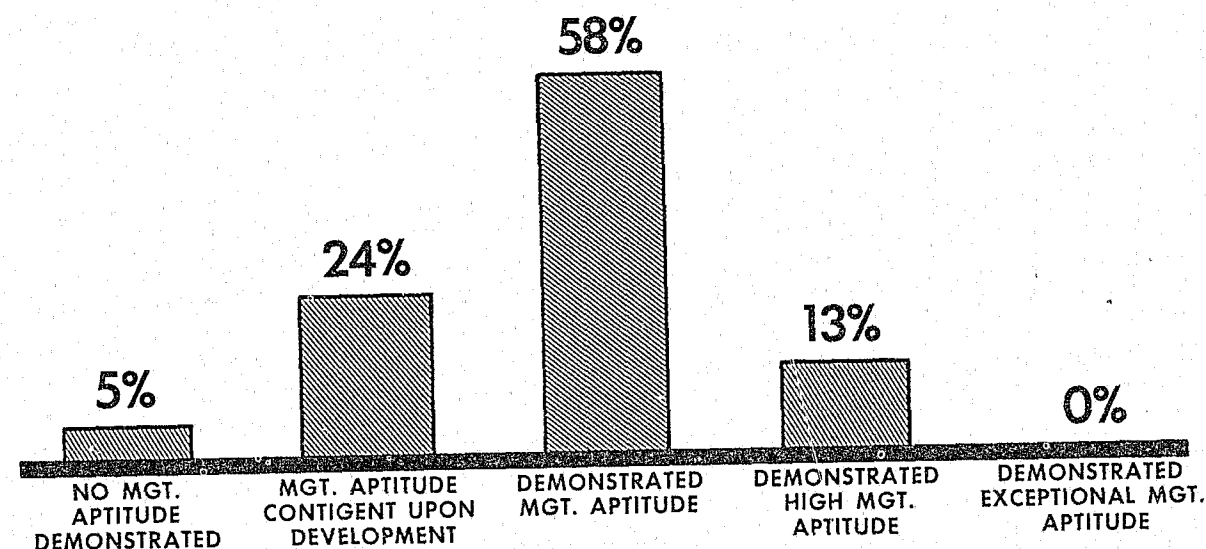
essment exercises. Although competition is a factor in some of the MAP exercises, the participants are cautioned that their behavior is not being rated on a competitive basis but rather on the degree to which the dimension of behavior is displayed during the exercise. The assessor utilizes highly structured rating forms when recording behavioral observations.

#### Management Training

On the fourth day, the participant begins a 5-day management training program. This course includes instruction in the following management areas: nature and importance of management; management patterns; organizational behavior; motivational dynamics; leadership; administrative communications; and problem solving and decisionmaking.

While the participants attend the management training phase of MAP, the assessors meet to discuss each participant. It is important that the assessors discuss the participants one at a time at the completion of all exercises to avoid a "steamroll" bias toward certain participants. It is also essential that the assessors limit their discus-

## DISTRIBUTION OF MAP PARTICIPANTS BY CATEGORY DURING FIRST YEAR OF OPERATION



MAP managerial potential profiles differentiate participants by narrative categories while the numerical rating of each measured dimension provides finer discrimination within categories.

sions to observed behavior and not to the process which was observed.

In reviewing each individual's actions, only those assessors who observed the specific individual's behavior in the exercises participate in the group discussion. Each assessor, in turn, presents specific instances of behavior which he observed in the exercises, using the following numerical rating system:

- 5=A great amount of the dimension observed.
- 4=Quite a lot of the dimension shown.
- 3=A moderate amount of the dimension shown.
- 2=Only a small amount of the dimension shown.
- 1=Very little of the dimension shown.
- 0=No opportunity to observe the dimension.

