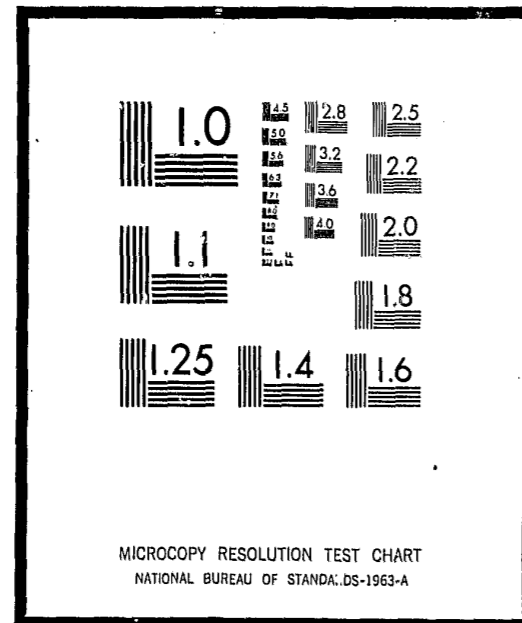


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U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed 4/30/75

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READING LIST
MANAGEMENT AND ADMINISTRATIVE TRAINING
NEW ENGLAND
POLICE EFFECTIVENESS
POLICE TRAINING

ANNOTATION:

TRAINING PROGRAM IS DIRECTED TO THE COMMAND OFFICER TO PROVIDE A BROAD EDUCATION IN MANAGEMENT AND SUPERVISION.

ABSTRACT:

IN THE AREA OF LAW ENFORCEMENT EDUCATION THESE TWO FACTORS REPRESENT IMPORTANT FOUNDATIONS WHICH HAVE NOT RECEIVED EXTENSIVE OR INTENSIVE CONSIDERATIONS. THE PROGRAM IS DESIGNED TO PROVIDE A BROAD SPECTRUM OF BOTH THE FUNDAMENTALS OF CURRENT POLICE SERVICES AND PROBLEMS WHICH HE WILL MEET, EQUATED WITH THE MANNER IN WHICH HE ADDRESSED HIMSELF TO THE TASK OF MOBILIZING HIS MEN TO FUNCTION IN RESPONSE TO THESE NEEDS. THIS HE MUST DO WITH THE SKILLS OF MANAGEMENT---APPLIED TO THOSE UNDER HIS COMMAND. WITH EFFECTIVE DIRECTION, APPLYING THE TESTED ATTRIBUTES OF SOUND MANAGEMENT, WITH AN UNDERSTANDING OF HUMAN RELATIONS (BOTH INTERNAL AND EXTERNAL), A RECOGNITION OF COMMUNITY RESPONSIBILITIES, HE MUST ALLOCATE HUMAN AND PHYSICAL RESOURCES WISELY---TO IDENTIFY, AND SOLVE A VARIETY OF PROBLEMS ASSOCIATED WITH THE MISSION OF HIS AGENCY. A REVIEW OF THE COMMAND TRAINING INSTITUTE MANUAL, AND ITS COURSE SCHEDULE, WILL INDICATE THE BROAD AREA OF EDUCATION WHICH IS INCLUDED IN ORDER TO ACHIEVE RESULTS.

Grant 238

NEW ENGLAND ASSOCIATION OF CHIEFS OF POLICE, INC.

THE COMMAND TRAINING INSTITUTE

PRESENTED AT

BABSON INSTITUTE OF BUSINESS ADMINISTRATION

WELLESLEY, MASSACHUSETTS

FIRST YEAR REPORT

SEPTEMBER 1, 1967 - AUGUST 31, 1968

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NCJ000052

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NEW ENGLAND ASSOCIATION OF CHIEFS OF POLICE, INC.

COMMAND TRAINING INSTITUTE

Babson Institute of Business Administration
Wellesley, Massachusetts

Telephone 235-1200
(367,368)

CONNECTICUT • MAINE • MASSACHUSETTS • NEW HAMPSHIRE • RHODE ISLAND • VERMONT

THE COMMAND TRAINING INSTITUTE

SUMMARY OF OBJECTIVES: PROCEDURES: ACCOMPLISHMENTS

This statement is designed to provide an overview of the factors which brought The Command Training Institute into existence; the procedures which were developed to give it force and effect; and the results which have been achieved in the completion of its first year of operation, September 1, 1967 to August 31, 1968.

For a more complete understanding of the Program there is incorporated in the Final Report the following reference material.

1. Copy of the original proposal...."The Command Training Institute of the New England Association of Chiefs of Police, Inc."....submitted to the Office of Law Enforcement Assistance, U. S. Department of Justice, Washington, D. C., seeking funding for an initial one-year program to cover 300 executive law enforcement officers. The Institute to offer ten sessions of three weeks duration, with 30 men per session.
2. Brochure announcing the establishment of The Command Training Institute, its purpose, its operational procedures and the schedule of its sessions.

It should be noted that the program serves law enforcement agencies in New England -- Maine, Massachusetts, New Hampshire, Rhode Island, Connecticut and Vermont. The assignment of men from each of these states is based on population ratio.

This brochure received complete distribution among police agencies, news media and related fields.

3. The Command Training Institute Manual. This document provides a specific outline of the total program, identification of its faculty, class schedule, course description, reading and reference lists, and related administrative and operational matters. It is made available to all participants, including each student, and serves as a foundation for the total program.

