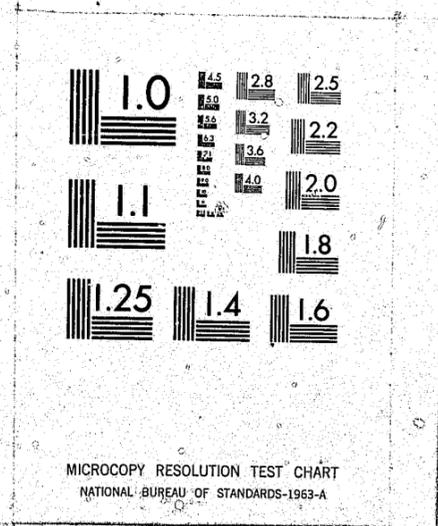National Criminal Justice Reference Service

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1/26/83

National Institute of Justice
United States Department of Justice
Washington, D.C. 20531

EVALUATION REPORT

LINE SUPERVISION COURSE

84175

MACRO
macro systems inc.

EVALUATION REPORT

LINE SUPERVISION COURSE

Presented to:

Southeast Florida Criminal Justice Institute
Miami-Dade Junior College

Prepared in the Effort to Pretest
the Evaluation Methodology by:

Mark T. Shanley
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Macro Systems, Inc.

July 3, 1980

EXCUTIVE SUMMARY

This evaluation of a single Line Supervision course offered by the Southeast Florida Institute of Criminal Justice (SEFICJ) shows that, not only did trainees leave the course with general intentions (action plans) to use what they learned, but they also made some effort to put these intentions into practice and had moderate success in doing so. In a follow-up survey of thirteen graduates, trainees reported 32 new behaviors related to action plans, an average of 2.5 new behaviors per trainee. Only one trainee failed to implement a single new action plan-related behavior. Four trainees also reported a behavior not related to their action plans. The most commonly reported new behaviors involved improving the performance of subordinates. This accounted for 29 of the 36 total reported behaviors. Trainees attempted to improve subordinate performance mainly through improved evaluation procedures and through counseling. Trainees also reported new behaviors in improved personal performance and improved unit and departmental operations. Many of the reported new behaviors were vague and difficult to interpret.

Trainee efforts led to a variety of outcomes, in some cases multiple outcomes. The most frequent was that superiors and subordinates were receptive to trainee ideas for change and took some further action toward implementing those ideas. Trainees generally viewed the results of their new behaviors as positive. Some trainees, however, were not certain that results had been positive, negative, or mixed.

Nearly all had problems in implementing action plans, with the average trainee reporting two problems. Trainee transfer to other positions and the Chief's resignation were the most frequent problems. Whether a trainee had problems in implementing action plans appeared to depend more on departmental circumstances than on the types of behaviors.

Trainees also underwent personal changes that had not resulted in new behaviors. The most commonly reported non-behavioral change was that trainees learned "useful information" from talking with other course participants. Seven trainees reported this change. Trainees also reported that the course made them think more about their jobs, made them more sympathetic to their superiors' positions, and made them aware that there are many supervisory styles and no single "correct" way to supervise. Only three trainees reported no non-behavioral changes. Only one trainee planned to implement new behaviors but has yet to do so.

Trainees were generally dissatisfied with the course. All of the eleven trainees who suggested changing the course recommended ways to make it more relevant to the actual needs of first-line supervisors.

Most of the trainees thought that the action plan exercise and follow-up were useful, to themselves and to the course administrators. Three trainees thought that neither the action plan exercise nor the follow-up would be useful, either to trainees or to the course administrators. Two trainees suggested the follow-up be conducted sooner so that trainees would not forget course materials.

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

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Appendix

INDIVIDUAL TRAINEE MATRICES

INDEX OF EXHIBITS

INTRODUCTION

This report is an evaluation of a single Line Supervision Course offered by the Southeast Florida Institute of Criminal Justice at Miami-Dade Junior College in Miami. The two-week course was conducted from January 21 through February 1, 1980. The SEFICJ staff is the exclusive intended audience for this report. This was the understanding with which the evaluation was initiated: the evaluation is the property of the SEFICJ, unless it chooses to make the information available to a wider audience.

The course was evaluated by Macro Systems, Inc., as part of the National Evaluation Program Phase I Assessment of Police Management Training Programs (Contract #J-LEAA-021-78). The evaluation effort was undertaken to test the usefulness of the Action Plan Follow-Up Approach (APFUA) as an evaluation tool for these types of programs and to fine tune specifics of the approach. The Action Plan Approach was implemented in two phases. First, trainees completed a personalized action plan at the end of the course. This plan consisted of one or more action items, i.e., specific activities that trainees would like to try upon returning to their departments. Second, the evaluators telephoned trainees after two months and interviewed them about the extent to which they had been able to implement their action items, or any other new behaviors, as a result of the course. The follow-up interviews started two months after the end of the course and were completed in May 1980, by which time the evaluators had been able to reach thirteen out of seventeen trainees who had completed action plans. During the course of the follow-up interviews, which generally lasted 20-30 minutes, trainees were asked:

o   What behaviors they had implemented that were related to their action items

o   What behaviors they had implemented that were not related to their action items but could still be considered course-related behaviors

o   What behaviors they planned to implement in the near future

o   What results they achieved in implementing new behaviors

o   How they judged the impact of their new behaviors on the department

o   What problems they encountered in implementing new behaviors

o   What non-behavioral changes they had noticed in themselves

o   How they would like to see the SEFICJ Line Supervision course changed

o   Whether they thought that the action plan or the follow-up exercises were useful to trainees or to the program

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

1. To what extent do end-of-course intentions lead to implementation of new behaviors?

2. To what types of new behaviors do these intentions lead?

3. Does the course result in new behaviors other than those expressed in the end-of-course intentions?

4. What types of new behaviors are implemented other than those expressed in the end-of-course intentions?

5. To what extent do changes in trainee behavior result specifically from end-of-course intentions?

6. What types of impacts do these new behaviors have on trainees' agencies?

7. Do trainees judge the impact of these new behaviors as positive, negative, mixed, or uncertain?

8. To what extent have trainees encountered problems in implementing new behaviors?

9. What types of problems have trainees faced in implementing new behaviors?

10. Does the course result in non-behavioral changes?

11. What types of non-behavioral changes does the course produce?

12. To what extent does the course result in planned behaviors, and what types of planned behaviors do trainees report?

13. What aspects or parts of the course are reflected in changes in trainee job behavior?

14. How broad and deep is the influence of aspects or parts of the course on later trainee behavior?

15. Which aspects or parts of the course yield the greatest number of positive impacts on trainees or their departments?

16. Which aspects or parts of the course lead to problems in implementing new behaviors?

17. What types of changes do trainees recommend for the overall course?

18. Do trainees place a value on the Action Plan Follow-Up Approach?

This report is divided into eighteen sections that correspond to the questions listed above. In each, the question is posed, a brief answer given, and the reader referred to the appropriate exhibit for a full graphic description of the follow-up data organized to answer the question. The exhibits in the report consist of thirteen matrices specifically designed to answer one or several of the evaluation questions. In addition to the exhibits, there is also one appendix, which consists of thirteen matrices containing follow-up results for each individual trainee.