Each assessor in the group can question the quantity or quality of the observed behavior. After all assessors have reported on behavior, each assessor gives a numerical rating to each of the 19 dimensions and communicates them to the group. This

*"To be selected for assessment, participants have to have evidenced high performance standards and expressed an interest in advancing to administrative management positions."*

interchange among assessors is specifically to insure that all elements of the final rating are based on factual observations. The validity of the assessment process is particularly dependent on the frank discussion of observed behavior by the assessors.

After a numerical rating profile has

been established, each assessor carefully reviews each dimension in an attempt to formulate a general profile of the participant. In this regard, two words become crucial—"aptitude" and "demonstration." Aptitude is the assessed potential to successfully perform the supervisory-level function, and demonstration is the participant's specific activity in conveying his aptitude. A final narrative rating of the participant is contained in the synopsis of the MAP report and it will conform to one category in the following series: demonstrated exceptional management aptitude; demonstrated high management aptitude; demonstrated management aptitude; demonstrated management aptitude contingent upon development; or did not demonstrate management aptitude.

The MAP report is *not* a measure of *current* performance but is rather a record of a participant's *demonstra-*

### Management Assessment Program (MAP)

#### Dimensions

(Attributes and skills identified as necessary for successfully performing functions of a particular position or level of government.)

#### Personal attributes

Motivation  
Initiative  
Work standards  
Stress tolerance  
Tenacity  
Independence  
Decisiveness  
Personal commitment

#### Administrative skills

Judgment  
Planning and Organizing  
Delegation  
Problem analysis  
Management control

#### Interpersonal skills

Leadership  
Sensitivity  
Flexibility  
Oral presentation  
Oral communication  
Written communication  
Reading Speed and Accuracy\*

\*Not specifically assessed during present MAP assessment process.

tion of aptitude for a supervisory position.

### Feedback Process

The final 2 days of the MAP process consist of activity relating to two forms of feedback. First, there is the participant's feedback interview with the MAP administrator based on the final report. Second, there is peer feedback gained through a videotape replay of a group discussion exercise.

The interview with the MAP administrator focuses on the assessors' consensus of the participant's managerial strengths and weaknesses. Suggestions for further personal development are discussed laying the basis for an individual drawing up his own development plan for the future.

Although the participant does not receive a copy of his MAP report, he has the opportunity to review the entire report and makes notes on its con-

tents during the feedback interview. In addition to initialing the report, the participant is afforded the opportunity to furnish his own personal observations and comments.

It is noteworthy that the FBI's MAP process fulfills the requirements considered basic to operating an effective assessment center. These include:

1. The dimensions assessed are established through analysis of relevant job behaviors.
2. Using simulations as exercises.
3. Using multiple assessment exercises.
4. Using multiple assessors.
5. Distinguishing behavior observation from behavior evaluation.
6. Pooling judgments as the final basis for evaluation.

### Selection for Assessment

Projected management-level needs

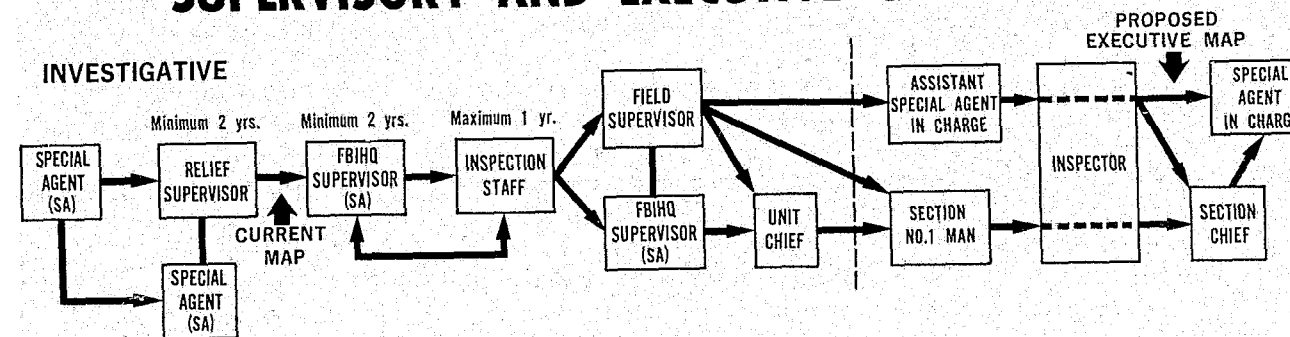
of the FBI, as a result of the provisions of Public Law 93-350, provided an impetus for the prompt development of criteria to select candidates to participate in MAP. This law, a 1974 amendment to the Law Enforcement Retirement System, requires that all investigative employees age 55 or older who have completed at least 20 years of service be retired as of January 1, 1978. Current forecasts indicate that more than 400 FBI managers will be in this category for mandatory retirement on or about this date. This prospective loss will create a large number of supervisory vacancies to be filled by other Special Agents who are qualified for supervisory positions.

