What works in leadership development?

A Rapid Evidence Review

Research, Analysis & Information (RAI)

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Contents

1. Summary of key findings

- Leadership development interventions in public sector organisations can be highly effective in improving participants' knowledge. The evidence also suggests that leadership interventions can have beneficial impacts on organisational performance outcomes, behaviour change and career progression. Police leadership development programmes are generally perceived to be effective.

- There appear to be two key limitations with the evidence base on leadership development:
  1. A lack of robust leadership development evaluations in the police sector; findings presented in this paper specifically relating to the police service are based only on perception based evidence.
  2. The wide variety of types of programmes that have been evaluated in other parts of the public sector mean that it is difficult to draw definitive conclusions on what works in relation to different approaches to leadership development

  However, evaluation of leadership development is clearly complex with outcomes difficult to quantify and attribute.

- Key lessons that can be drawn from the evidence reviewed in relation to implementing leadership development programmes effectively include:
  – embedding leadership development in organisational culture and infrastructure to ensure there is support for self-development and learning
  – integrating a range of learning methods and where possible tailoring approaches to the learning styles and development needs of learners.

- The evidence suggests that promising learning methods include:
  - Reflective learning methods such as action learning in particular. Within the police sector informal learning, learning from peers and leaders, and facilitated learning in syndicates all appear to be valued.
  - Coaching and 360 degree feedback sessions which may develop self awareness. Careers advice and constructive appraisal and feedback are also perceived to be effective in the police service.

- From the limited evaluation studies available for the police sector, there is tentative evidence that the following are also valued by police participants:
  - Police specific as well as external leadership development programmes
  - Mixed organisation attendance on police service training
  - Learning from doing
  - Fast track leader development programmes
  - Positive action programmes for under-represented groups

- There appears to be little evaluation evidence on the use of e-learning for leadership development. Within the police service this approach can be poorly received.

2. Introduction

As part of the Review of Leadership and Training Functions[1], the NPIA Research Analysis and Information Unit (RAI) has been tasked with conducting a quick evidence review on leadership development in policing.

Key questions that this review has attempted to address are:
- What are the most effective leadership development practices
- Which of these could potentially offer greatest value for money
- Whether there is any evidence on specific delivery models.
- What evidence is there on the impact of police leadership development programmes

A systematic approach to conducting this review has been used in order to avoid any potential bias in the findings presented and to ensure the approach taken is replicable. The review is primarily based on a systematic search commissioned by RAI in 2009 for research evidence on leadership development programmes covering all sectors[2]. Searches were conducted of seven electronic databases. A sifting and review stage was then conducted during 2010 specifically for the drafting of this paper. It was necessary to restrict the approach and the papers included in the review, due to the short time available (six weeks) to undertake the work. Studies finally included were either systematic reviews of evidence, pre-post test evaluation studies with control groups or if there was no control group the study contained strong learning points in relation to different components of leadership development programmes. In order to identify any key systematic reviews on leadership development that the systematic searches may not have picked up, a Google search and a search of the National Police Library database has also been conducted specifically for this paper.

The systematic search found no references relevant to the police sector. For this reason a further search has been conducted of the National Police Library database and the National College of Police Leadership have provided details of evaluations of national police leadership development programmes (seven in total.) A further four police related studies exploring perceptions of effective methods for leadership development have been identified and included. In addition, some findings have been drawn from a paper drafted previously by RAI on the evidence base on fast track development schemes, which identified and summarised three police specific studies[3].

In total, 24 studies have been included in this review, 11 on public sector organisation (non police sector) three of which were systematic reviews of evidence and 14 police specific studies. This paper has been peer reviewed, in order to ensure it has reached a publishable standard and that there are no significant omissions that may influence the findings
A more detailed overview of the review methods is provided in Annex 3.

A further point to note is that this paper does not make an attempt to define the terms 'leadership' or 'leadership development'. Instead it relies on the definitions used by the papers included in the review. All the studies included are set out as

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[1] A Review of [Police] Leadership and Training at a time of transition – commissioned by the Home Secretary, led by Peter Neyroud and due to report in December 2010.
[2] The systematic search was conducted by the Institute of Work Psychology, University of Sheffield.
[3] Fast-track development schemes – An initial map of the evidence base. NPIA Research Analysis and Information Unit 2008

evaluations of leadership development programmes. NPIA has also produced a rapid evidence assessment of leadership within the police service, which presents research evidence on effective leadership competencies and behaviours (Campbell I and Kodz J 2011).

Structure of this paper
The findings from the systematic searches are presented in two sections below, summarising the evidence base and drawing key learning from studies relating to non-police sector organisations (Section 2) and then lessons drawn from specifically police related research and police leadership development programme evaluations (Section 3). The non-police sector related studies are presented first, as this has the strongest evidence base. The section on specifically police related leadership development draws on weaker evidence and hence the learning points are less reliable than the previous section. References are provided after Section 3 and two appendices present summaries of the studies that have been reviewed for this paper. Annex 3 provides an overview of the review methods.

3. Summary of leadership development evaluation evidence in non-police public sector confidence

3.1. What works in leadership development in non-police public sector contexts?

Evidence from a meta-analysis on the effectiveness of managerial leadership development programmes (Collins 2002) found that such interventions can be moderately effective at improving organisational performance outcomes and behaviour change and expertise. This study, along with a series of pre-post test evaluation studies with control groups (See Annex 1 for full details) also suggests that leadership development programmes can be highly effective at improving participants' knowledge. Other beneficial impacts have been found in relation to career progression, performance of subordinates and some stress related symptoms.

Based on the evidence reviewed, it is difficult to draw definitive conclusions on what works in relation to different approaches to leadership development. This is due to the wide variety of types of programmes evaluated. For example, the primary studies reviewed ranged from brief multi-component leadership interventions such as a five day residency programme to one to two year programmes. Collins' (2002) meta-analysis of 83 studies categorises the content focus of each of the interventions examined but makes no comparisons in relation to the relative effectiveness of the different types of programme. In view of this lack of firm evidence on what works, learning points on approaches to leadership development drawing from promising evidence are outlined in the following section.

3.2. What is promising in leadership development in non-police sectors? Learning points on approaches to leadership development and its wider organisational context

This section is based on learning points from the studies summarised in Annex 1 and two further papers described as systematic reviews: Hartley and Hinksman (2003) and Leskiw and Singh (2007). These two reviews may be based on

weaker evidence than that described in the primary research studies. Neither paper provides full commentary on the standard of evidence of the studies included in their review. Nevertheless, many of the points made in these reviews are also referred to in other primary studies and where this is the case, reference to the individual study is also given.

The section firstly sets out some key lessons from the evaluation evidence in relation to how to implement leadership development within organisations effectively. This evidence is largely drawn from Leskiw and Singh (2007) who identified factors found to be important for effective leadership development and prevalent in 'best practice[4]' organisations. The section then goes on to address specific learning methods that appear to be promising.

3.3 Implementation lessons

Embedding leadership development in organisational culture and infrastructure appears to be a key factor in the effective implementation of leadership development programmes. Based on their review of 'best practice' organisations, Leskiw and Singh (2007) recommend that organisational structures and systems are in place to implement, support and manage leadership development programmes. This means that leadership development is embedded in the corporate culture and there is on-going support from senior management. Full visible support from senior management is also important. Some further learning points that can be drawn from Leskiw and Singh's (2007) review are social networks should facilitate development and any barriers to growth from within the organization itself should be addressed. Also accountability for leadership development should be shared amongst senior management, the leadership development function, line managers and employees themselves. Overall, leadership development should not be treated as a programme that is someone else's job. These conclusions are supported by Hartley and Hinksman's (2003) review. This also found research that suggests that leadership development needs to link with organizational strategy and to human resource strategy and should be seen in whole system terms not isolated events.

