

MANAGEMENT DEVELOPMENT IN THE POLICING ENVIRONMENT

A CROSS CULTURAL COMPARATIVE STUDY OF THE
VIEWS OF POLICE MANAGERS CONCERNING
MANAGEMENT DEVELOPMENT ISSUES

VOLUME ONE - THESIS

Thesis submitted for the degree of
Doctor of Philosophy
at the University of Leicester

by

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ABSTRACT

The primary purpose of this study is to test the hypothesis that:-

Management development as it is currently understood
can be transferred to the police service"

Information about the current position was sought in terms of both its effectiveness and the level of understanding of the concept of management development. Questionnaires were distributed to managers of all ranks within the author's own force, an American police department and a sample from English and Welsh forces.

The study examined five areas of management development. These were: the concept; succession planning; personal development; staff appraisal and training.

Analysis of the data revealed that the concept of management development was not understood by many of the individuals participating in the study. As a result the significance of the other areas as elements of the overall system were lost on many of the respondents.

Despite the difficulties identified by the study the author's detailed research leads him to believe that management development as it is currently understood can be transferred to the police service providing certain criteria were met.

The study concludes with a number of recommendations to assist forces to implement a structured management development programme.

A secondary objective of the research is to survey potential executive officers attending the most senior police management course to ascertain whether there were similarities in their career profiles which could be used to develop potential senior managers in the most appropriate manner.

The author questions the validity of the current criteria for selection to the course but recognises that whilst they remain the results from this study, which identified emerging trends in both the personal and career profiles of attendees, are relevant. Consequently they should be of benefit to forces in identifying and developing future senior executives.

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CHAPTER ONE

INTRODUCTION

1.1 SETTING THE SCENE

At no time since its inception in the early 19th Century has the police service in this country come under greater scrutiny than over the past few years. Gone are the days when the service enjoyed the support of virtually all the community, a fact evidenced by the results of the British Crime Surveys of 1983¹ and 1988², which reveal that whilst there is continuing support for the police it is declining over time. This has been brought about, in part, by the adverse media publicity the service has attracted due to malpractice on the part of some of its members, and also to the social, political and economic changes that have taken place during the past twenty years. For example, the inner-city riots during the 1980s, the manner in which a number of major incidents have been policed, the increasing crime rate and the violent confrontations with pickets during the more notorious industrial disputes have done little to enhance the image of the police service with members of the public. Many of these issues were addressed by GRAEF (1990)³, who having reviewed policing in Great Britain in the 1980s and 1990s concluded:

-
1. HOUGH, M. and MAYHEW, P. (1983). The British Crime Survey: First Report. LONDON. H.M.S.O.
 2. MAYHEW, P. ELLIOTT, D. and DOWDS, L. (1988). The 1988 British Crime Survey. LONDON. H.M.S.O.
 3. GRAEF, R. (1990). Talking Blues. LONDON. Fontana/Collins.

"That perhaps the management of Police Forces throughout the western world was faltering, jaded, unimaginative, inert and shy on accountability."

In addition the Home Office, through HOME OFFICE CIRCULARS¹, the Treasury, the Audit Commission, the Home Affairs Select Committee, the Royal Commission on Criminal Justice and the Police Complaints Authority have demonstrated an ever-increasing interest in policing issues to ensure not only greater accountability but also that a more effective, efficient and value-for-money service is provided to the community. Of particular interest in this regard is the enquiry established by the Home Secretary in May 1992 under the Chairmanship of Sir Patrick SHEEHY to review police responsibilities and rewards. This on-going enquiry has been very wide ranging and will be the subject of further comment later in this chapter.

The situation in the United States of America is very similar to that in England and Wales. For example, over the past few years there has been a considerable increase in the total volume of crime reported to the police, particularly in respect of violent and drug related offences. This has caused great concern to many citizens, particularly those residing in the larger cities across the country. One serious incident, which highlights the concern of the population towards the police service, is the now infamous case where a number of Los Angeles police officers were video-recorded violently assaulting a black man named Rodney KING. This matter has brought into question the credibility and

1. HOME OFFICE CIRCULARS 114/83. 105/88. 106/88 and 81/89.

integrity of police officers, not only from the Los Angeles Police Department but from other Forces throughout the country. The subsequent riots which occurred in the city following the acquittal of the officers charged with assaulting Mr KING and the poor police response to that situation brought the whole question of police managerial competency to the forefront of debate.

A further problem which has created difficulties for American Police Departments is the current economic situation in that country which has resulted in many departments either having to make sworn staff redundant or allow them to take early retirement. For example, over ninety officers from all ranks of the American Police Department which participated in this study were due to leave the department on premature retirement during 1992.

It should also be emphasised that American Police Departments are, like police forces in this country, under continual scrutiny to ensure accountability and to provide a value-for-money service to their constituents. In addition, they currently tend to be far more susceptible to litigation than are their British counterparts which has resulted in their corporate and individual actions being continually reviewed in great detail by the courts. This is likely to increase further in the future.

Clearly this concentration of interest in policing in the United Kingdom and the United States of America is more than just a passing phenomenon

which is likely to disappear once the initial enthusiasm has worn off. It is symptomatic of a change in relationships between the police, their masters and their customers.

All these issues have necessitated a change in the role of police managers at all levels of the organisation and in consequence over the past few years emphasis has been placed on identifying the skills those officers require to undertake these new responsibilities. However, despite the efforts that have been made there is considerable debate taking place within Parliament, the service and the media on the quality of senior police managers. For example, JOHNSON (1990)¹ argues that recent events within the service have encouraged the ordinary public to think that the police are not really able to provide a professional service and that radical proposals are needed to improve police management. On the other hand, ROBERTSON (1990)² reported that it would be easy to conclude that police executives are either disinterested in pursuing efficiency and general excellence or that they are simply ill-equipped to administer large and complex organisations. To endorse either assumption would be patently unfair, for while particular chief officers may suffer lethargy in one direction or the other, such a rash generalisation would be inaccurate.

Nevertheless, in a world where the theory and practice of business administration and human resource management are undergoing constant

1. JOHNSON, P. (1990). Change or be changed. Police Review. 10th August.

2. ROBERTSON, W.H. (1990). Your Money and Your Life. Unpublished Bramshill Student Paper. Police Staff College, Bramshill.

refinement it is essential that today's police managers, particularly those at senior and executive level, should be attuned to both private and public-sector management developments to avoid accusations of inertia and stagnation.

The question therefore arises as to whether the current management development initiatives taking place within the British policing environment are able to identify the 'right quality' police managers for the future and provide them with the skills necessary to perform their role in the ever changing environment.

Commenting on this matter, BRADLEY, WALKER and WILKIE (1986)¹ state:

"Police work needs excellent management. This is not something which money or technology can achieve nor can it be created by the passing of some law nor be conjured up on some training course. What is required are managers who are as sure about what they value in the widest sense as they are about the methods by which they manage, managers who recognise their own fallibility and who have both the room and the inclination to reflect upon how they might transcend it without damaging the actual strengths of the police service".

They go on to say that:

"... police management must be taken more seriously as a subject and a resource, both by the police service and by those outside it".

And further add that:

"All in all, the treatment of police management, as both a subject and an organisational resource, by those with the power to influence events, has been deplorable".

-
1. BRADLEY, D. WALKER, N and WILKIE, R. (1986). Managing the Police: Law, Organisation and Democracy, Brighton: Wheatsheaf Books.

It is however readily apparent from speaking to managers at all levels within the service that many have had considerable difficulties in coming to terms with the changes that have taken and are continuing to take place. It is also evident that a number do not or will not accept that changes in practice and procedures must occur if the service is to meet the challenges of the late twentieth and early twenty first centuries.

It is the author's view that part of the lack of understanding of the important concepts being promulgated throughout the service is because insufficient explanation and consultation has taken place with managers at the middle and lower end of the hierarchical chain of command. However, if the police service is to respond in a positive manner to the challenges that will be made of them in the future, it is essential that they must have effective leadership and managers with the foresight and competence to meet those demands.

All these problems have been identified by the HOME AFFAIRS SELECT COMMITTEE (1989)¹ who commented that:-

"The police service of England and Wales commands considerable public resources which demand exceptional management skills if Forces are to respond to the needs of the public".

"... These men and women represent the most valuable resources of the police service and they must be led, deployed and supervised with sensitivity and skill in line with predetermined policies and priorities in order to optimise the service provided to the public."

1. HOME AFFAIRS SELECT COMMITTEE. (1989). Higher Police Training and the Police Staff College. LONDON. H.M.S.O.

"The service has to plan for and respond to developments in society in England and Wales and the internal market in the European Community in 1992, with its consequent enhanced freedom of movement and the growth of international crime."

"The fundamental questions which arose during our enquiry concern whether the current system of training and career development for police officers based on a 19th Century system and constrained by the separate organisation of each is adequate for the police service as it approaches the 21st Century."

It is not surprising, in view of the Select Committee's comments that central government believes that there is a need to review the manner in which police managers are developed in order to ensure that they can respond to the challenge of the ever-changing policing environment.

It was against this background that the author, a serving police officer, undertook a study within his own force with the purpose of testing the following hypothesis:

"Management development as it is currently understood can be transferred to the police service".

Information about the current process in terms of both its effectiveness and the level of understanding of the concept of management development was sought from a total of 139 managers (i.e. sergeants to chief superintendents) within the organisation by means of a questionnaire.

The study concentrated on the following five major areas of management development:-

- the concept
- succession planning
- personal development
- staff appraisal
- training

A total of 125 (90%) questionnaires were returned and an analysis of the data revealed that the concept of management development was not widely understood by managers within the force. This being the case, the significance of the other issues outlined above was lost on many of the respondents.

The author hypothesised that the procedures that were operating within the force could partly account for the responses received as the elements that were examined were considered, by many of the respondents, to be totally separate entities and not a complete management development package. However, despite these difficulties, the author believes that management development, as it is currently understood, can be transferred to the police service provided a number of fundamental changes are made to the current arrangements. He concluded by making a number of recommendations in each of the five areas outlined earlier to enable the force to achieve a structured management development programme.

Having identified difficulties in his own force, the researcher undertook further studies to ascertain whether similar results would be achieved from a national and international study.

The purpose of this further research was therefore:-

(i) To obtain the views of a sample of officers from throughout England and Wales on management development issues in an attempt to ascertain whether the results were similar to those obtained in the initial study.

(ii) To undertake a comparative cross-cultural study between the researcher's own force and an American Police Department of a similar size in an attempt to ascertain whether:-

- management development as it is currently understood can be transferred to the American department.

- there are any major differences between the management development issues adopted by each organisation.

(iii) To undertake a study of those officers attending the Senior Command Course (the most senior police management course at the Police Staff College) to ascertain whether there were any similarities in their career profiles which could be used by forces in the future to ensure that officers with potential were developed in the most appropriate manner.

Emanating from the purposes of the study are a number of issues that the researcher wished to pursue. These are as follows:-

- (i) To establish the degree of management development currently taking place within the police service throughout the United Kingdom and the American Police Department.
- (ii) To discover the effectiveness of the management development initiatives currently taking place within the policing environments which were the subject of the research.
- (iii) To ascertain how management development activities are perceived by managers at all levels of the organisation (from sergeant to chief superintendent in the United Kingdom and from sergeant to major in the American Police Department).
- (iv) To identify problem areas (if any) in the current management development programme and suggest remedies (where appropriate).
- (v) To establish what the future should be for management development in the policing environment.

Prior to the commencement of the research it was necessary to obtain permission from:

- the Chief of Police of the American Police Department participating in the study.
- the Deputy Commandant of the Police Staff College.

- the Senior Managers from the Regional Development Training Centres.

This permission was necessary to gain access to officers either under their command or attending courses at their establishments to complete a questionnaire on management development issues. Permission was granted by all the senior managers approached and accordingly the study was commenced.

1.2 A DESCRIPTION OF THE ENGLISH POLICE FORCE STUDIED

The purpose of this section is to provide a brief description of the English police force involved in the study. This will include not only details of the authorised establishment but also changes in the demographic and policing environment that have taken place over time. This is considered necessary in order to set the scene for the subsequent discussion that will take place regarding management development issues.

The force was established in its current form in 1974, following the local government reorganisation which took effect that year. It is primarily a rural county but with two large centres of population. The force establishment at the time the research was undertaken was 1183 officers, comprising the following:

- 3 Chief officers (ie Chief Constable, Deputy and Assistant Chief Constable)
- 5 Chief superintendents

- 15 Superintendents
- 22 Chief inspectors
- 57 Inspectors
- 173 Sergeants
- 908 Constables

Following a major structural review of the force in 1988, it was divided into two territorial divisions and four major departments all headed by a chief superintendent. One of the chief superintendent posts has subsequently been civilianised. Two of the important results of that review were to devolve decision making to the lowest competent level consistent with the decision to be taken, and to allow a greater degree of autonomy to the sub-divisional and departmental commanders (ie superintendents and chief inspectors). These changes have provided the opportunity for first and second line managers (sergeants and inspectors) and constables to take decisions and courses of action which would previously have been taken by individuals of a far higher rank.

Whilst the above changes were welcomed by many individuals, it created a number of managerial difficulties which have still to be successfully overcome, some of which will be discussed later in this thesis.

In addition to the organisational changes that have taken place, the period since 1974 has been one of unprecedented growth in the county in terms of population, economic activity and calls for policing services, as the following examples from County Council and force records reveal:-

- an 8% increase in population
- an increase of 32,000 households
- a 6.3% increase in the number of economically active individuals
- a 46.3% increase in the number of motor vehicles registered in the county
- a continual increase in the number of tourist nights spent in commercial establishments in the county which by 1989 had reached 5.6 million
- a 302% increase in recorded and 186% increase in cleared up crime
- a 819% increase in the number of incidents of criminal damage
- an ever increasing number of calls for service from the public.

The increased commitment of officers reacting to the immediate needs of the public - for example, as victims of crime, as suppliers of information, when involved in road traffic accidents - has led to unprecedented demands being placed on individual officers. Whilst all forces throughout the country have experienced similar difficulties the position in this force has been exacerbated because there has been little growth in the human resources required to meet these demands. For example, since 1975 there has only been a 7.5% increase (from 1100 to 1183) in the authorised establishment of the force.

In addition to the issues outlined above, over the past four years the Chief Constable has been attempting to implement many cultural, organisational and managerial changes to improve the efficiency and effectiveness of the force and to provide a more value-for-money service to the community.

1.3 REVIEW OF THE STRUCTURE AND CONTROL OF THE POLICE SERVICE IN ENGLAND AND WALES

There are forty-three police forces in England and Wales varying in size from the City of London with 798 officers to the Metropolitan Police with over 28,000.

Whilst the geographical area each force covers varies, the boundaries are co-terminus with the principal local government areas. Each force has the total responsibility for policing policy and operations taking place within its area.

Police officers in England and Wales have jurisdiction anywhere within these countries and have a duty to uphold the law at all times whether on or off duty.

The chief officer of each force (that is, a Chief Constable in all forces except the Metropolitan and City of London Forces, each of which is headed by a Commissioner) is totally responsible for the operational policing in his or her area. However, in all forces, except the two identified above, for whom different arrangements are in place¹, the local authority has the responsibility under the Police Acts of 1964 and 1976 to maintain an adequate and efficient police force for its area. To do this they appoint a police committee made up of two thirds local politicians and one third magistrates to oversee policing issues. They also have the responsibility for appointing the chief constable and are his or her disciplinary authority.

1. The Police Authority for the City of London Police is the Common Council for the City of London and for the Metropolitan Police it is at present the Home Secretary.

On a national basis, the Secretary of State for Home Affairs (that is, the Home Secretary) has a direct responsibility for the police service. He or she exercises control through the Home Office and the role is primarily to maintain a consistent national policy on policing. This, to a great extent, is undertaken through the medium of Home Office Circulars which do not have the force of law but which provide chief officers with advice and guidance on a variety of policing issues. In addition, central government through the Home Office provides 51% of all policing costs thus maintaining a further element of control over forces.

In effect, therefore, police forces are controlled by what is called a tri-partite arrangement which consists of:

- The Home Office, who maintain a consistent national policing policy and provide 51% of all policing costs.
- The local authority, which is responsible for maintaining an adequate and efficient police force for their area
- The chief constable, who is responsible for the operational efficiency and the day-to-day management of the force.

In summary, therefore, although the Home Secretary possesses administrative power and control over the police service, he or she tends to limit the use of that authority. Thus the chief constable and the local authority are afforded a good deal of discretion to operate their police force in a manner suitable to local needs and requirements.

Whilst this system has stood the test of time, questions are currently

being raised as to whether it should continue in the future. VIZE (1992)¹ indicated that the review of police organisation which the Home Secretary established in May 1992, (that is, the SHEEHY ENQUIRY²) would include a detailed examination of the powers of police authorities, including their control of constabulary budgets. This raises issues of principle, particularly that of the local accountability of forces, which will no doubt be strongly resisted both within the service and by local politicians as such a move hints at more central control of the police service.

A further issue that may affect the control of forces in the future is the outcome of the deliberations currently being undertaken by the local government commission into the future of local government. During the course of their review they are required to examine all relevant issues concerning the structure, boundaries and electoral changes to Local Government areas and make recommendations for change where they consider it appropriate. The results of the review could have major implications for the police service because if recommendations are made to change local authority boundaries it could lead to the demise of many of the smaller forces, the amalgamation of others and even to the 'break up' of some of the larger ones. This fact was recognised by a present chief constable, O'DOWD (1992)³ during a speech to an international police conference in London on the future of the police service in England and Wales. He emphasised this point by stating:-

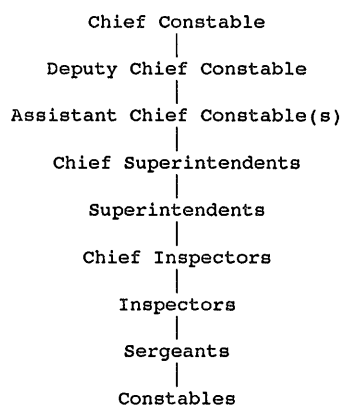
-
1. VIZE, R. (1992). Fears grow for survival of police authorities. Local Government Chronicle. 23 October.
 2. An enquiry under the Chairmanship of Sir Patrick SHEEHY which was established to review police responsibilities and rewards.
 3. Quoted in the Police Review. 23 October 1992.

"There would be fewer police forces within three years and within five years".

Only time will tell what the future structure and managerial and political control of police forces will be.

Having briefly commented on issues regarding the geographical size and control of police forces it is now proposed to discuss the rank structure which is currently in operation in forces throughout England and Wales.

With the exception of the Metropolitan¹ and City of London Police² forces the rank structure outlined below is operative in all forces:-



As in every large organisation, the individual officers are deployed throughout the force to specific functions and tasks to meet the various needs and requirements placed upon it, for example, uniform patrol, CID, traffic, training, etc.

-
1. In the Metropolitan Police the rank structure above Chief Superintendents is Commander, Deputy Assistant Commissioner, Assistant Commissioner, Deputy Commissioner and Commissioner.
 2. In the City of London Police the ranks above Chief Superintendent are Assistant Commissioner, Deputy Commissioner, Commissioner.

One issue that is particularly noticeable from the structure outlined above is that police forces have a considerable number of layers of management which results in an average of one supervisor for every three constables¹. This ratio is very high when compared with management levels in commerce and industry and has raised questions as to whether there is scope for 'flattening' the police management structure. A number of forces have already taken measures to address this problem by reducing the number of managers in the chief inspector, superintendent and chief superintendent ranks and others are actively considering such changes.

There seems little doubt that as a result of the SHEEHY enquiry the police service will, over the next few years, experience considerable change. The Enquiry Team, which is due to report in May 1993, comprises management consultants, academics and industrialists and is addressing a variety of policing issues including:

- the structure of forces to ensure that it meets the management needs of today's police service.
- the roles and responsibilities of the various ranks within the service.
- the salaries of police officers. In this regard there is a requirement to ensure that the salary reflects the responsibilities of the particular positions.

1. Statistics collected from information provided by Her Majesty's Inspectorate of Constabulary.

- rewards and sanctions for good and poor performance.
- the conditions of service.
- current work practices.
- improving professional standards.

It can be seen from this list that this is a very wide ranging review, the results of which will affect every police officer in the country in one way or another. Quite clearly managers will be particularly affected, especially if their numbers are reduced and their portfolios increased.

In summary, therefore, it is apparent that the police service in England and Wales is entering a period of great uncertainty which will only be resolved once the decisions from the enquiries mentioned earlier in this chapter are known. It is also apparent that the service will, in the future, need managers of proven quality to lead it and therefore the issues that have been and will be discussed later in this thesis are of particular importance and relevance.

1.4 A DESCRIPTION OF THE AMERICAN POLICE DEPARTMENT PARTICIPATING IN THE STUDY

The American Police Department participating in this study is located in the State of Maryland. It is the largest county in the State with a population of nearly 700,000.

The first full-time professional police department was established in the county in 1927, following an enactment of a state law which authorised the Board of County Commissioners to create a full-time, four man, "County Police Force". The new police force initially functioned under the supervision of the County Sheriff. However, a political argument quickly ensued between the Sheriff and the County Commissioners over their control and therefore in 1931 further legislation was enacted which separated the County Police Force from the Sheriff's office. The law also granted the County Commissioners' authority to appoint their own Chief of Police, thus creating a police force that was totally independent of the County Sheriff.

The period between 1940 and 1980 was one of unprecedented growth for the county with the population rising from 89,000 to 665,000. This growth inevitably resulted in increased demands for policing services, but on occasions without the necessary increases in finance and human resources. The force did, however, increase in size over time and by 1950 the establishment was 48 sworn officers; by 1961 - 200 officers; by 1971 - 645 officers; by 1980 - 831 officers. It had an authorised establishment at the time of this study in March 1992 of 1232 officers. The authorised establishment comprises the following:-

- 1 Chief of Police
- 3 Lieutenant Colonels
- 15 Majors
- 29 Captains
- 69 Lieutenants

- 135 Sergeants
- 549 Corporals
- 218 Police Officers First Class
- 213 Police Officers

The organisational structure of the department comprises the following four branches:-

- (i) The Executive Services. These include staff support to the Chief of Police, the Inspectional Services and the Executive Assistant.
- (ii) The Bureau of Administration comprising Community Services and Training and Personnel Services.
- (iii) The Bureau of Patrol which covers the five territorial policing districts and the Special Operations Division.
- (iv) The Bureau of Support Services which includes Criminal Investigation Division, Narcotic Enforcement Division, Technical and Management Services.

During the past year the county has been experiencing financial difficulties with the result that they have had to reduce the number of police officers on the payroll. In consequence, a number have been encouraged to take early retirement and those vacancies have not been filled. As a result of the introduction of this programme the actual

establishment of officers within the department at the time the research was undertaken was 1168. This was a deficiency of 2 majors, 1 captain, 9 lieutenants, 8 sergeants, 29 corporals and 15 police officers.

These losses have undoubtedly created great difficulties for the department at a time of increasing levels of crime and calls for policing services. For example, when the 1991 crime statistics are compared with those of 1990 the following is revealed:-

- an overall increase in recorded crime of 2.7% to a total of 45,566.
- a 2.3% increase in crimes of violence resulting in 7,700 being recorded.
- a 29% increase in offences of murder resulting in 138 of such crimes being recorded.
- a 5.3% increase in robbery offences to a total of 3796.

Despite the problems that the department has experienced, they are one of only 172 police agencies in the United States to gain national accreditation from the Commission on Accreditation for Law Enforcement Agencies. In order to qualify for the accreditation the department had to meet the necessary requirements of more than 870 law enforcement standards. To do so indicates the quality of service they are providing, not only within the organisation, but also to the community they serve.

In summary, there is a perception that police organisations are failing to pursue good management practices, particularly as they relate to the development of managers. Having identified difficulties, in this regard, in his own force, the author decided to undertake a national and international study to ascertain whether similar problems would be experienced. The results of that study are outlined in later chapters of this thesis.

CHAPTER TWO

LITERATURE REVIEW

"Basic business decisions require an increasingly long time span for their fruition and as no-one can foresee the future, management cannot make rational and responsible decisions unless it selects, develops and tests the men who will have to follow them through and bail them out - the managers of tomorrow".

DRUCKER (1985)¹

It is apparent that management is becoming increasingly complex. This is caused by factors such as the rapidly changing technology and also by the fact that management today has to be able to handle many new problems including their relationships with such diverse bodies and individuals as government, the trade unions, employees, customers and suppliers. On top of this are demands for entrepreneurship and innovation, for managing knowledge, for multi-national and often multi-cultural management, for managerial responsibility for the environment and for the quality of life. All these issues increase the standards against which future managers will be assessed and measured.

It is therefore important that there is a systematic approach to the supply, development and the provision of relevant skills for tomorrow's managers.

The position is relevant for service industries, including the police service, as well as the manufacturing and retail trades. The

1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.

development of future managers must be seen as a priority if industry is to succeed in the future, a point well emphasised by MULLINS (1990)¹ who states:

"Effective management is at the heart of organisation development and improved performance and the contribution to economic and social needs of society. This applies as much to service organisations as to any other industry. The quality of management is one of the most important factors in the success of any organisation. Managers need a balance of technical, social and conceptual knowledge and skills, acquired through a blend of education and experience. There is, therefore, a continual need for management development. The organisation must ensure the development of both present and future managers".

The view is supported by DRUCKER (1985)² who comments that:-

"Management and manager development deal with the skills people need. They deal with the structure of jobs and of management relations. They deal with what an employee needs to learn to make his skills effective. They should concern themselves with changes in behaviour likely to make a man more effective. They do not deal with who a man is - that is with his personality or his emotional dynamics".

However, DRUCKER (1985)² also outlines features which he does not believe are part of management development. Firstly, he states that it is not simply taking courses. This function, he states is a tool of management development, but not management development itself. Secondly he states that manager and management development are not promotion planning, replacement planning or finding potential. He perceives that these functions are a useless exercise and may even do harm. Finally he

1. MULLINS, L.J. (1989). Management and Organisational Behaviour. London: Pitman.

2. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.

argues that manager and management development are not means to "make a man over" by changing his personality. He states that the aim of the exercise should be to make a manager more effective and to enable him or her to use strengths to the full and to enable people to perform the way they are rather than the way somebody thinks they ought to be.

DRUCKER also indicates that he considers development to be two related tasks which mutually affect each other. The first is that of developing management and is concerned with the health, survival and growth of the enterprise. In consequence it is seen as a function and activity of the organisation. The second is that of manager development, which is concerned with the health, growth and achievement of the individual, both in his or her capacity as a member of the organisation and as a person. This function he sees as being the responsibility of the individual, although the organisation and senior managers have an important part to play.

MARGERISON (1991)¹ supporting those views states that:-

"At the personal level management development is the process by which you and others gain the skills and abilities to manage yourself and others. Management development is a personal responsibility. Too often managers forget this. They wait for someone else to develop them. They wait for the call to go on the company management development programme. They could indeed wait a long time for today organisations are looking for those who can develop themselves and any company support will only be additional. At the organisation level management development is an integral part of management. It is a way of life which challenges are being faced every day and confronted as learning opportunities rather than just a necessity for paying costs and raising revenues. It is where management development is seen as part of the future, rather than simply solving today's problems, that the importance of it becomes visible to all".

1. MARGERISON, C.S. (1991). Making Management Development Work. London: McGraw Hill.

KEMPER (1980)¹ on the other hand provides a somewhat different interpretation. He describes management development as:

"Finding, training and developing men and women for positions of responsibility in an enterprise.... Management development is a systematic and continuous process which starts with an analysis of present managerial resources, estimates of future needs and operates policies of recruitment, training, transfer and promotions to secure and to make the most of these resources".

He further indicates that he believes there are three main aspects of managerial development:

- (i) The important role of senior managers in developing those under them, possibly through a system of Management by Objectives.
- (ii) The experience of jobs of different kinds and different levels of responsibility which are given to potential managers.
- (iii) The opportunities for increasing their knowledge of different aspects of business by attending training courses either inside or outside the enterprise.

JONES and WOODCOCK (1985)² confirm that management development is an ambiguous term and the definition they describe as being satisfactory was obtained from a book by DENNING, HUSSEY, and NEWMAN (1978) entitled Management Development: What to Look For. They define management development as being:-

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1. KEMPER, T (1980). A Handbook of Management. London: Penguin.
 2. JONES, J.E. and WOODCOCK, M. (1985). Manual of Management Development. Aldershot: Gower.

"The total process which an organisation adopts in preparing its managers for the growth and changes that occur in their working environment".

They use this term to mean "the sum of all the activities available to individuals to help them to meet their growth needs and keep the organisation viable". They indicate that this encompasses both formal, systematic programmes and informal on-the-job opportunities.

In producing their management development programme they placed great emphasis on managerial competence as being the key element. They took this approach because they considered that the term 'competency' subsumed knowledge, skill and attitude and implied effectiveness. They argued that by adopting their approach to management development they can prevent the 'Peter Principle' from operating thus ensuring a better overall quality of manager.

COLLIN (1990)¹ defined management development as being:-

"A systematic process to ensure the organisation has the effective managers it needs for present and future needs to:-

- improve the performance of existing managers
- identify those with potential and give them opportunities for growth
- provide for management succession".

She argues that management must work from top downwards, never from middle or bottom upwards. Management development to be successful must

1. COLLIN, A. (1990). M.A. Human Resource Management Degree Course Literature. Leicester: Leicester Polytechnic.

have and been seen to have the full and active support of top management before it is introduced. Such proposals must also:-

- be fully acceptable to individuals at all levels of the organisation
- be prepared in the light of the overall strategy of the organisation
- recognise that the most powerful influence on an individual's development is that of his or her superior. Each manager must be prepared to encourage the development of subordinates through the provision of self-development.
- be geared to the needs of the individual.

The reason for including these definitions in this thesis is two-fold. Firstly, they provide a flavour of the different interpretations of the term 'management development' by academics and writers in the management field. It is interesting to note that whilst there is considerable agreement about the general thrust of the definition, there are quite clearly distinct differences in the more detailed interpretation, particularly between DRUCKER, MULLINS and MARGERISON and the others. Secondly, these are the views that the author believes contain the most relevant issues for consideration in his study of the police environment. In consequence the interpretations outlined in those definitions played an important, but not exclusive, part in the

way in which the author prepared the research design and developed the methodology and questionnaires for use in the empirical study.

In preparing the research design for the study the author identified the following five areas as being essential to any successful management development programme not only within the police service but in all organisations.

- (i) A requirement by senior management to embrace the management development concept and to appreciate the need to implement a structured Management Development Programme within an organisation.
- (ii) A commitment to training.
- (iii) An emphasis on Personal Development, including Promotion Assessment Procedures.
- (iv) The development of Succession Planning.
- (v) The operation of a Performance Evaluation or Staff Appraisal System.

It is intended that all these points should be examined in more detail including reference to the previous literature on the subjects.

An examination of the references and abstracts obtained as a result of the literature search revealed that there were a number of books which

solely addressed the subject of management development, albeit, in view of the perceived importance of the subject, these were somewhat limited. It was found that in the majority of instances management development issues were either dealt with in one or two chapters of a general management book or as a paper contained within such a publication. In addition a considerable amount of valuable information was obtained from articles produced in professional journals such as Personnel Management, Training and Development Journal, Training Officer, Management Today, Journal of Criminal Justice Education, Police Review, Police and Police Chief. Details of those used in the study are listed in the thesis bibliography.

The research soon revealed that there is little literature - and a dearth of research - on management development in the police environment. Hence, the review of the literature will, by necessity, encompass many non-policing references.

Having briefly commented on the way in which the literature relevant to the study was obtained, it is now proposed to examine in detail the five points referred to earlier in this section which the author considers to be relevant to any Management Development Programme.

Whilst management development is now an 'industry' in its own right, this has not always been the case. As recently as the mid-nineteen forties there was little or no management education or structured development available to managers, a fact identified by DRUCKER (1985)¹ who indicated that at that time:-

1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.

- Only two companies had given serious thought to the development of its managers, Sears Roebuck in America and Marks and Spencer in this country.
- Only three universities in America ran programmes for the education of managers.

In the years following the Second World War there was a gradual increase in the number of companies attempting to train and develop their managers as the post war drive for productivity got under way. DRUCKER (1985)¹ commented that in America by the mid nineteen fifties nearly three thousand companies were running management development initiatives and a great many universities had implemented advanced management programmes. In England at that time there were three important issues that affected the future of management development. The first was the expansion of higher education which meant more graduate recruits for industry, which in turn led to the growth of graduate entry training schemes and in-company courses. Secondly, in 1947 the establishment of a national scheme for management studies for the commercial and technical colleges led eventually to the Diploma in Management Studies (DMS) and the growth of independent management centres devoted to the development of middle and senior managers. Finally, in the same year, the Administrative Staff College (now the Henley Management College) was founded.

1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.

By the early 1960s, management education and training was becoming accepted in some sectors of industry as playing an important part in the development of experienced managers, although it was still confined to the larger companies or organisations. The importance of 'quality' management education was emphasised by the FRANKS Report (1963)¹ which led to the creation of the LONDON and MANCHESTER Business Schools, and since that time there has been a considerable increase in the number of higher education institutions offering such training.

A period of consolidation took place during the late 1960s and early 1970s and two reports published at that time assessed the impact of the previous twenty years of activity in the management education field. The first, the MANT Report (1969)² indicated that only seven or eight per cent of British managers attended courses lasting one week or more and these were mostly fast-track managers. A year later the OWEN Report (1970)³ provided evidence of widely different attitudes to business graduates. He indicated that many firms were doubtful about the value of post-graduate training and that only a few companies recruited business graduates in the belief that they would make a real contribution to the success of the company.

The fragility of the British commitment to management development was

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1. FRANKS, Lord. (1963). British Business Schools. London: B.I.M.
 2. MANT, A. (1969). The Experienced Manager - A Major Resource. London: B.I.M.
 3. OWEN, T. (1970). Business School Programmes - The Requirement of British Manufacturing Industry. London: B.I.M.

highlighted by SADLER and BARHAM (1980)¹ who revealed that the recessions of 1974-75 and 1980-82 had a considerable effect on such activities with many companies either curtailing or suspending their programmes. However, the 1980-82 recession is now seen as a watershed in the history of management development and training in the United Kingdom as it concentrated attention, as never before, on the weaknesses of British management vis-à-vis their foreign counterparts. As a result, there has been an emergence of a new determination among a number of top British managers to rectify the problems. This fact is confirmed by SISSONS and STOREY (1988)² who state that:-

"After a degree of retrenchment in the late 1970s and early 1980s, the late 1980s has brought a burst of enthusiasm and almost frenzied activity on the management development and education front".

The evidence to support these views is forthcoming not only from the growth in number and the apparent success of consultants specialising in management development activities but also by the increase in the number of academic institutions offering management development programmes. SISSONS and STOREY (1988)² comment that:-

"The MBA, having survived a period of intense scrutiny and criticisms earlier in the decade, appears to be going from strength to strength. Scarcely a day goes by without an announcement by a university or polytechnic that it is launching a new MBA or a variant of an existing programme".

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1. SADLER, P. and BARHAM, K. (1980). From Franks to the Future. Personnel Management. May.
 2. SISSONS, K and STOREY, J. (1988). Developing effective Managers: A Review of the Issues and an Agenda for Research. Personnel Review. April.

In addition to the above, a number of studies have been commissioned during this period by such influential bodies as the British Institute of Management, the Confederation of British Industry, the Economic and Social Research Council, the Manpower Services Commission and the National Economic Development Council, reflecting the widespread concern about the quality of British management and the implications for economic performance.

In their study MANGHAM and SILVER (1986)¹ reviewed the nature and extent of management training in Britain and established that one half of British companies make no provision for training for their managers and even in the case of the larger companies (with over 1,000 employees), one fifth of them were failing to provide training. These findings were supported by CONSTABLE and McCORMICK (1987)² and by HANDY et al. (1987)³. The CONSTABLE and McCORMICK Report, for example, found that most of the 2.75 million managers in this country lack formal education and training, and they estimate that on average managers only receive one day of training per year. The HANDY Report puts this and other findings into the international context following their comparative study of management development, education and training in Britain, France, Japan and West Germany.

1. MANGHAM, I. and SILVER, M.S. (1986). Management Training Context and Practice. London: E.S.R.C.

2. CONSTABLE, J. and McCORMICK, R.J. (1987). The Making of British Managers. London: B.I.M.

3. HANDY, C. et al. (1987). The Making of Managers. London: National Economic Development Office.

A further report by MUMFORD et al (1987)¹ undertaken amongst 140 directors from 45 organisations found that although some organisations were able to point to considerable systematic management development activity among their directors, others had no schemes at all. In some instances schemes had not met their full potential and in others they had failed completely. Overall, most of the directors interviewed seemed to feel that the formal processes of management development, where they existed, had not been very influential. More positively, most claimed to have learnt through a mixture of accidental and unstructured experience.

Quite clearly the evidence provided by the above studies reflects a negative approach from organisations to the concept of management development. However, the author believes that it is important that research in this field should continue as British management must be encouraged to improve to meet the challenges of the twenty first century. Two exciting projects which should assist in this regard are, firstly, that currently being undertaken by researchers at Warwick University, who are finalising a study which will compare, amongst other issues, the management development and training in four matched parts of British and Japanese companies. The study will examine management development priorities in the wider setting of how companies recruit, motivate, assess and progress key personnel. It is envisaged that this study will provide a detailed examination of the ways in which managers

1. MUMFORD, A. et al. (1987). Developing Directors: The Learning Process. London: Manpower Services Commission.

are made in the diverse settings selected for this study and will produce not only information about management development per se, but also enhance understanding of wider managerial and organisational practices. Secondly, a study has recently been undertaken by the Ashridge Management Research Group which was aimed at discovering best practice in the relationship between management development and business policy. WILLE (1990)¹ commenting on the research said:-

"We are aiming to produce guidelines on how management development can improve business performance".

He further observed that:-

"Management development is central to the strategic policy of an organisation at any level, although top commitment to this is all important. If we accept this view then business prosperity will grow fastest in the organisation which deliberately learns from everything it does at every level..... This requires leaders at all levels, whose development must be a top priority".

In summary, it is apparent that if British industry is successfully to meet the challenges of the next decade the development of its future managers is of paramount importance. Whilst the concept of management development has, in this country, had a chequered history over time, there is evidence that the situation is now improving as organisations recognise that their continuity is reliant on the skills of tomorrow's management.

These kind of issues have, in the past few years, found their way into police thinking with the result that management development concepts

1. WILLE, E. (1990). Should Management Development Just be for Managers? Personnel Management. August.

have been given a much higher profile within the service. However, it is still a widely held view amongst many officers that management development is only for the very few 'fast-track' individuals, with little regard being paid to the development of other managers. This view is supported by the evidence obtained in the author's current study. One other view which is held in the police service is that management development = management training = 'Send him or her on a course'. This view assumes that management development is 'done' by someone to someone else and is therefore applied like an external treatment. Management development planned in this way rarely involves the person who requires development in either the diagnosis of the problem or the formulation of the prescription and follow-up. Thus individuals play a passive role in important activities concerned with:-

- their growth as individuals
- their development for future promotion or transfer
- improving their current performance
- increasing their contributions as managers
- helping them make the transition from specialist to managerial roles
- developing their skills in specific areas.

The above scenario is very relevant in the police service where there is a widely-held view that managers have little or no influence over their future development.

The above views are reflected by the following comments which were made by a number of officers in response to a question contained within the research questionnaire:

"It appears that only those officers identified as having potential fully participate within career development in the force. The majority only come into contact with career development when the phrase is used to back a transfer to other duties".

"To date I believe the force has paid only lip service to career development. The training of existing managers to bring about the correct environment has not been completed. Pronouncing that something exists is not the same as promoting and nurturing a new concept and system and ensuring that all understand and commit to it".

"Career development has become a bit of a joke within the force because it is frequently the reason given when an officer queries a move. Unless one is a 'high flyer' I believe there is little or no thought given to the career development of ordinary officers".

"My force has only just considered career development for officers other than those 'red starred'.

"It is apparent that in my force only those identified for accelerated advancement are made subject to career plans. It is also apparent that, disregarding performance, those plans are adhered to".

"Despite any measures developed in this area, the 'old pals act' still lives. Some officers are developed or have their career planned on ability or performance, but others are developed because of who they know".

"Based on past history within the Agency there appears to be two classes of employees - the haves and the have nots. Neither have any remote connection to qualifications of the officer. So based on this, I feel management development is a waste of time in this climate".

"Get the politics out of management development".

"Career development was very important to officers of the department for the first 14-15 years of my career. An officer is given very little guidance today on career development. It is a low priority".

Despite the above observations, programmes have been implemented to improve the development of future managers at all levels of the service. For example, in England and Wales all newly promoted sergeants, inspectors and chief inspectors are required to attend development

courses. Additionally, Intermediate and Senior Command Courses are held at the Police Staff College, BRAMSHILL, for those senior officers identified for the highest positions in the service. However, it is questionable whether the management training they are receiving, particularly at the Police Staff College, is really enhancing their managerial skills or development, as the following comments from BOURNE (1991)¹ reveal:-

"A common complaint from officers who have attended BRAMSHILL about the 'training' on offer, is that it is delivered by people who have either never managed a police operation or anything else, or who have, but who have been so long away from the front line that they are completely out of touch with current policing realities".

"With 8, 12, 16 week or longer courses, it is a matter of debate if students will even be able to remember the subject of the skills they acquired in the first week, by the last, let alone demonstrate them".

"One other public sector organisation which looked at police training as a possible role model rejected it for many reasons..... They said It may make sense to the police service, but it certainly makes no sense to us".

These views are supported by a current Deputy Chief Constable

O'BYRNE (1991)² who states:-

"In the last five to seven years recruit and basic training have seen a radical change in the form, timing, content and style of training..... It is my view the senior management training should now be subjected to the same radical form of approach. The subject has been examined in the last two years by the Home Affairs Committee and by a specially tasked ACPO group. The result, disappointingly, was approval of the existing approach and a new course which is very much in line with those that already exist".

He goes on to add:-

"If training in a skill is to be effective, it is essential that the time between the end of the training and the practical use of the skill should be kept to a minimum.....

1. BOURNE, D. (1991). Do we need Bramshill? Policing. Autumn.

2. O'BYRNE, M. (1991). The Unfilled Gap. Police. May.

If courses from inspectors' development through to Senior Command Course are measured against this principle they are seen to fail - often spectacularly... The length of the course is such that there can be from six weeks to six months between the training in the skill and the return of the trainee to a situation where the skills can be put into practice".

He summarises by saying:-

"The existing system of higher police training is failing to produce the type of support needed for the complex, fast changing organisation which is the modern police service. They are still locked into a bureaucratic, generalised approach which fatally interweaves the issues of training and assessment".

Since the comments outlined above were made the Staff College has reduced the length of the Senior Command Course from six to four months and arrangements are in hand for changes to be made in 1993 to the Intermediate Command Course, which will be reduced from the current eight weeks to three. At the same time the target population and the emphasis of the latter course will change. With the inception of the new course all superintendents from throughout England and Wales will attend the course, whereas the current attendance is confined to those superintendents who have been recognised within forces as possessing the potential to advance within the service. The author believes that the selection criteria for the current course has always been flawed because there are many superintendents who are filling key positions within their respective organisations who require, but have never received, command training at this level. This cannot be beneficial for either the individual or the force, particularly with the emphasis that the service is now placing on the superintendent rank as being the key post, as head of the Basic Command Units. It is therefore pleasing to note the change in attitude and approach to the development of

superintendents which is about to take place. With regard to the content of the course, whilst not yet finalised, it is envisaged that it will be focused primarily on strategic management issues with the self development aspects being left as the responsibility of the individual. This, again, is an important change which the author believes is long overdue.

In the United States of America there is a much less structured approach to senior management development. Because of the large number of departments and their varying sizes, it is virtually impossible to adopt the approach to developing police managers that takes place in England and Wales. The evidence that has been obtained during the course of the study in the American Department tends to support that viewpoint. In that force it is evident that the sergeants and lieutenants tend to receive management training, although it is more likely to take place within their own department rather than regionally or nationally as in the United Kingdom. At the higher levels within that department, management training is not as evident as in this country. For example, only 44% of the captains and 38% of the majors stated that they received any management training whilst holding the rank of captain. Of the majors, only 50% stated that they received any such training whilst holding that rank. Having said that, there is a recognised senior officers' training programme provided by the FBI Academy at QUANTICO, Virginia. The National Academy Course is aimed at senior and middle ranking police managers and is comprehensive and holistic in its approach covering many law enforcement issues. This course gathers together a wide selection of police professionals from across the world

and provides the arena for the effective transfer of knowledge and experience. This initiative is further enhanced by the Senior Executive Seminar which is directed at the most senior police managers again on a world-wide basis, along the same principles as the National Academy Course. In addition to the above courses, the Academy also manages a Field Police Training Programme directed at the wider law enforcement agencies. Through this programme, a variety of relevant courses are made available to policing agencies across the nation.

It is further worthy of note that many States also provide development training for their senior managers, albeit that in many instances a greater emphasis is placed on operational rather than management issues.

Despite the efforts that are being made to enhance the level of specialist management training for senior police officers in the United States, the sheer logistics and costs involved make it virtually impossible for many of them to receive such training. The consequence of this situation is that the average American police manager does not receive anywhere near the amount of management training as his/her British counterpart. Neither is the programme as structured as in this country.

It is also worthy of note that the police service in both England and Wales and the United States of America has also recognised the need for officers to:-

- receive specialised professional training (i.e. CID, Communications, research methods etc).

- enhance their educational qualifications by their attendance on degree, diploma and certificate courses. To this end, in the United Kingdom, the Home Office has advised forces that, where appropriate, support may be provided to officers by the payment of course fees and in allowing them to attend the course in duty time.

Whilst there have been no apparent difficulties in the author's own force in providing the former, there has been problems with the latter as a number of individuals in the study have indicated that they had been refused or discouraged from attending such courses. That situation has changed to a degree in that the force now sponsors a number of individuals to attend a Post-Graduate Management Diploma Course. In addition, during the past year there has been a recognition by the force that there is a need to provide management training to its middle management (i.e. inspectors and chief inspectors) and in this regard it is envisaged that a new in-house training programme will be introduced. A number of other managers have been provided with assistance to undertake private studies, a situation which will continue in the future.

Similar arrangements to those outlined above are in existence in every other force in England and Wales, although some provide much greater opportunities for their personnel to undertake further education than others.

The question of higher education for police officers has been an on-going issue in police management in the United States of America for

many years. For example, both THE PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF JUSTICE (1967)¹ and THE NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS (1973)² recommended that police officers have baccalaureate degrees. In fact the National Advisory Commission stated:-

"Every police agency, not later than 1982, require as a condition of initial employment the completion of at least four years of education at an accredited college or university".

This objective has not been met, a fact identified by CARTER, SAPP and STEPHENS (1988)³, who undertook research on behalf of the Police Executive Research Forum to establish the degree to which the above objective had been achieved. In their study they undertook a survey of 530 police departments who served a population of 50,000 or more and/or with more than 100 sworn officers and ascertained that only 13.8% had a requirement of higher education as a condition of initial employment. However, their research also indicated that there were an increasing number of police departments who were employing college educated officers and that amongst many of them there was a preference to employ such qualified individuals. They also identified that:-

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1. PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF JUSTICE. (1967). Challenge of Crime in a Free Society. Washington: U.S. Government Printing Office.
 2. NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS. (1973). Police. Washington: U.S. Government Printing Office.
 3. CARTER, D.L. SAPP, A.D. and STEPHENS, D.W. (1988). The State of Police Education: Policy Direction for the 21st Century. Washington: Police Executive Research Forum.

- 62% of the responding departments had at least one formal policy in support of higher education, with most having more than one. They commented that these policies served as a measure of demonstrated support for higher education by those departments.
- 58% of the departments with education support policies require that the course work be job related. In this regard, 49% indicated a preference for criminal justice majors with 46% requiring no such preference. Those departments indicating a preference for a criminal justice major did so because of the enhanced knowledge of the entire criminal justice system and issues affecting policing.
- Only 25% of the departments with education policies required that the course work be part of a degree programme. This is a somewhat surprising finding in view of the primary objective, but it is argued that the policy is justified in view of the fact that it takes a variety of skills to be an effective police officer.

When considering education and promotional issues the study identified the following:

- 75% of the departments had no policy or practice requiring college education as a pre-requisite for consideration for promotion.

- 8% had a written policy requiring some college hours for promotion, however, the number of required credits varies.
- 4% provided early promotional eligibility for persons with college hours.
- 82% of the departments, while not requiring college credits for promotion, recognised that a college education was an important element in promotion decisions.

In summary, it is apparent from the above research that many police departments in the United States of America provide similar facilities to those offered by United Kingdom forces to ensure that their officers have the opportunity to improve their educational qualifications.

Despite the initiatives outlined above, the author believes that a manager's development is his or her own responsibility and whilst the employer does have a part to play in facilitating, supporting and encouraging the person, the ultimate responsibility is that of the individual. This view is supported by DRUCKER (1985)¹ and WILLIAMS (1988)², who both indicate that at its most fundamental, management development means self development (i.e. a conscious response on the part of the individual to deal with what he or she recognises as their

1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.

2. WILLIAMS, M. (1988). Management self-development. In LOCK, D. and FARROW, N. (Eds.). (1988). The Gower Handbook of Management. Aldershot: Gower.

own development needs). However, the evidence from the empirical study is that there is very little self-development taking place within the two forces studied and from the sample of officers reviewed in the United Kingdom in general.

This is evidenced by the fact that only 17.6% of the managers in the author's own force, 15.7% of those in the American Department and 15.2% nationally in the UK, stated that they were currently enrolled in a development programme. The author believes that this is a sad reflection on the managers concerned. In making these comments the author recognises the constraints that are placed on individuals within a disciplined organisation such as the police service, but this should not prevent them from taking steps to develop themselves if they so desire.

However, if the aim of every police force/department is to develop the best possible managers then clearly there is a need to provide a system which will ensure that they have the skills (i.e. professional, academic and managerial) necessary to meet the demands that will be placed upon them in the future.

Whereas self-development is the responsibility of the individual, succession planning is solely the province of organisations, who should be concerned with having the right people in the right place at the right time. COVENTRY and BARKER (1986)¹ in supporting this view state:-

1. COVENTRY, W.F. and BARKER, J.L. (1986). Management. London: Heinemann.

"It is always the duty of top management to provide for its own continuity through effective planning for succession".

However, they go on to say:-

"Such a lack of planning can result in frustration among senior executives and, in the face of any unexpected vacancy arising at or near the summit, emergency recruitment from outside".

Whilst the above comments were aimed at executive appointments they are equally applicable to managerial positions at all levels of an organisation. It is therefore becoming more and more important for companies and organisations to examine in great detail their future managerial requirements. CHADWICK (1988)¹ provides three reasons for this. Firstly, he says there is considerable evidence to indicate that for some time to come there will be a shortage of quality manpower, particularly in the technological and scientific fields, due to the increasing demands in these areas. Secondly, changes in requirements in skill terms are likely to be much more rapid in the future than they have in the past, with the result that it is unlikely that skills learnt during the early part of a career will carry an individual through the whole of his or her working life. Whilst this point is relevant to all working individuals, it is particularly relevant to those who take up managerial positions. Finally, demands for higher standards of living and increased leisure are tending to push up the manpower costs. This point is of particular significance because management in this country

1. CHADWICK, E.S.M. (1988). Manpower Planning. In LOCK, D and FARROW, N. (Eds.). (1988). The Gower Handbook of Management. Aldershot: Gower.

has historically considered human resources to be a cost rather than an investment, and yet a properly developed manager can continue to grow in usefulness and capacity.

In the light of the comments in the preceding paragraphs, senior executives ought to be considering the development of a succession plan for their organisation. HIGGINS and BLAKELY (1990)¹ and COLLIN (1990)² identify the following as being important in that regard:-

- What are the organisation's present and future plans?
- What has been done to date to achieve the organisation goals?
- What jobs must exist to ensure that the necessary work is accomplished?
- What human resources does the organisation currently employ?
- What human resources are required to ensure that the organisational tasks are accomplished?
- What is the gap between the human resources the organisation employs and needs?

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1. HIGGINS, A. and BLAKELY, C. (1990). Preparing the Groundwork to track high fliers. Personnel Management. February.
 2. COLLIN, A. (1990). M.A. Human Resource Management Degree Course Literature. Leicester: Leicester Polytechnic.

- What action has to be taken to reconcile the supply and demand forecasts?

The importance of developing a structured succession plan has been recognised by a number of the large multi-national companies for many years, as GRATTON and SYRETT (1990)¹ reveal:-

"It is a salutary thought that some such as Shell, IBM and Unilever have been taking a planned and ordered approach to their succession needs for the best part of 20 years."

However, it should be remembered that future manpower requirements will be governed by the company's corporate plan and should therefore only be considered in that context.

Whilst the issues outlined above are equally applicable to the police service, the author believes that, until the recent past, they have not been given the recognition they deserve by senior management, an opinion shared by a number of other individuals as the following comments obtained during the empirical research reveal:-

"There is insufficient forward planning. Officers who are groomed and ideal candidates for key positions end up doing something entirely different."

"My perception is that career development in this force is a farce (e.g. lack of planning for replacements, individuals

1. GRATTON, L. and SYRETT, M. (1990). Heirs apparent: Succession strategies for the future. Personnel Management. January.

trained with specialist skills which are then not used, refusal to fill supervisory vacancies, lack of influence of Superintendent (Careers) etc)."

"Some moves appear to be made for reasons of expedience rather than planned career development."

"I have been an 'instant expert' five times in my career. By the time I had any sort of expertise I was moved. We must look long term, identify candidates for specific posts and train them in anticipation. Our preparation for management positions remains a complete reactive mess, although I do see some areas of improvement."

"Career planning is a vital segment of any profession. It should be the concern of all officers".

"Long-term planning of careers is non existent. The force has only made a start in appointing a Chief Inspector as Career Development Officer".

Succession planning should be one of the top items on the agenda of every chief executive and personnel professional and cannot be left to chance. What is needed is a strategy designed to meet the needs of the organisation and which pays due regard to its complexity and culture, a strategy which builds on what is possible rather than develops the realistic and finally a strategy which appreciates that the world is changing and that trends both within and outside organisations will necessitate new and creative approaches.

In summary succession planning offers an objective and sophisticated means of identifying and progressing future managers. Clearly there needs to be a substantial investment in the process and the work

involved in making it happen will be considerable. However, when weighed against the scrutiny currently being given to the police service in both this country and America and the criticisms of their actions, the process merits very serious consideration by senior police executives.

The final and probably the most controversial area that will be reviewed is that of 'staff' or 'performance' appraisal. CANDERSON (1988)¹ states that:-

"Performance appraisal is a subject which has been considered and debated for as long as there have existed organisations. While appraisal practices vary enormously among organisations, performance appraisal can be defined in summary fashion as relating to organisational procedures which require that written assessments of employees are carried out on a systematic basis at regular intervals."

He also goes on to indicate that the importance of performance appraisal has never been greater than it is at present as a result of pressure on resources and demands for higher levels of productivity and performance pervade all walks of life in both the private and public sectors. This scenario is particularly true in labour intensive organisations where there is currently considerable interest in improving productivity, quality of service and employee satisfaction. It is therefore not surprising that more and more organisations are adopting formal systems for appraising the performance of their employees particularly those in

1. CANDERSON, G.C. (1988). Staff Appraisal. Training and Development. March.

managerial positions. This is evidenced by LONG (1986)¹ who researched 306 organisations of varying sizes throughout the United Kingdom and discovered that 82% of them operated performance appraisal schemes.

Despite the increased use of performance appraisal it remains a controversial subject with views ranging from the one extreme, where its advocates see it as an important breakthrough towards the more effective management of people, to the other extreme where individuals, including MCGREGOR (1957)², are not only sceptical about its value but also consider it a dangerous tool in terms of the damage they feel it can do to working relationships. Practitioners and researchers alike agree that, whatever its merits, performance appraisal can be extremely difficult to implement effectively over time.

Whilst there have been many interpretations of the objectives of performance appraisal schemes the majority contain the following core elements, (ALBANESE (1981)³, PRYOR (1985)⁴, ANDERSON, HULME and YOUNG (1987)⁵ and CAMERON (1989)⁶):

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1. LONG, P. (1986). Performance Appraisal Revisited. London: I.P.M.
 2. MCGREGOR, D. (1957). An Uneasy Look at Performance Appraisal. In CANDERSON, G.C. (1988). Staff Appraisal. Training and Development. March.
 3. ALBANESE, R. (1981). Managing: Toward Accountability/For Performance. Homewood: R.D. Irwin.
 4. PRYOR, R. (1985). A fresh approach to performance appraisal. Personnel Management. June.
 5. ANDERSON, G. HULME, D. and YOUNG, E. (1987). Appraisal without form filling Personnel Management. February.
 6. CAMERON, J.R. (1989). Performance Evaluation Re-evaluated, Police Chief. February.

- (i) To determine whether or not individuals are undertaking the role they were employed to do.
- (ii) To measure the quality of work and performance.
- (iii) To correct specific problems and improve the individual's overall performance.
- (iv) To estimate the individual's potential and prepare him or her for promotion within the organisation.
- (v) To assess an individual's attitude and strengthen the line manager's understanding of the subordinate.
- (vi) To ensure that individuals know exactly how they are performing, where they stand and what they can do to improve their own performance.
- (vii) To provide management with sufficient objective data to make decisions concerning personnel within the organisation.
- (viii) To set objectives against which the individual's performance can be measured.

