

**How will the Development and Implementation of Gender Training  
Impact the Retention of Female Probationary Employees at the  
Walnut Creek Police Department by the year 2005?**

by  
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## **Executive Summary**

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The workplace is changing in dramatic ways. Most managers today understand that the workforce of the future will be increasingly diverse in terms of gender, race, ethnicity, and age. There is also growing evidence that the future workforce will bring a vastly different set of values. As a result, the value of the employer-employee relationships is changing, and what individual employees expect from employers and what employers expect from their workers is being significantly altered.<sup>1</sup>

The traditional employer-employee relationship that traded loyalty for job security has been affected by global economic, political, technological and social changes. In a recent survey of employers, the human resources consulting firm Hewitt Associates learned that employees, especially women, are increasingly interested in non-traditional and flexible benefits that they can pick and choose to suit their particular needs. Ranked highest in the survey were flexible retirement benefits and work/family concerns.<sup>2</sup>

This project presents research and strategy recommendations related to the retention of women in policing. It recommends re-thinking traditional methods of recruiting and assimilation and provides the reader with new perspectives about what women expect in the workplace and what we as leaders can do to help them succeed.

Integrating women into a male-dominated profession requires leadership to help men and women learn new skills necessary to interact with one another. The process of transforming the organizational culture can enhance organizational effectiveness and is healthy for both men and women because it enables them to develop respect for individual differences.

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## Chapter I

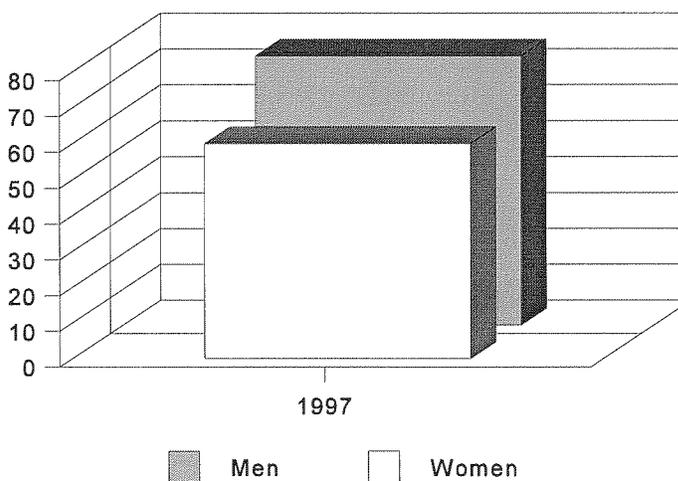
### Development of the Issue

#### Introduction

A recent study conducted by the Hudson Institute, a well-known research organization, argued that “the gender shift may be the most significant change in the history of the American workplace.”<sup>3</sup> Indeed, the massive influx of women into the workforce over the last fifty years has significantly impacted business policies, programs, and cultures. But how important is this topic to the way we in law enforcement will manage people in the future? There are two perspectives to this question. Some experts argue that most of the major demographic and workplace changes have already occurred, making this issue less important in the future. Others claim that it will have an immense impact on the way people are managed well into the next century.<sup>4</sup>

A reasonable case can be made for both of these perspectives. Women represent nearly half (46%) of the U.S. labor force and the percentage of women in the work force (60%) has been steadily closing in on the percentage of men (75%) for decades.<sup>5</sup> Most of the effects of

### Workforce Population



these trends, it can be argued, have already played themselves out in corporate America. In fact,

virtually all large companies have developed and implemented policies and programs meant to address remaining inequities between male and female workers. Many business leaders seem optimistic about accomplishing gender parity. A 1996 survey conducted by the Human Resources Institute suggested that “most CEO’s of major companies think that it is just a matter of time before women attain the top jobs in corporate America, that they simply haven’t been in the pipeline long enough.”<sup>6</sup>

However, some argue the battle for workplace parity is far from over. Though women occupy about half of all managerial and professional positions, those jobs tend to be in industries dominated by women or are clustered in the lower ranks of organization hierarchies or in support positions. Only about 5% of senior managers are women, and those managers, unlike their CEO’s, believe that “male stereotyping” and “exclusion from male networks” are their major barriers to success.<sup>7</sup>

As a population group, women are predicted to become an even more valuable source of future intellectual capital. According to a June 1998 report released by the U.S. Census Bureau, “more women than men now complete college; receiving 55% of the bachelor’s degrees, 53% of master’s degrees, and almost 40% of doctorates.”<sup>8</sup>

The Fact-Finding Report of the Federal Glass Ceiling Commission reported that “despite growing awareness among organizational leadership of the bottom-line value and economic imperative of including women and minorities, progress is still slow and barriers persist which stop able people from achieving their full employment potential.”<sup>9</sup> The three levels of artificial barriers identified in the Commission research were Societal Barriers, Internal Structure Barriers, and Government Barriers.

## **Societal Barriers**

This barrier was identified by the Commission to be influenced not necessarily within the direct control of most organizations. Societal Barriers result from stereotyping, prejudice, and bias that for most people is learned before their affiliation with an organization but with time becomes a factor in the organization's culture.

Historically, the labor force in America has been dominated by white men. With this dominance came certain privileges that have now become so institutionalized that they are taken for granted. Law enforcement has also been composed mostly of white males and as such the efforts of women to gain acceptance in the profession closely parallel those of women in the general labor force.

## **Internal Structure Barrier**

Internal Structure barriers are within the direct control of most organizations. They are reflected in outreach and recruiting practices that fail to seek out minorities and women. They are also evident when employees lack career opportunities, have little or no access to critical developmental or highly visible assignments, are evaluated on special or different standards for performance, face biased rating or testing systems, and experience counterproductive behavior or harassment by coworkers. Findings in the Christopher Commission Report on the Los Angeles Police Department suggest that female officers are frequently subjected to harassment and double standards despite the fact that they are performing effectively<sup>10</sup>.

## **Government Barriers**

Government barriers result from a lack of consistent workplace monitoring, the lack of policy enforcement, and weaknesses in the collection and dissemination of information related to glass ceiling issues.

