

**APPROVED**

**Scientific Council of the Educational  
Complex of the Police of the RA on  
14.02.2018 at the Meeting N2**

**Interim Head of the Educational Complex  
of the Police of the RA, Police Colonel**

**T.M.YESAYAN**

<< >> \_\_\_\_\_ 2018

## **BENCHMARKING (COMPARATIVE ANALYSIS) POLICY AND PROCEDURES OF THE EDUCATION COMPLEX OF THE POLICE OF THE RA**

### **CHAPTER 1 GENERAL PROVISIONS**

#### **I. THE CONCEPT OF BENCHMARKING, ITS ADVANTAGES AND TYPES**

1. The Educational Complex of the Police of the RA (hereinafter referred to as the Educational Complex) aims to continuously improve its educational services to meet the needs of the stakeholders. In this regard, benchmarking, which is the formal and coordinated observation and exchange of ideas between organizations, is a valuable tool. It is possible to achieve rapid development by comparing the activities of the Educational Complex with the activities of other institutions and adopting their best practices and functions to realize our own goals.
2. Benchmarking is an official and systematic search of an experience that ensures excellent performance, as well as the research, exchange, adoption and application of that experience to meet the requirements of the Educational Complex.
3. Benchmarking:
  - 1) leads to clear targets;
  - 2) encompasses the study of "best practices" of other institutions,
  - 3) Provides consistent data on efficiency;
  - 4) focuses not only on the results but also on ways to achieve them,

- 5) Provides up-to-date and innovative approaches to problem solving;
- 6) includes not only adopting best practices but also adapting it,
- 7) accelerates the growth of the index on development and improvement,
- 8) contributes to the continuous improvement of the Educational Complex;
- 9) improves the functions, services or material-technical base;

4. Benchmarking is a procedure for identifying the necessary provisions for the success of the Educational Complex, for setting up own processes, for finding and adapting the best processes of other institution and adapting those processes to raise our own efficiency. Benchmarking is more than simply copying. It requires a strict and unbiased self-assessment, as well as the transfer and adaptation of the best practices in other environments to our own activities. One of the most important advantages of benchmarking is the discovery of innovative approaches.

5. Alternatively, benchmarking is a comprehensive and independent method to raise the efficiency of the Educational Complex that separates the sectors in need of reform, provides objective information to demonstrate the need for changes in those sectors and results in the formulation of necessary programs and initiatives for those changes.

6. Benchmarking potential is based on qualitative and quantitative analysis of processes and results. Benchmarking creates conditions for changes and contributes to the definition of goals and targets by separating the problematic and possible reform sectors. The focus of the latter is a useful tool for assimilating the processes underlying of best practice to identify action plans and initiatives, as well as achieving goals.

7. Benchmarking has a number of advantages, in particular, benchmarking.

- 1) Provides a systemised approach to quality development;
- 2) gives an external focus to the internal activity;
- 3) applies the available knowledge on the effectiveness of any particular process,
- 4) defines new ideas and technologies;
- 5) shows the need for change;
- 6) establishes the necessary amount of improvement;
- 7) clarifies and encourages changes;
- 8) provides a basis for changes;
- 9) reduces the subjectivity in the decision-making process;
- 10) legalizes the targets based on reliable data;

- 11) Encourages an educational culture that is open to new ideas.
8. Depending on what the benchmarking partner organization is, we can identify:
  - 1) Internal Benchmarking - Here comparisons are between the internal divisions of the organization
  - 2) Competitive benchmarking - comparisons are made directly with “competitors”;
  - 3) Benchmarking of the functional sector - the organizations that are compared here are not just competitors, but representatives of different spheres
  - 4) Total benchmarking - Includes comparisons of functions and experiences irrespective from the functions and scope of the partner organization
9. Depending on the processes and experience of the benchmarking partner organization, we can identify:
  - 1) Benchmarking of processes - focuses on individual work processes and management experience
  - 2) Benchmarking of indicators - compares the provided services,
  - 3) Strategic benchmarking - examines the process of “competition” of organizations

## CHAPTER 2

### DOING BENCHMARKING AND APPLYING THE RESULTS

#### II. BENCHMARKING PROCESS

**10.** The benchmarking process is a model consisting of four main phases, as well as a number of sub-phases and steps. They are:

- 1) The phase of the approach, which includes the necessary planning steps;
- 2) The application phase involving sub-phases of data collection, analysis and execution,
- 3) Review phase:
- 4) Improvement phase.