4. The Enrolment Profile

Total number of students		300
Total number of departments represented by the students		122
Number of students from each state:		
Massachusetts	156	
Connecticut	70	
Maine	27	
Rhode Island	20	
New Hampshire	17	
Vermont	<u>10</u>	
Total		300
Total population served by the students		6,739,200

5. Breakdown by rank:

Chiefs	53	
Captains	76	
Lieutenants	85	
Sergeants	<u>86</u>	
Total		300

I. PREAMBLE

In the area of law enforcement education...management and supervision... represent important foundations which have not received extensive or intensive considerations.

The basic and fundamental skills of the enforcement officer have been well attended. However, his ability to exercise effective management practices and procedures in order to gain the most from those under his direction, has never been the object of a program of this intensity.

This training program is therefore directed to THE COMMAND OFFICER, to provide a broad spectrum of both the fundamentals of current police services and problems which he will meet, equated with the manner in which he addressed himself to the task of mobilizing his men to function in response to these needs. This he must do with the skills of management---applied to those under his command. With effective direction, applying the tested attributes of sound management, with an understanding of human relations (both internal and external), a recognition of community responsibilities, he must allocate human and physical resources wisely---to identify, and solve a variety of problems associated with the mission of his agency.

A review of The Command Training Institute Manual, and its course schedule, will indicate the broad area of education which is included in order to achieve results.

II. METHODOLOGY

As part of the teaching techniques used, beyond the established audio-visual equipment, forums, seminars, workshops, in-basket games.... provide opportunity for the individual officer to give expression to his interests and problems.

A major vehicle of the Institute is the Project Program.

The class is organized into five teams (six men each) the opening day and each team received a major project for examination, study, preparation of report, with recommendations and comments. This entails all facets of investigation by the team, outside class, and on the third Monday they provide a report of their findings. The projects are in the area of management and supervision--with emphasis on policy and planning. Selected copies are provided with the final Report.

These reports are prepared in formal fashion, with each man receiving a copy of each. In this manner, five major topics are studied, and all receive the benefit of the work of each team. Beyond this, each team, during assigned class periods the last week, must present a summary of its report and conclusions, and defend its report in a seminar.

The Project Program has been an exciting and effective part of the total program. It brings the men together in working teams and they begin to function with order and planning. In order to broaden their association with each other, other workshops, where teams are used, create new representation on these teams.

III. EVALUATION

August 16, 1968

Mr. Thomas McLaughlin
Command Training Institute
Babson Institute
Wellesley, Massachusetts

Dear Mr. McLaughlin:

The following report is presented to you and summarizes the academic program of the Command Training Institute.

I have evaluated the ten sessions that began November 27, 1967 and terminated August 16, 1968. The program has been extremely well received by the law enforcement officers and, from an educational viewpoint, was well planned and executed.

The instructors, both academicians and professional police, were specialists in their respective fields and provided informative lectures and lively discussions. It was interesting to observe how the instructors' performances improved as they gained experience working with individuals who, for the most part, did not have a strong academic background. I observed many of these classes and was impressed by the methods and techniques used by the different instructors who were taking individual differences into consideration. The men were exposed to and had experience with different ways of presenting material which they will be able to use when they return to their own departments. The use of audio-visual aids as means of illustrating and explaining concepts, skills, and understanding was greatly appreciated by the students.

A Command Officer should have the ability to read well and speak clearly and intelligently before groups. Through the reading development program the ability to accelerate one's reading together with his ability to comprehend was emphasized. In addition, each man was provided with the opportunity to speak before the group and his performance was evaluated.

The social and moral changes in our society and their impact and effect upon the command officer was reviewed. The psychological factors involved in human relations and how they affect the command officer was emphasized. Each instructor provided the class an outline of the material to be discussed. This helped greatly because when one has been away from the classroom for a few years, it takes some practice to learn how to take effective notes.

Every man was required to join a team and work on a project. This required that each person share his professional background and experience with his team. Thus, the ability to give and take, to be perceptive and discriminate, and to work with others was fostered.

The students were required to do a tremendous amount of work outside of class. The many and complex responsibilities of the command officer made it mandatory to cover a wide range of material in a relatively short time. In my opinion, I feel if the length of each session could be extended the men would not be required to work in a program that is so highly concentrated. An extension of time would also allow the classes to branch out in new areas.

The physical factors in the program were most satisfactory and were actually improved during the program. Babson Institute was an ideal host and in addition to a classroom, also provided the men with the opportunity to eat in the college cafeteria. The project director had the classroom painted and air conditioners installed. This provided a pleasant environment for study and learning.

In closing may I take the opportunity to thank you and Project Director Arthur Kehas for the outstanding cooperation I received at all times. I sincerely feel that the Institute is indeed fortunate in having two such dedicated and knowledgeable officials.

Very truly yours,

GAIL E. COSGROVE

GEC:as

IV. FUNDING

The total funding of the Program providing tuition, board, room and incidental class material and Project Management was \$92,500, for 300 men, unit cost \$308.00 per man.

V. CONCLUSION

This, then, is the profile of The Command Training Institute. Under its present funding it will conclude August 31, 1968. Its effectiveness as an educational vehicle has been evaluated and proven competent.

Its service to the needs of law enforcement in the work of the Command Officer has only begun. Additional years of classes are justified, with the further development of "refresher" programs for those who have completed the basic presentation.

I. PREAMBLE

The New England Association of Chiefs of Police, Inc., was established in 1926 and has a membership of 500 active heads of police agencies from the States of Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire and Maine. It meets annually in a three-day conference, and functions during the year through an Executive Board and committees. A roster of the present officers is set forth in Exhibit A.