Mirroring the experiences of corporate America, law enforcement has been impacted by changing demographic and workforce representation. Although women have been a part of police service since the 1800's, it was not until the late 1960's and early 70's that a fundamental change in the roles women play actually occurred. Assisted by changes in federal law and litigation, the number of women in American police agencies has risen steadily. The pace of this change is, nonetheless, relatively slow. "Women still constitute less than 9 percent of all police personnel and 3.3 percent at the supervisory level."<sup>11</sup>

Recruiting women into the profession isn't the only issue facing law enforcement leaders. Once qualified employees are selected, hired and trained, retaining of these employees becomes the next issue facing many employers. New values and lifestyles are changing the way employees view work. "Business is only gradually becoming aware that those workers that they covet the most are the first ones to leave the workplace when things don't suit them."<sup>12</sup> Turnover rates for female officers, higher than male officers, result from hostile or unpleasant work environments, difficult choices between police and family life, lack of gender issue understanding, recruiting distortions, unrealistic expectations, and performance pressures related to society's view of women.<sup>13</sup>

## **Walnut Creek**

A review of Walnut Creek Police Department hiring practices for a twelve year period,

shows that of 3737 applicants, 3149, or 85%, were men and 578, or 15%, were women. From this list of applicants, 52 officers were hired. All those hired completed academy training and the Field Training Program (41, or 79%, were men and 11, or 21%, were women). Of those completing probation, 36, or 88%, were men and 7, or 63%, were women. (See Table 1.1)

Year	# of Applicants			Hired/FTO		Completed Probation	
	Total	Male	Female	Male	Female	Male	Female
1983	289	256	33	0	0	0	0
1984	204	172	32	6	1	5	1
1985	207	169	38	3	0	3	0
1986	197	159	38	5	1	5	1
1987	358	285	73	3	1	3	1
1988	134	112	22	4	1	4	1
1989	142	122	20	1	2	1	2
1990	276	242	34	5	0	3	0
1991	294	238	54	3	0	2	0
1992	195	164	28	4	1	3	0
1993	500	424	65	2	0	2	0
1994	406	351	51	2	2	2	0
1995	545	455	89	3	2	3	1
<b>Totals</b>	<b>3737</b>	<b>3149</b>	<b>578</b>	<b>41</b>	<b>11</b>	<b>36</b>	<b>7</b>
<b>% of Total</b>	<b>100</b>	<b>85</b>	<b>15</b>	<b>79</b>	<b>21</b>	<b>88</b>	<b>63</b>

**Table 1.1**  
Applicants for Police Officer 1983-1995

The statistics reflected in Table 1.1 demonstrate a need to examine recruiting, hiring and retention practices, especially as they pertain to women. To continue to be effective, law enforcement organizations must develop strategies that support a positive work environment for all employees.

In 1995, the City of Walnut Creek Police Department became one of many organizations involved in litigation regarding the work environment. Four women, one tenured and three probationary, alleged that the work environment was hostile and discriminatory. As a result of their accusations, the organization is now placed in a position where it must examine past practices to make sure that all employees can work free of discrimination and bias no matter what their gender.

“Even if you are on the right track, if you sit there long enough, you’ll still get hit by the train.” These words by Will Rogers remind us of the need to assess our organizations. As leaders we must critically examine policies and practices to ensure that the workplace supports the development of all employees.

To limit the scope of this study, it will focus on the need for developing and implementing training related to gender issues. For the purpose of the study, Gender Training refers to increasing understanding of differences between men and women, including communication styles, learning styles, problem-solving and relationship development. The study will primarily focus on the needs of the Walnut Creek Police Department; however, the findings should also develop a supportive, positive work environment for employees of both genders throughout the law enforcement community.

## Chapter II

### Forecasting the Future

#### The Nominal Group

The Nominal Group Technique (NGT), used to develop future scenarios for this project, brought together a diverse and knowledgeable group of people to share perspectives. The group identified trends and events they believed could impact the issue in the future. The panel was comprised of nine people: five women and four men. The group represented several areas of expertise including: a female consultant specializing in gender issues; a male Police Lieutenant considered an expert in the diversity field; a female Police Captain representing the Women's Police Officer Association; a female Assistant City Attorney with experience representing city government in discrimination/hostile work environment litigation; a male Human Resources Analyst; a female Police Sergeant involved in litigation alleging discrimination; a male Field Training Officer; a male Police Sergeant with experience as a diversity trainer; and a female Police Officer on probation.

About one week before the process, each of the participants received a packet containing materials clarifying the issue. The packet included research information, recent periodicals, and information defining terms relevant to the process. Recognizing the importance a clear understanding of the issue would have on the outcome of the process, the group, at its first meeting, spent some additional time discussing relevant definitions. These definitions are presented in Table 2.1.

**Definitions**

**Gender Training**

The goal of this training is to create an understanding of differences between men and women. These differences include communication styles, learning styles, problem-solving and relationship development.

**Trends**

A series of events strung together. They may be internal or external to the organization, should represent major areas of relevance to the issue and should be clearly stated in terms defined and understood.

**Events**

A single incident that could have a significant impact on the issue. Events must be discreet occurrences a future historian would, in retrospect, be able to determine did or did not occur. Events must include those with low probability but which would greatly impact the issue if they occurred. Events may be internal or external to the organization.

**Figure 2.1**

Definitions presented to the NGT panel prior to the identification of trends and events.

The group worked through the NGT process, which consisted of individual idea generation, the sharing of ideas, the clarification of ideas, and group ranking of the results. During the first step in the process, the group identified 55 trends, which they later used to develop a list of 12. These 12 trends, the group believed, had the greatest potential of impacting the issue.

The group then assessed the value each trend had on the issue during the specific time periods of five years ago, five years from now and ten years from now. Next the group placed a numerical value on each trend, reflecting what they believed to be its potential impact on the issue. The identified trends and the median values assigned by the group are reflected in Table 2.2.

<b>Trends</b>	<b>-5 years</b>	<b>Today</b>	<b>5 years</b>	<b>10 years</b>	<b>Concern (1 - 10)</b>
The number of women in leadership roles (1)	40	100	140	150	10
Media & legal attention brought to bear upon the issue (2)	75	100	130	150	7
Analysis of gender issues as they relate to new employees (3)	50	100	125	140	9
Cultural direction of agency (4)	75	100	150	150	10
Changing demographics in candidate pool (5)	75	100	130	150	5
Changing expectations about fairness in the workplace (6)	50	100	130	150	8
Community Policing (7)	50	100	150	160	5
Integration of Academy training with department initiatives (8)	50	100	130	150	8
Clarity of leadership's vision in the organization (9)	75	100	120	150	10
Diversity training in the academy (10)	50	100	125	135	8
Shifts in recruitment policies (11)	50	100	120	150	7
Changes in workplace relationships (12)	75	100	130	150	8

**Table 2.2**  
Future trends relevant to the retention of  
female probationary employees

Note: the values in columns 2-5 represent the impact the stated trends are believed to have on the issue. The value 100 in column two represents the impact of the trend "today." The value in column six represents the group's level of concern about the trend.

