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EVALUATION REPORT
POLICE EXECUTIVE DEVELOPMENT INSTITUTE
(POLEX)

Presented to:
Police Executive Development Institute
The Pennsylvania State University

Prepared in the Effort to Pretest
the Evaluation Methodology by:

Mark T. Shanley
James G. Ross

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EXECUTIVE SUMMARY

This evaluation of a single off-campus POLEX course shows that, not only did trainees leave the course with specific intentions (action plans) to use what they learned, but they also tried to put these intentions into practice in the months immediately following training and generally succeeded in doing so. In a follow-up survey of seventeen graduates, trainees reported 84 new behaviors related to action plans, an average of 4.5 new behaviors per trainee. Trainees also attempted other behaviors not related to action plans. They reported a total of 29 of these behaviors, an average of 1.7 per trainee. Five trainees tried at least three additional behaviors. The most common behaviors related to action plans involved revision of departmental written communications, revision of case reporting forms and procedures, and establishment of "vertical slice" groups within the department. Behaviors not related to action plans were evenly divided among fifteen different behavior types. Nearly half of all new behaviors consisted of trainee contacts with the chief or some other superior to secure approval for implementing action plans.

These efforts led to a variety of outcomes and several behaviors had multiple outcomes. The outcomes that trainees most frequently reported were: obtaining useful information and facilitating further implementation efforts through the support of superiors and subordinates. Most superiors were receptive to trainee action plans, although this did not always lead to successful implementation of the plans. Trainees generally viewed the results of their new behaviors as positive, whether or not they succeeded in full implementation of their plans. They judged the impacts of their actions as negative when superiors reacted negatively to action plans from the start or when supervisors abandoned their initial support for implementation.

Nearly all (15) trainees reported problems in implementing action plans, with the average trainee reporting 2.6 problems of any kind. Only one trainee reported more problems than behaviors. The most common problem was getting enough time away from regular duties to work on action plans.

Trainees also underwent changes that did not result in new behaviors. They most commonly reported the following non-behavioral changes: they better saw management's perspective in departmental activities, they became more sensitive to the need for increased information in management decision-making, they became more sensitive to the need for participation in departmental and unit decision-making, and they became more rigorous in their thinking on the job.

Some trainees (9) planned new behaviors as a result of the course that they had not yet implemented. Trainees reported nineteen planned behaviors. Two trainees accounted for ten of them. The relatively low level of planned behaviors indicates that trainees had largely satisfied their initial implementation

objectives, but that some types of behaviors still involved multiple tasks and and required additional time for full implementation.

Trainees were generally satisfied with the course and with course instructors. Of the eleven who suggested changes, six recommended that the course be lengthened. Five thought that the course and its exercises should be made more relevant to the needs of trainees from smaller departments.

All but one of the trainees thought that the action plan exercise and follow-up were useful, both to trainees and to the POLEX program. Writing action plans got trainees more involved in the course, forced them to think more about implementation of course contents, and made them more specific about how to apply course contents to their actual job situations. Expectations of a follow-up motivated trainees toward implementation, reminded them to work on their action plans, and made them feel more accountable for at least trying to implement their plans. Trainees also thought that the evaluation results would provide POLEX with useful information in improving future course offerings.

This pretest of the Action Plan Follow-Up Approach was conducted to test its feasibility and usefulness as a vehicle for evaluating police management training programs. It has shown some of the potential ways in which the action plan exercise can be conducted, the follow-ups completed, and the results analyzed and interpreted. All of these things could have been done in other ways. Had the evaluation approach involved other elements, the conclusions might have been somewhat different.

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INTRODUCTION

This report is an evaluation of a single offering of the Pennsylvania State University's Police Executive Development Institute (POLEX). The two-week course was conducted in Bucks County, Pennsylvania, in the first half of November 1979. The staff of the POLEX program is the exclusive intended audience for this report. This was the understanding with which the evaluation was initiated: the evaluation is the property of the POLEX program, unless it chooses to make the information available to a wider audience.

The course was evaluated by Macro Systems, Inc., as part of the National Evaluation Program Phase I Assessment of Police Management Training Programs (Contract #J-LEAA-021-88). The evaluation effort was undertaken to test the usefulness of the Action Plan Follow-Up Approach (APFUA) as an evaluation tool for these types of programs and to fine tune specifics of the approach. The Action Plan Approach was implemented in two phases. First, trainees completed a personalized action plan at the end of the course. This plan consisted of one or more action items, i.e., specific activities that trainees would like to try upon returning to their departments. Second, the evaluators telephoned trainees after two months and interviewed them about the extent to which they had been able to implement their action items, or any other new behaviors, as a result of the course. The follow-up interviews started two months after the end of the course and were completed in late January 1980. Nineteen trainees out of twenty-one attending the course completed an action plan. Seventeen of these nineteen trainees were reached during the follow-up interview period. During the course of the interviews, which generally lasted 30-40 minutes, trainees were asked:

- o What behaviors they had implemented that were related to their action items
- o What behaviors they had implemented that were not related to their action items but could still be considered as course-related behaviors
- o What behaviors they planned to implement in the near future
- o What results they achieved in implementing new behaviors
- o How they judged the impact of their new behaviors on the department
- o What problems they encountered in implementing new behaviors
- o What behaviors they planned to implement in the near future
- o What non-behavioral changes they had noticed in themselves

- o How they would like to see the POLEX course changed
- o Whether they thought that the action plan or the follow-up exercises were useful to trainees, their superiors, or the program

The information obtained from these interviews forms the basis for the exhibits and descriptions that follow. The information obtained in follow-up interviews can be structured in several ways. The particular manner in which follow-up data have been organized below stems from the evaluators' desire to answer a series of evaluation questions that were agreed upon before the course. These questions are listed immediately below.

1. To what extent do end-of-course intentions lead to implementation of these new behaviors?
2. To what types of new behaviors do these intentions lead?
3. Does the course result in new behaviors other than those expressed in the end-of-course intentions?
4. What types of new behaviors are implemented other than those expressed in the end-of-course intentions?
5. To what extent do changes in trainee behavior result specifically from end-of-course intentions?
6. What types of impacts do these new behaviors have on trainees' agencies?
7. Do trainees judge the impact of these new behaviors as positive, negative, mixed, or uncertain?
8. To what extent have trainees encountered major problems in implementing new behaviors?
9. What types of problems have they faced?
10. Does the course result in a high level of non-behavioral changes and planned behaviors relative to new behaviors?
11. What types of non-behavioral changes and planned behaviors does the course produce?
12. Which aspects or parts of the course (defined in terms of natural substantive groupings) are reflected in changes in trainee job behavior?
13. How broad is the influence of aspects or parts of the course upon later behavior?
14. Which aspects or parts of the course have the deepest influence on later behavior?

15. Which aspects or parts of the course yield the greatest number of positive impacts on the trainees' agencies?
16. Which aspects or parts of the course lead to problems in implementing new behaviors?
17. What types of changes do trainees recommend for the overall course?
18. Do trainees place a value on the Action Plan Follow-up Approach?

This report is divided into eighteen sections corresponding to each of the questions listed above. In each section, the question is stated, a brief description of the answer is given, and the reader is then referred to the appropriate exhibit for a full graphic description of the follow-up data, organized to answer the question. The exhibits in the report consist of sixteen matrices specifically designed to answer one or several of the evaluation questions. In addition to the exhibits, there are also two appendices. Appendix 1 consists of seventeen matrices containing follow-up results for each individual trainee. Appendix 2 is the syllabus for the observed POLEX course.

QUESTION 1. To What Extent Do End-of-Course Intentions Lead to Implementation of New Behaviors?

The answers to this question can be found in Exhibit 1 by looking at column six, which indicates the ratio of new behaviors related to action items to action items, both for trainees individually and for the class as a whole. Each action item generally led to the implementation of two new behaviors. Only four action items out of a total of 41 failed to lead to any new behaviors. For individual trainees, the ratio of behaviors related to action items to action items ranged from 3.5:1 to .333:1. Overall, 78 new behaviors were implemented that were directly related to the 41 action items developed by trainees.

On the basis of these results, it can be said that end-of-course intentions, expressed as action items, led to the implementation of new behaviors at a ratio of two to one. This indicates that trainees were realistic in choosing action items. It also indicates that the course materials were amenable to post-program implementation because action items were generally developed from materials covered in the POLEX program. The extent of implementation is belied, however, by the quality of the behaviors reported. Nearly half (36) of reported behaviors related to action items involved discussions with the chief or some other superior to obtain authorization for some additional implementation activity, often the activity around which the action item was developed. Even if discussions with the chief or some other superior are excluded, the ratio of behaviors related to action items to action items is still approximately one to one.

Related to this, the extent of implementation is also belied by the uneven distribution of new behaviors related to action items. Five of seventeen trainees reported only one new behavior per action item. In each of the cases, new behavior consisted solely of discussions with the chief and no additional implementation activity.

EXHIBIT I
 NEP/Police Management Training
 NEW BEHAVIORS REPORTED BY TRAINEES

Participant	1	2	3	4	5	6		7	
	Number of Action Items	Number of Behaviors Related to Action Items	Number of Other Behaviors	Total New Behaviors	Percentage of Action Items Leading to New Behaviors	Number of Behaviors Related to Action Items/Number of Action Items		Number of Behaviors Related to Action Items/Total Number of Behaviors	
1	1	2	4	6	100%	(2/1)	2:1	(2/6)	1:3
2	2	7	1	8	100	(7/2)	3.5:1	(7/8)	7:8
3	2	4	3	7	50	(4/2)	2:1	(4/7)	4:7
4	2	6	0	6	100	(6/2)	3:1	(6/6)	1:1
5	5	15	4	19	100	(15/5)	3:1	(15/19)	15:19
6	1	1	1	2	100	(1/1)	1:1	(1/2)	1:2
7	3	3	2	5	100	(3/3)	1:1	(3/5)	3:5
8	4	4	0	4	75	(4/4)	1:1	(4/9)	1:1
9	2	5	0	5	100	(5/2)	5:2	(5/5)	1:1
10	3	3	0	3	100	(3/3)	1:1	(3/3)	1:1
11	3	8	2	10	100	(8/3)	8:3	(8/10)	4:5
12	2	2	5	7	100	(2/2)	1:1	(2/7)	2:7
13	3	1	4	5	33	(1/3)	1:3	(1/4)	1:4
14	1	2	1	3	100	(2/1)	2:1	(2/3)	2:3
15	2	4	1	5	100	(4/2)	2:1	(4/5)	4:5
16	4	7	0	7	100	(7/4)	7:4	(7/7)	1:1
17	1	4	1	5	100	(4/1)	4:1	(4/5)	4:5
TOTAL	41	78	29	107	90%	(78/41)	2:1	(78/107)	78:107

EXHIBIT 2
NEP/Police Management Training
TYPES OF BEHAVIORS
RELATED TO ACTION ITEMS

QUESTION 2. To What Types of Behaviors Do End-of-Course Intentions Lead?

The answers to this question can be found in Exhibit 2, which indicates the types of reported trainee behaviors that were related to action items. Because there was no prearranged set of categories by which to classify reported behaviors for the POLEX course, a grouping was developed according to the way in which behaviors were naturally arranged. The classification scheme chosen indicates the focus of behaviors, the objectives trainees were pursuing in implementing specific behaviors. The topics in this scheme are similar but not equivalent to the major topics and points of interest covered in the POLEX course, a fact that can be determined through a comparison of Exhibit 2 with the POLEX syllabus appended to this report (Appendix 2). Other classification schemes could have been chosen. An example of an alternative classification scheme can be seen in Exhibit 3, which groups the actual activities reported, regardless of the objectives trainees were pursuing in implementing these activities.

As can be seen from the exhibits, trainees implemented five general groups of behavior types that were related to action items: revision or reorganization of specific departmental activities; promotion of increased participation in departmental decision-making; preparation and circulation of information to superiors, subordinates, and co-workers; improvement of subordinate attitudes and performance; and introduction of improved police practices into the department. All but the last of these general types of new behaviors are directly related to the materials covered in the POLEX course.