To be selected for assessment, participants have to have evidenced high performance standards and expressed an interest in advancing to administrative management positions. Once MAP participants have been favor-

Six assesseees are pictured participating in a live-group exercise which is being videotaped. The videotape is utilized during the management training segment to provide peer evaluation and feedback. Trained assessors are also present (but not pictured), and they observe behavior of participants during the exercise.



## SUPERVISORY AND EXECUTIVE CAREER PATH



The mainstream career path for FBI investigative personnel interested in administrative advancement. The supervisory level of the Management Aptitude Program (MAP) is operational while the executive-level assessment center is in the planning stage.

ably assessed as possessing management potential, they become a part of the management inventory from which supervisory vacancies will be filled in the future. It is anticipated that once the critical promotion needs of the FBI have been satisfied, and a substantial reservoir of personnel with management aptitude has been established, the MAP process will be utilized as a basis for developmental counseling for those who have an apparent need for such and request attendance at MAP.

### MAP Participants

During the first year of operation, 100 Special Agents completed the assessment process. Participants averaged 35 years of age with almost 7 years service in the FBI. While males representing minority elements have been assessed, no female Special Agents have yet participated in the MAP process. This is not unusual, as the senior female Special Agent in the FBI has less than 4 years of experience in that capacity.

Final MAP reports contain a narrative statement of overall management aptitude in addition to numerical ratings of each dimension. The follow-

ing distribution shows how the participants scored by percentage in final narrative ratings during the first year of MAP operations:

- 0 percent—Demonstrated exceptional management aptitude.
- 13 percent—Demonstrated high management aptitude.
- 58 percent—Demonstrated management aptitude.
- 24 percent—Demonstrated management aptitude contingent upon development.
- 5 percent—Did not demonstrate management aptitude.

Lack of participants in the top category has not been a cause of concern to the organization. It is not uncommon for an assessment program to function for a long period of time without a participant achieving results leading to his inclusion in this category. It is a goal capable of achievement and generally occurs when exceptional personnel are assessed and assessor skills reach full maturity.

When the assessors evaluate an individual as having "high management aptitude" (13 percent rated this evaluation), it reflects an excellent managerial profile with most employee management potential characteristics

rated substantially above the MAP norm. While these participants have shown superior aptitude, it is an evaluation of 3 days' performance in management simulations and should also be contrasted with the skills observed "on the job" for a true evaluation.

Slightly more than one half of the participants (58 percent) were scored in the category of "demonstrating management aptitude." Since this category evidences the norm of the program, a prediction of successful performance as a supervisor and not merely average performance, it is heartening to the organization to note the substantial proportion of the assesseees in the category.