Events	yr. > 0	5 years	10 years	Impact (-10 to +10)
Department member receives significant discipline due to gender discrimination (1)	1	80	100	+10
Woman appointed as Chief of Police (2)	3	60	75	+10
Ratio of women officers to men officers is 1 to 1 (3)	7	0	30	+10
Gender-based law suit (4)	0	75	100	-9
POST mandated gender training (5)	2	25	80	+7
Females equal males probationary pass rate (6)	1	40	95	+9
50% of police management retire simultaneously (7)	2	10	50	-6
Woman promoted to sergeant (8)	2	50	100	+9
Woman elected president of POA (9)	7	0	60	+7
Reinstatement of affirmative action (10)	5	50	60	+6
Three female FTO's appointed (11)	4	35	85	+8
State requires gender education at elementary school level (12)	10	0	10	+6
POA supports woman in discrimination suit (13)	5	10	80	+8

**Table 2.3**  
Future events relevant to the retention of  
female probationary employees

Note: the values in column 2 represent the first year the event is likely to occur. The values in columns 3-4 represent the probability of the event occurring within 5 and 10 years. The values in column 5 represent the impact of the event on the issue and the group's opinion as to whether the impact will be a positive or negative.

The group identified four trends with a concern level of 9 or greater. The four trends were 1) the number of women in leadership roles, 2) the cultural direction of the agency, 3) analysis of gender issues as they relate to new employees, and 4) the clarity of leadership's vision in the organization.

The group then repeated the process for events. A list of 51 events were identified of which the group selected 13 to be the most significant. The group then placed values on each event using the same process as outlined above. The identified events and the median values assigned by the group are reflected in Table 2.3.

Of the events identified, the group identified six events with an impact level of 9 or greater. Five of the six the group believed would have a positive impact on the issue. They were the following: 1) department member receives significant discipline due to gender discrimination, 2) woman appointed as Chief of Police, 3) ratio of women officers to men officers is one to one, 4) females equal males in probationary pass rate, and 5) woman promoted to sergeant. One of the six identified events, gender-based law suit, was believed to have a negative impact.

The group next did a cross-impact analysis in which they assessed the positive and negative impact events have on trends. Individual values were converted to median scores and are reflected in Table 2.4.

The cross-impact analysis graphically demonstrates the impact events have on trends. By understanding these relationships, the future can be influenced by encouraging or discouraging event occurrence.

## Cross Impact Analysis

	TRENDS											
EVENTS	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12
E1	3	-5	10	7	-8	-3	0	1	5	1	5	8
E2	10	7	9	8	5	7	3	0	8	4	6	5
E3	10	5	10	7	10	7	7	0	4	2	7	10
E4	1	-3	5	5	-5	-5	0	3	3	1	-1	-5
E5	8	5	8	5	2	7	2	8	5	10	8	8
E6	10	8	8	5	7	3	3	3	3	1	3	8
E7	3	1	2	5	0	2	0	4	-3	0	0	2
E8	10	8	8	5	5	7	3	1	5	1	2	7
E9	5	8	5	3	3	5	2	0	3	0	4	5
E10	5	7	7	8	8	-3	0	3	4	8	10	3
E11	6	8	7	5	3	5	5	5	5	3	2	8
E12	0	0	4	0	0	2	0	3	0	3	3	5
E13	3	7	6	6	0	8	0	3	3	1	3	5

**Table 2.4**  
An analysis of Trends and Events

The group's assessment of events and trends rated Event 3 (ratio of women officers to men officers is one to one), Event 5 (POST mandated gender training), and Event 10 (reinstatement of affirmative action) as the events that would most significantly positively impact all of the identified trends. The group identified Event 4 (gender-based lawsuit) as the event with the most significant negative impact and Event 7 (50% of police management retire simultaneously) and Event 12 (State requires gender education at elementary school level) as the two events that would have little or no impact on the issue.

## **Futures Scenarios**

No analysis of factors impacting the issue would be complete without some consideration of alternative futures. Relying on data generated by the NGT and collected in the scanning process, the author wrote a series of scenarios. The perspectives presented in each scenario are assumptions made about the future. The scenarios illustrate the need to design strategies to mitigate the impact of futures perceived as negative and to make happen those aspects of the future perceived as beneficial to the issue being examined.

### **Optimistic Scenario**

It's August 24, 2005, and Sergeant Erica Marie reports for work. Today is her sixth anniversary as an employee with the City of Calvin Police Department. Exposed to gender training after accepting a position with the department in 1999, Sergeant Marie has become aware of her own biases as a woman, developed an understanding of gender differences, and discovered the role gender plays in her relationships and responsibilities at work.

Remembering the days of the police academy, Sergeant Marie credits the gender training she received for providing her with the tools necessary for successful completion. The skills she learned in the training helped her assess the best way to learn from and communicate with both male and female instructors at the academy and helped her develop professional relationships that continue to assist her in the work she does today.

After graduating from the Police Academy, then Officer Marie began the field training program. The process of field training was made less difficult because all of her training officers had been exposed to gender training and better understood differences in the way male and

female employees learn. The male and female trainers were also more aware of their biases that resulted in a positive process of assimilation absent ridicule, predisposed outcomes and lack of acceptance by other employees. The presence of both male and female field training officers discouraged the development of biased attitudes and behaviors in both male and female trainees. Female training officers served as role models for Officer Marie and helped male trainees avoid developing and perpetuating stereotypes of women.

Sergeant Marie remembers hearing stories from employees of the Calvin Police Department expressing frustration with the department's promotional and special assignment selection processes. These employees perceived gender bias and complained that a lack of understanding barred them from selection. Because an anti-female attitude had existed in the profession, new women employees had to "prove" themselves. Women were tested once through the official process and a second time through the unofficial processes of hazing and harassment. As such, it took many years for women to be accepted, if they were at all.

Because officers at the highest ranks are no longer disproportionately male and attempts have been made to educate both genders about differences, women are no longer regarded as unqualified people who are promoted because they are members of a protected class. Women now enjoy the recognition that they deserve and take pride in knowing that they are viewed by members of the organization as competent police officers, field training officers, investigators, supervisors, and managers. Women applicants and recruits no longer are confronted with "proving themselves" to an all male supervisory and command staff unaware of biases developed during their lifetimes. Selection panels now comprise both men and women, and panel members more clearly understand how both genders can be effective on the job.

## **Pessimistic Scenario**

It's a sad day for Cari Lynn, an officer with the City of Calvin Police Department. Today, August 24, 2001, she submitted her resignation after only three years with the organization.

With tears in her eyes, she reflects on an incident early in her life when she was first introduced to the law enforcement profession. She remembers the panicked look on her parents' faces when they first realized that her younger brother had wandered away. She remembers her mother, barely able to speak, describing her brother to an officer who had arrived to help them. She remembers the officer's words having a calming effect on her mother and the feeling of knowing that someone was there to help them. She remembers the look on her parents' faces when the officer returned after a short search holding her brother's hand. She remembers the family's feelings of appreciation and the dream that one day she would be involved in a career just as rewarding. Today, she knows that dream has ended.