<u>Types Of Behaviors</u>	<u>Number Of Behaviors Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I. Revised Or Reorganized Specific Departmental Activities</u>		
1. Developed a departmental reorganization plan	7	2
2. Revised the department's written communication system	13	4
3. Introduced the "concurrence/non-concurrence" directive form	8	2
4. Revised case reporting forms and procedures	10	2
<u>II. Promoted Increased Participation In Departmental Decision-Making</u>		
1. Established vertical slice groups	10	5
2. Attempted to implement MBO	5	3
3. Urged the Chief to delegate more authority	1	1
4. Promoted overall participation in department and unit activities	4	3
<u>III. Prepared And Circulated Information To Superiors, Co-Workers, And Subordinates</u>		
1. Discussed course materials and circulated them to the Chief and others in the department	3	2
<u>IV. Improved Subordinate Attitudes and Performance</u>		
1. Developed improved training programs	9	2
2. Attempted administration of the Profile of Organizational Characteristics	8	4
<u>V. Introduced Improved Police Practices In The Department</u>		
1. Attempted to implement safer speed zones	2	1
2. Attempted to institute a crime prevention unit in the department	4	1
Total	84*	17*

* On this and some subsequent exhibits, differences between totals given and those available on Exhibit 1 and Appendix 1 result from a slight overlap among categories employed.

EXHIBIT 3
NEP/Police Management Training
TYPES OF ACTIONS
REPORTED BY TRAINEES

<u>Types Of Actions</u>	<u>Number Of Actions Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I. Met With The Chief Or With Other Superiors</u>		
1. Generally discussed the course with the Chief	5	5
2. Discussed specific topics relating to the course with the Chief or with another superior	32	17
3. Submitted formal recommendations or draft documents to the Chief or to another superior	6	5
4. Prepared and presented a proposal to the Borough Council	3	2
<u>II. Collected Information</u>		
1. Reviewed manuals, forms, and other documents	12	6
2. Contacted other police agencies, outside groups, and expert individuals	5	4
3. Conducted formal information collection within the department	5	3
4. Conducted informal information collection within the department	1	1
<u>III. Worked Through Committees And Other Groups</u>		
1. Established committees and scheduled and conducted committee meetings	5	1
2. Established other groups	3	3
<u>IV. Analyzed Information</u>		
3	3	3
<u>V. Circulated Information</u>		
8	8	5
<u>VI. Changed Policies, Procedures, And Activities</u>		
1. Changed personal activities	8	6
2. Revised forms and procedures	5	3
3. Introduced new forms and procedures	6	4
Total:	107	17

QUESTION 3. Does the Course Result in New Behaviors Other Than Those Expressed in End-of-Course Intentions?

The answers to this question can be found on the individual trainee matrices, which list all reported trainee behaviors and differentiate between those behaviors related to action items and those behaviors not related to action items. Answers can also be obtained, without descriptions of specific behaviors, from Exhibit 1, especially column three, which lists, for individual trainees and for the course as a whole, the number of new behaviors not related to action items. As can be seen from Exhibit 1 and individual matrices (Appendix 1), twelve trainees reported some new behaviors not related to action items, although six of these twelve trainees reported only one of such new behaviors. Four trainees reported four or more new behaviors not related to action items. Overall, 29 new behaviors were reported that were not related to action items, 27 percent of all new behaviors reported.

QUESTION 4. What Types of New Behaviors Are Implemented Other Than Those Expressed in End-of-Course Intentions?

The answers to this question can be found in Exhibit 4, which shows a classification of the types of new behaviors implemented other than those expressed in action items, the number of behaviors reported in each type, and the number of trainees reporting each type of behavior. This classification is the same as the one employed earlier in Exhibit 2, with a few minor changes. The relationship between Exhibits 2 and 4 can be seen in Exhibit 5, which shows the same natural groupings analysis employed in the other two charts but for all new behaviors, whether or not they were related to action items. Although fewer behaviors were reported that were not related to action items than were those related to action items, there is still considerable overlap between the two groups of behaviors. This overlap indicates that, although some new behaviors not related to action items might be attributable to trainees' particular departmental situations, it is also possible that some non-action-item behaviors might have formed the basis for additional action items. This means that trainees either did not think of as many action items as was feasible to consider or else they were focusing too narrowly in developing their items and, consequently, overlooked other possibilities for implementing training materials.

EXHIBIT 4
NEP/Police Management Training
TYPES OF REPORTED BEHAVIORS
NOT RELATED TO ACTION ITEMS

<u>Types Of Behaviors</u>		<u>Number Of Behaviors Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I. Revised Or Reorganized Specific Departmental Activities</u>			
1.	Developed a departmental reorganization plan	1	1
2.	Revised the department's written communications system	1	1
3.	Changed unit property receipt forms	1	1
4.	Changed unit evidence collection procedures	1	1
<u>II. Promoted Increased Participation In Departmental Decision-Making</u>			
1.	Attempted to implement MBO	3	3
2.	Promoted overall participation in department and unit activities	2	2
<u>III. Prepared and Circulated Information To Superiors, Co-Workers, and Subordinates</u>			
1.	Developed a unit information flyer	2	1
2.	Held weekly information and discussion meetings in the division	1	1
3.	Discussed course materials and circulated them to the Chief and others in the department	3	2
<u>IV. Improved Subordinate Attitudes and Performance</u>			
1.	Attempted administration of the Profile of Organizational Characteristics	1	1
2.	Applied course principles in appraising subordinates	2	2
3.	Acted more "hard-nosed" to subordinates, as necessary	1	1
<u>V. Communicated More Frequently With Co-Workers</u>			
1.	Talked informally with co-workers and subordinates	2	2
2.	Solicited advice from co-workers on performance of duties	1	1
<u>VI. Introduced Improved Police Practices In The Department</u>			
1.	Attempted to change Borough road signs to safer "breakaway" signs	4	1
Total:		31	12

EXHIBIT 5(1)

NEP/Police Management Training

TYPES OF ALL NEW
REPORTED BEHAVIORS

<u>Types Of Behaviors</u>	<u>Number Of Behaviors Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I. Revised Or Reorganized Specific Departmental Activities</u>		
1. Developed a departmental reorganization plan	8	3
2. Revised the department's written communications system	14	5
3. Introduced the "concurrence/non-concurrence" directive form	8	2
4. Revised case reporting forms and procedures	10	2
5. Changed unit property receipt forms	1	1
6. Changed unit evidence collection procedures	1	1
<u>II. Promoted Increased Participation In Departmental Decision-Making</u>		
1. Established vertical slice groups	10	5
2. Attempted to implement MBO in the department	7	5
3. Urged the Chief to delegate more authority	1	1
4. Promoted overall participation in department and unit activities	6	5
<u>III. Prepared And Circulated Information To Superiors, Co-Workers, And Subordinates</u>		
1. Developed a unit information flyer	2	1
2. Held weekly information and discussion meetings in the division	1	1
3. Discussed POLEX and circulated POLEX information to the Chief and others in the department	6	4
<u>IV. Improved Subordinate Attitudes And Performance</u>		
1. Developed improved training programs	9	2
2. Attempted administration of the Profile of Organizational Characteristics	9	5
3. Applied course principles in appraising subordinates	7	3
4. Acted more "hard-nosed" to subordinates, as necessary	1	1
<u>V. Communicated More Frequently With Co-Workers</u>		
1. Talked informally with co-workers and subordinates	2	2
2. Solicited advice from co-workers on performance of duties	1	1

Types Of Behaviors

Number Of Behaviors Reported Number Of Trainees Reporting

<u>Types Of Behaviors</u>	<u>Number Of Behaviors Reported</u>	<u>Number Of Trainees Reporting</u>
<u>VI. Introduced Improved Police Practices In The Department</u>		
1. Attempted to implement safer speed zones	2	1
2. Attempted to change Borough road signs to safer "break-away" signs	4	1
3. Attempted to institute a crime prevention unit in the department	4	1
Total:	114	17

QUESTION 5. To What Extent Do Changes in Trainee Behavior Result Specifically from End-of-Course Intentions?

The answers to this question can be found in column seven of Exhibit 1, which shows the ratio, for individual trainees and for the class as a whole, of behaviors related to action items to the total number of new behaviors reported by trainees. This ratio for individual trainees ranged from 1:1 to 1:4. One trainee implemented fifteen new behaviors related to action items out of nineteen total new behaviors. As can be seen on Exhibit 1, over 71 percent of the new behaviors implemented by trainees resulted specifically from end-of-course intentions, expressed as action items. This conclusion is somewhat belied, in at least three cases, by the fact that trainees already intended to perform activities related to their action items before they began the POLEX course. This makes unclear the extent to which the activities of these trainees resulted specifically from action items and not from intentions that would have led to implementation even without the POLEX course.

QUESTION 6. What Types of Impacts Do These New Behaviors Have on Trainees' Agencies?

The answers to this question can be found on Exhibits 6 and 7. Exhibit 6 shows the reported outcomes of trainee behaviors, grouped among themselves; the number of outcomes reported; and the number of trainees reporting each outcome. Exhibit 7 shows the same outcomes but according to how they relate to the types of new behaviors implemented by trainees. It also shows the number of outcomes reported for each behavior type and the number of trainees reporting each outcome.

As can be seen on Exhibit 6, most of the outcomes reported by trainees relate to discussions with the chief or some other superior. This highlights what has already been mentioned--that the number of behaviors reported by trainees did not translate into a comparable number of tangible impacts on their departments but roughly half as many, with the remaining impacts largely concerned with how the chief accepted the trainees' ideas after the course. Possibly this is unavoidable, given the authoritarian structure of many police departments. It is possible though, that trainees might be exaggerating their reliance on superior authorization or focusing too narrowly on activities that require superior authorization to the possible exclusion of behaviors that might be implemented without such authorization in their own units, such as changes in personnel appraisal procedures or current unit practices. This indicates that the course should stress that trainees take advantage of implementation opportunities that do not require superior approval.

As can be seen from Exhibit 7, there appears to be no major difference in the impacts that trainees obtained in implementing different behavior types. When outcomes were arrayed against reported behavior types, 94 groups of outcomes were reported, and only nine of these groups consisted of three or more outcomes.

