CAREER DEVELOPMENT
An Oganizational Dilemma

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CAREER DEVELOPMENT: AN ORGANIZATIONAL DILEMMA

CAN A CAREER DEVELOPMENT PROGRAM BE DEVELOPED WHICH WILL EFFECTIVELY MEET THE FUTURE HUMAN RESOURCE DEVELOPMENT NEEDS OF MEDIUM SIZED LAW ENFORCEMENT AGENCIES?

INDEPENDENT STUDY PROJECT

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EXECUTIVE SUMMARY

Chiefs of Police continually identify career development as an issue which should be addressed as law enforcement proceeds into the future. They cite examples of how personnel today do not seem as motivated or prepared to take on new tasks or promotional assignments as they were "in the past". These Chiefs feel that based upon what is happening today, the future career law enforcement officer will be even less prepared to assume promotional responsibilities. An underlying question that is being asked by Chiefs is: Why, with all the training and educational resources and experiences that are available to police personnel today, are they not as well prepared to assume increased responsibilities today as in the past? One answer is that we in law enforcement are not satisfying our employee's career development needs. The response was then, the officer of the past took care of his/her own career development, why does the officer of today need career development provided for him/her? In an effort to answer this dilemma, this project was conducted.

The project focused on career development issues involving medium sized law enforcement agencies serving cities with populations between 60,000 and 250,000 persons. The project examined the current body of knowledge in the Human Resource Development field as it pertains to career development, including: current technologies used in career development, theories, and identified trends in the career development field. The study included an analysis of selected career development programs utilized in both law enforcement and the private sector. The Nominal Group Technique was conducted utilizing experts in the Human Resources field and law enforcement to assist in developing future trends, events, and program needs involving career development.

An analysis of the current state of career development programs in law enforcement was disappointing. The literature contained very few references to a true integrated career development program. Most of the literature dealt with promotional systems and the structuring of positions as career development. Based upon the literature, it was apparent that little research has been conducted in this area by law enforcement. In 1972, one large west coast large law enforcement agency developed a comprehensive integrated career development program under a Law Enforcement Assistance Administration Grant. However, the program was never implemented. In researching current working career development programs, the Redondo Beach Police Department was the only municipal police agency that was identified as having a truly integrated career development program for police agencies falling within the project parameters. When examining the reasons why there are not more career development programs in law enforcement, it was learned that career development in the public sector as a whole was practically non-existent. Upon researching the reason for the lack of such programs, it was learned that there are several historical barriers to employee-oriented programs in general in the public sector. These obstacles include outdated management philosophies, bureaucratic values, restrictive personnel rules and union agreements, lack of funds, and a general negative attitude towards government employees (people-oriented programs for public employees are considered a waste of the taxpayers' money).

Upon examining the private sector, it was learned that career development plays an important role in most major successful corporations. Businesses, especially the service industries, have taken the position that their employees (human resources) are their most important asset. Given this rationale, they invest a significant amount of time and money in their employees' professional development. The reason for this emphasis on career development is that given the rate of technological and sociological change in our society, business feels that it is necessary for them to take an active role in ensuring that their employees are kept current as to the contemporary issues and technologies that are affecting their professional lives. This includes providing guidance and counseling to the employees as to their future development.

Given the private sector's attitude towards career development, the question is then raised, why does government not recognize the necessity for the same? The answer is that private sector readily identifies changes occurring within the society and has recognized the need to adapt to those changes. Government, on the other hand, is conservative in its operations and is slow to adapt to change (it is said that government in general is often 10-15 years behind contemporary issues in its operations). The key element is that government does not readily identify change, especially as it pertains to the workforce. This is especially true in law enforcement. We continue to operate based upon a value system of a workforce that has not existed for ten to fifteen years.

The project proposes that an effective development program is possible for medium sized police departments. In order to do so, the culture of the organization must be such that it recognizes that as a service-oriented profession, a police department's employees are its most important resource. The second element required is that the organizational culture creates an environment for its employees to recognize their potential. This means that the management and supervision of an organization must accept the premise that it is their responsibility to care for the professional needs of their employees.

The project proposes a model career development program that is composed of nine core elements and five optional elements. The program is designed to be flexible and will permit changes in order to accommodate future human resource development needs. There are two key components in the program. The first is the formation of a Career Development Program Committee to oversee the development, implementation and operation of this program. The second major component is a Personnel Management Information System which captures and tracks information related to an employee's professional development.

In examining the issue that began this project, two key elements evolved. The first is that we, as law enforcement managers, must recognize that our employees are our most important resource and, as such, we have a duty to assist and direct them in their professional development. The second key element is that we must learn to readily identify and adapt to changes occurring within our professional environment, especially those that affect our workforce. If we can accept these concepts as being a part of our responsibilities as managers, then perhaps the frustration that exists with both management and employees as to career development issues can be reduced.

SECTION I
PROJECT BACKGROUND

A. CAREER DEVELOPMENT: AN ORGANIZATIONAL DILEMMA

Can a career development program be developed which will meet the future human resource development needs of medium sized law enforcement agencies?

B. WHAT IS CAREER DEVELOPMENT

Career development is a management system that has as its primary goal the utilization of an organization's human resources in the most effective and efficient manner possible.[1] In order to accomplish this goal, a career development program should be formulated based upon the following objectives:

1. To effectively utilize the organization's human resources;

2. To provide a system for identifying and fulfilling organizational and individual needs;

3. To improve the effectiveness of selection, placement, development, promotion and retention of personnel;

4. To assist personnel in assessing and developing their individual abilities;

5. To achieve a more effective match between the man and the job;

6. To improve productivity and morale;

7. To decrease the rate of manpower turnover for reasons of job dissatisfaction;

8. To develop personnel at all levels of the Department; and

9. To provide information and resources to employees for advancement and mobility, for personal and professional development, for retirement, and for personal problems and concerns.[2]

To satisfy these objectives, an effective career development program must integrate four critical capabilities:

1. The capability to accurately identify organizational needs - those tasks (jobs) that are being performed and the demands of each;

2. The capability to accurately identify individual officer attributes and interests, and to maintain an up-to-date and accurate assessment of personnel resources;

3. The capability to reconcile the needs of the organization with the needs of the available human resources; and

4. The capability to develop appropriate programs within an organization that are suitable for reconciling the organization's needs with the needs of its people.[3]

C. THE NEED TO STUDY CAREER DEVELOPMENT ISSUES

Chief executives in both the public and private sectors continually identify career development as an issue which should be addressed as society proceeds into the future. The changing nature of the work force dictates that employers must be more able to assess and develop their work forces as they move into the future.[4] However, the present reality of career development in most organizations is that what is professed and what is actually practiced, is more often than not, two opposite positions.[5] One major west coast law enforcement organization spent over $100,000 through a Law Enforcement Assistance Administrative Grant to develop a career development program.[6] To date, the results of that project have not been implemented. That career development which does take place in most organizations is frequently due to the individual's own initiative with little assistance or encouragement from his/her agency. In addition, an area which is almost universally ignored is the continued development of the plateaued employee - those employees who have reached their potential and will not promote any further within the organization.[7] As we move into the future, law enforcement will need to find meaningful and effective methods to prepare and develop its personnel to meet the ever changing requirements of our communities, while at the same time meeting the career needs of its individual employees.

D. PROJECT PARAMETERS

The project will focus on career development issues involving medium sized law enforcement agencies serving cities with populations between 60,000 and 250,000 persons. The project will be oriented towards the work force in the year 2000.

E. LIMITED AVAILABILITY OF CAREER DEVELOPMENT PROGRAM FOR LAW ENFORCEMENT

There has been little actual work done to develop viable career development programs for medium sized law enforcement agencies. The Redondo Beach Police Department is the only medium sized law enforcement agency was identified with a current integrated career development program which makes use of a number of career development techniques.[8] The Commission on Accreditation for Law Enforcement Agencies, Inc., has developed standards for career development and higher educational programs.[9] However, no workable models resulting from these standards have been published. In addition, there has been virtually no work done which addresses future career development issues in law enforcement.

F. PROJECT VALUE

This project will be of value to Chief Executives of medium sized law enforcement agencies in that the project will:

1. Provide an insight into the nature of the future work force which we can expect to have in 1995;

2. Introduce a career development model which may prove useful in meeting the future career development needs of medium sized law enforcement organizations;
3. Propose an implementation plan by which a career development program may be initiated within an organization; and
4. Examine policy implications arising from the issue of career development in law enforcement.

SECTION II
METHODOLOGY

A. PROJECT OBJECTIVES

Objective One

Collect information which currently exists regarding career development in law enforcement.

1a. Conduct a review of the literature.

1b. Survey selected law enforcement executives.

Objective Two

Identify the future work force based upon the year 1995.

2a. What will the characteristics of the future work force be?

2b. What will be the characteristics necessary for law enforcement personnel in the year 1995?

2c. What trends may occur which can affect the future work force?

2d. What events may occur which can affect the future work force?

2e. What impacts will the identified trends and events have on each other?

Objective Three

Develop scenarios depicting the future law enforcement work force.

3a. Develop one scenario based directly upon the trends and events identified in Objective Two.

3b. Develop a minimum of three scenarios based upon the cross impact analysis conducted in Objective Two.

3c. What are the capabilities and resources for career development programs as projected by the environments portrayed in the scenarios?

3d. What are the stakeholder demands relating to career development programs as projected by the environments portrayed in the scenarios?

Objective Four

Develop a career development program which will meet the Human Resource Development needs of medium sized agencies in the year 1995.

4a. What is the mission of law enforcement agencies in administering career development programs?

4b. What technologies will be available for career development programs in 1995?

4c. Identify strategies for establishing career development programs.

4d. Develop a recommended career development program.

Objective Five

Develop a plan for implementing the recommended career development program in Objective Four.

5a. Identify and assess the capabilities of the critical mass involved in the implementation of the program.

5b. Identify the management structure necessary to implement the program.

5c. Identify the technologies necessary in order to implement the program.

5d. Identify policy considerations concerning the implementation of a career development program in a law enforcement agency within the target range.

B. PROJECT PROCEDURE

Step One Conduct a review of the literature regarding career development issues.

1a. Set criteria for literature search.

1b. Obtain information from data bases.

1c. Obtain copies of selected articles for review.

1d. Review and comment on articles.

1e. Organize and file articles for future use.

Step Two Survey selected law enforcement executives regarding career development issues.

2a. Develop survey questionnaire.

2b. Select law enforcement executives to be surveyed within the target range of the study.

2c. Conduct survey.

2d. Collate and catalog results for future use.

Step Three Nominal Group Meeting(s)

3a. Identify participants for the Nominal Group Process.

3b. Supply participants with information concerning the project and the expected task(s) for the process.

3c. Conduct nominal group process(s) to formulate and/or identify:

- Characteristics of the future work force,
- Characteristics necessary for law enforcement personnel in the year 1995,
- Candidate trends which can affect the future work force, and
- Events which can affect the future work force.

Step Four Conduct cross impact analysis of candidate trends and events developed in Step 3.

Step Five Write scenarios

5a. Write a scenario based directly on the trends and events developed in Step 4 for the year 1995.

5b. Write a minimum of three scenarios based upon the results of the cross impact analysis conducted in Step 5 for the year 1995.

5c. Utilizing information developed during the previous steps, identify capabilities and resources, and stakeholder demands relating to career development programs.

Step Six Develop a mission statement for the administration of career development programs by law enforcement agencies within the target range.

Step Seven Develop strategies for the formulation of career development programs for law enforcement agencies within the target range.

7a. Utilizing information developed during the previous steps, develop strategies for the formulation of career development programs for law enforcement agencies within the target range.

7b. Utilizing information developed in 7a, develop a recommended career development program.

Step Eight Develop an implementation plan for the recommended career development program.

8a. Utilizing information developed during the previous, identify and assess the capabilities of the critical mass which would be involved in the implementation of the recommended career development program.

8b. Utilizing information developed during the previous steps, develop a management structure and technologies which would assist in implementing the recommended career development program in law enforcement agencies within the target range.

8c. Utilizing information developed during the previous steps, develop policy considerations for law enforcement agencies within the target range which are considering the implementation of a career development program.

Step Nine Prepare the final document for submission to the Commission on Peace Officer Standards and Training.

SECTION III
RESEARCH

A. LITERATURE SEARCH

Career Development in Law Enforcement/Government

A review of the literature indicates that there is very little information on career development in the law enforcement field. A topical search by the National Institute of Justice National Criminal Justice Reference Center revealed only 30 documents on file that were related to career development.[10] Of those, 16 of the documents dealt with promotional issues. Of the remaining 14 documents, 5 were from from Law Enforcement Assistance Administration Grants and the Career Development Programs developed under those grants were never successfully implemented.

Upon reviewing several law enforcement oriented textbooks on management and supervision, there was a disturbing lack of information concerning career development as a program or system for the professional development of their employees. While many of the texts dealt with individual components of a career development program such as training, education, and performance evaluation, there was very little in the way of integrating these components into a employee development program. One text, Local Government Police Management, devoted 1½ pages to personnel development programs.[11] In examining the subject, it discussed career ladders, career counselling, job analysis, and assessment centers as being primary elements of the type of program. Another text, O.W. Wilson's Police Administration, discussed career development in terms of restructuring position classifications and the

promotional structures.[12] While mentioning the need for department career development plans, the text does not discuss what constitutes this type of planning.

When dealing with career development issues, most articles which appear in law enforcement publications address career development as either a function of education and training or as a function of career ladders (a sequence of promotions). However, recently there have been two articles which examined career development as a system. The first article examined the Redondo Beach Police Department, "Integrated Approach to Career Development" program.[13] In this article, career development was shown to be an integrated system involving training, job rotation, performance evaluations, a resource center, selection process for job assignments and career experiences. The article also incorporated remedial training as part of career development. The second article also examined an integrated approach to law enforcement career management. The article concentrates on the fact that career development for promotion is primarily the individual's responsibility.[14] It advocates that an individual develop a strategy for promotion by combining diversified experiences, education, and training along with proven abilities.

In 1981, the California Commission on Peace Officer Standards and Training sponsored a task force on retention strategies for law enforcement personnel. In its report, Retention of Qualified Personnel, the task force addressed career development as being dependent on job satisfaction.[15] Its premise was that a dissatisfied employee was not open to development.

However, it did not address what career development was. It appeared that the task force regarded career development as a series of experiences and education/training. The task force failed to examine the system's approach to career development along with its many other components and strategies.

There is also little information written on the subject of career development in management texts and periodicals oriented toward municipal and county government. That which is available is primarily training and education oriented. A recent report by the International City Management Association identified the relationship between organizational needs, employee initiated career planning and management initiated succession planning (see Figure 1).[16] However the report concentrated on training and education as the primary employee development tools.

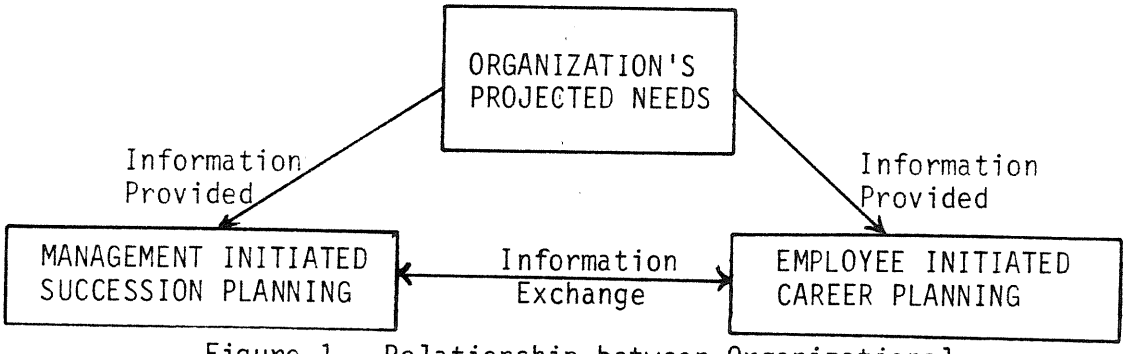

Figure 1. Relationship between Organizational needs and career development

An answer as to why government tends to avoid the career development issue is found in the International City Management Association Report on Excellence in Local Government. This study states that local governments which can be rated excellent in their operation and

delivery systems exhibit certain criteria. One of the criteria listed is that excellent cities have an orientation toward their employees, treating their employees as their most valuable resource.[17] This is based upon the premise that if a City treats its employees with respect, the employees will, in turn, treat the citizens of the community with respect. However, the study identifies several obstacles in a City adopting a nurturing attitude towards its employees.[17] These obstacles include outdated management philosophies, bureaucratic values, restrictive personnel rules and union agreements, lack of funds, and negative public attitudes toward government employees. The report states that people oriented programs for public employees are perceived as a waste of the taxpayers' money. However, the report strongly emphasized that due to local governments facing financial and personnel cuts in recent years, they are going to have to pay more attention to the professional development needs of their remaining personnel.

Another article in Personnel magazine emphasized that if the public sector is going to effectively utilize its employees, then it is going to have to begin to utilize human resource planning.[18] The authors described the Human Resources Planning Network as an integrated system involving:

1. Strategic Planning
   - Including mission/objectives/budget and organizational structure.
2. Determining Personnel Requirements
   - Including systems for describing work, projecting workload, and setting work standards.

3. Determining Personnel Availability

   - Including personnel management information systems, work/productivity measures and systems for projecting personnel flows.

4. Matching personnel requirements with availability and setting Human Resource Planning (HRP) objectives, and

5. Planning and implementing personnel programs, including recruitment, training, and career development.

6. Evaluating and controlling the HRP system utilizing assessment in feedback.

Figure No. 2 depicts the Human Resource Planning Framework in a system's configuration:

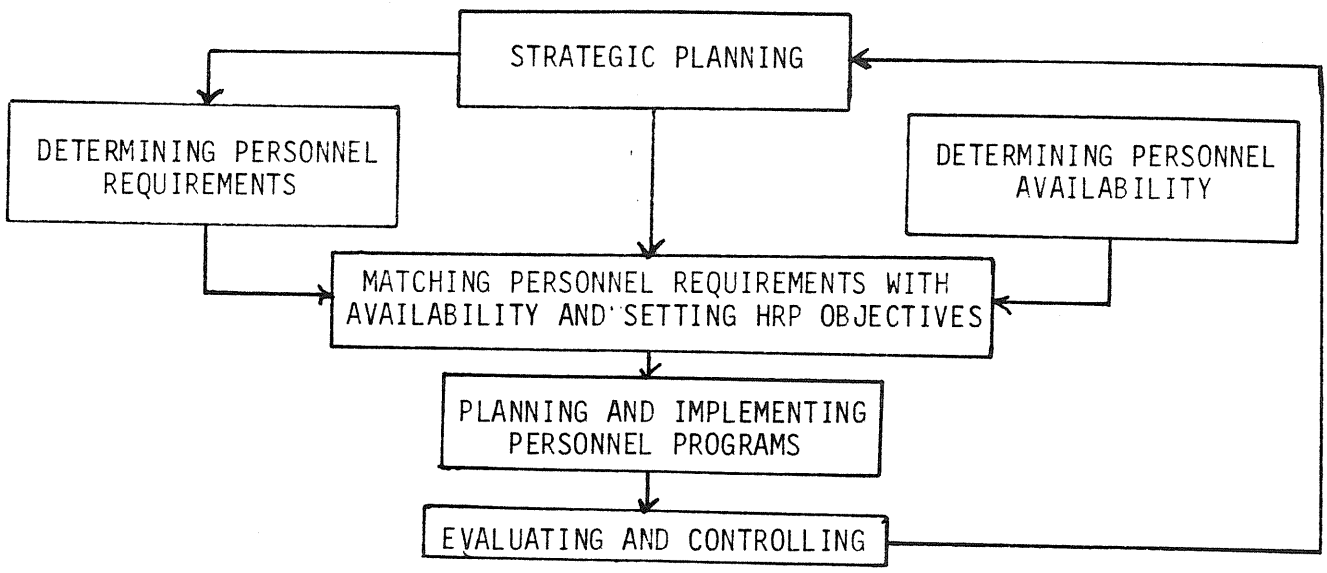

Figure No. 2. Major components of Human Resources Planning.[19]

Career Development - The Concept

There is a substantial body of information concerning career development programs within the private sector. Businesses have long been aware of the necessity of maintaining their work forces at a high level of performance. The recent emphasis on the excellence concept re-emphasized the importance of the employee and his/her professional development. Peters and Waterman emphasized this position in formulating the premise "Productivity Through People" in the book In Search of Excellence.[20] In their book, Managing for Excellence, Bradford and Cohen stressed the importance of career development in order to obtain maximum productivity from employees.[21]

Along with the excellence concept comes the awareness of the impact of organizational culture on career development. Recent trends in the human resources management field have emphasized the importance that a career development program should incorporate those shared values, beliefs and ways of doing things that are specific to an organization into the program.[22] This is important since those elements that make up organizational culture are not usually freely discussed around an organization. In addition, the Career Development Program can reinforce that organizational culture which is important to the organization (see Figure 3).[23]

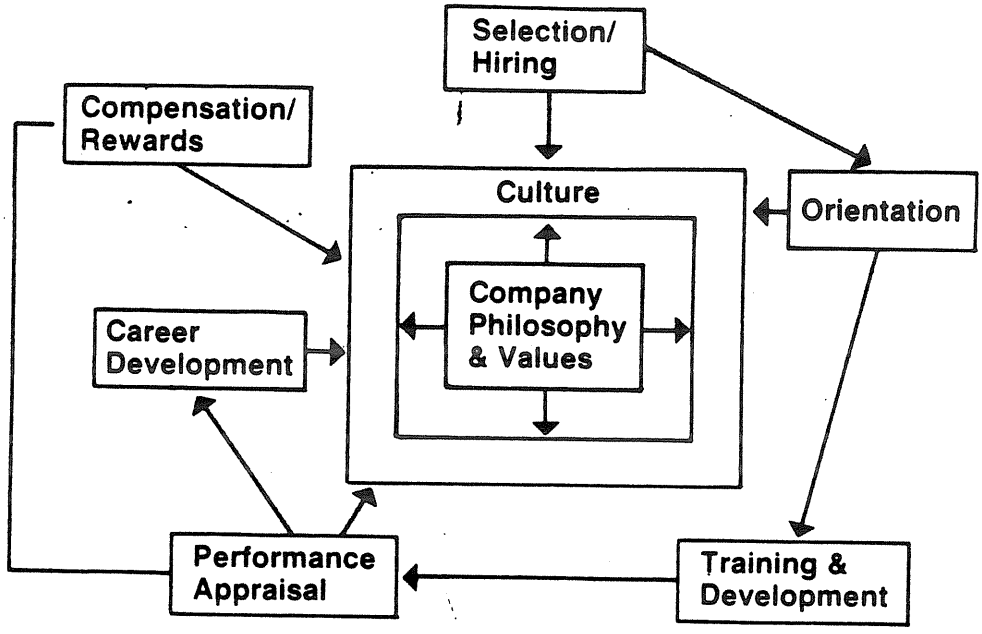

Figure 3 - Developing A Cultural Perspective to Human Resource Management [24]

Career development as a system encompasses two distinct processes.[25] One process is the organization's human resource planning system. This is geared towards the needs and wants of the organization. The second process is an individual employee's career plan. The purpose of a career development program is to integrate both processes into a system whereby the needs and objectives of both are reasonably met (see Figure 4).[26] This is done through the use of several methods or technologies. These include:

1. Position Specifications
2. Career Counseling
3. Performance Evaluation
4. Networking (Career Enrichment)
5. Job Rotation - Lateral Assignments
6. Training
7. Continuing Education
8. Mentoring/Coaching
9. Alternate Career Ladders
10. Self-Assessment/Development
11. Skills - Resource Inventories
12. Resource Centers
13. Assessment Centers
14. Career Development Workshops

These methods are used both to support the program and as interventions when conflicts develop between the two processes.

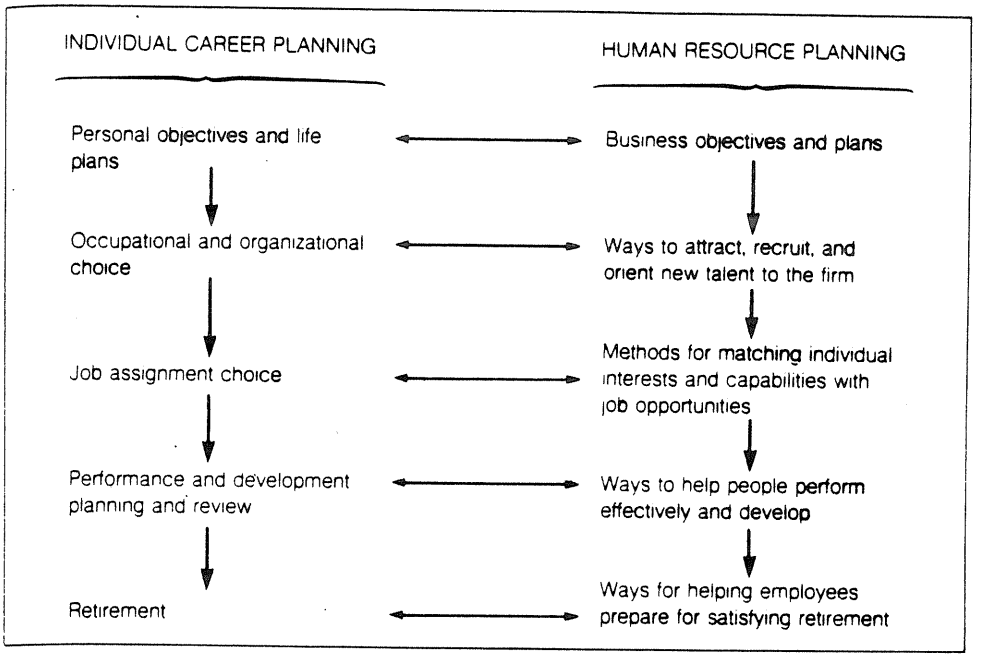

Figure 4 - Individual Career and Human Resource Planning [25]

Another important aspect of a career development is how such planning can be applied to the stages of an employee's career (see Figure 5). Understanding which career stage an employee is in can assist in applying the appropriate technology to assist in the employee's continued development.[27]

	Stage 1 *Apprentice*	**Stage 2** *Independent Contributor*	**Stage 3** *Mentor*	**Stage 4** *Sponsor*
Psychological State of Individual	Dependent	Independent	Responsible for others	Responsible for organization
Characteristics of Individual	• Learns/ follows instructions	• Capable of doing the job • Makes own decisions	• Accomplishes tasks through others • Makes decisions for others	• Directs and plans for organization
Individual Perceived as	Novice	Expert	Supervisor	Senior manager or executive

Figure 5 - Stages for Individual Career Development[28]

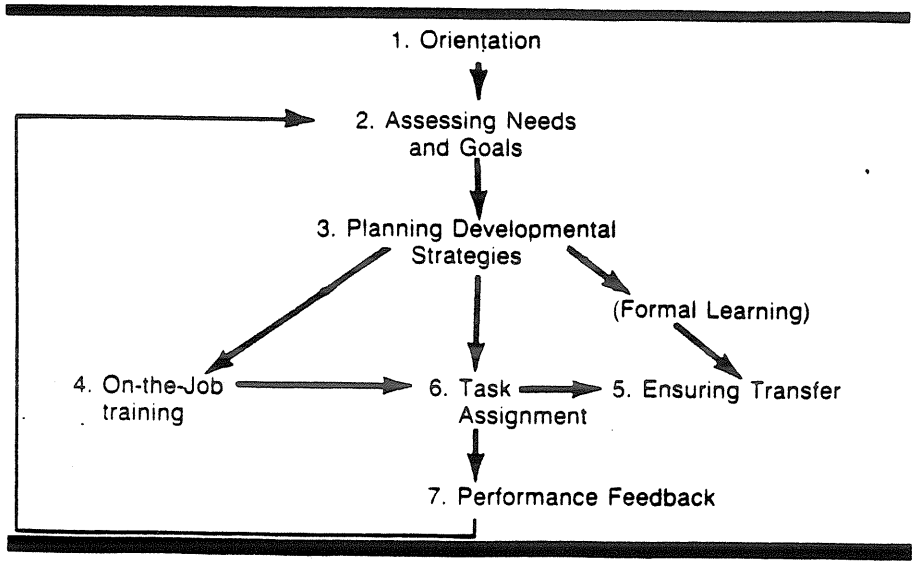

Figure 6 - Supervisor's Role as Developer[31]

The key to the success of career development programs rests with an employee's supervisor.[29] The supervisor is responsible for assessing the employee's needs and goals, planning developmental strategies, assigning tasks, and giving the employee feedback as to his/her performance (see Figure 6). Should the supervisor fail to buy into his/her responsibility to develop their subordinates, the result can be disenchantment with the organization by the employee. It is not uncommon for supervisors to resist their role as developers.[30] Supervisors especially tend to resist their role as coach and appraiser. They must accept their role if the organization is to function effectively. There are numerous interventions available that will assist in encouraging a supervisor to perform those tasks necessary to develop his/her subordinates.[31] These include reinforcement of their role as supervisor, coaching, training, providing resource material, force, field analysis and the like.

Another major concern is dealing with the plateaued employee. This employee who has reached his pinnacle in the promotion process often forms the backbone of the organization's workforce.[33] However, most organizations do little for an employee once he/she has reached their plateau. In some cases, the employee is actually denied any further rewards by the organization even though the employee is competent and productive in their current assignment.[34] Career development programs need to address the productive employee who has reached a plateau in their career. There are several interventions that would be valuable in these types of situations, including: lateral assignments, career enrichment assignments, special projects, and training. These employees need to feel that they are still valued members of the organization.

Performance appraisal is considered by many to be the focal point of an effective career development program.[35] Performance appraisals provide feedback to the organization as to the employees' abilities, performance, and deficiencies. They should also provide performance expectations for the following rating period to the employee. A well developed performance appraisal system can assess both the employee's productivity and the organization's commitment and contribution to the employee's professional development.

The second most effective tool in career development programs is the use of coaching.[36] The combination of coaching and career management results in boosts to both productivity and morale. There are three basic development roles for managers: coaches, sponsors and mentors.

Coaches help employees grow and improve their competence on a day-to-day basis. Coaching is often considered part of the performance appraisal process. Sponsors discover and foster individuals for placement into other jobs in the organization. Mentors are trusted counselors who guide the personal and career development of proteges. Mentoring is considered career development. The manager, as a career advisor, assists the employee in assessing career progress, conducting career appraisal, formulating and modifying the career plan, and provides career mentoring.

Related to coaching is career counseling.[37] However, the career counselor is usually a human resource management professional or some other trained person whose function it is to counsel employees as to career opportunities and the employee's career goals and objectives. Their function is to impart information to the employees and to advise employees about their career options. They do not take a mentoring role. In that they are specialists, they are usually found only in large organizations.

Career Development - The Strategic Approach

Recently, there has been a tremendous amount of emphasis placed upon strategic management and planning in the human resource management arena, especially as it relates to career development. This approach involves assessing the future and those skills that will be necessary in order to cope with the demands of the future.[38]

In developing a strategic based career development system, the career management practices utilized must be:

1. Flexible. The organization needs to maintain flexibility in marshalling all its resources--including its human resources--to respond to the fast influx of new methods and the changing needs of both the world at large and the customer in particular. In the same way, employees must be able to adjust their own personal directions and competencies to correspond to the increasing demands for performance.

2. Holistic. The organization must be able to see the widest possible horizon, to break out of traditional market segments and shares, and to expand boundaries. Similarly, employees must see beyond the limits of past career tracks and succession plans and venture beyond the normal turf. Career development systems must support the idea of internal personal mobility and multidisciplinary competence. Up is not the only way to go.

3. Value-rich. Contrary to popular belief, being the low-cost producer is not sufficient to sustain growth. Emphasis must go beyond cost-cutting to enriching value to the customer. In the same way that organizations work to keep their unique products from being copied by other companies, they also need to keep their employees from becoming a standard "part" number. Organizations can no longer simply measure the workforce in terms of dollars per hour times number of people and hours; organizations must also motivate and coach employees to avoid getting trapped in a narrow field or an obsolescent line of work. Despite the enormous attraction of letting satisfied people stay where they are and continue to do acceptable work, it is important for managers to promote active career planning and to help enrich each employee's value and esteem as an asset rather than as an expense. Lateral moves combined with pay for performance and knowledge must replace regular promotions at standard intervals; involvement and achievement must replace insensitive disenfranchisement.

4. Quality-based. Today's successful organization must deliver a product of consistently superior quality at the level for global competition. In an earlier time, companies were able to maintain a strong market share simply because they were first in the field or because they had a corner on the market or resources. These advantages of a bygone era are lost in the face of worldwide competition. For employees, simply having a job is no longer a guarantee of employment security for the indefinite future; constantly enhanced quality of performance and satisfaction must be the shared goal of both employee and employer.

5. Visionary. Today's dynamic organization must move from past successes and failures to levels beyond what it previously thought possible. The human energy available through a shared vision is one of the most powerful management tools; this visioning process must be a participatory one that includes all stakeholders."39

In developing a career development system utilizing the strategic approach, an organization must create, implement and maintain a high quality, comprehensive program. This program should include the following components:

1. A unified, clearly understood, and practiced vision statement that is communicated to all employees and that is representative of the whole enterprise.

2. A commonly understood set of principles by which the firm is governed and on which all employees can rely. The most important of these principles would be to establish a firm base of practices around staffing levels and competencies, career development, employment security, and compensation and reward systems.

3. Real efforts by managers to encourage employees to develop their unique capabilities, to focus them in ways that are specifically related to the organization's goals, and to facilitate imagination, creativity, and entrepreneurship.

4. Performance and compensation standards that reward and energize people for their dedicated efforts and their pragmatic contributions.

5. Clear ground rules for movement and transfer within the organization when such actions are in everyone's short- and long-term interests.

6. Useful tools for self-appraisal, focused assessment, and targeted learning, including the methodologies for responsible career self-management.

7. A "free market" mentality around internal job change throughout the firm." 40

The Future Workforce

When developing a career development program to meet future law enforcement needs, the potential future workforce must be examined. In

looking at the future workforce, most experts in the field cite four fundamental changes that are affecting:

1. Age
2. Diversity
3. Education
4. Values

1. Age: In examining the age factor as it affects the workforce, the workforce is getting older. Wherein the average worker was 28 years old in 1975, it is estimated that by 1990, the average worker will be 40 years old.[41] The baby-boomers will be reaching their peak in the workforce and the younger population continues to grow smaller[42]. Another potential problem is when the age factor is combined with the rapid increases in technological advancement. The phenomenon known as job skill obsolescence becomes severe after age 35.[43] After that age, plateaued technical-professionals (such as law enforcement personnel) who are not receiving regular promotions or other incentives, experience a steadily worsening work performance as time passes. This factor is going to become more critical as fewer management positions become available due to the current trend to streamline organizations.

2. Diversity: The second major factor affecting the future workforce is the growing diversity it is experiencing. Women are currently entering the workforce at a ratio of two for every one male.[44] By 1990, it is estimated that the workforce will be 45% women.[45]

There is also a shift in family structure. The nuclear family (the Ozzie and Harriet type family) will account for only 15% of the population by 1990 and the single parent in the workforce will account for 25% of the workforce.[46] The ethnicity of the workforce is also changing. There continues to be an increase in the hispanic and oriental cultures into the workforce. It is estimated that by 1990, 20% of the working population will be "foreign guest" laborers (foreign nationals with green cards). Another major impact on the workforce is the increasing number of workers with felony convictions. According to the Federal Bureau of Investigation, 42% of the felony crimes committed are by persons under 21 years of age.[47] Given this trend, by 1990, 20% of the workforce will have a record of at least one felony conviction.