**11.** The importance of the implementation of all these phases is that their improvement should ensure a higher level of ongoing and continuous improvement and can not be overstressed. Although this model represents phases in a timely sequence, some overlaps between phases are not excluded. The model of benchmarking process is introduced more in-details in Appendix 1.

#### III. THE PHASE OF APPROACH

**12.** The approaching phase is crucial for effective benchmarking. This phase consists of the respective sub-phases:

- 1) *Choice of benchmarking theme.* Benchmarking can be carried out within the framework of the main activities of the Educational Complex in the context of teaching, learning, research and development as well as other services that are on the basis of activities of the Educational Complex, such as student, academic, financial and other services. Teaching and research are certainly the most complicated areas of benchmarking, but in contrast, the latter can provide the greatest potential for improvement. Before choosing a theme for benchmarking, the general development priorities should be defined. It requires excellent knowledge of the features and conditions, which is essential for the success of the subdivisions ("Crucial Factors for Success"), as well as an examination of activities that are on the basis of these features and knowledge of the strengths and weaknesses of the organization's divisions. The selection of the sectors in need of development and the key criterion of importance is the selection of the topic that will guarantee the success of the division. In situations

where development priorities are not clear, it is becoming more difficult to define a specific benchmarking framework. In these cases, more general and large-scale benchmarking may be helpful. Although this study does not provide concrete recommendations on the reform, it can provide a description of the division's processes, as well as analysis of strengths and weaknesses compared to the benchmarking partner. Thus, it can serve as a useful precondition for a more specific benchmarking. The benchmarking scope should also be measured so that comparisons can be made with a benchmarking partner (see Establishment of Measures Required for Data Collection). The costs and difficulties of the benchmarking industry should also be taken into consideration. It should be assessed whether the time and resources spent on the study will be compensated by the gained profit. This again emphasizes the fact whether the choice of the relevant sector, which needs reform, will succeed or not, and where the benchmarking can boost development. At this phase, it will be necessary to compress the study to a certain extent, it is better to carry out smaller, but most effective benchmarking than a wider range of studies with indecisive results.

2) *Selection of benchmarking team.* Three to eight team members are needed for benchmarking. The members of the group should be experienced, competent, and authoritative in the field to be benchmarked. The possible involvement of an organization with benchmarking experience may be beneficial. The time required for benchmarking may vary. It is expedient to provide a minimum of three months for the implementation of the process, which will require the full inclusion of project participants during that time. The group members are also encouraged to get familiar with the benchmarking process.

3) *Identification of the resources required for data collection.* The next step in the benchmarking project is to select the appropriate measurement indicators. Qualitative measurement is essential for the benchmarking process; it is not possible to make accurate comparisons without measurable results. The benchmarking team should select a number of relevant performance indicators. The function of Performance Indicators is the definition of the key features or components of successful processes that can be either calculated or matched to an accurate estimate of relative achievement. The combination of quantitative and qualitative efficiency criteria is desirable. In general, quantitative data shows the gaps in the effectiveness of the institution and benchmarking partner, and the qualitative data help to explain them. The quantitative measurements of efficiency will give an objective weight to the benchmarking project and will more vividly emphasize the need for

transformation, and qualitative measurements will show direction for transformation. Efficiency indicators should also be relevant to the subject and be fairly accurate for a comprehensive understanding of factors contributing to successful activities. Moreover, each index should focus on a separate and clearly defined part of the studied process so that it is possible to define the detailed differences in processes and efficiency in the phase of analysis. Accurate indicators will contribute to the adaptation of best practices in the Educational Complex, ensuring a respective degree of accuracy in the development projects. Performance Indicators do not provide a realistic assessment of efficiency but perform an alarm function. Data accessibility related to efficiency indicators should also be considered. The use of available data will greatly reduce the cost and difficulties of benchmarking.