Many police managers, at all levels of their respective organisations, do not fully understand the purpose of or need for regular performance appraisal and as a result they approach the evaluation of subordinates

in a negative manner. Consequently, evaluation becomes an unpleasant and stressful chore requiring them to assume the awesome responsibility for honestly assessing the job related strengths and weaknesses of subordinates. It is apparent that some police supervisors are simply not prepared to take on this important responsibility as the following comments obtained during the course of the empirical research reveal:-

".... the distrust in them is that nobody appears to take any notice."

"A way must be found to ensure a fruitful appraisal is completed and if that means returning to a closed system so be it. The present system is little short of useless."

"The present system has become almost ritualistic with a general reluctance to criticise mainly due to fear of need to justify comments if challenged."

"An 'open' appraisal is all very well but it is important that as managers we complete them honestly. I feel we have a lot of 'sitting on the fence' instead of a constructive approach. Problems and weaknesses of individuals should be identified and commented upon as well as strong points."

"The performance evaluation is meaningless. It has become bastardised where everyone is rated relatively together".

"We have let affirmative action and policies interfere with development of competent managers".

"The evaluation system should be re-arranged or tossed out. It is a waste of time for the supervisors to fill out as it stands now".

"It is my experience that many sergeants, inspectors and chief inspectors are very reluctant to write or say anything detrimental. We need a reversal of attitudes".

These views are a sad reflection on the management development process within the service, because, as DRUCKER (1985)¹ indicates:-

"The starting point for any management development effort is a performance appraisal focused on what a man does well, and what limitations to his performance capacity he needs to overcome to get the most out of his strengths."

Without meaningful appraisals how can we hope to start to identify, never mind develop potential managers.

While performance appraisal is a major undertaking for every police organisation it is an absolutely essential component of managerial control. Job performance must be observed, compared with objective standards and evaluated so that police managers can implement effective strategies designed to mitigate performance problems.

THE NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS (1973)² emphasised the importance of regular performance in law enforcement. They stated that:-

"Every police agency should adopt a policy of retaining and/or promoting to higher ranks only those personnel who successfully demonstrate their ability to assume the

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1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.
 2. NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE AND GOALS. (1973). Police. Washington: U.S. Government Printing Office.

responsibilities and perform the duties of the position to which they will be promoted or advanced. Personnel who have the potential to assume increased responsibilities should be identified and placed in a programme that will lead to full development of that potential."

The primary ingredient of this type of screening process is an accurate assessment of the employee's past performance, initiative in the area of self development and the person's potential for advancement within the organisation.

Managers in a highly structured organisation such as the police service play an important role in evaluating their subordinates' performance and yet, as noted earlier, many do not fully understand or appreciate their role in the evaluative process. They perceive it as a difficult and distasteful part of their job and therefore attempt to insulate themselves from the stress associated with the process. These facts are evidenced, in the forces under review, by the fact that on many occasions appraisal forms are not completed on time, and when they are completed the majority tend to express only positive views of the appraisee. Such an approach, in the author's view, does nothing to assist future management development or succession planning. It must therefore be emphasised to managers that accepting such a position brings with it responsibilities for evaluating personnel and assessing how each subordinate is doing the job and identifying in meaningful terms what they feel about the person's overall performance.

They should remember that performance appraisals are a superfluous waste of time and energy unless appropriate steps are taken to make sure they are both valid and reliable. The object of the process is to develop a reasonably accurate profile that reflects the competency of personnel, their individual capabilities and their overall value to the Police Service. This is an inordinately complex process that involves the use of an objective measuring instrument and the exercise of mature judgement by the line manager. Validity and reliability are critical variables in the success or failure of any performance review process. However, due to the nature of performance appraisal in complex police organisations reliability is often difficult to achieve as they are administered, scored and acted upon by people who exhibit prejudices and who at times exercise poor judgement. Other problems that may block the effective implementation of a performance appraisal scheme have been identified by CANDERSON (1988)¹ as including:-

- lack of top management support for the scheme
- the absence of training for appraisers
- inadequate briefing of staff
- unequal standards applied by different managers
- lack of follow-up action emerging from appraisals
- failure to make effective use of appraisal data.

It is therefore imperative that any organisation contemplating the introduction of a performance appraisal scheme is cognisant of these

1. CANDERSON, G.C. (1988). Staff Appraisal. Training and Development. March.

issues and addresses them prior to its implementation. The author believes that the police service does not pay sufficient regard to these matters with the result that the process is paid only 'lip service' by many managers. This situation is therefore seen as a serious inhibiting factor in the identification of potential managers and cannot be allowed to continue if the service is to develop sound and meaningful managerial development programmes.

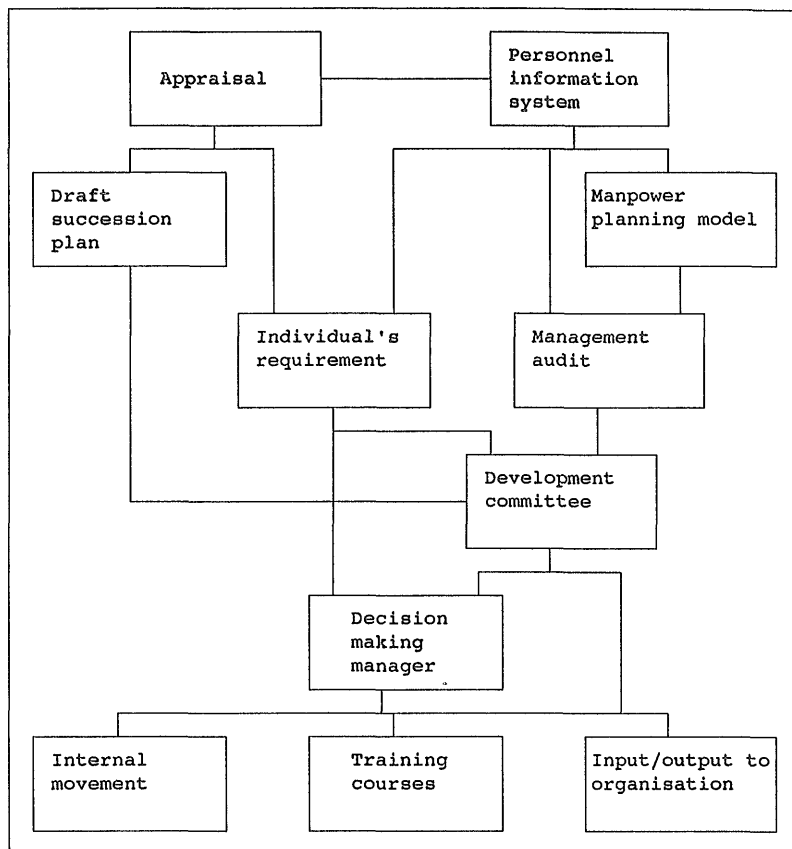
In summarising the issues discussed in this chapter it should be re-emphasised that:-

- the quality of management is one of the most important factors in the success of any organisation (MULLINS 1989)¹ and (DAY 1989)²
- the long term future of any organisation depends on a continuous supply of competent, experienced and well trained managers alert to the ever changing environment.

Using his knowledge of management theory DAY (1989)³ has constructed the integrated model of management development shown in Figure 1.

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1. MULLINS, L.J. (1989). Management and Organisational Behaviour. London: Pitman.
 2. DAY, M. (1988). Management Development. In LOCK, D. and FARROW, N. (Eds.). (1988). The Gower Handbook of Management. Aldershot: Gower.
 3. DAY, M. (1988). Management Development. In LOCK, D. and FARROW, N. (Eds.). (1988). The Gower Handbook of Management. Aldershot: Gower.

Figure 1 - MANAGEMENT DEVELOPMENT MODEL



Source: DAY M. (1988)¹

This incorporates all the major issues which have been discussed earlier in this chapter and which will be the subject of further debate, particularly as they relate to the police forces under review, during the course of this thesis.

1. DAY, M. (1988). Management Development. In LOCK, D. and FARROW, N. (Eds.). (1988). The Gower Handbook of Management. Aldershot: Gower.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is four fold. Firstly, it will review the methodology selected for use during the study and, secondly, it describes and discusses the design of the questionnaires that were used. Thirdly, it will comment on the pilot study that took place and finally it outlines the procedures that were adopted for the administration of the questionnaires.

3.2 RESEARCH METHODOLOGY SELECTED

At the time that the research design for this study was being prepared the author had to consider the following factors:

- (i) The population to be studied and the sample to be included in each group.

The author had already undertaken a study within his own force and had identified that the total population to be surveyed would be 139, comprising all the inspectors (56), chief inspectors (20), superintendents (14) and chief superintendents (6), and a quarter of the sergeants (43).

In undertaking the comparative study with the American Police Department it was decided to adopt the same criteria for the selection of the survey population as for the English police force. In consequence, a total of 137 managers formed the survey sample comprising 38 sergeants, 63 lieutenants, 25 captains and 11 majors.

The selected sample from forces within England and Wales amounted to 399 managers, comprising 150 sergeants, 71 inspectors, 82 chief inspectors, 66 superintendents and 30 chief superintendents.

For the study involving the officers attending the Senior Command Course the survey sample was all members of the course who were from English and Welsh police forces. This amounted to a total of 121 officers, comprising 40, 36 and 45 from the 1990, 1991 and 1992 courses respectively.

Finally, it was decided that contact would be made with either the Career Development Units or the officer who had a direct responsibility for that function in all 43 Forces in England and Wales to obtain information on career development policies and issues.

- (ii) The method by which the information for the research would be obtained.

Before deciding on the method of data collection for the study the author had to consider the following matters. Firstly, how could information be obtained from police officers who were deployed throughout the length and breadth of England and Wales and in the case of the American Police Department in various units across the force. Secondly, it was important that data collation should take place without causing any undue inconvenience to the respondents. Quite clearly, this situation created major logistical problems for the author, who had limited resources to undertake the study. In consequence, the following three methods of data collation were considered:-

- observational methods
- the use of interviews
- the use of questionnaires

After due consideration of the logistical difficulties attached to each methodology, the author decided that the questionnaire method was the most appropriate. His reason for adopting this approach was that he had already undertaken a study in his own force using questionnaires which had proved very successful. In addition, the following factors were also considered important:-

- He believed that he had a good knowledge of the population to be surveyed. This had been obtained through being a police officer for 29 years, during which time he had served in a number of police forces and a variety of roles. This background had also provided him with a good insight into

the way in which police officers think and behave. In consequence, he believed that the issues addressed in the study were of such interest and importance to officers at all levels of the service that they would take the time to complete the questionnaire.

- The questionnaire methodology is notorious for its variable return rates. However, it was believed that this would not be a problem with the study groups because the police service is a disciplined organisation and officers generally respond well to the completion of questionnaire surveys. This was evidenced by the study that he had undertaken in his own force where he had had a return rate of 90%. He therefore believed that a high return rate would be achieved for this phase of the study.
- The information requested in the survey was of a routine nature and questionnaires were considered a suitable instrument for its collection.
- Questionnaires are less expensive to administer than other methods. As the researcher was funding his own research this was an important criterion.
- Questionnaires are easy to administer as they can be mailed or handed to respondents for completion with a minimum of explanation. This was considered to be of particular importance in this study because, as indicated earlier, the

potential respondents were deployed throughout England and Wales and in the case of American Police Departments, in various units across the Force.

- Questionnaires can be administered to a large number of respondents simultaneously, which cannot be achieved with other methods. Given the time-scales available to undertake the research this was a major consideration in the choice of methodology. To have adopted either of the other methods would have created logistical problems which the researcher would have had difficulty in overcoming.
- The respondents tend to have greater confidence in the use of questionnaires because of their anonymity. Confidentiality was considered to be of paramount importance in this study as it was hoped that the respondents would express their true feelings concerning the issues raised. It was, however, envisaged that without such safeguards those views would not be forthcoming.
- It was envisaged that the use of questionnaires would place less pressure on the subjects to provide an immediate response. The author appreciated that police managers are busy individuals and therefore it was believed that if they were given sufficient time to complete the questionnaire at their own pace, their responses would have been thought through with the result that more meaningful data would be forthcoming.

In summary, the researcher, when considering the methodology to be used during the course of this study, was conscious that he wished to obtain a considerable amount of information from a large group of people. Consequently it was apparent to him that, given the particular circumstances of the research, there was only one method open to him, that of the use of the structured questionnaires. He was also conscious that this method, as with every other, has its advantages and disadvantages and these were very much to the forefront of his thinking when developing the research instruments.

3.3 OBSERVATIONS REGARDING THE QUESTIONNAIRE DESIGN

As indicated earlier, the author had undertaken a previous study into management development issues within his own force and had obtained all the relevant data he required from a questionnaire survey. Prior to preparing the initial research instruments he had held discussions with members of his Force Personnel and Training Departments, the Police Staff College at Bramshill and the Police Requirements Support Unit at the Home Office regarding the methodology to be adopted and the subject areas to be covered by the questionnaire.

Whilst the study was successfully completed with no apparent difficulties being experienced, as evidenced by the very high return rate, the author decided to undertake an evaluation of the questionnaires to identify whether any changes were needed to them prior to their use in the second phase of the research. The evaluation took

the form of consulting with a total of 20 of the respondents, from all ranks, who had made themselves known to the author and discussing with them the content of the questionnaires and their completion. In addition, the author evaluated the responses received from the questionnaires in terms of their usefulness to the organisation and the research. With regard to the former issue all the respondents stated that in their opinion the questionnaire covered all the relevant areas but were 'too long' and took a considerable time to complete. The consensus of opinion was that if they were circulated to a wider audience in the format presented to them, the return rate would be much lower than in the study which took place in their force. The author's evaluation of the responses indicated that a number of the questions could be eliminated from the second phase of the study because:-

- some in the initial study were only included for use within his own force and had no value to the wider general debate and
- some of the data obtained would have had little or no value in the national and international context.

Both these issues will be the subject of further discussion later in this chapter. However, despite the difficulties that emerged, the author decided that the original research instrument addressed all the relevant issues and would therefore form the basis from which the new ones would be developed.

As part of the consultation process for the second phase of the study involving the English and Welsh officers, discussions were held with the Deputy Commandant of the Police Staff College to agree the content of the questionnaires that would be circulated to those officers. This was undertaken to obtain the College's support for the project and to provide a wider perspective of the study. Those deliberations supported the view that the changes outlined in the previous paragraph were necessary.

Prior to developing the questionnaire for issue to officers attending the Senior Command Course, extensive discussions took place with the Course Director to ensure that the content was appropriate. As the data were collected over a three-year period, annual reviews of the questionnaire were undertaken but in the event, no changes were made to it.

In view of the fact that a major part of this study was to be undertaken in an American Police Department, it was considered necessary to contact a small number of organisations in that country to ascertain whether the issues the author wished to consider were both applicable and relevant within the American policing environment. In that regard, contact was made with the Police Executive Research Forum in Washington and with representatives from the Criminal Justice Department, at Kent State University, Ohio, who both confirmed that the questionnaire content was appropriate. However, they indicated that in order to ensure that there was an understanding of the issues, some of the content and terminology

used in the English questionnaires would need to be amended. In addition, a literature review was undertaken through the National Institute of Justice in Washington, in a further attempt to confirm that the issues under review were relevant.

As a result of these deliberations, it was decided that the initial questionnaire used in the author's own force would provide the basis of the one that would be used within the American Police Department.

The author also held discussions, and agreed the content of the questionnaires, with his academic tutor prior to their preparation.

Having satisfied himself that all the issues relevant to the study had been addressed the design of the questionnaires was commenced.

3.4 THE QUESTIONNAIRES

When undertaking the initial enquiry in his own force the author recognised that not only was there a requirement to investigate all the important aspects of management development but also to take account of the different perspectives on the issues that would exist at varying levels of the organisation. In consequence, it was decided that:-

- (i) A separate questionnaire would be produced for each rank, participating in the study (i.e. sergeant, inspector, chief inspector, superintendent and chief superintendent).

(ii) All the questionnaires would be divided into the following five sections, each of which would address a different aspect of management development:-

- personal details
- career development profile
- future expectations
- staff appraisal
- management training

(iii) The content of some parts of the questionnaire would be identical for all officers but other parts would, by necessity, vary to accommodate perspectives from all levels of the hierarchical structure.

When preparing the questionnaires for the current comparative study, the author decided to use the same format as previously. Therefore, in respect of the American part of the research, the contents of the questionnaire were virtually identical to that used in the initial study. Similarly, it was also decided to produce a separate one for each rank (i.e. sergeant, lieutenant, captain and major).

The same criteria were adopted for the sample of officers from English and Welsh forces, albeit that the questionnaires were again amended to take account of the fact that the respondents were not from within the same organisation and therefore certain questions were not applicable.

In addition to the questionnaires mentioned above, two others were used during the course of the research. The first was that used to obtain personal and career data from senior police officers attending the Senior Command Course. The second was used to collect information from each of the 43 Forces in England and Wales concerning their career development and personnel policies.

3.5 A REVIEW OF THE QUESTIONNAIRES

Having made some general observations regarding the design of the questionnaires it is now proposed to examine their content in more detail. At this point, it should be emphasised that a total of 16 questionnaires were used during the course of this study, 14 of which had very similar content. In consequence, the author does not propose to provide the rationale as to why each question was included in each questionnaire, as this would be repetitive. However, he does propose to highlight the general areas of research and to comment where appropriate on the subject matter contained therein. In any event all the questionnaires used in the study are included, for reference, as Appendices to the thesis.

3.6 QUESTIONNAIRES USED WITHIN THE ENGLISH FORCE PARTICIPATING IN THE STUDY

The following five questionnaires were used during this part of the study:

- Sergeants' Questionnaire - (Appendix I)
- Inspectors' Questionnaire - (Appendix II)
- Chief Inspectors' Questionnaire - (Appendix III)
- Superintendents' Questionnaire - (Appendix IV)
- Chief Superintendents' Questionnaire - (Appendix V)

Each questionnaire comprised five sections with many of the questions being identical for all ranks. However, additional questions were included to cater for an individual's progression through the hierarchial structure and to highlight specific responsibilities. For example, the sergeants' questionnaire requested information on how long the individual had taken to progress to that rank and whilst that question was included in the chief superintendents' questionnaire, so were additional questions identifying the time they had taken to be promoted to all the other ranks in the command structure. Therefore, as indicated earlier, when reviewing the content of this series of questionnaires it is proposed to comment on the general areas reviewed rather than each specific questions posed.

Section 1 - Personal Details

Questions in this section were posed to elicit detailed information concerning the individual and their career to date. They covered the following areas:-

- (i) The subject's sex, age, current department, and length of service

These questions were asked to ascertain basic information on the individuals to be studied and to set the scene for the study. For example, it was perceived that a large percentage of the subjects were male and of such an age and length of service that the need for succession planning would become a significant factor later in the study. The reason for their inclusion was to confirm or reject the author's perception.

The age category was broken down into the following bands:-

21 - 25 years
26 - 30 years
31 - 35 years
36 - 40 years
41 - 45 years
46 - 50 years
51 - 55 years
56 - 60 years

The reason for this was that in a previous study undertaken by the researcher, individuals from the same groupings had been reluctant to quote their actual age. This course of action was therefore seen as a compromise in order to obtain some very important data.

- (ii) Whether the subject was required to sit the Police Entrance Examination or joined the Service under the Graduate Entry Scheme

In order to join the police service, individuals must have achieved a certain educational standard. At the time the data was being collected, different criteria were adopted in different Forces regarding these matters despite Home Office instructions being issued which set down what the criteria should be. For example, the Home Office criteria indicated that providing applicants had four or more GCE/GCSE passes at Grades A, B or C, including mathematics and English language, they were not required to sit the police entrance examination. In the author's own force the system was different in that only graduates were exempt from sitting the entrance examination.

In addition, officers who had a degree could be selected to enter the service under the Graduate Entry Scheme which would, if they complied with all the requirements, result in them achieving 'fast-track' promotion to the rank of inspector in a comparatively short period of time.

Questions were therefore asked to establish the number of officers who joined the force under the various schemes.

As indicated earlier, the situation has now changed with the result that every applicant to the service must complete the entrance examination.

- (iii) Whether the subject had attended the Special Course (i.e. the Accelerated Promotion Scheme)

The Special Course, or the Accelerated Promotion Scheme as it is now called, exists to provide an avenue of accelerated promotion for young officers of outstanding promise and is for constables who have passed the promotion examination to sergeant and sergeants who have been identified as having the potential to achieve the rank of chief inspector.

Attendance on this course is therefore seen as a major factor in the development of young officers with potential for advancement to the highest levels of the service.

A question was therefore included to ascertain how many officers within the study had attended the course and to establish what their progression through the ranks had been since completing it.

(iv) **The subject's educational qualifications**

A series of questions was included to ascertain:-

- the subject's educational qualification on joining the service.
- their current highest educational qualification
- after how many years' service they had achieved that qualification

- whether they were currently studying for any qualifications
- whether they were supported by the service, either financially, or by the provision of time off to attend.

Finally they were provided with a free text question asking them to provide comments on their own education both prior to and since joining the police service.

(v) **The subject's police managerial career**

Questions were included to establish:-

- the average length of police service that individuals had completed prior to their promotion to each rank.
- how many years' service they had spent in each rank.
This information was considered to be very relevant as it had a bearing on the promotion patterns and thus on the management development programme.
- Details of branch(es) that the individuals had served in at each rank.
- which senior officers had attended which Command Courses at the Police Staff College.

- (vi) Any further comments the subject wished to make regarding the issues raised in this section of the questionnaire

An opportunity was provided to allow the subject to expand on any of the answers they had provided during this section of the questionnaire.

Section 2 - Career Development Profile

This section was identical for all five ranks and contained questions relating to the following areas:-

- (i) The respondent's views on the planning of their career

Career planning is a major feature of any management development programme and the individual must be a party to that process. Questions were therefore included in the questionnaire in an attempt to ascertain whether they:-

- were aware of any attempt to develop their career
- wanted their career developed. If they answered 'no' to this question they were also asked to provide an explanation for their answer

- had discussed their career development with either the Careers Officer or a Senior Manager. They were also asked to provide an explanation for their answer if they had not sought advice

These questions were seen as a starting point for any enquiry into career development issues.

- (ii) The value of 'Acting up' in a higher rank and 'on the job' vis-à-vis classroom training

Many forces run a scheme, primarily for 'operational' situations where in the absence of a line manager, a subordinate will perform that role (i.e. in the absence of an inspector, a sergeant will perform the role of acting inspector). Information was sought in the questionnaire as to who had performed an 'acting' role and whether this was perceived to be a good training medium for the substantive position.

In addition, the force runs an extensive training programme and individuals were asked their views on the value of 'on the job' vis-à-vis classroom training.

- (iii) The subject's views on what are and should be important factors for gaining promotion

Questions were included to ascertain whether there were any perceived differences between what are and should be important factors in gaining promotion. In this regard, the respondents were asked to consider a series of statements and to classify them as very important, important and not important.

At the end of each question was an 'other' category for the individual to nominate their own statement and grade that accordingly.

(iv) **The subject's views on career development issues within the force**

Questions were included which addressed three different career development issues and in respect of each, two statements outlining the positive and negative situation, were quoted. The respondents were then asked to indicate on a scale of 1 - 5 what they perceived the situation within the force to be.

These questions were included in an attempt to ascertain the health of the organisation in respect of career development issues.

(v) **The subject's views on management placement issues**

Questions were included which considered a series of important issues regarding management placements including policy and

planning matters. The subjects were again provided with positive and negative statements in respect of each issue and were asked to indicate their opinions on a 1 - 5 scale.

- (vi) The opportunity to provide any further comments regarding career development matters

A free text question was included to allow the respondents to expand on any of the answers they had given during this section of the questionnaire.

Section 3 - Future Expectations Survey

In this section a series of questions were asked in an attempt to identify the future expectations of the respondents. This was considered a particularly important area of the study because if individuals had expectations which could not or would not be achieved, serious morale and managerial problems could be experienced. The section therefore comprised questions relating to the following matters:-

- (i) Whether sergeants considered themselves to be managers or supervisors

Sergeants, by reason of their position within the organisation, are first line managers but historically have been seen more as supervisors rather than managers. However, with the devolvment

of decision making to the lowest competent level commensurate to the decision to be taken, the ever-increasing self-sufficiency of sub-divisions and the need to provide a more efficient, effective and value-for-money service, the author considers that the traditional role of the sergeant has changed. Questions were therefore included to obtain the views of sergeants as to their role and to provide an explanation for their answer. An analysis of the results will reveal whether there is a need to provide advice to sergeants on their role and responsibilities in the modern police service.

- (iii) Whether the officers of sergeant rank were qualified by examination for promotion to the rank of inspector

By asking this question the researcher was hoping to ascertain how many officers were available for consideration for promotion to the rank of inspector. When dealing with succession and career development planning the availability of the right individual for a particular post is of paramount importance.

- (iv) The Promotion Assessment procedures

A number of questions were included requesting information concerning:-

- whether the sergeant had applied for a Promotion Board within the last two years

- any feedback that may have been given to unsuccessful candidates following a Promotion Board

- their level of satisfaction and views concerning the promotion assessment procedures. In this regard, the more senior officers were asked to comment on the promotion arrangements that exist within the force for the more senior positions (i.e. chief inspector and above).

The current position is that promotion assessment boards are only held for posts up to and including the rank of inspector. Thereafter promotions to the senior positions are made directly by the force executive. A series of questions was therefore asked to establish the respondent's views on the current arrangements and enquired whether promotions to the senior positions should be the subject of formal promotion assessment arrangements.

- their opinion as to whether every candidate should have an automatic right to appear before the Promotion Assessment Centre. If they replied negatively they were asked to comment on a number of options set out in the questionnaire which provide criteria for the selection of individuals to appear before the Promotion Assessment Centre.

Promotion assessment is one of the key factors in any management development programme and therefore it is important to ensure that the most appropriate procedures are in place for identifying the future managers of the organisation.

(v) **The subject's promotion expectations**

Questions were included in the study to ascertain the respondent's future career expectations. They were initially asked whether they would be satisfied to remain in their current rank for the remainder of their service. If they indicated they were not then they were requested to state which rank they wished to attain in their future career and which they realistically expected to reach. This was seen as being important as many individuals will not reach the rank to which they aspire and therefore this could create morale problems which senior management will need to address.

(vi) **The department or unit in which the respondents preferred to work**

Many officers have a preference regarding the type of police work they wish to perform and in consequence if they are posted to duties which they do not enjoy they may suffer morale problems or not perform to the level of efficiency and effectiveness expected of them. Therefore, questions were included in the study to establish:

- the degree to which the respondents were satisfied with their present role
- in which department they would wish to serve if they were dissatisfied with their current position
- whether the individual should be given greater opportunity of choice in relation to the department/unit in which they wish to serve.

The information supplied to these questions could be of significant value to the personnel function in determining individual job satisfaction and morale.

(vii) The respondent's views on transferring to other forces on promotion

A question was included to establish whether the individual would consider transferring to another force if their aspirations for advancement within their own force were not met. If they indicated that they would not be prepared to transfer they were asked to provide an explanation for their decision.

Section 4 - Staff Appraisal Survey

From the outset of his research the author believed that the most contentious issue to be reviewed would be that of Staff Appraisal.

Questions were therefore included in the study to ascertain the views, opinions and expectations of individuals regarding this very sensitive area. The following issues were the subject of enquiry in this section of the study:

(i) Particulars regarding the respondent's last staff appraisal

Questions were included to establish:

- whether the respondent had been given a staff appraisal interview within the last two years and if they had, was it with their sub-divisional, departmental or divisional commander. These questions were considered to be important because the author believes that the interview, in order to be meaningful, should be conducted by an officer who is able to make decisions on management development issues (i.e. an officer of at least sub-divisional commander level).

- whether discussion took place regarding career development issues, current performance, the setting of personal or work related objectives, future prospects and training needs. If the respondent indicated that no discussions on a particular subject took place they were asked whether they would have welcomed such deliberations.

- the degree of discussion that took place with the appraiser. These were included in an attempt to assess the quality of the interview that took place and whether key management development issues were addressed.
- what action, if any, took place following the appraisal interview. It is essential that after an appraisal interview an appraisee is fully aware of his or her position regarding issues such as current performance, future prospects, training needs, etc and therefore these questions were included in an attempt to establish whether this was the case. The respondents were also asked to indicate what effect the appraisal had had on their performance and what function they believed the completed appraisal form served once it had been returned to the Personnel Department.

(ii) **The respondent's views on staff appraisal as a performance indicator**

As indicated earlier, the performance or staff appraisal is seen as an important and integral part of any management development programme. A number of questions were therefore included in the study to ascertain the individual's views concerning the appraisal as a performance indicator. Consequently, they were asked to indicate whether they believed that an individual's appraisal record should be considered:-

- when deciding on promotions
- identifying individuals for specialist posts or specific training courses
- before the granting of the incremental pay increase.

In addition, they were also asked whether they believed that two successive poor appraisal reports should form the basis for administrative dismissal from the service. If they disagreed with this proposition they were requested to give reasons for their answer.

(iii) **Staff appraisal issues affecting the Superintending ranks**

The current position within the author's and many other forces is that officers of superintendent rank and above are not included in the Staff Appraisal Scheme, albeit that they can seek an appointment with a senior officer to discuss their career progression. The author believes that officers of all ranks should be included in the scheme and therefore this question was included in an attempt to ascertain the opinion of other superintendents and chief superintendents regarding this important issue.

Information was also sought concerning any discussions that took place with a senior officer concerning:

- their current performance
- future career development
- training needs
- any steps they need to take to improve their performance.

(iv) Information concerning issues discussed with subordinates by the superintending ranks during staff appraisal interviews

In the author's own force it is usual for either the superintendents or chief superintendents to conduct staff appraisal interviews with junior managers.

In the sergeants, inspectors and chief inspectors questionnaires information was sought as to whether issues concerning their career development, current performance, training and the setting of personal and work related objectives were discussed with them. In order to ascertain the views of the superintending ranks to these matters questions were also included to ascertain whether they had in fact discussed such matters with their sub-ordinates. It was proposed that a comparison of the responses from both groupings would be undertaken in an attempt to establish the degree to which the above issues were in fact discussed at staff appraisal interviews.

(v) The respondent's overall opinion of the staff appraisal system

If a staff appraisal system is to be successful it must have the confidence of the individuals who are subjected to it and, therefore, questions were included in the survey to obtain a corporate view of the appraisal system and to ascertain whether any changes were necessary to improve it. If the respondents provided a positive response to the latter point they were asked to identify the changes that should take place.

(vi) The opportunity to provide any further comment regarding the staff appraisal procedures

An opportunity was provided to allow the respondent to expand on any of the answers they had given during this section of the questionnaire.

Section 5 - Management Training Survey

The provision of training is a very important element of any management development programme and therefore a number of questions were asked concerning training and development issues. They covered the following areas:

(i) Information concerning training policies and attendance at training courses

If managers at all levels of the organisation are required to develop themselves and their subordinates the appropriate information concerning training policy and courses ought to be automatically available to them. The officers were therefore asked to indicate from a series of options which information was and should have been available. They were also asked to state:-

- who is and should be involved in making decisions on their training requirements and
- what training they had received over the previous two years.

These questions were included to establish whether there was a need to alter or amend policy or practice regarding the nomination for and allocation of training courses.

(ii) **The amount of management training received**

A number of questions were included in the study to ascertain:-

- whether the respondents had received sufficient management training to enable them to undertake their particular role within the organisation. If they provided a negative response to this question they were asked to indicate what training they should have received.

- whether they believed that management training was necessary to enable them to perform their role in the force. If they provided a negative response to this question they were asked to provide a reason for their answer.
- if the respondents had discussed their management training requirements with a senior officer. If they had not they were asked to provide their reason for not doing so.
- if the respondents believed there was a need for the force to provide management training for police managers. If they indicated that there was they were asked to state the areas where such training should take place. If they answered no, they were asked to provide their reasons for their answer.
- if the respondents would be prepared to attend a management training course in their own time should the force arrange one. If they answered no to this question they were asked to provide their reasons for their decision.

(iii) Pre-course briefings and post-course follow-ups

In order that individuals attending courses obtain the most from them they should receive pre course briefings at which objectives are set which the participant would be expected to achieve. It is believed that such briefings should be undertaken by either a

manager from the Training Department or the sub-divisional/departmental commander, dependent on the type of course the subject is attending.

The author perceives that such briefings do not take place within the police service and therefore questions were included not only to confirm or reject that view but also to ascertain their usefulness where they do take place.

It is also important that post-course follow ups take place with the individuals at appropriate periods following their return from a course. The reasons for this are to ascertain whether the objectives set prior to the commencement of the course were met and to discuss how the information obtained during the course can be used in the practical situation. Questions were therefore included to establish the degree to which these issues were addressed.

(iv) **The respondent's views on management training and development issues**

Questions were included which addressed three management training and three management development issues. In respect of each, two statements outlining positive and negative situations were quoted. The subjects were then asked to indicate on a scale of 1 - 5 what they perceived the situation in the force to be.

The questions were included to ascertain the respondent's perception of the health of the organisation regarding management training and management development issues.

- (v) The opportunity to provide any further comment regarding management training and development issues

An opportunity was provided to enable the respondents to expand on any of the answers they had given during this section of the questionnaire.

3.7 AMENDMENTS TO THE QUESTIONNAIRES USED IN THE INITIAL STUDY

Having described in detail the questionnaires that were used during the initial part of the research, it is now proposed to comment on those areas which, following the evaluation of the questionnaires undertaken by the author, were omitted from the wider study. For convenience these will be dealt with under the appropriate section headings.

Section 1 - Personal Details

During the initial study, it was decided to ask all the respondents to indicate the branch(es) and the length of time they spent undertaking that function for each rank in which they served. This provided a vast amount of information but it was decided that its value to this part of the study was limited. It was therefore decided not to include it in the subsequent questionnaires used in the wider study for England and

Wales or the American research. It was, however, retained in the Senior Command Course study, which will be discussed later. After due consideration, the author now believes that it would have been valuable to retain it in the questionnaires that were circulated to superintendents and chief superintendents in order that a comparative study with their peers who attended the Senior Command Course could have taken place.

The questions concerning managerial and command training were moved from this section into that covering management training as it was considered more appropriate to be addressed under that heading.

The American study, whilst retaining the same format, had to be compiled to reflect the different rank structure and education system operating in that country. This obviously necessitated changes to the original questionnaire.

Section 2 - Career Development Survey

It was decided to remove questions relating to 'Acting up' in the higher ranks both from the national survey and the international one, primarily because different procedures operate in different forces. In consequence, it was believed that no consistent interpretation could be adopted and therefore no meaningful analysis could be undertaken.

It was also decided to remove from the national study the questions relating to:

- the criteria that does and should pertain for gaining promotion within their respective organisation and
- three questions concerning how career development issues operated by their own force were perceived by individuals.

The decision to remove these questions was taken following discussions with the Deputy Commandant at the Police Staff College who considered that he did not wish that establishment to be associated with perceived criticism of individual forces. He believed that the inclusion of those questions could result in implied support for any criticism that resulted. In addition, it was argued that for the results to be meaningful a large number of individuals from each organisation would need to be consulted. The author did not support these arguments and wished the questions to be retained. However, following discussions with his Academic tutor, and because he wished to gain access to students attending Police Staff College courses to complete questionnaires as part of his sample, the decision was reluctantly taken to remove the questions. They were not, however, removed from the American questionnaires.

Section 3 - Future Expectations Survey

A number of questions relating to promotion assessment procedures and the use of Assessment Centres as an avenue for identifying potential managers were included in the initial study as these issues were the

subject of great debate in the author's own force at the time the study was being pursued. They had no national or international implications and was therefore not included in the larger study.

During the initial study it became apparent to the author that there was some debate as to how sergeants and to a lesser degree inspectors saw their role within the organisation (i.e. whether they were managers or supervisors). As a result, it was decided to include additional questions in both the American and the England and Wales questionnaires to explore this matter further.

Section 4 - Staff Appraisal Survey

Whilst there was a minor readjustment to the order of the questions in this section, no changes were made to the issues covered.

Section 5 - Management Training Survey

Because of the manner in which police training in America is organised, it was necessary to amend the questionnaire used in that Force to take account of that situation.

With regard to the study of English and Welsh officers there was a rationalising of the questions concerning the courses they attended during the last two years.

The question of availability of information concerning training courses and the issue of who was involved in making decisions regarding the training that individual managers received were both included in the initial study because they were of relevance within the author's own force. However, they had no national or international implications and were therefore not included in the questionnaires used in that part of the study.

As indicated earlier, questions concerning Command Courses for the more senior English and Welsh officers were moved from the Personal Details area to this section of the questionnaire.

The author believed that the changes that were made to the questionnaires eliminated the concerns expressed by individuals who completed the initial study and addressed the issues he identified as being extraneous to the wider debate. In consequence, in the following paragraphs it is only proposed to list the questionnaires that were used as no further discussion on their content is considered necessary.

3.8 QUESTIONNAIRES CIRCULATED WITHIN THE AMERICAN POLICE DEPARTMENT PARTICIPATING IN THE STUDY

The following four questionnaires were used during this phase of the research:

- Sergeants' Questionnaire - (Appendix VI)
- Lieutenants' Questionnaire - (Appendix VII)

- Captains' Questionnaire - (Appendix VIII)
- Majors' Questionnaire - (Appendix IX)

3.9 QUESTIONNAIRES USED IN THE STUDY OF ENGLISH AND WELSH OFFICERS

The following five questionnaires were used during this phase of the research:-

- Sergeants' Questionnaire - (Appendix X)
- Inspectors' Questionnaire - (Appendix XI)
- Chief Inspectors' Questionnaire - (Appendix XII)
- Superintendents' Questionnaire - (Appendix XIII)
- Chief Superintendents' Questionnaire - (Appendix XIV)

Having discussed in detail the questionnaires that were used in the comparative study it is now proposed to comment on the other two that were used during the course of research.

3.10 QUESTIONNAIRE USED FOR THE SENIOR COMMAND COURSE STUDY

As indicated earlier in this thesis, one of the primary objectives of this research was to undertake a study of those senior officers attending the Senior Command Course to ascertain whether there were any similarities in their career profiles which could be used by forces, in the future, to ensure that officers with potential were developed in the most appropriate manner.

A questionnaire was therefore developed to elicit the relevant information, a copy of which may be found at Appendix XV. It contained information regarding the following three areas:-

(i) **Personal Details**

Questions in this section were posed to obtain information concerning the individual, their educational qualifications, whether the officer had been required to sit the Police Entrance Examination or joined the Service under the Graduate Entry Scheme and finally whether they had attended the Special Course.

The rationale for requesting this information was discussed in detail earlier in this chapter and therefore it is not proposed to elaborate on the matter any further at this stage.

(ii) **Career Profile**

Very detailed information was requested concerning all the positions that the individual had held, for whatever period, in every rank.

These questions were asked in an attempt to establish whether there was any consistent pattern of postings which could provide a model for the progression of individuals to chief officer level.

In addition, information was also requested regarding the Command Courses that the respondents had attended.

(iii) **Future development of senior police managers**

This series of questions were asked in an attempt to ascertain whether the respondents had any comments or observations to make concerning:-

- the career profile for future senior managers within the police service.
- any changes they considered necessary in the current training/ development programmes.

These questions were considered to be of particular importance as the respondents who had been through "the system", were in the best position not only to comment on the procedures to which they had been subjected, but also to make appropriate recommendations for change.

3.11 QUESTIONNAIRES USED FOR THE COLLATION OF MANAGEMENT DEVELOPMENT INFORMATION FROM ALL THE POLICE FORCES IN ENGLAND AND WALES

As part of the study, it was necessary for the author to obtain information concerning the policies adopted by forces in respect of

management development issues. A questionnaire (Appendix XVI) was therefore produced to obtain data on the following three issues:

(i) **Personnel Development Policies**

Questions in this section were posed to ascertain whether the force had:-

- a structured succession plan. If they did they were asked to indicate which ranks were included in it. If they did not currently have such a plan, they were asked to indicate whether one was likely to be introduced.
- career development plans for every manager or 'selected' individuals within their organisation. This was believed to be an important issue because, as indicated earlier in this thesis, the whole question of managerial competency within the police service continues to be the subject of continual debate.

(ii) **Promotion Assessment Policies**

Prior to commencing this study the author was already aware that there were differing promotion assessment arrangements within the 43 forces in England and Wales. He considered it was necessary to ascertain the degree of variation that existed particularly with regard to:

- the ranks that were subject to promotion assessment
- the use of Assessment Centres in the promotion selection process.

(iii) **Staff Appraisal Policies**

From his previous experience, the author was aware that there were many different staff appraisal systems in operation in forces throughout the country. Questions were therefore included in the study in an attempt to ascertain the current position regarding this very important subject.

3.12 PILOT STUDY

Prior to undertaking the initial study within his own Force, the author had undertaken a small pilot study to:-

- confirm that the relevant statistical and personnel data was available
- ascertain the clarity of the instructions that were provided for the completion of the questionnaires and
- Identify any queries or difficulties in interpreting the questions within the questionnaires.

No problems were experienced with regard to any of the above issues and therefore the research was commenced.

Following the completion of the initial study, the author undertook an evaluation of the questionnaires used to identify whether any changes were needed to them prior to the commencement of the second phase of the research. As indicated earlier in this chapter, alterations were considered necessary to the questionnaires. However, because of the wide consultation that had taken place during the evaluation process, no further pilot exercise of the revised questionnaires was considered necessary. This decision was validated by the subsequent high return rate of completed questionnaires and the quality of the responses received.

3.13 THE ADMINISTRATION OF THE QUESTIONNAIRES

The final element to be addressed in this chapter is the administration of the questionnaires.

The procedure adopted in the initial study, within the author's own force was that he forwarded to each of the respondents a questionnaire along with a personally addressed letter outlining the objectives of the study and seeking their support in completing the research instrument. He also enclosed an envelope with the package in which to seal the questionnaire and return to him.

The respondents were given three weeks in which to complete the questionnaire but it was seven weeks before the last completed form was returned. However, despite the delay, a total of 90% of the questionnaires were returned. Details of the number of questionnaires issued and returned are enumerated in Table 3.1.

The system that had been adopted worked satisfactorily and therefore the author decided to adopt the same methodology for the second phase of the study. However, prior to circulating the questionnaires it was necessary to identify the specific individuals to be targeted. With regard to the American Police Department, a contact person was identified by the Chief of Police and all negotiations took place with that officer. As indicated earlier, a total of 137 managers comprising 38 sergeants, 63 lieutenants, 25 captains and 11 majors from all areas of the department were identified to participate in the study. The author visited the department for a period between 5th and 20th March 1992 to administer the research instrument. The procedure adopted for the administration of the questionnaires was identical to that for the initial study, albeit that the respondents were only given 12 days to complete and return them to the departmental contact officer. In the event, a total of 105 questionnaires were returned within the time limit, with three more being forwarded at a later date by post giving a final return rate of 108 (79%). Table 3.1 again provides detailed information concerning the number of questionnaires issued and returned.

In undertaking the study in England and Wales the author recognised the need to obtain the views of officers from throughout the country. In

consequence, following discussions with his academic tutor, it was decided that the most appropriate manner of collating the data for the research was to approach the national and regional establishments where officers, from numerous Forces, were attending training courses and seek their permission to allow those officers to complete the research instruments. The following establishments were approached and all allowed access to officers to assist with the project:-

- (i) The Police Staff College, Bramshill - superintendents and chief inspectors attending the Intermediate and Junior Command Courses.
- (ii) Lancashire Police Training Centre - inspectors attending the North West Region Inspectors' Development Course.
- (iii) Sussex Police Training Centre - inspectors attending the South East Region Inspectors' Development Course.
- (iv) Devon and Cornwall Constabulary Training Centre - inspectors and sergeants attending the South West Region Development Courses.
- (v) West Midlands Police Training School - inspectors and sergeants attending the Midlands Region Development Courses.
- (vi) West Yorkshire Police Training Academy - inspectors and sergeants attending the Yorkshire Region Development Courses.
- (vii) Nottinghamshire Police Training School - sergeants attending the Eastern Region Development Course.

(viii) Greater Manchester Police Training School - Sergeants attending the North West Region Development Course.

(ix) Metropolitan Police Training School - Sergeants attending the Metropolitan Police Development Course.

The author believed that the required number of respondents would be obtained from the sergeant and inspector ranks by adopting this method but that difficulties would occur in respect of chief inspectors and superintendents because of the smaller number of those officers attending courses at the Police Staff College. In order to ensure that a sufficient response was obtained from the latter ranks, it was decided to supplement the numbers, by randomly selecting individual officers from the Police and Constabulary Almanac¹ and forwarding a questionnaire to them for their completion. In addition to the questionnaire, the author also sent them a letter outlining the objectives of the study and a stamped addressed envelope for the return of the questionnaire. This method proved to be very successful as a response rate of 91% for the chief inspectors and 97% for the superintendents was achieved.

The sergeants' and inspectors' questionnaires were forwarded to the appropriate course director who had agreed to circulate, collect and return them to the author.

1. The Police and Constabulary Almanac is an annually produced publication providing details of all the Police Forces in the United Kingdom, including the names of senior post holders.

In view of the fact that there is no specific Command Course for Chief Superintendents, the author decided to randomly select individuals of that rank from the Police and Constabulary Almanac and to circulate a questionnaire to them for their completion. In making the selection, the author also ensured that individuals from as many forces as possible were included in the study, (i.e. officers from 26 different forces were subsequently invited to participate in the research). A letter, outlining the objectives of the study and a stamped addressed envelope for the return of the questionnaire was again sent to each respondent. This again proved to be a very successful method of data collation as a return rate of 90% was achieved.

Full details of the number of questionnaires issued and returned during this part of the study are again enumerated in Table 3.1.

The procedure adopted to obtain information from those officers attending the Senior Command Course at the Police Staff College at Bramshill was that the author forwarded a questionnaire to each officer, along with a personally addressed letter outlining the objectives of the research and seeking their support in completing the research instrument. He also enclosed an envelope with the package in which to seal the questionnaire and return it to the researcher. A total of 121 questionnaires were issued to members of the 1990, 1991 and 1992 courses, of which 99 were returned - a response rate of 82%. Statistics concerning the questionnaires issued and returned are enumerated in Table 3.2.

Table 3.1 - the distribution and return rates of the questionnaires
for the English Police Force, the American Police Department
and officers from England and Wales

QUESTION- NAIRES	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
ISSUED	43	56	20	14	6	139	150	71	82	66	30	399	38	63	25	11	137
RETURNED	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108
% RETURN RATE	84%	95%	90%	86%	100%	90%	79%	72%	60%	77%	90%	74%	84%	79%	72%	73%	79%

Table 3.2 - Distribution and return rate of questionnaires from the Senior Command Course Personnel

QUESTIONNAIRES	1990	1991	1992	TOTAL
Issued	40	36	45	121
Returned	34	26	39	99
% Return Rate	85%	72%	87%	82%

The final questionnaire used during the course of the study was to obtain data concerning management development issues from all forty-three forces in England and Wales. The information was obtained by means of a telephone survey with the author speaking to the manager in charge of either the Career Development Unit or Personnel Department in each of the forces. The responses given to the questions posed were recorded at the time of each interview on a pre-structured questionnaire. Representatives from all forty-three forces (100%) agreed to participate in the research.

In summary, it should be emphasised that whilst the questionnaire method of data collation has problems associated with it, many of which were outlined earlier in this chapter, the author believes that the very high return rates obtained during the course of this study justified his use of this methodology.

CHAPTER FOUR

SUCCESSION PLANNING

4.1 INTRODUCTION

The purpose of this chapter is to consider the results of the research that was undertaken into succession planning issues.

The chapter will commence with some general observations on succession planning including a review of the policies currently in operation within the service. This will be followed by an examination of the relevant data obtained during the course of the study and will be concluded with a summary and discussion of the principal findings.

4.2 GENERAL OBSERVATIONS

As indicated in Chapter One of this thesis, succession planning is one of the key factors in any management development programme. It is solely the responsibility of the organisation which should ensure that the right people are in the right place at the right time. It is therefore important that:-

- succession planning is one of the top items on the agenda of every chief executive and personnel professional

- in order to ensure a progression of future managers every organisation should produce a structured succession plan.

Comment was also made by the author that he did not believe that senior management within the police service had given succession planning the recognition it deserved, particularly in view of the scrutiny that the service was currently under and the debate that was taking place regarding the quality of senior police managers.

4.3 RESULTS OF THE REVIEW INTO SUCCESSION PLANNING ARRANGEMENTS IN THE RESEARCHER'S OWN FORCE

When undertaking the initial research within his own force the author pursued two courses of action. The first was to seek a meeting with the then Deputy Chief Constable, who had the overall responsibility for personnel matters, to discuss the strategic issues involved. The second was to obtain information on the current policies and procedures being pursued by the force regarding this very important subject.

The meeting with the Deputy Chief Constable proved to be very enlightening because whilst he accepted that there was no formalised and structured policy on succession planning in existence within the force, the executive officers had adopted informal arrangements for the development of individuals with exceptional potential for advancement. In addition he indicated that approximately two years previously he had presented a paper to the Senior Officers' Conference

in respect of succession planning and career development issues, but again he acknowledged that some of those procedures were not operating as successfully as he would have wished, particularly where they related to the Staff Appraisal System.

The information obtained from the Personnel Department included details of the current succession planning arrangements along with particulars of the managers who can retire from the force in the period up to 1996.

As indicated above, a paper was presented to the Senior Officers' Conference in February 1989, which outlined the succession planning arrangements that would be operated by the force thereafter. The paper recognised that whilst many posts would inevitably become vacant at short notice, others would be known well in advance. For example, a postholder may be approaching compulsory retirement age or may only give the statutory period of one month's notice of intention to retire from the service, whilst others may be nearing the end of a pre-determined period of time in a particular post. It was therefore considered important to identify at an early stage successors to replace the current postholder in order that the necessary training and skills could be provided to ensure continuity without loss of effectiveness.

In order to ensure the success of the scheme the following four factors were considered of importance:

(i) The identification of key posts.

It was recognised that when preparing a succession plan some posts would be more difficult to fill than others. For example the Superintendent in charge of the Communications Department would, because of the specialist nature of his work, require particular skills. However, no formal recommendations were made in the paper as to which posts would be identified as key posts for the purpose of this exercise.

The author believes that any succession plan for the force should identify the posts that will be included. However, because of the comparatively large numbers of managers involved, he considers that the succession plan should be confined to all posts of chief inspector and above and very specialist sergeant and inspector positions (i.e. Special Branch, Scenes of Crime Department, etc).

There is one major difficulty in the above suggestion and that is that there will be officers with potential who are in positions which are not covered by the above criteria. This situation should therefore be covered by the production of a second plan to cater for these individuals.

If such plans are developed they should not be considered as purely a personnel exercise but must be owned by the organisation. It is therefore essential that a strict policy

be adopted regarding this matter which is understood and accepted by all senior managers.

(ii) Length of period of posting.

Having identified the key posts it was necessary to address the period of time that individuals should occupy those positions. In the original paper two options were identified. The first was a fixed period (i.e. two or three years) which was to be regarded as the norm for the length of each posting. The second was that there would be a review after a fixed period (say two or three years) at which time the individual's career would be reassessed and a decision made as to whether a new posting should be considered.

The recommendation was that the second option would be adopted. However, since that time, the force has introduced a tenure of post policy, whereby every position within the organisation is subject to review after a fixed period of time which can vary from between two to eight years. In undertaking the review, consultation takes place with the particular officer, who is able to not only make verbal representation to his manager, but also written representation to the Deputy Chief Constable. The officer can also seek an interview with the force Careers Officer to discuss his position if he so desires. After due consideration of all the circumstances, a decision is made by the Deputy Chief Constable as to whether

the individual should remain in his current post for a further tenure period or be transferred to other duties. In making that decision, the Deputy Chief Constable takes into account not only the needs of the individual but also the requirements of the particular department and the force in general.

The author supports this process as it is a major step forward in giving individuals an opportunity of having an input into their career progression. It is also a very sound human resource management concept and one which should be encouraged.

(iii) Job analysis.

The original paper recognised the need to provide a job description and skills profile for all positions within the organisation.

This proposal was implemented during 1992 with the result that it is now possible to match individual skills to positions, thus enabling the more effective deployment of human resources.

(iv) Projecting future requirements.

The paper identified the requirement to project known vacancies as far in advance as possible. It states that in some cases (e.g. where a three year fixed term review was in place) this could be done three years in advance, whilst in other cases

(e.g. retirement) it may only be possible to predict for up to six months in advance. In view of these facts the original paper suggested that the Personnel Department present the predicted vacancy list for the ranks of chief inspector and above to the Force Policy Group on 1 January each year to cover the following 12 months period.

The author believes that this is a totally unsatisfactory situation as the organisation and senior managers within it ought to be taking a longer-term view and developing succession plans for all key posts and the individuals occupying those positions for a period of up to five years. It is recognised that this would be a time-consuming task to establish but once achieved it would be a comparatively simple one to maintain. Such a policy would enable individuals to be provided with the necessary skills to undertake their new posts prior to taking up the position which would overcome the totally unprofessional situation, which regularly occurs within the police service, of individuals becoming 'instant experts'.

Despite the submission of the paper on succession planning to the force Senior Officers' Conference in early 1989 the author believes that insufficient action has been taken to further this initiative. However, it is an area which will need to be addressed with some urgency in view of the possible vacancies that could occur in managerial positions within the force over the next three years.

The results of the study to establish what the natural wastage rate of managers could be in that period were very disturbing. It revealed that at least 81 managers (i.e. 29.7% of the total), comprising 6 chief superintendents, 8 superintendents, 10 chief inspectors, 18 inspectors and 39 sergeants can retire from the force on completion of their 30 years' service in the period up to the end of 1996. A more detailed resume of these statistics is contained in Table 4.1.

Table 4.1 - Details of officers completing 30 years' service by rank

Year	Sgt	Insp	C/Insp	Supt	C/Supt	Total
1993(1)	14	5	4	6	5(2)	34
1994	6	4	2	2(3)	-	14
1995	7	3	1	-	-	11
1996	12	6	3	-	1	22
TOTAL	39	18	10	8	6	81

Source: Force Personnel Department statistics

In view of the situation outlined above it is imperative that the force takes immediate action to identify its potential future managers and ensures that they are not only encouraged to develop themselves but also provided with the necessary skills to fill the positions that are likely to become available in the not too distant future.

1. The 1993 statistics include those officers who are still serving but had completed 30 years' service prior to that year.
2. Including 1 Temporary Assistant Chief Constable.
3. Including 1 Temporary Chief Superintendent.

It is apparent that in the past succession planning has not been a major issue in the force, particularly as it relates to the more senior position. This is evidenced by the fact that 9 of the 23 superintending position, (including those currently filled by temporary promotions), are filled by individuals who have been 'imported' into the organisation. Whilst it is healthy to introduce new blood into any company, the degree to which that occurs is an indication of the quality of individuals that are available to fill key managerial positions. In Chapter One of this thesis the author explained that he believed this situation has occurred because of the reluctance of individuals to take the responsibility for their own managerial development. On the other hand he commented that the force must also acknowledge its responsibilities for not ensuring that a suitable flow of talent was forthcoming to fill those positions.

It is therefore pleasing to note that steps are currently being taken to address this very important subject. The author believes that the programme that was developed in 1989 could form the basis on which a sound succession plan could be based. However, he considers that there is still a considerable amount of work to be undertaken before the force has in place meaningful succession planning arrangements to ensure the most effective use of its managerial resources.

4.4 THE RESULTS OF THE REVIEW INTO SUCCESSION PLANNING ARRANGEMENTS FOR THE ENGLISH AND WELSH FORCES

From discussions that the author had with representatives from the Careers and Personnel Departments in all the forces in England and Wales, it was apparent that the difficulties identified in his organisation, in respect of succession planning issues, were equally applicable in many others.

It should also be emphasised that whilst a considerable amount of information was obtained from all forces, they were not prepared to undertake specific research to provide data that was not readily available. In consequence, information in respect of issues such as the retirement dates for managers was not provided and whilst this was unfortunate from the author's standpoint it was not a major factor in determining the outcome of the research. In regard to that specific matter, suffice to say that during the early and middle 1960s, all forces in the country experienced large increases in manpower following the recommendations of the Royal Commission on the Police, which had improved the conditions of service and salaries of police officers. Those officers will now either have reached or will be approaching retirement age, and as many of them will be managers in their respective organisations they will be experiencing similar problems to those identified in the author's own force - a fact evidenced by the following results:

Of the forty-three forces in England and Wales (including the author's), only one indicated that it had a formalised and structured

succession plan, and even they stated that it only covered a one-year period. The author has visited this particular force and was very impressed with the procedures they had adopted. However, by only projecting one year in advance, even this force is not planning the use of its human resources as effectively as it might.

When asked if they had plans to introduce formalised and structured succession planning arrangements only five indicated that they had. Those that said they had no such plan stated that they used a variety of methods in their human resource planning processes. These included extensive use of tenure of post policies, the reliance on the production of annual lists of retirements and the policy of advertising all posts. None of these arrangements is, in the author's opinion, totally satisfactory for developing succession plans. In addition, he also believes that they provide evidence of the lack of commitment that the police service displays to this process.

