

JOURNAL ARTICLE

**THE IMPACT OF AN ETHNICALLY DIVERSE WORKFORCE ON THE ROLE
OF THE FIELD TRAINING OFFICER BY THE YEAR 2002**

by

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This Command College Independent Study Project is a FUTURES study of a particular emerging issue in law enforcement. Its purpose is NOT to predict the future, but rather to project a number of possible scenarios for strategic planning consideration.

Defining the future differs from analyzing the past because the future has not yet happened. In this project, useful alternatives have been formulated systematically so that the planner can respond to a range of possible future environments.

Managing the future means influencing the future--creating it, constraining it, adapting to it. A futures study points the way.

The views and conclusions expressed in the Command College project are those of the author and are not necessarily those of the Commission on Peace Officer Standards and Training (POST).

The attached article was written by a graduate of the Command College, Peace Officer Standards and Training (POST), California.

Technical details, information sources, and data analyses are contained in a separate report that may be obtained by submitting a request to:

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INTRODUCTION

Prior to 1970, the San Jose Police Department's field training of new police officers was not any different than most police agencies at that time. The new police officer would simply be assigned to work with a "senior officer" for a few days of "on-the-job-training" before being assigned to work alone. There was no structure to the training received and the evaluation of performance was done without guidelines, if done at all. The training received by the new police officer was dependent solely on the style and priorities of the individual "senior officer" assigned to the task.

In 1970, however; that was to change. A San Jose Police recruit was involved in a fatal traffic accident in which a passenger in the other vehicle was killed and the officer was seriously injured. The cause of the accident was the officer's negligent on-duty operation of a police vehicle. Although those familiar with the officer knew that he had inadequate skills in many job-related areas, particularly driving, he had never been rated "unsatisfactory." This incident served as the catalyst that led to the development of the San Jose Police Department Field Training Officer (FTO) Program.¹

Over the past 22 years, the San Jose Police Department FTO Program has met many challenges, including court challenges, and has been improved and fine tuned to the point that it is literally used as a "model FTO Program" for hundreds of law enforcement agencies across the nation.² The San Jose Model FTO Program is known to be a valid and reliable program for the training and evaluation of new police recruits. Speaking in terms of police selection processes, Royberg and Kuykendall indicate that "validity" refers

¹Hurley, Kathleen J., Criminal Justice Induction Training, ed. Peter Charles Unsinger and Harry W. More, First Edition, Thomas Books, (1990): page 3

²Haider, James T., Field Training Police Recruits, First Edition, Thomas Books, (1990): page 26

to the accuracy of a measure; that is, does it measure what it is intended to measure? In contrast, reliability refers to a measure's ability to yield consistent results over time.³

Two key elements of the San Jose Model FTO Program which contribute to its validity and reliability are its "daily observation report" and its "standardized evaluation guidelines."⁴ The daily observation report is the form which the trainer fills out daily to evaluate the recruit officer. It contains 30 evaluative categories which are based on over 10,000 narrative comments made by FTOs over a two year period. These narrative comments in essence became the data base for the creation of the daily observation report, to wit: a job task analysis. The standardized evaluation guidelines are also the result of input from working FTOs. Approximately 100 current and former FTOs were asked to relate behavior which described each of the 30 performance traits on the daily observation report in terms of "unacceptable," "acceptable," and "superior." The responses were compiled and the results indicated a high level of consistency among the FTOs for each category. These guidelines clearly define acceptable and unacceptable performance so that FTOs use the same criteria for evaluating every recruit.⁵

Used properly, the daily observation report and the standardized evaluation guidelines certainly contribute to meeting the aforementioned criteria which defines "validity" and "reliability." These instruments, along with other elements in the FTO program, such as rotating recruits through a minimum of three FTOs, also protect against bias and prejudice. But even with these built in protections in the FTO Program, lawsuits sometimes occur which indicate the possibility of bias problems within the program.

³Royberg, Roy R. and Kuykendall, Jack, Police Organization and Management, First Edition, Brooks/Cole (1990): page 236

⁴Statement by Dr. Michael Roberts, Field Training Officer Seminar, (1981)

⁵Moore, Sharon A. and Womack, Aleda, San Jose Field Training and Evaluation Program-A Case Study, Unpublished, (1975):

Although the majority of these lawsuits have occurred in other cities in California and throughout the nation, the San Jose Police Department FTO Program recently experienced its first lawsuit in many years charging race discrimination.⁶ In the lawsuit, a former recruit alleges he was forced to resign from the San Jose Police Department's FTO Program because of racial discrimination. He claims that he was treated unfairly and given negative performance ratings solely because of his race and that he was subjected to "harsher standards" than his white male counterparts.