3. Education: The third area of change that is affecting the workforce is education. Generally, there is an increasingly higher level of education being experienced by the workforce.[48] By 1990, 75% of the population will be high school graduates, 33% will be college graduates, and 9% will possess an advanced degree.[49] This is going to cause conflict within many traditional organizations due to an educated, information-rich workforce working in informational-poor organizations. Employers are going to have to be more willing to communicate with and involve their employees in the operations of the organization.[50] Another major problem facing the workforce is the overproduction of college graduates for the jobs available requiring their skills. By 1990,

there will be 15 million college graduates in the workforce where only 12-13 million of the available jobs will require a degree.[51] According to Anthony Carenevale, an Economist with the American Society for Training and Development, by 1990 there will be 30 qualified candidates for every white-collar job as opposed to 10 candidates for every job in 1975.[52]

There will also continue to be the problem of the undereducated in the future workforce. It is estimated that there are 46 million marginally literate people and 26 million functionally illiterate adults in the United States.[53] The functioning illiterate population is currently growing by 2.5 million persons per year (this includes approximately 700,000 high school graduates). The implication to law enforcement is clear. There are currently concerns by many police administrators that today's workforce is inadequate concerning the required academic skills for a police officer. The future workforce has indications of being even bleaker.

4. Values: The worker of today is redefining what is important about work and what is important about non-work.[54] The worker entering the workforce today is very much self-centered in the areas of lifestyle, career and health.[55] The emerging workforce tends to spend freely and not save for the future. The emphasis is on living for today and not worrying about tomorrow. Professionally, they tend to be less loyal to the organization, and less obedient to and more willing to challenge traditional authority figures.

In a study conducted at AT&T, it was found that the new generation of managers do not want to be leaders.[56] The study found three interesting characteristics among these managers:

a. A decreasing desire to climb the corporate ladder;
b. A decreasing desire to lead others; and
c. A decreasing need for approval from others.

There are several issues that are going to affect the workforce in the future which need to be examined. These include:

1. The Economy
2. Personnel Issues
3. Labor Relations

1. The Economy: The United States is becoming a service economy. Today, 73% of the workforce and 65% of the Gross National Product is based on service industries. The consumer is becoming much more service oriented. This is having a major affect on law enforcement agencies. Wherein the past, law enforcement focussed on being a legalistic profession, the trend today is that it is becoming increasingly more a service profession.[58] This is going to require police administrators to place a higher priority on planning to contend with long-range implications that could affect their agency. Police administrators are also going to have to accept more service-oriented tasks that law enforcement agencies did not traditionally perform in the past.

2. Personnel Issues: As the nature of law enforcement changes, it is going to have to look at the type of person it employs. Even when hiring today's officer, an administrator should consider the future implications of employing that person.[59] A police officer hired today has a potential professional life of 25 to 30 years. Will that new officer have the flexibility and temperament to effectively perform over that period? Too often, hiring standards are based upon yesterday's requirements and not the needs of today or the future. There are other personnel factors that will affect law enforcement as it moves into the future. These include increasing substance abuse among police officers, the issues of age discrimination, sex discrimination, and poor working conditions.[60] As one police administrator stated, "It is becoming increasingly difficult to maintain current standards of conduct for police officers due to changing values in our society and court rulings addressing the rights of employees..."[61] In order to contend with the emerging workforce, administrators will have to develop an atmosphere whereby they will be able to develop a vision of what is required of the organization and be able to share that vision with and gain its acceptance by their workforce.

3. Labor Relations: There are significant changes underway in the area of labor relations. Generally, there will be a decline in unionization throughout the 1990's. An exception to this trend is in the area of white-collar workers, the technical-professionals

(such as police officers) and first-line supervisors. This group is considered to currently be vulnerable to unionization.[62] Their vulnerability towards unionization results from arbitrary and disparent treatment from their employers. Many organizations are trying to stem this movement by developing meaningful career development programs and acceptable working environments.

The implications of the impact that the future workforce will have on law enforcement is evident. Many of our emerging problems deal with the organization and management's inability to view the reality of today's world in any other way than they have for the past several years.[63] In order to integrate the new workforce into organizations, administrators are going to have to give up on the past as its guide to the future and begin to look into the future to develop their organization's direction. Administrators will need to pay particular attention to matching people to job (recruiting, selecting, training, and careering) and managing performance (clarifying roles, developing realistic goals, and by providing feedback, coaching and leadership).[64]

B. SURVEY RESEARCH

As part of the research into the project, a survey was conducted to gather data for examining the role of career development programs in law enforcement. The survey target was Chiefs of Police from 110 Municipal Police Agencies which service populations ranging from 60,000 to 250,000 persons. The survey represented cities both within and outside the State of California. Prior to sending the survey, each Chief of Police was contacted in order to elicit his cooperation in

conducting the survey. Seventy-seven (77) of the surveys were completed and returned (70 percent).

The following is a statistical summary of the information provided in the survey. A brief commentary on each response is also given.

Workforce

1. How would you classify your attrition rate?

   Rapid/High 34 (44%) Moderate 34 (44%) Low 9 (12%)

   Commentary: Eighty-eight percent (88%) of the Chiefs of Police responding to the survey acknowledged a significant attrition rate within their department. When contacted after return of the survey, 71 (92%) of the Chiefs felt that their attrition rate was higher today than ten years ago.

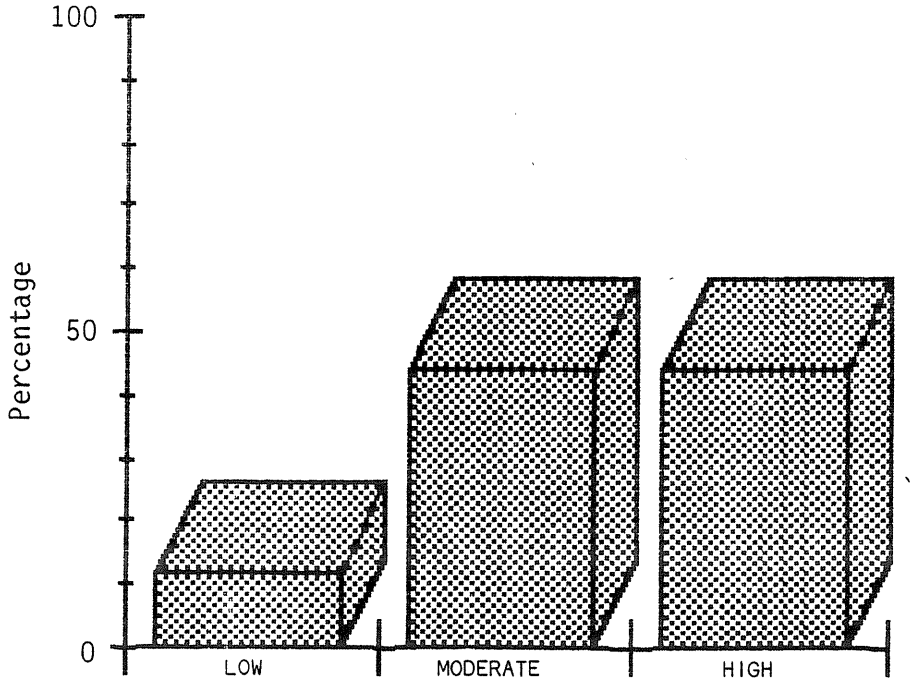

FIGURE 7 ATTRITION RATE

2. Does your average entry level police officer:

a. Come from within your community? 18 (23%)

b. Come from within your general region 45 (58%)

c. Come from other areas of your state? 14 (19%)

d. Come from outside your state? 0

Commentary: Eighty-one percent (81%) of the Chiefs of Police reported that their average entry level officer came from within their general region (including from within their own city). None of the respondents indicated any concentrated out-of-state recruitment programs when contacted after return of the survey.

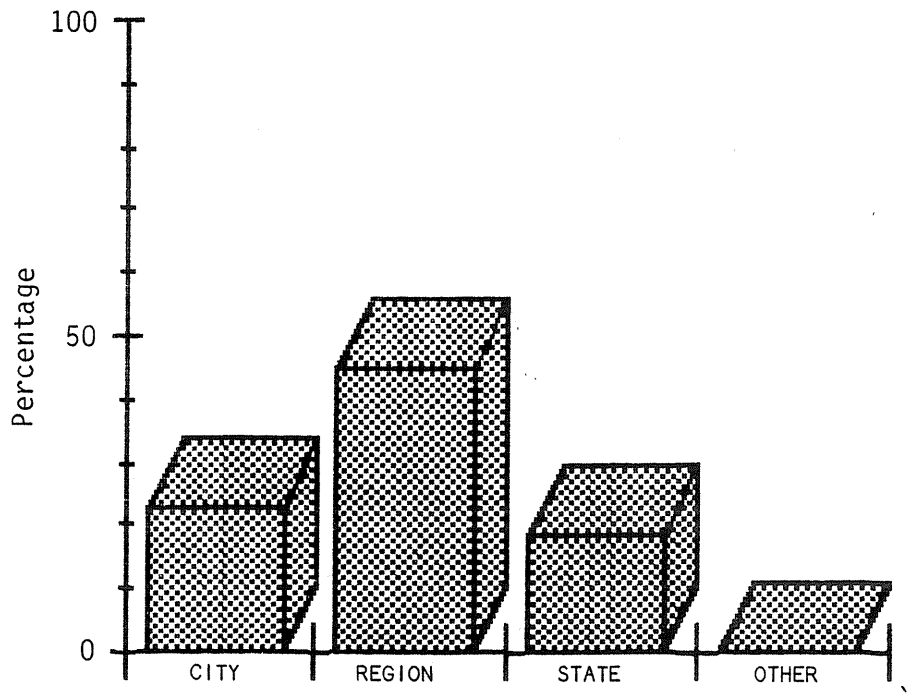

FIGURE 8 SOURCE OF ENTRY LEVEL POLICE OFFICERS

3. Please rate the quality of your average entry level police officer today as opposed to 10 years ago.

	HIGH	AVERAGE	LOW
	N=	N=	N=
a. Maturity	11 (14%)	53 (69%)	13 (17%)
b. Initiative	8 (10%)	40 (52%)	29 (38%)
c. Motivation	8 (10%)	33 (43%)	36 (47%)
d. Dependability	19 (25%)	32 (42%)	26 (34%)
e. Common Sense	10 (13%)	40 (52%)	27 (35%)
f. Interpersonal Skills	7 (9%)	43 (56%)	27 (35%)
g. Academic Skills	9 (12%)	33 (43%)	35 (45%)
h. Physical Ability	21 (27%)	42 (55%)	14 (18%)

Commentary: The Chiefs of Police were most concerned about the apparent lack of motivation and deficiencies in basic academic skills that are being displayed by today's entry level officers. They felt that today's officer is not as dedicated as the officers entering the profession 10 years ago. They also cited deficiencies in basic academic skills such as reading and writing. The Chiefs appear to be favorably impressed by the physical abilities of todays officers. This could be a reflection of the interest in personal health and fitness that is popular in today's society.

4. Based upon your responses to No. 3, what is your assessment of the quality of the manpower pool that will be available 10 years from now?

Commentary: Overall, the Chiefs felt that the recruits of today are less prepared than those of 10 years ago. Many cited lack of significant life experiences as explanations for the low motivation of today's officer. When contacted after the return of the survey, many of the Chiefs had a less than optimistic view for the manpower pool of the future. Over one half of the Chiefs reported that it may take well over 100 applications to hire one police officer as opposed to hiring one officer for every 20-25 applications 10 years ago.

Career Development Programs

1. Do you believe that formal career development programs within law enforcement are:

Necessary 26 (34%)? Have Some Value? 49 (62%) Have Limited Value? 3 (4%) Have No Value? 0

Commentary: Ninety-six percent (96%) of the Chiefs felt that career development programs had some value or were necessary within law enforcement. None of the Chiefs felt that such programs had no value to their organizations.

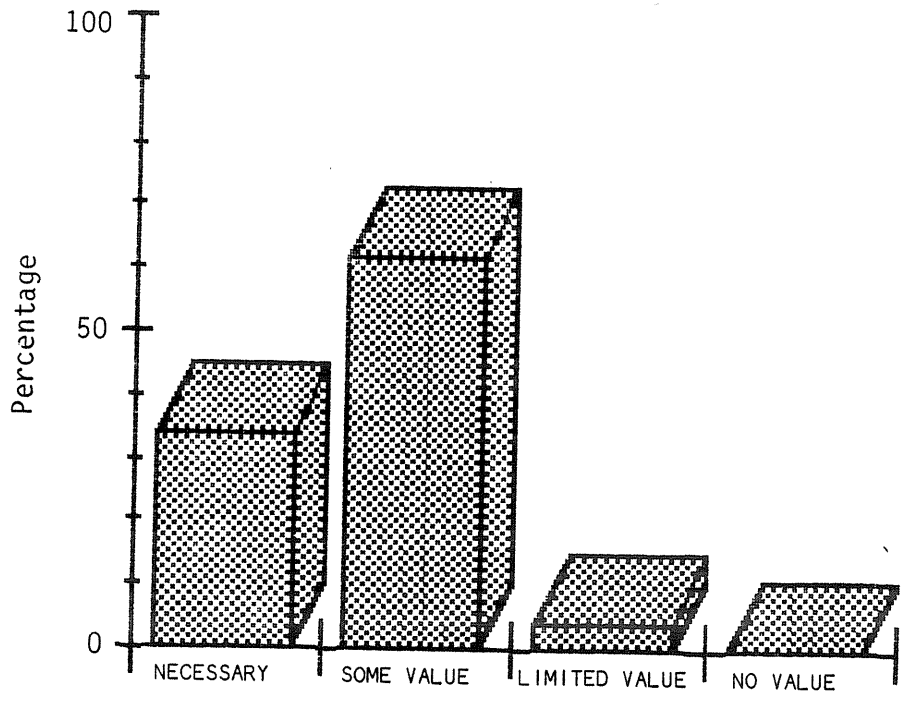

FIGURE 9 VALUE OF CAREER DEVELOPMENT PROGRAMS

2. Do you believe that career development is the responsibility of:

a. The employing agency? 9 (12%)

b. The employee? 25 (32%)

c. Both a & b? 43 (56%)

Commentary: Fifty-six percent (56%) of the Chiefs reported that career development was the responsibility of both the organization and the employee. Of those, 86% (37) felt that the employee had primary responsibility for their career development. They cited that employee motivation is the key factor in a successful career development program. However, while the employees had primary responsibility for their career development, the Chiefs felt that the organization had the responsibility to provide the resources for career development to the Chiefs.

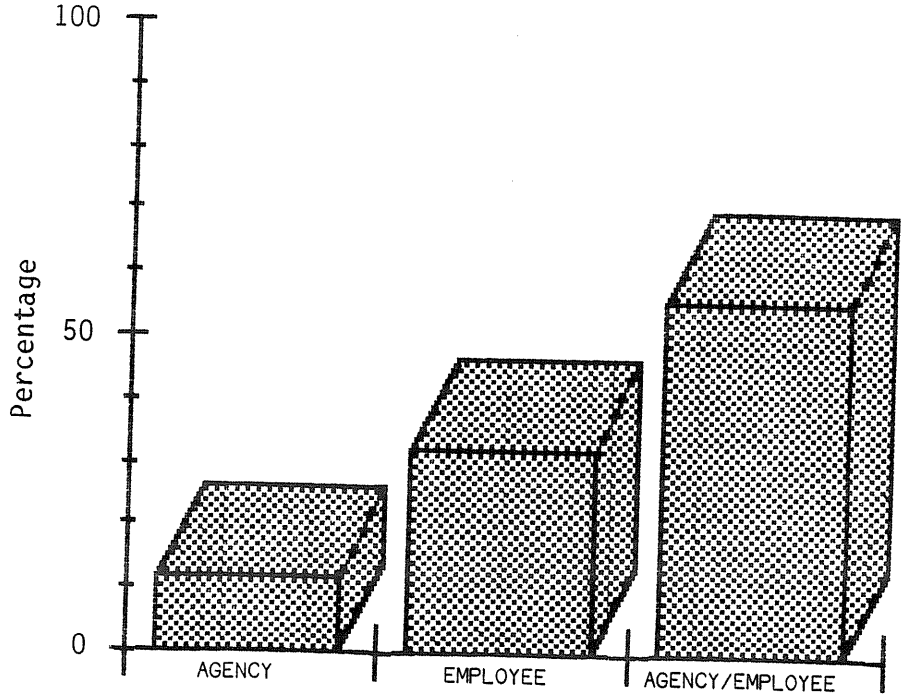

FIGURE 10 RESPONSIBILITY FOR CAREER DEVELOPMENT

3. Rate the value of each of the following career development techniques:

	HIGH VALUE	MODERATE VALUE	LOW VALUE	NO VALUE
	N=	N=	N=	N=
a. Career Counseling	16 (21%)	52 (67%)	3 (4%)	6 (8%)
b. Training	58 (75%)	16 (21%)	3 (4%)	0
c. Continuing Education	55 (71%)	19 (25%)	3 (4%)	0
d. Performance Evaluation	22 (29%)	33 (42%)	19 (25%)	3 (4%)
e. Mentoring/Coaching	67 (87%	10 (13%)	0	0
f. Career Enrichment Positions	53 (69%)	23 (30%)	1 (1%)	0
g. Job Rotation	9 (12%)	29 (37%)	17 (22%)	22 (29%)
h. Dual Career Ladders	25 (32%)	38 (49%)	14 (19%)	0
i. Self-Assessment	53 (69%)	24 (31%)	0	0
j. Resource Information	5 (6%)	51 (67%)	8 (10%)	13 (17%)
k. Wellness Programs	12 (16%)	17 (22%)	0	0

Commentary: As indicated by the follow-up question, the Chiefs felt that Mentoring/Teaching, Training, and Career Enrichment programs were the most effective career development techniques. The Chiefs also rated self-assessment as a valuable technique. A surprise was the negative response (29% for no value) to job rotation. When asked a follow-up interview, those Chiefs felt that job rotations were valuable to keep a person from tieing up a position, but had little career development value. Thirty-six percent (36%) of the Chiefs included wellness programs as a career development technique. The rationale was that a healthy employee is more likely to continue to develop in his/her career than an unhealthy employee.

4. Of the career development techniques listed in No. 3, which do you believe are the three (3) most valuable? (Please list in descending order)

a. Mentoring/Coaching
b. Training
c. Career Enrichment

Commentary:

1. Mentoring/Coaching: The Chiefs felt that learning through the guidance and wisdom of a competent and experienced mentor was the most valuable form of career development. Many equated mentoring with the Field Training Program for training new officers.

2. Training: The Chiefs felt that formal training programs were still the best source for the development of skills and knowledge.

3. Career Enrichment: The Chiefs felt that career enrichment programs which provided employees with temporary short term experiences in various assignments were beneficial in giving the employee exposure to the various operations within the Department.

5. Does your agency have a formal career development program?
Yes - 16 (21%)

Commentary: Only 21% of the Chiefs surveyed stated that their department had a formal career development program.

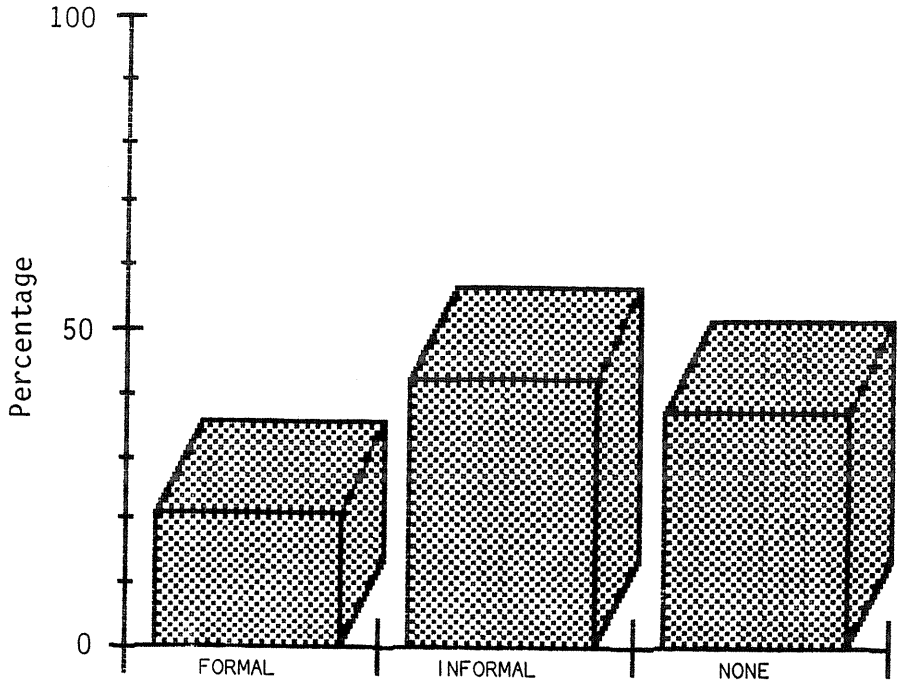

FIGURE 11 CAREER DEVELOPMENT PROGRAMS

6. If you answered yes to No. 5, which of the following is incorporated into your program?

		N =
a.	Positive Specifications	10 (63%)
b.	Career Counseling	3 (19%)
c.	Performance Evaluation	16 (100%)
d.	Career Enrichment Positions	8 (50%)
e.	Job Rotation	7 (44%)
	1) Line Level	4 (25%)
	2) Supervision	5 (31%)
	3) Management	5 (31%)
f.	Training	16 (100%)
g.	Continuing Education	13 (81%)
	1) Required for Advancement	11 (69%)
	2) Monetary Incentives	8 (50%)

h.	Mentoring/Coaching	14 (88%)
i.	Dual Career Ladders	7 (44%)
j.	Self-Assessment	4 (25%)
k.	Remedial Training	0
l.	Performance Improvement Systems	0
m.	A System to Inventory Employee Skills, Experience, Training, Education and Career Objectives	8 (50%)
n.	Resource Information	16 (100%)
o.	Wellness Program	12 (75%)

Commentary: Performance evaluation, training and resource information were reported in all the existing programs. Mentoring/Coaching and continuing education were reported in 81% or more of the programs. Wellness programs were reported as part of 75% of the Career Development programs. An interesting note is that only 50% of the programs had a system to inventory employee skills, experience, training, education and career objectives. None of the programs incorporated remedial training or performance improvement systems into the career development programs. When asked about this situation, the Chiefs universally responded that systems were considered punitive in nature and that they considered the Career Development Program to be positive.

7. If you answered no to No. 5, why does your organization not have a formal career development program?

Commentary: While acknowledging that their own organizations lack a formal program, the Chiefs responded that their agencies utilize many of the techniques listed in question number 6 within their organizations. The most common techniques were performance evaluation, training, and continuing education. The Chiefs primary response to the reason for the lack of a program is that they never felt the need to implement one at their agency.

8. If your agency does not have a formal career development program, do you feel that it has a recognizable informal program? Yes - 32 (42%).

Commentary: As stated in question No. 7, the Chiefs mentioned the use of several of the career development techniques such as counseling, coaching, performance evaluation, training, continuing education and job rotation.

9. Does your performance evaluation system incorporate career counseling as to:

   a. The Employee's Long Range Goals? Yes - 43 (56%)

   b. Feedback as to the Employee's Career Related Wants and Needs Yes - 24 (31%)

   c. Recommended Career Development Oriented Training for the Employee? Yes - 18 (23%)

Commentary: Only 56% of the respondents indicated that the employee's long range goals are included in the performance evaluation. An even smaller percentage (31%) indicated any feedback concerning the employee's career-related wants and needs as part of the evaluation process.

10. Does your agency have a formal training plan which sets forth the training required for all ranks and assignments within the organization? Yes - 7 (9%)

Commentary: Only 9% of the Chiefs reported that their agency has a formal training plan.

11. Does your agency have a recruitment program which is based on identifiable standards for:

a. Disqualification Factors 23 (30%)
b. Reading Skills 72 (94%)
c. Writing Skills 15 (19%)
d. Physical Agility 62 (81%)
e. Psychological Evaluation 72 (94%)

Commentary: The recruitment program is actually a potential employee's entrance into an agency's career development program. Therefore, such a program should be structured with identifiable standards for each step of the process. Only 19% of the Chiefs reported any standard for writing skills. However, deficient

writing skills is one of the main complaints Chiefs have about today's employee.

12. Does your agency have a formal policy for lateral job reassignment within your organization? Yes - 28 (36%)

Commentary: Lateral job assignments are a primary source of career development experiences for employees. A formal policy governing lateral job reassignments is important in order to establish credibility in the process. However, only 36% of the Chiefs reported that their agency has such a policy.

13. Does your agency have a formal policy that describes your promotional process? Yes - 37 (48%)

Commentary: Promotions are considered by most employees to be an indicator of the success of their development in their career. Therefore, as with lateral job assignments, a formal policy outlining the promotional process is important in order to maintain credibility in the process. However, only 48% of the Chiefs reported that their agency has a promotional policy.

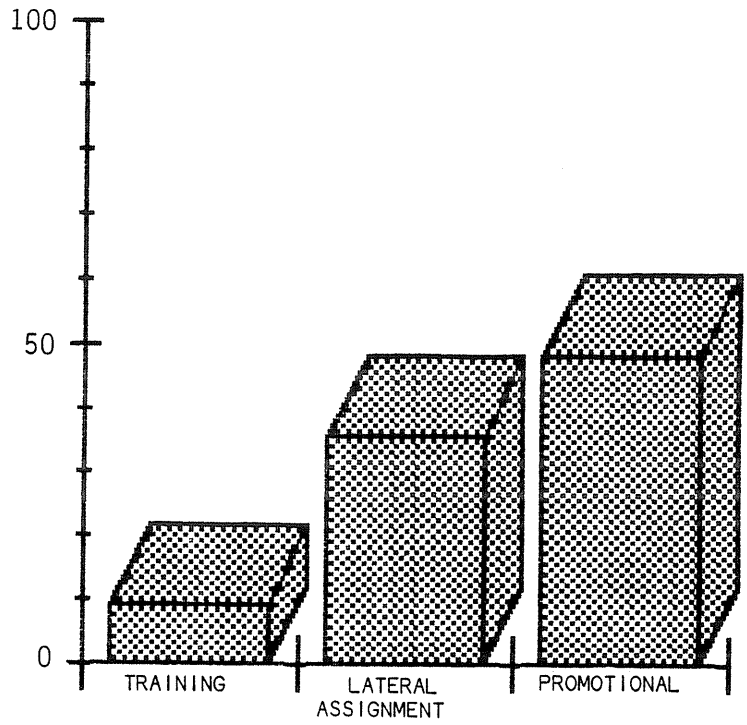

FIGURE 12 EXISTANCE OF FORMAL POLICIES

14. If a valued employee has reached a career plateau due to lack of promotional opportunities within your organization, would you recommend or encourage him/her to seek advancement with another organization? Yes - 56 (73%)

Commentary: Seventy-three percent (73%) of the Chiefs reported that they would encourage a valued employee who has reached a career plateau within the organization to seek advancement with another agency. The Chiefs stated that they see such moves as being positive for both the employee and the organization. They stated that as developers of personnel, they take pride when an employee advances either within their own organization or by moving to another organization. Several of the Chiefs said that such outside advancement enhances the image of their own organization.

The survey indicated that the majority of the Chiefs of Police who responded to the survey understood and supported the concept of career development. Sixty-three percent (63%) of the respondents feel that they are engaged in career development, either formally or informally. All of the respondents use one or more of the career development techniques within their organizations. The survey did indicate a lack of standards by most agencies concerning a formal training plan, a policy for lateral job reassignments and a policy which describes the promotional process. In terms of the workforce, the survey indicates a general concern by many of the Chiefs as to the general quality of today's workforce. They also felt that the quality of the future workforce would not be much stronger than that of today.

C. NOMINAL GROUP MEETING

On Tuesday, January 6, 1987, a Nominal Group Technique Exercise was held at the Simi Valley Police Department. The purpose of the exercise was to identify those trends and events that will affect the future workforces through the year 2000. The participants in the meeting were:

1. Lieutenant Rick TerBorch, Simi Valley Police Department, Moderator
2. Captain Charles Self, Buena Park Police Department
3. Lieutenant Steve Stavely, Buena Park Police Department
4. John D. Absmeier, Personnel Director, Simi Valley Unified School District
5. James Dembowski, Senior Personnel Analyst, County of Ventura
6. Lieutenant Robert Brooks, Ventura County Sheriff's Department

7. Vern Cook, Crime Analyst, Ventura County Sheriff's Department

During the process, a total of 73 candidate trends and 27 candidate events were identified (see Appendix B for a complete listing of the candidate trends and events). By use of the nominal group technique, the following trends and events were determined to have the most significant impact on the future workforce through the year 2000:

Trends

1. Immigration
2. Technological Advances
3. Reduction in ratio of management to staff
4. Strategies to reduce crime based on economics due to a shrinking revenue base.
5. Change in work ethic and in expectations of workers

Events

1. South/Central American War
2. Alternate fuel sources
3. Increase in unemployment and underemployment due to technology
4. Recession/Depression
5. Cuts in Government services
6. Social Security prohibits retirement before age 75

D. TREND ANALYSIS

In order to measure the impact of these five trends, the forecast of the development of the trends was conducted with the following results:

1. Immigration: There has been for the past several years, an increasing number of foreign nationals coming into the country. The hispanic population has grown significantly. Most of this growth has been the result of illegal immigration from Mexico. However, over the past few years, there has been an increase in refugees fleeing conflicts raging in the Central and South Americas. Given recent Federal Legislation, many of the illegal aliens within the United States will be given amnesty and allowed to remain in this country. It is estimated that by 1990, 20% of the working population will be "foreign guest" laborers. Another significant influx of foreign nationals have been from the Oriental countries. Large quantities of Vietnamese and Cambodians came to this country at the end of and after the Viet Nam conflict. These people have moved to all parts of the country and their impact is being felt. The Japanese are impacting this country and have tremendous financial interests in many of our industries. The same affect is taking place with the arabic cultures. After the Shah of Iran fell from power, there was a large number of Iranians who moved to this country. As these various groups become assimilated in our culture, their impact will become more significant. Given their numbers, the impact of their presence in both today's and the future workforce will be significant.

The forecast is for a 320% increase in the number of immigrants as most probable by the year 2000. The outside forecast is for a 630% increase and inside forecast is for a 270% increase by the year 2000 (see Figure 13).

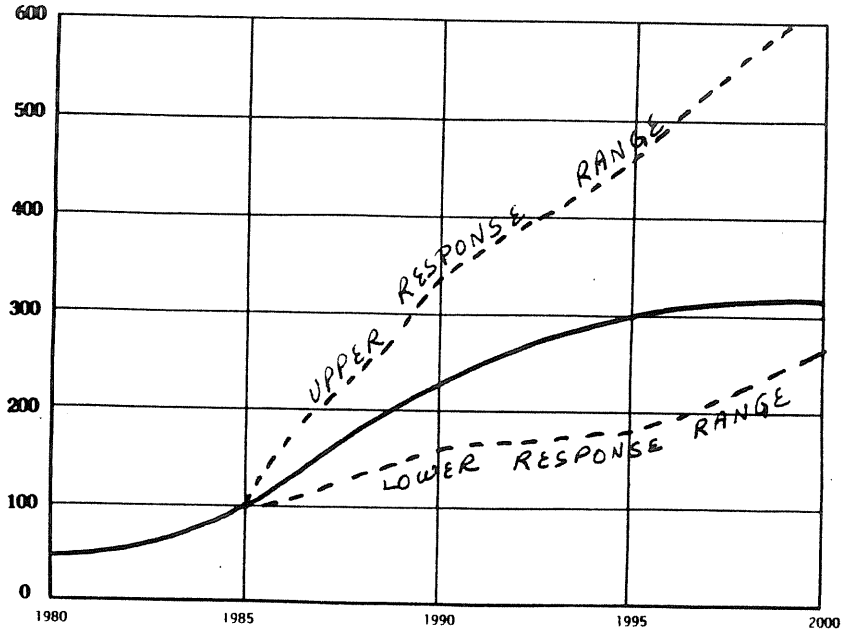

Figure 13 - Trend Analysis, Immigration

2. <u>Technological Advances</u>: Rapid changes in technology will have a dramatic affect on the future workforce. The rapidly expanding use of computers, especially micro-computers, will require that all technical-professional workers be computer literate. As mentioned earlier in this report, given the advancing state of technology, it is possible for a worker who has not maintained his skills and knowledge level to contemporary standards in his profession, to become functionally obsolete by age 35. It is estimated that the age will drop even lower as we move into the future.

The probable forecast is for technology to advance well in excess of 600% by the year 2000. The outside forecase is to advance by 600% by the year 1994 and the inside forecast is a 490% increase in technology by the year 2000 (see Figure 14).

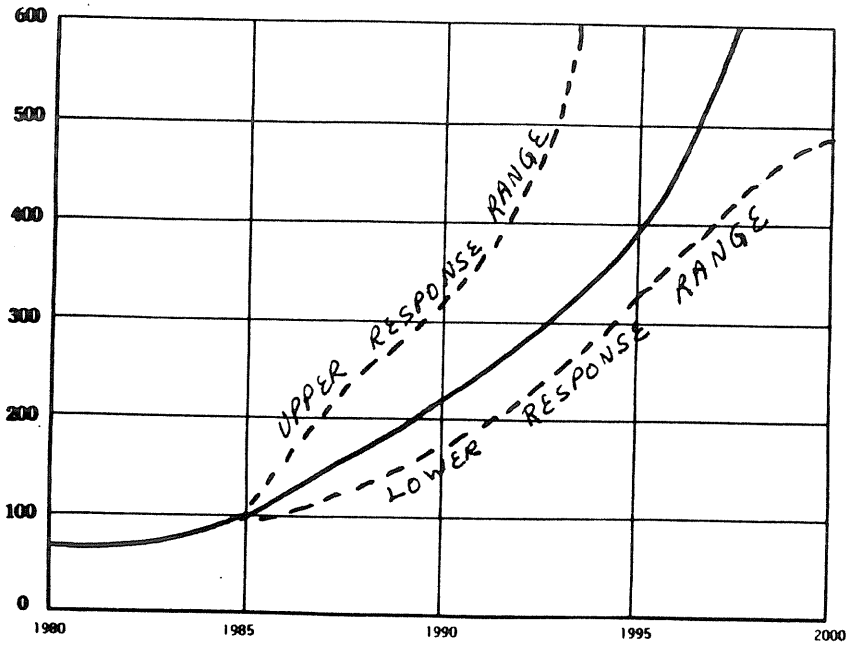

Figure 14 - Trend Analysis, Technological Advances

3. Reduction in the Ratio of Management to Staff: There has been a recent emphasis by organizations to reduce the numbers of management positions. This is being done in an effort to maximize profits and production. There has been much written on the concept that American companies tend to be top heavy with management personnel. Because of this, decisions tend to become delayed and distorted. The practice is also expensive. To alleviate this, many companies and other organizations are "streamlining" their management structure. This has been shown to improve the decision making process and the communication flow within the organization. While this improves organizational operations, it is causing a degree of frustration in the workforce.

It was felt that this practice will continue in the future (See Figure 15). However, the rate at which the trend has been developing will diminish. By the year 2000, it is felt that there will be most likely a 200% increase in this trend. The outside forecast as the same as the predicted forecast and the inside forecast as a 70% increase (see Figure 15).