The Committee on Law Enforcement Education of the New England Association of Chiefs of Police has been researching police training needs for several years. The need for the training of Command Officers on a regional basis was identified. The recommendation for action was accepted. However, to put the plan into operation financial assistance was needed, and that prompted the application for funding by the Office of Law Enforcement Assistance, U. S. Department of Justice.

The individual states in this area could not provide an effective local program, and welcomed the opportunity to have their police executives attend The Command Training Institute, covering the New England Region--where many police management and operational problems are closely related.

II. PROJECT GOALS

The training of the Command Officer is vital and necessary in today's society.

The responsibility of the supervisor in law enforcement, the Command Officer, is the key to effective police service. He must allocate human and physical resources wisely--to identify, understand and solve a variety of problems.

He is expected to assume responsibility, make decisions and obtain from those under his direction a maximum of effective performance. This, in the face of limited and oftentimes a void in any professional training or experience in the science of management. It is common that those who reach command status do so without any prior formal training. The Command Training Institute concentrated on the operational aspects of the command officer's responsibility, seeking to extend existing training programs and provide a vehicle for instruction of those who must supervise the daily interests of the various departments. With the increasing complexion of our society, the area of Police Administration demands increased attention.

Since the command officer must achieve his results through people, his understanding of the human aspects of management should form an important part of his training and background.

Understanding people, however, is not enough. He must be knowledgeable in the fundamental aspects of the service he is to supervise, police service, for otherwise his direction, although well intended, will be meaningless. As a command officer he is a primary source of education and training for those he supervises. This demands that beyond his management skills, he be versed in the current

problems of investigation and enforcement. If not, his direction is ineffective.

He must apply action which is logical, practical and successful.

This he does with the skills of management--applied to those under his command who are to carry out the mission. Through his exercise of sound and practical management techniques, applied to the special problems of law enforcement, he can achieve a maximum optimum of performance from his men with a minimum of personal direction.

This training project was structured to provide a spectrum of both the broad fundamentals of current police services and problems which the command and supervisory officer will meet, equated with the manner in which he addressed himself to the task of mobilizing his men to function in response to these needs.

Success is a measure of the quality and training of both the supervisor and subordinate but more reliance is placed on the supervisor, as the manager of men, to achieve the desired objectives.

These PROJECT GOALS were related to our New England area and in particular to departments which do not have the facility to train command officers on the broad scale set forth herein. It is our judgement that with limited exception, all participating departments in this area benefited from this Institute.

The nature, content, and instructional technique which this proposal utilized suggests it could be the format for this form of police

education nationally. Its operation under the Law Enforcement Assistant Act, has greatly enhanced the quality and service of police operations in the six New England States.

III. PROJECT METHODS

An important factor in the development of this proposal was the inability of many police agencies to release men for an extended period of time. Intermittent training for a part of each week, at night after a tour of duty, or during the day, after a night duty assignment, would so dilute the effectiveness of the program as to destroy its objective.

Therefore, this proposal was predicated upon a unit of three weeks' training given for a period of five days each week--a total of fifteen days. Each day contained seven hours of instruction, for a total of 105 hours. To this was added a minimum of 20 hours of outside work, described below, for a minimum total of 125 hours. From experience, we found that the outside hours totaled 45, for a total of 150 hours.

Beyond the formal aspect of the Institute, great benefit came to each participant through association, conversation and discussion with his associates. This has broadened his police contacts and strengthened his personal background.

To achieve the optimum results in the time available, recognizing that each class will be composed of representatives of divergent

agencies (and perhaps ranks), the presentation took the following form:

- A. FORMAL PRESENTATION. Presentation by qualified instructors, through lecture and discussion, of each of the main topics, supplemented by audio-visual aids where practicable and available. This also served to identify the various audio-visual aids presently in use and suggested weaknesses in this class of material.
- B. SEMINAR. At the close of each week, a seminar is held, designed to explore through discussion, any areas not effectively considered and disposed of during the week. It served to point up any contradictions which might have entered into the presentations. It summarized the results of the Institute at that time.
- C. PROJECT ASSIGNMENTS. Each class was divided into project groups to receive an assignment the opening day of the Institute. The group examined, researched, discussed and prepared a formal report to the entire group on a phase of the program. Each group selected a chairman and presented the results of their work to the entire group. The team defended its position against the inquiry of the class. While some time was allotted in class for work on these projects, much of the research was done nights and weekends and represents the extra time referred to above.

It is recognized that a majority of the participants did not have training or experience in this latter aspect of the program and thus they were undoubtedly strengthened.

IV. TEACHING PROCEDURES AND INNOVATIVE METHODS

A. Teaching Procedures

A variety of teaching procedures were utilized by the faculty, beyond the lecture form:

- Seminar
- Panel Forums
- Workshop
- In-Basket Game
- Group Team Projects
- Self-evaluation Quiz

B. Audio-Visual Material

A considerable portion of the instruction was augmented by film, slides, filmstrips, and other visual equipment.

Twelve films are used in the presentations including two CBS Report films.

Equipment available and used included:

- 16 MM Projector
- 35 MM Projector
- Film Strip Projector
- Overhead Projector
- Opaque Projector
- Tape Recorder

C. Innovative Methods

In addition to the teaching procedures mentioned above, The Command Training Institute has utilized the following vehicles

to strengthen the teaching program:

1. Project Program

This program has been previously identified.

Exhibit B is an identification of the projects and selected team reports prepared on various topics.

2. Reading List

Based on the prediction that law enforcement officers do not engage in enough original reading, and to provide a source of information for future examination, a reading list was created with the assistance of the faculty.