Although this lawsuit has not gone beyond its initial stages, the FTO Commander indicates he has personally reviewed the training file of the recruit and the documentation clearly indicates the recruit was performing below standards and there is no indication of race discrimination on the part of the FTOs.⁷ There is no reason to dispute this but perhaps this lawsuit is as good a reason as any to ask at this time; "What about the future?" Are the current "protections against bias" in the FTO Program enough for the future workforce? The San Jose Police Department FTO Program takes great pride in the fact they set their priorities so that they expend every effort to make each recruit a success. They are also aware that an FTO fulfills a number of important roles including teacher, evaluator, role model and counselor.⁸ But will all this be enough for the next decade, not only for the San Jose Police Department FTO Program, but for all those agencies who use the "San Jose Model."

Noted police training expert Jack Molden tells us:

"Evaluating any event is a human endeavor, subject to human error. We observe an occurrence and judge it to be good or bad, based on both internal and external

⁶Romano, Bill, "Former S.J. Police Recruit Files Race Harassment Suit" The San Jose Mercury News (September 19, 1992): page unknown

⁷Statement by Lt. Gary Johnson, personal interview, (January 26, 1993)

⁸Ibid.

criteria. The internal criteria are made up of attitudes, beliefs, values, personal standards, race, religion, parental influence, education and culture. We all maintain certain attitudes and we all harbor a host of biases and prejudices for or against a variety of things and people.⁹

With this in mind, is there really a need to be concerned about the role of FTOs ten years from now? The San Jose Police Department FTO Program could easily rest on its successful history and proclaim; "if it aint broke, don't fix it." And just how much more ethnically diverse will the workforce be ten years from now than it is today?

In less than 10 years, California will have no racial or ethnic majority. According to projections, we will be 33 percent Hispanic, 13 percent Asian-American, 7 percent African-American, and 47 percent Caucasian. These demographic changes will definitely impact California's workforce. By the year 2000, half of the state's workforce pool will be persons of color and only 15 percent of 21-year-old Californians entering the workforce will be white males.¹⁰ Also, it is estimated that by the year 2005 more than 50 percent of California's population will be composed of people of color who will be speaking more than eighty languages.¹¹

The San Jose Police Department, as well as California law enforcement in general, must assertively anticipate and plan for the management of the training of this future workforce. Will the role of the FTO continue as it has been for the last 22 years or will their role expand by necessity? Also, is the criteria used for selection of FTOs suffice for meeting the needs of the future workforce or will they have to be changed and/or adjusted?

⁹Molden, Jack. "The FTO As Evaluator, Part III-Evaluator Attitude and Bias" Law and Order (March 1992): page 21

¹⁰Vasconcellos, John, "Key to the Future: A Multicultural Workforce" The San Jose Mercury News (February 15, 1993): page unknown

¹¹Jamieson, David and O'Mara, Julie, Managing Workforce 2000, First Edition, Jossey-Bass, Inc., (1991): page 21

In an era when "Community Oriented Policing" and other similar philosophies are becoming the norm among California Law Enforcement, there will also most certainly be increased expectations from society regarding the training and retention of ethnic minority police officers. This future workforce holds several implications for law enforcement in general, such as future recruitment efforts and Academy training, but the focus of this paper will be to examine the role of the San Jose Police Department Field Training Officer and the impact an ethnically diverse workforce will have on that role.

Specific to the purpose of this study is the issue question:

What will be the impact of an ethnically diverse workforce on the role of the Field Training Officer by the year 2002?

To clarify the issue question, three component sub-issues were identified. These sub-issues serve to establish parameters and provide focus. The sub-issues are:

- What changes will need to occur in the evaluation process on the field performance of new police officers?
- What will be the desirable knowledge, skills and abilities needed by a Field Training Officer?
- What type of evaluation of the Field Training Officer will be required?