EXHIBIT 6(1)

NEP/Police Management Training
 OUTCOMES OF TRAINEES' ATTEMPTS
 AT IMPLEMENTING NEW BEHAVIORS

Type Of Outcome	Number Of Times Reported	Number Of Trainees
<u>I. Outcomes Related To Chief, Superior, And Subordinate Reactions To Implementation</u>		
1. Chief thought attendance at course was worthwhile	3	3
2. Chief agreed with suggestions and recommendations and authorized implementation activities	22	14
3. Chief agreed with suggestions but refused to authorize present implementation	10	5
4. Chief disagreed with suggestions and recommendations and refused to authorize implementation	6	3
5. Superior received and approved recommendations and agreed to pass them on to the Chief	1	1
6. Prepared presentations to Borough Council and subcommittees	2	2
7. Borough Council Members agreed with the recommendations and authorized presentation to the full Borough Council	1	1
8. Subordinates understood and were receptive to suggestions	6	5
<u>II. Outcomes Related To Information Collection And Committee Meetings</u>		
1. Useful information was obtained for implementation through personal information collection activities	15	6
2. Useful information was obtained for implementation through committee and group meetings	6	3
3. Useful information was obtained for implementation through completed surveys and forms	3	3
4. Completed surveys and forms indicated that the men misunderstood the forms, refused to cooperate, or did not take the forms seriously	1	1

EXHIBIT 6(2)

Types Of Outcomes	Number Of Times Reported	Number Of Trainees
<u>III. Outcomes Related To Implementation Products And Decisions</u>		
1. Further implementation facilitated	7	7
2. New and revised plans, manuals, and forms were developed	6	6
3. Committees were established	6	4
4. Committees decided on new implementation objectives	2	1
5. Decided that further activities were undesirable	4	4
<u>IV. Outcomes Related To Implementation Results</u>		
1. Personal schedule and information are better organized	2	2
2. Personal performance results have improved	5	4
3. Personal morale has improved	4	3
4. Unit activities and information are better organized	5	3
5. Unit results have improved	3	2
6. Unit morale has improved	7	5
7. Implementation activities have not solved major problems	1	1
<u>V. Unknown Outcomes</u>		
Total:	7	6
	135	17

EXHIBIT 7(1)

NEP/Police Management Training

REPORTED OUTCOMES
FOR EACH BEHAVIOR TYPE

<u>Types Of Outcomes</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I.1. Developed A Departmental Reorganization Plan</u>		
. Chief was receptive and authorized development of a new reorganization plan	1	1
. Chief disagreed and refused to authorize any changes in the department's organization	2	1
. Study group was established to review the department's reorganization plan	1	1
. Study group reviewed the reorganization plan using course materials and prior management studies of the department	1	1
. New reorganization plan and chart were developed on the basis of the study group meeting, for submission to the Chief	2	1
. Unknown outcome	1	1
<u>I.2. Revised The Department's Written Communication System</u>		
. Use of AVO (Avoid Verbal Orders) forms did not solve the department's major problems concerning written communications	1	1
. Chief agreed with suggestion for revision of the system and authorized implementation activities	3	3
. Committee provided input from throughout the department on revising written communication policies and procedures	1	1
. Committee decided on meeting arrangements and review procedures	2	1
. Obtained useful information from talking with other officers and reviewing manuals obtained from other departments	3	3
. Provided other committee members with useful information	1	1
. Obtained a more manageable personal workload after letting another officer work on developing a written communications system	1	1
. Unknown outcome	3	3

EXHIBIT 7(2)

<u>Outcomes Reported For Each Behavior Type</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I.3. Introduced The "Concurrence/Non-Concurrence" Form In The Department</u>		
. Chief liked the form and authorized testing it within the department	2	2
. Sample form was drafted for the Chief's approval	1	1
. Chief approved the sample form	1	1
. Almost everyone in the department responded with useful information	1	1
. Misunderstandings about the use of the form were discovered	1	1
. Some men refused to cooperate in correctly completing the form	1	1
. Some men forgot to return the form	1	1
. A consensus on the form was reached and misunderstandings were clarified during a departmental meeting	1	1
. Chief decided to implement the form regularly on departmental directives	1	1
. Chief liked the idea of developing an entirely new directive system but said that implementation would have to be gradual	1	1
. The Chief and I agreed to set aside the idea of a new directive system	1	1
<u>I.4. Revised Case Reporting Forms And Procedures In The Department</u>		
. Chief agreed with me and authorized the establishment of a committee to review case reporting forms and procedures	1	1
. Review of forms and procedures provided an informed basis for individual revision and for the beginning of committee work and subsequent recommendations	2	2
. Committee provided input on the revision of forms and procedures from throughout the department	1	1
. Committee meetings and discussions with the Chief provided a focus for case report form and procedure revisions	2	2
. Committee meetings led to the development of a new implementation focus on automating case report forms	1	1
. Chief approved the draft form and authorized implementation	1	1

<u>Outcomes Reported For Each Behavior Type</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I.4. Revised Case Reporting Forms And Procedures In The Department</u>		
. Patrol division has been kept informed of current cases and has contributed to the solution of several cases	1	1
. Patrol division morale has improved	1	1
. Unknown Outcome	2	2
<u>I.5. Revised Unit Property Receipt Forms</u>		
. Improved property receipt form was implemented	1	1
<u>I.6. Revised Unit Evidence Collection Procedures</u>		
. Learned about correct procedures and corrected past mistakes	1	1
<u>II.1. Established Vertical Slice Groups Within The Department</u>		
. Chief agreed with the idea of vertical slice groups and authorized their establishment in the department	3	3
. Chief disagreed with the idea of vertical slice groups	1	1
. Chief agreed with the idea of vertical slice groups but thought that they would have to be implemented later, due to tension within the department due to a labor dispute	1	1
. Committee meeting and review procedures were established	1	1
. Committee scheduling problems were solved	1	1
. Committee provided input from throughout the department	2	1
. Committee meetings provided a focus for review activities	1	1
. Committee meetings led to the development of a new implementation focus on automating case report forms	1	1
. Departmental morale has improved since the establishment of vertical slice committees	1	1
<u>II.2. Attempted To Implement MBO In The Department</u>		
. Chief was receptive to the idea and authorized implementation activities	2	2
. Chief agreed with the idea but thought the department was not ready	2	2
. Men in the unit appeared to understand and be receptive to MBO	2	2

<u>Outcomes Reported For Each Behavior Type</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>II.3. Urged The Chief To Delegate More Authority</u>		
. Chief agreed and established committees to which he delegated authority	1	1
. Morale in the department has improved since the committees were established	1	1
<u>II.4. Promoted Increased Participation In The Department</u>		
. Chief agreed with the need for increased participation in preparing the budget and told me to develop a list of budget concerns	1	1
. Chief disagreed on the department's need for improved communications and increased participation	3	3
. Unit started making decisions as a group	2	2
. Departmental and unit morale has improved	2	2
<u>III.1. Developed A Unit Information Flyer</u>		
. Have become more informed about unit activities	1	1
. Criminal division has become more informed about unit activities	1	1
<u>III.2. Held Weekly Division Information And Discussion Meetings</u>		
. Information on division activities was circulated	1	1
. Changes in division procedures were discussed	1	1
<u>III.3. Discussed And Circulated Course Information With The Chief And Co-Workers</u>		
. Chief thought attendance at the course had been worthwhile	3	3
. Discussions and circulation of notes made me feel as though I had done something after the course	2	1

EXHIBIT 7(5)

<u>Outcomes Reported For Each Behavior Type</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>IV.1. Developed Improved Training Programs</u>		
. Chief authorized development of a new training program	2	2
. Obtained information for inclusion in the new program	1	1
. Obtained useful information for developing the new program by talking with a local former NYPD captain	1	1
. Developed a firearms training manual from information obtained	1	1
. Everyone appeared to understand and be receptive to the new program	1	1
. Developed a draft letter to circulate throughout the department to identify training needs	1	1
. Chief approved the draft letter for circulation in the department to identify training needs	1	1
. Obtained constructive responses to the letter	1	1
<u>IV.2. Administered The Profile Of Organizational Characteristics In The Department</u>		
. Chief was receptive and authorized administering the questionnaire	3	3
. Chief said it would be too costly and time consuming to administer the questionnaire	3	3
. I was prepared to administer the questionnaire	1	1
. The men appeared to understand and be receptive to taking the questionnaire	1	1
. Everyone in the squad completed the questionnaire	1	1
. Responses to the questionnaire indicated that the men either did not understand the questionnaire or else refused to cooperate in correctly and honestly completing it	1	1
. Did not "rock the boat" by challenging the Chief's decision not to implement the questionnaire	2	2

EXHIBIT 7(6)

<u>Outcomes Reported For Each Behavior Type</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>IV.3. Applied Course Materials To The Appraisal Of Subordinates</u>		
. Wrote better performance appraisals	4	2
. Review of departmental performance appraisal forms and procedures organized my thoughts about performance appraisal	1	1
. Prepared a draft letter, recommending changes in performance appraisal forms and procedures, for submission to my superior	1	1
. Recently heard from my superior that the Chief might implement some of my recommendations	1	1
. Improved men's morale	1	1
<u>IV.4. Acted More "Hard-Nosed" To Subordinates, As Necessary</u>		
. Unknown outcome	1	1
<u>V.1. Talked Informally With Co-Workers</u>		
. Have become more aware of the value of talking and working with co-workers	1	1
. Now feel more involved in the department	1	1
. Co-workers appeared receptive to me	1	1
<u>V.2. Solicited Advice From Co-Workers On Performance Of Duties</u>		
. Increased distribution of crime prevention through talking with co-workers on possible places for distribution	1	1
<u>VI.1. Attempted To Implement Lower Speed Zones</u>		
. Chief was receptive and said I should present the idea to the Borough Council	1	1
. Some council members were receptive after informal discussions	1	1

EXHIBIT 7(7)

<u>Outcomes Reported For Each Behavior Type</u>	<u>Number Of Outcomes Reported</u>	<u>Number Of Trainees Reporting</u>
<u>VI.2. Began Changing Borough Road Signs To Safer "Breakaway" Signs</u>		
. Compiled a partial listing of grant and other funding sources	1	1
. Obtained information on the correct procedures and regulations for changing Borough road signs	1	1
. Developed a partial listing of the number and location of Borough road signs	1	1
. Developed a partial classification of the types of Borough road signs	1	1
<u>VI.3. Attempted To Institute A Crime Prevention Unit In The Department</u>		
. Chief was receptive to the idea and authorized my making a presentation to the Borough Council Police Subcommittee	1	1
. The Borough Council Police Subcommittee was receptive to the idea and authorized a full presentation to the Borough Council	1	1
. Obtained useful information on crime prevention units from contacts with local police agencies	1	1
. Unknown outcome	1	1
Total:	<u>130</u>	<u>17</u>

QUESTION 7. Do Trainees Judge the Impact of These New Behaviors as Positive, Negative, Mixed, or Uncertain?

The answers to this question can be found in the individual trainee matrices, which show, for each reported behavior, the judgment the trainee has placed on the impact of that behavior--positive, negative, mixed, or uncertain. They can also be found on Exhibit 8, which shows the total judgments of impact reported by trainees for each behavior type. As can be seen from both behavior types, trainees had a favorable judgment of impact for the large majority of all their reported behaviors. Trainees appear to be satisfied with the results of their attempts at implementing course-related behaviors.

EXHIBIT 8(1)

NEP/Police Management Training

TRAINEE JUDGMENTS OF IMPACT
FOR REPORTED BEHAVIORS

	Reported Behaviors	Judgments Of Impact			
		+	-	+/-	NC
I.1.	<u>Developed A Departmental Reorganization Plan</u>	4	2	1	2
I.2.	<u>Revised The Department's Written Communications System</u>	10	0	0	2
I.3.	<u>Introduced The "Concurrence/Non-Concurrence" Form In The Department</u>	6	0	1	0
I.4.	<u>Revised Case Reporting Forms And Procedures In The Department</u>	8	0	0	2
I.5.	<u>Revised Unit Property Receipt Forms</u>	1	0	0	0
I.6.	<u>Revised Unit Evidence Collection Procedures</u>	1	0	0	0
II.1.	<u>Established Vertical Slice Groups Within The Department</u>	1	1	0	0
II.2.	<u>Attempted To Implement MBO In The Department</u>	4	0	2	0
II.3.	<u>Urged The Chief To Delegate More Authority</u>	1	0	0	0
II.4.	<u>Promoted Increased Participation In The Department</u>	3	1	0	0
III.1.	<u>Developed A Unit Information Flyer</u>	2	0	0	0
III.2.	<u>Held Weekly Division Information And Discussion Meetings</u>	1	0	0	0
III.3.	<u>Discussed And Circulated Course Information With The Chief And Co-Workers</u>	4	0	0	0
IV.1.	<u>Developed Improved Training Programs</u>	7	0	0	2
IV.2.	<u>Administered The Profile Of Organizational Characteristics Within The Department</u>	2	1	2	2
IV.3.	<u>Applied Course Materials To The Appraisal Of Subordinates</u>	5	1	0	0

EXHIBIT 8(2)

	Reported Behaviors	Judgments Of Impact			
		+	-	+/-	NC
IV.4.	<u>Acted More "Hard-Nosed" To Subordinates, As Necessary</u>	0	0	0	1
V.1.	<u>Talked Informally With Co-Workers</u>	1	0	0	0
V.2.	<u>Solicited Advice From Co-Workers On Performance Of Duties</u>	1	0	0	1
VI.1.	<u>Attempted To Implement Lower Speed Zones</u>	2	0	0	0
VI.2.	<u>Began Changing Borough Road Signs To Safer "Breakaway" Signs</u>	4	0	0	0
VI.3.	<u>Attempted To Institute A Crime Prevention Unit In The Department</u>	3	0	0	1
	Total:	71	6	6	12

EXHIBIT 9

NEP/Police Management Training

EXTENT OF PROBLEMS ENCOUNTERED BY
TRAINEES IN IMPLEMENTING NEW BEHAVIORS

QUESTION 8. To What Extent Have Trainees Encountered Problems in Implementing New Behaviors?