In order to embed leadership development into corporate culture Leskiw and Singh (2007) suggest that 'best practice' is to align leadership development with appropriate systems such as performance management, 360 feedback and incorporate it into daily responsibilities. 360 degree feedback is an appraisal method where ratings of subordinates, colleagues, and superiors and sometimes clients are fed back to the individual. Examples of how this has been achieved in 'best practice' organisations include line managers being fully engaged with identifying and developing high potential employees and senior management involved with teaching course material.

These recommendations are supported by findings from Ladyshewsky's (2007) study. Participants noted that high workloads and time pressures were common in the workplace and these interfered with their ability to pursue their learning to the extent they would have liked. For example, some participants were not given enough time to engage in peer coaching. Hartley and Hinksman (2003) also suggest that support from the wider organisation is particularly important for 360

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[4] These are organisations where an evaluative study has found that a leadership development programme has resulted in positive organisational outcomes and the programme has been classified as best practice by an independent reviewer.

degree feedback and job challenge approaches to leadership development (see section 2.22 below).

Conducting a thorough needs assessment: Leskiw and Singh (2007) identify a trend amongst what they define as 'best practice organisations' towards beginning with a needs assessments for leadership development within the organisation. It is suggested this can be achieved through:

- developing clear objectives for leadership development that are linked to the overall business strategy,
- identification of effective leadership and gaps in the stock of leaders within the organisation, and
- external analysis: researching changing trends and their impact on effective leadership, eg observing practices in other organisations and keeping up to date on latest thinking

Carefully selecting participants of leadership development programmes: the evidence suggests that leadership development programmes can have different outcomes for different groups of participants and that selection of the audience is therefore important. For example, Collins' (2002) meta analysis of leadership development evaluations found that effect sizes on objectively measured expertise and behaviour changes were higher for entry level managers than top management. Collins (2002) also concluded that it is important to have the right training content for the right group of people. Another example of how a leadership development programme can have different impacts on different groups of employees is provided in Eid and Johnsen's (2008) study. They looked at the personal characteristic of hardiness[5] and found evidence to suggest that high hardy individuals have a greater readiness to make use of stressful training experiences as opportunities for developmental growth as leaders.

Leskiw and Singh (2007) identified a range of approaches to selecting groups of employees as participants of leadership development programmes. They found that some organizations focus their leadership development on higher level management positions and others on first level supervisors. Another approach is for organisations to develop leadership at all levels and entitle everyone to leadership development. An alternative is to have one programme for high potential employees and other leadership development opportunities for all employees. Overall, Leskiw and Singh (2007) suggest that within the 'best practice organisations' there appears to be a clear connection between succession plans, high potential employees and leadership development initiatives with an objective identification of high potential employees.

Hartley and Hinksman (2003) discuss a range of methods to select participants of leadership development programmes, such as competency frameworks, appraisals, 360 degree feedback and opportunism. Of these approaches 360 degree feedback was the only approach for which any research evidence was found. Hartley and Hinksman (2003) identified research that suggests that where well handled 360 degree feedback can be important to identify those who need leadership development programmes and for motivating those identified for such programmes.

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[5] High hardy individuals believe they can control and influence events, are strongly committed to activities and interpersonal relationships and to self and recognize their own values, goals and priorities in life. They also tend to interpret stressful events in a positive way.

Evaluating effectiveness of leadership development: the systematic review evidence suggests that best practice organisations are committed to evaluating the effectiveness of their leadership development programmes (Leskiw and Singh 2007). Evaluation of leadership development is clearly complex due for example to the attribution of other contributors to leadership development and the difficulty of identifying suitable comparison groups for rigorous evaluation methods. Evaluations should focus on the overall aims of the leadership development programme and reflect the model of leadership development being used (Hartley and Hinskman, 2003 and Leskiw and Singh, 2007)

Rewarding success and addressing deficiencies: Leskiw and Singh (2007) also highlight the importance within best practice organisations of putting the feedback of evaluation to use and rewarding success.

3.4 Promising learning methods

Integrated learning methods: research evidence indicates that leadership programmes should comprise a range of learning methods to develop the range of competencies required. Leskiw and Singh (2007) suggest that different competencies may be developed through different learning modes at different rates and that the learning methods should be geared to fulfil the needs of the business as determined by the needs analysis conducted. Miller et al (2007) and Ladyshewsky (2007) also provide evidence to suggest that integrating methods within a leadership development programme is key to participant learning. For example, Ladyshewsky (2007) study appears to show that applying theory from formal training sessions into practice through workplace assignments and then reflecting on this through coaching, and reflective journaling can be an effective approach to learning. Miller et al (2007) suggest that sequencing of learning methods is a critical factor to take into consideration when putting together a leadership development programme. For example, methods that increase knowledge such as seminars may be most effective when offered before or during an action learning project. Methods that increase self-knowledge such as coaching could be offered before or during an action learning project so participants can address weaknesses during interactions (Miller et al 2007).

Reflective learning including action learning provide opportunities to reflect on what has happened and why and may encourage development of collaborative relationships to solve problems (Hartley and Hinksman (2003, Eid and Johnsen 2008). Action learning sets, which are small groups of learners who come together to reflect on real work issues, can also contribute to influence self perceptions of leadership skills (Eid and Johnsen 2008), offer opportunities to apply skills learned in formal training sessions and promote interpersonal skills and understanding of group dynamics (Miller et al 2007). Systematic review evidence suggests that it is important to select the most appropriate peers for an action learning set and also ensure that the group addresses the most appropriate organizational issues (Hartley and Hinksman, 2003 and Leskiw and Singh, 2007).

Coaching may assist participants in achieving goals, keeping them on track through a leadership development programme (Ladyshewsky 2007) and develop self awareness (Miller et al 2007). Ladyshewsky (2007) suggests that the skill base of coaches is important and that coaching sessions should be non-evaluative and non-threatening in nature in order to promote trust and self-disclosure. However, systematic review evidence suggest there is a lack of

research on how coaching occurs, what happens during coaching that supports leadership development and when and why it is successful (Hartley and Hinksman 2003).

360 feedback can increase self-awareness and has been linked to increased trustworthiness (Hartley and Hinksman 2003). Evidence suggests that 360 degree feedback should only be used in appropriate and supportive organisational cultures, and should not be used in isolation but be a part of an overall leadership development strategy. They may also be more effective with certain participants for example those who are more open (Hartley and Hinksman 2003 and Leskiw and Singh 2007).

Formal programmes such as skill development seminars can be important for developing conceptual understanding, strategies and techniques and procedural knowledge (Miller et al 2007). Hartley and Hinksman (2003) highlight the importance of applying learning from formal sessions in the workplace or in other elements of a leadership development programme.

Experiential learning and job challenges such as job transitions, unfamiliar responsibilities, creating change and overcoming obstacles can lead to on the job learning (Hartley and Hinksman 2003). Testing work may build individual skills for example in problem analysis and help to extend networks. However, in order for the challenge to provide a learning opportunity, the individual must have the scope to experiment with different leadership approaches, identify how the challenge is going to develop leadership competencies and engage in self-reflection. It also important that the organisational culture supports the learning experience and not just the performance and that the job challenge is set up to develop appropriate competencies for the individual (Hartley and Hinksman, 2003).

