



IDENTIFYING THE DESIRED KNOWLEDGE, SKILLS,
EXPERIENCE AND ATTRIBUTES OF INVESTIGATIVE
COORDINATORS

A Thesis Submitted by

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ABSTRACT

Detectives play a crucial role in Policing agencies, generally holding principal responsibility for preventing, disrupting, responding to and investigating crime in their community. Crucial to their performance is the role of “Investigative Coordinators”, senior Detectives responsible for supervising, leading and managing teams of Detectives conducting serious, complex and protracted investigations. This research focussed on the role of those Investigative Coordinators seeking to identify: **‘What are the desired knowledge, skills, experience and attributes of Investigative Coordinators?’**

This research was conducted by the principal researcher (with support of the named supervisors) in fulfilment of the requirements of the Master of Professional Studies (Research) program undertaken through the University of Southern Queensland (USQ) with the cooperation of the Queensland Police Service (QPS). Research participants were Investigative Coordinators from the QPS (n=20) who cumulatively possessed over 530 years’ experience as sworn police and over 430 years in plain clothes investigative roles.

This research specifically focussed (in the context of the QPS) on Investigative Coordinators at the ranks of Detective Sergeant and Detective Senior Sergeant. This research identified the crucial knowledge, skills, experience and attributes of Investigative Coordinators as being Communication, Leadership, Emotional Intelligence and Diverse Investigate Knowledge, Skills and Experience. This research also identified the key priorities for the training and development of Detectives and Investigative Coordinators as being a Detective Training Continuum (including initial training, ongoing training, higher level Investigative Coordinator training and specialist training) encompassing four domains (formal training, informal training, shared learning and exercising capacity). Finally, the research identified in order to remain effective into the future Investigative Coordinators need to focus on three areas being enhancing the investigative workforce, enhancing investigative capability and enhancing investigative capacity.

CERTIFICATION OF THESIS

This Thesis is entirely the work of Christopher Rahmann except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

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GLOSSARY

Ranks of Police

C/SC	- Constable and Senior Constable
Const	- Constable
S/Const	- Senior Constable
Sgt	- Sergeant
S/Sgt	- Senior Sergeant
Insp	- Inspector
Supt	- Superintendent
C/Supt	- Chief Superintendent
AC	- Assistant Commissioner
DC	- Deputy Commissioner
Com	- Commissioner
PCC	- Plain Clothes Constable (and Senior Constable)
DSC	- Detective Senior Constables (and Constables)
DS	- Detective Sergeant
DSS	- Detective Senior Sergeant
DI	- Detective Inspector
DSupt	- Detective Superintendent
DCSpt	- Detective Chief Superintendent

Organisations

ANZPAA	- Australia New Zealand Policing Advisory Agency
ASQA	- Australian Skills Quality Authority
QPS	- Queensland Police Service
USQ	- University of Southern Queensland

Other

ASQA	- Australian Skills Quality Authority
DITAC	- Detective and Investigations Training Advisory Committee
DTAP	- Detective Training and Appointment Policy
DTP	- Detective Training Program
L4Q	- Lead for Queensland
MPSR	- Master of Professional Studies (Research)
POL	- Police Training Package (National Standards)
RTOs	- Registered Training Organisations
SAP	- Strategic Alignment Program
VET	- Vocational Education and Training

CHAPTER 1: INTRODUCTION

1.1 The Research

This research was conducted by the principal researcher (with support of the named supervisors) in fulfilment of the requirements of the Master of Professional Studies (Research) program undertaken through the University of Southern Queensland (USQ) with the cooperation of the Queensland Police Service (QPS). The stated aim of the original preliminary research proposal submitted in November 2018 was:

‘To contribute to the Queensland Police Service meeting its Strategic Goals through embracing opportunities to develop, implement and assess innovative and collaborative best practice around the delivery of criminal investigative training including:

1. Ongoing development and improvement of the Detective Training Program (including identifying and implementing improved teaching strategies); and
2. Investigating the Implementation of a new strategy for investigations training moving the focus away from the Detective Training Program operating in isolation towards a continuum of Investigations Training accessible to officers across their career with a focus on lifelong, progressive and continuous learning.’

Ultimately as a result of various limitations (section 4.1 and 4.7) the research was narrowed significantly to focus on the role of senior Detectives (at the ranks of Detective Sergeant and Detective Senior Sergeant in the QPS) who are referred to as ‘Investigative Coordinators’ throughout this research. The primary issue of focus is:

‘What are the desired knowledge, skills, experience and attributes of Investigative Coordinators?’

The principal data collection took place over an 8-week period from April to June 2020. Twenty Police Officers from the Queensland Police Service participated in the research through participation in one-on-one interviews. These officers cumulatively possessed over 530 years’ experience as sworn police in the QPS, with over 430 years in plain clothes investigative roles. This cumulative experience encompasses a wide range of investigative fields and locations throughout the state of Queensland including in the roles of Detectives and Investigative Coordinators which are the

primary areas of focus of this research. This thesis contains the findings arising from this research.

1.2 Issues and Themes

This research identifies and defines four critical themes that cumulatively answer and address the primary issue of focus to this research. There was general consensus amongst the research participants of these themes and their importance. Additionally, through this research, a number of other important issues arose or were identified. Of the additional issues identified there was sufficient data and consensus amongst research participants to identify key themes to address and answer two of these other important issues.

The three issues addressed by this research are the;

1. Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators;



Figure 1. Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators

2. Key Priorities for Training and Development of Detectives and Investigative Coordinators; and



Figure 2. Key Priorities for Training and Development of Detectives and Investigative Coordinators

3. Key Priorities for Detectives and Investigative Coordinators to remain effective into the future.

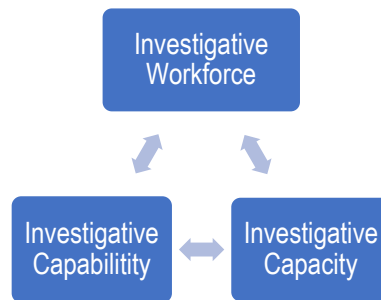


Figure 3. Key Priorities for Detectives and Investigative Coordinators to remain effective into the future

CHAPTER 2: BACKGROUND

This research was conducted by a researcher practitioner with extensive practical experience in the field of study. This includes over 20 years law enforcement experience including over 17 years in appointed plain clothes investigative and Detective roles and over 8 years in Investigative Coordinator (senior Detective) roles. Complementing this high level of practitioner knowledge, skills and experience the researcher practitioner also performed duty as the Senior Facilitator responsible for Detective Training for the QPS for around two years.

The researcher practitioner's knowledge, skills, experience and observations along with extensive client and stakeholder consultation drove the development and implementation of the original preliminary research proposal to conduct a wide-ranging examination of the Detective Training Program itself as well as the wider issue of the range of training and development delivered to Detectives. This included a proposal for a structured continuum of ongoing Detective and Investigations training across an officer's career. The initial intention was for this research to be embedded and partnered with the QPS DTP.

Ultimately the scope of the research was limited considerably with the primary focus of the research being, 'What are the desired knowledge, skills, experience and attributes of Investigative Coordinators?' This issue is believed to be of significant importance to the QPS (and other policing agencies) as Investigative Coordinators are the frontline supervisors directly responsible for leading and managing the workforce of Detectives responsible for the criminal investigative functions of the service. Sspecific to the QPS the term Investigative Coordinators is being used to refer to Detectives of the rank of Detective Sergeant and Detective Senior Sergeant. Critically the QPS does not offer training specifically designed to develop the knowledge, skills and experience of Investigative Coordinators and it is anticipated the outcomes of this research can inform the development of such training and development products.

2.1 Context

The QPS is the principal law enforcement agency for the State of Queensland, performing this role 24 hours a day, 365 days a year across the state. The QPS is

responsible for ‘upholding the law and providing assistance to the community particularly in times of emergency, disaster and crisis’ operating under a budget of approximately 2.6 billion dollars annually (TSOQ, 2020). To perform its role the QPS employs approximately 15600 personnel in total comprising approximately 12000 sworn police officers, 3170 public service officers and 430 other personnel (QPS 2017b).

The stated vision of the QPS is the aspirational ‘Queensland – the safest state’ (QPS, 2020g). This vision is underpinned by the intentions articulated in ‘Our Purpose’ which are ‘Together, we prevent, disrupt, respond and investigate’ and ‘Our Values’ of ‘Integrity, Professionalism, Community and Respect and Fairness’ (QPS, 2020g). One critical element the QPS ability to achieve these goals is the role of plain-clothes criminal investigators (Detectives) who hold primary responsibility for the investigative functions of the QPS.

Detectives in the QPS are trained in accordance with the QPS Detective Training and Appointment Policy (DTAP) which states, ‘The Queensland community expects and demands that officers involved in the field of criminal investigation, have the highest standard of integrity, be highly disciplined and display the highest levels of Investigative knowledge and skill’ (QPS, 2017a).

This Master of Professional Studies (Research) (MPSR) project is focussed on identifying the knowledge, skills, experience and attributes desired for Detective Sergeants (DS’s) and Detective Senior Sergeants (DSS’s) performing Investigative Coordinator roles in the QPS. These Investigative Coordinators perform crucial roles as the team leaders and officers in charge of the frontline Detectives conducting criminal investigations on behalf of the state and community of Queensland. It is anticipated the knowledge gained through this research may inform the QPS (and other law enforcement agencies) to guide selection, development and training processes to ensure these officers possess the required knowledge, skills, experience and attributes to perform the role.

2.2 Background

The principal training product used by the QPS to ensure Detectives have the requisite knowledge, skills, experience and attributes to perform their role is the Detective

Training Program (DTP). The program is designed to be completed in the first three years of an officers' plain clothes service. The Australian New Zealand Policing Advisory Authority (ANZPAA) identifies officers at this level as 'Investigators' (ANZPAA, 2017).

The DTP operates in a similar manner to many other vocational training products across various industries with participants completing at least three years' work placement in a plain-clothes investigative role, three annual residential academic phases (totalling seven weeks) and the submission of workplace competencies. Participants are assessed on both academic and practical aspects of the residential phases as well as their practical application and performance in the workplace (QPS, 2011). The DTP complies with nationally recognised vocational training standards and successful graduates are awarded the Nationally Recognised 'Advanced Diploma of Police Investigations' (COA, 2015) (ANZPAA, 2017).

Graduates after fulfilling an additional range of criteria (focussed on their demonstrated performance and experience in the workplace) are then eligible to apply for their Detectives classification (QPS, 2017a). ANZPAA (2017) identifies Detectives at this level as 'Advanced Investigators'.

2.3 Problem Statement

Having completed the DTP and attained their Detectives Classification, the next logical career step for Detectives is to continue to develop their investigative knowledge, skills and experience whilst concurrently developing leadership and management knowledge, skills and experience to seek promotion to the rank of Detective Sergeant (DS) (typically a team leader role). From Detective Sergeant the next step (in the investigative stream) is further development to seek promotion to the rank of Detective Senior Sergeant (DSS) (typically an Officer in Charge, Operations Coordinator or similar). Detectives at DS and DSS levels are identified as 'Investigative Coordinators' and are responsible for leading, overseeing and managing high profile, complex and politically sensitive investigations, contributing to continuous development and engaging at a strategic level (ANZPAA, 2017).

Currently the QPS does not deliver a training product specifically focussed on developing the knowledge, skills, experience and/or attributes desirable for an

‘Investigative Coordinator’ as per the ANZPAA guidelines or the rank of DS or DSS. The QPS had delivered management training for Sergeants and Senior Sergeants through its Management Development Program, however this training was focussed on rank development across the wide variety of roles in the QPS and was not specific to investigations.

The QPS has provided and continues to provide specialist investigations training products (including the Homicide Course, Financial Crimes Course and others) however these courses are focussed on the investigation of specific crime types rather than the wider range of knowledge, skills and experience for Detectives or at the higher level of Investigative Coordinators.

The researcher practitioner’s evaluation based on available information indicates there is an opportunity for the QPS to realign its training of investigators away from a model of the DTP and specialist courses being conducted in relative isolation towards a focus on lifelong learning and/or a continuum of learning across a Detectives career. A core component of this training strategy would be specific training for Investigative Coordinators of varying levels. In order to achieve this however the QPS must first understand the knowledge, skills, experience and attributes it desires of its Investigative Coordinators.

2.4 Purpose

The purpose of this research project is to identify the desired knowledge, skills, experience and attributes for DS’s and DSS’s performing Investigative Coordinators roles. Concurrent to this research being completed the QPS is undergoing a period of significant change with the 2020-2024 Strategic Plan (QPS, 2020g) under Commissioner Katarina Carroll initiating a metamorphic change for the QPS in comparison with the incremental changes made to the Strategic Plan in recent years under Commissioner Ian Stewart (QPS, 2018; QPS, 2019a). The ongoing whole of service Strategic Alignment Program (SAP) also commenced in 2020 and is anticipated to deliver wholesale transformative reforms across the organisation including to job roles (including investigators) and training (focus and delivery). Concurrent to all this in 2020 the QPS was central to the Queensland response to the first and subsequent waves of the global Covid-19 pandemic. It was in the midst of

this the data collection, analysis and preparation of this thesis was undertaken. Giving due consideration to all these significant factors this research has stopped short of providing specific recommendations as to the future role of investigators or the specific methods of training delivery that should be undertaken.

This research, however, with its focus on knowledge, skills, experience and attributes of Investigative Coordinators has considered these points in line with the current QPS strategic plan and a focus on opportunities and challenges related to ongoing significant changes in the environment in which Detectives operate. An important aspect of this is a strategic imperative for Detectives to shift focus towards victim centric policing (i.e. harm minimisation through an enhanced focus on proactive crime prevention and disruption strategies) rather than more traditional offender centric policing strategies (i.e. responding to and investigating crime after it occurs). This represents a major theme to guide the research work.

2.5 Significance, Scope and Definitions

The significance of this research is its focus on enabling the QPS to contribute to potential significant advances in the field of criminal investigations. Within the QPS there are approximately 1610 police officers appointed to plain clothes criminal investigative roles (Mayes, 2014). These Detectives and plain clothes investigators are responsible for the investigation of criminal matters throughout Queensland, particularly crime that may be complex, serious or systemic in nature and have the potential to have significant impact on the public.

It is proposed that the role of Detectives and plain-clothes criminal investigators has been and is subject to ongoing significant change to maintain relevance, efficiency and effectiveness in line with societal, technological, economic, environmental and other changes. Whereas previously Detectives worked relatively autonomously gathering evidence, increasingly they rely on teams of professionals (including from diverse fields such as forensics, accountancy and information technology) and partnerships with other government and non-government agencies. This requires Detectives at all levels including Investigative Coordinators to change, adapt, adopt and develop relevant knowledge, skills, experience and attributes. It is also important for the QPS to be successful in its strategic vision of a safe state that Detectives, the wider QPS

and community can work together to prevent, disrupt, respond to and investigate crime whilst maintaining integrity, professionalism, community focus, respect and fairness (QPS, 2020g). This presents a strong case for managing change.

CHAPTER 3: REVIEW – DETECTIVES AND INVESTIGATIVE COORDINATORS

A crucial skill for all Police (including Detectives) is planning for the future. This planning occurs at all levels from overall organisational strategic planning to achieve government priorities right down to the operational environment where planning is a crucial element of any incident attended or investigation conducted. At an operational level (managing incidents or investigations) police plan not only for what has or is occurring but also for what is likely to occur into the future. This ability to identify what has occurred or is occurring, comprehend what this means and anticipate what this may mean into the future is referred to as Situational Awareness. More technically speaking this process involves firstly perception of all relevant elements or factors in time and space, comprehending what this combination of factors and elements means currently and then projecting forward into the future to predict likely outcomes and what they will mean into the future.

In a similar manner to how Police use situational awareness to manage incidents and conduct investigations, in conducting research the researcher can apply these same principles. In this manner in order to ultimately arrive at the desired knowledge, skills, experience and attributes of Investigative Coordinators now and into the near future the practitioner researcher must first identify the relevant factors and elements impacting on this, understand what they mean currently and then project this forward into the future. In this context factors and elements to be considered for detectives and Investigative Coordinators include:

- How they fit within their relevant organisations, their role, the differing levels or ranks and other significant issues;
- Training and development;
- Societal, crime, technological, policing and other trends;
- Strategic priorities;
- Leadership and Management roles; and
- Previously identified desirable knowledge, skills and experience.

An in-depth examination and understating of all these factors then builds the foundation on which the research can be undertaken.

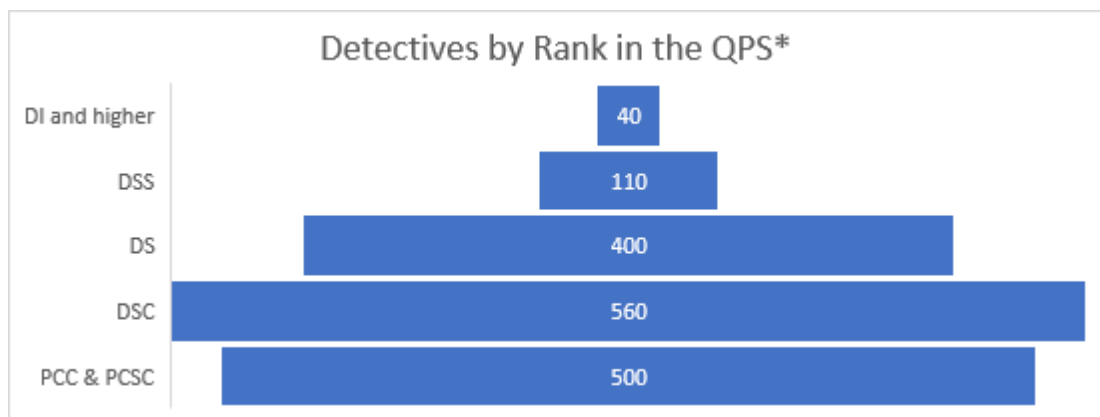
3.1 Detectives in the Queensland Police Service

Upon induction into the QPS every police officer swears a solemn ‘oath of office’ (or alternatively an ‘affirmation of office’) (PSAR, 2016). This oath (or affirmation) includes ‘that I will cause Her Majesty’s peace to be kept and preserved; that I will prevent to the best of my power all offences against the same’ and ‘I will to the best of my skill and knowledge discharge all the duties legally imposed upon me faithfully and according to law’ (PSAR, 2016)

Historically it has been recognised that whilst a core responsibility of all police is the ‘prevention, detection and investigation’ of offences (as stated by Deputy Commissioner R N McGibbon in 2001) ‘the primary responsibility for the detection and investigation of criminal offences lies with Detectives’ (QPS, 2003).

Of the approximately 1610 plain clothes investigators in the QPS, approximately 550 are in Investigative Coordinator and higher roles. This includes approximately 400 Detective Sergeants, approximately 110 Detective Senior Sergeants with the remainder Detective Inspector and above (Mayes, 2013). Of the remaining approximately 1160 plain clothes officers around 500 are at the level of Investigators (plain clothes Constables and Senior Constables yet to attain their Detective classification) and around 560 are at the level of Advanced Investigators (Detective Senior Constables). (ANZPAA, 2017). These Investigators and Advanced Investigators are directly led and managed by the Investigative Coordinators.

Figure 4. Number of Detectives by Rank in the QPS



*These figures are approximate due to regular staffing changes.

The high proportion of the plain clothes workforce at investigator level highlights long held concerns amongst some in the QPS of the high turnover of plain clothes staff (and the resultant high proportion of relatively inexperienced and untrained officers conducting significant and/or complex investigations) identified in Project Genesis (QPS, 2003) and Project Revelation (Mayes, 2014).

Project Revelation (Mayes, 2014) focussed on recruitment and retention of plain clothes investigators identifying at that time:

- The average officer remained in a plain-clothes investigative role for 7.74 years (before transferring to uniform, to other duties or leaving the QPS);
- 67.2% of plain clothes investigators had less than 10 years plain clothes investigative experience; and
- There were a total of 1623 Detectives/plain clothes investigators in the QPS.

Project Revelation (Mayes, 2014) further provided both qualitative and quantitative results on issues negatively affecting the recruitment and retention of plain clothes investigators in the QPS with the commonly identified and concerning themes including:

- Excessive workload, and the flow on effect on officer's work-life balance and health;
- Lack of rewards, most notably lack of promotion and career progression opportunities; and
- Insufficient training and professional development opportunities.

Each of these commonly identified themes presents clearly identifiable risks to the QPS, its members, the community and the State of Queensland including;

- Negative impacts of the deteriorating physical and psychological health and wellbeing of members;
- Inability to adequately recruit and retain a highly motivated, competent and productive workforce; and
- Risks associated with inadequately trained, developed and experienced officers performing these roles without adequate supervision and leadership.

Diversity amongst Detectives and Police in general is a significant theme relevant to policing. Female police officers have traditionally been and remain a minority in police departments with only 25% of police officers worldwide female (Ward, 2016). The QPS is no exception with the proportion of female officers as low as 5.4% in 1989 (Fitzgerald, 1989) and currently sworn membership of the service is 27% female and 73% male (QPS, 2017b). It is also noteworthy in the context of gender roles in policing agencies that amongst the QPS civilian public service officers this ratio is reversed with approximately a 73% to 27% female to male ratio (QPS, 2017b). The approximately 70% to 30% ratio of male of males to females amongst sworn police is reflected overall amongst plain clothes investigators in the QPS (however there is variance to this dependant on rank and role). In general terms investigative areas such as regional Criminal Investigation Branches, Drug Squads and Stock Squads are more likely to have even higher proportions of males whilst Regional Child Protection and Investigation Units may be up to around 40% females.

3.2 The Role of Detectives

ANZPAA (2017) defines the role of Detectives as being to seek the truth through gathering and analysing evidence and information. Detectives and their investigative role are further described as being a core function of policing and fundamental to policing agencies responsibilities towards law enforcement and public safety (ANZPAA, 2017). Detectives often work in challenging, complex and dynamic environments and are required to maintain the highest standards of professionalism, quality and integrity individually and in their work.

Detectives are often required to work in collaboration, partnership and sometimes in conflict with others whose priorities may vary from aligned, similar, contrasting to in directly opposition to those of the Detective. For example, Policing responses to Domestic and Family Violence are legislated by the *Domestic and Family Violence Act 2012* focussed on protecting victims through adversarial and punitive means such as the use of protection orders (including prohibiting contact) and preferring criminal charges. In contrast to partner agencies such as the Department of Children, Youth Justice and Multicultural Affairs focus on working with families (together) to build their capacity to care for their children (DCYJMA, 2021). Each of these agency's

responses, whilst both designed to protect victims through their contrasting methods can negatively impact on the effectiveness of strategies implemented by the other partner agency.

The QPS (2020e) defines the investigative role of Detectives as being ‘to objectively and impartially examine and analyse an event or crime, to achieve a just outcome, in service of our community’. The QPS further provides fine grain detail of this definition by defining each separate element as:

- Objectively and impartially; as maintaining integrity, professionalism, respect, fairness and community focus in all interactions;
- Examine and analyse; as ‘diligently establishing the facts or cause of an incident and resolving by taking appropriate action in a procedurally just manner’;
- Analyse an event or crime; as ‘identify and recognise emerging community issues or crimes and in partnership with the community deliver a collaborative response; and
- In service of the community; includes treating victims and the the community with respect, dignity, support, courtesy and compassion.

As previously mentioned, the traditional role of a Detective was heavily focussed on a reactive model of police (a crime occurs, police attend and investigate with a focus on arresting offenders) (ANZPAA, 2017). However, across government and policing agencies more emphasis is being placed on victim and community centric policing focussed on crime prevention, disruption and forming effective partnerships. This change of focus in the role of a Detective is a priority for Queensland Detectives in order to align with the current QPS purpose of ‘Together, we prevent, disrupt, respond and investigate’ (QPS, 2019d).

In addition to their strictly investigative function, ANZPAA (2017) reports that often insufficient focus is placed by police agencies and Detectives on two other critical practice domains of Detectives being Risk Management and the Legal Framework. Risk management is a critical role of Detectives to ensure they operate safely and with integrity to maintain themselves, the investigation, the wider QPS and the justice system. Critical elements of this include knowledge of factors that could impact the

investigation, risk management processes and procedures, risk mitigation, quality assurance, operational safety, use of force and duty of care. Critical abilities include conducting risk assessments, managing risks, managing safety and supporting vulnerable persons. Implementation of risk management incorporates assessing and mitigating risk, conducting risk/benefit analysis, developing risk management strategies, assessing evidence, information and intelligence and providing quality advice (ANZPAA, 2017).

Fulfilling the legal framework is critical for Detectives to ensure their compliance with legislation and judicial processes including engagement with prosecuting authorities and the courts. Critical knowledge incorporates police powers (including those relating to vulnerable persons and investigative interviewing), judicial processes and exhibit and evidence management. Critical abilities include conducting legislatively compliant interviews and investigations, use of police powers, conducting appropriate legal research to inform investigations, commencing proceedings and engaging in the judicial process (including managing witnesses and liaison with all other parties involved). Implementing the legal framework involves compliance with judicial and legislative documentary requirements, researching legal issues, preparing and presenting evidence and documents and engaging with the judicial process (including liaison, victim and witness support and coordination) (ANZPAA, 2017).

3.3 Levels of Investigators

All sworn police officers in the QPS commence as a Constable, can progress to Senior Constable then via promotion on merit (if successful) through the ranks to Sergeant, Senior Sergeant, Inspector, Superintendent, Chief Superintendent, Assistant Commissioner, Deputy Commissioner and Commissioner. Officers from the rank of Constable to Senior Sergeant are non-commissioned officers, Inspector and above are Commissioned Officers with the Commissioner, Deputy and Assistant Commissioners being designated executive officers (QPS, 2017d). The classification of Detective sits separate to rank and is held by officers in designated plain-clothes investigative roles at ranks ranging from Constable to Chief Superintendent.

National guidelines in relation to the roles and training of Detectives and plain clothes investigators are contained within the ‘ANZPAA Education and Training Guidelines

for Police Investigation 2017' (ANZPAA, 2017). These guidelines identify three levels of police investigators: Investigators, Advanced Investigators and Investigative Coordinators. Each level of investigator builds on the knowledge, skills and experience of the previous. Whilst identified as separate the roles are not completely independent and there is significant overlap between the roles.

In the QPS each of these levels comprise:

- Investigators: Generally, officers of the rank of Constable and Senior Constable in appointed plain clothes positions who are yet to complete Detective Training and attain their Detectives classification (and also including some uniform and plain clothes investigators from tactical crime squads, regional crime squads and general duties who conduct criminal investigations at a higher level than most general duties officers);
- Advanced Investigators: Generally, officers of the rank of Detective Senior Constable (having completed Detective Training and attained their Detectives classification) working in appointed principal plain clothes investigative roles; and
- Investigative Coordinators: Generally, officers of the rank of Detective Sergeant or Detective Senior Sergeant performing duty in appointed principal plain clothes investigative roles leading and managing Investigators and Advanced Investigators as their team leaders, operations coordinators, directors or officers in charge.

The ANZPAA (2017) guidelines provide specific functions for each level or role of investigator being:

- Investigator:
 - 'An entry level investigator role;
 - Undertakes more minor crime, incident or initial investigations;
 - May generally be a police officer seeking to further their role in investigations;
 - May provide or manage first response functions for investigations' (ANZPAA, 2017);

- Advanced Investigator:
 - ‘Responsible for conducting and/or leading more serious and major crime (examples include sexual offences);
 - Will have greater responsibility for engaging with judicial processes and media;
 - Knowledge and skills build on those held by an Investigator’ (ANZPAA, 2017); and
- Investigative Coordinator:
 - ‘Responsible for leading, overseeing and managing high profile, complex and politically sensitive investigations;
 - Will have knowledge and skills building on both Investigator and Advanced Investigator Roles;
 - Involved in the overall quality assessment of investigations;
 - Engages at a more strategic level and contributes to continuous development of investigative practices’ (ANZPAA, 2017).