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

The answers to this question can be found in Exhibit 1 by looking at column
six, which indicates the ratio of new behaviors related to action items to action
items, both for trainees individually and for the class as a whole. Each action
item generally led to the implementation of a new behavior. Four action items
out of 29 failed to lead to new behaviors. For individual trainees, the ratio
of behaviors related to action items to action items ranged from 1:3 to 5:1.
Only one trainee failed to implement any new behaviors related to action items.
Overall, 32 new behaviors were implemented that were directly related to the 29
action items developed by trainees.

On the basis of these results, it can be said that end-of-course intentions,
expressed as action items, generally led to the implementation of new behaviors
at a ratio of 1:1. This indicates that trainees were realistic in choosing
action items. It also indicates that some course materials were amenable to
post-program implementation because action items were generally developed from
materials covered in the program.

EXHIBIT 1

NEP/Police Management Training

NEW BEHAVIORS REPORTED BY TRAINEES

Trainee	Number Of Action Items	Number Of Behaviors Related To Action Items	Number Of Other Behaviors	Total New Behaviors	Percentage Of Action Items Leading To New Behaviors	Number Of Behaviors Related To Action Items/Number Of Action Items	Number Of Behaviors Related To Action Items/Total Number Of Behaviors
1	2	1	0	1	50%	(1/2) 1:2	(1/1) 1:1
2	3	3	0	3	100%	(3/3) 1:1	(3/3) 1:1
3	2	4	0	4	100%	(4/2) 2:1	(4/4) 1:1
4	2	2	0	2	100%	(2/2) 1:1	(2/2) 1:1
5	3	3	1	4	100%	(3/3) 1:1	(3/4) 3:4
6	1	2	0	2	100%	(2/1) 2:1	(2/2) 1:1
7	3	1	0	1	33%	(1/3) 1:3	(1/1) 1:1
8	1	0	1	1	0%	--	--
9	3	3	0	3	100%	(3/3) 1:1	(3/3) 1:1
10	1	5	1	6	100%	(5/1) 5:1	(5/6) 5:6
11	2	2	0	2	100%	(2/2) 1:1	(2/2) 1:1
12	3	3	0	3	100%	(3/3) 1:1	(3/3) 1:1
13	3	3	1	4	100%	(3/3) 1:1	(3/4) 3:4
TOTAL	29	32	4	36	83%	(32/29) 32:29	(32/36) 8:9

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

The answers to this question can be found in Exhibit 2, which indicates the types of reported trainee behaviors that were related to action items. Because there was no prearranged set of categories by which to classify reported behaviors for the SEFICJ course, a grouping was developed according to the way in which behaviors were naturally arranged. The classification scheme chosen indicates the focus of behaviors, the objectives trainees were pursuing in implementing specific behaviors. The topics in this scheme are similar but not equivalent to the major topics and points of interest covered in the SEFICJ course.

As can be seen from the exhibit, trainees implemented three general groups of behaviors that were related to action items: improved subordinate performance, improved personal performance, and improved unit and departmental operations. The primary group in which trainees implemented behaviors related to action items was the first group, improved subordinate performance, which accounted for more than two-thirds of all reported new behaviors.

EXHIBIT 2

NEP/Police Management Training

TYPES OF BEHAVIORS
RELATED TO ACTION ITEMS

Types Of Behaviors	Number Of Behaviors Reported	Number Of Trainees Reporting
I. Improved Subordinate Performance		
1. Improved In-Service Training For Subordinates	4	3
2. Improved Evaluations Of Subordinate Performance	10	5
3. Counseled Subordinates On Problems	3	3
4. Informed Subordinates On Departmental Activities	4	3
5. Improved Communications With Subordinates	4	3
6. Delegated Increased Responsibilities	1	1
Subtotal	26	11
II. Improved Personal Performance		
1. Increased The Effectiveness Of Personal Supervisory Practices	2	2
2. Increased Knowledge And Broadened Personal Perspective On Overall Department Activities	1	1
3. Improved Communications With Superiors	1	1
Subtotal	4	3
III. Improved Unit And Department Operations		
1. Changed Department Procedures For Disciplinary Actions	1	1
2. Provided Training For Newly Appointed Line Supervisors	1	1
3. Developed Written Unit Policies And Goals	1	1
Subtotal	3	3
TOTAL	33*	12

* One reported behavior has been analyzed twice--in I.5 and II.3.

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

The answers to this question can be found on the individual trainee matrices,
which list all reported trainee behaviors and differentiate between those behav-
iors related to action items and those behaviors not related to action items (see
the Appendix). Answers can also be obtained, without descriptions of specific
behaviors, from Exhibit 1, especially column three, which lists, for individual
trainees and for the class as a whole, the number of new behaviors not related
to action items. Four trainees each reported one behavior not related to their
action items.

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

The answers to this question can be found in Exhibit 3, which shows a clas-
sification of the types of new behaviors implemented other than those expressed
in action items. This classification is the same as the one employed earlier in
Exhibit 2. Three trainees each reported behaviors not related to action items
in the area of improving subordinate performance, specifically in counseling
subordinates. One trainee reported a behavior in the area of improving personal
performance, specifically in preparing for a departmental promotional examina-
tion with the assistance of course materials. The low number of behaviors not
related to action items indicates that trainees did not discover other areas in
which to implement course materials once they had returned to their jobs. It
also indicates further that trainees were generally realistic in determining
opportunities for implementing course materials during the action plan exercise.
Exhibit 4 shows the total number and types of new behaviors reported by train-
ees, whether or not related to action items.

EXHIBIT 3

NEP/Police Management Training

TYPES OF BEHAVIORS NOT
RELATED TO ACTION ITEMS

Types Of Behaviors	Number Of Behaviors Reported	Number Of Trainees Reporting
I. Improved Subordinate Performance		
1. Counseled Subordinates On Problems	3	3
II. Improved Personal Performance		
1. Prepared For Promotional Examination	1	1
TOTAL	4	4

EXHIBIT 4

NEP/Police Management Training

TYPES OF ALL NEW REPORTED BEHAVIORS

Types Of Behaviors	Number Of Behaviors Reported	Number Of Trainees Reporting
I. Improved Subordinate Performance		
1. Improved In-Service Training For Subordinates	4	3
2. Improved Evaluations Of Subordinate Performance	10	5
3. Counseled Subordinates On Problems	6	6
4. Informed Subordinates On Departmental Activities	4	3
5. Improved Communications With Subordinates	4	3
6. Delegated Increased Responsibilities To Subordinates	1	1
Subtotal	29	12
II. Improved Personal Performance		
1. Increased The Effectiveness Of Personal Supervisory Practices	2	2
2. Increased Knowledge And Broadened Personal Perspective On Overall Department Activities	1	1
3. Improved Communications With Superiors	1	1
4. Prepared For Promotional Examination	1	1
Subtotal	5	4
III. Improved Unit And Department Operations		
1. Changed Department Procedures For Disciplinary Actions	1	1
2. Provided Training For Newly Appointed Line Supervisors	1	1
3. Developed Written Unit Policies And Goals	1	1
Subtotal	3	3
TOTAL	37*	13

* One reported behavior has been analyzed twice--in I.5 and II.3.

