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The Mayor's Criminal
Justice Coordinating Council

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**THE DEVELOPMENT AND IMPLEMENTATION
OF THE MANAGEMENT INCENTIVE
TRAINING PROGRAM IN THE
NEW ORLEANS POLICE DEPARTMENT**

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MANAGEMENT INCENTIVE TRAINING PROGRAM IN
THE NEW ORLEANS POLICE DEPARTMENT

Prepared by
The Mayor's Criminal Justice
Coordinating Council

December, 1981

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MAYOR'S CRIMINAL JUSTICE COORDINATING COUNCIL

THE DEVELOPMENT AND IMPLEMENTATION OF
THE MANAGEMENT INCENTIVE TRAINING PROGRAM
IN THE NEW ORLEANS POLICE DEPARTMENT

PROJECT: Management Incentive Training Program

PROJECT NUMBER: 79-C9-10.1-0001

SUBGRANTEE: New Orleans Police Department

PERIOD OF GRANT REPORT: September 9, 1979 - September 30, 1981

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MANAGEMENT INCENTIVE

TRAINING PROGRAM

I. INTRODUCTION

On September 1, 1979, the New Orleans Police Department (NOPD) received funds from the Law Enforcement Assistance Administration (LEAA) through the Louisiana Commission on Law Enforcement (LCLE) to institute an in-service Management Incentive Training Program (MITP) for sergeants and lieutenants. The program was designed to provide techniques and skills to participants in order that they might function as effective managers and supervisors and to enable the Education and Training Division of the NOPD to conduct similar workshops in the future. Other program activities included the establishment of standardized and continuous in-service training for supervisory personnel and the incorporation of training into the promotional procedures of the NOPD.

Prior to the implementation of the Management Incentive Training Program, officers in the NOPD received training in the managerial aspects of law enforcement through attendance at specialized seminars and workshops and by obtaining related supervisory experience. However, few of the officers were provided formal training in effective management practices. Promotion to the ranks of sergeant and lieutenant was based largely on written examinations which tested overall knowledge, as well as the application of knowledge and skills in various content areas. The recommended method of preparation

for those examinations included reference books on police administration and management. However, most officers did not have a structured opportunity to apply these principles effectively to daily work environments. Thus, the promoted officers encountered problems in performing management functions and in understanding and implementing some of the organizational changes, policies, and programs generated by top management.

The purpose of the MITP was to alleviate this situation by providing for a specialized, intensive management course for sergeants and lieutenants. This training program was to provide familiarity with necessary management and organizational principles and techniques and the application of those to the problems and situations encountered on the job. Increased flexibility of participants in adapting to different assignments, greater interest in professional development, and an improved organizational climate were additional benefits that were expected to result from the implementation of the MITP.

Originally, during the first year of funding, the MITP was to be developed and implemented by an outside consultant, while in the second year of funding, a limited amount of consultants' services were to be utilized and an in-service MITP was to be implemented through the New Orleans Police Academy. In addition, special audio-visual equipment was to be purchased so that the department would be equipped with the latest professional training films.

II. PROGRAM START-UP

During the first year of funded operations, several problems delayed program start-up. First, there was a delay in the selection of a consultant to implement the program. Correspondence indicates that the Police Chief, MITP Coordinator, Special Projects Unit Coordinator and others had differences of opinion regarding the focus and the activities that the consultant should perform in developing and implementing the program. Additionally, it indicates that the MITP consultant and Program Coordinator did not communicate from January 25-April 22, 1980, because the NOPD did not want to begin work until Mardi Gras and other activities were completed. Communication was resumed on May 8, 1980 when the Consultant submitted a workplan that the Coordinator and MITP Administrative Committee regarded as vague and unacceptable. In brief, the workplan was not consistent with the previously reached agreement to focus on the immediate need of obtaining training for the middle management echelon of the NOPD.

Secondly, there was concern as to whether the performance of the consultant company constituted cause for serious concern relative to the successful completion of the program, as well as placing both the grant and the city in jeopardy with the LEAA. As a result of correspondence between the consultant and the program coordinator, the

consultant was selected in December 1980, and the major activities for implementing MITP were scheduled to begin on January 1, 1981. Originally, the program was to operate from September 1, 1979 through August 31, 1980. However, due to complications already discussed, the grant was extended three times, with the final extension changing the ending date to September 30, 1981.

Thirdly, the program has had three program coordinators. The first coordinator resigned approximately 2 months after the onset of program operations, while the second coordinator resigned about five months after the program began operations. The third coordinator remained with the program from the fifth month of operation through September 30, 1981.

III. METHODOLOGY

Data for this process evaluation was gathered from MITP records and the program consultant's records. Additional information was gathered through interviews with program staff.

Originally, the MITP was to operate for 12 months, with plans for a second year of operations if funds were available. However, due to complications and delays in program start-up, the majority of activities occurred in the last 12 month period. Therefore, for evaluation purposes, the program was viewed as having operated for a 12 month period in that only the goals and objectives that were to be accomplished in the first year of operation were measured.

IV. GOALS AND OBJECTIVES

Overall goals of the Management Incentive Training Program were as follows:

A. Goals

1. To establish a program which was tailored exclusively to the particular needs of the New Orleans Police Department and to gain the support and involvement of the highest echelons (sergeants, lieutenants, captains and majors) of the Police Department in this effort, and,
2. To offer the training obtained in this program to the working ranking police officers in the districts which will result in all police functions being performed more effectively and efficiently.