THE FUTURE OF THE ISSUE

Trends

A number of trends surface that are related to the issue. They may be related directly or indirectly, and some are certainly more important to the issue than others. The following are some trends which will or could impact the issue. The source of this information was a panel forecast, literature review and interviews.

The performance standards for new police officers is a trend defined as the level of the performance standards used by the Field Training Officers when evaluating the new police recruit. The standardized evaluation guidelines which the FTOs use to evaluate the recruit are very defined and hold the trainee to a high level of acceptable performance; but are they updated enough to address any special training needs of our ethnically diverse workforce of 2002?

Another trend is the philosophy of management in terms of the training that will be given to new police recruits *and* the FTOs. Will the trend be one of responsiveness to the needs of the department and the community? Conversely, could the trend remain static with no changes to address the emerging ethnically diverse workforce:

The level of difference between trainee value systems and those of their trainers is another trend related to the issue. The value systems of a new emerging workforce are naturally going to be different just based on the generation of the worker. However; what about a value system that is based on ethnic and cultural background that the trainer is not familiar with or even aware of. To ignore this could have disastrous results for the department.

The level of monetary cost of training is another important trend. Historically, even during times of fiscal constraints, training is an important part of the department budget for police managers. Will the State and National economy be better, worse or stay the same in ten years? Even though there is state mandated training, will the cost of training new police officers change the role of the FTO?

Finally, what is the representation of an ethnically diverse workforce among the Field Training Officers? Is this trend related to or important to the ethnic makeup of new police officers being trained? Would an ethnically diverse training force be better able to train and evaluate an ethnically diverse trainee workforce?

Events

There are any number of events that could occur in the next ten years that would have impact on the issue and sub-issues. The following are some events that could impact the issue and sub-issues.

Department FTO performance standards are rejected by Federal Court.

This event is the precedent setting Federal Court ruling which invalidates the performance standards used by the FTO Program. The ruling is the result of a discrimination lawsuit brought against the City by a former police recruit who is an ethnic minority and who didn't succeed in the FTO Program.

Ethnic minorities are 50% of all recruits.

This event is the fact that of all the recruits graduating from the academy and entering the department's FTO Program, 50% of them are non-white ethnic minorities. There was very

strong feeling among a forecast panel that this event would most certainly occur within the next ten years.

A community oversight group is established in order to review Field Training standards.

This event is a politically appointed community group which is established specifically to review the evaluation standards used by the FTO Program in order to insure they are not biased against ethnic minority recruit police officers.

The Field Training Officer Program expands to one year in duration.

This event is the length of time a new police recruit stays in the FTO Program for training and evaluation being set at one year. This is much longer than the current 14 week time period used by the FTO Program.

There is a 50% reduction in the department's training budget.

This type of reduction would obviously indicate the rest of the department is suffering similar constraints, so an indirect impact on the issue could be the role of the FTO will be non-existent because no one is being hired to train.

Scenario

Scenarios depicting what the future may hold for the role of the Field Training Officer in law enforcement have been developed by analyzing the information produced through research and forecasting. These scenarios provide a look at the future role of the Field Training Officer, dependent upon the approach taken by law enforcement management. The following is an example of one such scenario, a scenario that is described as "desired and attainable."

On November 5, 1997, forty-one new police recruits will graduate from the academy and enter the San Jose Police Department Field Training Officer (FTO) Program. Twenty-one of the new police officers are non-white ethnic minorities. This marks the first time in the history of the department that at least 50% of new police recruits in the FTO Program are non-white ethnic minorities. Fortunately, in anticipation of this growing change in the new workforce, the San Jose Police Department had established a policy wherein the FTO Program actively recruited and selected ethnic minority police officers to become Field Training Officers. In conjunction with this, entry criteria for new FTO candidates was established so that the new FTOs selected were selected not only on their ability to teach and evaluate; but also on their ability to "value diversity," their sensitivity toward the community, and their ability to be patient and empathetic while teaching new police officers.

A pleasant result of the FTO Program's changes in entry criteria for FTOs was that the FTO Program subsequently took a leadership role in bringing the department's level of awareness of the value of diversity in the workplace. The FTOs initiated a "valuing diversity" awareness program for all employees of the department. The FTOs used their training experience and expertise to set up role-playing workshops which enabled people to begin to recognize, understand, and appreciate the differences each person has. The role playing was set up so that people would play roles (race, culture, religion, etc.) different from theirs so they could experience "walking in another's shoes." The end result was a new found awareness, organizationally wide, of the value of diversity.