3.5 What is unknown?

No evaluations have been found that assess value for money of leadership development programmes. However, some studies were found through the systematic searches of leadership development evaluations that provide evidence of positive financial outcomes arising from leadership development in the corporate sector. While these studies were not included in this public sector focused evidence assessment, they could be reviewed at a later stage. Also evidence from one of the primary research studies suggests that a programme that incorporated workplace assignments, peer coaching, reflective journaling and goal setting appeared to be an effective and low cost approach to promoting transfer of training (Ladyshewsky 2007).

There was very limited evaluation evidence found that focused on mentoring even though weak survey data evidence suggests it is an effective method of learning. Also networking is discussed in the literature as a learning method (Hartley and Hinksman 2003) but no evidence was found that evaluated impact, possibly due to the fact that outcomes are likely to be diffuse, indirect and take place over an extended period of time. Commentators have suggested that networking can play an important role in leadership development through the sharing of knowledge and experience, perhaps because peer networks are more sustainable than coaching or mentoring. Research appears to suggest that there is a need for diversity of backgrounds and outlooks, sufficient space to engage in

exploration and in some cases facilitation. However, those most in need of leadership development may be less successful in engaging with networks (Hartley and Hinskman 2003).

E-learning is another approach for which no evidence was found. Also succession planning, fast track schemes and secondments are discussed in the literature but with no supporting research evidence (Hartley and Hinskman 2003). An initial map of the evidence base on fast track schemes[6] conducted by NPIA in 2008 found no robust evidence on what works in terms of speeding up progression of highest quality leaders.

3.6 What does not work?

This paper cannot report on findings on what does not work in relation to leadership development. This is because the studies included were sifted on the basis that the evaluation identified positive effects resulting from the programme.
There are further studies on the database of studies resulting from the systematic searches for evaluations of leadership development programmes that identified mixed or negative effects. These could be included in a review at a later stage.

4. Overview of police leadership development studies

The evidence base for police leadership development is weak. The systematic search found no police relevant studies and whilst the follow-up search of the National Police Library (Bramshill) catalogue found a number of relevant programme evaluations, none are robust enough to allow strong 'what works' conclusions.[7]

Search results:
The following studies and sources of data were identified through the searching process and reviewed for this paper:

- Seven evaluations of UK based police leader development programmes;
- Delegate feedback forms relating to five current National College of Police Leadership (NCPL, Bramshill) leadership development courses (dating from 2009 to September 2010);[8]
- One evaluation of the National Senior Careers Advisory Service (NSCAS) (Gifford and Springett, 2010);
- Three evaluations of police fast track development programmes; and
- Four wider exploratory studies of perceptions of best methods for developing police leaders – including three focused on policing in England and Wales (Macfarlane and Mould, 2002; SIS, 2003; Hay Group, 2010) and one US/internationally focused (Shafer, 2009).

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[6] Fast-track development schemes – An initial map of the evidence base. NPIA Research Analysis and Information Unit 2008
[7] Summaries of the police related studies reviewed are presented in Annex 2.
[8] Strategic Command Course (modules 2 and 3); Special Constabulary Senior Leadership Programme; Senior Leadership Programme (executive skills module); Positive Action Leadership Programme; Independent Command Programme (now named Leading Powerful Partnerships)

These papers all present findings from perception based research – mainly focussed on gathering views from programme participants (as well as course directors and key stakeholders) on the value and impacts of course attendance. Only one of the programme evaluations had a pre-post test design (interviews before, during and 6 – 9 months after the course)[9]. None involved gathering evidence on delegates' performance back in force, beyond asking them for their own perceptions of changes in their behaviour. For example, none gathered evidence from subordinates or peers of the delegates about possible changes in perceptions of the delegate following the course.

4.1. What works in leadership development in the police service?

Given the limitations of the evidence base, as described above, it is not possible to make conclusive 'what works' statements in relation to what works in police leadership development.

4.2. Perception based evidence on approaches to police leadership development

This section draws together evidence that points to effective practice in leadership development. It should be noted however, that the evidence base for police specific leadership development is much more limited than the combined evidence for other sectors (set out in Section 2 above.) The learning points may suggest good practice but they are not conclusive. They are largely based on small studies of participants' perceptions of the leadership programmes. However, many of the points reflect those already set out in section 2 and the findings are set out in a similar structure to those above presenting findings in relation to implementation issues and specific learning methods.

4.3. Overall perceptions of leadership development programmes

Whilst delegates can sometimes be sceptical about the value of leadership training prior to attendance, in most cases, the majority of feedback for leadership courses delivered at Bramshill is positive or extremely positive.[10] One of the most commonly cited benefits is increased self-confidence and self-awareness.

4.4. Implementation issues

Creating a force culture conducive to self-development and learning
A 2009 American study (Shafer, 2009) surveyed participants on an FBI leadership development course, on what they considered to be the most effective means for developing police leaders (as well as the barriers.) The delegates were mainly American, but some had come from across the world. Their combined suggestions placed a strong emphasis on developing a police culture where leadership education and training are timely; officers with leadership potential are identified and developed early; where good leadership is role-modelled (and ineffective leaders are removed) and where a 'blame culture' is replaced with a willingness to accept mistakes made 'in good faith' so developing leaders have

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[9] Campo, C, Bryman, A and Stephens, M (1993) *Leadership, Career Development and the Junior Command Course*, Loughborough University, Report for Bramshill Police College
[10] The most significant exception is the 1993 evaluation of the Junior Command Course (Campo et al, 1993) and recommendations raised from this appear to have shaped the development of equivalent courses currently provided at Bramshill. Concerns largely focused on the lack of training of syndicate directors and possible "teething" problems of introducing "facilitated learning" methods.

more confidence and chance to learn. The three other papers which, like Shafer's, broadly explore perceptions of best ways to develop police leadership skills, present similar views to Shafer's, but in the context of UK policing (Macfarlane and Mould 2002, SIS/ Police Leadership Development Board, 2003 and Hay Group 2010) (see Annex 2. Table 4.).

Resources, culture and existing leaders can act as barriers. Shafer's 2009 study focused on exploring the barriers to leadership development in the police. Some of the most significant barriers that the paper identifies are finite resources, macro and local aspects of police culture and failures of leadership by current executives. The similar UK based over-view studies (see Annex 2, Table 4) present a very similar range of findings in relation to UK policing.

Police specific and external leadership development programmes appear to be valued and not considered mutually exclusive. The papers present evidence that, on the whole, police officers believe that there is a need for the police service to provide leadership development training (which can take into account the nuances, particular demands and operational context of police leadership.) However, there is also a strong recognition that externally provided training is also of value and a common suggestion that mixing the approaches can be most effective. For example – MBAs are frequently cited as being of value, but not to the exclusion of police specific programmes.

Mixed organisation attendance on police specific training
Both the National College of Police Leadership (NCPL) Strategic Command Course (SCC) and the Independent Command Programme (ICP, renamed 'Leading Powerful Partnerships') are now multi-agency, ie delegates are not just from the police service, and recent evaluation evidence indicates that this is a well regarded feature of the programmes amongst participants. This is partly because it widens the field of experience of delegates and hence, they have potential to learn more from each other. ICP delegates also perceive that the course has increased theirconfidence when working with partner agencies – including when the partner agency holds the authority position (Hart, 2010.)

Length and structure of courses The police programmes included in this review vary in length from four days to three months. A suggestion that a modular structure could be preferred and considered most effective for leadership development is made in a number of the papers (including the 1993 evaluation of the eight week long Junior Command Course, which was described by one delegate as offering learning that was "quickly got, quickly forgotten" – Campo et al, 1993).