B. Objectives

1. To establish a professional Management Incentive Training Program within the New Orleans Police Department;
2. To operationalize this program with all supervisory members of the department in order to function in a more efficient professional manner;

3. To develop and implement an on-going training program within the NOPD; and,
4. To provide training for approximately 196 Sergeants, 68 Lieutenants, and 68 Captains by Year 2. (This objective was amended to provide training to approximately 200 sergeants and lieutenants.)

C. Additional Activities

1. To purchase audio-visual equipment that will enable the NOPD Academy to produce their own training films.
2. To incorporate the MITP into the NOPD's promotional procedures.

V. PROGRAM DEVELOPMENT AND IMPLEMENTATION

The Management Incentive Training Program was developed in four phases of cooperative effort between the consultant team and participating administrators, officers, and staff from the NOPD. The four phases were: Phase I - Training Needs Assessment and Planning; Phase II - Curriculum Design; Phase III - Training of Academy Staff; and, Phase IV - Management Training Workshops.

The objective of Phase I, Training Needs Assessment and Planning was to develop a training plan which was relevant to the project goals and had the approval of the NOPD and the consultant team. The content of the MITP was developed from information and input from the following sources:

- (1) The most recent job analyses conducted by the New Orleans Civil Service for the positions of sergeant and lieutenant;
- (2) Current job description and other relevant operational information available from NOPD;
- (3) A review of the recent training needs assessment conducted by the Education and Training Division;
- (4) Interviews of selected NOPD administrators and ranking officers by the consultant to ascertain perceived training needs. Respondents included the Acting Superintendent, the Deputy Chiefs, and a small sample of captains and majors.

This information was summarized by the consultant and reviewed with the Police Officer's Advisory Committee, the Director of Research and Planning, and the Director of the Education and Training Division. In these reviews, input was solicited concerning the training design and format. Final decisions on the training content, format, and schedule were made by the consultant and the MITP director. A maximum of five (5) days of consultant time was devoted to Phase I.

Phase II, the Curriculum Design, had the objective of the development of a detailed curriculum design and training format, as well as the production of the necessary course materials. From the information and general training design produced in Phase I, the consultant developed a detailed curriculum to teach relevant principles of organizational behavior and management, as well as specific applied management and supervisory techniques. Although the detailed content and relative weight of each was based upon the information obtained in Phase I, it was anticipated that the following factors would be represented:

- (1) Verbal and written communications skills;
- (2) Organizational principles and behavior;
- (3) Planning and management of resources, time management, setting of priorities;

- (4) Leadership functions and behavior;
- (5) Effective performance evaluation, and;
- (6) Counseling and discipline of subordinates.

In order to provide practical training and experience, assigned readings, lectures, video tape, and films were to be utilized together with individual and team exercises to provide practical training and experience. In developing the audio visual aids in Phase II, the consultant had access to some NOPD equipment and to the training staff of the Education and Training Division. Teaching responsibilities for different modules were determined by the consultant team and the Director of the Education and Training Division. The NOPD provided videotape, film processing for slides, photocopying and duplicating of materials, and notebooks for the workshops. The consultant provided all course materials, including the course syllabus, required reading list, supplemental study materials, exercise instructions and forms, and specially designed teaching aids. Achievement tests, including five (5) essay questions, and scoring keys or criteria to assess the participant's ability to recall and apply the principles learned, were provided.

Phase III, Training of Academy Staff, required the consultant to prepare NOPD staff to deliver segments of the MITP workshop and to conduct similar workshops. Within this phase, the involved NOPD staff, including staff of the Education and Training Division,

were given a three-day seminar by the consultant prior to full implementation of the workshop. This seminar prepared them to deliver instructional modules and familiarized them with those modules to be presented by the consultant. Feedback and suggestions on each session were solicited to provide a basis for improving instructional effectiveness. Some revision of the modules and instructional assignments were made at the conclusion of this phase of the project.

Phase IV, Management Training Workshops, called for providing the management training developed and designed in earlier phases to approximately two hundred (200) sergeants and lieutenants of the NOPD. During this phase, management training workshops of no less than twenty four (24) hours were provided to ten (10) groups of approximately twenty (20) to twenty-two (22) sergeants and lieutenants. Each workshop was conducted on three (3) or four (4) consecutive weekdays. With the exception of a week's delay after the first workshop, all workshops were scheduled on consecutive weeks. The consultant was directly responsible for a minimum of ten (10) hours of participation at each workshop by delivering key lectures or leading or directing exercises. The remainder of the program was administered by Academy or NOPD staff trained by the consultant. The consultant directly supervised the Academy and the NOPD staff in the first two workshops and thereafter as

agreed upon by the consultant and the Director of the MITP. (A summary of the workshop daily activities is included in Appendix A.)