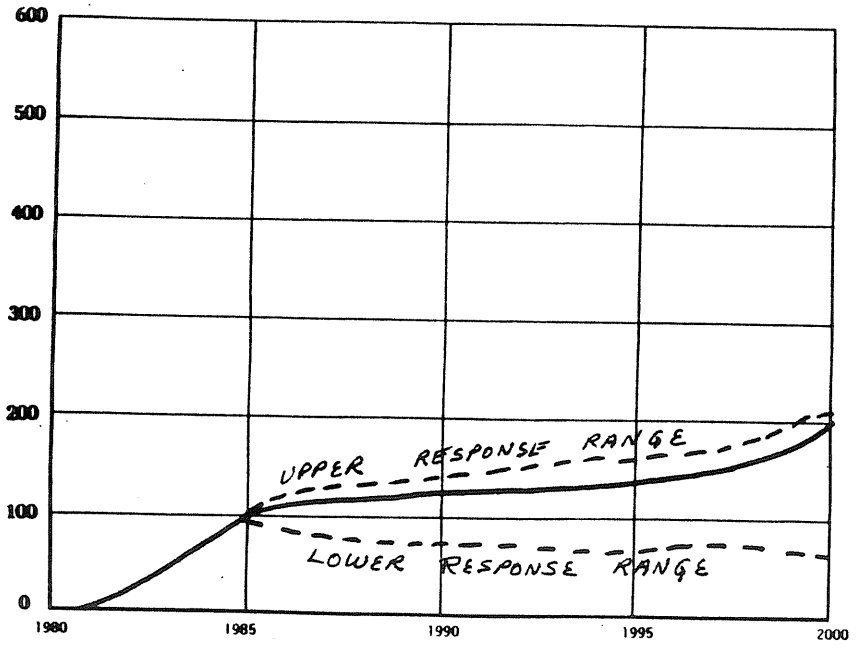

Figure 15 - Trend Analysis, Reduction in Ratio of Management to Staff

4. <u>Strategies to Reduce Crime Based Upon Economics</u>: After Proposition 13 passed in California in 1978, local government looked for ways to decrease spending. In many areas, services were cut and positions were eliminated. As government moves into the future, revenues are not keeping pace with growth. As a result, government will need to continue to find ways to cut costs. The law enforcement arena is no different. In an effort to maximize efficiency, law enforcement in many areas is streamlining their

operations. This has included the initiation of call prioritization and investigative case management programs. As law enforcement moves into the future, it will have to adopt additional strategies to reduce costs. This may well include developing criteria as to what type of crime in terms of dollar loss and injury that it will respond to.

The forecast is for a 680% increase in the use of these types of strategies as most probable by the year 2000. The outside forecase is for a 600% increase by 1995 and the inside forecase is for a 540% increase by the year 2000 (see Figure 16).

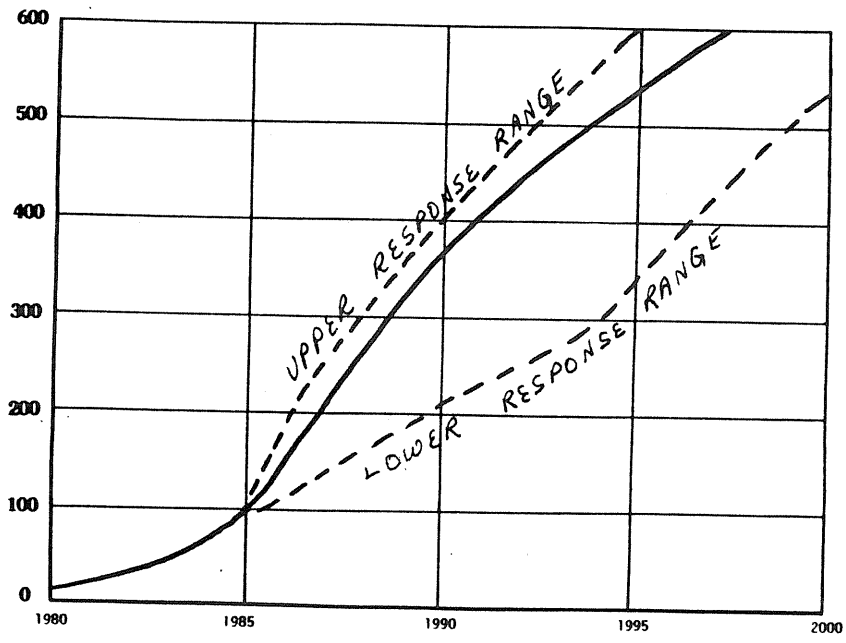

Figure 16 - Trend Analysis, Strategies to Reduce Crime Based Upon Economics

5. <u>Change in the Work Ethic</u>: There have been significant changes in the work ethic over the past several years. The present day workforce has been described as the "me" generation. It has been considered "self-centered" in the areas of life-style and career.

Today's workforce is less loyal, less obedient, and is more willing to challenge traditional authority. The worker of today lives for today, spending freely, and is not worrying about what tomorrow will bring. They are more likely to use sick leave at will, leaving little in reserve. This type of attitude has brought a great deal of frustration to traditional managers. All indication is this new attitude is going to prevail and increase over the next several years.

The probable forecast for this trend is a 300% increase by the year 2000. The outside forecast is a 470% increase and the inside forecast is a 130% increase (see Figure 17).

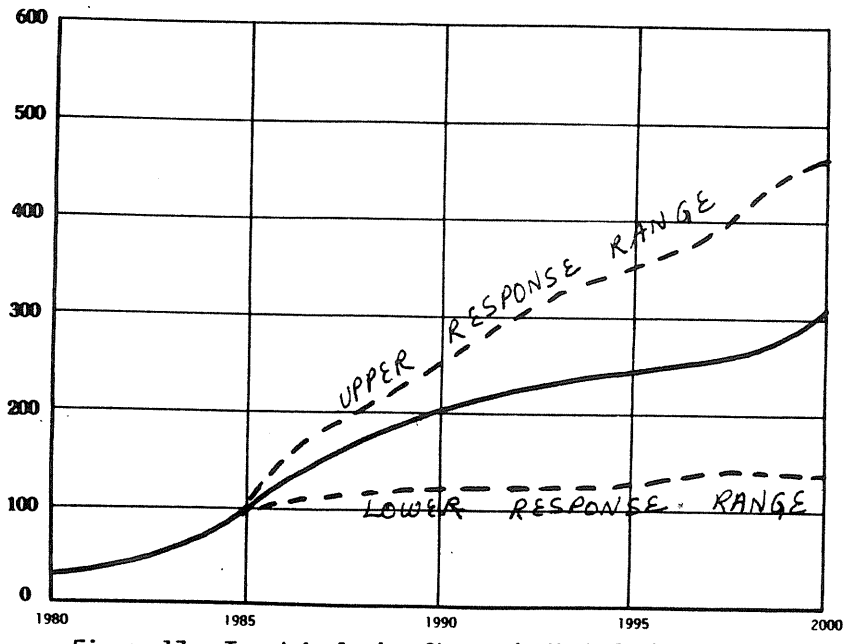

Figure 17 - Trend Analysis, Change in Work Ethic

D. CRITICAL EVENTS

The following are the events that were identified in the Nominal Group Meeting as critical to the future workforce and their probability of occurrence.

Event	Year 200 Probability
1. United States involvement in a war in Central or South America. This will adversely affect the manpower pool from which law enforcement agencies recruit. However, it may also add the discipline to the lives of today's youth which many police administrators are currently lacking.	85%
2. Alternate fuel sources are developed which affect the mode of transportation. The use of alternate fuel will increase the rate at which people travel, including the distances from which they are willing to travel from home to work.	90%
3. Increases in unemployment and underemployment due to technology is already evident. As this situation increases, the available manpower pool will become larger. However, due to the average age, this worker may well be functionally obsolete.	100%
4. The occurrence of a recession/depression is a significant possibility over the next 13 years. This will adversely affect the economy, or minimally, certain segments of the economy, and increase the available manpower pool. However, local government will also be adversely affected and may also have to reduce their staffing levels.	85%

Event	Year 200 Probability
5. Cuts in government services due to continued initiatives to cut government spending would have a major impact on law enforcement in the future. Such cuts would require law enforcement agencies to reduce their spending levels. In that personnel costs account for 80-85% of the average police department budget, they would also have to reduce staffing as well as eliminating services.	75%
6. Should Social Security prohibit retirement before age 75, police departments in particular would be impacted. Many law enforcement officers retire in their late forties to early sixties. To require those officers not to retire before age 75 would reduce the turnover of almost all police departments, thereby significantly reducing the number of younger officers in these agencies. A second major impact would be that due to the increasing age of these older officers, their effectiveness to perform enforcement duties would be greatly diminished. Should this type of event occur, police departments would have to restructure in order to continue to provide an effective level of service.	50%

F. CROSS IMPACT ANALYSIS

A cross-impact analysis was conducted to determine the impact of an event upon the other events. The results of the analysis is as follows:

1. The occurrence of a South/Central America War.....
   The probability of:

Development of alternative fuel sources The occurrence of a war tends to accelerate the development of materials which may benefit it.	90% increases to 95%
Increases in unemployment and under-employment due to technological advances Wars require tremendous amounts of manpower	100% decreases to 75%
Occurrence of recession/depression The existence of a war historically deters and/or suspends recessions and depressions.	85% decreases to 40%
Cuts in local government services Local government may be required to cut some services if Federal subvention funds were diverted to war efforts.	75% increases to 80%
Social Security prohibits retirement before age 75	No change

2. Development of alternate fuel sources.....
   The probability of:

Occurrence of a South/Central American War	No Change
Occurrence of a recession/depression May be the input the economy needs to stabilize.	85% decreases to 70%
Increased unemployment and underemployment Will most likely create new jobs.	100% increases to 90%
Cuts in government services Possible new revenue sources.	75% decreases to 70%

Social Security prohibits retirement before age 75 — No change

3. Increase in unemployment and underemployment.....
The probability of:

The occurrence of South/Central American War — 85% increases to 90%
Surplus in the workforce provides for military manpower.

Development of alternate fuel sources — No change

Occurrence of a recession/depression — 85% increases to 90%
As unemployment goes up, spending goes down. Economy becomes tenuous.

Cuts in government services — 75% decreases to 40%
Crime increases due to unemployment. May cause government to increase law enforcement services. Government would also have to increase other social services to assist the unemployed.

Social Security prohibits retirement before age 75 — No change

4. The occurrence of a recession/depression.....
The probability of:

The occurrence of a South/Central American War — 85% increases to 90%
See response for #1.

Development of alternate fuel sources — 90% decreases to 60%
Less money for research and development.

Increased unemployment and underemployment due to technology — No change

Cuts in government services — 75% reduced to 60%
See response for #3.

Social Security prohibits retirement before age 75 — No change

5. Cuts in government services.....
The probability of:

The occurrence of a South/Central American War — No change

Development of alternate fuel sources — No change

Increase in unemployment and underemployment	No change
Occurrence of a recession/depression	No change
Social Security prohibits retirement before age 75 The Social Security Administration could be one of the services cut back.	50% increases to 55%

6. Social Security prohibits retirement before age 75.....
<u>The probability of</u>:

The occurrence of a South/Central American War	No change
Development of alternate fuel sources	No change
Increased unemployment and underemployment	No change
Occurrence of a recession/depression	No change
Cuts in government services	No change

A cross-impact evaluation of events on trends was conducted:

1. The occurrence of a South/Central American War.....
<u>The effect on the trends will be</u>:

Immigration	60% increase
Technological advances	80% increase
Reduction in ratio of management to staff	No change
Strategies to reduce crime based on economics	35% decrease
Change in work ethic	70% decrease

2. Development of alternate fuel sources.....
<u>The effect on the trends will be</u>:

Immigration	No change
Technological advances	40% increase
Reduction in ratio of management	15% decrease
Strategies to reduce crime	10% decrease
Change in work ethic	20% increase

3. Increase in unemployment and underemployment.....
The effect on the trends will be:

Immigration	10% decrease
Technological advances	25% decrease
Reduction of ratio of management	45% increase
Strategies to reduce crime	No change
Change in work ethic	10% decrease

4. The occurrence of a recession/depression.....
The effect on the trends will be:

Immigration	35% decrease
Technological advances	60% decrease
Reduction in ratio of management	75% increase
Strategies to reduce crime	25% increase
Change in work ethic	30% decrease

5. Cuts in government services.....
The effect on the trends will be:

Immigration	No change
Technological advances	No change
Reduction in ratio of management	20% increase
Strategies to reduce crime	75% increase
Change in work ethic	No change

6. Social Security prohibits retirement.....
The effect on the trends will be:

Immigration	No change
Technological advances	No change
Reduction in ratio of management	No change
Strategies to reduce crime	No change
Change in work ethic	30% increase

SECTION IV
SCENARIOS

A scenario is a word picture of a future state. It is designed to introduce the reader to a possible future based upon the writer's research. In developing the scenarios presented in this report, the information developed in the previous chapter on research was utilized. While formulating the scenarios, emphasis was placed on the forecasts, probability factors, and the cross-impact analysis of the trends and events. Concluding the chapter is a list of policy considerations for the development of a career development program which was derived from the scenarios.

A. Scenario No. 1 - An Eventful Decade

The year is 2000. Huge population centers are burgeoning in California. One population center extends between San Diego and Santa Barbara and the other population center ranges from Mendocino County to Monterey. The southern population center contains 20 million people and the northern population center contains 15 million people. The southern and northern population centers contain 75 and 60 political subdivisions respectively. Each of these political subdivisions has retained their identities and most contain their own law enforcement agencies. Rapid transit systems are prevalent in both population centers and it is not uncommon for persons to travel 80 to 100 miles one-way to work.

There have been major changes in the workforce over the past 13 years. There has continued to be an influx of immigration to the west coast of the United States. Currently, 40% of the total workforce is composed

of foreign nationals. A major war that has been taking place in Central America has increased the number of immigrants from the affected areas. The average age of the workforce has risen to 47 years. Due to the rapid technological advances of the last decade, technical obsolescence has fallen to 29 years of age. This has dramatically increased the number of unemployed and underemployed workers. Due to the war, which has involved the United States, the younger element of the workforce is being used for military services. This has raised the entry age into the manpower pool to the early and mid twenties.

Another effect that the war has had on the workforce is that due to the large number of workers who have military service, there has been a shift in the value structure of the worker. Rather than being self-centered, the emerging worker, more disciplined and conditioned to teamwork through military service, has developed a philosophy which is conducive towards working for the good of the group and the organization. This resurgence in teamwork is frustrating to the manager who wants to "put in his eight hours" and go home.

Another effect the war has had on society is in that area of education. Due to the high number of functionally illiterate people entering military service, the military was forced to initiate remedial programs to raise certain academic skills, such as reading and writing, of their personnel. This has reduced the rising rate of the functionally illiterate in the workforce. With organizations, for the past five years, there has been an increase in the reduction of management personnel in an effort to streamline production, increase productivity and reduce operating costs.

Due to the war, the economy is fairly stable. However, local governments have experienced reductions in revenues as a result of the Federal Government diverting funds to the war effort. This has had an effect on municipal police departments. There has been a major move on the part of law enforcement over the past 13 years to develop strategies to provide services that involve saving money rather than increasing spending levels. Most law enforcement agencies have adopted a semi-generalist delivery system whereby uniformed field officers conduct investigations into all but the most complex cases.

There has been an increased use of non-sworn paraprofessional positions, especially in the traffic and investigative areas. Traffic collisions, except those involving serious injury or death, are investigated by paraprofessional traffic specialists. The investigative function has evolved into a team approach whereby a sworn officer heads a team of several non-sworn investigative specialists. These specialists are skilled in crime scene investigation interviewing and technical areas related to their expertise. Several of the investigative specialists have developed expertise in computer related crime. These investigative specialists develop cases and present them to their team leader who reviews and files the cases. The sworn team leader utilizes uniformed personnel for the service of arrest and search warrants.

The use of these non-sworn specialists has allowed law enforcement to become more efficient by concentrating its sworn personnel into line-uniformed duties. Law enforcement's human resource management issues have grown significantly over the past decade. A regulation introduced by the Social Security Administration ten years ago which

prohibits any retirement before age 75 has dramatically affected law enforcement. There is a significant number of older police officers who cannot now retire and whose ability to function in an enforcement capacity is limited. Many of the older officers are attempting to obtain disability retirements. In the process, they are creating non-productive positions within their agencies due to their industrial connected medical leave status. In addition, due to the decrease in the turnover of older officers, there are fewer younger officers coming into police departments. This is causing serious problems for police agencies in staffing their patrol assignments. Another significant human resource management issue is the frustration being experienced by the sworn personnel. This is the result of a lack in the availability of both promotional and lateral assignments due to the extensive civilization that has occurred in law enforcement, both at the operational level and in supervision and management areas. The officers are demanding that their agencies do more for them in terms of incentives, working conditions and professional development.

Law enforcement has had a difficult time recruiting new personnel. This is primarily due to two factors: inadequate recruitment standards and the war. Law enforcement is still recruiting police officers based upon their needs 20 years ago. It has failed to develop contemporary recruitment standards based upon the needs of today and of the future. This is especially true in regard to the technical abilities required of today's police officer. The second major problem is the impact the Central American War has had on law enforcement. Like the Viet Nam war of the sixties and seventies, this is a highly unpopular war in the

United States. Local law enforcement has been called upon to handle the demonstrations and riots that have taken place to protest the war. As a result, many police agencies have received a significant amount of negative press, which has affected their recruitment efforts. The war has also brought prosperity to defense related industries. This has resulted in increased employment in those companies, removing the more talented persons out of the available manpower pool.

There are many events occurring which are shaping the world of today. These events have had a major impact on law enforcement and its human resource management tools. Law enforcement's ability to persevere will be dictated by its ability to recognize, analyze and take appropriate action(s) in regard to those forces affecting it.

B. Scenario No. 2 - A Depressed Decade

The year is 2000. The population centers have developed as detailed in Scenario #1. However, a major recession has struck the country. This has resulted in major economic hardships to both the private and public sectors. Many companies have gone bankrupt. Those companies that have survived have drastically reduced their research and development. This has resulted in a major curtailment of technological advancement. These companies have also greatly trimmed management and support staff in order to maintain an acceptable profit margin. Unemployment is high, due to both company cutbacks and failure, and technological obsolescence. There continues to be conflict in Central America, but to date, the United States has not become actively involved. The

workforce has continued to change during the past thirteen years. Immigration into the United States continues to be significant, but the immigration rate has decreased significantly due to the depression. The age of the average American worker has continued to rise (the current level is 47 years). Due to the reduction in technological advances, technological obsolescence has remained at 33 years of age. Due to the high unemployment, the average age of the available manpower pool is in the late twenties. The self-centered value structure of the workforce has continued to develop, especially during the economic recession, while desiring to be employed, their personal time remains their top priority. This self-centered value has also penetrated the management ranks. The recession has also affected the educational level within the country. Many young people are leaving high school to earn money to support the family. Fewer people are going to advanced educational programs due to the costs involved. Where the functional illiterate was growing by 2.5 million persons per year in 1987, it is now growing by over 3.25 million per year.

The recession has had a major impact on the funding levels of state and local governments. This is due to both reduced funding to the Federal Government and that the Federal Government is diverting funding to social programs to assist the unemployed. This reduction in funding has required local governments to drastically cut services. Local government has entered a maintenance mode, providing only basic services. This has greatly impacted law enforcement. Due to funding restrictions, police agencies have not been allowed to develop any new programs. Law enforcement has developed into an almost totally

generalist delivery system with practically all sworn personnel involved in uniformed duties. Law enforcement services primarily concentrate on order maintenance. The investigative function is restricted primarily to the investigation of violent crime. Almost all investigations are conducted by uniformed personnel. Non-sworn investigative specialists provide technical assistance to the uniformed officers. Certain activities formerly considered routine such as traffic accident investigations and responding to alarm calls are no longer done by public law enforcement agencies.

The human resource management issues confronting police departments continue to grow. There is continuing unrest among the rank-and-file police officers due to lack of promotional opportunities or lateral assignments due to cutbacks in police department operations. They are demanding more incentives and better working conditions. Due to the lack of jobs in the primary sector, the older officers are delaying their retirement. This is resulting in an aging police force. Several of the officers, while not wanting to retire, claim that they are no longer able to work in a uniformed capacity in the patrol function. As in Scenario #1, there are fewer younger police officers entering the profession. This is beginning to cause staffing problems in the patrol force. As the older officers are being ordered to work, they are starting to go on disability, citing job-related medical reasons. This is increasing the non-productive positions within their departments.

Recruitment of qualified personnel has also become a major problem for police departments. The declining educational level of the workforce

is negatively impacting police recruitment. Many of those in the workforce do not possess the technical skills necessary to operate much of today's sophisticated police equipment. Due to their lack of education, a significant number of those seeking jobs do not possess the necessary interpersonnel skills that are required to perform the required tasks of a police officer. To counter these problems, many law enforcement agencies have formed agreements with local schools and colleges to provide remedial education to applicants in an effort to bring their academic skills to an acceptable level. There are two other major recruitment concerns. This first concern involves the number of persons in the workforce with felony criminal records growing dramatically. This is significantly reducing the available manpower pool for law enforcement. The second major concern is the continuing self-centered nature of the workforce. Due to this attitude, police departments are finding that it is increasingly more difficult to recruit personnel who are willing to work shift work, weekends and holidays. As with Scenario #1, police agencies are going to actively analyze the events which are confronting them and formulate strategies through which they can persevere.

C. Scenario No. 3 - Changing Times

The year is 2000. The population centers have developed as detailed in Scenario #1. While the economy has continued to fluctuate over the past thirteen years, there has been no major recessions or depressions. The discovery of economical alternate fuel sources have recently spurred the economy. Technological advances continue at an astounding

rate. As a result of the technological advances, technical obsolescence has fallen to 30 years of age. This has dramatically increased the number of unemployed and underemployed workers in the workforce. Companies have continued to reduce the number of management and staff personnel in an effort to improve productivity. Due to the technological advances, there has been a significant increase in the number of technical-professional positions within industry. These positions require a minimum of supervision. Currently, there are approximately 45 qualified persons for every available management position in the country. The average age of the workforce has risen from 40 years in 1987 to 47 years today. Immigration continues to be a major factor to the western United States. Currently, approximately 35% of the workforce is composed of foreign nationals. The vast percentage of the foreign workforce are hispanic and oriental. There continues to be a significant Arab influence in the country. However, they are fairly integrated into the society. The continuing increase in the oriental influence in the country as affected the work ethic. While the American worker continues to be highly self-centered in his work activities, the oriental worker is industrious and team oriented. As a result, many companies actively recruit the oriental worker. American workers, while resentful of this situation, are beginning to realize that they may have to change their attitudes toward work if they are going to successfully compete for the better paying jobs.

The Central American War is continuing on a limited scale. The United States has confined its involvement to that of military advisement and

logistical support. The manpower needs of the armed forces have not, to this point, affected the manpower pool.

The educational level of the country has increased. Nearly 80% of the working population are high school graduates. In addition, 38% have completed college and 12% have advanced degrees. Today's worker is "information rich" and continually seeks additional information. He/she is also more prone to ask "why" and to question traditional authority figures. This continues to frustrate traditional executives who developed in "information poor" organizations where one was told only what the organization felt was necessary. However, these older executives are being replaced by younger, more open executives. Conversely, the number of the functionally illiterate continues to grow. The number increases by over 2.75 million per year. Included in this amount are over 750,000 high school graduates.

Even as the economy remains fairly stable, due to tax-cutting legislation that has been passed over the past several years, local government continues to have to scale back and cut some services. In doing so, municipal police departments have had to re-evaluate existing programs and develop new strategies to meet service level demands, while at the same time, operating under static or reduced funding. Most of these programs involve making more effective use of sworn personnel. A modified generalist approach is being utilized where field personnel conduct complete investigations into all but the most complex cases. Non-sworn paraprofessional positions are being used for field report taking, traffic accident investigation, crime scene

investigation, the investigation of computer crimes, checks and forgery investigations, and several other areas where police officers traditionally performed a decade ago. In addition, non-sworn training specialists, research and development personnel, juvenile counselors, and similar positions are staffing support positions that were formerly held by sworn personnel. This has increased operational efficiency in most police departments by concentrating the sworn personnel in uniformed line level duties. While the efficiency of many police agencies has increased, there has also been major issues developing in the area of law enforcement human resource management. There is major frustration being experienced by the sworn personnel due to the extensive civilianization that has occurred in most police departments. This is due to the lack of both promotional and lateral assignments available to them. The officers are demanding that their agencies provide them with additional incentives, better working conditions, and more effective career development. Due to the availability of jobs on the open market, many police departments are experiencing high attrition rates which are attributable to the general discontent of the sworn personnel.

Recruitment is a major issue facing law enforcement at this time. Due to the economy, many of the more desirable available workers are being recruited by private industry. Those workers that are remaining are quite frequently barely literate or functionally illiterate. Due to the current work ethic, a large percentage of the workforce will not work irregular hours or weekends and holidays. Many even refuse to work overtime. In addition, antiquated recruitment policies formulated

20 years ago often result in hiring personnel who do not meet the department's contemporary needs. While this era is neither turbulent or depressed, police agencies are going to have to develop effective strategies to meet today's recruitment needs and to retain their personnel. Failure to do so will result in an increasing attrition rate, a relatively inexperienced workforce, and a resulting ineffectiveness in meeting community needs.

D. Policy Considerations

Upon examining each of the scenarios presented and the trends and events used to develop them, the following policy questions are offered in order to prepare a career development program to cope with the professional development needs of the future workforce:

1. What will the role of the police officer in society be by the year 2000?
2. What recruitment standards will be needed in order to recruit future police officers to fill that future role?
3. What will the police department's responsibility be in providing career development programs for personnel in the future?
4. What career development technologies should be generic in all career development plans in the future?
   a. Would those technologies be applicable today?
5. What type of performance appraisal system will be necessary to accurately evaluate performance of the future workforce?

a. What type of performance standards will be necessary for a future appraisal system?

6. What type of training will be necessary for tomorrow's police officer?

   a. What technical skills will be necessary?

   b. What interpersonal skills will be necessary?

7. What type and level of education will be necessary for the future police officer?

8. What promotional processes will be necessary to evaluate the future police officer for advancement?

9. What procedure will be necessary to determine selection for lateral job assignments?

10. What career incentives will be necessary in order to keep the plateaued employee motivated and at an acceptable productivity level?

11. What type of information system will be necessary in order to track and evaluate an individual's career development?

12. What type of resources will be needed to assist the future police officer in developing his/her career?

SECTION V
STRATEGIC PLAN

Strategic planning is a process that identifies important issues and directions that an organization should pursue in order to prepare it to successfully operate in the future. As a result of the data collected and reviewed and the visions created of the future, it is now time to ask the question, "What direction should career development take in the future?" The following strategic plan is designed to give an organization which is willing to implement change an answer to this question. In formulating the plan, the following format will be utilized:

1. Situation Analysis
2. Mission Statement
3. Execution
4. Administration and Logistics
5. Control-Planning System

A. SITUATION ANALYSIS

In conducting the situation analysis, the environment in which law enforcement is operating within, the capabilities and resources of law enforcement organizations, and their stakeholder demands must be analyzed. The environment was analyzed in Chapter III of this study and the future environment was depicted in Chapter IV. The following is an examination of law enforcement capabilities and resources and stakeholder demands as they relate to the development of a career development program.

Capabilities - Resources

In analyzing law enforcement organizations' general capabilities and resources, a WOTS-UP analysis was conducted. This determined the opportunities, threats, strengths and weaknesses that would be expected to be found within police departments concerning the development and implementation of a career development program. In the analysis, both the current position and the future ability of police agencies to change was examined. The results are as follows:

The current capabilities of a police department with respect to developing a career development program was evaluated by examining the existence and use of certain key policies. The information was taken from the survey presented in Section III (pages 30 to 44). These policies were:

1. Performance Evaluation,
2. Existence of Performance Rating Guides or Standards,
3. Recruitment Standards,
4. Training Policy,
5. Promotion Policy,
6. Lateral Assignments Policy,
7. Remedial Training Policy, and
8. Performance Improvement Plan Policy.

In evaluating the current capabilities of organizations in relationship to these policies, the following criteria were used:

I. All agencies surveyed have a policy.
II. Most agencies surveyed have a policy.
III. Approximately half the agencies surveyed have a policy.
IV. Few agencies surveyed had a policy. Must be improved.
V. None of the agencies surveyed had a policy in existence. Must take action to improve.

Based upon these criteria, the existence of current policies were rated in the following table.

	I	II	III	IV	V
1. Performance Evaluation	X				
2. Performance Rating Guide				X	
3. Recruitment Standards		X			
4. Training Policy				X	
5. Promotional Policy			X		
6. Lateral Assignment			X		
7. Remedial Training				X	
8. Performance Improvement					X

TABLE I
CURRENT CAPABILITIES

The analysis of the current capabilities of law enforcement organizations with respect to formulating a career development program indicates that there are not currently sufficient policies in place to make the program viable. Should police departments wish to entertain the implementation of a career development program, this situation will need to be addressed and corrected.

In evaluating the future capabilities of police agencies, the attitude of top management, organizational climate, and organizational competence in relationship to the implementation of change was analyzed. In conducting the analysis, the following criteria were used:

I. Custodial - Rejects change
II. Production - Adapts to minor changes
III. Marketing - Seeks familiar change
IV. Strategic - Seeks related change
V. Flexible - Seeks novel change

Given the above criteria, law enforcement's general attitude towards change was rated in the following table.

	I	II	III	IV	V
Top Managers:					
Mentality personality			X		
Skills/talents				X	
Knowledge/education				X	
Organization climate:					
Culture/norms		X			
Rewards/incentives	X				
Power structure		X			
Organization competence:					
Resources			X		
Middle management				X	
Line personnel		X			

TABLE 2

FUTURE CAPABILITIES

The overall result of the analysis of future capabilities is that law enforcement generally has the ability to adapt to minor changes. There is an indication that top management and middle management are developing an attitude towards seeing change. However, this attitude must be conveyed and accepted throughout the organization if change is to be successfully implemented.

The analysis of the capabilities survey yielded the following information about police departments' opportunities, threats, strengths and weaknesses (WOTS-UP) as they relate to the development of a career development program.

OPPORTUNITIES

- Increase effectiveness
- Increase productivity
- Reduce attrition
- Reduce civil liability
- Improve morale

THREATS

- Inadequately trained personnel
- Increase in attrition rate
- Drop in productivity
- Civil liability
- Potential for frustration due to the lack of career movement
- Claims of favoritism

STRENGTHS

- Attitude of top management
- Availability of resources
- Attitude of middle management

WEAKNESSES

- Lack of adequate policies
- Overall attitude of law enforcement towards change
- Attitude of line personnel towards change
- Highly structured compensation system that does not provide incentives for high achievers
- Power structure within government that resists change

In examining the WOTS-UP analysis, there are numerous obstacles which must be overcome in order to establish a viable career development program. Overall, law enforcement is in a reactive mode and generally resists change. However, the analysis does indicate that police departments, through their management, generally have the ability to anticipate future situations and to adjust to those situations in a timely manner. The very nature of the threats that were identified should be sufficient for police administrators to initiate efforts to correct the weaknesses and strengthen their positions. The opportunities that are present are incentives that every organization seeks to achieve. Given this analysis, with the conversion of weaknesses to strengths, a good, viable, career development program could be implemented.

Stakeholder Demands

The following were identified by the author as those stakeholders who would have an interest in the development and execution of a strategic planning program for a law enforcement agency:

1. Employees
2. Unions (Associations)
3. Police Department Management
4. Chief of Police
5. City Management
6. City Personnel Department
7. City Council
8. Citizens
9. Professional Law Enforcement Groups/Associations
10. Commission on Peace Officer Standards and Training
11. Training Providers
12. National Commission on Accreditation, Inc.
13. Colleges and Universities
14. Other Law Enforcement Agencies
15. State Labor Commission

Upon identifying the stakeholders, the most significant assumptions associated with each stakeholder group as to their reaction to the development and implementation of a career development program was formulated by the author. These assumptions are as follows:

1. Employees

   a. Would favor a career development program which they felt was meaningful and fair.

   b. Would resist a program that appeared cosmetic and would not produce any tangible results.

2. Unions (Associations)

   a. Would actively support the program if it felt that it was a benefit to all of its members.

   b. Would resist the program if they felt it would benefit only a select few.

3. Police Department Management

   a. Will support a career development program.

4. Chief of Police

   a. Will support a career development program.

5. City Management

   a. Will support in concept.

   b. Will oppose if they feel it is too costly.

6. City Personnel Department

   a. Will be skeptical of the process.

   b. Will oppose if they feel there is any adverse impact to any "protected" group.

   c. Will oppose if any reward/incentive system is not objectively based.

7. City Council

   a. Will be reluctant to allocate funds to a career development program.

8. Citizens

   a. Will support the concept.

   b. Will be reluctant to see funds spent on public employees.

9. Professional Law Enforcement Groups

   a. Will be supportive of career development programs.

10. Commission on Peace Officer Standards and Training

    a. Will be supportive

    b. Will be concerned if an abundance of training begins to deplete the peace officer's training fund.

11. Private Training Providers

    a. Will be supportive of increases in training activities.

12. National Commission on Accreditation, Inc.

    a. Would support career development programs that meet their standards.

13. Colleges and Universities

    a. Will be supportive of increases in continuing education and training activities.

    b. Will be in competition with private providers to provide training programs.

14. Other Law Enforcement Agencies

    a. Will support in concept.

    b. Will be concerned if they feel a career development program will be a threat to their own staffing levels.

15. State Labor Commission

    a. Will be opposed if they feel the career development program will result in unequal treatment of employees.

After formulating the assumptions, a critical policy analysis was performed. In conducting the analysis, the assumptions were related as to their importance and as to their certainty. For the results of the analysis, refer to the assumption rating graph (Figure 18).

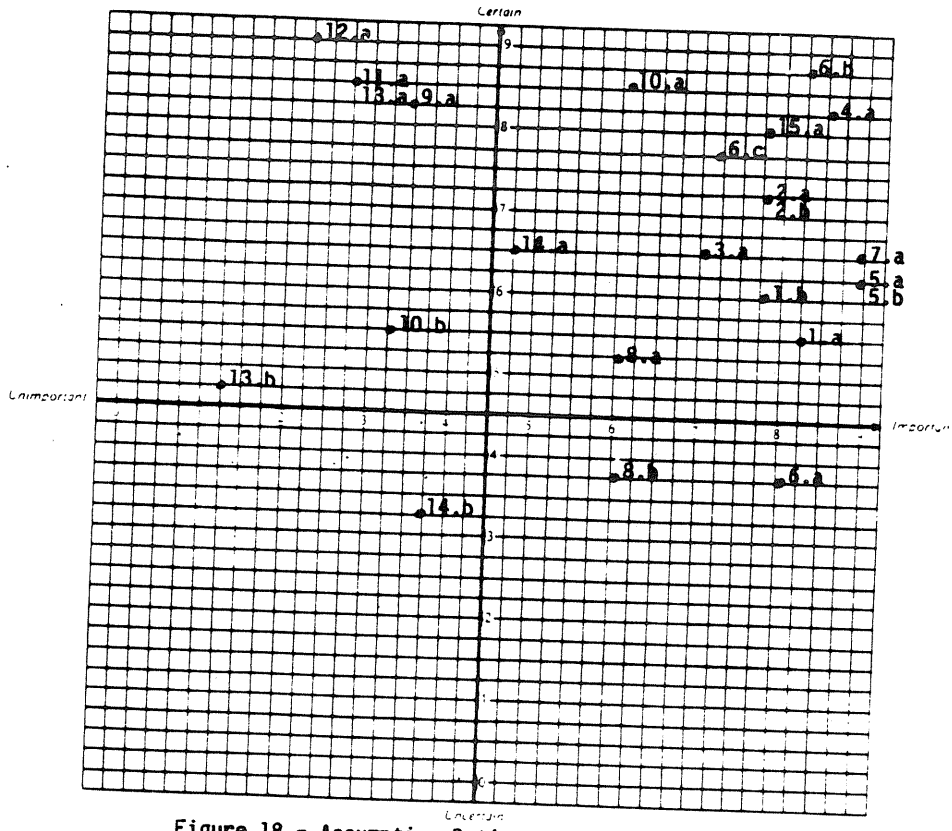

Figure 18 - Assumption Rating Graph

In analyzing the results of the critical policy analysis, it is found that most assumptions fall within the certain and important categories. The significance of this finding is that change of some variety will most likely occur and that such change will be evolutionary in nature, that is evolve through an orderly and systematic process.