Officer Lynn's choice to resign did not come easily. She graduated at the top of her academy class, led the department's community policing effort, and was viewed by members of the department as a top-notch investigator. She believed she could be successful in the profession, and many of her supervisors agreed. But something just didn't feel right; she just didn't fit in.

The department had made valiant efforts to educate employees about gender differences and to create a new culture. However, because of a dominant attitude throughout the department and the profession that the training was designed to "train men" rather than help both men and women with relationships in the workplace, many of her co-workers criticized the training and

made her feel like it was her fault that they had to go through it.

Everyday she went to work Officer Lynn felt that, because she was a woman, she was somehow inferior and that she had to “prove” herself in every situation. This feeling impacted her greatly as it was important to her that people see her as qualified for the job, special assignments and promotion. Nothing was ever said that would lead her to believe that any of her co-workers had purposely discriminated against her; rather, she felt that no matter what she did to prove herself, she would never be accepted.

Perhaps the social context of the issue is broader than she first imagined. Coming into this profession, she believed that management clearly understood the needs of women employees and had taken steps to create opportunities for all new employees without regard to gender. What she found was that supervisors and commanders serve an important role in the informal mentoring of employees preparing them for promotion and special assignment. Men are often invited into these informal gatherings with their male supervisors and commanders, while women are often left out. As such, women lack the political connections and exposure to assignments necessary for promotion and aren’t given those assignments that develop expertise and a favorable reputation.

Because officers at the highest ranks are disproportionately white male and attempts made to educate them about gender differences have failed, Officer Lynn believes that she and other women are regarded as unqualified and hired only because they are members of a protected class. The all-male supervisory and command staff, invested in the current system and culture, were not aware of their biases developed over their lifetimes. These biases lead to women’s skills being measured in a gender-biased model that uses male-oriented characteristics and traits,

and dimensions such as physical stature and strength.

Officer Lynn knows employers lose many valuable female employees who decide to seek jobs elsewhere rather than languish in jobs they have long outgrown. She feels the pain experienced by most women when they leave organizations because they feel undervalued or do not fit in.

### **Surprise Free Scenario**

It's August 24, 2005, and Chief Jason Thomas sits quietly at his desk. In his hand is a document naming the City of Calvin, him personally, and several supervisors as defendants in a discrimination lawsuit. Today is the seventh anniversary of the lawsuit alleging that the work environment at the Calvin Police Department was hostile toward women. He remembers how difficult it was for people in the organization and how no one anticipated that the female employees had become so frustrated that they would see civil litigation as their only recourse.

Things have calmed since then, and reflecting on the suit, Chief Thomas wonders if he and others have done enough to prevent a similar event in the future. Although the department has worked with consultants, changed policies, developed and implemented gender training programs, and invested several years and many hours in the assessment of the problem, there's no sure way to know.

While thinking through the lawsuit, Chief Thomas remembers a conversation he had with one of the new employees. She had just participated in an NGT process exploring the impact gender training would have on retention rates. She approached him after the process and asked what his thoughts about the trends and events and whether he thought gender training would help the organization change. He remembers her comments to him about how hopeless she and other

female employees felt as the organization was working through the issue. He sensed from the tone of her voice that this was important and that his guidance in the situation could influence choices she would make that were critical to her future. He knew she and others were considering moving to other organizations in pursuit of challenge, and appreciation for their individual skills and hope for advancement.

Later, during a conversation with several managers he discussed the comments made by the officer and his sense that she thought there was no hope. One of the managers, a male, said “that’s ridiculous.” He believed that, if she worked hard, she could develop into a fine supervisor and that opportunities were available if she chose to pursue them. The other manager, also a male, said he believed differently. He believed that the women in the organization had not been exposed to the informal mentoring process. He believed that exposure to certain projects and assignments that allowed people to showcase their talents were critical to success in the organization and that women had not received the same consideration for these assignments as men. The third manager, a woman, said she agreed that the mentoring process was important to success. Despite exposure to several projects that allowed her to demonstrate her abilities, her promotion to a management position still generated criticism of the process and rumors that she was promoted simply because she was a member of a protected class.

Today, Chief Thomas knows that the profession is still struggling with the issue. Still predominately male with few females in supervisory and management positions, he knows that the biases, which in the past made things more difficult for women, are still present.

## **Chapter III**

### **Strategic Plan**

The City of Walnut Creek Police Department is a medium-size agency serving a population of 63,000. The City itself is a bedroom community and most of its residents are white-collar and professional workers who commute to work in surrounding urban areas. Reflecting the growth of the entire bay area, commercial office development over the last twenty years has raised the daytime population to twice that of the resident population. Although there has been sound planned growth, there remains a vocal group of merchants, business people and residents who are anti-growth and demand small town service from the city government.

The police department enjoys a good reputation throughout the law enforcement community and is known for its progressive approach to training, technology and law enforcement services. During the last several years, as a result of a civil suit alleging gender discrimination and hostile work environment, the police department has been involved in the process of self-assessment. This process has been difficult, embarrassing and painful but has initiated change in the organizational culture.

The allegations came from four women; three probationary and one tenured. Despite criticism from the media and members of the legal profession, relationships with members of the community have been unaffected. The results of recent citizen surveys indicate that the community as a whole is very satisfied with the work the police department is doing.

The City of Walnut Creek has a city manager/city council form of government. The police chief has been the Chief for less than a year inheriting the position from the previous

Chief of twenty years. The police department has an authorized strength of 80 sworn officers and 37 civilian employees.

This strategic plan will define strategies important to managing the issue of female probationary employee retention at the Walnut Creek Police Department; however, it should also have broader application to any organization that expects to provide a compatible, supportive work environment for all of its employees.

To better focus the efforts of the organization, a vision was created to describe the future. The vision allows members of the organization to look forward from where they are to where they want to be. The statement represents aspirations of both individuals and the organization and assumes the need for change.