Across the wider QPS the proportion of officers by rank could be described as a very flat and wide pyramid. At the bottom there are approximately 8397 Constables and Senior Constables (Const and S/Const), 2338 Sergeants (Sgt), 817 Senior Sergeants (S/Sgt), 259 Inspectors (Insp), 39 Superintendents (Supt), 12 Chief Superintendents (C/Supt), 14 Assistant Commissioners (AC), 4 Deputy Commissioners (DC) and one Commissioner (QPS, 2017b).

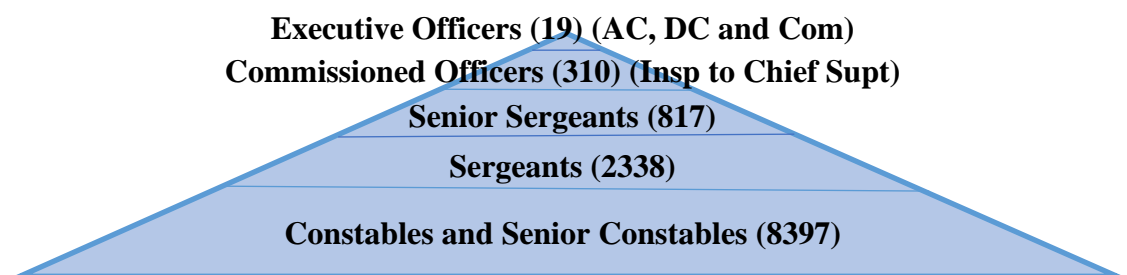


Figure 5. Number of Police Officers by Rank (as at 30 June 2017)

Whilst the proportion of female officers across the QPS is 27% overall (QPS, 2017b) as rank increases the proportion reduces from 30% at Const and S/Const rank, 22% at

Sgt Rank, 15% at S/Sgt rank and 10% for Commissioned Officers. While this proportion of senior female police may seem excessively low it correlates with worldwide averages of only 10% of senior police being female (Ward, 2016). There has also been a significant improvement in the proportion of senior female police officers in the QPS from 2009 to 2017, with the proportion of females rising from 16% to 22% for Sgt's, 10% to 15% for S/Sgt's and from 5% to 10% for Commissioned Officers (QPS, 2017b).

Senior leadership of the QPS and Qld Government have identified increasing diversity including gender balance, as a priority to better reflect the community (CCC, 2021). Fitzgerald (1989) however (in the context of addressing systemic corruption within the QPS) asserted selection must be merit based to ensure the highest possible standard of officers and the use of quotas inhibits this. In compliance with merit principles the QPS recognises that increasing diversity and gender balance will be an incremental change that will take time as the available applicant pool is determined by officers in the preceding rank and the time it takes officers to progress ranks. In effect it took 8 years for the 2009 ratio of female Sgt (16%) to translate in 2017 to a similar proportion of S/Sgt (15%). Similarly, over the same eight-year period the 2009 ratio of female S/Sgt's (10%) translated in 2017 to a similar proportion of Inspectors (10%).

Amongst the plain-clothes investigative workforce in the QPS the proportion of officers by rank can be described as a flat and wide pyramid (similar to that for the QPS overall). At the bottom there are approximately 1200 Constables and Senior Constables, then for the remaining 450 Investigative Coordinators (and above) the numbers decrease with rank through Sgt, S/Sgt, Insp, Supt to the two C/Supt's holding the highest-ranking Detective positions in the QPS. This pyramid shape means a dramatic reduction in promotion opportunities at each rank making the process highly competitive meaning even slight disadvantages can have significant impacts (Whetstone, 2001).

Similar to uniform officers, the proportion of females in plain clothes investigative roles also decreases with rank from around 30% of Investigators and Advanced Investigators to around 15% at Investigative Coordinator levels. It is noteworthy to these statistics that across the QPS whilst all officers commence their career in operational roles (initially uniform general duties) as their career progresses female police officers are more than twice as likely to transfer to non-operational roles whilst

males are twice as likely to remain working in operational roles (Beyond Blue, 2018). As nearly all Detective positions are operational roles this contributes to the reduced ratio of females in Investigative Coordinator roles.

Common factors that result in female police being more likely to work in non-operational roles include societal gender stereotypes, norms and expectations meaning females are still more likely than males to perform a higher proportion of child and/or elder care responsibilities and housework (Drew and Saunders, 2019). These responsibilities in turn reduce their ability to perform operational roles within an organisational culture that requires shift work, an expectation of working longer hours and unplanned overtime whereas working non-operational business hours roles it is much easier to manage family responsibilities. This effect is then compounded when seeking promotion where the female officers who had performed non-operational roles may lack confidence in readiness for promotion. The time away from an operational role may also be perceived as a disadvantage reducing their competitiveness in an already competitive environment (Drew and Saunders, 2019; Whetstone, 2001).

Given that across the wider QPS incorporating operational and non-operational roles the proportion of females to males at or above the rank of Sergeant is less than 20% and that females are twice as likely to move to non-operational roles as their career progresses it is logical that in an operational area such as investigations the proportion of female Investigative Coordinators would be as low as 15%. Whilst this figure is quite compared to the representation across society it compares favourably with worldwide average of only 10% (Ward and Prenzler, 2016).

3.4 Training of Detectives

Within Australia, Vocational Educational and Training (VET) is delivered through Registered Training Organisations (RTOs). This system is regulated by the Australian Skills Quality Authority (ASQA) which publishes training packages that define the knowledge and skills required for particular roles (AG ASQA, 2020).

The Police Training Package (POL) details fourteen separate qualifications applicable to a variety of differing policing roles designed to set minimum standards for the particular role. These programs incorporate consideration that differing policing jurisdictions will have differing operating environments, legislation, policies and

procedures that will impact on the curriculum (AG, 2020). In a similar manner the package does not dictate the specific training methods the RTO is to use to deliver the training (AG, ASQA, 2020).

The importance of the need for quality education and training for police has long been recognised. Former QPS Commissioner Ray Whitrod strove to increase qualifications and methodology (through training) for police to address corruption between 1970 and 1976 before resigning because of efforts by the Queensland Government and within the QPS to undermine his resolution to fight police corruption (Farquharson, 2003). The Fitzgerald Inquiry (Fitzgerald, 1989) later highlighted one of the contributing factors to dishonest and corrupt behaviour amongst police was the lack of appropriate education and training. Fitzgerald (1989) further highlighted the increasingly complex nature of policing required a stronger and enhanced focus on quality education and training.

In order to demonstrate attainment of the general knowledge and skills required to be a police officer a nationally recognised Diploma of Policing is defined in the Police Training Package (AG, 2020) (comprising 8 units of competency). Of the thirteen other qualifications targeted at policing, two of the qualifications relate specifically to the role of Detectives (being the Advanced Diploma of Police Investigation and Graduate Certificate of Police Investigation). The other eleven police specific qualification are targeted to a variety of roles and issues including intelligence, search and rescue, management, forensic examination, prosecutions, protective services, community policing and aboriginal community policing (AG, 2020).

Training and development of Detectives is an identified challenge for policing organisations. Westera et al (2016a) identified that the initial training of Detectives could actually serve as a hindrance to recruitment through the perception it was too laborious. Other negative aspects identified included outdated teaching methods, timeliness, lack of relevance and lack of connection to the workplace (Westera et al, 2016a).

In order to demonstrate attainment of the knowledge and skills required to be a Detective the nationally recognised qualification of Advanced Diploma of Police Investigation is defined in the POL (AG, 2020). This qualification is aligned with the role of Advanced Investigator as defined by ANZPAA (2017) and the attainment of

the classification of Detective in the QPS. This package comprises 6 units of competency:

- Apply media strategies for policing purposes;
- Plan police investigations;
- Conduct police investigations;
- Manage incident scenes;
- Conduct investigative interviews; and
- Manage information within investigations.

Following completion of initial training it has been identified across policing agencies there is an apparent inadequate level of ongoing professional development and support for Detectives to develop and maintain investigative knowledge and skills (Westera et al, 2016a). This relates to general investigative skills and techniques and also changes to legislation, policies, procedures, methodology, forensics and technology.

As a Detective progresses to taking on more supervisory responsibility, more complex investigations or is promoted to Detective Sergeant (and higher) there is a need for higher level investigative training. Fahsing and Ask (2016) quantified the experience and expertise of Detectives through comparing novice and experienced Detectives' ability to appropriately plan investigations, draw investigative hypotheses and make appropriate investigative decisions. It was identified in jurisdictions with a robust, accredited, standardised training and development program the experienced Detectives vastly outperformed the novice Detectives. Conversely, in jurisdictions without robust, accredited, standardised training and development the experienced Detectives performed little differently to the novices (Fahsing and Ask, 2016).

In 2019 the overarching framework for a higher level nationally recognised qualification for Detectives was enacted by the Australia Government namely a Graduate Certificate of Police Investigation (AG, 2020). This qualification is aligned with the role of Investigative Coordinator as defined by ANZPAA (2017) and would be applicable to the ranks of Detective Sergeant and Detective Senior Sergeant in the QPS. The QPS does not currently deliver a training product aligned with this qualification. This package comprises 5 units of competency:

- Manage risk within a policing context;
- Coordinate multi-agency investigations;

- Lead major investigations;
- Conduct jurisdictional review of policing practices; and
- Manage complex investigations.

Complementing the required units of competency and recognised qualifications from the Police Training Package (AG, 2020). The Australia New Zealand Policing Advisory Agency (ANZPAA) provides industry-based education and training guidelines (ANZPAA, 2017). Similar to the Police Training Package, ANZPAA does not dictate how the training is to be delivered but is focussed on guiding the development of education and training with recognition that differing jurisdictions will have their own policies and procedures.

The guidelines identify three separate practice domains to be covered in training being (ANZPAA, 2017):

- Investigation (knowledge and skills to undertake an investigation);
- Risk Management (assessment and mitigation of risk in an investigative context); and
- Legal framework (judicial and legislative requirements and processes relevant to investigations).

Within each of these practice domains ANZPAA (2017) recommends training encompasses a theory (knowledge) component, practical (skills) component and a component focussed on the application of theory and practice. Recommendations are provided for training at Investigator, Advanced Investigator and Investigative Coordinator level. A comparison of the ASQA and ANZPAA shows the Advanced Diploma is aligned with the ANZPAA Advanced Investigator recommendations (ANZPAA, 2017; AG, 2020). In a similar manner the Graduate Certificate of Police Investigation is aligned with the Investigative Coordinator level so any proposed training for Investigative Coordinators could be developed in compliance with ASQA and drawn from ANZPAA (ANZPAA, 2017; AG, 2020).

3.5 Training of Detectives in the QPS

All sworn members of the QPS receive some criminal investigations training as part of their initial police training, which includes Recruit Training (at the Academy) and

the First Year Constable Program (workplace training). Previously as police officers progressed through their career and the varying ranks some level of criminal investigations training was also contained in other training products such as the former Constable Development Program and Management Development Programs (discontinued in 2020). All of these programs however are/were focussed on general policing roles and not specific to investigations. Critically the QPS does not deliver training targeted to the role of Investigative Coordinators.

Since 1993 the principal program used to train investigators within the QPS has been the Detective Training Program (DTP) (QPS, 2003). This vocational program is only available to officers permanently appointed to plain clothes investigative roles and is designed to be completed in the first three years of an officer's plain clothes service (QPS, 2011). Participants complete at least three years' work placement in plain clothes investigative roles, three annual residential academic phases (totalling seven weeks) and submission of workplace competencies. Participants are assessed on theory, practice and the application of theory and practice on the residential phases and again on the application of theory and practice in the workplace via workplace competencies.

The DTP complies with national VET standards and the QPS is a recognised RTO regulated by ASQA enabling successful graduates of the DTP to be awarded the Nationally Recognised 'Advanced Diploma of Police Investigations' (COA, 2015) (ANZPAA, 2017). Graduates after fulfilling an additional range of criteria (focussed on their demonstrated performance and experience in the workplace) are then eligible to apply for their Detectives classification (QPS, 2017a).

Mayes (2014) identified a number of reported deficiencies and issues affecting the QPS DTP including:

- Delays in participants accessing the program;
- Challenges of managing the program in addition to their operational workload;
and
- Lack of rewards or recognition for completion.

The deficiencies Mayes (2014) identified had deterred recruitment into plain clothes, affected retention of existing plain clothes officers, hindered individual career development and delayed the development of investigative capacity of individuals and

the QPS. A decade earlier, previous QPS research identified the DTP as a good program meeting the needs of the organisation however there were themes identified around challenges of balancing operational and training workloads and lack of reward and recognition evident (QPS, 2003). These themes (specific to the QPS) generally aligned with nationally recognised themes regarding issues with Detective training programs including timeliness of access and challenges managing operational and training workloads for participants and their managers (Westera et al, 2016a).

Currently the QPS does not offer further courses following on from (or at a higher level than) Detective Training specifically designed to develop investigators' knowledge, skills, experience and attributes towards more senior investigative roles including promotion to Detective Sergeant and then Detective Senior Sergeant.

Separate to the Detective Training Program the QPS does deliver a range of other courses targeted to investigators however these are focussed to a specific skill (such as investigative interviewing) or a specific crime type. Examples of courses delivered by the QPS focussed on specific crime types include courses focussed on homicide, fraud, specific drug offences, sexual offences and child protection. In a similar manner, QPS officers are sometimes able to access a range of conferences and other investigative development opportunities that like the courses are generally focussed on specific crime types. These courses, conferences and development opportunities can be valuable for their contribution to the investigative capacity of individuals and the wider QPS specific to the narrow range of crime types in focus (Westera et al, 2016a).

Using crime specific courses, conferences and development rather than those focussing on a wider range of development can however have a harmful effect on the overall investigative capacity of individuals and work units by facilitating and encouraging the reduction of a Detective's wider range of knowledge, skills and experience to a rather narrow field of expertise (Westera et al, 2016a). By focussing ongoing training and development on specific crime classes investigators seeking development are encouraged to in effect pick an area they will specialise in and then pursue development in that area. In a similar manner, once an officer received specialised training or development focussed on a specific crime class they may often self-select or be selected to further specialise in that field. This cycle of specialisation creates a gap in senior investigators with a diverse range of knowledge, skills and experience.

Along with the training the QPS provides to address specific emerging or problematic crime types there is a real need to provide officers with ongoing development and training to ensure continuous development, address ongoing changes in legislation, policies, procedures, technology and new investigative techniques (Westera et al 2016a). As Fahsing and Ask (2016) demonstrated, the provision or absence of ongoing robust accredited training for investigators can be the difference between experienced investigators vastly outperforming or alternatively performing little better than novice investigators. Finally, this lack of ongoing professional development for investigators has been demonstrated to negatively impact the recruitment and retention of quality Detectives in the QPS (Mayes, 2014) (QPS, 2003).

Up until 2018 the QPS did not provide specific training for Police at the level of Investigator as defined in the ANZPAA training guidelines. To address this training gap in 2018 the author initiated and in conjunction with Detective Training developed and implemented an all new QPS course to fill this identified training gap. Following successful implementation and review of the effectiveness of this Investigator level course, the author proposed the QPS then develop and implement a new course to fill the identified training gap at Investigative Coordinator level for Detective Sergeants and/or Detective Senior Sergeants. This research project is specifically targeted at identifying the required knowledge, skills, experience and attributes of Investigative Coordinators at this level to inform the development of relevant training and development programs.

3.6 Perceptions of Detectives

Detectives in the context of this research are first and foremost sworn police officers with the same powers and responsibilities as other officers in their jurisdiction. In many ways when the public views police they see police as a whole and not the varying different roles, responsibilities and locations in which they work. Similarly, when research or analysis is conducted it typically looks at policing as a whole and does not differentiate between officers' roles whether plain clothes or uniform, general duties, traffic branch or Detectives.

Across Australia over the preceding decade policing has remained one of the most trusted professions and policing agencies are amongst the most trusted institutions.

(ANZPAA, 2019). General community satisfaction with police remained very high through 2018-2019 with reported total satisfaction with police across Australia at 80% (with NT the lowest at 73.3%) (AG PC, 2020). Similarly, those reporting total dissatisfaction with policing averaged only 5.4% (with NT the highest at 8.4%). Satisfaction with Queensland Police approximated the national average at 81.4% totally satisfied and 5% totally dissatisfied (AG PC, 2020).

Of those in the community who had actually had contact with and interacted with police in the preceding 12 months community satisfaction was even higher across Australia at 84.1% (with NT the lowest at 81.5%). The proportion reporting total dissatisfaction was also increased to 9% (with NT highest at 9.6%). Queensland Police again approximated the national average at 84.5% totally satisfied and 8.9% totally dissatisfied (AG PC, 2020).

Specifically, in relation to police responses to disasters and emergencies community satisfaction remained very high with across Australia 82.3% totally satisfied (with NT lowest at 77.1%). The proportion reporting total dissatisfaction was very low at 3.1% (with NT the highest at 5.89). Again, QPS approximated the average with 83.5 % totally satisfied and only 3% totally dissatisfied (AG PC, 2020).

These levels of satisfaction and positive perceptions of police in general are particularly noteworthy given the generally low level of trust across government institutions, the type of work police undertake and the resultant interactions with the public. For the general public the most frequent interaction with police they will either participate in or observe will be related to traffic enforcement (QPS, 2020a). These interactions range from an inconvenience (being delayed for a traffic interception such as a random breath test), have negative connotations (negative perceptions of traffic enforcement including around perceived quotas and revenue raising) through to personal distress as a result of having enforcement action taken against them for what they perceive to be a minor traffic offence.

By comparison while the average member of the public is much more likely to interact with a uniform police officer for a minor traffic matter, Detective's interactions can have significant impact on public perception due to their often-high profile and serious nature. The fact that the highest profile and most widely reported investigations are usually conducted by Detectives in plain clothes means the conduct of the Detectives

can greatly impact on the perceptions not only of Detectives but also policing in general and the justice system (Innes, 2003).

In general terms if a member of the public is interacting with a Detective it is likely they are the victim, witness and/or suspect in relation to an offence (potentially very serious with significant consequences). Detectives' conduct during these interactions is critical to forming individual's perception of Detectives (and by extension police in general and the justice system). For victims, who often are amongst the most vulnerable members of communities, the responsiveness, empathy, professionalism and support shown by Detectives can have significant effect on public perceptions of police (Jordan 2004). Similarly, for witnesses the consideration and understanding of the stress and inconvenience of not only witnessing an incident but being asked to provide a statement and possibly give evidence in court can greatly taint their perception.

For suspects the perception is not only important to the individual suspect (whether innocent, falsely accused or for the rehabilitation of the guilty) but also due to the often-intense public scrutiny and interest that can easily taint the perception of police professionalism and conduct (Westera et al, 2016). Significant pressure is upon Detectives to ensure the guilty are convicted, appropriately punished and the public protected and there is significant loss of confidence in Detectives when this does not occur (despite many aspects of this being outside the control or influence of Detectives) (Gross et al, 2005). Even more significant are cases where a suspect is tried, convicted, sentenced and punished and at a later date the conviction overturned as a miscarriage of justice. This can create a significant negative perception of Detectives and police generally (particularly if allegations of corruption exist) due to concerns innocent people are being falsely charged, convicted and punished (Gross et al, 2005).

Generalised perceptions (amongst both Detectives themselves and the wider community) of what Detectives actually do varies and includes describing Detective work as an Art, a Craft or as a Science (Westera et al, 2016). When considered as an art it most closely aligns with stereotypes of Detectives from popular culture who use instinct and intuition to solve crimes (Reppetto, 1978). These innate characteristics are such that a person either possesses them or they do not and they cannot easily be taught (Reppetto, 1978). When considered as a craft, Detective work is perceived (like any

intricate trade or craft) in that mastery comes from repeated and long-term experience and exposure, with experienced Detective knowing what to do and what has occurred because they've been there, seen that and done that before (Repetto, 1978). This perception of Detective work as a craft reinforces the model of training for Detectives in a workplace vocational training environment similar to that the QPS uses and is commonly used across trade style vocations (QPS, 2011) (Repetto, 1978).

In contrast perceptions of Detection work as being a science are rooted in contemporary popular culture with the focus of some police procedural shows depicting Detective work as very much based around established scientific domains including forensic scientific examinations and forensic psychology. These popular depictions also provide unrealistic expectations of the capabilities and speed of these techniques. Whilst based in fiction these perceptions have become more and more relevant with advances in technologies concurrent with a move towards a more evidence-based focus (Tong and Bowling, 2006). This leads to an approach of Detectives either being well versed in this science or requiring the ability to effectively utilise the services of others who are (Tong and Bowling, 2006).

In broad terms while popular culture might depict and the public might perceive Detectives as using their art, craft or science to solve crimes, Detectives themselves are much more likely to see their role as not any of those things and more about managing evidence (and witnesses), ensuring that the evidence is admissible and presented in a concise and easy to understand manner to the court (Brodeur, 2010). Detectives also recognise they should possess a heightened level of suspicion and scepticism and seek to independently confirm and weigh conflicting evidence (COA, 2020). In a way all these perceptions of Detectives are based in fact, with Detective work a combination of art, skill, science and other factors not always easily quantifiable which may make identifying what makes a good Detective and the best means for training, developing and assessing them an area requiring further research (Repetto 1978).

The public perception of Detectives whether from victims, witnesses, suspects, support people and others in the judicial system (including prosecution and defence, the judiciary and jurors) is critical to ensuring public support, cooperation and the ability to form effective partnerships enabling Detectives to perform their role. The

perceptions of Detectives from their colleagues is also important for similar reasons relating to mutual support, cooperation and the ability to form effective partnerships.

The perceptions of Detectives by other police is crucial in that in the same way today's Detectives were previously uniform police officers, tomorrow's Detectives will be drawn from the ranks of current uniform police officers. The QPS (2003) identified significant concerns regarding the perception of Detectives from this viewpoint identifying that whilst 57% of first year police officers in the QPS indicated a desire to become plain clothes investigators (later in their career) an additional 37% stated they would never join plain clothes.

Mayes (2014) attributed the lack of desire of junior QPS officers to join plain clothes to poor perceptions and impressions Detectives had already made upon them in their short time as police. This was despite nearly all respondents only dealings with Detectives had been on short term work placements and any exposure to criminal investigations with Detectives had them performing menial and/or demeaning tasks. By the time QPS officers had four to five years' service their level of interest in a plain clothes career dropped from 57% down to 47% (QPS, 2003). Over the next decade it appears little changed in the perceptions of Detectives from their colleagues with Mayes (2014) highlighting the negative perception of Detectives, which in turn hindered recruitment to plain clothes.

Mayes (2014) further highlighted other negative perceptions of Detectives and their work including excessive workload, poor management, issues with Detective Training, reduced relieving opportunities, difficulties transferring to other locations/roles and lack of compensation for their additional effort and responsibility. All these factors contributed to feelings of being unappreciated or unrecognised amongst Detectives and were primary drivers for other Police not wanting to take up plain clothes investigative roles and Detectives leaving plain clothes investigative roles (Mayes, 2014). Conversely the biggest pull factor attracting officers to plain clothes and which former Detectives reported they missed the most was the rewarding and challenging nature of investigative work (Mayes, 2014). These are clearly important issues for the QPS and other policing agencies however are not an area of primary focus of this research (but do present opportunities for further research).

3.7 Perceptions of Investigative Coordinators

As senior Detectives, Investigative Coordinators are generally required to either lead, manage or personally conduct high profile, serious and/or complex investigations where the application of knowledge, skills and experience is most critical to the success of the investigation (Smith and Flanagan 2000). These investigations by their nature require the highest levels of knowledge, skills, experience and relevant personal attributes (Fahsing and Ask, 2016).

The consequences of any shortcomings in the Investigative Coordinator can be severe including wasting resources and undermining integrity and the workings of the judicial system thereby reducing public confidence (Smith and Flanagan, 2000). The higher profile investigations also draw the highest level of public scrutiny and pressure to ensure a conviction and are where a failure to convict or wrongful conviction has the greatest opportunity to create significant negative perceptions (Westera et al, 2016) (Gross et al, 2005). For these reasons it is crucial to the perception of Investigative Coordinators they display a consistently higher standard of investigative knowledge, skills and experience than more junior Detectives and other Police.

Fahsing and Ask (2016) identified that experience alone does not sufficiently develop knowledge and skills to the standard that would be expected of a senior Detective with officers developed in this way performing little better than novice Detectives. It was identified that in order to develop senior Detectives who greatly outperform novice Detectives required ongoing professional development and accreditation including standardised training, evaluation and development (Fahsing and Ask, 2016). Using and demonstrating this higher level of knowledge, skills, experience and professionalism then leads to improved perceptions of Investigative Coordinators (Westera et al, 2016).

The QPS (2003) has previously identified factors influencing poor perceptions of Investigative Coordinators and their career prospects by other police. In addition to the poor perception of Detectives by first year Constables, 73% of officers with four to five years' service believed working in plain clothes was a distinct career disadvantage (QPS, 2003). This perception was almost universally held by Investigative Coordinators with 98% of Detective Senior Sergeants reporting there were more career opportunities in uniform. This was particularly highlighted for Detective Senior Sergeants seeking promotion to the rank of Inspector where the recognised method to

obtain and demonstrate the requisite skills and experience was as a substantive officer in charge of a large uniform station and undertaking relieving in an array of other uniform roles as development (QPS, 2003).

Mayes (2014) reconfirmed the poor perceptions related to the role of Investigative Coordinators and their career prospects. She noted a perception that Investigative Coordinators were poor managers of their staff and that working in plain clothes was disadvantageous to an officer's career. Of particular note was that Mayes (2014) identified that it was not the type of work performed by Detectives and Investigative Coordinators that was primarily responsible for the negative perception of Detectives but rather the perceptions of the Detectives themselves.

Addressing positive perceptions of effective Investigative Coordinators Smith and Flanagan (2000) reported the most cited positive perception was their leadership ability. This was particularly noteworthy in the context of the perceived high levels of communication and leadership exhibited with a wide variety of people involved in the investigative process. Of particular note was the attention provided to minor support staff which contrasted with negative perceptions junior QPS members reported of their interactions with QPS Detectives (Smith and Flanagan, 2000) (QPS, 2003). It was further noted effective senior investigators demonstrated the highest levels of professional integrity and demonstrated a clear appreciation and foresight of the consequences of their decisions (Smith and Flanagan, 2000).

3.8 Queensland Societal Trends

An understanding of the current and anticipated future societal state of a community is crucial to the ability to plan for the future roles of policing including that of Detectives and Investigative Coordinators. This may then impact on the desired knowledge, skills, experience and attributes of Investigative Coordinators. Major trends likely to significant impact this include significant population growth, increased demand for resources and services, an ageing population and increased diversity.

Queensland's 5 million residents are spread across an area of around 1.85 million square kilometres (TSOQ, 2019). Over 2.3 million people reside in Brisbane alone, rising to close to 3.5 million across the south east, including Toowoomba, the Sunshine Coast and the Gold Coast areas (TSOQ, 2019). In total over 4 million of Queensland's

five million residents reside in the state's ten largest cities that dot the eastern coastline from the Gold Coast to Cairns (including Toowoomba) (TSOQ, 2019). The remaining million residents are spread out across regional, rural, remote and island communities.

Queensland's annual gross domestic product and exports approximate 327 billion dollars and 73 billion dollars respectively (TSOQ, 2019). Queensland also contains approximately 238 hospitals, 56 commercial airports, 18,748 schools, 9 universities and 437,640 businesses (97% are small businesses) with the private sector providing 86% of all jobs (TSOQ, 2019).

Obtaining suitable employment is essential to enable individuals, families and communities to participate fully in society, provide a source of purpose, meaning, achievement and quality of life (TSOQ, 2019). Critically approximately 10% of young Queenslanders are not only unemployed they are also not engaged in any education or training programs that will enable them to obtain suitable current or future employment (TSOQ, 2019). Of further concern is that low levels of education and literacy correlates to an increased likelihood of interactions with the criminal justice system (including significantly to the overrepresentation of Indigenous Australians) (Wise et al, 2018).

The population of Queensland is expected to rise by approximately 2 million and reach 7 million within 20 years with the population of south east Queensland alone expected to reach 5.3 million in the same timeframe (TSOQ, 2018). Within 45 years the state's population is expected to grow further to between 7.8 and 11.6 million. This will increase the density and scale of urban areas. Whilst the proportion of single person households is anticipated to increase by 60%, conversely cost of living and other societal factors will lead to more and larger group, multi-generational and multiple family households (AG, 2019). This includes multigenerational households with older Australians living with their children's families and adults who remaining in their parent's households as well as other multi and blended family groups.