B. MISSION STATEMENT

The primary purpose of a law enforcement organization is to provide public safety services to those constituencies which it serves. As a

service oriented profession, a law enforcement organization is only as effective as its personnel are capable of successfully resolving those issues and dilemmas which they are called upon to confront. In order to achieve these ends, a law enforcement organization should support its personnel in the management and promotion of their professional growth and development provided that this growth and development is consistent with the goals and objectives of the organization.

C. EXECUTION

Upon reviewing the scenarios developed in Section IV and the policy implications derived from those scenarios, Scenario No. 3 was selected to be the scenario that the strategic plan would be based upon.

Alternative Courses of Action

Based upon information developed during the course of conducting research for this project, the following strategies were determined to be effective in the operation of a career development program.

1. Full-time Career Counselor

   A full-time career counselor would be continually available to assist personnel in developing their career plan(s).

2. Part-time/Contracted Career Counselor

   This would allow a trained professional career counselor to be available on a part-time basis to personnel desiring their services.

3. Volunteer Career Counselor

This would involve the election and training of a Police Department employee to provide career counseling within the organization. This would be an ancillary assignment to the employee's regular duties.

4. Development of an Inventory of Employee Skills, Experience, and Training.

A database which was designed to inventory and track employee skills, experiences and training would be valuable for career development programs.

5. Development of a Resources Center

The resource center would contain resource materials brought back by personnel who have attended training courses. In addition, the resource center would contain selected texts, periodicals, professional journals and other reference material which would be useful for career enrichment.

6. Career Enrichment Program

Career enrichment is where a position is assigned to a program to which an officer is assigned on a short-term basis (3-6 months). Under this type of program, several officers can be rotated through such a position in a relatively short period of time, thereby giving a number of officers exposure to that program area.

7. Train a Select Group of Supervisors and Managers to be Mentors

Mentoring is considered to be one of the most effective career development technologies. Trained mentors are invaluable in assisting a person in developing his/her career.

8. Develop Performance Evaluation Guides to Assist in Conducting Performance Appraisals.

   This would establish criteria by which performance appraisals could be completed (see Appendix K for example performance evaluation guides).

9. Develop a Comprehensive Training Policy/Plan

   Many police departments train their personnel without any sense of purpose or direction. A training plan sets forth the purposes of training and identifies those training programs that will fulfill the stated purposes (see Appendix G for an example of a training policy/plan).

10. Develop a Career Path Procedure

    There should be an established procedure in every police department which sets forth the method by which personnel are selected for assignment to lateral positions within the agency. (See Appendix H for an example of a career path procedure).

11. Develop Procedures for Addressing Substandard Performance and the Need for Remedial Training

    Career development involved addressing substandard performance issues. An employee who is performing in a substandard manner cannot develop in his career until his performance deficiencies are corrected. Both a

performance improvement program procedure and a procedure to address remedial training issues are necessary (see Appendix I for an example of a remedial training procedure).

12. Develop Detailed Position Specifications

Position specifications which state the requirements for and the duties and responsibilities of a position are necessary for career planning purposes (see Appendix F for an example of a position specification policy).

13. Career Development Program Committee

A committee composed of a diagonal slice through the organization should be formulated to develop, implement and oversee the operation of a career development program. Using the diagonal slice method will help ensure that all program areas within the organization are represented.

Once the strategies were identified, an ad-hoc committee representing eight police departments which fall within the project parameters was formed to rate each of the strategies as to both their feasibility and desirability. The rating criteria were as follows:

<u>Feasibility</u>:

Definitely Feasible (3 points)	no hindrance to implementation no research and development is required no political roadblocks acceptable to the public
Possibly Feasible (2 points)	indication is that this can be implemented some research and development still required further consideration to be given to political or public reaction

Possibly Infeasible (1 point)	some indication unworkable significant unanswered questions
Definitely Infeasible (no points)	all indications are negative unworkable cannot be implemented

Desirability:

Very Desirable (3 points)	will have positive effect and little or no negative effect extremely beneficial justifiable on its own merits
Desirable (2 points)	will have positive effect, negative effects minor beneficial justifiable as a by-product or in conjunction with other items
Undesirable (1 point)	will have a negative effect harmful may be justified only as a by-product of a very desirable item
Very Undesirable (no points)	will have a major negative effect extremely harmful

The results were totaled and averaged.
The following are the results of the rating process:

Strategy #1: Full-time Career Counselor
Feasibility = 0 Desirability = 3 Average = 1.5

Strategy #2: Part-time/Contracted Career Counselor
Feasibility = 1.5 Desirability = 2 Average = 1.75

Strategy #3: Volunteer Career Counselor
Feasibility = 2.25 Desirability = 2.5 Average = 2.4

Strategy #4: Development of an Inventory of Skills, Experiences...
Feasibility = 3 Desirability = 3 Average = 3

Strategy #5: Development of a Resource Center
Feasibility = 3 Desirability = 3 Average = 3

Strategy #6: Career Enrichment Program
Feasibility = 2.5 Desirability = 2 Average = 2.25

Strategy #7: Train and Select Personnel to be Mentors
Feasibility = 2.25 Desirability = 2.4 Average = 2.3

Strategy #8: Develop Performance Evaluation Guides
Feasibility = 2.4 Desirability = 3 Average = 2.7

Strategy #9: Develop a Comprehensive Training Policy
Feasibility = 1.8 Desirability = 2.4 Average = 2.1

Strategy #10: Develop a Career Path Procedure
Feasibility = 2.2 Desirability = 1.8 Average = 2

Strategy #11: Develop P.I.P. and Remedial Training Programs
Feasibility = 1.8 Desirability = 2.8 Average = 2.3

Strategy #12: Develop Position Specifications
Feasibility = 3 Desirability = 3 Average = 3

Strategy #13: Career Development Program Committee
Feasibility = 2 Desirability = 3 Average = 2.5

Based upon the results of the feasibility, desirability index, Alternatives #1 and #2 were eliminated. They were deemed not feasible due to their expense. The remaining strategies were deemed appropriate given the objectives and parameters of this project. In analyzing the requirements for a career development program, no one strategy can be used effectively by itself. An effective career development program by its very nature must be a collection of the various strategies. Therefore, the career development program that will be proposed in this project is an integration of the remaining strategies.

Recommended Course of Action

In formulating a career development program that may be useful to cities between 60,000 and 250,000 population, there are several considerations that must be addressed:

1. The program must be affordable.
   - This precludes the use of a full-time career counselor. The use of a part-time career counselor would probably also be prohibitive for most cities in this range.
2. The city which wishes to use such a program must currently have an effective recruitment program in place.
   - This program must be based on reasonable and defendable standards.
   - The program must be oriented towards hiring personnel who meet the current and future needs of the organization, not needs that were established 10 or 15 years ago.
3. The organization's culture should be such that it is receptive to the implementation of a career development system.
   - The organization should encourage two way communication.
   - Management and supervision must accept the premise that it is their responsibility to care for the professional needs of their subordinates.
   - The rank-and-file want to participate in a career development program.
4. Participation in a career development program should be voluntary on the part of the individual employee.
   - This applies to participating in a career development program, not to specific elements of the program that may be mandatory for all personnel such as performance evaluation, training plan, job rotation, personnel

management information system, performance improvement program, etc.

The recommended strategy involves the use of a combination of the alternative strategies which received an average total point value of 2.0 or greater. Many of the components identified in this strategy may already be in place in police departments. This strategy recognizes their importance in developing an employee's professional competence and therefore, integrates their use into an identifiable career development program. In developing the program, there are certain core elements that should be present in any career development program. These include:

1. Policy Statement
2. Comprehensive Position Specifications
3. Personnel Management Information System
4. Objective Based Performance Evaluation System
5. Training Policy/Plan
6. Procedure for Selection for Lateral Assignments
7. Procedures to Address Substandard Performance and Remedial Training
8. A Career Development Resource Center
9. Establish a Career Development Program Committee

1. <u>Policy Statement</u>: The Policy Statement should minimally address:

   - The organization recognizes that its human resources are its most important asset.
   - The purpose of the program is to enhance organizational effectiveness and efficiency through an integrated and systematic approach to the development and utilization of its human resources.
   - The career development program is intended for both sworn and non-sworn personnel.

- To affix responsibility for the coordination of the program.

2. Comprehensive Position Specifications: In order to develop personnel and guide them on a career path, there must be guidelines by which to go by. This is where a detailed set of position specifications come into play. They should set forth the duties and responsibilities of a position, as well as the experience, educational and training requirements for the position (See Appendix F for an example of a position specification policy).

3. Personnel Management Information System: An effective personnel management information system is essential if a career development program is to be successful. It serves as the pivot point or linking component of the program (see Figure 19). The system provides an inventory of an individual's skills, training, and assignments as well as a history of his/her career within the organization. The program would also be able to provide the management of the organization with an overview of their personnel's involvement in community activities and professional organizations. By using this information, one can assess both the organizational and individual needs: past, present or future. Depending on the size and needs of the agency, this system can be either automated or manual. Whichever type of system it is, it should capture the following information concerning an employee:

1. Education
2 Promotions
3. Assignments
4. Training Received
5. Career Goals and Objectives
6. Skills
7. Involvement in Community Activities
8. Involvement in Professional Organizations

4. Objective Based Performance Evaluations: Performance evaluation systems should be objective based if they are going to provide meaningful feedback to an employee about his career performance. In developing such a system, evaluation guides should be utilized to assist in the rating supervisor in conducting the appraisal (see Appendix K for an example of performance evaluation guides).

5. Training Policy/Plan: A training policy/plan is essential for an effective career development program. The policy should delineate the agency's training program and identify the types and nature of training needed for the various assignments within the organization (see Appendix G for an example of a training policy/plan).

6. Procedure for Selection of Lateral Assignments: A formal procedure for the selection of lateral assignments is necessary in order to give an air of credibility to a career development program. Such a procedure informs the employee what is needed and expected from him/her in order to transfer to other assignments within the organization (see Appendix H for an example of a lateral assignment/career path procedure).

7. Procedures for Addressing Substandard Performance and Remedial Training: An employee who is performing at a substandard level cannot develop in his/her career until the performance deficiencies are eliminated. An effective career development program should contain a performance improvement component. In

addition, there should also be a procedure by which remedial training can be initiated. All too often, remedial training programs are built into the performance evaluation process. In many instances, the remedial training was needed long before the evaluation process was conducted (see Appendix I for an example of a remedial training procedure).

8. A Career Development Resource Center: A Career Development Resource Center is necessary in order to provide the necessary and appropriate information to personnel within the organization. Information related to law enforcement is so specialized that it is not readily found in most libraries. In addition, materials received by personnel who attend various training courses would be kept on file for access by the entire organization.

9. Establish a Career Development Program Committee: The formation of a Career Development Program Committee is important to ensure that the program is meeting the career development needs of all the members of the organization. Therefore, the committee would be composed of personnel throughout the organization and at all rank levels. The committee would be responsible for the deployment, implementation and operation of the program. The committee would monitor the program to see that it is being fairly administered.

Once the core elements have been established, there are several other development technologies that can also be used. These technologies would be chosen given the needs of the individual agencies using the system. Examples of these include:

1. Mentoring and Coaching - Identify supervisors and managers to serve as coaches and mentors. Some administrators resist this concept in that there may be a feeling of favoritism involved in its use. The reality is that this technology is used continuously in all organizations in an informal manner. Therefore, recognize it for its value and make use of the process.

2. Volunteer Career Counselor - A Volunteer employee would be trained to provide career counseling within the organization as an ancillary duty assignment. While a good concept, this can require a significant amount of time once employees begin to utilize the program.

3. Career Enrichment - Career Enrichment Programs are very valuable for those organizations which can afford them. In this type of program, positions are created as training programs within various program areas within the organization. Assignment to the position is usually short-term (3-6 months) and personnel are continually rotated through the program. The advantage of this type of program is that in a relatively short period of time, several employees can receive exposure to a program area.

4. Job Rotation - Job rotation is a process by which personnel are assigned to an assignment for a specified period of time (usually 2-3 years). The advantage to this system is that no one person can permanently occupy a position, thereby depriving others in the organization of gaining experience from that job. A disadvantage is that in certain highly

technical positions, job rotation can effectively prevent the establishment of necessary expertise. Where job rotation appears to be most effective for career development purposes is in the management and supervision ranks.

5. Wellness Programs - The concert of wellness programs as part of career development is relatively recent. It is based upon the premise that a healthy employee is more productive and more able to be developed in his career. The concept is sound and is worth considering.

By using a career development program composed of the core components of this strategy and any of the alternate technologies, a policy agency should be able to develop an effective program which will meet the current and future manpower development needs of the organization. In comparing the proposed strategy with the WOTS-UP analysis, it is evident that several of the weaknesses listed will have to be addressed in order to make the program viable. This is especially true in the areas of: lack of adequate policies, attitude of line personnel towards change, and a power structure within government that resists change. However, the identified strengths, including this attitude of both top and middle management, should be strong enough to implement the program. With the appropriate implementation-transition management plan (see Chapter VI), those who resist the strategy should be able to be transformed into supporters. The opportunities that are present if this type of strategy is implemented are far more preferable than the threats to the organization if the plan is not implemented. The successful implementation of the proposed strategy would eliminate all but possibly one of the threats listed, including: inadequately

trained personnel, increase in attrition rate, drop in productivity, civil liability, and potential for frustration due to lack of career movement. Possibly, the threat of favoritism may remain. However, proper application of the strategy should eliminate that also. An analysis of the stakeholder demands shows that an orderly and systematic approach to the proposed strategy is possible. Finally, the use of the proposed strategy will compliment the mission statement.

As stated in the previous paragraph, this strategy is designed to meet the current and future manpower/career development needs of a police department. Its future success will be based upon the continuous monitoring and evaluation of the program by the Career Development Program Committee. The strategy's components are flexible and will permit changes in order to accommodate future requirements.

D. ADMINISTRATION AND LOGISTICS

In order to execute the recommended strategy, there are several areas of administrative support from within a City government that would be necessary. The City Council and City Management would have to approve any major program development that may require the expenditure of funds. Should any of the actions affect an existing Memorandum of Agreement (MOA) with a labor group, meet-and-confer sessions may be necessary. Within the organization, the Career Development Program Committee would oversee the development and operation of the program within a police department. Those persons within City government which have the responsibility for municipal operations would have to periodically be kept appraised of the program (see "Critical Mass", Section VI, page 97 of this report).

From a logistics standpoint, the section within the Police Department that provides administrative support and/or administers the agency's training program should provide the operating support necessary to make the program run effectively. This unit would also be responsible for maintaining the Personnel Management Information System and the Resource Center. Should the Administrative Unit be unable to provide logistical support to the program, then some other appropriate unit within the Police Department will coordinate the program. The important issue is that responsibility for providing support to the program be assigned to one unit.

E. CONTROL-PLANNING SYSTEM

The Career Development Program Committee would be chaired by a person selected by a vote of the committee and approved by the Chief of Police. The Chairman would be responsible for reporting on a regular basis, the activities of the committee, and operation of the program to the Chief of Police.

In determining the planning system to be used for the operation and evaluation of the program, an analysis of the turbulence and predictability of environment in which the program would operate was conducted. In doing so, the following scale was utilized:

Turbulence (Number of Changes)	Predictability (Of the Future)	Point Value
No Changes	Recurring	1
Few/Occasional Changes	Forecast by Extrapolation Trends	2

Changes on Regular Basis	Predictable Threats and Opportunities	3
Many Changes	Partially Predictable Weak Signals	4
Almost Continuous Change	Unpredictable Surprises	5

The analysis showed that the predictability of the operating environment was such that threats and opportunities were predictable (Point Value = 3). The turbulence was low, with few changes (point value = 2). Based upon the results, Issue Planning was selected as the planning system to be used (see Table 19).

With mid-range predictability and low turbulence forecasted for the police department's environment, "Issue Planning" appears to be the most appropriate planning system to use. Issue planning lends itself to generating scenarios which make the plan real. This style of planning is accomplished through relatively small issue directed task forces which are responsible for: Urgent issue identification; formation, coordination and control of task forces; communication of task force plans, and scenario generation. The planning horizon is determined by the nature and depth of the issue to be examined. The planning cycle is periodic and is driven by the existence of urgent issues. The planning output is an issue plan and it utilizes a mixed network to communicate the plan. This type of planning works best where the corporate culture is proactive; however the nature of the plan should determine the culture of the task force. The information systems used in issue planning are selective, utilizing specialized data bases developed around the urgent issues.

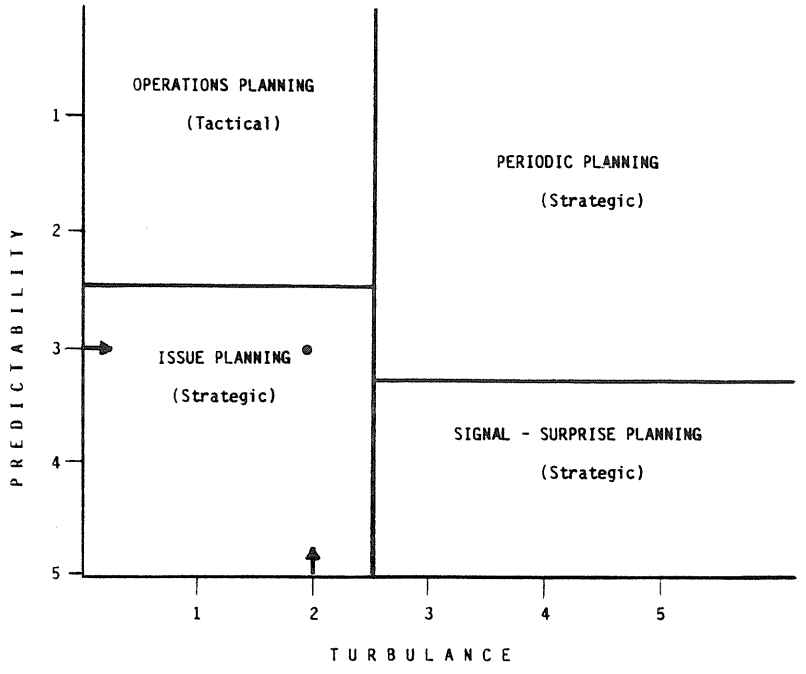

Figure 19 - Planning System

SECTION VI
IMPLEMENTATION PLAN AND TRANSITION MANAGEMENT

This project involves the implementation of a career development system in a medium sized law enforcement agency. In that this is general in nature, the implementation and transition management plan must be generalized. In doing so, the critical mass (those who are considered necessary in order to make the program successful in any police department) will be identified. It should be noted that in any specific application of this strategy, there may be additional persons or groups which would also be included in the critical mass. In such cases, this could readily be done using the process in this chapter.

In developing the implementation plan, it must be recognized that the strategy proposed in this project will involve major changes in the way law enforcement managers perceive their responsibilities to their employees. This will involve the changing of attitudes and values. In that these are inbred into a person's mental outlook, they are the most difficult areas in which to bring about change. However, if at least a degree of acceptance as to the necessity for the strategy cannot be obtained, then the strategy will ultimately fail. Should the strategy fail and the concept of career development not be adopted within an organization, then the present and future effectiveness of that organization may well be adversely affected.

A. CRITICAL MASS

The critical mass, those whose support is necessary in order to make the program work, is composed of the following:

1. The Chief of Police
2. Police Management and Supervision
3. Police Department Employees
4. Collective Bargaining Units Representing Police Employees
5. City Manager
6. City Personnel Department
7. City Council

In assessing the level of capability, readiness and commitment to implement the strategies, the following evaluations have been conducted:

1. Readiness - Capability Analysis was conducted for the entire critical mass.
2. Commitment Planning Analysis was conducted for the entire critical mass.
3. Assessing the Organization's Readiness for Major Change was conducted for key leaders in the Police Department and the City Manager.

As mentioned previously, due to the nature of the project, these assessments are generic and therefore, are generalities which one may expect to find when implementing a career development program.

Chief of Police: The Chief of Police is very aware of the necessity to develop some type of meaningful career development program. The Chief is concerned about the reaction to the plan by both rank-and-file members of the department and by City Management. By backing such a plan, the Chief does place himself at risk if the plan were to fail. However, at the same time, the Chief recognizes that given the rapidly changing nature of our society, some type of program is needed to guide and direct the professional development of the Police Department's personnel.

Police Management and Supervision: Police Department management and supervision will generally support the plan. The primary reason for this is that they can see the value of the plan in terms of their own career advancement. However, they may be somewhat resistive to the plan once they see the additional work they will have to do. In reality, for the average manager and supervisor, the additional work would be minimal. However, given today's work ethic, any additional work is often considered unreasonable.

Police Department Employees: Police Department employees will support the career development program if they feel it is meaningful and fair. They would oppose the program if they felt that it was cosmetic and would not produce any tangible results. Because of their inherent distrust of management, they will have to be sold on the value of the program.

Collective Bargaining Units: Collective Bargaining Units representing police department employees will support the program if they feel that it is a benefit to all of its members. They would oppose the plan if they felt that it would benefit only a select few. They would insist on participating in the program in order to ensure that it was being operated in a fair manner.

City Manager: The City Manager would support the program in concept. He would oppose the program if he felt it was to costly or if he anticipated some type of political repercussions from it. There is a

possibility that he would have to be convinced that there was a real need to implement the program within the Police Department.

City Personnel Department: The City Personnel Department may be skeptical of the process. It will want to ensure that the process is being administered in a fair and impartial manner and that it does not adversely impact any of the "protected" groups. The Personnel Department will insist that any reward/incentive program be based on distinct and quantifiable objectives. In addition, the Personnel Department may want to participate in the process.

City Council: Depending on the make-up of the City Council, they may or may not be supportive. If they have a general distrust of public employees, they will consider such a program a waste of the taxpayers' money. Even if they are generally supportive, they may still be reluctant to allocate funds to a career development program given the tight financial condition many municipalities are experiencing at this time. They will probably have to be sold on the necessity to implement such a program.

In analyzing the critical mass, there is some support for the program, especially by the Chief of Police, and Police Management and Supervision. The employees, and collective bargaining units also indicate a measure of support. However, they also express a certain amount of skepticism. A transition plan will necessarily need to include them in the implementation and operation of the program. The same holds true for the City Personnel Department. The City Manager

and the City Council are going to have to be convinced that the program is 1) needed, and 2) will be effective prior to approving the adoption of the program.

B. MANAGEMENT STRUCTURE

In order to implement a strategic plan, a transitional management team must be established within a Police Department in order to develop a program by which the plan can be put into operation. For the purposes of implementing the strategy contained in this report, the Career Development Program Committee (discussed in Chapter V) would also serve as the transition management team. The committee would be charged with directing the transition of a police department in the implementation of the proposed strategy. As mentioned previously, the committee will be composed of a diagonal slice through the organization. This will ensure participation by all components of and ranks within the department. The size of the committee would be based on the size of the police department involved. However, from the standpoint of the working dynamics of a committee, a minimum of seven and a maximum of fifteen members are recommended.

The Chief of Police will appoint the members of the committee and, initially, will also appoint the chairman. The chairman will then report directly to the Chief of Police as to the activities and progress of the committee.

In structuring the committee, the committee will be composed of the following:

1. Chairman. Initially, the Chairman should be a manager. He should be knowledgeable about department operations and have a firm understanding of the strategic plan. He should be a strong leader and have the respect of a wide range of personnel from both within the Police Department and City Government.

2. Members From Within the Police Department. A diagonal slice will be made through the department. This will give representatives to the committee from all areas which will be impacted by the plan. The personnel selected will be picked based upon their openness, flexibility and ability to generate new and provocative ideas towards the accomplishment of the stated goals for the plan. In addition, a member of the department's unit responsible for training should be included to add administrative support to the committee.

3. Other Members

   The following should be included on the committee:

   - A member of the City Personnel Department staff.
     - This will give the committee a resource into current personnel issues and practices as they relate to career development.

- A representative of the local bargaining units representing Police Department employees.
  - This would allow the bargaining units to have input into the committee and assist them in developing a sense of participation and ownership regarding the program.

Once the Career Development Program Committee has been selected, they will be charged with the task of developing an action plan which will guide the organization's transformation to accommodate the Strategic Plan. The team will use a wide variety of techniques ranging from brainstorming to nominal group technique to develop the concepts and ideas necessary for the formulation of a workable transition plan.

C. SUPPORT TECHNOLOGIES

Given the nature and impact of the transition which is going to take place, a number of technologies are going to be needed in this process. These include:

1. Meeting Design and Management

   The initial meetings of the Career Development Program Committee needs to set out the goals of the program, purpose of the team and to establish the initial parameters and guidelines for process. A review of the futures project and the strategic plan must be discussed and analyzed in detail during the initial sessions. Once the committee has a grasp of the requirements of the project, a project schedule can be developed and resources identified.

2. Confrontation Meeting

As the program progresses, the organization as a whole, needs to conduct an appraisal of its attitude towards the proposed career development plan in order to begin to focus its activities and resources to complete the implementation of the plan.

3. Responsibility Charting

As the implementation of the transition plan is formulated, a profile must be developed to determine the responsibilities for those involved in the decision making and support processes required to make the plan operational.

4. Team Building

Organizational team building should be an ongoing process in any dynamic organization. However, in this process, it will be specially critical. Team building as it relates to this transition management process, will assist in ensuring that all those involved in the process were part of the development of and have a clear understanding of the goals, rules, and policies and procedures as they relate to the project. In addition, they will have a clearer understanding of relationships and individual issues that may be involved. As mentioned previously, the attitude of the management and supervision towards the proposed plan will be exceptionally critical concerning its ultimate success.

5. Education and Training

As the implementation of the plan approaches, there will need to be education and training throughout the entire department. The education process will be especially critical in the areas of training supervisors and managers in career development techniques.

As demonstrated above, given the complexity of the program, no one technology is sufficient. In addition, as the plan is developed, evaluated, implemented and re-evaluated, there may be a need to reconsider the application of these technologies, apply variations of them and/or utilize other technologies. Flexibility is a prime consideration for any successful transition management process.

D. TRANSITION SUMMARY

The successful adoption of the proposed strategy to develop a Career Development Program will depend on a police department's ability to determine and evaluate the critical mass that will affect its implementation. In developing the transition management plan, it must be remembered that people, like organizations, must be given time to change. In the process, they must be given the ability to openly express their fears and apprehensions to the change. Those who are going to manage the transition phase must recognize that people will resist change, and that this resistance is part of human nature. Therefore, any transition management plan must allow for both resistance and the time necessary to overcome resistance. To try to

"bulldoze" change through an organization will only result in its ultimate failure. A well developed transition plan, coupled with patience and understanding, will do much to overcome this natural resistance to change.

SECTION VII
CONCLUSION

The initial question that was addressed in this project was, "Can a Career Development Program be developed which will effectively meet the future human resource development needs of medium sized law enforcement agencies?" The answer provided in this report is that such a program is possible. However, this report goes further than just answering the initial problem. It examined several issues surrounding the career development concept and its use in law enforcement organizations.

The first issue confronted was the lack of career development programs in law enforcement agencies. As indicated in the survey that was conducted, 96% of the Police Chiefs responded they felt these types of programs were valuable. However, only 21% stated they had a formal career development program. Further analysis showed that only one Police Department had a truly integrated program. It was found that while many of the agencies surveyed had several of the necessary components for a career development program in place, with the exception of one agency, none of them had integrated any of the components into a career development program. Several did not even consider the various components to be an element of the career development process.

The second issue that was brought forth was why is there such a lack of emphasis placed on career development in public sector organizations? It was pointed out that the private sector makes extensive use of career development programs. Upon examining the situation, several reasons for the lack of such programs in the public sector became apparent:

1. Antiquated bureaucratic management styles;
2. A general hostility towards government employees;
3. Lack of funding; and
4. Government is slow to react to social and technological changes (it is said that government is often 10-15 years behind contemporary issues in its operations).

A key element is that government does not readily identify change, especially as it pertains to the workforce. This is especially true in law enforcement. We continue to operate and recruit based upon a value system of a workforce that has not existed for ten to fifteen years. Because of this, administration and managers in law enforcement agencies are continually frustrated by what they consider a selfish and self-centered contemporary workforce. A second element is that government does not tend to recognize the value of its employees. Employees are often treated as a commodity rather than an asset. Private sector organizations that are in a service-oriented industry, treat their employees as their most important asset. They have long realized that a disgruntled employee can have a negative affect on their business. Why then does government, which is almost entirely a service-oriented business, not take the same approach with their employees? One answer is lack of funding (the one most frequently cited by government officials). The other answer may well be that, again, government has not kept abreast of the changing values within our society and is unaware of or unwilling to address the needs of the contemporary workforce. As shown by the results of this study, should government fail to reconcile this situation, this alienation between management and the workforce will become even more critical in the future.

The project proposes that before a career development program can be successfully implemented in a law enforcement agency, the culture of the organization must be such that it recognizes that as a service-oriented profession, a police department's employees are its most important resource. The second element required is that the organizational culture creates an environment for its employees to recognize their potential. This means that the management and supervision of an organization must accept the premise that it is their responsibility to care for the professional needs of their employees.

In examining the issue that began this project, two key elements evolved. The first is that we, as law enforcement managers, must recognize that our employees are our most important asset and, as such, we have a duty to assist and direct them in their professional development. The second key element is that we must learn to readily identify and adapt to changes occurring within our professional environment, especially those that affect our workforce. If we can accept these concepts as being a part of our responsibilities as managers, then perhaps the frustration that exists with both management and employees as to career development issues can be reduced.

APPENDIX A

ENDNOTES

ENDNOTES

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APPENDIX B

TRENDS AND EVENTS

IDENTIFIED IN THE NOMINAL GROUP MEETING

TRENDS AFFECTING LAW ENFORCEMENT

The following is a complete listing of the trends and events which were identified during the course of a Nominal Group Technique Exercise which was held at the Simi Valley Police Department on January 6, 1987.

1. Illegal immigrants
2. Increase in women in workforce approaching the 60% level
3. Hispanic majority
4. Shrinking revenue and allocation base because of age 55 retirement plans
5. Regionalized law enforcement
6. Increase in legal complexity of cases
7. Re-establishment of U.S. industrial power
8. Rise in population base of legal South American culture
9. Aging workforce population
10. Identification and preparation of an adequate law enforcement workforce
11. Increase in frequency of public sector work actions
12. Reconsideration and relaxing of hiring standards
13. Changing work ethic and expectations
14. Increase use of recreational drugs
15. Decrease in turnover in middle and upper level jobs
16. Retention of skilled, middle and upper level employees
17. Reduction in ratio of management to staff
18. Economy constraints requiring more civilianization in law enforcement
19. Increase need for technologically oriented employees (competition with private industry)

20. Increasing cost of, and demand for, training

21. Multiple careers due to increased longevity

22. Increased competition from private security firms

23. All civilian police agencies

24. Paternal attitude towards employees

25. Fewer young people available in the workforce (increased competition for them

26. Many employees attending continuing education courses which are not job or university related

27. Alternative sentencing to produce revenue

28. Merit (performance oriented) pay

29. Disappearance of the generalist

30. Employee dissatisfaction/no job fulfillment

31. Increasing activities of legislative bodies

32. More free time for employees

33. Increasing judicial activity

34. Increase in medical and stress retirements

35. Employee demands for time and methods to reduce stress as part of work assignment

36. Increased use of part-time employees-job sharing (benefits/spouses)

37. Increase in cost of housing and in transportation failures

38. Dominance of television in everyday life

39. Increase in organized labor in addressing trends

40. Employee expectation of participative management

41. Role of females in law enforcement (becomes a major issue)

42. Technological advances

43. Money (salary) vs. Service (production)

44. Organizations expected to provide employee assistance programs/emphasis on wellness

45. Technological progress of the criminal element

46. Greater civil vulnerability

47. Public will determine that police work is not cost effective

48. Delayed birth of the first child for the professional woman

49. Given an older population/redefine law enforcement services

50. Socio-political polarization of the population

51. Increased diversity of culture and language

52. Cafeteria compensation programs

53. Within 5-6 years, exodus of middle management

54. Greater entry level educational requirements

55. Strategies to reduce crime will be based on economics

56. Dramatic increase in costs for higher education

57. More accountability to taxpayers

58. Death of affirmative action

59. Automation increase of accountability as a tool of management

60. Increase in sophistication of selection process

61. Legislative control of local government salaries (statewide salary schedule)

62. Renewed awareness of the (cost) impact of white-collar crime

63. Equal opportunity employment

64. Greater portion of budget to recruiting

65. Public comes to realize that every person jailed is involved in substance abuse

66. More money to non-productive employees

67. A need for greater technological sophistication of line level officers

68. Cases handled by D.A. based on prosecutability and costs

69. Tighter standards regarding drug usage

70. Use of retired persons as volunteers

71. Labor organizations resistance to use of volunteers

72. Difficulty in detection of drug usage by employees

73. Less children (1/3 per household)

EVENTS AFFECTING LAW ENFORCEMENT

1. Recession/Depression
2. U.S. involvement in a Middle East war
3. D.U.I. vehicles sold at public auction
4. Major confrontation between ethnic groups in U.S.
5. Social Security prohibits retirement before age 75
6. Every person issued a micro-computer
7. Drastic cut in Government Social Services
8. Voters pass salary control initiative
9. South/Central American war
10. Cardiovascular/heart disease is cured
11. State and Federal law allowing undocumented aliens employment
12. Resurgence of industrial "Upswing in Economy"
13. Major earthquake in L.A. area
14. Walled communities
15. Alternate fuel sources
16. Nuclear disarmament (conventional ground warfare)
17. Prostitution and Aids
18. Blue collar manufacturing lay-offs
19. Mexico develops healthy/rapid economic growth
20. State forms statewide police departments
21. Northern CA/Southern CA split resulting in major water/immigration problems
22. Scanners on major freeway systems ('28's and '29's)
23. World wide prosperity
24. Technology reduces property crime by 80%

25. Increase in unemployment (under employment due to technological advances). (Innovation and automation of office staff)

26. Legislature forces open bidding for law enforcement services

27. Reinitiation of the Draft

APPENDIX C

SURVEY QUESTIONNAIRE

STATE OF CALIFORNIA

GEORGE DEUKMEJIAN, *Governor*

DEPARTMENT OF JUSTICE

JOHN K. VAN DE KAMP, *Attorney General*

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO 95816-7083
GENERAL INFORMATION
(916) 739-5328
EXECUTIVE OFFICE
(916) 739-3864
BUREAUS
Administrative Services
(916) 739-5354
Center for Executive Development
(916) 739-2093
Compliance and Certificates
(916) 739-5377
Information Services
(916) 739-5340
Management Counseling
(916) 739-3868
Standards and Evaluation
(916) 739-3872
Training Delivery Services
(916) 739-5394
Training Program Services
(916) 739-5372
Course Control
(916) 739-5399
Professional Certificates
(916) 739-5391
Reimbursements
(916) 739-5367
Resource Library
(916) 739-5353

To Whom It May Concern:

This is to introduce Lieutenant Lester (Rick) TerBorch, Jr. who is conducting a law enforcement Independent Study Project. He is a member of the Command College, a program for future law enforcement leaders sponsored by the California Commission on Peace Officer Standards and Training (POST). Independent study is an integral part of the program and is a requirement for graduation.

Assistance provided toward the study project will benefit law enforcement in general. The final product produced by each member of the Command College will be made available through POST.

If you have any questions, you may contact me at (916) 739-5336. This letter of introduction expires on May 1, 1987.

Your assistance is greatly appreciated.