The week long Independent Command Programme (now named 'Leading Powerful Partnerships') seems to have received excellent participant feedback partly because of the intensity of the course – many delegates said they enjoyed the challenge of working hard for a relatively short period. However, even this course supports the value of drawn out learning – since it requires delegates to prepare and implement an action plan for implementation back in force. A "slow burn" effect was described by one participant (Hart, 2010.)

4.5. Specific learning methods

Implementing a range of learning methods A conclusion that learning needs to be tailored to individual learning styles and development needs can be drawn from most of the police sector studies reviewed for this paper and in many cases it is explicitly stated. Specifically, purely classroom based learning or lectures appear to be unpopular and ineffective compared with mixed approaches to leadership development.

Informal learning, learning from peers and more senior leaders Among the most commonly cited benefits of attending police leadership development courses are the opportunities for self-reflection and interacting with peers and these are often said to have more learning impact than the formal course content. The value of learning from others (peers, superior officers and leaders from other sectors) appears in all of evaluations NCPL/Bramshill courses – particularly including the perceived value of role modelling and mentoring (both in-force and on course) and inspirational tutors and speakers.

Well managed facilitated learning The majority of the evaluated programmes were courses delivered at Bramshill and followed the format of predominately facilitated learning, with participants divided into syndicates and each led by a syndicate director.

On the whole, this method of learning appears to be well received and considered effective, providing the syndicate directors are organised, trained, motivated and credible. There is a risk with this style of course delivery that the syndicate director can 'make or break' the experience for syndicate members. The earliest development programme evaluation reviewed for this paper (examining the Junior Command Course, Campo et al, 1993) uncovered more dissatisfaction with this learning method than more recent evaluations – which could be due to it being at an early stage of development and unfamiliarity by delegates and course directors alike. This evaluation report also highlighted the problems of combining the facilitated learning method (with its stress on a 'safe' learning environment) with assessment of delegates.

Experience and 'learning from doing' is often perceived to be effective. The perception based evaluation evidence reveals that many police officers state that learning from doing is one of the most effective ways of developing leadership skills. The use of well managed and planned case studies and real time scenarios in development programmes are thought to be possibly the most effective learning method by a significant proportion of those surveyed or interviewed for the studies. A benefit that has been cited by participants is that such experiences offer an opportunity to learn with less risk than real life situations. Similarly, the four papers which have gathered views on best methods for developing leaders (ie are not programme specific evaluations) have all highlighted the perceived value of work-based experience – including shadowing, attachments, secondments and mentored projects (see Annex 2. Table 4).

Group projects Feedback on group projects, including those involving joint essay writing, in leadership development programmes is mixed and seems to largely depend on group dynamics and individual preferences. Making the objectives of the task clear to delegates is said to be extremely important.

Careers advice and constructive appraisal and feedback The recent evaluation of the National Senior Careers Advisory Service (NSCAS) (Gifford and Springett, 2010) indicates that specialist, free careers support for current chief officers (ACPO rank) and aspiring 'high potential' ACPO officers (superintendents, chief superintendents and equivalent rank police staff) can be perceived to have significant and beneficial impacts on supporting career progression; supporting the adjustment to new roles and personal and professional development, including the development of leadership capability and improvement in ACPO competencies. Specific skill areas that were said to be most positively affected by NSCAS were communication, negotiation and influencing, maximising the potential of others and resilience.

The use of 360 degree feedback tools and peer feedback on courses usually receives mainly positive feedback from delegates and is said to improve their self-awareness and help them identify personal development needs. The 1993 Junior Command Course evaluation raised delegates' dissatisfaction with their individual end of course reports – due to their general lateness, blandness and repeating what delegates already knew or had already reported in their own self-appraisal as part of the course (Campo et al, 1993.)

Fast track leader development programmes An initial map of the evidence base on fast track schemes[11] found evidence from two police specific studies (evaluating the 'Special Course') which suggested that perceptions of fast track schemes were positive. These papers also provided organisational learning points for development schemes: ensure clear aims and expectations, clear marketing and communications, allow time during working hours for participants to carry out work associated with the scheme and provide structured support (Police Staff College Board of Governors 1983, Adler et al 1995) (see Annex 2. Table 3).

Positive action programmes can be perceived by delegates to have impact. Evaluation evidence and end of course feedback from a small group of delegates indicates that positive action programmes aimed at encouraging officers and staff from under represented groups to stay in the service, apply for development opportunities and progress can be perceived as having significant personal impacts on participants. Delegates have reported feeling a greater sense of self-confidence, self-belief and motivation (to be proactive, to seek knowledge and progress, learn and develop) after attending the course. (Dedat, 2007 and course feedback data from the NCPL 'Positive Action for Leadership Potential' programme since 2009.) The quality of course tutors and speakers and keeping group sizes small are perceived to be crucial to the success of the course. The evaluation evidence does not include research into ongoing impacts and robust measures of behaviour change.

E-learning One evaluation report indicates that attempts to deliver police leadership development through e-learning can face serious difficulties (Thompson-Towle, F 2008.) Suffolk Constabulary evaluated a 'Sergeants Core Leadership Development Programme' (which combined e-learning with workshops and assignments) and found that participants lacked motivation (some thinking that it was "learning on the cheap") and many found it hard to dedicate work time to the e-learning elements of the programme. Another evaluation that asked delegates about preferred learning style (Brown, J., et al

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[11] Fast-track development schemes – An initial map of the evidence base. NPIA Research Analysis and Information Unit 2008

2009) found a strong resistance to e-learning, as it removed opportunities for networking and informal learning. One participant said "it would take the heart out" of the programme (in this case NCPL 'Senior Leadership Programme'.)

4.6. What is unknown?

The literature search for this review did not find any studies that attempt to robustly measure the impact of police leadership development programmes and other opportunities in terms of long-term impacts on behaviour and values of participants and how these may translate into changes back in force. Whilst a number did ask participants for such examples, limitations of the research designs make it impossible to know for certain whether any such changes were a result of course attendance.

5. Possible next steps

This review has identified two key limitation s in the evidence base:

1. A lack of robust leadership development evaluation in the police sector;
2. The wide variety of types of programmes that have been evaluated in other parts of the public sector which means that it is difficult to draw definitive conclusions on what works in relation to different approaches to leadership development.

Also this literature search and review has been found no evidence in relation to assessing value for money of leadership development programmes. Addressing these gaps could be attempted through the review of further studies on the NPIA leadership development reference database. There are additional references on this database for evaluations of leadership development programmes in the corporate sector and also studies in all sectors that identified mixed or negative effects. These may provide more evidence on some specific types of programmes.

This review has placed emphasis on robust pre and post evaluation designs with control groups. However, outcomes of leadership development programmes are difficult to quantify, evaluate and attribute to specific interventions. It could therefore be argued that this area of study could be best researched through a 'realist' approach and by building up a bank of more context specific but detailed case studies. Studies that include direct observations and more sensitive qualitative methods, such as repertory grid, are likely to be useful, as well as ethnographic approaches.