The consultant used several approaches to evaluate the effectiveness of the MITP and to solicit suggestions concerning possible revisions. Before the workshop began, participants were tested on representative program content and completed a questionnaire providing background-information relating to their career and prior training, as well as a self evaluation of skill level in major management or supervisory areas. At the conclusion of the workshop, participants completed a second self evaluation and were tested on program content and the ability to apply the principles and techniques presented. Additionally, participants provided an evaluation of program presentation in areas such as clarity, interest, and the extent to which program objectives had been met. Suggestions for program improvement were also solicited. Tests or questionnaires completed by each participant included: Supervisory Skills Evaluation (SSE), Edwards Personal Preference Schedule (EPPS), Managerial Assumptions and Practices Questionnaire (MAPQ), Job Dimensions, Questionnaire ((JDQ), and a Time Use Analysis Form. (The analysis of these tests and questionnaires is included in Appendix B.)

VI. FINDINGS

Goal I stated that the MITP would establish a program which was tailored exclusively to the particular needs of the New Orleans Police Department and would gain the support and involvement of the highest echelons (sergeants, lieutenants, captains and majors) of the Police Department in this effort. Goal I was accomplished and a MITP which met the stated criteria was established. The program was delivered in four day workshops to sergeants and lieutenants. Planning and curriculum development was based upon an intensive need assessment involving many administrators and ranking officers who provided input in individual and group sessions and in rating perceived needs for specific areas of training. This information was summarized and presented along with a proposed curriculum outline. After obtaining approval of the general plan, the curriculum was developed in greater detail and NOPD personnel were recruited to serve as instructors or panelists responsible for specific training objectives and content. Where possible, additional instructors were also recruited to provide backup for the primary instructors and panelists. As a result, NOPD has experienced personnel to serve as trainers in the future for most areas of instructions. (See Table 1)

Table 1

PRIMARY INSTRUCTORS AND PANELISTS
IN NOPD MITP

Title	Number Participated	Per Cent
Captains	6	31%
Lieutenants	4	21%
Sergeants	2	10%
Others	<u>7*</u>	<u>38%</u>
Total	19	100%

*2 City Civil Service
4 Non-Commissioned NOPD Employees
1 MIT Program Consultant

Goal 2 stated that the MITP was to offer the training obtained in this program to the working ranking police officers in the districts which will result in all police functions being performed more effectively and efficiently. Goal 2 was accomplished in that program records indicate that a total of 262 working ranking police officers were offered training with a total of 210 lieutenants and sergeants attending. (See Table 2.) This goal coincides with Objective 4, and is discussed in more detail in that context.

TABLE 2

MANAGEMENT INCENTIVE TRAINING ATTENDANCE

Status	Total	Number Attended	Percent of Number Attended	Number Absent	Percent of Number Absent
Lieutenants	65	51	78.5%	14	21.5%
Sergeants	197	159	80.7%	38	19.3%
Total	262	210	80.2%	52	19.8%

Objective 1 sought to establish a professional Management Incentive Training Program within the New Orleans Police Department and Objective 2 required that this program be operationalized for all supervisory members of the department in order to function in a more efficient professional manner. Both of these objectives can be satisfied through the attainment of Goals 1 and 2.

Objective 3 stated that an on-going program was to be developed and implemented within the NOPD. Program records indicated that the foundations for accomplishing this objective have been established, in that a total of 19 primary instructors and panelists were trained to deliver segments of the MITP Workshops. As Table 1 indicates, 16 of these were members of the NOPD (6 captains, 4 lieutenants, 2 sergeants, and 4 non-commissioned NOPD employees), 2 of these were New Orleans City Civil Service employees, and 1 of them was a MITP consultant. In addition, the NOPD Academy has contracted with the MITP consultant to implement an on-going training program within the department.

Objective 4 stated that the MITP would provide training for approximately 196 sergeants, 68 lieutenants, and 68 captains during the second year. However, the MITP was funded for only one year and the revision of Goal 1, which coincides with the actual NOPD population,

stated that the MITP would provide training to approximately (200) sergeants and lieutenants of the NOPD.

Additionally, the consultant's proposal stated that the 200 sergeants and lieutenants were to receive a minimum of 24 hours of training in 10 groups of approximately 20-22 sergeants and lieutenants. As program records indicate, a total of 210 lieutenants and sergeants attended the MITP, the program exceeded its goal by 10 participants. Additionally, program records indicate that the MITP workshops were about 28 hours in duration. Thus, the program exceeded the minimum of 24 hours of training. (See Table 3). Records also indicate that the training was provided to 10 groups of sergeants and lieutenants, with groups of 20-22 attending each workshop.

Table 3

MANAGEMENT INCENTIVE TRAINING SESSIONS & HOURS			
Day of Workshop	No. of Topics Presented	No. of Hours Per Day	No of Groups Attending Workshops
DAY I	4	7	10
DAY II	5	7	10
DAY III	4	7	10
DAY IV	4	6½	10
Total	17	27½	--

Relative to the first additional activity, the MITP has purchased all of the audio-visual equipment requested in a grant adjustment. The audio-visual equipment requested in the original grant could not be integrated into the existing NOPD Academy video system. The audio-visual equipment ultimately purchased will allow the Academy to produce synchronized slide shows at a fraction of the cost associated with similar commercially available programs. The second activity was not attained. There were no records available indicating that efforts have been made to incorporate the MITP into the NOPD promotional procedures.

VII. UNIT COST SUMMARY

As Table 4 indicates, the total amount expended for the MITP for the period September 1, 1979 through September 30, 1981 was \$30,494.00. Table 5 provides two methods for computing elementary program cost analyses. The first of these indicated an average cost of \$145.00 per participant, for 210 participants, while the second method indicates hourly training cost of \$111.00 per hour.