### ***VISION***

#### ***WE PURSUE QUALITY AND EXCELLENCE...***

*We provide excellent police services to our community, and we constantly seek improvement. Our efforts enhance the quality of life for those we serve. Everything we do reflects a drive for quality and excellence; to achieve that, each member is actively engaged in the development of our mission and works energetically towards its accomplishment. We find work valuable, meaningful, fulfilling, and individually challenging. Members discover the rewards of knowing we are valued by the community we serve.*

*We set the pace for law enforcement; we challenge the profession and lead in every way. We are a learning organization that challenges reality and convention, creates opportunities, shares discovery, encourages experimentation and excels at self-examination.*

#### ***PRINCIPLES GOVERN OUR DECISIONS AND BEHAVIOR...***

*All members of the organization understand and adopt the core values that define our principles. These principles guide us in what we strive to achieve. They help us adhere to high ethical standards, be responsible for the choices we make, be courageous enough to take risks, and do the right thing.*

### *COMMUNICATION IS CRITICAL...*

*Effective communication is critical to our success and is everyone's responsibility. We listen to one another and seek to understand differing points of view, recognizing that it is those differences that expand our possibilities and choices. It is safe to clearly, honestly, and responsibly communicate ideas and feelings. Communication builds partnerships and develops trust.*

### *WE ARE A DIVERSE AND INCLUSIVE ORGANIZATION...*

*Diversity in our backgrounds, perspectives and experiences broadens our understanding and leads to more creative strategies to achieve our mission. As an inclusive organization, we encourage everyone to contribute their unique energies, talents and skills to their work.*

### *PARTNERSHIPS DEFINE US INTERNALLY...*

*We share objectives and responsibilities and form partnerships that transcend our individual roles. Our primary commitment is to these objectives and responsibilities. In building partnerships, we emphasize problem-solving, individual development, and participation by first asking, "What must we accomplish?" then, "What does each of us bring?" and finally, "How will we work together?" The answers to these questions guide us in supporting and encouraging mission accomplishment. From good partnerships we enjoy trust, respect and caring; we learn to understand and appreciate one another.*

### *WE INVEST IN COMMUNITY PARTNERSHIPS...*

*Partnerships extend beyond our organization. We participate in problem-solving with community members, organizations and other government departments. Leadership demonstrated throughout our membership helps us provide coordinated public services.*

Included in the development of the strategic plan is the creation of the organization's mission statement. The mission statement translates the ideas expressed in the vision and communicates objectives essential to goal accomplishment.

## **MISSION STATEMENT**

### ***Primary Mission***

*To assure both the real and perceived security of persons and property within the community through a professional police organization, dedicated to serve its citizens and through public knowledge that necessary assistance is immediately available in times of emergency.*

### ***Secondary Mission***

*To ensure the success of both the organization and its members by encouraging inclusion, assessing differences and creating partnerships at work.*

### **Organizational Analysis**

An evaluation of the current situation or “present state” is fundamental to any strategic plan. In this study a situational assessment analyzed weaknesses, opportunities, threats, and strengths. The “WOTS-UP” model assesses the readiness of the organization to respond to the issue. Opportunities and threats are viewed as external to the organization and may include identified trends and events. Strengths and weaknesses are viewed as internal to the organization and represent positive influences and potential limitations to the organization’s objectives.

### **Internal Weaknesses**

- Poor assessment of the issue limits understanding and serves as a barrier to problem-solving.
- The lack of significant numbers of women in supervisory and management ranks hinders role modeling and mentoring.
- Employees who lack understanding and resist attempts to learn may have difficulty coping with changes that are created in the workplace.
- Negative stereotypes about women police officers are still present in the organizational environment.
- Problems associated with interpersonal work relationships threaten to increase the incidence of hostile work environment allegations.
- Inadequate employee benefits designed to address the needs of women have not been

sufficiently explored.

- Career development programs fail to consider the needs of women.
- Lack of a strategic plan limits the ability to prepare for future changes.
- Old paradigms associated with the self-sufficiency of law enforcement inhibit the ability to look outside the profession for solutions.
- Gender training may be viewed by male employees as threatening.
- The Chief's short association with the organization, unfamiliarity with organizational norms and lack of understanding of the issues may inhibit the development of solutions.

### **External Opportunities**

- The increasing number of women entering the workforce and the growing acceptance of women in non-traditional roles may attract greater numbers of female recruits.
- The existence of police officer organizations for women that showcase successful women in the profession.
- A profession-wide movement towards a more caring, sensitive image for the police may bring about a new, more attractive perspective of the job for women.
- A higher ratio of single/working mothers seeking jobs offering higher salaries and benefit packages.
- The community's need to avoid liability in sexual harassment and hostile work environment litigation will accelerate the organization's achievement of a preferred future.
- An affirmative action mandate would accelerate the hiring of women and move the organization more quickly to issue resolution.

- Organization development consultants with specific training in gender issues could assist the organization in developing strategies to bring about understanding and work through conflict.
- POST training at the academy level could better prepare new employees to address the relationship issues they can expect to face in the workplace.

### **External Threats**

- A lack of organizational stability at the top executive level as inconsistent philosophies could hinder program or goal accomplishment.
- The increasing competition for qualified females from private industry and other police organizations could impact recruiting efforts.
- Lack of child care alternatives could become a major obstacle to recruitment and retention of the female working parent.
- Media distortions/misconceptions of work environments.
- A move toward single-sex education during adolescent years could inhibit the development of understanding and relationship skills for both genders.

### **Internal Strengths**

- A collaborative policing model, rather than traditional reactionary policing model, highlights the traits and characteristics women offer.
- Command-level officers demonstrating a commitment to increasing the role of women assess internal processes to assure equity in assignments, career development planning, and promotional practices.
- Officers are well educated and have learned the importance of adapting to changing

conditions.

- The arrival of a new chief, creates the expectation for change and as such, employees are more flexible to change efforts.
- The appointment of a women to a management position contributes the perspectives of women in the organization during staff discussions and serves as a role model to other women in the organization.
- A strong organizational effort to communicate policy, intervene where appropriate, and enforce the City's sexual harassment policy.

### **Stakeholder Identification**

The identification of "stakeholders" and an analysis of their specific concerns and expectations is critical to the strategic planning process. Stakeholders are defined as individuals or groups who are impacted by what we do and individuals or groups who can impact what we do. It is believed that the state of an organization, at a given point in time, is the result of the interactions with and among stakeholders.

Table 3.1 identifies the stakeholders relevant to this issue and illustrates their presumed expectations based on past change efforts. For each stakeholder, issue-related assumptions were identified. These assumptions reflect the nature of the stakeholder's concerns or desires.

### **Recruiting Pool**

- Seek opportunity
- Want to gain acceptance
- Seek to affiliate with organizations where there is an understanding of differences
- Seek role models of the same gender
- Seek employment that allows them to share their own unique perspectives
- Seek organizations that will appreciate their contributions

### **Probationary Employees**

- Want performance to be evaluated fairly
- Seek equality
- Seek career success
- Want to be recipients of informal mentoring
- Want equal access to preferred assignments and challenging opportunities

### **Women in the Organization**

- Seek fair treatment
- Want equal access to preferred assignments and challenging opportunities
- Want to share the benefits of traditional privileges
- Want to be respected
- Want to be recognized for their contributions
- Want flexibility in hours, time-off, etc. for family related issues
- Want appropriate interpersonal behavior

### **Men in the Organization**

- Seek fair treatment
- Want equal access to preferred assignments and challenging opportunities
- Want to maintain traditional privileges
- Want to be respected
- Want to be recognized for their contributions
- Will view training and policy changes as threatening
- Need to understand the imperative for change