The Chief of Police was quite pleased with this since in fit right in with his often expressed philosophy that training on the department would be based on community needs as well as department needs. In his continued efforts to keep the San Jose Police Department on the "cutting edge" of law enforcement, the Chief had selected a citizen advisory group to help

him maintain a grass roots liaison with the community. The people he selected to be in the group included leaders from the different ethnic minority groups who live in the community. This group was very helpful to the Chief in that they helped him (and subsequently the FTO Program) to understand that the new diverse workforce would not only be coming with new training needs but also with value systems different than their trainers. This type of information helped the Chief anticipate the needs of the recruits and do such things as the aforementioned changes in the entry criteria for FTO candidates.

At the same time the Chief was able to inform the community, through this advisory group that the performance standards for new police officers were very high but were based on skills necessary to successfully do the job. With this open two-way communication, the performance standards used by the FTO Program never came under attack, even when ethnic minority recruits failed to succeed in the program.

Another change that occurred in the FTO Program as a result of community input, was the length of the program. Traditionally, a recruit went through 14 weeks of training and evaluation and if not performing at an acceptable level by the end of that 14 weeks, the recruit was terminated. With the help of some experts in the area of adult learning, the citizen advisory group was able to convince the Chief to expand the length of the FTO Program from 14 weeks to 20 weeks as a possible means of increasing the success rate of new recruits who may simply be on a slower learning curve due to cultural differences.

Finally, the citizen advisory group was very useful to the Chief and the department when he would seek increases in the department's training budget. The influence these community leaders had with the city policy makers was invaluable to the Chief and the department.

As a result of these policies and the Chief's training philosophy for the department, the San Jose FTO Program did not come under public scrutiny as other law enforcement agencies did. Agencies who had community oversight groups established to review Field Training standards, agencies who lost their performance standards in court decisions, and agencies who were forced to expand the length of their FTO Programs to one year. These had tremendous adverse impacts on their training budgets.

Additionally, the San Jose Police Department had Field Training Officers who wanted to be where they were and had the skill and abilities to do what was asked of them. Their positive attitude was passed on to their new trainees, their non-FTO peers and to the community.

Strategic Planning

The strategic planning process involves an assessment of the current environment, both external and internal to the selected model agency. It assesses external threats and opportunities, considers individuals, groups and entities who will either impact or be impacted by the process of change.

Model Agency

The San Jose Police Department was selected as the model for this strategic plan. The City of San Jose is the third largest city in California with a population of approximately 800,000 and is the center of "Silicon Valley." There is already a high mix of cultural diversity in the city, with the Hispanic population being the largest ethnic minority at approximately 23% of the population. The Police Department is staffed by 1200 sworn

personnel and its Field Training Program currently has a staff of approximately 100 Field Training Officers.

Mission Statement

In the formation of a strategy, a statement of direction and purpose is useful. The San Jose Police Department has a macro-mission statement in place which serves to guide general operating philosophy as well as state specific goals. The Department's existing Mission Statement is as follows:

MISSION: The San Jose Police Department was created to provide protection and services to the community. Major goals of the Department are to reduce crime through prevention, detection and apprehension; to provide for the orderly and safe movement of vehicular traffic through traffic law enforcement, accident prevention and accident investigation; to ensure public safety through regulation and control of hazardous conditions; the recovery and return of lost and stolen property; and to provide non enforcement services through programs reflecting community needs and desires.

A proposed micro-mission statement specific to this issue has been developed to provide focus and direction:

Mission of the San Jose Police Department Field Training Officer (FTO) Program

The ongoing goal of the San Jose Police Department Field Training and Evaluation Program is to provide the department and the community it serves with a police officer who can competently and safely perform the duties of a solo beat officer. The goal of the

program is the development of a higher number of well qualified police officers and the screening out of those not qualified.

The Field Training and Evaluation Program will maintain both formal and informal programs for field training as well as the operational formats for recruit evaluation. This integration of teaching, application and evaluation, coupled with formalization of the Field Training Officer's duties and responsibilities, places accountability for recruit performance in the hands of the Field Training Officer.

