

THE AMERICAN UNIVERSITY  
COLLEGE OF CONTINUING EDUCATION

O.L.E.A. PROJECT NO. 190 REPORT

SUMMARY

EXECUTIVE DEVELOPMENT PROGRAM

FOR

LAW ENFORCEMENT OFFICERS

A Report to

OFFICE OF LAW ENFORCEMENT ASSISTANCE

U. S. DEPARTMENT OF JUSTICE

Prepared by

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ALEXANDRIA POLICE DEPARTMENT

ALEXANDRIA, VIRGINIA

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**U.S. DEPARTMENT OF JUSTICE  
OFFICE OF LAW ENFORCEMENT  
ASSISTANCE**

**STATEMENT OF GRANT AWARD**

Pursuant to authority of the Law Enforcement Assistance Act of 1965, and in response to your grant application dated November 17, 1966, the Attorney General has approved the grant described below. In the conduct of the project, LEAA grant conditions and rules of grant administration must be complied with and project personnel must familiarize themselves fully with these requirements.

<b>Grantee Organization</b> Alexandria, Virginia Police Department	<b>Project Title</b> Police Executive Development Program for Washington, D.C.-Baltimore Region
<b>Grant Number and Type</b> 190 Law Enforcement - Training	<b>Project Director</b> Lt. Marshall Snyder
<b>Grant Period Dates</b> April 1, 1967 through March 31, 1968	<b>Checks Payable to</b> Grantee

Details of Award		Payment Action
Budget Categories	Grant Amount	
1. Personnel (Employees and Consultants)	\$ -	<input checked="" type="checkbox"/> Normal request procedures, <u>quarterly</u> basis. <input type="checkbox"/> Special payment schedule as follows:
2. Travel, including Subsistence	\$ -	
3. Supplies, Communications, and reproduction	\$ -	<b>Future Support</b> <input checked="" type="checkbox"/> No commitment beyond <u>March 31, 1968</u> <input type="checkbox"/> Support recommended through _____ based on continuation application and subject to appropriation of funds and satisfactory grantee progress.
4. Other: Sub-Contracts		
Equipment American Univ.	\$ 53,460	<b>Special Limitations</b>  N/A
Miscellaneous Dr. Walker, IACP	\$ 2,500	
Indirect Costs	\$ -	
5. Total Award	\$ 55,960	
6. Grantee Contribution	\$ 64,218	

- This grant is subject to LEAA Grant Conditions (attached) and Rules for Administration of Grants (LEAA Grant Guide).
- This grant is subject to and conditioned upon acceptance of Special Conditions (attached).
- The Project Director is requested to complete and return the attached Notice of Project (for Science Information Exchange).
- Forms for fund requests and fiscal reports\* are enclosed.

<b>Date</b> June 2, 1967	<b>Director, Office of Law Enforcement Assistance</b> 
<input checked="" type="checkbox"/> Original Statement	
<input type="checkbox"/> Amended Statement No.	

\*Please note from pages 52 and 54 of the grant guide that the First Quarterly Reports are due October 20, 1967



## I. THE PROBLEM

The President's Commission on Law Enforcement and Administration of Justice studies enable it to identify a number of general prevalent deficiencies in police organization, management, and operations. In the field of management, they had this to say:

"Many departments lack qualified leadership, Police Chiefs and Personnel in the Middle Management ranks should be required to have sufficient education and training to enable them to administer the complex affairs of a police force, and should receive salaries sufficient to attract and retain top administrators." 1/

The problem facing the top City Administrators at this time is that professional police administrators are not available through the educational and experience processes, nor is it likely that they will be available in any quantity in the next decade. Because of this, there seems to be very little hope for any immediate revision in the present methods used to select Police Chiefs from the middle management ranks. However, the top City Administrators could improve their dilemma considerably by subscribing to a training program of executive development for those persons who are immediately available for executive positions.

1/. Task Force Report, "The Police" pp 44; The President's Commission on Law Enforcement and Administration of Justice.

## II. THE PROGRAM

### A. Objectives of the Program

This program is specially designed to meet the executive development needs of persons at the middle management level. Upon the competence and continuing growth of these key personnel depends in a large measure the attainment of the goals set by the chief executives of the organization. The program has the following specific objectives:

1. Stimulate the participants to examine objectively their job performance as managers;
2. Provide knowledge of sound management principles and practices through lectures, discussions, and seminars directed toward the responsibilities of the participants;
3. Increase the participants' interest and information about current and basic management literature and trends in management thinking and practices;
4. Provide environment for free and unhibited interchange of participants' viewpoints and experiences for the solution of human relations and in other management problems.
5. Challenge the present thinking of the participants about the responsibilities of an executive at their level; encourage

them to take a continuing interest in the specific ways in which they can broaden and improve their self-development plans and assist top management in attaining the goals set for the organization.