Sincerely,

Doug Thomas

DOUG THOMAS
Senior Consultant
Center for Executive Development

CAREER DEVELOPMENT

QUESTIONNAIRE

Dear

Thank you for agreeing to completing this survey. This survey is intended to gather data for a research project examining the role of career development programs in law enforcement. This information gathered in the survey will be published in the form of statistical summaries and the identity of the responding individuals and their agency will be kept confidential. Should you have any questions or concerns in completing the survey, please feel free to contact me, Lieutenant Rick TerBorch, at (805) 583-6913. Upon completion of the questionnaire, please return it in the attached self addressed stamped envelope. Again, thank you for assisting me in this project.

A. GENERAL INFORMATION

1. Department Name (Optional) _____
2. Population of Area Served _____
3. Number of Sworn Personnel _____
4. Number of Non-Sworn Personnel _____

B. WORKFORCE

1. How would you classify your attrition rate?

   Rapid/High _____ Moderate ____ Low ____

2. Does your average entry level police officer:

   a. Come from within your community? ____

   b. Come from within your general region? ____

   c. Come from other areas of your state? ____

   d. Come from outside your state? ____

3. Please rate the quality of your average entry level police officer today as opposed to 10 years ago.

	HIGH	AVERAGE	LOW
a. Maturity	____	____	____
b. Initiative	____	____	____
c. Motivation	____	____	____
d. Dependability	____	____	____
e. Common Sense	____	____	____

	HIGH	MODERATE	LOW
f. Interpersonal Skills	____	____	____
g. Academic Skills	____	____	____
h. Physical Ability	____	____	____

Comments: _____

_____

_____

4. Based upon your responses to number 3, what is your assessment of the quality of the manpower pool that will be available 10 years from now?

_____

_____

_____

_____

C. CAREER DEVELOPMENT PROGRAMS

1. Do you believe that formal career development programs within law enforcement are:

   Necessary ____ Have Some Value ____ Have Limited Value ____

   Have No Value ____

   Comments: _____

   _____

   _____

2. Do you believe that career development is the responsibility of:

   a. The employing agency? ____

   b. The employee? ____

   c. Both a & b? ____

   If you answered "c", which has primary responsibility? ____

   Comments: _____

   _____

   _____

3. Rate the value of each of the following career development techniques:

	HIGH VALUE	MODERATE VALUE	LOW VALUE	NO VALUE
a. Career Counseling	____	____	____	____
b. Training	____	____	____	____
c. Continuing Education	____	____	____	____
d. Performance Evaluation	____	____	____	____
e. Mentoring/ Coaching	____	____	____	____
f. Career Enrichment Positions	____	____	____	____
g. Job Rotation	____	____	____	____
h. Dual Career Ladders	____	____	____	____
i. Self-Assessment	____	____	____	____
j. Resource Information	____	____	____	____
k. _____	____	____	____	____
l. _____	____	____	____	____

Comments: _____

_____

_____

_____

4. Of the career development techniques listed in number 3, which do you believe are the three (3) most valuable? (Please list in decending order)

a. _____

b. _____

c. _____

Why? _____

_____

_____

_____

5. Does your agency have a formal career development program? ___

6. If you answered yes to number 5, which of the following is incorporated into your program?

   a. Positive Specifications _____

   b. Career Counseling _____

   c. Performance Evaluation _____

   d. Career Enrichment Positions _____

   e. Job Rotation _____

      1) Line Level _____

      2) Supervision _____

      3) Management _____

   f. Training _____

   g. Continuing Education _____

      1) Required for Advancement _____

      2) Monetary Incentives _____

   h. Mentoring/Coaching _____

   i. Dual Career Ladders _____

   j. Self-Assessment _____

   k. Remedial Training _____

   l. Performance Improvement Systems _____

   m. A System to Inventory Employee Skills, Experience, Training, Education and Career Objectives _____

   n. Resource Information _____

   o. _____ _____

   p. _____ _____

   Comments: _____

   _____

   _____

   _____

7. If you answered no to number 5, why does your organization not have a formal career development program? _____

_____

_____

_____

8. If your agency does not have a formal career development program, do you feel that it has a recognizable informal program? _____

If so, how does it work? _____

_____

_____

9. Does your performance evaluation system incorporate career counseling as to:

a. The Employee's Long Range Goals? _____

b. Feedback as to the Employee's Career Related Wants and Needs _____

c. Recommended Career Development Oriented Training for the Employee? _____

Comments: _____

_____

_____

_____

10. Does your agency have a formal training plan which sets forth the training required for all ranks and assignments within the organization? _____

Comments: _____

_____

_____

_____

11. Does your agency have a recruitment program which is based on identifiable standards for:

a. Disqualification Factors _____

b. Reading Skills _____

c. Writing Skills _____

d. Physical Agility _____

e. Psychological Evaluation _____

Comments: _____

_____

_____

_____

12. Does your agency have a formal policy for lateral job reassignment within your organization? _____

Comments: _____

_____

_____

_____

13. Does your agency have a formal policy that describes your promotional process? _____

Comments: _____

_____

_____

_____

14. If a valued employee has reached a career plateau due to lack of promotional opportunities within your organization, would you recommend or encourage him/her to seek advancement with another organization? _____

Comments: _____

_____

_____

_____

APPENDIX D

CAREER DEVELOPMENT STANDARDS
COMMISSION ON ACCREDITATION FOR
LAW ENFORCEMENT AGENCIES, INC.

23

CAREER DEVELOPMENT AND HIGHER EDUCATION

Career development is a structured process that is utilized by an agency to provide opportunities for individual growth and development at all levels. It is designed to promote productive, efficient, and effective job performance and to improve the overall level of individual job satisfaction. More importantly, it is through career development activities that the upward mobility of all personnel may be enhanced by specific opportunities for professional growth and improved job performance.

The need for career development in law enforcement exists at all levels. The agency must be concerned not only with the mental and physical capabilities of its personnel but also with the skills, knowledge, and abilities (SKA) necessary to function in an efficient and effective manner in assigned tasks. It is through a formalized plan that career development activities should be directed and that the agency is able to provide a system for identifying and fulfilling the needs of the individual and the agency.

Existing career development programs provide or suggest training beneficial for a few desired positions. These programs exist largely for individuals within the upper level of management. Few programs have been directed to employees at other levels, due to either cost or the large number of persons within the agency.

The structure of an accredited career development program originates through the relationship of components: career counseling and in-service training. Career counseling, involving the interaction of counselor and employee, offers guidance that may assist an individual in choosing, preparing, entering, or progressing in a job assignment. Career counseling identifies three elements: (1) the SKA of each individual relative to present and future job assignments; (2) in-service training requirements; and (3) the extent to which the training fulfills employee and agency expectations.

Traditionally, in-service training has ensured a minimum level of proficiency in an assigned job—although such training has not been included as part of career development. The concept of in-service training presented within the framework of these standards embraces more than the traditional definition—i.e., providing an advanced level of instruction that enhances an employee's overall potential for upward mobility and/or job satisfaction. This concept of in-service training is appropriate for inclusion in an accredited career development program. There are two aspects of in-service training articulated in this program: proficiency and career specialty.

Proficiency in-service training both maintains and enhances the SKA needed to perform the duties and responsibilities of the assigned job. Career speciality in-service training has two purposes: (1) to stimulate personnel to improve the SKA needed to perform job tasks required in specialized areas; and (2) to compete for new areas of interest and specialization that may enhance the potential for upward mobility.

So that agencies can deal effectively with law enforcement problems in an increasingly complex and sophisticated society, there should be parallel increases in the level of education and training required for law enforcement officers. Higher education, by itself, is not an absolute answer in achieving improvement in law enforcement agencies. However, officers who have received a broad general education have a better opportunity to gain a more thorough under-

standing of society, to communicate more effectively with citizens, and to engage in the exploration of new ideas and concepts.

Officers already appointed should be given opportunity and incentives to pursue college education. To encourage the recruitment of college-educated officers, pay incentives should be given to officers who have achieved education prior to initial employment in the agency.

23.1 Career Development Practices and Procedures

23.1.1 *A written directive and plan establish a program of career development for all sworn personnel.*

Commentary: The career development program should foster the improvement of personal skills, knowledge, and abilities of all sworn personnel in order to successfully meet agency tasks. The program should be voluntary and ensure all sworn employees equal access to training and development opportunities. The aim of career development is to highlight specific opportunities for individual growth at all levels and to improve overall job satisfaction and performance. The agency may utilize the career development program to further the professional growth and capabilities of the employee's present and/or future job role within the agency. The principal components of the career development program are career counseling and in-service training. **(O O M M M M)**

23.1.2 *The written career development program plan required by standard 23.1.1 includes:*

- *objectives stated in quantitative terms: and*
- *a written assessment of Equal Employment Opportunity objectives and Affirmative Action objectives, if any.*

Commentary: The career development program plan objectives should be stated in quantitative terms to facilitate program audits and evaulations. Career development program objectives may specify the: potential number of personnel to utilize career development services; number of personnel assigned to career development services; number of outside resources for career counseling; and the total number of training hours provided, including technical assistance. The written assessment of Equal Employment Opportunity and Affirmative Action objectives, if any, should be used to determine whether special training and development opportunities for minority persons and women are needed. The assessment should reveal present employment practices, policies, and procedures of the agency relevant to its impact on the employment and utilization of minority persons and women. **(O O M M M M)**

23.1.3 *The written career development program plan is evaluated annually, and revised, if necessary.*

Commentary: The agency should conduct a continuous review of the career development program plan to provide employees and management with up-to-date information regarding organizational requirements for achieving program goals. The agency may document the revisions by initialing and dating the review or by submitting a letter of verification stating that revisions are not needed. A written evaluation of the career development program should be submitted to the agency's chief executive officer annually. **(O O O O O O)**

23.1.4 *A written directive vests the authority and responsibility for administering the career development program in an identifiable position.*

Commentary: Although the written directive identifies a position responsible for administering the agency's role in the career development program, a specific person may be designated as well. The position, which may identify the administrator of the career development program, must have the authority to manage both the program's operation and direction. This includes program areas for which the agency may seek assistance from external institutions or public agencies (i.e., colleges and universities or law enforcement training academies). However, the authority and programmatic direction for basic activities of the career development program should be established by the agency, and the primary responsibilities of the program should remain with the program's manager. **(O O M M M M)**

23.1.5 *A written directive establishes training requirements for all personnel assigned by the agency to conduct career development activities.*

Commentary: Personnel, such as supervisors and counselors, who are assigned to conduct career development activities should undergo a period of orientation that will provide increased knowledge and skills in at least the following areas: (1) general counseling techniques; (2) skills, knowledge, and abilities assessment techniques; (3) salary, benefits, and training opportunities of the agency; (4) educational opportunities and incentive programs; (5) awareness of the cultural background of ethnic groups in the program; (6) recordkeeping techniques; (7) career development programs of other jurisdic-

tions; and (8) availability of outside resources.
(O O O O M M)

23.2 Program Inventories

23.2.1 *The agency maintains an annual inventory of the skills, knowledge, and abilities of each employee.*

Commentary: An updated inventory of the skills, knowledge, and abilities (SKA) of each employee is fundamental to career development planning. The inventory may be derived from a questionnaire or personal interview that is administered to each employee within the agency. Based on the information received, an inventory of the SKA of each employee is then prepared. The inventory may contain information in the following areas: educational background, training courses completed, work experience (past and present), special skills, foreign languages, and a recent performance evaluation report. Along with the job analysis data, the inventory may also be used to determine the agency's training requirements. This information may also be obtained from the initial job application. The agency should comply with applicable federal, state, and local privacy, security, and freedom of information requirements.
(O O O O O O)

23.2.2 *The agency maintains on file an inventory of career specialties, if any, which includes the skills, knowledge, and abilities needed for each specialty.*

Commentary: Career specialties are derived by the agency from the job analysis and job classification information. More specifically, career specialties may be determined by (1) identifying the most important and frequently performed jobs and (2) identifying the jobs that require special training and knowledge to perform the specific duties and responsibilities. Examples of career specialties may include: Patrol, Criminal Investigation, Crime Lab, Fingerprint Identification, and Traffic Investigation. By using the inventory provided by the agency, the employee has an opportuni ty to examine career specialties available within the agency. A detailed review of job analysis and job classification information should be conducted prior to formulating the inventory of skills, knowledge, and abilities required to perform tasks of career special ties. The inventory should identify the agency's needs and training requirements relative to each career specialty position within the agency.
(O O O O O O)

23.3 Career Counseling and In-service Training

23.3.1 *A written directive establishes career counseling as a component of the career development program.*

Commentary: There are several tools, other than the personal interview, that may be utilized in career counseling; for example, an inventory of the skills, knowledge, and abilities (SKA) of the employee; an inventory of the SKA required by the agency; and an inventory of outside resources. These counseling tools may be used to determine individual needs in the program and to provide direction that will equate those needs to the needs of the agency. In order to adequately provide counseling services, personnel assigned to the task should be properly trained to perform the following activities: assessment of the SKA of employees; assessment of the SKA required by the agency; preparation of a career planning schedule; utilization of the resource inventory; administration of a performance evaluation; and the provision of feedback and recommendations to the employee.
(O O M M M M)

23.3.2 *An evaluation checklist is utilized by the counselor/supervisor to assess the effectiveness of the career counseling process.*

Commentary: An evaluation checklist, utilized as a tool of career counseling, may determine whether the employee has reached an effective level of performance in career development. Moreover, the tool may be used to assess the employee's strengths and weaknesses and to alert the counselor to particular areas on which the counseling process must focus. The checklist may contain the following: a timetable for performing key activities; self-analysis; and counselor rating criteria. **(O O O O O O)**

23.3.3 *A written directive establishes proficiency in-service training as a component of the career development program.*

Commentary: Proficiency in-service training keeps the employee up to date on the duties and responsibilities of the job presently being performed, enhances the employee's skills beyond the minimum level, and increases the potential for upward mobility. Proficiency in-service training is an extension of career development in which employees may be required to participate. **(O O M M M M)**

23.3.4 *A written directive establishes career specialty in-service training as a component of the career development program.*

Commentary: Career specialty areas are designed to stimulate personnel to compete for new areas of interest and specialization and to enhance the overall potential of the employee for upward mobility. Although the vast majority of agency personnel may be generalists, the agency should identify or provide appropriate training opportunities for all positions classified as specialties. The nature and scope of train-

ing should be determined by the skills, knowledge, and abilities required of each specialty.
(O O O O O O)

23.3.5 *A written directive requires career specialty in-service training in management techniques.*

Commentary: Management and supervisory training should be a key element in any career development program, and a major factor in enhancing an employee's overall potential for upward mobility. The supervision and management of an agency requires specialized training in: the expression and communication of objectives; planning; measuring results; decision making; and problem identification, prevention, and solution. Management training areas include, but are not limited to, management information systems, fiscal management, organizational behavior, and decisionmaking. If budgetary problems preclude formal training in these areas, the agency should develop an in-house training network or participate in a regional training program.
(O O O O O O)

23.3.6 *The agency provides skill development to sworn personnel upon promotion.*

Commentary: As personnel are promoted, the skills necessary to perform at a given level may change to require supervisory, management, and administrative skills and knowledge. The agency should provide training prior to promotion or immediately following promotions. **(M M M M M M)**

23.3.7 *The agency maintains on file written records of all proficiency and career specialty in-service training of personnel.*

Commentary: Maintaining written records of all proficiency and career specialty in-service training provides the agency with available information on the progress of each participant. In addition, the records provide the agency with a ready reference of information for such things as special assignments, reassignments, or advancement. The data recorded should include such items as the title of the course, training, instruction, or workshop completed; date of completion; grade point (if any); and achievement of any special skills or honors.
(O O O O M M)

23.3.8 *The agency maintains an annual inventory of resources used to develop in-service training requirements of the career development program.*

Commentary: The agency should seek internal and external resources to assist in the administration of proficiency and career specialty in-service training of personnel. The inventory may provide a brief description of the training opportunities offered by the resources listed, and other contact information (i.e., contact person, address, phone number). A copy of the inventory should be kept on file in the agency and made available to all program participants. The counselor, however, should be responsible for making the inventory available to all career development program participants. **(O O O O O O)**

23.3.9 *A written directive requires that the employee and immediate supervisor/counselor conduct a joint annual review of the employee's in-service training record.*

Commentary: A joint review is conducted in order to assess the training progress of each employee in achieving career objectives. More importantly, the joint review is conducted to assess whether the proficiency and career specialty in-service training achieved by the employee adequately meet the skills, knowledge, and abilities required to perform present and future jobs within the agency.

In order to avoid conflicts that may arise from the counselor's duties as the employee's immediate supervisor, the employee's career counselor should be someone other than his or her immediate supervisor, if possible and if staffing allows. If the immediate supervisor/counselor is not the same person, then the supervisor, counselor, and employer should be present at the joint review. **(O O O O M M)**

23.3.10 *A written directive establishes procedures for the use of temporary assignments and job rotation in the career development program.*

Commentary: Through temporary assignments and job rotation, the employee may be afforded an opportunity for individual growth as well as improved job satisfaction and performance. Temporary assignments and job rotation allow the employee to gain the experience necessary to accomplish a particular task while performing the duties and responsibilities of that task. **(N/A O O O O O)**

23.3.11 *A written directive establishes procedures for the use of educational leave, if any, in the career development program.*

Commentary: Educational leave is established when absence from duty or employment is granted to an employee to undertake academic or vocational instruction as a part of in-service training. Educational leave may be authorized for outside workshops, seminars, attendance at state training academies, or formal educational programs (such as a junior college, college, or university). The agency may support the employee who pursues an educational opportunity by providing salary adjustments, flexible work schedules, or financial aid. There are several forms of financial assistance that may be offered by the agency: reimbursement of monies spent in pursuit of college-level course work; and granting leave with or without

pay for credit or noncredit course work or training that is job-related. The directive should outline procedures for obtaining educational leave.
(O O O O O O)

23.3.12 *A written directive governs the agency's tuition reimbursement program for academic achievement, if such a program exists.*

Commentary: This standard also includes those programs where tuition is paid in advance. The reimbursement may be in full or a percentage based on grades. Criteria for participation in the program should be included in the written directive and may limit the participants to a specific area of study.
(O O O O O O)

23.3.13 *A written directive governs the agency's program for shift preference to enhance academic study, if such a program exists.*

Commentary: Where exceptions are made to the regular shift change schedule to facilitate academic study, criteria should be established to minimize controversy. These programs are frequently perceived as preferential to certain individuals and should be administered equitably. **(O O O O O O)**

23.4 Higher Education

23.4.1 *The agency has an educational incentive pay program for sworn officers, based on the number of academic years completed at an accredited college or university.*

Commentary: The intent of this standard is to encourage in-service and preservice college education. Incentive pay should be awarded for college education completed prior to appointment as well as for education achieved while employed. It is suggested that incentive pay be based on blocks of no less than one academic year (30 credit hours). The National Advisory Commission on Criminal Justice Standards and Goals recommends a minimum of 2.5 percent of current salary for every 30 credit hours completed.
(O O O O O O)

23.4.2 *The agency has a written educational development plan to include, at a minimum, the following:*

- *a statement to the effect that it is the policy of the agency to encourage sworn personnel to achieve a minimum of a bachelor's degree from an accredited college or university; and*
- *an anticipated date for adoption of an educational incentive pay program as specified in standard 23.4.1.*

Commentary: In addition to the policy statement encouraging college education, it is suggested that the plan include provisions for shift preference to facilitate attending classes, tuition reimbursement, and educational leave. (Refer to standards 23.3.11, 23.3.12, and 23.3.13.) An "anticipated date" should specify the year anticipated for the adoption of the requirement. **(O O O O O O)**

23.4.3 *A written directive issued by the agency's local government establishes an anticipated date by which any new law enforcement chief executive officer appointed thereafter must have a bachelor's degree from an accredited college or university.*

Commentary: The directive may be in the form of a merit system or civil service job specification or position classification statement. This standard should not be interpreted as requiring an incumbent chief without a degree to obtain the education if the chief was appointed prior to the adoption of the standard. Also, the standard does not apply to agency chief law enforcement executives who are elected to office, such as sheriffs. **(O O O O O O)**

Glossary

TOPICAL AREA: CAREER DEVELOPMENT AND HIGHER EDUCATION

ACCOUNTABILITY: A responsibility or obligation resulting from one's position or status and subject to control and review by a higher authority.

ADMINISTRATIVE CONTROL: The process of performing management or supervisory duties and responsibilities.

AFFIRMATIVE ACTION/EEO: A written systematic approach to recruit, hire, train, and promote minorities and women.

ASSESSMENT/ANALYSIS: The examination or summary of the relationship of certain elements.

AVAILABLE: To make accessible, obtainable, or ready for immediate use.

CAREER COUNSELING: The relationship (process) between trained counselor and employee that is designed to facilitate career choices; to clarify and understand career goals; and to learn to obtain career goals through meaningful, well informed choices.

CAREER DEVELOPMENT ACTIVITIES: An organized and supervised set of duties or functions designed to stimulate learning (i.e. counseling, training, job rotations).

CAREER DEVELOPMENT IN-SERVICE TRAINING: A training process used to provide an advanced level of instruction that enhances the overall potential for upward mobility and/or job satisfication.

CAREER SPECIALTY: An area of interest and specialization that enhances the upward mobility and/or job satisfaction of an employee.

COMPONENT: Any element, method, procedure, criterion, or technique that is part of the career development process.

Glossary (cont'd)

CRISIS INTERVENTION: Training that is designed to effectively modify or enhance performance in specific crisis situations, such as family conflicts, spouse abuse, disturbances, rape, and homicides.

EFFECTIVENESS: Capability to produce desired results; the demonstration of skillful management and/or technical expertise.

EFFICIENCY: The capacity to produce desired results with a minimum expenditure of energy, time, or resources.

EVALUATION: A technique used to measure the effectiveness of program objectives and to improve future programming.

EVALUATION CHECKLIST: A tool used in evaluating the effectiveness of the career counseling process. Indicated on the checklist are the criteria that determine whether the client has reached an effective performance level in the area of career development.

FEEDBACK: The reciprocation of information about a point of action or process.

FORMAL APPLICATION: A written form used to express interest in employment. It requests information on a person's basic occupational qualifications, work experience, educational background, training, and special skills or abilities.

IN-SERVICE TRAINING: A structured plan of activities that is designed to stimulate and develop the skills, knowledge, and abilities (SKA) necessary to perform duties and responsibilities of a job.

INVENTORY: An itemized list of skills, knowledge, and abilities used to evaluate personal characteristics.

JOB ANALYSIS: A detailed written assessment indicating the relative importance of job tasks; how frequently the jobs are performed; the minimum level of proficiency necessary in job-related skills, knowledge, abilities, and behavior; how these characteristics may be acquired; minimum qualifications; and methods of measuring or testing for these characteristics.

JOB CLASSIFICATION: A detailed written statement that identifies the characteristics of various positions (jobs) by assigning job titles and job specifications, arranges positions according to a logical plan that groups those with common characteristics, and establishes minimum qualifications and equitable salaries for each group.

JOB-RELATED: As applied to a procedure, test, or requirement, the quality of being either predictive of job performance or indicative of the work behavior expected or necessary in the positions.

JOB ROTATION: An interim assignment made on a systematic basis.

JOB TASK: A description of what an employee does; for what purpose; on instructions from whom; when and where; and with what materials and equipment.

MAINTAIN ON FILE: On hand; catalogued or recorded in an official written record (including microfilm, microfiche, and computer print-out) that is immediately available for visual inspection in the agency.

MEASURABLE OBJECTIVES: A single sentence statement of specific results that can be directly measured or determined; results that determine not only the direction of change that may occur but also the degree or amount of that change.

PROFICIENCY: The additional skills, knowledge, and abilities that are needed to stay competent in duties and responsibilities of the job.

SKILLS, KNOWLEDGE, AND ABILITIES (SKA): Skills are the proficiency with which an individual performs. Knowledge is a body of information or the understanding gained through learning, education, experience, or associations. Abilities are processes required to perform the various job responsibilities.

SPECIALIZED: To concentrate one's efforts in a special activity or occupation.

STRESS MANAGEMENT: The ability to cope with the impact of various types of situations.

TEMPORARY ASSIGNMENTS: Job tasks that are assigned for a limited time.

APPENDIX E

REDONDO BEACH POLICE DEPARTMENT
CAREER DEVELOPMENT PROGRAM

CITY OF REDONDO BEACH
INTER-OFFICE *Memorandum*

TO: Roger M. Moulton, Chief of Police

DATE: 12/18/84

FROM: Lieutenant R. Graham RG

SUBJECT: Ad Hoc Committee Report on Career Development

The members of the Ad Hoc Committee on Career Development are pleased to submit, for your consideration, their report and recommendations. The Committee convened regularly over the past four months. During that time, the framework for training, the selection process for assignments, evaluations, and job rotation was developed.

Work on a revised performance evaluation form is still in progress. The proposed utilization of evaluations is discussed in the report. Once the validation of the revised evaluation form is complete, it will be submitted to you under separate cover.

We appreciate your understanding with the respect to the protracted process the Committee undertook as we wrestled with issues on which there were diverse opinions.

CAREER DEVELOPMENT COMMITTEE

REPORT AND RECOMMENDATIONS

In early August of 1984, Roger M. Moulton, Chief of Police, appointed an ad hoc committee to conduct research and make recommendations in an effort to establish a comprehensive employee development program. The Chief wrote, "The purpose of this program is to enhance organizational effectiveness and efficiency through a systematic approach to the development and utilization of personnel resources."

In the past, and currently, the Redondo Beach Police Department utilized an informal process for career development. The criteria for transfer to a specialized work unit has not heretofor been established. A job rotation policy was not expressly stated; and the use of performance evaluations, while considered, was not officially adopted in the transfer procedure. The department's established training policy, expressed in a general order, is independent from and lacks correlation to any systematic career development plan.

The committee, representing a cross section of the organization, met for the first time in mid-August. The first meeting was a "brainstorming" session to identify issues that should be examined by the committee. The major topics ultimately addressed by the committee were:

- Training
- Resource Center
- Primary and Secondary Assignments
- Selection Process for Assignments
- Evaluations
- Job Rotation
- Non-Sworn Employee Development

TRAINING

The committee recognized a need for a multi-faceted approach to training. The committee recommends the implementation of a new formal training program to include five types of training: roll call training, individual remedial training, specialized pre-assignment training, mandated training, and job enrichment training.

Roll Call Training: Patrol personnel attend Watch briefings which are conducted three times daily. The Watch briefing provides a natural forum for the exchange of information and ideas. Briefings, therefore, can accommodate scheduled roll call training to ensure consistency among patrol Watches and the availability to all department personnel.

The committee recommends that a monthly training calendar be created and maintained by the Patrol Bureau Commander. The calendar should specify the time and subject matter of the in-house training available during any given month. The calendar would then be distributed to all bureaus to increase the awareness of the offering. The patrol briefing is the primary vehicle for the delivery of in-house training.

Employees who have completed seminars or other external training classes should prepare and present the acquired information during roll call sessions upon their return.

Individual Remedial Training: Supervisors should assume greater responsibility for the identification of subordinate training needs. The committee recommends that as part of the new evaluation process the rating supervisor outline individual training plans for subordinates. The plan would be incorporated into goals and objectives for each employee.

Specialized Pre-Assignment Training: The committee recognizes the need to provide to selected individuals specialized pre-assignment training. The intent of this type of training is to prepare employees prior to their actual assignment in a specialized unit. Once an employee has achieved a high place on the transfer eligibility list for a particular assignment, he/she is deemed eligible for pre-assignment training.

The establishment of a pro-active pre-assignment training program should enhance the employee's effectiveness during the initial period after transfer to a specialized unit.

Mandated Training: In order to meet the training needs mandated by law or required by P.O.S.T., the training manager has established a training matrix which serves as a "tickler file" to ensure individual compliance. Mandated training requirements should be the subject of periodic audits and the audit results should be forwarded to the Bureau Commander. In this manner, the required training will not negatively impact manpower deployment.

Job Enrichment Training: From time to time, and as manpower permits, all employees are encouraged to take advantage of training opportunities that would enrich their current assignment or increase the depth of their overall job knowledge. Some employes find interest in specific areas affecting their job. For example, officers have attended seminars on gang activity. The information gathered at such a

seminar is not only useful to the individual but may be disseminated to other employees. There are going to be certain budget constraints regarding job enrichment training; however, within these constraints, all employees are encouraged to take advantage of what opportunities they can to broaden their job horizons.

RESOURCE CENTER

The committee recognized a need for the establishment of a departmental resource center. In the past, employees who have received training and acquired notebooks or other written material have retained them for their own use, thereby denying others access to that information. As a remedy to the problem, the committee recommends the creation of a resource center where these materials would be cataloged, maintained, and available for interested personnel.

The center would also retain magazines, periodicals, professional journals, texts, and other reference guides which have been purchased by the department.

The responsibility for the maintenance of the center and dispersement of materials should be vested within the Administrative Services Bureau. The viability of the center depends upon the contemporary material contained therein. It is imperative that employees who receive materials from training courses deposit them with the custodian of the center. It is just as important that personnel borrowing materials return them to the center in a timely manner.

PRIMARY AND SECONDARY ASSIGNMENTS

Primary Assignments Defined: A primary assignment is one that stands first in importance and value. Primary assignments are fundamental components of the organization and essential for its effectiveness. Primary assignments include all jobs not listed in this section as a secondary assignment.

Secondary Assignments Defined: A secondary assignment is performed by an employee who is responsible for a task in addition to and independent from his/her primary assignment. Historically, secondary assignments have included the following: Canine Team Supervisor, Reserve Corps Coordinators, SWAT Assignments, PAT Temporary Assignments, Rangemasters, Chaplains Corps Coordinator, Field Training Officers, Field Training Officers Supervisor, Special Incident Commander, Hostage Negotiators, Labor Relations Liaison, and Press Information Officer.

SELECTION PROCESS FOR ASSIGNMENTS

Primary Assignments: It is the recommendation of the committee that the department implement a structured and systematic approach to the selection of personnel for primary assignments. The recommended procedure for a fair and equitable selection process encompasses the following steps:

1. Notice of Position Available. When a vacancy is anticipated and the administration intends to fill the position, then an announcement will be published inviting memos of interest and resumes from those employees eligible.

2. Memos of Interest and Resumes. Following an announcement, those eligible employees interested in a transfer shall submit their memo of interest and/or resume to the Administration Division Commander for processing.

3. Performance Evaluation. The committee sees a need to place greater importance on the employees' performance evaluations and recommends that the evaluations be weighted 50% of the overall score for assignment selection. To facilitate this goal, a subgroup of the committee is currently working to revise and validate an evaluation instrument. The new evaluation form, when completed, will lend itself to a numerical rating to be employed at this stage of the selection process for assignment. An Assignment Recommendation form was designed to be utilized during the interim period. This form, attached as Addendum A, will be completed for all sworn employees and used during the transfer selection process. The Assignment Recommendation form is temporary and will be used only for transfer selection purposes. Guidelines for completion of the form will be distributed to all supervisors to ensure consistency and rating assessment based upon suitability for lateral movement.

4. Oral Interview. The oral interview portion of the process will be weighted the remaining 50% of the overall score for assignment. The oral interview panel will be chaired by the Bureau Commander of the assignment where the opening exists. The Chief of Police will select two additional representatives to sit on the board.

5. Qualification Band. The combined scores will be the basis for placement of candidates into a qualification band. The Chief of Police will make the selection based upon input from the management team and his judgment as to which candidate is the most suited for the assignment. In order to promote as much lateral movement as possible, the committee urges the Chief to give consideration, if all other factors are equal, to the most qualified candidates who have not recently held a primary assignment outside of the basic patrol function.

Secondary Assignments: It is the consensus of the committee that the selection for secondary assignments be maintained as a management prerogative. The selection process encompasses the following steps:

1. Notice of Position Available. When a vacancy is anticipated and the administration intends to fill the position, then an announcement will be published inviting memos of interest and resumes from those employees eligible.

2. Memos of Interest and Resumes. Those qualified employees interested in accepting the secondary responsibility should submit their memo of interest and/or resume to the appropriate Bureau Commander.

3. Recommendation to the Chief of Police. The Bureau Commander will make an appointment recommendation to the Chief of Police. The recommendation will be reviewed by staff prior to the appointment.

EVALUATIONS

It is the general feeling of the committee that the performance evaluation be restructured to give greater meaning and receive more consideration in the selection for assignments and promotional appointments. In the case of an assignment selection, the evaluation would be weighted 50%. The evaluation would be weighted 25% for promotional appointments. It is expected that the evaluation form when completed will have a similar appearance and rating system as that presently utilized in the Field Training Program. The subgroup of the committee was given direction to consider incorporating a training section in the new evaluation. The training section will provide for an area to address employee training desires and their needs as viewed by the rating supervisor.

JOB ROTATION

An objective of the committee was to make recommendations which would improve the opportunity for all employees to enhance their job expertise and promotability. Job rotation, commonly referred to as "lateral movement," was viewed as an integral step in reaching that objective. Also considered, in the interest of departmental efficiency and productivity, was the requirement for assigning the best-suited candidates for various jobs. It is the desire of the committee to create a work environment without restriction which would allow for all employees off probation to prepare for and compete for any primary assignment. The committee recommends the specific tenure for primary assignments displayed in Addendum B. Inherent in any organization, however, is the need for managerial flexibility which permits the reduction or brief extension of the recommended tenure. The committee is cognizant of a current contract requirement which delineates certain primary assignments to be held by the rank of Police Agent.

Research revealed that the absence of that specific requirement would permit a greater opportunity for job rotation by the majority of officers and agents. The committee considered the contract requirement variable; however, the tenure recommendations did not vary between the present restrictive plan compared to an option with no restriction.

The committee suggests that whatever the assignment is, outside of the patrol function, there should be as much job rotation within the assignment as possible. For example, a detective initially assigned to property crimes should be rotated to other crime types during his tenure as an investigator. Intra-bureau rotation would provide the exposure which will enhance the value of the job experience.

The committee recommends a graduated approach to job rotation out of primary assignments so as not to jeopardize the effectiveness of work units. A graduated approach begins with the implementation of the committee's primary assignment tenure recommendations. Assignment transfers should be made in increments so that over a period of time there is consistent movement through the bureaus. This approach will provide for a number of primary assignments available on an annual basis. A career ladder depicting individual opportunities for lateral movement and promotion is attached as Addendum C.

NON-SWORN EMPLOYEE DEVELOPMENT

The Ad Hoc Committee was structured in such a manner as to bring together a cross section of the ranks and job classification. There is a common interest shared by sworn and non-sworn employees in training, transfer selection procedures, evaluations, and promotion. The committee stood ready to discuss organization and job description changes to enhance non-sworn lateral movement. After preliminary discussions, however, it was recognized that due to specific interests and issues the matter was better suited for further discussion at another time by an employee group representing affected job classes.

SUMMARY

The Ad Hoc Committee for Career Development convened on a regular basis over a period of four months, attempting to resolve very important and difficult issues. This report reflects recommendations based upon general consensus. After lengthy deliberations, some issues did not receive unanimous support. Regardless of dissent on some issues, this report in total reflects the approval of the committee members whose signatures appear.

MEMBERS OF THE AD HOC COMMITTEE

Agent David Atwater
Patrol Bureau

Agent David Brady
Patrol Bureau - Canine Unit

Sergeant Jeffrey Cameron
Adjutant

Sue Enoch
Parking Enforcement Supervisor

Officer Gordon Golding
Traffic Bureau

Lieutenant Ray Graham
Administrative Bureau Commander

Agent Phil Juvet
Investigations Bureau

Marion Lagatree
Animal Control Officer

Officer Tom MacIsaac
Patrol Bureau

Sergeant John Nelson
Patrol Bureau

Agent Jim Rawson
Traffic Bureau

Sandy Rossiter
Lead PSS

Sergeant Larry Sprengel
Technical Services

Sergeant Alex Varas
Patrol Bureau

Silvia Villarreal
Lead PSO - Pier

Sergeant Gary Wiley
Personnel & Training

ASSIGNMENT RECOMMENDATION

ADDENDUM A

Name_____ Rank_____ Serial No._____

This form is to be utilized in rating the employee's ability to perform in other assignments (lateral movement) as positions become available.