Table 4
Management Incentive Training Program

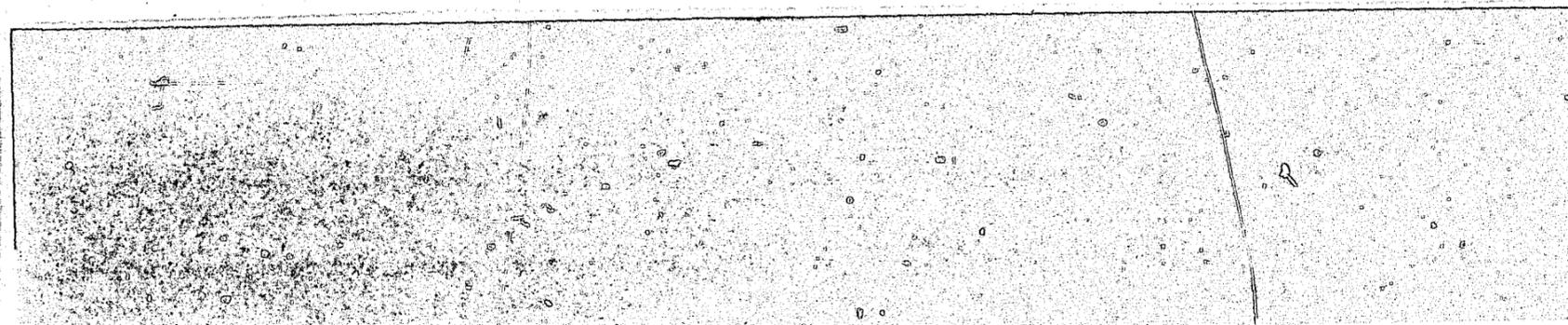
FISCAL SUMMARY

Category	Total Expended To 9/30/81
Personnel	\$
Fringe Benefits	
Travel	
Equipment	5,172.00*
Supplies	429.00
Contractual Services	21,719.00
Other Direct Costs	3,174.00
Total	<u>\$30,494.00</u>
*\$2,380.00 obligated but not expended is not included.	

Table 5

Average Cost Per Participant/Average Cost Per Training
September 1, 1979-September 30, 1981

Actual Number of Participants	AVERAGE COST PER PARTICIPANT		AVERAGE COST PER TRAINING HOUR				
	Actual Costs per Participant	Anticipated Number of Participants	Anticipated Costs per Participant	Actual Number of training Hours	Actual Costs Per Hour	Anticipated Number of Training Hours	Anticipated Cost per Hour
210	\$145	200	\$152	275	\$111	240	\$127



VIII. SUMMARY AND RECOMMENDATIONS

A. Goals and Objectives Summation

The following summarizes goal compliance for the period of September 1, 1979 through September 30, 1981.

1. To establish a program which was tailored exclusively to the particular needs of the New Orleans Police Department and to gain the support and involvement of the highest echelons (sergeants, lieutenants, captains and majors) of the Police Department in this effort.
 - a. The support and involvement of the highest echelons was attained.
 - b. A MITP which met the stated criteria was established.
2. To offer the training obtained in this program to the working ranking police officers in the districts which will result in all police functions being performed more effectively and efficiently.
 - a. A total of 262 working ranking police officers were offered training.
 - b. A total of 210 lieutenants and sergeants attended the MITP, 10 more than the goal of 200.
3. To establish a professional Management Incentive Training Program within the New Orleans Police Department.

- a. The attainment of Goals 1 and 2 satisfy this objective.
- 4. To operationalize this program with all supervisory members of the department in order to function in a more efficient professional manner.
 - a. The attainment of Goals 1 and 2 satisfy this objective.
- 5. To provide an on-going training program within the NOPD.
 - a. A total of 19 primary instructors and panelists were trained to deliver segments of the MITP Workshops; 16 of these were members of the NOPD (6 captains, 4 lieutenants, 2 sergeants, 4 non-commissioned NOPD employees, 2 New Orleans City Civil Service employees, and 1 MITP consultant). As a result, the NOPD has experienced personnel to serve as trainers in the future for most areas of instruction.
 - Whether the MITP is continued must be determined at a future date.
 - b. The NOPD Academy has contracted with the MITP consultant to implement an on-going training program within the department.
- 6. To provide training for approximately 196 sergeants, 68 lieutenants, and 68 captains by year 2 (this objective

was amended to provide training to approximately 200 sergeants and lieutenants).

- a. A total of 210 lieutenants and sergeants attended the MITP, thus the goal was exceeded.
- 7. To purchase audio-visual equipment that will enable the NOPD Academy to produce their own training films.
 - a. The MITP has purchased all of the audio-visual equipment requested in a grant adjustment.
- 8. To incorporate the MITP into the NOPD's promotional procedures;
 - a. There were no available records indicating that efforts had been made to incorporate the MITP into the NOPD promotional procedures.

C. RECOMMENDATIONS

1. As part of the promotional procedures, the NOPD Academy should mandate that all officers eligible for supervisory positions complete the MITP: if necessary this should be coordinated with City Civil Service.
2. The NOPD Academy should develop and implement an on-going screening system whereby those officers in need of the MITP training can be readily identified and the training can be properly focused on those most in need of training.