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

The answers to this question can be found in column seven of Exhibit 1, which shows the ratio, for individual trainees and for the class as a whole, of behaviors related to action items to the total number of new behaviors reported. This ratio for individual trainees ranged from 3:4 to 1:1. Over 83 percent of trainee behaviors resulted from action items, which represent end-of-course intentions. Only one trainee implemented more behaviors not related to action items than behaviors related to action items.

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

The answer to this question can be found on Exhibits 5 and 6. Exhibit 5 shows the reported outcomes of trainee behaviors, grouped among themselves; the number of each type of outcome reported; and the number of trainees reporting each type of outcome. Exhibit 6 shows the same outcomes but according to how they relate to the types of new behaviors implemented by trainees. It also shows the number of outcomes reported for each behavior type and the number of trainees reporting each type of outcome.

Exhibit 5 shows that there were three principal types of outcomes reported by trainees: superior-related outcomes, subordinate-related outcomes, and participant-related outcomes. Outcomes related to superiors and subordinates were most frequently reported, accounting for 40 out of 48 reported outcomes. This indicates that trainees chose action items whose success depended not only on trainee activities but also on how trainee activities were received by trainee superiors and subordinates. Exhibit 5 also shows that the majority of responses received by trainees from superiors and subordinates were favorable, a fact that will be important in explaining trainee judgments of the impact of their implementation activities.

Exhibit 6 shows that the large majority of reported trainee outcomes, 35 out of 48, were obtained for the first type of behavior implemented by trainees, that related to improving subordinate performance. There were only eight outcomes reported for the second type of behavior, that of improving personal performance, and only five outcomes reported for the third type of behavior, that of improving unit and departmental operations. This indicates that behaviors oriented toward subordinates were the easiest from which to obtain results quickly.

EXHIBIT 5

NEP/Police Management Training

OUTCOMES OF TRAINEES' ATTEMPTS
AT IMPLEMENTING NEW BEHAVIORS

Type Of Outcome	Number Of Outcomes Reported	Number Of Trainees Reporting
I. Superior-Related Outcomes		
1. Superiors Were Receptive	7	6
2. Superiors Agreed To Relay Recommendation To The Chief	3	1
3. Superiors Took Action Toward Implementation	5	4
4. Superiors And Co-Workers Were Uncooperative	1	1
5. Communications And Relations With Superiors Have Improved	1	1
Subtotal	17	7
II. Subordinate-Related Outcomes		
1. Subordinates Were Receptive	5	3
2. Subordinates Acted On Recommendations	3	2
3. Communications, Morale, And Relations With Subordinates Have Improved	5	4
4. Subordinates Claim Their Problems Have Been Helped	1	1
5. Implementation Had No apparent Effect On Subordinate Behavior	1	1
6. Subordinates Abused Delegation; Delegation Was Discontinued	1	1
7. Subordinate Reactions Were Mixed	2	1
Subtotal	18	10
III. Participant-Related Outcomes		
1. Review Of Evaluation Forms And Procedures Enabled Me To Determine Problems To Be Addressed	1	1
2. Opinions Of Co-Workers Confirmed Initial Conclusions And Intentions	1	1
3. Obtained Information Necessary For Further Implementation	1	1
4. Designed New Evaluation Forms And Procedures	2	1
5. Passed The Promotional Examination And Was Promoted To Lieutenant	1	1
6. Have Been More Effective In Supervisory Duties	2	2
Subtotal	8	3
IV. Unknown Outcomes	5	5
TOTAL	48	13

EXHIBIT 6(1)

NEP/Police Management Training

REPORTED OUTCOMES FOR EACH BEHAVIOR TYPE

Types Of Behaviors	Number Of Outcomes Reported	Number Of Trainees Reporting
I.1 Improved In-Service Training For Subordinates		
. Superior Agreed With The Recommendation For Improved Training	2	2
. Superior Said He Would Give The Recommendation For Improved Training To the New Chief, Once Appointed	1	1
. Tentative Training Schedule Was Established	1	1
. Superiors Reacted Optimistically To The Recommendation For Improved Training But Never Did Anything Toward Implementation	1	1
Subtotal	5	3
I.2 Improved Evaluations Of Subordinate Performance		
. Superiors Were Receptive To Recommendations For Improving Evaluations	2	2
. Superiors Took Action To Improve Evaluations	3	3
. Subordinates Were Receptive To Improved Evaluation Procedures	2	2
. Determined Problems With Current Evaluation Forms And Procedures	1	1
. Co-Workers Confirmed My Initial Conclusions On Changing Evaluation Forms And Procedures	1	1
. Obtained Information On Evaluation Forms And Procedures In Other Departments Necessary For Further Implementation Of Evaluation Recommendations	1	1
. Developed New Evaluation Forms And Procedures	2	1
. Unknown Outcome	1	1
Subtotal	13	5
I.3 Counseled Subordinates On Problems		
. Subordinates Were Receptive To Counseling	2	2
. Subordinates' Morale Improved	1	1
. Counseling Had No Apparent Effect On Subordinates	1	1
. Unknown Outcome	2	2
Subtotal	6	6
I.4 Informed Subordinates On Departmental Activities		
. Subordinates' Reactions Were Mixed	2	1
. Unknown Outcome	2	2
Subtotal	4	3
I.5 Improved Communications With Subordinates		
. Subordinates Were Receptive	3	2
. Relations And Communications With Subordinates Have Improved	3	2
Subtotal	6	3
I.6 Delegate Increased Responsibilities To Subordinates		
. Increased Delegation To Subordinates Did Not Work And Has Been Discontinued	1	1
TOTAL FOR TYPE I	35	12

EXHIBIT 6(2)