Providing a new recruit police officer every possible opportunity to succeed by providing them equal and standardized training and providing them remedial training in those areas where deficiencies are identified is a must. The Field Training Program will continue to select Police Officers as FTO's who value diversity and are sensitive to ethnic and cultural differences in order to ensure the training needs of every recruit police officer are met. FTO's who do not possess the skills and characteristics to meet the training needs of an ethnically diverse recruit police officer workforce will be screened out of the program.

The ultimate goal of the Field Training and Evaluation Program is to increase the overall efficiency and effectiveness of the Police Department by enhancing the climate of professionalism and competency demanded by the community and the ethical standards of law enforcement.

External Environment

The achievement of the stated mission, in particularly the issue of having FTO's who possess the skills and characteristics to meet the training needs of an ethnically diverse recruit police officer workforce, is dependent on the environment surrounding the San Jose Police Department Field Training and Evaluation Program over the next ten years.

There are trends and events in the environment that are opportunities and will support the achievement of the mission, and there are trends and events that are threats and will block the achievement of the mission.

Opportunities

- Better communication with minority communities. Starts at the top with the Chief of Police leading the way.
- Lower turnover rate of ethnic minority police officers. A growing trend, not because of lowering of standards for new recruits, but because of better trained trainers who are also valuing diversity and are sensitive to the needs of ethnic minority recruits.
- Demographics. Statistical census data indicates that the population of California will be over 50% ethnic minority within ten years.
- Technology uses to improve training process (computers, etc.).

Threats

- Educational system not able to properly educate all factions of our diverse population.
- Language barrier for new police recruits or candidates.
- Law enforcement not an attractive career to pursue for ethnic minorities.
- Increasing training costs while budgets shrink.
- "White backlash" as a result of Affirmative Action hiring, promotions, etc.
- Trainee value systems different than that of their trainer is a threat if the trainer is unable or unwilling to recognize needs of trainee.

Organizational Capability

The present capability of the San Jose Police Department to achieve the stated mission is dependent on several key aspects of the agency. These key aspects are classified as either strengths or weaknesses.

Strengths

- Commitment to the FTO Program by the Chief of Police.
- Department's responsiveness to the community.
- Community support of the Department.
- Key elements of the FTO Program which make it a "valid" and "reliable" program.
- Ethnically diverse FTO Program staff.

Weaknesses

- Resistance to change by some officers.
- Lack of adequate financial resources.

Stakeholders

As a precursor to developing a strategic plan, a list of individuals, organizations or entities, which play a role by either impacting or being impacted by this issue, were identified. They are called stakeholders. Assumptions were drawn for planning purposes based upon historical perspective, environmental assessment and logical speculation. Some of the key stakeholders relative to the issue, and their associated assumptions are as follows:

1. **Ethnic Recruits**
 - a. Organization will provide proper training.

- b. Will be treated fairly.
 - c. Will be successful in the FTO Program
- 2. FTOs**
- a. Job will be difficult.
 - b. Recruit will succeed.
 - c. Job is good for career enhancement.
- 3. Chief of Police**
- a. FTO Program makes him look better.
 - b. FTO Program is designed for success.
 - c. Status enhanced-political support from the Minority Community.
- 4. Department Employees**
- a. Pleased with higher staffing levels.
 - b. Expect fully trained recruits.
 - c. Expect FTO Program to terminate non performers.
- 5. Community at Large**
- a. Officers are culturally aware.
 - b. Police Department is professional.
 - c. Expectations will be met.

Alternative Strategies

With the assistance of Police Command Officers from other agencies, a list of alternative strategies was developed. Through the rating process, the list was narrowed down to three strategies:

1. Review the FTO Program to be certain the FTOs are receiving adequate cultural awareness training.

2. Conduct a brainstorming exercise comprised of minority officers who have been through the FTO Program. Determine strengths and weaknesses of the Program from their perspective and restructure the Program accordingly.
3. Develop a comprehensive ethnically diverse officer recruitment and training program along with an internal FTO recruitment and training program for eligible ethnic minority officers.

The preferred alternative selected by the panelists was a synthesis of key elements from all three alternatives.

Administration and Implementation Plan

Bringing this alternative to reality would for certain have to involve the current Field Training Program Commander. In fact, he would be the most obvious person to implement the plan.