The answers to this question can be found in Exhibit 9, which shows, for each trainee and for the program as a whole, the number of new behaviors, the number of problems encountered, and the ratio of behaviors implemented to problems encountered. The exhibit also shows the percentage of trainees encountering and not encountering problems. Only 11 percent of trainees encountered no problems at all, whereas 89 percent encountered at least one problem in implementing new behaviors. The number of problems varied widely, from one problem, reported by five trainees, to nine problems, encountered by only one trainee. The ratio of behaviors implemented to problems encountered also varied widely, from 2:3, encountered by one trainee, to 1:1, encountered by two trainees, to 7:1, encountered by one trainee. These results, taken in conjunction with the number of behaviors reported and the judgments of impact of reported behaviors, indicate that, although trainees generally encountered some problems in implementing new behaviors, they did not perceive those problems as serious enough to prevent their implementing new behaviors or feeling satisfied with the results of their implementation activities.

<u>Trainee Number</u>	<u>Number Of New Behaviors</u>	<u>Number Of Problems</u>	<u>Ratio Behaviors/Problems</u>
1	6	6	1:1
2	8	4	2:1
3	7	0	--
4	6	0	--
5	19	9	19:9
6	2	3	2:3
7	5	3	5:3
8	4	1	4:1
9	5	1	5:1
10	3	3	1:1
11	10	2	5:1
12	7	6	7:6
13	5	2	5:2
14	3	1	3:1
15	5	2	5:2
16	7	1	7:1
17	<u>5</u>	<u>1</u>	<u>5:1</u>
Totals	107	44	107:44

88.8 Percent of Trainees Encountered at Least One Problem in Implementing Behaviors.

11.1 Percent of Trainees Encountered No Problems in Implementing Behaviors.

NEP/Police Management Training

PROBLEMS ENCOUNTERED BY
TRAINEES IN IMPLEMENTING
NEW BEHAVIORS

QUESTION 9. What Types of Problems Have Trainees Faced in Implementing New Behaviors?

The answers to this question can be seen in Exhibit 10, which indicates the general types of problems encountered by trainees, the number of problems reported for each type, and the number of trainees reporting each type. There were two major groups of problems encountered--lack of time and resources for implementation and inability to convince superiors and subordinates to cooperate in implementation. In the first group, the most common problem was the inability of trainees to get enough time away from their regular duties to carry out implementation. This accounted for 15 of the 24 problems reported for the group. In the second group, problems were evenly split between the inability to convince and secure cooperation from superiors and the inability to convince and secure cooperation from subordinates. The results from the first major group of problems indicate that trainees should either take more time in planning their implementation activities or choose more activities for implementation that can be easily fitted into their regular duty schedules. The results from the second group of behaviors indicate that trainees should either concentrate more effort on planning their implementation activities so that they can secure needed approval and cooperation or choose more behaviors that can be implemented with a minimum of superior and subordinate approval and cooperation.

<u>Problems</u>	<u>Number Of Times Reported</u>	<u>Number Of Trainees</u>
<u>I. Lack Of Time And Resources For Implementation</u>		
1. Getting enough time away from regular duties	15	6
2. Getting enough time, due to seasonal short-handedness	2	2
3. Finding the most convenient time for meetings, due to conflicting duty schedules	5	2
4. Lack of resources due to budget constraints	2	2
<u>II. Inability To Convince Superiors And Subordinates To Cooperate In Implementation</u>		
1. Chief is authoritarian and resistant to change	4	3
2. Subordinates refuse to cooperate in implementation	5	5
3. Subordinates misunderstand the details of implementation	2	2
4. Lack of support on Borough Council	1	1
<u>III. Miscellaneous Problems</u>		
1. Decisions were postponed while Chief recovered from illness	3	2
2. I lacked the necessary knowledge of MBO to push for its implementation	1	1
3. A patrolman hampered an ongoing investigation by divulging materials in a case report to suspects in the investigation	1	1
4. Department moved to new facilities	1	1
5. Subordinates forgot about implementation	2	2
Total	44	15

NEP/Police Management Training

TYPES OF REPORTED
NON-BEHAVIORAL CHANGEQUESTION 10a. Does the Course Result in Non-Behavioral Trainee Changes?

The answers to this question can be seen in Exhibit 11, which indicates the major types of non-behavioral changes reported, the number of changes reported for each type, and the number of trainees reporting each type of change. Eleven types of non-behavioral changes were reported by trainees, comprising a total of 43 reported changes. All trainees reported at least some type of non-behavioral change. One trainee reported seven non-behavioral changes.

<u>Key Types Of Non-Behavioral Change</u>	<u>Number Of Changes Reported</u>	<u>Number Of Trainees Reporting</u>
1. <u>Course Allowed Trainees To See A Management Perspective On Departmental Activities</u>	7	7
2. <u>Course Made Trainees Sensitive To The Need For More Information In Order To Accomplish Projects Most Effectively</u>	6	6
3. <u>Course Made Trainees Sensitive To The Need For Participation In Department And Unit Decision-Making</u>	6	6
4. <u>Course Made Trainees More Rigorous In Their Thinking On The Job</u>	6	6
5. <u>Course Made Trainees Sensitive To The Situational Appropriateness Of Management Styles And Techniques</u>	3	3
6. <u>Course Reinforced Information Obtained In Past Experience Or In Other Police Management Training Programs</u>	3	3
7. <u>Course Made Trainees Aware Of The Need For Working With Other Officers</u>	5	5
8. <u>Course Made Trainees' Attitudes Toward Policing More Positive</u>	3	3
9. <u>Course Stimulated Trainees To Pursue Advanced Education</u>	1	1
10. <u>Course Frustrated Trainee, Due To Resistance To Change In His Department</u>	1	1
11. <u>Course Improved Overall Trainee Proficiency On The Job</u>	1	1
Total	43	17

QUESTION 10b. To What Extent Does the Course Result in Planned Behaviors?

The answers to this question can be seen in Exhibit 12, which indicates the number of planned behaviors reported by each trainee, the number of behaviors related to action items reported by each trainee, the total number of new behaviors reported by trainees, and the ratio of planned behaviors to total new behaviors and to behaviors related to action items. As can be seen from the exhibit, a total of nineteen planned behaviors were reported by nine trainees. Two trainees reported over half of all planned behaviors. In no cases did planned behaviors outnumber reported behaviors, the lowest ratio being 1:1, which was reported by four trainees.

These results indicate several points. First, the two-month follow-up period appears appropriate for judging implementation efforts because trainees were able to implement most of the behaviors they intended to implement by the time follow-ups were conducted. This is supported by the fact that, in several cases, trainee planned behaviors were due to occur within a week of the follow-up. These results would also indicate that trainees were generally capable of doing what they had planned to do at the completion of training. A higher number of planned behaviors might have indicated otherwise. It also shows that, although trainees did encounter implementation problems, the problems were not generally considered serious enough to hinder implementation expectations. This supports the generally favorable judgments given by trainees to their implementation efforts, as seen in Exhibit 8.

EXHIBIT 12

NEP/Police Management Training

EXTENT OF PLANNED BEHAVIORS
REPORTED BY TRAINEES

Trainee Number	Number of Planned Behaviors	Number of Behaviors Related to Action Items	Total Number of New Behaviors	Ratio of Planned Behaviors to Action Item Behaviors	Ratio of Planned Behaviors to Total New Behaviors
1	2	2	6	(2/2) 1:1	(2/6) 1:3
2	5	7	8	(5/7) 5:7	(5/8) 5:8
3	0	4	7	--	--
4	1	6	6	(1/6) 1:6	(1/6) 1:6
5	0	15	19	--	--
6	0	1	1	--	--
7	0	3	5	--	--
8	0	4	4	--	--
9	5	5	5	(5/5) 1:1	(5/5) 1:1
10	0	3	3	--	--
11	0	8	10	--	--
12	2	2	7	(2/2) 1:1	(2/7) 2:7
13	1	1	5	(1/1) 1:1	(1/5) 1:5
14	1	2	3	(1/2) 1:2	(1/3) 1:3
15	0	4	5	--	--
16	1	7	7	(1/7) 1:7	(1/7) 1:7
17	<u>1</u>	<u>4</u>	<u>5</u>	<u>(1/4) 1:4</u>	<u>(1/5) 1:5</u>
Totals	19	78	107	(19/78) 1:4	(19/107) 1:5

QUESTION 11a. What Types of Non-Behavioral Changes Does the Course Produce?

The answers to this question can be found in Exhibit 11, which indicates the major types of non-behavioral changes reported, the number of changes reported for each type, and the number of trainees reporting each type of change. There was no single type of non-behavioral change that was regularly reported by all or most of the trainees. The most common non-behavioral change reported was that the course allowed trainees to see management's perspective in departmental activities, which was reported seven times by seven trainees. Four other types of change were reported six times by six trainees--the course made trainees sensitive to the need for participation in departmental and unit decision-making, the course made trainees more rigorous in their thinking on the job, the course made trainees aware of the need for working with other officers, and the course made trainees more sensitive to the need for more information in successfully completing their duties. The other six types of non-behavioral changes were reported three times or less by a total of six trainees.

QUESTION 11b. What Types of Planned Behaviors Were Reported by Trainees?

The answers to this question can be seen in Exhibit 13, which indicates the planned behaviors reported by trainees according to the general types of behaviors reported, the number of planned behaviors reported, and the number of trainees reporting each type of planned behavior. The chart shows that the planned activities reported for two types of behavior, development of a departmental reorganization plan and development of improved training programs, account for over half of the planned behaviors reported and one-third of trainees reporting planned behaviors. The other planned behaviors are listed on the exhibit.

EXHIBIT 13(1)

NEP/Police Management Training

TYPES OF PLANNED BEHAVIORS REPORTED BY TRAINEES

Planned Behaviors According To Behavior Types	Number Of Plans Reported	Number Of Trainees Reporting
<u>I.2. Developed A Departmental Reorganization Plan</u>		
1. Make any revisions that the Chief might require in the reorganization plan	1	1
2. Submit the revised reorganization, as approved by the Chief, to all the sergeants in the department for comments	1	1
2. Revise the plan, as necessary, based on comments received from departmental sergeants	1	1
4. Distribute the final reorganization plan to everyone in the department prior to implementation	1	1
5. Implement the reorganization plan	1	1
<u>I.2. Revised The Department's Written Communications System</u>		
1. Develop a plan for introducing the "Via" system into the department	1	1
<u>I.3. Revised Case Reporting Forms And Procedures</u>		
1. Implement the revised case reporting form in the department	1	1
<u>II.1. Established Vertical Slice Groups</u>		
1. Institute a vertical slice group in the department by including patrolmen in weekly staff meetings	2	2
<u>IV.1. Developed Improved Training Programs</u>		
1. Obtain complete responses to the letter eliciting training needs in the department	1	1
2. Meet with the Chief to analyze identified training needs	1	1
3. Establish training priorities with the Chief	1	1
4. Develop a year-long schedule of training priorities	1	1
5. Implement training programs	2	2

EXHIBIT 13(2)

Planned Behaviors According To Behavior Types	Number Of Plans Reported	Number Of Trainees Reporting
<u>IV.2. Attempted Administration Of The Profile Of Organizational Characteristics</u>		
1. Administer the Profile of Organizational Characteristics to the men in my squad	1	1
<u>VI.1. Attempted To Implement Safer Speed Zones</u>		
1. Present the idea of establishing a 25 MPH speed zone to the Borough Council	1	1
2. Measure Borough streets and highways and conduct a study of Borough traffic patterns, in preparation for presentation of the lower speed zone proposal to the State government	1	1
<u>VI.3. Attempted To Institute A Crime Prevention Unit Within The Department</u>		
1. Present the idea for establishing a crime prevention unit in the department to the Borough Council		
Total	$\frac{1}{19}$	$\frac{1}{9}$

QUESTION 12. What Aspects or Parts of the Course Are Reflected in Changes in Trainee Job Behavior?