FACTORS: RATING

1. COMMUNICATION SKILL ☐
   - ☐ VERBAL COMMUNICATION
   - ☐ WRITTEN COMMUNICATION
   - ☐ LISTENING ABILITY
2. RESOURCEFULNESS AND INITIATIVE ☐
   - ☐ DEVELOPING SOLUTIONS TO PROBLEMS
   - ☐ SOUND DECISIONS
   - ☐ INDEPENDENT WORKER
3. TECHNICAL SKILLS ☐
   - ☐ KNOWLEDGE OF PROPER PROCEDURES
   - ☐ EFFECTIVE INTERVIEW SKILLS
   - ☐ COLLECTION/PRESERVATION OF EVIDENCE

FACTORS: RATIN

4. LEADERSHIP ABILITY ☐
   - ☐ RESPONDING TO CALLS
   - ☐ AT SCENE OF INCIDENT
   - ☐ WITH OTHER EMPLOYEES
5. ATTITUDE ☐
   - ☐ WITH OTHER EMPLOYEES
   - ☐ WITH CITIZENS
   - ☐ TOWARD SUPERVISION/ MANAGEMENT
   - ☐ TO DEPARTMENT POLICIES AND PROCEDURES

USE THE GUIDELINES ON PAGES 7-14 IN THE PERFORMANCE EVALUATION MANUAL TO COMPLETE THIS SECTION:

Use these symbols for rating the sub-factors:

- \+ above average
- ✓ average
- \- below average

Use these numbers for the rating of each factor:

1. Not acceptable
2. Improvement needed
3. Satisfactory
4. Above average
5. Outstanding

_____ _____ _____

Signature of Rater Title Date

REVIEWING SUPERVISORS:

Sgt._____ Date_____ Sgt._____ Date_____

W/C_____ Date_____ Bureau Commander_____ Date_____

My signature does not necessarily indicate agreement with this rating, but indicates i was shown to me.

_____ Date_____

(Use other side of this form for additional comments.)

ASSIGNMENT RECOMMENDATION

This section of form is designed to rate the employee's potential in other (lateral) assignments. Many times an employee may have an overall performance rating of satisfactory or above, performing his or her field duties well. The employee, however, may not possess the ability or potential to perform at other lateral assignments.

Each area of consideration is described in the following guidelines. Each area is broken down into factors or sub-groups. Each factor would be rated with one of the following:

+ for above average ability in this area

✓ for average ability in this area

\- for below average ability in this area

In addition, a numerical figure will be placed in the box to the right of the area being evaluated torecord the employee's present status or rating. The following ratings shall be utilized in each area:

1. Not acceptable: Ability is unacceptable for other assignments at this time.
2. Improvement needed: Ability is generally below requirements of other assignments at this time. With application and serious effort, might become acceptable.
3. Satisfactory: Meets requirements of the other assignments. Would be able to give average performance.
4. Above average: Ability is above that of satisfactory. Would perform very well at other assignments.
5. Outstanding: Exceptional ability. Far exceeds requirements for other assignments and would give excellent performance.

GUIDELINES FOR ASSIGNMENT RECOMMENDATION FORM

1. Communication Skills

   a. Verbal skills

      + Communicates very well verbally giving an accurate, concise reporting of area in question.

      ✓ Comunicates at an acceptable level relating major information concerning area in question although not in the most condensed manner.

      - Does not communicate well verbally. Leaves out necessary information or has difficulty relating information concerning the area in question.

   b. Written communications

      + Writes concise and accurate account of area in question. Well organized.

      ✓ Writes at acceptable level to relate facts of area in question. Sometimes writes more than necessary to explain event or could be organized somewhat better in written responses.

      - Has difficulty or does not write in an accurate or concise manner.

   c. Listening ability

      + Listens very well. Comprehends and understands what is said.

      ✓ Listens to what is said and normally follows directions given.

      - Does not listen well. Does not do what is told.

2. Initiative and resourcefulness

   a. Developing solutions to problems

      + Uses sound logic and accepts or implements new techniques in solving problems, handling calls.

      ✓ Uses standard methods to solve problems and handles calls adequately.

      - Does not always use common sense when handling calls or does not completely handle situations.

   b. Sound decision

      + Utilizes all the information available and analyzes it to reach a conclusion for the event encountered.

✓ Most of the time uses common sense in handling situations encountered. On some occasions may not utilize all information available.

- Makes snap decisions without examining all the information available or when the facts are available, does not use them to the fullest advantage.

3. Technical skills

a. Knowledge of proper procedures

+ Knows proper procedures and variety of techniques to handle situations.

✓ Has average working knowledge of proper procedures to be utilized in handling situations.

- Does not know or does not utilize the prescribed procedures in handling calls or situations as they arise.

b. Effective interview skills

+ Uses good techniques to get all needed information from victims, witnesses, or suspects.

✓ Normally gets majority of information needed from victims, witnesses, or suspects.

- Does not know or does not always use proper procedure to obtain information from victims, witnesses or suspects.

c. Collection and preservation of evidence

+ Recognizes and collects all evidence available. Uses proper procedures to mark and store evidence.

✓ Normally recognizes most evidence and collects it when appropriate. Knows the majority of the proper procedures in preserving it.

- Does not recognize or properly collect evidence when it is present. Does not know or use proper evidence preservation techniques.

4. Leadership ability

a. Responding to call

+ Knows area well. Uses best approach to call. Coordinates with other responding units.

✓ Has good general knowledge of the area. Usually uses best approach and usually coordinates with other responding units.

- Does not have a good knowledge of the area or does not use best approach routes. Does not coordinate with ther responding units when needed.

b. At scene of incident

+ Recognizes what has occurred, gathers information needed, advises other units and directs them to the needed position or properly delegates tasks to other officers.

✓ Normally gathers information needed, passes information to other units, usually directs units where they are needed.

- Does not always gather information needed by other units, does not always pass on information to other units or deploy them in the most efficient manner.

c. With fellow employees

+ Other employees look up to this person and go to employee when help or recommendations are needed. Fellow employees follow advice given.

✓ Other employees will sometimes go to this party for advice.

- Other employees do not seek out this individual for information or when they do, the information is not followed or is not accurate.

5. Attitude

a. With other employees

+ Gets along very well with other employees. Is well liked.

✓ Gets along with most employees and is pleasant.

- This person does not normally get along well with other employees or is a loner.

b. With citizens

+ Gets along well with citizens. Takes the time to assist them and shows a genuine interest.

✓ Gets along fairly well with citizens and assists them when necessary.

- Has a problem communicating with the public or does not take the time (or care) to assist them with questions or problems.

c. Toward supervision

+ Has respect for supervision and follows lawful orders and directions without complaint.

✓ Normally follows lawful orders without, or little questioning.

- Does not listen or follow lawful orders or directives or chooses to do what he/she prefers to do.

d. To the department policies and procedures

+ Follows rules and regulations of the department. Presents good image.

✓ Normally follows rules and regulations with little or no question.

- Does not always follow rules and regulations. Always stretching an issue or doing as he/she pleases.

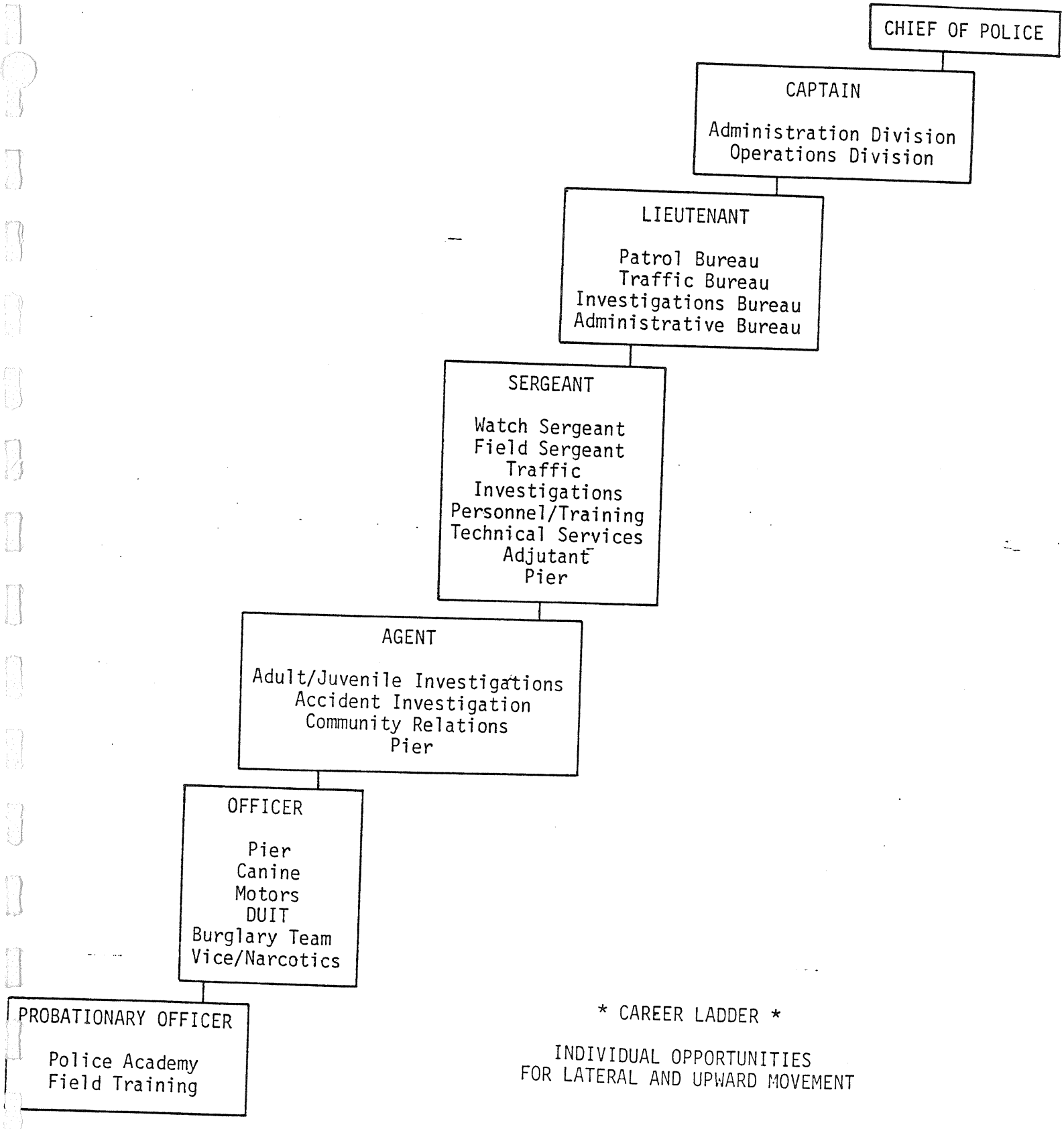
ADDENDUM B

RECOMMENDED DURATION OF PRIMARY ASSIGNMENTS FOR SWORN PERSONNEL

	OFFICER		AGENT		SERGEANT		LIEUTENANT	
PATROL BUREAU	CANINE PIER	** 2 yrs	PIER	2 yrs	WATCH SGT. FIELD SGT. PIER	*** 2 yrs	PATROL	2 yrs
TRAFFIC BUREAU	MOTORS DUIT	4 yrs 1 yr	ACCIDENT INVEST.	3 yrs	TRAFFIC	3 yrs	TRAFFIC	2 yrs
INVESTIGATION BUREAU	BURGLARY TEAM VICE/NARCOTIC	2 yrs 2 yrs	ADULT INVEST. JUVENILE INVEST.	4 yrs 4 yrs	INVEST.	3 yrs	INVEST.	2 yrs
ADMINISTRATIVE BUREAU			CRIME PREVENTION	4 yrs*	PERSONNEL/TRAINING TECHNICAL SERVICES	4 yrs 3 yrs	ADMIN.	2 yrs
CHIEF'S OFFICE					ADJUTANT	3 yrs*		

* plus annual review ** life of dog *** by contract management prerogative

ADDENDUM C



* CAREER LADDER *

INDIVIDUAL OPPORTUNITIES
FOR LATERAL AND UPWARD MOVEMENT

APPENDIX F

POSITION SPECIFICATIONS FOR SWORN PERSONNEL
SIMI VALLEY POLICE DEPARTMENT

I. POLICY

A. The policy of the Simi Valley Police Department is to develop position specifications for the following sworn peace officer classifications:

The following are sworn peace officer classifications:

1. Chief of Police
2. Police Captain
3. Police Lieutenant
4. Police Sergeant
5. Police Officer

B. The policy of the Simi Valley Police Department is to develop position specifications for Police Officer Trainee.

II. PROCEDURE

A. Chief of Police

1. Under general administrative direction of the City Manager, City ordinances and appropriate State laws, the Chief Executive of the police department will direct, plan, control, review, staff, organize, and budget the law enforcement program of the City and do related work as required.

2. Examples of Duties

Directs, plans, controls, reviews, staffs, organizes, budgets, supervises, and participates in the maintenance of the protection of life and property, law and order, the regulation of traffic, the prevention of crimes, the detection, apprehension and prosecution of law violators, the maintenance of police records, all equipment and facilities, directs the investigation of major crimes, sets policy in accordance with department philosophies, goals, objectives and City Manager direction, adheres to the Police Code of Ethics, analyzes operational costs to provide the highest effective service by the most efficient use of budgeted monies and human resources and prepares budget estimates, coordinates city law enforcement activities with those of other agencies, both law enforcement and non-law enforcement, public and private agencies, acts as the Assistant Director of Emergency Services, selects and evaluates personnel and enforces discipline while assuring all employees follow the written regulations, guidelines, administrative policies and training manuals, directs the assignment of human resources and

equipment, supervises special studies and the preparation of comprehensive reports, participates in public meetings and conferences and assures police liaison with all segments of the community to assure equal services are provided to all citizens in constitutionally dictated procedures, and from time to time survey the community needs by whatever resources are available to assure that police departm philosophies, goals, objectives and services are in line the needs of the community.

3. Distinguishir Characteristics

This class ation differs from other police department classificat s in that the Chief of Police is appointed by the City Manager with the approval of the City Council and has the responsibility for the overall administration of the activities of the police department.

4. Employment Standards

a. Experience

Ten years of extensive and increasingly responsible experience in law enforcement work including supervisory and administrative experience.

b. Education

Equivalent to graduation from college with a degree in law enforcement or a related field. Advanced degree is desirable.

c. Licenses - Certificates

(1) Management Certificate issued by the California Commission on Peace Officer Standards and Training.

(2) Possession of a valid California driver's license.

d. Knowledge

Philosophies, techniques and principles of urban law enforcement; city government structure and management; leadership and motivation of a city department.

e. Skills

Effective written communications ability; public speaking; excellent analytical ability; selecting, developing and directing staff; assessing community law enforcement needs; developing, presenting and implementing programs and operational policies and procedures and the ability to establish and maintain cooperative working relationships with other city officials, County, State and Federal authorities and the general public.

5. Training

a. Mandatory

Completion of the P.O.S.T. Executive Development Course.

b. Recommended

P.O.S.T. Executive and Management Seminars.

6. Selection Process

As determined by the Personnel Section of the Department of General Services.

B. Police Captain

1. Definition

Under the overall direction of the Chief of Police, plans, directs, assigns, coordinates, and supervises the activities of a division of the police department.

2. Examples of Duties

Under direction, has complete responsibility for the operations of a division of the police department which includes the following tasks: plans, coordinates, directs, and supervises the work of the assigned divisional employees; instructs subordinate supervisors in the maintenance of order, law enforcement, prevention of crime, protection of life and property, communications, criminal investigation, and other related activities; acts as part of the Police Department's Management Team concerning operational procedures and departmental regulations, and communicates all information necessary for the proper and efficient operation of the Police Department; prepares and administers a budget for a division,

trains subordinate personnel in modern police methods and procedures; supervises and evaluates the work of subordinate personnel; maintains discipline, reviews, counsels, and has responsibility for the command of subordinate officers in the preparation of cases for prosecution; responsible for the administrative operations of a division which may include the training of employees; responsible for the maintenance of records for the division; and performs other related tasks as necessary; acts as the Chief of Police in his absence.

3. Distinguishing Characteristics

This position differs from Lieutenant in that the Police Captain is responsible for the administration of the Operations Division and supervises Lieutenants. It differs from that of the Chief of Police in that the incumbent is not responsible for the management of the entire police department.

4. Employment Standards

a. Six years of increasingly responsible experience in law enforcement with extensive supervisory and administrative experience. Four years at the rank of Lieutenant or higher.

b. Education

Equivalent to graduation from College with a degree in law enforcement or a related field. Advanced degree is desirable.

c. Licenses - Certificates

(1) Management Certificate issued by the California Commission on Peace Officer Standards and Training.

(2) Possession of a valid California driver's license.

d. Knowledge

Current principles and practices of police management including Crime Prevention, Crime Analysis, Law Enforcement, Police Community Relations, Media Relations, Traffic Control, and Property and Police Records processing; laws, ordinances and regulations effecting law enforcement and the criminal justice system; and effective supervisory practices.

e. Skills

Effective written communications and public speaking abilities; ability to analyze complex police problems and adopting effective courses of action; plan, assign, and direct the work of subordinates and to advise, instruct and train personnel; deal with the public firmly and courteously and establish effective relationships with the public, news media, City Officials and others encountered in the course of work.

5. Training

a. Mandatory

(1) Completion of the P.O.S.T. Executive Development Course.

(2) Completion of the P.O.S.T. Personnel Course.

b. Recommended

(1) P.O.S.T. Executive and Management Seminars.

6. Selection Process

As determined by the Personnel Section of the Department of General Services.

C. Police Lieutenant

1. Definition

Under the direction of a Police Captain, to command an assigned patrol watch or an organizational unit and to perform related work as required.

2. Examples of Duties

Assigns and supervises the work of subordinate personnel in performing patrol, investigation, or other law enforcement work on an assigned watch, or in an organizational unit. Supervises enforcement of laws, and ordinances; ensures compliance of departmental rules and regulations; makes periodic inspections of officers on their tour of duty; executes training programs according to the needs of the personnel and the purpose of the police department; reviews

the work of officers upon completion and by review of their reports; gives instructions to special details; and assumes responsibility for the department or division in the absence of a superior officer; participates in the department Management Team concerning operational procedures and departmental regulations; uses discretionary authority in deciding the immediate police actions and dispositions of cases reported by officers; supervises the investigation of crimes, including obtaining and preservation of evidence; reviews complaints and warrants; attends hearings and court proceedings; prepares general and special investigative reports and correspondence; conducts staff work and exercises fiscal responsibilities; and recognizes community, departmental and individual needs and takes appropriate actions to address those needs as necessary.

3. Distinguishing Characteristics

This position differs from that of Sergeant in that Police Lieutenants are responsible for an organizational unit, and supervise Sergeant personnel. It differs from that of Police Captain in that Lieutenants are not responsible for the activities of a major division.

4. Employment Standards

a. Experience

Two years experience at the rank of Sergeant.

b. Education

(1) Completion of a minimum of sixty college level semester units. Bachelors Degree in law enforcement or a related subject is desirable.

c. Licenses/Certificates

(1) Supervisory Certificate issued by the California Commission on Peace Officer Standards and Training.

(2) Possession of a valid California drivers license.

d. Knowledge

Criminal law, investigation and crime prevention methods; the rules of evidence and the law governing the custody of persons; of accepted practices and procedures of good police administration; City ordinances, policies, rules and regulations; knowledge of community and social problems.

e. Skills

Ability to analyze law enforcement problems and adopt an effective course of action; prepare accurate and comprehensive reports, records and budget preparation; plan, coordinate and supervise the activities of an organizational unit; follow departmental policy, regulations, instructions and established law enforcement procedures; earn and maintain the confidence of and effective relations with other members of the law enforcement community and with the public.

5. Training

a. Mandatory

(1) Completion of the P.O.S.T. Management Course.

(2) Completion of the P.O.S.T. Personnel Course.

b. Recommended

(1) Completion of a P.O.S.T. course related to the management of the current assignment.

(2) Other P.O.S.T. management and supervisory courses.

6. Selection Process

As determined by the Personnel Section of the Department of General Services.

D. Police Sergeant

1. Definition

A Police Sergeant, under the direction of a command officer, supervises a detail of Police Officers engaged in patrol, traffic, investigation, or support services activity; plans work schedules; counsels and trains new personnel; prepares personnel ratings; coordinates field activity; inspects and evaluates the work of subordinates and may be assigned other work as required.

2. Examples of Duties

Participates with the Watch Commander/Supervisor in the roll call briefing, assignments and inspection of the watch; acts

as a Watch Supervisor in the absence of the Watch Commander; supervises and inspects the performance of assigned patrol officers; assigns special traffic details and assists in the organization and supervision of selective units; plans, organizes, assigns, and supervises the work of personnel engaged in criminal identification, court liaison, communication, dispatching and the installation, maintenance and preparation of a variety of important records and reports; reviews and studies the changes in laws, ordinances, and court decisions for the purpose of obtaining the latest legal acts and controls, that relate to law enforcement and investigation.

Supervises and participates in the preliminary and complete investigation of crimes and complaints; takes immediate field command of tactical or unusual situations; prepares a comprehensive report and appears in court; reviews investigation and other important reports for completeness and accuracy; serves as a police department instructor in the orientation and training of new recruits; cooperates with law enforcement officers from adjacent City, County, State, and Federal jurisdictions; performs related work as assigned; and recognizes community, departmental, and individual needs and takes the appropriate actions necessary to address those needs.

3. Distinguishing Characteristics

The Sergeant position differs from that of Police Officer in that Police Sergeants are first level supervisors and provide training and direction to subordinate personnel. This position differs from Lieutenant in that the Lieutenant is primarily responsible for an organizational unit within the department and supervises Sergeants.

4. Employment Standards

a. Education and Experience

(1) Two years of experience as a sworn peace officer (as defined in Chapter 4.5 of the California Penal Code) and completion of a minimum of sixty college level semester units; or

(2) Four years of experience as a sworn peace officer (as defined in Chapter 4.5 of the California Penal Code) and completion of a minimum of thirty college level semester units; or

(3) Six years of experience as a sworn peace officer (as defined in Chapter 4.5 of the California Penal Code) and completion of a minimum of fifteen college level semester units.

b. Licenses and Certificates

(1) Basic certificate issued by the California Commission on Peace Officer Standards and Training.

(2) Possession of a valid California drivers license.

c. Knowledge

Modern police methods and procedures, including patrol, crime prevention, traffic control, scientific investigation and identification techniques; control of juvenile delinquency, criminal law with particular reference to rights of citizen apprehension, arrest and custody of persons committing misdemeanors and felonies, including rules of evidence pertaining to search, seizure, preservation and presentation of evidence in criminal cases; principles and practices of contemporary police supervision; and the geography of the city and of the organization, operation, rules and regulations of the police department.

d. Skills

Ability to schedule, organize, and supervise the work of and train subordinates; analyze situations effectively and interpret and apply laws and departmental rules and regulations; write clear, concise, and comprehensive reports; establish and maintain cooperative working relationships with departmental employees and the general public, demonstrate keen powers of observation and memory; and understand and follow directions.

5. Training

a. Mandatory

(1) Completion of the P.O.S.T. Supervisory Course.

(2) Comply with statutory provisions for first aid and CPR training.

b. Recommended

(1) Completion of P.O.S.T. Supervisory and Management Seminars.

(2) Completion of P.O.S.T. Job Specific - Technical/ Special courses related to their assignment.

6. Selection Process

a. Written Examination
b. Oral Examination
c. Earned Credits
d. Promotability Rating

E. Police Officer

1. Definition

A Police Officer is a sworn officer who under supervision, is charged with the responsibilities to perform law enforcement duties; to protect life and property in accordance with all applicable laws and ordinances; to carry out special assignments as necessary and to do related work as required.

2. Examples of Duties

Assigned to motorized or foot patrol; answers calls for assistance from the public; makes arrests and issues citations for violations of laws and/or ordinances; investigates misdemeanors and felonies; secures and preserves crime scenes and evidence; enforces traffic laws; mediates civil disputes and makes appropriate referrals; conducts interviews with victims, witnesses, and suspects; prepares cases for prosecution; testifies in court; escorts and transports prisoners; prepares and completes comprehensive reports; renders first aid to the injured and participates in programs of community relations and public information. A Police Officer may also be assigned to the following: Field Training Officer, Patrol Officer, Driving Under the Influence Team (D.U.I.T.), Motors, Canine, Directed Patrol Team, Detectives, Special Weapons Team, School Resource Officer, Planning and Research, Training and Backgrounds.

3. Distinguishing Characteristics

This position differs from that of Sergeant in that police officers perform line level functions and are not normally assigned supervisory responsibilities characteristic of the Sergeant level.

4. Employment Standards

a. Experience

(1) Entry Level

(a) Successful completion of the Ventura County Police and Sheriffs Academy as a Police Aide II; or

(b) Successful completion of a California P.O.S.T. Basic Course which is acceptable to the Simi Valley police department.

(2) Lateral Entry

Successful completion of an approved Basic Police Academy within the State of California; be employed by a law enforcement agency within the past two years, and be in possession of a P.O.S.T. Basic Certificate. If employed by a police agency outside of California, an applicant must have passed a California P.O.S.T. equivalency examination.

b. Education

High school graduate or equivalent

c. Physical Standards

Good health and emotional stability; good physical agility; weight proportional to height as determined by the examining physician.

d. Age

Minimum of 21 years of age

e. License

(1) Possession of a valid California driver's license.

(2) Obtain a Basic Certificate issued by the California Commission on Peace Officers Standards and Training within 18 months of employment.

f. Skills

Knowledge of law enforcement principles and practices; ability to read and understand departmental policies, instructions, laws, and regulations; ability to analyze situations and to adopt a quick, effective and reasonable course of action; ability to prepare clear and accurate reports; physical agility; keen observation and ability to remember names, faces, and details of incidents; ability to understand and follow oral and written directions; ability to learn the use and care of automobiles and firearms; ability to speak and write effectively.

5. Training

a. Mandatory

(1) Successful completion of P.O.S.T. Basic Course.

(2) Comply with P.O.S.T. Advanced Officer Training Requirements.

(3) Comply with statutory provisions for first aid and CPR training.

b. Recommended

(1) Completion of P.O.S.T. job specific - special/ technical courses related to the Police Officer's assignment.

6. Selection Process

a. Entry Level

Entry level candidates who were not previously a Police Officer Trainee will be required to take a written examination in addition to those selection requirements listed for lateral entry.

b. Lateral Entry

(1) Oral Examination
(2) Physical Agility
(4) Background investigation including medical, psychological, and polygraph examinations and writing skills exercises.

F. Police Officer Trainee

1. Definition

This is a non-sworn trainee position while attending a P.O.S.T. Basic Course designated to provide an overview of the Criminal Justice System which includes training in various laws, police procedures, law enforcement techniques, first aid, and physical fitness. Upon successful completion of the academy, the Police Officer Trainee will be promoted to Police Officer.

2. Examples of Duties

Will attend academy classes, study laws of arrest and police procedures; receives training in chemical agents, first aid, weapons, and physical fitness; performs other training requirements and assigned duties as required.

3. Distinguishing Characteristics

This position differs from Police Officer in that Police Officer Trainee has no peace officer powers and is not assigned law enforcement duties.

4. Employment Standards

a. Education

Graduation from high school or equivalent.

b. Physical Standards

Good health and emotional stability; good physical agility; weight proportional to height as determined by the examining physician.

c. Age

Minimum of 21 years of age

d. Licenses

Possession of a valid California driver's license.

e. Knowledge

Effective public relations principles and report writing techniques.

f. Skills

Ability to communicate effectively both orally and in writing; deal effectively and courteously with the public; develop and maintain positive working relationships with other employees; and undergo strenuous physical training.

6. Selection Process

a. Written Examination
b. Physical Agility
c. Oral Examination
d. Background investigation including medical, psychological and polygraph examinations, and writing skills exercises.

APPENDIX G

TRAINING POLICY/PROGRAM
SIMI VALLEY POLICE DEPARTMENT

I. POLICY

A. The policy of the Simi Valley Police Department is to administer a training program which will provide for the professional development of its personnel. By doing so, the Police Department will ensure that its personnel possess the skills necessary to provide a professional level of service which meets the needs of the community.

B. The objectives of the Simi Valley Police Department's Training Program is to:

1. Enhance law enforcement service to the community,

2. Increase the technical expertise and overall effectiveness of individual personnel, and

3. Provide for the career development of department personnel.

C. The Simi Valley Police Department seeks to provide and encourage its personnel to participate in training and advanced education on a continual basis. Training is provided to all personnel as much as possible within the confines and dictates of the needs of the agency, budgetary constraints, manpower requirements, legal mandates, and the availability of timely, quality instruction.

1. Whenever possible, the Department will utilize courses certified by the California Commission on Peace Officer Standards and Training (P.O.S.T.). However, when necessary to meet the needs of the agency, the department may utilize training seminars, courses and conferences which are not certified by P.O.S.T.

D. The Simi Valley Police Department's Training Program will address the following types of training:

1. Statutory Training,
2. Mandated training per the regulations of the California Commission on Peace Officer Standards and Training (P.O.S.T.),
3. The Field Training Program,
4. Critical Skills Training,
5. Job Specific and Special/Technical Training,
6. Remedial Training,
7. In-Service Training, and
8. Training related to career development.

E. With the exception of the Field Training Program, the Simi Valley Police Department's Training Program will be administered by the Administrative Services Unit.

1. The Administrative Services Unit Lieutenant will be the Police Department's Training Manager and as such, will be the Police Department's representative to Regional Training Manager Committees and to P.O.S.T.

2. The Administrative Services Unit will develop and maintain the Unit Orders necessary to conduct the Department's Training Program.

3. The Field Training Program will be administered within the Patrol function of the Operations Division.

a. The Administrative Support Unit will provide logistical support to the Field Training Program.

b. The Administrative Support Unit will maintain the Field Training Program files documenting the trainee's completion or termination from the program.

F. The Administrative Services Unit will conduct an annual training needs assessment of the Police Department. The needs assessment will be reviewed by the Police Department's Administrative Team. Upon the approval of the Administrative Team, the needs assessment will form the basis for the Training Plan for that year.

II. PROCEDURE

A. Statutory Training

1. Basic Course

a. All full-time sworn personnel will have completed a P.O.S.T. Certified Basic Course or its equivalent (Section 832.3 P.C.).

1) Personnel who have completed equivalent training as determined by P.O.S.T. or who have had a break in service for three years or more must successfully pass the P.O.S.T. Basic Course Waiver Examination (P.O.S.T. Regulation 1008).

b. All sworn personnel must obtain a P.O.S.T. Basic Certificate within 18 months of employment (Section 832.4 P.C.).

2. First Aid - CPR Training

   a. All sworn personnel at the rank of Police Officer and Sergeant shall receive First Aid and CPR training as prescribed by the California Emergency Medical Services Authority (Section 13518 P.C.)

      1) Paraprofessional and dispatch personnel shall also receive First Aid/CPR Training.

      2) Sworn Management personnel, while not required to receive First Aid/CPR Training, are encouraged to do so.

3. Domestic Violence

   a. All sworn personnel shall complete a P.O.S.T. Certified Course in Domestic Violence (Section 13519 P.C.).

4. Sexual Assault

   a. Sworn personnel who have primary responsibility for the investigation of sexual assault shall complete a P.O.S.T. Certified Training Program in Sexual Assault Investigations within six months of assignment (Section 13516 P.C.)

5. Reserve Officer Basic Training

   a. Sworn Reserve Officer personnel shall complete a P.O.S.T. Certified Reserve Basic Training Program (Section 832.6 P.C.).

   b. The policy of the Simi Valley Police Department is to train all sworn Reserve Officer personnel at Level I as defined by Section 832.6 P.C.

6. Telecommunications

   a. Pursuant to Federal Law, the following personnel will receive the designated training in the legal issues and use of telecommunications system such as N.C.I.C., C.L.E.T.S., etc.

      1. Records and Dispatch Personnel - 6 hours
      2. Field Officers - 4 hours
      3. Administrative Personnel - 2 hours

   b. Required personnel will complete an annual recertification in telecommunications.

   c. All training in telecommunication will conform to the requirements set forth by the California Department of Justice.

B. Mandated Training (P.O.S.T. Regulation #1005)

1. Continuing Education Requirements

a. All sworn personnel at the rank of Police Officer and Sergeant must complete a minimum of 24 hours of P.O.S.T. certified training once every two years.

b. The policy of the Simi Valley Police Department is to conduct an Annual Training Program that meets P.O.S.T. Continuing Education Requirements and is attended by all sworn personnel at the rank of Police Officer and Sergeant.

a) Other department personnel may attend the Annual Training Program as deemed appropriate by their Unit Managers and with the approval of their Division Captain.

2. Supervisory Course

a. All personnel promoted to the rank of Sergeant shall complete the P.O.S.T. Supervisory Course within one year of appointment.

3. Management Course

a. All personnel promoted to the rank of Lieutenant shall complete the P.O.S.T. Management Course within one year of appointment.

b. The P.O.S.T. Supervisory Course must be completed prior to attending the P.O.S.T. Management Course.

C. Field Training Program

1. Every entry level or lateral level full-time Police Officer must satisfactorily complete the Field Training Program as prescribed in the Simi Valley Police Department Field Training Program Manual.

2. Every new reserve Police Officer must satisfactorily complete a minimum of 200 hours in the Field Training Program as prescribed in the Simi Valley Police Department Field Training Program Manual.

D. Critical Skills Training

1. Firearms Training

a. The Police Departm[illegible] will develop and maintain a Firearms Proficiency Program [illegible]eral Order 0402).

b. All sworn personnel shall participate in the Department's Firearm's Training Program.

2. Other Critical Skills Training

a. The Police Department will provide for training in critical skills areas such as drivers training, defense tactics, officer survival and critical incident management as the needs of the Department and the proficiency of individual personnel dictate.

b. Special Weapons Team and Hostage Negotiations Team.

1) Members of the Special Weapons Team and the Hostage Negotiations Team will participate in regularly scheduled training events in order to maintain optimum proficiency.

2) Such training events will be developed under the direction of the respective Team Commanders.

E. Job Specific/Technical Training

1. The policy of the Police Department is to provide the necessary training in order for personnel to perform their assigned tasks in an effective and efficient manner, thereby meeting the needs of both the Department and the community.

2. Requests for job specific and/or special/technical training courses should be processed pursuant to General Order #1601 - Training Request Procedure.