There was a totally different response by forces when asked to indicate whether they had developed arrangements for monitoring the progress of individuals who had been identified as having potential for advancement within the service. Forty-one forces stated that they had introduced such arrangements, including the "Highlighting Scheme" promulgated by Her Majesty's Chief Inspector of Constabulary. This scheme is one whereby the careers of officers who have been identified

as future leaders in the service are closely monitored and developed. The following seven categories of officer are, for the purposes of this initiative, considered by the Inspectorate as being highlighted:

- (i) Officers (i.e. constables and sergeants) who are on the Accelerated Promotion Scheme, but have not yet reached Part 1 of the Special (Accelerated Promotion) Course.
- (ii) Officers who have successfully completed Part 1, but not yet Part 2 of the Special (Accelerated Promotion) Course.
- (iii) Officers who have successfully completed the whole of the Special (Accelerated Promotion) Course.
- (iv) Officers of chief inspector rank who are noted as being of significant potential as a result of attendance on the Junior Command Course.
- (v) Officers of superintendent or chief superintendent rank who have been accepted after extended interview for the Senior Command Course, subject to some further development.
- (vi) Officers who have successfully completed the Senior Command Course.
- (vii) Officers who have been identified by their chief officer as being suitable for highlighting in some other way. This

category is included to ensure that officers whose potential only becomes obvious outside the Accelerated Promotion Scheme or Command Courses are not lost to the system.

The Regional Inspector of Constabulary is required to keep records of highlighted officers and to monitor their progress.

In addition to the above, a number of forces indicated that they had developed their own in-force highlighting scheme which was organised on similar lines to the national one, albeit that they were more flexible in that officers could be moved on and off the scheme dependent on their progress.

The author believes that these are important initiatives as they are quite clearly aimed at not only identifying future managers but also ensuring that they are developed to respond to the ever increasing demands that are being placed on the service.

The force representatives were asked whether they had career development plans for every manager within their organisation. Only two of them stated that they had. When those with no formal procedures were further questioned regarding the arrangements that existed for monitoring and planning the career of their managers, they stated that they relied totally on career/staff appraisal reports and post-promotion board interviews for that purpose. This is a totally unacceptable situation and one which the author believes must be addressed as a matter of urgency, if the service is to properly address this very important issue.

The position regarding the career planning for selected or highlighted individuals is somewhat better with twenty-four of the forces stating that they had structured career plans, varying between one and three years in length, for those officers. This situation is obviously very satisfactory for the individuals involved in the programme but because of the nature of the scheme many managers who are probably in greater need of having their career planned, are excluded. In addition, it is very surprising that 19 forces do not have any form of career development plan for their staff who have been identified as having the potential for quick advancement in the service.

The situation outlined above quite clearly shows that the service in general, just like the author's own force, does not appear to attach the importance it ought to the question of succession planning. This is a very detrimental state of affairs which must be addressed as a matter of urgency if forces are to make the most effective use of their human resources.

4.5 SUCCESSION PLANNING ARRANGEMENTS IN THE AMERICAN POLICE DEPARTMENT

Before discussing the results obtained from this part of the study, the author believes it is important to comment on three aspects of policy which tend to differ from those adopted in this country and which may affect succession planning arrangements in the department reviewed.

Firstly, at the time that the research was taking place, there was an added dimension affecting this particular police department which had a direct bearing on succession planning issues. At that time, the county was experiencing severe financial problems, with the result that the department had a deficiency of 64 officers of which 20 were in managerial positions (i.e. 2 majors, 1 captain, 9 lieutenants and 8 sergeants). Further reductions were scheduled over the following months. It was envisaged that none of these vacant management posts would be filled in the foreseeable future, with the result that the promotion prospects of many officers would be seriously diminished. This policy differs from that currently operating in forces in England and Wales, in that generally in this country managerial positions tend to be filled with the vacancies being carried in the constable rank. This is a situation which should be urgently reviewed as management should be required to carry some of the vacant positions.

Secondly, it should be noted that with the exception of chief officer positions, it is virtually unheard of for officers to transfer on promotion between departments. The result of this scenario is that they are required to develop their own managers which has a beneficial effect insofar as it should provide the opportunity for good succession planning but it also has a downside, in that it could lead to insular and parochial attitudes and behaviour resulting in inertia and stagnation. This policy differs from that operating in this country, in that posts in all ranks can be advertised nationally and

officers are free to move to other forces without loss of seniority or pension rights. Because of the constitutional position of American Police Departments this is not possible in that country.

Finally, another policy which differs from that in this country and which may have an effect on succession planning matters, is the application of affirmative action policies. The department which was the subject of this study has an aggressive affirmative action recruitment policy, whereby preferential recruitment is directed towards women and minority groups which are significantly underrepresented in the agency. Whilst there is no evidence to suggest that these policies are extended to either promotions or postings, as the standards under which the department operates strictly prevent this situation occurring, the actual make-up of the department could significantly affect its future succession planning policies. Whilst English and Welsh forces are not subject to affirmative action policies, they do try to reflect the make-up of the community they serve within their ranks, albeit that this is very difficult to achieve in some areas of the country. In addition, every force is obliged to operate an Equal Opportunities Policy, with many appointing specialist individuals to undertake that role.

The information for this part of the study was obtained following discussions with members of the personnel function and an academic advisor employed by the department. It was immediately apparent that

the difficulties regarding succession planning that had been identified in the English and Welsh police forces was replicated in the American department.

From the information received, it is apparent that the department does not have:

- a formalised structured succession plan.
- a plan to monitor the development of individuals with the potential for advancement to the higher echelons of the service.
- a development plan for every manager.
- a mentoring scheme.

and neither do they have plans to introduce such initiatives.

When asked how individual careers were monitored the researcher was advised that this was undertaken through the performance/staff appraisal scheme and as a result of career counselling through the Personnel Department. In addition, the author was advised that the department was developing a Programme for Command Officers which would include as one of the constituent parts a Career Development Module, with the objective being to enhance their knowledge and awareness of this very important subject.

Whilst the department did prepare job descriptions for all members of staff, they did not have a formalised tenure of post policy.

In summary, it is recognised that the department is experiencing severe financial difficulties which obviously inhibits the development of the force. However, despite the current constraints, it is apparent that in the past the department has given little or no recognition to succession planning matters and, in consequence, it is questionable whether they have made the best use of their human resources.

4.6 SUMMARY AND DISCUSSION

From the evidence outlined above, it is apparent that in the past succession planning has not been a major issue for the police service in England and Wales or for the American department. However, whilst there is evidence to show that senior police executives in this country are placing the subject higher on their agenda, there was no evidence from the discussions held with personnel staff in the American department that the same situation is occurring there. In summary, therefore, the author believes that there is a considerable amount of work that needs to be undertaken, in order that the police service in this country and in the American department can properly address the problems of succession planning. He considers that the following issues, whilst not exclusive, are the major factors that need to be addressed in that regard.

- (i) The key positions which are to be the subject of the succession planning arrangements should all be identified.
- (ii) Future requirements should be projected for up to five years. Whilst this may appear to be quite a lengthy period of time, it must be understood that it takes time to develop individuals to the point where they could fill senior positions without any loss of efficiency or effectiveness. This is an important issue as the 'learning curve' for a number of positions, particularly the more specialist ones, is considerable.
- (iii) In addition to identifying future requirements there is also a need to produce a 'People Plan' which would take people rather than jobs as its prime focus. Such a scheme would deal with a career plan for individuals and would encompass not only those officers currently filling the key positions in the respective forces but also other individuals who had been identified as having potential to reach high rank within the service. It is suggested that such plans should be based on a five year rolling programme.
- (iv) There must be total commitment to the policy which should be reinforced from the top. The experience of some organisations is that the development of a succession plan is just a paper exercise and despite the work that had previously taken place the actual process of deciding succession frequently occurs as if the plan had never been produced.

- (v) There is a requirement for managers at all levels of their organisations to be made more aware of succession planning and career development issues, in order that they can give more thought not only to their own needs but more importantly to those of their subordinates.
- (vi) In view of the substantial number of managers that could leave the service in England and Wales over the next few years the chief officers may, in the interests of efficiency and effectiveness, seek to retain the services of certain key individuals. At the present time, there are considerable incentives in the form of a large lump sum payment and a good pension to encourage an officer to leave the force on completion of their 30 years' service. However, when such persons leave a wealth of experience goes with them and therefore, with the exodus that is likely to occur over the next few years, serious difficulties could arise, particularly in the more specialist departments. The current recession has no doubt assisted the service to offset the consequences of the 'demographic trough' that is scheduled to affect the country at the same time that a large number of officers are exiting on completion of their thirty years' service. In addition, the 'Sheehy Enquiry' may recommend that force management structures should be 'flattened' thus reducing the number of managers in the service. If this situation should occur it would ease the position for the service as it would provide more time for the future managers to be developed.

In conclusion, therefore, the author believes that, in the light of the problems and difficulties that forces in this country and the American department are likely to experience in the short and medium term, there is a need for each to develop a formalised structure and detailed succession plan in line with the criteria set out in this chapter. In developing that plan it should be remembered that decisions will only be as good as the information on which they are based and therefore it is imperative that if forces do decide to proceed along this pathway it will require a considerable amount of investment by personnel staff. Once developed, such a policy must have the wholehearted support of all senior management.

CHAPTER FIVE

ANALYSIS OF THE RESULTS OF THE PERSONAL DETAILS SURVEY

5.1 INTRODUCTION

The purpose of this chapter is to consider the relevant results of the Personal Details Survey.

The chapter will commence with some general observations concerning the subject matter. This will be followed by a resume of the results of the study and the chapter will be concluded with a summary and discussion of the principal findings obtained from the research.

5.2 GENERAL OBSERVATIONS

The primary reason for requesting personal information from the subjects was not only to provide statistical data of the actual numbers studied but also details of the background and career profile of the individuals themselves. This included requesting data concerning such issues as age, gender, length of service, educational qualifications, career details, etc. All the information was recorded on the pre-structured questionnaires and having collated the data

composite tables were prepared comprising the results obtained from the various ranks and from the three different areas of study. It should be emphasised at this point that wherever possible the results obtained from the three areas of research are incorporated in the same table. However, because of the variations in some of the questions addressing the English and American elements of the research it will be necessary, in some instances, to produce additional statistical tables for the American data. In addition, some of the issues raised in the questionnaires were only applicable to the English and Welsh forces and therefore the statistical tables will only reflect the results obtained from those studies.

The results will be presented under the following headings:-

- Composition and antecedent history of the survey groups.
- Educational qualifications.
- Career information.

5.3 COMPOSITION AND ANTECEDENT HISTORY OF THE SURVEY GROUPS

(a) Composition

As indicated in Chapter Three there were three survey groups. The first was the author's own force where a total of 125 individuals returned the questionnaire. This group comprised the following:-

- 36 Sergeants
- 53 Inspector
- 18 Chief Inspectors
- 12 Superintendents
- 6 Chief Superintendents

The second group was the sample from England and Wales where 296 officers returned the questionnaire. This group comprised the following:-

- 118 Sergeants
- 51 Inspectors
- 49 Chief Inspectors
- 51 Superintendents
- 27 Chief Superintendents

The final group was the American police department where 108 individuals returned the questionnaire. This group comprised the following:-

- 32 Sergeants
- 50 Lieutenants
- 18 Captains
- 8 Majors

It will be seen from the above that the American Department has one less managerial rank than forces in this country. With regard to responsibilities the sergeant and lieutenant positions equate to

the sergeant and inspector ranks in the United Kingdom forces. The captain and major ranks equate to superintendent and chief superintendent respectively.

(b) Disposition of Respondents

This information was included to show the functions being performed by the respondents at the time that the survey was completed. For the purpose of making a comparative study between the American and British policing functions appropriate branches have been grouped together. For example, the Homicide, Narcotics and Detective Units in the American Department are included under Crime Investigations. Similarly the Administration, Property and Supplies Departments have been included in Administration. The Internal Affairs Department is included under Complaints & Discipline. The "Other Branches" category picked up those managers who were working in the smaller departments and those which were predominantly manned by civilian members of staff. The results are enumerated in Table 5.1

(c) Gender of Respondents

One factor which is evident from the data obtained during this part of the research is the small number of female managers who appear in the study. This is a situation that was of great concern to senior managers in both the English and American

Table 5.1 - Disposition of Respondents

ENGLISH FORCE							ENGLAND AND WALES							AMERICAN DEPARTMENT				
DEPARTMENTS	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL	
UNIFORM	21	24	4	4	2	55	101	34	17	22	13	187	20	22	5	4	51	
CRIME INVESTIG'N	6	7	2	1	1	17	8	7	13	2	-	30	7	10	1	2	20	
ADMINIST'N-	-	1	2	1	1	5	-	1	3	-	-	4	1	8	5	1	15	
COMPLAINTS & DISCIPLINE	-	1	2	-	-	3	-	-	1	3	-	4	-	3	1	-	4	
OPERATIONAL SUPPORT	3	3	3	1	1	11	4	5	4	5	5	23	2	1	2	-	5	
RESEARCH & DEVELOPMENT	1	4	-	1	1	7	1	-	1	4	3	9	-	1	1	-	2	
INSPECTORATE	-	-	-	-	-	-	-	-	3	2	1	6	-	1	-	-	1	
PERSONNEL & TRAINING	2	2	2	2	-	8	2	2	6	8	3	21	1	3	1	-	5	
OTHER BRANCHES	3	11	3	2	-	19	1	2	1	3	1	8	1	-	2	-	3	
NOT KNOWN	-	-	-	-	-	-	1	-	-	2	1	4	-	1	-	1	2	
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108	

forces and one which they hoped would be rectified in the future. In that regard the author's Chief Constable commissioned research to ascertain how the situation could be improved and whilst that study is still ongoing, it is apparent from the data obtained to date that there is great reluctance for females to present themselves for promotion. However, it is worthy of note that over the past few months one female has been promoted to inspector and two others to the rank of sergeant. Results from the study appear in Table 5.2

(d) Age of Respondents

It will be seen from Table 5.3 that 94 (75.2%) of the managers in the English force are over 40 years of age. This is a very high percentage when compared with the English and Welsh forces and the American Department where the figures are 43% and 54% respectively. The situation in the English force has occurred at a time when the service, in general, is attempting to lower the age of its managers by introducing initiatives whereby individuals with the potential to reach high office within the service are able to progress through the ranks at a much faster pace than has been the case in the past.

(e) Pensionable Years' Service Completed By The Respondents

The results in Table 5.4 reveal that the English force has a serious problem as 70% of the managers responding to the study have

Table 5.2 - Gender of Respondents

	ENGLISH FORCE						ENGLAND AND WALES						AMERICAN DEPARTMENT					
Gender	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL	
Male	33	53	18	12	6	122	107	47	49	49	25	277	30	49	17	8	104	
Female	3	-	-	-	-	3	11	4	-	2	2	19	2	1	1	-	4	
Total	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108	

Table 5.3 - Age of Respondents

	ENGLISH FORCE						ENGLAND AND WALES						AMERICAN DEPARTMENT					
Age	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL	
21 - 25 yrs	-	-	-	-	-	-	5	-	-	-	-	5	-	-	-	-	-	
26 - 30 yrs	1	-	-	-	-	1	28	1	-	-	-	29	1	1	-	-	2	
31 - 35 yrs	11	3	-	-	-	14	55	16	4	-	-	75	4	6	-	-	10	
36 - 40 yrs	9	6	1	-	-	16	23	14	15	7	-	59	16	16	6	-	38	
41 - 45 yrs	12	29	8	7	1	57	3	15	15	18	5	56	6	21	8	3	38	
46 - 50 yrs	3	13	6	5	3	30	3	4	14	18	12	51	5	4	4	3	16	
51 - 55 yrs	-	1	2	-	2	5	1	1	1	7	9	19	-	2	-	2	4	
55 - 60 yrs	-	1	1	-	-	2	-	-	-	1	1	2	-	-	-	-	-	
Total	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	6	108	

Table 5.4 - Pensionable years service completed by the respondents

	ENGLISH FORCE						ENGLAND & WALES						AMERICAN DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
3	-	-	-	-	-	-	2	-	-	-	-	2	-	-	-	-	-
4	-	-	-	-	-	-	2	-	-	-	-	2	-	-	-	-	-
5	1	-	-	-	-	1	4	-	-	-	-	4	-	-	-	-	-
6	-	-	-	-	-	-	7	-	-	-	-	7	-	-	-	-	-
7	1	-	-	-	-	1	9	1	-	-	-	10	-	-	-	-	-
8	-	-	-	-	-	-	11	-	-	-	-	11	1	1	-	-	2
9	-	-	-	-	-	-	6	-	1	-	-	7	1	1	-	-	2
10	1	-	-	-	-	1	7	-	-	1	-	8	-	2	-	-	2
11	3	-	-	-	-	3	11	-	-	-	-	11	2	2	-	-	4
12	1	-	-	-	-	1	14	1	1	-	-	16	-	4	-	-	4
13	1	1	-	-	-	2	8	1	4	-	-	13	1	1	-	-	2
14	2	2	-	-	-	4	8	5	-	-	-	13	1	-	-	-	2
15	3	2	-	-	-	5	2	8	-	-	-	10	2	2	-	1	5
16	4	1	-	-	-	5	8	7	1	1	-	17	1	2	1	-	4
17	2	1	-	-	-	3	5	3	1	2	-	11	2	7	1	-	10
18	2	1	-	-	-	3	2	3	2	-	-	7	10	7	4	1	22
19	3	2	1	-	-	6	4	5	4	3	-	16	4	5	5	-	14
20	-	3	-	-	-	3	3	1	7	3	-	14	1	3	1	-	5
21	1	4	2	1	-	8	1	-	2	1	1	5	1	4	1	1	7
22	3	10	1	3	-	17	1	4	4	4	-	13	1	-	1	1	3
23	1	5	3	-	-	9	1	5	2	3	1	12	3	5	2	-	10
24	3	9	3	1	1	17	-	2	6	5	1	14	-	1	2	-	3
25	1	4	1	-	-	6	-	1	4	2	2	9	-	-	-	1	1
26	1	1	1	3	-	6	2	1	2	4	1	10	1	2	-	1	4
27	2	3	-	3	1	9	-	1	-	6	4	11	-	1	-	-	1
28	-	3	3	-	-	6	-	1	4	3	2	10	-	-	-	1	1
29	-	-	1	1	4	6	-	1	2	5	5	13	-	-	-	-	-
30	-	1	2	-	-	3	-	-	2	4	3	9	-	-	-	-	-
31	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-
32	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	1	1
33	-	-	-	-	-	-	-	-	-	1	3	4	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108
AVERAGE	17.5 yrs	22.2 yrs	23.7 yrs	24.9 yrs	27.8 yrs	-	11.8 yrs	18.2 yrs	21.6 yrs	25 yrs	28.9 yrs	-	17.5 yrs	17.7 yrs	19.8 yrs	23.4 yrs	-

completed in excess of 20 years' service. In comparison, the respective figures for the English and Welsh forces and the American department were 39% and 28.7%. What is more disturbing for the English force and the service in England and Wales is the high level of respondents in the chief inspector, superintendent and chief superintendent rank who fell into that category. If these statistics are reflected across the whole service then the Home Office initiative to progress individuals with potential through the ranks earlier in their service is failing.

The situation in the American department is somewhat different as officers do appear to progress through the ranks at a much earlier stage of their career than in Britain.

(f) Requirement to sit the Police Entrance Examination

This question relates primarily to the British police forces as differing arrangements, which will be discussed later pertain for the American department.

At the time this research took place, the guidance from the Home Office was that applicants who held a Degree or four GCSE examinations (or their equivalent), including mathematics and English language, were exempt from sitting the police entrance examination. However, many forces, including the author's, did not comply with this guidance, and in consequence many people who would normally have been exempt were required to sit the examination.

The research identified 78.4% of the respondents in the author's force and 62.2% of those in the national study who were required to sit the police entrance examination.

Since the above research took place, these rules have been amended with the result that all applicants to the service are now required to sit the police entrance examination.

In addition to the above, applicants who held a degree may be selected to enter the service under the Accelerated Promotion Scheme. This scheme is open to a small number of applicants each year, who, if they complied with all the requirements, would achieve promotion to the rank of inspector in a comparatively short period of time. The results of the study revealed that no-one in the author's own force and only seven of the respondents from the national survey had joined the service under this scheme.

With regard to the American Police Department, all applicants are required to comply with a series of tests and examinations including a written one. There are no provisions within that force for joining under an Accelerated Promotion Scheme.

(g) Attendance on the Accelerated Promotion Scheme

As indicated earlier in this thesis, the Accelerated Promotion Scheme (Special Course) exists to provide an avenue of 'fast track' promotion for young officers of outstanding promise (i.e.

constables who have passed the promotion examination to sergeant and sergeants who satisfy certain age and service criteria). Attendance on the course is seen as a major factor in the development of young officers with potential for advancement to the highest levels of the service.

The results of the study identified that only seven members of the author's own force had attended the Special Course, one of which withdrew from it after three months. Of the remaining six, one has achieved chief superintendent rank, three superintendent rank, one chief inspector rank and one has remained as an Inspector. It should, however, be stated at this point that only three of the officers (i.e. one superintendent, one chief inspector and one superintendent) were members of the author's force when they attended the course, the others have been brought into the organisation on promotion at later stages in their careers.

It is now some years since the force had a member on the Accelerated Promotion Scheme, a situation which the Chief Constable is currently attempting to change. This is being addressed through the auspices of the Development of Potential Scheme, which enables young constables, who have been identified as having the potential to attain the rank of superintendent or above with as little as 13-15 years' service, to undergo an 18 months' period of specialist training during which they would gain a wider understanding of many aspects of police work and provide them with a platform from which to develop their career in the future. As part of the scheme they

are required to enrol at the local College of Higher Education for a management course leading to a Certificate of Management Studies.

The scheme has, in its present form, only been operating since 1988 but already eight officers who have completed it have been promoted to sergeant. However, whilst the author strongly supports the concept of the scheme, he believes that the following issues concerning it are worthy of comment:

- No clear measurable objectives have been developed for each module of training or for the whole training period. In consequence there are no criteria for determining success or otherwise.
- The monitoring and reporting procedures, whilst quite extensive, are very subjective, a situation which could be overcome with the introduction of measurable objectives.
- With such a commitment to the scheme in human resource and financial terms, the question ought to be raised as to whether on 'successful' completion of the training the officer should receive automatic promotion to the rank of sergeant. If this were to occur, and the author believes it should, then a further question regarding the way in which individuals identified to participate in the scheme are selected needs to be addressed. The current arrangement is that officers are nominated by their respective divisional

commander and this is followed by an interview with the Deputy Chief Constable before the final selection is made. As the primary objective of the scheme would appear to be to provide the opportunity for accelerated promotion, the author considers that a more appropriate way would be to place the individual before a Promotion Assessment Centre as part of the selection process. If the individual passed the Assessment Centre and subsequent interview, they could then embark on the training period. On 'successful' completion of that training, including the passing of the promotion examination, the individual could then 'automatically' be promoted to the rank of sergeant. It is believed that if the above process was promulgated it would further enhance the status of the scheme and ensure that there was an immediate return on the capital expended.

- In view of the fact that police managers at all levels of the organisation are increasingly being required to address strategic, policy and financial issues, it is questionable whether the course leading to the Certificate of Management Studies, which individuals selected for the scheme are required to take, is of a sufficiently high standard in academic and practical terms to cater for the requirements of future senior managers. Whilst the author supports the requirement to attend an academic institution as part of the training period, he believes that there is a need to review the actual course they study. In that regard he considers

that the Diploma in Management Studies, or a Degree in Business Administration, Human Resource Management or Police Studies would be more appropriate.

In summary, it is believed that the force should continue to support the Development of Potential Scheme but consideration should be given to implementing some of the initiatives outlined above. In addition the scheme should also be subject to an ongoing evaluation process to ascertain whether it is meeting the objectives for which it was established.

Having considered the situation in the author's own force, it is now proposed to review the results of the national survey. It was identified that 26 of the respondents had attended the Accelerated Promotion Course (i.e. four sergeants, one inspector, five chief inspectors, nine superintendents and seven chief superintendents).

With regard to the Development of Potential Scheme, all forces throughout the country are reviewing their current arrangements for identifying and training individuals with potential and many are developing schemes similar to that operating within the author's own force. This is a situation that can only be to the long-term benefit of the service, but it does raise a serious problem regarding the consistency of the schemes, as each force develops their own arrangements. In consequence, the author believes that there is an urgent need for forces to develop a scheme which is compatible to all forty-three. The introduction of such an initiative would allow

comparisons of individual performances to be made, thus ensuring that standards were maintained and only the most competent aspired to the highest managerial positions. It is recognised that Her Majesty's Inspectorate of Constabulary has a role in monitoring the careers of "highlighted" officers, which would probably include individuals on the Development of Potential Scheme, but the author questions not only how successful that monitoring procedure has been, but also whether they have a greater role to play in ensuring the consistency of the programmes and the way in which progress is measured. This is particularly important as individuals destined for the higher echelons of the service are more and more likely to be required to serve in a larger number of forces than was the case in the past, and if the service wishes to employ only the most competent in those positions, then greater scrutiny of development and performance must take place.

The comments in this section are again confined to the situation in England and Wales as the American Department reviewed does not run an Accelerated Promotion Scheme.

5.4 EDUCATIONAL QUALIFICATIONS

Whilst there are no specific educational requirements for joining the police service in this country, all applicants are required to reach a specific standard (i.e. a pass in the police entrance examination). The situation in the American Police Department is somewhat different in that anyone who wishes to join that particular force must either be in possession of a High School Diploma, which is obtained after

successfully completing a period of compulsory education or by obtaining the General Education Diploma recognised by the State Board of Education. The General Education Diploma is a national qualification which is open to anyone who did not graduate, for whatever reason at the conclusion of their full-time period of education. Having identified the minimum level of educational requirements for entry into the service it is recognised that, with the complexities of modern day policing in both this country and America, there is a need for individuals aspiring to high rank in the service to enhance their education qualifications. This is evidenced in this country by such schemes as the Bramshill Scholarships and Fellowships which provides the opportunity for selected officers to attend courses of higher education with the objective of obtaining first or higher degrees. In addition, the Home Office have provided advice to all chief constables regarding the support that Forces may give to officers wishing to pursue educational courses. In America, during the late 1960s and 1970s national funding through the President's Commission on Law Enforcement and Administration of Justice was made available for selected officers to attend educational courses to enhance their qualifications. In addition, the State of Maryland also used to provide assistance to officers for the same purpose. From the evidence obtained by the author, during the course of his research that situation appears to have changed and there is now little or no central or local funding available to support officers in their studies.

Because of the emphasis that the service appears to have placed on the need to have well educated managers, it was considered important to ascertain during the course of this study, the degree to which managers

had enhanced their educational qualifications. To that end, the respondents were requested to identify what were the higher educational qualifications they held when appointed to the service and the highest they now hold. The results of the studies in this country are enumerated in tables 5.5 and 5.6 and for the American department in tables 5.7 and 5.8. The information has been split in this way because of the differing educational systems operating in the respective countries.

An analysis of the results reveals the following:-

- (i) 31 of the respondents (24.8%) from the English force had improved their educational qualifications whilst serving. Of that total, 3 were sergeants, 14 inspectors, 4 chief inspectors, 7 superintendents and 3 chief superintendents.
- (ii) 84 of the respondents (28.4%) from the English and Welsh sample had improved their educational qualifications whilst members of the service. Of that total, 10 were sergeants, 9 inspectors, 22 chief inspectors, 26 superintendents and 17 chief superintendents.
- (iii) 52 of the respondents (48.1%) from the American department had improved their educational qualifications whilst serving. This figure comprised 14 sergeants, 19 lieutenants, 13 captains and 6 majors.

Table 5.5 - Highest educational qualifications on appointment to the service

	ENGLISH FORCE						ENGLAND AND WALES					
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL
Higher degree/Post Graduate Diploma	-	-	-	-	-	-	1	-	2	-	-	3
First Degree	3	2	-	1	-	6	18	1	2	5	1	27
'A' Levels/Non Graduate Diploma	5	10	2	3	1	21	36	17	5	6	2	66
5 or more 'O' levels	9	11	6	5	3	34	18	12	13	18	9	70
1-4 'O' levels	13	21	4	2	-	40	30	15	15	16	6	82
None	5	9	6	1	1	22	12	6	10	4	8	40
Other	1	-	-	-	1	2	3	-	2	2	1	8
Total	36	53	18	12	6	125	118	51	49	51	27	296

Table 5.6 - Highest educational qualification now held

	ENGLISH FORCE						ENGLAND AND WALES					
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL
Higher degree/Post Graduate Diploma	-	1	-	2	-	3	1	3	8	7	3	22
First Degree	3	3	-	4	2	12	23	4	5	18	11	61
'A' Levels/Non Graduate Diploma	7	20	6	1	-	34	34	17	14	7	4	76
5 or more 'O' Levels	7	9	4	3	2	25	18	8	5	11	3	45
1-4 'O' Levels	13	16	3	2	1	35	29	13	9	4	4	59
None	4	4	5	-	-	13	11	6	6	3	1	27
Other	2	-	-	-	1	3	2	-	2	1	1	6
Total	36	53	18	12	6	125	118	51	49	51	27	296

Table 5.7 - Highest educational qualification on appointment to the American Department

QUALIFICATION	SGTS	LIEUT	CAPT	MAJOR	TOTAL
Post Graduate Degree	1	-	1	-	2
Under Graduate Degree	4	16	-	2	22
Some College Education	18	23	11	1	53
High School Graduate	9	10	6	5	30
GED	-	1	-	-	1
Other	-	-	-	-	-
Total	32	50	18	8	108

Table 5.8 - Highest educational qualifications now held

QUALIFICATION	SGTS	LIEUT	CAPT	MAJOR	TOTAL
Post Graduate Degree	3	5	4	2	14
Under Graduate Degree	10	24	9	4	47
Some College Education	14	21	5	2	42
High School Graduate	4	-	-	-	4
GED	-	-	-	-	-
Other	1	-	-	-	1
Total	32	50	18	8	108

It is apparent from the above results that, when compared with the English forces, a far higher percentage of officers from the American department have improved their educational qualifications whilst members of the service. It is also worthy of note that a much greater percentage of the more senior officers (i.e. majors and captains) fell into category than did their counterparts (superintendents and chief superintendents) in the English and Welsh forces.

In addition to providing information regarding their educational qualifications those who had enhanced their qualifications were asked to indicate after how many years service they had achieved that success. The results revealed that only 6 (19%) from the English force and 18 (21%) from the sample from England and Wales obtained their qualifications with under ten years' service. In comparison, 26 (50%) of the American officers obtained their qualifications within that period. These facts highlight two important issues. The first is that they tend to show that the majority of British officers made a conscious decision, after a considerable period of time, to further their studies. This indicates that there must have been a recognition on their part that there was a need, in the interests of their personal development, to take that course of action. The second is that the American results tend to show that the recognition of the need to improve their educational qualifications in order to enhance their career progression came much earlier in their career.

In summarising the above, it is evident that there was considerably more self development taking place in the American department than in the

British forces. Another factor which is also of concern is that the future potential senior officers in the British forces (i.e. those currently occupying the sergeant positions) do not appear to recognise the need to study at degree level, which does not bode well for the future. This situation is compounded when the results of a further question, which asked whether the respondents were currently studying for additional qualifications is considered. These results reveal that only 22 (17.6%) of the respondents from the English force and 45 (15.2%) from the sample from England and Wales were currently pursuing studies and of these only 4 (3.2%) and 12 (4%) respectively were sergeants. A similar situation was revealed in the American department, where only 17 (15.7%) of the officers indicated that they were currently entered in an educational programme, of which only 5 (4.6%) were sergeants.

One reason why there are only a comparatively small number of officers in the United Kingdom and the American department who are currently engaged in furthering their education is that they are not being supported by their forces either with finance or time off. This is evidenced by the fact that only 8 from the English force, 24 from the sample from England and Wales and none from the American department have received such support.

Despite the observations outlined above, the author believes that self development is the responsibility of the individual and if individuals wished to enhance their educational qualifications they could and should do it without reference to the service. Lack of support is no excuse for not pursuing a course of study.

5.5 CAREER INFORMATION

During this section it is proposed to examine the results of the following two areas:-

- the length of service that the respondents had completed before being promoted to the various ranks and
- the amount of time they had spent in each rank.

These issues have been included as they were considered to have a bearing on the promotion patterns that are operating in the respective organisation and therefore on the management development programme.

The following tables enumerate the data that was collated in respect of the above matters, during the course of the study. However, it has again been necessary to provide two sets of tables because of the differing ranks between the English and American forces.

Table 5.9 - Average number of years' service completed before promotion to the various ranks - English and Welsh officers

RANK TO WHICH PROMOTED	ENGLISH FORCE					ENGLAND AND WALES				
	SGT	INSP	C/INSP	SUPT	C/SUPT	SGT	INSP	C/INSP	SUPT	C/SUPT
SGT	11.7	10.1	9.2	6.25	7.2	10.3	9.2	7.6	6.2	6.4
INSP	N/A	16.9	15.2	11.3	11.3	N/A	17.1	13.7	11	10.7
C/INSP	N/A	N/A	21.7	17.2	15.8	N/A	N/A	19.4	17	15.7
SUPT	N/A	N/A	N/A	22.2	20	N/A	N/A	N/A	21.3	19.4
C/SUPT	N/A	N/A	N/A	N/A	24	N/A	N/A	N/A	N/A	24.3

Table 5.10 - Average number of years' service completed in the various ranks - English and Welsh forces

RANK TO WHICH PROMOTED	ENGLISH FORCE					ENGLAND AND WALES				
	SGT	INSP	C/INSP	SUPT	C/SUPT	SGT	INSP	C/INSP	SUPT	C/SUPT
SGT	6.2	7	5.6	5.1	4.5	2.1	7.9	6	4.8	4.4
INSP	N/A	5.6	6.5	5.8	4.5	N/A	1.9	5.8	6	4.9
C/INSP	N/A	N/A	3.4	5	4.2	N/A	N/A	2.5	4.3	3.6
SUPT	N/A	N/A	N/A	2.8	4	N/A	N/A	N/A	3.6	5.1
C/SUPT	N/A	N/A	N/A	N/A	3.8	N/A	N/A	N/A	N/A	4.7

Table 5.11 - Average number of years' service prior to promotion to the various ranks in the American police department

RANK TO WHICH PROMOTED	Sergeant	Lieutenant	Captain	Major
Sergeant	13.2 yrs	10.7 yrs	10.3 yrs	8.1 yrs
Lieutenant	N/A	14.6 yrs	13.9 yrs	10.3 yrs
Captain	N/A	N/A	17 yrs	14 yrs
Major	N/A	N/A	N/A	16.9 yrs

Table 5.12 - Average number of years service completed in the various ranks in the American police department

RANK TO WHICH PROMOTED	Sergeant	Lieutenant	Captain	Major
Sergeant	4.4 yrs	3.9 yrs	3.6 yrs	2.1 yrs
Lieutenant	N/A	3.7 yrs	3.1 yrs	3.8 yrs
Captain	N/A	N/A	2.9 yrs	2.9 yrs
Major	N/A	N/A	N/A	5.9 yrs

When comparing the statistics from the British police forces in table 5.9, it will be noted that the average length of service completed by individuals prior to their promotions to the various ranks in the command structure has, with one exception, (i.e. the constables promoted to sergeant rank), increased over time. For example, the current chief superintendents spent on average 7.2 years and 6.4 years respectively as constables prior to their promotion to sergeant), whereas the current sergeants took, on average, 11.7 years and 10.3 years respectively to obtain the same position. A similar situation is reflected across all the other ranks.

When comparing the statistics in respect of the time each individual spent in the various ranks, as indicated in table 5.10, a more variable picture is seen. For example, in the English force there is a trend for individuals at the lower end of the command structure to have spent longer in the respective ranks than those occupying the higher ranks. For example the current chief superintendents spent, on average, 4.5 years in the rank of sergeant, whilst the current sergeants have already spent, on average, 6.2 years in that rank. In comparison the statistics for the sample for England and Wales shows a slightly different picture, albeit that there are still signs that the former situation is equally applicable to those officers. The primary difference between the two sets of statistics are in respect of the length of time the sergeants and inspectors in the English and Welsh study have spent in the rank. These statistics are undoubtedly unrepresentative of what you would find in the individual police forces because the sample of officers studied had predominantly been promoted in the two and half years prior to the study taking place.

What is surprising from these results is that despite the Home Office attempting to encourage forces to promote officers earlier in their service, thus lowering the age of senior management, the statistics from the study reveal it is still taking, on average, over 20 years to reach superintendent rank and 24 years to reach the rank of chief superintendent. One important factor which may have affected this situation is that whilst officers who joined the service after 1961 qualify for a pension after 25 years' service, they are not entitled to take it until they either complete 30 years' service or reach the age of 50 years. In consequence, the majority of officers now remain in the service for a greater period than their predecessors, hence managers are in situ longer. This situation will undoubtedly change over time as the older officers retire from the service. In addition, the results of the Sheehy Enquiry, which has been referred to earlier in this thesis, may result in the introduction of fixed-term contracts for the more senior officers, thus providing the opportunity for a greater turnover in personnel.

Whilst the situation outlined above has resulted in individuals having to wait longer for promotions and in many instances spend more time in the respective ranks, the author believes that the position could be improved through the introduction of more structured succession planning arrangements and a properly managed human resource development programme. He recognises that this would require individual forces to initially expend considerable resources in developing and implementing such arrangements, but he believes that the long-term benefits would far outweigh the short-term difficulties.

When making a direct comparison between the author's own force and the American department it is interesting to note that promotions to the rank of sergeant in the American force came much later than in the English one. For example, chief superintendents, on average, attained the sergeant rank after 7.2 years whereas majors did not reach it until 8.1 years. A similar situation pertains for all the other lower ranks where it takes longer for the American officers to reach the rank of sergeant than their English counterparts. However, it is also worthy of comment, that once having attained the promotion to sergeant the Americans have progressed through the ranks at a faster pace than the English. For example, majors spent, on average, only 2.1 years as a sergeant whilst chief superintendents spent 4.5 years in that rank before attaining a further promotion. A similar situation is identified in respect of all the other promotions for the above officers and for those from the lower ranks. When examining the reasons as to why this situation should occur, it was identified that officers from the American department were able to retire on pension after 20 years' service - hence there was a greater turnover of staff at an earlier stage, in that department than in the English force. In consequence, with the English officers having to serve an additional ten years prior to being eligible for pension it was obvious that vacancies would not occur as regularly - thus extending the length of time between promotions.

5.6 SUMMARY AND DISCUSSION

In summarising the results of this part of the study the following are considered to be of particular importance:

Firstly, very few females were reflected in the study, which is indicative of the number who are currently filling managerial positions within the police service. This situation was not just confined to the British police forces but was equally applicable in the American department. Whilst there are many and varied reasons for this scenario which could form the basis of a thesis in its own right, suffice to say, for the purposes of this study that all police forces need to address this issue as a matter of urgency. Having said that, it is recognised that all the organisations reviewed during the course of this study, have implemented Equal Opportunities Policies in an attempt to guarantee fair treatment for all personnel. It is therefore important that equal opportunities for advancement within the service are available to those who wish to avail themselves of them.

Secondly, the research identified that both the average age of the respondents in the English force, and their length of service, were not only higher than had been perceived, but were in reality far greater than for the sample from England and Wales and the American department. For example, 75% of the managers in the English force were over the age of 40 years, whilst the figures for their counterparts in England and Wales and the American force were 43% and 54% respectively. A similar situation was revealed with regard to the length of service with 70% from the English force having completed 20 years' service, whilst the comparative statistics for England and Wales and the American department was 39% and 28.7% respectively.

The above results quite clearly identify that the English force is out of line with the others and obviously, in view of the trend developing within the service to promote officers at a much earlier age, needs to address this matter as a matter of urgency if it is not to suffer a managerial crisis in the not too distant future as the current managers reach retirement age.

Thirdly, and very much linked to the above, were the results regarding career progression. It was evident from the statistical data that the current junior managers in the British forces are having to wait longer for promotion than did their senior managers. In comparison the results from the American study reveal that whilst officers from that department are not promoted to the rank of sergeant as quickly as their British counterparts, they do progress through the ranks at a much faster pace. Despite these variations, there is a fundamental underlying problem in both this country and in the American department, in that little regard appears to be paid by senior police executives to succession planning and to the concept of developing their human resources.

Finally, the results obtained from reviewing the educational qualifications of the respondents identified that whilst a number of officers, from all areas, had improved their academic qualifications, there was little evidence of current self development taking place, particularly by officers in the junior managerial positions. This, in part, is no doubt due to the fact that some forces are not providing

support to their staff to enable them to pursue their studies. However, as indicated earlier, the author believes that self development is the individual's responsibility and that lack of support is no excuse for not enhancing their qualifications.

CHAPTER SIX

ANALYSIS OF THE RESULTS OF THE CAREER DEVELOPMENT SURVEY

6.1 INTRODUCTION

The purpose of this Chapter is to consider the relevant results of the Career Development Survey. The Chapter will commence with some general observations on the subject matter. This will be followed by an examination of the data obtained during the course of the study and it will conclude with a summary and discussion of the important issues raised.

At this point it should be emphasised that some of the questions in this section were only addressed by officers from the author's own force and the American Department. The reasons for this were explained in Chapter three of this thesis and therefore will not be explored further at this point. Suffice to re-emphasise that the author believes that the decision he had to take to remove the questions from the English and Welsh study was a mistake as it would have provided an indication of the views of respondents from a variety of police forces to the issues raised. Despite this drawback it is still intended to reproduce and compare the results obtained from the other two study groups.

6.2 GENERAL OBSERVATIONS

There is a widely held view amongst many police managers that they have little or no influence over their future career development. However, career development matters should form a major part of any management development programme and therefore a series of questions were included in the study to ascertain the views and opinions of managers in order to confirm or reject the above observation. The data from the research will be analysed under the following broad headings:-

- Career Development Planning
- Factors affecting promotions
- General comments regarding Career Development and Management Placement Issues

6.3 CAREER DEVELOPMENT PLANNING

In order to ascertain the degree of career planning taking place within the three areas studied the respondents were asked to indicate whether they were aware of any systematic attempt being made to develop or plan their career. A total of 97 (78%) individuals from the author's own force, 181 (61%) from the sample from England and Wales and 95 (88%) from the American Department stated that they were not aware of any such initiative taking place on their behalf. The disappointing aspect of

this result was the high percentage of lower ranking managers from the author's force and the American Department who responded negatively to this question, (ie 78% of sergeants and 87% of inspectors from the former and 84% of sergeants and 92% of lieutenants from the latter). These results identify a particular problem for both organisations as it is these officers whose careers should be planned in a co-ordinated manner if they are to produce the quality of senior manager that will be needed in the future.

When asked whether they wanted their career developed the results from the author's Force were totally reversed with 91 (73%) officers indicating that they did. When the data from the respective ranks was analysed there was a very positive response from the sergeants and inspectors with 69% and 77% respectively indicating they wanted a planned career. There was, however, a much more guarded response from the American Department with only 52 (48%) officers indicating that they wanted their career developed. Of that total only 18 (56%) sergeants and 23 (46%) lieutenants gave a positive reply to the question.

In order to facilitate an improved career planning process forces in England and Wales have been encouraged by the Home Office to either establish Career Development Units or appoint an officer of senior rank to produce a structured career development programme. In the author's own force this role has been performed for some time by an officer of superintendent rank. However, following a recent reorganisation greater emphasis has been placed on this function with the result that a new Staff Development Department, headed by a chief superintendent, has been

created. The American Police Department has a well established Career Development Unit within its Training and Personnel Section, whose staff includes a Career Counsellor and officers responsible for advanced training needs.

In an attempt to ascertain why officers did not want their career developed, or had not made use of the facilities that were available, a free text question was included in the questionnaire to elicit their response. Whilst not exclusive the following are a representative sample of the views expressed:-

Responses from English and Welsh Officers

"Though approached on several occasions and spoken to on one, I found him to be non-committal and indicating his hands were tied".

"I do not feel that he is able to influence the direction of my career. ACPO are the sole personnel in the force with that power".

"The individual's career at present is developed to suit the police force not the individual".

"I was given a move which I did not seek or want. I was also told I could go or be told I was going. What was the point of discussing an arbitrary decision?"

"There was no planning whatsoever as far as I could tell. It meant I came through to senior rank very late and effectively 'ran out of time' for ACPO level".

"If I had the opportunities and career planning that is now available I have no doubt I would now be ACPO rank. As it is now I was told I was too old.

"Much of my career was 'developed' by me in the years before the Force introduced a Career Development Officer. However, I see little evidence that careers, other than through accelerated promotion, receive control/monitoring even now".

"This was partly due to my gender, which posed particular problems especially before the Sex Discrimination Act, but things improved a little after that and I had to fight hard to gain the all round experience I needed".

"It was a matter I raised many years ago. I was told at that time that the Force was too small for a career development policy".

"It is apparent that in my force only those identified for accelerated advancement are made subject to career plans. It is also apparent that, disregarding performance, those plans are adhered to".

"In my force career planning consists of a superintendent and two inspectors. They admit they fill posts but they do not plan careers".

"The inefficient way this is dealt with is typical of this inefficient organisation".

"I regard the development of my career as my responsibility".

"A career plan should be available for all officers and moves discussed and explained. Due consideration should be given to an officer's wishes".

Responses from American Officers

"I developed it on my own but I see many officers just as capable as I who have remained at lower ranks and have limited opportunity for transfer because there was no career development mechanism".

"I have strong convictions that growth and development is too dependent on the individual's level of commitment or interest. The agency has done far too little".

"Career development was very important to officers of the Department for the first 14-15 years of my career. An officer is given very little guidance today on career development. It is a low priority".

"Career planning is a vital segment of any profession. It should be the concern of all officers".

"I feel that my personal drive and effort is what develops my career. I set personal goals and strive to make them a reality".

"It is the individual's responsibility to plan his own career".

"There has only been 'lip service' provided in the area of career development".

"This Department leaves it up to the individual to advance in his or her career".

"Based on past history within the agency there appears to be two classes of employee - the haves and the have nots. Neither have any remote connection to qualifications of the officer, so based on this I feel it is a waste of time in this climate".

In summarising the responses obtained from this part of the study, it is recognised that forces have introduced career development initiatives but it is apparent that they currently have little credibility amongst managers at all levels of the organisation and neither do they appear to be meeting their objectives or the needs of individual officers.

6.4 FACTORS AFFECTING PROMOTION

During this part of the study data was only collated from officers within the author's own force and the American Police Department. The officers in the respective forces were asked to indicate how important certain issues were for gaining promotion and what they believed should be important. It is proposed to enumerate all of the issues raised and to indicate the results obtained in respect of each.

(a) Achieving Consistent Results

In the English force 105 (84%) officers indicated that this was a major factor in gaining promotion. An even higher number, 118

(94%), indicated that it should be an important factor in that regard. In comparison 70 (65%) of the American officers believed it was a major factor within their Force with 107 (99%) believing that it should be.

(b) Showing You Are Dependable

A very high percentage (91%) in the English Force stated that this was an important consideration in obtaining promotion with an even greater percentage (98%) indicating that it should be. The situation in the American Force was slightly less favourable with only 72% identifying this issue as an important factor but 99% of the respondents said that it should be.

(c) Competence In Your Speciality

When considering how important this issue is in gaining promotion 78% of the English force but only 56% of the American Department replied in the affirmative. This figure increased substantially to 90% and 98% respectively, when they were asked what they believed should be important.

(d) Ability To Develop Yourself and Sub-ordinates

84% of the English managers but only 58% of the Americans indicated that this was a very important or important issue, but an even

higher percentage, (98% in both forces), stated that it should be an important factor.

(e) Competence as a Manager

A total of 85% of the English managers and 57% of the Americans stated that this was a major factor in gaining promotion. However, 99% of the respondents in both forces stated that it should be.

(f) Secondment to Headquarters

Before providing the results to this question it should be emphasised that 29 (27%) of the American officers stated that they did not understand the term 'secondment' which obviously affected the results that were obtained.

There was less support for this as a criterion for gaining promotion with 46% from the English force and 43% of the Americans supporting this viewpoint. When asked whether they believed a secondment to headquarters should be a major factor in gaining promotion an identical percentage of English officers, 46%, said it should but only 39% of the Americans agreed with that statement.

When the above results are examined in their totality it is significant that, with the exception of the secondment to headquarters, a majority

of the respondents in both forces believe that all the statements quoted are considered to be major issues in the selection of individuals for promotion. However, these should not be particularly surprising results as all those qualities should be present in individuals presenting themselves for promotion. In consequence there should be a considerable degree of support for the manner in which promotions are decided in both organisations. However, from anecdotal evidence the author believes that this may not be the case, albeit that it is suspected that this has more to do with the respondent's self interests and aspirations rather than the qualities, attributes and competencies outlined above.

6.5 GENERAL COMMENTS REGARDING CAREER DEVELOPMENT AND MANAGEMENT PLACEMENT ISSUES

For the first part of this section the respondents, who were asked to comment on three aspects of career development, were confined to those from the author's own force and the American Department. The second part of the study, which addressed management placement issues, was completed by respondents from all three groups.

In respect of all of the issues addressed two statements outlining a positive and negative situation was quoted and the respondents were asked to indicate on a scale of 1-5 what they perceived the situation within their respective organisation to be.

(a) Career Development

(i)	Career development takes place in the Force.	1 2 3 4 5	Career development does not take place in the Force.
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Table 6.1 enumerates the results to this question.

Table 6.1 - The degree to which career development is taking place within the Force

CODE	ENGLISH POLICE FORCE						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	2	-	-	-	-	2	2	-	-	-	2
2	2	4	-	3	2	11	3	4	2	1	10
3	6	12	9	3	2	32	10	8	1	1	20
4	21	27	7	3	1	59	6	19	8	3	36
5	4	10	2	3	1	20	11	18	7	3	39
NO REPLY	1	-	-	-	-	1	-	1	-	-	1
TOTAL	36	53	18	12	6	125	32	50	18	8	108

The results reveal that a large number of respondents from both forces, (ie 79 (63%) from the English force and 75 (69%) from the American Department) stated that career development does not take place in their respective organisations.

- | | | | |
|------|--|-----------|--|
| (ii) | Career development is mainly the responsibility of top management. | 1 2 3 4 5 | Career development is left to the individual member. |
|------|--|-----------|--|

The results in Table 6.2 show that opinions in the English Force were more evenly spread between the two extreme situations, with a large number taking a non-committal stance. On the other hand the majority of officers from the American Department support the view that in their organisation career development is very much left to the individual member.

- | | | | |
|-------|--|-----------|--|
| (iii) | Career development is making a major contribution to the Force's performance | 1 2 3 4 5 | Career development is making very little contribution to the Force's performance |
|-------|--|-----------|--|

The results from this question are reproduced in Table 6.3. They clearly identify that there is overwhelming support from officers in both organisations for the observation that career development is making very little contribution to their respective force's performance.

From the evidence outlined above it is apparent that the majority of managers in both of the forces reviewed believe that insufficient emphasis is placed on the career development of staff

CODE	ENGLISH POLICE FORCE						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	2	1	-	1	-	4	4	-	1	-	5
2	9	13	6	5	1	34	5	6	-	-	11
3	9	18	5	3	1	36	5	10	5	2	22
4	10	14	6	2	3	35	6	13	5	2	26
5	5	6	1	1	1	14	12	20	6	4	42
NO REPLY	1	1	-	-	-	2	-	1	1	-	2
TOTAL	36	53	18	12	6	125	32	50	18	8	108

Table 6.2 - Responsibility for the promulgation of career development issues

Table 6.3 - The contribution that career development is making to the Force's performance

CODE	ENGLISH POLICE FORCE						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	-	1	-	-	-	1	3	3	-	-	6
2	1	4	-	1	1	7	2	2	3	-	7
3	5	4	6	3	1	19	7	5	3	2	17
4	13	30	7	6	3	59	7	14	6	2	29
5	14	14	5	2	1	36	13	25	6	4	48
NO REPLY	3	-	-	-	-	3	-	1	-	-	1
TOTAL	36	53	18	12	6	125	32	50	18	8	108

within their respective organisations. However, what is particularly disturbing is that the majority of the most senior managers in both forces support that proposition and yet they are the individuals who are in a position to bring about change to improve the situation. Quite clearly the results of this survey do not bode well for the future.

b) Management Placements

Before presenting the results that were obtained during this part of the study it should be emphasised that responses were obtained from all of the three groups reviewed. A total of five issues were raised in respect of management placement matters and as they are all inter-related it is proposed to initially report the findings from each and then comment on them at the end.

(i)	Clearer policies are needed.	1 2 3 4 5	Policies are clear and well developed.
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The results from this part of the study are enumerated in Table 6.4

(ii)	Longer term planning is required.	1 2 3 4 5	Long term planning takes place and is effective.
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The results are displayed in Table 6.5

(iii)	They are well co-ordinated.	1 2 3 4 5	Co-ordination is poor with little consultation.
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Table 6.6 contains the results from this study

Table 6.4 - Management placement policies

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	4	20	4	3	-	31	17	14	14	9	11	65	10	20	5	4	39
2	18	17	6	5	3	49	51	18	17	27	8	121	6	16	7	2	31
3	8	9	5	4	-	26	32	10	14	11	5	72	9	6	2	1	18
4	2	6	2	-	3	13	17	6	4	4	3	34	5	4	3	1	13
5	1	1	1	-	-	3	-	-	-	-	-	-	2	3	1	-	6
NO REPLY	3	-	-	-	-	3	1	3	-	-	-	4	-	1	-	-	1
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

Table 6.5 - Management placements - long term planning requirements

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CPPT	MAJOR	TOTAL
1	2	20	8	4	1	35	21	15	16	9	5	66	9	14	3	3	29
2	22	20	7	4	2	55	49	19	17	28	15	128	12	7	9	4	32
3	4	8	3	4	3	22	30	11	11	10	5	67	9	20	4	1	34
4	5	5	-	-	-	10	15	3	5	4	2	29	1	8	2	-	11
5	-	-	-	-	-	-	2	-	-	-	-	2	1	-	-	-	1
NO REPLY	3	-	-	-	-	3	1	3	-	-	-	4	-	1	-	-	1
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

Table 6.6 - Co-ordination of management placements

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	1	1	1	-	-	3	9	2	5	-	1	17	1	1	-	-	2
2	1	3	3	1	-	8	21	7	9	10	3	50	7	4	3	-	14
3	11	13	4	6	2	36	37	13	13	16	7	86	5	15	4	3	27
4	12	20	5	2	2	41	42	22	11	20	11	106	13	14	7	2	36
5	8	16	5	3	1	33	7	4	10	5	5	31	6	15	4	3	28
NO REPLY	3	-	-	-	1	4	2	3	1	-	-	6	-	1	-	-	1
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

(iv)	Insufficient hand-over is the norm.	1 2 3 4 5	Sufficient time is always provided for hand-over periods.
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The results are outlined in Table 6.7

(v)	Management placement is generally well handled.	1 2 3 4 5	Management placement arrangements are poor.
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Table 6.8 enumerates the results from the study

It will be seen from the above results that the majority of managers in all three areas studied believe that insufficient emphasis is currently being placed on management placement issues. What is of particular significance in that regard is that those views were forthcoming from officers of all ranks and therefore more weight must be attached to them than if they had only been expressed by the junior ranking officers. What again is disturbing about these statistics is that, in the majority of instances, the most senior officers were recognising that there were deficiencies in the systems and yet they appeared to have done little or nothing to resolve them.

6.6 SUMMARY AND DISCUSSION

Career planning and development is seen as a very important subject by many managers in all the areas studied, particularly those seeking advancement, and yet when asked to provide their observations concerning these issues a very negative picture was painted.

Many forces have in the recent past produced a career development policy and employed staff to implement it. However from the results obtained during the course of this research it appears that the procedures are

Table 6.7 - Management placements - hand over periods

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	9	23	7	6	2	47	28	18	31	22	8	107	6	12	8	4	30
2	11	17	4	4	4	40	50	19	14	20	11	114	13	19	6	2	40
3	9	7	5	2	-	23	29	6	3	7	4	49	8	13	2	2	25
4	2	4	-	-	-	6	8	1	1	2	4	16	4	2	1	-	7
5	1	-	2	-	-	3	1	4	-	-	-	5	-	3	1	-	4
NO REPLY	4	2	-	-	-	6	2	3	-	-	-	5	1	1	-	-	2
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

Table 6.8 - The handling on management placements

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	-	-	-	-	-	-	2	4	3	-	-	9	-	2	-	-	2
2	5	5	3	1	-	14	12	20	7	7	4	50	4	3	1	1	9
3	11	14	7	7	3	42	51	16	17	23	7	114	12	7	5	1	25
4	13	25	6	3	2	49	45	8	14	12	10	89	10	20	8	4	42
5	4	7	2	1	1	15	7	-	8	9	6	30	6	16	4	2	28
NO REPLY	3	2	-	-	-	5	1	3	-	-	-	4	-	2	-	-	2
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

not working in practice. As the chief officer's advisors on this matter careers specialists should be actively involved in the succession planning and decision making process for all the promotions of the lower ranking officers, (ie to the rank of chief inspector in the English and Welsh forces and lieutenant in the American force). This will obviously necessitate the production of both a long term succession plan and a 'people plan' for their forces. In addition part of their work should also involve the production of a structured management placement policy thus addressing another area of concern identified in this study. It is also believed that careers officers/departments should also provide a counselling and advisory service to all members of their organisation wishing to avail themselves of that facility. In reality the evidence produced during the course of this study is that forces are not meeting the requirements of their staff in respect of career development issues.