The POLEX course, as can be seen from the syllabus (Appendix 2), is not neatly divided into course modules, learning objectives, or lecture topics. It would not be possible to relate specific reported trainee behaviors to corresponding portions of the course exactly; therefore, it has been necessary to group reported behaviors into natural groupings that are similar to but do not actually correspond to course components. These natural groupings are displayed in Exhibit 5, which shows that types of behaviors reported by trainees (arranged into six general groups of types), the number of behaviors reported for each type, and the number of trainees reporting each type of behavior. The correspondence between Exhibit 5 and the organization of the POLEX course can be seen by comparing it with the appended POLEX syllabus. The only group of behavior types not directly related to POLEX materials is group six, the introduction of improved police practices into trainees' departments. Groups one through five are directly related to POLEX course parts.

QUESTION 13. How Broad Is the Influence of Aspects or Parts of the Course on Later Trainee Behavior?

The answers to this question can be seen in Exhibit 5, which shows the types of new behaviors implemented by trainees, the number of new behaviors reported for each behavior type, and the number of trainees reporting each new type of behavior. Most types of behavior listed are directly related to POLEX course materials, regardless of whether they were directly related to action items. A comparison of Exhibit 5 with the POLEX course syllabus (Appendix 2) will demonstrate this and show that the first five groups of behavior types listed are directly related to parts or aspects of the POLEX course. Group six, the introduction of improved police practices into trainees' departments, is the only group of behavior types not directly related to POLEX course materials. Due to the organization of the POLEX course, it is difficult to determine the exact relationship between reported behaviors and course parts. A comparison of Exhibit 5 and the syllabus will indicate that there are few aspects of the course that are clearly not represented in trainee behaviors, one example of which would be the lecture on Comparative Policing: The European and American Models. It appears that POLEX had a very broad influence on later trainee behavior because every trainee interviewed reported at least two behaviors, and the types of behaviors reported appear to cover most major aspects of the POLEX course.

QUESTION 14. Which Aspects or Parts of the Course Have the Deepest Influence on Later Trainee Behavior?

The answers to this question can be seen in Exhibit 5, already mentioned above, which shows the types of new behaviors implemented by trainees, the number of new behaviors reported for each behavior type, and the number of trainees reporting each new type of behavior. Among the first five groups of behavior types, the one that had the deepest influence on trainee behavior was the first, the revision or reorganization of specific departmental activities. This group accounted for 38 new behaviors, almost 36 percent of all new behaviors. Group two, the promotion of increased participation in departmental decision-making, accounted for 20 new behaviors, almost 20 percent of all new behaviors. Group four, the improvement of subordinate attitudes and performance, accounted for 17 new behaviors, 16 percent of all new behaviors. Together, groups one, two, and four accounted for 75 new behaviors, 71 percent of total behaviors.

QUESTION 15. Which Aspects or Parts of the Course Yield the Greatest Number of Positive Impacts on Trainees' Agencies?

The answers to this question can be seen in Exhibit 8, which indicates the judgments of impact reported by trainees for each type of new behavior that was implemented and the number of trainees reporting judgments of impacts for each type of behavior. Trainees reported favorable judgments of impact for most behavior types. Negative impacts were reported in only seven of twenty-two types of new behaviors. There were only three types of behaviors in which the number of negative or mixed judgments of impact reported amounted to half or more of the number of positive judgments of impact reported: development of a departmental reorganization plan, attempted implementation of MBO, and administration of the Profile of Organizational Characteristics to men in the department. A comparison of the number of positive judgments of impact reported with the number of problems reported indicates that these three types of behaviors might present problems to trainees that involve the type of behavior as well as trainees' departmental environment.

NEP/Police Management Training

TYPES OF PROBLEMS
REPORTED BY TRAINEESQUESTION 16. Which Aspects or Parts of the Course Lead to Problems in Implementing New Behaviors?

The answers to this question can be seen in Exhibit 14, which indicates the problems that trainees encountered in implementing new types of behavior, the number of problems reported, and the number of trainees reporting each type of problem. In general, trainees encountered similar problems for all new behaviors, with their major difficulties being the inability to get time away from regular duties to engage in implementation activities and the reluctance of superiors to accept and authorize implementation of new behaviors. This may indicate that the obstacles encountered by trainees stem more from their particular departmental environments than from the behaviors they try to implement. It might also indicate that trainees are focusing too heavily on behaviors that require special permission or extensive time away from regular duties, to the possible exclusion of duties that could be easily fitted into trainees' regular schedules without special superior authorization, such as regular performance appraisal of subordinates.

<u>Problems Reported For Each Behavior Type</u>	<u>Number Of Problems Reported</u>	<u>Number Of Trainees Reporting</u>
<u>I.1. Developed A Departmental Reorganization Plan</u>		
. Chief is narrow-minded, authoritarian, and resistant to change	2	1
. Tense atmosphere in the department, due to labor dispute, prevented getting broad input from the department in revising the reorganization plan	1	1
. Difficulties in getting enough time away from regular duties to revise the reorganization plan	1	1
<u>I.2. Revised The Department's Written Communication System</u>		
. Difficulties in getting enough time away from regular duties to work on revising the system	5	4
. Finding the most convenient time for scheduling committee meetings	1	1
<u>I.3. Introduced The "Concurrence/Non-Concurrence" Form In The Department</u>		
. Some patrolmen misunderstood the form	2	2
. Some patrolmen refused to cooperate in correctly completing the form	2	2
. Some patrolmen forgot to return the form	2	2
<u>I.4. Revised Case Reporting Forms And Procedures In The Department</u>		
. Difficulties in getting enough time away from regular duties to revise the forms and procedures	1	1
. Finding the most convenient time for scheduling review committee meetings	1	1
. "Selling" the automation of case reporting forms to the Borough Council	1	1
. Patrolman hindered an investigation by divulging information contained in a case report to suspects in the case	1	1

<u>Problems Reported For Each Behavior Type</u>	<u>Number Of Problems Reported</u>	<u>Number Of Trainees Reporting</u>
II.1. <u>Established Vertical Slice Groups Within The Department</u>		
. Finding the most convenient time for group meetings	3	1
. Chief is narrow-minded, authoritarian, and resistant to change	1	1
. Lack of cooperation from subordinates, due to an ongoing labor dispute in the department	1	1
. Postponed while Chief is out recovering from a heart attack	1	1
II.2. <u>Attempted To Implement MBO In The Department</u>		
. Postponed while Chief is out recovering from a heart attack	2	2
. Some officers did not want to cooperate	1	1
. Did not know enough about MBO to urge full implementation	1	1
II.4. <u>Promoted Increased Participation In The Department</u>		
. Chief is authoritarian, narrow-minded, and resistant to change	1	1
. Some men did not want to participate	1	1
III.3. <u>Discussed And Circulated Course Information With The Chief And Co-Workers</u>		
. Chief is authoritarian, narrow-minded, and resistant to change	1	1
IV.2. <u>Administered The Profile Of Organizational Characteristics In The Department</u>		
. Chief is authoritarian, narrow-minded, and resistant to change	2	2
. Difficulties in getting enough time away from regular duties to administer the questionnaire	2	1
. Postponed while Chief is out recovering from a heart attack	2	2
. Budgetary constraints	2	2
. Short-handedness	2	2
. Men either did not understand the questionnaire or did not cooperate in correctly completing the questionnaire	1	1

<u>Problems Reported For Each Behavior Type</u>	<u>Number Of Problems Reported</u>	<u>Number Of Trainees Reporting</u>
VI.1. <u>Attempted To Implement Lower Speed Zones</u>		
. Difficulties in getting enough time away from regular duties to work on the project	1	1
. Selling the Borough Council on lower speed limits	1	1
VI.2. <u>Began Changing Borough Road Signs To Safer "Breakaway" Signs</u>		
. Difficulties in getting enough time away from regular duties to work on the project	4	1

NEP/Police Management Training

TRAINEE SUGGESTIONS
FOR COURSE IMPROVEMENTQUESTION 17. What Types of Changes Do Trainees Recommend for the Overall Course?

The answers to this question can be found in Exhibit 15, which indicates the types of suggestions made by trainees for course improvement, the number of times each suggestion was made, and the number of trainees making suggestions. Six trainees had no major suggestions to make for course improvement. Among other trainees, the most frequent suggestion was to make the course longer or, if possible, to present the full POLEX course. The second most frequent suggestion was to modify course exercise and provide more guidance to trainees so that the program can better relate to the needs of trainees from smaller departments. Two trainees also suggested that the course activities be changed to better approximate a residential setting, including the promotion of increased informal trainee interaction and the reduction of course distractions. Finally, there was some disagreement about whether line personnel should be allowed to attend the course in greater numbers. Three trainees felt that course rank and responsibility requirements should be further relaxed so that more line personnel could attend POLEX. One trainee felt that these requirements for course participation should be more strictly adhered to so that line personnel could not attend the POLEX program. He felt that line personnel would be better off attending the POSIT program instead of POLEX.

These suggestions indicate that trainees generally felt that the POLEX program had been helpful to them. Their suggestions are all concerned about ways either to make the course more helpful or to allow more of their fellow officers to attend and benefit from the course. Many suggestions came from trainees who had attended the full POLEX or POSIT program and were concerned that the abbreviated POLEX off-campus program approximate the full course to the greatest extent possible.

<u>Trainee Suggestions</u>		<u>Number Of Times Suggested</u>	<u>Number Of Trainees Suggesting</u>
1.	<u>Make The Course Longer Or Present The Original POLEX Four-Week Course</u>	6	6
2.	<u>Eliminate Rank Requirements For Course Participation; Allow Patrolmen To Attend</u>	3	3
3.	<u>Strictly Adhere To Rank Requirements For Participation; Do Not Allow Patrolmen To Attend</u>	1	1
4.	<u>Take Action To Approximate A More Residential Setting; Promote Trainee Interaction And Reduce Course Distractions</u>	2	2
5.	<u>Modify Course Exercise To Provide More Guidance To Trainees And Relate Better To The Needs Of Smaller Departments</u>	5	5
6.	<u>No Changes To Suggest</u>		
Totals		<u>6</u> 23	<u>6</u> 17

NEP/Police Management Training

TRAINEE REACTIONS
TO ACTION PLANS AND FOLLOW-UPSQUESTION 18. Do Trainees Place a Value on the Action Plan Follow-Up Approach?

The answers to this question are found in Exhibit 16, which indicates the types of reactions reported by trainees to the action plan exercise and follow-up as well as the number of times each reaction was reported and the number of trainees reporting each reaction. As can be seen on the exhibit, the large majority of trainees were very favorable in their reactions to the action plan exercise and follow-up. Only one trainee out of seventeen thought that the exercise and the follow-up would not be useful either to trainees or the program. One trainee thought that the action plan approach was not useful personally but thought that it would be useful to other trainees and to the program. Among trainees reacting favorably to the Action Plan Follow-Up Approach, the major reactions were that: writing action plans gets trainees more interested and involved in the course, writing action plans forces trainees to think more about implementing what they learn in training, writing action plans forces trainees to be more specific in their ideas, action planning is generally useful, following up on action plans makes trainees more accountable, and following up on action plans can provide useful information to the program for improving its course offerings.