4) *Selection of benchmarking partner.* The benchmarking partner's search begins at the phase of the approach, but may not be complete until the organization's internal performance assessment as the understanding of its own processes can clarify what is required of a benchmarking partner. In another case, a particular institution can be selected based on its excellent performance rating. Benchmarking should be carried out not with one, but with several organizations within the range of 2 to 4 institutions for maximum efficiency. Internal benchmarking has the advantage of being relatively less costly and beneficial. In this case, it is easier to find partners and fewer problems arise from the confidentiality of information. When choosing a partner for benchmarking, you should consider the following:

- a. the potential partner's performance criteria;
- b. accessibility to the potential partner;
- c. the similarity and competitiveness of the potential partner and the Educational Complex,
- d. the geographical location of a potential partner, the cost and affordability of visits and other means of communication,
- e. the desire of a potential partner to cooperate;
- f. the ability of potential partners to participate.

5) *Approval of the benchmarking project.* The approval of any specific benchmarking project requires the submission of a proposal by the supervision of a relevant budget control officer. This should include the draft benchmarking project, as well as the calculated budget and timeline. Benchmarking should be carried out within 12-18 months, but there is usually no clear deadline.

Instead, interim progress reports are required during benchmarking during the scheduled interruptions.

#### IV. APPLICATION PHASE

**13.** The application phase is based on the successive implementation of the following sub-phases:

1) *Data collection from a benchmarking partner.* In this sub-phase, the effectiveness of the benchmarking partner is assessed through the study of experience. Make direct visits if needed, allowing for negotiation and exchange of information and conduct research of processes. For that purpose the steps are:

a. *Preparation for the visit* – it is determined the visitor's team, preliminary information about the partner is collected to avoid the waste of time during the visit, the visit's agenda is prepared and provided to the benchmarking partner with the necessary information.

b. *visit* – the visits last from half a day to one full day, with the possibility of extension, depending on the benchmarking framework. The substantial benefit of the visit is the collection of sufficient information on the features of the best practices of each process. This goal should be remembered throughout the visit.

c. *After the visit* - to make sure that the documentation is complete, circulate the written minutes of the negotiations, send a brief summary of the observations to the partner for precision verification, to prepare for further developments.

2) *Information analysis.* This sub-phase is implemented through the following steps:

a. *Comparison of information* - The information obtained from the benchmarking partner is compared to the internal assessment. If there is a gap in efficiency, then the size and the reason should be determined. The identification of the gap and its amount are the easy parts of this process; the main difficulty lies in defining the factors contributing to the success of the partner organization.

b. *setting target goals for improving efficiency* - targets for improving efficiency are the main goals of benchmarking. The minimum goal of the benchmarking is to equalize with the performance of the partner, but it is preferable to exceed it. The definition of priorities in setting goals is important. Here some factors should be considered, such as the difficulty of achieving a specific goal, costs of changes compared to the possible increase in profits, the need for changes in achieving decisive factors for success, the size of the organization's reform that result from changes. The objectives

should be measured in a comparable manner. Their expression in terms of efficiency indicators that are used in benchmarking is essential. Setting targets for future efficiency should also take into account the current efficiency of the benchmarking partner.

c. *development of action plan* - This step involves the definition of changes needed to achieve specific targets for efficiency and to develop an action plan for reform. Here, the essence is the adaptation of the acquired concepts and approaches as a result of benchmarking.