It should be remembered that human resources are an organisation's most valuable and expensive resource and in consequence it is essential that the most effective and efficient use is made of their services. It is, therefore, important that individuals who are charged with undertaking human resource development work have the appropriate knowledge and skills to perform the role. It would be unthinkable for a company to entrust expensive machinery to an untrained person yet sadly it is not unusual for police forces to put untrained managers in charge of personnel and career development departments. This is in part due to the fact that they do not have officers with the required skills to undertake the task which is again a reflection of the level of

importance that senior managers have placed on this role in the past. In addition, the author sees little or no evidence of that changing at the present time and yet change must take place if the Service in general and individual forces in particular are to meet the challenges that will be placed on them in the future. Long gone are the days of the 'instant expert' if the service is to improve its performance in this regard.

CHAPTER SEVEN

ANALYSIS OF THE RESULTS OF THE FUTURE EXPECTATIONS SURVEY

7.1 INTRODUCTION

The purpose of this Chapter is to report the results of the Future Expectations Survey. After making some initial observations regarding this area of research, the results obtained during the course of the study will be reported and the Chapter will be concluded with a summary and discussion of the relevant findings.

7.2 GENERAL OBSERVATIONS

As this Chapter will concentrate primarily on promotion assessment and advancement issues, it is proposed to outline the current arrangements operating within both the English and American environment.

In England and Wales promotion examinations are held for officers aspiring to the ranks of sergeant and inspector. Above that rank no written examinations are required. In addition to the above some forces either hold Promotion Assessment Centres or promotion interviews as part of the selection process for advancement to all ranks. Others only hold them for ranks up to inspector with the more senior promotions being made by the chief constable on the basis of performance plus, where

appropriate, the recommendations of a senior line manager. Officers attending the Promotion Assessment Centres undergo a series of tests, exercises and discussions which are aimed at providing an objective evaluation of the candidates against a desired list of skills or characteristics. Those officers that successfully complete the Assessment Centre then attend an interview panel chaired by a senior officer. The other method of evaluation is solely by way of interview before a panel chaired by a senior officer.

Table 7.1 provides information on the number of forces that hold Promotion Assessment Centres for the various ranks.

Table 7.1 - Forces holding Promotion Assessment Centres for the various ranks

	Sgts	Insp	C/Insp	Supt	C/Supt
Yes	16	15	16	15	6
No	27	28	27	28	37
Total	43	43	43	43	43

Quite clearly the results reveal that a minority number of forces hold Assessment Centres for each rank.

Table 7.2 provides information concerning those forces that hold promotion interviews as part of the promotion assessment procedures.

Table 7.2 - Forces holding promotion board interviews for the various ranks

	Sgts	Insp	C/Insp	Supt	C/Supt
Yes	43	43	35	30	15
No	-	-	8	13	28
Total	43	43	43	43	43

It can be seen that all 43 Forces hold promotion interview boards for the ranks of sergeant and inspector. Thereafter the number decreases the higher the rank.

In the American Police Department the position is somewhat different. For promotions up to and including the rank of captain the applicants must pass a written examination and attend a promotion assessment board. For advancement to the rank of major the only requirement is to attend an oral interview board. All officers seeking advancement are also required to have served a minimum period in the previous rank, which in the case of sergeants is sixteen months and in all other cases one year. In addition to the above before officers can be promoted to the rank of captain and above they must hold a First Degree in Law Enforcement, Criminal Justice, Business or Public Administration or a related field. Their operational police experience must also be supplemented by professional level management expertise, supervisory and human relations course work or training.

In summarising the observations outlined above, it is clear that individual forces have developed their own promotion assessment procedures to suit their specific requirements which appears to be a totally satisfactory arrangement. What is interesting is that the American force has build in specific educational, professional and managerial criteria which must be met for the more senior positions. There is no doubt that the police forces in Britain are unconsciously moving to that situation with the encouragement to officers to improve their educational qualifications and a requirement to attend specific command training courses at the Police Staff College, Bramshill. It is also worthy of note that there was a move a number of years ago for forces to introduce Promotion Assessment Centres as part of the selection process and, as indicated in Table 7.1, these are still in operation in some organisations. However, their use is now being questioned by the Home Office¹ who state that they should be used as an adjunct to, not a substitute for, other promotion procedures. In addition they question their cost effectiveness and also state that if staff appraisal systems are operating effectively they should not need, in most cases, to be reinforced by assessment centres.

7.3 THE SURVEY RESULTS

The first question that was asked in this part of the study was whether sergeants considered themselves to be a manager or supervisor.

1. Home Office Circular 104/1991

Historically, within the police service, officers of sergeant rank have been considered to fall into the latter category. However, in the recent past the level of decision making across all forces in England and Wales has been reduced to the lowest competent level with the result that the author believed that this was a matter worth examining. The results from his own force indicated that only 17 (47%) sergeants considered themselves to be managers. Because of this response he decided to include a similar question in the other two studies. He also decided to include in those studies further questions to ascertain:

- what the more senior managers perceived the role of the sergeant to be.
- what the role of second line managers (ie inspectors and lieutenants) was perceived to be.

The responses from the English and Welsh sergeants revealed that only 37 (31%) considered themselves managers, albeit that a further 23 (19%) believed that their role involved managerial and supervisory duties. In the American study there was a much clearer result with only two (6.3%) of the sergeants stating that they had a managerial role with a further two stating that they were both a manager and supervisor.

When asked to provide an explanation for the answers that they gave the following variety of responses was received:

English and Welsh Sergeants

"I rarely get the chance to manage and am never encouraged to do so".

"At times I am a manager and at others I am a supervisor. I am in charge of a small number of constables. At the start of a shift I plan the day and my resources (manager). As things develop I may have to revert to supervising officers dealing with incidents".

"With more awareness that has been recently highlighted in manpower efficiency and well-being I now consider myself more a manager than supervisor, although of course supervision does come into it".

"'Manager' seems to be the 'in phrase' at the moment. We are trying to apply something that does not work or is not applicable to the police force just because it is used in other professions".

"Historically the first level of management is the rank of inspector and this remains true. Although I would cast doubt on the actual level of managerial influence exercised by anyone below the rank of chief inspector".

"With the development of the service in terms of 'value for money' our resources have got to be 'managed' correctly. Staff being the most expensive resource need to be used to best effect to achieve goals or policy targets".

"A sergeant is effectively a junior manager, in that we have control of and direct a number of constables. We do not merely 'watch over' the PCs".

"Both. I am supervising the shift in terms of 'quality control' and yet am also responsible for the management of my resources".

American Sergeants

"A sergeant is a first line supervisor, which is the norm for most if not all American Police Forces".

"Supervising the men directly under you".

"A manager is responsible for formulating policy. A supervisor is responsible for the correct implementation of policy".

"Little time is available for managing. Most of the time is spent doing on scene supervision and directing activities".

"A sergeant's job is comparable to a foreman in an industrial setting".

"Most sergeants spend their time overseeing and disciplining instead of planning and trying to make improvements in the system".

When the more senior officers were asked what role they perceived sergeants performed only 25 (14%) from the English and Welsh Forces stated that they were managers. The figure from the American study was even lower with only one (1.3%) officer indicating that the sergeants performed a managerial role. When these officers were asked to provide an explanation for the response they gave the following comments were forthcoming:

English and Welsh Officers

"First-line supervisor but still an operational officer with emphasis on the latter. Inevitably will involve some managerial decisions".

"He has to be both but these days a sergeant has to manage resources (ie to analyse the problems and solve them by developing action plans to use the resources to best effect)".

"I regard the sergeant (other than a custody sergeant) as a supervisor of activities of constables on the streets".

"The sergeant is the first-line supervisor responsible for training, acting as confidant and also discipline. In effect he is cast in the role of 'foreman'".

"As supervision is so important sergeants should not be swayed from supervisory duties by becoming involved in managerial issues".

"A sergeant controls and deploys resources, makes decisions and is accountable for such actions. He therefore manages".

The delegation of responsibility to the lowest level should make the constable responsible for his/her actions, leaving the Sergeant more time to implement strategy/policies".

"I feel that his prime role is supervision".

"The sergeants on my unit work with me as a management team. I expect them to plan ahead with time and resources as well as immediate supervision".

American Officers

"Directly supervises officers - only performs supervisory functions - almost no management functions".

"Sergeants are supervisors and members of the Union. Sergeants' loyalties are to the rank and file and their concerns - not management".

"This department has installed a command officer rank (lieutenant) to supervise the sergeant. He or she should be responsible for the management role and the sergeant the direct field supervisor".

"Sergeant is a 'hands on' supervisory position".

"The sergeant has not reached the management level. They are considered our first line supervisors".

"Sergeants supervise officers. Operations and planning management is reserved for lieutenants and above. By increasing the number of command level people over the past years - true management begins with captains".

"A sergeant does both to be effective".

"I think a sergeant is a little of both but more of a supervisor of a group of people with considerably less input into the managing of the agency".

From the results of the study and the comments expressed by both sergeants and their more senior managers, the role of sergeant in both this country and the American Department is seen very much as a supervisory function with little or no managerial responsibilities. Whilst there may be a good reason for this in the American Department where, because of the potential for litigation, there is a need for very close supervision of all the actions performed by the junior officers

the same cannot be said for English and Welsh officers. In England and Wales over the past few years there has been a movement to devolve decision making down the line of command, with the result that decisions are now being taken by officers of sergeant and even constable rank which in the past would have been taken by much more senior officers. In addition, sergeants in all forces are responsible for directing and deploying resources in response to incidents and in pursuance of departmental, divisional and force objectives and priorities and therefore they perform a managerial function. This comment is given further weight by the fact that in many areas of the country sergeants are the most senior rank on duty during certain times of the day. Quite clearly there is a need to change the culture of the service in this country to reflect the reality that has occurred and officers of all ranks must recognise the significance of the changes that have taken place which have affected the sergeant's role. It is therefore important that officers of that rank are provided with the necessary managerial skills to enable them to meet the ever increasing demands that will be placed on them in the foreseeable future.

The author also believes that senior managers within the American Department should examine the roles and responsibilities performed by their sergeants as he considers that there is scope for them to take on a more managerial function. For this to occur there would need to be a major cultural change in the thinking of officers at all levels of that

organisation which it is recognised would be very difficult to achieve. However, it should be remembered that sergeants are paid a very good salary and therefore ought to be taking on responsibilities commensurate to those salary levels.

It appears to the author that the driving force for change could be the financial difficulties that the department is currently experiencing. As a result of these problems there appears to be an opportunity to re-define not only the structure of the organisation but the roles and responsibilities of all managers. This could result in a much leaner and healthier organisation where decision making is taken at a lower level.

This would not only enhance the role of the lower ranking officers, particularly sergeants, but also ensure a greater commitment to the ownership of managerial problems throughout the organisation.

As indicated earlier in this chapter as a consequence of the results that were received from the study within his own force concerning the perceived managerial role of sergeants, the author decided to include additional questions in the English and Welsh and American study to ascertain how the second tier of management (ie inspectors and lieutenants) within both organisations was perceived. It was ascertained that 90% of the inspectors in England and Wales and 82.3% of all the senior managers believed that inspectors performed a managerial role with the remaining 10% of inspectors and 12.4% of all the senior

managers stating that they performed both managerial and supervisory functions. In the American study 84% of the lieutenants and 81.6% of all senior managers stated that lieutenants were managers with a further 6% and 5.3% respectively stating that they performed managerial and supervisory roles.

Quite clearly, in both organisations, there is a distinct recognition that the first line of management within the police service is that of inspector/lieutenant. The author questions whether this is, in reality, the true situation or whether it is a cultural position which has continually evolved. For example, in the past in British forces constables and sergeants used to wear blue shirts but on promotion to inspector these were changed to white ones thus identifying what has been interpreted by many officers as being the divide between worker and manager. Whilst many forces have retained that system, others now issue white shirts to all ranks and yet despite the apparent barrier being broken the interpretation as to where management begins in the organisation still remains.

In summarising, there is no doubt, from the author's standpoint, that sergeants are managers and as such must take on that role. In many police forces they do already perform managerial functions but this is not recognised either by the sergeants themselves or their senior officers. It will be interesting to see whether the Sheehy Enquiry addresses this problem and brings about the changes that are necessary to ensure that a more up-to-date assessment of the role of sergeant is forthcoming.

A series of questions were included in the research to obtain an insight into the future expectations of the officers. These questions were asked of the British officers in the knowledge that many forces have undertaken major structural reviews which have led to the rationalisation of many senior positions thus steepening the sides of the promotion triangle. The result of this is that more and more officers who have started to climb the promotion ladder will have to accept the concept of the plateaued manager. To many individuals this will come relatively early in their careers and therefore it is essential that the question of their future expectations should be addressed in order to prevent disillusionment and poor morale. This situation could be greatly exacerbated if the Sheehy Enquiry recommends that the rank structure should be flattened.

The above problems are highlighted by the fact that 91 officers (73%) in the English force, 201 (67.9%) from England and Wales and 61 (56.5%) from the American Department were not satisfied with remaining in their current rank for the remainder of their service.

When those officers who indicated dissatisfaction within their current rank were asked to state which ranks they aspired to and which they realistically expected to achieve the results outlined in Tables 7.3 and 7.4 (British officers) and 7.5 and 7.6 (American officers) were obtained.

The common factor which is immediately identifiable from these results is that there is a considerable number of officers in both countries who

Table 7.3 - Ranks to which officers aspired (British)

ASPIRED RANK	ENGLISH POLICE FORCE						ENGLAND AND WALES					
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL
Sergeant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Inspector	2	N/A	N/A	N/A	N/A	2	15	N/A	N/A	N/A	N/A	15
C/Inspector	8	16	N/A	N/A	N/A	24	21	5	N/A	N/A	N/A	26
Superintendent	7	20	8	N/A	N/A	35	32	22	19	N/A	N/A	73
Chief Supt	3	6	6	4	N/A	19	14	8	13	9	N/A	44
ACPO	3	1	1	4	2	11	11	5	8	14	5	43
No Reply	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	23	43	15	8	2	91	93	40	40	23	5	201

Table 7.4 - Ranks officers realistically expect to achieve (British)

ASPIRED RANK	ENGLISH POLICE FORCE						ENGLAND AND WALES					
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL
Sergeant	15	N/A	N/A	N/A	N/A	15	10	N/A	N/A	N/A	N/A	10
Inspector	6	17	N/A	N/A	N/A	23	41	7	N/A	N/A	N/A	48
C/Inspector	5	24	5	N/A	N/A	34	33	18	7	N/A	N/A	58
Superintendent	6	9	10	5	N/A	30	25	20	24	23	N/A	92
Chief Supt	4	2	2	5	4	17	5	5	12	17	25	64
ACPO	-	-	1	2	1	4	3	-	5	11	2	21
No Reply	-	1	-	-	1	2	1	1	1	-	-	3
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296

Table 7.5 - Ranks to which officers aspired (American)

ASPIRED RANK	AMERICAN POLICE DEPARTMENT				
	SERGEANT	LIEUTENANT	CAPTAIN	MAJOR	TOTAL
Sergeant	N/A	N/A	N/A	N/A	N/A
Lieutenant	8	N/A	N/A	N/A	8
Captain	9	14	N/A	N/A	23
Major	1	10	7	N/A	18
Assistant & Deputy Chief	-	5	3	1	9
Chief Officer	-	3	-	-	3
TOTAL	18	32	10	1	61

Table 7.6 - Ranks officers realistically expect to achieve (American)

ASPIRED RANK	AMERICAN POLICE DEPARTMENT				
	SERGEANT	LIEUTENANT	CAPTAIN	MAJOR	TOTAL
Sergeant	16	N/A	N/A	N/A	16
Lieutenant	10	23	N/A	N/A	33
Captain	6	18	15	N/A	39
Major	-	6	2	7	15
Assistant & Deputy Chief	-	3	1	1	5
Chief Officer	-	-	-	-	-
TOTAL	32	50	18	8	108

aspire to the rank of assistant, deputy and chief officer levels. This situation is exacerbated when promotions to the ranks of captain/major and superintendent/chief superintendent level are included. This is evident by the fact that 86.9% of the American officers, 71% from the English force and 79.6% of the sample from England and Wales stated they aspired to the more senior management positions. This is a totally unrealistic situation and whilst it is tempered, to a certain extent, by the fact that a slightly lesser number realistically expected to achieve those positions there is still likely to be a considerable number of dissatisfied individuals who do not reach their desired rank.

The position could, of course, be made even worse for British officers if decisions are taken to 'flatten' the managerial structure of forces thus reducing still further the expectations of many officers. This could create substantial morale difficulties during a period when the service is likely to experience the most wide-ranging changes that have taken place in its history. This re-emphasises the need to ensure that all forces introduce properly structured development plans which take account of not only promotional issues but also lateral progression. With these matters in mind the respondents were asked two further questions the replies to which could provide a starting point for alleviating some of the morale problems that may surface in the not too distant future. The first enquired whether the individual should be given a greater choice in relation to the branch in which they serve. The results revealed that 88 officers (70%) from the English force, 220 (74%) from the sample from England and Wales and 81 (75%) of the

American officers stated that they would welcome the opportunity to have a greater choice in respect of the work they undertook. The second asked whether they would consider joining another force if their aspirations for advancement were not achieved in their current one. Whilst only 46 (36.8%) from the English force and 23 (21%) from the American Department stated they would consider a change under such circumstances, a much higher number, 163 (55.1%), of the sample from England and Wales replied that they would be prepared to move.

The results within the English force were a little surprising and disturbing, particularly as the trend over the past four years has been for forces to advertise nationally to fill certain managerial positions, particularly those of superintendent and chief superintendent. (All chief officer positions have, for many years, been advertised nationally as a matter of course). This situation is unlikely to change in the future, even if radical alterations are made to the managerial structure and therefore it must be accepted by officers who are not prepared to move that it is likely to have a detrimental effect on their career progression.

The results from the American Department are not unexpected because they have different conditions of service than officers in this country. For example officers in England and Wales have the same conditions of service where ever they serve and therefore can transfer between forces without any loss of length of service or pension rights. In America the situation is somewhat different in that they do not have nationally agreed conditions of service so that if officers leave one agency for

another they must, generally, start at the entry level with the new department. In consequence there is obviously a great reluctance for officers to take that course of action and it is therefore surprising that as many as 23 individuals stated that they would be prepared to move to another department under such circumstances.

In summarising the results from this part of the survey it is apparent that they do reveal the potential for dissatisfaction amongst the managerial work force in both this country and in the American Department. It should also be remembered that there could be an even greater problem for forces in the United Kingdom if, following the recommendations of the enquiries that are examining their structure and the roles and responsibilities of managers, it is decided that a large number of senior managerial positions are to be abolished. That problem could be overcome to a certain extent if individuals are provided with greater lateral opportunities or given much more say in their job preference. However, whilst it is recognised that this could provide organisational problems for individual forces, as it will not be possible to accommodate everyone's work preference and neither would it be desirable, the greater productivity that is likely to be obtained from a satisfied work force, may make the exercise worthwhile.

7.4 SUMMARY AND DISCUSSION

In summarising the results obtained in this Chapter there are four issues worthy of further comment.

First, it is obvious that individual forces in this country have devised their own promotion assessment arrangements to suit their specific requirements. Whilst it could be argued that there is a need for greater standardisation across the country it appears to the author that this is an area where, if everyone is satisfied with the arrangements, and there was little evidence in the study which revealed the contrary, then the existing arrangements should remain intact.

One interesting issue that did emerge from the research was the fact that for the more senior positions in the American Police Department there was a requirement to hold at least a first degree in an occupation related field and a requirement to possess professional level management, supervisory and human relations or training expertise. The author believes that this is an interesting development and one which should be considered for adoption in this country. His rationale for making that suggestion is that management of police forces is becoming a more and more complex operation and therefore individuals who aspire to such senior positions must not only have the practical but also the theoretical expertise to undertake those roles. Whilst it could be argued that that knowledge is provided by the command training at the Police Staff College it is questionable whether that is the case as many of the staff members are not sufficiently academically qualified to meet those requirements and a considerable number of the current senior managers in the service, including the author, have received little or no command training. Neither situation should be allowed to continue if the quality of senior managers is to improve in the future.

Consequently a move to the position adopted by the American Department

would, in the author's opinion, be of great benefit to the service in this country.

Secondly, as the police service, particularly in this country, is devolving responsibility for decision making down the line of command to the lowest competent level commensurate to the decision to be taken, sergeants must be encouraged to take on a more active managerial role.

It was evident from the results of this study that neither the sergeants themselves or their more senior officers saw them as managers and, therefore, if this attitude is allowed to continue it will be very difficult for the Service to promulgate new management theories and put them into practice. Consequently the service must, as a matter of urgency, review the roles and responsibilities performed by officers of that rank.

The results from the American survey revealed an even worse situation and therefore it is believed there is scope for the senior managers in that organisation to consider adopting some of the policies already in existence in this country and devolving more of the decision making to sergeant level. In addition it is also believed that they should consider undertaking a similar review to that suggested for this country.

Thirdly, there were a large number of individuals in the study who consider they are worthy of further advancement and expect to receive same. However, there is little likelihood of many of them attaining the rank to which they aspire, which could not only create morale problems

but also lead to a reduction in productivity. It is therefore important that all forces recognise these potential problems and take steps to address them through the introduction of a counselling service, by the production of a structured and formalised development programme and by the introduction of a career development plan for each manager. The author believes that this will become a very contentious issue in the not too distant future, as the results of the enquiries into the police service in the United Kingdom become known and if the American Department, because of its financial difficulties, is unable to fill managerial positions. It is, therefore, important that all the forces are in a position to deal with these matters sensitively to ensure that their managers do not become disenchanted or disillusioned.

Finally, it was identified that officers of all ranks would welcome the opportunity of more choice regarding the position they occupy within the organisation. Whilst it must be appreciated that it is neither possible or desirable to place every individual in the job of their choice, there is a recognition that if they are satisfied with the roles they are performing their productivity is likely to increase and the quality of service they provide enhanced.

CHAPTER EIGHT

ANALYSIS OF THE RESULTS OF THE STAFF APPRAISAL SURVEY

8.1 INTRODUCTION

During the course of this Chapter it is proposed to report the results of the Staff Appraisal/Performance Evaluation Survey. As with the other Chapters it will commence with some general observations and will be followed by a resume of the results obtained. The Chapter will then be concluded with a summary and discussion of the relevant findings.

8.2 GENERAL OBSERVATIONS

In Chapter two of this thesis it was explained that the staff appraisal survey was probably the most controversial area that was explored during the course of the study. There is no doubt that the establishment and organisation of staff appraisals has been the subject of considerable debate within the police service ever since their inception and this situation is likely to continue in the future. As in every organisation that operates a performance appraisal system there are those that consider it an important aspect in the effective management of people but on the other hand there are those that are sceptical of the whole process. However, with the ever-increasing pressure on resources and the need to improve efficiency and effectiveness in order that the

organisation may provide a value for money service, performance monitoring becomes of considerable importance. This is particularly so in 'people' organisations such as police forces whose service delivery and public satisfaction are the primary output of the business.

Whilst every force operates a formalised staff appraisal/performance evaluation system, it was perceived by the author from anecdotal evidence that not only was there little commitment by managers to operating the procedures but they also considered it to be of low priority. This was a worrying situation as performance appraisal is a very important aspect of any management development programme as well as being a bench-mark against which individual performance is assessed (e.g. in many organisations it is not only the basis on which salary increases are determined, but may also be a factor in deciding whether an individual's employment is continued). In consequence, it was decided to include a series of questions in the survey instrument in an attempt to ascertain the value of operating a scheme in the policing environment. Before commenting in detail on the results achieved it is considered appropriate to mention two issues which have a bearing on them.

First, whilst every force in England and Wales operates a staff appraisal system, not every one in some of the forces is included in the procedures and therefore it was decided to ascertain the current position for each organisation. The results revealed that all 43 forces operated a system for officers up to and including the rank of chief inspector. Only 35 of the 43 included the superintendents and only 21 included chief superintendents. The author's own force does not

currently operate a scheme for officers in the superintending ranks.

It is very surprising that such a large number of forces do not currently include officers of these ranks in their system, particularly as they are the heads of operational/departmental units and therefore accountable for the management and performance of their specific group. However, this situation will change in the near future as the Home Office has directed that all officers up to and including the rank of deputy chief constable will be the subject of an annual staff appraisal review.

Secondly, the American officers are subject to two different performance evaluations, one of which is solely linked to salary review, whilst the other addresses management development issues. It was the latter that was the subject of enquiry with the officers from that department.

8.3 THE SURVEY RESULTS

The first series of questions were asked to ascertain information concerning the conduct of the staff appraisals/performance reviews. It was established that only 106 officers in the author's own force had been the subject of an appraisal during the previous two years. The total from England and Wales was 250 and from the American department 103. Of those totals 79%, 84% and 53% respectively stated that the appraiser was in a position to make decisions in respect of their career development. These statistics show that the American figure was substantially lower than that for the British forces and when they were

explored further it was discovered that the lower ranking officers of sergeant and lieutenant believed that their appraisal interview should have been undertaken with an officer of at least major rank. Their rationale for this explanation was that they perceived that no one below that rank was in a position to make decisions regarding their career.

The respondents were then asked if the following issues were discussed at their appraisal interview and whether they would have wanted them discussed.

(i) Career Development Matters

Eighty two respondents (77%) from the author's own force, 207 (83%) from England and Wales and 20 (19%) from the American department stated such issues were discussed at their appraisal interviews. On the other hand only 51 (48%), from the author's own force, but 236 (94%) and 65 (63%) from the other forces respectively stated that they would have wanted such issues reviewed.

(ii) Current Performance

A very high percentage of officers in all forces (i.e. 93% from both the English force and from the sample from England and Wales and 77% from the American department) stated that their current performance was the subject of discussion at their appraisal

interview. However, whilst a similar percentage from the English force said that they would have wanted such matters discussed there was an increase to 99% and 91% respectively for the other two survey groups.

(iii) Personal Development Objectives

It was evident that the majority of individuals were not set personal development objectives, with only 18% from the English force, 45% from England and Wales and 17% from the American department indicating the affirmative. However, 79%, 85% and 69% respectively stated that they would have welcomed the setting of personal development objectives.

(iv) Work Related Objectives

There was again only a small number of officers from the English force (i.e. 21%) who stated that they were set work related objectives, whereas the figures for England and Wales and the American force were over double that at 44%. There was again a different picture when the respondents were asked whether they believed they should have been set work related objectives with 67%, 84% and 87% from the respective groups indicating in the affirmative.

(v) Issues likely to Improve Performance

This is a subject that does not appear to have been covered very well at appraisal interviews with only 20% from the English force, 40% from England and Wales and 41% from the American force stating that issues to improve their performance were discussed. This is very surprising and disappointing particularly in the light of the fact that 90%, 96% and 89% of the respective groups stated that they would have welcomed such discussions.

(vi) Training Requirements

This was probably the most disturbing result that was obtained from this section of the study, with only 21% from the English force, 28% from England and Wales and 8% from the American department stating that as a result of their interview specific training recommendations were identified. In comparison 91%, 95% and 78% respectively would have welcomed discussion on the subject.

Quite clearly there are some very serious problems identified in the results above, as it calls into question whether appraisers have an understanding of what is required from a staff appraisal/performance evaluation interview. These problems are compounded when the results from the next section are considered. Whilst a large percentage of the respondents, (i.e. 72% from the English force, 83% from England and

Wales and 72% from the American department) stated that they believed they were fully aware of their senior manager's view concerning their current performance, 59%, 55% and 66% respectively stated that they did not understand the position about their future career development. In addition 69%, 58% and 68% respectively said that they did not know whether any training needs had been identified for them and finally 70%, 60% and 48% respectively indicated that they did not know where they stood concerning steps that they had to take to improve their performance.

In spite of the negative inferences emanating from the results outlined above there is a belief that appraisal/evaluation reports are a useful tool if properly managed because 62% of the English force, 80% from the England and Wales and 83% of the American department believe that more attention should be paid to an officer's appraisal record when deciding promotions. An even higher percentage of the respondents (i.e. in excess of 90% in all cases) said that they believed that more consideration should be given to the contents of the reports when identifying individuals for specialist positions and training courses.

In summary, whilst it is not proposed to make any lengthy observations regarding the foregoing matters at this time, two issues are worthy of comment. First, it is apparent from the overall results obtained from the study that the current staff appraisal/performance evaluation arrangements are not meeting the requirements of the managers who are subjected to the process. Secondly, it is obvious that where appraisals

are conducted a number of important management development issues are not being sufficiently addressed.

The next series of questions were included in the survey to ascertain whether the views of senior managers (i.e. superintendents, chief superintendents/captain and majors) were the same as the appraisees. When asked whether at appraisal interviews they discussed with officers issues relating to their current development, future career prospects, their current performance and ways of improving their performance all 18 respondents from the English force and all 78 from England and Wales indicated in the affirmative to all the questions. On the other hand the officers from the American department provided a much different response. For example only 16 of the 26 said that they discussed career development issues with their sub-ordinates, 25 said they discussed their current performance, 24 stated they discussed ways in which their performance could be improved and only 13 had discussions concerning the appraisee's training needs.

When asked whether they set personal development objectives and work related objectives for their staff 67% from the English force, 90% from England and Wales and 58% from the American department said that they did, for the former with an increase to 72%, 95% and 85% respectively for the latter. As this was considered to be an important area in the appraisal system those individuals who indicated that they did not set such objectives were asked to provide an explanation for their response. The following is a sample of the small number of replies which respondents gave to the question asking them why they did not set objectives:

English and Welsh Officers

"Staff appraisal system does not engender such action."

"They would need to be monitored. We already monitor too much for no good reason."

"We have only just got into this area of personal objectives/key tasks and I am still trying to come to terms with it myself and until I do I'm not going to set them for others. Also inconsistency is a major problem."

"I do not consider it necessary to do either of these on interview. Both are set outside of interview."

"Whilst indicating no, this is not totally specific. In discussing strengths and more particularly weaknesses I do suggest ways of improving performance and in that context the question of personal goals to be achieved is advanced."

"These matters are discussed but not in such a formalised form. I am sure we are moving in this direction."

"I often find that officers have unrealistic expectations and/or have limited knowledge of the variety of opportunities and paths towards achieving them."

American Officers

"This type of system has not been promoted within our organisation. They are probably discussed informally."

"Personal development, unless it relates to work performance, is not relevant."

"Difficult to do. I feel unfamiliar with the process (no formal training in the area and no exposure from past experience in being evaluated). I did not think of this."

"Suggestions are made in certain areas but if performance is at a satisfactory level decisions to improve or to set new objectives are left to the officer."

"There is no career development in this department. The individual must determine his own goals and then obtain his own training."

The above comments clearly indicate a lack of understanding by many senior officers within the survey as to the role of staff appraisals. The author believes that this is a most disturbing situation because if so many senior managers do not comprehend the principles of performance appraisal and measurement what chance is there for the junior managers and the constables who they command? In addition, when the responses from the varying tiers of management to the questions concerning the appraisal interview are examined, different perceptions emerge. However, as these will form part of the wider debate into the effectiveness of the current staff appraisal system they will be dealt with in the discussion section at the conclusion of this Chapter. The penultimate series of questions sought to ascertain the views of all the respondents to suggested outcomes from the staff appraisal/performance evaluation system.

Many organisations within the public and private sectors have adopted performance related pay policies, with the annual performance review being the trigger for such payments to be promulgated to the particular individual. In order to ascertain the views of managers within the police service to this concept a question was included in the survey to establish whether the results of an individual's staff appraisal should be considered before the granting of the incremental pay increase. The results revealed that 57 officers (45.6%) in the English force supported that viewpoint as did 187 (63.2%) of the officers from England and Wales and 104 (96.3%) from the American department. What is particularly relevant from these statistics is the fact that a substantially higher

percentage of the American officers supported this process than did their British counterparts. This is no doubt due to the fact that they already have a separate salary review and therefore are more attuned to the system.

A further question regarding an individuals' performance was included in the study to establish whether, if sufficient checks and balances were built into the system, they believed that two successive poor appraisal reports should form the basis of administrative dismissal from the service. The reason for including this question is that once police officers in England and Wales have completed their two year probationary period, it is virtually impossible to remove them from the service unless they are convicted of a crime or serious disciplinary offence. For instance, no procedures are available to remove the lazy or incompetent officer whose actions do not constitute a discipline offence, a situation which is considered to be particularly unsatisfactory by many officers within the organisation. Whilst the above scenario is exclusive to forces in this country it was decided to include the same question in the American study to ascertain the views of officers from that force to this matter. The results revealed that there was little support for the proposition from all three areas studied, with only 43% from the English force and 38% from both the sample from England and Wales and the American department believing that two successive poor appraisal reports should form the basis of administrative dismissal from the service. When asked to provide an explanation for their answer the following are a representative sample of those received:

English and Welsh officers

"I don't have sufficient confidence that the necessary checks and balances would be properly applied."

"Could be result of clash of personalities although in principle I am in favour of administrative dismissal. Very careful safeguards will have to be built in to make it fair to the officer."

"If we travel this road we should directly mirror the Industrial Tribunal system of warnings and written notices."

"I do agree in part but I feel that it should be taken over three appraisals and that these should not have been done by the same person. Perhaps after two poor reports the third should be carried out by someone else."

"We would be short of a lot of policemen if staff appraisals were accurate and honest. The problem is that not many people will write bad things about the same people they have to work with."

"The appraisal system is seen by some to be a paper exercise. It shouldn't be. The public see us as well paid and are entitled to 100% performance from us all. The appraisal system should seek to ensure this."

"A professional service like the police, trying to be run on business lines cannot afford to employ officers who are highly paid but who do not perform their job properly - especially at senior rank."

"The service needs to be more effective in "weeding out" the poor quality material. The pressures are too great for the workers to carry passengers. Those days are gone."

"Two years poor work would not be tolerated in other organisations. Provided formal warnings - signed and noted by the person are given, I can see no reason why administrative dismissal should not follow."

"In industry, persistent poor performance for no apparent reason results in dismissal, so why not in the police service."

American officers

"Only if there has been sufficient retraining, counselling and a critical effort towards improving the employee's performance should management consider termination."

"Two poor evaluations should not allow a person to be dismissed. Possible corrective action, such as retraining, would be helpful."

"Some people will use it in a vindictive way to attack people they do not like."

"Because there are no real means to safeguard an individual from bias."

"..... I do not know if sufficient checks and balances could be built in to make it completely objective."

"Dismissal for two successive evaluations would be a little extreme, progressive measures could better follow. (i.e. denial of merit increases, ineligibility for promotion). These in addition to remedial training, would probably be better."

"A transfer and additional training should be provided before dismissal."

"Two is not enough. However, there are too many times when an incompetent officer is kept on board and not dismissed."

"I cannot visualise appropriate checks and balances."

"When all training/re-training has been exhausted, then it may be proper to dismiss."

"Incremental steps would be better. Hold back raise, demotion etc, until no other avenue beyond dismissal exists."

Finally, in this section the respondents from the English force and the American department were asked to provide their overall impression of the performance appraisal scheme currently operating within their respective organisations. The results revealed that 63 (50%) of the English force and 78 (72%) of the American department stated that the system was either poor or very poor. When asked whether changes were necessary to the present arrangements 104 (83%) of the English force and 98 (91%) of the Americans stated that there were. The following are a

representative sample of the suggestions made to improve the situation:-

English officers

"Appraisals are often completed by supervisors with little actual knowledge of the person being appraised. This should not be allowed to occur."

"More self-assessment. Any needs, recommendations and advice from interviewing officer should be recorded in writing on the form."

"Scrap it."

"Staff appraisal should be more regular, e.g. a comment sheet per month to get an overall picture, which could go with an officer on transfer."

"I believe that the current system is only as good as the supervisors make it (particularly Sergeants). They must be honest in their appraisals. An untrue appraisal will not benefit the individual or the Force."

"The Chief Constable needs to believe in it to be able to maximise its effectiveness."

"All appraising officers to be trained in the concept of the system and its practical application."

"The agreement and setting of objectives for the coming year. Some input on career development from someone in a position of know."

American officers

"Management has been taken completely out of the performance evaluation system. Essentially we have a Union controlled evaluation system. In addition, it is very difficult, next to impossible to correct/control inflated evaluations."

"There should be more discussion on how you stand compared to others of equal rank."

"The systems were fine when they were developed. However, we have allowed too many perfect evaluations. There is a lack of supervisory and management control. We should eliminate one of our programmes as we have one for promotion and one for merit increase."

"Become more results orientated. Make them task specific. Have quantifying measurements. Evaluate productivity."

"There is not enough management effort to ensure that the evaluation programme is done fairly. This is evidenced by the fact that all the evaluations are so high. 80% of all departmental employees are rated at 95% or better."

"The system currently in place is outdated, prostituted and sanitized."

"Quantify scores more critically....the 'halo' effect persists."

"Accurate identification of goals, objectives and performance criteria particularly to your job."

8.4 SUMMARY AND DISCUSSION

In reviewing the results of this Chapter there are six areas which are worthy of further comment.

First there is clearly a difference of opinion between the appraisees and the appraisors as to the contents of the appraisal interview. For example, a very high percentage of the appraisees stated that objectives were not set for them at their appraisal interview and in many instances there was no debate on issues likely to improve their performance. On the other hand a large number of senior managers indicated that they discussed the above issues with their sub-ordinates. Quite clearly the study has identified two distinct viewpoints and highlights the problems that can arise when there is not only uncertainty about the system but also a lack of commitment to it.

It is also evident from the views expressed by the appraisees that the current staff appraisal arrangements in their respective organisation

does not meet their requirements as they perceive that important and fundamental management development issues are either not being addressed or scant attention is being paid to them.

Secondly, it is very surprising that there are still a number of forces in this country who do not include the superintendents and above in their staff appraisal arrangements. This is particularly disturbing in view of the fact that this grade of officer, generally, has responsibility for the management of a large division, sub-division or department and as such ought to be more accountable to the organisation for their actions than their sub-ordinates. This situation will, however, change in the near future as the Home Office has now issued instructions and guidance to all police forces in this country on the introduction of staff appraisal arrangements for all officers up to and including the rank of deputy chief constable. Such arrangements are currently being promulgated within the author's own force and this procedure is being replicated across the country.

Thirdly, many officers of all ranks in all the areas studied are uncertain as to the views of their senior managers concerning such issues as their future career development plans, their training needs and what steps they have to take to improve their performance. These aspects are fundamental issues in any management development programme and therefore the reasons why they have not been satisfactorily addressed needs to be explored further. The significant point is that all ranks are affected which tends to show that there is a deep seated lack of understanding as to the role of performance appraisal within the

respective organisations. This is a disturbing situation as it is well documented in the literature that the starting point for any successful management development programme is a performance appraisal highlighting not only an individual's strong points but also the limitations to their performance and ways in which they can overcome those difficulties to make the most of their abilities. Such issues must of course be communicated to the individuals in order that they can respond to the comments made.

Fourthly, despite the perceived inadequacies of the staff appraisal/performance evaluation systems, a large percentage of the respondents stated that they believed that more attention should be paid to the contents of an individual's appraisal record when deciding promotions and selecting candidates for specialist positions and training courses. This indicates a recognition of the need for some form of performance review, albeit that the current systems may not meet all the future requirements. However, the identification of potential is often the least satisfactory part of the appraisal system and can appear as a misplaced gesture rather than an effective management process. It is therefore believed that it may be better to separate it from the normal review procedure. The rationale for including it within this arrangement is that there is a perceived connection between reviewing performance and making predictions about future promotions and potential. This argument is somewhat flawed as a good performer at one rank may not have the knowledge or abilities to perform at a higher position. However, with the introduction of the new staff appraisal arrangements, referred to earlier, an opportunity has been presented to

split these two important functions. Having said that, it must be recognised that an individual's performance can not be totally ignored when deciding promotion issues and therefore there is bound to be a distinct overlap of the two areas.

Fifthly, in two of the areas studied (i.e. England and Wales and the American department), there was considerable support for using the results of the individual's performance review as evidence to support incremental pay rises. In the author's own force less than half the officers surveyed supported this proposition. Whilst agreeing with the concept, the author was a little surprised with the high level of support it received from the sample of officers from England and Wales as there has been reluctance in the past to the introduction of performance related pay within the service. In many American police departments it is common practice to link performance evaluation to salary increases and therefore the high support that the proposition had from the American officers was not surprising.

When the officers in all three areas were asked whether two successive poor staff appraisal reports should form the basis for administrative dismissal from the service there was considerably less support for this proposition. This was again a little surprising as there has been an on-going debate within the British policing environment for a number of years as to how the service should deal with the lazy or incompetent officer, whose actions do not constitute a disciplinary offence. Currently, there is little that can be done to remove such individuals from the service, but there is a need to introduce means to allow this

to happen. The author believes that the most appropriate means would be through the staff appraisal system, but quite clearly there is little confidence in the present arrangements at all levels of the service. In consequence the new arrangements that are currently being introduced in forces must be developed to cater for this situation, and therefore it would be appropriate for national procedures to be agreed and implemented.

Whilst the American department has the same problems as its British counterparts with lazy and incompetent officers, they do have mechanisms by which they can be removed albeit that it can take time. The use of the performance evaluation to aid that process did not receive widespread support, with only 38% agreeing with the proposition. Despite that response, the author considers that a properly structured and managed system would provide evidence as to who was and who was not performing. He therefore believes that the American department should consider a review of their system and procedures to provide a more meaningful assessment of every individual's performance.

Finally, there is no doubt that there are a large number of sceptics within all forces who believe that the staff appraisal system serves no useful purpose and should be discontinued or severely curtailed. However, from a management perspective performance appraisal is necessary in order to allocate relevant resources, reward competent employees, provide valuable feedback to workers, maintain fair relationships and communication bonds, measure job related performance and compare employee performance with the goal, standard or plan.

Whilst performance evaluation is always a major undertaking in a complex organisation like the police service, it is an absolutely essential component of managerial control. Job performance must be observed, compared with objective standards and evaluated so that police managers can implement effective strategies designed to mitigate performance or reassign employees who cannot or will not change their unacceptable job-related behaviour.

The annual performance appraisal provides not only the rank and file officers but also police managers with some assurance that they are not being overlooked and that their line managers and senior officers know something about them as individuals. However, performance assessments are a superfluous waste of time and energy unless appropriate steps are taken to make sure they are both valid and reliable. The objective is to develop a reasonably accurate profile that reflects the competency of personnel, their individual capabilities and their overall value to the police service. This is an inordinately complex process that should involve the use of an objective measuring instrument and the exercise of mature judgement by line managers. Validity and reliability are critical variables in the success or failure of the performance review process.

In addition, appraisal schemes need to be 'owned' by line managers and therefore they ought to be consulted in determining both the principle and the detailed procedures involved.

One of the difficulties for many police managers is that effective appraisal for improvement and development purposes requires them to behave in a way that is foreign to their normal managerial style. They are required to be reflective and analytical, good listeners rather than authoritative, immediate decision takers leading a discussion. Not many individuals have the flexibility to behave in this way. They therefore need to be helped to recognise the behaviour which particular appraisal objectives require them to adopt. Where they are unable to adapt their behaviour, they need help to deal with the consequences of that inability. It is therefore important that all managers charged with the responsibility of undertaking performance appraisals are given the necessary training to provide them with the relevant skills.

In conclusion, from the evidence obtained during the course of this research it is apparent that there is a need for all forces (including the American department) to review their staff appraisal/performance evaluation arrangements. In doing so they must recognise the difficulties that have existed previously, many of which have been identified in this chapter, and develop a system that can retain the support and credibility of the majority of its workforce.

CHAPTER NINE

ANALYSIS OF THE RESULTS OF THE MANAGEMENT TRAINING SURVEY

9.1 INTRODUCTION

During the course of this Chapter it is proposed to make some general observations in respect of management training issues, report the results of this aspect of the study and provide a summary and discussion of the more significant findings.

9.2 GENERAL OBSERVATIONS

Management development requires a combination of on-the-job training through, for example, delegation, project work coaching, guided self analysis and trial periods in a more senior position; and off the job learning through, for example, internal and external work related courses and the study for higher educational or managerial qualifications. This training and learning should be aimed at providing a blend of technical competence, social and human skills and conceptual ability.

The importance of managerial education, training and development in this

country has been highlighted by two reports sponsored by the British Institute of Management. The first by CONSTABLE and McCORMICK (1987)¹ warns that many managers in Britain need broad professional training and education if they are to compete successfully. They go on to state, firstly, that Britain's 2.75 million managers lack the development, education and training opportunities of their competitors in other countries and secondly, that the great majority of people entering management roles each year have no prior formal management education and training. The report listed 23 recommendations which were aimed at:-

- ensuring an adequate flow of educated and trained entrants into management.
- providing new and more flexible education programmes for managers.
- ensuring that there was greater co-operation between employers, academia, professional institutions, government and individual managers to produce career long management development programmes.

1. CONSTABLE, J. and McCORMICK, R.J. (1987). The Making of British Managers. London: BIM.

The second report by HANDY et al (1987)¹ indicated that, overall, there is a much more positive approach to management development in other countries than in Britain. They emphasised that managers in the competitor countries studied were educated to a far higher level than in this country and had benefited from formal, systematic policies for continuous education and development. The report warns that in the future managers in this country will need to enhance their business knowledge and human and conceptual skills. It also makes proposals for improving management education, training and development.

The issues outlined in these reports are equally applicable to the police service as they are to any other industry or organisation, a fact recognised by the HOME AFFAIRS SELECT COMMITTEE (1989)² which stated in its report on Higher Police Training that:-

"Training should be part of an overall view of the management and development of human resources within the police service."

"The provision of higher training which took place within the police service was an essential task and central to the future operation of the service."

1. HANDY, C. et al. (1987). The Making of Managers. London: National Economic Development Office.

2. HOME AFFAIRS SELECT COMMITTEE. (1989). Higher Police Training and the Police Staff College. London: H.M.S.O.

"Without the development and delivery of a comprehensive system of higher police training the investment of enormous resources in the provision of a police service in England and Wales will fail to produce an adequate service to the public."

In service management training for police managers in England and Wales is provided by the following courses:-

- The Accelerated Promotion Course which provides an avenue for 'fast track' promotion for officers of constable and sergeant rank.
- Sergeants and Inspectors Development Courses.
- The Junior, Intermediate and Senior Command Courses.
- Carousel courses designed to complement the Command Courses.
- In-Force development courses.

In addition to the above, some training and education for police officers takes place outside the police service. For example, selected senior officers attend courses at the Royal College of Defence Studies, the Joint Service Defence College and the FBI Academy in Quantico, Virginia, USA, whilst other officers of all ranks undertake studies at British universities or polytechnics under the auspices of the Bramshill Scholarship and Fellowship Schemes. Finally many forces support officers

in full or part-time studies in order to enhance their education, qualifications and skills.

Every force in the country has the opportunity to participate in all the programmes outlined above, albeit that selection for the more prestigious courses are undertaken on a national basis. Comment has been made earlier in this thesis concerning the opportunities provided to officers to undertake studies to enhance their academic qualifications and therefore this issue will not form part of the deliberations at this time. The emphasis of this chapter will be in reviewing the internal management training that is provided, to managers.

Managers from the American Police Department do not have the structured management and command training that their British counterparts receive. In fact apart from the forty hours per year training that each member of the department receives, the only other formalised management training that was taking place at the time this research took place was in respect of a small number of Command officers who attended courses at the FBI Academy at Quantico, other police agencies or educational establishments.

In discussions that the author had with the head of Personnel Services it was ascertained that at one time the department did display a major commitment to training its managers through Federal and State Education programmes. However, once the funding from those sources disappeared so did the commitment of the department, primarily because of their inability to find the financial resources. There was, however, a recognition

amongst senior managers that all command officers should receive some management training and as a result at the time the author visited the department the Command Academy was devising a series of management related courses for those officers.

Whilst the training was not comparable to that which the British managers receive, at least there was a recognition of a requirement to train their managers and an attempt was being made to address some of the issues.

Despite the lack of formal management training all officers are encouraged to enrol for further education classes, albeit they are not provided with financial assistance.

9.3 THE SURVEY RESULTS

The first series of questions in this section were aimed at establishing how many of the British respondents had attended Command Training Courses at the Police Staff College, Bramshill. As indicated earlier in this thesis there are three Command Courses.

The first is the Junior Command Course which is now attended by all newly appointed chief inspectors. This course has undergone major change during the past few years both in regard to the syllabus and in respect of the individuals who attend it. The course used to be attended primarily by inspectors who had been identified as having the potential to reach chief

inspector rank. However, forces were only allocated a small number of places with the result that many officers, including the author, did not have the benefit of such training. That situation has now changed with the result that all officers promoted to the rank of chief inspector will attend. The results of the study revealed that only 15 (42%) officers (ie six chief inspectors, six superintendents and three chief superintendents) from the author's force had attended the course, whereas 65 (57.2%) from the sample from England and Wales had attended.

The service saw this as an important course in the development of senior officers and yet it has allowed the situation to occur where such a large number of them have not attended it. The introduction of the new arrangements whereby every newly promoted chief inspector now attends the course is seen as an important step in rectifying what was ridiculous situation.

The second is the Intermediate Command Course which until recently was attended by superintendents who had been identified as having the potential to aspire to the ranks of chief superintendent and above. Attendance on this course used to lead to the opportunity to attend an interview for the Senior Command Course if the individual wished, a situation which has recently been rescinded by the Home Office.

The results of the survey revealed that a total of ten (56%) (six chief superintendents and four superintendents) from the English force had attended the course. In comparison 52 (67%) (22 chief superintendents and 30 superintendents) from the sample from England and Wales had attended.

The problem with the course was that whilst it is the second level of command training only selected individuals were entitled to attend, which resulted in many superintendents occupying command positions not receiving the necessary training. In consequence a review of the course was undertaken with the result that during 1993 the course will be shortened and every superintendent in the country will be required to attend.

The final one is the Senior Command Course which is attended by superintendents and chief superintendents who have been identified as having the potential to reach chief officer level. Only one of the respondents (a chief superintendent) from the author's force and five (all chief superintendents) from the sample from England and Wales had attended the course.

The next series of questions related to the attendance of respondents on training courses which had a management input. Because of the difference in training courses received by British and American officers it was impossible to make a direct comparison between the two. It is, therefore, proposed to individually review the situation in England and Wales and America.

All the respondents from England and Wales were asked if they had attended a course during the previous two years, which had a management input. The results identified that 64 (51%) officers from the author's force and 95 (32%) from the sample from England and Wales had attended such a course.

Because of the different training arrangements that occur within the American Department those officers were requested to provide information concerning the management training they had received whilst serving in the various ranks. In addition they were also asked to indicate whether that training was performed within their own department, at another Law Enforcement Agency or at a University. From the results it was evident that:

- a considerable amount of in-department management training had taken place at sergeant and lieutenant level, with 89% and 78% respectively indicating that they had received such training. It was, however, evident that less in-department training was made available as individuals moved into the more senior command positions.
- far less emphasis was placed on attending training courses organised by other law enforcement agencies or universities, albeit that the attendance level at those establishments varied dependent on the rank. For example only six of the current sergeants (18.8%) stated that they had attended a course at another police agency whilst in that rank whereas four (50%) of the majors had done so.

These results are consistent with the comments that the author had received from discussions he had had with the head of the Personnel Services Unit and which are referred to earlier in this Chapter.

It is evident from the above that there is a commitment by the police service in this country and by the American Department to provide management training to its employees. The question that arises is whether that training meets the requirements of the individual managers. A number of questions were included to examine that issue. When asked whether they believed that management training was required to enable them to perform the role expected of them, 92% from the English force and 91% from both the sample from England and Wales and the American Department said it was. However, only 60%, 67% and 60% respectively stated that they had in fact received sufficient training and when the remainder were asked to identify what management training they should have received the following representative sample of replies was forthcoming:

English and Welsh Officers

"Apart from the Initial Sergeants Course at Exeter - no management training given. I am sure that in the last eight years developments in the field have occurred and an occasional 'management' lecture would benefit my performance".

"The only training I have received was a three week Initial Sergeants Course at Exeter. I feel that this should be supported by an in-force course, perhaps one per year on law and management techniques".

"If management of people is to be taken seriously, personnel management courses should take place before promotion and should take their lead from industry. The police are, largely, poor man managers".

"More detailed knowledge of how the force budget works. I want to know precisely how the force budget is divided so that I can effectively play my part in the Management Team".

"Management, business studies and computer training. These could replace the Inspectors Development Course".

"Management training should be arranged before taking a new role. It should be an integral part of in-force training. This should be identified by the appraisal system".

"There should be a progressive programme of short courses to keep senior managers informed and to ensure their skills remain well developed and relevant to our changing environment".

"The last time I received any form of management training was in 1985, so any form of senior management training would be welcome".

"Financial management. I was told that I would be a Cost Centre Manager (with responsibility for 200 officers and 36 civilians) but I received no training in this regard".

"More in depth training in staff appraisal, budgetary management and addressing the issue of equal opportunities".

"I would have liked to look at outside organisations and their management systems".

American Officers

"Almost all phases of training in the field of management. The training received in my opinion was so the department can state they in fact had management training".

"To perform at this level I should have the talent prior to promotion, post promotion updates, reinforcement and broader subjects".

"The several hours I received gave me the ability to get by. Apparently the agency feels that's good enough. Training to enable managers to help improve the agency at all levels would be nice".

"I do not believe sufficient management training has been provided for all or even most managers on this department".

"More in depth training in conducting evaluations and evaluation interviews. Goal oriented management training".

"Management training should be required prior to being promoted to a supervisory position. Failure to do so usually results in a 'management by crisis' situation".

"The Police Department should train all managers in the effective use of departmental resources. Achieving departmental goals and managing units to move forward those goals".

"The training should be continuous. College or University courses should be given in management. More training should be given on personnel law and regulations".

Whilst it is recognised that all the managers surveyed have received some management training, the survey identified that in general terms the higher an individual progressed within the organisation the more training he received. For example, in England and Wales there is now a specific course for all managerial ranks up to and including the rank of superintendent and in theory everyone should attend their rank specific course. Unfortunately, it appears to the author that all the courses have been developed piecemeal and in isolation of each other when they ought to be directly linked so that one builds on the experience and knowledge provided by the previous ones. Having said that, at least the service is at a stage where it recognises that managers require additional skills at each command level and are attempting to provide it. There is a similar recognition in the American Department where the introduction of the Command Academy will start to address these issues. However, despite all the efforts that are being expended, the research

has identified that there is still a perceived need by a considerable number of officers for further management training, particularly in respect of the following:

- communication skills
- managing change
- staff assessment and development
- financial management and budgetary control
- human awareness and counselling skills
- the provision of performance monitoring and evaluation skills

Another important aspect in any management training programme is the provision of pre-course briefing and post-course follow up discussions with the students. It was therefore somewhat disturbing when the study revealed that 102 respondents (82%) from the English force, 187 (63%) from England and Wales and 91 (84%) from the American Department stated that they never received a briefing before attending a course, although 86%, 91% and 81% (respectively) of those officers said that they would have welcomed such a course of action.

The situation regarding post-course follow up discussions was little better with 78 (62%) from the English force, 202 (68%) from the sample from England and Wales and 80 (74%) from the American Department stating that they had not received one. However, of those totals 70 (90%), 188 (93%) and 71 (89%) respectively commented that they would have welcomed such discussions with their line managers.

During the final section of this survey the respondents were asked to comment on three aspects of management training, three of management development and in an open question to provide any further observations they wished to make regarding management training within the force/service/department. In respect of the two former issues two statements outlining a positive and negative situation were quoted and the respondents were asked to indicate on a scale of 1-5 what they perceived the situation to be within the force/service/department. In order to assess the results it is proposed to quote both the statements in the order produced in the questionnaire and the relevant tables for each.

(a) Management Training

(i)	A lot of management training goes on in the Force/Service/Department	1 2 3 4 5	Little management training goes on in the Force/Service/Department
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The results obtained from this question are detailed in Table 9.1. These reveal that only nine officers (7%) from the English Force, 69 (23%) of the sample from England and Wales and 13 (12%) from the American Department stated that a lot of management training takes place within their respective organisations.

Table 9.1 - The Degree to which management training takes place in the force/service/department

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT					
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL	
1	2	1	-	-	-	3	1	2	4	5	5	17	2	-	1	-	3	
2	-	4	-	2	-	6	16	6	4	18	8	52	2	6	2	-	10	
3	5	7	5	3	2	22	33	20	19	11	7	90	7	15	2	2	26	
4	10	23	8	4	3	48	42	14	17	14	6	93	10	15	8	2	35	
5	17	18	4	3	1	43	23	8	4	3	1	39	11	14	4	4	33	
NO REPLY	2	-	1	-	-	3	3	1	1	-	-	5	-	-	1	-	1	
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108	

(ii)	Management training is badly adapted to individual needs	1 2 3 4 5	Management training is well adapted to individual needs
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Table 9.2 provides the results from this survey. It will be noted that only 7 (6%) of managers in the English force, 44 (15%) from the sample from England and Wales and 20 (19%) from the American Department stated that management training is well adapted to individual needs.

(iii)	Managers have a lot of say about their training needs	1 2 3 4 5	Managers have very little say about their training needs
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Table 9.3 reveals that there was little support for the viewpoint that managers have a lot of say about their training needs with only 13 (10%) of the English force, 53 (18%) from English and Welsh officers and 17 (16%) from the American Department agreeing with that comment.