	<u>Trainee Reactions</u>	<u>Number Of Reactions Reported</u>	<u>Number Of Trainees Reporting</u>
1.	<u>Writing Action Plans Gets Trainees Interested And Involved In The Course</u>	5	5
2.	<u>Writing Action Plans Forces Trainees To Think More About Implementing Training And To Come Up With Specific Activities For Implementation</u>	5	5
3.	<u>Writing Action Plans Forces Trainees To Be Specific With Their Ideas And Allows Them A Chance To Crystallize Their Thoughts</u>	5	5
4.	<u>Writing Action Plans Is A Useful Exercise And Should Regularly Be Included In The Course</u>	5	5
5.	<u>Writing Action Plans Is Not A Useful Exercise; Trainees Will Not Write Honest Plans</u>	1	1
6.	<u>Writing Action Plans Is Not Useful To Trainee Personally But Might Be Useful To Others In The Class</u>	1	1
7.	<u>Action Plan Follow-Ups Provide Trainees With A Chance To Demonstrate What They Have Applied From The Course</u>	1	1
8.	<u>Action Plan Follow-Ups Force Trainees To Be Accountable For What They Apply From A Course</u>	2	2
9.	<u>Action Plan Follow-Ups Provide Trainees With An Opportunity To Identify Obstacles To Implementation</u>	1	1
10.	<u>Action Plan Follow-Ups Refresh Trainee Memories And Allow Them To Refocus Their Activities On Implementation</u>	1	1
11.	<u>Action Plan Follow-Ups Provide Useful Information On Program Performance And Ensure That Programs Remain Up To Date</u>	4	4

EXHIBIT 16(2)

<u>Trainee Reactions</u>	<u>Number Of Reactions Reported</u>	<u>Number Of Trainees Reporting</u>
12. <u>Action Plan Follow-Ups Are Not Useful; Trainees Will Not Provide Correct Information</u>	1	1
13. <u>Action Plan Follow-Ups Are Not Useful To Trainee Personally But Might Be Useful To Other Trainees And The Program</u>	1	1
Totals	32	17

APPENDIX 1
INDIVIDUAL TRAINEE MATRICES

INDIVIDUAL TRAINEE MATRICES

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	H/-	INC
1	Establish a 25 mph speed zone on all borough-maintained highways	Talked with the Chief about the need for and ways of establishing a 25 mph speed zone on borough-maintained highways	The Chief was receptive and suggested I present the idea to the borough council		X			
		Spoke informally with five members of the borough council about establishing a 25 mph speed zone on borough-maintained highways	The council members were generally receptive and will support me informally presenting the idea to the borough council	It is hard to get time away from my regular duties to talk with all the necessary individuals on the council Some of the council members want to raise speed limits and will oppose my idea	X			
Subtotal	1	2	2	2	0	0	0	
		Identified sources for grants and other financial assistance for completing a project to replace borough road signs with safer "breakaway" signs and, thus remain in compliance with Federal regulations	Compiled a list of funding sources, contact persons at those sources, and their mailing addresses	Getting enough time away from regular duties to identify sources fully	X			
		Began systematically collecting information on the laws and administrative regulations that must be complied with in replacing road signs through discussion with State and local officials and consultation with relevant documents	Obtained necessary information on the correct procedures for replacing borough road signs with "breakaway" road signs	Getting enough time away from regular duties to make the necessary contacts and consultations	X			
		Collected information on the number and locations of borough road signs	Developed a partial listing of the number and locations of borough road signs	Getting enough time away from regular duties to classify all borough road signs	X			
		Classified the types of identified borough road signs	Developed a partial listing of the types of borough road signs	Getting enough time	X			
Subtotal		4	4	4	0	0	0	
Total	1	6	6	6	0	0	0	

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	H/-	NC
2	Prepare a reorganization plan and organization chart of the department	Discussed with the Chief how POLEX materials could be applied in revising a 1979 departmental reorganization plan	The Chief was receptive to my ideas and authorized me to revise the plan and submit it to him for approval		x			
		Established a study group for revising the plan that consisted of the department's four "managerial" lieutenants	The study group was established but had to work with less rank-and-file input than there was in 1979, when the first reorganization plan was drawn up	The tense atmosphere in the department, resulting from a long-standing labor dispute, made it undesirable to obtain lower-level input in revising the reorganization plan				x
		Reviewed the reorganization plan in a study group meeting that used POLEX organization principles, two prior consultant studies, and input from the Chief and other sergeants and lieutenants in the department	The study group meeting reviewed the plan and gave me several ideas for revision		x			
		Developed a new reorganization plan, based on the results of the study group meeting	An improved reorganization plan document and chart were developed, to be submitted to the Chief for review and approval	Getting enough time to complete the new plan, due to other job requirements	x			
		Submitted the new reorganization plan to the Chief for review and approval	Unknown					x
	Prepare a new system for formal communications within the department	Introduced AVO (Avoid Verbal Orders) forms within the department as an interim step until a new system for written communications can be developed	The use of AVOS got more people to write down their communications but was also unsystematic and time consuming, if done thoroughly; it didn't solve any of our major problems but didn't make the situation worse, either	Getting enough time even to start on this project, due to my regular duties and the special reorganization project			x	
		After discussion with another lieutenant, who had also attended POLEX and had listed developing a written communication system on his Action Plan, we agreed that he would develop the plan	I have a more manageable workload and have not taken on too many tasks to complete successfully	Not enough time really to start developing the system, due to job responsibilities and the reorganization plan	x			
Subtotal	2	7	7	4	4	0	2	1
		I talk more with the other lieutenants in the department, since I had to work with some of them in POLEX	I'm more aware of the value of <u>talking and working with others</u> I feel more involved in the department		x			
Subtotal		1	2	0	1	0	0	0
Total	2	8	9	4	5	0	2	1

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/-	INC
4	Develop and implement a modern system to train officers better in handling firearms.	Discussed with the Chief how to develop and implement an improved firearms training program	The Chief authorized me to develop a new training program by consulting current firearms training manuals from the military and from local departments, as well as talking with a former N.Y.P.D. police captain, who lived in the area. We agreed that POLEX would be of the most help in providing ways to explain the program to the men in the department					X
		Consulted military and local police firearms training manuals	Obtained necessary information to develop the new firearms training program		X			
		Consulted with a retired N.Y.P.D. captain living locally on developing a modern firearms training system	Learned about the N.Y.P.D. firearms training system		X			
		Prepared the new training program, compiling information from the manuals I consulted and from my discussions with the retired N.Y.P.D. captain	Developed a firearms training manual outlining new procedures for the department		X			
		Explained the new system to the other men in the department	Everyone seemed to understand the new system as explained by me and shown in the manual					X
	Upgrade existing equipment and obtain necessary new equipment; prepare officers in the department for the proper use of new or upgraded equipment through discussion and training	Discussed the anticipated upgrading of current equipment and acquisition of new equipment with other officers in the department, especially in the areas of firearms and police cars	The men appeared receptive to me					X
Totals	2	6	6	0	3	0	0	3

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Subject			
					+	-	I/NC	
5	Discuss with my chief setting up a system, based on information gained through POLEX, for distributing general orders, memos, etc. throughout the department	Discussed problems in departmental written communications with the Chief and other POLEX graduates in the department; recommended a review of procedures for written communications	The Chief agreed with me on the need for review of procedures for written communications. He authorized me to establish a "vertical slice" committee to review the department's duty and procedures manuals and recommend any necessary revisions		X			
		Establish a voluntary "vertical slice" committee, composed of two sergeants, two patrolmen, and one detective, to review the manuals	The "vertical slice" committee provided input from throughout the department		X			
		Held an initial committee meeting to determine procedures for reviewing the manuals and decide on steps to be taken before the next meeting	We decided that the committee would meet weekly. I would contact other local departments about their procedures, obtain copies of their manuals, and circulate the copies to committee members as soon as possible	Finding the most convenient time to schedule the meetings, given the conflicting schedules of committee members	X			
		Contacted five local departments by telephone, inquired about their procedures, and asked for copies of their duty and procedures manuals	I obtained much useful information and acquired copies of five departmental manuals	Getting enough time away from my regular duties to make contacts	X			
		Reviewed the manuals and circulated them to other committee members	Added to committee members' knowledge of alternatives to current departmental procedures	Getting enough time away from my regular duties to review the manuals	X			
		Scheduled a second committee meeting for next week	Committee scheduling problems were solved	Finding the most convenient time to schedule the meeting	X			
	Set up a new reporting system for the Criminal Division to keep the Patrol Division abreast of developments in cases to which they supplied initial information and to establish a better working relationship between the two divisions	Discussed with the Chief and other POLEX graduates in the department the problems with the current case reporting system, which neither informs nor obtains information from the Patrol Division regarding case development	The Chief agreed with me about the need for changing the current case reporting system to improve communications between the Patrol and Criminal Divisions and authorized me to form a "vertical slice" committee to review reporting forms		X			
		Reviewed case reporting forms and procedures	Developed an informed basis for establishing a committee to review case reporting forms		X			

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	I/-	NC
		Obtained agreement in the Criminal Division and then changed case reporting procedures so that case reports would be posted in the Patrol Division	The Patrol Division has been kept informed of case developments and has been able to contribute useful information to current investigations Patrol morale has noticeably improved	One patrolman hindered an investigation by unwittingly discussing a case with two of the suspects who were under investigation in that case	X			
		Established a voluntary "vertical slice" committee to review and streamline case reporting forms	The "vertical slice" committee provided input to the review from throughout the department		X			
		Held two committee meetings to begin reviewing the forms	After a general review of the forms, we decided to condense them so that they contained only the most basic information necessary for solving cases. We also decided to investigate whether the revised forms could be automated or microfilmed To find out more about automating or microfilming forms, we decided to contact a Kodak representative. We decided to postpone further discussion on form revision until the Kodak representative had made his presentation	Finding the most convenient time to schedule meetings. We will have to sell the ideas to the Township Council by justifying the increased costs of such a system and convincing the Council of the applicability of such a system to other police and township records	X			
		Contacted a Kodak representative to make a presentation to the committee on the costs and benefits of automating or microfilming case reports	Unknown	Finding the most convenient time for the presentation				X
	Attempt to convince the Chief that he must delegate authority and then not interfere with the exercise of that authority	Discussed with the Chief the need for greater unhindered delegation of authority	The Chief agreed with me. In the next month, he authorized the establishment of five committees to which he has delegated authority Department morale has noticeably improved		X			
	Attempt to convince my Chief that he should establish an MBO system of management in the department	Discussed with the Chief the need for an MBO system in the department	The Chief agreed with me about the value of MBO but said the department was not yet ready for MBO	I had not learned enough about MBO in POLEX to recommend fully its implementation	X			

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact				
					+	-	1/2	NC	
	Attempt to convince my Chief to take a slice of the department to assist in establishing goals and objectives	Discussed with the Chief the need for establishing "vertical slice" committees in the department	The Chief agreed with me. Within the next month, he had established five "vertical slice" committees, concerned with: review of duty and procedures manuals; review of case report forms; work and training schedules; purchase of police cars; and grant and new program development Morale has noticeably improved.		X				
Subtotal	5	15	19	9	14	0	0	1	
		Prepared a flyer for the Juvenile Unit, outlining our activities and results	I'm more informed about our unit activities and feel like I'm more involved in them		X				
		Distributed the Juvenile Unit Flyer throughout the Criminal Division	The Criminal Division is more informed about our activities		X				
		Conducted weekly discussion meetings of all the Criminal Division Units	Information was circulated on unity activities within the Division Possible changes in Division procedures were discussed, such as in case assignment and reporting		X				
		Discussed with the Chief the need for increased unit participation in preparing the department's budget request	The Chief agreed and asked me to draw up a list of what I would want included in the budget request		X				
Subtotal	0	4	5	0	4	0	0	0	
Total	5	19	24	9	18	0	0	1	