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7. Acknowledgements

Appendix A: Overview of outcomes of leadership development programmes in public sector organisations

Programme and sector	Description of programme	Outcomes	Learning points and implications	Research methods
Meta analysis				
All sectors (public and corporate sector) (Collins D B 2002)	Analysis of 83 studies on managerial leadership development outcomes (1982-2001) of formal training interventions across a range of sectors. Human relations content was the most prevalent focus of the programme (53%), 35% had a management training focus. Other focus areas were employee performance, job and work design, problem solving and strategic stewardship	Studies measuring organisational performance outcomes and behaviour change and expertise indicated that interventions were moderately effective

There were no studies included that measured financial outcomes

Studies measuring knowledge outcomes showed that interventions were highly effective. | Government organisations had higher average effect sizes

Effect sizes higher for entry level managers than top management (on objectively measured expertise and behaviour change)

It is important to have the right training content for the right group of people | Meta analysis of 83 studies. Studies separated into four data sets (post test only with control group, pre-test-post test with control group, single group pre-test-post test and correlation) and effect sizes analysed. |
| **Pre-post test evaluation studies with control group** | | | | |
| Medical schools

Executive Leadership in Academic Medicine (ELAM) programme for women

(Dannels S. A. et al 2008) | Year long development programme for senior women that provides executive leadership training to women faculty at associate or full professor level at schools of medicine, dentistry and public health. | Results support the hypothesis that the ELAM programme has beneficial impact in terms of leadership behaviours and career progression. Participants had statistically significantly higher scores than the comparison group for 12 out of 16 leadership indicators and were more likely to have progressed to senior academic positions five years after the programme. | Study highlights the difficulties of obtaining a completely matched comparison group in the evaluation. For this reason other factors may have contributed to observed differences in outcomes but it is reasonable to conclude that the programme does have some impact.
Authors have also conducted qualitative study of how the ELAM programme fosters self-efficacy amongst participants (not obtained for this review). | Pre and post test evaluation with control group. Long term outcomes analysed and participants and comparison group followed up four years after completion of programme. |

Programme and sector	Description of programme	Outcomes	Learning points and implications	Research methods
Military Transformational leadership training (Dvir T et al 2002)	Three day programme that covered the major propositions of transformational leadership theory. Half day booster sessions were also held with participants before they started working in a leadership role.	Results indicated that the leaders who had participated in transformational leadership training had a more positive impact on direct subordinates' development and indirect subordinates' performance than did the leaders in the control group who participated in 'routine eclectic leadership training'.	The more positive impact of the transformational leaders on direct follower development and indirect follower performance confirms propositions of transformational leadership theory.	32 platoon leaders were randomly assigned to experimental leadership training and 22 to a control group. The trainers were also randomly assigned to the two programmes. Experimental group leaders received transformational leadership training and control group leaders eclectic leadership training. The content of the programmes were different but the delivery methods the same: both programmes included role playing, group discussions, simulation, presentations, peer and trainer feedback. However the control group did not receive the booster sessions. Ratings were collected from 90 direct and 724 indirect followers before the interventions and six months after in order to measure impact on followers' development and performance.

Programme and sector	Description of programme	Outcomes	Learning points and implications	Research methods
Sector unclear Statewide community leadership development programme Rohs F. R. and Langone C. A. (1993)	Community leadership development programme designed to develop and stimulate local community leaders and lay citizens. Its objective is to develop basic leadership skills, working with other leaders, understanding government functions and identifying issues concerning communities. The programme is a 12 week programme consisting of 72 hours of formal sessions and special issue taskforces.	Quantitative data analysis revealed that significant changes had resulted from the programme. Qualitative data revealed how programme participants became further involved in their communities following the programme. Participants of the community leadership development programme felt more confident promoting causes, were better able to motivate people, make informed decisions, work with people and lead a group than those in the control group.		Pre-test and post-test design with a control group. 281 participants were randomly assigned to a treatment (community leadership programme) and 110 to a control group. Leadership competencies were assessed at the beginning and end of the programme and open-ended interviews were conducted six months after with the treatment group.
Fire service (Beaton et al 2001)	Brief eight hour multi-component leadership intervention provided for fire service supervisors in an urban fire department. Intervention included a stress management component.	Ratings by 51 line fire fighters and 8 first-line supervisors documented improvements in their supervisors' performance at 3 months post intervention. Self-reports by firefighters also showed improvements in perceptions of their ability to attain career goals, which were sustained at 9 months after the intervention. There were also improvements on certain stress related symptoms reported by the sample of fire fighter supervisors at both the three month and nine month follow-ups. No significant changes on any of these measures, obtained at comparable time points, were observed in control sample		Pre-test and post-test design with control group. Quasi experimental repeated measures time series design with pre-intervention baseline and follow ups at 3 and 9 months post intervention. Data collected from 51 fire fighters and eight supervisors. Comparable data also collected from an untreated 'control' department located in another county.

Programme and sector	Description of programme	Outcomes	Learning points and implications	Research methods
Studies without control groups but include learning points about components of the programme				
Military Intensive leadership training exercise (Eid and Johnsen 2008)	Three year officer development programme which includes a stressful week long exercise - designed in accordance with principles of manoeuvre warfare. The evaluation focused on this demanding mission over one week where participants have to share risks and hardship in order to earn trust and confidence from followers, effectively formulate and communicate goals and visions and encourage innovation and create problem solving of followers. It is a challenging true to life simulation. Multi source feedback is given to participants throughout the exercise.	Findings suggest that programme met aims of sustained increases in transformational and transactional leadership following the exercise and a decrease in the passive-avoidant style. They suggest that relatively time limited but carefully designed and well timed training interventions can promote the development of certain problem solving and systems skills. Results provide good support for hypothesis that personality hardiness would be associated with increases in transformational and transactional leadership styles and decreases in passive avoidant styles. High hardy individuals believe they can control and influence events, are strongly committed to activities and interpersonal relationships and to self and recognize their own values, goals and priorities in life. Also tend to interpret stressful events in positive way.	Challenging situations can promote innovative and creative thinking. Also opportunities for reflection and multi-source feedback throughout exercise could have contributed to influence self perceptions of leadership skills. Study concludes that high hardy individuals have a greater readiness to make use of stressful training experiences as opportunities for developmental growth as leaders. This could have implications for selection for leadership development, specifically for highly stressful and challenging assignments.	Pre and post test evaluation Leadership styles were measured before and after the intensive leadership training exercise and again six months later. Hardiness was measured near the end of the first academic year. 67 participants in the study. Multifactor leadership questionnaire used (MLQ). Hardiness measured by Dispositional Resilience Scale (Bartone 1995) Limitations include: small sample size and findings may not be generalizable to other populations

Programme and sector	Description of programme	Outcomes	Learning points and implications	Research methods
Nursing The Dorothy M Wylie Nursing Leadership Institiute (Tourangeau A. E. 2004)	A five day residency progamme with follow up booster weekend held three months later. Topics explored Kouzes and Posner's (1995) leadership competencies: visioning and creating a culture of nursing excellence, developing quality work environments, and project development and management. Programme included opportunities for self-reflection as well as theory acquistion about the importance of the use of self by leaders.	Results indicate that NLI was effective in strengthening leadership behaviours performed by both established and aspiring nurse leaders. Peer observers of study participants reported significant improvements in leadership practices from the pre-test to the first post-test time periods in all five leadership practice areas. There were no significant differences in how study participants rated their own performance in leadership behaviours. This may be related to changes in how behaviours are evaluated by participants	Leadership behaviours can be developed through a specific targeted leadership intervention.	One group pretest posttest quasi-experimental design. Subjects acted as their own controls, no comparison group.
Public sector agency Two year leadership development programme (Ladyshewsky 2007)	Two year university based leadership development programme. Participants were middle level managers in a public sector agency. All four of the units had lectures, experiential activities and work based projects and assignments. A peer coaching strategy was applied in three of the four units. Participants had to develop specific learning goals and achieve them in the workplace.	A progressive increase in leadership competency was reported by participants and through 360 data.	The findings suggest that the experiential focus of the programme with coaching, reflective journaling and goal setting, appears to support participants in developing their leadership and management competency.	360 degree assessment at commencement of programme half way through programme and then at the end of the programme. Final sample size was nine. Competing Values Framework (CVF) was used (Quinn et al 2003). Participants selected their raters: peers, subordinates and superiors who would provide honest feedback. Learning outcomes and coaching reports were also submitted and evaluated. Limitations of research method: small sample and participants self selected onto programme and selected their own raters.
Programme and sector	Description of programme	Outcomes	Learning points and implications	Research methods
Public health One year leadership development	A year long leadership development programme delivered by USA based National Public Health Leadership Institute. Programme focuses on	Participants reported learning outcomes, confidence gains, practice changes and organizational outcomes. Learning outcomes included changed leadership understanding, increased skills, self	Learning through taking action, feedback and reflecting on action was important to how participants learned – a possible implication is that	Retrospective survey conducted on-line six months after completion of programme. Survey respondents asked to