The median age of this population is anticipated to also rise from its current state of 37 years (TSOQ, 2019). The proportion of the community aged over 65 is anticipated to increase from around 15% (currently) to 20% (in 20 years) and up to around 25% (in 45 years) (TSOQ, 2018)

The health and wellbeing of Queenslanders is of concern to the Queensland government with from a physical perspective over a third of children and around two

thirds of adult's body weight outside the healthy range. The psychological wellbeing of Queenslanders is also of ongoing concern with an estimated 50% of the population anticipated to experience mental illness during their lifetime and an average of over 600 suicides in Queensland annually (TSOQ, 2009).

The diversity of Queensland's population is anticipated to continue to grow with currently over 21% of the population born overseas (and rising) and over 13% of households speaking a language other than English in their house (TSOQ, 2018). Evidence of the rapid rise in cultural diversity in Australia is aptly demonstrated by the significant changes in religious affiliation over ten years to 2016. Whilst there was a 3.8% decrease in Christianity there were significant increases in Hinduism (197%), no affiliation (90%), Islam (78%) and Buddhism (35%) (Markus, 2018).

These changes in the fabric and structure of society are crucial to future planning for the wider QPS and (specific to this research) the future role of Detectives and Investigative Coordinators. In order to truly implement effective community and victim centric policing strategies focussed on harm minimisation and the prevention and disruption of crime will require significant insight into and engagement with the wider community by Detectives and Investigative Coordinators.

3.9 Queensland Crime Trends

Critical to planning for Detectives is an in depth understanding of crime trends. This is crucial as whilst official crime statistics show that overall crime appears to have significantly decreased over the last 20 years in Queensland there are numerous factors affecting this and in many important areas there have been significant increases in the true rate of crime and victimisation, particularly since the mid 2010's. An understanding of the true state of crime and the relative harm caused by it is crucial to the effectiveness of policing responses particularly those focussed on victim centric approaches including prevention, disruption and harm minimisation.

Whilst all Police hold responsibility for addressing crime there is a particular focus on the role of Detectives (particularly around serious and bulk crime). If crime is decreasing Detectives see this (along with the number of offenders arrested and charges preferred) as evidence of success whilst conversely when crime increases there is significant pressure on Investigative Coordinators to implement strategies to address

this increase. There have been significant changes in both the rate and type of offences being committed in Queensland in recent years. The official Queensland Crime Report (QGSO, 2019) shows that over the last two decades:

- Offences against property declined by 41.3% to just over 5000 per 100,000 population;
- Offences against the person declined by 13.4% to around 730 per 100,000 population; and
- Other offences rose by 56.6% to around 4500 per 100,000 population.

Critical to understanding of these (and any crime statistics) is that they are based on rates of reported crime and recognising that there are many other factors that can influence reported rates of crime other than the actual numbers of crimes being committed. Rates of crime can be both under and over reported due to numerous factors. Changes to legislation can both increase crime rates (through introducing new or strengthening laws such as for domestic violence) (QGSO, 2019) or reduce crime rates (such as decriminalisation of drug and other offence). Similarly, the level of proactive enforcement action undertaken by police can dramatically increase or decrease crime rates (such as for traffic, drug and weapons licencing offences).

Critical to the quality of crime statistics is the unknown level of underreporting of crime (i.e. when crime occurs but is not reported to police). This underreporting of crime can be for a wide variety of reasons including (QGSO, 2019):

- Difficulty in accessing policing services to report crime;
- Fear of repercussions from the offender (for example domestic violence);
- Lack of faith in police or justice system; and
- Mistrust or fear of police or the justice system (due to negative previous interactions or perceptions).

Another factor affecting crime statistics is the unknown rate of under recording of crime. This occurs when a crime has occurred but is not recorded as occurring by police. One important example of this that potentially greatly affects Queensland crime statistics is internet or technology enabled offences. For these offences while the victim may live in Queensland if the offender is located interstate or overseas when

they do the act, the offence is taken to have occurred in that other jurisdictions and not officially recorded in Queensland (despite the victim being in Queensland when the offence occurred). This outcome potentially could result in significant underreporting of identity, credit card and internet-based fraud offences.

Offences against property have the overall highest reported rate at just over 5000 per 100,000 falling from close to 9000 per 100,000 around 2000 (QGSO, 2009). Whilst offences against property have fallen by 41.3% over the last 20 years a closer examination shows they reduced substantially through the early to mid-2000's but have consistently risen since 2014 and are at their highest levels since 2007.

Notable trend information for specific offences against property over the last two decades includes (QGSO, 2019);

- Unlawful entries to dwelling reduced by 63.1% overall but has risen around 20% since 2014 to 487 per 100,000;
- Unlawful entry to shops reduced by 82.3% overall to 42 per 100,000;
- Property damage excluding arson reduced by 59.4% to 1790 per 100,000;
- Unlawful Use of Motor Vehicles reduced by 48.2% overall but has been on the rise since 2014 to around 300 per 100,000;
- Stealing from vehicles has varied but overall reduced by 43.7%;
- Fraud offences have been variable with no overall obvious trend;
- Credit card fraud fell from 2003 to 2009 but has risen ever since to its highest level of 283 per 100,000;
- Identity fraud has consistently risen since 2012; and
- Cheque fraud declined dramatically 98.3% to just 2.3 per 100,000.

Offences against the person have trended downwards overall with a 13.4% decrease. There has however been an upward trend since around 2014 but the rate of offences against the person is still significantly lower than either offence against property or other offences. Notable trend information for specific offences against the person over the last two decades includes (QGSO, 2019):

- Homicides reduced by 59.4% to 0.9 per 100,000;

- Rape (and attempted rape) increased by 80.8% to 46 per 100,000;
- Other sexual offences decreased by 38.3% to 84 per 100,000;
- Robberies (both armed and unarmed) have overall reduced by around 60% however have both risen markedly since 2015; and
- Other assaults were variable, generally falling then increasing since around 2014.

Other offences have overall trended upwards to almost the same rate as property offences (and in 2015-2016 actually exceeded property offences). There have been dips in this upward trend including around 2009 to 2011 and since 2016. The principal driving factors behind this appear to be domestic violence, drug and good order offences (QGSO, 2009). Notable trends for other offences over the last 20 years includes:

- Breaches of domestic violence orders has risen by 269.8% with the rate of rise continuing to increase (probably the most significant increases in reported offences over the last 20 years);
- Drug offences overall have increased significantly with;
 - Trafficking drugs increasing 136.5%;
 - Supplying drugs increasing 79.9%;
 - Possessing drugs increasing 51.9%;
 - Other Drug offences increased 74.7%; whilst
 - Producing drugs reduced 39.7%; and
- Weapons offences are at same rate as 20 years ago however this disguises the fact, they effectively reduced by half over 10 years then doubled again over the next 10 years to 157 per 100,000;

Overall QSOC (2019) provided three primary findings for the 20-year crime trends for Queensland namely:

- Reported crime dropped substantially between around 2000 and 2010;
- There have been upward trends since the mid 2010's in many crime classes; and

- Many crime classes varied up and down over the period.

These crime trends are particularly noteworthy when compared with the rates of community concern for people that they will be victims of crime (QPS, 2020b) including:

- 38% concerned of a physical assault in public (whereas in reality the rate of domestic violence is much higher and rising at a dramatic rate);
- 29.2% concerned of a terrorist incident (whereas the rate is almost nil);
- 57.8% housebreaking and 49.5% motor vehicle theft (with both below pre 2000 rates but on the rise); and
- 67.3% for fraud and 65.5% for internet-based crime (these are variable but would require more research due to likely under reporting and under recording).

The general downwards trend of crime over the last 20 years appears to correlate with national trends however there is particular cause for concern with the dramatic and escalating rate of increase of some offences like domestic violence and the generally upwards trend of a wide variety of offences against property and people in recent years (QSOG, 2019). Evidence indicated that generally these sorts of changes in crime rates are linked to changes in economic conditions, societal demographics, changes in policing strategies and drug usage (QSOG, 2019). These upwards trends for various offences must be of concern to the QPS and its members particularly in the context of a shifting focus to victim orientated policing prioritising prevention, disruption and harm minimisation. The role of Investigative Coordinators will be crucial to the QPS ability to address this increase in crime as they are the ones who must lead the way (with their investigative teams) in developing strategies to prevent, disrupt, respond to and investigate this crime.

3.10 Policing Trends

Along with the ever-present changes to society and the technology and crime trends that have been occurring and will continue to occur, there have been and will continue to be significant changes and trends in the way policing organisations operate, the role

of police and the role of Detectives in Queensland (and Australia). In a similar manner to examining societal and crime trends analysing policing trends in recent history enables us to see the progression from the past, into the current status and can assist us in projection into the future.

Sarre and Prenzler (2016) identified a number of policing trends for the impact they have had in changing policing in Australia over the last thirty years. These trends and developments include innovations and themes and a combination of both. Specifically, those referenced here can be seen to have impacted the role of Detectives, or are anticipated to impact Detectives with the changing focus of the QPS.

Community Policing has had a resurgence in Queensland (and Australia) and represents a shift away from the prevalent policing models of the 70's and 80's which minimised community engagement and diminished the connection between police and the community. These models closed smaller community stations, moving local police officers who were known to and knew their communities and replaced them with large hub style stations and a faceless model of policing where officers reactively patrolled and were tasked across larger divisions and areas. They prioritised optimal use of staff and resources to respond to incidents but ultimately did not bring the anticipated reduction in crime (or community fear of crime) or improve the public's satisfaction with policing (Sarre and Prenzler, 2016). Following this period, the swing to Community Policing being a core philosophy spread across Queensland (and all of Australia). In the QPS it manifested as full-time policing roles and facilities including community police beats, shopping centre shopfronts, school-based police officers and Police Citizen Youth Clubs. Additionally, many police took additional roles such as adopt a cop's, neighbourhood watch and community consultative and engagement roles.

Partnership policing is strongly linked to community policing however the connection and partnership is generally with other government departments and agencies and non-government agencies (Dixon, 2005). Particularly for investigations into child abuse and welfare, Detectives have long conducted joint and cooperative investigations with other government agencies including child safety, education and health. In a similar manner, investigators have formed partnerships with both government and non-government agencies providing support services to vulnerable victims (such as victims

of domestic and family violence). Multi-agency and jurisdictional taskforces are also more and more common particularly for organised crime crossing borders.

In 2020 the QPS and Department of Youth Justice commenced a partnership 'Joint Responder model' proactively addressing youth crime and at-risk youth. This model also draws in other government and non-government agencies working to support at risk youth and divert them away from criminal behaviour.

Diversionary practices and programs as the name suggest are designed to divert offenders away from negative engagement with the justice system. At their core, they are based on a very simple principal the more engagement a person has with the justice system the higher the probability of more engagement and diverting people away from the judicial system was much more effective if they never became involved in the system (Sarre and Prenzler, 2016).

In Queensland specifically for young people this could involve Cautioning and/or Youth Justice Conferences. Cautioning involves a formal (or sometimes informal) process involving a police officer, young person and a support person (parent) and is usually for more minor or first-time offenders. Youth Justice Conferencing becomes a more formal meeting process with victim, community members and a chairperson presiding and is generally for more serious or repeat offenders. Both processes however are designed in some ways to be restorative with the young person admitting what occurred, understanding the impact on others and may include apologies to victims and agreements for restitution, community service or engagement with education and support services.

Diversionary practices are not just for young people either. In Queensland for minor drug (cannabis) offences diversion to a health counselling session had long been the preferred outcome rather than court proceedings. There is also capacity to use cautioning for adult offenders in particular circumstances. A simple example could be a vulnerable person stealing food or other necessities of life who is formally cautioned and referred by police to support services to address their genuine needs.

Problem orientated and evidence-based policing focusses policing away from reactive policing (random patrols and attending calls for service) towards a proactive policing approach designed to prevent crime. The focus is on understanding the underlying

causes of the crime and tailoring the policing (often using a community and/or partnership based) response to prevent the crime (or incidents) from occurring.

Education and training are another area of incredibly important change. As the Fitzgerald Inquiry (Fitzgerald, 1989) highlighted, in Queensland one of the contributing factors to dishonest and corrupt behaviour amongst police was a lack of appropriate education and training and there was a need for a higher level of focus on quality education and training. More and more it has been recognised within policing agencies (like in other adult education) the training needs to move beyond the concept of classroom lecture-based training. There needs to be greater focus on ongoing learning and development more closely aligned with what the staff are actually engaged in in the workplace (EFMD, 2012).

This shift aligns with significant research that adults learn best through doing, not knowing (EFMD, 2012). In the workplace this means learning is achieved not through attending lectures but (like Kolb (2005) describes) a cycle of learning through workers experiencing, practicing, sharing, discussing and reflecting (EFMD, 2012). In particular research indicates the vast majority of adult learning happens informally with some studies showing for adult learning 70% occurs through doing, 20% through sharing with others and only 10% from formal education (Petterd, 2018). This is commonly referred to as the 70, 20, 10 model of adult education.

In a similar manner as refocussing on partnerships, policing agencies are similarly seeing the benefit of external engagement in the education and training of staff. There is growing recognition amongst policing agencies of the advantages of staff completing external study (particularly undergraduate and post graduate studies). There is also recognition of the triple benefit of encouraging partnerships between policing agencies, universities and researchers where each party benefits from mutually beneficial research on policing issues.

Technological advances have revolutionised policing and particularly the role of Detectives. Whereas once Detectives relied primarily on witness statements to prove offences, more and more the crucial evidence is being provided via the use of technology. Some of this technological evidence comes from police themselves whether through digital audio and/or video recordings made by officers and the wide and varied range of forensic examination tools available and used by police. Similarly,

the proliferation of security and CCTV monitoring whether by councils, private security or the public themselves provides significant evidentiary value (Sarre, 2014).

Legitimacy and procedural fairness are critical to the effective operation of policing agencies with evidence showing over recent times the public are much more likely to comply with laws if they believe the laws and police are fair and legitimate. Police need to foster good perceptions in the community emphasising police be impartial, hear public concerns, make impartial decisions and explain those decisions (Tyler, 2003). As reported previously (section 3.6) in Australia policing has remained one of the most trusted professions and policing agencies one of the most trusted institutions (ANZPAA, 2019).

Overriding all these factors is the principal concept of governance and management. At their core, police departments as government agencies are responsible for their contribution to achieving government objectives. This is exemplified in policing agencies with adherence to Moore's (1995) principles of creating public value. This is focussed on a strategic triangle of three interdependent processes namely:

- Defining Public Value – what is it the organisation should be achieving;
- The Authorizing Environment – authority from government and community; and
- Operational Capacity – harnessing staff and resources effectively and efficiently to achieve the desired outcomes to deliver value and quality outcomes.

In order to measure this public value, there are four domains of analysis being (Moore, 1995):

- Outcome Achievement – the extent publicly valued outcomes improve;
- Trust and legitimacy – the extent the organisational activities are trusted and perceived as legitimate by the public and stakeholders;
- Service Delivery Quality – the extent the services delivered are of a high quality and considerate of user needs; and
- Efficiency – the extent with which the organisation is achieving maximum benefit with minimal resources.

Over the last thirty years all of these trends in policing have had significant effects on the role Detectives perform and the way the role is conducted. Particularly relevant are

the shifts towards community and partnership policing and harm minimisation strategies such as diversionary practices which have gradually shifted the focus of Detectives away from a singular focus on arresting offenders and towards prevention, disruption and harm minimisation. Extrapolating these changes along with others such as societal, crime and technological changes will be crucial for future planning and the future role of Detectives.

3.11 Challenges for the Future

Westera et al (2013b) provides four significant challenges anticipated to impact on Detectives into the future. These challenges (identified by Westera et al (2013b)) are recruitment and retention, technology, training and ongoing development and accountability. Whilst these challenges are for all Detectives it naturally follows that as front-line leaders addressing these challenges will be critical challenges for Investigative Coordinators.

Recruitment and retention are amongst the most commonly cited challenges for the future for Detectives both anecdotally and in literature. In Westera et al (2013b) this was the most commonly reported future challenge for Detectives across Australian policing jurisdictions. In the Queensland context both QPS (2003) and Mayes (2014) highlighted significant issues around recruitment and retention. QPS (2003) identified cultural issues between uniform and plain clothes officers and perceptions of a distinct career disadvantage as principal detractors for police seeking a career as a Detective. Mayes (2014) identified these same themes expanding on them to include excessive workload, poor management, issues with 'Detective Training' and lack of appropriate compensation. Westera et al (2013b) highlighting these themes were exacerbated by a vicious cycle where the inability to fill positions (for the listed reasons) translated into ever increasing workloads, inability to undertake development opportunities and reduced work life balance making both recruitment and retention more difficult. This long-term pattern affecting both recruitment and retention must logically have a detrimental effect on the quality, work performance and wellbeing of Detectives and Investigative Coordinators.

Technology has been identified as a major challenge for current and future Detectives. Westera et al (2013b) stated Detectives reported extreme difficulty in keeping up with

technology and with the increasing rate of change of technology, this situation seems likely to continue or increase. Challenges around technology cover a variety of areas including, technology enabled crime, methods available to identify and gather evidence and the changes to the investigative process (Westera et al, 2013b). Advances in technology have also meant an ever-increasing range of offences, crime types and new methodologies being used to commit crime.

In some cases, technological advances have all but eliminated certain crime types (such as cheque fraud) which are being replaced by cybercrime including online identity theft and fraud (QGSO, 2019). Technology had also enabled emerging crime trends such as proliferation of child exploitation material, cyber bullying, 'grooming' of children by paedophiles, stalking and domestic violence offences.

Detectives face ever increasing challenges in identifying and then sourcing appropriate evidence. Due to the global technological landscape many technology-based offences are committed by offenders in other states or countries where responding local police do not have jurisdiction to act. In a similar manner, Detectives expressed difficulty in accessing evidence with the required data often encrypted, stored in 'the cloud', in possession of foreign owned/based corporations or otherwise out of reach of investigators. Conversely Detectives also report when data is able to be accessed, difficulty is had in obtaining sufficient resources to properly analyse the data (from a wide variety of sources including security footage, computers, mobile telephones, email accounts and social media platforms) (Westera et al, 2013b). Once gathered and analysed Detectives then express difficulty in presenting this evidence in court in an admissible and usable format.

Finally, Detectives' principal concern regarding technology was its potential to negatively impact the overall investigation. This includes not only the significant and time-consuming use of resources it takes to identify, gather and analyse technological evidence, but the detriment it causes to the other aspects of the investigation and the investigative skills of Detectives. Particularly amongst senior Detectives there are concerns the focus on technology is diminishing what they see as the most crucial skills for Detectives, being the ability to communicate effectively with people (Westera et al, 2013b).

Accountability is a significant challenge for the future with Detectives themselves identifying two distinct (but interrelated) aspects being the external scrutiny of police and the subsequent increase in bureaucracy. Whilst trust in Queensland Police remained high up to and including 2019 (AG PC, 2020), post 2020 (Covid-19, Black Lives Matter and a declining trust environment) it is unknown where this level will sit whilst trust in government institutions in general remains relatively low. To maintain the public trust, police need to focus on the public perception of policing across four areas namely (QPS, 2020b):

- Effectiveness, are police doing what is expected of them;
- Value Alignment, do police understand and mirror the needs and values of their communities;
- Fairness, are police consistent and fair in the execution of their duty; and
- Intentions, are police making the right decisions for the right reasons.

The push for increased accountability is intrinsically linked and inverse to the level of public trust across each of these four areas. First for Detectives and Investigative Coordinators in particular the often-high profile nature of (and high level of scrutiny placed on) their investigations along with pressure to convict, and risk of failure to convict or wrongful convictions create a heightened ability to diminish this trust (Gross et al, 2005: Westera et al, 2016). When this trust diminishes, or is broken, the push for greater accountability increases. This leads to the second aspect of increased accountability which is the increase in oversight and bureaucracy. Whilst the need for oversight and bureaucracy is not disputed it must be carefully balanced. With finite resources and staff, every increase in oversight and bureaucracy means Detectives spend less time actually investigating matters and more time in administrative and oversight processes (Westera et al, 2013b). This could be particularly problematic when Investigative Coordinators become focused on administrative and reporting oversight processes rather than leading, supervising and managing their staff and investigations.

Training and ongoing development is one of the most cited challenges for future Detectives and is intrinsically linked to each of the other major future challenges identified. Initial training for Detectives is consistently identified as a barrier to recruitment with problems associated with “Detective Training”, balancing operational and training requirements, delays in accessing training and lack of

recognition for completion common themes (QPS, 2003; Mayes 2014; Westera et al 2016a). Specific issues with “Detective Training” itself include outmoded training methods and lack of relevance (Westera et al, 2016a). In a similar manner lack of ongoing training and development for more experienced and senior Detectives is identified as a significant barrier to retention (QPS, 2003; Mayes 2014).

Ongoing training and development are crucial to ensure Detectives maintain currency with emerging technological advances including technology enabled crime, methods available to identify and gather evidence and resultant changes to investigative processes (Westera et al, 2013b). This training needs to be across a broad range of investigative roles (rather than confined to specific crime types) to avoid narrowing of expertise. (Westera et al, 2016a). Additionally, other aspects of adult education and learning that can significantly contribute as part of a training and development strategy include networking, peer to peer development, conferences and symposia. Finally, appropriate robust, accredited and standardised training and development programs develop Detectives that are higher performing (Fahsing and Ask, 2016), possess greater knowledge, skills and experience and reduces the risk of dishonest and corrupt conduct (Fitzgerald, 1989).

3.12 Strategic Priorities

Understanding of the current role of Detectives and Investigative Coordinators and some projected factors (including societal and crime changes) that will impact Detectives into the future will assist in determining appropriate strategic level priorities of the role of Detectives into the future. This is determined ultimately by the Commissioner of Police with their senior leadership team to meet government priorities.

On 8 July 2019 Katarina Carroll APM was sworn in as the 20th Commissioner of the QPS (QPS, 2019d). In the years immediately preceding this the QPS experienced a period of minimal change and innovation with only incremental changes to the overall vision, strategic objectives, strategies and performance indicators (QPS, 2018: QPS 2019a). Through organisational planning these strategic objectives provide the strategies, priorities and performance indicators for planning right down from the strategic level, to regions, districts, individual work units and individual members.

This incremental change contrasts with the significant societal, crime and policing changes identified as having occurred in recent years and anticipated to occur in the near future.

To ensure the QPS is empowered to address the identified significant societal, crime, technological and police changes occurring, in 2019 the QPS commissioned an independent Strategic Review of the QPS commonly referred to as the Greenfield Report (GSA, 2019). Critically this review identified the demands on the QPS are changing (as they are globally on law enforcement). Particular changes to demand include as a result of changing crime types, increased disaster management requirements, complex societal issues and increasing community expectations (GSA, 2019). Emergency calls alone have risen 59% with overall calls for service increasing 48% over five years (GSA 2019). This correlates strongly with significant increases in crime rates over a similar period (QGSO, 2019). With finite resources, this is clearly not sustainable.

Of the key observations the following are most relevant to Detectives and Investigative Coordinators (GSA, 2019):

- Organisational Structure;
 - Intelligence sections have grown 249% in 8 years (but it is unknown to what extent Detectives are harnessing this increased capacity); and
 - Central functions appear better resourced than regional functions (resulting in higher workloads for regional Detectives in comparison with those based at Police Headquarters);
- Central Functions;
 - Central functions hosted in regional areas can be affected by confusion regarding hosted sections business rules, disconnection to local priorities, siloing and adverse environments (affecting Detectives working in Child Protection Offender Registry and Major and Organised Crime Squads);
- Regional Operations;
 - Regional Detectives lack capacity to deal with demand (aligning with a similar lack of capacity amongst other regional police); and
 - Specific demand impacts including;

- Domestic and Family Violence (increases in rates of offending and increased administrative requirements);
- Youth Justice (impact of recidivist offenders); and
- Doing work of other agencies outside business hours (including child protection);
- Culture and Engagement;
 - Poor internal engagement and communication across the QPS; and
 - Inconsistent approaches to cultural change; and
- Health and Wellbeing
 - QPS officers have higher rates of psychological distress, diagnosis of mental illness and suicidal ideology than the general population;
 - Fatigue management (caused by excessive demand); and
 - Siloing and isolation of some officers (particularly in hosted roles).

Following the findings of this significant review the QPS implemented a new strategic plan heralding significant changes from previous strategic plans (QPS, 2020g). The current vision of the QPS, ‘Queensland – the safest state’ provides a clear and unambiguous aspirational vision of ensuring the safety of all people in Queensland. The simplicity of the statement ensures clear messaging and a singular focus that all policing activities should be strategically aligned to ensuring public safety as a priority. The ongoing shift in the investigative role statement of Detectives away from a focus on offender centric policing (focussed on investigation and arrest) towards victim centric policing (focussed on harm minimisation through proactive prevention and disruption of crime) is strategically aligned to contributing to making Queensland the Safest State.

The strategic plan of the QPS identifies its purpose as being ‘Together we prevent, disrupt, respond and investigate’ (QPS, 2020g). This purpose is underpinned by four values of Integrity, Professionalism, Community and Respect and Fairness (QPS, 2020e). The purpose and values statement act to operationalise the manner in which the vision of ‘Queensland – the safest state’ is to be realised. There is clear intent to shift away from traditional reactive policing (respond and investigate) towards proactive (victim centric) policing (prevention and disruption) whilst breaking down siloes with a focus on inclusiveness, teamwork, community and partnership (QPS, 2020g). (See Appendix A and B).

Concurrent with this development in 2020 the QPS implemented the Service Alignment Program (SAP) focussed on realigning the QPS to ensure resources are allocated and deployed where they are most needed. This program is intended to impact on every area of the QPS delivering change and results through local solutions to meet local needs, improved teamwork and partnerships and supporting operational frontline officers (QPS, 2020h). The central focus of the SAP is to (QPS, 2020h):

- Build effective, efficient and responsive policing services;
- Balance the focus across prevention, disruption, responding and investigating; and
- Build a connected and engaged workforce who demonstrate alignment to QPS organisational values.

3.13 Leadership Competencies for Queensland

The QPS as part of the Queensland Public Service follows the Queensland Public Service Commission (QPSC) Leadership Competencies for Queensland model. This model dictates a level of leadership responsibility (in collaboration with others) for all members of the QPS regardless of their individual rank, role or formal management/leadership responsibilities (QPSC, 2019). The model further states the importance of leadership as being that it is the foundation on which success is built and empowers delivery of innovation, high performance and future focus to benefit Queenslanders.

This model identifies in simple language three overall themes encompassing eleven leadership qualities that demonstrate what effective leadership looks like (across all ranks or roles). The three themes and eleven leadership qualities are (QPSC, 2019);

- Vision;
 - Leads Strategically;
 - Stimulates Ideas and Innovation; and
 - Leads Change in Complex Environments;
- Results;
 - Develops and Mobilises Talent;
 - Builds Enduring Relationships;

- Inspires Others; and
- Drives Accountability and Outcomes; and
- Accountability;
 - Fosters Healthy and Inclusive Workplaces;
 - Pursues Continuous Growth; and
 - Demonstrates Sound Governance.

The leadership competencies for Queensland model defines five levels or streams of leadership (and their corresponding QPS ranks) being (QPSC, 2019);

- Individual contributors who generally deliver through self-management or guidance from Team Leaders and who generally do not supervise others (Constables and Senior Constables);
- Team leaders who generally deliver through management of small teams under direction of a Program Leader (Sgt and S/Sgt);
- Program Leaders who generally lead multiple team leaders or projects under direction of more senior Program Leaders or Executives (Inspector, Superintendent and Chief Superintendent);
- Executives who generally lead a specific function or geographical area leading multiple Program Leaders and other Executives (Assistant Commissioners and Deputy Commissioners); and
- Chief Executive/s who leads the entire agency or department (Commissioner).