### **Human Resources**

- Seek equal opportunities for all employees
- Want policy/procedure conformity
- Seek qualified applicants

### **City Council**

- Want to minimize costs associated with change
- May not support policies that are too controversial
- Leadership philosophy may change after election

### **City Manager**

- Has a need to know about policy change before implementation

- Will be concerned about council and community reactions
- Wants policy/procedure conformity
- Wants to deliver best possible services

### **Academy**

- Wants to develop competent people
- Wants instructors and curriculum to support policy

### **Trainers/Supervisors**

- Want to develop competent people
- Need to be assured that policies will not interfere with the accomplishment of practical goals
- Will support policies if supported by management
- May feel threatened by some policies if they perceive them as potentially impacting privilege or workload
- Need to understand the imperative for change

### **Police Union**

- Will resist change
- Will be concerned about consistency in the application of standards
- Need to understand the imperative for change

### **Chief of Police/Police Management**

- Want to create an inclusive organization
- Want to be involved in decision-making
- Want to minimize conflict
- Want competent people
- Want policy/procedure conformity

Stakeholders	Inclusion	Recognition	Privilege	Competency	Equity	Opportunity
Recruiting pool	X	X	X		X	X
Probation employees	X	X	X	X	X	X
Women	X	X	X	X	X	X
Men	X	X	X	X	X	X
Human Resources	X			X	X	X
City Manager				X	X	X
City Council		X		X	X	X
Academy		X		X		
Trainers	X	X	X	X	X	X
Police union	X	X	X	X	X	X
Police mgmt	X	X	X	X	X	X
Chief of Police	X	X	X	X	X	X

**Table 3.1**  
Stakeholders relevant to the issue and their expectations

### Development of Alternative Strategies

As part of the strategic plan, leaders have three alternative strategies in the development and implementation process.

**Strategy 1** *Leadership apathy regarding the issue. Maintain the status quo. No development of training.*

This is the easiest strategy for leadership in the organization to implement. By doing nothing to address the issue they avoid conflicts with stakeholders and put off the difficult and sometimes painful process of self-assessment. The organization also does not move toward inclusion, which results in diminished opportunities for women and continued discrimination. This strategy may or may not be acceptable to employees and/or the community as the consequences of this strategy could lead to new litigation and continued conflict in workplace

relationships.

**Strategy 2** *Leadership indifference to the development and implementation of training.*

In this strategy, leadership recognizes the significance of the issue but chooses to do nothing. Since no preferences about the issue are communicated, stakeholders may view the issue as unimportant. When dealing with issues requiring change in the organizational culture transformation can become more difficult. Failure to address the issue may lead to continued conflict, inequitable treatment, lack of opportunity, and litigation.

**Strategy 3** *Fostering the development and implementation of training.*

This strategy involves the most work and commitment on the part of leadership. It requires leadership to communicate an imperative for change, create a vision and integrate the vision into systems and processes within the organization. This strategy may involve the use of collaborative leadership to bring together stakeholders so that all can participate in the development and implementation of training. It requires leadership to move the organization from a reactive state to a proactive and preventive state.

**Preferred Strategy**

Strategy 3 best addresses the critical elements of the mission statement. The strategy requires that leadership communicate an imperative for change, create a vision and integrate the vision into systems and processes within the organization. It also requires that leadership move the organization from a reactive or inert state to a progressive and preventive state. The development and implementation of gender training can be a progressive approach to creating understanding of differences and making the culture more inclusive.

While developing and implementing gender training will significantly impact employee

retention, it is not the only change component necessary. As described previously, the issue of retention is complex and requires more than training. The organization must also evaluate internal policies and processes such as recruiting, promotional opportunities, informal mentoring, and benefits associated with scheduling, part-time employment, employee development, and employee recognition.

## **Chapter IV**

### **Transition Management Plan**

A Transition Management Plan is critical to the success of any change effort. The plan outlines the steps necessary to move the organization from the “present state” to a “future state.” The plan comprises identifying the organizational imperative, developing a “critical mass”, working in pockets of readiness, developing leaders, and changing the system.

#### **The Operational Imperative**

The first step in changing an organization is identifying a compelling reason to change. Unless employees in the organization understand that the organization’s productivity, competitiveness, ability to achieve its mission and vision are at stake, change will not be supported.<sup>14</sup> An imperative for change that allows those stakeholders participating in the change to recognize the benefits must be identified and communicated.

#### **Critical Mass**

Within every organization, there exists a number of people whose active support is critical to any change effort. These people, considered champions and allies of the change process, reflect what is called “critical mass.” Critical Mass is the point at which there is sufficient energy and resources for change, where inertia demands change. It is the point where there are enough champions and allies to support change. Successful change efforts focus action plans on the “critical mass” to strengthen their commitment and competencies for supporting change and influencing others in the organization. To accurately identify the critical mass in this change effort, it was necessary to determine which stakeholders most influence others. The following is a list of individuals or groups whose active support and commitment is necessary for

successful implementation of the desired strategy:

- Chief of Police
- Males in the organization
- Women in the organization
- City Council
- Commission on Peace Officers Standards and Training
- Police Management
- City Manager
- Field Training Officers

It is also important to identify the current level of commitment for each of the key stakeholders in the critical mass. Table 4.1 reflects key stakeholders' commitment to change and shifts in commitment necessary to accomplish the strategic plan.

Critical Mass Members	Block the Change	Let Change Happen	Help Change Happen	Make Change Happen
City Council		XO		
City Manager		X -->	O	
Chief of Police		X -->		O
Males in the Organization	X -->	O		
Women in the Organization		X -->	O	
Police Mgmt			X -->	O
POST		X -->	O	

**Table 4.1**  
 Critical Mass Commitment  
 X = Current position O = Desired position

**Pockets of Readiness**

An important part of the change process is determining groups' or teams' readiness commitment to change. By equipping them with the skills and resources they need to work together they can prove that change adds value to the work unit or organization. Their success

will set the standard for others and they can become internal change agents as well as role models.<sup>15</sup>

### **Leadership Development**

The skills necessary for strategic change require learning and practice. The people leading change, need to be supported and coached by people who are skilled and experienced in the issue area. Leadership should ask : What kind of leadership do we need? Where will we find it? How can we develop the leadership we need?

### **Changing the System**

Established rules, procedures, rewards, and other components of the internal organization environment determine to a large extent the outcomes. Management practices, human resources and other systems must enable, encourage, and support people to live the new culture.

Any transition from the present to the future must be carefully planned and based on an assessment of the current state. The transition required to implement the defined strategy calls for the use of a transition manager. The transition manager, appointed and delegated authority by the Chief of Police, will serve as a change agent and will lead a task force of organization members who initially represent critical mass and later become a source of feedback for policies and plans associated with the change. The transition manager selected for this responsibility must be knowledgeable and credible with the issues and must be respected by management. The task force should be comprised of representatives from various levels and roles in the organization. It might also include members of the community and outside experts in the field when appropriate.