(b) Management Development

(i)	Management development aims to improve all managers	1 2 3 4 5	Management development is aimed only at a selected few
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Table 9.4 enumerates the results obtained from this study. It will be noted that, in this particular case, there was a little more support for the positive element than was experienced in the field of management training. However, this was strongest in the sample from England and Wales where 45% of the respondents supported the statement that management development aims to improve all

Table 9.2 - Individual management training needs

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	12	18	2	1	1	34	12	7	10	6	2	37	7	11	4	4	26
2	12	15	8	6	2	43	35	14	22	21	14	106	7	12	5	2	26
3	9	13	6	4	2	34	47	21	10	17	8	103	8	17	6	2	33
4	-	4	-	1	1	6	19	8	6	7	3	43	6	8	1	-	15
5	1	-	-	-	-	1	1	-	-	-	-	1	3	1	1	-	5
NO REPLY	2	3	2	-	-	7	4	1	1	-	-	6	1	1	1	-	3
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

Table 9.3 - The extent to which managers have a say in their training needs

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	2	-	-	1	-	3	3	1	1	1	2	8	3	4	1	1	9
2	-	7	2	1	-	10	16	6	1	13	9	45	4	1	2	1	8
3	4	10	3	3	1	21	37	12	14	13	6	82	5	11	2	2	20
4	17	23	9	5	3	57	47	18	21	19	9	114	5	15	8	2	30
5	9	13	3	2	2	29	12	13	11	5	1	42	14	19	4	2	39
NO REPLY	4	-	1	-	-	5	3	1	1	-	-	5	1	-	1	-	2
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

Table 9.4 - The Degree to which management development aim to improve managers

ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT					
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	2	3	2	-	-	7	10	8	9	1	4	32	6	2	2	-	10
2	1	4	8	2	1	16	38	21	14	24	9	106	4	12	2	1	19
3	3	7	2	5	3	20	30	12	13	14	11	80	5	14	7	1	27
4	16	24	3	4	2	49	25	6	6	12	3	52	6	13	3	5	27
5	12	14	1	1	-	28	11	3	6	-	-	20	10	8	3	1	22
NO REPLY	2	1	2	-	-	5	4	1	1	-	-	6	1	1	1	-	3
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

managers. In respect of the other two areas studied the level of support for that proposition was much less at 23% from the English force and 27% from the American Department.

(ii) Management development is well defined and understood	1 2 3 4 5	Management development is vague and poorly communicated
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The results outlined in Table 9.5 reveal that in all three areas studied there was very little support for the argument that management development was well defined and understood.

(iii) Managers are only minimally involved in the development of their sub-ordinates	1 2 3 4 5	Managers are extensively involved in the development of their sub-ordinates
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Table 9.6 identifies that only 20% of the managers in the English Force stated that they were extensively involved in the development of their sub-ordinates. The figure for the American Department is only slightly higher at 21% with the sample from England and Wales the highest at 42%. If these statistics are to be believed, and there is no reason why they should not, then this is a particular indictment of managers in the police service who in the author's opinion have a duty to ensure that their sub-ordinates are developed. Whilst he recognises that individual managers, particularly at the lower end of the organisation, may not have the power or authority to allocate training courses, they are able to undertake on-the-job training to ensure that future potential managers have the necessary skills to take on those responsibilities in due course. This is a situation that must be

Table 9.5 - The extent to which management development is understood and communicated

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	1	1	-	-	-	2	1	-	-	-	-	1	2	1	1	-	4
2	-	1	3	-	-	4	13	4	2	9	6	34	5	6	3	-	14
3	2	6	4	1	3	16	49	17	20	19	7	112	5	13	4	2	24
4	13	24	8	8	3	56	34	18	14	20	12	98	9	16	4	2	31
5	18	21	2	3	-	44	18	11	12	3	2	46	10	14	5	4	33
NO REPLY	2	-	1	-	-	3	3	1	1	-	-	5	1	-	1	-	2
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

Table 9.6 - Management development of sub-ordinates

	ENGLISH POLICE FORCE						ENGLAND AND WALES						AMERICAN POLICE DEPARTMENT				
	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	INSP	C/INSP	SUPT	C/SUPT	TOTAL	SGT	LIEUT	CAPT	MAJOR	TOTAL
1	7	6	2	2	-	17	16	1	4	-	-	21	8	7	3	2	20
2	13	20	5	2	1	41	23	10	7	7	11	58	7	13	5	-	25
3	8	18	8	5	-	39	32	14	16	19	8	89	8	19	8	1	36
4	4	9	1	3	5	22	34	16	12	20	6	88	6	8	1	5	20
5	2	-	1	-	-	3	10	9	9	5	2	35	3	3	-	-	6
NO REPLY	2	-	1	-	-	3	3	1	1	-	-	5	-	-	1	-	1
TOTAL	36	53	18	12	6	125	118	51	49	51	27	296	32	50	18	8	108

rectified by senior executives as all managers, as part of their managerial role, have a responsibility to develop their sub-ordinates.

Finally the respondents were asked whether there were any further comments or observations they wished to make regarding management training issues. There was a considerable response to this question with the following being a representative sample of them:

English and Welsh Officers

"Although the question of management training is now perhaps being looked at I feel the service is still in the dark ages in this area and we still adopt the attitude of putting a police officer in a particular rank or role and he becomes an 'expert' overnight. This is more so in the lower management ranks. I feel that senior management receive far more management training than middle management and the balance needs to be redressed".

"The recent sponsorship of officers on the Diploma of Management Studies Course is a step in the right direction. This should be encouraged as I am getting a lot from it".

"The service is going through times of great change and many of those who find themselves in management positions probably joined when life was simpler and less complicated. It is important therefore that these 'managers' are given every assistance. The better equipped and informed they are the more able they will be to guide and control those whom they command".

"I feel that this questionnaire is a very good idea. However, I hope you will make ACPO (The Association of Chief Police Officers) genuinely aware of the points of issue because if this questionnaire is genuinely answered the feelings of middle/senior management could be quite an 'eye opener'".

"The only management training/development scheme in my force at present would appear to be the 'Development of Potential Scheme'. This is aimed at young PCs. I have attended a 'Sergeant Supervisory Skills' course, it lasted five days and some of the input related to management training. However, in my opinion not enough time was devoted to this important subject. Headquarters Training should be looking at developing intensive 'Management Training Courses' for all ranks".

"Your point re courses and before and after briefing is vital and needs much work. Every officer attending any course needs pre and post briefing and then discussion some months later as to value. This is particularly important re management training. At present I find it ad hoc but there is some improvement. What happened to the bids I made for Carousel Courses for my department"?

"Encourage more sergeants, inspectors and chief inspectors to attend external management courses".

"The opportunity to attend a management training course outside the force is a step in the right direction. The police service is not unique in its management problems and the sharing of ideas/experiences with managers from other walks of life is, in my opinion, beneficial. I hope that in the future others will have the same opportunity as has been afforded to me".

Generally I find a greater awareness of the need, but the service is slow to adapt. Middle management receives most attention but from superintendent onwards force input is minimal on refresher and modern developments in managerial expertise".

"The service should not be afraid of going out of the service to outside management consultants for such training. My force has and it was like a breath of fresh air".

"Generally management training is poor. This is because the service tries to provide its own training. We should make more use of validated external training to establish a large nucleus of skill which can be cascaded throughout the organisation".

"Senior police managers should be exposed to the same training as managers in other professions, (eg courses at Business Schools etc). The Police Staff College, if it needs to be retained, should be for sergeant and inspector training".

".... herein lies the weakness of the Police Staff College Command Courses and of central provision of such training. I agree with Mr O'BYRNE (DCC Bedfordshire) who said that forces would often be better off opting out of that element of common police services and buying in bespoke management training locally or in regional consortia".

"Having undertaken study outside the organisation I believe that the greatest advantage is to be had by studying with managers from outside organisations. We can ill afford the loss of manpower and would suggest that private study be encouraged".

American Officers

"Management training for various reasons, some fiscal, has been given a low priority in the agency. Also the job of Commander of Management Training needs an individual with formal training in the field. Much work is needed in this area".

"A good police manager should be required to have some formal management training".

"Greater use of the FBI Academy not just reserved for the selected few. Should be mandatory for captains and above".

"Training should be given prior to assuming a supervisory role. This department is too concerned with money issues, but fails to see that poor management costs more than a good management course".

"Management training is only offered to the 'upper echelon' of the department (ie majors and above)".

"Much is left to the individual. Some managers work to develop sub-ordinates but most leave it up to the individual. However, those who wish to advance and/or develop their careers usually can".

"We are the only, or at least one of the few departments, that send upper level managers to the FBI Academy. This should be done at a lower level to give middle management an opportunity to go and bring back this knowledge and share it. I am not aware of any of the training or knowledge that the candidates receive and there has been a relatively large number of them go. So who is benefiting"?

"Police agencies, like most Government Departments in this country today, are not driven by specific clear objectives. It is therefore difficult for managers, even at the level of chief, to direct their organisations. Many special interest factors cause the process of management and training to turn one way or another. These directions may by accident or design be in a logical order required to improve the performance of the agency, but more likely they will only service the source of special political influence which has the power to direct them".

"Although a 'Command College' has been developed it has only been offered to those recently promoted and a select group of others. This training should be available and mandated for all command officers".

9.4 SUMMARY AND DISCUSSION

In reviewing the results obtained from this section of the study the following points are worthy of further comments.

First, the studies by CONSTABLE and McCORMICK and HANDY et al identify that there is a need to enhance the management education training and development provided to many British managers if they are to compete with their competitors in the future. The author believes that this issue is equally applicable to police managers as it is to those working in an industrial environment, a fact recognised by the HOME AFFAIRS SELECT COMMITTEE in its report on Higher Police Training. As indicated earlier, the police service in this country demonstrates a substantial commitment to education and training in general but within that programme the author questions whether sufficient emphasis is placed on developing the managerial knowledge and skills of its managers. It is appreciated that all officers in managerial positions have received some management training as a result of their attendance on development

(both in-force and regional) and command courses, although there are many in senior positions, of which the author is one, who have never received any command training. The study has indicated that whilst 65% of the total respondents from the British forces commented that they had received sufficient training to undertake their role within the organisation, 35%, probably the more progressive and forward thinking members of the service, stated they had not. This comment is substantiated by the fact that the responses made by the minority group in identifying their specific training needs (ie improving communication skills, managing change, financial and budgetary control etc) indicates a greater awareness of the management skills that are required by managers at all levels of the service to meet the every changing political and policing environment.

The situation in the American Department is very similar to that in this country where the executive officers recognise the importance of training. This is evidence by the fact that every member of the organisation, both managers and sub-ordinates, receive a total of 40 hours training every year to ensure that they are as well informed as they can be on the developments in policing and their implications for the department. In addition there is a commitment to the development of a Command Academy to ensure that their managers are provided with the skills they require to perform their roles. Finally, whilst there is currently no direct sponsorship from the department to enable officers to undertake private study, it is worthy of note that all officers who successfully complete the Initial Academy Training Course will have

earned 12 credits towards an undergraduate degree from the local community college. This is clearly a starting point for individuals to progress their academic career if they so desire.

The difference between the two systems is quite apparent in that in this country there is now a reasonably well-structured programme for managers as they progress from rank to rank which is not available to their American counterparts.

Whilst recognising that courses are available the primary questions that have arisen during this enquiry concern the quality of the training that is provided and whether it actually meets the needs of individual managers. The evidence appears to be that there is a lack of co-ordination between the development and command training courses and in that regard the author believes that the Commandant of the Police Staff College, as the national head of training for the police service, has an important role to play in ensuring that this problem is addressed. In undertaking such an assessment he ought to consider the role that outside business schools could play in the development of managers as the expertise in those establishments is probably much greater than that in both the regional training centres and at the Police Staff College. He should also consider the specific requirements of individual managers, which may be better provided by training establishments outside the policing environment. It may therefore be more appropriate, and cheaper, to train officers at those locations rather than at police training centres.

Finally, the Commandant should consider whether it is necessary for managers to attend the specific command training courses at the Police Staff College. It is becoming more and more apparent that if individuals aspire to senior positions within the service they must have attended the relevant command courses and yet it is questionable, from the results of this study, whether their attendance on those courses is providing them with the necessary knowledge and skills satisfactorily to perform at executive level in what will be a very different managerial environment in the not too distant future. For example, to become a chief officer an individual is required to attend the Senior Command Course and in order to be selected for that course the applicants are subjected to a three-day extended interview process which in the present environment is both archaic and unrealistic.

The result is that those who can 'play the system' are more likely to be selected than are the more practical and pragmatic individuals. In consequence, many excellent managers who possess the skills to be senior executives are excluded from the selection process. The Home Office is exclusively responsible for this position by its insistence on only recommending officers who have attended the Senior Command Course for chief officer positions. However, with greater and greater emphasis being placed on a more business-orientated approach to the management of police forces senior managers must have experience of being exposed to the theoretical and practical realities of business life and yet there are many who are achieving those positions without that knowledge. It is little wonder that the Home Office, politicians and the media frequently question the competencies of such individuals.

The time must therefore be fast approaching when to meet the future needs of police organisations, only those individuals who possess the relevant business and commercial skills will be considered for the senior executive positions and if that means making appointments from outside the police environment, so be it. The author believes that many of the more progressive and forward thinking chief officers and Home Office officials have been cognisant of this situation for some time and yet he considers that insufficient action has been taken to recognise and address the problems that are so obviously apparent. He also considers that it is more relevant, in the current environment, for individuals who are likely to be filling senior positions within police forces to receive more business-orientated training than is currently the case. From discussions he has had with officers who have attended all three command courses, the necessary level and degree of such training has not been provided by them which suggests that, if the courses are to continue, a further review of their content is necessary.

Secondly, the police service in this country has a history of sending individuals on courses without initially setting objectives for them to achieve or of assessing the value of the course to the individual or the organisation. This is a situation that also pertains within the American Department. In view of these observations it is interesting to note that the Inspectors Development Course and the Junior Command Course now have pre-course briefings and post-course follow up discussions within their structure. Such action can only prove to be beneficial and ought to be considered for all courses in the future to

ensure not only that officers obtain the most from them but also in these cost conscious times that they provide value-for-money.

Thirdly, the respondents were asked to provide their views on the way that management training and development issues were operated within the three areas studied and it was apparent that they perceived that there were major difficulties to be overcome. For example, with regard to management training they identified that insufficient took place, that it was badly adapted to individual needs and that as individuals they have very little say in their training requirements. This is a sad indictment on the police service and reinforces the observations made in the preceding paragraphs. Put quite bluntly, there is obviously an urgent need for the police service in this country and in the American Department substantially to improve their performance in this area. This will involve not only identifying in greater detail their managers' training requirements but also ensuring that they receive that which meets their particular needs.

A similar picture was identified when the results relating to management development issues were considered. In this instance it was reported by a large number of respondents in all the three areas that management development was only aimed at a selected few individuals. Whilst it is recognised that there will always be 'high flyers' in any organisation who receive specific development programmes, the remainder of managers should not be ignored if forces are to improve their levels of managerial competence. There was also evidence of a lack of understanding of what was meant by the term management development and as a result there was

little communication regarding this matter within the respective organisations. It was also reported that the majority of managers in all the three areas studied were only minimally involved in the development of their sub-ordinates. Comment was made regarding this matter earlier in the Chapter and therefore it is not proposed to enlarge on it at this point other than to reinforce that one of the primary roles of management is to develop sub-ordinates and therefore if the service is failing in that regard there is little hope for the future.

Finally, the respondents were asked whether they had any further comments and observations to make concerning management training issues. This was a 'free text' question and it is obvious from the responses that collectively they have identified many of the problems that have been discussed in the course of this Chapter. More interestingly, they also identified many ways forward to ensure that performance improves in the future.

CHAPTER TEN

ANALYSIS OF THE RESULTS OF THE SENIOR COMMAND AND COURSE SURVEY

10.1 INTRODUCTION

The purpose of this Chapter is to review the results of the survey undertaken with members of the 1990, 1991 and 1992 Senior Command Courses.

The Chapter will commence with some general observations concerning the subject matter. This will be followed by a resume of the results obtained during the course of the study and the Chapter will conclude with a summary and discussion.

10.2 GENERAL OBSERVATIONS

As indicated in Chapter one of this thesis the purpose of including a survey of officers attending the Senior Command Course was to ascertain whether there were any similarities in their career profiles which could be used by forces in the future to ensure that officers who had been identified as having the potential for advancement to the most senior positions in the service were developed in the most appropriate manner.

The Senior Command Course is classified as the most senior police management course and selection for it is by way of a three-day extended interview system. The merits of this procedure and its appropriateness in the modern business-oriented environment were discussed in some detail in the last Chapter, suffice to say at this stage that the author believes that it is a totally unrealistic way of selecting the senior management for the organisation. It is interesting to note that both the Head of the Police Department at the Home Office and the Commandant of the Police Staff College in their evidence to the Home Affairs Select Committee during their enquiry into Higher Police Training and the Police Staff College stated that whilst they supported the use of the extended interview procedure for selection to the course they did recognise that its one weakness was that it may de-select officers who do have the potential for senior rank¹. The author believes that this is probably an understatement and that many very suitable candidates are rejected because of the processes in operation.

Until 1988, officers of superintendent and chief superintendent rank who believed that they met the criteria for appointment to chief officer level made a formal application for consideration. This was then followed by the three-day extended interview process with those that were successful attending the course which at that time was six months

1. HOME AFFAIRS SELECT COMMITTEE (1989). Higher Police Training and the Police Staff College. London: H.M.S.O.

in length. In November 1988 revised selection procedures for the course were agreed to enable the identification of officers with the potential to reach chief officer rank at an earlier stage in their careers and to encourage constructive career development for others in the rank of superintendent and chief superintendent. Under those new arrangements attendance on the Intermediate Command Course was the first stage in the selection for the attendance on the Senior Command Course. It was expected that career guidance on the former course would focus particularly on the possibility of participation in an extended interview to be selected for that latter course. In consequence, unless officers opted-out of the process they would automatically be invited to attend an extended interview between three and nine months after completing the Intermediate Command Course. The rationale for adopting this process was that officers were not presenting themselves for the Senior Command Course in sufficient numbers, but by changing the roles it was envisaged that at least 150 superintendents or chief superintendents would be considered each year for the course. As this was a new procedure it was agreed that the old arrangements whereby qualified individuals could apply for the Senior Command Course would run in parallel with the new ones.

Surprisingly this procedure was endorsed by the Home Affairs Select Committee and yet it had many flaws which ought to have been given greater thought before endorsement and implementation.

The first difficulty has already been discussed earlier and that is the

unacceptability of an extended interview system which does not take sufficient account of management and business-oriented issues, which must be the key factors in managing complex policing organisations in the future. Secondly, many officers of superintendent rank were excluded from the process by reason of the fact that only a limited number of places were made available to each force each year. These allocations were based on the force establishment rather than the abilities of candidates and, in consequence, if there were more promotions in a force in a year than the course places allocated to them then a number of candidates would be unsuccessful, irrespective of their abilities. Thirdly, the effect of implementing the new procedures was that the Senior Command Course grew in size and has resulted in a large number of individuals now being qualified for a small number of chief officer promotions. Because of the problems that had been created and the dissatisfaction and disillusionment that had been caused, the Home Office, in 1992, decided to suspend the above arrangements and revert to the pre-1988 selection procedures.

Whilst the problems identified above were foreseen by forward-thinking individuals within the service they were either not considered or were dismissed by the senior police executives and Home Office officials who endorsed the arrangements. It is, however, a sad indictment that the service still blunders on selecting its senior executives in what the author believes is a haphazard and unsatisfactory method.

Having considered the appropriateness or otherwise of the selection procedures for the Senior Command Course, and coming to the conclusion

that there was a need for the whole process to be reviewed, the author questioned whether it was appropriate to proceed with this part of the study. However, after due consideration he decided that it was because the current arrangements would obviously remain in place until changed and there was little evidence of that occurring at the present time.

A further point that should be made before discussing the results from the survey is that whilst officers attending the Senior Command Course are primarily from English and Welsh forces, there are also representatives from Northern Ireland, Scotland and from overseas forces. However, for the purpose of this research only officers from England and Wales participated.

Finally, the results of the study will be presented under the following headings:-

- Composition and antecedent history of the survey group
- Educational qualifications
- Career information

It was also decided to divide the respondents into the following three groups:-

- Graduate entrants. These were individuals who had been selected to enter the service under what is now known as the Accelerated Promotion Scheme.

- Those that had attended the Special Course (now the Accelerated Promotion Scheme). As indicated earlier in this thesis this is a scheme which provides an avenue for young officers of outstanding promise to gain accelerated promotion. Graduate entrants are also required to join this scheme but for the purpose of this study they have been classified separately.
- The Others. These are the remainder of officers who have been selected for the course but have not been part of either of the accelerated promotion schemes.

The results obtained from the data collation will, where it is considered appropriate, be produced under the three different groupings.

10.3 COMPOSITION AND ANTECEDENT HISTORY OF THE SURVEY GROUP

(a) Composition

The survey group comprised all the English and Welsh Officers who attended the 1990, 1991 and 1992 Senior Command Courses.

The 1990 Course comprised 48 members, 40 of which were from English and Welsh forces. A total of 34 questionnaires were returned giving a return rate of 85%. The sample comprised 2 graduate entrants, 8 who had attended the Accelerated Promotion Scheme and 24 "Others".

The 1991 Course comprised 43 members of which 36 were from England or Wales. 26 questionnaires were returned, resulting in a return rate of 72%. The sample comprised of 1 graduate entrant, 10 Accelerated Promotion Scheme officers and 15 "Others".

The 1992 Course comprised 57 members of which 45 were from England and Wales. 39 of the respondents returned the questionnaires giving a return rate of 87%. This sample comprised 3 graduate entrants, 18 who had attended the Accelerated Promotion Scheme and 18 "Others".

In consequence of the above it will be noted that an excellent return rate was achieved with a total of 99 officers contributing to the survey. Of that number 6 were graduate entrants 36 had participated in the Accelerated Promotion Scheme and there were 57 "Others".

(b) Gender of Respondents

The results revealed that there was only one female respondent in each of the years reviewed. This is consistent with the results from the primary study where there was a dearth of female representation.

(c) Age of Respondents

In this section the respondents were asked to provide information concerning their age on appointment to the service (Table 10.1) and their age at the time the survey was undertaken (Table 10.2).

The results reveal that the majority of officers attending the course joined the service as 19-year-olds with the exceptions being the graduates, who for obvious reasons were older.

When a comparison of the average age of joining was made, there was little difference between the respective groups for each course.

One interesting factor that emerged from comparing the age of the respondents at the time they were attending the Senior Command Course was that there was an increasing number who were under the age of 40 years. In 1990 there were only two that fell into that category, that had increased to 3 in 1991 and 6 in 1992, a trend that reflects the Home Office objective of trying to reduce the age of senior managers.

However, the downside is that the average age of all the respondents was nearly 44 and when the individual ages of the officers attending the 1992 course were reviewed it was ascertained that 14 (36%) were aged 45 and over.

Table 10.1 - Age on Appointment (Senior Command Course)

AGE	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
19	-	6	16	22	-	4	14	18	-	10	16	26
20	-	-	4	4	1	2	1	4	-	1	1	2
21	1	-	2	3	-	2	-	2	-	1	-	1
22	-	1	1	2	-	-	-	-	1	2	-	3
23	-	-	1	1	-	-	-	-	1	2	-	3
24	1	-	-	1	-	-	-	-	1	2	-	3
25	-	-	-	-	-	2	-	2	-	-	1	1
30	-	1	-	1	-	-	-	-	-	-	-	-
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39
Ave. Age	22.5yrs	20.8yrs	19.6yrs	20.1yrs	20yrs	20.8yrs	19.1yrs	19.8yrs	23yrs	20.5yrs	19.4yrs	20.2yrs

Table 10.2 - Age at the time the Survey was undertaken

AGE	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
36	-	-	-	-	-	-	-	-	-	1	-	1
37	-	-	-	-	-	1	-	1	-	-	-	-
38	1	-	-	1	1	1	-	2	-	1	-	1
39	-	1	-	1	-	-	-	-	1	2	1	4
40	1	1	-	2	-	1	1	2	1	1	-	2
41	-	1	2	3	-	1	-	1	-	3	1	4
42	-	1	1	2	-	-	-	-	1	2	1	4
43	-	2	6	8	-	2	4	6	-	2	1	3
44	-	1	-	1	-	3	5	8	-	2	4	6
45	-	-	1	1	-	-	2	2	-	1	4	5
46	-	-	5	5	-	1	1	2	-	1	1	2
47	-	-	5	5	-	-	1	1	-	1	3	4
48	-	-	4	4	-	-	1	1	-	1	2	3
49	-	1	-	1	-	-	-	-	-	-	-	-
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39
AVR. AGE	39yrs	42.6yrs	45.2yrs	44.2yrs	38yrs	42yrs	44.2yrs	43.1yrs	40.3yrs	42.1yrs	44.7yrs	44.4yrs

(d) Pensionable years service completed by the Respondents

It will be noted from the results in Table 10.3 that there is a distinct pattern developing for the time taken for each of the three groupings, under which the respondents have been categorised, to attend the Senior Command Course. The first is that the graduates on average had completed just over 17 years service when selected for the course whereas those attending the accelerated promotion scheme (ie Special Course) had completed 21.4 years service and the others 25.3 years. The second is that there is also evidence to suggest that greater emphasis is now being placed on selecting accelerated promotion scheme candidates earlier in their service. The results reveal that only 25% of that grouping had served for 20 years or under when selected for the 1990 course, whereas in 1991 that figure had risen to 40% and by 1992 had reached 44%.

These results quite clearly show that those individuals who had been identified as having the potential for advancement had been selected for the course much earlier in their service than the remainder, which vindicates the Home Office policy in this regard. What is questionable is whether by adopting this policy those individuals have been pushed through the ranks too quickly that they have not obtained the necessary management and business skills to take on the responsibilities of high office. Only time will tell.

Table 10.3 - Pensionable years service completed by the Respondents (Senior Command Course)

COMPLETED YEARS	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
15	-	-	-	-	-	-	-	-	-	1	-	1
16	1	-	-	1	-	1	-	1	1	-	-	1
17	1	-	-	1	1	1	-	2	-	1	-	1
18	-	-	-	-	-	2	-	2	1	-	-	1
19	-	2	-	2	-	-	-	-	1	3	-	4
20	-	-	1	1	-	-	1	1	-	3	1	4
21	-	3	-	3	-	1	-	1	-	1	1	2
22	-	-	1	1	-	-	-	-	-	2	1	3
23	-	1	3	4	-	2	1	3	-	2	1	3
24	-	1	3	4	-	1	2	3	-	1	1	2
25	-	1	2	3	-	1	6	7	-	2	4	6
26	-	-	6	6	-	-	2	2	-	-	4	4
27	-	-	4	4	-	1	1	2	-	2	1	3
28	-	-	4	4	-	-	1	1	-	-	1	1
29	-	-	-	-	-	-	1	1	-	-	3	3
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39
AVE. AGE	16.5yrs	21.6yrs	25.4yrs	24yrs	17yrs	21.2yrs	25.1yrs	23.3yrs	17.7yrs	21.5yrs	25.3yrs	23yrs

(e) Requirement to sit the Police Entrance Examination

The rules concerning the requirement to sit the Police Entrance Examination are outlined in Chapter 5 and therefore no further comment will be made at this time other than to say that 50 of the respondents had to sit the examination. However, as indicated in Chapter 5 every prospective recruit to the service is now required to take the examination, irrespective of their educational qualifications.

In summarising the results obtained during this section of the study two factors are relevant to the primary objective. The first is that whilst the average age of the course remained consistent there appears to be a developing trend for younger officers with less police service to be admitted to it. Secondly, it is becoming more and more evident that individuals seeking a place on the course will have had to have completed the Accelerated Promotion Scheme (Special Course), which is evidenced by the fact that in 1990, 10 respondents (including graduate entrants) attended the course, in 1991 this had increased to 11 and by 1992 it had reached 21.

10.4 EDUCATIONAL QUALIFICATIONS

In this section the respondents were asked to indicate what was the highest educational qualification they held on appointment to the service and the highest they now hold. The results obtained from the research are outlined in tables 10.4 and 10.5.

Table 10.4 - Highest educational qualification on appointment to the service (Senior Command Course)

	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
HIGHER DEGREE/POST GRADUATE DIPLOMA	-	-	-	-	-	-	-	-	2	-	-	2
FIRST DEGREE	2	-	1	3	1	3	-	4	1	-	-	1
A LEVEL/NON GRD DIPLOMA	-	3	7	10	-	2	5	7	-	10	7	17
5 OR MORE 'O' LEVELS	-	3	8	11	-	3	4	7	-	6	2	8
1 - 4 'O' LEVELS	-	2	4	6	-	2	5	7	-	2	7	9
NONE	-	-	4	4	-	-	1	1	-	-	2	2
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39

Table 10.5 - Highest educational qualification now held (Senior Command Course)

	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
HIGHER DEGREE/POST GRADUATE DIPLOMA	-	1	3	4	1	2	3	6	3	6	5	14
FIRST DEGREE	2	1	8	11	-	6	8	14	-	10	6	16
A LEVEL/NON GRD DIPLOMA	-	5	7	12	-	1	2	3	-	1	4	5
5 OR MORE 'O' LEVELS	-	1	4	5	-	1	-	1	-	1	1	2
1 - 4 'O' LEVELS	-	-	2	2	-	-	2	2	-	-	2	2
NONE	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39

The results reveal that there has been a continual increase over time in the number of respondents who have improved their educational qualifications. In 1990 there were 53% (18) who fell into that category, by 1991 that figure had increased to 69% (18) and by 1992 it had reached 74% (29). When the statistics were further examined it was established that of the total of 99 respondents, 65 (66%) of them had degrees of which 24 (37%) held higher degrees. When those individuals who hold degrees were asked if they obtained them as a result of receiving a Bramshill Scholarship or Fellowship, 30 (46%) replied in the affirmative.

These statistics confirm that another trend has been identified whereby an increasing number of officers attending the Senior Command Course hold first or higher degrees. Whilst it is not a condition for officers who attend the course to hold such a qualification it does appear to be an ever increasing requirement. The author welcomes this trend as it shows that the service is starting to recognise the benefits that can accrue as a result of their senior managers attending courses of higher education. However, this does raise two issues which are worthy of further comment. The first relates to the relevance of the degree studied. In many instances officers have obtained degrees which have no direct relevance to their current role, and therefore will not assist them with their managerial function. Secondly, as indicated earlier, 30 of the respondents stated that they had obtained their degree as a result of receiving a Bramshill Scholarship or Fellowship. This has generally resulted in them being seconded, on a full-time

basis, from their force for a period of between one and three years. However, in the future it is unlikely that forces will have the finance or the resources to enable this situation to continue, and therefore if individuals are to obtain higher educational qualifications it is possible that they will have to do so at their own expense and/or in their own time. It will therefore be interesting to see whether, in the longer term, the number of graduates attending the Senior Command Course reduces.

In summary, as far as this thesis is concerned the author believes that the trend for senior managers to hold degrees will continue, albeit that if that scenario should occur such qualifications must be linked to the management role they will be performing.

In fact the author would go so far as to suggest that possession of a post graduate business or management related qualification should be a pre-requisite for everyone seeking a chief officer position.

10.5 CAREER INFORMATION

During this section it is proposed to examine the results from the following areas:-

- the review of the command training received by the respondents.
- the length of service that the respondents had completed before

being promoted to the various ranks.

- the amount of time that they have spent in each rank.
- the relevant roles which the respondents performed during their career.

The review of the command training took place to ascertain how many of the respondents had attended the Junior and Intermediate Command Courses. Tables 10.6 and 10.7 respectively outline the results of the study.

It will be noted from the tables that only 62% of the respondents attended the Junior Command Course, which is a little surprising in view of the importance that the service attaches to attendance on this course. When the results from the Intermediate Command Course were considered that figure rose to 88%. Despite that fact there were still twelve officers who did not attend this course, which again calls into question how relevant the course is in the development of future senior managers.

Finally, in this section it was decided to ascertain what rank the respondents were when selected for the Senior Command Course. The results revealed that whilst 51% of all the respondents were superintendents, the year on year percentage was increasing. For example in 1990 only 47% of the were in that rank, by 1991 it had

Table 10.6 - Attendance on the Junior Command Course

	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
YES	-	4	15	19	-	6	11	17	1	10	14	25
NO	2	4	9	15	1	4	4	9	2	8	4	14
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39

Table 10.7 - Attendance on the Intermediate Command Course

	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL
YES	2	6	21	29	-	10	13	23	3	16	16	35
NO	-	2	3	5	1	-	2	3	-	2	2	4
TOTAL	2	8	24	34	1	10	15	26	3	18	18	39

increased to 50% and by 1992 to 54%. These statistics reflect the policy changes that took place in 1988 whereby superintendents attending the Intermediate Command Course automatically attended the Senior Command Course selection process unless they opted out. Now that this procedure has been dropped it will be interesting to establish if the trend reported above will continue in the future or whether it will revert to the pre-1990 figure.

Quite clearly the results obtained from this part of the study reveal that it was not necessary for officers to have attended either the Junior or Intermediate Command Courses as a pre-requisite to their selection for the Senior Command Course. However, as indicated earlier in this thesis, all officers on promotion to the chief inspector and superintendents ranks are now required to attend the appropriate command course. Consequently, in the future, all officers presenting themselves for the Senior Command Course will already have had two levels of command training thus ensuring a consistent approach for all candidates.

The second area reviewed was in relation to the length of service that the respondent had completed prior to being promoted to the various ranks. The statistics outlined in table 10.8 reveal that there is a distinct promotion pattern for each of the three groupings of officers. In addition when the data from the three years is compared the results showed that the average length of service for promotion to the respective ranks is very similar.

Table 10.8 - Average number of years service completed before promotion to the various ranks

	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL AVERAGE	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL AVERAGE	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL AVERAGE
SERGEANT	3yrs	4.1yrs	6.4yrs	5.7yrs	3yrs	5.4yrs	6.3yrs	5.8yrs	3yrs	5.1yrs	6.2yrs	5.5yrs
INSPECTOR	5yrs	6.6yrs	11yrs	9.6yrs	5yrs	7.4yrs	11.3yrs	9.5yrs	5yrs	7.6yrs	11.1yrs	9yrs
C/INSP	9.5yrs	11.5yrs	15.8yrs	14.4yrs	13yrs	12yrs	17.4yrs	15.8yrs	10yrs	13.6yrs	16.8yrs	14.7yrs
SUSPT	12yrs	15.3yrs	19.5yrs	18.1yrs	14yrs	16.6yrs	20.3yrs	18.7yrs	12.3yrs	16.9yrs	20.1yrs	18yrs
C/SUPR	N/A	19.3yrs	23.6yrs	22.4yrs	16yrs	18.7yrs	22.9yrs	21yrs	16yrs	19.7yrs	24.8yrs	21.8yrs

Table 10.9 compares the statistics relating to the time that the respondents spent in the various ranks. It will be seen that, with the exception of the inspector rank, they only spent a comparatively short period of time in each.

With regard to the latter aspect a series of questions were asked to ascertain the roles which the officers performed during the various stages of their careers.

After reviewing the data from the respective years a number of roles appeared regularly in the career profiles of the respondents.

a) 1990

- 16 (47%) of the respondents stated they had performed a staff officer role.
- 23 (68%) of officers had served in a management services or research and development department.
- 13 (38%) had performed duty within a complaints and discipline department.

Only one respondent had not performed duty in any of the three departments. On the other hand, three officers had worked in all three departments and 13 had spent periods in two of the three.

Table 10.9 - Average number of years service completed in the various ranks

	1990 COURSE				1991 COURSE				1992 COURSE			
	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL AVERAGE	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL AVERAGE	GRADUATE ENTRANTS	SPECIAL COURSE	OTHER	TOTAL AVERAGE
SERGEANT	2yrs	2.5yrs	4.6yrs	3.9yrs	2yrs	2yrs	4.9yrs	3.7yrs	2yrs	2yrs	4.9yrs	3.6yrs
INSPECTOR	4.5yrs	4.8yrs	4.8yrs	4.8yrs	8yrs	6.2yrs	6.1yrs	6.2yrs	5yrs	6.1yrs	5.7yrs	5.8yrs
C/INSP	2.5yrs	3.8yrs	3.8yrs	3.7yrs	1yr	3yrs	2.9yrs	2.9yrs	2.3yrs	3.2yrs	3.3yrs	3.2yrs
SUSPT	4.5yrs	3.8yrs	4.4yrs	4.2yrs	2yrs	3.3yrs	3.3yrs	3.2yrs	3.7yrs	3.7yrs	4.3yrs	3.9yrs
C/SUPT	N/A	3.2yrs	2.3yrs	2.6yrs	1yr	1.9yrs	2.1yrs	1.9yrs	2.5yrs	2.4yrs	2yrs	2.2yrs

(b) 1991

The only position that appeared regularly within the career profiles of the officers was that of either uniform sub-divisional or divisional commander, with 20 (77%) of the respondents having served in those capacities.

(c) 1992

- 34 (87%) of the respondents indicated that they had served in a uniform sub-division and/or divisional command position.
- 18 (46%) officers stated that they had worked in a management services department or research and development environment.
- 16 (41%) indicated that they had served in a staff officer position.

Only one respondent had not performed duty in any of the three positions outlined above. On the other hand six stated that they had worked in all three roles and 25 had spent periods in two of the three.

In summarising the results from this section it is apparent from the above information that there are certain roles that are considered more relevant than others for potential senior police managers to have performed. The emphasis on having been employed as a uniformed operational commander is highlighted by the fact that 77% of the

respondents from the 1991 course and 87% of the 1992 course had undertaken that function. There also appears to be a trend for officers to have served either as a staff officer or in a research and development environment.

The need for operational command is seen as being of paramount importance by executive officers, a fact endorsed by both the Home Office and the Audit Commission who have indicated that the basic command unit led by an officer of superintendent rank should be the primary policing unit. However, this raises a very important issue as the term "operational command" has, in the past, been interpreted by many senior officers as solely involving the day to day management of policing activities and has excluded such matters as strategic planning, budgetary control, human resource management etc. In the future, these business and management practices must become an integral part of an operational commander's role and therefore individuals who are selected to fill such positions will need to possess these skills. Gone are the days when officers reach high rank solely on the basis of seniority or because of their knowledge of a specialist policing activity.

The significance of holding positions of staff officer or in the research and planning environment is that those individuals will be actively involved in the development of their own force and the service in general. In doing so they will obtain considerable knowledge regarding the political, social and economic issues affecting the wider aspects of policing which will obviously stand them in good stead for their roles as senior police managers.

When the respondents were asked whether they had any specific comments to make regarding their own career profile, there were very few replies, albeit that the following are considered to be relevant to the debate:-

"During my time as a chief inspector and superintendent, great emphasis was placed on the need for "operational experience" by my senior officers - (most of whom did not have a lot themselves).

"I am conscious of the absence of CID on my profile."

"Career managed by self rather than force."

"No evidence of long-term central career planning. As each promotion was achieved I moved to locations that happened to have a current vacancy."

"You have not asked for details of careers before joining the police service. This is important especially where officers join late, as the short length of police service does not represent all the learning opportunities for skills required for senior positions."

"Too CID orientated to give maximum chance of further promotion."

"Slow in Inspector rank - not due entirely to periods of maternity leave but to the poor systems in the Metropolitan Police. The lack of any career development or identification of potential at that time."

".....I was seconded to the Police Executive Research Forum in Washington DC for six months during my time in the Force Planning Unit as a chief inspector. Many others on the Senior Command Course have similar experiences."

"My unique experience of service in both Scotland and England has shown that transfer between the two countries is not incompatible. I have no operational experience in the CID, this is a drawback despite arguments by seasoned detectives of all ranks."

"Too long in the intermediate ranks."

"Too long as an inspector - penalised for spending three years at university."

"Neither force specifically assisted me with career planning although on occasions individuals have advised and assisted me. Unfortunately on as many occasions,

individuals have restricted my career - sometimes quite openly because 'my turn' had not arrived."

"..... I have been fortunate to be in roles which are at the cutting edge of change, particularly as a chief inspector, superintendent and chief superintendent. (i.e. planning at a strategic level, equal opportunities and personnel issues)."

"I am happy that I have a good mix of operational/policy posts, but I feel that I may have benefited from some specialist (especially crime) experience."

When further asked whether they had any comments to make regarding the career profiles they believed, were required for future senior managers in the service, there was a considerable response with many of the replies being duplicated. A representative sample of those received is enumerated below:-

"Breadth of experience is more important than specialisation."

"The service has a tendency to develop senior managers who have experienced a bit of everything. I do not think that is necessary."

"There is a need for better planning at an early stage of service."

"Identify early and fast lane potential. You do not need hands on experience in everything."

"Higher education essential."

"A balance of operational and support roles as required, with experience of policy making and posts that give a good insight into the organisational working of the force."

"We must not seek to try and clone senior officers."

"There are plenty of examples of late developers and others with early potential who fail to deliver."

"Identify talented personnel early and manage their career development so as to get them to Senior Command rank earlier than is the case at present, especially those, who like me, missed out on the Special Course route, but given the opportunity, development slightly later."

"I do not favour a stereotype career profile. Clearly some areas of police-work will require set career paths. Provided people are given the opportunities, I have confidence in the extended interview procedures for people to become selected."

"A Management Services Department position at chief inspector or superintendent level might have been helpful. A staff officer position with the HMI is undoubtedly of great benefit in understanding the complexities of strategic reality."

"A period spend in CID is important especially at Headquarters where a broader view of police work can be obtained, including the more out of the ordinary operations."

"Senior personnel should virtually be self-selecting. The skills needed are a blend of leadership charisma and intellectual ability which develop at different rates in different people. No-one should have an 'open ticket' through the system merely because he or she possesses the requisite skills on paper. They must be tested operationally."

"My view is that the service should take control over the training and development of its future most senior officers rather than leave it to the hap-hazard current system. Officers with potential, in addition to those on the Special Course, need to be identified early and their career paths and training mapped out."

Finally, when asked whether, when preparing police managers for the most senior positions within the service, changes were needed to the current training/development programmes, there was again a considerable response of which the following observations are representative of those received:-

"Command courses are too long."

"Command courses must fit career needs."

"Careers need to be guided and not left to chance."

"Greater flexibility and more use of outside courses particularly at management schools."

"Greater involvement with industry and commerce in exchange arrangements is required."

"University education is up-to-date with issues. The police service seems to catch on to ideas already dead in industry. This is reflected in much police training - we are out of date."

"Expert career development people should be brought in for (say) the top 1,000 with power to develop careers."

"People talk about career development and opportunities but do not always practice what they preach. This should be the police service's priority. Action not lip service."

"A system is needed to plan careers for Non-Special Course officers who are in mid-service making sound promotion progress."

"The emphasis is on education and not on skills. the current rank hierarchy also precludes officers from being moved laterally and tried in different roles unless you are fortunate enough to have far sighted senior chief officers. I was."

"It is inadequate for these officers to be left to struggle for development with the restraints of:-

- (a) Small forces
- (b) Lack of readily available lateral movement. There should be a system where they are moved from force to force to gain the depth and width of experience required for their development."

"The Senior Command Course will have to manage greater disappointment as the years progress. The ICC and JCC should aim at lateral development."

"Programmes should be matched to individual's needs against a national framework as opposed to training everyone in a similar way. The framework should take account of current and projected needs not past needs. For 1992 this means strategy, value for money, performance evaluation (not measurement), project management, managing change, selling progress to the force."

"Command courses should be scrapped and replaced by modular training jointly agreed by the managers and individuals. Where and of what format should be decided by line managers. Officers should also be exposed to non police work environments to broaden appreciation of the society they police."

"HMI must take more interest in such officers at an earlier stage to prevent talent being stifled and suppressed by the vagaries of individual forces lack of career development policies and systems. I escaped this trap, but was lucky."

"I suspect that there is not enough exposure to management and leadership in other organisations. The course appears to be a little incestuous."

"Training and development should relate to individual needs, - mine did not ever do this."

"The butterfly or cuckoo syndrome should be extinguished. There should also be a requirement for compulsory 'hands on' experience for more than a few months in all ranks."

"There is no doubt it takes too long for the 'best' to reach command ranks, but a short time in each rank is a poor substitute for an extended period of true command responsibilities (ie three to five years as a divisional or sub-divisional commander). It follows that progress to that level should be swift."

10.6 SUMMARY AND DISCUSSION

The primary objective of undertaking this research was to ascertain whether there were any similarities in the career profiles of officers attending the Senior Command Course which could be used by forces, in the future, to ensure that individuals who had been identified as having the potential for advancement to the most senior positions in the service could be developed in the most appropriate manner. The following issues, whilst not exclusive, are considered to be of particular relevance to the debate.

- (i) It is evident from the composition of the courses that there was a dearth of female representation. However, this may not be the

fault of the system but of female officers who have not presented themselves for selection. In the future this situation is likely to change as the increase in career oriented female officers who joined the service in the 1970s and 1980s reach the more senior positions and therefore are able to present themselves for selection. However, the service must be careful not to engage in positive discrimination as that would be counter-productive. The service needs the most capable senior executives irrespective of gender.

- (ii) There is an increasing number of officers selected for the course who are under 40 years of age and as this is clearly at the behest of the Home Office, this trend will undoubtedly continue in the future. Consequently senior executives must bear this in mind, when developing the careers of future managers.
- (iii) The results of the study revealed that attendance on the Accelerated Promotion Scheme, either as a graduate entrant or following selection as a constable or sergeant was gaining in importance. There is no doubt that as the number of chief officers is reduced in the future the relevance on this scheme to produce the senior executives will increase. This will prevent many late developers achieving high office, a situation which the author believes is unacceptable as there should always be an opportunity for such people, if they have the necessary skills and abilities, to aspire to those positions. In developing

individuals, force's should be aware of these problems and ensure that plans are in place to overcome them.

- (iv) There is a noticeable trend for officers attending the Senior Command Course to hold at least a first degree, with an increasing number holding post graduate qualifications. Whilst this is not an automatic requirement, future aspiring senior managers should be conscious of this development and plan their careers accordingly. The author welcomes this trend and believes that the possession of a post graduate business or management related qualification should be a requirement for every individual seeking a chief officer position.

- (v) The results from the study identified that 38% of the respondents did not attend the Junior Command Course and 12 individuals did not attend the Intermediate Command Course, which is surprising in view of the importance that the service appears to attach to attendance on these courses. However, this situation will change in the future as every newly promoted chief inspector and superintendent will attend the appropriate command course. In consequence of this policy, whilst recognising that, in the future, every individual presenting themselves for selection for the Senior Command Course will have received two levels of command training, a major question still exists concerning the quality of training that was provided on those courses.

In the past they have been devised for all participants

irrespective of individual needs or requirements and whilst this situation has changed, with the introduction of the new courses, there is still a concern as to whether they meet the individual's needs and those of the service. The author believes that there should not be an automatic requirement to attend either of these courses as they are both expensive in time and cost and the quality of input in certain areas has been questioned. Training should meet individual needs and may be obtainable at a lower cost in financial and human resource terms at local centres of education or business schools.

In consequence, the service needs to reappraise its whole approach to the training of its senior managers and whilst the Police Staff College will have a role to play in that regard, particularly in respect of training for operational matters, there are alternatives for training in other areas which ought to be given greater consideration. Gone are the days when the service can afford to have large numbers of senior officers, permanently engaged in lengthy training courses at the Police Staff College, (e.g. the Junior Command Course ties up approximately 80 chief inspectors for a period of seven weeks), when much of it could be undertaken at alternative centres. Politicians (both locally and nationally) and lay individuals ought to be questioning the cost effectiveness of this approach, as the current policy raises concerns as to whether, if officers can be released for such long period of time, they are in fact

required at all.

In summary, there is an urgent need to reappraise the issue of command training, particularly in the light of the fact that "rank hopping" may occur in the future. It is important therefore that the emphasis is placed on developing managerial competencies thus ensuring that future senior managers are provided with the skills to enable them to perform their roles in an ever changing environment. This should involve individuals having to take responsibility for their own development rather than as many do at present, leaving it to the service. Such a step would remove the complacent attitude of some of the potential senior managers and ensure that they were aware of up to date management and business oriented practices.

- (vi) The results identified that there was a distinct pattern emerging as to the length of time it was taking for officers to reach the position whereby they were selected for the Senior Command Course. This pattern depended on whether they were graduate entrants, participants on the accelerated promotion scheme or were the remaining group of officers who had not been selected for either of the schemes. There was clearly a pattern of more younger officers being selected much earlier in their service, which accords with the Home Office wishes of reducing the age of senior managers. There is no doubt that this trend will continue

in the future, albeit that it creates further problems with blockages occurring in the chief officer positions where individuals will remain longer in those ranks. This is a very real situation and one which is likely to be addressed by way of fixed contracts for officers of assistant, deputy and chief constable level.

(vii) After examining the roles which the respondents performed during the course of their careers, it became apparent that there are no hard and fast rules on what is the most appropriate career pattern for potential chief officers. However, what was identified was the requirement to have had experience in one or more of the following areas:-

- Operational command at Basic Command Unit (superintendent) level.
- A staff officer position.
- Work within a research, planning or development environment.

Potential senior managers should therefore be cognisant of this fact when attempting to influence their own future development or when developing sub-ordinates.

(viii) When the respondents were asked to comment on the career profiles and development needs for future senior police managers the following ideas were forthcoming. First, they identified the need for a balanced career portfolio rather than total specialisation. Secondly, there was a need to identify individuals with potential, early in their service and plan their career so that they received the necessary training to allow them to successfully perform at executive level at a much earlier stage than their predecessors. Thirdly, emphasis was placed on the need to obtain experience and knowledge, through outside agencies, be they universities, business schools, industry etc. Finally, there was a recognition that training and development should concentrate on an individual's needs rather than on providing broad based courses to suit a particular group of officers.

In conclusion, the author reviewed the whole selection procedure for the Senior Command Course and questioned whether the current arrangements were the most appropriate means of identifying the services' future managers. He explained that he believed that the extended interview process had major deficiencies in that it took no account of managerial and business-oriented matters which are essential competencies for any senior executive. He also explained that the procedures de-selected many potential executive officers, a weakness which was identified by both the Head of the Police Department at the Home Office and the Commandant of the Police Staff College in their evidence to the

Home Affairs Select Committee. If such senior people openly admit that there are deficiencies in the selection process then clearly there is a need for a review of the system to take place. Until changes are forthcoming, individuals aspiring to chief officer level must be prepared to subject themselves to the extended interview process and the vagaries of the current selection arrangements. In consequence they must ensure that wherever possible their career is developed to satisfy the specific selection criteria. In that regard it is becoming more and more evident that this will involve:-

- Being comparatively young in years and police service (ie probably under 40 years of age).
- The requirement to hold at least a first degree and more likely, in the future, a higher degree.
- Attendance on the Accelerated Promotion Scheme either as a graduate entrant or following selection whilst a constable or sergeant.
- Attendance on all necessary command courses.
- Having a balanced career profile but having been employed in certain key areas (i.e. operational command at Basic Command Unit (superintendent) level, a staff officer position or having worked

in the research, planning or development environment).

- The ability to successfully "role play" and reach the required standard (whatever that is), during the extended interview process.
- A perceived ability to successfully perform at executive level.

In the present conservative environment, where selection for the Senior Command Course is still very much in the hands of the most senior police executives, who themselves were selected under the same process, there is a great danger of "cloning" taking place. Whilst all candidates need to be intellectually sound, individuals who are perceived as non-conformist are less likely to be selected for the course and yet there is a probability that contained within that group are the innovators, and risk managers which the service needs as leaders to drive it forward during the forthcoming period of change. In view of these observations officers presenting themselves for selection must ensure that they are not only seen as being "appropriate individuals" to hold chief officer rank, but must ensure that their career profile contains the criteria described above.

CHAPTER ELEVEN

CONCLUSIONS AND RECOMMENDATIONS

11.1 INTRODUCTION

Prior to commencing this study the author had undertaken research into management development issues within his own force with the purpose of testing the hypothesis that:

"Management development as it is currently understood can be transferred to the police service."

The results of the study revealed that whilst there was very little understanding of the concept of management development amongst managers at all levels of the organisation, the author believed that management development as it is currently understood can be transferred to the police service provided that a number of fundamental changes were made to the current arrangements.

Having identified difficulties in his own force, the researcher decided to test the same hypothesis in the wider national and international policing environment.

At the time of the initial study and again at the commencement of this research the author undertook an in-depth literature review on the

subject. As a result of those deliberations, he confirmed that the following issues, whilst not exclusive, were essential elements of any successful management development programme:

- (i) An understanding of the concept of management development and an acceptance by senior management of the need to implement a structured management development programme within the organisation.
- (ii) Succession planning.
- (iii) Personal development, including promotion assessment and career development procedures.
- (iv) The operation of a Performance or Staff Appraisal system.
- (v) A commitment to training.

Once the issues that needed to be addressed in any study on management development had been identified, a research design was produced, with the following aims, to test the above hypothesis:-

- (i) To obtain the views of a sample of officers from throughout England and Wales to management development issues in an attempt to ascertain whether the results were similar to those obtained in the initial study.

(ii) To undertake a comparative cross-cultural study between the researcher's own force and an American Police Department of a similar size in an attempt to ascertain whether:

- management development as it is currently understood could be transferred to the American department.
- there were any major differences between the management development issues adopted by each organisation.

(iii) To undertake a study of those officers attending the Senior Command Course (the most senior police management course) to ascertain whether there were any similarities in their career profiles which could be used by forces in the future to ensure that officers with potential were developed in the most appropriate manner.

Emanating from the purposes of the study were a number of issues that the research wished to pursue. There were as follows:

- (i) To establish the degree of management development currently taking place within the police service throughout the United Kingdom and the American Police Department.
- (ii) To establish the effectiveness of the management development initiatives currently taking place within the policing environments subject of the research.

- (iii) To ascertain how management development activities are perceived by managers at all levels of the organisation (from sergeant to chief superintendent in the United Kingdom and from sergeant to major in the American Police Department).
- (iv) To identify problem areas (if any) in the current management development programme and suggest remedies (were appropriate).
- (v) To establish what should be the future for management development in the policing environment.

During the course of the initial study a comprehensive questionnaire was circulated to 139 managers within the author's own force, of which 125 were returned. In order to ascertain the views of managers from the English and Welsh forces and the American Department, 399 and 137 questionnaires respectively were circulated of which 296 and 108 were returned.

In addition contact was made with either the Career Development Units or the officer who had a direct responsibility for that function in all 43 forces in England and Wales to obtain information on career development policies and issues. Similar information was also obtained from the Personnel Services Unit in the American Department.

Finally, questionnaires were forwarded to 121 English and Welsh officers attending the Senior Command Course of which 99 were returned.

The results obtained from the study, along with the author's interpretation and comments appertaining to them are enumerated in detail in Chapters four to ten.

The purpose of this Chapter is to review the main findings of the research and to relate those that are relevant to the introductory Chapters of the thesis dealing with the literature on the subject and the methodological aspects of the study. Each will be dealt with in turn and the chapter will conclude with a discussion of the implications of the study for future research.

Before discussing the findings obtained from the various aspects of the research it should be remembered that this investigation took place at a time when the police service in this country and America was under greater scrutiny than it had probably ever been as a result of a number of issues including, alleged malpractice by some of its members, the manner in which a number of incidents had been policed, the rising crime rate etc. Consequently, questions were being frequently raised by the media, politicians and academics as to the quality of management within the service.

It was against this background that the study was commenced but it was given added impetus by the initiation of the enquiries into policing and police related issues at various stages of the project. At the time of completing this thesis the results of those enquiries are not yet known

but it is recognised by everyone working in the policing environment that they will lead to major cultural, organisational and managerial changes in the not too distant future.

11.2 GENERAL OBSERVATIONS

Before discussing, in detail, the conclusions from the specific areas reviewed it is proposed to make some general observations concerning the research project itself and the results that emerged.

During the course of this exercise, in addition to obtaining the views and responses of a large number of police officers the author has discussed the issues with managers from non policing environments, academics and police managers of all levels. The results of those deliberations have obviously assisted him in formulating his conclusions and recommendations.

The most interesting factor that emerged from the study was the degree of similarity between the responses received from the officers in this country and the Americans. This tends to show that despite the different cultures, working environment, conditions of employment, training procedures etc there is a similarity in the way in which police managers and forces think and operate particularly in regard to the development of staff.

From the evidence obtained during the course of this study it is apparent that:

- Management development as it is currently understood can be transferred to the police service in this country and to the American department. However, whilst the respective forces are complying with many of the principal elements of the system there is still a considerable amount of work to be undertaken before they are fully compliant with all the criteria.
- There are no major differences between the management development principles adopted by the author's own force and the American department.
- The concept of management development is not widely understood at all levels of both organisations. This fact is also true in respect of the sample of officers from England and Wales. This being the case, the significance of the other individual areas of management development as part of the overall system were lost on many of the respondents.
- The current arrangements do not provide the service in this country and in the American department with the most effective programme.
- Distinct patterns are emerging for the selection of officers for the Senior Command Course and therefore for the highest positions in the service.

All of these issues will be subject of much greater debate later in this chapter.

11.3 CONCLUSIONS REGARDING THE METHODOLOGY USED

Following discussions with the author's academic tutor, it was decided that the methodology to be used for data collation would be by way of questionnaires.

Whilst this methodology has been questioned in the past, the rationale for its use in this case was articulated in Chapter three, and has been justified by reason of the very high overall return rates (79%) achieved and the quality of the data obtained.