For each level or stream of leadership the Leadership Competencies for Queensland model provides a recommended balance of responsibility between specialist/technical (knowledge and skills) and leadership/management (knowledge and skills). The recommended balances provided by the QPSC are:

- Individual contributors (Constables and Senior Constables);
 - 80% Specialist/Technical and 20% Leadership/Management;
- Team leaders (Sgt and S/Sgt);
 - 60% Specialist/Technical and 40% Leadership/Management;
- Program Leaders (Inspector, Superintendent and Chief Superintendent);
 - 20% Specialist/Technical and 80% Leadership/Management;

- Executives (AC and DC); and
 - 100% Leadership/Management;
- Chief Executive (Commissioner);
 - 100% Leadership/Management.

Whilst not the primary focus of or key issues affecting this research the application of leadership qualities and balancing the responsibilities of Investigative Coordinators are relevant concepts to be considered in the selection, training and development of Investigative Coordinators. Alignment with the leadership qualities detailed in L4Q will also facilitate the wider QPS aligning with higher level government strategic priorities.

3.14 Key Knowledge, Skills, Experience and Attributes of Detectives

Westera et al (2016b) conducted research in Australia and New Zealand to identify the most important skill categories for Detectives. It was highlighted that Detectives require a diverse range of skills to undertake the sometimes challenging and complex role. The 11 most cited categories of skills of effective Detectives were identified as (Westera et al, 2016b):

- Communication - with influence to a wide range of people to achieve the desired outcome;
- Motivation - committed and passionate to seek the truth achieve justice for victims;
- Thoroughness – methodical and detail orientated to all aspects of the role;
- Decision making – making clear and logical decisions whilst remaining flexible and open minded;
- Management – of people, resources and investigations;
- Experience – applies a variety of policing and life experiences to achieve outcomes;
- Leadership; leads by example and builds confidence in subordinates through quality decision making and communication;

- Knowledge – of relevant legislative provision and investigative techniques and desire to learn;
- Resilience – to manage high levels of professional and personal pressure;
- Tenacity – to not quit despite obstacles; and
- Teamwork – demonstrated ability to work with others.

Complementing this list of skills ANZPAA (2017) in their education and training guidelines identified seven core qualities (or attributes) for Detectives with four of these matching those identified by Westera et al (2016b). These seven core personal qualities are considered separately to knowledge, skills and experience that can be taught or developed through training and development. Critically ANZPAA identified these seven qualities were not intended to supersede selection and promotion processes or be a core element of curriculum for training of Detectives, rather they were personal qualities to be promoted, identified, nurtured and developed. The seven core personal qualities of Detectives were (ANZPAA, 2017):

- Leadership – of teams and liaison with internal and external stakeholders;
- Professionalism – in investigations and judicial processes;
- Engagement – through partnership with the community;
- Decision making and problem solving – in sometimes complex and time pressured situations;
- Communication and interpersonal skills – with a wide range of individuals and groups;
- Self-reflection – and flexibility to ensure continuous monitoring and development of self; and
- Teamwork – through developing positive relationships and understanding team dynamics to actively contribute to and lead teams.

3.15 Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators

Whilst Westera et al (2016b) builds on a history of previous research on the role of Detectives there appears to be very little (particularly current) research on the specific knowledge, skills, experience and/or attributes of Investigative Coordinators

(particularly in the context of policing in Australia). Smith and Flanagan (2000) identified the key skills, attributes and personal characteristics of effective senior investigating officers in the United Kingdom. The research identified 22 key skills organised which could be broadly grouped into three areas being (Smith and Flanagan, 2000);

- Knowledge – including across a variety of leadership, management and Investigative areas;
- Management Skills – encompassing management of people, investigations and general management; and
- Investigative Ability – including obtaining and assessing information and developing and prioritising Investigative strategies.

Whilst three groupings were identified into which the 22 skills could be broadly grouped there is such significant crossover with most of the skills contributing to multiple groupings they cannot be easily pigeonholed into a single grouping. The full list of 22 key skills is (Smith and Flanagan, 2000):

- Adaptation;
- Administrative competence;
- Appraisal of information;
- Appropriate delegation;
- Awareness of future developments;
- Consultation with the team;
- Decision-making;
- Handling expert advice;
- Innovative investigative style;
- Interpersonal skills;
- Investigative competence;
- Leadership;
- Maintaining professional integrity;

- Managing the communication process;
- Organising the mechanics of the Investigation;
- Planning the investigation;
- Resource management;
- Staff development;
- Staff support;
- Strategic awareness;
- Team-building; and
- Underpinning knowledge.

Smith and Flanagan (2000) asserted that in order to be effective, the senior officer required a combination of skills across all three areas in all facets of their investigative role because deficiencies in one or more areas will lead to substandard or ineffective performance. In acknowledging the diverse backgrounds and experiences of officers it was recognised that different officers will have different strengths and conversely require development in a variety of areas. In some cases, it was recognised that having a diverse team contributing differing strengths can compensate for any areas of apparent weakness in the senior officer (Smith and Flanagan, 2000). Given the range and complexity of the identified skills it was recommended a variety of mechanisms be embraced to assist senior investigators obtain and develop these skills including (Smith and Flanagan, 2000):

- Selecting the right people with the right level of experience;
- Mentoring and shadowing programs to nurture future senior investigators;
- Balancing the delivery of training with the need to obtain real world on the job experience;
- Encouraging self-development; and
- Formal and informal debriefing processes.

Ultimately Smith and Flanagan's (2000) research identified a crucial barrier to development of the required skills was a lack of specific Senior Investigating Officer training (with a program ultimately developed and implemented concurrent to the research). The veracity of these outcomes is endorsed by Fahsing and Ask (2016) who

compared and contrasted the performance of senior/experienced and novice Detectives in England and Norway. In England, where there was an ongoing robust accredited training programs for investigators, the senior investigators vastly outperformed the novices whereas in Norway where this did not exist the senior investigators performed little better than the novices (Fashing and Ask, 2016).

One limitation of the research by Smith and Flanagan (2000) and Fashing and Ask (2016) is that both focussed on the role of senior investigators in the context of traditional reactive (respond and investigate) policing and not in the context of more contemporary proactive (prevention and disruption) methodologies.

Given the significant changes in society, technology, crime, policing methodologies and strategic priorities since this research was completed more current research is required to reflect the current and projected future role of Detectives and Investigative Coordinators and the associated desired knowledge, skills, experience and attributes.

CHAPTER 4: REVIEW METHODOLOGIES

4.1 Research Proposal and Consultation

The initial impetus for this research was a change in management of the Queensland Police Service Detective Training Program (DTP) in October 2017 with the introduction of an experienced Detective Senior Sergeant (with an operational investigative, rather than training background) providing the opportunity for alternative viewpoints, diversity of thought and perspective as to the role Detective Training performed. Building on this enhanced perspective the practitioner researcher conducted a full review of the DTP including consultation with the staff and higher management of the DTP and obtaining feedback from the wider QPS using internal QPS Social media platforms. From this initial analysis and consultation two separate but interconnected areas of focus were identified being;

- The Detective Training Program itself (particularly the curriculum and training methodologies); and
- The wider range of investigations training available to Detectives in the QPS (particularly examining a continuum of lifelong learning and development).

The preliminary literature review focussed on prior research and policies including specific to:

- Detectives in the QPS (QPS, 2003; Mayes, 2014);
- Contemporary research on Detectives (Westera et al, 2013a and 2013b);
- QPS Detective Training and Appointment Policies (QPS, 2011; QPS, 2017a);
- National Training Standards (both Industry and Government) (COA, 2015; ANZPAA, 2017);
- QPS Strategic Priorities (QPS, 2018); and
- Contemporary Adult Education Principles.

Throughout 2018 further stakeholder consultation (including presenting analysis of the DTP, the preliminary literature review and seeking stakeholder feedback) was conducted with;

- DTP course participants;
- QPS Education and Training committees;

- Senior leadership of the QPS to the level of Assistant Commissioner;
- Regional Crime Coordinators (senior Detectives from each region throughout Queensland);
- QPS Detective Appointment Board members;
- Officers in Charge of Detectives; and
- Detective Training Sections from other jurisdictions across Australia.

Based on evidence gathered through the review of Detective training, the literature review and feedback from consultation, the DTP implemented numerous changes to the program including but not limited to;

- Changes to curriculum to reflect contemporary government, policing and societal priorities, trends and factors;
- Changes to training methodologies to better reflect contemporary adult education principles;
- Transitioning the focus of training from overly focussing on the legal framework (judicial and legislative requirements) to better incorporate practical investigation (knowledge and skills) and risk management frameworks (assessment and mitigation);
- Strengthening relevance and connection to stakeholders; and
- Building capacity and capability of the unit through efficiencies and the development of staff.

Concurrent with the ongoing transformation of the DTP separate work was undertaken regarding the development of further training products to enable ongoing and lifelong learning. In November 2018 the all new ‘Introduction to Investigations’ (I2I) program was implemented by the DTP. The I2I was implemented as the first new program in a proposed continuum of Detective Training. I2I was specifically targeted to fit between the basic investigations training delivered to all police and the higher-level specialised Detective Training Program and aligned with the designation of Investigator as per the ANZPAA (2017) guidelines.

Having consideration for Moore’s (1995) principles of creating public value the author (and management of the DTP) determined that prior to making further significant changes to the DTP and the development and implementation of higher (Investigative

Coordinator) level training in the QPS it was appropriate further research was conducted to ensure the validity of any such training.

To achieve this in a cost effective and efficient manner, in November 2018 the practitioner researcher submitted an Expression of Interest to undertake this USQ Master of Professional Studies (Research) program, (supported by the QPS). The stated aim of the original preliminary project proposal submitted in November 2018 was:

To contribute to the Queensland Police Service meeting its Strategic Goals through embracing opportunities to develop, implement and assess innovative and collaborative best practice around the delivery of criminal investigative training including:

1. Ongoing development and improvement of the Detective Training Program (including identifying and implementing improved teaching strategies); and
2. Investigating the Implementation of a new strategy for investigations training moving the focus away from the Detective Training Program operating in isolation towards a continuum of Investigations Training accessible to officers across their career with a focus on lifelong, progressive and continuous learning.

This proposal was supported by line management of the DTP, endorsed by the QPS selection committee and USQ with the research program formally commenced in early 2019. The initial intention was for this research to be partnered and fully embedded with the QPS DTP so that (as had occurred previously during the initial literature review and consultation) the ongoing research could inform ongoing development of the DTP as well as new training and development programs which could then further inform the research.

In 2019 building on the enhanced partnership, consultation and relationships developed and built between the practitioner researcher, the DTP, its clients and stakeholders a formal Detective and Investigations Training Advisory Committee (DITAC) was convened to inform the ongoing direction of Detective and Investigation Training in the QPS.

In mid-2019 DITAC supported and approved a research partnership incorporating the QPS, DITAC, DTP and professional researchers from a different university to conduct

the ‘Detective and Investigations Training Continuum Project’. This new project that appeared similar in focus and scope to the initial proposal for this research (but conducted by professional researchers rather than the practitioner researcher) was prioritised over this research. Throughout 2019 following further consultation with the QPS and USQ, further analysis of the literature review and acknowledging the similarity of the other research project, the scope of this research was dramatically narrowed and reduced to focus on the knowledge, skills, experience and attributes of Investigative Coordinators (specifically Detective Sergeants and Detective Senior Sergeants). This narrowed scope of research was approved by USQ Confirmation of Candidature and QPS Research Committee in 2019 and DITAC in 2020.

4.2 Methodology and Research Design

A person’s research philosophy can be described as their preferred orientation to the conduct of research. In simple terms it is the way an individual believes the data should be obtained, analysed and used. Four of the core research philosophies are heuristics, ontology, teleology and epistemology. Heuristics are a shortcut to simplify a decision-making process (Gigerenzer, 2006). Whilst they have the advantage of simplifying decision making resulting in faster results there is the potential risk of the resultant answer being inaccurate or incorrect. Colloquial speaking heuristic is not simply making a guess but is more of a ‘guestimate’ with the expectation it should be ‘close enough’ to correct.

In considering which paradigm to use for this research project the author used a heuristic approach examining each paradigm using a real-world example of an investigation that would be led by an Investigative Coordinator in the QPS. In this case it was a multi-agency taskforce investigation conducted by the QPS and CCC in relation to what are referred to as ‘boiler room’ fraud offences by the alleged ‘Irish Boys’ syndicate, where offenders use high pressure sales techniques to facilitate investment scams (Willacy and Solomons, 2015). For reference boiler room fraud offences are amongst the offences depicted in popular culture in the movie and book *‘The Wolf of Wall Street’*.

Positivism paradigm would tell us that the investigation was a resounding success based on quantifiable factors such as the key operators of the syndicate being arrested

and facing significant charges, the value of assets restrained and the resultant terms of imprisonment, fines imposed and assets relinquished.

An Interpretivist/Constructivist paradigm would tell us from the viewpoint of the Investigative team that the protracted time frame of the investigation (20 months) was optimal as it enabled a thorough and detailed investigation ensuring all the key operators and principal offenders were identified and sufficient evidence gathered to ensure they were prosecuted to the full extent of the law. This same paradigm from the viewpoint of a victim may conversely consider this timeframe unacceptable, particularly for victims defrauded during the 20-month long investigation given investigators allege the offenders defrauded over \$4 million from victims over an 18-month period (Willacy and Solomons, 2015). Using this approach, a valid argument could be made a prevention/disruption strategy should have been employed as soon as possible to reduce the number of victims and their subsequent losses.

A Realist paradigm would consider this investigation and all the relevant factors including the requisite standard of evidence required to shut down the syndicate, prevent them re-starting elsewhere, arrest and convict the principal offenders and identify, restrain and recover assets and proceeds of crime. This would be balanced against other relevant factors including the need to prevent and disrupt the criminal behaviour in a timely manner to prevent and reduce further harm. Additionally, external factors to be considered would be the potential impact of decisions made in this investigation and how they may impact (either in a positive or negative way) on other significant and related investigations including in relation to allegations of corrupt conduct involving police, private investigators, money laundering and organised crime (CCC, 2016). The use of a realist paradigm ensures all these factors and viewpoints are considered to ensure an appropriate decision is made. It is therefore proposed that a realist paradigm is the researchers preferred method of conducting this research project.

In further considering the research strategies it is important to consider whether the research is exploratory (subjective) or explanatory (objective). Krauss (2005) differentiates that for exploratory/subjective research the information is very clearly seen as a fact, reality or able to be measure whilst explanatory/objective research views the information in its context. Guba and Lincoln (1994) provide further clarification of research strategies in describing how scientific research (particularly mathematics,

physics and chemistry) where there is perceived to be a fixed correct answer are aligned with quantitative research strategies and therefore exploratory/subjective research. Guba and Lincoln (1994) describe how for disciplines like social sciences where the results may be less quantifiable, there is greater alignment with qualitative research and therefore explanatory/objective research. Creswell (2009) reiterates the diverse perspectives in qualitative research including social justice, ideological, philosophical and systematic guidelines and perspectives. As with the previous heuristic example of the varying viewpoints and perspectives on how a DS should best manage the investigation of high-pressure call centre based ‘boiler room’ fraud investigation so too it is anticipated the perspectives of participants in this research may have significant impact. It then follows that a qualitative and explanatory/objective research strategy was used.

Using this methodology, transcripts were completed for all interviews which were then systematically analysed to identify themes and categories from the responses to the various questions. These themes and categories were developed directly from the terminology provided by the participants themselves (rather than using themes and categories from academia or identified through the literature review).

4.3 Data Collection Methods

Creswell (2009) identified four principal data collection methods used in Qualitative Research namely observations, interviews, document review and audio-visual materials (with a variety of options for each method as well as advantages and disadvantages). A range of options from all four methods were considered however due to limitations placed on the research (see section 4.7) the following data collection methods were used:

- Document reviews including;
 - Prior research on Detectives and Investigative Roles;
 - QPS, Government and Industry body materials regarding Detective and Investigations Training;
 - Government and QPS documents;
 - Societal and crime analysis; and

- Interviews which were conducted individually with research participants.

The data collection instrument used consisted of a series of interview questions designed to directly and indirectly prompt responses that would provide data relevant to the primary focus of this research (being the desired knowledge, skills, experience and attributes of Investigative Coordinators). The data collection instrument is attached as Appendix C. All interviews were electronically recorded with the principal researcher preparing full transcripts of all interviews. These transcripts were then provided to the individual participants for review, moderation and approval. It was only following approval of the final transcript by individual participants the data was considered for analysis.

4.4 Data Analysis Methods

Creswell (2009) identifies simplistic and generic data analysis methods incorporating focussing on the identification of four or five themes and then reporting on these. Given the complex nature of the role of Investigative Coordinators and the range of contributing factors it was determined this simplistic analysis would not suffice and a more detailed analysis of the interrelation between factors, themes and issues was required.

The data analysis methodology used in this research was designed and implemented to align with a more detailed approach recommended by Creswell (2009) which included:

- Data collection using a data collection instrument designed to directly and indirectly prompt responses in relation to a variety of aspects and viewpoints surrounding the primary focus of this research;
- Organising and preparing the data for analysis through preparation of full transcripts of all data collected (following approval by research participants);
- Reading all the data (transcripts in their entirety);
- Analysing the data for each question on the instrument individually to draw out the themes for each individual question;
- Coding the data into themes and descriptions using the themes, categories, descriptions and terminology provided by the research participants themselves;

- Interrelating the data between the themes and descriptions so that the themes and descriptions incorporated;
 - the specific individual themes and descriptions identified by individual participants; and
 - collective groupings comprising of a number of individual aligned themes and descriptions that all contribute to or form components of the collective grouping; and
- Interpreting the meaning of the individual and collective themes and descriptions.

(See Appendix D for Qualitative analysis).

4.5 Ethical Considerations

Daft (2007) defines ethics as ‘the code of moral principles and values to govern the behaviours of a person or group with respect to what is right or wrong’ and identifies four sources of ethical values in organisations being personal, organisational culture, organisational systems and external stakeholders. In ensuring ethical conduct of this research, the following was noted:

- Personal ethics: - the researcher has long standing proven high ethics demonstrated by over 20 year in law enforcement including four years in dedicated anti-corruption investigative roles and having also performed duties in education and training roles delivering accredited training and assessment to national VET standards;
- Organisational culture: - the QPS extends significant efforts on creating an ethical culture simply summed up by the organisational wide SELF-test for decision making which comprises of four elements being: Would it withstand scrutiny; Is it ethical; Is it lawful; and Is it fair. USQ in a similar manner extends significant efforts to build a culture of ethical behaviour;
- Organisational Systems: - All QPS research is independently reviewed and approved with this process including a requirement for ethics approval, USQ

also required the researcher to seek Research Ethics Approval prior to commencing the research; and

- External stakeholders: - the research was conducted in accordance with the Australian Code for the Responsible Conduct of Research (Aust Govt, 2018) and the National Statement on Ethical Conduct in Human Research 2007 (Aust Govt, 2007).

4.6 Participants

Participants for this study were identified and recruited with the assistance of senior leadership of QPS State Crime and Intelligence Command and DITAC. All participants were sworn police officers and appointed Detectives in the QPS. Participants in this study can be broadly grouped into the following areas:

- Investigative Coordinators;
- Senior Detectives who directly lead and supervise the Investigative Coordinators; and
- Senior Officers with line control of Investigative Coordinators at a more strategic level.

Twenty officers participated in the research with demographics including;

- 17 were male and 3 were female (due to a combination of the ratio of male to female Investigative Coordinators (section 3.3) and research limitations (section 4.7));
- The average age was 48 (ranging in age from 39 to 55);
- The average experience in appointed Detective roles was 21 ½ years (over 430 years cumulative experience); and
- The average total policing experience was 26 ½ years (over 530 years cumulative experience).

All participants commenced in the QPS as Constables performing uniform general duties before moving into plain clothes investigative roles. All were supervised by Investigative Coordinators and completed the QPS DTP (or a previous version) before being promoted to be Investigative Coordinators themselves. Fifteen of the

participants had performed duties directly leading and supervising Investigative Coordinators, whilst six had performed duties providing higher level strategic leadership and had line control of Investigative Coordinators in more senior roles.

The participants demonstrated significant diversity in their investigative experience including:

- Geographic location of their investigative experience included from every policing region in Queensland encompassing major cities and urban areas, smaller towns, rural areas, remote communities and indigenous communities;
- Diverse Regional investigative experience including, Criminal Investigation Branch, Child Protection Investigations Units, Regional Drug Squads, Regional Stock Squads, Regional Tactical Crime Squads and Uniform general duties;
- Specialist investigative fields including State Crime and Intelligence Command (including homicide squad, fraud and cybercrime, state flying squad, covert operatives, covert surveillance, corrective service investigation unit and child protection and sexual crime groups), Ethical Standards Command and Counter Terrorism;
- External agencies including Australian Federal Police, Crime and Corruption Commission, Queensland Crime Commission, Commissions of Inquiry under the Royal Commissions Act 1902 and Detectives in other policing jurisdictions; and
- Facilitators for the DTP.

4.7 Limitations

Factors which imposed limitations on this research included:

- Formalisation of a formal research partnership between the QPS and separate researchers to conduct similar research to the initial research proposal submitted by the researcher practitioner;
- Prioritisation by the QPS and DTP of the separate research project;
- Conditions of approval of the QPS Research Committee;
- Public Health directions related to the Covid-19 pandemic; and

- Prioritisation of QPS resources, people and capabilities to ensuring the safety and wellbeing of Queenslanders during the Covid-19 pandemic (QPS, 2020f).

Impacts of the limitations upon the research included the;

- Inability to conduct the initial proposed research project;
- Inability to travel to conduct this research;
- Inability to attend relevant conferences, symposia and other training relevant to this research;
- Inability to use widely disseminated research instruments (surveys);
- Inability to conduct focus groups;
- Unavailability of some proposed participants;
- Some issues arising during the research not able to be fully explored; and
- The overall number of participants being limited to 20.

Due to the range, scope and limitations of this research other potentially significant or important issues that arose during this research were not examined in enough depth to enable conclusive themes or conclusions to be drawn. One example of this is potential issues arising around diversity and the gender balance amongst Detectives identified as a possible issue in the literature review but not arising in the data collection or analysis. Conversely the concepts of levels of dependency and interdependency amongst Detectives and Investigative Coordinators (see Section 5.1) was not identified in the literature review and was therefore not subject of specific inquiry and data collection.

4.8 Conflicts of Interest

The author acknowledges the following conflicts of interest. The author has been an employee of the QPS for over 20 years, performed designated Detective and plain-clothes investigative duties for over 17 years (including 8 years as an Investigative Coordinator) and was the Senior Facilitator of the QPS DTP for an additional two years. At the time of data collection, analysis and finalisation of this research the author is performing duties as an Investigative Coordinator.

4.9 Research Question

The stated aim of the original preliminary project proposal submitted in November 2018 was;

‘To contribute to the Queensland Police Service meeting its Strategic Goals through embracing opportunities to develop, implement and assess innovative and collaborative best practice around the delivery of criminal investigative training including:

1. Ongoing development and improvement of the Detective Training Program (including identifying and implementing improved teaching strategies); and
2. Investigating the implementation of a new strategy for investigations training moving the focus away from the Detective Training Program operating in isolation towards a continuum of Investigations Training accessible to officers across their career with a focus on lifelong, progressive and continuous learning.’

As a result of the factors and limitations identified (sections 4.1 and 4.7) the scope of the research was narrowed and redefined to focus on a primary issue believed to be of importance to the QPS and other law enforcement agencies. It is anticipated that this research could be used to inform the development and implementation of training products currently not provided by the QPS specific to the role of Investigative Coordinators. The primary issue is:

‘What are the desired knowledge, skills, experience and attributes of Investigative Coordinators?’

CHAPTER 5: REVIEW FINDINGS – INVESTIGATIVE COORDINATORS

5.1 Detectives, General Information

This research identified strong themes around the changing role and perceptions of Detectives and policing in general. Primarily these themes are aligned with factors identified in the literature review regarding the significant changes that have occurred and are occurring in society, policing and crime trends, a perception of the need for a change of focus for Detectives and the perceived unsustainability of traditional methods, attitudes and perceptions of Detectives. Primarily the biggest shift proposed was to the way Detectives have been traditionally measured which was by easily quantified measures indicating success such as:

- How many people they arrest;
- How many changes they prefer;
- The seriousness of the charges preferred;
- The length of imprisonment for the more serious offences; and
- Property seized, restrained or relinquished from offenders.

There was a clear accord that whilst these are an effective measure of success, they focus and prioritise an offender centric methodology. This perpetuates an environment where the focus is on reactive investigations (a crime is reported, police respond and investigate). With the continual growth in demand, increasing crime rates and limited resources it is anticipated Detectives would become more stressed and overworked, less effective and crime rates would continue to rise. The clear accord was that a change in mindset and practices is required to a victim centric approach to policing and investigations. Detectives should be measuring their success on their impact on the wider community, the welfare and safety of the public and reducing the rates of victimisation and crime. Put simply a victim may take some solace or comfort from an offender being arrested and punished but they would always be better off not having been victimised in the first place.

The clear mandate for a change of prioritisation of investigative strategies to focus on preventing and disrupting crime (along with responding and investigating) was

evident. The overriding factor identified preventing this was simply a lack of clear understanding of how this will work including how to measure and report success and ensure compliance with all relevant legislation, policies and procedures. Of particular note is the clear understanding that whilst police are the lead agency in relation to responding to and investigating crime, preventing and disrupting crime encompass much more complex societal issues which cannot be effectively dealt with by police alone (or often even with police as the lead agency). They require joint multi agency team efforts involving police, other government departments, non-government agencies, the wider public and individuals. To facilitate the required level of engagement requires the alignment of goals, trust, belief and highly effective communication. To achieve this engagement Detectives are identified as needing to exude and consistently demonstrate attributes including professionalism, mutual respect, fairness, integrity and a supportive community minded focus.

One issue arising in the literature review for this research was the significant issue around diversity and gender balances amongst Detectives, Investigative Coordinators and sworn police officers generally. Whilst this arose as a potentially significant issue the scale of this issue was such that it could not be incorporated into the narrowed focus of this research. It is proposed there is significant scope for other research to be conducted around this important issue.

One core issue arising from the research was around differing levels of investigators and the expectation of their engagement with others at each of these levels. This concept was effectively described as looking at investigators for a viewpoint of dependency. This was then defined into three levels of dependency;

- Highly Dependent, (junior) Investigators are highly dependent (on their colleagues and supervisors) as they gain the knowledge, skills and experience required of a competent Detective (and undertake the formal Detective Training Program);
- Independent, development of Investigators should be aligned and focussed to ensure by the time they are ready to apply for their Detective's classification and progress to being Advanced Investigators they are competent managing and conducting their investigations (and other duties) relatively independently and autonomously; and

- Interdependency; as Detectives progress to Investigative Coordinators (DS and DSS rank) their level of interdependency increases, in order to operate effectively they become more and more interdependent with others both internal and external to the QPS through partnership, consultation and cooperation to achieve mutual goals.

This is a true value of progression as a Detective, no matter how junior or senior, they will be dependent on the knowledge, skills, experience and/or capabilities of others. As a junior investigator this manifests itself through primarily one-way supervision, mentoring and training relationship as the investigators strive to become more independent and self-reliant as they progress to an Advanced Investigator. Ultimately though true value is achieved through working in partnership with others sharing knowledge, skills, experience and capabilities to achieve mutually beneficial outcomes and it is the responsibility of Detectives and Investigative Coordinators at all levels to ensure this occurs.

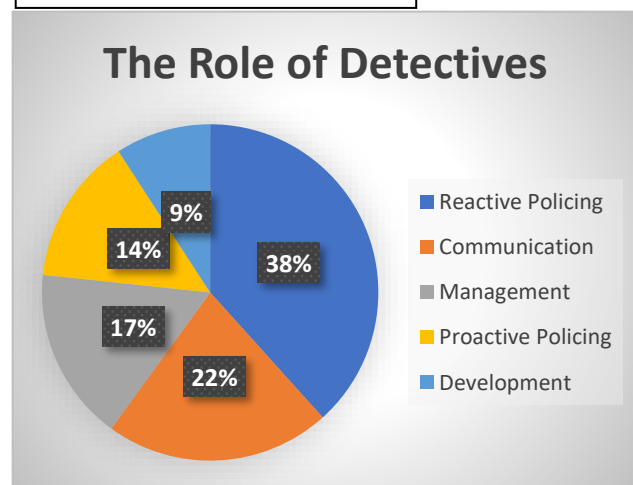
5.2 The Role of Detectives

As the first step to understanding the key knowledge, skills, experience and attributes for Investigative Coordinators, an understanding of the role Detectives is critically important. This research identified 30 separate functions performed by Detectives that were consolidated to form five overall themes being:

- Reactive Policing;
- Communication;
- Management;
- Proactive Policing; and
- Development Activities.