Types Of Behaviors	Number Of Outcomes Reported	Number Of Trainees Reporting
II.1 Increased Effectiveness Of Personal Supervisory Practices		
. Supervisory Problems Have Been Solved More Effectively	2	2
. Relations With Subordinates Have Improved	2	2
. Feel Less Worried About Subordinates' Problems	1	1
Subtotal	5	2
II.2 Increased Knowledge And Broadened Personal Perspective On Overall Department Activities		
. Superiors And Co-Workers Were Uncooperative And Would Not Share Information	1	1
II.3 Improved Communications With Superiors		
. Relations And Communications With Superiors Have Improved	1	1
II.4 Prepared For Promotional Examination		
. Passed The Promotional Examination And Was Promoted To Lieutenant	1	1
TOTAL FOR TYPE II	8	4
III.1 Changed Departmental Procedures For Disciplinary Actions		
. Superior Said He Would Relay The Recommendation To The New Chief, Once Appointed	1	1
III.2 Provided Training For Newly Appointed Line Supervisors		
. Superior Was Receptive To The Recommendation	1	1
. Superior Said He Would Relay The Recommendation To The New Chief, Once Appointed	1	1
Subtotal	2	1
III.3 Developed Written Unit Policies And Goals		
. Superiors Were Receptive	1	1
. Superiors Are Currently In The Process Of Writing Down Unit Policies And Goals	1	1
Subtotal	2	1
TOTAL FOR TYPE III	5	3
OVERALL TOTAL	49	13

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

The answers to this question can be found in the individual trainee matrices, which show, for each reported behavior, the judgment a trainee has placed on the impact of that behavior--positive, negative, mixed, or uncertain. They can also be found in Exhibit 7, which shows the total judgments of impact reported by trainees for each behavior type. As can be seen from both the individual trainee matrices and Exhibit 7, trainees generally had a favorable judgment of the impact of their behaviors. Most of the trainee judgments that were not favorable were judgments of "not clear," which indicates that trainees had not been able to tell whether their behaviors had had any type of impact at the time of the follow-up. Only three negative judgments and two mixed judgments were reported. Trainees appear to be satisfied with the results of their attempts at implementing course-related behaviors.

EXHIBIT 7

NEP/Police Management Training

TRAINEE JUDGMENTS OF IMPACT
FOR REPORTED BEHAVIORS

Types Of Behaviors	Judgment Of Impact			
	+	-	+/-	NC
I. Improved Subordinate Performance				
1. Improved In-Service Training For Subordinates	1	0	1	2
2. Improved Evaluations Of Subordinate Performance	8	0	0	2
3. Counseled Subordinates On Problems	3	1	0	2
4. Informed Subordinates On Departmental Activities	1	0	1	2
5. Improved Communications With Subordinates	4	0	0	0
6. Delegated Increased Responsibilities To Subordinates	0	1	0	0
Subtotal	17	2	2	8
II. Improved Personal Performance				
1. Increased Effectiveness Of Personal Supervisory Practices	2	0	0	0
2. Increased Knowledge And Broadened Perspective On Overall Department Activities	0	1	0	0
3. Improved Communications With Superiors	1	0	0	0
4. Prepared For Promotional Examination	1	0	0	0
Subtotal	4	1	0	0
III. Improved Unit And Department Operations				
1. Changed Department Procedures For Disciplinary Actions	0	0	0	1
2. Provided Training For Newly Appointed Line Supervisors	0	0	0	1
3. Developed Written Unit Policies And Goals	1	0	0	0
Subtotal	1	0	0	2
TOTAL	22	3	2	10

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

The answers to this question can be found in Exhibit 8, which shows, for each trainee and for the course as a whole, the number of new behaviors, the number of problems encountered, and the ratio of behaviors implemented to problems encountered. Only one trainee encountered no problems at all. The number of problesm encountered by trainees varied from one problem, encountered by five trainees, to four problems, encountered by two trainees. The ratio of behaviors implemented to problems encountered also varied, from 1:3, encountered by one trainee, to 4:1, also encountered by one trainee. Overall, the ratio of behaviors implemented to problems encountered was 3:2. These results, taken in conjunction with the number of behaviors reported and the judgments of impact of reported behaviors, indicate that, although trainees generally encountered problems in implementing new behaviors, they did not perceive those problems as serious enough to prevent their implementing new behaviors or their feeling satisfied with the results of those behaviors.

EXHIBIT 8

NEP/Police Management Training

EXTENT OF PROBLEMS ENCOUNTERED
BY TRAINEES IN IMPLEMENTING
NEW BEHAVIORS

Trainee	Number Of New Behaviors	Number Of Problems	Ratio Of Behaviors/Problems
1	1	2	1:2
2	3	2	3:2
3	4	1	4:1
4	2	1	2:1
5	4	2	2:1
6	2	0	--
7	1	3	1:3
8	1	1	1:1
9	3	2	3:2
10	6	4	3:2
11	2	1	2:1
12	3	1	3:1
13	4	4	1:1
TOTAL	36	24	3:2

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

The answers to this question can be seen in Exhibit 9, which indicates the general types of problems encountered by trainees, the number of problems reported for each type, and the number of trainees reporting each type. There were three major types of problems encountered--lack of authority for implementation; lack of time, resources, or personal commitment for implementation; and lack of support from superiors, co-workers, and subordinates. In the first type of problems, the two most common problems encountered were that a trainee's chief had resigned shortly after the completion of training and no replacement had been appointed, and that a trainee had been transferred to a new position shortly after completion of training, a position in which he either had few supervisory responsibilities or else did not know his new men well enough to implement improved supervisory practices. In the second type of situation, the major problem encountered was that of not being able to get enough time away from regular duties to work on implementing action items. In the third type of problems, the major problem enountered was that subordinates were uncooperative and unreceptive. Transfers, either of trainees or their superiors, were the major problem encountered because, as will be seen later, they impeded not only the completion of new behaviors but also the initiation of some behaviors related to action items.

EXHIBIT 9

NEP/Police Management Training

TYPES OF PROBLEMS ENCOUNTERED BY
TRAINEES IN IMPLEMENTING NEW BEHAVIORS

Type Of Problem	Number Of Problems Reported	Number Of Trainees Reporting
I. Lack Of Authority For Implementation		
1. Chief Resigned Shortly After The Course; Implementation Cannot Occur Until A New Chief Is Appointed	4	2
2. Transferred To New Position Within The Department Where Implementation Is Impossible	4	3
3. Had Little Implementation Authority In Supervisory Position	1	1
4. Proposed Activity Is Technically Illegal In Our Jurisdiction	1	1
Subtotal	10	6
II. Lack Of Time, Resources, Or Personal Commitment For Implementation		
1. Had Difficulty In Getting Enough Time Away From Regular Duties To Work On Implementation	3	1
2. Have Been Hospitalized Since Shortly After Completion Of Training	2	1
3. Lack Sufficient Knowledge Of Course Materials For Full Implementation	1	1
4. Personally Disagreed With And Had Trouble Defending Specific Management Decisions	1	1
Subtotal	7	4
III. Lack Of Support From Superiors, Co-Workers, And Subordinates		
1. Superiors And Co-Workers Were Uncooperative And Unresponsive	2	2
2. Subordinates Were Unreceptive And Uncooperative	3	3
3. Department Morale Has Been Low, Due To Lack Of Scheduled Pay Increases, Scandals, and Bad Publicity	2	2
Subtotal	6	5
TOTAL	24	12

QUESTION 10. Does the Course Result in Non-Behavioral Changes?