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact				
					+	-	H/-	NC	
6	Implement the use of the concurrence/non-concurrence form for department directives	Explained the "concurrence/non-concurrence" directive form to the Chief and recommended its use in the department	The Chief thought the form would work in the department. He authorized a test of the form to announce and obtain comments on the appointment of two new patrolmen in the department. The test worked well, with a few minor difficulties that were clarified in a department meeting. As a result of the test, the chief has decided to use the form on future directives	In the test, some patrolmen misunderstood the form In the test, some patrolmen refused to cooperate Some patrolmen forgot to return the form	X				
Subtotal	1	1	1	3	1	0	0	0	
		I have occasionally been more "hard-nosed" in dealing with my men	Unknown					X	
Subtotal	0	1	1	0	0	0	0	1	
Total	1	2	2	3	1	0	0	1	

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/	-/
7	Explain POLEX materials and information to my Chief and obtain permission to discuss POLEX with the entire department	Discussed POLEX with my Chief, emphasizing the need for different management styles and "bottom-up" communications within the department; requested permission to present this information to the entire department	The Chief agreed that POLEX materials are good but completely disagreed on their need or applicability in the department; he refused me permission to present the materials to the department	The Chief is narrow-minded and authoritarian. He won't allow ideas he disagrees with	X			
	To establish teams in the department to develop policy for handling common operational situations	Discussed with the Chief the need for establishing such teams in the department	The Chief completely disagreed with me on the need for such teams; he refused to allow their establishment	The Chief is narrow-minded and authoritarian. He won't allow ideas he disagrees with	X			
	Establish within my squad the attitude that decisions should be made as a group, where possible	Spoke with the men in my squad about the need for making decisions as a group	We started making more decisions as a group Morale and results improved	Some men did not want to participate at first, for fear of "rocking the boat"	X			
Subtotal	3	3	4	3	1	2	0	0
		The squad revised two current property receipt forms	A new property receipt form was developed and implemented that incorporates and improves on the two earlier forms		X			
		The squad revised its procedures for gathering evidence	Everyone in the squad learned more about properly collecting evidence and sending it to the FBI laboratory; past evidence collection mistakes were corrected		X			
Subtotal	0	2	2	0	2	0	0	0
Total	3	5	6	3	3	2	0	0

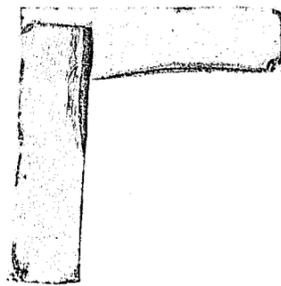
Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/-	NC
8	Talk with the Chief and corporal, my two superiors, to tell them about POLEX and determine their attitudes toward an open information-type department	Talked with the Chief and corporal about POLEX	Both are POLEX graduates; they understood and agreed with what I said		X			
		Talked with the Chief and corporal to determine their attitudes toward an open information-type department	Both agreed with me on the value of a open communication-type department; they thought our department was an open communications-type department		X			
	Recommend administration of the Profile of Organizational Characteristics to my superiors	Discussed with my superiors the possibility of administering the Profile of Organizational Characteristics to everyone in the department	My superiors pointed out that, after my attendance, everyone in the department had attended POLEX and had taken the Profile of Organizational Characteristics. Consequently, it would be unnecessary and too costly to re-administer the questionnaire to the rest of the department		X			
	Decide, after initial steps, if pursuit of additional ideas is organizationally sound	Decided that pursuing further ideas with my superiors would not be organizationally sound	I didn't "rock the boat"	I can't implement anything on my own and my superiors don't see any changes as necessary	X			
	Establish a better system of communications between my juvenile specialty area and other members of the department who must be informed of its activities							
Total	4	4	4	1	4	0	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	1/2	RC
9	Enact a system for setting up, one year in advance, a series of training meetings, with each meeting to be based on training need information elicited from the entire department	Discussed with the Chief the idea of establishing a system for identifying departmental training needs through input from the entire department and then developing and scheduling training sessions to meet those needs	The Chief agreed with the idea and told me to go ahead with it		X			
		Organized my ideas into a letter to be distributed throughout the department eliciting opinions and suggestions on current and future departmental training needs	Developed a draft letter to send throughout the department to identify training needs		X			
		Submitted the letter to the Chief for approval	The Chief approved the letter		X			
		Distributed letter throughout the department	Two responses have been received to the letter; both have constructive and favorable		X			
	Recommend to the Chief that the Profile of Organizational Characteristics be administered to everyone in the department	Discussed with the Chief the possibility of administering the Profile of Organizational Characteristics to everyone in the department	Although the Chief approved of the questionnaire, he said it would be too costly and time consuming to administer throughout the department I agreed with him and "did not push it" any further	The department's budget is very tight. As a result, the department has been shorthanded and everyone has been very busy			X	
Total	2	5	6	1	4	0	1	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	I/-	INC
10	Establish a chain of command within the department	Discussed with the new Chief the idea of establishing a chain of command within the department	The Chief completely disagreed with the idea	The new Chief is narrow-minded and authoritarian and "treats everyone in the department like a raw recruit."		X		
	Develop and implement a set of rules, regulations and policies in the department	Discussed with the Chief the idea of establishing a set of rules, regulations, and policies in the department	The Chief completely disagreed with the idea	The new Chief is narrow-minded and authoritarian and "treats everyone in the department like a raw recruit."		X		
	Make a determined effort to keep open all channels of communication in the department	Discussed with the Chief the need for open channels of communication, both upward and downward, in the department	The Chief completely disagreed with the idea	The new Chief is narrow-minded and authoritarian and "treats everyone in the department like a raw recruit."		X		
Totals	3	3	3	3	0	3	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	I/-	NC
11	Sit down with the Chief and discuss the materials covered during POLEX	Sat down with the Chief and discussed POLEX materials	The Chief thought my attendance at POLEX had been worthwhile		X			
	Discuss with the Chief the use of the "concurrence/non-concurrence" form from within the department	Suggested to the Chief that the "concurrence/non-concurrence" form be used for noncritical department directives	The Chief liked the idea and authorized my testing out the form within the department		X			
		Developed a sample "concurrence/non-concurrence" directive form	The sample form was drafted for submission to the Chief		X			
		Showed the sample form to the Chief	The Chief approved the form		X			
		Distributed the sample "concurrence/non-concurrence" form throughout the department	Almost everyone in the department responded to the form, contributing constructive information		X			
		Analyzed responses to the sample directive	Misunderstandings about the prospective appointments and the proper use of the directive forms were discovered Some men refused to cooperate Some men forgot to return the form	Some men forgot to respond to the directive. Others didn't realize they were supposed to respond. Others used the forms to voice their concern about general departmental activities that were irrelevant to the two prospective appointments				X
	Held a departmental meeting to clarify misunderstanding about the forms and the prospective appointments		A consensus was reached regarding the appointments. Misunderstandings about the forms were cleared up		X			
			The Chief decided to use the forms for all future directives					
	Discuss with the Chief the POLEX materials on "Establishment of a Departmental Directive System"		Discussed with the Chief the POLEX materials on "Establishment of a Departmental Directive System"	The Chief liked the ideas but said they could only be implemented gradually in the department		X		
				We agreed to "set aside" the idea for the time being				
Subtotal	3	8	12	1	7	0	1	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/	NC
		Discussed the "Profile of Organizational Characteristics" with the Chief and recommended it be administered to everyone in the department	The Chief said it would be too costly and time consuming to administer the questionnaire to everyone in the department, although it would good to do so	Recent budget cuts and departmental shorthandedness restrict what changes can even be considered in the department	X			
		Had extended discussions with my Chief on the value of MBO	Chief appeared receptive to MBO		X			
Subtotal		2	2	1	2	0	0	0
Totals		10	14	2	9	0	1	0



CONTINUED

1 OF 2

APPENDIX 1(15)

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact				
					+	-	I/-	NC	
12	Administer the "Profile of Organizational Characteristics" to the men in my squad and then to the entire department to obtain useful information	Discussed with the Chief the idea of administering the "Profile of Organizational Characteristics" to the men in my squad and then to the entire department	The Chief was receptive and said I should go ahead with implementation	I haven't had time to administer the questionnaire because of heavy holiday duty requirements Shorthandedness for vacation and training Inability to bring all my men together for the required time Illness to the Chief, which has postponed major decisions until his return Also, the Chief is not very progressive. I doubt that he will actually support me if I do attempt to administer the questionnaires				X	
	Institute an MBO "vertical slice" system within the department	Discussed with the Chief the establishment of an MBO "vertical slice" system within the department through the addition of patrolmen to weekly staff meetings for sergeants and the Chief	The Chief was receptive to the idea and said we should implement it	This hasn't been implemented because the Chief has been out with an illness and major decisions have to wait until he returns. I also doubt that the Chief is sincere about implementation				X	
Subtotal	2	2	2	6	0	0	2	0	
		Typed up my POLEX notes	Made me feel as though I had done something after the course		X				
		Distributed them to the other sergeants in the department	Made me feel as though I had done something after the course		X				
		Explained MBO to the men in my squad	Most of them seemed to understand and accept what I told them		X				
		Applied POLEX principles in writing quarterly performance appraisals for my men by attempting to assess their performance objectively and spending more time in writing evaluations	I wrote appraisals that were more detailed, more structured, and fairer than the ones I wrote before going to POLEX		X				

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	U/-	NC
12		Applied POLEX principles for performance appraisal by discussing completed appraisals with my men and with the Chief	The Chief and most of the men agreed with my appraisals and appreciated the chance to discuss them with me This improved the men's morale and my relations with them		X			
Subtotal	0	5	6	0	5	0	0	0
Total	2	7	8	2	5	0	2	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Effect			
					+	-	1/2-	NC
13	Discuss with the Chief the possibility of implementing an MBO system in the department by adding patrolmen to weekly staff meetings for the Chief and three sergeants in the department	Discussed with the Chief the possibility of adding patrolmen to weekly staff meetings in order to initiate MBO in the department	The Chief liked the idea and agreed to include patrolmen in weekly staff meetings	Implementation of the Chief's decision has been postponed because the Chief has been out, recovering from a heart attack	X			
	Administer the Profile of Organizational Characteristics to my squad			Implementation has been postponed, due to end of the year duties caused by the holidays and the move of the department to new facilities				
	Administer the Profile of Organizational Characteristics to the entire department							
Subtotal	3	1	1	2	1	0	0	0
		Applied POLEX principles in writing quarterly performance appraisals for my men	I wrote more objective and through appraisals than I normally have		X			
		Discussed completed performance appraisals with my men and the Chief	Both the Chief and my men agreed with the appraisals. My men appreciated the opportunity to discuss them		X			
		Briefed the Chief on POLEX class materials	The Chief was enthusiastic and receptive to POLEX and my attendance there		X			
		Informally discussed participative principles with my men	The men were receptive to what I told them and appeared eager to participate more actively in department decisions		X			
Subtotal	0	4	4	0	4	0	0	0
Total	3	5	5	2	5	0	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	NC	NC
14	Develop a memoranda system to be used by all employees of the department in written communications within the department	Discussed with the Chief the inadequacies of current written communications procedures and the need for a new system to correct those inadequacies	The Chief agreed with me and said I should develop the new system by March 1	I am the crime prevention officer in the department and my duties peak in December. Because of this I wasn't able to start on the memo system until mid-January	X			
		Made phone calls to seven local departments to find out about their memoranda systems and obtain copies of their memo forms	Three of the seven departments called employed a formal memoranda system. These three gave me useful information and sent me copies of their forms		X			
Subtotal	1	2	2	1	2	0	0	0
		I asked a sergeant and a lieutenant in the department for suggestions on how to distribute crime prevention articles to as many citizens as possible	I increased my distribution of the articles by one-half after taking their suggestions to distribute them to the Boy Scouts and the Knights of Columbus		X			
Subtotal	0	1	1	0	1	0	0	0
Total	1	3	3	1	3	0	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	I/-	NC
15	Review and update the department's current internal communications system, using principles and practices learned in POLEX	Discussed with the Chief the need for reviewing the department's internal communications system and updating it, possibly instituting the POLEX "VIA" system	The Chief agreed with me and authorized me to review the system and recommend to him any changes that might be necessary		X			
		Reviewed the department's internal communications system and identified areas where change is needed	Concluded that the "system" is largely informal and that it would be worthwhile to attempt implementation of the POLEX "VIA" system	Getting enough time away from regular duties to review the system	X			
		Began review of POLEX notes to determine how the "VIA" system could be implemented	Unknown					X
	Try to institute "vertical slice" groups for departmental activities, such as the purchase of police cars and other new equipment	Discussed with the Chief the possibility of instituting vertical slice groups in the department	The Chief thought that establishing such groups would be good in the future but not at present, given the climate in the department resulting from a labor dispute. I agreed with the Chief's viewpoint	A continuing labor dispute has hindered good relations between management and line personnel in the department	X			
Subtotal	2	4	3	2	3	0	0	1
		Assisted another lieutenant in revising the department reorganization plan, based on POLEX materials	Developed an improved reorganization plan		X			
Subtotal	0	1	1	0	1	0	0	0
Total	2	5	4	2	4	0	0	1