The most commonly reported roles of Detectives are traditional reactive policing activities (a crime is reported and police attend and investigate) comprising 38% of responses. Communication activities comprises a further 22% whilst various management tasks

Figure 6. The Role of Detectives



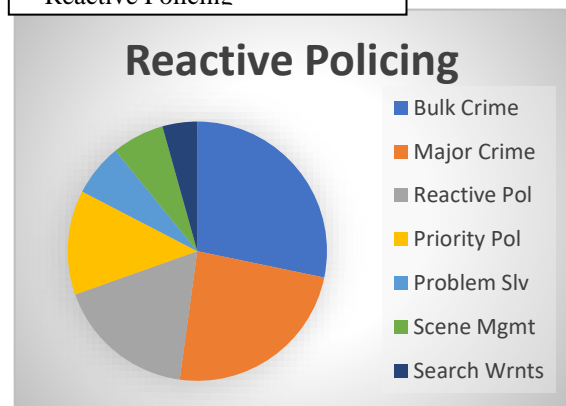
comprise a further 17%. It is particularly noteworthy to the current role of Detectives that only 14% of responses relate to proactive policing and only 9% related to development and/or training.

Reactive Policing

Reactive policing duties identified as typically undertaken by Detectives included:

- Investigating bulk crime;
- Investigating major crime;
- Reactive policing generally;
- Priority policing;
- Problem solving;
- Crime and incident scene management; and
- Conducting search warrants.

**Figure 7. The Role of Detectives
- Reactive Policing**



Of the reactive policing duties identified over half related to the very traditional reactive role of Detectives investigating what police refer to as files off their worklist which can generally be divided into two categories being bulk crime and major crime. The focus of bulk crime is generally recidivist offenders committing property crime offences (such as unlawful entry to residences, businesses and vehicles and stealing cars). These investigations are generally completed in a shorter time frame, involve larger numbers of offences and there is pressure for the investigations to be completed quickly due to a belief the offenders will continue to commit further offences on a regular basis until caught. Detectives will generally also have more major or protracted investigations tasked to them on their worklist. These offences generally relate to more serious or sophisticated crime resulting in much more protracted investigations requiring a higher level of planning and diverse investigative techniques. The crucial balance for many Detectives is balancing these competing priorities to ensure progression of all the varied investigations tasked to them.

The next most commonly reported roles are reactive policing generally and priority policing with the main point of difference being that priority policing requires a rapid

response to an immediate issue or threat. For both general reactive and priority policing the Detectives attendance is not often specifically as a Detective but focussed on more general policing priorities of preventing loss of life, preventing injury or harm to people, preventing damage to property and/or maintaining public order. Common examples of priority policing include offences currently occurring (such as assaults or property offences), sieges, traffic incidents and house fires. Common examples of general reactive policing include all those for priority policing and also policing responses to the Covid-19 pandemic and natural disasters such as fires, floods and cyclones. Attending to these incidents generally takes priority over planned investigative functions (such as conducting interviews, obtaining statements and data analysis).

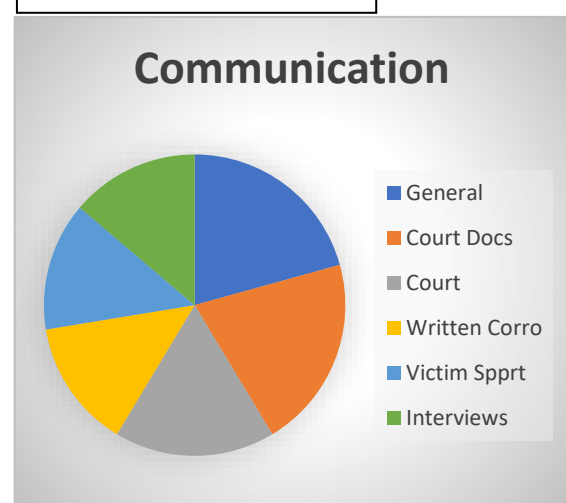
Participants also confirm the general perception of Detectives as problem solvers when issues arise (such as an emerging crime trend) and there is a degree of uncertainty of how to respond. The perception is that Detectives (particularly Investigative Coordinators) are called upon in these situations to rapidly develop and implement solutions. The final two reactive roles identified for Detectives are incident scene management and the execution of search warrants generally both focussed on gathering physical evidence.

Communication

Communication is the second highest theme for duties undertaken by Detectives and includes:

- General communication;
- Preparing court documents;
- Verbal evidence in court;
- Written correspondence;
- Supporting victims of crime; and
- Investigative interviewing.

Figure 8. The Role of Detectives - Communication



Communication roles comprise 22% of responses for policing roles. Of particular note is that whilst investigative interviewing is deemed important there is clear recognition that Detectives need to be very effective communicators in all facets of their role. This included both verbal and written communication styles. Clear priority is placed on their general communication with the widest range of people including victims, witnesses, suspects, the legal fraternity, other police, staff from other agencies and others. This ability to communicate, negotiate, liaise, develop partnership and work with others towards achieving the most effective outcome is seen with the highest priority. Participants identified opportunities for improvement in both verbal and written communication specifically around briefings. This encompassed Detectives abilities to provide concise and adequate briefing to their staff and also separately appropriate briefings to management. Other opportunities for improvement include the general standard of correspondence with a perception Investigative Coordinators need to take a more active role in developing this in their staff.

Great emphasis is placed upon Detectives ability to prepare and present all documentation required for prosecution and court processes and effectively provide evidence in court. Whilst the general consensus is that Detectives do a good job of preparing court documentation there are concerns of a lack of experience and practice amongst the current generation of Detectives in providing evidence. This is due to changes in court processes (and a greater reliance on evidence based on technology and science rather than witness testimony) that means many current generation Detectives may have only provided evidence in court a small number of times in their entire career whilst previous generations provided evidence frequently. It is identified that for previous generations the regular experience of providing evidence and being cross examined by defence solicitors developed Detectives skills, experience and confidence in providing evidence in court as well as knowledge to enable them to prepare court documents to a higher standard. This presents a current and future risk as due to natural attrition the proportion of Detectives who are relatively inexperienced in court processes increases and the proportion of Detectives and Investigative Coordinators that are highly experienced decreases.

Supporting victims of crime is also identified as of great importance particularly the need for Detectives to demonstrate appropriate empathy and consideration for victims. This includes not only actively supporting and keeping the victim informed at all

stages through the investigative and court processes but also ensuring the victim feels informed and empowered to make decisions in their interests. It was also identified Detectives should ensure all appropriate steps are taken to support the rehabilitation of the victims. Finally, investigative interviewing is identified as a crucial role of Detectives. As previously stated, participants clearly articulate the need for Detectives to be effective communicators in all aspects of their role and this should not be focussed on just investigative interviewing. Participants raise a number of concerns regarding investigative interviewing namely:

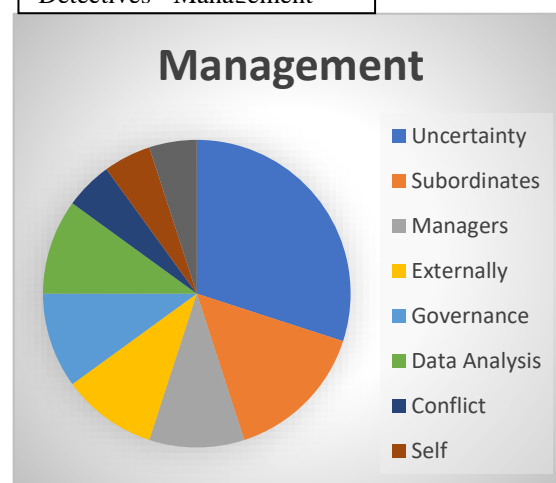
- Skill, confidence and competence degradation due to many Detectives not conducting investigative interviews on a regular enough basis;
- Many Detectives lack Detective level investigative interviewing training due to the haphazard and intermittent delivery of this training (over the preceding decade it has alternated between being part of Detective Training, a stand-alone course or in some cases not offered at all to investigators);
- The Detective level investigative interviewing training when provided to Detectives is not provided early enough in their investigative career; and
- Only a very small proportion of Detectives have received formal training at the level of investigative interviewing coordinator or manager.

Management

Management was the third most frequently reported theme with duties undertaken by Detectives reported as including;

- Managing competing priorities and uncertainty;
- Managing down (subordinates);
- Managing up (managers);
- Managing laterally and externally;
- Governance;
- Data analysis;

Figure 9. The Role of Detectives - Management



- Managing conflict;
- Managing self (understanding self and role); and
- Managing change.

The most significant aspect of the reporting of management duties as the third highest reported theme is that whilst 9 of the 30 functions identified for Detectives are management (and they cumulatively comprise 17% of responses) no functions of leadership are identified. This contrasts markedly with other areas of this (and other research) where Leadership is identified as a key attribute of Detectives and Investigative Coordinators and is a significant theme recommended for further consideration by the QPS. By far the highest rated management role for Detectives is managing self and workload to complete work in a timely manner to a high standard across all the various competing priorities and uncertainty they face. This requires a great deal of self-motivation, planning, flexibility and adaptability with participants identifying concerns regarding the sustainability of Detectives (and other operational police) managing competing priorities with ever increasing demand. This issue is also highlighted as a future challenge for Detectives, Investigative Coordinators and the wider QPS.

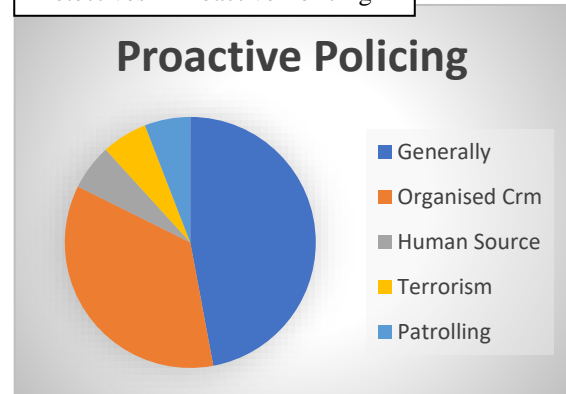
People management is the other significant management aspect identified with the management of subordinates, managers, colleagues (both within and external to QPS) and self all rated as important functions of Detectives. Participants raised concerns that for some Detectives there is a tendency to appear arrogant in their management of others (particularly other police and partner agencies). Finally, governance and the management of the ever-increasing amount of investigative data Detectives can access are seen as crucial functions. Governance is identified as an area for improvement for many Detectives who appear to see governance as low on their list of relative priorities (with the actual investigative functions prioritised much higher) which can lead to this crucial function being done poorly.

Proactive Policing

Proactive policing garnered only 14 % of responses compared with reactive policing which garnered 38% of responses. Proactive policing duties identified as undertaken by Detectives includes:

- Proactive policing (generally);
- Targeting organised crime;
- Human source;
- Counter terrorism; and
- Proactive patrolling.

Figure 10. The Role of Detectives - Proactive Policing



The relative low proportion of proactive functions identified for Detectives aligns with traditional reactive models of investigations and Detective work. This is further highlighted by the highest rated proactive policing strategy identified for Detectives as proactive policing generally, which demonstrates recognition of the strategic priorities of prevention and disruption but not necessarily a clear detailed understanding of how this should occur (when success is traditionally measured by reactive metrics of investigations finalised, offenders arrested and charges preferred). The main area where any specific proactive policing is identified is in the targeting of organised crime (generally engaged in large scale fraud or illicit drug offence). There is also recognition of the ongoing emergence of proactive strategies in relation to terrorism offences with a priority on stopping or reducing radicalisation of individuals and groups as a key preventative strategy which requires engagement with a variety of government, non-government and community groups.

Professional Development

Formal and informal professional development is the final theme identified as undertaken by Detectives which includes;

- Formal training programs;
- Emerging technologies; and
- New methodologies;

Figure 11. The Role of Detectives
- Professional Development



Professional development only comprised

9% of responses with the focus of Detectives fairly evenly split between undertaking formal training programs, becoming aware of emerging technologies and new investigative methodologies. It is identified that the hallmark of a quality Detective is their ability to independently maintain and develop their knowledge, skills and experience particularly around new investigative methodologies and emerging technologies. Concerns raised regarding professional development for Detectives included the relative lack of:

- Structured ongoing professional development;
- Workplace development and mentoring opportunities;
- Shared learning across the organisation (and excessive siloing); and
- Practical exercises and activities to test, reinforce and share enhanced knowledge, skills and experience.

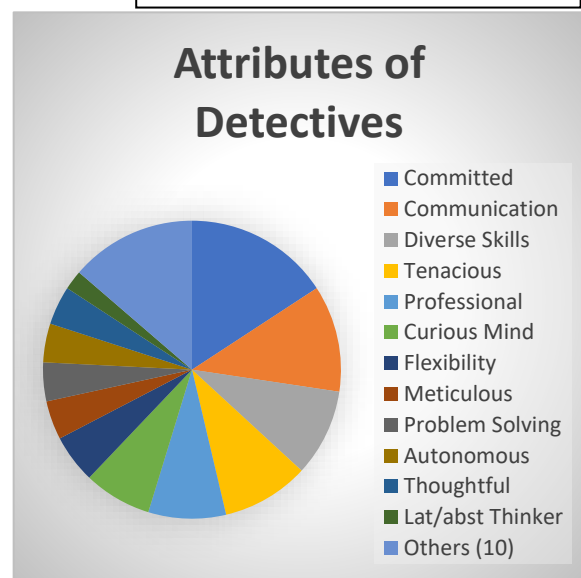
It is identified that the lack of ongoing professional development creates risks including a lack of awareness of new methodologies, investigative techniques, crime types and technologies and a general deskilling of the investigative workforce. It is also identified that this lack of shared professional development and siloing can exacerbate some negative behaviours and mindsets (causing disharmony), unethical behaviour, deficiencies in governance and can negatively impact diversity.

5.3 Attributes of Detectives

The research identifies 22 attributes (or groups of attributes) of typical Detectives with the top 12 being:

- Commitment, dedication and diligence;
- High level communication;
- Diverse investigative skills;
- Tenacious and results driven;
- Professionalism, ethics and personal integrity;
- Curiosity and common sense;
- Flexible, adaptable and willing to learn;
- Methodical, meticulous and demonstrates attention to detail;
- Analytical thought and problem-solving ability;
- Ability to work autonomously; and
- Intelligent and thoughtful.

Figure 12. Attributes of Detectives



The remaining ten themes (only identified by one or two participants)

were Resilience, Confidence and presence, Decision making, Unorthodox, Intuitive, Courageous, Emotional intelligence, Leadership, Overreliance on technology and Use of technology.

There was clear consensus of the overriding attributes of Detectives being their commitment, dedication and diligence to their investigative role, solving crime and protecting the community and victims from offenders. This was followed by recognition of their high level of communication skills (not just in investigative interviewing but) in all aspects of interpersonal communication. Whilst diverse investigative skills were identified as highly desirable it was acknowledged that this was not always the case and many Detectives become siloed with a narrow range of

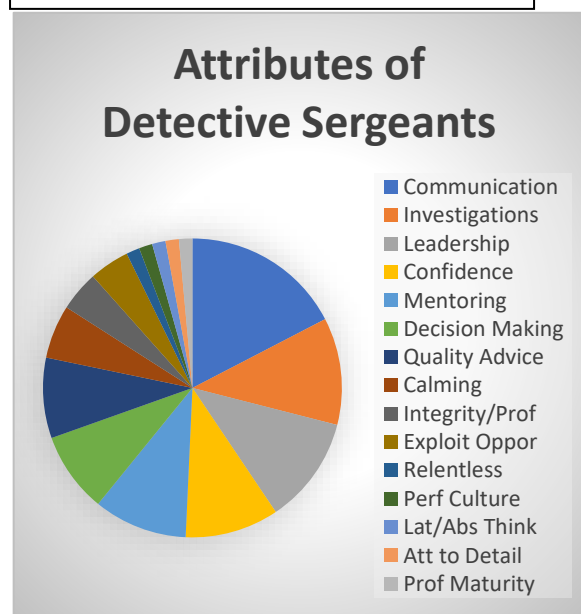
investigative knowledge and skills. In a similar manner it is recognised that whilst all Detectives should exemplify tenacity, professionalism, personal integrity, ethics and be results driven due to human frailty and a range of other factors this is not always the case and Investigative Coordinators must be vigilant and proactive in encouraging and developing these traits. Of the remaining attributes it can be seen there is a strong correlation between the identified attributes and an individual's perception of investigative work as either an art, craft or science (or a combination) (as described in section 3.6) and ability to work independently, autonomously, make decisions and take action. The only overtly negative attributes identified were perceptions of a tendency to be overly reliant on technology and the need to ensure confidence and presence does not morph into arrogance and aloofness. Overall, the attributes described of current typical (average) Detectives were overwhelmingly positive.

5.4 Attributes of Detective Sergeants

The research identifies 15 attributes that are hallmarks of quality Detective Sergeants that have stepped up from being quality Detectives to take on the role of Investigative Coordinator at Detective Sergeant level being:

- Communication, negotiation and conflict resolution skills;
- Leading and managing complex investigations;
- Leadership;
- Commanding presence and confidence;
- Mentoring and coaching;
- Decision making and common sense;
- Providing quality advice;
- Patience and a calming influence;
- Integrity and professionalism;

Figure 13. Attributes of Detective Sergeants



- Ability to exploit opportunities;
- Relentlessness;
- Driving a performance culture;
- Lateral and abstract thinking;
- Attention to detail; and
- Professional maturity.

The overriding attribute identified for Detective Sergeants is their communication skills. Whilst for Detectives the focus of the communication skills is on investigative and court processes (including preparing investigative documents, investigative interviewing, preparing court documents and providing verbal testimony) at Detective Sergeant level, the focus of communication shifts to incorporate higher level negotiation and conflict resolution skills. This aligns with the expectation of Detective Sergeants to be taking a front-line leadership role in formation of partnerships with the wider QPS, other government and non-government agencies. This higher level of negotiation and conflict resolution skills is also critical to the next attribute, of ability leading and managing investigative teams conducting complex investigations. Along with communication skills other crucial attributes to lead and manage complex investigations include high level leadership, management, decision making and investigative knowledge, skills and experience.

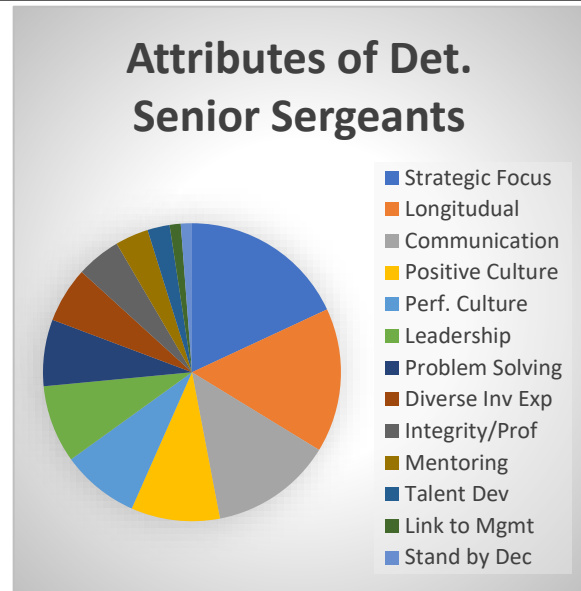
Leadership skills and experience generally were the third highest attribute identified for Detective Sergeants. The majority of the remaining attributes all contribute to effective leadership in creating a positive and productive workplace culture. Factors such as presence, confidence, mentoring, coaching, decision making ability, providing quality advice and professional maturity all contribute to strong leadership. Other factors such as integrity and professionalism, driving a performance culture and attention to detail assure the alignment of that leadership is driven towards a positive and productive culture.

5.5 Attributes of Detective Senior Sergeants

The research identifies 13 attributes of Investigative Coordinators at Senior Sergeant level, that differentiate them from Investigative Coordinators at Detective Sergeant level being;

Figure 14. Attributes of Detective Senior Sergeants

- Strategic focus;
- Longitudinal focus;
- Communication, negotiation and networking;
- Drives a positive and welfare focussed culture;
- Performance culture;
- Leadership;
- Problem solving, incorporating considering diverse options;
- Diverse investigative experience;
- Integrity and professionalism;
- Mentoring;
- Talent recognition and development;
- Effectively link between staff and management; and
- Standing by their decisions.



The main point of difference between Investigative Coordinators at DS and DSS level is a DS is typically a team leader (of Detectives) whilst a DSS is more typically an Officer in Charge and/or managing multiple teams each led by DS Investigative Coordinators. The expectation is that they possess all the attributes already identified for Detectives and Detective Sergeants along with the additional identified attributes of a Detective Senior Sergeant. Commensurate with the level of DSS the two most reported attributes were a requirement for their focus to be at a strategic level and longitudinal (long term). Their focus needs to shift away from the details of individual investigations to the overall focus of their work group and the impact it can have to strategic and longer-term goals. Closely linked to this is the role DSS's play as a crucial link between the practitioner level investigative workforce and the executive

management level. The DSS's ability to manage the flow of information, instructions and input whilst preventing undue interference and micromanaging is crucial.

Communication remains of the highest importance but again the focus shifts further away from an individual's communication skills as an investigator, beyond low level negotiation and conflict resolution to a much higher level and diverse focus on networking and negotiation. This networking and negotiation again, is not at an individual level but is on behalf of and between work units and organisations. The next most important attribute is driving a positive culture across their workplace where individual and collective welfare is prioritised incorporating factors such as physical and mental wellbeing and maintenance of healthy work life balances. Driving a positive and welfare focussed culture outranked the desire to drive a performance culture with participants clearly identifying that a performance culture is not sustainable without a foundation of a positive and welfare focussed culture.

Leadership is again highlighted as of critical importance both directly with the DS's they directly lead but also visible distal leadership of the wider work unit and engagement with other sections and agencies. Mentoring remains a priority with the focus now on identifying talent to recruit, developing the talent in the work unit to progress and succession planning. Diverse investigative experience, problem solving and decision making (and standing by decisions) remains critically important but shifts to a higher-level oversight, leadership and guidance role when required rather than a hands-on role in the investigative teams. As with all levels of investigators exuding integrity and professionalism remains crucial.

5.6 Future Challenges for Investigative Coordinators

Consideration of the biggest challenges for Investigative Coordinators to remain effective into the future identified 19 themes being:

- Investigative capability;
- Technological advances;
- Workforce changes;
- Lack of training and development opportunities;
- Investigative capacity (budget and resource restrictions);

- Retaining talent;
- Developing talent;
- Changing crime types;
- Maintaining competency and currency;
- Identifying and recruiting talent;
- Flexibility and adaptability (for competing and changing priorities);
- Leadership (particularly harnessing staff to deliver);
- Societal changes;
- Strategic priorities including a prevention first approach;
- Changing communication styles;
- Burnout;
- Building and maintaining networks;
- Deskillling; and
- Managing data.

Figure 15. Future Challenges for Investigative Coordinators



Whilst there are significant similarities and crossover between some of the 19 themes participants stressed, they were in fact separate issues that needed to be considered individually as well as collectively. For example, participants identify a ‘lack of training and development opportunities’ as relating to more formal processes whereas ‘developing talent’ shared the focus on practical and informal ongoing development in the workplace. In a similar manner, (for investigative interviewing for example) Detectives could ‘develop talent’ through initial training, ‘maintain competency and currency’ through upskill training however to prevent ‘deskilling’ required regular practical application (of investigative interviewing). In a similar manner to this the majority of the 19 themes can be seen to be highly interrelated and interdependent.

Further analysis of the connections between the 19 themes identifies that they could be drawn down into three highly interconnected and interdependent grouped themes. These three grouped themes of future challenges for Investigative Coordinators are:

- Investigative Workforce Challenges;
- Investigative Capability Challenges; and
- Investigative Capacity Challenges.

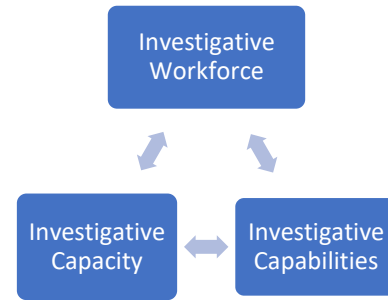


Figure 3. Key Priorities for Detectives and Investigative Coordinators to remain effective into the future

For Investigative Coordinators focussed on the grouped challenge of the investigative workforce, future challenges including identifying, recruiting, developing, training, empowering and leading the workforce are particularly relevant. Other challenges including demographical and generational changes in the workforce, societal change and changing communication and leadership styles are also significant contributors. If these challenges are not addressed possible consequences include burnout and deskilling. An inability to address the grouped challenge of Investigative Workforce will then exacerbate the grouped future challenges of Investigative Capacity and Investigative Capabilities.

For Investigative Coordinators focussed on Investigative Capacity, critical future challenges include budgetary and resource (including staffing) restrictions and how to build capacity within these restrictions. Building capacity within limitations means addressing other future challenges of efficient use and management of available staff, resources, technology and data. Further contributing challenges include the ability to build and maintain networks to share and more efficiently use staff and resources and maintaining flexibility and adaptability for competing and changing priorities. Further to this an inability to appropriately strategically align the work unit will reduce capacity through completion of extraneous tasks. An inability to address the grouped future challenge of Investigative Capacity then exacerbates the other grouped future challenges of Investigative Workforce and Investigative Capabilities.

For Investigative Coordinators focussed on the grouped challenge of Investigative Capabilities significant future challenges include a lack of training and development opportunities, changing crime trends and technological and data challenges. Challenges around identifying, recruiting, developing, training and retaining an

effective Investigative Workforce also contribute. An inability to address the grouped future challenge of Investigative Capabilities then exacerbates the other grouped future challenges of Investigative Workforce and Investigative Capacity.

5.7 Addressing Future Challenges for Investigative Coordinators

The degree of interconnectivity and interdependence in the 19 identified future challenges and three grouped themes of future challenges means that strategies implemented to address future challenges would be most effective when implemented not specifically to address individual challenges but holistically to address the wider range of challenges collectively. Consideration of how to address these future challenges identified fourteen strategies comprising;

- Formal training;
- Workplace learning;
- Sharing learning across the organisation;
- Exercising Capability;
- Growth mindset;
- Multiskilling;
- Retaining talent;
- Partnership and engagement;
- Harnessing technology;
- Understanding our people;
- Maintaining a healthy work/life balance;
- Identifying talent;
- Understanding crime trends; and
- Mentoring.

Figure 16. Addressing Future Challenges for Investigative



An examination of these strategies identified that overwhelmingly (around 90% of) the strategies proposed are primarily people focussed, with the focus clearly on developing and supporting the Investigative Workforce. This does not however mean there is a singular focus on the workforce in the strategies proposed with the strategies proposed able to grouped to address three Investigative Challenges being;

- Investigative Workforce Challenges;
- Investigative Capability Challenges; and
- Investigative Capacity Challenges.

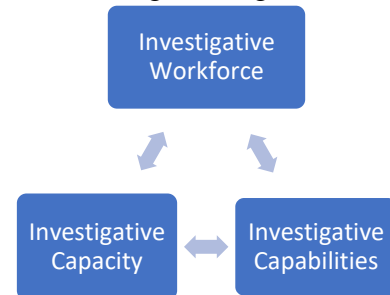


Figure 3. Key Priorities for Detectives and Investigative Coordinators to remain effective into the future

The top four responses to address future challenges for Investigative Coordinators are squarely focussed on how Detectives are trained and developed being:

- Formal training;
- Workplace learning;
- Shared learning across the organisation; and
- Exercising capabilities.