VIII. APPENDIX

DAY 1 : 9:00 AM - 12:00 NOON

TOPIC: TESTING PERIOD

OBJECTIVES: To obtain individual scores on selected tests to provide feedback for self assessment and to serve as a basis for discussion of motivation and supervisory behavior.

METHOD:

The following tests or questionnaires were completed by each participant:

1. Supervisory Skills Evaluation (SSE)
2. Edwards Personal Preference Schedule (EPPS).
A personality test providing scores on 15 need areas and a consistency score.
3. Managerial Assumptions and Practices Questionnaire. (MAPQ)
Produces scores reflecting preferences for five different leadership styles.
4. Job Dimensions Questionnaire. (JDQ)
Requires rating of satisfaction derived from different aspects of their job.
5. Time Use Analysis Form. Asks participant to identify areas in which time is managed poorly and the causes of wasted time.

These tests were maintained by the Consultant in individual folders for security. A trained assistant scored the EPPS and MAPQ and summarized results from the JDQ for presentation and discussion on Day 3.

DAY 1 : 1:00 PM - 3:00 PM

TOPIC: JOB EXPECTATIONS FOR SERGEANTS AND LIEUTENANTS
IN NEW ORLEANS POLICE DEPARTMENT.

OBJECTIVES: To identify areas in which job expectations for Sergeants and Lieutenants are clear or ambiguous and to seek clarification of job responsibilities through group discussion.

METHOD:

Participants examined existing job descriptions and a list of tasks for which each rank is formally responsible and discussed job areas in which disagreement was evident. Discussion then centered upon the need for clear job expectations and the responsibility of supervisors to provide such clarity for their subordinates through written job descriptions specific to each situation and periodic detailed performance appraisal and feedback.

Notes were taken concerning variations in practice in important job areas and aspects of the job description which should be revised. For example, many duties formerly handled by a Desk Sergeant are currently delegated to a Police Officer in most Districts.

A handout was provided which included job descriptions prepared by City Civil Service and lists of task for each rank.

DAY 1 : 3:00 PM - 4:30 PM

TOPIC: SPECIAL DIVISIONS AND POLICY MAKING

OBJECTIVES: To provide an overview of the organizational placement of commissioned personnel and the process of decision making in NOPD regarding policy.

METHOD:

The presenters provided information concerning numbers and percentages of commissioned personnel in the various divisions of NOPD and discussed in greater detail the functions of all units within the Technical Services Bureau, the largest part of the organization with staff functions. The relationship of these units to patrol objectives was emphasized and an opportunity provided for questions from workshop participants regarding procedures for enhancing the services provided to their units. The presenters discussed two models of policy making, one involving fuller participation, the other reflecting more directive executive decision making. The applicability of these models to different types of policy was examined and the responsibility of the supervisors for effective input regarding policy affecting their units was discussed.

DAY 1 : 4:30 PM - 5:00 PM
 TOPIC: ORGANIZATIONAL STRUCTURE AND BUDGET

OBJECTIVES: To provide an overview of the relationship of NOPD to other departments of the City and to acquaint participants with the process of developing, submitting, and gaining approval of an annual budget for the Department.

METHOD:

The place of NOPD in the overall organization was discussed and relative allocation of the total city budget to different departments was examined. The presenter then demonstrated a step by step description of the process of developing budget projections for individual units and the process of review and revision involved in producing the final budget for submission to the Chief Administrative Office, Mayor and City Council. Problems stemming from lack of sufficient revenues were discussed and special attention given to the basis for setting budgetary priorities within NOPD.

Handouts were provided including the NOPD organizational chart and recent budget summaries.

DAY 2 : 9:00 AM - 10:00 AM
 TOPIC: WORK VALUES AND JOB SATISFACTION

OBJECTIVES: To provide an overview of workers needs and motives and the relationship between these factors and job satisfaction.

METHOD:

Through reading assignments included in the workshop manual and through lecture and discussion various motives for working were explored. Changes in worker motivation in this century were also discussed, emphasizing the shift from needs and motives which can be satisfied by economic incentives to needs which center upon the nature of the work itself and the sense of personal involvement and development in work and the organization. The Job Dimensions Questionnaires were returned to participants and a summary of the job satisfaction ratings for each class were presented and discussed to identify job features which could be controlled by supervisors to increase job satisfaction in their subordinates.

DAY 2 : 10:00 AM - 11:00 AM
 TOPIC: JOB EXPECTATIONS AND PERFORMANCE

OBJECTIVES: To provide information on the effects of supervisors' expectations of and perceptions of their subordinates upon job performance and performance evaluation.

METHOD:

Participants viewed a film ("Pygmalion Effect") which presented major principles of the effects of labeling and expectancy upon supervisor's attitudes and behavior toward their subordinates. Included were differences in giving instructions and assignments and evaluation of the subordinates' performance which influence the workers' sense of competency and security. Emphasis was given to the supervisor's capability and responsibility for enhancing the development of all workers by maintenance of positive attitudes regarding their potential and fair individualized treatment.

Additional points regarding expectancy and labeling were made in a discussion of participants' responses to a projective story, "Alligator River".

Participants were asked to develop a set of specific performance expectations in a given work area to help them see the value of having clear objectives.