The element of incorporating cultural awareness training into the 40 hour block of training required for all new FTO's is something the FTO Commander could implement immediately. The FTO Program and it's Commander control the curriculum of the 40 hour FTO Seminar and perhaps the biggest challenge in implementing this change in the curriculum would be to decide what to delete from it in order to make room for the cultural awareness training.

The element of attaining feedback from ethnic minority officers who have been through the FTO Program is something the FTO Commander could also implement. Using some of his key supervisors and FTO's, he could develop important questions to ask of minority officers who went through the FTO Program, both successful and non-successful recruits. The non-successful recruits could be questioned as part of their exit interview. The

successful recruits should be questioned shortly after they have completed their probationary year, thus the answers to the questions would probably be more candid and honest.

After an initial brainstorming session with his key staff members, the Commander of the FTO Program should be able to develop a list of questions within a short time and then immediately start using this process of attaining feedback.

The recruitment and training program for eligible ethnic minority officers and non-ethnic minority officers who value diversity and would be sensitive to the training needs of ethnic minority recruits, is an element of the strategy that will take more time to implement. Again, the FTO Commander would be wise to use his human resources and pick key people from his staff to implement a plan for the successful completion of this element. With a great deal of commitment and motivation on the part of staff members involved, this element of the strategy would still take at least three to six months to implement.

Once all the elements of the plan are implemented, the FTO Program should monitor the results. These results could come in the form of changes within the Program itself. Changes in the way recruits are trained and/or evaluated could be a result that occurs. An element of the FTO Program that should have on-going monitoring is the success rate of ethnic minority recruits in the FTO Program. The question to be asked should be; "With the implementation of this strategy and any resulting changes in the FTO Program, are we seeing an increase in the success rate of ethnic minority recruits? At the same time, are we seeing an improved quality of FTO in the Program?"

If the strategy does as hoped, the answer to both questions should be in the affirmative.

Transition Management

The development of a strategic plan now leads to the point of implementation. With the assistance of police department managers from neighboring agencies, a transition management plan was developed. The purpose of such a plan is to facilitate change from where we are today to where we want to be in an orderly and calculated process. The process begins with identifying those key players who possess ability to advance or thwart our movement. Having identified those players, gaining their support or negating their opposition must be accomplished.

There are a limited number of individuals that if they support the proposed change, the change will be successful, similarly if they don't support the change, it will fail. This group of individuals are called the "critical mass" and are very important to the issue in that they ensure the change will take place if they are actively in support of the change.

Those identified as "critical mass" participants are:

1. Chief of Police
2. Commander of the Field Training Program
3. City Manager
4. President of the Police Officer's Association (POA)
5. Respective Presidents of all the ethnic associations within the Police Department, to wit: Latino Police Officer's Association (LPOA), Black Police Officer's Association (BPOA) and the Asian Police Officer's Association (APOA).

The Commander of the Field Training Program, who is a police lieutenant, is in the best position to oversee the transition plan, monitor its progress, and stay in control through active involvement in the transition process. He is also in the most logical position to act

as a center of information, support, and resources for the organization as it undergoes change.

Implementation Technologies

In all situations of change, resistance should be anticipated. Different perspectives bring with them different priorities and concerns. This concern, or confusion can manifest itself as obstacles to change. In order to move past these, a variety of "technologies" or methods need to be employed to clarify, placate, resolve or simply move past them when they create a barrier. In implementing the strategic plan the following technologies would be utilized.

- **Responsibility Charting** - This particular technique aims at clarifying role relationships as a means of reducing ambiguity, wasted energy, and adverse emotional reactions. It will isolate individual areas for responsibility. While each member will represent their particular area of expertise, more generic issues will be clearly assigned to individuals for research and recommendation. Assigning individuals responsibility will empower them to make decisions and will make them feel valued as a contributing member of the group. A pre-made form or responsibility chart would be used to help accomplish this plotting of individual responsibility and authority.
- **Confrontation and Goal Setting** - This technique will do a great deal to help manage any uncertainty and anxiety about the transition. A series of preliminary meetings to discuss direction and objectives would be held. Uncertainty and confusion can be minimized by bringing all the "actors" up to the same general level of knowledge on the topic. Issues can be confronted and clarified, alternatives can be discussed, and responsibility and timelines can be attached.