Each of these four factors is crucial. Participants identify a real need for structured, accredited robust training for Detectives which needs to extend beyond the confines of initial Detective Training with a need for ongoing learning in alignment with principles of lifelong learning. This training is identified as needing to encompass not only programs associated with promotion to higher ranks or programs addressing specific crime types but more generalised investigations to maintain and enhance the knowledge, skills and experience of investigators in their current roles generally. Alongside this formalised training is a recognised need for a focus on ongoing workplace development and learning (whether formal or informal). To facilitate this workplace learning it is identified that steps need to be taken to enhance shared learning across the organisation, silos need to be broken down, information shared better and improved strategies to enhance the provision and acceptance of constructive feedback (and in some cases criticism). Finally, this training and development needs

to be tested and shared through running exercises to test the capability and capacity of the Investigative Workforce.

Further proposed strategies identified, focussed directly at the Investigative Workforce included a need to better understand the Investigative Workforce themselves (and their role) and use this knowledge to better identify and recruit the right people as future Detectives. Once recruited, to get the best from the workforce (along with training) requires a focus on other areas of development such as encouraging a growth mindset (in individuals and groups), mentoring and ensuring appropriate work life balance. All these strategies should tend to enhance the opportunity to retain Detectives (and their knowledge, skills and experience) in plain clothes investigative roles longer. A further strategy proposed to retain talent is proactively addressing the long-held perceptions that remaining in plain clothes investigative roles can stifle progression and career development.

An alternative viewpoint to the issue of retention proposed to address future challenges, is to address the perceived difficulty of Detectives in obtaining periods of absence from their plain clothes roles to perform other duties and still be able to return to their plain-clothes investigative roles. By facilitating Detectives moving in and out of investigative roles the Detectives themselves benefit from learning and engaging in new or different roles, knowledge, skills and experience. This change of roles can also be very effective in preventing or addressing burnout and reinvigorating passion and motivation. The various work units involved and the wider organisation also benefit from the exchange of ideas from officers from different areas relieving in alternate roles.

Finally, there is a focus on addressing future challenges by changing the way investigations are conducted. Firstly, there is a real focus that Investigative Coordinators in particular need to be focussed on developing and enhancing partnerships and engagement with other section of the QPS, other government and non-government agencies. There is clear consensus that to be effective into the future Detectives need to be more and more interdependent with others to achieve mutually aligned strategic goals and objectives. Finally, there is recognition of the need for Detectives to be able to understand and harness emerging technologies and understand and respond to changing crime trends. Overwhelmingly however the proposed strategies for the future are people focussed directly at the investigative workforce.

5.8 Specialist/Technical versus Leadership/Management

One crucial aspect of the changing role of Detectives as they progress from Investigators, to Advanced Investigators and through the varying levels of Investigative Coordinators is the balance of responsibility they hold between the specialist and technical aspects of being a Detective and the leadership and management aspects. This research identifies strong consensus of a sliding scale with more junior Detectives focussed on specialist and technical responsibilities whilst most senior Detectives are focussed on leadership and management responsibilities.

For the most junior Investigators, there was consensus their areas of responsibility should be around 85% specialist technical and 15% leadership management. Even though these are the most junior investigators in their work units, their role as sworn police officers' places responsibilities on them that require them to undertake some leadership and management roles. This means taking leadership and management roles (in collaboration with others) for their investigations, other police and the general public when appropriate. For Advanced Investigators this ratio shifts to a ratio of 75% and 25% acknowledging their greater leadership and management role over more junior staff and also greater responsibility for more serious and complex investigations.

For Investigative Coordinators at the level of DS the ratio shifts to 57% specialist/technical and 43% leadership/management. Upon progressing to DSS level the priority shifts to primarily be leadership and management which now accounts for 58% of responsibility whilst specialist and technical responsibility drops to 42%. Critical to these proportions however was consensus that the level of specialist and technical investigative knowledge, skills and experience does not diminish or reduce, rather that the leadership and management responsibilities increase. It was quite clearly articulated that to this level of Investigative Coordinator the technical and specialist investigative knowledge, skills and experience needs to be continuously developed.

It is around the rank of Detective Inspector there was general consensus that the specialist and technical knowledge, skills and experience required shifted with the focus now not on the fine grain details of the practical elements of every individual investigative methodology but rather of a higher-level focus with broader oversight of the practical, legislative compliance and risk management frameworks. Across Commissioned Officer ranks of Detectives, the balance of leadership and management

responsibility rose to 63% at Detective Inspector, 82% at Detective Superintendent and 86% for Detective Chief Superintendent.

Of particular note was that from Detective Sergeant right through to Detective Superintendent rank the responses from participants at that rank and currently performing that role either matched or were within 2% of the average responses from all participants. This demonstrates great consensus between officers performing the roles and their subordinates and superiors on their roles. The only exception to this is the most senior Detectives at the rank of DCSpt who self-reported 25% of their responsibility was specialist/technical investigative as opposed to the 14% reported overall. This difference is attributed to their role as the most senior Detectives holding responsibility for the Investigative Functions of the QPS, meaning they are responsible for the strategic orientation and performance of the investigative workforce.

Upon comparison with the official Lead for Queensland (L4Q) (QPSC, 2019) standards there is general alignment with the differences primarily able to be accounted for by the greater number of ranks in the QPS than in the L4Q. The major discrepancy is at DSS level which is indicative that this rank bridges across both Team Leader and Program Leader Roles as defined in L4Q.

Table 1. Balance of Responsibility of Investigative Coordinators

Leadership Competencies for Queensland (QPSC, 2019)			Queensland Police Service Detectives		
Leadership Stream	Balance of Responsibility		Rank of Detective	Balance of Responsibility	
	Specialist / Technical	Leadership / Management		Specialist / Technical	Leadership / Management
Individual Contributor	80%	20%	Constable	85	15
			Senior Constable	75	25
Team Leader	60%	40%	Sergeant	57	43
			Senior Sergeant	42	58
Program Leader	20%	80%	Inspector	27	73
			Superintendent	18	82
			Chief Superintendent	14	86
Executive	-	100%	Assistant Commissioner		
			Deputy Commissioner		
Chief Executive	-	100%	Commissioner		

5.9 Desirable Leadership Qualities of Investigative Coordinators

To further analyse the leadership role of Detectives as they progress through the ranks, participants were asked to identify from the eleven Lead 4 Queensland Leadership Qualities (QPSC, 2019) the five they deemed most desirable. In effect participants were selecting those they deemed of above average importance (with the remaining six of average or below average importance). At Investigative Coordinator level for DS's and DSS's the top five desirable leadership priorities are identified as being;

1. Fostering Healthy and Inclusive Workplaces (DS and DSS);
2. Inspires Others (DS and DSS);
3. Develops and Mobilises Talent (DS and DSS);
4. Stimulates Ideas and Innovation (DS and DSS); and
5. Driving Accountability and Outcome (DS) and Leads Strategically (DSS).

Fostering healthy and inclusive workplaces was highly rated across all ranks and overall is the highest ranked leadership quality. This provides strong evidence of the understanding that a healthy and inclusive workplace can be more important than any other leadership strategy. Inspiring others is strongly rated at DS and DSS ranks, moderately rated at higher and lower ranks and overall was the second highest rated leadership quality. This is noteworthy as inspiring others is an attribute (or quality) that may be difficult to quantify, teach or assess. Develops and mobilises talent is the third highest rated at DS and DSS rank but is one of the lowest ranked at higher and lower ranks. This clearly places the responsibility for developing and mobilising talent at that rank and also presents a possible area of focus for development of newly appointed DS's who may not have held that responsibility previously.

Stimulating ideas and innovation was the fourth highest rated at DS and DSS level and is also moderately rated for lower and higher ranks indicative that this quality needs to be maintained across all ranks. Driving accountability and outcomes is moderately rated across all ranks but its highest rating was at DS level. This demonstrates the requirement for all levels of detectives to ensure accountability and outcomes however it is the DS's as direct front line leaders, supervisors and managers who have the greatest direct ability to ensure this. For DSS's Leading Strategically takes over from Driving accountability and outcomes as the fifth highest rated leadership quality. This

clearly demonstrates the shift in focus that should occur in Detectives as they are promoted from DS to DSS away from direct leadership and management of investigations and investigative teams to a higher level more strategic leadership and management role. This becomes crucially important for Investigative Coordinators of Detective Inspector and higher ranks for whom leading strategically is considered the the most important leadership quality.

Ultimately all eleven leadership qualities as defined in the L4Q model are important for Detectives of all ranks (and crucial elements of their job description and role) however this result clearly shows the relative prioritisation of them changes with rank.

Table 2. Five Most Important Leadership Qualities by Rank

L4Q Level – Police Rank				All Ranks
Individual Contributor	Team Leader		Program Leader	
Detective Constable/ Senior Constable	Detective Sergeant	Detective Senior Sergeant	Detective Inspector/ Superintendent Chief Supt	
Pursues Continuous Growth (Accountability)	Fostering Healthy and Inclusive Workplaces (Accountability)	Fostering Healthy and Inclusive Workplaces (Accountability)	Leads Strategically (Vision)	Fostering Healthy and Inclusive Workplaces (Accountability)
Builds Enduring Relationships (Results)	Inspires Others (Results)	Inspires Others (Results)	Leads Change in Complex Environments (Vision)	Inspires Others (Results)
Makes Insightful Decisions (Vision)	Develops and Mobilises Talent (Results)	Develops and Mobilises Talent (Results)	Fostering Healthy and Inclusive Workplaces (Accountability)	Builds Enduring Relationships (Results)
Fostering Healthy and Inclusive Workplaces (Accountability)	Stimulates Ideas and Innovation (Vision)	Stimulates Ideas and Innovation (Vision)	Demonstrating Sound Governance (Accountability)	Stimulates Ideas and Innovation (Vision)
Demonstrating Sound Governance (Accountability)	Driving Accountability and Outcomes (Results)	Leads Strategically (Vision)	Building Enduring Relationships (Results)	Demonstrating Sound Governance (Accountability)

5.10 Investigative Coordinators - Decision Making Ability

A crucial element of the role of Detectives and Investigative Coordinators is their ability to make decisions. Analysis of the decision-making ability of Investigative Coordinators identifies a high degree of confidence generally, however a number of areas of concern and opportunities for improvement are identified. The fifteen themes identified are:

- Negative impacts of being micromanaged;
- Many deferring decisions to higher ranked officers;
- A requirement for a solid foundation of knowledge, skills and experience;
- Impacted by behaviours and mindset;
- Innovation is potentially stifled by risk adversity;
- A need to develop and build up this ability;
- Enhanced when allowed to lead and manage their teams;
- Focus on lifelong learning;
- Enhanced by diversity;
- Enhanced by effective liaison and external assistance;
- Importance of sound governance;
- Focus training on leadership and supervision (not management);
- Failure to make decisions;
- Learning through shared experience;
- Ability to maintain over very long-term investigations; and
- Managing competing priorities.

Figure 17. Investigative Coordinators
Decision Making Ability



Participants overall report a very high degree of confidence generally in Investigative Coordinators decision making ability. This is particularly high in areas where the Investigative Coordinators are perceived to have significant experience (such as attending crime scenes, incident scenes and traditional reactive investigations). There is also a very strong theme of confidence in (essentially) recognition primed decision making by Investigative Coordinators using their previous experiences (both positive and negative) in similar situations to quickly make appropriate decisions.

This then correlated to a perception that Investigative Coordinators with reduced levels of relevant and current knowledge, skills and experience may have more difficulty making decisions due to a reduced ability to draw on recognition primed learning. This is particularly highlighted for Detectives who had siloed into specialist investigative roles (narrowing their knowledge, skills or experience) and officers who had moved away from Detective roles and returned after an extended absence via promotion or transfer (perceived as particularly relevant to Commissioned Officers).

Critically this is not raised as criticism of the officers themselves but rather an organisational issue relating to training, development, promotion and selection processes. Participants strongly asserted a perception that at DS and DSS level selection processes for promotion and transfer often prioritised merit towards siloing and narrowly focussed specialist skills rather than an applicant's overall merit as a Detective. Conversely for Detective Inspectors the perception is of merit prioritised towards their wider policing knowledge, skills and experience with not enough emphasis on relevant investigative knowledge. Critically the recommended solution to this is reviews of selection processes to ensure appropriate merit-based selection and a focus on robust ongoing training and development for Detectives at all levels.

Participants further report a number of other traits (apart from knowledge, skills and experience) that generally exist in and around Investigative Coordinators recognised for their decision making. Crucial aspects of this are identified as Investigative Coordinators who prioritise (when appropriate) an inclusive style of decision making actively drawing on diversity (including of thought) both within the team and through effective external partnerships and liaison. Critically it is asserted that when Investigative Coordinators felt free and supported to lead, supervise and manage their teams relatively free from interference their confidence and competence grew ultimately leading to enhanced decision making. This then creates a 'positive feedback

loop' of greater trust and support of the Investigative Coordinators likely to lead to more creative and courageous decision making.

Figure 18. Positive Feedback Loops



A number of themes are identified from the research where both positive and negative examples of decision making are identified that could be attributed to this cycle. A particularly strong example of this is the impact of behaviours and mindset where (for example) inclusive leaders tended to be better at problem solving than authoritarian managers. Managing competing priorities and uncertainty is identified as a great strength for many Investigative Coordinators but is identified as an emerging and potentially significant future concern of managing demand and resources (not only for Investigative Coordinators but for the entire QPS). Another area of concern is balancing the need for an appropriate level of risk assessment and management in decision making while ensuring that innovation and creative problem solving and decision making are not stifled by an overly risk adverse environment.

Decision making around long-term and major complex investigations is also identified as an area recommended for ongoing monitoring. Whilst there is great confidence around this there are concerns arising associated with extended time frames (in some cases years or even decades), large amounts of evidence, information and data gathered and the continuity of the investigative team. Particularly around staffing, longer and more complex investigations often involve short periods of great investigative activity (with large numbers of investigators actively involved), long period of more methodical investigative work (with smaller investigative teams) and often significant staffing changes (including to the principal Investigators and Investigative Coordinators). This then raises the further issue of the critical need for accurate recording and reporting of decision making (including the factors known at the time that contributed to this decision). It is reported that too often investigators do not

recognise the importance of this till many years later (usually when challenged in court proceedings) when it is too late to rectify this deficiency.

Overall, the most critical issue identified for Investigative Coordinators decision making ability is the toxic and destructive effects of a ‘negative feedback loop’. The first element of this is the highest reported theme around decision making which was the negative impacts upon decisions and decision makers when they are micromanaged in their decision making by higher ranked officers. The other crucial element of this negative feedback cycle is (the second highest reported theme) where the appropriate decision maker fails to make decisions and instead defers the decision making to the higher ranked officers. This toxic ‘negative feedback loop’ can then intensify with the senior officer exhibiting less and less confidence in the decision maker and increasing the level of micromanagement so they are more and more taking on their subordinates’ role. Concurrent with this the subordinate officer is likely to exhibit reduced engagement and confidence and more and more defer decisions to the senior officer. Ultimately as a result of this both officers are likely to more and more be performing duties and making decisions at a lower level than their rank and role requires. The resultant decisions are likely to be misjudged, without proper consultation or consideration of all relevant factors and not made in a timely manner (or in some cases at all). Far and away this issue is the biggest concern regarding Investigative Coordinators decision making ability.

Figure 19. Negative Feedback Loops



Besides dealing with personal and organisational cultural issues around micromanagement and the issue of negative feedback loops the most important area of recommended change in relation to decision making is around training and empowering decision makers. Participants clearly asserted that robust training and development focussed around ongoing development and lifelong learning principles is

an effective strategy to enhance decision making. Specifically, participants recommended that formal and informal training for Investigative Coordinators (and other QPS officers of similar ranks) should focus more on practical elements around effective leadership and proactive, positive and empowering supervision rather than the more reactive and punitive management style that was previously the focus of training (and subsequently the preferred methodology of many senior officers). Sound Governance and management are still articulated as being critically important however there should not be an overreliance on these to the detriment of empowering leadership and supervision.

Critically these changes focussing on generating ‘positive feedback loops’ through empowering leadership and supervision will require a cultural shift within the QPS. Achieving this will benefit greatly from a unified organisational wide strategy incorporating formal and informal training and development, learning through shared experience and practice both through exercises and in real world situations. Critically, significant steps will need to be taken to undo the mistrust and damage created by ‘negative feedback loops’. It is proposed that through demonstrating an understanding of organisational cultural and management issues and then taking proactive and positive measures this mistrust and damage can be reversed. This research is proposed to be one component of this wider picture to inform positive change within the QPS.

5.11 Investigative Coordinators - Differing Roles

An important aspect raised during this research is around the differing roles performed by Investigative Coordinators. This issue, quite separate to the issues around siloing (and crime types) is focussed on perceptions of the differing roles of Investigative Coordinators between Regional Detectives and Centrally Functioned Detectives (i.e. those based at State Crime and Intelligence Command). This perception (identified in previous reviews including GSA, 2019) in its simplest terms is that regional Detectives have a much higher workload than centrally functioned Detectives.

Whilst this research did not specifically analyse or attempt to draw comparisons between the workload of regional and centrally functioned Detectives and Investigative Coordinators significant insight was provided into generalised difference in the roles. This insight provides some clarity that the perception regional Detectives

have a higher workload is an oversimplification with their being more complex issues and differences between roles. Whilst in no way an exhaustive list the below highlights what could be referred to as typical differences between the roles to provide some insight for consideration.

Table 3. Perceptions of Differing roles of Detectives and Investigative Coordinators

Perceptions of Differing Roles of Detectives and Investigative Coordinators	
<u>Centrally Functioned Detectives</u> (more likely)	<u>Regional Detectives</u> (More likely)
Higher level of oversight and manager input to decisions	Greater independence and Autonomous Decision Making
In depth expertise in a narrow range of investigations	Broad range of general investigative knowledge, skills and experience
Focussed on one (or a few) major/protracted investigations at any one time	Managing large number of concurrent investigations and priorities
Heightened access to resources	Limited access to resources
Focused solely on current investigation/s	Workload includes other district priorities
Use of complex and convert methodologies	Use of traditional methodologies
Administration focussed on legislative requirement due to use of covert strategies	Administration focussed on leadership and management and budgetary requirements
Greater ability to pick and choose investigations to pursue	Expectation to take on every investigation and assist with other district functions
High level liaison with external agencies and other jurisdictions	Local level liaison with other police and locally based external agencies

5.12 Investigative Coordinators - Key Deficiencies in Knowledge, Skills, Experience and Attributes

In considering the key knowledge, skills, experience and attributes of Investigative Coordinators analysis is conducted to identify the key deficiencies participants observed or perceived in Investigative Coordinators who are not performing or are otherwise problematic. The twenty-seven themes identified are;

- Poor communication, networking, consultation and approachability;
- Lack of knowledge of relevant legislation, policies and procedures;
- Lack of current investigative skills, techniques and methodologies;
- Arrogance;

- Lazy (dumping work on subordinates);
- Unwilling to challenge self or develop;
- Micromanaging;
- Inability to make decisions (Indecisiveness);
- Don't understand strategic priorities (big picture);
- Not genuine (double standards);
- Unwilling to change / inflexible;
- Lack of empathy;
- Disengaged / frustrated;
- Close Mindedness;
- Not thorough;
- Lack of integrity or honesty;
- Bias;
- Burnout;
- Not calm under pressure;
- Don't care about people or their work/life balance;
- Lack of self-confidence;
- Low reputation;
- Not prepared;
- Focus/overreliance on technology;
- Lack of personal ownership;
- Personality clashes; and
- Poor delegation - Don't consider staff knowledge/skills when allocating work.

Figure 20. Investigative Coordinators
Key Deficiencies in Knowledge, Skills, Experience and Attributes



In analysing this information to draw out usable themes, two key themes are immediately identifiable. These are a lack of investigative knowledge, skills and experience and a lack of effective communication skills. Beyond these two obvious key areas the remaining deficiencies identified are a diverse range of problematic attributes and behaviours. Using a realist paradigm to conduct a more holistic review of the identified deficiencies demonstrates that often individuals exhibit a combination of a number of these attributes concurrently. This then draws that these attributes may be symptoms of underling core deficiencies. Analysing the listed deficiencies as possible symptoms quickly identifies two further themes being a lack of effective leadership and a lack of emotional intelligence.

Leadership itself is already identified in this research as a core skill for Detectives and Investigative Coordinators of all levels. Poor leadership is also already identified as causational (or associated with) many of the deficiencies identified including micromanaging, inability to make decisions, lack of confidence, not caring for staff, lack of ownership and poor delegation. This clear linkage identifies a key theme of poor leadership.

Examining the other deficient attributes and behaviours with consideration to what underlying core attribute/s may encompass them as observable symptoms or behaviours identifies the core attribute of a lack of emotional intelligence. Emotional intelligence can be defined as incorporating awareness, regulation and utilisation of emotions in self and others (Salovey and Mayer, 1990). Identifiable attributes of a person who is not emotionally intelligent include a lack of self-awareness, self-regulation, empathy, flexibility, planning, creative thinking, focus, motivation, decision making and problem solving (Salovey and Mayer 1990). The clear alignment of these attributes with the deficiencies identified demonstrate a core deficiency of a lack of emotional intelligence.

The four key deficiencies identified in knowledge, skills, experience and attributes of Investigative Coordinators are:

- A lack of investigative knowledge, skills and experience;
- A lack of effective communication;
- A lack of effective leadership; and
- A lack of emotional intelligence.

5.13 Investigative Coordinators - Key Knowledge, Skills, Experience and Attributes

In examining the key knowledge, skills, experience and attributes of Investigative Coordinators forty-one separate themes are identified:

- Effective communication focussed on adaptability of communication to various audiences;
- Diverse experience in and the ability to apply contemporary investigative skills and techniques to a wide range of situations;

- Knowledge of relevant investigative legislation, policy and procedures;
- Committed, dedicated motivated and self-driven;
- Effective communication focussed networking, liaison and establishing and maintaining partnerships;
- Self-reflective and accepting of peer input;
- A people focussed personality;
- Loyalty, inclusiveness, a genuine interest in and willingness to stick up for their staff and ensure a healthy workplace;
- Effective leadership;
- The confidence required to lead effectively;
- Inspiring and empowering for their staff and partners;
- Ability to mediate and resolve workplace issues;
- Management of superiors, subordinates and peers;
- Emotional intelligence, self-awareness and professional maturity;
- A focus on continuous improvement;
- Attention to details;
- Information management and retention;
- Effective delegation of responsibility and taskings when appropriate;
- An effective balance of abstract, analytical and lateral thought;
- Resilience;
- The courage to challenge respectfully and take appropriate risks;
- Planning;
- Professionalism;
- Resourcefulness to acquire, manage and use appropriate resources;
- Empathy (for all people including the general public, victims, witnesses and staff);
- Demonstrated coaching and mentoring;
- Written communication including complex documents;
- Common sense;
- Personal adaptability and effectiveness as a change manager;
- Objectivity and a lack of bias;
- Remains calm under pressure;

- Ability to manage multiple expectations and issues;
- Humility;
- Effective decision making including in a diverse range of familiar and unfamiliar situations;
- Strategic awareness and insight;
- Approachability;
- Intuition;
- Dogmatic;
- Exemplifies integrity and ethical behaviours;
- Decisiveness; and
- Talent identification.

Analysis of these forty-one themes quickly identifies key themes of ‘effective communication’, ‘investigative knowledge, skills and experience’ and ‘leadership’ amongst the highest reported individual themes. Further analysis identifies most of the other knowledge, skills and experience themes fit within one of these key themes strengthening their claim as key themes. The remaining attribute themes were then analysed to identify whether they may be symptoms or behaviours indicative of an underlying attribute. This analysis identifies the core attribute of emotional intelligence with the remaining themes able to be identified as symptoms or derivative attributes or behaviours of an emotionally intelligent person.

The key knowledge, skills, experience and attributes of Investigative Coordinators are:

- Communication;
- Diverse investigative knowledge, skills and experience;
- Leadership; and
- Emotional intelligence

Figure 21. Investigative Coordinators
Key Knowledge, Skills, Experience and Attributes by Key Themes

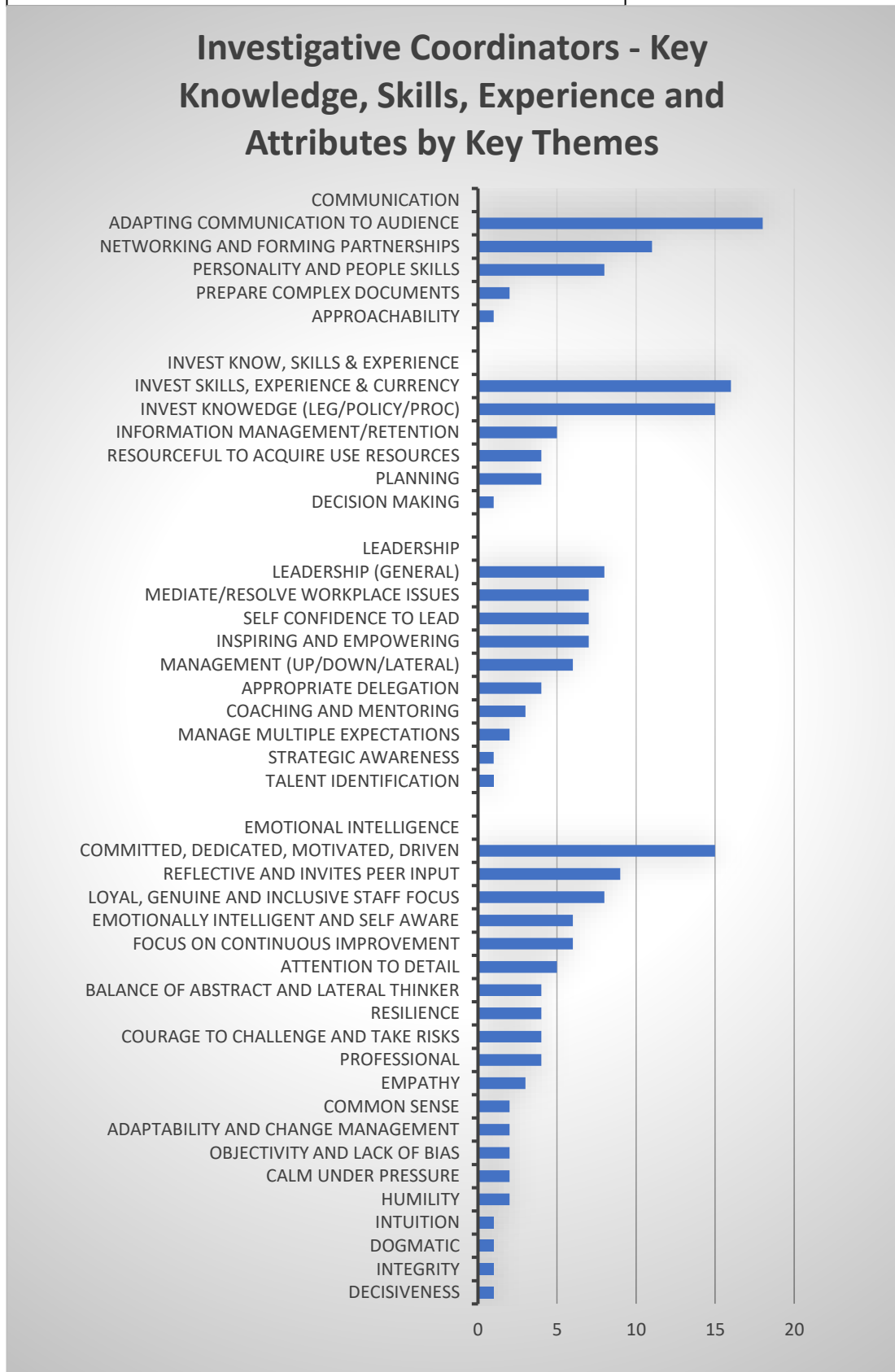
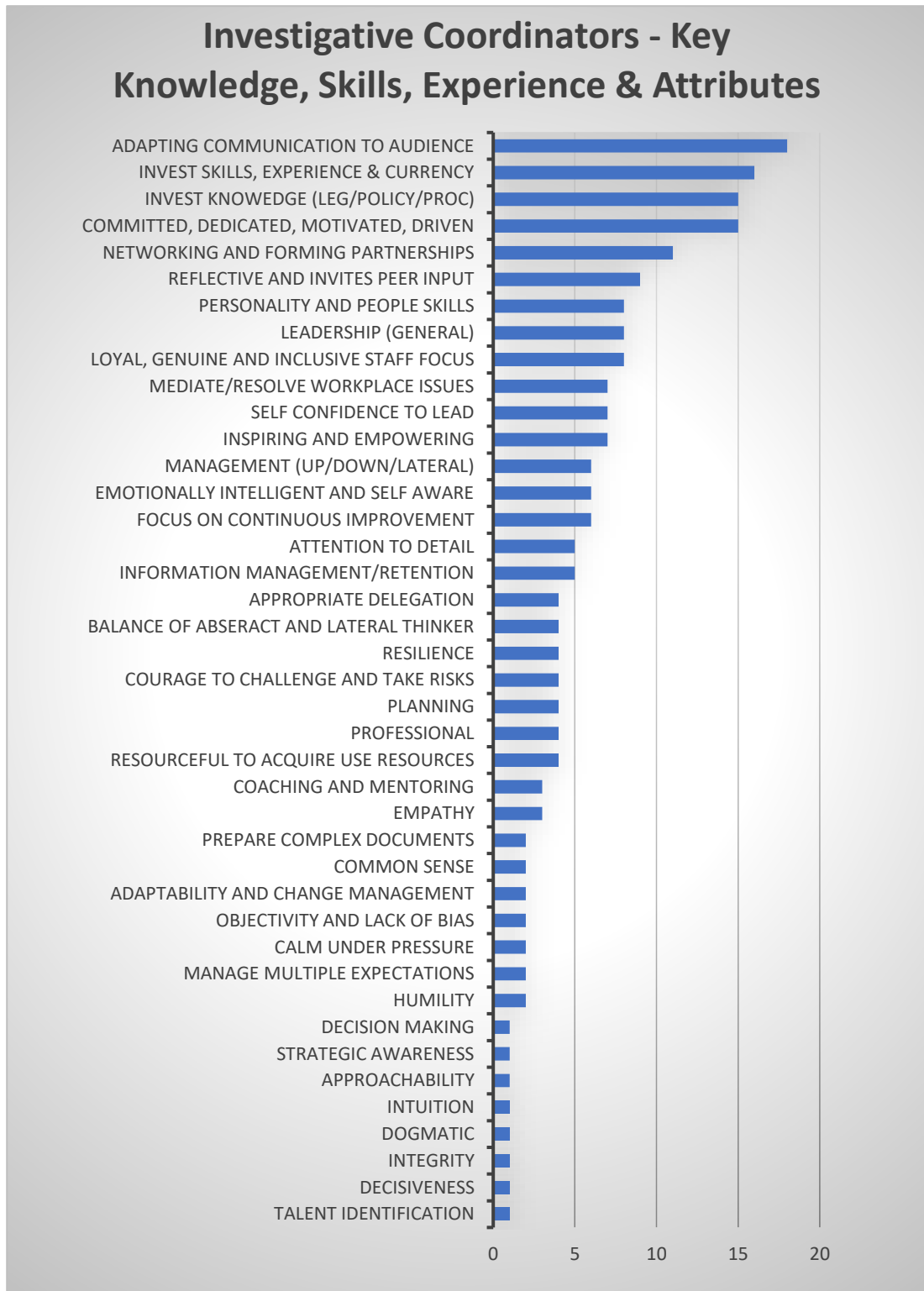