| programme (Miller D.L et al 2007) | collaborative leadership. Target audience includes public health directors. 50 to 55 participants per year. Participants are grouped in teams. Five phases of the programme and five major learning methods: 1. Action learning project 2. Assessment tools, coaching and 360 degree feedback 3. Skill building seminars 4. Text books and reading. 5. Distance learning telephone conference calls. Throughout programme written report requirements and each team has a coach. | awareness and confidence and taking on new leadership roles. One of the most consistently reported practice changes was improved or enhanced communication and collaboration within and across public health agencies. | short-term programmes should be supplemented by sustained opportunities for professional development in the workplace. Most participants cited multiple learning methods when discussing outcomes. Therefore sequencing of learning methods is a factor to take into consideration when putting together a leadership programme | rate leadership behaviours they had practised that are taught during the programme, and to rate five major learning methods and extent to which these led to improvements in leadership ability. Limitations of the research method includes the fact that the study relies on self report data. Low response rate 69% response rate so there is a possibility of response bias. |

Systematic Review papers

- Hartley J and Hinksman B (2003) Leadership Development A Systematic Review of the Literature A Report for the NHS Leadership Centre: Hartley and Hinksman (2003) conducted a systematic review for the NHS Leadership Centre that provides an outline of leadership development research and key learning methods associated with leadership development. Systematic searches of academic databases, together with some hand searching, were conducted to obtain relevant literature that was published between 1997 and 2003. Studies were only included in the review if they contained some critical reflection and thinking behind what went into design of leadership development programme. Excluded studies were evaluations that were purely based on satisfaction and self report data. A limitation of the review appears to be that it does not seem to have included an assessment or commentary upon the standard of evidence of each of the papers included in the review.

- Leskiw S L and Singh P (2007) Leadership Development: learning from best practices *Leadership and Organisational Development Journal* Vol 28 No. 5: Leskiw and Singha (2007) conducted a systematic literature review on best practices in developing and assessing leadership development strategies and programmes. The review was conducted through searches of texts and businesses databases for 'leadership development best practices'. Studies were included in the review if independent analysts had classified practice as 'best', and implementation resulted in positive organizational outcomes. A limitation of this review is the method of defining 'best practice' which resulted in a wide range of determining criteria.

Appendix B: Overview of outcomes of leadership development programmes in police organisations

Table 1. Police Leadership Development Programme Evaluations

Programme Evaluations	Description of programme	Outcomes	Learning points and implications	Research methods
Junior Command Course (Campo et al 1993)	Compulsory 8 week leadership development course for newly promoted Chief Inspectors at Bramshill. Main method – facilitated learning with strong emphasis on enabling participants to undertake self-directed learning.	Main positive impact described by participants was increased self-confidence and self-awareness – this was attributed more to the opportunity to reflect and talk with peers, than on the course content. 6 to 9 months after course, 24% interviewees said they had been motivated by the course to purse areas of interest and 40% said felt more motivated in less tangible ways. Very few could describe any specific aspects they had implemented.	Problem scepticism about the value of leadership training before the course. Also, delegates predominately favouring "instrumental" leadership behaviours and more resistance to and less awareness of transformational leadership behaviours (which was a strong focus of the course.) This course had problems delivering the facilitated learning method – partly because of a lack of training for syndicate directors and initial lack of awareness and support for the approach by many of the delegates. The value of a facilitated learning, "safe environment" approach can be undermined if the course includes an assessment element. Problem some delegates "playing the game" – ie, participating in course components that they do not feel are relevant and useful. Feedback should be timely and constructive. Modular structure may have been preferred by delegates and more effective – the intense course structure was said to make it "very quickly got very quickly forgotten"	Pre-post test design Evaluation of 2 Junior Command Courses (JCC) held in 1992. Sample of delegates interviewed in first week (re expectations) and in week 7 (re perceptions of value and impact) and sub-sample interviewed 6 to 9 months after course completion (to see if any had been able to implement any learning derived from course.) Total 121 interviews with participants, approx 1 hour in length + interviews with 10 syndicate directors and 8 career development advisors. Also post interview questionnaires.
Foundation for Senior Leaders (Gosiewski, 2008)		23% of respondents said the course had helped improve their confidence	Problem scepticism about the value of leadership training before the course. Individual tutors and speakers were said to have big impact on participants – when inspirational.	**Post course survey** 254 delegates that had attended the Foundation course since April 2007 sent on-line questionnaire – response rate 37%.
Sergeants Core Leadership	Modular and flexible learning programme, using		Work needs to be done to transform existing resistance to e-learning Tendency of participants to see e-learning as	Post course survey Survey of participants =

Programme Evaluations	Description of programme	Outcomes	Learning points and implications	Research methods
Development Programme (Thompson-Towle, F , 2008)	a mix of e-learning, workshops and assignments – leading to a certificate or diploma in management.		learning "on the cheap" Participants generally said to lack motivation Difficulty finding time Not interested in on-line forums for discussing learning with other participants. Only 21% said effective method of delivery 71% liked they liked the flexibility	80% response rate (=13 participants)
Senior Leadership Programme (Brown, J., et al, 2009)	Residential course held at Bramshill	Only 2 delegates said they had changed behaviour as a result of the course (though significant behaviour change was not an anticipated outcome) Majority delegates said course helped consolidate existing skills and knowledge – some said they had learnt new skills and knowledge. Many interviewees reported greater confidence in dealing with responsibilities Some saying developed analytical thinking and inferential thinking and self reflection. Some saying course helped to change their values (eg ethics) but delegates less certain of this than course directors.	Tendency delegates to see course about consolidating existing knowledge and skills – less recognising leadership development about learning new skills and knowledge Biggest impact of course said to derive from opportunities to learn from peers – informal learning and networking important, particularly in combination with the opportunity for self-reflection Feedback on preferred learning methods – simulations and case studies and role-playing most preferred and considered most beneficial (but need to be well planned and managed.) Majority would have preferred a longer course with more time to discuss and debate Generally scepticism about value of e-based learning for this type of course – as interaction so important Majority didn't have time for pre-reading General enthusiasm for mentoring – if well done. Generally preference for residential training for this course – but concerns about child	Post course interviews 19 interviews conducted (including 12 with programme delegates)