**14.** The preparation of the benchmarking report should follow the sub-phase of data analysis. The benchmarking report aims at presenting benchmarking results, as well as a brief overview of the recommendation for changes. The report should include a brief outline of the project methodology, a detailed but brief review of quantitative and qualitative analysis results, and the brief outline of the recommendations as a result of it. The report may also include information on the further revision of the benchmarked processes and the results of applied changes.

## **V. REVIEW AND IMPROVEMENT PHASES**

**15.** The ongoing process of review is needed to determine whether the results have improved and the Educational Complex has achieved its goals and objectives. If not, the reason should be clarified: the problem was in planning, its application, or wrong data analysis.

**16.** After completing the review phase, it is important to address the knowledge gained as a result of benchmarking and to define how to strengthen the actions and results. This can help to maintain a high level of continuous development during the launch of new reform phases.

### **17. The phase of action:**

As already mentioned, reform is the goals of benchmarking. Its goal is not to measure competition results, but to increase its own efficiency. This requires the effective use of development recommendations as a result of benchmarking. Achieving goals and targets included in the Action Plan requires a commitment to change, which can be the most complex part of benchmarking.

The benchmarking report can be helpful here by providing objective measures for efficiency that clearly express the need for development if we want to reach or exceed the benchmarking partner. Just the adoption of changes is not enough. Successful reform requires effective leadership and planning if we want to strengthen the factors responsible for applying the recommendations by turning them into an effective method.



## **18. Improvement phase:**

Having completed the review phase it is important to reflect on the learnings from the benchmarking exercise and to identify how the process and outcomes can be strengthened. This learning will help inform a higher level of continuous improvement as a new cycle of improvement commences.

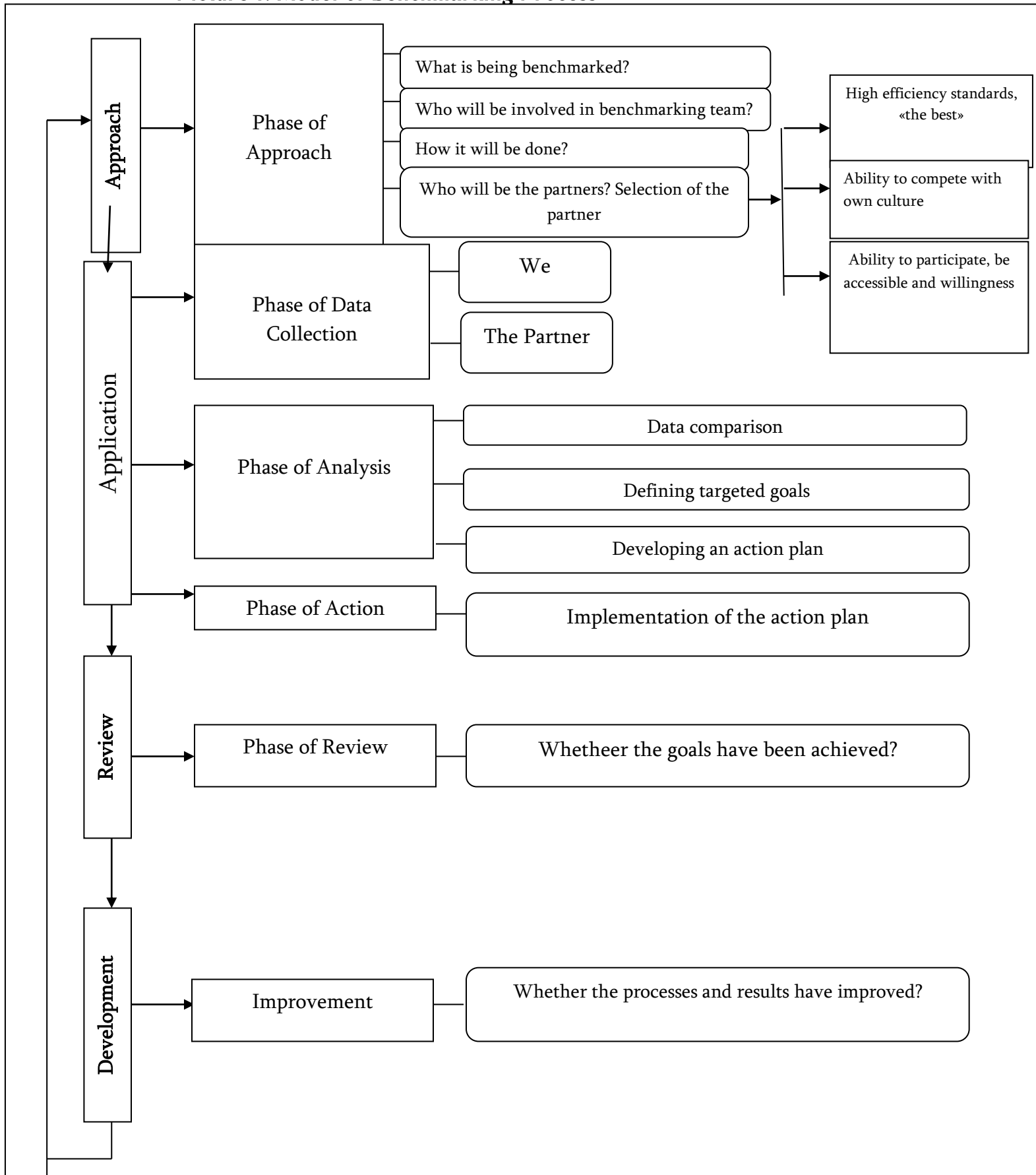
## **19. Examples of Benchmarking projects:**