Figure 22. Investigative Coordinators
Key Knowledge, Skills, Experience and Attributes



Communication

Effective communication is crucial and is a key theme identified for the key, knowledge, skills, experience and/or attributes of Investigative Coordinators. In particular Investigative Coordinators need to communicate with influence to achieve desired outcomes. This communication needs to be adaptable in order to be effective with the widest range of audiences. This requires a high level of skill in sending, receiving and translating (understanding) communication to ensure the communication is adapted to be most effective in any situation. It is crucial Investigative Coordinators are seen to be approachable with strong people skills and an inviting personality. These attributes along with strong communication skills provide a solid foundation for the crucial liaison, networking and partnership relationships the Investigative Coordinator requires to be most effective in their role.

For Detectives generally, this research identifies communication as a core function of their role encompassing both written and verbal communication. The priority is identified as effective communication with the widest range of people including victims, witnesses, suspects, the legal fraternity, other police, staff from other agencies and others. This ability to communicate, negotiate, liaise, develop partnership and work with others towards achieving the most effective outcome was seen with the highest priority. Developing these skills in Detectives generally should build a strong foundation to build the required skills for Investigative Coordinators. Other areas of focus of communication for Detectives generally were providing briefings, preparation of legal and court documents, providing evidence in court, investigative interviewing and supporting victims and witnesses with opportunities for improvement identified in all these areas.

For Detective Sergeants communication is again identified as a key function. The focus of this communication however shifts away from prioritising investigative and court processes to more equally incorporate negotiation and conflict resolution skills. This does not mean that Detective Sergeants no longer required high level investigative communication rather the addition of higher-level negotiation and conflict resolution skills are additional requirements of the role of a Detective Sergeant. This correlates with the role of Detective Sergeants as front-line leaders, leading and managing teams and complex investigations and facilitating productive working partnerships with the wider QPS, other government and non-government agencies. For Detective Senior

Sergeants (and higher ranks) communication remains crucial however the focus shifts further away from individual contribution as an investigator towards higher level negotiation and conflict resolution and a clear focus towards wider scale networking and negotiation. This networking and negotiation is not individually focussed but on behalf of and between work units and organisations and is crucial to the effectiveness and performance (not of the individual but) of the whole work unit.

Effective communication is a key theme arising from this research in identifying the desired knowledge, skills, experience and attributes of Investigative Coordinators. In order to be effective, it is crucial that Investigative Coordinators exhibit:

- Communication. Communicate with influence to achieve outcomes including negotiating, networking, investigative interviewing and conflict resolution with a diverse range of people.

Diverse Investigative Knowledge, Skills and Experience.

Diverse Investigative Knowledge, Skills and Experience are crucial for Investigative Coordinators and has been identified as a key theme for the key knowledge, skills, experience and attributes for Investigative Coordinators. In particular the research identifies that this knowledge skills and experience needs to be contemporary (or current) and built upon a foundation of a diverse range of investigative knowledge, skills and experiences. This knowledge, skills and experience needs to incorporate practical investigative, risk management and legislative frameworks to enable the Investigative Coordinator to lead, manage and make decisions across a range of complex and serious investigations.

For Detectives generally the research demonstrates their investigative functions accounted for around 75% to 85% of their role necessitating high levels of investigative knowledge, skills and experience whilst the remaining 15% of their role related to leadership and management responsibilities. As Detectives progress and are promoted to DS, DSS and higher levels of Investigative Coordinator roles they take on more and more leadership and management roles. This means for Investigative Coordinators at DS and DSS level their investigative role only accounts for around 60% and 40% respectively of their responsibilities. For Commissioned Officers at DI, DSupt and DCSupt level this investigative role is further reduced to only around 30%,

20% and 15% respectively as leadership and management roles take up more and more of their responsibility.

Critically this research demonstrates that whilst the proportion of an Investigative Coordinators role that directly relates to their investigative function decreases generally with rank this does not necessarily correlate to a reduction in the requirement for them to possess and be able to use the highest level of investigative knowledge, skills and experience. What does change is the aspects of the investigative knowledge, skills and experience that are prioritised (and the manner in which they are used) across the practical, risk management and legislative frameworks. For Detective Sergeants as front-line supervisors who both participate in and supervise investigations their knowledge, skills and experience should encompass both the practitioner level and supervisor level. For Detective Senior Sergeants the practitioner level is no longer the priority with the knowledge, skills and experience required now prioritised towards supervision and oversight of multiple teams with more focus on risk management and legislative compliance. For Detective Inspectors and above this shift continues with little need for the fine grain detail of practitioner level and the focus moving from direct oversight to a higher level of strategic oversight. This requiring a strategic and longitudinal insight into the investigative knowledge, skills and experience required by investigators and the wider implications of this.

For all levels of Detectives and Investigative Coordinators current and relevant investigative knowledge, skills and experience are deemed critical for effective decision making. For more senior officers this is deemed critical in addressing emerging issues, changing strategic priorities and societal, technological, crime and other changes. This research identifies concerns, particularly around decision making specifically relating to Investigative Coordinators with reduced levels of relevant and contemporary investigative knowledge, skills and experience who may have less confidence and greater difficulty in making investigative decisions. This is particularly highlighted for Detectives who had siloed into specialist investigative roles (narrowing their knowledge, skills or experience) and officers who had moved away from Detective roles and returned after an extended absence via promotion or transfer (perceived as particularly relevant to Commissioned Officers).

Critically whilst identifying officers should take responsibility for their own development it is also identified that core drivers behind this issue relate to the training,

development, promotion and selection processes in use in the QPS. Participants identify that for Detectives and Investigative Coordinators from DSC, DS to DSS rank selection processes for promotion and transfer are often conducted in a way that prioritised merit towards siloing and narrowly focussed specialist skills rather than an applicant's overall merit as a Detective and/or Investigative Coordinator. Concurrently training and development opportunities at these ranks were identified as also being narrowly focussed towards specific crime types rather than development of a wider range of investigative knowledge and skills. These two factors working in conjunction with each other are identified as funnelling Detectives and Investigative Coordinators towards siloed and narrowly focussed investigative knowledge, skills and experience. Conversely, for Detective Inspectors, the research identifies a perception that apparent prioritisation of the wider range of policing knowledge, skills and experience may not place enough emphasis on the investigative knowledge, skills and experience of Commissioned officers placed in Investigative Coordinator roles.

Critically the research identifies two areas of focus to improve the knowledge, skills and experience of Investigative Coordinators. Firstly, a review of the selection processes in use in the QPS may be desirable to review the application of merit particularly as it relates to specialist roles so that an appropriate level of relevant knowledge, skills and experience (or ability to rapidly acquire these) to the wider selection criteria of the role is used rather than narrowed siloed knowledge and skills of an individual position. Secondly (and critically) a focus on the principles of lifelong learning and ongoing training and development (including individual development and robust ongoing training and development) for all level of Detectives and Investigative Coordinators.

Diverse investigative knowledge, skills and experience is a key theme arising from this research in identifying the desired knowledge, skills, experience and attributes of Investigative Coordinators. In order to be effective, it is crucial that Investigative Coordinators possess;

- Diverse Investigative Knowledge, Skills and Experience. Contemporary and diverse investigative knowledge, skills and experience encompassing practical investigative, risk management and legislative frameworks.

Leadership

Leadership is crucial and is a key theme for the desirable knowledge, skills, experience and attributes of Investigative Coordinators. Of particular importance is the requirement for active use of positive and empowering leadership focussed on inspiring and empowering to achieve results. There is also a strong focus on leaders identifying talent and developing staff through coaching, mentoring and delegation of duties in a manner that is focussed on development. In conjunction with this Investigative Coordinators still needs to employ a variety of more traditional management functions including mediating and resolving conflict, managing others (superiors, subordinates, colleagues and partnerships) and managing multiple priorities. The focus however should be away from a transactional style of management that can lead to negative feedback loops and deteriorating performance to a positive style of leadership focussed on developing positive feedback loops and inspiring performance.

For Detectives generally the research identifies leadership and management accounts for around 15 to 25% of a Detectives role. As Detectives progress and are promoted to DS, DSS and higher levels of Investigative Coordinator they take on more and more leadership and management roles. This means for Investigative Coordinators at DS and DSS level their leadership and management roles account for around 40% and 60% respectively of their responsibilities. For Commissioned Officers at DI, DSupt and DCSupt level this leadership role increases further to account for up to 85% of their responsibilities. Concurrent with this increase in leadership and management responsibility as rank increases this research also identifies the desirable attributes of Investigative Coordinators are much more focussed on leadership rather than the currently identified attributes of Detectives that are more management focussed.

This research identifies management as the third highest reported theme role performed by Detectives with nine separate management functions and no leadership functions identified amongst the 30 functions identified for the role of Detectives. Clear priority and focus are on the management of workload and investigations to ensure completion in a timely manner to a high standard across all the various competing priorities and uncertainty Detectives face. The other crucial management component identified is people management with the management of subordinates, managers, colleagues (both within and external to QPS) and self all rated as important

functions of Detectives. Specific concerns identified (particularly in the context of transitioning to leadership rather than management) is a tendency for some Detectives to appear arrogant in their management of others (particularly other police and partner agencies) which does not facilitate empowering leadership. Governance and data management are also identified as management priorities for Detective generally.

For Investigative Coordinators from the level of Detective Sergeant (and higher ranks) the focus of desirable attributes is on leadership to create a positive and productive workplace culture from which results will flow. Leadership skills are identified as one of the core attributes that identifies a Detective who has successfully transitioned to an effective Investigative Coordinator at Detective Sergeant level. This includes identifiable attributes of effective leadership including presence, confidence, mentoring, coaching, decision making ability, providing quality advice and professional maturity which all contribute to strong leadership. Other identifiable factors such as integrity and professionalism, driving a performance culture and attention to detail ensure the alignment of that leadership is driven towards a positive and productive culture.

For Investigative Coordinators at the level of Detective Senior Sergeant leadership again was highlighted as of critical importance both directly with the DS's they directly lead but also visible distal leadership of the wider work unit and engagement with other sections and agencies. The leadership also transitions from individuals to the wider work unit in mentoring, identifying talent to recruit and developing the talent in the work unit to enable succession planning. For Investigative Coordinators at Detective Sergeant and Detective Senior Sergeant level leadership priorities under the Lead 4 Queensland framework are identified as being:

- Fostering Healthy and Inclusive Workplaces (DS and DSS);
- Inspires Others (DS and DSS);
- Develops and Mobilises Talent (DS and DSS);
- Stimulates Ideas and Innovation (DS and DSS); and
- Driving Accountability and Outcome (DS) and Leads Strategically (DSS).

Fostering healthy and inclusive workplaces is identified as crucial to effective leadership for all levels of Investigative Coordinator demonstrating an understanding

of building a foundation of a workplace that is inclusive and fosters physical and psychological health and wellbeing can be more important than any other leadership strategy. Inspiring others is a crucial skill however the difficulty may lie not in Investigative Coordinators understanding they should do this, but as being inspiring is a skill or attribute it may be difficult to quantify, teach or assess. Developing and mobilising talent is identified as being intrinsically linked to effective leadership as is stimulating ideas and innovation. Working through the leadership priorities, it is not until driving accountability and outcomes that we see a focus on a management strategy at DS level with all previous identified strategies clearly focussed on leadership. At DSS level however driving accountability and outcomes is replaced by leading strategically highlighting the shift away from direct leadership to a more strategic oversight role and maintaining the focus on positive and empowering leadership rather than punitive management strategies.

Another critical aspect to the leadership of Investigative Coordinators identified is the harmful impact of negative feedback loops. This failure can occur when poor or negative performance is addressed by poor or negative management or leadership which causes worse performance. In addition, poor or negative leadership or management can be the impetus facilitating poor performance and thus further negative leadership or management strategies. Ultimately whether the impetus is poor performance, poor leadership or poor management if the response is similarly poor and/or negative a downwardly spiralling negative feedback loop is likely.

In direct contrast to this, the use of proactive, positive and empowering leadership (rather than a more reactive and punitive management style) can generate positive feedback loops. When this occurs the positive leadership and feedback encourages development, motivates and empowers the recipient which is likely to lead to improved performance which in turn should lead to more positive and empowering leadership providing more opportunities for the recipient. This does not mean that sound governance and management are not important, they are still critical however the focus should be on empowering leadership and supervision. Critically these changes focussing on generating 'positive feedback loops' through empowering leadership and supervision will require a cultural shift within the QPS. Achieving this would benefit greatly from a unified organisational wide strategy incorporating formal and informal training and development, learning through shared experience and

practice both through exercises and in real world situations. Critically significant steps will need to be taken to undo the mistrust and damage created by ‘negative feedback loops’.

Leadership is a key theme arising from this research in identifying the desired knowledge, skills, experience and attributes of Investigative Coordinators. In order to be effective, it is crucial that Investigative Coordinators exhibit;

- Leadership. Proactive and people centric leadership focussed on positive engagement enabling positive feedback loops and achieving outcomes.

Emotional Intelligence

Emotional Intelligence is crucial for Investigative Coordinators and is a key theme for the desirable knowledge, skills, experience and attributes for Investigative Coordinators identified in this research. As an attribute, emotional intelligence can be more difficult to assess, learn and teach than the other three key themes identified (being communication, investigative knowledge, skills and experience and leadership).

Emotional intelligence is defined as the ability to identify feeling and emotions in oneself and others, identify what they mean and then use this information to guide one’s thoughts, decisions and actions (Salovey and Mayer, 1990). In practice this means an emotionally intelligent person (Salovey and Mayer, 1990) can:

- Identify and expresses emotions:
 - in themselves through appropriate verbal and non-verbal means;
 - in others through recognising verbal and non-verbal cues and being empathetic to those;
- Regulate emotions:
 - in themselves through actively impacting their own mood;
 - in others through behaviour designed to impact others mood;
- Use emotion to positive effect in thoughts and actions of themselves and others facilitating;
 - Flexibility in planning;
 - Creative thinking;

- Redirecting attention;
- Motivation and focus;
- Decision making; and
- Problem solving.

Emotional intelligence is identified as a key theme by name by only 30% of research participants however in addition to this, participants provided a long and varied list of other attributes of Investigative Coordinators. Using a realist paradigm to holistically review these attributes identified that in general these many and varied attributes both individually and collectively could be seen to be identifiable attributes, behaviours or symptoms of a person who possesses emotional intelligence. The importance of this insight is that rather than undertaking the difficult and confusing task of attempting to assess and develop a wide variety of individual attributes, the development and assessment of emotional intelligence should correlate with development of these other attributes. Conversely the presence of the range of varied attributes of an emotionally intelligence person can be seen to identify a person's emotional intelligence. The core attributes of emotional intelligence listed above correlate strongly to the key themes of other desirable attributes identified in this research and correlates strongly to the other key themes of communication and leadership and one's motivation and focus to improve their investigative knowledge, skills and experience.

Emotional Intelligence is a key theme arising from this research in identifying the desired knowledge, skills, experience and attributes of Investigative Coordinators. In order to be effective, it is crucial that Investigative Coordinators exhibit;

- Emotional Intelligence. Self-awareness and possessing self-regulation exhibited by empathy, flexibility, planning, creative thinking, focus, motivation, decision making and problem solving.

The **Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators** identified in this research are;

- **Diverse Investigative Knowledge, Skills and Experience.** Contemporary and diverse investigative knowledge, skills and experience encompassing practical investigative, risk management and legislative frameworks;
- **Communication.** Communicates with influence to achieve outcomes including negotiating, networking, investigative interviewing and conflict resolution with a diverse range of people.
- **Leadership.** Proactive and people centric leadership focussed on positive engagement enabling positive feedback loops and achieving outcomes.
- **Emotional Intelligence.** Self-aware and possessing self-regulation exhibited by empathy, flexibility, planning, creative thinking, focus, motivation, decision making and problem solving.



Figure 1. Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators

CHAPTER 6: CONCLUSIONS

6.1 Conclusions

This research aimed to identify, ‘What are the desired knowledge, skills, experience and attributes of Investigative Coordinators?’ This intention is achieved through methodical examination of a literature review, data collection and analysis in relation to Detectives and Investigative Coordinators focussed on their roles, attributes, current and future challenges and priorities and desirable knowledge, skills experience and attributes. This research identifies clear consensus of four critical themes for the key knowledge, skills, experience and attributes of Investigative Coordinators being diverse investigative knowledge, skills and experience, communication, leadership and emotional intelligence. These critical themes generally align and build on the foundations of themes identified by previous research for Detectives, with refocussed priorities to the higher-level Investigative Coordinator role.

Any change as significant as the QPS’s strategic aim of realigning from an offender centric (respond and investigate) model of policing towards a victim centric approach (focussed on crime prevention, disruption and harm minimisation) can involve significant difficulty to fully implement. Achieving this will require a workforce that is knowledgeable, skilled, engaged, motivated, led and supported to contribute effectively to drive innovation, change and partnerships to contribute to QPS strategic goals.

For Detectives this outcome requires leadership (from Investigative Coordinators) that does not rely on a punitive or quantitative management style or the poor leadership and management identified by Mayes (2014). To truly lead and empower their workforce this research shows Investigative Coordinators need to possess, be able to implement and exemplify the four critical themes identified being:

- Diverse investigative knowledge, skills and experience;
- Communication;
- Leadership; and
- Emotional intelligence.

In addition to the critical themes addressing the primary focus of this research, evidence emerges from this research of other issues of significant importance to the

role of Detectives and Investigative Coordinators. For some of these issues, themes are emerging which address them.

This research identifies important issues around the training and development of Detectives and Investigative Coordinators with clear consensus of the importance of this issue and the themes identified to address this. This reflects the findings of previous research regarding reported deficiencies affecting QPS Detective Training including delays in accessing the program, managing the workload for participants and lack of reward or recognition for completion. An important theme arising is the need for a structured robust training and development program for Detectives focused on a continuum of learning in line with adult education and lifelong learning principles.

This program should incorporate initial Detective Training, ongoing training and development for all investigators, specific Investigative Coordinator Training and specialist training programs. This training should be focussed around incorporating four domains being formal training programs, informal and workplace training activities, shared learning through guided peer to peer learning and practical exercising of capabilities.

The other important issue arising out of this research with clear themes to address it is the priorities for Investigative Coordinators to remain effective into the future. Despite the significant and varied challenges already identified and the range of unknown challenges, addressing these challenges should be focussed on what is known and what can be directly impacted. The most effective strategy to remain effective into the future is to focus on people, developing and supporting the workforce and building productive relationships and partnerships. The focus to prepare for the future is therefore three-fold, having an investigative workforce of the right people provided with the right leadership and support to do their job, enhancing investigative capability by focussing on the training and development of that workforce and enhancing investigative capacity through strategic use of the workforce, resources and partnerships.

Some other important issues also arising out of this research however are not examined in sufficient detail to enable key themes to be clearly identified to an extent for significant conclusions to be drawn. These issues present as opportunities for future research.

The first of these other important issues arising is around diversity and gender issues amongst Detectives, Investigative Coordinators and sworn police officers generally. There is significant data identified within the literature review which provides opportunity for further separate research into this important issue. The other important issue that arose through data collection is a concept of considering the different ranks or levels of Detectives through a prism of their level of dependency on others. This issue appears of importance not just to Detectives or police officers but could be of significance to other government departments or large organisations where success may be dependent on the interdependency and partnership between individuals, work units, professions and organisations. This initial concept of levels of dependency incorporates:

- Highly Dependent, (junior) Investigators are highly dependent on their colleagues and supervisors as they gain the knowledge, skills and experience required of a competent Detective (and undertake the formal Detective Training program);
- Independent, development of Investigators should be aligned and focussed to ensure by the time they are ready to apply for their Detective's classification and progress to being Advanced Investigators they are competent managing and conducting their investigations and other duties relatively independently and autonomously; and
- Interdependency; as Detectives progress to Investigative Coordinators (DS and DSS rank) their level of interdependency increases, in order to operate effectively they become more and more interdependent with others both internal and external to the QPS through partnerships to achieve mutual goals.

This value of progression proposes that no matter how junior or senior one is there will be times they will be dependent on the knowledge, skills, experience and/or capabilities of others. The more junior an individual is the more this manifests itself through primarily one-way mentoring and training relationships. As the individual progresses and strives for greater independence their contribution should increase with true value achieved through the development and implementations of partnerships with others sharing knowledge, skills, experience and capabilities to achieve mutually beneficial outcomes.

This research reconfirms the crucial role of Investigative Coordinators in leading Detectives to achieve their (criminal investigative and other) priorities to contribute to the QPS achieving its aspirational vision of ‘Queensland – the safest state’, purpose ‘Together, we prevent, disrupt, respond and investigate’ whilst upholding values of ‘Integrity, Professionalism, Community and Respect and Fairness’ Each of these key Issues (and identified themes) are crucial to achieving these goals (QPS, 2020g):

1. Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators;
2. Key Priorities for Training and Development of Detectives and Investigative Coordinators; and
3. Key Priorities for Detectives and Investigative Coordinators to remain effective into the future.

Issue 1

(This critical issue was the primary focus of this research).

The **Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators** are:

- **Diverse Investigative Knowledge, Skills and Experience.** Contemporary and diverse investigative knowledge, skills and experience encompassing practical investigative, risk management and legislative frameworks;
- **Communication.** Communicates with influence to achieve outcomes including negotiating, networking, investigative interviewing and conflict resolution with a diverse range of people.
- **Leadership.** Proactive and people centric leadership focussed on positive engagement enabling positive feedback loops and achieving outcomes.
- **Emotional Intelligence.** Self-aware and possessing self-regulation exhibited by empathy, flexibility, planning, creative thinking, focus, motivation, decision making and problem solving.



Figure 1. Key Knowledge, Skills, Experience and Attributes of Investigative Coordinators

Issue 2

The key priorities for Training and Development of Detectives and Investigative Coordinators are:

- **Detective Training Continuum.** A continuous, ongoing, robust training and development program for all levels of Detectives including:
 - **Initial Detective Training.** To develop the knowledge, skills experience and attributes required to attain Detectives classification;
 - **Ongoing Training and Development.** To maintain, enhance, exercise and ensure currency of relevant knowledge, skills and experience for Detectives and Police at all levels;
 - **Investigative Coordinator Training.** To develop the key knowledge, skills and experience of Senior Investigators at each rank of Investigative Coordinator; and
 - **Specialist Training.** For specific crime classes, issues and investigative strategies.
- **Training and development focussed across four domains being:**
 - **Formal Training.** Formal accredited, robust training programs;
 - **Informal and Workplace Learning.** Continuous and ongoing informal development, mentoring and training in the workplace;
 - **Sharing Learning.** Facilitation of peer to peer based shared learning across the QPS; and
 - **Exercising Capability.** Practical exercising to develop, assess and share learning.

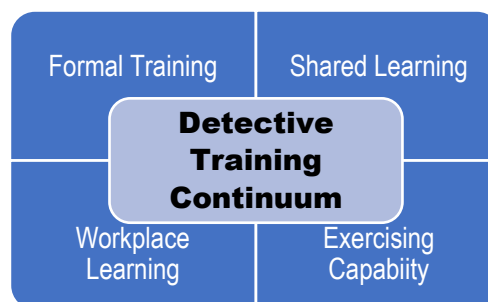


Figure 2. Key Priorities for Training and Development of Detectives and Investigative Coordinators

Issue 3

(Themes addressing this important issue were identified through this research).

The key priorities for Detectives and Investigative Coordinators to remain effective into the future are:

- **Enhancing the Investigative Workforce.** Identifying, recruiting, training, developing, engaging, motivating, supporting and ensuring the health and wellbeing of the right people performing the right roles;
- **Enhancing Investigative Capability.** Developing capability through training, developing and resourcing the workforce and forming effective partnerships; and
- **Enhancing Investigative Capacity.** Strategic use and deployment of workforce, resources and partnerships to most effectively meet organisational goals.



Figure 3. Key Priorities for Detectives and Investigative Coordinators to remain effective into the future

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APPENDICES

Appendix A: Queensland Police Service Strategic Plan 2020-2024

Queensland Police Service Strategic Plan 2020-2024

A Plan for Challenging Times



Our Vision
Queensland - the safest State.

Our Purpose
Together, we prevent, disrupt, respond and investigate.



Our Values
Integrity:
Is in everything we do. We are honest, trustworthy and hold each other to a high standard.



Professionalism:
Times are challenging but if we are professional in everything we do, our communities will continue to support us.



Community:
We support each other and lend a hand to ensure we can respond to community needs as well as the needs of our policing community.



Respect and fairness:
We treat each other and our communities as we would like to be treated ourselves – with fairness, dignity and respect.