DAY 2 : 11:00 - 12:00 NOON
 TOPIC: REINFORCEMENT AND REWARD

OBJECTIVES: To provide an outline of major principles of reinforcement and reward and to identify those incentives and reinforcers which were controlled by the supervisors.

METHOD:

Through a brief presentation of the theory of Transactional Analysis, differences in interpersonal styles and relationships were discussed, emphasizing the roles of "Critical Parent", "Nurturing Parent", and Adult modes of interaction. The effects of a supervisors adoption of different roles in working with subordinates was discussed in terms of the outcome of the interaction, instruction, training, or counselling and the development of reciprocal attitudes between the supervisor and subordinate. The distinction between positive reinforcers ("warm fuzzies") and negative reinforcers ("cold pricklies") was presented and the effects of their utilization upon future behavior, relationships, and employee morale. Participants identified different types of reinforcers in use in their work setting and discussed their role responsibilities in providing reinforcement to their subordinates.

DAY 2 : 1:00 PM - 3:00 PM

TOPIC: TIME MANAGEMENT

OBJECTIVES: To provide an overview of major principles of time management and help participants identify blocks to more effective utilization of their time.

METHODS:

A variety of readings on different aspects of time management were provided in the workshop manual. From the exercise completed on Day 1 participants discussed the factors they identified as blockages to effective time use and these were listed on the blackboard. A film "Time Management" was then viewed which presented the basic principle that time is largely under the control of the individual and not external factors and also provided techniques for more effective time use. These included: planning daily activities, establishing priorities for planned and incoming work, effective handling of paperwork, and daily review of work accomplished and work remaining to be done. After the film the list of blocks to better time utilization by the participants was examined to identify the tendency toward external attribution and the extent to which each block was actually under personal control.

DAY 2 : 3:00 PM - 5:00 PM

TOPIC: EFFECTIVE LISTENING AND COMMUNICATION

OBJECTIVES: To provide an overview of principles of effective listening and communication and to assist participants in identifying modes of interpersonal behavior which reduce their effectiveness in instructing and counselling their subordinates and dealing with the public.

METHOD:

In addition to assigned reading which was related to effective counselling and nonverbal communication in police officers, participants viewed a film which identified habits producing ineffective listening and communication. Techniques for overcoming poor listening habits were presented as well as techniques for improving the effectiveness of the supervisor in counselling subordinates. The need for development and maintenance of a polite, professional style of communicating with the public was emphasized. The supervisor's responsibility for developing and maintaining a professional communication style in his/her subordinates was discussed and the impact of such interpersonal style on community perception of the police and reactions to police contacts.

DAY 3 : 9:00 AM - 12:00 NOON
 TOPIC: EFFECTIVE LEADERSHIP STYLE AND ORGANIZATIONAL
 CLIMATE: TEST FEEDBACK

OBJECTIVES: To provide a basis for participants to evaluate their own performance as supervisors and identify effective modes of supervisory behavior.

METHOD:

Lecture and discussion were utilized to clarify assigned reading included in the workshop manual. The session was divided into two major segments. In the first, information was provided regarding interpretation of the scores on the EPPS which the participants completed on Day 1. Directed discussion of each of the 15 need areas led to the identification of the impact of high or low needs upon supervisory behavior to assist the participants in understanding potential personal strengths and problem areas. In the second segment, the theory and principles related to Blake and Moutens' MAPQ were presented and participants plotted their own "Managerial Grid" to identify ranked preference for different leadership styles. Guided discussion then centered on the factors determining effective leadership style and concluded with the need for flexibly adapting leadership style to the situation.

DAY 3 : 1:00 PM - 2:00 PM
 TOPIC: CIVIL SERVICE AND EEO

OBJECTIVES: To present a brief outline of the procedures involved in supervising and disciplining employees in accordance with Civil Service guidelines.

METHOD:

Through lecture and guided examination of case histories the major responsibilities of supervisors for evaluating and maintaining effective performance were identified. In countering the frequent complaint that employees under Civil Service could not be effectively disciplined nor dismissed, individual cases were presented which had been brought to Civil Service Commission on appeal. Statistics cited revealed that most decisions were favorable to the employing authority. The need for proper documentation and fairness in handling disciplinary cases and other factors were identified which strengthened or weakened the status and outcome of cases brought for appeal.

Opportunity was provided to ask questions concerning Civil Service procedures and the status of particular cases or actions of interest to NOPD personnel.

DAY 3 : 2:00 PM - 4:00 PM
 TOPIC: CORRECTIVE ACTION AND DOCUMENTATION

OBJECTIVES: To further explore the responsibility of supervisors in NOPD to develop and maintain effective performance and to examine currently used performance evaluation forms.

METHOD:

Through panel presentations, guided discussion, and questions and answers the major responsibilities of supervisors were identified for maintaining effective performance in their subordinates as well as means for obtaining satisfactory job performance. Blocks to developing subordinates skills were discussed, including perceptions of declining ability and motivation, as well as the absence of an incentive system or rewards for better performance, and failure of middle and upper management to support disciplinary recommendations of first and second line supervisors. Panel members gave personal accounts of successful counselling and disciplinary actions and stressed the need for clear performance standards, consistency of application and adequate documentation. Existing forms were examined and the need for revision of some forms to improve usefulness discussed.