Programme Evaluations	Description of programme	Outcomes	Learning points and implications	Research methods
			care etc. Majority concur police should continue to deliver leadership training but mixed with connections with academic and research institutions.	
"**Leading Powerful Partnerships"** (previously **Independent Command Programme)** (Hart, 2010	One week multi-agency course Predominantly facilitated learning methods, participants divided into syndicates and assigned a syndicate director. Used a variety of training methods – including expert speakers, participative exercises and group presentations	All 20 interviewees said they had derived a great deal from their attendance Impacts said to take time to develop after the course ("slow burn") Said to be motivating and energising, and encouraging more creative and dynamic working. Many said had developed confidence Many said had developed networks Respondents said had helped shift their mind set to be more strategic and thoughtful Said to have improved prioritisation skills for many. Multi-agency nature said to be very beneficial – giving participants greater confidence to work together.	Opportunity to reflect appreciated by many delegates Critical to get right mix of delegates on course or risk "entrench people in their own style." Success/ impact of the course on individuals largely reliant on syndicate directors Group essay said to be least useful aspect	Post course surveys and interviews Draws on evaluation feedback forms completed by delegates at the end of each programme + follow-up telephone interviews (by independent evaluator) with former delegates from first two courses held in 2010 (10 from each course – selected by dip sampling then balanced to ensure good coverage of different agencies.)
Positive Action Leadership Programme (PALP) (Dedat, 2007)	Aimed at encouraging officers and staff from under represented groups to stay in the service, apply for development opportunities and progress. 4 day	The questionnaire responses revealed that the programme helped many participants develop greater: - Self-confidence - Self-belief - Motivation – to be proactive, to seek knowledge and progress,	Said most effective ratio of student/ teacher is 1!12	Post course survey Survey results from a questionnaire circulated to a representative sample of course delegates (56 respondents, only 15% of sample and only 4% of total population)

Programme Evaluations	Description of programme	Outcomes	Learning points and implications	Research methods
	course including the following modules: Foundation; Values, beliefs, conditioning and limiting assumptions; Communication; Decision-making and conflict resolution; Leadership and management; Mentoring, coaching and networking; Work/life balance; The 'way forward'. The course is followed by access to further training events.	learn and develop - to try to "respond" to situations rather than react.		

Table 2. Police careers advisory services

Careers Advisory service	Description of service	Outcomes	Learning points and implications	Research methods
National Senior Careers Advisory Service (NSCAS) (Gifford and Springett Roffey Park	The core NSCAS service is one-to-one work carried out by Development Advisers that provides clients (available to selected superintendents	Overall, seven in ten clients who responded to the survey had personally found the service to be either very useful (43%) or invaluable (26%). Key areas of strength were shown to be: supporting career progression, supporting the	NSCAS was generally considered to provide a valuable and unique service in the police. Particular aspects that were valued by clients included: - Access to development opportunities. - Targeted support for under-represented groups. - Flexibility and tailoring. - Focus on the individual. - Support and challenge.	Research conducted September 2009 and January 2010, namely: - In-depth telephone interviews, focus groups and other correspondence with the then eight NSCAS Development Advisers; - A self-completion web-based survey of NSCAS

| Institute – 2010) | and chief superintendents and police staff and all ACPO rank officers) with a range of diagnostic work, coaching and development work. | adjustment to new roles and personal and professional development, including the development of leadership capability and improvement in ACPO competencies.

Specific areas of skills that were most positively affected by NSCAS were communication, negotiation and influencing, maximising the potential of others and resilience.

Regarding career progression, 70 per cent of clients who had had a promotion or lateral career move believed that NSCAS had helped significantly in this and 73 per cent reported that it had helped them adjust to their new role. | - Confidentiality and independence.
- A different style of police leadership.
- Backgrounds and expertise of the Development Advisers.
- Contacts and organisational intelligence.

Recommendations of the report suggested the following needed further consideration:
- work more concertedly to support the progression of under-represented groups
- the remit and practice of Development Advisers should be defined more clearly and they should be brought under a single operating model | clients (122 responded = 37% response rate)
- In-depth telephone interviews with other key stakeholders;
- Desk-based research on existing relevant documents provided by the NPIA. |

Table 3. Police fast-track development schemes

Scheme	Description	Relevant findings (no evidence of leadership outcomes was found in any study)	Comments on study quality
Special Course, Police (Adler, Lowden and Snell, 1995)	To prepare participants for the role of Sergeant and consequently the role of Inspector which they would be promoted to after 12 months satisfactory duty as Sergeant; and give course participants an insight into the roles and responsibilities of senior officers. The content of the course included professional and academic studies.	**Evidence on relative speed of progression:** faster progression of special course students from Constable to Sergeant and Sergeant to Inspector compared with non special course participants but not from Inspector to Chief Inspector	Analysis on retention and ranks achieved also carried out but lacked a comparison with non-special course participants.
Special Course, Police (Police Staff College Board of Governors, 1983)	See above.	**Evidence on relative speed of progression:** suggests Special Course ensures promotion to rank of Inspector but no evidence to suggest faster promotion to senior ranks **Evidence on perceptions about programme:** perceptions were that Special Course officers had good theoretical knowledge but lacked practical experience and were limited in their management skills/supervisory experience	Not enough detail on methods to assess quality, but authors directly involved in running of Special Course.
Special Course – Mentoring Component, Police (Mead, 1991)	To support the learning and development of Special Course officers in the workplace each officer develops a personal development plan and is responsible for their own learning. The officer is mentored by a more senior officer (whose role is an enabler of learning, a counsellor and supporter) and this relationship is overseen by an Assistant Chief Constable.	**Evidence on perceptions about programme:** overall satisfaction reasonably high but specific benefits mostly in relation to receiving counselling and developing friendships. **Organisational learning points:** Ensure clear aims, guidelines and communications about scheme; provide training; ensure compatible matching and central monitoring; organisation to recognise mentor's contribution	Author was director of the Special Course at time of study.

Table 4. More general research – exploring perceptions of most effective police leadership training

Focus of research, title extract, author and date	Learning points and implications	Research methods
Senior Officer Training and Development (Macfarlane and Mould (Home Office) 2002)	Recommendations include: Training and development provision should be based on individual need – not "one size fits all" Should use a range of methods – modular, distance learning, shadowing, attachments, mentoring and action learning etc. External providers should play a greater role in design and delivery. Forces should have senior officer development strategies and budget to support them Consider making SCC modular and available to ranks superintendent and above (and not just those that want promotion) Suggestion specialist chief officer training and development. What was seen as most effective was: • External and/or multi-agency • Scenario/ real time • Real life (learning from work events) Individual focused (coaching/ Mentoring)	Questionnaires to all UK police forces, National Police Training and Scottish Police College Interviews with 31 stakeholders (including chief officers) Focus groups with 150 inspectors, chief inspectors and supervisors and follow-up questionnaires.
Preparation for chief officer ranks **"Getting the best leaders to take on the most demanding challenges"** (SIS/ Police Leadership Development Board, 2003)	Importance and value of identifying potential ACPO leaders early – recommends formal approach to this at national level and providing careers advisory services. The research found very strong support for expanding the work experience of current or potential police leaders, including secondments and career breaks outside the police service as well as in-force opportunities.	A consultation exercise, focussed on canvassing opinions on potential areas for change. Questionnaire sent to: (i) all chief officers in the UK (number respondents = 133) (ii) all superintendents and chief superintendents on the threshold of chief officer (ACPO) rank (ie attended recent Strategic Command Course and/or Senior Police National Assessment Centre) (number respondents = 80) (iii) clerks to all police authorities/ boards (number of respondents = 13) (iv) representatives of key stakeholder