The answer to this question can be seen in Exhibit 10, which indicates the major types of non-behavioral changes reported, the number of changes reported for each type, and the number of trainees reporting each type of change. Ten of thirteen trainees reported some type of non-behavioral change as a result of the course. A total of nineteen non-behavioral changes were reported from the course.

EXHIBIT 10

NEP/Police Management Training

TYPES OF REPORTED NON-BEHAVIORAL CHANGE

Types Of Non-Behavioral Change	Number Of Changes Reported	Number Of Trainees Reporting
I. Learned Much Useful Information From Talking With Other Course Participants (Specific Types Of Information Mentioned)	7	7
. Better Able To Relate To Problems Faced By Other Supervisors	1	1
. Learned To Look At Supervision From Different Perspectives	2	2
. Confirmed Many Aspects Of What I Already Knew About Supervision	1	1
. Provided Useful Alternatives To Many Aspects Of What I Knew About Supervision	1	1
Subtotal	12	7
II. Thought More About My Job	2	2
III. Realized That There Is No One Supervisory Style And That One Must Develop A Personal Style Of Supervision	1	1
IV. Became More Sympathetic To My Superiors' Positions	1	1
V. Learned More About General Supervision	1	1
VI. Learned More About Management	1	1
VII. Became Aware Of The Differences Between The Skills And Motivations Of Subordinates	1	1
Total Non-Behavioral Changes	19	10
VIII. No Non-Behavioral Changes	3	3

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

The answers to this question can be found in Exhibit 10, which indicates the major types of non-behavioral changes reported, the number of changes reported for each type, and the number of trainees reporting each type of change. The major finding shown by the exhibit is that most non-behavioral changes reported by trainees centered around trainees' learning useful information from talking with other course participants. Twelve out of nineteen reported non-behavioral changes were of this type. This means that many of the items trainees learned from the course involve information that was not planned for inclusion in the course and might actually be contrary to the intent of course designers. This point will become more important in considering trainee suggestions for course improvement and the specific areas of the course that most contributed to new trainee behaviors. Only one other type of non-behavioral change was reported by more than one trainee. Two trainees reported that the course got them to think more about their jobs.

QUESTION 12.   **To What Extent Does the Course Result in Planned Behaviors, and What Types of Planned Behaviors Did Trainees Report?**

Only one of the thirteen trainees contacted reported a significant planned behavior. This planned behavior was in the area of improving evaluations of subordinate performance. From this, it is apparent that the course did not result in planned behaviors to any great extent or in any particular type of behavior. This lack of planned behaviors might be the result of the simple nature of action items developed by trainees, that is, most of the action items developed by trainees did not require multiple steps or preparatory activities extending over a long period of time. Consequently, once trainees completed the behaviors associated with their action items, there was little need for further planned activities, either because the action items had been completed or because further activities would have to come from trainees' superiors. The simple nature of action items is a possible result of the failure of the evaluators to specify the range of activities that might be included in action items, although, during the initial action plan exercise, this is not clear.

QUESTION 13.   **What Aspects or Parts of the Course Are Reflected in Changes in Trainee Job Behavior?**

The answers to this question can be seen in Exhibit 4, which shows the natural substantive groupings in which trainees reported behaviors. The majority of trainee behaviors were in the area of improving subordinate performance. Within this larger grouping, the majority of trainee behaviors regarding subordinates were in the areas of improving evaluations of subordinate performance and counseling subordinates on problems on the job, which accounted for ten and six trainee behaviors, respectively. Other types of behavior related to improving subordinate performance were: improving in-service training for subordinates, which accounted for four behaviors; informing subordinates on departmental activities, which accounted for four behaviors; improving communications with subordinates, which accounted for four behaviors, and delegating increased responsibilities to subordinates, which accounted for one behavior. In the second general grouping of behaviors, those related to improving personal performance, only one type of behavior, increasing the effectiveness of personal supervisory practices, accounted for more than one behavior, with two reported behaviors. In the third group of behaviors, those related to improved unit and departmental operations, all three types of behaviors accounted for only one behavior each. The natural groupings of behaviors indicate that most trainee behaviors concentrated on issues that were directly covered in the SEFICJ course.

QUESTION 14.   **How Broad and Deep Is the Influence of Aspects or Parts of the**
Course on Later Trainee Behaviors?

The answers to both these questions can be seen in Exhibit 4. Overall, trainees reported 36 new behaviors in thirteen behavior types. Six of the types related to improving subordinate performance. Four types related to improving personal performance. Three types related to improving unit and departmental operations. Behavior types reflect reported behaviors and not the intended behaviors expressed in trainee action items. Behaviors aimed at improving subordinate performance accounted for 29 of the 36 new behaviors reported by trainees. Five out of the six types of behaviors in this grouping accounted for four or more behaviors, more than any behavior type in either of the two additional groupings--improving personal performance and improving unit and departmental operations. No behavior type in these two groups accounted for more than two new trainee behaviors.

QUESTION 15.   **Which Aspects or Parts of the Course Yield the Greatest Number**
of Positive Impacts on Trainees or Their Departments?

The answers to this question can be seen in Exhibit 7, which indicates the judgments of impact reported by trainees for each type of new behavior. Trainee judgments of impact of behaviors were evenly distributed, with no single type of behavior receiving a disproportionate number of positive, negative, mixed, or uncertain judgments. Most trainees judged the impact of their behaviors to be either favorable or uncertain. These two judgments accounted for 32 of the 37 judgments reported by trainees. The distribution of judgments across behavior types appears to have been determined by the number of behaviors in each type, with no type causing trainees more than ordinary problems.

QUESTION 16. <u>Which Aspects or Parts of the Course Lead to Problems in Implementing New Behaviors?</u>

The answers to this question can be seen in Exhibit 11, which indicates the problems that trainees encountered in implementing new types of behaviors, the number of problems reported, and the number of trainees reporting each type of problem. Problems were evenly distributed across behavior types, with no association apparent between any particular behavior type and any particular problems. This indicates that the obstacles encountered by trainees in implementing new behaviors stemmed more from their particular departmental circumstances than from the types of behaviors they tried to implement. Three problems, though, not only impeded trainees in implementing new behaviors but also prevented trainees from initiating new behaviors. These problems were: trainee transfer to an administrative position shortly after completion of training, trainee transfer to a different supervisory position shortly after completion of training, and resignation of the chief of a trainee's department after training but before implementation of new behaviors could be attempted.