In concluding comments on the methodology, the author would wish to express his thanks to everyone who provided data for the study. It was recognised that the questionnaires were very detailed requiring individuals to spend some time on their completion. However, it is believed that the exceptionally high return rate was in no small part due to the concerns that individual managers had regarding management development matters.

11.4 CONCLUSIONS REGARDING THE CONCEPT OF MANAGEMENT DEVELOPMENT

The literature identifies the importance of ensuring that managers are sufficiently developed to enable them to perform the roles expected of them in the ever-changing environment in which they are required to

operate. However, when specifically defining what is meant by the term, 'management development' academics interpret the term in differing ways. For example, DRUCKER (1985)¹ in his definition tends to take a much narrower approach by excluding such issues as attending courses, succession planning and identifying potential. On the other hand KEMPER (1980)² includes all those issues in his definitions. Between those two viewpoints are a variety of different interpretations.

In reaching his decision of what aspects to include in the study the author considered many definitions and decided to reject DRUCKER'S interpretation in favour of a wider one. His rationale for this decision was that he considered it was essential, particularly in the environment in which the study was to be concentrated, that issues such as succession planning, the identification of individuals with potential and training were relevant. In fact he would go so far as to say that no organisation can properly develop its managers if issues such as these are discounted.

The literature also identifies that the development of managers does not feature as highly as it ought to on the agendas of senior executives. For example a series of studies undertaken by such individuals as

1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practices. New York: Harper Row.

2. KEMPER, T. (1980). A Handbook of Management. London: Penguin.

MANGHAM and SILVER (1986)¹, CONSTABLE and MCCORMICK (1987)² and HANDY et al (1987)³ all revealed that there was a lack of management training and education provided by British companies. A further report by MUMFORD et al (1987)⁴ supports this position by identifying that at director level, whilst some organisations do have a systematic management development programme, others had no schemes at all.

It is apparent from the evidence provided by these studies that organisations, in general, adopt a negative approach to the concept of management development, and yet if British organisations are to meet the challenges of the next decade the development of its managers is of paramount importance.

What then is the position within the policing environment? It was evident from the results of the various studies and the comments made to the free text questions that the concept of management development was not widely understood by managers at all levels of the respective organisations. What was of particular concern was that this lack of understanding was present in the more senior management of all three

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1. MANGHAM, I and SILVER, M.S. (1986). Management Training Context and Practice. London: E.S.R.C.
 2. CONSTABLE, J. and MCCORMICK, R.J. (1987). The Making of British Managers. London: B.I.M.
 3. HANDY, C. et al (1987). The Making of Managers. London: National Economic Development Office.
 4. MUMFORD, A. et al (1987). Developing Directors: The Learning Process. London: Manpower Services Commission.

groupings, which provides little confidence that there is likely to be any immediate change in thinking in this regard. In addition the results also revealed that the current arrangements in respect of succession planning, career development, performance evaluation/staff appraisal and training do not provide the systematic management development programme that the service requires.

Both of these findings quite clearly support the results of the studies referred to in the proceeding paragraphs and shows that the police service is no different to many other organisations. However, this is no excuse as the police service, which is a people oriented organisation, should be at the forefront in ensuring that human resource and management development issues are properly addressed.

It is therefore recommended that both the English and American police forces should place priority on two developments:

- (i) Raise the awareness of all managers within their respective organisations to the management development concept and they should ensure that there is a clear understanding of the relevance and importance of this issue.
- (ii) Produce a policy document outlining the management development policies that will be adopted by the force in the future.

11.5 CONCLUSIONS AND RECOMMENDATIONS REGARDING SUCCESSION PLANNING

Succession planning is one of the key factors in any management development programme. It is solely the responsibility of the organisation to ensure that the right people are in the right place at the right time, a fact recognised by COVENTRY and BARKER (1986)¹ who go on to comment that top management should provide for its own continuity through effective succession planning.

From the results obtained during the course of the survey it is apparent that very little succession planning takes place in this country or in the American department. As far as English and Welsh forces are concerned this could become a very serious problem as officers who joined the service in large numbers during the early 1960s leave on completion of their thirty years service. This situation is highlighted by the results obtained from the author's own force where 30% (81) of all managers and 57% (24) of the most senior officers (ie. chief inspectors, superintendent and chief superintendents) could leave the service on pension during the next 3 years. In addition this problem could be greatly exacerbated if the Sheehy Enquiry recommends that officers below pensionable service are retired early. The above scenario is not confined solely to the author's own force but could be replicated in many others across the country.

1. COVENTRY, W.F. and BARKER, J.L. (1986). Management. London: Heinemann.

The services' response to this problem is a negative one which does not accord with the observations made in the first paragraph of this section. From discussions that the author had with representatives from the Careers and Personnel Departments of forces in this country it was established that only one had a formalised and structured succession plan in existence and even that force stated that it only covered a one year period. When asked if they had plans to develop such a plan only five answered in the affirmative. However, a few of the others did attempt to mitigate their response by describing a number of human resource initiatives they were introducing such as a tenure of post policy, the reliance on the production of annual lists of retirements, by introducing a policy of advertising all posts etc. None of these arrangements is, in the author's opinion, suitable for producing succession plans.

A similar situation pertains in the American department where they do not currently have a succession plan and neither do they have plans to introduce one. Their situation has been made more difficult because of the financial problem in the county which has resulted in a large number of managers taking early retirement. In addition, the future succession planning arrangements could be affected by affirmative action procedures, which are currently confined to recruitment but could, if so directed, be extended to promotion policies.

Having considered matters at the force level, it is now proposed to comment on relevant issues more directly affecting the individual. It was evident from the results that very few of the forces in England and

Wales produced development plans for all managers. When those with no formal arrangements were asked to indicate the procedures that existed for monitoring and planning the careers of their managers they stated they relied totally on career/staff appraisal reports and post promotions board interviews for that purpose. The situation in the American department was identical to that in the British police forces with no formal and structured development plan existing for individual managers. This is a totally unacceptable situation and one which needs addressing as a matter of urgency.

The situation with regard to "highlighted" officers was somewhat different, with 41 forces in England and Wales indicating they had developed plans for monitoring the progress of such individuals. This quite clearly supports the results in Chapter six where a high percentage of officers state that career development does not take place within their force. In addition, these results also confirm the views that were expressed both in writing and verbally to the author by a number of respondents that only a select few officers have their career properly planned and developed.

If senior police executives in this country and in the American department are to make the most effective use of their most valuable resource - their employees - then they must take succession planning more seriously than they do currently. In order to address this problem the author recommends that forces should take the following courses of action:-

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- (i) All forces should develop a succession planning policy.
 - (ii) The key positions which are to be the subject of the succession planning arrangements should be identified and promulgated within the respective organisations.
 - (iii) Future requirements in key positions should be projected for a period of up to five years. The rationale for making this recommendation is that it takes time to develop individuals to the point where they can fill senior positions without any loss of efficiency or effectiveness. Gone are the days when officers appointed to key positions should be expected to become "instant experts". Such individuals should be productive from the first day in office and this can only be achieved if they have been identified at an early stage and trained accordingly.
 - (iv) All forces should produce a "People Plan", which would take people rather than jobs as its prime focus. Such a scheme would provide a career plan for all managers within the organisation and also constables who have been identified as having the potential to reach high rank in the service. Such plans should be based on a five-year rolling programme.
 - (v) There must be total commitment to the policy from all managers which should be reinforced by the senior executives. The experience of some organisations is that the development of a succession plan is just a paper exercise which is changed at the whim of senior managers. Such a course of action defeats the

whole object of the exercise and must therefore cease if the process is to retain credibility.

(vi) Managers at all levels of their organisation should be made more aware of succession planning and career development issues.

(vii) In view of the considerable number of managers that can leave the service on retirement over the next few years, thus devoiding it of a wealth of experience at a time of considerable change, Chief Officers should attempt to retain key individuals within their respective organisations. This may not be easy because of the uncertainty that currently exists due to the impending changes that will be forthcoming as a result of the various enquiries that are taking place into policing and police related issues.

(viii) At the present time there are very few police officers who have a responsibility for personnel, career development and planning issues who are qualified to undertake those functions. The author finds this totally unacceptable as the service can no longer allow the development of personnel to be left in the hands of unqualified people. It is therefore recommended that before any person is nominated to perform a key personnel function they are sufficiently qualified, (i.e. by membership of the relevant Institute or as a result of obtaining educational qualifications in personnel related matters), to undertake this role.

(ix) In order that the whole question of succession planning is addressed seriously by forces, Her Majesty's Inspector of Constabulary, in his annual inspection of forces, should specifically examine the processes and procedures that take place in this regard. In respect of the American department, there are no formal annual inspection arrangements, however, this matter should be addressed in greater detail and given a high priority in the accreditation process.

In summary, from the evidence obtained during this aspect of the study it is apparent that there is a lack of commitment by forces in this country and in the American department to succession planning. Whilst senior executives would no doubt argue to the contrary and say that they have sufficient knowledge about their subordinates to make decisions regarding succession matters, this is questioned by the author whose stance is supported by the facts discovered during the course of this research. The author believes that senior managers are failing their respective organisations by not addressing these problems and this situation cannot be allowed to continue in the future. Only by introducing initiatives, such as those outlined above can the service start to rectify the matter and ensure that there are improved arrangements in due course.

11.6 CONCLUSIONS AND RECOMMENDATIONS REGARDING PERSONAL DEVELOPMENT ISSUES

During the course of this section it is proposed to comment on the results from the following Chapters:-

- Personal details (Chapter five)
- Career development (Chapter six)
- Future expectations (Chapter seven)

The rationale for taking this decision is that they are inextricably linked to the personal development of individuals and therefore they need to be addressed as one complete package. However, it is proposed to identify any specific recommendations made in respect of the above under the appropriate heading.

The literature on this subject clearly identifies that personal development is the responsibility of the individual a fact highlighted by DRUCKER (1985)¹ and others and reinforced by MARGERISON (1991)² who states that:-

".... Management development is a personal responsibility. Too often managers forget this. They wait for someone else to develop them. They wait for the call to go to the company management development programme. They could indeed wait a long time for today organisations are looking for those who can develop themselves and any company support will only be additional."

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1. DRUCKER, P.F. (1985). Management, Tasks, Responsibilities, Practice. New York: Harper Row.
 2. MARGERISON, C.S. (1991). Making Management Development Work. London: McGraw Hill.

It is recognised that individuals can not totally develop themselves,
without some support from either the organisation or senior management,
albeit this involvement should be kept to a minimum.

The results from this survey, coupled with comments that individuals have expressed to the author show that managers within the policing environment do not agree with the observations expressed by MARGERISON.

There is a widely held view amongst many managers that the organisation has a total responsibility for an individual's development and unless that is forthcoming they do little or nothing to enhance their own skills.

In pursuing this argument the author accepts that there are certain job specific skills that do require specialist training which the individuals should not be required to provide - in fact it would be impossible for them to do so. These include such issues as fingerprint, scenes of crime, information technology, public order, polygraph training etc. However, there are others which relate to the individual's personal development such as advancing educational qualifications, preparing for promotion examinations, enhancing inter personal skills, aspects of management training etc which are primarily in the interests of the individual and therefore ought to fall directly as personal responsibilities, with minimal involvement from the organisation.

In the past the police service in this country and in the American department invested heavily in these issues at great cost in both

financial and human resource terms. For example a number of the respondents to the questionnaire survey, particularly those in the higher ranks, reported that they had attended periods of full time education (i.e. from one to three years), on full pay and allowances in order to obtain their degrees. This is a practice that is not now as widespread as it used to be in this country, albeit that it still occurs in certain forces, and has completely ended in the American department. For instance, the author's own force still continues to fund the expenses of six officers and allows them time off to attend a management course, a practice which is no doubt pursued in many others. Whilst it is appreciated that this initiative was instituted to meet a particular demand, it is a situation which the author believes can not be sustained, particularly as some of the officers would not have pursued the course if left to their own devices. He considers that the organisation's responsibility should be confined to ensuring that committed officers are provided with the facilities to enable them to pursue their studies (i.e. by allowing them to change duty shifts, rest days etc) and should not be extended beyond that point.

The comments to date have been confined to the individual's responsibility for personal development. However, it must not be forgotten that forces, and senior executives have a major role to play in ensuring that sufficient skills are available within their organisation to maintain them as efficient, effective and value for money businesses. It is therefore essential that they provide employees with all the necessary core skills to enable them to perform their roles

at whatever level of the organisation they are working and in addition support, guide and provide the facilities for those individuals wishing to pursue a self development programme. The evidence from the empirical research is that this is not currently occurring.

It is therefore recommended that all forces produce a policy statement describing the strategy to be adopted in respect of personal development matters. Such a document should highlight the core responsibilities of the organisation in this regard and indicate its commitment to the process. On the other hand it should also outline the individual's responsibilities for self development and emphasise the areas which have been identified by the organisation as being of specific importance.

By the adoption of such a policy the service in general and individual forces in particular should overcome many of the criticisms levelled at organisations by writers such as OWEN (1979)¹ who indicated that many firms were doubtful about the value of post graduate training or MUMFORD et al (1987)² whose research revealed that most of the respondents in his study felt that management development, where it existed, had not been very influential.

1. OWEN, T. (1970). Business School Programme - The Requirement of British Manufacturing Industry. London: B.I.M.

2. MUMFORD, A et al. (1987). Developing Directors: The Learning Process. London: Manpower Services Commission.

Finally before commenting on the results obtained during the specific areas of study it should be emphasised that the information received from the three groups of officers revealed that there were very few areas where major differences of opinion were forthcoming. This reinforces the views expressed earlier in this chapter about the similarity in the way in which police managers and forces think and operate in respect of human resource matters.

Personal Details

The primary issues emanating from this part of the survey were as follows:

- (i) There were very few female officers filling managerial positions in both the English and Welsh forces and in the America department. There may be many reasons for this situation but clearly it is an issue which needs to be reviewed both by the service in this country and by the American department. Having said that, it is important that only the best progress to command positions and this should occur irrespective of gender.
- (ii) In view of the importance that the Home Office attaches to producing senior managers at an earlier stage of their careers than their predecessors, it is essential that forces continually review their procedures for identifying and developing individuals with potential. However, such schemes should not be

produced and operated in isolation of each other as this would create inconsistency and an inability to compare performance. It is therefore recommended that a national scheme under the auspices of Her Majesty's Inspector of Constabulary, should be introduced to alleviate these problems.

(iii) Both the average age and length of service of the respondents in the English force were much higher than in the other two groupings. This is a problem that this force needs to address as a matter of urgency in view of the number of managers that can retire from it over the next three years.

(iv) When comparing the educational qualifications of the respondents the results revealed that a far higher percentage of the American officers (48.1%) had improved their educational qualifications whilst serving than had their English and Welsh counterparts (27.3%). However, an area of concern in this regard is that only a relatively small percentage of the future senior managers (i.e. Sergeants) from the three groups studied are currently engaged in pursuing a course of academic studies, which does not bode well for the future, particularly if the service in general is seeking to enhance the qualifications of its senior management. If forces adopt the recommendation outlined in the preceding section then individuals who wish to progress to higher rank within the force will be aware of the skills and requirements they must meet before they can be considered for such positions.

Career Development

Career development and planning is considered to be a very important subject by many managers. However, the results from the survey produced a very negative situation, as the following reveal:

- (i) Despite the fact that the majority of forces in this country and the American department purport to operate a career development policy it appears that the procedures are not working in practice. For example when asked whether they were aware of any systematic attempt to develop their career, a very high percentage of officers from all three groups stated that they were unaware of any such action taking place on their behalf albeit that many would have welcomed it.
- (ii) Further evidence of the negative approach that forces appear to take in this regard are highlighted by the observations made when officers were asked to comment on other aspects of career development and management placement issues. With regard to the former there was substantial support for the propositions that:
 - Career development does not take place in the force and
 - Career development is making little contribution to their force's performance.

However, when asked whether career development was left to the individual there was a non committal response from the English officers but again there was considerable support for this proposition from the Americans.

In respect of the latter there was again overwhelming support for the views that:

- Clearer management placement policies are needed.
- Longer term planning is required.
- Co-ordination of management placements are poor with little consultation taking place.
- Insufficient hand over is the norm.
- Management placement arrangements are poor.

What was significant about these results was that the negative views were being expressed by officers from all ranks including the more senior ones. The fact that the senior managers were agreeing with these observations is particularly disturbing as they are of sufficiently high rank to influence change in this regard.

As a result of the results obtained from this section of the study it is recommended that:

- (i) Regular consultation takes place with all managers and career development plans are produced for them.
- (ii) Greater emphasis is placed by the respective forces on improving all areas of career development and planning.
- (iii) Greater consultation takes place with the managers concerned before new placements are implemented.
- (iv) The management placement policies be reviewed particularly as they relate to longer term planning and handover periods.
- (v) Individuals identified to undertake human resource development work have the necessary knowledge and skills to perform the role.
- (vi) Sufficient staff are deployed by forces to undertake human resource development work.

Future expectations

This part of the study concentrated primarily on promotion assessment and advancement issues of which the following are considered to be of particular importance.

- (i) It was obvious from the results of the study that each force have devised their own promotion assessment arrangements to suit their individual requirements. Whilst it could be argued that there is

a need for greater standardisation in this process the author found no support for that view point. It is therefore recommended that the existing arrangements should remain.

(ii) One interesting aspect that emerged from the American study was that for the more senior positions there was a requirement to hold at least a first degree in an occupation related field and possess professional level management, supervisory and human relations training or expertise. In view of the fact that police management is becoming increasingly more complex the author believes that a similar arrangement to that operating in the American department should be introduced in this country. It is therefore recommended that before an individual can be promoted to the ranks of superintendent and above they should hold at least a first degree in a police related subject, business studies or management. In addition they should be able to demonstrate that they possess the professional skills necessary to perform the role.

(iii) It became evident during the study that neither sergeants themselves or their more senior officers saw them as managers. This was particularly so in the American study. However, with the increased devolvement of decision making to the lowest competent level commensurate to the decision to be taken, sergeants now have greater responsibilities than they have ever had. In consequence it will be very difficult for the service to promulgate new management theories and practices if officers in

possibly the most important rank, are not considered to be performing a managerial role. It is therefore recommended that forces undertake a review of the role that sergeants perform with a view enhancing their management responsibilities.

(iv) The research revealed that there were a large number of individuals in the study who not only believed that they were worthy of further advancement but expected to receive it. However, there is little likelihood of many of them attaining the rank to which they aspire which could create serious morale problems. It is therefore recommended that forces consider the introduction of a counselling service as part of their management development programme to provide advice and guidance to officers on their career progression. This course of action is considered to be of particular relevance for the English and Welsh officers, as the results of the enquiries that are currently taking place into the police are likely to reduce the number of senior officer positions in forces. This will no doubt lead to disenchantment and disillusionment amongst officers which will need to be sensitively addressed.

(v) The results of the study revealed that officers of all ranks would welcome the opportunity of greater choice regarding the post they fill within their respective organisations. Such a move would no doubt provide greater job satisfaction and increase productivity. It is therefore recommended that forces should attempt to provide individual officers with their preferred work

option. However, it is recognised that it may not be possible or desirable to do this, particularly if the individual does not fit the required skills profile for the position to which they aspire. Whilst appreciating this deficiency it would at least provide an opportunity for an officer to discuss his situation with a senior manager and to receive meaningful feedback as to why he could not be considered for a particular position.

In summary, it is apparent that the results from this section of the survey reveal that there is the potential for dissatisfaction amongst the managers in forces in this country and in the American department. These problems could be overcome to a certain extent if procedures were established which enabled greater communication regarding career planning and development to take place. Whilst forces could argue that such arrangements are already in existence the evidence adduced from this study is that they are not. The author believes that the recommendations discussed in this section would alleviate many of the difficulties and produce a more meaningful system for the future.

11.7 CONCLUSIONS AND RECOMMENDATIONS REGARDING STAFF APPRAISAL ISSUES

Staff appraisal/performance evaluation was the most contentious issue reviewed during the course of this study. A review of the performance of an individual is seen by some writers including DRUCKER (1985)¹ and

1. DRUCKER, P.F. (1985). Management, tasks, responsibilities, Practices. New York: Harper Row.

CANDERSON (1988)¹ as being a major part of any management development programme. On the other hand individuals including MCGREGOR (1957)² are not only sceptical about its value but also consider it is a dangerous tool in terms of the damage they feel it can cause to working relationships.

The evidence from this project reveals that opinions amongst the practitioners are split with many recognising that performance appraisal does have a part to play in the development process but they question whether it has any value in the way that the systems are currently operated. There is considerable support particularly from the lower ranking managers that the systems that are currently in existence do not meet their requirements as they perceive that important and fundamental management development issues are either not being addressed or scant regard is being paid to them. This is evidenced by the fact that they state that objectives were not set for them at appraisal interviews, in many instances there was no debate on issues likely to improve their performance and they were uncertain as to the views of their senior managers concerning such important issues as their future career development plans and their training needs. These matters are fundamental in any management development programme and need to be addressed by forces.

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1. CANDERSON, G.C. (1988). Staff Appraisal. Training and Development. March.
 2. MCGREGOR, D. (1957). An Uneasy Look at Performance Appraisal. In CANDERSON, G.C. (1988). Staff Appraisal. Training and Development. March.

CANDERSON identifies a number of reasons which prevent the effective implementation of staff appraisal systems. These include, lack of senior management support for the scheme, the absence of training for appraisers, inadequate briefing of staff, unequal standards applied by different managers, lack of follow up from appraisals and failure to make use of the appraisal data. All these factors were highlighted at various stages of this research project with the result that the author totally supports those views. It is therefore essential that all forces consider these factors and address them if they wish to implement a successful staff appraisal system.

In summary it was evident from the study that the majority of respondents were dissatisfied with the current staff appraisal arrangements and that new procedures needed to be implemented. In this regard the Home Office have recently issued instructions that forces should review their staff appraisal systems to ensure that they are more meaningful and appropriate. Forces in this country, including the author's are currently engaged on that process. There is, however, no indication that the American force is contemplating such a move but in view of the negative responses that were received from officers in that force towards the current procedures it is recommended that they also undertake a review of their system.

Other issues which emerged from the survey included the following:

(i) In some forces senior managers of superintendent rank and above were not subjected to staff appraisal procedures. In the American department this situation applied to officers of major rank and above. This is a very surprising situation because, with the greater emphasis being placed on the Basic Command Units, being led by an officer of superintendent rank, there is an even greater need to ensure that officers of that rank are held accountable for the decisions they take. This situation will change in the not too distant future with the introduction of the new appraisal arrangements which will ensure that everyone up to and including the deputy chief constable will be subject to appraisal. It is also suggested that the American department should review their procedures in this regard.

(ii) Despite the perceived inadequacies of the staff appraisal/ performance evaluation procedures a large percentage of the respondents stated that more attention should be paid to the contents of the appraisal record when deciding promotions and selecting candidates for specialist positions and training courses. This support for the system appears contradictory to what was said earlier. However, the interpretation that must be placed on the situation is that, with a more suitable system greater reliance should be placed on the contents, thus making selection processes more acceptable. The introduction of the new procedures should provide both the opportunity and climate to enhance selection procedures.

(iii) There was considerable support from the sample of officers from England and Wales and the American department for using the results of the individual's performance review as evidence to support or reject the payment of the incremental pay increase. This proposition did not have the support of managers from the author's own force. Police officers have never been subjected to any form of market forces and there has always been great reluctance to link performance to salary. However, change is likely to take place in this regard in the near future which the author believes is long overdue. Performance related pay is an accepted part of a remuneration package for a large percentage of the population and the police service should not be excluded from that process. Such a course of action should not be undertaken without consultation and the adoption of formalised procedures for agreeing measurement criteria, but this can again be linked to the new arrangements that are being promulgated by forces. This is not a new situation for the American department as they already have a performance related salary scheme in operation.

(iv) There was considerably less support for the proposition that two poor staff appraisals should form the basis of administrative dismissal from the service. At the present time there is little that can be done by English and Welsh forces to remove the lazy and incompetent officer, whose actions do not constitute a disciplinary offence. The police service can not afford to carry the small number of officers who fall into this category and therefore arrangements must be introduced which will enable them

to be removed from the service if they do not perform to the level expected. This will of course require a change in legislation to accomplish but the author believes that the Home Office should place this matter high on their agenda for action.

In summary, the good and bad features of staff appraisal as identified in the literature were highlighted in this study albeit that the current arrangements appear to provide more problems than they solve. This is equally applicable in both the American and English police forces. Despite the reservations that were expressed by the respondents there is an acceptance of the need for an appraisal system, but one that is seen as being meaningful and fair to everyone and which provides a reasonably accurate profile of the competencies of personnel, their individual capabilities and overall value to the police service. There is also a need for line managers to "own" the system, which has been a major difficulty in the past, as performance appraisal procedures which require them to be reflective, analytical and good listeners, rather than authoritarian, is alien to their normal managerial style. It is therefore important that all managers charged with the undertaking of performance appraisals are given the necessary training to provide them with the relevant skills.

In conclusion the results from this study reveal a need for forces to review their current staff appraisal/performance evaluation procedures. In doing so the English and Welsh forces should take account of the advice that has been promulgated from the Home Office, and all forces including the American one should recognise the difficulties that exist

in their present system and develop one that will have the support of the majority of their staff.

11.8 CONCLUSIONS AND RECOMMENDATIONS REGARDING MANAGEMENT TRAINING

The need to provide managers with management education and training is a comparatively recent innovation. The literature reveals that as recently as the mid nineteen forties there was little management education taking place and it is only following the second world war that there has been a gradual increase in the number of companies attempting to train and develop their staff. Since that time management education and training has become accepted in all sections of industry and commerce as being an important part in the development of managers. Despite that comment MANGHAM and SILVER (1986)¹ established that half of British companies still make no provision for training their managers. These findings are supported by CONSTABLE AND McCORMICK (1987)² and HANDY et al (1987)³ who go on to say that there is a need to enhance the management education and development provided to many British managers if they are to compete with competitors in the future. This situation is equally applicable to police managers a fact

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1. MANGHAM, I and SILVER, M.S. (1986). Management Training Context and Practice. London: E.S.R.C.
 2. CONSTABLE, J and McCORMICK, R.J. (1987). The Making of British Managers. London: B.I.M.
 3. HANDY, C. et al (1987). The Making of Managers. London: National Economic Development Office.

recognised by the HOME AFFAIRS SELECT COMMITTEE (1989)¹ in their report on Higher Police Training.

When questioned as to whether they had attended a course in the previous two years, which had a management input, only 37.8% of respondents from England and Wales answered in the affirmative.

The results from the American department revealed that whilst there was a considerable amount of management training for the first and second line managers this dropped off considerably as individuals reached the more senior positions. However, it is believed that a greater degree of such training is required at that level than for the lower ranks.

Further evidence of the negative response of forces regarding this matter is forthcoming when officers in all three groups were asked a series of questions in respect of managerial training and development matters. With regard to the former there was overwhelming support of the proposition that:

- Little management training takes place in the force.
- That management training is badly adapted to individual needs.

1. HOME AFFAIRS SELECT COMMITTEE. (1989). Higher Police Training and the Police Staff College. London: H.M.S.O.

- Managers have very little say about their training needs.

In respect of the latter there was again substantial support for the views that:

- Management development was only aimed at a few selected individuals.
- Management development was vague and poorly communicated.
- Managers are only minimally involved in the development of sub-ordinates.

These views clearly identify that in the opinion of the respondents there is very little management training or development taking place in their respective organisations, a situation which must be addressed by senior executives.

There is no doubt that the police service in this country and the American department demonstrates a substantial commitment to training but within that programme the author questions whether sufficient emphasis is placed on developing the managerial skills of its managers.

All police managers in this country receive some such training as a result of their attendance on development and command courses, but it is questionable whether it is appropriate to satisfy the demands placed upon them.

For example BOURNE (1991)¹ questions whether the training officers receive at the Police Staff College enhances their managerial skills or development. He goes on to argue that the training at Bramshill is delivered by people who have never managed a police operation or anything else. These views are supported by O'BYRNE (1991)² who also criticises the Home Affairs Select Committee and the Association of Chief Police Officers for not adopting a more radical approach to the training of senior police managers. He summarises by stating that the existing system of higher police training is failing to produce the type of support needed in the modern police service. Whilst the author has expressed similar views to these during the course of this thesis he would go further because the evidence provided by this study tends to indicate a lack of co-ordination between the development and command courses. He also believes that there is a role for business schools to play a much greater role in providing management training for senior officers which would overcome some of the problems identified by BOURNE and O'BYRNE.

In summarising the results from this section, the deficiencies of management training have been discussed at various stages in this thesis and it is apparent that there is a lot of concern that officers are not being provided with the knowledge and expertise that they believe they require to undertake their roles. This is particularly so regarding

1. BOURNE, D. (1991). Do we need Bramshill? Policing. Autumn.

2. O'BYRNE, M. (1991). The Unfilled Gap. Police. May.

development and command training which has been the subject of continual change over the past years, but without any apparent co-ordination or consideration of the requirements of the individual.

It is also disappointing that management development is perceived as being aimed at a few selected individuals. The author has considerable sympathy for this view as the evidence he has adduced over many years as a police officer tends to show that forces concentrate their development programmes on "highlighted officers", with the majority having to make their own way as best they can.

It is also disturbing that such a high percentage of managers state that they are only minimally involved in the development of sub-ordinates. This is particularly so as one of the primary roles of management is to provide on-the-job development for their staff. If the service is failing in this regard there is obviously little hope for the future.

Another important element emanating from the study was that there was very little pre-course briefing or post-course follow up discussions taking place, albeit that the majority of officers would have welcomed it. This is a rather disturbing finding as many officers are obviously attending training courses without any clear objectives as to what they should achieve during the period of the course. In addition there is obviously little evaluation or investigation taking place to ascertain whether the course met the objectives or provided the individual with the necessary information and/or skills. This is a major flaw in the

system particularly as forces are committed to a substantial training programme with its financial and human resource implications.

In conclusion it is recommended that the service in general and individual forces in particular review the current management training programme to which they subscribe to ensure that it meets the requirements of their managers. All national, regional and in-force development, command and management training should be included in that process. In that regard greater consideration should be given to:

- Making more information available to managers at all levels of the organisation concerning the training courses that are available to them.
- Ensuring that greater consultation takes place between the individual, their supervisors and the Personnel Department regarding personal training requirements.
- Providing additional management training to all officers in managerial positions.
- Making greater use of outside management consultations and academic institutions to provide management training, rather than rely, as the service currently does, on police training establishments including the Police Staff College.

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- Ensuring that pre-course briefings and post-course follow up discussions take place in respect of all training so that each particular course is properly evaluated to establish whether it not only met the requirements of the service and the individual but also that it provided value-for-money in respect of financial and human resource terms.
 - Providing more on-the-job training and development to sub-ordinates to ensure that succession is maintained.

11.9 CONCLUSIONS AND RECOMMENDATIONS FROM THE SENIOR COMMAND COURSE SURVEY

The purpose of this part of the study was to ascertain whether there were any similarities in the career profiles of officers attending the Senior Command Course which could be used by forces in the future to ensure that officers with potential were developed in the most appropriate manner.

The issues covered in the questionnaire for this survey were identical to those in the other studies undertaken and therefore it is not proposed to again comment on the literature as this would be repetition.

The most important factor emanating from the research was that the author questioned the appropriateness of the current selection procedures for the course in view of the fact that they took no account

of managerial or business-oriented matters which are considered essential competencies for any senior executive. In addition it was explained that the current arrangements de-selected many potential executives, a weakness which was identified by a senior Home Office official and the Commandant of Police Staff College. It is therefore recommended that a review of the selection procedures be implemented with the objective of establishing a more up to date and appropriate method of identifying potential senior executives.

When looking at the personal details and career profiles of those officers attending the Senior Command Course, patterns are identified which individuals and forces may wish to consider as being important criteria for the selection for future senior executives. These are:

- (i) Being comparatively young in age and police service. A trend was identified whereby more and more officers were being selected for the Senior Command Course who were under 40 years of age. In order to achieve this individuals would need to be identified at an early stage of their careers and progress through the ranks at a fast pace. The downside of this situation is that it mitigates against the late developer, who in the longer term could be a more suitable senior executive than someone who has been pushed quickly through the ranks.
- (ii) There is a growing trend for potential senior managers to hold at least a first degree and more likely in the future, a higher

degree. The author supports this approach providing that the qualification is either job related or is a management or business degree.

- (iii) Attendance on the Accelerated Promotion Scheme either as a graduate entrant or following selection whilst a constable or sergeant is becoming more and more relevant.
- (iv) Attendance on all the command courses will again be required, albeit that the quality of training on these courses is questioned by many of those that have attended.
- (v) A balanced career profile is necessary with periods of employment in certain key areas (ie operational command at superintendent level, a staff officer position or having worked in the research, planning or development environment) is seen as being of paramount importance.
- (vi) The ability to handle the extended interview process.
- (vii) A perceived ability to successfully perform at executive level. In this regard past performance must play a part albeit that many forces do not have an objective process for measuring performance.
- (viii) As selection for the course is still very much in the hands of the most senior police executives, who themselves were selected

under the same process, there is a danger of "cloning" taking place. Therefore individuals who are seen as non conformist are less likely to be selected, irrespective of their capabilities, than those who "fit the model".

- (ix) Innovators and risk managers may have to temper their natural approach to management if they wish to be selected, because there is still a very conservative approach to the selection process.

In summary, officers wishing to become senior executives must not only be seen as being "appropriate individuals" to hold chief officer positions, but also ensure that their career and personal profile fits the criteria described above.

11.10 IMPLICATIONS FOR FUTURE RESEARCH

This was a very comprehensive and detailed research project, which covered all the important areas of a management development programme. It differed from many previous studies in this field because:

- Others have tended to be more subject specific by concentrating on only one area (ie training, succession planning etc).
- It had an added dimension in that it undertook a cross cultural comparative study with an American organisation of a similar size.

- It concentrated specifically on one profession, (ie the police service) where little research of a similar nature had previously been undertaken.

All these factors made this study unique in nature.

Whilst, the results from this study are specific to a particular profession, principles were identified which are applicable in all walks of life. Consequently this study will compliment the existing literature on the subject.

When considering the direction that future research in this area should take it is believed that empirical studies such as this be encouraged. This is particularly so in respect of the police service, where major structural, organisational and managerial changes are expected to take place in the short to medium term. The author believes that once those changes have been implemented there will be a need for further research to be undertaken as new relationships and reporting lines and procedures are established. This study will therefore be a basis against which further research in this field can be assessed.

In addition it should be remembered that this research suffered from the limitations imposed on the lone researcher working within the inevitable constraints of time and available resources. As a result he was only able to sample a comparatively small number of officers for his research. Further studies in this field should, however, attempt to

obtain a larger study group and pursue the research over a longer period of time.

In conclusion it is believed that research into management development issues is very important and one which will be subject of continual review particularly whilst managerial competencies are on the political agenda. The support of many people is needed if such studies are to be successful and it is hoped that future investigations are able to obtain the help and assistance that was afforded to this researcher during the course of his investigations.

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MANAGEMENT DEVELOPMENT IN THE POLICING ENVIRONMENT

A CROSS CULTURAL COMPARATIVE STUDY OF THE
VIEWS OF POLICE MANAGERS CONCERNING
MANAGEMENT DEVELOPMENT ISSUES

VOLUME TWO - APPENDICES

Thesis submitted for the degree of
Doctor of Philosophy
at the University of Leicester

by

Robert Malcolm Richards, M.Phil., M.A., B.A.

May 1993



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APPENDIX I

SERGEANTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH POLICE FORCE

PART 1

PERSONAL DETAILS

NO.	QUESTION	ANSWER	CODE
P1.	Sex	Male Female	1 2
P2.	Age	21 - 25 26 - 30 31 - 35 36 - 40 41 - 45 46 - 50 51 - 55 56 - 60	1 2 3 4 5 6 7 8
P3.	In what Department are you currently employed?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9
P4.	How many years pensionable police service have you completed?	.....Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7

NO.	QUESTION	ANSWER	CODE
P9.	What is the highest Educational qualification you now hold?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
P10.	After how many years service did you achieve the above qualifications?	..... Years	
P11.	If you have obtained additional qualifications whilst serving were you supported by the Force with:-		
	a) Financial Assistance	Yes No	1 2
	b) Time Off	Yes No	1 2
P12.	Are you currently studying for an additional qualification?	Yes No	1 2
P13.	If yes, please indicate which	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma G.C.S.E's Other (Please Specify)	1 2 3 4 5
P14.	Are you being supported by the Force with		
	a) Financial Assistance	Yes No	1 2
	b) Time Off	Yes No	1 2
P15.	If you are not being supported by the Force, do you believe that you should be?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
P16.	If yes, please give your reasons.		
P17.	How many years service had you completed before your promotion to the rank of Sergeant?	..... Years	
P18.	How many years service did you complete in the rank of Sergeant?	..... Years	
P19.	Indicate the branch(es) in which you served as a Sergeant and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8

NO.	QUESTION	ANSWER	CODE
P20.	<p data-bbox="242 806 587 896">Are there any further comments you wish to make concerning your Personal, Educational or Career details.</p> <div data-bbox="242 896 587 1606"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>		

PART 2

CAREER DEVELOPMENT PROFILE

NO.	QUESTION	ANSWER	CODE
CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't Know	1 2 3
CD3.	If you answered no to question CD2, please indicate why?		
CD4.	Have you discussed your career development with the Careers Superintendent?	Yes No	1 2
CD5.	If you answered no to Question CD4, please indicate your reasons for not taking up this opportunity.		
CD6.	Have you ever performed the role of 'Acting' in a higher rank to your substantive position?	Yes No	1 2
CD7.	If you answered yes to Question CD6, do you believe it is a good form of training for the substantive position?	Yes No	1 2
CD8.	If you answered no to Question CD6, please give your reasons		

NO.	QUESTION	ANSWER	CODE
CD9.	Do you consider "on the job" training to be more important than classroom training?	Yes No Don't Know	1 2 3
CD10.	Would you please provide a brief explanation for the answer you gave in Question CD9		
CD11.	How important are the following in the organisation for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3

NO.	QUESTION	ANSWER	CODE
CD12.	What do you think <u>should be</u> important for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and your subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3
<p align="center"><u>PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR</u> <u>THE FOLLOWING QUESTIONS</u></p>			
CD13.	Career development takes place extensively in the Force	1 2 3 4 5 Career development does not take place in the Force	
CD14.	Career development is mainly the responsibility of top Management	1 2 3 4 5 Career development is left to the individual manager	

NO.	QUESTION						ANSWER	CODE
CD15.	Career development is making a major contribution to the Force's performance	1	2	3	4	5	Career development is making very little contribution to the Force's performance	
CD16.	How do the following comments apply to Managements placements in the Force?							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand- over is the norm	1	2	3	4	5	Sufficient time is always provided for hand-over periods	
	Management placement is generally handled well	1	2	3	4	5	Management placement arrangements are poor	
CD17.	Are there any further comments or observations you wish to make regarding career development issues within the Force? 							

PART 3

FUTURE EXPECTATIONS SURVEY

NO.	QUESTION	ANSWER	CODE
E1.	As a Sergeant, what do you consider yourself to be?	A Manager A Supervisor	1 2
E2	Please provide an explanation for the answer you gave at Question E1.		
E3.	Are you qualified by examination for promotion to the rank of Inspector?	Yes No	1 2
E4.	Have you applied within the last 2 years to be interviewed by a promotion assessment board?	Yes No	1 2
E5.	If you were unsuccessful. Did you receive any feedback: a) As to why you were unsuccessful b) On what you had to do to improve your opportunities in the future?	Yes No Yes No	1 2 1 2
E6.	Would you have welcomed any feedback: a) As to why you were unsuccessful b) On what action you had to take to improve your opportunities in the future.	Yes No Yes No	1 2 1 2
E7.	How satisfied were you with the "old" promotion assessment procedure?	Very Satisfied Reasonably Satisfied Satisfied Slightly Dissatisfied Very Dissatisfied	1 2 3 4 5

NO.	QUESTION	ANSWER	CODE
E8.	If dissatisfied, what was the primary reason for dissatisfaction?		
E9.	Do you welcome the introduction of the "new" promotion assessment centre procedures?	Yes No	1 2
E10.	If you answered yes to Question 9, what benefits do you think will accrue?		
E11.	If no, what are your objections?		
E12.	Do you believe that every candidate should have the automatic right to attend the promotion assessment centre?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
E13.	If no, which of the following criteria do you believe should apply?		
	a) Reliance on Divisional/ Departmental Commanders recommendation	Yes No Don't Know	1 2 3
	b) Reliance on the contents of previous staff appraisal reports	Yes No Don't Know	1 2 3
	c) A combination of a) and b) above	Yes No Don't Know	1 2 3
	d) Chief Officer/Personnel Department decision from information contained in personal file	Yes No Don't Know	1 2 3
	e) Other (Please Specify)		
E14.	Did you attend the recent promotion assessment centre?	Yes No	1 2
	IF YOU ANSWERED NO TO QUESTION E14 PLEASE MOVE ON TO QUESTION E20		
E15.	If you answered yes to Question E14, do you believe that the tests employed were applicable to the rank for which you were being assessed?	Yes No	1 2
E16.	If you answered no to Question E15, please specify what changes you would make to improve the situation in the future.		

NO.	QUESTION	ANSWER	CODE
E17.	Were you satisfied with the systems and procedures adopted?	Yes No	1 2
E18.	If you answered no to Question E17, what were your objections to the systems and procedures?		
E19.	If you answered no to Question E17, what could be done to improve the situation in the future?		
E20.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E21.	If no, what rank would you wish to attain in your future career?	Inspector Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4 5
E22.	What is the rank you <u>realistically expect</u> to reach in your career?	Sergeant Inspector Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4 5 6
E23.	Would you be happy to remain within the branch in which you are currently serving for the remainder of your career?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
E24.	If no, which branch would you ideally wish to serve in?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9
E25.	Do you believe you should be given greater opportunity of choice in relation to the branch in which you wish to serve?	Yes No	1 2
E26.	If your aspirations for advancement were not achieved in this Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E27.	If no, why not?	..... ..... ..... ..... .....

PART 4

STAFF APPRAISAL SURVEY

NO.	QUESTION	ANSWER	CODE
A1.	Have you been given an appraisal interview within the last two years?	Yes No	1 2
A2.	If no, is there any reason for this?		
A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
A4.	Did you have an interview with your Divisional/Departmental Commander?	Yes No	1 2
A5.	Would you have welcomed an interview with your Divisional/Departmental Commander to discuss your future career development?	Yes No	1 2
A6.	At your appraisal interview:- a) Were career development issues discussed? b) Was there any discussion on your current performance? c) Were personal development objectives set? d) Were work related objectives set?	Yes No Yes No Yes No Yes No	1 2 1 2 1 2 1 2

NO.	QUESTION	ANSWER	CODE
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were your future career prospects discussed?	Yes No	1 2
	g) Were specific training recommendations made?	Yes No	1 2
A7.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future career prospects	Yes No	1 2
	g) Your future training needs	Yes No	1 2
A8.	At your appraisal interview how much discussion did you have with your manager?	Extensive Some Little None	1 2 3 4
A9.	Do you think the time expended on the interview was:	Too Long About Right	1 2

NO.	QUESTION	ANSWER	CODE
A10.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior managers view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2
A11.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A12.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A13.	What effect has the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A14.	What function do you believe the completed appraisal form serves once it is returned to the Personnel Department at Headquarters? 		

NO.	QUESTION	ANSWER	CODE
A15.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for special training courses	Yes No	1 2
A16.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2
A17.	If no, why not?		
A18.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A19.	If no, please give your reasons		

NO.	QUESTION	ANSWER	CODE
A20.	What is your overall impression of the appraisal system currently operated by the Force?	Excellent Very Good Good Poor Very Poor	1 2 3 4 5
A21.	Do you believe that any changes are necessary to the present appraisal system?	Yes No	1 2
A22.	If yes, please identify them.		
A23.	Have you any further comments you would like to make concerning the appraisal system		

PART 5

MANAGEMENT TRAINING SURVEY

NO.	QUESTION	ANSWER	CODE
T1.	How many days have you spent during the last two years on each of the following?		
	a) In Force police related courses	None 1 - 5 Days 6 - 10 Days Over 10 days	1 2 3 4
	b) External police related courses (except Police Staff College Courses)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	c) Police Staff College Courses	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	d) Other Courses (Please Specify)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T2.	Did any of the above courses have a Management Module or input?	Yes No	1 2
T3.	If yes, please indicate which courses? 		
T4.	If you answered yes to Question 2, please indicate the total number of days allocated to Management Training?	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4

NO.	QUESTION	ANSWER	CODE
T5.	Which of the following information is available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or Training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T6.	Which of the following information do you believe should be available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
T7.	Who is normally involved in making decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Sub-Divisional/Departmental Commander	Yes No Don't Know	1 2 3
	d) Divisional/Departmental Head	Yes No Don't Know	1 2 3
	e) Headquarters Personnel Department	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
T8.	Who do you think should be involved in decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Sub-Divisional/Departmental Commander	Yes No Don't Know	1 2 3
	d) Divisional/Departmental Head	Yes No Don't Know	1 2 3
	e) Headquarters Personnel Department	Yes No Don't Know	1 2 3
	f) Other (Please Specify)	Yes No Don't Know	1 2 3
T9.	Do you believe you have received sufficient Management Training to enable you to undertake your role within the Force?	Yes No	1 2
T10.	If no, please indicate what Management Training you believe you should have received?		

NO.	QUESTION	ANSWER	CODE
T11.	Do you believe that Management training is necessary to enable you to perform your role in the Force?	Yes No	1 2
T12.	If no, please indicate the reasons for your answer.		
T13.	Have you ever discussed the provision of Management Training for yourself with any Senior Officer?	Yes No	1 2
T14.	If no, is there any reason for this?		
T15.	Do you believe there is a need for the Force to provide Management Training for Supervisory Officers?	Yes No	1 2
T16.	If yes, in which areas do you believe such training should take place?		

NO.	QUESTION	ANSWER	CODE
T17.	If you answered no to Question 15 please give your reasons?		
T18.	If Self Development Management Training Courses were arranged for you to attend in your own time, would you do so?	Yes No	1 2
T19.	If no, please give your reasons.		
T20.	Have you ever received any pre-course briefing before attending a course?	Yes No	1 2
T21.	If yes, please give details of the Course(s) and position of the Officer briefing?		
T22.	If you answered yes to Question 20, did you find the briefing useful?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
T23.	If you answered no to Question 20, would you have welcomed such a briefing?	Yes No	1 2
T24.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T25.	If you answered yes to Question 24, did you find it a useful exercise?	Yes No	1 2
T26.	If you answered no to Question 24, would you have welcomed such discussions?	Yes No	1 2
Please indicate your views regarding the following questions by ringing the appropriate rating			
T27.	A lot of Management Training goes on in the Force	1 2 3 4 5 Little Management Training goes on in the Force	
T28.	Management Training is badly adapted to individuals needs	1 2 3 4 5 Management Training is well adapted to individuals needs	
T29.	Managers have a lot of say about their training needs	1 2 3 4 5 Managers have very little say about their training needs	
T30.	Management Development aims to improve all Managers	1 2 3 4 5 Management Development is aimed only at a selected few	
T31.	Management Development is well defined and understood	1 2 3 4 5 Management Development is vague and poorly communicated	
T32.	Managers are only minimally involved in the development of subordinates	1 2 3 4 5 Managers are extensively involved in the development of their subordinates	

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APPENDIX II

INSPECTORS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH POLICE FORCE

PART 1

PERSONAL DETAILS

NO.	QUESTION	ANSWER	CODE
P1.	Sex	Male Female	1 2
P2.	Age	21 - 25 26 - 30 31 - 35 36 - 40 41 - 45 46 - 50 51 - 55 56 - 60	1 2 3 4 5 6 7 8
P3.	In what Department are you currently employed?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9
P4.	How many years pensionable police service have you completed?	.....Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7

NO.	QUESTION	ANSWER	CODE
P9.	What is the highest Educational qualification you now hold?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
P10.	After how many years service did you achieve the above qualifications?	..... Years	
P11.	If you have obtained additional qualifications whilst serving were you supported by the Force with:-		
	a) Financial Assistance	Yes No	1 2
	b) Time Off	Yes No	1 2
P12.	Are you currently studying for an additional qualification?	Yes No	1 2
P13.	If yes, please indicate which	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma G.C.S.E's Other (Please Specify)	1 2 3 4 5
P14.	Are you being supported by the Force with		
	a) Financial Assistance	Yes No	1 2
	b) Time Off	Yes No	1 2
P15.	If you are not being supported by the Force, do you believe that you should be?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
P16.	If yes, please give your reasons.		
P17.	How many years service had you completed before your promotion to the rank of Sergeant?	..... Years	
P18.	How many years service have you completed in the rank of Sergeant?	..... Years	
P19.	Indicate the branch(es) in which you have served as a Sergeant and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P20.	How many years service had you completed before your promotion to the rank of Inspector?	..... Years	

NO.	QUESTION	ANSWER	CODE
P21.	How many years service have you completed in the rank of Inspector?	..... Years	
P22.	Indicate the branch(es) in which you have served as an Inspector and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P23.	Are there any further comments you wish to make concerning your Personal, Educational or Career details. 		

PART 2

CAREER DEVELOPMENT PROFILE

NO.	QUESTION	ANSWER	CODE
CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't Know	1 2 3
CD3.	If you answered no to question CD2, please indicate why?		
CD4.	Have you discussed your career development with the Careers Superintendent?	Yes No	1 2
CD5.	If you answered no to Question CD4, please indicate your reasons for not taking up this opportunity.		
CD6.	Have you ever performed the role of 'Acting' in a higher rank to your substantive position?	Yes No	1 2
CD7.	If you answered yes to Question CD6, do you believe it is a good form of training for the substantive position?	Yes No	1 2
CD8.	If you answered no to Question CD6, please give your reasons		

NO.	QUESTION	ANSWER	CODE
CD9.	Do you consider "on the job" training to be more important than classroom training?	Yes No Don't Know	1 2 3
CD10.	Would you please provide a brief explanation for the answer you gave in Question CD9 		
CD11.	How important are the following in the organisation for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3

NO.	QUESTION	ANSWER	CODE
CD12.	What do you think <u>should be</u> important for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and your subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3
	<p align="center"><u>PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR</u> <u>THE FOLLOWING QUESTIONS</u></p>		
CD13.	Career development takes place extensively in the Force	1 2 3 4 5 Career development does not take place in the Force	
CD14.	Career development is mainly the responsibility of top Management	1 2 3 4 5 Career development is left to the individual manager	

NO.	QUESTION						ANSWER	CODE
CD15.	Career development is making a major contribution to the Force's performance	1	2	3	4	5	Career development is making very little contribution to the Force's performance	
CD16.	How do the following comments apply to Managements placements in the Force?							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand- over is the norm	1	2	3	4	5	Sufficient time is always provided for hand-over periods	
	Management placement is generally handled well	1	2	3	4	5	Management placement arrangements are poor	
CD17.	Are there any further comments or observations you wish to make regarding career development issues within the Force? 							

PART 3

FUTURE EXPECTATIONS SURVEY

NO.	QUESTION	ANSWER	CODE
E1.	Are you satisfied with the current promotion procedure operated by the Force for Senior positions?	Very Satisfied Reasonably Satisfied Satisfied Slightly Dissatisfied Very Dissatisfied	1 2 3 4 5
E2.	If dissatisfied, please give your reasons		
E3.	If you expressed dissatisfaction with the current arrangements which of the following procedures would you wish to be introduced:- a) Promotion Assessment Interview only b) Assessment Centre procedures plus interview c) Other (Please Specify)	Yes No Yes No Yes No	1 2 1 2 1 2
E4.	Which of the following ranks do you believe should be subject to promotion assessment a) Inspector to Chief Inspector	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
	b) Chief Inspector to Superintendent	Yes No	1 2
	c) Superintendent to Chief Superintendent	Yes No	1 2
E5.	If you answered no to any of the above, please give your reasons		
E6.	Do you believe that every qualified individual should have the right to attend a promotion assessment centre/ interview?	Yes No	1 2
E7.	If no, which of the following criteria do you believe should apply:-		
	a) Reliance on Divisional/ Departmental Commander recommendation	Yes No Don't know	1 2 3
	b) Reliance on the contents of previous staff appraisal reports	Yes No Don't Know	1 2 3
	c) A combination of a) and b) above	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Chief Officer/Personnel Department decision from information contained in personal file	Yes No Don't Know	1 2 3
	e) Other (Please Specify)	Yes No Don't Know	1 2 3
E8.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E9.	If no, what rank would you wish to attain in your future career?	Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4
E10.	What is the rank you <u>realistically expect</u> to reach in your career?	Inspector Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4 5
E11.	Would you be happy to remain within the branch in which you are currently serving for the remainder of your career?	Yes No	1 2
E12.	If no, which branch would you ideally wish to serve in?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9

[illegible]

PART 4

STAFF APPRAISAL SURVEY

NO.	QUESTION	ANSWER	CODE
A1.	Have you been given an appraisal interview within the last two years?	Yes No	1 2
A2.	If no, is there any reason for this?		
A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
A4.	Did you have an interview with your Divisional/Departmental Commander?	Yes No	1 2
A5.	Would you have welcomed an interview with your Divisional/Departmental Commander to discuss your future career development?	Yes No	1 2
A6.	At your appraisal interview:- a) Were career development issues discussed? b) Was there any discussion on your current performance? c) Were personal development objectives set? d) Were work related objectives set?	Yes No Yes No Yes No Yes No	1 2 1 2 1 2 1 2

NO.	QUESTION	ANSWER	CODE
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were your future career prospects discussed?	Yes No	1 2
	g) Were specific training recommendations made?	Yes No	1 2
A7.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future career prospects	Yes No	1 2
	g) Your future training needs	Yes No	1 2
A8.	At your appraisal interview how much discussion did you have with your manager?	Extensive Some Little None	1 2 3 4
A9.	Do you think the time expended on the interview was:	Too Long About Right	1 2

NO.	QUESTION	ANSWER	CODE
A10.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior managers view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2
A11.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A12.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A13.	What effect has the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A14.	What function do you believe the completed appraisal form serves once it is returned to the Personnel Department at Headquarters?		

NO.	QUESTION	ANSWER	CODE
A15.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for special training courses	Yes No	1 2
A16.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2
A17.	If no, why not?		
A18.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A19.	If no, please give your reasons		

[illegible]

PART 5

MANAGEMENT TRAINING SURVEY

NO.	QUESTION	ANSWER	CODE
T1.	How many days have you spent during the last two years on each of the following?		
	a) In Force police related courses	None 1 - 5 Days 6 - 10 Days Over 10 days	1 2 3 4
	b) External police related courses (except Police Staff College Courses)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	c) Police Staff College Courses	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	d) Other Courses (Please Specify)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T2.	Did any of the above courses have a Management Module or input?	Yes No	1 2
T3.	If yes, please indicate which courses? 		
T4.	If you answered yes to Question 2, please indicate the total number of days allocated to Management Training?	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4

NO.	QUESTION	ANSWER	CODE
T5.	Which of the following information is available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or Training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T6.	Which of the following information do you believe should be available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T7.	Who is normally involved in making decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Sub-Divisional/Departmental Commander	Yes No Don't Know	1 2 3
	d) Divisional/Departmental Head	Yes No Don't Know	1 2 3
	e) Headquarters Personnel Department	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
T8.	Who do you think should be involved in decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Sub-Divisional/Departmental Commander	Yes No Don't Know	1 2 3
	d) Divisional/Departmental Head	Yes No Don't Know	1 2 3
	e) Headquarters Personnel Department	Yes No Don't Know	1 2 3
	f) Other (Please Specify)	Yes No Don't Know	1 2 3
T9.	Do you believe you have received sufficient Management Training to enable you to undertake your role within the Force?	Yes No	1 2
T10.	If no, please indicate what Management Training you believe you should have received?		

NO.	QUESTION	ANSWER	CODE
T11.	Do you believe that Management training is necessary to enable you to perform your role in the Force?	Yes No	1 2
T12.	If no, please indicate the reasons for your answer.		
T13.	Have you ever discussed the provision of Management Training for yourself with any Senior Officer?	Yes No	1 2
T14.	If no, is there any reason for this?		
T15.	Do you believe there is a need for the Force to provide Management Training for Supervisory Officers?	Yes No	1 2
T16.	If yes, in which areas do you believe such training should take place?		