One example of benchmarking is a study conducted at the University of Otago, the essence of which is the following: The Physiotherapy School has compared its hospital education with Sydney and Queensland Universities to revise the format and efficiency of their teaching at their own university. This study allowed not only to provide alternative approaches to medical education but also to stimulated changes. The dean of the Faculty of Physiotherapy Professor S. John Sullivan mentions: "Benchmarking is very useful in giving me a quick overview of what is going on elsewhere and "reasons" to reinforce the changes, which were needed in our programme. The most important contribution was that there was concrete evidence that clinical education could be successfully delivered in different formats and thus it was possible to argue for change. We have made major changes to our Clinical Education programme (and are now reflecting budgets) and it seems to be doing fine." Art History and Theory has conducted a more general benchmarking exercise with the University of Essex. This study ranged across research, teaching, and support services and yielded a number of valuable conclusions and recommendations. For example, staff/student ratios at Otago are twice those at Essex, and Essex also has a much higher proportion of senior staff. Otago counters this to some degree by employing more tutors than Essex; however, graduate teachers at Essex receive almost twice as much per hour in comparison to their Otago counterparts.

Some recommendations for both universities were produced, such as a review of the conditions under which academic staff is employed, the examination of practice with regard to the delivery of job transferable skills, better facilities for postgraduate students, and clearer job differentiation for staff. Additionally, areas which could benefit from further research were identified, for example, a decline in undergraduate numbers and an increase in graduate students. It was also agreed that a follow up benchmarking exercise would be conducted in three years' time. As a general benchmarking exercise this was quite a success; it identified areas which required improvement, it produced a number of recommendations for change, and it also fostered a mutually beneficial and

supportive exchange of ideas between the two institutions. The University of Otago has also been part of a wide-ranging comparative study, covering four Australian and the seven New Zealand universities and focusing on research outputs across a range of departments and divisions. Data were collected on research published, graduate and postgraduate numbers and research expenditure for the years of 1993 and 1994. These data were weighted by dividing research output by the number of equivalent academic staff in each department. A scale was also used in which different types of publication were given different weightings. The final report was circulated amongst heads of department at Otago, who were seen to be in the best position to act on its findings. As one would expect, the generality of the report prevented the formulation of specific recommendations for change. However, as a guide in identifying underperformance in departments or divisions, the report proved very useful for targeting areas requiring further attention.

Picture 1. Model of Benchmarking Process



Picture 2. Action Plan