EXHIBIT 11

NEP/Police Management Training

PROBLEMS REPORTED FOR EACH BEHAVIOR TYPE

	Type Of Behavior	Number Of Problems Reported	Number Of Trainees Reporting
I.1	<u>Improved In-Service Training For Subordinates</u>		
	· No Action Can Be Taken Toward Establishing An In-Service Training Program Until A New Chief Is Appointed	1	1
	· Superiors Are Generally Unresponsive	1	1
	Subtotal	2	2
I.2	<u>Improved Evaluations Of Subordinate Performance</u>		
	· Little Authority To Change Evaluation Forms And Procedures	1	1
	· Getting Enough Time Away From Regular Duties To Work On Revising Evaluation Forms and Procedures	3	1
	· Supervisor Note-Taking On Subordinates For Use In Evaluations May Be Illegal In Our Jurisdiction	1	1
	Subtotal	5	2
I.3	<u>Counseled Subordinates On Problems</u>		
	· Low Overall Department Morale Has Hindered Attempts To Counsel Subordinates	1	1
	· Subordinates Are Uncooperative	1	1
	Subtotal	2	2
I.4	<u>Informed Subordinates On Departmental Activities</u>		
	· Transferred To An Administrative Position Without Supervisory Authority Shortly After Completion Of Training	1	1
	· Low Overall Department Morale Has Hindered Attempts To Positively Inform Subordinates	1	1
	· Personal Disagreement With A Management Decision To Be Explained	1	1
	· Not Sure Enough Of Course Materials To Inform Others	1	1
	Subtotal	4	3
I.5	<u>Improved Communications With Subordinates</u>		
	· Hospitalized Since Shortly After Completion Of Training	2	1
I.6	<u>Delegate Increased Responsibilities To Subordinates</u>		
	· Subordinates Took Advantage Of Me And Misused Increased Responsibilities	1	1
	TOTAL FOR TYPE I	16	10
II.1	<u>Increased Effectiveness Of Personal Supervisory Practices</u>		
	· Men Seemed To Respond Only To Strict Disciplinary Approaches; This Limited Chances For Solving Problems In A Positive Manner	1	1
II.2	<u>Increased Knowledge And Broadened Personal Perspective On Overall Department Activities</u>		
	· Superiors And Subordinates Were Uncooperative About Sharing Information	1	1
	TOTAL FOR TYPE II	2	2
III.1	<u>Changed Departmental Procedures For Disciplinary Actions</u>		
	· No Action Can Be Taken On Changing Procedures Until A New Chief Is Appointed	1	1
	· No Action Can Be Taken On Establishing A Training Program For Newly Appointed Supervisors Until A New Chief Is Appointed	1	1
	TOTAL FOR TYPE III	2	1
IV.	<u>Problems Not Related To Reported Behaviors</u>		
	· Transferred To Administrative Position Without Supervisory Authority Shortly After Completion Of Training	2	2
	· Transferred To New Supervisory Position Shortly After Completion Of Training	1	1
	· Chief Resigned One Week After Completion Of Training; New Chief Has Only Recently Been Appointed	1	1
	TOTAL FOR TYPE IV	4	3
	OVERALL TOTAL	24	12

QUESTION 17.   What Types of Changes Do Trainees Recommend for the Overall Course?

The answers to this question can be found in Exhibit 12, which indicates
the types of suggestions made by trainees for course improvement, the number of
times each suggestion was made, and the number of trainees making each sugges-
tion. Eleven out of thirteen trainees made suggestions for course improvement.
The emphasis of five out of the six types of suggestions made was to make the
course more relevant to the needs of first-line supervisors. This suggesion was
explicitly made by eight trainees. Related suggestions included: providing
less material on management and more on supervision, made by five trainees; pro-
viding more information on practical "real-life" areas such as crisis management,
made by two trainees; presenting materials that first-line supervisors can imple-
ment, made by one trainee; and increasing opportunities for interchange with
other trainees, made by two trainees. This last suggestion relates to trainees'
obtaining useful information from other course participants, a fact already
described above for trainee non-behavioral changes. Trainees claimed to learn
the most useful information from other trainees and not from the course. Over-
all, all eleven trainees who made suggestions made some related to making the
couse more relevant to the needs of first-line supervisors.

The only other type of suggestion for course improvement made by trainees
was to eliminate certain instructors from further teaching in the course. These
instructors had caused considerable friction with trainees during the course.

EXHIBIT 12

NEP/Police Management Training

TRAINEE SUGGESTIONS FOR COURSE IMPROVEMENT

	Trainee Suggestions	Number Of Behaviors Suggested	Number Of Trainees Suggesting
I.	Make The Course More Relevant To The Needs Of Street Supervisors	8	8
II.	Provide Less Material On Management And More On Supervision	5	5
III.	Provide More Information On Practical "Real Life" Situations Such As Crisis Management	2	2
IV.	Present Materials That First-Line Supervisors Can Implement	1	1
V.	Increase Opportunities For Interchange With Other Course Participants	2	2
VI.	Eliminate Bad Instructors	2	2
VII.	No Changes To Suggest	2	2
	TOTAL	22	13

QUESTION 18. <u>Do Trainees Place a Value on the Action Plan Follow-Up Approach?</u>

The answers to this question are found in Exhibit 13, which indicates the types of reactions reported by trainees to the action plan exercise and follow-up, as well as the number of times each reaction was reported and the number of trainees reporting each reaction. As can be seen from the exhibit, nine out of thirteen trainees were favorable in their reactions to the action plan exercise and follow-up. Six trainees thought that the action plan exercise made them think more about the course and how to apply it in their job situations. Three trainees thought that the action plan exercise and follow-up would be useful in evaluating the program. Four trainees thought that the action plan follow-up reminded them to work on implementing their action items. One trainee thought that the expectation of the follow-up made him feel more accountable for implementing training. Finally, two trainees thought that the follow-up should be conducted one month rather than two months after training so that trainees would not have forgotten what they learned in the course.

EXHIBIT 13

NEP/Police Management Training

TRAINEE REACTIONS TO THE
ACTION PLAN EXERCISE AND FOLLOW-UP

Trainee Reactions	Number Of Reactions Reported	Number Of Trainees Reporting
I. <u>Action Plan Exercise Made Me Think More About The Course And How To Apply It On The Job</u>	6	6
II. <u>Action Plan Exercise Will Be Useful In Evaluating The Program</u>	3	3
III. <u>Action Plan Exercise Was Not Useful And Had No Real Effect</u>	4	4
IV. <u>Follow-Up Reminded Me To Work On Implementing The Action Plan</u>	4	4
V. <u>Follow-Up Made Me Feel More Accountable For Implementing Training</u>	1	1
VI. <u>Follow-Up Will Be Useful In Evaluating And Improving The Course</u>	3	3
VII. <u>Follow-Up Was Not Helpful; No Implementation Authority</u>	4	4
VIII. <u>Follow-Up Was Not Helpful; No Time For Implementation</u>	1	1
IX. <u>Follow-Up Should Be Done One Month After Training So That Course Materials Are Not Forgotten</u>	2	2
TOTAL	28	13