NO.	QUESTION	ANSWER	CODE
T17.	If you answered no to Question 15 please give your reasons?		
T18.	If Self Development Management Training Courses were arranged for you to attend in your own time, would you do so?	Yes No	1 2
T19.	If no, please give your reasons.		
T20.	Have you ever received any pre-course briefing before attending a course?	Yes No	1 2
T21.	If yes, please give details of the Course(s) and position of the Officer briefing?		
T22.	If you answered yes to Question 20, did you find the briefing useful?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
T23.	If you answered no to Question 20, would you have welcomed such a briefing?	Yes No	1 2
T24.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T25.	If you answered yes to Question 24, did you find it a useful exercise?	Yes No	1 2
T26.	If you answered no to Question 24, would you have welcomed such discussions?	Yes No	1 2
Please indicate your views regarding the following questions by ringing the appropriate rating			
T27.	A lot of Management Training goes on in the Force	1 2 3 4 5 Little Management Training goes on in the Force	
T28.	Management Training is badly adapted to individuals needs	1 2 3 4 5 Management Training is well adapted to individuals needs	
T29.	Managers have a lot of say about their training needs	1 2 3 4 5 Managers have very little say about their training needs	
T30.	Management Development aims to improve all Managers	1 2 3 4 5 Management Development is aimed only at a selected few	
T31.	Management Development is well defined and understood	1 2 3 4 5 Management Development is vague and poorly communicated	
T32.	Managers are only minimally involved in the development of subordinates	1 2 3 4 5 Managers are extensively involved in the development of their subordinates	

NO.	QUESTION	ANSWER	CODE
T33.	<p data-bbox="180 853 936 896">Are there any further comments or observations you wish to make regarding Management Training within the Force/Service?</p> <p data-bbox="180 952 927 967">.....</p> <p data-bbox="180 994 927 1010">.....</p> <p data-bbox="180 1037 927 1052">.....</p> <p data-bbox="180 1079 927 1093">.....</p> <p data-bbox="180 1122 927 1135">.....</p> <p data-bbox="180 1164 927 1178">.....</p> <p data-bbox="180 1207 927 1220">.....</p> <p data-bbox="180 1249 927 1263">.....</p> <p data-bbox="180 1292 927 1305">.....</p> <p data-bbox="180 1335 927 1348">.....</p> <p data-bbox="180 1377 927 1391">.....</p>		

APPENDIX III

CHIEF INSPECTORS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH POLICE FORCE

PART 1

PERSONAL DETAILS

NO.	QUESTION	ANSWER	CODE
P1.	Sex	Male Female	1 2
P2.	Age	21 - 25 26 - 30 31 - 35 36 - 40 41 - 45 46 - 50 51 - 55 56 - 60	1 2 3 4 5 6 7 8
P3.	In what Department are you currently employed?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9
P4.	How many years pensionable police service have you completed?	.....Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7

NO.	QUESTION	ANSWER	CODE
P9.	What is the highest Educational qualification you now hold?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
P10.	After how many years service did you achieve the above qualifications?	..... Years	
P11.	If you have obtained additional qualifications whilst serving were you supported by the Force with:- a) Financial Assistance b) Time Off	Yes No Yes No	1 2 1 2
P12.	Are you currently studying for an additional qualification?	Yes No	1 2
P13.	If yes, please indicate which	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma G.C.S.E's Other (Please Specify)	1 2 3 4 5
P14.	Are you being supported by the Force with a) Financial Assistance b) Time Off	Yes No Yes No	1 2 1 2
P15.	If you are not being supported by the Force, do you believe that you should be?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
P16.	If yes, please give your reasons.		
P17.	How many years service had you completed before your promotion to the rank of Sergeant?	..... Years	
P18.	How many years service did you complete in the rank of Sergeant?	..... Years	
P19.	Indicate the branch(es) in which you served as a Sergeant and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P20.	How many years service had you completed before your promotion to the rank of Inspector?	..... Years	

NO.	QUESTION	ANSWER	CODE
P21.	How many years service did you complete in the rank of Inspector?	..... Years	
P22.	Indicate the branch(es) in which you served as an Inspector and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P23.	How many years service had you completed before your promotion to the rank of Chief Inspector?	..... Years	
P24.	How many years service have you completed in the rank of Chief Inspector?	..... Years	
P25.	Indicate the branch(es) in which you have served as a Chief Inspector and the total length of service in each.	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8

[illegible]

PART 2

CAREER DEVELOPMENT PROFILE

NO.	QUESTION	ANSWER	CODE
CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't Know	1 2 3
CD3.	If you answered no to question CD2, please indicate why?		
CD4.	Have you discussed your career development with the Careers Superintendent?	Yes No	1 2
CD5.	If you answered no to Question CD4, please indicate your reasons for not taking up this opportunity.		
CD6.	Have you ever performed the role of 'Acting' in a higher rank to your substantive position?	Yes No	1 2
CD7.	If you answered yes to Question CD6, do you believe it is a good form of training for the substantive position?	Yes No	1 2
CD8.	If you answered no to Question CD6, please give your reasons		

NO.	QUESTION	ANSWER	CODE
CD9.	Do you consider "on the job" training to be more important than classroom training?	Yes No Don't Know	1 2 3
CD10.	Would you please provide a brief explanation for the answer you gave in Question CD9 		
CD11.	How important are the following in the organisation for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3

NO.	QUESTION	ANSWER	CODE
CD12.	What do you think <u>should be</u> important for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and your subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3
<p align="center"><u>PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR</u> <u>THE FOLLOWING QUESTIONS</u></p>			
CD13.	Career development takes place extensively in the Force	1 2 3 4 5	Career development does not take place in the Force
CD14.	Career development is mainly the responsibility of top Management	1 2 3 4 5	Career development is left to the individual manager

NO.	QUESTION	ANSWER						CODE
CD15.	Career development is making a major contribution to the Force's performance	1	2	3	4	5	Career development is making very little contribution to the Force's performance	
CD16.	How do the following comments apply to Managements placements in the Force?							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand- over is the norm	1	2	3	4	5	Sufficient time is always provided for hand-over periods	
	Management placement is generally handled well	1	2	3	4	5	Management placement arrangements are poor	
CD17.	Are there any further comments or observations you wish to make regarding career development issues within the Force? 							

PART 3

FUTURE EXPECTATIONS SURVEY

NO.	QUESTION	ANSWER	CODE
E1.	Are you satisfied with the current promotion procedure operated by the Force for Senior positions?	Very Satisfied Reasonably Satisfied Satisfied Slightly Dissatisfied Very Dissatisfied	1 2 3 4 5
E2.	If dissatisfied, please give your reasons		
E3.	If you expressed dissatisfaction with the current arrangements which of the following procedures would you wish to be introduced:- a) Promotion Assessment Interview only b) Assessment Centre procedures plus interview c) Other (Please Specify)	Yes No Yes No Yes No	1 2 1 2 1 2
E4.	Which of the following ranks do you believe should be subject to promotion assessment a) Inspector to Chief Inspector	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
	b) Chief Inspector to Superintendent	Yes No	1 2
	c) Superintendent to Chief Superintendent	Yes No	1 2
E5.	If you answered no to any of the above, please give your reasons 		
E6.	Do you believe that every qualified individual should have the right to attend a promotion assessment centre/ interview?	Yes No	1 2
E7.	If no, which of the following criteria do you believe should apply:-		
	a) Reliance on Divisional/ Departmental Commander recommendation	Yes No Don't know	1 2 3
	b) Reliance on the contents of previous staff appraisal reports	Yes No Don't Know	1 2 3
	c) A combination of a) and b) above	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Chief Officer/Personnel Department decision from information contained in personal file	Yes No Don't Know	1 2 3
	e) Other (Please Specify)	Yes No Don't Know	1 2 3
E8.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E9.	If no, what rank would you wish to attain in your future career?	Superintendent Chief Superintendent ACPO Rank	1 2 3
E10.	What is the rank you <u>realistically expect</u> to reach in your career?	Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4
E11.	Would you be happy to remain within the branch in which you are currently serving for the remainder of your career?	Yes No	1 2
E12.	If no, which branch would you ideally wish to serve in?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9

NO.	QUESTION	ANSWER	CODE
E13.	Do you believe you should be given greater opportunity of choice in relation to the branch in which you wish to serve?	Yes No	1 2
E14.	If your aspirations for advancement were not achieved in this Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E15.	If no, why not? 		

PART 4

STAFF APPRAISAL SURVEY

NO.	QUESTION	ANSWER	CODE
A1.	Have you been given an appraisal interview within the last two years?	Yes No	1 2
A2.	If no, is there any reason for this?		
A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
A4.	Did you have an interview with your Divisional/Departmental Commander?	Yes No	1 2
A5.	Would you have welcomed an interview with your Divisional/Departmental Commander to discuss your future career development?	Yes No	1 2
A6.	At your appraisal interview:- a) Were career development issues discussed? b) Was there any discussion on your current performance? c) Were personal development objectives set? d) Were work related objectives set?	Yes No Yes No Yes No Yes No	1 2 1 2 1 2 1 2

NO.	QUESTION	ANSWER	CODE
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were your future career prospects discussed?	Yes No	1 2
	g) Were specific training recommendations made?	Yes No	1 2
A7.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future career prospects	Yes No	1 2
	g) Your future training needs	Yes No	1 2
A8.	At your appraisal interview how much discussion did you have with your manager?	Extensive Some Little None	1 2 3 4
A9.	Do you think the time expended on the interview was:	Too Long About Right	1 2

NO.	QUESTION	ANSWER	CODE
A10.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior managers view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2
A11.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A12.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A13.	What effect has the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A14.	What function do you believe the completed appraisal form serves once it is returned to the Personnel Department at Headquarters? 		

NO.	QUESTION	ANSWER	CODE
A15.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for special training courses	Yes No	1 2
A16.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2
A17.	If no, why not?		
A18.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A19.	If no, please give your reasons		

NO.	QUESTION	ANSWER	CODE
A20.	What is your overall impression of the appraisal system currently operated by the Force?	Excellent Very Good Good Poor Very Poor	1 2 3 4 5
A21.	Do you believe that any changes are necessary to the present appraisal system?	Yes No	1 2
A22.	If yes, please identify them.		
A23.	Have you any further comments you would like to make concerning the appraisal system		

PART 5

MANAGEMENT TRAINING SURVEY

NO.	QUESTION	ANSWER	CODE
T1.	How many days have you spent during the last two years on each of the following?		
	a) In Force police related courses	None 1 - 5 Days 6 - 10 Days Over 10 days	1 2 3 4
	b) External police related courses (except Police Staff College Courses)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	c) Police Staff College Courses	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	d) Other Courses (Please Specify)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T2.	Did any of the above courses have a Management Module or input?	Yes No	1 2
T3.	If yes, please indicate which courses? 		
T4.	If you answered yes to Question 2, please indicate the total number of days allocated to Management Training?	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4

NO.	QUESTION	ANSWER	CODE
T5.	Which of the following information is available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or Training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T6.	Which of the following information do you believe should be available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
T7.	Who is normally involved in making decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Sub-Divisional/Departmental Commander	Yes No Don't Know	1 2 3
	d) Divisional/Departmental Head	Yes No Don't Know	1 2 3
	e) Headquarters Personnel Department	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
T8.	Who do you think should be involved in decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Sub-Divisional/Departmental Commander	Yes No Don't Know	1 2 3
	d) Divisional/Departmental Head	Yes No Don't Know	1 2 3
	e) Headquarters Personnel Department	Yes No Don't Know	1 2 3
	f) Other (Please Specify)	Yes No Don't Know	1 2 3
T9.	Do you believe you have received sufficient Management Training to enable you to undertake your role within the Force?	Yes No	1 2
T10.	If no, please indicate what Management Training you believe you should have received?		

NO.	QUESTION	ANSWER	CODE
T11.	Do you believe that Management training is necessary to enable you to perform your role in the Force?	Yes No	1 2
T12.	If no, please indicate the reasons for your answer.		
T13.	Have you ever discussed the provision of Management Training for yourself with any Senior Officer?	Yes No	1 2
T14.	If no, is there any reason for this?		
T15.	Do you believe there is a need for the Force to provide Management Training for Supervisory Officers?	Yes No	1 2
T16.	If yes, in which areas do you believe such training should take place?		

NO.	QUESTION	ANSWER	CODE
T17.	If you answered no to Question 15 please give your reasons?		
T18.	If Self Development Management Training Courses were arranged for you to attend in your own time, would you do so?	Yes No	1 2
T19.	If no, please give your reasons.		
T20.	Have you ever received any pre-course briefing before attending a course?	Yes No	1 2
T21.	If yes, please give details of the Course(s) and position of the Officer briefing?		
T22.	If you answered yes to Question 20, did you find the briefing useful?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
T23.	If you answered no to Question 20, would you have welcomed such a briefing?	Yes No	1 2
T24.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T25.	If you answered yes to Question 24, did you find it a useful exercise?	Yes No	1 2
T26.	If you answered no to Question 24, would you have welcomed such discussions?	Yes No	1 2
Please indicate your views regarding the following questions by ringing the appropriate rating			
T27.	A lot of Management Training goes on in the Force	1 2 3 4 5 Little Management Training goes on in the Force	
T28.	Management Training is badly adapted to individuals needs	1 2 3 4 5 Management Training is well adapted to individuals needs	
T29.	Managers have a lot of say about their training needs	1 2 3 4 5 Managers have very little say about their training needs	
T30.	Management Development aims to improve all Managers	1 2 3 4 5 Management Development is aimed only at a selected few	
T31.	Management Development is well defined and understood	1 2 3 4 5 Management Development is vague and poorly communicated	
T32.	Managers are only minimally involved in the development of subordinates	1 2 3 4 5 Managers are extensively involved in the development of their subordinates	

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NO.	QUESTION	ANSWER	CODE
T33.	<p>Are there any further comments or observations you wish to make regarding Management Training within the Force/Service?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

APPENDIX IV

SUPERINTENDENTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH POLICE FORCE

PART 1

PERSONAL DETAILS

NO.	QUESTION	ANSWER	CODE
P1.	Sex	Male Female	1 2
P2.	Age	21 - 25 26 - 30 31 - 35 36 - 40 41 - 45 46 - 50 51 - 55 56 - 60	1 2 3 4 5 6 7 8
P3.	In what Department are you currently employed?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9
P4.	How many years pensionable police service have you completed?	.....Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7

NO.	QUESTION	ANSWER	CODE
P9.	What is the highest Educational qualification you now hold?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
P10.	After how many years service did you achieve the above qualifications?	..... Years	
P11.	If you have obtained additional qualifications whilst serving were you supported by the Force with:-		
	a) Financial Assistance	Yes No	1 2
	b) Time Off	Yes No	1 2
P12.	Are you currently studying for an additional qualification?	Yes No	1 2
P13.	If yes, please indicate which	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma G.C.S.E's Other (Please Specify)	1 2 3 4 5
P14.	Are you being supported by the Force with		
	a) Financial Assistance	Yes No	1 2
	b) Time Off	Yes No	1 2
P15.	If you are not being supported by the Force, do you believe that you should be?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
P16.	<p>If yes, please give your reasons.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
P17.	How many years service had you completed before your promotion to the rank of Sergeant?	..... Years	
P18.	How many years service did you complete in the rank of Sergeant?	..... Years	
P19.	Indicate the branch(es) in which you served as a Sergeant and the total length of service in each	<p>..... Years Uniform</p> <p>..... Years CID</p> <p>..... Years Traffic</p> <p>..... Years Operations</p> <p>..... Years Training</p> <p>..... Years MSD</p> <p>..... Years Communications</p> <p>..... Years Other (Specify)</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
P20.	How many years service had you completed before your promotion to the rank of Inspector?	..... Years	

NO.	QUESTION	ANSWER	CODE
P21.	How many years service did you complete in the rank of Inspector?	..... Years	
P22.	Indicate the branch(es) in which you served as an Inspector and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P23.	How many years service had you completed before your promotion to the rank of Chief Inspector?	..... Years	
P24.	How many years service did you complete in the rank of Chief Inspector?	..... Years	
P25.	Indicate the branch(es) in which you served as a Chief Inspector and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8

NO.	QUESTION	ANSWER	CODE
P26.	Did you attend the Junior Command Course?	<div>Yes</div> <div>No</div>	<div>1</div> <div>2</div>
P27.	How many years service had you completed before your promotion to the rank of Superintendent?	..... Years	
P28.	How many years service have you completed in the rank of Superintendent?	..... Years	
P29.	Indicate the branch(es) in which you have served as a Superintendent and the total length of service in each.	<div>..... Years Uniform</div> <div>..... Years CID</div> <div>..... Years Traffic</div> <div>..... Years Operations</div> <div>..... Years Training</div> <div>..... Years MSD</div> <div>..... Years Communications</div> <div>..... Years Other (Specify)</div> <div>.....</div> <div>.....</div> <div>.....</div>	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div>
P30.	Have you attended the Intermediate Command Course?	<div>Yes</div> <div>No</div>	<div>1</div> <div>2</div>

NO.	QUESTION	ANSWER	CODE
P31.	<p data-bbox="175 851 876 896">Are there any further comments you wish to make concerning your Personal, Educational or Career details.</p> <div data-bbox="175 927 922 1359"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>		

PART 2

CAREER DEVELOPMENT PROFILE

NO.	QUESTION	ANSWER	CODE
CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't Know	1 2 3
CD3.	If you answered no to question CD2, please indicate why?		
CD4.	Have you discussed your career development with the Careers Superintendent?	Yes No	1 2
CD5.	If you answered no to Question CD4, please indicate your reasons for not taking up this opportunity.		
CD6.	Have you ever performed the role of 'Acting' in a higher rank to your substantive position?	Yes No	1 2
CD7.	If you answered yes to Question CD6, do you believe it is a good form of training for the substantive position?	Yes No	1 2
CD8.	If you answered no to Question CD6, please give your reasons		

NO.	QUESTION	ANSWER	CODE
CD9.	Do you consider "on the job" training to be more important than classroom training?	Yes No Don't Know	1 2 3
CD10.	Would you please provide a brief explanation for the answer you gave in Question CD9 		
CD11.	How important are the following in the organisation for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3

NO.	QUESTION	ANSWER	CODE
CD12.	What do you think <u>should be</u> important for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and your subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3
<p align="center"><u>PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR</u> <u>THE FOLLOWING QUESTIONS</u></p>			
CD13.	Career development takes place extensively in the Force	1 2 3 4 5 Career development does not take place in the Force	
CD14.	Career development is mainly the responsibility of top Management	1 2 3 4 5 Career development is left to the individual manager	

NO.	QUESTION						ANSWER	CODE
CD15.	Career development is making a major contribution to the Force's performance	1	2	3	4	5	Career development is making very little contribution to the Force's performance	
CD16.	How do the following comments apply to Managements placements in the Force?							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand- over is the norm	1	2	3	4	5	Sufficient time is always provided for hand-over periods	
	Management placement is generally handled well	1	2	3	4	5	Management placement arrangements are poor	
CD17.	Are there any further comments or observations you wish to make regarding career development issues within the Force? 							

PART 3

FUTURE EXPECTATIONS SURVEY

NO.	QUESTION	ANSWER	CODE
E1.	Are you satisfied with the current promotion procedure operated by the Force for Senior positions?	Very Satisfied Reasonably Satisfied Satisfied Slightly Dissatisfied Very Dissatisfied	1 2 3 4 5
E2.	If dissatisfied, please give your reasons		
E3.	If you expressed dissatisfaction with the current arrangements which of the following procedures would you wish to be introduced:- a) Promotion Assessment Interview only b) Assessment Centre procedures plus interview c) Other (Please Specify)	Yes No Yes No Yes No	1 2 1 2 1 2
E4.	Which of the following ranks do you believe should be subject to promotion assessment a) Inspector to Chief Inspector	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
	b) Chief Inspector to Superintendent	Yes No	1 2
	c) Superintendent to Chief Superintendent	Yes No	1 2
E5.	If you answered no to any of the above, please give your reasons 		
E6.	Do you believe that every qualified individual should have the right to attend a promotion assessment centre/ interview?	Yes No	1 2
E7.	If no, which of the following criteria do you believe should apply:-		
	a) Reliance on Divisional/ Departmental Commander recommendation	Yes No Don't know	1 2 3
	b) Reliance on the contents of previous staff appraisal reports	Yes No Don't Know	1 2 3
	c) A combination of a) and b) above	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Chief Officer/Personnel Department decision from information contained in personal file	Yes No Don't Know	1 2 3
	e) Other (Please Specify)	Yes No Don't Know	1 2 3
E8.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E9.	If no, what rank would you wish to attain in your future career?	Chief Superintendent ACPO Rank	1 2
E10.	What is the rank you <u>realistically expect</u> to reach in your career?	Superintendent Chief Superintendent ACPO Rank	1 2 3
E11.	Would you be happy to remain within the branch in which you are currently serving for the remainder of your career?	Yes No	1 2
E12.	If no, which branch would you ideally wish to serve in?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9

NO.	QUESTION	ANSWER	CODE
E13.	Do you believe you should be given greater opportunity of choice in relation to the branch in which you wish to serve?	Yes No	1 2
E14.	If your aspirations for advancement were not achieved in this Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E15.	If no, why not? 		

PART 4

STAFF APPRAISAL SURVEY

NO.	QUESTION	ANSWER	CODE
A1.	Do you believe that the Staff Appraisal Scheme should be extended to include the Superintending ranks?	Yes No	1 2
A2.	If you answered no to Question A1, please give your reasons		
A3.	At appraisal interviews do you discuss with Officers:-		
	a) Career development issues	Yes No	1 2
	b) Their current performance	Yes No	1 2
	c) Issues to improve their performance	Yes No	1 2
	d) Their future career prospects	Yes No	1 2
A4.	If you answered no to any of the above, please indicate your reasons.		

NO.	QUESTION	ANSWER	CODE
A5.	At appraisal interviews do you set officers		
	a) Personal development objectives	Yes	1
		No	2
	b) Work related objectives	Yes	1
		No	2
A6.	If you answered yes to either of the above, please indicate what procedures you have developed for monitoring progress		
		
		
		
		
		
A7.	If you answered no to either part of Question A5, please indicate your reasons		
		
		
		
		
		
A8.	During the last 12 months have you discussed your career development with a Senior Officer?	Yes	1
		No	2
A9.	If you answered no to Question A8, do you believe you should have had the opportunity of discussing your career development with a Senior Officer?	Yes	1
		No	2

NO.	QUESTION	ANSWER	CODE
A10.	Do you fully understand where you stand concerning your Senior Managers view of:-		
	a) Your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) The steps ,if any, you need to take to improve your performance	Yes No	1 2
A11.	If you answered no to any of the above, would you welcome such feedback?	Yes No	1 2
A12.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for special training courses	Yes No	1 2
A13.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
A14.	<p>If you answered no to Question 13, please give your reasons as to why not.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
A15.	<p>Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
A16.	<p>If no, please give your reasons .</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
A17.	<p>What is your overall impression of the appraisal system currently operated by the Force?</p>	<p>Excellent</p> <p>Very Good</p> <p>Good</p> <p>Poor</p> <p>Very Poor</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
A18.	<p>Do you believe that any changes are necessary to the present appraisal system?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>

[illegible]

PART 5

MANAGEMENT TRAINING SURVEY

NO.	QUESTION	ANSWER	CODE
T1.	How many days have you spent during the last two years on each of the following?		
	a) In Force police related courses	None 1 - 5 Days 6 - 10 Days Over 10 days	1 2 3 4
	b) External police related courses (except Police Staff College Courses)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	c) Police Staff College Courses	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	d) Other Courses (Please Specify)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T2.	Did any of the above courses have a Management Module or input?	Yes No	1 2
T3.	If yes, please indicate which courses? 		
T4.	If you answered yes to Question 2, please indicate the total number of days allocated to Management Training?	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4

NO.	QUESTION	ANSWER	CODE
T5.	Which of the following information is available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or Training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T6.	Which of the following information do you believe should be available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
T7.	Who is normally involved in making decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Headquarters Personnel Department	Yes No Don't Know	1 2 3
T8.	Who do you think should be involved in decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Headquarters Personnel Department	Yes No Don't Know	1 2 3
	d) Other (Please Specify)	Yes No Don't Know	1 2 3
T9.	Do you believe you have received sufficient Management Training to enable you to undertake your role within the Force?	Yes No	1 2
T10.	If no, please indicate what Management Training you believe you should have received?		
T11.	Do you believe that Management training is necessary to enable you to perform your role in the Force?	Yes No	1 2
T12.	If no, please indicate the reasons for your answer.		

NO.	QUESTION	ANSWER	CODE
T13.	Have you ever discussed the provision of Management Training for yourself with any Senior Officer?	Yes No	1 2
T14.	If no, is there any reason for this?		
T15.	Do you believe there is a need for the Force to provide Management Training for Supervisory Officers?	Yes No	1 2
T16.	If yes, in which areas do you believe such training should take place?		
T17.	If you answered no to Question 15 please give your reasons?		
T18.	If Self Development Management Training Courses were arranged for you to attend in your own time, would you do so?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
T19.	<p>If no, please give your reasons.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
T20.	<p>Have you ever received any pre-course briefing before attending a course?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T21.	<p>If yes, please give details of the Course(s) and position of the Officer briefing?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
T22.	<p>If you answered yes to Question 20, did you find the briefing useful?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T23.	<p>If you answered no to Question 20, would you have welcomed such a briefing?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T24.	<p>Have you ever received any post course follow up discussions after attending a training course?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T25.	<p>If you answered yes to Question 24, did you find it a useful exercise?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>

NO.	QUESTION	ANSWER					CODE
T26.	If you answered no to Question 24, would you have welcomed such discussions?	Yes No					1 2
Please indicate your views regarding the following questions by ringing the appropriate rating							
T27.	A lot of Management Training goes on in the Force	1	2	3	4	5	Little Management Training goes on in the Force
T28.	Management Training is badly adapted to individuals needs	1	2	3	4	5	Management Training is well adapted to individuals needs
T29.	Managers have a lot of say about their training needs	1	2	3	4	5	Managers have very little say about their training needs
T30.	Management Development aims to improve all Managers	1	2	3	4	5	Management Development is aimed only at a selected few
T31.	Management Development is well defined and understood	1	2	3	4	5	Management Development is vague and poorly communicated
T32.	Managers are only minimally involved in the development of subordinates	1	2	3	4	5	Managers are extensively involved in the development of their subordinates

NO.	QUESTION	ANSWER	CODE
T33.	<p>Are there any further comments or observations you wish to make regarding Management Training within the Force/Service?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

APPENDIX V

CHIEF SUPERINTENDENTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH POLICE FORCE

PART 1

PERSONAL DETAILS

NO.	QUESTION	ANSWER	CODE
P1.	Sex	Male Female	1 2
P2.	Age	21 - 25 26 - 30 31 - 35 36 - 40 41 - 45 46 - 50 51 - 55 56 - 60	1 2 3 4 5 6 7 8
P3.	In what Department are you currently employed?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9
P4.	How many years pensionable police service have you completed?	.....Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7

NO.	QUESTION	ANSWER	CODE
P9.	What is the highest Educational qualification you now hold?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
P10.	After how many years service did you achieve the above qualifications?	..... Years	
P11.	If you have obtained additional qualifications whilst serving were you supported by the Force with:- a) Financial Assistance b) Time Off	Yes No Yes No	1 2 1 2
P12.	Are you currently studying for an additional qualification?	Yes No	1 2
P13.	If yes, please indicate which	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma G.C.S.E's Other (Please Specify)	1 2 3 4 5
P14.	Are you being supported by the Force with a) Financial Assistance b) Time Off	Yes No Yes No	1 2 1 2
P15.	If you are not being supported by the Force, do you believe that you should be?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
P16.	If yes, please give your reasons.		
P17.	How many years service had you completed before your promotion to the rank of Sergeant?	..... Years	
P18.	How many years service did you complete in the rank of Sergeant?	..... Years	
P19.	Indicate the branch(es) in which you served as a Sergeant and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P20.	How many years service did you complete before your promotion to the rank of Inspector?	..... Years	

NO.	QUESTION	ANSWER	CODE
P21.	How many years service did you complete in the rank of Inspector?	..... Years	
P22.	Indicate the branch(es) in which you served as an Inspector and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P23.	How many years service had you completed before your promotion to the rank of Chief Inspector?	..... Years	
P24.	How many years service did you complete in the rank of Chief Inspector?	..... Years	
P25.	Indicate the branch(es) in which you served as a Chief Inspector and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8

NO.	QUESTION	ANSWER	CODE
P26.	Did you attend the Junior Command Course?	Yes No	1 2
P27.	How many years service had you completed before your promotion to the rank of Superintendent?	..... Years	
P28.	How many years service did you complete in the rank of Superintendent?	..... Years	
P29.	Indicate the branch(es) in which you served as a Superintendent and the total length of service in each	..... Years Uniform Years CID Years Traffic Years Operations Years Training Years MSD Years Communications Years Other (Specify)	1 2 3 4 5 6 7 8
P30.	Did you attend the Intermediate Command Course?	Yes No	1 2
P31.	How many years service had you completed before your promotion to the rank of Chief Superintendent	..... Years	
P32.	How many years service have you completed in the rank of Chief Superintendent?	..... Years	

NO.	QUESTION	ANSWER	CODE
P33.	Indicate the branch(es) in which you have served as a Chief Superintendent and the total length of service in each.	..... Years Uniform Years CID Years Traffic/ Operations Years Support Services Years Management and Community Services Years Other (Specify)	1 2 3 4 5
P34.	Have you attended the Senior Command Course?	Yes No	1 2
P35.	Are there any further comments you wish to make concerning your Personal, Educational or Career details.		

PART 2

CAREER DEVELOPMENT PROFILE

NO.	QUESTION	ANSWER	CODE
CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't Know	1 2 3
CD3.	If you answered no to question CD2, please indicate why?		
CD4.	Have you discussed your career development with the Careers Superintendent?	Yes No	1 2
CD5.	If you answered no to Question CD4, please indicate your reasons for not taking up this opportunity.		
CD6.	Have you ever performed the role of 'Acting' in a higher rank to your substantive position?	Yes No	1 2
CD7.	If you answered yes to Question CD6, do you believe it is a good form of training for the substantive position?	Yes No	1 2
CD8.	If you answered no to Question CD6, please give your reasons		

NO.	QUESTION	ANSWER	CODE
CD9.	Do you consider "on the job" training to be more important than classroom training?	Yes No Don't Know	1 2 3
CD10.	Would you please provide a brief explanation for the answer you gave in Question CD9 		
CD11.	How important are the following in the organisation for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3

NO.	QUESTION	ANSWER	CODE
CD12.	What do you think <u>should be</u> important for gaining promotion?		
	a) Achieving consistent results	Very Important Important Not Important	1 2 3
	b) Showing you are dependable	Very Important Important Not Important	1 2 3
	c) Competence in your speciality	Very Important Important Not Important	1 2 3
	d) Ability to develop both yourself and your subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3
	g) Other (Please Specify)	Very Important Important Not Important	1 2 3
<p align="center"><u>PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR</u> <u>THE FOLLOWING QUESTIONS</u></p>			
CD13.	Career development takes place extensively in the Force	1 2 3 4 5 Career development does not take place in the Force	
CD14.	Career development is mainly the responsibility of top Management	1 2 3 4 5 Career development is left to the individual manager	

NO.	QUESTION						ANSWER	CODE
CD15.	Career development is making a major contribution to the Force's performance	1	2	3	4	5	Career development is making very little contribution to the Force's performance	
CD16.	How do the following comments apply to Managements placements in the Force?							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand- over is the norm	1	2	3	4	5	Sufficient time is always provided for hand-over periods	
	Management placement is generally handled well	1	2	3	4	5	Management placement arrangements are poor	
CD17.	Are there any further comments or observations you wish to make regarding career development issues within the Force? 							

PART 3

FUTURE EXPECTATIONS SURVEY

NO.	QUESTION	ANSWER	CODE
E1.	Are you satisfied with the current promotion procedure operated by the Force for Senior positions?	Very Satisfied Reasonably Satisfied Satisfied Slightly Dissatisfied Very Dissatisfied	1 2 3 4 5
E2.	If dissatisfied, please give your reasons		
E3.	If you expressed dissatisfaction with the current arrangements which of the following procedures would you wish to be introduced:- a) Promotion Assessment Interview only b) Assessment Centre procedures plus interview c) Other (Please Specify)	Yes No Yes No Yes No	1 2 1 2 1 2
E4.	Which of the following ranks do you believe should be subject to promotion assessment a) Inspector to Chief Inspector	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
	b) Chief Inspector to Superintendent	Yes No	1 2
	c) Superintendent to Chief Superintendent	Yes No	1 2
E5.	If you answered no to any of the above, please give your reasons 		
E6.	Do you believe that every qualified individual should have the right to attend a promotion assessment centre/ interview?	Yes No	1 2
E7.	If no, which of the following criteria do you believe should apply:-		
	a) Reliance on Divisional/ Departmental Commander recommendation	Yes No Don't know	1 2 3
	b) Reliance on the contents of previous staff appraisal reports	Yes No Don't Know	1 2 3
	c) A combination of a) and b) above	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Chief Officer/Personnel Department decision from information contained in personal file	Yes No Don't Know	1 2 3
	e) Other (Please Specify)	Yes No Don't Know	1 2 3
E8.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E9.	If no, what rank would you wish to attain in your future career?	ACPO Rank	1
E10.	What is the rank you <u>realistically expect</u> to reach in your career?	Chief Superintendent ACPO Rank	1 2
E11.	Would you be happy to remain within the branch in which you are currently serving for the remainder of your career?	Yes No	1 2
E12.	If no, which branch would you ideally wish to serve in?	Uniform C.I.D Operations Motorway Community Services Training Communications Management Services Other (Please Specify)	1 2 3 4 5 6 7 8 9

NO.	QUESTION	ANSWER	CODE
E13.	Do you believe you should be given greater opportunity of choice in relation to the branch in which you wish to serve?	Yes No	1 2
E14.	If your aspirations for advancement were not achieved in this Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E15.	If no, why not? 		

PART 4

STAFF APPRAISAL SURVEY

NO.	QUESTION	ANSWER	CODE
A1.	Do you believe that the Staff Appraisal Scheme should be extended to include the Superintending ranks?	<div>Yes</div> <div>No</div>	<div>1</div> <div>2</div>
A2.	If you answered no to Question A1, please give your reasons		
A3.	At appraisal interviews do you discuss with Officers:- a) Career development issues b) Their current performance c) Issues to improve their performance d) Their future career prospects	<div>Yes</div> <div>No</div> <div>Yes</div> <div>No</div> <div>Yes</div> <div>No</div> <div>Yes</div> <div>No</div>	<div>1</div> <div>2</div> <div>1</div> <div>2</div> <div>1</div> <div>2</div> <div>1</div> <div>2</div>
A4.	If you answered no to any of the above, please indicate your reasons.		

NO.	QUESTION	ANSWER	CODE
A5.	At appraisal interviews do you set officers		
	a) Personal development objectives	Yes No	1 2
	b) Work related objectives	Yes No	1 2
A6.	If you answered yes to either of the above, please indicate what procedures you have developed for monitoring progress 		
A7.	If you answered no to either part of Question A5, please indicate your reasons 		
A8.	During the last 12 months have you discussed your career development with a Senior Officer?	Yes No	1 2
A9.	If you answered no to Question A8, do you believe you should have had the opportunity of discussing your career development with a Senior Officer?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
A10.	Do you fully understand where you stand concerning your Senior Managers view of:-		
	a) Your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) The steps ,if any, you need to take to improve your performance	Yes No	1 2
A11.	If you answered no to any of the above, would you welcome such feedback?	Yes No	1 2
A12.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for special training courses	Yes No	1 2
A13.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
A14.	<p>If you answered no to Question 13, please give your reasons as to why not.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
A15.	<p>Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
A16.	<p>If no, please give your reasons</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
A17.	<p>What is your overall impression of the appraisal system currently operated by the Force?</p>	<p>Excellent</p> <p>Very Good</p> <p>Good</p> <p>Poor</p> <p>Very Poor</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
A18.	<p>Do you believe that any changes are necessary to the present appraisal system?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>

[illegible]

PART 5

MANAGEMENT TRAINING SURVEY

NO.	QUESTION	ANSWER	CODE
T1.	How many days have you spent during the last two years on each of the following?		
	a) In Force police related courses	None 1 - 5 Days 6 - 10 Days Over 10 days	1 2 3 4
	b) External police related courses (except Police Staff College Courses)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	c) Police Staff College Courses	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
	d) Other Courses (Please Specify)	None 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T2.	Did any of the above courses have a Management Module or input?	Yes No	1 2
T3.	If yes, please indicate which courses? 		
T4.	If you answered yes to Question 2, please indicate the total number of days allocated to Management Training?	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4

NO.	QUESTION	ANSWER	CODE
T5.	Which of the following information is available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or Training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T6.	Which of the following information do you believe should be available to you?		
	a) Force Policy on Management Training	Automatically Only if Requested Is Not Available	1 2 3
	b) Details of future In Force training courses	Automatically Only if Requested Is Not Available	1 2 3
	c) Details of future external police related courses	Automatically Only if Requested Is Not Available	1 2 3

NO.	QUESTION	ANSWER	CODE
	d) Police Staff College Courses	Automatically Only if Requested Is Not Available	1 2 3
	e) Details of Management Courses or training	Automatically Only if Requested Is Not Available	1 2 3
	f) Other Courses (Please Specify)	Automatically Only if Requested Is Not Available	1 2 3
		
T7.	Who is normally involved in making decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Headquarters Personnel Department	Yes No Don't Know	1 2 3
T8.	Who do you think should be involved in decisions about the training you receive?		
	a) Yourself	Yes No Don't Know	1 2 3

NO.	QUESTION	ANSWER	CODE
	b) Your Immediate Supervisor	Yes No Don't Know	1 2 3
	c) Headquarters Personnel Department	Yes No Don't Know	1 2 3
	d) Other (Please Specify) 	Yes No Don't Know	1 2 3
T9.	Do you believe you have received sufficient Management Training to enable you to undertake your role within the Force?	Yes No	1 2
T10.	If no, please indicate what Management Training you believe you should have received? 		
T11.	Do you believe that Management training is necessary to enable you to perform your role in the Force?	Yes No	1 2
T12.	If no, please indicate the reasons for your answer. 		

NO.	QUESTION	ANSWER	CODE
T13.	Have you ever discussed the provision of Management Training for yourself with any Senior Officer?	Yes No	1 2
T14.	If no, is there any reason for this?		
T15.	Do you believe there is a need for the Force to provide Management Training for Supervisory Officers?	Yes No	1 2
T16.	If yes, in which areas do you believe such training should take place?		
T17.	If you answered no to Question 15 please give your reasons?		
T18.	If Self Development Management Training Courses were arranged for you to attend in your own time, would you do so?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
T19.	<p>If no, please give your reasons.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
T20.	<p>Have you ever received any pre-course briefing before attending a course?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T21.	<p>If yes, please give details of the Course(s) and position of the Officer briefing?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
T22.	<p>If you answered yes to Question 20, did you find the briefing useful?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T23.	<p>If you answered no to Question 20, would you have welcomed such a briefing?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T24.	<p>Have you ever received any post course follow up discussions after attending a training course?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>
T25.	<p>If you answered yes to Question 24, did you find it a useful exercise?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>

NO.	QUESTION	ANSWER					CODE
T26.	If you answered no to Question 24, would you have welcomed such discussions?	Yes No					1 2
Please indicate your views regarding the following questions by ringing the appropriate rating							
T27.	A lot of Management Training goes on in the Force	1	2	3	4	5	Little Management Training goes on in the Force
T28.	Management Training is badly adapted to individuals needs	1	2	3	4	5	Management Training is well adapted to individuals needs
T29.	Managers have a lot of say about their training needs	1	2	3	4	5	Managers have very little say about their training needs
T30.	Management Development aims to improve all Managers	1	2	3	4	5	Management Development is aimed only at a selected few
T31.	Management Development is well defined and understood	1	2	3	4	5	Management Development is vague and poorly communicated
T32.	Managers are only minimally involved in the development of subordinates	1	2	3	4	5	Managers are extensively involved in the development of their subordinates

NO.	QUESTION	ANSWER	CODE
T33.	<p data-bbox="186 846 946 891">Are there any further comments or observations you wish to make regarding Management Training within the Force/Service?</p> <div data-bbox="186 947 935 1379"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>		

APPENDIX VI

SERGEANTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

AMERICAN DEPARTMENT

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Gender	Male Female	1 2
P2.	Age on appointment	..... Years	
P3.	Current age	..... Years	
P4.	How many years Police service have you completed?	..... Years	
P5.	What was your highest educational qualification on appointment?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P6.	What is the highest educational qualification you now hold?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P7.	After how many years service did you achieve the above qualification?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P8.	Are you currently entered in any educational programme?	Yes No	1 2
P9.	If yes, please indicate which.	Post Graduate Degree (Please Specify)	1
	.....	Undergraduate Degree	2
		Other (Please specify)	3
		
P10.	If yes, are you being sponsored by your Department either with finance or time off to assist you with your studies?	Yes No	1 2
P11.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P12.	How many years service have you completed in the rank of Sergeant?	..... Years	
P13.	In which branch/unit are you currently serving? (i.e. uniform, detective etc.)	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt by your Department to develop or plan your career?	Yes No Don't know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't know	1 2 3
CD3.	If no, have you any comments to make regarding this matter?	..... ..... ..... .....

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
CD4.	How important are the following in the organisation for gaining promotion?		
a)	Achieving consistent results	Very Important	1
		Important	2
		Not Important	3
b)	Showing you are dependable	Very Important	1
		Important	2
		Not Important	3
c)	Competence in your speciality	Very Important	1
		Important	2
		Not Important	3
d)	Ability to develop both yourself and subordinates	Very Important	1
		Important	2
		Not Important	3
e)	Competence as a manager	Very Important	1
		Important	2
		Not Important	3
d)	Ability to develop both yourself and subordinates	Very Important	1
		Important	2
		Not Important	3
e)	Competence as a manager	Very Important	1
		Important	2
		Not Important	3
f)	Secondment to Headquarters	Very Important	1
		Important	2
		Not Important	3
CD5.	What do you think <u>should be</u> important for gaining promotion?		
a)	Achieving consistent results	Very Important	1
		Important	2
		Not Important	3
b)	Showing you are dependable	Very Important	1
		Important	2
		Not Important	3
c)	Competence in your speciality	Very Important	1
		Important	2
		Not Important	3
d)	Ability to develop both yourself and subordinates	Very Important	1
		Important	2
		Not Important	3
e)	Competence as a manager	Very Important	1
		Important	2
		Not Important	3
f)	Secondment to Headquarters	Very Important	1
		Important	2
		Not Important	3

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>					<u>CODE</u>
<u>PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS.</u>							
CD6.	Career development takes place extensively in the Department	1	2	3	4	5	Career development does not take place in the Department
CD7.	Career development is mainly the responsibility of top Management	1	2	3	4	5	Career development is left to the individual manager
CD8.	Career development is making a major contribution to the Department's performance	1	2	3	4	5	Career development is making very little contribution to the Department's performance
CD9.	Please indicate your views concerning the placement of Managers within your Department.						
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation
	Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.
	Management placement is generally handled well.	1	2	3	4	5	Management placement arrangements are poor.

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 3 : FUTURE EXPECTATIONS

E1.	What do you consider a	A Manager	1
	Sergeant to be?	A Supervisor	2

E2. Please provide an explanation for the answer you gave at Question E1.

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E3.	Would you be happy to remain in your current rank for the remainder of your service?	Yes	1
		No	2

E4.	If No, what rank would you wish to attain in your future career?	Lieutenant	1
		Captain	2
		Major	3
		Assistant or Deputy Chief	4
		Chief Officer	5

E5.	What is the rank you <u>realistically expect</u> to reach in your career?	Sergeant	1
		Lieutenant	2
		Captain	3
		Major	4
		Assistant or Deputy Chief	5
		Chief Officer	6

E6.	Would you be happy to remain within the branch/unit in which you are currently serving for the remainder of your career?	Yes	1
		No	2

E7. If no, which branch/unit would you ideally wish to serve in?

E8.	Do you believe you should be given greater opportunity of choice in relation to the branch/unit in which you wish to serve?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E9.	If your aspirations for advancement were not achieved in your Department would you consider joining another one in order to to realise your expectations?	Yes No	1 2

E10. If No, why not?

.....
.....
.....
.....

SECTION 4 : STAFF APPRAISAL

A1.	Have you been given a performance evaluation interview within the last two years?	Yes No	1 2
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A2. If no, is there any reason for this?

.....
.....
.....
.....
.....

IF NO PROCEED TO QUESTION A11

A3.	Was your evaluation interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
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A4. If no, indicate the rank of the officer you believe should have undertaken the interview.

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A5.	At your evaluation interview:-		
	a) Were career development issues discussed?	Yes No	1 2
	b) Was there any discussion on your current performance?	Yes No	1 2
	c) Were personal development objectives set?	Yes No	1 2
	d) Were work related objectives set?	Yes No	1 2
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were specific training recommendations made?	Yes No	1 2
A6.	At your evaluation interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future training needs	Yes No	1 2
A7.	Following your evaluation, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
	d) What steps you need to take to improve your performance	Yes No	1 2
A8.	If a career development program was identified for you at your evaluation interview, has it materialized?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your evaluation interview, has it materialized?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the evaluation had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A11.	Do you believe that more attention should be given to an individual's evaluation record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	When conducting evaluation interviews do you discuss with your officers:-		
	a) Career development issues	Yes No	1 2
	b) Their current performance	Yes No	1 2
	c) Ways in which their performance could be improved	Yes No	1 2
	d) Their future training needs	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A13.	If you answered no to any part of Question A12, please indicate your reasons.		
A14.	When conducting evaluation interviews do you set the following for your officers?		
	a) Personal development objective	Yes	1
		No	2
	b) Work related objectives	Yes	1
		No	2
A15.	If you answered no to either part of question A14, please indicate your reasons.		
A16.	Do you believe that an individual's performance evaluation should be considered before the granting of the annual incremental pay increase?	Yes	1
		No	2
A17.	If no, why not?		
A18.	If there were sufficient checks and balances built into the system, do you believe that two successive poor evaluation reports should form the basis of administrative dismissal from the Department?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A19.	If yes, please give your reasons		
A20.	If no, please give your reasons		
A21.	What is your overall impression of the performance evaluation program currently operated by the Department?	Excellent Very Good Good Poor Very Poor	1 2 3 4 5
A22.	Do you believe any changes are necessary to the present performance evaluation program?	Yes No	1 2
A23.	If yes, please identify them.		
A24.	Have you any further comments you would like to make concerning the issues raised in this section?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 5 : MANAGEMENT TRAINING

T1.	As a Sergeant, have you attended any management training organised by:-		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T2.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T3.	Do you believe that management training is necessary to enable you to perform your role?	Yes	1
		No	2
T4.	Do you believe you have received sufficient management Training to enable you to undertake your role?	Yes	1
		No	2
T5.	If no, please indicate what Management Training you believe you should have received?		
		
		
		
		
		
		
T6.	If no, please indicate the reasons for your answer.		
		
		
		
T7.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T8.	If you answered yes to Question T7, did you find the briefing useful?	Yes No	1 2
T9.	If you answered no to Question T7, would you have welcomed such a briefing?	Yes No	1 2
T10.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T11.	If you answered yes to Question T10, did you find it a useful exercise?	Yes No	1 2
T12.	If you answered no to Question T10, would you have welcomed such discussions?	Yes No	1 2

Please indicate your views regarding the following questions by circling the appropriate rating.

T13.	A lot of Management Training takes place in the Department.	1	2	3	4	5	Little Management Training takes place in the Department.
T14.	Management Training is badly adapted to individual's needs.	1	2	3	4	5	Management Training is well adapted to individual's needs.
T15.	Managers have a lot of say about their own training needs.	1	2	3	4	5	Managers have very little say about their own training needs.
T16.	Management Development aims to improve all Managers.	1	2	3	4	5	Management Development is aimed only at a selected few.
T17.	Management Development is well defined and understood.	1	2	3	4	5	Management Development is vague and poorly communicated.
T18.	Managers are only minimally involved in the development of subordinates.	1	2	3	4	5	Managers are extensively involved in the development of their subordinates.

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T19.	Are there any further comments or observations you wish to make regarding Management Training within the Department?		
		
		
		
		

APPENDIX VII

LIEUTENANTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

AMERICAN DEPARTMENT

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Gender	Male Female	1 2
P2.	Age on appointment	..... Years	
P3.	Current age	..... Years	
P4.	How many years Police service have you completed?	..... Years	
P5.	What was your highest educational qualification on appointment?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P6.	What is the highest educational qualification you now hold?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P7.	After how many years service did you achieve the above qualification?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P8.	Are you currently entered in any educational programme?	Yes No	1 2
P9.	If yes, please indicate which.	Post Graduate Degree (Please Specify)	1
		..... Undergraduate Degree	2
		Other (Please specify)	3
		
P10.	If yes, are you being sponsored by your Department either with finance or time off to assist you with your studies?	Yes No	1 2
P11.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P12.	How many years service did you complete in the rank of Sergeant?	..... Years	
P13.	How many years service had you completed before your promotion to Lieutenant?	..... Years	
P14.	How many years service have you completed in the rank of Lieutenant?	..... Years	
P15.	In which branch/unit are you currently serving? (i.e. uniform, detective etc.)	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt by your Department to develop or plan your career?	Yes No Don't know	1 2 3
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<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
CD2.	Do you want your career developed?	Yes	1
		No	2
		Don't know	3
CD3.	If no, have you any comments to make regarding this matter?		
		
		
		
		
		
CD4.	How important are the following in the organisation for gaining promotion?		
a)	Achieving consistent results	Very Important	1
		Important	2
		Not Important	3
b)	Showing you are dependable	Very Important	1
		Important	2
		Not Important	3
c)	Competence in your speciality	Very Important	1
		Important	2
		Not Important	3
d)	Ability to develop both yourself and subordinates	Very Important	1
		Important	2
		Not Important	3
e)	Competence as a manager	Very Important	1
		Important	2
		Not Important	3
d)	Ability to develop both yourself and subordinates	Very Important	1
		Important	2
		Not Important	3
e)	Competence as a manager	Very Important	1
		Important	2
		Not Important	3
f)	Secondment to Headquarters	Very Important	1
		Important	2
		Not Important	3

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
CD5.	What do you think <u>should be</u> important for gaining promotion?		
	a) Achieving consistent results	Very Important	1
		Important	2
		Not Important	3
	b) Showing you are dependable	Very Important	1
		Important	2
		Not Important	3
	c) Competence in your speciality	Very Important	1
		Important	2
		Not Important	3
	d) Ability to develop both yourself and subordinates	Very Important	1
		Important	2
		Not Important	3
	e) Competence as a manager	Very Important	1
		Important	2
		Not Important	3
	f) Secondment to Headquarters	Very Important	1
		Important	2
		Not Important	3

PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS.

CD6.	Career development takes place extensively in the Department	1	2	3	4	5	Career development does not take place in the Department
CD7.	Career development is mainly the responsibility of top Management	1	2	3	4	5	Career development is left to the individual manager
CD8.	Career development is making a major contribution to the Department's performance	1	2	3	4	5	Career development is making very little contribution to the Department's performance
CD9.	Please indicate your views concerning the placement of Managers within your Department.						
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
	Longer term planning is required	1 2 3 4 5	Long term planning takes place and is effective
	They are well co-ordinated	1 2 3 4 5	Co-ordination is poor with little consultation
	Insufficient hand-over is the norm.	1 2 3 4 5	Sufficient time is always provided for hand-over periods.
	Management placement is generally handled well.	1 2 3 4 5	Management placement arrangements are poor.

- | | | | |
|-----|------------------------|--------------|---|
| E1. | What do you consider a | A Manager | 1 |
| | Sergeant to be? | A Supervisor | 2 |

- | | | | |
|-----|--|--------------|---|
| E3. | What do you consider a Lieutenant to be? | A Manager | 1 |
| | | A Supervisor | 2 |

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E5.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E6.	If No, what rank would you wish to attain in your future career?	Captain Major Assistant or Deputy Chief Chief Officer	1 2 3 4
E7.	What is the rank you <u>realistically expect</u> to reach in your career?	Lieutenant Captain Major Assistant or Deputy Chief Chief Officer	1 2 3 4 5
E8.	Would you be happy to remain within the branch/unit in which you are currently serving for the remainder of your career?	Yes No	1 2
E9.	If no, which branch/unit would you ideally wish to serve in?	.....
E10.	Do you believe you should be given greater opportunity of choice in relation to the branch/unit in which you wish to serve?	Yes No	1 2
E11.	If your aspirations for advancement were not achieved in your Department would you consider joining another one in order to to realise your expectations?	Yes No	1 2
E12.	If No, why not?	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 4 : STAFF APPRAISAL

A1.	Have you been given a performance evaluation interview within the last two years?	Yes	1
		No	2

A2. If no, is there any reason for this?

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IF NO PROCEED TO QUESTION A11

A3.	Was your evaluation interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes	1
		No	2

A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	
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A5. At your evaluation interview:-

a)	Were career development issues discussed?	Yes	1
		No	2
b)	Was there any discussion on your current performance?	Yes	1
		No	2
c)	Were personal development objectives set?	Yes	1
		No	2
d)	Were work related objectives set?	Yes	1
		No	2
e)	Were issues discussed which would improve your performance?	Yes	1
		No	2
f)	Were specific training recommendations made?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A6.	At your evaluation interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future training needs	Yes No	1 2
A7.	Following your evaluation, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2
A8.	If a career development program was identified for you at your evaluation interview, has it materialized?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your evaluation interview, has it materialized?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the evaluation had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A11.	Do you believe that more attention should be given to an individual's evaluation record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	When conducting evaluation interviews do you discuss with your officers:-		
	a) Career development issues	Yes No	1 2
	b) Their current performance	Yes No	1 2
	c) Ways in which their performance could be improved	Yes No	1 2
	d) Their future training needs	Yes No	1 2
A13.	If you answered no to any part of Question A12, please indicate your reasons.		
		
		
		
A14.	When conducting evaluation interviews do you set the following for your officers?		
	a) Personal development objective	Yes No	1 2
	b) Work related objectives	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A15.	If you answered no to either part of question A14, please indicate your reasons.		
A16.	Do you believe that an individual's performance evaluation should be considered before the granting of the annual incremental pay increase?	Yes No	1 2
A17.	If no, why not?		
A18.	If there were sufficient checks and balances built into the system, do you believe that two successive poor evaluation reports should form the basis of administrative dismissal from the Department?	Yes No	1 2
A19.	If yes, please give your reasons		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A20.	If no, please give your reasons		
A21.	What is your overall impression of the performance evaluation program currently operated by the Department?	Excellent Very Good Good Poor Very Poor	1 2 3 4 5
A22.	Do you believe any changes are necessary to the present performance evaluation program?	Yes No	1 2
A23.	If yes, please identify them.		
A24.	Have you any further comments you would like to make concerning the issues raised in this section?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 5 : MANAGEMENT TRAINING

T1.	As a Sergeant, did you attend any management training organised by:-		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T2.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T3.	As a Lieutenant have you attended any management training organised by		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T4.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T5.	Do you believe that management training is necessary to enable you to perform your role?	Yes	1
		No	2
T6.	Do you believe you have received sufficient management Training to enable you to undertake your role?	Yes	1
		No	2
T7.	If no, please indicate what Management Training you believe you should have received?		

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<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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T8.	If no, please indicate the reasons for your answer.		
		
		
		

T9.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes No	1 2
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T10.	If you answered yes to Question T9, did you find the briefing useful?	Yes No	1 2
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T11.	If you answered no to Question T9, would you have welcomed such a briefing?	Yes No	1 2
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T12.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
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T13.	If you answered yes to Question T12, did you find it a useful exercise?	Yes No	1 2
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T14.	If you answered no to Question T12, would you have welcomed such discussions?	Yes No	1 2
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Please indicate your views regarding the following questions by circling the appropriate rating.

T15.	A lot of Management Training takes place in the Department.	1 2 3 4 5	Little Management Training takes place in the Department.
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T16.	Management Training is badly adapted to individual's needs.	1 2 3 4 5	Management Training is well adapted to individual's needs.
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T17.	Managers have a lot of say about their own training needs.	1 2 3 4 5	Managers have very little say about their own training
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<u>NUMBER</u>	<u>QUESTION</u>						<u>ANSWER</u>	<u>CODE</u>
T18.	Management Development aims to improve all Managers.	1	2	3	4	5	Management Development is aimed only at a selected few.	
T19.	Management Development is well defined and understood.	1	2	3	4	5	Management Development is vague and poorly communicated.	
T20.	Managers are only minimally involved in the development of subordinates.	1	2	3	4	5	Managers are extensively involved in the development of their subordinates.	
T21.	Are there any further comments or observations you wish to make regarding Management Training within the Department?							
							
							
							
							

APPENDIX VIII

CAPTAINS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

AMERICAN DEPARTMENT

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Gender	Male Female	1 2
P2.	Age on appointment	..... Years	
P3.	Current age	..... Years	
P4.	How many years Police service have you completed?	..... Years	
P5.	What was your highest educational qualification on appointment?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P6.	What is the highest educational qualification you now hold?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P7.	After how many years service did you achieve the above qualification?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P8.	Are you currently entered in any educational programme?	Yes No	1 2
P9.	If yes, please indicate which.	Post Graduate Degree (Please Specify)	1
		..... Undergraduate Degree	2
		Other (Please specify)	3
		
P10.	If yes, are you being sponsored by your Department either with finance or time off to assist you with your studies?	Yes No	1 2
P11.	How many years service had you completed before your promotion to Sergeant?	.....	Years
P12.	How many years service did you complete in the rank of Sergeant?	.....	Years
P13.	How many years service had you completed before your promotion to Lieutenant?	.....	Years
P14.	How many years service did you complete in the rank of Lieutenant?	.....	Years
P15.	How many years service had you completed before your promotion to the rank of Captain?	.....	Years
P16.	How many years service have you completed in the rank of Captain?	Years

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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P17.	In which branch/unit are you currently serving? (i.e. uniform, detective etc.)	
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SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt by your Department to develop or plan your career?	Yes No Don't know	1 2 3
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CD2.	Do you want your career developed?	Yes No Don't know	1 2 3
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CD3.	If no, have you any comments to make regarding this matter?		
		