## **Technologies**

Technologies that help facilitate the implementation of the desired strategy are often required to assist in the management of anxiety and uncertainty inherent to any change effort. The following technologies are recommended for the selected strategy.

*Communication of the vision* - The transition manager cannot expect others to follow unless they have an idea of where they are going. Sharing the vision helps others to see how they can participate in its achievement.

*Training* - A formal review of relevant literature coupled with formal training provided by a consultant specializing in the area of gender differences will help the task force and other critical mass stakeholders to better understand the issue and its relevance to the vision. As the training expands to others in the organization, task force members will be asked to assist in the training effort, thus adding credibility to the curriculum presented. The training curriculum should include issues specific to both men and women in the organization as well as more expansive issues dealing with the history of women's rights, women in the workforce and retention of women.

*Transition Evaluators* - Evaluators appointed by the transition manager will periodically assess progress. Evaluators should be employees representing various levels of the organization as well other appropriate stakeholders. During the process of assessment, evaluators will be responsible for feedback, both positive and critical, which will allow the transition manager to monitor both the short and long term impact of the strategy. As successes are identified they should be communicated to all stakeholders.

## Chapter V

### Implications on Leadership

*“We live in an age of changing workplaces. Traditional ways of getting work done are disappearing as organizations flatten and transform in response to competitive demands and stakeholder’s changing needs. Increasingly, we are required to leave the security of our narrowly defined roles and join others in a task. To work productively within dynamic and diverse organizations, a key competency we now require is the ability to partner quickly and effectively.”<sup>16</sup>*

Our organizations have experienced many changes over the last twenty-plus years.

Achieving a successful, inclusive organization in the future depends on the vision created by our leaders today. New styles of leadership, thinking, communication, problem-solving and strategic planning will be critical to success. “When both men and women can work as partners and each contribute the full extent of their talents, ideas, and creative energy our organizations become more effective.”<sup>17</sup>

## Chapter VI

### Recommendations and Conclusions

As we develop from children to adults, our family systems define our relationships with members of the other sex. This socialization is reinforced in most of our intimate relationships and in many of our institutional experiences. Within the family framework, we learn our culture's preferences, biases, and stereotypes about women and men. Family paradigms teach us the "basic rules of the game" in our personal relationships. They teach us how to communicate with each other, how to engage in conflict, how to interact, and who is responsible for which tasks.<sup>18</sup>

The "rules" define our positions in these relationships, identifying the leaders and the followers and who will decide the norms for these. The family framework provides us with deeply held sets of norms and values about women and men; they shape our prejudices. For years, interactions between women and men at work reflected these models. Family-based models of rank, interdependency, and intimacy function less well in today's workplace, where men and women come together as peers to accomplish organizational tasks.<sup>19</sup>

Our family-based skills, norms, and values actually prevent our work partnerships from functioning as effectively and productively as they could. Today, we need to develop new "rules" and new sets of skills to move us beyond the traditional framework toward a system in which we work together as equals and are free to use the unique talents, skills and abilities that we have to offer.

In the years to come, the Walnut Creek Police Department and many other law

enforcement agencies throughout California will encounter issues relevant to the recruitment and retention of women. Based on identified trends, the recruitment of women will become increasingly more competitive and will involve not only other law enforcement agencies but private organizations as well.

Although recruitment efforts to attract the best and most competent of the recruitment pool will be common and leaders will need to design new recruiting strategies to be successful, retention of experienced female officers will be an even greater challenge. The conflict for women between career and family will not likely diminish in the years to come. Women entering the profession in the future will continue to seek career fulfillment with both professional challenge and personal flexibility.

Some examples of strategies to increase retention rates of probationary and non-probationary women are as follows:

- Consider the image of the organization. Ensure the organization has strong policy statements that prohibit unlawful discrimination and support women in non-traditional jobs. Women considering your organization for employment will be interested in how many women work there, the organization's reputation around gender issues, and what benefits will assist women with the competing interests of family and children.<sup>20</sup>
- Address key issues that commonly affect women, such as job assignment and promotion, family care and transportation, and health and safety concerns.
- Develop support mechanisms for women on the job. When possible place women in work situations where they can work with other women. Encourage workplace support groups, and place women with a mentor.

- Ensure that women have access to resources and equipment to do their jobs.
- Monitor women's progress in the workplace by conducting informal assessments of the environment and exit interviews.
- Provide women access to training to further develop them for special assignment and promotion.
- Review current policies, procedures, and eliminate gender biased assumptions.
- Modify current training systems to provide for gender differences in learning and communication.
- Implement training for both women and men designed to develop awareness and understanding of differences.
- Monitor mentoring systems to ensure they include women.

Change can be handled well or it can be handled poorly. Those law enforcement leaders who have successfully assessed and fully addressed the barriers that prevent the advancement of women are those who have squarely confronted the realities of our traditional systems. These are the leaders whose organizations have made the transition to inclusion and they are the organizations that will remain effective by recognizing women, not as a substitute for men, but as possessors of particular skills that have growing relevance to the complex problems and processes occurring now and anticipated in our future.<sup>21</sup>

Gender training is a contemporary issue critically relevant to the profession. If my daughter decides to become a police officer and has to choose a department, I hope she will select mine to work for and that she is selected for her talents and skills, not because she is my daughter. I would hope that the organization would welcome her, provide her equal

opportunities, and would encourage her to apply that which is uniquely hers to the organization and community.

The Walnut Creek Police Department has the opportunity to take a leadership role in educating both genders regarding differences. By understanding the way that men and women learn, communicate, problem-solve and develop relationships, the organization can become more effective and both women and men can be successful.

## **Chapter VII**

### **Budgetary Implications**

Although there are some initial costs associated with this strategy it is believed that long term savings will occur. Because it is anticipated that this training will contribute to improved work relationships, a better work environment, and increases in the retention of female probationary employees, costs associated with litigation, recruiting, hiring and training should be impacted.