- **Team Building Workshops** - These are ideal for developing working relationships and defining goals. Anxieties caused by interpersonal problems can be quelled at the outset through the use of such workshops. Exercises where individuals can work together on a problem, where they hold no territorial bias, can build working relationships and trust.
- **Conflict Management** - The transition toward implementing the strategic plan will be laced with conflict. By sheer size and the makeup of the organization, opposing perspectives will arise. To manage conflict, individuals will be encouraged from the outset to surface concerns. Within the context of regular meetings, open discussion will be held isolating issues away from individuals, and jointly merging resources and perspective to achieve viable solutions.

Conclusions and Recommendations

What changes will need to occur in the evaluation process on the field performance of new police officers?

The standardized evaluation guidelines used by San Jose Police Department Field Training Officers to evaluate their recruits are based on a scientifically created "job task analysis," and over the years have bore the challenges of time. These guidelines are now over twenty years old, however; with little to no updating done during that time. This study suggests that perhaps it is time for the Field Training Program to review their standardized evaluation guidelines to insure they are still current to the job and continue to have the ability to withstand any future court challenges.

Suggesting an in house review of the performance evaluation guidelines certainly does not suggest that immense change is needed in this area. What it does suggest is that an in house review of the standardized guidelines will enable the Department and the FTO Program to conduct some self evaluation and critiquing in order to improve their own program. Better this, in anticipation of an even larger ethnically diverse workforce, than some outside special interest group or the courts deciding for the Department what changes need to be made.

What will be the desirable knowledge, skills and abilities needed by a Field Training Officer?

The knowledge, skills and abilities needed by a Field Training Officer will expand beyond what they already are. Field Training Officers who are responsible for training and evaluating an ethnically diverse workforce will have to exhibit more than just a knowledge of the job and the ability to teach, train, motivate and evaluate. The knowledge, skills and abilities needed to train and evaluate an ethnically diverse workforce even goes beyond being patient and empathetic. The Field Training Officer will need to exhibit an active awareness of cultural diversity and in fact show that he/she "values diversity" in the workplace. This will ensure the FTO's sensitivity to different special training issues among the different trainees.

What type of evaluation of the Field Training Officer will be required?

Field Training Officers are evaluated once a year by their supervisor. There is also informal feedback from recruits regarding their specific trainers. This feedback is in the form of written evaluations while the recruit is still in the FTO Program, which makes for subjective information, and verbal feedback given during the recruits end of probation oral interview. What happens to the feedback is dependent on the individual supervisor with no set standards of including recruit feedback on FTO performance appraisals. The

required evaluation of the Field Training Officer should include a more structured means of gathering information from the recruits, using specific questions which have been developed in order to address whether the FTO met all their training needs in preparing them for a career in law enforcement.

**WHAT WILL BE THE IMPACT OF AN ETHNICALLY DIVERSE
WORKFORCE ON THE ROLE OF THE FIELD TRAINING OFFICER BY THE
YEAR 2002?**

Law enforcement must by necessity select the right officers to do the job of training and evaluating new police officers. Aside from the traditional roles a FTO must fill, an ethnically diverse workforce will dictate that the role be expanded. The FTO of the future will also have to be a coach, mentor, guide, leader, facilitator and of course, role model. Effort to make the recruit officer a success will have to be on the top of every FTO's agenda, stressing the positive and assuring that any negative evaluation is on the performance, not the performer.

Although this study has determined there are some necessary changes required in the future of the Field Training Program, it has also concluded the changes are minor in nature when compared to what is already on line. In fact, as detailed in the following recommendations, the author has concluded that there may be future necessary changes required in components outside of the FTO Program in order to better address the issue of a diverse workforce in law enforcement.

Recommendations for Future Studies

A question that frequently came up prior to this study being conducted, was why does it appear more minority officers fail the FTO Program than their white counterparts and how

can this perceived trend be reversed before this entry level ethnically diverse workforce increases to its apparent potential in California? This study attempted to address this question, however; it appears the answer goes even deeper than the FTO Program. Based on information received during the course of this study, the author suggests a future study be done on the success rate of ethnically diverse police recruit officers in comparison with their entry level process and test scores to include their oral board score, psychological scores, background history and academic history.

Secondly, rather than continue to point the finger at our educational system as a contributing reason for a lack of qualified candidates, a study on the future of law enforcement becoming more directly involved in pre-employment education of candidates so that they become qualified police officer candidates, is another suggestion.

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