APPENDIX

INDIVIDUAL TRAINEE MATRICES
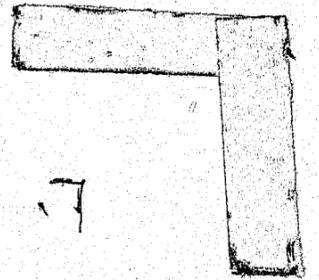
INDIVIDUAL TRAINEE MATRICES

Participant	Action Items	Behaviors	Outcomes	Problems	+	-	+/-	NC
					Judgment Of Impact			
1	Utilize communications skills to improve the dissemination of information to subordinates and its positive reception by subordinates at roll call.	Talked with superiors about it.	Unknown outcome.	Was transferred to the position of desk sergeant shortly after completion of training. Will be back to an operational position at the middle of next month. Will attempt implementation then.				X
	Apply the principles of the Mager-Pipe Model and the Performance Analysis Worksheet in an attempt to improve negative performance among subordinates.	Not implemented.	No outcomes.	Was transferred to the position of desk sergeant shortly after completion of training. Will be back to an operational position at the middle of next month. Will attempt implementation then.				
Totals	2	1	1	2	0	0	0	1
2	Standardize personnel evaluations throughout the department.	Talked to immediate and regional superiors and recommended the the idea.	Superiors were generally receptive.	None.	X			
			Superiors have started planning to change the evaluation system; this will probably occur within six months to one year.					
	Express to my men that any problems they have should be handled by their immediate supervisors first.	Started talking with my men about it immediately after the course.	Subordinates were receptive.	Was hospitalized in February and was unable to complete my efforts or see their full results.	X			
			Some men started coming to me with their problems.					
	Generate more solidarity between my officers and myself by analyzing and adjusting to the strong and weak points of others by whatever methods are available.	Started talking with my officers about how they could adapt their duties to emphasize their strong points and minimize their weak points, such as lack of discretion.	Subordinates were receptive.	Was hospitalized in February and was unable to complete my efforts or see their full results.	X			
			Noticed changes in some mens' activities.					
Totals	3	3	6	2	3	0	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/-	NC
3	Analyze my department's system for yearly personnel evaluations, so that the current evaluation form is revised and so that evaluations are based on observable job skills.	Discussed the idea with my superiors.	Superiors were receptive to the idea.	None.	X			
		Presented the idea at a departmental staff meeting.	Superiors decided to send supervisors to state classes on performance evaluation; this will begin in a month.	None.	X			
	Apply course materials on interpersonal relationships to actual departmental situations, especially in the area of delegating more responsibility and providing counseling to subordinates.	Tried delegating more responsibility to subordinates, such as in reporting in to me or following set duties.	Delegation did not work very well; have discontinued the idea.	Subordinates took advantage of me and misused their increased responsibilities.		X		
		Tried counseling subordinates with problems, such as family problems or tardiness.	Unknown outcome.	None.				X
Totals	2	4	4	1	2	1	0	1
4	Determine skill deficiencies in subordinates and recommend training to correct deficiencies.	Talked with superiors to stress the importance of training in correcting skill deficiencies and to recommend individuals for training.	Superiors reacted optimistically but never did anything.	Superiors are generally unresponsive.			X	
	Determine morale problems among subordinates and work for their improvement.	Worked with some subordinates on morale problems; tried to show them I was aware of their problems.	Morale appeared to improve.	None.	X			
Totals	2	2	2	1	1	0	1	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact +	-	+/-	NC
5	Demonstrate to subordinates the importance of the personnel evaluation process and how evaluations can be an important tool in their career development.	Performed five evaluations since completing the course; explained to all five officers the importance of the evaluation process and then went over the details of each officer's evaluation.	Men appreciated my explanation of the evaluation process and my discussion of their particular cases; everyone said they learned a lot from me.	None.	X			
			Unit morale and relations with my men have improved. Not sure if performance will improve.					
	Explain to subordinates the importance of community relations and how good community relations can offset adverse media coverage of a department.	Explained the importance of good community relations to subordinates at morning roll call. Used the McDuffie case as an example of how good community relations should help offset adverse media coverage.	Men reacted in a generally favorable manner, although there were some complaints about the McDuffie case coverage that were difficult to answer. Do not know how effective I was in communicating with the men or in improving their morale.	Some of the negative comments voiced about the McDuffie case were difficult to disagree with. As a result, I might not have convinced many men about the importance of community relations.			X	
	Describe to subordinates more clearly how management decisions are made and how good the complexities involved in those decisions.	Attempted to explain management decisions to subordinates at morning roll call on three occasions.	Some men agreed with my explanation; others disagreed, but appreciated my frankness with them.	One of the decisions was difficult to explain in a satisfactory manner because I personally disagreed with it.	X			
Sub-total	3	3	4	2	2	0	1	0
		Counseled my subordinates more so I could relate to their actual problems on the street and help them instead of dictating to them.	My subordinates appreciated my counseling efforts; I do not know if my efforts will actually help.	None.	X			
Sub-total	0	1	1	0	1	0	0	0
Total	3	4	5	2	3	0	1	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact +	-	+/-	NC
6	Implement a system of selecting personnel to attend special training courses and seminars, based on employee evaluations, work habits, and past performance, to improve employee motivation and performance.	Talked to my superior about setting up a new system for selecting employees for training.	Superior agreed with me and was receptive to implementation.	None.	X			
		Supervisor and I established an initial rotating training schedule to use training as an incentive to reward past performance. This schedule will be implemented at the first appropriate occasion.	Tentative training schedule was established.	None.				X
Total	1	2	2	0	1	0	0	1
7	Review the personnel records of all my subordinates to better enable me to understand and better supervise them.	Not implemented.	No outcomes.	Was transferred to unit where subordinates were all CETA employees; few personnel records are available on employees, employees appear to respond solely to strict authoritarian supervision.				
	Suggest to the chief that he meet regularly with all department supervisors to redefine and reinforce departmental goals and objectives and seek feedback from supervisors.	Not implemented.	No outcomes.	Chief resigned one week after the completion of training. New chief was hired only within the last week and has not yet spoken with any supervisors.				
	Handle personnel problems as soon as they arise, rather than postponing them; attempt to handle problems in a positive rather than a disciplinary manner.	Have started dealing with personnel problems, such as lateness and loitering, as soon as they arrive, by bringing them directly to the attention of the individuals involved.	Men seem to respond and attempt to correct their problems.	Men seem to respond only to strict disciplinary approaches, which limits chances for solving problems in a positive manner.	X			
			I worry less now about subordinates' problems and do not make them my problems.					
Total	3	1	2	3	1	0	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	–	+/–	NC
8	Institute a special burglary prevention program within my unit.	Not implemented.	No outcomes.	Shortly after completion of training, I was transferred from operational duties to administrative duties within the personnel records section of the department and could make no progress towards implementing my action item.				
Sub-total	1	0	0	1	0	0	0	0
		Have used interpersonal skill more often in carrying out my duties, such as in personnel evaluation or handing lates. Have used skills that I feel comfortable with and seem appropriate to how I best perform my duties, such as discussion and counseling rather than formal disciplinary actions.	Men have reacted favorably to discussion and counseling; do not know if the performance will improve.	None.	X			
Sub-total	0	1	1	0	1	0	0	0
Total	1	1	1	1	1	0	0	0