3. The following job specific and special/technical courses have been identified as necessary for personnel assigned to the corresponding positions or assignments. While these courses have been identified as job specific, attendance will be based upon the needs of the agency and manpower availability.

a. Chief of Police

1) Executive Development Course

2) Executive Development Seminars

3) C.S.T.I. Civil Emergency Management

4) F.B.I. Executive Development Seminar

5) Annual Conferences of the California Association of Chiefs of Police and the California Peace Officers Association

b. Police Captain

1) Executive Development Course
2) Personnel Management Course
3) Strategic Planning Course
4) C.S.T.I. Civil Emergency Management
5) Incident Command System
6) Police Budget Workshop
7) Courses relating to the management of specific program areas as needed.
   a. Patrol Operations Management
   b. Criminal Investigations Management
   c. Administrative Services Manual
   d. Traffic Program Management
8) Management Update Seminars

c. Police Lieutenant

1) All Lieutenants
   a) Personnel Management Course
   b) Strategic Planning Course
   c) Police Budget Workshop
   d) Internal Affairs Course
   e) C.S.T.I. Civil Emergency Management
   f) Incident Command System
   g) Media Relations
   h) Effective Management Communications
   i) Management Update Seminars

2) Patrol Lieutenants
   a) Patrol Operation Management
   b) Command Hostage Negotiations
   c) Unusual Incidents/Tactics

3) Patrol Support Lieutenants
   a) Traffic Program Management Institute
   b) Unusual Incidents/Tactics Seminar

c) The Emergency First Responder's Course

d) Traffic Accident Investigation Course (40600 CVC)

4) Detective Lieutenant

a) Criminal Investigation Management

b) Commander, Vice, Narcotics and Intelligence

c) Officer Involved Shootings

5) Administrative Services Lieutenant

a) Administrative Services Management

b) Training Management (I&II)

c) Officer Involved Shootings

d) Workmans' Compensation Course

e) Organizational Analysis Workshop

6) Field Training Program Lieutenant (Collateral Assignment)

a) Field Training Officer Course

7) Special Weapons Team Lieutenant (Collateral Assignment)

a) Special Weapons Team Training Course

b) Advanced Special Weapons Team Training Course

c) Special Weapons Update Courses

d) Hostage Negotiations Commanders Course

e) Protection of Public Officials

f) Special Weapons Munitions Course

g) Urban Terrorism Course

h) Urban Terrorism Update Seminars

8) Hostage Negotiations Team Lieutenant (Collateral Assignment)

a) Hostage Negotiations Team Commanders Course

b) Basic Special Weapons Course

c) Urban Terrorism Course

d) Hostage Negotiations Update Seminars

e) Urban Terrorism Update Seminars

d) Police Sergeant

1) All Sergeants

a) Personnel Management Course
b) C.S.T.I. Civil Emergency Management Course
c) Assertive Supervision Course
d) Internal Affairs Course
e) Media Relations
f) Supervision Update Seminars

2) Patrol Sergeants

a) Patrol Operations Management
b) Ununsual Incidents/Tactics
c) Report Writing for Instructors

3) Patrol Support Sergeants

a) Traffic Program Management
b) Traffic Accident Investigation (40600 CVC)
c) Commercial Vehicle Enforcement
d) Unusual Incidents/Tactics
e) Emergency First Responder's Course
f) Protection of Public Offenders
g) Special/Technical Courses Relating to the Traffic and Directed Patrol functions

4) Detective Sergeants

a) Criminal Investigation Management
b) Criminal Investigation (Basic and Advanced)
c) Officer Involved Shootings
d) Link Analysis
e) Special/Technical Courses relating to specific investigative assignments/programs

5) Special Investigations Sergeant

a) Criminal Investigation Management

b) Commander, Vice, Narcotics, Intelligence

c) Link Analysis

d) Informant Development and Maintenance

e) Basic Narcotic Officer Training

f) Elements of Criminal Intelligence

g) Urban Terrorism

h) Protection of Public Officials

i) Asset Forfeiture and Seizure

j) Special/Technical courses relating to specific investigative assignments/programs

6) Administrative Services Sergeants

a) Administrative Services Management

b) Officer Involved Shootings

c) Background Investigations Course

d) Police Planning Skills Workshop

e) Training Management Course (I&II)

f) Training Managers Update

g) Strategic Planning Course

h) Organizational Analysis

i) Special/Technical Courses relating to specific assignments/programs

7) Staff Services Sergeant

a) Administrative Services Management

b) Jail Operations Management

c) Basic Crime Prevention

d) Juvenile Officers Course

e) Fleet Management Course

f) Special/Technical Courses relating to specific assignments/programs

8) Field Training Program Sergeant (Collateral Assignment)

a) Field Training Officer Course

9) Special Weapons Team (Collateral Assignment)

a) Special Weapons Team Training Course
b) Advanced Special Weapons Team Training Course
c) Special Weapons Update Seminars
d) Hostage Negotiations Course
e) Protection of Public Officials Course
f) Urban Terrorism Course
g) Special Weapons Munitions Courses
h) Laser Firearms Training
i) Special Weapons Update Training

e. Police Officer

1) General

a) Officer Safety/Field Tactics
b) Report Writing
c) Narcotic Enforcement for Patrol Officers
d) Intoxilizer Certification
e) S.V.P.D. Radar Certification
f) Traffic Accident Investigation
g) Field Evidence Course
h) Defensive Driving
i) Defensive Tactics/Firearms
j) Laser Firearms Training related to assignment
k) Hazardous Materials, Level I
l) Special/Technical Courses related to the Officer's Assignment.

2) Field Training Officer (Collateral Assignment)

a) Field Training Officer Course
b) Field Training Officer Update
c) Assertive Supervision
d) Report Writing for Instructors
e) Crinimal Investigation (Basic)
f) Juvenile Law Enforcement Officers Course

g) Special/Technical Courses related to the Field Training Officer function

3) Traffic Officer/DUI Officer

a) Traffic Accident Investigation (40600 CVC)

b) Skidmark Analysis

c) Commercial Vehicle Enforcement

d) Hazardous Materials, Levels I & II.

e) Accident Reconstruction

f) Drug-Alcohol Recognition Training

g) Interview and Interrogation

h) Special/Technical Courses related to the Traffic enforcement/investigation function

i) Accident Reconstruction Course

4) Motorcycle Officer

a) Those courses listed for Traffic Officers

b) Motorcycle Training

5) K-9 Officer

a) K-9 Training

b) Advanced K-9 Training

c) Periodic K-9 Proficiency Training

d) Special-Technical Courses related to the K-9 and Directed Patrol functions

6) Directed Patrol

a) Emergency First Responder's Course

b) Basic Criminal Investigation

c) Special-Technical Courses related to the Directed Patrol Function

7) Detective, Crimes Against Property

a) Criminal Investigation (Basic and Advanced)

b) Interview and Interrogation Techniques

c) Link Analysis

d) Visual Investigative Analysis

e) Crime Scene Investigation

f) Special/Technical Courses as appropriate for the employee's specific assignment

1) Arson/Explosive Investigation

2) Bomb Scene Investigation

3) Burglary Investigation

4) Theft/Fraud Investigation

5) Questioned Document

6) Investigation of Computer Crimes

7) Vehicle Theft Investigation

8) Juvenile Law Enforcement Officers Course

g) Special/Technical Courses for Cross-Training Purposes Within the Detective Unit

1) Child Abuse Investigation

2) Sexual Assault Investigation

3) Robbery Investigation

4) Homicide Investigation

5) Officer Involved Shooting Investigations

h) Participation in Professional Associations related to the employee's specific assignment

8) Detective, Crimes Against Persons

a) Criminal Investigation (Basic and Advanced)

b) Interview and Interrogation Techniques

c) Link Analysis

d) Visual Investigative Analysis

e) Crime Scene Investigation

f) Sexual Assault Investigation

g) Child Abuse Investigation

h) Sexual Exploitation of Children

i) Homicide Investigation

j) Officer Involved Shooting Investigations

k) Robbery Investigation

l) Gang Investigation

m) Arson/Explosive Investigation

n) Juvenile Law Enforcement Officers Course

o) Participation in Professional Associations related to the employee's specific assignment

p) Special/Technical Courses related to the investigation of crimes against persons

9) Detective, White-Collar Crime/Forgery

a) Criminal Investigation (Basic and Advanced)

b) Interview and Interrogation Techniques

c) Link Analysis

d) Visual Investigative Analysis

e) Crime Scene Investigation

f) Economic Crime Investigation

g) Fraud Investigation

h) Questioned Documents Investigation

i) Investigation of Computer Crimes

j) Carnival and Gaming Crimes

k) Crimes Against the Elderly

l) Special/Technical Courses for cross-training withing the Detective Unit.

1) Child Abuse Investigations

2) Sexual Assault Investigations

3) Homicide Investigations

4) Officer Involved Shooting Investigations

m) Participation in Professional Associations related to the employee's assignments

n) Special/Technical Courses related to the investigation of white-collar/forgery investigations

10) Special Investigations, Vice and Narcotics

a) Narcotic Investigation

b) Advanced Narcotic Investigation

c) 11550 H&S Investigation

d) Vice Investigation

e) Informant Development and Maintenance

f) Specialized Surveillance Equipment

g) Link Analysis

h) Asset Forfeiture and Seizure

i) Narcotic Conspiracy Investigations

j) Basic Elements of Criminal Intelligence

k) Introduction to Crime Analysis

l) Interviews and Interrogation Techniques

m) Participation in Professional Associations relating to narcotics and vice investigations

n) Special/Technical Courses related to the investigation of vice and narcotics cases

11) Special Investigations, Criminal Intelligence

a) Basic Elements of Criminal Intelligence

b) Analytical Investigation Methods

c) Introduction to Crime Analysis

d) Informants Development and Maintenance

e) Specialized Surveillance Equipment

f) Link Analysis

g) Interview and Interrogation Techniques

h) Street Gang Investigation

i) Prison Gang Investigation

j) Motorcycle Gang Investigation

k) Narcotic Investigation

l) Narcotic Conspiracy Investigation

m) Vice Investigation

n) Economic Crime Investigation

o) Participation in Professional Associations related to the Criminal Intelligence function

p) Special/Technical Courses related to the Criminal Intelligence function

12) Court Liaison Officer

   a) Law Enforcement Legal Education Program
   b) Law Enforcement Legal Update Seminar
   c) Law Enforcement Legal Education Update
   d) Special/Technical Courses related to the Court Liaison function

13) Evidence/Property Officer

   a) Property Management Course
   b) Crime Scene Investigation
   c) Field Evidence Technical Course
   d) Advanced Field Evidence Technical Course
   e) Fingerprint Classification (Basic and Advanced)
   f) Participation in Professional Associations related to the Evidence/Property function
   g) Special/Technical Courses related to the Evidence/Property function

14) Training Officer

   a) Training Management Course (I&II)
   b) Training Manager Update
   c) Field Training Officer Course
   d) Training Skills-Law Enforcement Trainers
   e) Law Enforcement Legal Update Seminar
   f) Special/Technical Courses for cross-training within the Administrative Services Unit
      1) Police Planning Skills Workshop
      2) Background Investigations Course
   g) Participation in Professional Associations related to the Training Officer function
   h) Special/Technical Courses related to the Training Officer function

15) Planning and Research Officer

   a) Police Planning Skills Workshop
   b) Strategic Planning Workshop

c) Systems Analysis Workshop

d) Organizational Analysis

e) Special/Technical Courses for cross-training within the Administrative Services Unit

1) Training Managers Course (I)

2) Background Investigations Course

f) Participation in Professional Associations related to the Planning and Research function

g) Special Technical Courses related to the Planning and Research function

16) Background/Recruitment Investigator

a) Background Investigations Course

b) Police Personnel Management Course

c) Personnel-Civil Liabilities Issues Workshop

d) P.O.S.T. Background Investigation Update Seminars

e) Special/Technical Courses for cross-training within the Administrative Services Unit

1) Training Management Course (I)

2) Police Planning Skills Workshop

f) Participation in Professional Associations related to the Background/Recruitment function

g) Special/Technical Courses related to the Background/Recruitment function

17) School Resource Officer

a) Juvenile Justice Update

b) Juvenile Law Enforcement

c) D.A.R.E. Instructor's Training

d) Participation in Professional Associations related to the Juvenile Justice/S.R.O. functions

e) Special/Technical Courses related to the Juvenile Justice/School Resource function

18) Special Weapons Team (Collateral Assignment)

a) Special Weapons Training

b) Advanced Special Weapons Training

c) Rifle Marksmanship and Sniper Course

d) Special Weapons Munitions

e) Protection of Public Officials

f) Laser Firearms Training

g) Special Weapons Update Training

h) Special/Technical Courses related to the Special Weapons Team function

19) Hostage Negotiations Team (Collateral Assignment)

a) Basic Hostage Negotiations Course

b) Hostage Negotiations Update Course

c) Workshop on the Mentally Ill

d) Special/Technical Courses related to the Hostage Negotiations Team function

20) Rangemaster (Collateral Assignment)

a) Firearms Instructor

b) Firearms Instructor Update

c) Survival Shooting

21) First Aid/CPR Instructor (Collateral Assignment)

a) First Aid/CPR Instructor's Course (Red Cross)

b) First Aid/CPR Instructor's Refresher (Red Cross)

f. Administrative Officer

1) Supervision/Management for Non-sworn Personnel

2) Police Personnel Management Course

3) Workmans' Compensation Course

4) Police Budget Workshop

5) Strategic Planning Course

6) Data Processing - Law Enforcement Managers

7) Organizational Analysis

8) Supervisory and Management Seminars

g. Emergency Services Coordinator

1) Introduction to Emergency Management
2) Legal Aspects and Liabilities in Emergency Management
3) HAZMAT Levels I, II and III
4) Emergency Management, Floods and Earthquakes
5) Computer Applications for Emergency Management
6) Federal Disaster Claims Applications Workshop
7) Fundamental Courses for Radiological Monitors
8) Exercise Design Course
9) The Disabled in Disasters
10) Participation in Professional Associations related to Emergency Services
11) Special/Technical Courses related to Emergency Services

h. Crime Analyst

1) Crime Analysis Course
2) Intelligence Analyst Course
3) Data Processing for Law Enforcement Managers
4) Supervision/Management for Non-sworn personnel.
5) Sworn personnel
6) Special/Technical Courses relating to Crime Analysis and Computer Applications

i. Records Supervisor

1) Records Management Course
2) Supervision/Management for Non-sworn personnel
3) Police Personnel Management Course
4) Participation in the California Law Enforcement Association of Records Supervisors
5) Special/Technical Courses relating to the Records Processing Function

j. Crime Prevention Specialist

1) Basic Crime Prevention Course
2) Crime Prevention Through Environmental Design Course
3) Participation in the California Crime Prevention Officers Association

4) Special/Technical Courses relating to the Crime Prevention function.

k. Dispatcher

1) Complaint/Dispatcher Course
2) Advanced Complaint/Dispatcher Course
3) Complaint/Dispatcher Update
4) Special/Technical Courses relating to the Dispatch function

l. Police Aide

1) Community Service Officer Course
2) Special/Technical Courses relating to the Police Aide function

m. Maintenance

1) Fleet Management Course
2) Special/Technical Courses relating to the Maintenance function

n. Secretaries

1) Administrative Training for Secretaries
2) Special/Technical Courses relating to the Secretary function

o. Record Clerk/Senior Record Clerk

1) Record Clerk Training Course
2) CLETS Training
3) Special/Technical Courses relating to the Record function

p. Word Processing Operator

1) Special/Technical Courses relating to Word Processing and Computer Applications
2) Training for anticipated future assignments
3) Meetings and Conferences of appropriate professional associations

F. Remedial Training

1. The Police Department will administer a program by which substandard performance can be identified and the appropriate corrective training can be applied. (See General Order #1602 - Supervisors Request for Refresher Training).

G. In-Service Training Program

1. The Police Department will administer a comprehensive In-Service Training Program. This program will encompass the following:

   a. Training Bulletins

   b. Legal updates including District Attorney and Department of Justice Legal Reviews

   c. Video tapes and films

   d. Structured Role Call Training Topics

   e. Short Term Seminars on Selected Topics

2. The Police Department's Annual Training Program as delineated in Section II.B.1 of this General Order is an integral part of the In-Service Training Program.

H. Career Development

1. As part of the Police Department's Training Program, the Department will utilize training for career development in order to accomplish:

   a. Training for anticipated future assignments,

   b. Training for projected promotions, and/or

   c. Training for professional growth and development of individual personnel.

2. Training Programs utilized for career development purposes should be developed through the performance evaluation process and be identified in an employee's Performance Evaluation Report (General Order #1008).

   a. Requests for specific training courses for career development purposes should be processed per General Order #1601 - Training Request Procedure.

3. The Department may utilize the following training programs for career development

   a. Management Level Personnel

      1) P.O.S.T. Command College

      2) P.O.S.T. Supervision and Management Seminars

3) Selected seminars given by other training and educational institutions.

4) Meetings and Conferences of appropriate professional associations

b. Supervisory Level Personnel

1) P.O.S.T. Supervision and Management Seminars

2) P.O.S.T. Job Specific and Special/Technical Courses

3) Selected Seminars given by other training and educational institutions

4) Meetings and conferences of appropriate professional associations

c. Line Level Personnel

1) P.O.S.T. Job Specific and Special/Technical Courses

2) P.O.S.T. Supervision Seminars

3) Selected seminars given by other training and educational institutions

4) Meetings and Conferences of appropriate professional associations

III. CROSS REFERENCES

General Order #0402 - Range Qualifications and Procedures
General Order #1008 - Performance Evaluation Reports
General Order #1017 - Position Specifications for Sworn Personnel
General Order #1601 - Training Request Procedure
General Order #1602 - Supervisor's Request for Refresher Training
General Order #1603 - P.O.S.T. Professional Certificates
Field Training Program Manual
Administrative Support Unit Orders

APPENDIX H

CAREER PATH PROGRAM
SAN DIEGO COUNTY SHERIFF'S DEPARTMENT

SAN DIEGO COUNTY SHERIFF'S DEPARTMENT

MANUAL OF POLICIES AND PROCEDURES

DATE	DISSEMINATION	CATEGORY	NUMBER
1-1-86	All Personnel	3 Personnel	3.19

SUBJECT: CAREER PATH PROGRAM

RELATED SECTIONS: Patrol Manual, 3.27

IN COMPLIANCE WITH: L.E.A.S. 22.2.11, 23.1.1, 23.1.3, 23.1.4. 23.3.1, 23.3.10, 23.3.11, 42.1.17

3.19.1 PURPOSE

It is the intent of this policy to ensure that personnel assignments at the Deputy and sergeant levels are made on an impartial basis. All eligible and qualified personnel who request transfers shall be considered for assignment in accordance with clearly established and recognized selection criteria. The primary purpose of this program is to afford a Deputy Sheriff and Sheriff's Sergeant the opportunity to achieve his/her individual career objectives. To assure the attainment of this goal and ensure that the process set forth in this section is adhered to, the Department has established the position of "Career Planning Sergeant".

3.19.2 POLICY

It is the policy of the Sheriff that deputies entering the department, whether entry level or lateral, will be assigned to the Detention Facility Operations Bureau. It is also the policy of the Sheriff that deputies and sergeants will follow a career path program for assignment to specialized areas of the Sheriff's Department.

The Sheriff retains the authority to remove or assign Deputies and Sergeants at his discretion. A "Grandfather Clause" will be applied to Deputies hired prior to January 1, 1980, pertaining to Detention Facility Operations Bureau. Deputies assigned to Detention Facility Support Bureau prior to June 19, 1985, will receive credit for Detention Facility Operations Bureau. These prerequisites are waived for those tenured Deputies seeking transfers to specialized positions.

3.19.3 PROCEDURE - DEPUTY SHERIFFS'

A. General Assignment Positions (Stages I, II, III)

1. The attached diagram graphically depicts the lateral movement of Deputies through the Department. As shown, all newly hired Deputies, upon graduation from the Academy (Stage I) will be assigned to the Detention Facility Operations Bureau (Stage II). Lateral entry personnel will normally enter at Stage II; however, they may be assigned to Stage III, depending on individual skills and departmental needs. There may also be a need to assign individual Academy graduates directly to general patrol. This would not be routine and would only occur when departmental needs demanded such assignments. Deputies should bear in mind that both Stage II and Stage III assignments are required before advancing to the more specialized positions. IT IS DESIRABLE FOR PERSONNEL ASSIGNED TO STAGE II TO BE ASSIGNED TO MORE THAN ONE DETENTION FACILITY DURING THEIR DETENTION ASSIGNMENT. Assignments to the first three stages are made by the Personnel Lieutenant. The Personnel Lieutenant will consider factors such as seniority, location of assignment, staffing level and operational priorities in making these general assignments.

2. The Career Planning Sergeant assigned to administer the career path process shall maintain a combined Detention Facility Operation and Detention Facility Support "Time in Assignment Roster", which may be used as a guide in making assignments to Stage III. Pre-Academy time will not count as time in assignment in the Detention Facility Operations Bureau, but can be considered when making reassignments. With respect to career path requirements: Employees on extended sick leave, injury leave, restricted duty, or light duty status, within A command shall not be credited with work experience in that command unless the duties performed would otherwise require the assignment of a full service Deputy Sheriff.

B. Specialized Positions

Each position beyond Stage III is regarded as a specialized assignment and has a written job profile which specifies minimum requirements and desirable skills. Deputies interested in proceeding into more specialized positions must be aware of the minimum requirements the position demands prior to submitting a Request For Transfer. The procedure set forth in Section 3.19.4 is to be utilized in competing for transfer to specialized positions.

C. TEMPORARY POSITION ASSIGNMENTS

AT THE DISCRETION OF SHERIFF'S STATION AND SUBSTATION COMMANDERS ONE AREA DETECTIVE AND/OR TRAFFIC INVESTIGATOR POSITION PER COMMAND MAY BE USED FOR TEMPORARY, ROTATIONAL ASSIGNMENTS BY STATION PERSONNEL FOR UP TO SIX (6) MONTHS. THIS ASSIGNMENT AFFORDS THE STATION PERSONNEL THE OPPORTUNITY FOR IMPROVED JOB SATISFACTION AND AT THE SAME TIME EXPOSES THEM TO THE JOB REQUIREMENTS AT THE NEXT STAGE OF THE CAREER PATH.

3.19.4 THE SELECTION PROCESS

A. THE CAREER PATH SERGEANT WILL ADVERTISE AND DISSEMINATE BY WRITTEN ANNOUNCEMENT ALL OPENINGS FOR SPECIALIZED ASSIGNMENTS.

B. Deputies interested in transferring to Special Services and Support Operations or investigative positions must complete a Transfer Request form (Form AS 1/6) and submit the completed form to their unit Commander.

C. The unit Commander reviews, signs and forwards the form to the Career Planning Sergeant, Personnel Division.

D. The Career Planning Sergeant reviews the request for completeness and determines whether all minimum requirements are met for the requested position. If all requirements are satisfied, the form is filed for review and consideration.

E. Deputies who do not meet minimum qualifications will have their Transfer Request returned with a written explanation from the Career Planning Sergeant.

Deputies have the opportunity to request waivers for specific requirements. These requests are to be forwarded to the Lieutenant of the Personnel Division in memorandum form. The Lieutenant will decide if specific requirements are to be waived for an individual deputy. Should a Deputy be dissatisfied with the Lieutenant's decision, AN appeal MAY BE MADE to the Captain of Personnel and Training Division for reconsideration.

F. Transfer Requests to each specialized unit will be purged and returned to the Deputy for an update of information or interest on an annual basis. All eligible candidates are placed on a Transfer Eligibility list by means of the review process described below.

3.19.5 TRANSFER ELIGIBILITY LISTS

Each candidate is evaluated by a selection panel consisting of three Sergeants: The Career Planning Sergeant, the Sergeant from the affected unit and a third Sergeant from an unaffected unit.

A. The selection panel will consider three factors in evaluating each candidate:

- The Transfer Request (emphasizing assignments, skills, relevant training and education)
- Prior Performance Evaluations
- The Oral Interview

B. The evaluation will result in a score for each candidate which will be graded on the curve. The scores will be placed in respective "bands" of five percent decreasing increments, i.e., 100-96%, 95-91%, 90-86%, etc. until all scores are placed. The first "band" shall be identified as "band" number one, the second as "band" number two, etc., until all corresponding "bands" are numbered. This will formulate an eligibility list for transfer which shall remain active for one year.

C. A candidate may have his/her name on a maximum of two active Transfer Lists. A name shall remain on each list until the list expires.

3.19.6 FILLING A VACANCY

Vacancies in all Special Services, support operations and investigative positions will be filled from personnel on Transfer Eligibility Lists. However, Deputies should realize that when they are tranferred as a result of their placement on an eligibility list, their names will be immediately removed from any other eligibility list.

All Transfer Eligibility Lists will be kept by the Career Planning Sergeant and the Personnel Lieutenant. As vacancies occur, an alphabetized list of names of all candidates in "band" number one would be given to the Commander of the affected unit. A selection for transfer shall be made from the names provided and shall include a minimum of three names, for consideration. If there are less than three names in A "band", THE NAMES shall be combined alphabetically with the names in the next "band" until a minimum of three names are provided. This procedure shall be utilized until either all the candidates are transferred or the list expires.

The Transfer Eligibility List process is intended primarily for the Special Services and Support Operations, General Investigations and Specialized Investigations. Specialized Patrol will be selected by the station command, RURAL ENFORCEMENT COMMAND OR SPECIAL ENFORCEMENT COMMAND AS APPLICABLE.

3.19.7 AREA INVESTIGATOR POSITIONS

An exception to the selection process deals with the position of the Area Investigator. Transfer Eligibility Lists for this position will be compiled using a modified panel. This Career Planning Sergeant will request sergeant representatives from the Commander of the Law Enforcement Operations Bureau who will provide one Sergeant from the North County area and one Sergeant from the East or South County area. A third Sergeant will be selected at random and the fourth Sergeant will be the Career Planning Sergeant.

Area Investigator candidates are afforded the opportunity to waive a transfer without losing their position on the Transfer Eligibility List if the transfer called for the Deputy to be stationed an excessive distance from his/her residence.

3.19.8 SPECIALIZED PATROL POSITIONS

A. When a vacancy occurs in a specialized patrol position, the Command shall notify the Career Planning Sergeant.

B. The Career Planning Sergeant will provide the Command with THE NAMES of all Deputies who have a current Transfer Request on file and meet the minimum qualifications.

C. The Unit Commander or his/her designee will interview the potential candidates and inform the Personnel Lieutenant of the choice. A list will not be formulated nor will a date of expiration be set.

D. In accordance with the intent of Sections 3.19.1 and 3.19.2, a Deputy Sheriff may be transferred out of sequence from the Detention Facility Operations Bureau Time in Assignment List if the Deputy has a skill needed to assure the efficient operation of the Department.

E. The Personnel Lieutenant will coordinate the transfer date.

3.19.9 CAREER COUNSELING

Sworn personnel are encouraged to contact the Career Planning Sergeant to discuss their careers, placement on the Transfer Eligibility Lists, oral interviews, or any other related matters.

3.19.10 PROCEDURE (SERGEANT CAREER PATH PROGRAM)

A. <u>GENERAL ASSIGNMENT POSITIONS</u>

Newly promoted sergeants will generally be assigned to the Detention Facility Operations Bureau, Law Enforcement Operations Bureau, or LAW ENFORCEMENT

SUPPORT BUREAU (COMMUNICATIONS DIVISION). However, depending on the needs of the Department, newly promoted sergeants may be assigned to any command, at the direction of the Sheriff.

B. The Selection Process

1. A sergeant interested in transferring must complete a transfer request form (Form AS 1/6) and submit the completed form to his/her Unit Commander.

2 The Unit Commander reviews, signs, and forwards the form to the Personnel Lieutenant, Personnel Division.

3. The Personnel Lieutenant reviews the request for completeness. Once the form has been reviewed, it will be filed under the area requested.

   A sergeant who does not meet minimum qualifications will have the transfer request returned with a written explanation from the Personnel Lieutenant. The sergeant has the opportunity to request waivers for specific requirements. These requests are to be forwarded to the Captain of the Personnel and Training Division in memorandum form. The Captain will decide if specific requirements are to be waived for individual sergeants. Should a sergeant be dissatisfied with the Captain's decision, appeal MAY BE MADE to the Commander of Special Services for reconsideration.

C. Transfer Eligibility Lists

1. RANKING

   Each candidate is evaluated by a selection panel consisting of three Lieutenants. The Lieutenant's panel will consist of the Personnel Lieutenant, the Lieutenant from the affected unit, and a Lieutenant from an unaffected unit.

   This selection panel will consider three factors in evaluating each candidate:

   - The Transfer Request (emphasizing assignments, skills, relevant training and education)

--Prior Performance Evaluations

--The Oral Interview

The evaluation will result in a score for each candidate which will be graded on the curve. The scores will be placed in respective "bands" of five percent decreasing increments, i.e., 100-96%, 95-91%, 90-86%, etc. until all scores are placed. The first band shall be identified as "band" number one, the second as "band" number two, etc., until all corresponding "bands" are numbered. This will create an eligibility list for transfer, which shall remain active for one year. A Sergeant may have his/her name on a maximum of three active transfer lists. A name shall remain on each list until the list expires.

2. FILLING A VACANCY

When vacancies occur, positions will be filled from personnel on Transfer Eligibility Lists. However, Sergeants should realize that when they are transferred as a result of their placement on an Eligibility List, their names will be immediately removed from any other Eligibility List. All Transfer Eligibility Lists will be kept by the Career Planning Sergeant and the Personnel Lieutenant. As vacancies occur, an alphabetized list of the names of all candidates in "band number one" would be given to the Commander of the affected unit. A selection for transfer shall be made from the names provided and shall include a minimum of three names for consideration. If there are less than three names in band one, those names in band one will be combined alphabetically with the names in the next band until a minimum of three names is provided.

3.19.11 Sergeants are encouraged to contact the Personnel Officer to discuss their careers, placement on the Transfer Eligibility Lists, oral interviews, or any other related matters.

All sworn members, above the rank of Sergeant, are encouraged to contact their immediate Supervisor, Personnel Lieutenant, or Personnel Captain to discuss their individual career goals. A Transfer Request can be submitted to the Personnel Lieutenant so notification can be made to the Assistant Sheriffs when openings occur. A Time In Assignment Roster will be kept by the Personnel Division for Lieutenants, Captains, and Commanders.

3.19.13 TRAINING LEAVE

AN IMPORTANT ELEMENT OF THE CAREER PATH PROGRAM IS ENCOURAGING DEPARTMENT PERSONNEL TO ATTEND VOCATIONAL TRAINING PROGRAMS TO ENHANCE THEIR JOB SKILLS AND TO ALLOW THEM AN OPPORTUNITY TO ACHIEVE DESIRED CAREER GOALS. CORRESPONDINGLY, THE IN-SERVICE TRAINING UNIT AND THE DETENTIONS TRAINING UNIT (DTU) HAVE BEEN DIRECTED TO PROCESS AND COORDINATE REQUESTS FOR STATE MANDATED OR POST/STC APPROVED TRAINING COURSES.

A. CRITERIA

THE FOLLOWING CRITERIA WILL ASSIST EACH COMMAND IN ESTABLISHING PRIORITIES FOR EDUCATIONAL AND TRAINING LEAVE REQUESTS. IN ADDITION TO THIS CRITERIA, ALL REQUESTS (EXCEPT REQUESTS FOR MANDATED TRAINING) SHOULD BE EVALUATED ON THE BASIS OF AVAILABLE FUNDS AND DEPARTMENT MANPOWER.

1. LEGISLATED STATE MANDATED TRAINING COURSES SHALL BE GIVEN FIRST PRIORITY WHEN APPROVING LEAVE REQUESTS.

2. REQUESTS FOR SPECIALIZED TRAINING MAY BE APPROVED FOR PERSONNEL ON A VALID CAREER PATH LIST OR AS NECESSARY FOR THE INDIVIDUAL CURRENTLY ASSIGNED TO A SPECIALIZED POSITION, I.E., BOMB/ARSON INVESTIGATOR, POLYGRAPH EXAMINER, TRAFFIC INVESTIGATOR, ETC. IF FUNDS PERMIT, OTHERS DEMONSTRATING AN INTEREST OR DECLARING A RELATED CAREER-PATH OBJECTIVE MAY BE ALLOWED TO ATTEND SPECIALIZED TRAINING SCHOOLS.

3. REQUESTS FOR SUPPLEMENTAL TRAINING MAY BE APPROVED AS DEPARTMENTAL NEEDS ARISE FOR ADDITIONAL EXPERTISE IN VARIOUS AREAS, I.E., CRIME PREVENTION, COMMUNICATIONS, EMERGENCY PLANNING, ETC.

4. REQUESTS FOR INDIVIDUAL CAREER ENHANCEMENT, I.E., LEAVE TO ATTEND A UNIVERISTY OR COLLEGE, ARE PRIMARILY FOR THE BENEFIT OF THE INDIVIDUAL, FALL WITHIN THE NON-BUDGETED/NON-REIMBURSABLE CATEGORY, AND AS A MATTER OF PRACTICE ARE NOT APPROVED. HOWEVER, CONSIDERATION FOR THIS TYPE OF LEAVE WOULD BE CONTINGENT ON THE PURPOSE OF THE EDUCATION/TRAINING, THE DURATION OF THE LEAVE, AND IF THE DEPARTMENT HAS SUFFICIENT MANPOWER TO ABSORB THE VACANCY. ANY EMPLOYEE CONSIDERING LEAVE FOR THIS PURPOSE SHOULD CONSULT THE COUNTY OF SAN DIEGO SALARY ORDINANCE FOR THE CONDITIONS OF LEAVE AND THEIR EMPLOYEE RIGHTS.

B. <u>EDUCATIONAL BENEFITS</u>

WHEN DEPARTMENT PERSONNEL ARE ATTENDING DEPARTMENT SPONSORED/APPROVED TRAINING, SEMINARS OR SCHOOLS, THE EMPLOYEE IS ENTITLED TO FULL SALARY AND BENEFITS.

APPENDIX I

SUPERVISOR'S REQUEST FOR REFRESHER TRAINING
SIMI VALLEY POLICE DEPARTMENT

I. POLICY

A. It is the policy of the Simi Valley Police Department to provide a means by which supervisors and administrators within the agency may formally identify areas of difficulty concerning an officer's performance and to request refresher training to remove such deficiencies.

II. PROCEDURE

A. Upon noting a deficiency in an officers' performance, the officer's supervisor shall:

1. Complete the "Supervisor's Request for Refresher Training" form.

a. The form is to be used only to identify areas of deficiency where corrective training is needed, (i.e., car stops, laws of arrest, search and seizure, officer safety, juvenile law, etc.)

b. In identifying deficiencies, be sure to give specific examples illustrating the problem(s).

c. The form is NOT to be used to recommend that an officer attend a specific school or course, (i.e., Advanced Officer Training, Advanced Criminal Investigation, etc.)

2. The supervisor shall discuss the context of the request with the affected officer.

a. The officer will sign and date the request.

b. The supervisor will sign and date the request and forward the request form to his/her Division Captain for approval.

B. The Division Captain will review the request, sign and date it and forward it to the Administrative Services Unit.

C. Administrative Services Unit will review and evaluate the request and arrange for corrective training for the affected officer.

1. Emphasis will be on keeping refresher training in-house, utilizing the various resources within the agency.

2. If required, the Administrative Services Unit will recommend and arrange for outside training for the affected officer.

D. Upon completion of the required corrective training program the Departmental Training Officer will note on the "Supervisor's Request for Refresher Training" under "Action Taken," the following information:

1. Type of training received by affected officer.

2. Evaluation of the impact of the training upon the affected officer.

E. The Departmental Training Officer will distribute copies of the request form to the following:

1. The affected officer's training file (Note: A copy of the form will NOT be placed in the officer's personnel file)

2. The officer's Division Captain

3. The supervisor requesting the corrective training

4. The officer

III. ATTACHMENTS:

A. Supervisor's request for refresher training.

IV. CROSS REFERENCE

A. General Order #1600 - Training Plan

Officer's Name ____ Assignment ____ Date ____

REASON FOR REQUEST: (Indicate deficiencies, etc., -- NOTE: This form is to be used only to identify areas of deficiency where refresher training is needed. It is NOT intended to be used to recommend that an officer attend a specific school or course)

(If additional space is needed, use reverse side of paper)

PRIORITY: (check one)

( ) Action needed Immediately

( ) At the earliest convenience of the training section

( ) Other: ____

Officer's Signature ____ Date

Supervisor's Signature ____ Date

Division Captain's Signature ____ Date

* *

(For use by Training Section)

Date Received ____ Signature ____

ACTION TAKEN:

Distribution:

Division Captain
Administrative Services Unit
Requesting Supervisor
Officer

APPENDIX J

RECRUITMENT AND HIRING PROCEDURES
SIMI VALLEY POLICE DEPARTMENT

I. POLICY

A. The policy of the Simi Valley Police Department is to establish procedures for the recruitment and hiring of personnel. The recruitment and hiring process shall conform with all applicable laws and the rules and regulations of the California Commission on Peace Officer Standards and Training (P.O.S.T.).