DAY 3: 4:00 PM - 5:00 PM
 TOPIC: DIVISIONAL CITATION PROPOSAL

OBJECTIVES: To present a proposal for recognizing individual officer achievement and obtain feedback and suggestions for revision.

METHOD:

Through handouts, a specially prepared poster, and discussion, a proposal was presented to provide recognition for proactive police work by uniformed officers working in the Patrol Division. The proposal included a set of arrest classifications for which awards might be made, a recommendation and review procedure, and specific examples of ribbons to represent each sub-class of awards. Multiple subsequent awards were to be indicated by silver or gold stars added to the basic ribbon. The proposal was presented as an example of positive reinforcement and incentive system which could be utilized to improve performance and morale of uniformed officers. Reactions were solicited from workshop participants to the general proposal and preferences for alternative ribbon designs were obtained on a standard form.

DAY 4 : 8:30 AM - 11:00 AM
 TOPIC: ALTERNATIVES TO DEADLY FORCE

OBJECTIVES: To increase awareness of the general problems related to the use of deadly force by police officers and to explore alternatives which might reduce reliance on deadly force.

METHOD:

Members of the panel made presentations related to the topic and responded to questions and comments from the group of participants. Some national statistics on the use of deadly force served as background for a general discussion of the relationship of use of deadly force to increases in violent crime in urban areas. The law and NOPD regulations were reviewed and the character of training and recruit attitudes discussed to identify effective alternatives to deadly force in handling potentially dangerous or threatening suspects. The impact of police shootings on individual officers, the Department, and the City was discussed as was the effect upon the community's view of NOPD. Proposals were solicited to improve training in physical restraint, self-defense, and apprehension of criminals.

DAY 4 : 1:00 PM - 3:00 PM
 TOPIC: IMPROVING REPORT WRITING

OBJECTIVES: To provide first and second line supervisors with an overview of the content of the report writing segment of the Police Officer II training.

METHOD:

Panel discussion of the general purpose and content of the report writing training for Police Officers and more detailed description of changes in the procedures for completing narrative reports. The major change involves some increase in the amount of detail included to improve the quality of information available for follow-up or later review. Examples of inadequate report writing were presented and used as a basis for group discussion. Panelists sought the assistance of supervisors in effectively screening reports completed by their subordinates and improving report writing by individual training or referring officers to formal training offered in the Academy.

DAY 4 : 11:00 PM - 12:00 NOON
 TOPIC: ASSISTANCE WITH DISTURBED PERSONS

OBJECTIVES: To provide information regarding resources available in handling disturbed persons and implications of the revised commitment law.

METHOD:

Panel members made brief presentations and distributed handouts relevant to different aspects of the topic. Input, and questions were solicited from participants. Included in the session were the following:

- (1) Crisis Line as a user of NOPD services and as a possible 24-hour resource for officers attempting to place or provide services for disturbed or incapacitated persons.
- (2) A review of the police officer's responsibilities and discretion under the revised Louisiana Law dealing with transporting, holding, and evaluating disturbed persons.
- (3) The role of the Coroner's Office in authorizing or issuing temporary orders to hold or commit disturbed persons for observation and evaluation.

DAY 4 : 3:00 PM - 4:00 PM

TOPICS: FINAL EVALUATION: SKILLS DEVELOPMENT PLANNING, MEETING WITH SUPERVISOR

OBJECTIVE: To obtain evaluation of the four-day workshop and guide participants in the preparation of a skills development plan.

METHOD:

The final evaluation was obtained on a standard form to identify sessions which were interesting, useful, inadequate, or unnecessary. Participants were encouraged to write in comments which might be helpful to planning future supervisory training.

The Supervisory Skills Evaluation forms completed by the participants and their own supervisors were used as the major basis for a supervisor skills development plan. Areas in need of emphasis or improvement were identified and individual plans to work on specific skills were selected. These evaluations and plans were to be discussed with their supervisor in a meeting following the workshop or soon thereafter. Additional meetings were to be scheduled to discuss progress in skills development. This information was summarized on a form provided to all participants.

APPENDIX B

Table 3

Percentage of Sergeants and Lieutenants
in MIT Program Ranking Each
of Five Different Leadership Styles at
Different Levels*

Rank of Scores	Leadership Style (Sergeants N=121)				
	Team (9.9)	Task (9.1)	MOR (5.5)	CC (1.0)	Impov (1.1)
1.0	40	12	26	2	13
1.5	6	3	4	1	1
2.0	22	10	35	19	1
2.5	2	2	3	4	0
3.0	16	25	17	31	2
3.5	0	2	1	2	1
4.0	7	38	8	32	7
4.5	0	2	1	2	4
5.0	7	7	4	7	69

Rank of Scores	Leadership Style (Lieutenants N=45)				
	Team	Task	MOR	CC	Impov
1.0	49	7	33	7	2
1.5	2	2	0	0	0
2.0	33	16	36	7	0
2.5	0	2	7	4	0
3.0	0	29	18	27	2
3.5	2	4	2	7	2
4.0	4	38	4	40	4
4.5	0	0	0	0	0
5.0	0	2	0	9	89

* Ranks were determined by scores derived from Blake and Mouton's "Managerial Grid".