Although 24 percent of the participants evidenced managerial deficiencies requiring development, the participants in this category generally accepted the MAP evaluation as an indication of the development they should attain prior to advancement within the organization. The vast majority of the participants in this category have undertaken aggressive development programs in concert with the recommendations of their superiors in order to prepare themselves properly for future advancements. Some of the areas needing de-

velopment can be self-corrected while others require organizational assistance. There is no doubt that an organizational responsibility exists to assist an individual insofar as possible to correct any shortcomings subsequent to a MAP evaluations pinpointing of managerial deficiencies. It also makes sound management sense for an organization to contribute to the development of those who are being considered for advancement and have demonstrated a basic management aptitude through assessment proceedings.

Those participants who did "not demonstrate management aptitude" (5 percent) present a unique challenge to the organization. Their managerial deficiencies are assessed as deep rooted and requiring substantial organizational resources to effect any behavioral modification. These participants were chosen primarily based

on their excellent investigative performance, and every effort is made to insure their continued high level of performance in this respect. Developmental activities are available to increase competence in investigative skills and particular areas of technical proficiency. Various incentives are under consideration to spur continual motivation for the career investigative Special Agent who is not interested in, or assessed as unqualified for, managerial advancement.

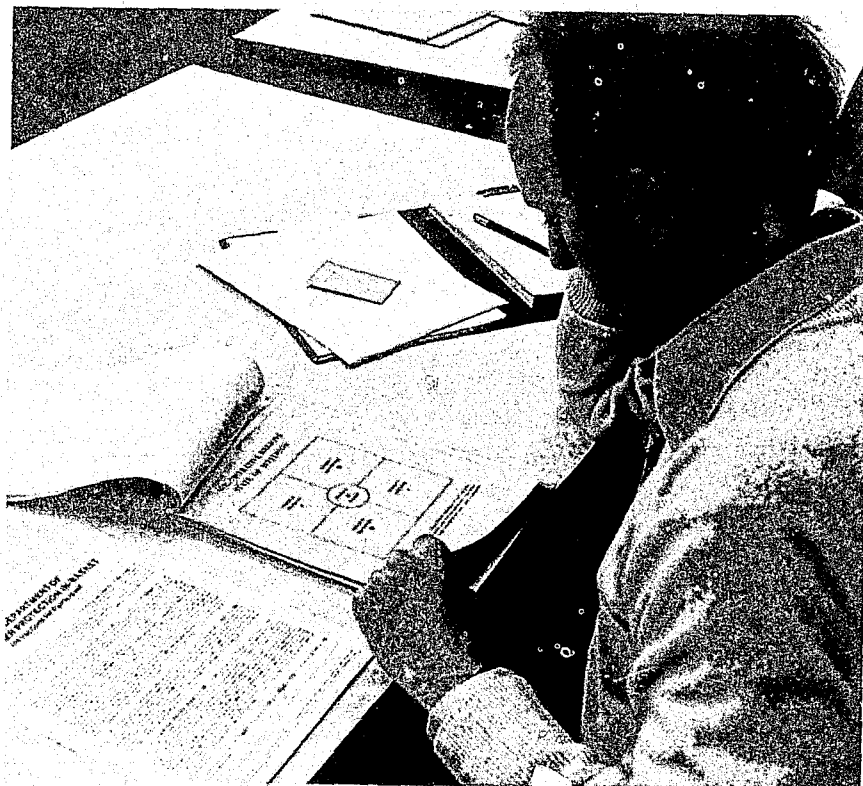
#### Statements of Participants

The following narrative statements were made by a number of the participants in response to four important questions:

1. What surprised you about MAP?

—"did not coincide with any of my experiences in the FBI to date."

MAP participants engaged in managerial simulations during the 3-day assessment phase. Some exercises, such as the management in-basket, are individual projects while others measure interrelating skills in a group atmosphere.



—"more difficult than anticipated."  
—"the educational value. Found program to be difficult, challenging, but fair."

—"that assessors were able to see me as well as they did in 3 days. I don't feel they missed much, an excellent job."

—"intensity of the evaluation phase of the program."

—"expected more stress."

2. What kept you from performing better in the MAP exercises?

—"items not work related."