		
		
		
		

CD4.	How important are the following in the organisation for gaining promotion?		
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a)	Achieving consistent results	Very Important Important Not Important	1 2 3
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b)	Showing you are dependable	Very Important Important Not Important	1 2 3
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c)	Competence in your speciality	Very Important Important Not Important	1 2 3
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d)	Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
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e)	Competence as a manager	Very Important Important Not Important	1 2 3
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<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3

CD5. What do you think should be important for gaining promotion?

a) Achieving consistent results	Very Important Important Not Important	1 2 3
b) Showing you are dependable	Very Important Important Not Important	1 2 3
c) Competence in your speciality	Very Important Important Not Important	1 2 3
d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
e) Competence as a manager	Very Important Important Not Important	1 2 3
f) Secondment to Headquarters	Very Important Important Not Important	1 2 3

PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS.

CD6.	Career development takes place extensively in the Department	1	2	3	4	5	Career development does not take place in the Department
CD7.	Career development is mainly the responsibility of top Management	1	2	3	4	5	Career development is left to the individual manager

<u>NUMBER</u>	<u>QUESTION</u>						<u>ANSWER</u>	<u>CODE</u>
CD8.	Career development is making a major contribution to the Department's performance	1	2	3	4	5	Career development is making very little contribution to the Department's performance	
CD9.	Please indicate your views concerning the placement of Managers within your Department.							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.	
	Management placement is generally handled well.	1	2	3	4	5	Management placement arrangements are poor.	

SECTION 3 : FUTURE EXPECTATIONS

E1.	What do you consider a Sergeant to be?	A Manager	1
		A Supervisor	2
E2.	Please provide an explanation for the answer you gave at Question E1.		
		
		
		
		
		
E3.	What do you consider a Lieutenant to be?	A Manager	1
		A Supervisor	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E4.	Please provide an explanation for the answer you gave at Question E3.		
E5.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E6.	If No, what rank would you wish to attain in your future career?	Major Assistant or Deputy Chief Chief Officer	1 2 3
E7.	What is the rank you <u>realistically expect</u> to reach in your career?	Captain Major Assistant or Deputy Chief Chief Officer	1 2 3 4
E8.	Would you be happy to remain within the branch/unit in which you are currently serving for the remainder of your career?	Yes No	1 2
E9.	If no, which branch/unit would you ideally wish to serve in?	.....
E10.	Do you believe you should be given greater opportunity of choice in relation to the branch/unit in which you wish to serve?	Yes No	1 2
E11.	If your aspirations for advancement were not achieved in your Department would you consider joining another one in order to to realise your expectations?	Yes No	1 2
E12.	If No, why not?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 4 : STAFF APPRAISAL

A1.	Have you been given a performance evaluation interview within the last two years?	Yes	1
		No	2

A2. If no, is there any reason for this?

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IF NO PROCEED TO QUESTION A11

A3.	Was your evaluation interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes	1
		No	2

A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	
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A5. At your evaluation interview:-

a)	Were career development issues discussed?	Yes	1
		No	2
b)	Was there any discussion on your current performance?	Yes	1
		No	2
c)	Were personal development objectives set?	Yes	1
		No	2
d)	Were work related objectives set?	Yes	1
		No	2
e)	Were issues discussed which would improve your performance?	Yes	1
		No	2
f)	Were specific training recommendations made?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A6.	At your evaluation interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes	1
		No	2
	b) Your current performance	Yes	1
		No	2
	c) The setting of personal development objectives	Yes	1
		No	2
	d) The setting of work related objectives	Yes	1
		No	2
	e) Ways in which your performance could be improved	Yes	1
		No	2
	f) Your future training needs	Yes	1
		No	2
A7.	Following your evaluation, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes	1
		No	2
	b) Your future career development	Yes	1
		No	2
	c) Your training needs	Yes	1
		No	2
	d) What steps you need to take to improve your performance	Yes	1
		No	2
A8.	If a career development program was identified for you at your evaluation interview, has it materialized?	Yes	1
		No	2
		Not Applicable	3
A9.	If a training need was identified at your evaluation interview, has it materialized?	Yes	1
		No	2
		Not Applicable	3
A10.	What effect has the results of the evaluation had on your performance?	Substantial Improvement	1
		Reasonable Improvement	2
		Slight Improvement	3
		No Improvement	4

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A11.	Do you believe that more attention should be given to an individual's evaluation record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	When conducting evaluation interviews do you discuss with your officers:-		
	a) Career development issues	Yes No	1 2
	b) Their current performance	Yes No	1 2
	c) Ways in which their performance could be improved	Yes No	1 2
	d) Their future training needs	Yes No	1 2
A13.	If you answered no to any part of Question A12, please indicate your reasons.		
		
		
		
A14.	When conducting evaluation interviews do you set the following for your officers?		
	a) Personal development objective	Yes No	1 2
	b) Work related objectives	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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A15.	If you answered no to either part of question A14, please indicate your reasons.		
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A16.	Do you believe that an individual's performance evaluation should be considered before the granting of the annual incremental pay increase?	Yes No	1 2
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A17.	If no, why not?		
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A18.	If there were sufficient checks and balances built into the system, do you believe that two successive poor evaluation reports should form the basis of administrative dismissal from the Department?	Yes No	1 2
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A19.	If yes, please give your reasons		
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<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A20.	If no, please give your reasons		
A21.	What is your overall impression of the performance evaluation program currently operated by the Department?	Excellent Very Good Good Poor Very Poor	1 2 3 4 5
A22.	Do you believe any changes are necessary to the present performance evaluation program?	Yes No	1 2
A23.	If yes, please identify them.		
A24.	Have you any further comments you would like to make concerning the issues raised in this section?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 5 : MANAGEMENT TRAINING

T1.	As a Sergeant, did you attend any management training organised by:-		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T2.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T3.	As a Lieutenant did you attend any management training organised by		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T4.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T5.	As a Captain have you attended any management training organised by		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T6.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T7.	Do you believe that management training is necessary to enable you to perform your role?	Yes No	1 2
T8.	Do you believe you have received sufficient management Training to enable you to undertake your role?	Yes No	1 2
T9.	If no, please indicate what Management Training you believe you should have received?		
T10.	If no, please indicate the reasons for your answer.		
T11.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes No	1 2
T12.	If you answered yes to Question T11, did you find the briefing useful?	Yes No	1 2
T13.	If you answered no to Question T11, would you have welcomed such a briefing?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T14.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T15.	If you answered yes to Question T14, did you find it a useful exercise?	Yes No	1 2
T16.	If you answered no to Question T14, would you have welcomed such discussions?	Yes No	1 2

Please indicate your views regarding the following questions by circling the appropriate rating.

- | | | | | | | | |
|------|--|---|---|---|---|---|---|
| T17. | A lot of Management Training takes place in the Department. | 1 | 2 | 3 | 4 | 5 | Little Management Training takes place in the Department. |
| T18. | Management Training is badly adapted to individual's needs. | 1 | 2 | 3 | 4 | 5 | Management Training is well adapted to individual's needs. |
| T19. | Managers have a lot of say about their own training needs. | 1 | 2 | 3 | 4 | 5 | Managers have very little say about their own training needs. |
| T20. | Management Development aims to improve all Managers. | 1 | 2 | 3 | 4 | 5 | Management Development is aimed only at a selected few. |
| T21. | Management Development is well defined and understood. | 1 | 2 | 3 | 4 | 5 | Management Development is vague and poorly communicated. |
| T22. | Managers are only minimally involved in the development of subordinates. | 1 | 2 | 3 | 4 | 5 | Managers are extensively involved in the development of their subordinates. |
| T23. | Are there any further comments or observations you wish to make regarding Management Training within the Department? | | | | | | |

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APPENDIX IX

MAJORS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

AMERICAN DEPARTMENT

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Gender	Male Female	1 2
P2.	Age on appointment	..... Years	
P3.	Current age	..... Years	
P4.	How many years Police service have you completed?	..... Years	
P5.	What was your highest educational qualification on appointment?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P6.	What is the highest educational qualification you now hold?	Post Graduate Degree (Please Specify) Undergraduate Degree Some College Education High School Graduate G.E.D. Other (Please specify)	1 2 3 4 5 6
P7.	After how many years service did you achieve the above qualification?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P8.	Are you currently entered in any educational programme?	Yes No	1 2
P9.	If yes, please indicate which.	Post Graduate Degree (Please Specify) Undergraduate Degree Other (Please specify) 	1 2 3
P10.	If yes, are you being sponsored by your Department either with finance or time off to assist you with your studies?	Yes No	1 2
P11.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P12.	How many years service did you complete in the rank of Sergeant?	..... Years	
P13.	How many years service had you completed before your promotion to Lieutenant?	..... Years	
P14.	How many years service did you complete in the rank of Lieutenant?	..... Years	
P15.	How many years service had you completed before your promotion to the rank of Captain?	..... Years	
P16.	How many years service did you complete in the rank of Captain?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P17.	How many years service had you completed before your promotion to the rank of Major?	..... Years	
P18.	How many years service have you completed in the rank of Major?	..... Years	
P19.	In which branch/unit are you currently serving? (i.e. uniform, detective etc.)	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt by your Department to develop or plan your career?	Yes No Don't know	1 2 3
CD2.	Do you want your career developed?	Yes No Don't know	1 2 3
CD3.	If no, have you any comments to make regarding this matter?		
CD4.	How important are the following in the organisation for gaining promotion?		
a)	Achieving consistent results	Very Important Important Not Important	1 2 3
b)	Showing you are dependable	Very Important Important Not Important	1 2 3
c)	Competence in your speciality	Very Important Important Not Important	1 2 3

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
	d) Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
	e) Competence as a manager	Very Important Important Not Important	1 2 3
	f) Secondment to Headquarters	Very Important Important Not Important	1 2 3

CD5. What do you think should be important for gaining promotion?

a)	Achieving consistent results	Very Important Important Not Important	1 2 3
b)	Showing you are dependable	Very Important Important Not Important	1 2 3
c)	Competence in your speciality	Very Important Important Not Important	1 2 3
d)	Ability to develop both yourself and subordinates	Very Important Important Not Important	1 2 3
e)	Competence as a manager	Very Important Important Not Important	1 2 3
f)	Secondment to Headquarters	Very Important Important Not Important	1 2 3

PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS.

CD6.	Career development takes place extensively in the Department	1	2	3	4	5	Career development does not take place in the Department
CD7.	Career development is mainly the responsibility of top Management	1	2	3	4	5	Career development is left to the individual manager

<u>NUMBER</u>	<u>QUESTION</u>						<u>ANSWER</u>	<u>CODE</u>
CD8.	Career development is making a major contribution to the Department's performance	1	2	3	4	5	Career development is making very little contribution to the Department's performance	
CD9.	Please indicate your views concerning the placement of Managers within your Department.							
	Clearer policies are needed	1	2	3	4	5	Policies are clear and well developed	
	Longer term planning is required	1	2	3	4	5	Long term planning takes place and is effective	
	They are well co-ordinated	1	2	3	4	5	Co-ordination is poor with little consultation	
	Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.	
	Management placement is generally handled well.	1	2	3	4	5	Management placement arrangements are poor.	

SECTION 3 : FUTURE EXPECTATIONS

E1.	What do you consider a Sergeant to be?	A Manager	1
		A Supervisor	2
E2.	Please provide an explanation for the answer you gave at Question E1.		
		
		
		
		
		
E3.	What do you consider a Lieutenant to be?	A Manager	1
		A Supervisor	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E4.	Please provide an explanation for the answer you gave at Question E3.		
E5.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E6.	If No, what rank would you wish to attain in your future career?	Assistant or Deputy Chief Chief Officer	1 2
E7.	What is the rank you <u>realistically expect</u> to reach in your career?	Major Assistant or Deputy Chief Chief Officer	1 2 3
E8.	Would you be happy to remain within the branch/unit in which you are currently serving for the remainder of your career?	Yes No	1 2
E9.	If no, which branch/unit would you ideally wish to serve in?		
E10.	Do you believe you should be given greater opportunity of choice in relation to the branch/unit in which you wish to serve?	Yes No	1 2
E11.	If your aspirations for advancement were not achieved in your Department would you consider joining another one in order to to realise your expectations?	Yes No	1 2
E12.	If No, why not?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 4 : STAFF APPRAISAL

A1.	Have you been given a performance evaluation interview within the last two years?	Yes	1
		No	2

A2. If no, is there any reason for this?

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IF NO PROCEED TO QUESTION A11

A3.	Was your evaluation interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes	1
		No	2

A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	
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A5. At your evaluation interview:-

a)	Were career development issues discussed?	Yes	1
		No	2
b)	Was there any discussion on your current performance?	Yes	1
		No	2
c)	Were personal development objectives set?	Yes	1
		No	2
d)	Were work related objectives set?	Yes	1
		No	2
e)	Were issues discussed which would improve your performance?	Yes	1
		No	2
f)	Were specific training recommendations made?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A6.	At your evaluation interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes	1
		No	2
	b) Your current performance	Yes	1
		No	2
	c) The setting of personal development objectives	Yes	1
		No	2
	d) The setting of work related objectives	Yes	1
		No	2
	e) Ways in which your performance could be improved	Yes	1
		No	2
	f) Your future training needs	Yes	1
		No	2
A7.	Following your evaluation, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes	1
		No	2
	b) Your future career development	Yes	1
		No	2
	c) Your training needs	Yes	1
		No	2
	d) What steps you need to take to improve your performance	Yes	1
		No	2
A8.	If a career development program was identified for you at your evaluation interview, has it materialized?	Yes	1
		No	2
		Not Applicable	3
A9.	If a training need was identified at your evaluation interview, has it materialized?	Yes	1
		No	2
		Not Applicable	3
A10.	What effect has the results of the evaluation had on your performance?	Substantial Improvement	1
		Reasonable Improvement	2
		Slight Improvement	3
		No Improvement	4

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A11.	Do you believe that more attention should be given to an individual's evaluation record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	When conducting evaluation interviews do you discuss with your officers:-		
	a) Career development issues	Yes No	1 2
	b) Their current performance	Yes No	1 2
	c) Ways in which their performance could be improved	Yes No	1 2
	d) Their future training needs	Yes No	1 2
A13.	If you answered no to any part of Question A12, please indicate your reasons.		
		
		
		
A14.	When conducting evaluation interviews do you set the following for your officers?		
	a) Personal development objective	Yes No	1 2
	b) Work related objectives	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A15.	If you answered no to either part of question A14, please indicate your reasons.		
		
		
		
		
		
		
A16.	Do you believe that an individual's performance evaluation should be considered before the granting of the annual incremental pay increase?	Yes No	1 2
A17.	If no, why not?		
		
		
		
		
A18.	If there were sufficient checks and balances built into the system, do you believe that two successive poor evaluation reports should form the basis of administrative dismissal from the Department?	Yes No	1 2
A19.	If yes, please give your reasons		
		
		
		
		
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A20.	If no, please give your reasons		
A21.	What is your overall impression of the performance evaluation program currently operated by the Department?	Excellent Very Good Good Poor Very Poor	1 2 3 4 5
A22.	Do you believe any changes are necessary to the present performance evaluation program?	Yes No	1 2
A23.	If yes, please identify them.		
A24.	Have you any further comments you would like to make concerning the issues raised in this section?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 5 : MANAGEMENT TRAINING

T1.	As a Sergeant, did you attend any management training organised by:-		
a)	Your Police Department?	Yes	1
		No	2
b)	Other Law Enforcement Agency?	Yes	1
		No	2
c)	A University?	Yes	1
		No	2
T2.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T3.	As a Lieutenant did you attend any management training organised by		
a)	Your Police Department?	Yes	1
		No	2
b)	Other Law Enforcement Agency?	Yes	1
		No	2
c)	A University?	Yes	1
		No	2
T4.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T5.	As a Captain did you attend any management training organised by		
a)	Your Police Department?	Yes	1
		No	2
b)	Other Law Enforcement Agency?	Yes	1
		No	2
c)	A University?	Yes	1
		No	2
T6.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T7.	As a Major have you attended any management training organised by		
	a) Your Police Department?	Yes	1
		No	2
	b) Other Law Enforcement Agency?	Yes	1
		No	2
	c) A University?	Yes	1
		No	2
T8.	If yes, what was the total number of days of such training you received?	1-5 days	1
		6-10 days	2
		Over 10 days	3
T9.	Do you believe that management training is necessary to enable you to perform your role?	Yes	1
		No	2
T10.	Do you believe you have received sufficient management Training to enable you to undertake your role?	Yes	1
		No	2
T11.	If no, please indicate what Management Training you believe you should have received?		
		
		
		
		
		
		
T12.	If no, please indicate the reasons for your answer.		
		
		
		
T13.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes	1
		No	2

NUMBER	QUESTION	ANSWER	CODE
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T14.	If you answered yes to Question T13, did you find the briefing useful?	Yes	1
		No	2

T15.	If you answered no to Question T13, would you have welcomed such a briefing?	Yes	1
		No	2

T16.	Have you ever received any post course follow up discussions after attending a training course?	Yes	1
		No	2

T17.	If you answered yes to Question T16, did you find it a useful exercise?	Yes	1
		No	2

T18.	If you answered no to Question T16, would you have welcomed such discussions?	Yes	1
		No	2

Please indicate your views regarding the following questions by circling the appropriate rating.

T19.	A lot of Management Training takes place in the Department.	1	2	3	4	5	Little Management Training takes place in the Department.
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T20.	Management Training is badly adapted to individual's needs.	1	2	3	4	5	Management Training is well adapted to individual's needs.
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T21.	Managers have a lot of say about their own training needs.	1	2	3	4	5	Managers have very little say about their own training needs.
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T22.	Management Development aims to improve all Managers.	1	2	3	4	5	Management Development is aimed only at a selected few.
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T23.	Management Development is well defined and understood.	1	2	3	4	5	Management Development is vague and poorly communicated.
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T24.	Managers are only minimally involved in the development of subordinates.	1	2	3	4	5	Managers are extensively involved in the development of their subordinates.
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T25. Are there any further comments or observations you wish to make regarding Management Training within the Department?

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APPENDIX X

SERGEANTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH AND WELSH OFFICERS

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Sex	Male Female	1 2
P2.	Age On Appointment	..... Years	
P3.	Current Age	..... Years	
P4.	How many years pensionable police service have you completed?	..... Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P9.	What is the highest educational qualification you now hold?	Higher Degree/Post Grad. Dipl. First Degree A Levels/Non Grad. Diploma 5 or More o Levels 1 - 4 O levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P10.	After how many years service did you achieve the above qualification?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P11.	Are you currently studying for an additional qualification?	Yes No	1 2
P12.	If yes, please indicate which.	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma G.C.S.E.'s Other (please specify)	1 2 3 4 5
P13.	If yes, are you being sponsored by your Force either with finance or time off to assist you with your studies?	Yes No	1 2
P14.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P15.	In which branch/department are you currently serving?	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
CD2.	If no, have you any comments to make regarding this matter?		

NUMBER	QUESTION	ANSWER	CODE
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PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS

CD3. Please indicate your views concerning management placements within the service.

Clearer policies are needed.	1	2	3	4	5	Policies are clear and well developed.
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Longer term planning is required.	1	2	3	4	5	Long term planning takes place and is effective.
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They are well co-ordinated.	1	2	3	4	5	Co-ordination is poor with little consultation.
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Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.
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Management placement is generally handled well.	1	2	3	4	5	Management Placement arrangements are poor.
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SECTION 3 : FUTURE EXPECTATIONS

E1.	As a Sergeant, what do you consider yourself to be?	A Manager	1
		A Supervisor	2

E2. Please provide an explanation for the answer you gave at Question E1.

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E3.	Are you qualified by examination for promotion to the rank of Inspector?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E4.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E5.	If No, what rank would you wish to attain in your future career?	Inspector Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4 5
E6.	What is the rank you <u>realistically expect</u> to reach in your career?	Sergeant Inspector Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4 5 6
E7.	Do you believe you should be given greater opportunity of choice in relation to the branch/department in which you wish to serve?	Yes No	1 2
E8.	If your aspirations for advancement were not achieved in your Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E9.	If No, why not?		

SECTION 4 : STAFF APPRAISAL

A1.	Have you been given an appraisal interview within the last two years?	Yes No	1 2
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<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A2.	If no, is there any reason for this?		
A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	.....
A5.	At your appraisal interview:-		
	a) Were career development issues discussed?	Yes No	1 2
	b) Was there any discussion on your current performance?	Yes No	1 2
	c) Were personal development objectives set?	Yes No	1 2
	d) Were work related objectives set?	Yes No	1 2
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were specific training recommendations made?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A6.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future training needs	Yes No	1 2
A7.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A8.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A11.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2
A13.	If no, why not?		
		
		
		
		
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A14.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A15.	If yes, please give your reasons		
A16.	If no, please give your reasons		
A17.	Have you any further comments you would like to make concerning the issues raised in this section?		

SECTION 5 : MANAGEMENT TRAINING

T1.	Do you believe that the Sergeants' Course has provided you with the necessary management skills to enable you to perform the role expected of you?	Yes	1
		No	2
T2.	If no, please indicate what changes should take place to improve the situation.		
		
		
		
		
		
T3.	Have you attended a course during the last two years which had a management module or input?	Yes	1
		No	2
T4.	If yes, please indicate which course(s)		
		
		
		
		
T5.	If you answered yes to Question T3., please indicate the total number of days allocated to Management training.	Under 1 Day	1
		1 - 5 Days	2
		6 - 10 Days	3
		Over 10 Days	4
T6.	Do you believe that Management training is necessary to enable you to perform your role?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T7.	Do you believe you have received sufficient Management Training to enable you to undertake your role?	Yes No	1 2
T8.	If no, please indicate what Management Training you believe you should have received?		
T9.	If no, please indicate the reasons for your answer.		
T10.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes No	1 2
T11.	If you answered yes to Question T10, did you find the briefing useful?	Yes No	1 2
T12.	If you answered no to Question T10, would you have welcomed such a briefing?	Yes No	1 2
T13.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2

NUMBER	QUESTION	ANSWER	CODE
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T14.	If you answered yes to Question T13, did you find it a useful exercise?	Yes	1
		No	2

T15.	If you answered no to Question T13, would you have welcomed such discussions?	Yes	1
		No	2

Please indicate your views regarding the following questions by ringing the appropriate rating.

T16.	A lot of Management Training takes place in the service.	1	2	3	4	5	Little Management Training takes place in the service.
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T17.	Management Training is badly adapted to individual's needs.	1	2	3	4	5	Management Training is well adapted to individual's needs.
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T18.	Managers have a lot of say about their own training needs.	1	2	3	4	5	Managers have very little say about their own training needs.
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T19.	Management Development aims to improve all Managers.	1	2	3	4	5	Management Development is aimed only at a selected few.
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T20.	Management Development is well defined and understood.	1	2	3	4	5	Management Development is vague and poorly communicated.
------	--	---	---	---	---	---	--

T21.	Managers are only minimally involved in the development of subordinates.	1	2	3	4	5	Managers are extensively involved in the development of their subordinates.
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T22.	Are there any further comments or observations you wish to make regarding Management Training within the Service?
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APPENDIX XI

INSPECTORS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH AND WELSH OFFICERS

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Sex	Male Female	1 2
P2.	Age On Appointment	..... Years	
P3.	Current Age	..... Years	
P4.	How many years pensionable police service have you completed?	..... Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P9.	What is the highest educational qualification you now hold?	Higher Degree/Post Grad. Dipl. First Degree A Levels/Non Grad. Diploma 5 or More o Levels 1 - 4 O levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P10.	After how many years service did you achieve the above qualification?	..... Years	
P11.	Are you currently studying for an additional qualification?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P12.	If yes, please indicate which.	Higher Degree/Post Grad.Dipl.	1
		First Degree	2
		A Levels/Non Grad.Diploma	3
		G.C.S.E.'s	4
		Other (please specify)	5
		
P13.	If yes, are you being sponsored by your Force either with finance or time off to assist you with your studies?	Yes	1
		No	2
P14.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P15.	How many years service did you complete in the rank of Sergeant?	..... Years	
P16.	How many years service had you completed before your promotion to the rank of Inspector?	..... Years	
P17.	In which branch/department are you currently serving?	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes	1
		No	2
		Don't Know	3
CD2.	If no, have you any comments to make regarding this matter?		
		
		
		
		

PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS

CD3. Please indicate your views concerning management placements within the service.

Clearer policies are needed.	1	2	3	4	5	Policies are clear and well developed.
Longer term planning is required.	1	2	3	4	5	Long term planning takes place and is effective.
They are well co-ordinated.	1	2	3	4	5	Co-ordination is poor with little consultation.
Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.
Management placement is generally handled well.	1	2	3	4	5	Management Placement arrangements are poor.

SECTION 3 : FUTURE EXPECTATIONS

E1.	What do you consider a Sergeant to be?	A Manager	1
		A Supervisor	2

E2. Please provide an explanation for the answer you gave at Question E1.

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E3.	What do you consider yourself to be?	A Manager	1
		A Supervisor	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E4.	Please provide an explanation for your answer you gave at Question E3.		
E5.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E6.	If No, what rank would you wish to attain in your future career?	Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4
E7.	What is the rank you <u>realistically</u> <u>expect</u> to reach in your career?	Inspector Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4 5
E8.	Do you believe you should be given greater opportunity of choice in relation to the branch/department in which you wish to serve?	Yes No	1 2
E9.	If your aspirations for advancement were not achieved in your Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E10.	If No, why not?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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SECTION 4 : STAFF APPRAISAL

A1.	Have you been given an appraisal interview within the last two years?	Yes	1
		No	2

A2. If no, is there any reason for this?

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A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes	1
		No	2

A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	
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A5.	At your appraisal interview:-		
a)	Were career development issues discussed?	Yes	1
		No	2
b)	Was there any discussion on your current performance?	Yes	1
		No	2
c)	Were personal development objectives set?	Yes	1
		No	2
d)	Were work related objectives set?	Yes	1
		No	2
e)	Were issues discussed which would improve your performance?	Yes	1
		No	2
f)	Were specific training recommendations made?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A6.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes	1
		No	2
	b) Your current performance	Yes	1
		No	2
	c) The setting of personal development objectives	Yes	1
		No	2
	d) The setting of work related objectives	Yes	1
		No	2
	e) Ways in which your performance could be improved	Yes	1
		No	2
	f) Your future training needs	Yes	1
		No	2
A7.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes	1
		No	2
	b) Your future career development	Yes	1
		No	2
	c) Your training needs	Yes	1
		No	2
	d) What steps you need to take to improve your performance	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A8.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A11.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2
A13.	If no, why not?		
		
		
		
		
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A14.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A15.	If yes, please give your reasons		
A16.	If no, please give your reasons		
A17.	Have you any further comments you would like to make concerning the issues raised in this section?		

SECTION 5 : MANAGEMENT TRAINING

T1.	Did you attend a Sergeants' Development Course?	Yes	1
		No	2
T2.	Do you believe that the Inspectors' Development Course has provided you with the necessary management skills to enable you to perform the role expected of you?	Yes	1
		No	2
T3.	If no, please indicate what changes should take place to improve the situation.		
T4.	Have you attended a course during the last two years which had a management module or input?	Yes	1
		No	2
T5.	If yes, please indicate which course(s)		
T6.	If you answered yes to Question T4., please indicate the total number of days allocated to Management training.	Under 1 Day	1
		1 - 5 Days	2
		6 - 10 Days	3
		Over 10 Days	4
T7.	Do you believe that Management training is necessary to enable you to perform your role?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T8.	Do you believe you have received sufficient Management Training to enable you to undertake your role?	Yes No	1 2
T9.	If no, please indicate what Management Training you believe you should have received?		
T10.	If no, please indicate the reasons for your answer.		
T11.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes No	1 2
T12.	If you answered yes to Question T11, did you find the briefing useful?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T13.	If you answered no to Question T11, would you have welcomed such a briefing?	Yes No	1 2
T14.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T15.	If you answered yes to Question T14, did you find it a useful exercise?	Yes No	1 2
T16.	If you answered no to Question T14, would you have welcomed such discussions?	Yes No	1 2

Please indicate your views regarding the following questions by ringing the appropriate rating.

T17.	A lot of Management Training takes place in the service.	1	2	3	4	5	Little Management Training takes place in the service.
T18.	Management Training is badly adapted to individual's needs.	1	2	3	4	5	Management Training is well adapted to individual's needs.
T19.	Managers have a lot of say about their own training needs.	1	2	3	4	5	Managers have very little say about their own training needs.
T20.	Management Development aims to improve all Managers.	1	2	3	4	5	Management Development is aimed only at a selected few.
T21.	Management Development is well defined and understood.	1	2	3	4	5	Management Development is vague and poorly communicated.
T22.	Managers are only minimally involved in the development of subordinates.	1	2	3	4	5	Managers are extensively involved in the development of their subordinates.

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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T23.	Are there any further comments or observations you wish to make regarding Management Training within the Service?		
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APPENDIX XII

CHIEF INSPECTORS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH AND WELSH OFFICERS

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Sex	Male Female	1 2
P2.	Age On Appointment	..... Years	
P3.	Current Age	..... Years	
P4.	How many years pensionable police service have you completed?	..... Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P9.	What is the highest educational qualification you now hold?	Higher Degree/Post Grad. Dipl. First Degree A Levels/Non Grad. Diploma 5 or More o Levels 1 - 4 O levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P10.	After how many years service did you achieve the above qualification?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P11.	Are you currently studying for an additional qualification?	Yes No	1 2
P12.	If yes, please indicate which.	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma G.C.S.E.'s Other (please specify)	1 2 3 4 5
P13.	If yes, are you being sponsored by your Force either with finance or time off to assist you with your studies?	Yes No	1 2
P14.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P15.	How many years service did you complete in the rank of Sergeant?	..... Years	
P16.	How many years service had you completed before your promotion to Inspector?	..... Years	
P17.	How many years service did you complete in the rank of Inspector?	..... Years	
P18.	How many years service had you completed before your promotion to the rank of Chief Inspector?	..... Years	
P19.	In which branch/department are you currently serving?	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes No Don't Know	1 2 3
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<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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CD2.	If no, have you any comments to make regarding this matter?		
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PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS.

CD3.	Please indicate your views concerning management placements within the service.		
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Clearer policies are needed.	1	2	3	4	5	Policies are clear and well developed.
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Longer term planning is required.	1	2	3	4	5	Long term planning takes place and is effective.
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They are well co-ordinated.	1	2	3	4	5	Co-ordination is poor with little consultation.
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Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.
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Management placement is generally handled well.	1	2	3	4	5	Management Placement arrangements are poor.
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SECTION 3 : FUTURE EXPECTATIONS

E1.	What do you consider a Sergeant to be?	A Manager	1
		A Supervisor	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E2.	Please provide an explanation for the answer you gave at Question E1.		
E3.	What do you consider an Inspector to be?	A Manager A Supervisor	1 2
E4.	Please provide an explanation for your answer you gave at Question E3.		
E5.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E6.	If No, what rank would you wish to attain in your future career?	Superintendent Chief Superintendent ACPO Rank	1 2 3
E7.	What is the rank you <u>realistically expect</u> to reach in your career?	Chief Inspector Superintendent Chief Superintendent ACPO Rank	1 2 3 4
E8.	Do you believe you should be given greater opportunity of choice in relation to the branch/department in which you wish to serve?	Yes No	1 2
E9.	If your aspirations for advancement were not achieved in your Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
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E10. If No, why not?

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SECTION 4 : STAFF APPRAISAL

A1.	Have you been given an appraisal interview within the last two years?	Yes	1
		No	2

A2. If no, is there any reason for this?

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A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes	1
		No	2

A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	
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A5. At your appraisal interview:-

a)	Were career development issues discussed?	Yes	1
		No	2

b)	Was there any discussion on your current performance?	Yes	1
		No	2

c)	Were personal development objectives set?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
	d) Were work related objectives set?	Yes No	1 2
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were specific training recommendations made?	Yes No	1 2
A6.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future training needs	Yes No	1 2
A7.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A8.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A11.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2
A12.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes No	1 2
A13.	If no, why not?		
		
		
		
		
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A14.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A15.	If yes, please give your reasons		
A16.	If no, please give your reasons		
A17.	Have you any further comments you would like to make concerning the issues raised in this section?		

SECTION 5 : MANAGEMENT TRAINING

T1.	Did you attend a Sergeants' Development Course?	Yes No	1 2
T2.	Did you attend an Inspectors' Development Course?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T3.	Do you believe that the Junior Command Course has provided you with the necessary management skills to enable you to perform the role expected of you?	Yes No	1 2
T4.	If no, please indicate what changes should take place to improve the situation.		
T5.	Have you attended a course during the last two years which had a management module or input?	Yes No	1 2
T6.	If yes, please indicate which course(s)		
T7.	If you answered yes to Question T5., please indicate the total number of days allocated to Management training.	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T8.	Do you believe that Management training is necessary to enable you to perform your role?	Yes No	1 2
T9.	Do you believe you have received sufficient Management Training to enable you to undertake your role?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T10.	If no, please indicate what Management Training you believe you should have received?		
T11.	If no, please indicate the reasons for your answer.		
T12.	Have you ever received any pre-course briefing before attending a course? (Not Just written instructions)	Yes No	1 2
T13.	If you answered yes to Question T12, did you find the briefing useful?	Yes No	1 2
T14.	If you answered no to Question T12, would you have welcomed such a briefing?	Yes No	1 2
T15.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T16.	If you answered yes to Question T15, did you find it a useful exercise?	Yes No	1 2
T17.	If you answered no to Question T15, would you have welcomed such discussions?	Yes No	1 2

Please indicate your views regarding the following questions by ringing the appropriate rating.

- | | | | | | | | |
|------|---|---|---|---|---|---|---|
| T18. | A lot of Management Training takes place in the service. | 1 | 2 | 3 | 4 | 5 | Little Management Training takes place in the service. |
| T19. | Management Training is badly adapted to individual's needs. | 1 | 2 | 3 | 4 | 5 | Management Training is well adapted to individual's needs. |
| T20. | Managers have a lot of say about their own training needs. | 1 | 2 | 3 | 4 | 5 | Managers have very little say about their own training needs. |
| T21. | Management Development aims to improve all Managers. | 1 | 2 | 3 | 4 | 5 | Management Development is aimed only at a selected few. |
| T22. | Management Development is well defined and understood. | 1 | 2 | 3 | 4 | 5 | Management Development is vague and poorly communicated. |
| T23. | Managers are only minimally involved in the development of subordinates. | 1 | 2 | 3 | 4 | 5 | Managers are extensively involved in the development of their subordinates. |
| T24. | Are there any further comments or observations you wish to make regarding Management Training within the Service? | | | | | | |

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APPENDIX XIII

SUPERINTENDENTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH AND WELSH OFFICERS

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Sex	Male Female	1 2
P2.	Age on appointment	..... Years	
P3.	Current age	..... Years	
P4.	How many years pensionable Police service have you completed?	..... Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P9.	What is the highest educational qualification you now hold?	Higher Degree/Post Grad. Dipl. First Degree A Levels/Non Grad. Diploma 5 or More o Levels 1 - 4 O levels None Other (Please Specify)	1 2 3 4 5 6 7
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P10.	After how many years service did you achieve the above qualification?	..... Years	
P11.	Are you currently studying for an additional qualification?	Yes No	1 2
P12.	If yes, please indicate which.	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma G.C.S.E.'s Other (please specify)	1 2 3 4 5
P13.	If yes, are you being sponsored by your Force either with finance or time off to assist you with your studies?	Yes No	1 2
P14.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P15.	How many years service did you complete in the rank of Sergeant?	..... Years	
P16.	How many years service had you completed before your promotion to Inspector?	..... Years	
P17.	How many years service did you complete in the rank of Inspector?	..... Years	
P18.	How many years service had you completed before your promotion to the rank of Chief Inspector?	..... Years	
P19.	How many years service did you complete in the rank of Chief Inspector?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P20.	How many years service had you completed before your promotion to the rank of Superintendent?	..... Years	
P21.	How many years service have you completed in the rank of Superintendent?	..... Years	
P22.	In which branch/department are you currently serving?	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes	1
		No	2

CD2. If no, have you any comments to make regarding this matter?

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PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS.

CD3.	Please indicate your views concerning Management placements within the service.									
	Clearer policies are needed.	1	2	3	4	5	Policies are clear and well developed.			
	Longer term planning is required.	1	2	3	4	5	Long term planning takes place and is effective.			

<u>NUMBER</u>	<u>QUESTION</u>						<u>ANSWER</u>	<u>CODE</u>
	They are well co-ordinated.	1	2	3	4	5	Co-ordination is poor with little consultation.	
	Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.	
	Management placement is generally handled well.	1	2	3	4	5	Management placement arrangements are poor.	

- | | | | |
|-----|--|---------------------------|--------|
| E1. | What do you consider a
Sergeant to be? | A Manager
A Supervisor | 1
2 |
| E2. | Please provide an explanation for the answer you gave at
Question E1. | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| E3. | What do you consider an Inspector
to be? | A Manager
A Supervisor | 1
2 |
| E4. | Please provide an explanation for you answer you gave at Question E3. | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| E5. | Would you be happy to remain in
your current rank for the
remainder of your service? | Yes
No | 1
2 |

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E6.	If No, what rank would you wish to attain in your future career?	Chief Superintendent ACPO Rank	1 2
E7.	What is the rank you <u>realistically expect</u> to reach in your career?	Superintendent Chief Superintendent ACPO Rank	1 2 3
E8.	Do you believe you should be given greater opportunity of choice in relation to the branch/department in which you wish to serve?	Yes No	1 2
E9.	If your aspirations for advancement were not achieved in your Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E10.	If No, why not?		

SECTION 4 : STAFF APPRAISAL

A1.	Have you been given an appraisal interview within the last two years?	Yes No	1 2
A2.	If no, is there any reason for this?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	.....
A5.	At your appraisal interview:-		
	a) Were career development issues discussed?	Yes No	1 2
	b) Was there any discussion on your current performance?	Yes No	1 2
	c) Were personal development objectives set?	Yes No	1 2
	d) Were work related objectives set?	Yes No	1 2
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were specific training recommendations made?	Yes No	1 2
A6.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future training needs	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A7.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2
A8.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A11.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A12.	At Appraisal interviews do you discuss with officers:-		
	a) Career development issues	Yes	1
		No	2
	b) Their current performance	Yes	1
		No	2
	c) Ways in which their performance could be improved	Yes	1
		No	2
	d) Their future training needs	Yes	1
		No	2
A13.	If you answered no to any part of Question A12, please indicate your reasons.		
		
		
		
A14.	At Appraisal interviews do you agree with officers:-		
	a) Personal development objective	Yes	1
		No	2
	b) Work related objectives	Yes	1
		No	2
A15.	If you answered no to either part of question A14, please indicate your reasons.		
		
		
		
		
		
		
A16.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A17.	If no, why not?		
A18.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A19.	If yes, please give your reasons		
A20.	If no, please give your reasons		
A21.	Have you any further comments you would like to make concerning the issues raised in this section?		

SECTION 5 : MANAGEMENT TRAINING

T1.	Did you attend a Sergeants' Development Course?	Yes	1
		No	2
T2.	Did you attend an Inspectors' Development Course?	Yes	1
		No	2
T3.	Did you attend the Junior Command Course?	Yes	1
		No	2
T4.	Do you believe that the Intermediate Command Course has provided you with the skills to enable you to perform the role expected of you?	Yes	1
		No	2
T5.	If no, please indicate what changes should take place to improve the situation.		
		
		
		
		
		
T6.	Have you attended a course during the last two years which had a management module or input?	Yes	1
		No	2
T7.	If yes, please indicate which course(s)		
		
		
		
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T8.	If you answered yes to Question T6., please indicate the total number of days allocated to Management training.	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T9.	Do you believe that Management training is necessary to enable you to perform your role?	Yes No	1 2
T10.	Do you believe you have received sufficient Management Training to enable you to undertake your role?	Yes No	1 2
T11.	If no, please indicate what Management Training you believe you should have received?		
T12.	If no, please indicate the reasons for your answer.		
T13.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes No	1 2
T14.	If you answered yes to Question T13, did you find the briefing useful?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T15.	If you answered no to Question T13, would you have welcomed such a briefing?	Yes No	1 2
T16.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T17.	If you answered yes to Question T16, did you find it a useful exercise?	Yes No	1 2
T18.	If you answered no to Question T16, would you have welcomed such discussions?	Yes No	1 2

Please indicate your views regarding the following questions by ringing the appropriate rating.

T19.	A lot of Management Training takes place in the service.	1	2	3	4	5	Little Management Training takes place in the service.
T20.	Management Training is badly adapted to individual's needs.	1	2	3	4	5	Management Training is well adapted to individual's needs.
T21.	Managers have a lot of say about their own training needs.	1	2	3	4	5	Managers have very little say about their own training needs.
T22.	Management Development aims to improve all Managers.	1	2	3	4	5	Management Development is aimed only at a selected few.
T23.	Management Development is well defined and understood.	1	2	3	4	5	Management Development is vague and poorly communicated.
T24.	Managers are only minimally involved in the development of subordinates.	1	2	3	4	5	Managers are extensively involved in the development of their subordinates.

T25. Are there any further comments or observations you wish to make regarding Management Training within the Service?

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APPENDIX XIV

CHIEF SUPERINTENDENTS' MANAGEMENT DEVELOPMENT QUESTIONNAIRE

ENGLISH AND WELSH OFFICERS

SECTION 1 : PERSONAL AND EDUCATIONAL DETAILS

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P1.	Sex	Male Female	1 2
P2.	Age on appointment	..... Years	
P3.	Current age	..... Years	
P4.	How many years pensionable Police service have you completed?	..... Years	
P5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
P6.	Did you join the Police Service under the Graduate Entry Scheme?	Yes No	1 2
P7.	Did you attend the Special Course?	Yes No	1 2
P8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
		
P9.	What is the highest educational qualification you now hold?	Higher Degree/Post Grad. Dipl. First Degree A Levels/Non Grad. Diploma 5 or More o Levels 1 - 4 O levels None Other (Please Specify)	1 2 3 4 5 6 7
		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P10.	After how many years service did you achieve the above qualification?	..... Years	
P11.	Are you currently studying for an additional qualification?	Yes No	1 2
P12.	If yes, please indicate which.	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad.Diploma G.C.S.E.'s Other (please specify)	1 2 3 4 5
		
P13.	If yes, are you being sponsored by your Force either with finance or time off to assist you with your studies?	Yes No	1 2
P14.	How many years service had you completed before your promotion to Sergeant?	..... Years	
P15.	How many years service did you complete in the rank of Sergeant?	..... Years	
P16.	How many years service had you completed before your promotion to Inspector?	..... Years	
P17.	How many years service did you complete in the rank of Inspector?	..... Years	
P18.	How many years service had you completed before your promotion to the rank of Chief Inspector?	..... Years	
P19.	How many years service did you complete in the rank of Chief Inspector?	..... Years	

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
P20.	How many years service had you completed before your promotion to the rank of Superintendent?	..... Years	
P21.	How many years service did you complete in the rank of Superintendent?	..... Years	
P22.	How many years service had you completed before your promotion to the rank of Chief Superintendent?	..... Years	
P23.	How many years service have you completed in the rank of Chief Superintendent?	..... Years	
P24.	In which branch/department are you currently serving?	.....

SECTION 2 : CAREER DEVELOPMENT PROFILE

CD1.	Are you aware of any systematic attempt to develop or plan your career?	Yes	1
		No	2

CD2. If no, have you any comments to make regarding this matter?

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PLEASE RING YOUR RATING ON THE 1 TO 5 SCALE FOR THE FOLLOWING QUESTIONS

CD3. Please indicate your views concerning Management placements within the service.

Clearer policies are needed.	1	2	3	4	5	Policies are clear and well developed.
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<u>NUMBER</u>	<u>QUESTION</u>						<u>ANSWER</u>	<u>CODE</u>
	Longer term planning is required.	1	2	3	4	5	Long term planning takes place and is effective.	
	They are well co-ordinated.	1	2	3	4	5	Co-ordination is poor with little consultation.	
	Insufficient hand-over is the norm.	1	2	3	4	5	Sufficient time is always provided for hand-over periods.	
	Management placement is generally handled well.	1	2	3	4	5	Management placement arrangements are poor.	

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|-----|------------------------|--------------|---|
| El. | What do you consider a | A Manager | 1 |
| | Sergeant to be? | A Supervisor | 2 |

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- E4. Please provide an explanation for you answer you gave at Question E3.

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
E5.	Would you be happy to remain in your current rank for the remainder of your service?	Yes No	1 2
E6.	If No, what rank would you wish to attain in your future career?	ACPO Rank	1
E7.	What is the rank you <u>realistically expect</u> to reach in your career?	Chief Superintendent ACPO Rank	1 2
E8.	Do you believe you should be given greater opportunity of choice in relation to the branch/department in which you wish to serve?	Yes No	1 2
E9.	If your aspirations for advancement were not achieved in your Force would you consider a transfer to another one in order to realise your expectations?	Yes No	1 2
E10.	If No, why not?		

SECTION 4 : STAFF APPRAISAL

A1.	Have you been given an appraisal interview within the last two years?	Yes No	1 2
A2.	If no, is there any reason for this?		

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A3.	Was your appraisal interview with an Officer who is at such a level within the organisation to be able to make decisions on your career development?	Yes No	1 2
A4.	If no, indicate the rank of the officer you believe should have undertaken the interview.	.....
A5.	At your appraisal interview:-		
	a) Were career development issues discussed?	Yes No	1 2
	b) Was there any discussion on your current performance?	Yes No	1 2
	c) Were personal development objectives set?	Yes No	1 2
	d) Were work related objectives set?	Yes No	1 2
	e) Were issues discussed which would improve your performance?	Yes No	1 2
	f) Were specific training recommendations made?	Yes No	1 2
A6.	At your appraisal interview would you have wanted the following to be discussed:		
	a) Career development issues	Yes No	1 2
	b) Your current performance	Yes No	1 2
	c) The setting of personal development objectives	Yes No	1 2
	d) The setting of work related objectives	Yes No	1 2
	e) Ways in which your performance could be improved	Yes No	1 2
	f) Your future training needs	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A7.	Following your appraisal, do you now fully understand where you stand concerning		
	a) Your senior manager's view of your current performance	Yes No	1 2
	b) Your future career development	Yes No	1 2
	c) Your training needs	Yes No	1 2
	d) What steps you need to take to improve your performance	Yes No	1 2
A8.	If a career development programme was identified for you at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A9.	If a training need was identified at your appraisal interview, has it materialised?	Yes No Not Applicable	1 2 3
A10.	What effect has the results of the appraisal had on your performance?	Substantial Improvement Reasonable Improvement Slight Improvement No Improvement	1 2 3 4
A11.	Do you believe that more attention should be given to an individual's appraisal record when		
	a) Deciding on individuals for promotion	Yes No	1 2
	b) Identifying individuals for specialist posts	Yes No	1 2
	c) Identifying individuals for specific training courses	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A12.	At Appraisal interviews do you discuss with officers:-		
	a) Career development issues	Yes	1
		No	2
	b) Their current performance	Yes	1
		No	2
	c) Ways in which their performance could be improved	Yes	1
		No	2
	d) Their future training needs	Yes	1
		No	2
A13.	If you answered no to any part of Question A12, please indicate your reasons.		
		
		
		
A14.	At Appraisal interviews do you agree with officers:-		
	a) Personal development objective	Yes	1
		No	2
	b) Work related objectives	Yes	1
		No	2
A15.	If you answered no to either part of question A14, please indicate your reasons.		
		
		
		
		
		
		
A16.	Do you believe that an individual's appraisal should be considered before the granting of the incremental pay increase?	Yes	1
		No	2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
A17.	If no, why not?		
A18.	Providing sufficient checks and balances are built into the system, do you believe that two successive poor appraisal reports should form the basis of administrative dismissal from the service?	Yes No	1 2
A19.	If yes, please give your reasons		
A20.	If no, please give your reasons		
A21.	Have you any further comments you would like to make concerning the issues raised in this section?		

SECTION 5 : MANAGEMENT TRAINING

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T1.	Did you attend a Sergeants' Development Course?	Yes No	1 2
T2.	Did you attend an Inspectors' Development Course?	Yes No	1 2
T3.	Did you attend the Junior Command Course?	Yes No	1 2
T4.	Did you attend the Intermediate Command Course?	Yes No	1 2
T5.	Have you attended the Senior Command Course?	Yes No	1 2
T6.	Have you attended a course during the last two years which had a management module or input?	Yes No	1 2
T7.	If yes, please indicate which course(s)		
T8.	If you answered yes to Question T6., please indicate the total number of days allocated to Management training.	Under 1 Day 1 - 5 Days 6 - 10 Days Over 10 Days	1 2 3 4
T9.	Do you believe that Management training is necessary to enable you to perform your role?	Yes No	1 2
T10.	Do you believe you have received sufficient Management Training to enable you to undertake your role?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>	<u>ANSWER</u>	<u>CODE</u>
T11.	If no, please indicate what Management Training you believe you should have received?		
T12.	If no, please indicate the reasons for your answer.		
T13.	Have you ever received any pre-course briefing before attending a course? (Not just written instructions)	Yes No	1 2
T14.	If you answered yes to Question T13, did you find the briefing useful?	Yes No	1 2
T15.	If you answered no to Question T13, would you have welcomed such a briefing?	Yes No	1 2
T16.	Have you ever received any post course follow up discussions after attending a training course?	Yes No	1 2
T17.	If you answered yes to Question T16, did you find it a useful exercise?	Yes No	1 2
T18.	If you answered no to Question T16, would you have welcomed such discussions?	Yes No	1 2

<u>NUMBER</u>	<u>QUESTION</u>						<u>ANSWER</u>	<u>CODE</u>
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Please indicate your views regarding the following questions by
ringing the appropriate rating.

- | | | | | | | | |
|------|--|---|---|---|---|---|---|
| T19. | A lot of Management Training takes place in the service. | 1 | 2 | 3 | 4 | 5 | Little Management Training takes place in the service. |
| T20. | Management Training is badly adapted to individual's needs. | 1 | 2 | 3 | 4 | 5 | Management Training is well adapted to individual's needs. |
| T21. | Managers have a lot of say about their own training needs. | 1 | 2 | 3 | 4 | 5 | Managers have very little say about their own training needs. |
| T22. | Management Development aims to improve all Managers. | 1 | 2 | 3 | 4 | 5 | Management Development is aimed only at a selected few. |
| T23. | Management Development is well defined and understood. | 1 | 2 | 3 | 4 | 5 | Management Development is vague and poorly communicated. |
| T24. | Managers are only minimally involved in the development of subordinates. | 1 | 2 | 3 | 4 | 5 | Managers are extensively involved in the development of their subordinates. |

- T25. Are there any further comments or observations you wish to make regarding Management Training within the Service?

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APPENDIX XV

SENIOR COMMAND COURSE QUESTIONNAIRE

NO.	QUESTION	ANSWER	CODE
1.	Sex	Male Female	1 2
2.	Age on Appointment	..... Years	
3.	Current Age	..... Years	
4.	How many years pensionable service have you completed?	..... Years	
5.	Were you required to sit the Police Entrance Examination?	Yes No	1 2
6.	Did you join the service under the Graduate Entry Scheme?	Yes No	1 2
7.	Did you attend the Special Course?	Yes No	1 2
8.	What was your highest educational qualification on appointment?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
9.	What is the highest educational qualification you now hold?	Higher Degree/Post Grad.Dipl. First Degree A Levels/Non Grad. Diploma 5 or More O Levels 1 - 4 O Levels None Other (Please Specify)	1 2 3 4 5 6 7
10.	If you hold a Degree, did you obtain it as a result of receiving a Bramshill Fellowship?	Yes No	1 2

NO.	QUESTION	ANSWER	CODE
11.	Please indicate in chronological order the roles in which you served as a Constable and the total length of time in each? (Exclude your period of Probation)	..... Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s)	
12.	How many years service had you completed before your promotion to Sergeant?	..... Years	
13.	How many years service did you complete in the rank of Sergeant?	..... Years	
14.	Please indicate in chronological order the roles in which you served as a Sergeant and the total length of time in each?	..... Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s)	
15.	Indicate the courses you attended as a Sergeant	..... ..... ..... ..... ..... ..... .....

NO.	QUESTION	ANSWER	CODE
16.	How many years service had you completed before your promotion to Inspector?	..... Years	
17.	How many years service did you complete in the rank of Inspector?	..... Years	
18.	Please indicate in chronological order the roles in which you served as an Inspector and the total length of time in each?	..... Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s)	
19.	Did you attend the Junior Command Course as an Inspector?	Yes No	1 2
20.	Other than the above, please indicate the courses you attended as an Inspector	..... ..... ..... ..... ..... ..... .....
21.	How many years service had you completed before your promotion to Chief Inspector?	..... Years	

NO.	QUESTION	ANSWER	CODE
22.	How many years service did you complete in the rank of Chief Inspector?	..... Years	
23.	Please indicate in chronological order the roles in which you served as a Chief Inspector and the total length of time in each?	..... Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s)	
24.	Did you attend the Junior Command Course as a Chief Inspector?	Yes No	1 2
25.	Other than the above, please indicate the courses you attended as a Chief Inspector	..... ..... ..... ..... ..... ..... ..... .....
26.	How many years service had you completed before your promotion to Superintendent?	..... Years	
27.	How many years service did you complete/have you completed as a Superintendent?	..... Years	

NO.	QUESTION	ANSWER	CODE
28.	Please indicate in chronological order the roles in which you served/have served as a Superintendent and the length of time in each?	..... Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s)	
29.	Did you attend the Intermediate Command Course?	Yes No	1 2
30.	Other than the above, please indicate the courses you attended as a Superintendent	..... ..... ..... ..... ..... ..... .....
31.	What rank were you when selected to attend the Senior Command Course?	Superintendent Chief Superintendent	1 2

NO.	QUESTION	ANSWER	CODE
	QUESTIONS 32 - 34 FOR CHIEF SUPERINTENDENTS ONLY		
32.	How many years service had you completed before your promotion to Chief Superintendent?	..... Years	
33.	How many years service have you completed in the rank of Chief Superintendent?	..... Years	
34.	Please indicate in chronological order the roles in which you have served as a Chief Superintendent and the length of time in each?	..... Year(s) Year(s) Year(s) Year(s) Year(s) Year(s) Year(s)	
35.	Are there any further comments you would like to make regarding your own specific career profile? 		

NO.	QUESTION	ANSWER	CODE
36.	<p>Are there any comments you would like to make regarding the career profiles you believe are required for future Senior Managers within the Police Service?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
37.	<p>In preparing police managers for the most senior positions within the Service, please indicate areas (if any) where changes are needed in the current training/development programmes.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
38.	<p>Would you like to be provided with a copy of the results of this study?</p>	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>

NO.	QUESTION	ANSWER	CODE
39.	<p>If you answered yes to Question 38, please provide your name and the address to which you wish the results to be sent.</p> <p>Name</p> <p>Address</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

APPENDIX XVI

INDIVIDUAL FORCE PARTICULARS REGARDING
MANAGEMENT DEVELOPMENT ISSUES

NUMBER	QUESTION	ANSWER	CODE
1.	Does the Force have a formalised and structured succession plan?	Yes No	1 2
2.	If Yes, please indicate the number of years it covers. _____ years		
3.	If Yes, what ranks are included in the plan?		
	(a) Sergeant	Yes No	1 2
	(b) Inspector	Yes No	1 2
	(c) Chief Inspector	Yes No	1 2
	(d) Superintendent	Yes No	1 2
	(e) Chief Superintendent	Yes No	1 2
4.	If No, do you have plans to introduce such a scheme?	Yes No	1 2
5.	If No, what arrangements do you have for successful planning?		
6.	Do you have a 'people plan' (ie arrangements to monitor individuals with the potential for advancement who may not be included in the succession plan)?	Yes No	1 2
7.	If Yes, briefly describe the arrangements you have implemented.		

NUMBER	QUESTION	ANSWER	CODE
8.	Does your Force have a career development plan for every manager?	Yes No	1 2
9.	If No, what arrangements exist for monitoring individual career development?		
10.	Do you have a career development plan for 'selected' individuals?	Yes No	1 2
11.	If Yes, what group(s) of individuals does it cover?		
12.	Does your Force hold promotion assessment boards for the following ranks?		
	(a) Sergeant	Yes No	1 2
	(b) Inspector	Yes No	1 2
	(c) Chief Inspector	Yes No	1 2
	(d) Superintendent	Yes No	1 2
	(e) Chief Superintendent	Yes No	1 2
13.	If you answered No to any of the above, what is the reason(s) for not holding them?		

NUMBER	QUESTION	ANSWER	CODE
14.	Do you hold promotion assessment centres as part of the selection process for the following ranks?		
	(a) Sergeant	Yes	1
		No	2
	(b) Inspector	Yes	1
		No	2
	(c) Chief Inspector	Yes	1
		No	2
	(d) Superintendent	Yes	1
		No	2
	(e) Chief Superintendent	Yes	1
		No	2
15.	If you answered No to any of the above, what is the reason(s) for not holding them?		
		
		
		
16.	Which of the following ranks are subject to staff appraisals within your Force?		
	(a) Sergeants	Yes	1
		No	2
	(b) Inspectors	Yes	1
		No	2
	(c) Chief Inspectors	Yes	1
		No	2
	(d) Superintendents	Yes	1
		No	2
	(e) Chief Superintendent	Yes	1
		No	2
17.	If you answered No to any of the above, what is the reason(s) for them not being subject to the appraisal process?		
		
		
		

NUMBER	QUESTION	ANSWER	CODE
18.	In the light of Home Office Circular 104/91 will the Force in the future require staff appraisals for all officers up to DCC.	Yes No	1 2
19.	If No, why not?		