Reference to The Command Training Institute Manual will identify the material in question. Cooperation from the Babson Library and the Wellesley Public Library was received and all the listed books were available to the class. In addition, a modest library was assembled in the Project Director's office to supplement this material.

Selected reference material was provided each registrant.

See Exhibit I.

The course schedule also includes a half day devoted to teaching reading skills. This was very well received.

3. In-Basket Program

Exhibit C provides a statement of the In-Basket Program which was utilized. This represented a new venture for the group and brought into play many of the factors developed during the Institute, with special emphasis on executive

decision-making.

The individual officer was required to identify a priority in handling the various items; set forth his response; note the relationship between many of the questions and generally THINK.

It was favorably received.

4. Workshop

A workshop on specific questions affecting the law enforcement administrator and the command officer was also included on the schedule. This extended for a day, and provided opportunity to apply the fundamentals of management to specific police problems.

Each man was provided with an outline of methods to be used in organizing a workshop. Exhibit D.

Exhibit E. provides a sample of the workshop questions.

5. Discussion Chairman

Every man in the class chaired a session during the Institute: either a panel, seminar, project presentation, in-basket discussion, etc. In this way, he was required to manage the session, control discussion, and otherwise have active experience in directing a conference.

This was associated with the Institute course covering communications.

6. Effective Communication

There is a great need today for police executives to communicate with the community they serve, the governmental agencies they work alongside, and the personnel who work for them.

A great deal of time is spent in impressing upon the class members that they communicate, not only with spoken words, but also by their attitude, their appearance, their posture, their tone of voice, etc. This session shows the dangers in second-hand information. The class is divided into teams. After a team leaves the room, a scene is shown on the screen through use of a film strip projector. The first member of the team comes in and carefully looks the scene over. Then he relates what he saw to the second man who comes in. Then the story is told by the second man to the third, who tells it to the fourth, all the way down to the sixth man. By this time, the last man recites what he was told, and it is a very different from what was portrayed on the screen to the first man.

The book SPEAKING IS A PRACTICAL MATTER, McCabe & Bender, is used as a text. Each class member addressed the group. He is also asked to comment on questions which are asked of him. The instructor makes suggestions to the speakers, and before the day is over, the class members are critiquing their own talks, as well as those of their classmates.

7. Reading Development

Today's police executive in the performance of his duties must read a great deal more - not only in police literature, but in other areas which affect the community, the social structure, and other governmental agencies.

The students are started off at 100 words per minute and tested to determine their retention. This speed is increased so that by the end of the day, the students are reading 400 to 600 words per minute, and in being tested, their retention rate remains constant.

The different techniques of reading are discussed with stress on how and when they should be used.

8. Management by Objectives - Personal leadership styles.

The different styles of leadership for conferences are explored a great length. A film STYLES OF LEADERSHIP is shown and discussed by the group.

The class is then broken up into 4 groups - consisting of one serving as Chairman and one as Observer. They are assigned a police problem, and conduct the conference in one of the following:

- a. The TELL method.
- b. The SELL method.
- c. The CONSULT method.
- d. The JOIN method.

After the conferences are held, the Chairmen report to the Class. Then, the observer critiques the manner in which it was conducted. An appreciation is developed of the advantages and pitfalls of each type of leadership.

9. Principles of Human Relations

As part of this presentation, a film entitled THE TRUCK DILEMMA is exhibited. The film depicts how an executive in the telephone company assigned a new truck.

The class is divided into 6 teams. Each one is given a personal history of the employee and his truck. The students assume the role of each of the employees, and deliberate with the others trying to convince them that they should receive a new truck. After discussion, a group decision is made as to who gets the truck, what commitments or promises are made, and who is satisfied and who is dissatisfied.

10. The Changing Social Order

The class joins in a lively discussion of the changes in social order. The instructor leads the class in exploring the social changes which have taken and are taking place.

11. In ALL subject areas, the students are invited to participate in the discussion. The instructors challenged the class on many points, and bring out a great deal of exchange of ideas.

V. PROFILE OF REGISTRANTS

The Command Training Institute, after much preparation and planning, welcomed its first class on November 27, 1967. Exhibit F. identifies the name and rank, as well as department, of each student by the Class they attended.

A total of 300 police executives completed the Program. A profile follows:

a. Total number of students	300
b. Total number of departments represented	122
c. Number of students from each state:	
Massachusetts	156
Connecticut	70
Maine	27
Rhode Island	20
New Hampshire	17
Vermont	<u>10</u>
Total	300
d. Total population served by students	6,739,200
e. Breakdown by rank:	
Chiefs	53
Captains	76
Lieutenants	85
Sergeants	<u>86</u>
Total	300
f. Average Age	44 years
g. Average years of experience	18.4

1967 - 1968

PROFILE OF STUDENTS

<u>CLASS #</u>	<u>AVERAGE AGE</u>	<u>AVERAGE YEARS OF EXPERIENCE</u>
1	44.4	19.7
2	47.6	21.8
3	44.5	19.0
4	44.0	19.0
5	44.8	19.5
6	44.7	18.0
7	43.1	17.0
8	43.3	16.1
9	43.4	17.3
10	<u>41.4</u>	<u>16.4</u>
FOR 10 CLASSES	44.0	18.4

VI. PROJECT MANAGEMENT

Approval of the Grant for The Command Training Institute was dated September 5, 1967 at Washington, D. C. The first of a ten session program opened November 29, 1967, and the last class concluded on August 16, 1968.