—"some 'act' better than others."

—"lack of background in management concepts."

—"performance may have been different in real life situation, but that's not to say it would have been better."

3. What effect will MAP results have on your career over the long run?

—"through self-analysis of the evaluations, guidelines are furnished for self-improvement, thereby enhancing possibilities for advancement."

—"helped me realize my capabilities and hopefully will aid me in future advancement."

—"more equal comparison with others rather than 'chance' factor of being in right place at right time."

—"expect to use the results as a guide to more fully develop myself. As a better rounded individual, should be more desirable as a manager."

4. What have you accomplished by participating in MAP?

—"learned a great deal as to what is expected in management. Have also determined what is needed to improve myself."

—"took a chance when others would not, probably lost as a result. Have a better idea of what others think I need to be a successful manager."

—"achieved that needed boost or incentive to more fully develop myself. Now fully believe I can make it in management. Assessor evaluation has provided me with confidence needed."

—"forced me to consider that my deficiencies regarding management aptitude are more substantial than I would have thought."

—"constructed a written roadblock to my advancement which will have to be overcome by on-the-job performance."

Participants have recommended that final MAP reports should not be valued as more than 40 percent of any final promotional decision. Others observe that, since assessment is an expensive and valuable process, it would be unrealistic to allow the MAP profile to amount to less than 20 percent of any final evaluation. Field division Special Agents in Charge currently have the prerogative of assigning a weight they feel is appropriate to the MAP profile when considering personnel for promotion, subject to review by the FBI Headquarters Selection Board.

#### Summary

A proper selection and promotion process should encompass many considerations. These should include a measure of current job performance, a forecast of future anticipated performance, profiles obtained from assessment action, results of oral interviews, as well as other considerations such as knowledge and expertise, appearance, and other factors deemed pertinent to attaining a reasonably true evaluation of an individual.

Successful implementation and acceptance of the MAP process within the FBI's Career Development Program has enabled the FBI to furnish its decisionmakers with a profile of

supervisory-level managerial talent which, when used in conjunction with predictive evaluations based on job performance, can provide a sound basis for future promotional decisions. Not only have the informational elements of the FBI promotion process been improved, but they have been revealed to the employees. Special Agents are aware of the criteria for

*"Research indicates that there is no absolute correlation between investigative performance and supervisory performance."*

successful performance at the next promotional level and can plan developmental activities accordingly.

Research indicates that there is no absolute correlation between investigative performance and supervisory performance. Allowing lower level performance appraisals to be the only element comprising a promotional system produces a weak system. Possession of necessary information is a prerequisite for good decisionmaking, and MAP reports not only furnish

well documented behavioral profiles but stimulate appropriate documentation of the management aptitude of employees by other elements of the decisionmaking process.

The effectiveness of a promotional program is best measured not so much by the number of highly qualified persons it ushers into the arena of managerial responsibility, but rather by the accuracy with which it excludes those who are performing in superior fashion in their current positions but who would become personifications of the so-called "Peter Principle" if promoted. Overall organization effectiveness must be paramount in making promotional decisions regarding personnel. A program such as MAP, with measurable and challenging job-related exercises and activities, as well as an opportunity for obtaining open and honest feedback comments on the results, meets the current supervisory promotional assessment needs of the FBI and provides the basis for later studies on whether employees assessed as possessing managerial aptitude measured up to expectation when promoted to management positions. ®

### FBI National Academy— Significant Statistics

Total graduates.....	9,911
Graduates still active in law enforcement.....	6,207
Graduates who are currently heads of agencies... 1,118	
Chief of police.....	838
Sheriffs.....	160
State police commanders.....	17
Other top executives.....	103
Graduates from U.S. territories and possessions... 98	
Foreign graduates (representing 56 countries).... 397	

(Figures are tabulated through the 104th Session graduation on March 18, 1976.)

**END**

*7 dots/m*