APPENDIX 1(20)

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	17-	18C
16	Describe what I have learned at POLEX to my Chief, emphasizing the need for and potential values of MBO in the department	Described POLEX MBO materials to my Chief and emphasized the need for and value of MBO in the department	The Chief liked MBO but would not implement it because he felt that the department wasn't ready		X			
	Adopt MBO on my particular shift, to the extent possible	Discussed MBO with the men on my shift	The men seemed receptive to MBO and started acting enthusiastically about contribution to shift decisions	One officer didn't want to participate in decision-making for the shift	X			
		Began to adopt participative decision-making on my shift, such as in flag details and patrol car assignments	Everyone is noticeably satisfied with participative decisions and is looking forward to such future actions		X			
	Negotiate with the Chief for permission to present the idea to a crime prevention program to the Borough Council	Talked with the Chief about presenting the idea for a crime prevention program to the Borough Council	The Chief authorized me and another officer to prepare and make a presentation to the Borough Council recommending a crime prevention program, within certain guidelines		X			
	Demonstrate the value of a crime prevention program to the Borough Council	Prepared a presentation for the Police Committee of the Borough Council on the benefits of a crime prevention program, using materials obtained from prior training programs	Another officer made the presentation The committee accepted our recommendations and asked us to prepare an expanded presentation to the entire Borough Council, adding information on the costs, availability of funds, and operational details of a crime prevention program to our initial presentation		X			
		Contacted by telephone five local departments that have operating crime prevention programs	Obtained useful information on the cost and operation of crime prevention programs to include in our presentation		X			
		Began preparing a presentation to the Borough Council, recommending establishment of a crime prevention program in the department	Unknown					X
Total	4	7	8	1	6	0	0	1

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	I/-	NC
17	Revise the report form used to record information on FBI Part I crimes	Reviewed the current report forms for FBI Part I crimes	Identified the basic information necessary on the forms, as well as ways to reduce the extra information required by the forms	Getting enough time away from regular duties to revise the forms	X			
		Developed a rough draft of a revised report form for Part I crimes	I had a basis for discussing revision in the form with the Chief		X			
		Discussed the revised report form with the Chief	The Chief approved an initial limited implementation of the form		X			
		Sent the draft revised report form to the printer to obtain a proof for the initial implementation	Unknown		X			
Subtotal	1	4	4	1	3	0	0	1
		Started developing a departmental memo system based on POLEX principles, although without provision for feedback	Unknown					X
Subtotal	0	1	1	0	0	0	0	1
Total	1	5	5	1	3	0	0	2

PROGRAM OUTLINE
 POLICE EXECUTIVE DEVELOPMENT INSTITUTE
 BUCKS COUNTY

A Continuing Education Service of
 The Pennsylvania State University
 College of Human Development
 Administration of Justice Program

APPENDIX 2
 POLEX COURSE SYLLABUS

First Week

Monday, November 5, 1979

8:30 a.m.	WELCOME Mr. James R. Horner POLEX Training Supervisor Instructor, Administration of Justice The Pennsylvania State University Mr. Baron Perry Area Representative Ogontz Campus of The Pennsylvania State University REGISTRATION Mr. Perry ORIENTATION Mr. Horner INSTRUMENTATION: PREPARATION OF THE STYLES OF MANAGEMENT INVENTORY Mr. Horner
10:00 a.m.	BREAK
10:15 a.m.	A BRIEF HISTORY OF MANAGEMENT AS A SCIENCE: CLASSICAL, TRANSITIONAL, HUMAN RELATIONS, AND BEHAVIORAL SCHOOLS

11:45 a.m. LUNCH
 1:00 p.m. HISTORY (continued)
 Mr. Horner
 2:45 p.m. BREAK
 3:00 p.m. AN EXERCISE IN GROUP DYNAMICS
 HIRING A POLICE COMMISSIONER
 4:30 p.m. END AFTERNOON SESSION

Tuesday, November 6, 1979

8:30 a.m. FEEDBACK ON GROUP DYNAMICS EXERCISE
 Representatives of Management Teams
 Mr. Horner
 9:15 a.m. GROUP DYNAMICS AND THE MANAGEMENT PROCESS
 Mr. Horner
 10:00 a.m. BREAK
 10:15 a.m. LEADERSHIP AS A MANAGEMENT TOOL
 Mr. Horner
 11:45 a.m. LUNCH
 1:00 p.m. LEADERSHIP SELF-ASSESSMENT: THE STYLES
 OF MANAGEMENT INVENTORY (Managerial Grid)
 2:45 p.m. BREAK
 3:00 p.m. INSTRUMENTATION: PREPARATION OF THE
 PERSONNEL RELATIONS SURVEY
 4:30 p.m. END AFTERNOON SESSION

Wednesday, November 7, 1979

8:30 a.m. A WORKSHOP EXERCISE IN CONSENSUAL DECISION-MAKING
 (Based on the film Twelve Angry Men)
 10:00 a.m. BREAK

10:15 a.m. FEEDBACK ON WORKSHOP
 Representatives of Management Teams
 Mr. Horner
 11:45 a.m. LUNCH
 1:00 p.m. CONSENSUAL DECISION-MAKING AND THE
 MANAGEMENT PROCESS
 Mr. Horner
 2:45 p.m. BREAK
 3:00 p.m. AN EXERCISE IN COMMUNICATION AND DELEGATION
 Mr. Horner
 4:30 p.m. END AFTERNOON SESSION

Thursday, November 8, 1979

8:30 a.m. COMMUNICATION AND THE MANAGEMENT PROCESS
 Mr. Horner
 10:00 a.m. BREAK
 10:15 a.m. COMMUNICATION SELF-ASSESSMENT: THE
 PERSONNEL RELATIONS SURVEY (JoHari Window)
 11:45 a.m. LUNCH
 1:00 p.m. MANAGEMENT BY OBJECTIVES
 Mr. Horner
 2:45 p.m. BREAK
 3:00 p.m. AN M.B.O. WORKSHOP
 4:00 p.m. FEEDBACK ON M.B.O. WORKSHOP
 Representatives of Management Teams
 Mr. Horner
 4:30 p.m. END AFTERNOON SESSION

Friday, November 9, 1979

8:30 a.m. CAMELOT: REORGANIZATION OF A POLICE DEPARTMENT - A WORKSHOP EXERCISE

10:00 a.m. BREAK

10:15 a.m. CAMELOT WORKSHOP (continued)

11:45 a.m. END FIRST WEEK

Monday, November 12, 1979

8:30 a.m. COMPARATIVE POLICING: THE EUROPEAN AND AMERICAN MODELS
Norman E. Pomrenke, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky

10:00 a.m. BREAK

10:15 a.m. THE POLICE IMAGE SCALE
Mr. Pomrenke

11:45 a.m. LUNCH

1:00 p.m. PREPARATION FOR WORKSHOP EXERCISE: INTEGRATING THE LINE, SUPERVISORY, AND ADMINISTRATIVE FUNCTIONS OF THE POLICE ORGANIZATION
Mr. Pomrenke

2:45 p.m. FEEDBACK ON WORKSHOP EXERCISE
Representatives of Management Teams
Mr. Pomrenke
Mr. Horner

4:30 p.m. END AFTERNOON SESSION

Tuesday, November 13, 1979

8:30 a.m. A PROFILE OF ORGANIZATIONAL CHARACTERISTICS: THE LIKERT SYSTEMS
Mr. Pomrenke

9:15 a.m. RESTRUCTURING THE MODEL OF POLICE ORGANIZATION
Mr. Pomrenke

10:00 a.m. BREAK

10:15 p.m. MANAGEMENT TEAM WORK ON CAMELOT EXERCISE

11:45 a.m. LUNCH

1:00 p.m. MANAGEMENT TEAM WORK ON CAMELOT EXERCISE (Continued)

2:45 p.m. BREAK

3:00 p.m. MANAGEMENT TEAM WORK ON CAMELOT EXERCISE (Continued)

4:30 p.m. END AFTERNOON SESSION

Wednesday, November 14, 1979

8:30 a.m. FEEDBACK ON CAMELOT EXERCISE (Criticism of the Mission Statement and the Role of Goals in the Police Organization)
Representatives of Management Teams
Mr. Pomrenke
Mr. Horner

9:30 a.m. FEEDBACK ON CAMELOT EXERCISE (The Changing Concept of Police Services in the Watchman, Legalistic, and Service Models of Policing)
Representatives of Management Teams
Mr. Pomrenke
Mr. Horner

10:00 a.m. BREAK

10:15 a.m. FEEDBACK ON CAMELOT EXERCISE (Continued)

11:00 a.m. FEEDBACK ON CAMELOT EXERCISE (Consideration of Long Range Plans for Departmental Reorganization)

11:45 a.m. LUNCH

1:00 p.m. FEEDBACK ON CAMELOT EXERCISE (Continued)

2:45 p.m. BREAK

3:00 p.m. FEEDBACK ON CAMELOT EXERCISE (Consideration of Plans for Immediate Departmental Reorganization)

3:45 p.m. CAMELOT AS A HUMAN ORGANIZATION: Reorganization
By Problem and For Control

Mr. Pomrenke

4:30 p.m. END AFTERNOON SESSION

Thursday, November 15, 1979

8:30 a.m. INTERNAL COMMUNICATION IN THE POLICE ORGANIZATION:
A WORKSHOP

10:00 a.m. BREAK

10:15 a.m. FEEDBACK ON WORKSHOP
Representatives of Management Teams
Mr. Pomrenke
Mr. Horner

11:45 a.m. LUNCH

1:00 p.m. ASSESSING SUBORDINATES STYLES IN THE ORGANIZATION
Mr. Pomrenke

2:45 p.m. BREAK

3:00 p.m. DECISION-MAKING AND ITS IMPACT ON SUBORDINATES STYLES
Mr. Pomrenke

4:30 p.m. END AFTERNOON SESSION

Friday, November 16, 1979

8:30 a.m. PERSONALITY AND ACHIEVEMENT MANAGEMENT
Mr. Pomrenke

10:00 a.m. BREAK

10:15 a.m. ACHIEVEMENT MANAGEMENT (Continued)

11:00 a.m. INSTRUMENTATION
Mr. Horner

11:20 a.m. GRADUATION ADDRESS
Class President

11:35 a.m. AWARDING OF CERTIFICATES
Mr. Horner

11:45 a.m. CONCLUDING REMARKS
Mr. Horner

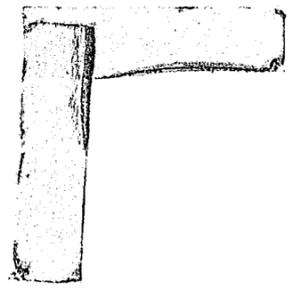
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POLEX XLVII

BUCKS COUNTY

November 5-9

&
November 12-16, 1979



END