B. The hiring process for sworn personnel shall consist of the following:

1. Physical Agility Evaluation.

   a. The P.O.S.T. Patrol Officer Performance Testing Manual shall be used to establish physical agility standards.

2. Written Examination (full-time entry-level personnel).

   a. The P.O.S.T. entry level recruitment examination shall be used.

3. Qualifications Appraisal Interview.

4. Writing skills evaluation.

5. Medical examination.

   a. The P.O.S.T. Medical Screening Manual will be used to establish minimum medical standards.

   b. The P.O.S.T. Vision and Hearing Manual shall be used to establish vision and hearing standards.

6. Psychological Evaluation.

   a. The P.O.S.T. Psychological Screening Manual will be used to establish minimum psychological standards.

7. Background Investigation.

   a. The P.O.S.T. Background Investigation Manual shall be used to establish minimum background investigation requirements.

   b. The Department shall establish disqualification criteria for sworn personnel.

   c. A polygraph examination will be given as part of the background investigation process.

C. The provisions of the General Order shall apply to all job classifications within the Simi Valley Police Department excluding Captain and Chief of Police.

1. Former employees who have separated from service through either resignation with a separation of more than 30 days, or a service or medical retirement and who apply for reinstatement to the Department shall meet current medical, psychological and background requirements.

2. Appointees to the rank of Captain or Chief of Police who are hired from outside the Department shall meet current medical, psychological and background requirements.

II. PROCEDURE

A. The Chief of Police shall determine when to hire and to begin recruitment for all open positions or any anticipated open positions within the Simi Valley Police Department.

B. The Chief of Police will direct the Administrative Services Unit Lieutenant to notify the City of Simi Valley Personnel Department to begin recruitment for the position.

1. The Administrative Services Unit Lieutenant, or his designee, shall request the City of Simi Valley Personnel Department to begin recruitment.

C. The recruitment process shall be the responsibility of the City of Simi Valley Personnel Department.

D. Upon the close of recruitment the applicants will be screened by the City of Simi Valley Personnel Department. A representative from the Police Department shall take part in the screening process by offering pertinent input.

1. A sworn member of the agency will be selected and accompanied by the Administrative Services Unit Sergeant (to provide guidance for career development) for all sworn positions.

2. For all non-sworn positions, a member of the department will be selected at random to participate in the screening process.

E. The City of Simi Valley Personnel Department shall be responsible for arranging for and scheduling the necessary testing procedures and/or oral boards.

1. The Oral Board minimally should consist of one person from the Personnel Department, one person from the Police Department, and one other member to be determined by both departments.

2. The City of Simi Valley Personnel Department may select non-departmental employees to participate on the oral boards from a list of qualified individuals prepared by the Chief of Police.

3. The Administrative Services Unit shall prepare and deliver the Police Department's recommendation as to eligible departmental employees qualified to serve on the oral board.

F. Upon the completion of the testing process the City of Simi Valley Personnel Department will prepare an eligibility list and deliver it to the Administrative Services Unit Lieutenant.

G. The Administrative Services Unit Lieutenant will direct the Background Investigator to complete the necessary testing processes and background investigation/s. The Lieutenant will specify what date(s) the background investigation/s should be completed.

H. Once the background investigation has been completed it shall be reviewed by the Administrative Services Unit Sergeant for completeness and accuracy.

I. The background investigation will be forwarded to the Administrative Services Unit Lieutenant for his review and final recommendation.

J. The Administrative Services Unit Lieutenant and the Administrative Officer will meet and discuss a tentative hire date and the necessary personnel action forms shall be prepared.

K. The Administrative Services Unit will arrange the following meetings, through the Administrative Secretary, for the Chief of Police.

1. Meeting with the Background Investigator and the Chief of Police.

2. Meeting with the candidate/s and the Chief of Police, the Captains, the Field Training Supervisor and the Background Investigator.

L. The Chief of Police will notify the Administrative Services Unit of his intention to hire or not to hire.

1. If the Chief's decision is to hire, he shall confirm the hire date or, if applicable, any changes in the date of hire and/or starting salary.

M. The Administrative Services Unit Lieutenant will direct the Background Investigator to issue all necessary uniforms and equipment.

N. On the first date of employment the employee will report to the Administrative Services Unit Lieutenant. The Lieutenant shall ensure that the employee reports to the City of Simi Valley Personnel Department to complete the applicable personnel forms and, if necessary, to be sworn in as arranged by the Administrative Services Unit.

1. The employee will be directed to his/her unit supervisor for assignment.

O. Should a vacancy occur for which an eligibility list exists, the Chief of Police shall direct the Background Investigator to begin the hiring process. The procedures beginning with Section G. of this General Order shall be followed.

III. CROSS REFERENCES

A. City of Simi Valley, Employees' Manual
B. Administrative Services Unit Orders
C. P.O.S.T. Administrative Manual
D. P.O.S.T. Background Investigation Manual
E. P.O.S.T. Medical Screenings Manual
F. P.O.S.T. Psychological Screening Manual
G. P.O.S.T. Vision and Hearing Manual
H. P.O.S.T. Patrol Officer Physical Performance Testing Manual.

IV. ATTACHMENTS

A. Background Screening Procedures
B. Disqualification Factors

BACKGROUND SCREENING PROCEDURE

	SWORN OFF.	SWORN RES.OFF	EXEC. CONF'ID	RECORDS SUPER	ADMIN. OFFICER	AIDE	MAINT. TECH.	DISPATCH	EVID. TECH.	SEC.	CLERK	MAINT. HELPER	PBX	TEMP. OUTSIDE CITY
PERSONAL HISTORY	X	X	X	X	X	X	X	X	X	X	X	X		
FAMILY HISTORY	X	X	X	X	X	X	X	X	X	X				
REFERENCES	X	X	X	X	X	X	X	X	X	X	X	X		
WORK HISTORY	X	X	X	X	X	X	X	X	X	X	X			
RES. CHECKS	X	X	X	X	X	X	X	X	X	X	X	X		
EDUCATIONAL HISTORY	X	X	X	X	X	X								
CREDIT CHECKS	X	X	X	X	X	X	X	X	X	X	X			
CRIM/DRIV. HIST.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MED. EXAM	X	X	X			X	X	X				X		
PSYC. EXAM	X	X	X	X	X			X						
POLYGRAPH	X	X							X					
500 ESSAY	X	X				X								
AGILITY	X	X												

DISQUALIFYING FACTORS

Applicants should read all the disqualifying factors listed below. If you have any questions, contact the Administrative Services Unit, (805) 583-6950.

WILL BE DISQUALIFYING:

1. Any false statement, or any omission of information, either on the employment application, the personal history statement, or verbally to the oral board or the background investigator is disqualifying or grounds for termination of employment.
2. Use of marijuana within the past 12 months.
3. Use of marijuana at any time while employed as a full, part-time or limited peace officer.
4. Unlawful use of any hallucinogenic.
5. Any unlawful use of a controlled substance.
6. Unlawful use of any opiate derivative.
7. Unlawful sales of any drug or narcotic (including marijuana).
8. Cocaine use within the last five years, or more than once as an adult.
9. Any adult conviction for a theft, or theft related offense within the last 5 years.
10. More than one adult conviction for theft or theft related offenses.
11. Any felony conviction.
12. Applicants on criminal probation at the time of hire.
13. Any theft from any employer(s) of an object (including cash) worth more than $25.00.
14. Any thefts from an employer(s) with an aggregate loss exceeding $50.00.
15. Applicants with a D.U.I. conviction within the past 3 years.
16. Applicants with more than one D.U.I. conviction.
17. Lack of a valid driver's license.
18. Being at fault in three traffic accidents within the past five years.
19. Violation of C.V.C. 16028(A) Mandatory Vehicle Insurance.
20. Any sex acts perpetrated against the will of the other party.
21. Any sex acts in which the applicant was an adult and the other party was under 14 years.
22. Suicide attempts.
23. Failure to keep assigned appointments.
24. Failure to submit all documentation in a complete, neat and timely fashion.

DISQUALIFYING FACTORS

MAY BE DISQUALIFYING:

1. Any pending criminal/civil cases.
2. Any adult misdemeanor conviction.
3. Adult convictions for three moving violations within the past three years.
4. Any failure to appear on driving record.
5. Applicants under psychological care.
6. Military Discipline: Article 15 / Court Martials / General or Dishonorable Discharge.

APPENDIX K

PERFORMANCE EVALUATION GUIDES
SANTA ANA POLICE DEPARTMENT

SANTA ANA POLICE DEPARTMENT

OFFICER'S PERFORMANCE EVALUATION GUIDE

IMPLEMENTING DEPARTMENTAL POLICIES AND PROCEDURES

Knowledge of Departmental Policies and Procedures

-Does the officer have a working knowledge of policies and procedures affecting his/her assignment (e.g., shooting policies, pursuit policies, vehicle storage and impounds, search and seizure, speed evidence, etc.)?

-Does the officer keep current regarding recent additions or revisions to policy and procedure?

Application of Departmental Policies and Procedures

-Are those policies and procedures affecting the officer's specific assignment complied with?

-Does the officer willingly accept assignments? Are they carried through to conclusion?

-Do work habits influence performance? (Punctuality, grooming, personal appearance, occupational safety, sick leave abuse, etc.)

-Do the officer's actions show an acceptance of supervisory authority?

-Does the officer support policy changes with a minimal amount of resistance?

Enforcement Policies

-Is appropriate enforcement action taken for all violations observed?

-Is sound judgment used when determining what type of enforcement action should be taken?

INTERPERSONAL RELATIONS

Departmental

-Are supervisory directions, including criticisms, accepted without losing self-control?

-Are the working demands and deadlines of others (office personnel, supervisors, peers) given consideration to allow adequate time for completing assignments?

-Are personal feelings regarding job-related factors brought to the attention of appropriate supervisors?

-Does the officer criticize others without full knowledge of their duties and constraints?

Allied Agencies

-Does the officer recognize and respect the authority and responsibilities of other law enforcement agencies?

-Does the officer represent the views of the department when dealing with other governmental agencies, and emergency service providers?

Community Groups

-Does the officer show an interest in building good rapport with community groups by working to resolve local problems (e.g., schools, businesses, resident groups)?

-Do all sections of the community receive equal treatment from the officer?

MAINTAINING PERSONAL APPEARANCE

Grooming

-Does the officer conform to grooming regulations?

-Is it necessary to remind the officer of grooming regulations, cleanliness, and neatness?

-Is attention to grooming evident?

-Is care taken to maintain appearance through the work shift?

Uniform

-When the uniform is worn, does it fit well? Is it neat, clean, properly pressed, and are all leather and metal goods polished?

-Do the uniform items conform to regulation (fabric, construction, footwear)?

-Are worn spots or fabric separations repaired? Do visible repairs detract from the officer's appearance?

Civilian Attire. When civilian clothes are worn, do they conform to policy, and are they appropriate for the assignment?

PHYSICAL CONDITION

Overcoming Physical Resistance

-Does the officer use size, strength, and training to best advantage? Does he/she use departmentally recommended procedures?

-Is control of prisoners limited because of the officer's physical condition?

-Does the officer participate in activities to maintain physical prowess(coordination, timing, agility)?

Sick Leave

-Does the officer's physical condition contribute to the excessive use of sick leave?

-Does the officer's physical condition contribute to minimal use of sick leave?

PRESENTING EFFECTIVE VERBAL COMMUNICATIONS

Organizing Thoughts. Is the officer well prepared in advance of the assignment? Does the officer know what he/she wants to say and when?

Court Testimony

-Is testimony enhanced by the officer's personal appearance and behavior?

-Does testimony reflect adequate preparation?

-Is testimony factual, unbiased and free of opinion unless requested?

-Is testimony clear, concise, and readily understandable?

Speaks Effectively to Groups and Individuals

-Are thoughts expressed in an understandable manner?

-When answering questions or appearing before groups, is the officer knowledgeable about the subject?

-Does the officer speak effectively to a variety of groups and audiences?

-Does the officer present a desired image and maintain proper decorum?

-Is the officer courteous when responding to inquiries from the public?

Communications Effectively While Training

-Is training material logically arranged to facilitate presentation and comprehension?

-Is supportive material developed when appropriate (i.e., outlines, lesson plans, visual aids)?

-Are performance objectives clearly formulated and understood by the trainee?

-Does the officer, when training, present the material with interest, sincerity, and expertise?

-Does the officer, while being trained, respond well to the material presented? Is there an indication that the officer understands and is absorbing the information being presented?

Listening Ability

-Does the officer actively listen to what is being said?

-Does the officer accurately interpret what was heard?

-Is the officer able to assess changes in voice inflection and other physical characteristics?

SUBMITTING EFFECTIVE WRITTEN COMMUNICATIONS

Properly Organized

-Are reports submitted by the officer properly organized and in the proper format?

-Are reports appropriate for the kind of incidents being documented?

Includes Necessary Elements

-Are necessary elements contained in reports?

-Does the officer analyze all elements being considered?

-Do reports meet all legal and departmental requirements?

Conclusions and Recommendations Supported

-Are conclusions and recommendations valid and logical?

-Are assumptions identified?

-Are reasonable alternatives discussed?

Legibility. Are reports neat, legible, complete, and error free?

Grammar

-Are sentences and paragraphs understandable and grammatically correct?

-Has the officer developed a style which assures clear and concise reporting?

Spelling

-Do reports contain spelling errors?

-Are the same words continuously misspelled? Does the officer use the dictionary and other sources to effect improvement?

Reports Submitted on Time

-Are reports submitted at the end of the shift or according to a deadline date?

-Does the officer confer with the supervisor if more time is needed to complete reports?

-Are reports as complete as possible when submitted?

EFFECTIVENESS IN CONTROLLING STRESS SITUATIONS

Maintain Self-Control

-Are emotions concealed? (Outward calmness, voice control, etc.)

-Does the officer refrain from using profanity when in the presence of members of the public?

Volatile Situations

-Is the officer tactful and diplomatic when confronting volatile situations?

-Does the officer refrain from responding in kind to obnoxious, argumentative persons?

-Is the officer effective in problem solving?

Emotionally Distraught Persons

-Does the officer recognize symptoms of an emotionally disturbed individual?

-Do the officer's actions assist in calming these individuals?

-Does the officer recognize the need for assistance? Is an effective course of action adopted?

EMERGENCY INCIDENT MANAGEMENT

Evaluation of Emergency Situations

-Does the officer have a clear concept of his/her role at various kinds of emergencies?

-Does the officer make accurate assessments of situations?

-Does the officer establish priorities?

-Is an action plan developed based on the officer's evaluation?

-Does the officer remain calm and professional when managing emergency scenes?

Effective Use of Resources

-Is the officer able to determine what type of additional help or equipment is needed?

-Does the officer know what types of emergency services are available and where they can be located?

-Is the aid of citizens enlisted when desirable?

Coordination of Allied Agency Emergency Services

-Is the officer able to effectively utilize the expertise of other emergency service personnel to return situations to normal?

Traffic Control

-Are clear, concise orders and instructions given?

-Are flares or cones used effectively, and are they removed when the road is clear?

-Is the scene clear of hazards prior to the officer leaving?

-Are accepted traffic direction and control techniques used?

CONDUCTING COMPREHENSIVE INVESTIGATIONS

Properly Organized

-Are investigations conducted in a logical sequence?

-Are investigations timely?

-Does the officer maintain control of the scene and utilize available assistance?

-Are investigations organized in such a manner as to ensure a high standard of quality (i.e., successful prosecutions)?

Knowledge of Necessary Elements

-Does the officer understand all of the necessary elements for prosecution?

Effective Interrogation Techniques

-Is the officer effective when interrogating suspects?

-Are statements legally obtained?

--Does the officer have a plan and ask all the necessary questions?

-Does the officer maintain a physical and psychological advantage?

-Is the officer able to accurately evaluate information?

Effective Interview Techniques

-Are all witnesses contacted?

-Is the officer effective when interviewing witnesses?

-Can the officer distinguish between fact and fabrication? Are witnesses separated?

Search and Seizure Rules

-Are search and seizures legal? Are cases reversed because of improper methods of obtaining evidence?

-Does the officer keep current on recent court decisions?

Evidence Collection and Preservation

-Does the officer know what evidence to collect?

-Is evidence properly preserved (i.e., marked, tagged, stored, analyzed)?

-Are crime scenes safeguarded to avoid destruction of evidence?

-Are specialists utilized?

Research Ability

-Does the officer know and utilize appropriate sources of information?

-Can the officer compile and analyze supportive data which leads to valid conclusions?

OPERATION OF DEPARTMENTAL VEHICLES AND EQUIPMENT

-Are vehicles inspected carefully prior to use?

-Are vehicles left in satisfactory condition?

-Are defects noted and recorded?

-Does the officer drive at appropriate speeds?

-Is the officer courteous to other drivers?

-Does the officer set a good example?

Code 3 Driving

-Is good judgment used when deciding to respond Code 3?

-Does the officer respond at reasonable speeds?

-Are the warning lights and siren used properly?

Pursuit Driving

-Are unnecessary chances taken?

--Is the officer able to control emotions and drive in a smooth, confident manner?

-Does the officer notify Communications of pursuits? Is communications kept current on position, speed, etc.?

-Does the officer terminate the pursuit if the circumstances and location dictate? (School zones, residential and business districts, driver's identity known, etc.)

Radio Code and Procedures

-Does the officer understand the operational capabilities of the department's communications equipment? Can the officer use the equipment?

-Does the officer continuously monitor the radio and respond to calls when dispatched?

-Does the officer speak in a clear, concise manner? Are aural brevity codes used?

-Does the officer practice radio courtesy and comply with department policy?

Emergency Equipment

-Is the officer able to operate all emergency equipment on the vehicle? (Emergency lights, siren)

-Does the officer use the emergency lights and public address system according to department policy?

-Does the officer inspect the vehicle to determine if all emergency equipment is operative (i.e., fire extinguisher, first aid supplies, siren, emergency lights, etc.)?

-At the end of the shift, does the officer replace emergency equipment used (i.e., fire extinguisher, flares, etc.)?

ENFORCEMENT TACTICS - IN-CUSTODY ARRESTS

Maintains Physical Advantage

-Does the officer assume positions that assure control of violators and that minimize personal danger?

-Is backup assistance requested when needed?

Advising Violator of Intent to Arrest

-Do plain clothes officers present proper identification?

-Does the officer notify violators of the reason for arrests?

-Are violators advised of their civil rights when necessary?

Follows Proper Search Techniques

-Is there a legal basis for searches and are they conducted in a legal manner?

-Are suspects placed in a position of disadvantage during searches?

-Are searches thorough and are proper techniques used?

Use of Handcuffs. Are proper handcuffing techniques used?

Combative Persons - Use of Force

-Do the officer's actions or demeanor escalate situations to a combative level?

-"Using force without excessive reluctance" - Is the officer hesitant to use force when it is obvious that the situation requires its use?

-"Using reasonable and necessary force" - After applying use of force, does the officer use only that amount of force necessary to effect the arrest?

Proper Booking/Jail Procedures Followed

-Does the officer follow jail procedures and adequately control prisoners until released to custodial personnel?

-Is jail security maintained and proper booking procedure followed? Are thorough searches accomplished?

-Does the officer assure that medical treatment is provided when necessary or demanded?

ENFORCEMENT TACTICS--HIGH RISK AND/OR FELONY STOPS

Assesses Situation Accurately

-Does the officer assess situations accurately from available information?

-If quick decisions were made, were they warranted or were they impulsive reactions?

Develops Effective Action Plan

-Does the officer have sufficient time to develop a plan?

-Does the officer consider all the facts that are available at the time the plan is formulated?

-Is a supervisor notified? Are other allied agencies notified?

Recognizes Need for Backup

-Does the officer request and use available backup effectively?

-Does the officer provide sufficient information to allow assisting units to respond safely?

Maintains Officer Safety

-Does the officer take advantage of available protection? (Moving or parked cars and trucks, buildings, high ground for observation.)

-Are other officers used in a way to maximize safety and avoid unnecessary risks?

-Does the officer wait for assistance before moving suspects?

-Does the officer adjust to changing situations?

-Is the officer reluctant to use a weapon when obviously necessary and warranted?

Proper Use of Resources and Equipment

-Does the officer use patrol vehicles or assisting aircraft to greatest advantage? Can the radio be used; is first aid equipment available; etc.?

-Are available weapons used to control situations?

-Are firearms used when other weapons such as the baton or mace would suffice?

-Is full use made of other available equipment such as public address system?

Maintains Control of Suspects and Scene

-Are the officer's commands clear and concise?

-Is the officer forceful and authoritative when giving commands?

-Do suspects comply? If not, does the officer take appropriate action to gain control?

-Are bystanders unnecessarily jeopardized? Are they controlled?

EFFECTIVE USE OF POLICE PROTECTIVE EQUIPMENT

-Has there been a significant change in the shooting score from the previous year's appraisal? Has there been improvement when needed?

-Does the officer maintain the firearm, and loading device in a condition where they are ready for use at any time?

-Are prescribed safety practices followed when handling firearms? (Office, locker room, range, jail facilities, etc.)

-Is the weapon loaded with department-issued ammunition?

-If a secondary weapon is carried, does it conform to departmental requirements?

Shotgun

-Are prescribed safety practices followed when handling firearms?

-Does the officer demonstrate a knowledge of the shotgun mechanisms, including

trigger safety, action bar release, loading and unloading procedures?

-Is the officer able to remove the shotgun from the holder and exit from either side of the vehicle with ease?

-Does the officer consistently hit the target, aiming low to maximize effect?

Mace

-If mace is available, is it used effectively?

-If used, does the officer comply with the requirement of flushing the victim's eyes with water?

Handcuffs

-Does the officer comply with departmental handcuffing requirements?

-Does the officer use proper handcuffing techniques?

Baton

-Does the officer comply with the departmental procedures regarding the use of the baton?

-When necessary, is the officer effective in the use of the baton?

SANTA ANA POLICE DEPARTMENT

SERGEANT'S PERFORMANCE EVALUATION GUIDE

IMPLEMENTING DEPARTMENTAL POLICIES AND PROCEDURES

Knowledge of Departmental Policies and Procedures

-Does the sergeant have a working knowledge of policies and procedures affecting his or her assignment?

-Does the sergeant keep current regarding recent additions or revisions to policy and procedure?

-Does the sergeant expedite training/briefing of recent changes for subordinates? Does he/she assure that policy/procedure changes are understood?

Application of Departmental Policies and Procedures

-Are those policies and procedures affecting the sergeant's specific assignment complied with? Consider those policies which are pertinent to the demands of the assignment.

-Does the sergeant willingly accept assignments? Are they carried through to conclusion?

-Does the sergeant regularly plan for and document completion of various tasks (e.g. ride-alongs, performance appraisals, training days, etc.)?

INTERPERSONAL RELATIONS

Subordinates

-Does the sergeant establish good rapport with subordinates?

-Does the sergeant gain the respect of subordinates without a loss of supervisory control?

-Is the sergeant fair and impartial when dealing with subordinates?

Departmental Employees

-Are supervisory directions, including criticisms, given without losing self-control?

-Are the working demands and deadlines of others (office personnel, supervisors, peers) given consideration to allow adequate time for completing assignments?

Community Groups/Individuals

-Does the sergeant show an interest in building good rapport with community groups by working to resolve local problems (e.g., schools, businesses, resident groups, service clubs, political groups)?

-Do all sections of the community receive equal treatment from the sergeant?

SETTING AN EXAMPLE

Maintaining Personal Appearance

-Is attention to grooming evident?

-Does the sergeant's uniform meet departmental standards?

-When civilian clothes are worn, do they conform to policy and are they appropriate for the assignment?

Work Habits

-Are time management techniques used effectively (i.e., punctuality, schedules enough time for meetings, deadlines met, etc.)?

-Does the sergeant practice occupational safety to the extent that unsafe practices are readily recognized? Is appropriate corrective action taken?

Demeanor

-Does the sergeant exhibit a positive attitude?

-Does the sergeant display a positive respect for authority? Do the sergeant's actions command respect from subordinates?

-Do the sergeant's actions reflect a sensitivity to the concerns of minorities and persons of the opposite sex?

PRESENTING EFFECTIVE VERBAL COMMUNICATIONS

Organizing Thoughts. Is the sergeant well prepared in advanced of assignments? Does the sergeant know what to say and when?

Speaks Effectively to Groups and Individuals

-Are thoughts expressed in an understandable manner?

-when answering questions or appearing before groups, is the sergeant knowledgeable about the subject?

-Does the sergeant speak effectively to a variety of groups and audiences?

-Does the sergeant present a desired image and maintain proper decorum?

-Is the sergeant courteous when responding to inquiries from the public?

Effective Briefing and Training Techniques

-Are briefings adequately prepared?

-Does the sergeants maintain control of the group, yet allow for feedback from the officers?

-Are unscheduled inspections conducted when required?

-Are training responsibilities willingly assumed?

-Does the sergeant prepare a lesson plan and visual aids (if needed) before instructing officers?

-Is the material presented in an interesting manner? Are the officers attentive?

Listening Ability

-Does the sergeant actively listen to what is being said?

-Does the sergeant accurately interpret what was heard?

-Is the sergeant able to assess changes in voice inflection and other physical characteristics?

SUBMITTING EFFECTIVE WRITTEN COMMUNICATIONS

Properly Organized

-When given a task with clear instructions, is the sergeant able to complete it without frequent direction?

-Are reports submitted by the sergeant properly organized and in the proper format?

-Are the reports appropriate for the kind of incidents being documented?

Includes Necessary Elements

-Are all necessary elements contained in reports?

-Does the sergeant analyze all elements being considered?

-Do reports meet all legal and departmental requirements?

Conclusions and Recommendations Supported

-Are conclusions and recommendations valid and logical?

-Are assumptions identified?

-Are reasonable alternatives discussed?

-Do reports indicate that the background investigation, research, and/or study of the situation was thorough and complete?

Reports/Correspondence Grammatically Correct. Does the sergeant prepare reports or correspondence using proper sentence and proper sentence and paragraph structure and grammar?

Punctuation, Spelling, Legibility. Does the sergeant prepare written material which is legible and free of spelling and punctuation errors?-Is the sergeant able to assess changes in voice and other physical characteristics?

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EFFECTIVENESS IN CONTROLLING STRESS SITUATIONS

Maintain Self-Control

-Are emotions concealed? (Outward calmness, voice control, etc.)

-Does the sergeant refrain from using profanity when in the presence of members of the public?

Volatile Situations

-Is the sergeant tactful and diplomatic when confronting volatile situations?

-Does the sergeant refrain from responding in kind to obnoxious, argumentative

persons?

-Is the sergeant effective in solving problems?

Sensitive Issues

-Does the sergeant use good judgment when dealing with problems of a sensitive nature?

-Are issues or inquiries involving departmental policy referred to the proper source?

-Does the sergeant keep his/her supervisor or commander advised of incidents which could require action at a higher level?

EMERGENCY INCIDENT MANAGEMENT

Evaluation of Emergency Situations

-Does the sergeant have a clear concept of his/her role at various kinds of emergencies?

-Does the sergeant make accurate assessments of situations?

-Does the sergeant establish priorities?

-Is an action plan developed based on the sergeant's evaluation?

Effective Use of Resources

-Does the sergeant determine what type of additional help or equipment is needed?

-Does the sergeant know what types of emergency services are available and where they can be located?

Coordination of Allied Agency Emergency Services

-Does the sergeant gain voluntary cooperation from associated emergency service providers?

-Is the sergeant able to effectively utilize the expertise of other emergency service personnel to return the situation to normal?

Press Relations

-Does the sergeant maintain a desirable working relationship with the press and other news media?

-Does the sergeant use sound judgment and conform to department policy when releasing information to the press?

TECHNICAL SUPPORT

Knowledge of Technical Material

-Does the sergeant maintain a knowledge of technical material essential to subordinates' jobs?

-Does the sergeant admit when an answer is unknown? Is the officer assisted in solving problems?

Provides Valid Information

-Is accurate, clear, and understandable information provided to subordinates?

-Is the sergeant resourceful in locating information that is not readily available?

Readily Available for Guidance

-Is the occasion for technical support anticipated?

-Is the sergeant available to provide support?

CONDUCTING COMPREHENSIVE PERSONNEL INVESTIGATIONS

Properly Organized

-Are investigations conducted in a logical sequence?

-Are investigations timely?-Are investigations organized in such a manner as to assure the highest standards of quality?

Knowledge of the Elements

-Does the sergeant understand all of the elements necessary to properly document investigations?

-Has the sergeant developed the expertise to successfully conduct personnel complaint and adverse action investigations?

Effective Interview and Interrogation Techniques

-Are interview/interrogations accomplished without displaying personal biases (listens attentively, displays concern)?

-Are all pertinent witnesses contacted?

-Is the sergeant able to accurately evaluate the information?

-Can the sergeant distinguish between fact and fabrication?

-Does the sergeant adhere to the Peace Officer Bill of Rights and obtain statements legally?

Evaluation and Recommendations Supported

-Are conclusions and recommendations consistent with the information developed (logical, fair, supportable)?

-Has the sergeant been resourceful in developing information and has it been documented properly?

-Does the sergeant initiate or suggest action when warranted?

PERSONNEL DEPLOYMENT

Departmental and Individual Needs

-Are both departmental and individual needs considered when scheduling?

-Are special programs or problems taken into consideration when scheduling?

-Are minimum standards for daily deployment maintained?

-Is deployment adjusted to meet changing conditions?

Use of Available Information/Resources

-Is all available information used when deploying resources?

-Is the availability of resources considered (vehicles, manpower, special skills)?

Completion of Work Schedules

-Are schedules complete and posted on time?

-Are friendships or biases allowed to influence scheduling decisions?

ASSESSING EMPLOYEE PERFORMANCE

Establishing Performance Standards

-Does the sergeant work cooperatively with other supervisors and managers to establish criteria for evaluating the performance of critical tasks?

-Are established performance standards regularly discussed and adjusted as circumstances necessitate?

-Are subordinates kept informed of expected job performance standards?

Observing Employee Performance

-Do the sergeant's verbal comments indicate a firsthand knowledge of officer actions?

-Does radio traffic indicate that the sergeant is contacting officers?

-Is action taken on information obtained from observations?

-Does officer appearance reflect the sergeant's insistence on maintaining departmental standards?

Reviewing Written Work

-Is sufficient time included in the schedule to review reports?

-Are reports reviewed for accuracy, completeness, content, format, and compliance with policy?

-Are attempts made to discuss necessary corrections with subordinates whenever possible?

-Is constructive criticism offered?

-Is exemplary written work recognized and commented on?

-Are training needs recognized?

-Is it necessary to return written work the sergeant has reviewed and approved?

Annual Performance Appraisal

-Does the sergeant prepare for the appraisal conference?

-Is the evaluation based on all pertinent rated considerations?

-Are the comments objective and understandable?

-If work performance plans are to be implemented, are they realistic and attainable?

-Does the evaluation meet the standards for good staff work?

PERSONNEL MANAGEMENT AND DEVELOPMENT

Knowledge of Supervisory Principles. Does the sergeant have a working knowledge of current principles and techniques that are necessary for supervision of personnel?

Application of Management Philosophies/Supervisory Skills

-Is the sergeant's method of supervision consistent with departmental philosophy?

-Is the sergeant effective in the application of supervisory skills?

Effective Counseling and Motivating Techniques

-Does the sergeant promote an environment conducive to counseling and motivating subordinates (open door, truth, fairness, sincerity, reasonableness, self-confidence, enthusiasm)?

-Are work performance problems recognized?

-Is an attempt made to change work performance through counseling?

-Is the counseling effective (change in attitude, improved job performance, morale)?

-Does the sergeant recognize counseling limitations (when to do it yourself and when to refer to someone else)?

-Is the sergeant able to sell departmental policies and programs, including those which may be contrary to personal beliefs?

Developing Subordinates

-Are subordinates who are capable of further developing their performance abilities identified?

-Are performance capabilities discussed with subordinates to determine interest?

-Are career development resources (special assignments--departmental, academic, and vocational training) discussed?

-Is assistance provided to subordinates in formulating and implementing plans for expanding job performance skills?

Maintaining Discipline

-Are subordinates made aware of disciplinary guidelines?

-Do the sergeant's standards conform to those of the department?

-Does the sergeant insist that all subordinates comply with the same standards?

-Does the sergeant ignore disciplinary problems or avoid taking action?

-Is all available information about a situation gathered prior to taking action?

-Are subordinates given an opportunity to explain the situation?

-Does the sergeant provide timely, constructive criticism for <u>all</u> subordinates in a self-confident manner?

-Is prompt, appropriate corrective action taken?

-Are plans of action fully explained to subordinates?

-Are disciplinary actions recorded for subsequent reference?

-Does the disciplinary action correct the problem?

Self-Improvement Efforts

-Does the sergeant keep current regarding new supervisory practices?

-Does the sergeant recognize personal limitations and potential and make efforts toward self-improvement?

-Does the sergeant recognize the needs of subordinates and guide them toward self-improvement efforts?

SUPERVISORY DECISIONS

Uses Decision-Making Process Effectively

-Is the decision-making process begun by recognizing that a problem exists?

-Are all available facts gathered, organized, and interpreted?

-Is the impact of decisions that may affect other supervisors considered? Is their input sought when possible?

Assumes Responsibility

-Are problems confronted directly or left for someone else to assume responsibility?

-Does the sergeant demonstrate a willingness to become involved?

Appropriate Action Taken

-Are situations resolved by implementing an effective course of action?

-Do the sergeant's actions show a recognition of when to act, when to delegate, and when to refer to a superior?

AREA/SECTION

Planning Process

-When given the opportunity to participate in the Area/Section planning process, does the sergeant actively participate?

-Is the sergeant able to identify the issues involved in the planning process? Is he/she able to distinguish between routine and potentially critical issues?

-When commitments are made to utilize resources, are they realistic?

-Are established goals and objectives realistic and attainable? Are they challenging?

-Does the sergeant present logical, factual arguments when negotiating goals with superiors?

-Does the sergeant involve subordinates in the goal setting process? Are they periodically informed of goal progress?

Problem Solving

-Does the sergeant actively participate in Area/Section problem solving when given the opportunity?

-Is the sergeant aware of what is happening at all levels within the command?

-Are potential problems identified and resolved whenever possible or are they ignored or unnoticed until they become grievances and/or affect morale?

-Does the sergeant consider both the short and long range consequences (to the command) of any action taken?

-Does the sergeant seek input from appropriate staff whenever possible?

-Is the sergeant fair and objective when evaluating the issues involved in resolving the problem?

-Are causes separated from the problem?

-Are problems discussed with superiors when warranted by their seriousness?

Decision Making

-Are all known available facts gathered, organized and interpreted? Are alternatives reviewed and considered prior to making a decision?

-Does the sergeant consult superior when necessary prior to making decisions affecting operations beyond his/her area of responsibility? (Does he/she keep superiors apprised of decisions which could have an impact beyond his/her area of responsibility?)

-When discussing the resolution of a problem with superiors, does the sergeant consistently recommend a course of action? Are reasonable alternatives included in the recommendations when appropriate?

-Does the sergeant make decisions in appropriate instances or does he/she consistently solicit decisions from superiors?

-Are the sergeant's decisions logically consistent with established goals and policies even when individual employees or groups may be threatened or may believe their interests have been ignored by the decision?

-Is appropriate disciplinary action, including adverse action, taken when warranted?

-Are grievances impartially reviewed and resolved whenever possible at the sergeant level?