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	–	+/–	NC
9	Listen more attentively and objectively to my superiors and subordinates.	Have concentrated more on listening to superiors and subordinates since completing the course, such as when a superior is really blowing off steam at me and not really meaning what he says.	Relations with superiors have improved.	None.	X			
			Relations with subordinates have improved.					
	Develop a broader personal perspective on the overall operation of the department.	Attempted to obtain information and perspective on the overall operations of the department by talking with my superiors and with peers in other units in the department.	Individuals I talked with did not want to share information with me unless it was directly related to my job or unless I had some other "need to know."	My superiors and peers in other units of the department were uncooperative; nobody wanted to look beyond their own "tunnel vision."		X		
	Motivate myself and my subordinates to be more efficient and effective on the job, with a more positive attitude toward the job.	Took actions to encourage a more positive attitude on the part of subordinates with a negative "only do what is required" attitude, including discussions, kind words, and reprimands.	Unknown outcome.	Because overall department morale has been hurt by scandals, indictments, and the loss of a scheduled pay increase, it is personally difficult to maintain a positive attitude or promote such an attitude in my subordinates.				X
Total	3	3	4	2	1	1	0	1

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/-	NC
10	Review and revise the department's personnel evaluation system.	After returning from training, reviewed department's personnel evaluation forms and procedures.	Determined that, as currently done, evaluations were too subjective and not oriented towards individual performance.	None.	X			
		Talked with co-workers about revising the department's personnel evaluation system.	Co-workers confirmed my original conclusions on necessary revisions in evaluation forms and procedures.	At the time, I was a road sergeant with little authority to change the evaluation system.	X			
		Reviewed the personnel evaluation forms and procedures of other local departments through correspondence and telephone contacts.	Learned evaluation forms and procedures had been proven effective in departments similar to my own.	Getting the time away from regular duties to obtain and review necessary information.	X			
		Once promoted to lieutenant, developed job-related evaluation forms and procedures.	Evaluation form that will require supervisors to spend more time describing the job done by an officer and the reasons for any personnel actions taken.	Getting time away from duties of new rank and position to prepare evaluation forms and procedures.	X			
			Evaluation procedures that will require supervisors to talk through completed evaluations with their men.					
		Began preparing forms and handouts so that the new evaluation system can be implemented within one month.	Unknown outcome.	Getting enough time away from other duties to prepare forms and procedures.				X
Sub-total	1	5	5	4	4	0	0	1
		Used course materials, especially those relating to general management and personnel evaluation, to prepare for the oral portion of the lieutenant's promotional examination.	Passed the examination and was promoted to lieutenant.	None.	X			
Sub-total	0	1	1	0	1	0	0	0
Total	1	6	7	4	5	0	0	1

Participant	Action Items	Behaviors	Outcomes	Problems	+	−	+/−	NC
11	Recommend that all supervisors keep personal notes of what transpires during watches relating to performance of job tasks by subordinates; notes will provide a record for accurate personnel evaluation.	Recommend the procedure to my superiors during consideration of an especially difficult case of disciplinary action.	Superiors approved supervisory note-taking on subordinates for use in personnel evaluation. First evaluations to use supervisory notes are coming up. Not sure how it will work out.	Note-taking on subordinates may be illegal under department regulations so the procedures will have to be informal and the use of notes limited.				X
	Recommend that office goals and and policies be written down so that their meaning will be clear.	Recommend writing down office goals and policies to my superiors.	Superiors agreed with me. Superiors are currently in the process of writing down office goals and policies.	None.	X			
Total	2	2	3	1	1	0	0	1
12	Solve conflicts with men in my squad by approaching problems differently, using ideas and theories covered in the course.	Attempted to solve problems with my subordinates by using course materials and by approaching situations more as a supervisor and not as an equal to my men; problems included lates, meal scheduling, and cases of "bad attitude."	Problems appeared to be solved more easily. My men respect me more and know what to expect of me. There is noticeably less antagonism between my subordinates and my self.	None.	X			
	Listen more attentively to my subordinates to ensure I understand what they say before I take action.	Have tried to listen more attentively to my subordinates, such as when they report on an arrest.	Men have noticed and appreciated my attempts to listen more attentively.	None.	X			
	Demostrate several items I learned at the course, including directing and reporting, that might help me as a newly appointed supervisor and better my future roll-calls.	Have tried to discuss course materials with more experienced supervisors and pass on what I have learned to my peers and subordinates.	Unknown outcome.	It's hard to demostrate course materials because I am still learning them and unsure of what they really mean.				X
Total	3	3	5	1	2	0	0	1

Participant	Action Items	Behaviors	Outcomes	Problems	Judgment Of Impact			
					+	-	+/-	NC
13	Start an in-service training program for newly promoted line supervisors.	Recommended to the acting chief that an in-service training program be established for newly promoted line supervisors.	Acting chief agreed with the suggestion. Acting chief said he would give it to the new chief, once appointed.	No action can be taken on my suggestion for a new training program until after a new chief is appointed.				X
	Use department personnel certified in the Instructor Training Workshop (ITW) to set up a one or two hour a week in-service training program for all department personnel.	Recommended to the acting chief that a one or two hour a week training program be established for all department personnel utilizing ITW certified instructors in the department.	Acting chief agreed with the suggestion. Acting chief said he would give it to the new chief, once appointed.	No action can be taken on my suggestion for a department-wide in-service training program until after a new chief is appointed.				X
	Change present regulations requiring personnel department volvement prior to the application of formal written disciplinary measures on individuals	Recommended the idea to the acting chief that regulations be changed so that the personnel department need not be involved prior to the application of formal written disciplinary measures on an individual.	Acting chief said he would give the suggestion to the new chief once appointed.	No action can be taken on my suggestion for changing regulations requiring personnel department involvement prior to the application of formal written disciplinary measures on an individual until after a new chief is appointed.				X
Sub-total	3	3	5	3	0	0	0	3
		Attempted to apply motivational techniques learned in the course, especially the counseling of subordinates, to improve the behavior of two of my subordinates.	Application of motivational techniques had no effect on the behavior of the subordinates involved.	Subordinates involved are uncooperative and just difficult to work with.		X		
Sub-total	0	1	1	1	0	1	0	0
Total	3	4	6	4	0	1	0	3

END