Prior to the opening in November, operational and administrative procedures were established: admissions procedures, application forms, office and budget controls, and related matters. A staff was assembled, and a complete course schedule with course description was written.

In addition, an announcement brochure was prepared and distributed (Exhibit J.). At this time, the faculty was contacted and the training schedule was developed. The Command Training Institute Manual (Exhibit K.) was written, audio-visual equipment obtained, a reading list developed, and library facilities at Babson Institute and the Wellesley Public Library arranged. All related aspects of the program were then completed.

The students were comfortably housed at the Wellesley Inn.

Meals were provided at the Trim Dining Hall of Babson Institute. This enhanced the academic atmosphere of the Institute, and was a contributing factor in its success.

Classes were conducted at Lyon Hall, Babson Institute. This was a large, well lighted room, which was excellently maintained for our use. In the summer, the installation of air conditioners greatly

assisted the students and instructors.

Classes began at 9 A.M. and concluded at 5 P.M.

A breakdown of the subjects covered follows:

Course Outline, Objectives & Procedures	2½ hours
Project Program (Preparation & Presentation)	12 hours
Management Fundamentals and application	8½ hours
Communications	7 hours
The Changing Social Order	3½ hours
Law Enforcement Management Procedures	13 hours
Command Officer	3½ hours
Rules and Regulations	3 hours
Planning & Research	1½ hours
Discipline	2½ hours
Inspection	2 hours
Informants	1½ hours
Police Public and Community Relations	9 hours
Panel: Civil Rights, Police Public Relations	
Police-Community Relations	4 hours
Human Relations	3½ hours
Evaluation of Performance	3½ hours
Control of Assemblies	3½ hours
The Computer (use and application)	1½ hours
Executive Decision Making	3½ hours
Workshop: Problems in Management and Supervision	7 hours
The Supreme Court - Court Decisions Affecting Law Enforcement Administration	7 hours

Problems of Police Management applied to:	8 hours
1. Juveniles	
2. Traffic	
3. Drugs	
4. Criminal Investigation	
Weekly Seminar and Review	3½ hours
Summary and Evaluation	3½ hours
Graduation	<u>1</u> hour
Total class work	105 hours
Minimum work done outside Class Room	<u>45</u> hours
Total	<u>150</u> hours

Upon completion of the course, a certificate (Exhibit G.) was presented each Registrant at formal proceedings.

The Graduation Speakers were:

- Class #1 - Dr. Henry A. Kriebel
President
Babson Institute
- Class #2 - Special Agent in Charge James L. Handley
Federal Bureau of Investigation
Boston, Massachusetts
- Class #3 - Dr. Coleman C. Bender
Chairman, Department of Speech
Emerson College
Boston, Massachusetts
- Class #4 - Commissioner Edmund L. McNamara
Police Department
Boston, Massachusetts
- Class #5 - Dr. Walter H. Carpenter
Dean of Faculty
Babson Institute

- Class #6 - Chief Joseph B. O'Kane
Police Department
Weymouth, Massachusetts
- Class #7 - Attorney William M. Gibson
Director, Law and Poverty Project
Boston University School of Law
- Class #8 - Dr. John A. Hornaday
Chairman, Division of Management
Babson Institute
- Class #9 - Dr. Ingo Ingenohl
Associate Professor of Management
Babson Institute
- Class #10 - Mr. Paul C. Staake, Jr.
Dean of Students and Vice President
Babson Institute

A reception preceded the ceremony. In attendance were the families of graduates, their Chiefs of Police, Mayors, Selectmen, Police Commissioners and other city and town officials. The faculty was well represented at every graduation.

STAFF

Director

The director is charged with organizing, directing and supervising the project. The original director was the late Bruno W. Wilson who died suddenly on January 31, 1968. He was a retired FBI agent.

Mr. Wilson was succeeded by Arthur D. Kehas, Deputy Chief of Police, Manchester, New Hampshire. Director Kehas, a 27-year police veteran, had been a member of the first class to complete training at The Command Training Institute.

Consultant

Thomas F. McLaughlin, Jr., serves as Project Consultant. He was

involved in the creation of the initial project, and the development of the subsequent program. He retired from the FBI after 22 years of service, with the greater portion of the time as Police Training Coordinator. He now serves as Educational Director and Secretary, Boston Chapter, Inc., American Institute of Banking.

Evaluator

Dr. Gail E. Cosgrove, Academic Dean of State College, Framingham, Massachusetts, serves as the Evaluator.

Project Assistant

George R. Mowbray, retired FBI agent, and former employee of The First National Bank of Boston, fills this post. He is an experienced accountant and maintains all The Command Training Institute financial records.

Secretary

The following served as secretaries:

Mrs. Lynn W. Bikofsky - October 2 through December 26, 1967.

Miss Katherine E. Lane - January 3 to February 23, 1968.

Mrs. Margaret P. Hamilton - March 11, 1968 to the present.

Fiscal Officer

Mr. Richard Potter, Vice-President of the Natick Trust Company, Natick, Massachusetts, served as the fiscal officer of The Command Training Institute. He received all funds, reviewed all vouchers, and made all payments.

VII. FACULTY

The teaching staff was drawn from Babson Institute of Business Administration and other colleges and universities in the Greater Boston Area, leading police executives from New England, and representatives of the Federal Bureau of Investigation.

Stress was placed on the application of principles to specific law enforcement problems.