JOB DIMENSIONS

Mean Percentage of Responses from MIT
NAME: Participants (N=260) DATE: 8-18-81

This form provides a list of factors associated with work. Indicate how satisfied you are with each factor in your job at NOPD by circling one of the letters after each item. Draw a circle around the S if you are generally satisfied with that item. Draw a circle around the D if you are dissatisfied with that item. Draw a circle around the ? if you are not sure. Draw a circle around the NA if the item is not present in or appropriate to your job.

	<u>%</u>	<u>%</u>
1. Your earnings	S21 ?	D 71 NA
2. Relation of pay to effort and achievement	S22 ?	D 71 NA
3. Prospects for a comfortable retirement	S38 ?	D 52 NA
4. Prospects for future earnings	S15 ?	D 61 NA
5. Time for recreation and/or family activities	S51 ?	D 42 NA
6. Opportunities for travel	S36 ?	D 34 NA
7. Opportunity to meet new people	S79 ?	D 12 NA
8. Community in which you live	S69 ?	D 21 NA
9. Your prestige in the community	S45 ?	D 40 NA
10. Your prestige on the job	S64 ?	D 24 NA
11. Opportunities for promotion	S16 ?	D 76 NA
12. Prestige in your profession	S54 ?	D 34 NA
13. Administrative details of job	S60 ?	D 20 NA
14. Committee work required	S41 ?	D 47 NA
15. Written reports necessary	S69 ?	D 20 NA
16. Non-professional aspects of the job	S45 ?	D 21 NA
17. Routine activities of the job	S75 ?	D 15 NA
18. Time for study in your field	S54 ?	D 38 NA
19. Opportunity to advance professionally	S18 ?	D 76 NA
20. Opportunity to talk-shop	S77 ?	D 13 NA
21. Opportunity to direct work of others	S86 ?	D 8 NA
22. Opportunity to help in policy-making	S32 ?	D 51 NA
23. Opportunity to be your own boss	S77 ?	D 14 NA
24. Interesting co-workers	S80 ?	D 10 NA
25. Intelligent, competent co-workers	S57 ?	D 29 NA
26. Fun and relaxation with co-workers	S61 ?	D 13 NA
27. Competition	S61 ?	D 14 NA
28. Demands of clients or patients	S28 ?	D 20 NA
29. Demands of supervisors	S82 ?	D 12 NA
30. Intellectual challenge	S60 ?	D 30 NA

JOB DIMENSIONS - continued (Results of MIT Participants)

	<u>%</u>	<u>%</u>
31. Variety of activities required	S 76 ?	D 15 NA
32. Chance to improve skills	S 46 ?	D 39 NA
33. Chance to do research	S 33 ?	D 32 NA
34. Variety of experiences	S 80 ?	D 12 NA
35. Physical fatigue	S 64 ?	D 10 NA
36. Pressure on job	S 62 ?	D 27 NA
37. Hours	S 74 ?	D 20 NA
38. Opportunity to use learned skills	S 63 ?	D 28 NA
39. Opportunity to use aptitudes and abilities	S 58 ?	D 27 NA
40. Opportunity to use education	S 57 ?	D 32 NA
41. Fulfillment of personal needs	S 47 ?	D 36 NA
42. Feeling of achievement	S 57 ?	D 32 NA
43. Feeling of being needed	S 54 ?	D 34 NA
44. Feeling of accomplishment	S 61 ?	D 27 NA
45. Clarity of job expectations	S 61 ?	D 21 NA
46. Support from immediate superiors	S 71 ?	D 15 NA
47. Assistance with personal problems	S 50 ?	D 27 NA
48. Assistance with work problems	S 70 ?	D 16 NA
49. Opportunity to do useful work	S 74 ?	D 14 NA
50. Spouse's attitude toward your job	S 46 ?	D 32 NA
51. Chance to see results of work	S 67 ?	D 21 NA
52. Chance to follow job through to its conclusion	S 71 ?	D 18 NA
53. Chance to evaluate own work	S 77 ?	D 10 NA
54. Evaluation of work by others	S 75 ?	D 15 NA
55. Opportunity to use initiative	S 71 ?	D 19 NA
56. Freedom to make decisions	S 80 ?	D 13 NA
57. Freedom to use own judgment	S 80 ?	D 14 NA
58. Opportunity to do socially significant tasks	S 54 ?	D 16 NA
59. Opportunity to improve health of others	S 27 ?	D 15 NA
60. Opportunity to improve appearance or comfort of others	S 40 ?	D 14 NA
61. Opportunity to help others find success or happiness	S 32 ?	D 19 NA

APPENDIX C

NEW ORLEANS POLICE DEPARTMENT

MANAGEMENT INCENTIVE TRAINING

DIVISIONAL ASSIGNMENTS OF COMMISSIONED OFFICERS IN NOPD AS OF JUNE, 1981.

DIVISION	NO. OF OFFICERS	PERCENT OF TOTAL
Superintendent (Supt)	3	.2
Office Professional Accountability (OPA)	35	2.5
Specialized Investigations Division (SID)	50	3.6
Administrative Services Bureau (ASB)	94	6.8
Mayor Offense Bureau (MOB)	123	8.8
Technical Service Bureau (TSB)	257	18.5
Field Operations Bureau (FOB)	828	59.6
TOTAL	1,390	100.0

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