Strategic Objectives

Our people

Build a connected, engaged and job-ready workforce, with the health, wellbeing and safety of our people a priority

Strategies

- Deliver leadership that is agile, authentic, supportive, courageous, innovative and visible
- Establish and maintain strong partnerships, openness, awareness and accessibility
- Deliver healthy, safe, positive and inclusive workplaces with a diverse workforce that reflects the community we serve
- Prioritise psychological wellbeing
- Provide fit for purpose resources to support all our staff

Performance Indicators

- Increased agency engagement (Working for Queensland survey measure)
- Increased the diversity of our workforce in line with our 2022 diversity target

Our community

Together with our community build a safer Queensland

Strategies

- Deliver timely and professional responses to calls for service to maintain and strengthen community confidence through a community-centred approach to policing and crime prevention
- Partner with the community and other agencies to respond to overrepresentation in the criminal justice system, including vulnerable persons, young people and victims of domestic and family violence

Performance Indicators

- An increase in satisfaction of people who have had contact with police in the last 12 months
- An increase in public perception of safety
- An increase in public satisfaction with police dealing with emergencies and disasters
- A reduction in rates of youth reoffending

Our relationships

Create a safer community and provide better services through connected and engaged relationships

Strategies

- Maximise opportunities to prevent crime and enhance community safety through collaborative partnerships with government agencies, non-government organisations and community groups
- Strengthen relationships with our people to better support us into the future
- Predict the legitimacy of policing through fair and ethical service delivery

Performance Indicators

- Maintain high levels of public perception of police professionalism, and confidence in police
- An increase in public perception of police honesty, and fair and equitable behaviour
- An increase in the percentage of young offenders diverted as a proportion of all young offenders proceeded against by police

Our commitment

Embrace new ideas and innovation to strengthen our capability to prevent, disrupt, respond and investigate crime and deliver safe and secure communities

Strategies

- Deliver sustainable, effective, innovative and efficient approaches to preventing, disrupting, responding and investigating crime and delivering safe and secure communities
- Prevent crime together, by connecting our people, community and relationships to collectively build a community culture of prevention and harm minimisation
- Disrupt crime together, by educating our people, community and relationships in strategies to identify and disrupt local, state, national and global crimes
- Respond to crime together, by improving our response capability through streamlining, technology, improved models of service delivery, continuous learning, business optimisation and digital transformation
- Investigate crime together, by developing our people, community and relationships to investigate crime in a global environment of complexity and ambiguity

Performance Indicators

- An increase in the percentage of code 1 and 2 incidents attended within 12 minutes
- An increase in the rate of personal safety, property security and offences against good order cleared within 30 days
- A reduction in the rate of crime victims
- A decrease in the rate of road cash fatalities and hospitalisation

Risks

Maintain an agile disaster management capability to plan for and respond to an increase in the frequency and/or severity of extreme weather events, natural disasters and severe community health challenges including the on-going COVID-19 pandemic

Adapt to economic conditions while continuing to deliver high quality and efficient policing services

Strengthen the integrity and professionalism of police to enhance community satisfaction, trust and confidence in the QPS, in an environment of evolving community expectations

Adapt to keep pace with the challenges of a dynamic criminal environment where new and emerging technologies increasingly impact on both cybercrime and 'traditional' crime types

Opportunities

Lead the QPS service delivery model during growing and changing demands influenced by numerous factors including population growth, the ageing population and cultural diversity

Champion networks and partnerships across the public/private sectors and the community to create opportunities to improve responses and enhance social cohesion and community safety

Promote a workforce which is flexible, fair, inclusive and diverse – to enhance engagement and performance in delivering services to the Queensland community

Empower the workforce by investing in their safety, mental health and wellbeing, and organisational capabilities, to support future challenges

Champion collaborative approaches to improve understanding and positive outcomes for vulnerable and high risk groups in Queensland

Human Rights Act 2019

The Queensland Police Service has made a commitment to respect, protect and promote human rights in our decision-making and actions.

Our Future State: Advancing Queensland's Priorities

The Queensland Police Service contributes to Advancing Queensland's Priorities to keep communities safe and be a responsive government. We do this by working with others to reduce the rate of crime victims and rates of youth reoffending and supporting the priority to make Queensland Government services easy to use.

Appendix B: Queensland Police Service Our Purpose



Appendix C: Instrument

RESEARCH QUESTIONS

Participant Statistical Information

What is your gender?

What is your age?

How long have you been a police officer?

How long have you/did you perform plain clothes Investigative roles?

What is your rank?

What is the highest rank you achieved in a plain clothes Investigative role?

What region/command is your workplace located in?

Please nominate areas in which you have significant plain clothes experience/expertise

Definitions

For the purpose of this research the term Investigative Coordinator (in accordance with ANZPAA Guidelines) is to be taken to mean a Detective of the QPS who;

- Is responsible for leading, overseeing and managing high profile, complex and politically sensitive investigations;
- Will have knowledge, skills, experience and attributes developed across general duties, plain clothes and appointed Detective Investigative roles;
- Is involved in the overall quality assessment of investigations;
- Engages at a more strategic level and contributes to continuous development of Investigative practices;
- In the QPS context would be a Detective Sergeant or Detective Senior Sergeant.

Knowledge, skills, experience and attributes of an Investigative Coordinator.

General Description/Impressions

How would you describe a typical Detective?

How would you describe a typical Detective Sergeant?

How would you describe a typical Detective Senior Sergeant?

Role and Supervisor Confidence

Nominate 5 typical policing situations that Detectives currently face?

How much confidence do you have (in Investigative Coordinators) to lead/supervise in each of these situations, and why?

How much discretion (genuine decision making) can (Investigative Coordinators) exercise as a supervisor/leader in these situations?

Key Knowledge, Skills, Experience and Attributes

Nominate the 5 most important knowledge, skills, experience and attributes for Investigative Coordinators?

Positives and Negatives

Think of outstanding Investigative Coordinators that you know. Name the top 5 things that make them so good?

Undertake the same thought process for the other end of the spectrum and provide the top 5 things you believe contribute to this?

The Future

What are the top (three to five) challenges for Investigative Coordinators to remain effective into the future?

How do we overcome these challenges?

Queensland Police Service Strategic Plan

What do you see as an Investigative Coordinator's role in relation to the statement *'Queensland – the safest state'*

What do you see as an Investigative Coordinator's role in relation to the statement *'Together, we prevent, disrupt, respond and investigate.'*

What do you see as an Investigative Coordinator's role in relation to the statement, *'Integrity: If we have integrity we are honest, trustworthy and hold each other to a high standard. If we lose our integrity, we lose our community.'*

What do you see as an Investigative Coordinator's role in relation to the statement, *'Professionalism: By being professional in everything we do; our communities will continue to support us.'*

What do you see as an Investigative Coordinator's role in relation to the statement, *'By supporting each other and lending a hand, we can respond to community needs as well as the needs of each other.'*

What do you see as an Investigative Coordinator's role in relation to the statement *'Respect and Fairness: We treat each other and our communities as you would like to be treated yourself – with fairness, dignity and respect.'*

Balance of Specialist/Technical and Leadership/Management

For each rank nominate as a percentage the balance of Specialist/Technical and Leadership/Management Knowledge, Skills, Experience and Attributes the officers should possess/use?

Knowledge Skills, Experience and Attributes	Rank						
	Det Con	Det S/Con	Det Sgt	Det S/Sgt	Det Insp	Det Supt	Det C/Supt
Specialist / Technical							
Leadership / Management							

Leadership Competencies for Queensland

The Queensland Police Service as part of the Queensland Public Sector identifies 11 'Leadership Competencies for Queensland' broadly grouped under three headings Vision, Results and Accountability. Please list for each individual rank the five most important leadership qualities for that rank.

Lead 4 Queensland Leadership Quality		Rank			
		Detective Constable/ Senior Constable	Detective Sergeant	Detective Senior Sergeant	Detective Inspector/ Superintendent /Chief Supt
VISION	Leads Strategically				
	Stimulates Ideas and Innovation				
	Leads Change in Complex Environments				
	Makes Insightful Decisions				
RESULTS	Develops and Mobilises Talent				
	Builds Enduring Relationships				
	Inspires Others				
	Drive Accountability and Outcomes				
ACCOUNTABILITY	Fosters Healthy and Inclusive Workplaces				
	Pursues Continuous Growth				
	Demonstrates Sound Governance				

Thank you for taking the time to help with this research project.

Appendix D: Instrument Responses (Summary of Qualitative Analysis)

RESEARCH QUESTIONS

Participant Statistical Information

What is your gender?

17 x male, 3 x female

What is your age?

Average age 48

How long have you been a police officer?

Average 26 /1 2 years (over 530 years cumulative experience)

How long have you/did you perform plain clothes Investigative roles?

Average 21 ½ years (over 430 years cumulative)

What is your rank?

2 x Detective Chief Superintendent

3 x Detective Superintendent

3 x Detective Inspectors

7 x Detective Senior Sergeants

5 x Detective Sergeants

What is the highest rank you achieved in a plain clothes Investigative role?

As Above

What region/command is your workplace located in?

Please nominate areas in which you have significant plain clothes experience/expertise

Geographic location and communities included;

From every policing region in Queensland;

Encompassing major cities and urban areas, smaller towns, rural areas, remote communities and indigenous communities;

Diverse Regional Investigative experience including;

Criminal Investigation Branch;

Child Protection Investigations Units;

Regional Drug Squads;

Regional Stock Squads;

Regional Tactical Crime Squads; and

Uniform general duties;

Specialist Investigative fields including;

State Crime Command (including homicide squad, fraud and cybercrime, state flying squad, covert operatives, covert surveillance, corrective service investigation unit and child protection and sexual crime groups);

Ethical Standards Command; and

Counter Terrorism;

External agencies including;

Australian Federal Police;

Crime and Corruption Commission;

Queensland Crime Commission;

Commissions of Inquiry under the Royal Commissions Act 1902; and

Detectives in other jurisdictions; and

Facilitators for the DTP.

Definitions

For the purpose of this research the term Investigative Coordinator (in accordance with ANZPAA Guidelines) is to be taken to mean a Detective of the QPS who;

- Is responsible for leading, overseeing and managing high profile, complex and politically sensitive investigations;
- Will have knowledge, skills, experience and attributes developed across general duties, plain clothes and appointed Detective Investigative roles;
- Is involved in the overall quality assessment of investigations;
- Engages at a more strategic level and contributes to continuous development of Investigative practices;
- In the QPS context would be a Detective Sergeant or Detective Senior Sergeant.

Knowledge, skills, experience and attributes of an Investigative Coordinator.

General Description/Impressions

How would you describe a typical Detective?

Frequency of Theme in Describing a Typical Detective

Theme	Participant Rank					Total (n=20)
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Commitment, Dedication and Diligence	2	2	1	6	4	15
High Level Communication	2	3		3	3	11
Diverse Investigative Skills		2	1	1	5	9
Tenacious and Results Driven	2	2		4	1	9
Professional, Ethical and personal integrity	2	1		2	3	8
Curious Mind, Common Sense / Research	1		1	4	1	7
Flexible, adaptable and willing to Learn				3	4	7
Methodical, meticulous and attention to detail				1	3	4
Analytical and Problem Solving	2	2		1		4
Ability to Work Autonomously			1	3		4
Intelligent and Thoughtful	1	2		1		4
Lateral and abstract thinking		1		1	1	3
Resilient					2	2
Confidence and presence	1	1				2
Decision Making		1			1	2
Unorthodox					1	1
Intuitive					1	1
Courageous				1		1
Emotionally Intelligent		1				1
Leadership		1				1
Overreliance on Technology		1				1
Use Technology	1					1

How would you describe a typical Detective Sergeant?

Frequency of Theme in Describing a Typical Detective Sergeant

Theme	Participant Rank					Total (n=20)
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Communication, negotiation and conflict resolution skills	2	3	1	4	2	12
Lead and Manage Complex Investigations	1	1		2	4	8
Leadership		3	2		3	8
Confidence and Presence	1	2	1	1	2	7
Mentoring and Coaching		1		2	4	7
Decision Making and Common Sense		3	1	1	1	6
Providing Quality Advice	1			2	3	6
Calming Influence and Patience	1	1			2	4
Integrity / professionalism	1			2		3
Exploit Opportunities		1			2	3
Relentlessness					1	1
Performance Culture		1				1
Lateral / Abstract Thinker					1	1
Attention to Detail					1	1
Professional Maturity				1		1

How would you describe a typical Detective Senior Sergeant?

Frequency of Theme in Describing a Typical Detective Senior Sergeant

Theme	Participant Rank					Total (n=20)
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Strategic Focus	2	3	2	4	4	15
Longitudinal Focus	2	3	2	2	4	13
Communication, Negotiation and Networking	2	2	2	4	1	11
Positive and Welfare Culture	1	2	1	2	2	8
Performance Culture	2	2	1	1	1	7
Leadership	1	2	1	2	1	7
Problem Solving and Consideration of Options		1		5		6
Broad Investigative Experience				3	2	5
Integrity and professionalism	1	1		2		4
Mentoring	1		1		1	3
Talent Recognition and Development		1			1	2
Link between management and staff				1		1
Stands by Decisions				1		1

Role and Supervisor Confidence

Nominate 5 typical policing situations that Detectives currently face?

Frequency of Theme in Nominating 5 Typical Policing Situations for Detectives

Theme	Participant Rank					Total
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	SSgt (n=7)	Sgt (n=5)	
<u>Reactive Policing</u>						<u>46</u>
Bulk (property) crime and work list investigations	2	3	2	5	1	13
Significant, protracted and/or complex investigations	2	3	2	3	1	11
Reactive Policing Generally	1		1	3	3	8
Priority Policing	1		1	2	2	6
Fixing and Solving Problems		1	1	1		3
Crime/Incident Scene Management				2	1	3
Search Warrants				1	1	2
<u>Communication</u>						<u>26</u>
Communication (General)		1	1	3	1	6
Court Documents Preparation	1		2	1	2	6
Evidence in Court			1	2	2	5
Correspondence (General)			1		2	3
Supporting Victims of Crime			2		1	3
Investigative Interviews				1	2	3
<u>Management</u>						<u>20</u>
Managing Competing Priorities and uncertainty	1	2		2	1	6
Managing Down (Subordinates)		1		1	1	3
Managing Up (Superiors)		1			1	2
Managing laterally and externally		1		1		2
Governance		1			1	2
Data Analysis		1			1	2
Managing Conflict		1				1
Managing Self (understand role)		1				1
Manage Change	1					1
<u>Proactive Policing</u>						<u>17</u>
Proactive (General)	1	1	2	1	3	8
Organise Crime		1	1	3	1	6
Human Source		1				1
Counter Terrorism				1		1
Proactive Patrolling	1					1
<u>Professional Development</u>						<u>11</u>
Formal Professional Development		1	1	1	1	4
Adapting to new Technology	1			1	2	4

Enhancing Awareness and Understanding of Methodologies		1	1		1	3

How much confidence do you have (in Investigative Coordinators) to lead/supervise in each of these situations, and why?

Confidence in Investigative Coordinators Leadership and Supervision

Theme	Participant Rank					Total
	CSpt	Supt	Insp	SSgt	Sgt	
<u>Investigations (Generally)</u>	2	3	3	7	5	<u>20</u>
<u>Maintaining Skills. Knowledge, Experience</u>						<u>9</u>
Development				3	1	<u>4</u>
Technology					1	<u>1</u>
Awareness/Understanding Methodologies				3	1	<u>4</u>
<u>Reactive Investigative</u>						<u>6</u>
Bulk Crime – Task List	2			1		<u>3</u>
Serious/Long Term/Complex Investigations		1		1		<u>2</u>
Hot Job – High Risk/Violent/Complex	1					<u>1</u>
<u>Communication</u>						<u>1</u>
Brief Preparation	1					<u>1</u>
Evidence in Court						
<u>Proactive Investigations</u>						<u>1</u>
Proactive (General)	1					<u>1</u>
<u>Management</u>						<u>1</u>
Managing Competing Priorities / uncertainty		1				<u>1</u>

Identified Areas of Improvement for Investigative Coordinators Leadership and Supervision

Theme	Participant Rank					Total
	CSpt	Supt	Insp	SSgt	Sgt	
<u>Maintaining Skills. Knowledge, Experience</u>						<u>25</u>
Development (Desking)	1	2	1	4		<u>8</u>
Technology	1				2	<u>3</u>
Awareness/Understanding Methodologies	1	1	1	4	3	<u>10</u>
Governance		1				<u>1</u>
Lack of Diversity in Team		1				<u>1</u>
Behaviours and Mindset		2				<u>2</u>

<u>Management</u>						<u>16</u>
Managing Competing Priorities / uncertainty		1				1
Managing Down (micromanaging)				1	3	4
Managing Up					2	2
Managing outside (arrogant?)				1		1
Managing Conflict	1				2	3
Managing Self (understand role)	1				2	3
Manage Change	1				1	2
<u>Communication</u>						<u>7</u>
Communication (Briefing Up)					1	1
Brief Preparation	1				1	2
Evidence in Court			1		1	2
Correspondence (General)					1	1
Interviews					1	1
<u>Proactive Investigations</u>						<u>2</u>
Proactive (General)			1		1	2
<u>Reactive Investigative</u>						<u>1</u>
Serious/Long Term/Complex Investigations				1		1

How much discretion (genuine decision making) can (Investigative Coordinators) exercise as a supervisor/leader in these situations?

Investigative Coordinators Decision Making Ability

Theme	Participant Rank					Total (n=20)
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
More senior officers micromanaging	1	2	1	4	3	11
Officers deferring to higher level			1	3	3	7
Provide solid foundation of knowledge/skills		2		3	2	7
Behaviours and Mindset		1	1	4		6
Innovation stifled by risk adversity	1	1		3		5
Develop and build them up		1	1	2	1	5
Decision making improves when they are allowed to lead/manage their teams	1	1		1	1	4
Focus on lifelong learning		1	1		1	3
Diversity in team (benefits decisions)		1	1	1		3
Liaison, external assistance			2	1		3
Importance of Sound Governance	1	1				2
Focus training on lead and supervise		1				1
Failing to make decisions				1		1
Learning through sharing experience				1		1

Ability to maintain over very long-term investigations		1				1
Competing Priorities		1				1

Differing Roles of Investigative Coordinators

Themes	Participant Rank					Total
	CSpt	Supt	Insp	SSgt	Sgt	
SCC decision more Commissioned Officer Regional more autonomous	1			1	2	4
SCC more likely single crime type Regional very diverse crime types	2	1				3
SCC more likely single investigation Regional juggling multiple priorities	2					2
SCC more resources Regional more likely to assist other sections	2					2
SCC focus on investigation Regional leadership/management/admin	1					1
SCC more oversight Regional more independence	1					1
SCC more legislative requirements and protections (covert strategies)	1					1
SCC can pick and choose jobs Regions take on every job	1					1
SCC liaison interjurisdictional Regional liaison community other police	1					1

Key Knowledge, Skills, Experience and Attributes

Nominate the 5 most important knowledge, skills, experience and attributes for Investigative Coordinators? and

Positives and Negatives

Think of outstanding Investigative Coordinators that you know. Name the top 5 things that make them so good?

Key Knowledge, Skills Experience and Attributes for Investigative Coordinators

Knowledge, Skills, Experience, Attribute	Participant Rank						Total (n=20)
	KSE A *	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Communication (adapt to audience)	SE	1	3	3	6	5	18
Investigative Experience Skills, Techniques, currency	KSE	2	3		7	4	16
Investigative Knowledge legislation, policy and procedure	KSE	2	3	1	7	2	15
Committed, Dedicated, Motivated, Driven	A		2	1	7	5	15
Communication (networking/partnerships)	SEA	1	3		2	5	11

Reflective (Self and Peer input)	A		2	1	6		9
Personality / People Person	A	1	3		1	3	8
Loyalty / Genuine Interest / Inclusive /Stick Up for staff Healthy Workplace	A		2	1	4	1	8
Leadership (General)	SE		3	2	2	1	8
Confidence to Lead	SEA	2	1	1	3		7
Inspiring / Empowering	A	1	2		2	2	7
Workplace Issues (mediate and resolve)	KSE	1		1	4	1	7
Management (Up/down/sideways)	SE			1	3	2	6
Emotional Intelligence /Self Aware / Professional Maturity	A		2		3	1	6
Focus on Continuous Improvement	A				5	1	6
Attention to detail	A		3			2	5
Information Management/retention	KSE A	1		1	3		5
Delegate appropriately	E	1				3	4
Balance abstract, analytical, lateral thinker	A	1	1	1	1		4
Resilience	A		3		1		4
Courage to Challenge Respectively / Take appropriate risks	KSE A		2	1	1		4
Planning	KSE		3	1			4
Professionalism	A	1			1	2	4
Resourceful - Manage/acquire/use appropriate resources	KSE A	1	1		2		4
Empathy (care for victims staff etc)	A		2		1		3
Coach / Mentor	A				1	2	3
Complex Documents	KSE				1	1	2
Common Sense	A			1	1		2
Adaptability / Change Manager	A		1		1		2
Objectivity / Lack of Bias	A			1		1	2
Calm Under Pressure	A				1	1	2
Manage multiple expectations and issues	KSE A	1			1		2
Humility	A			1	1		2
Decision Making	KSE A	1					1
Strategic Awareness	KSE		1				1
Approachability	A			1			1
Intuition	A		1				1
Dogmatic	A		1				1
Integrity	A				1		1
Decisiveness	A		1				1
Talent Identification	KSE				1		1

*KSEA refers to Knowledge, Skills Experience and/or attribute

Undertake the same thought process for the other end of the spectrum and provide the top 5 things you believe contribute to this?

Deficiencies in Knowledge, Skills Experience and Attributes for Investigative Coordinators

Knowledge, Skills, Experience, Attribute	Participant Rank						Total (n=20)
	KSE A	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Poor Communicator /Networking/Consultation/ Approachability	SEA	1	2	3	4	3	13
Lack of knowledge leg/policy/procedure	KE	1	1		5	4	11
Lack of current Investigative skill / techniques	SE	1	1	1	5	2	10
Arrogance	A		2	2	3		7
Lazy (dump work on subordinates)	A			1	3	1	5
Unwilling to Challenge Self / Develop	A			1	2	2	5
Micromanaging	KSE A		1		1	2	4
Inability to make decisions/ Indecisiveness	KSE A	1		1	1		3
Don't understand Strategic (big picture)	KE		1		1	1	3
Not genuine (double standards)	A	1	1	1			3
Unwilling to Change / Inflexible	A			2	1		3
Lack of Empathy	A		1			2	3
Disengaged / Frustrated	A				1	2	3
Close Mindedness	A		1		1		2
Not Thorough	A	1	1				2
Lack of Integrity honesty	A	1	1				2
Bias	A				2		2
Burnout	A				1	1	2
Not Calm Under Pressure	A					2	2
Don't care about people work/life	A					2	2
Lack of Self Confidence	A	1					1
Low Reputation	A	1					1
No Prepared	A	1					1
Focus/overreliance on technology	KE	1					1
Lack of Personal Ownership	A				1		1
Personality Clashes	A				1		1
Poor Delegation - Don't consider staff knowledge/skills when allocating work	A					1	1

The Future

What are the top (three to five) challenges for Investigative Coordinators to remain effective into the future?

Challenges for the Future

Themes	Participant Rank					Total (n=20)
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Investigative Capability (effective and contemporary strategies)	2	3	2	5	4	16
Changing Technology	2	1	2	5	5	15
Changing Workforce (Generational)	2	2	1	2	4	11
Lack of Training/Development	1	2	2	2	3	10
Investigative Capacity (Doing more with less)	3	1	1	2	3	10
Budget and Resource restrictions						
Retaining Talent / Career Progression		2	3	3	2	10
Develop Talent	1	2	3	1	2	9
Changing Crime				2	5	7
Maintaining Competency and Currency	1	2	2		2	7
Identify Talent (Right Knowledge, Skills, Experience and Attributes)	2	1	1	1		5
Flexibility / Adaptability (Competing Interests, changing goalposts)		1	1	1	1	4
Leadership (Harnessing Staff to Deliver)	1		2	1		4
Societal Changes		1		1	2	4
Prevention First Approach	1	1		1		3
Changing Communication Styles					2	2
Burnout		2				2
Building/Maintaining Networks				1	1	2
Deskilling (ie lack of Court Experience)				1		1
Managing Data					1	1

How do we overcome these challenges?

Overcoming Future Challenges

Themes	Participant Rank					Total (n=20)
	CSpt (n=2)	Supt (n=3)	Insp (n=3)	S/Sgt (n=7)	Sgt (n=5)	
Develop Talent – Formal Training (Knowledge, Skills and Experience)	2	3	3	5	4	17
Develop Talent – Workplace Learning (Knowledge, Skills and Experience)	1	2	3	5	4	15
Shared Learning across Organisation	2	1	3	5	4	15
Exercising Capability (Running Exercises)	1	1	3	5	4	14
Growth Mindset	2	3	1	4	3	13
Multiskilling		2	2	3	4	11
Breaks, Relieving, Projects, Time outs						
Retaining Talent	1		3	3	3	10

(Career Stream)						
Engagement / Partnership / Civilian Experts			2	4	4	10
Use/Harness Technology	1	2	1	2	4	10
Understanding Our People	1	1	2	3	1	8
Work Life Balance		1	1	2		4
Identify Talent	1	1	1	1		4
Understand Crime Trends			1	1	2	4
Mentoring			1	2		3

Queensland Police Service Strategic Plan

What do you see as an Investigative Coordinator's role in relation to the statement
'Queensland – the safest state'

What do you see as an Investigative Coordinator's role in relation to the statement
'Together, we prevent, disrupt, respond and investigate.'

What do you see as an Investigative Coordinator's role in relation to the statement
'Integrity: If we have integrity we are honest, trustworthy and hold each other to a high standard. If we lose our integrity, we lose our community.'

What do you see as an Investigative Coordinator's role in relation to the statement,
'Professionalism: By being professional in everything we do; our communities will continue to support us.'

What do you see as an Investigative Coordinator's role in relation to the statement,
'By supporting each other and lending a hand, we can respond to community needs as well as the needs of each other.'

What do you see as an Investigative Coordinator's role in relation to the statement 'Respect and Fairness: *We treat each other and our communities as you would like to be treated yourself – with fairness, dignity and respect.'*

Balance of Specialist/Technical and Leadership/Management

For each rank nominate as a percentage the balance of Specialist/Technical and Leadership/Management Knowledge, Skills, Experience and Attributes the officers should possess/use?

Knowledge Skills, Experience and Attributes		Rank						
		Det Con	Det S/Con	Det Sgt	Det S/Sgt	Det Insp	Det Supt	Det C/Supt
Specialist / Technical	<i>At Rank</i>			56	40	27	20	25
	ALL	84	75	57	42	27	18	14
Leadership / Management	<i>At Rank</i>			44	60	63	80	75
	ALL	15	25	43	58	73	82	86

Leadership Competencies for Queensland

The Queensland Police Service as part of the Queensland Public Sector identifies 11 'Leadership Competencies for Queensland' broadly grouped under three headings Vision, Results and Accountability. Please list for each individual rank the five most important leadership qualities for that rank.

Nominations of the five Most Important Leadership Qualities by Rank

Lead 4 Queensland Leadership Quality		L4Q Level – Police Rank				All	All
		Individual Contributor	Team Leader		Program Leader		
		Detective Constable/ Senior Constable	Detective Sergeant	Detective Senior Sergeant	Detective Inspector/ Superintendent/ Chief Supt		
VISION	Leads Strategically		4	10	19	33	134
	Stimulates Ideas and Innovation	11	11	11	6	39	
	Leads Change in Complex Environments	2	5	9	13	29	
	Makes Insightful Decisions	13	9	5	6	33	
RESULTS	Develops and Mobilises Talent	2	11	12	5	30	145
	Builds Enduring Relationships	14	9	8	9	40	
	Inspires Others	9	12	12	7	40	
	Drive Accountability and Outcomes	9	11	7	8	35	
ACCOUNTABILITY	Fosters Healthy and Inclusive Workplaces	13	13	13	12	51	121
	Pursues Continuous Growth	15	7	7	3	32	
	Demonstrates Sound Governance	12	8	6	12	38	