**Appendix**

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**Table 1a**  
Participants in the  
Nominal Group Technique

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- **Ms. Holly Fulton** - *Consultant - Gender Training - currently under contract with IBM*
- **Mr. Dave Johnson** - *Police Lieutenant, City of Walnut Creek - Diversity Training Facilitator currently working for P.O.S.T and the National Training Laboratory*
- **Ms. Lisa Fleming** - *Police Captain, City of Piedmont - Women's Police Officer Association Regional Representative*
- **Ms. Amara Koss** - *Assistant City Attorney, City of Walnut Creek, represented the city in litigation brought by three probationary employees alleging hostile work environment*
- **Mr. Kevin Safine** - *Human Resources Administrative Analyst, City of Walnut Creek*
- **Ms. Patricia Ford** - *Police Sergeant - Contra Costa County Office of the Sheriff, currently involved in litigation alleging discrimination*
- **Mr. Mark Covington** - *Police Officer, Field Training Officer/Mentor, City of Walnut Creek*
- **Ms. Jane Demay** - *Probationary Police Officer, City of Walnut Creek Police Department*
- **Mr. Damien Sandoval** - *Police Sergeant, Field Training Coordinator, Diversity Training Facilitator*

**Table 2a**  
List of Potential Trends  
Identified by the NGT Panel

- 
- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Better Communication</li> <li>2. <b>Cultural Direction of agency</b></li> <li>3. <b>Media and Legal attention brought to bear upon the issue (lawsuits)</b></li> <li>4. Number of women single parents seeking benefits/security</li> <li>5. Nationality influences on perspectives</li> <li>6. <b>Number of women in leadership roles</b></li> <li>7. Changes in crime rate/types of crime</li> <li>8. Educational achievement in the entry level applicant pool</li> <li>9. <b>Diversity training in the academy</b></li> <li>10. Grant funding</li> <li>11. Population changes</li> <li>12. Hiring of experienced officers</li> <li>13. Sociological changes</li> <li>14. Changes in employment opportunities</li> <li>15. <b>Community oriented policing</b></li> <li>16. Changes in the economy/recession</li> <li>17. Fiscal health of City</li> <li>18. Changes in affirmative action</li> <li>19. Changes in household income</li> <li>20. <b>Shifts in recruitment policies</b></li> <li>21. Role of human relations</li> <li>22. Effects of economics on role of police officer</li> <li>23. Privatization</li> <li>24. "Generation X" willingness to speak out</li> <li>25. Effects of technological changes on the role of the police officer</li> <li>26. Aging population</li> <li>27. Turnover at the top of organizations</li> <li>28. Development of successful gender training in other venues</li> <li>29. <b>Changing demographics in candidate pool</b></li> <li>30. <b>Analysis of gender issues as they relate to new employees</b></li> <li>31. Unwillingness to discuss gender issues as they relate to new employees</li> </ol> | <ol style="list-style-type: none"> <li>32. Individual desire for multi-career experiences</li> <li>33. Change in ratio of police to citizens</li> <li>34. Duration of careers in law enforcement</li> <li>35. Change in lifetime career choices</li> <li>36. Skilled people being pulled from law enforcement to other professions</li> <li>37. <b>Integration of academy training with department initiatives</b></li> <li>38. Political environment change</li> <li>39. Women in authoritative positions</li> <li>40. Number of gender discrimination lawsuits in all professions</li> <li>41. Effect of societal priorities on law enforcement</li> <li>42. Promotional opportunities opened to outside applicants</li> <li>43. Number of gender trainers and programs available to the industry</li> <li>44. Changes in P.E.R.S. retirement age</li> <li>45. <b>Changing expectations about fairness in the workplace</b></li> <li>46. Reluctance of officers to train others because of fear of civil liability exposure</li> <li>47. Changes in organizational/hierarchical structure</li> <li>48. Willingness of women to be supportive of each other</li> <li>49. Single-sex education in schools</li> <li>50. Participation by the community in the hiring process</li> <li>51. <b>Changes in workplace relationships</b></li> <li>52. <b>Clarity of leadership's vision in the organization</b></li> <li>53. Willingness to talk about sexual orientation in the workplace</li> <li>54. Changes in educational priorities</li> <li>55. Portrayal of gender issues in the media (news, motion pictures, etc.)</li> </ol> |
|---|---|

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**Note:** Phrases in bold indicate the trends the NGT panel felt would most likely impact the issue.

**Table 3a**  
List of Potential Events  
Identified by the NGT Panel

- 
- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. <b>Woman appointed as Chief of Police</b></li> <li>2. Women represent 25% of the participants at the IACP conference</li> <li>3. <b>Woman promoted to sergeant</b></li> <li>4. Woman elected as president of the United States</li> <li>5. <b>Ratio of women to men is 1 to 1</b></li> <li>6. <b>Gender-based lawsuit</b></li> <li>7. POA takes a position on workplace diversity</li> <li>8. Catastrophic event changes WCPD policy</li> <li>9. Election of female governor</li> <li>10. Establishment of WCPD in-house academy</li> <li>11. New training orientation that includes gender training</li> <li>12. New leadership philosophy at PD level</li> <li>13. Woman appointed as City Manager</li> <li>14. New leadership philosophy at City level</li> <li>15. Woman appointed as City Attorney</li> <li>16. 51% of the businesses in the city are owned by women</li> <li>17. Change in police officer job description</li> <li>18. Change in education requirements</li> <li>19. <b>POST mandated gender training</b></li> <li>20. <b>Woman elected president of POA</b></li> <li>21. <b>Reinstatement of affirmative action</b></li> <li>22. Unemployment rate reaches 10%</li> <li>23. <b>Department member receives significant discipline because of gender discrimination</b></li> <li>24. Probation for police officers becomes 24 months</li> <li>25. PORAC elects woman president</li> <li>26. Attendance at the National Conference for Women in Policing doubles</li> <li>27. Regionalization of police services</li> <li>28. WCPD hires female officer of color</li> <li>29. <b>Three female FTO's are appointed</b></li> </ol> | <ol style="list-style-type: none"> <li>30. <b>State requires gender education in schools</b></li> <li>31. <b>Females equal males probationary pass rate</b></li> <li>32. Every police employee completes a National Training Labs workshop</li> <li>33. Annual "air-cleaning" discussions are mandated for all city employees</li> <li>34. State takes money from local jurisdictions</li> <li>35. <b>50% of police management retire simultaneously</b></li> <li>36. Female officer involved takes life of another in "officer-involved" shooting</li> <li>37. Single-sex mentoring program instituted</li> <li>38. Major world conflict reinstates the draft</li> <li>39. Negotiations with the POA reach impasse because of promotional policy</li> <li>40. Male officer files harassment/discrimination suit</li> <li>41. Lieutenants/Captains posts invite outside applicants</li> <li>42. FTO program overhauled</li> <li>43. Shift assignments no longer based on seniority</li> <li>44. All female investigative unit</li> <li>45. <b>POA supports woman in discrimination suit</b></li> <li>46. Female motor officer appointed</li> <li>47. Women's POA formed</li> <li>48. 50% of the positions in the Major Investigations Unit are occupied by women</li> <li>49. 50% of the positions in the Hostage Negotiations Team are occupied by women</li> <li>50. Bill Moyer's does a show on "Women in Policing"</li> <li>51. Woman appointed as Defensive Tactics leader</li> </ol> |
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**Note:** Phrases in bold indicate the events the NGT panel felt most likely to impact the issue.

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