Members of the faculty were:

Coleman C. Bender, B.A., M.A., Ph.D.
Emerson College
Boston, Massachusetts

Arthur C. Cadegan, Jr., A.B., LLB.
Deputy Superintendent
Police Department
Boston, Massachusetts

Richard A. Callahan, B.S.
Director
Bureau of Drug Abuse and Control
Department of Justice
Boston, Massachusetts

Milton O. Corey, A.B., A.M.
John Hancock Mutual Life Insurance Company
Boston, Massachusetts

Gail E. Cosgrove, B.S., Ed.M., Ed. D.
Academic Dean
State College
Framingham, Massachusetts

Frederick Cunliffe, B.S., M.S., Ph.D.
Professor, Criminal Justice
Northeastern University
Boston, Massachusetts

Benson Diamond, B.S., M.B.A., LLB.
Associate Professor, Business Administration
Suffolk University
Boston, Massachusetts

James M. Canty, A.B.
Special Agent
Federal Bureau of Investigation
Boston, Massachusetts

Howard A. Franklin
FBI National Academy
Chief of Police
Providence, Rhode Island

William M. Gibson, A.B., MSW., LLB.
Director, Law and Poverty Project
Boston University School of Law
Boston, Massachusetts

James L. Handley, LLB.
Special Agent in Charge, Boston Office
Federal Bureau of Investigation
Boston, Massachusetts

John A. Hornaday, A.B., M.A., Ph.D.
Chairman, Division of Management
Babson Institute of Business Administration
Wellesley, Massachusetts

John T. Howland
FBI National Academy
Management Institute for Police Chiefs (Harvard)
Superintendent
Police Department
Boston, Massachusetts

Ingo Ingenohl, B.S., M.S., Ph.D.
Associate Professor of Management
Babson Institute of Business Administration
Wellesley, Massachusetts

Arthur D. Kehas
Traffic Institute
Northwestern University
Army Administration School
FBI Police Administration School
Deputy Chief of Police
Manchester, New Hampshire

Richard W. Krant, LLB.
Special Agent
Federal Bureau of Investigation
Boston, Massachusetts

Norman R. Kurtz, B.A., B.D., Ph.D.
Assistant Professor
Brandeis University
Waltham, Massachusetts

Thomas J. Maguire, LLB.
Chief of Police
Woburn, Massachusetts

Francis V. McManus
FBI National Academy
Chief of Police
New Haven, Connecticut

Philip J. McLaughlin
FBI National Academy
Captain
Police Department
Nashua, New Hampshire

Thomas F. McLaughlin, Jr., LLB.
Special Agent, 1942-1964, FBI
Educational Director and Secretary
Boston Chapter, Inc.
American Institute of Banking

Sol Rabkin, B.A., LLB.
Director, Law Department
Anti-Defamation League
B'nai B'rith
New York, New York

William F. Roche, Jr., A.S., B.S.
Lieutenant
Police Department
New Haven, Connecticut

Jeremiah P. Sullivan, LLB.
Superintendent
Police Department
Boston, Massachusetts

Leo P. Trambukis
FBI National Academy
Captain, Director of Planning and Research
Police Department
Providence, Rhode Island

Leon T. Webber
Chief of Police
Portland, Maine

Bertrand Canfield, B.A., D.B.S.
Director, Alumni Relations
Babson Institute of Business Administration
Wellesley, Massachusetts

Arthur D. Martins
FBI National Academy
Chief of Police
Framingham, Massachusetts

John J. Donovan
Deputy Superintendent
Police Department
Boston, Massachusetts

VIII. PROJECT EVALUATION

Each session was evaluated by Dr. Gail E. Cosgrove, Academic Dean, State College, Framingham, Massachusetts. This was done through evaluation forms completed by the students, and Dr. Cosgrove's discussion with them, individually and collectively. Copies of the evaluation reports are Exhibit H.

Excerpts from these reports are listed herewith:

FIRST REPORT -- 12-26-67

"Your curriculum stressed the varied relationships that exist among the police department, other municipal departments, and an understanding and enlightened citizenry, and focused the attention of the command officer toward appropriate utilization of his human and physical resources so that optimum performance can be assured.

"In addition to the program, it was obvious that the officers attending the Institute had a positive attitude throughout the program. They were eager to participate, were industrious, asked

penetrating questions, and cooperated freely with each other in exchanging ideas, and discussing mutual problems and possible solutions.

"The professional educators were well received, knew their material, and had the ability to "put their material across" in an interesting and informative manner. Some of the professional law enforcement officers did an outstanding job of teaching and compare very favorably with the professional educators.

"Teaching methods employed were excellent. Theory was followed by practical application with reference to law enforcement. Lectures, discussions, seminars, projects, oral reports, field trips were used with much success. Extensive use was made of audio and visual aids to reinforce some concept or introduce a new phase of the course.

"Probably I can sum up the success of your program by quoting many of the participants: "I wish it could be longer. I got a lot out of it."

SECOND REPORT -- April 3, 1968

"I am pleased to report that both sessions (#2 and #3) were highly productive and well received by class members. I base my conclusions upon personal observation, individual interviews, and by group discussions. Every member of both classes participated in the evaluation. I have also had the opportunity to review the written evaluation sheets submitted by the individual class members. They were read critically by me with careful attention paid to particulars and minute details.

"There had been earlier criticism of some professional law enforcement officers serving as lecturers in that they lacked ability to "put their material across." This has been corrected and all lectures were well organized and presented in an interesting manner.

"The officers attending are enthusiastic and would like to have had the program continued. They realize police methods are changing and are delighted to be exposed to the new trends.

"Mr. Wilson's untimely death left a void and Director Kehas took over and is serving with distinction. He has been patient with me, listened to suggestions I have made concerning the academic phase of the program, and made corrections when necessary."