Focus of research, title extract, author and date	Learning points and implications	Research methods
		organisations Also follow-up consultation with key stakeholders on findings and resulting recommendations.
Leadership development for police officers aiming for supervisory positions **"Perils and Pitfalls"** (Shafer, 2009)	Respondents indicate leadership skills are best developed through a combination of education, experience and mentorship. Development of effective leadership is dependent on the abililty to overcome barriers – both within the profession and within individual officers. Finite resources, macro and local aspects of police culture and failures of leadership by current executives are all viewed as working against the growth of effective leadership practices. Leadership education and training should be timely – to avoid officers developing "bad habits" early on and to miss opportunities. Thought that it should concentrate on developing self-awareness Officers identified with leadership potential early on should be given opportunities for leading a project and have feedback/ mentoring en route – need to be a willingness to accept failure Importance leadership by example/ role-modelling – agencies need to remove ineffective leaders	FBI NA program in Virginina. = advanced education and development programme for police supervisors. Ten week session. Delegates from around the world. Sessions 226- 229 (July 06 – April 07) were invited to complete open ended survey within their first two days (prior to start of course) Of the 1097 officers attending during this period – 70% completed all or part of the survey. Responses were reviewed multiple times to id key patterns. (rather than taking a strict approach of counting each appearance of a word, phrase or concept.) The proportions presented are to provide rough context rather than mathematical prevalence for each theme.
Preparation for chief officer ranks **"Stepping Up – Making the Move to ACPO"** (Hay Group 2010)	Respondents were asked what they thought of different ways to develop leadership skills – respondents reported "Participating in more force or national level work to broaden my experience and take up a secondment in a sector outside the police" would be most beneficial and desirable, Undertaking further academic study would be bottom of their preferences. When asked about the effectiveness of leadership training delivered nationally, the majority of respondents rated SCC and SLP modules as effective or better – but a reasonable number did not. The report suggests the current Strategic Command Course is not long enough to	Interviews with 30 Assistant Chief Constables, Commanders and Deputy Chief Constables who had moved to chief officer (ACPO) roles in the previous three years and with 30 key stakeholders And Survey of superintendents and chief superintendents who might be expected to aspire to ACPO within new few years. 211 respondents (13% of the population.)

Focus of research, title extract, author and date	Learning points and implications	Research methods
	cover everyone's development needs and it does need to be considered in the context of the broader development experience. However, it would not be wise to lengthen it in order to expand the range of topics covered, as this risks being seen as sheep dip development. Recommendations include that there needs to be more emphasis on post appointment development for chief officer (ACPO) rank officers; more preparation ACPO at Superintendent level; earlier identification of leadership potential; individually tailored leadership development and opportunities to develop leadership skills in work.	

Appendix C. Overview of review methods

This review of evidence is based on literature identified through systematic searches conducted during 2009, together with a second stage of further searching and reviewing of literature conducted specifically for this paper during September and October 2010. Details of the methods used at these two stages are set out below. It should be noted that this second stage was conducted within a very short time-scale and this placed limitations on the scope of the review.

C.1. Systematic searches

Search process

In 2009, NPIA commissioned the Institute of Work Psychology (IWP) University of Sheffield to undertake a series of systematic searches to help inform NPIA's police leadership improvement programmes. The output was a databank of references (including abstracts) to research studies that addressed the following areas:

1. Leadership competencies and behaviours
2. Leadership development programmes
3. Talent management

This paper presents findings in relation to the second research area – leadership development programmes. Whilst the systematic searches were cross-sector (ie, identifying references for all organisation types – public, private and third sector) this paper is focused on the identified public sector related references.

Research questions

The systematic search conducted in 2009 aimed to identify evidence that addressed the following research questions:

a. What are the main components of leadership development programmes used in organisations that have been identified in evaluation literature?

b. What are the outcomes of these initiatives and what components have been found to be most effective?

c. What organisational learning points have been identified by evaluations of leadership development programmes in relation to effective implementation?

Search strategy

Using a systematic approach to search for research literature involves being transparent and rigorous about how the searches are carried out. In this way any potential bias in the process is made explicit and the process can be replicated. Seven electronic databases of social research literature were searched for relevant literature: Applied Social Sciences Index and Abstracts (ASSIA) 1980-, MEDLINE 1950-, National Criminal Justice Reference Service Abstracts 1980-, PsycINFO 1979-,

the Social Science and Science Citation Indices 1979- (and Conference Proceedings Citation Index- Science (CPCI-S)-1990-), and Emerald MR 1989-.

Examples of the types of terms used to search these databases are:

- Leader, leadership, manager, management;
- Develop, train, intervention, programme; and
- Evaluation, prospective, control group.

The databases were searched for literature in English published from 1979 (or 1980 depending on database) until 2009, and no restrictions to these searches were placed on country of publication. Studies were excluded if they included the terms such as: stress management, parent management, drug management, conflict management, disease management, health management, knowledge management, pain management, risk management or weight management.

The results of the searches were sifted and studies were included in the database of references if they identified a leadership development programme or initiative and provided evidence of the degree of impact or effectiveness of the programme[12]. Therefore, any studies that did not provide evidence of the degree of effectiveness of leadership development programmes (e.g., thought pieces) were excluded. Titles and abstracts in each of the identified publications were screened by IWP project team members against the sifting criteria. Inter-rater reliability checks were carried out at this stage to ensure that reviewers were being consistent and criteria were revised and refined as necessary.

Results of the systematic searches

A total of 170 references were deemed relevant on the basis of the inclusion criteria (out of 7,052 studies that were returned from the searches). These references include journal articles, books and chapters in books and are provided in a database. These studies covered a range of types of programmes focusing on different competencies and across a range of settings. The outcomes evaluated in these studies ranged from basic feedback and perceptions through to measuring learning and changes in behaviour.

C.2. Further sifting and literature searches conducted specifically for this paper

Selection of relevant studies from the systematic searches

For the purposes of this review of evidence the selected studies have been further sifted on the basis that they included only evaluations of leadership development that resulted in positive effects and were of public sector organisations. Inclusion criteria in relation to research methods have also been applied. Studies finally included were either systematic reviews of

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[12] Another database of references has been provided where it was difficult to tell on the basis of abstract as to whether or not the study met the inclusion criteria. These studies will be considered in more detail and may be added to the database in due course.

evidence, pre-post test evaluation studies with control groups or if there was no control group the study contained strong learning points in relation to different components of leadership development programmes.

Additional searches

In order to supplement the systematic searches conducted in 2009, a Google search and a search of the National Police Library for systematic review evidence on leadership development programmes were also conducted specifically for this paper. The purpose of these additional searches was to attempt to identify any systematic reviews that may have been missed by the searches conducted by IWP. The IWP searches focused on primary research. Due to the short timescale in which this paper was produced (six weeks), it was not possible to conduct wider searches of other databases at this stage. The search terms used for these additional searches were 'systematic review and leadership and development'. Three systematic reviews were identified as a result of these searches. Literature reviews were only included in this review if they had taken a systematic and replicable approach to searching and selecting research papers.

The IWP systematic searches found no references relevant to the police sector. For this reason a further search has been conducted of the National Police Library database for police specific studies and the National College of Police Leadership has provided details of evaluations of national police leadership development programmes (seven in total). Search terms used were leadership and development and police. A further four police related studies, exploring perceptions of effective methods for leadership development have been identified and included. In addition, some findings have been drawn from a paper drafted previously by RAI on the evidence base on fast track development schemes, which identified and summarised three police specific studies[13]. These police sector studies have not been sifted in relation to research methods used.

Data extraction

In total, eleven studies have been included in the review of evidence from the public sector, three of which were systematic reviews of evidence. A further 14 police specific studies have been identified and reviewed for this paper.

Data was extracted from these studies that addressed the research questions for this review:
– What are the most effective leadership development practices
– Which of these could potentially offer greatest value for money
– Whether there is any evidence on specific delivery models.

It should be noted that these questions are different to those of the original systematic searches. For example the systematic searches did not specifically search for literature focusing on value for money. Any literature that might have presented findings on value for money and met the search and sifting criteria would have been included. However, papers with a primary focus on value for money without a specified focus on leadership development would not have been picked up by these searches.

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[13] Fast-track development schemes – An initial map of the evidence base. NPIA Research Analysis and Information Unit 2008