#### B. Student Selection

In order to have an equitable distribution of students from all the responding departments, quotas were determined by first giving consideration to top executive positions and second consideration to officers in the command positions or middle management level. Selection of applicants in the middle management level was determined upon the applicant's responsibilities in the line of command rather than from title or rank designation. In other words, a lieutenant in a small department serving directly under the Chief of Police was given the same consideration for attendance as a Deputy Chief of a larger department. Although the representation from the larger departments were considerably greater than from the smaller or medium size departments, the quotas allowed truly represented the middle management personnel of all the involved departments.

A total of 120 were selected from 150 applicants.

#### C. Program Schedule

The Institute embraces two formal sessions, each of one week, separated by a period of approximately one month back on the job. The

month interval has been planned as an integral part of the program to provide an opportunity for each participant to analyze his own on-the-job management methods and to complete reading and other assignments in preparation for the second week's session.

Apart from the major educational benefit of relating the program closely to each participants managerial responsibilities on the job, the period between the two formal sessions has a further advantage in that executives can be released from duty for one week more conveniently than for a period of two consecutive weeks.

The program consisted of six two week sessions with 20 students attending each session.

#### D. Methodology

To accomplish the desired objectives of an executive development program at the middle management level, we considered it essential that the sessions be conducted on a full-time basis and away from the vicinity of home and office. The Blue Ridge Club, near Harper's Ferry, West Virginia, was selected as the site to hold the sessions because it met the two essential ingredients and was centrally located in the area from which the participants were invited. Here at the club the participants lived together as a group without any outside distractions which permitted them to concentrate upon the case discussions, assigned readings, group seminars and lectures.

The Executive Development program is based on the premise that knowledge of management principles alone does not result in improved executive performance. Most managers are already acquainted with these principles, but their growth as executives requires something more. An effective training program for the development of middle management executives, therefore, must stimulate each participant to re-examine his customary ways of thinking and making decisions; to defend his own views vigorously and to challenge the ideas of other participants about real-life managerial situations presented in case discussion and group seminars; to listen with an open mind to other proposed solutions; and to accept and apply approved methods and solutions when convinced of their soundness. One of the most important factors in an executive development program is the effect of the members of group upon one another's thinking in the give-and-take and the frank, sometimes even heated discussions that develop in considering whether a particular situation was handled or managed properly.

In this setting, principles of management, presented in the lectures and discussions by recognized leaders in their specialized fields, becomes meaningful to participants and can later be applied by them with increasing skill when tackling the problems awaiting them back on the job.

#### E. Curriculum

##### 1. Curriculum Development

The curriculum was adapted from an on-going Executive Development Curriculum which had been designed by Professors Grady and Hattery for the United States Treasury Department under contract with The American University, Washington, D. C.

Professor Grady observed the I.A.C.P. Executive Training Program conducted at the Georgia Institute of Technology and consulted with the faculty at Harvard University who had conducted such a course for the Chiefs of Police. On the basis of this experience and consultation, and the experience of two programs conducted for the Metropolitan Police Department, Washington, D. C., the curriculum was refined. Throughout the program, minor adjustments were made from time to time in the selection of cases and the method of treating them. Nevertheless, due to the maturation of the basic program in prior offerings, no major curriculum changes were necessary during the current project.

## 2. Principle Topics Covered

The management principles and methods covered in lectures and discussions during the program consisted of:

- a. The Executive Task
- b. Planning - Long and Short Range
- c. Interpersonal Relationships in Executive Performance
- d. Improving Productivity Through Systems Analysis
- e. Dynamics of Functions and Organizations
- f. Achieving Effective Control
- g. Appraising and Improving Reports and Letters

- h. Automation and Technological Change.
- i. Evaluating and Development of Staff.
- j. Communication: Key to Management.

F. Program Evaluation

1. Scope

The task addressed here is to measure the results of the Police Executive Development Program for command and high-level administrative personnel in the Metropolitan Washington and Baltimore Region, Spring, Fall, and Winter, 1967, under auspices of the Alexandria, Virginia Police Department in cooperation with The American University, Washington, D. C.

2. Methodology

The key idea of this evaluation design is to measure attitudinal changes in class members. Responses were elicited in both structured (set questions) and unstructured (open-ended questions) form. In order to ascertain the degree of realization of the objectives of the training seminar, respondents were asked to express qualitative judgements in respect to their appraisal of the program's strengths and weaknesses, success or failure.

In depth interviews with some 20 percent of randomly selected participants and all available faculty members were heavily relied upon to define more clearly the degree of attainment of the objectives.

### 3. Evaluator's Conclusion

"In summary this evaluator feels confident that a superior program has been carried out at Harper's Ferry, West Virginia, with each seminar class involved. The directors and faculty are to be commended for the excellence of their management of the seminars on management."

"I would add that, from my personal observation, probably the most significant by-product of the Executive Development Training Course was the opportunity the program provided for our officials to develop personal interchanges among themselves."

### III.. STUDENTS ORGANIZE "WAMAVA" ALUMNI

As a result of the culmination of many students from the various police departments in the Metropolitan Washington and the Baltimore Region for a common pursuit, and their desire to perpetuate their association, and periodically review and discuss executive problems of common interest, led to the formation of "WAMAVA" (Washington, Maryland, Virginia) Chapter of Executive Development Associates.