THIRD REPORT -- June 13, 1968

"To date seven sessions have been evaluated and I am pleased to state that the performances of all faculty participants have shown growth and understanding of the role each should play. As each session passed it was obvious that instructors became increasingly aware of the varied educational backgrounds and experiences of the students and were better able to present interesting and informative lectures, discussions, field trips and seminars.

"The curriculum is both varied and comprehensive and concentrates on topics that will enable the command officer to be more effective. Textbooks, manuals, current periodicals are all available and are used as research tools by the students. Thought has been given to the allotment of time for study, research, class attendance, and relaxation.

"The reaction of the students attending has been excellent. They would like to see a longer program presented on a continuing basis, and would like to return for a refresher seminar at least once a year to discuss the outcome of principles they have applied."

FINAL REPORT -- August 16, 1968

August 16, 1968

Mr. Thomas F. McLaughlin
Command Training Institute
Babson Institute
Wellesley, Massachusetts

Dear Mr. McLaughlin:

The following report is presented to you and summarizes the academic program of the Command Training Institute.

I have evaluated the ten sessions that began November 27, 1967 and terminated August 16, 1968. The program has been extremely well received by the law enforcement officers and, from an educational viewpoint, was well planned and executed.

The instructors, both academicians and professional police, were specialists in their respective fields and provided informative lectures and lively discussions. It was interesting to observe how the instructors' performances improved as they gained experience working with individuals who, for the most part, did not have a strong academic background. I observed many of these classes and was impressed by the methods and techniques used by the different instructors who were taking individual differences into consideration. The men were exposed to and had experience with different ways of presenting material which they will be able to use when they return to their own departments. The use of audio-visual aids as means of illustrating and explaining concepts, skills, and understanding was greatly appreciated by the students.

A Command Officer should have the ability to read well and speak clearly and intelligently before groups. Through the reading development program the ability to accelerate one's reading together with his ability to comprehend was emphasized. In addition, each man was provided with the opportunity to speak before the group and his performance was evaluated.

The social and moral changes in our society and their impact and effect upon the command officer was reviewed. The psychological factors involved in human relations and how they affect the command officer was emphasized. Each instructor provided the class an outline of the material to be discussed. This helped greatly because when one has been away from the classroom for a few years, it takes some practice to learn how to take effective notes.

Every man was required to join a team and work on a project. This required that each person share his professional background and experiences with his team. Thus, the ability to give and take, to be perceptive and discriminate, and to work with others was fostered.

The students were required to do a tremendous amount of work outside of class. The many and complex responsibilities of the command officer made it mandatory to cover a wide range of material in a relatively short time. In my opinion, I feel if the length of each session could be extended the men would not be required to work in a program that is so highly concentrated. An extension of time would also allow the classes to branch out in new areas.

The physical factors in the program were most satisfactory and were actually improved during the program. Babson Institute was an ideal host and in addition to a classroom, also provided the men with the opportunity to eat in the college cafeteria. The project director had the classroom painted and air conditioners installed. This provided a pleasant environment for study and learning.

In closing may I take the opportunity to thank you and Project Director Arthur Kehas for the outstanding cooperation I received at all times. I sincerely feel that the Institute is indeed fortunate in having two such dedicated and knowledgeable officials.

Very truly yours,

Gail E. Cosgrove

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IX. APPRAISAL BY CHIEFS OF POLICE

Chiefs of Police who attended the Institute wrote the Attorney General of the United States and indicated that there was great need for The Command Training Institute. Excerpts from some of these letters follows:

- a. "I had the opportunity to attend the first class. I was so impressed that I submitted applications and sent three of my staff captains to attend succeeding classes. I would like to send every superior and ranking officer in the Quincy, Massachusetts Police Department to the Institute. Over the years, I have attended many schools. It is my opinion that The Command Training Institute is the most outstanding course I have every been exposed to."
- b. "I recommend this course as a giant step forward in the training of police administrators. We believe that training of this nature is a must for police personnel and should continue. We have watched the changes in the attitudes of command officers who have attended, and several newly acquired techniques were put into effect which resulted in better service to the citizens of Fitchburg, Massachusetts."
- c. "The courses offered are well outlined, informative and beneficial in the development of an effective management program for law enforcement officers at the command level, something which as been lacking in this New England area in the past." (Natick, Massachusetts)

"Myself and five ranking officers from the Department have attended the program with plans for attendance of at least five other ranking officers in the future, should the program be continued." (Framingham, Massachusetts.)

- e. "With three members of the Cumberland, Rhode Island Police Department having completed the course of study, it has resulted in the formation of a new system of complaint distribution and filing, new rules and regulations for the department, and a new approach in the area of community relations. Other areas are under consideration and will be implemented as soon as details are complete."
- f. "I speak not only as a member of the Warwick, Rhode Island Police Department but also as a recent graduate of this training program. During my long career as a police officer and having attended many training schools and courses, I feel that by far this is one of the best I have ever attended."
- g. "I attended the course in January, and personally feel that it was a great help to me, and valuable training in my job as Chief. This is the best program for law enforcement training that I have attended in my twenty-six years in police work." (Brattleboro, Vermont.)
- h. "It is my sincere belief that this program, rather than being reduced, should be substantially expanded. Without the aid of the Office of Law Enforcement Assistance, the

communities, states and organizations would be unable to provide the training necessary for adequate law enforcement." (Lebanon, New Hampshire.)

- i. "We in the State of New Hampshire do not readily have available courses in effective management for law enforcement and since the inception of the course, many departments in the State have had the opportunity effectively to train their personnel." (Manchester, New Hampshire.)
- j. "It is the opinion of this office that the training is a 'must' for today's Police Supervisor, and above all, a 'must' for the men who run the department." (Brunswick, Maine.)
- k. "Because of limited funds in the State of Maine, such training is unavailible here. Both of my men have spoken highly of the school." (Presque Isle, Maine.)
- l. "I attended The Command Training Institute in January and found it to be one of inestimable value to my town, my department, and to me. I have a command officer attending the seventh session." (Houlton, Maine.)
- m. "I had the pleasure of attending the first three-week session, and before the first week was over I felt that this type training should be given to everyone in a supervisory position in Law Enforcement. I immediately made application to admit one of my supervisory officers to each of the remaining nine sessions." (Norwalk, Connecticut.)

X. NEWS COVERAGE

The coverage by news media of The Command Training Institute has been wide spread. All newspapers, radio and TV stations are notified of the opening of each new class, and who is attending from their areas. The press releases carry the statement that the Institute is operating from a grant made by the Office of Law Enforcement Assistance, United States Department of Justice. Photographs and stories appear every three weeks. Selected clippings are included with this report as Exhibit I.

XI. BUDGET

The Budget for The Command Training Institute was as follows:

A. Personnel

Director	\$ 13,500.00
Secretary	5,800.00
Project Assistant	1,050.00
Consultant, Academic Faculty and Lecturers	<u>9,000.00</u>
	\$ 29,350.00

B. Travel (Transportation and Subsistence)

Faculty (subsistence)	1,100.00
Trainees, 30 men x \$11 per diem x 15 days x 10 sessions	<u>49,500.00</u>
	50,600.00

C. Supplies, Communications, Reproduction

Stationery, office supplies, textbooks, etc.	3,600.00
Telephone	900.00
Postage	500.00
Printing and training materials, etc.	<u>1,850.00</u>
	6,850.00

D. Other

Rental facilities	4,500.00
Library periodicals and visual aids	<u>1,200.00</u>
	<u>5,700.00</u>

Total Grant \$ 92,500.00

GRANTEE CONTRIBUTION \$202,220.00

Cost per man (300 men) \$308.00 for Tuition, Board, Room, Course
Material, Project Management, and Supplies.

XII. THE NEW ENGLAND ASSOCIATION OF CHIEFS OF POLICE, INC.
COMMAND TRAINING INSTITUTE SCHOLARSHIP FUND

A significant development in the operation of The Command Training Institute has been the sustained interest of the 300 registrants, all command officers from Chief of Police to Sergeant. This was dramatically expressed at the closing graduation ceremony, August 16, 1968, when \$1,500.00 was presented to Babson Institute of Business Administration as the foundation of The New England Association of Chiefs of Police Scholarship Fund.

This scholarship has been accepted by Babson Institute and will be unrestricted. All recipients will be advised of the donors and perhaps many will devote at least a portion of their life's work in the field of law enforcement administration and management.

The 300 registrants, on a voluntary basis, each contributed \$5.00 to the fund.

The Executive Board of The New England Association of Chiefs of Police, Inc., have voted a \$500.00 gift to be added to the fund, for a present total of \$2,000.00.

It is expected that additional contributions will be made to the fund by other members of the Association and friends, now and in future years.

This is a FIRST. To our knowledge, no such scholarship fund presently exists, created by the men of law enforcement, to further the development of interest in the management concerns of law enforcement, and to aid needy students.

XIII. CONCLUSION

The following conclusions may be expressed as the result of this report.

A. The Command Training Institute was designed to meet a compelling need...that of serving the needs of the so-called middle management of law enforcement. The command officers--the supervisors--through whom the strength of the department must be expressed.

Here was evidence of a need and an acceptance of the Institute as a vehicle to bring information and training to this vital area.

A further impact was represented in the regional character of the Institute. All New England, bound by geography and tradition, were further strengthened in their common interests through this program. Each class had 30 men from 30 departments. This gave greater coverage and increased its effectiveness.

B. We were fortunate in developing an educational schedule which, as the Institute developed, required little change. In some instances additional time was devoted to a select area, i.e.

Reading Development and Communications.

The reports of the Project Evaluator, Dr. Gail Cosgrove, indicate the total acceptance of the program.

In a future program, as part of the Institute, or a project associated with Babson Institute, we would want to follow the 300 graduates and establish what has happened to them in their departments. What have they done to make use of the training? This should be impressive as the average age of our registrants was 44, with 18 years experience. They will have many years to contribute The Command Training Institute training to their communities, and law enforcement.

We should be interested in the man...and the results of the Institute.

C. Because of The Command Training Institute, and the need for further development in police management and supervision, The New England Association of Chiefs of Police, Inc., are to establish a committee to review the possibilities of creating:

"The New England Association of Chiefs of Police Law Enforcement Foundation" at Babson Institute of Business Administration, Wellesley, Massachusetts.

Its purpose -- to give continuity to the program of this past year and to make plans for the orderly development of programs for the future.

XIV.

EXHIBITS

- A. Roster of NEACP Officers
- B. Project Program -- Selected Team Reports
- C. In-Basket Program
- D. Procedure - Organizing a Workshop
- E. Sample - Workshop Questions
- F. Consolidated Roster of all Graduates by State, Town or City
and Class Number
- G. Copy of Certificate Issued to each graduate
- H. Copies of Evaluators Reports
- I. Selected News Clippings
- J. The Brochure announcing the Institute
- K. The Command Training Institute Manual
- L. Copies of selected reference material provided each registrant

END