

ACHIEVING DIVERSITY THROUGH MARKETING

Based on Conferences of the
Major Cities Chiefs

1999 – 2001

Coordinated by the
Human Resources Committee

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FOREWORD

At a time when police agencies are making inroads in the war against crime we are also taking positive strides in-house on being more inclusive in recruiting, hiring, development, education and promotion. However, while achieving some successes, we want to continue our improvement and meet even higher goals. From another standpoint, even though we are making advances, we are also being accused in some cities of violating civil rights in certain communities through racial profiling and the incidents of tragedies where unarmed people are killed through police action. Several agencies are being investigated by the U.S. Department of Justice or have been forced into consent decrees as a result of these occurrences. Because of these factors and other struggles, this study was hard to research, hard to write and suffered through two years of editing. The Human Resources Committee of the Major Cities Chiefs has done a great job in giving their time and energy to come up with some tested and successful methodologies to increase the representation of minority personnel. The study also includes ways to improve all employees' development of their capabilities in our agencies. We believe this project also helps to improve our performance and relationships in our communities. It will never be a completed work but it is a representation of the expertise from the professionals who are the personnel directors of the largest law enforcement agencies in North America. Therefore, the study should be used by its readers as a guidebook toward achieving goals in helping organizations in and out of law enforcement in their personnel practices.

The HRC is led by Sheriff Jerry Keller, the president of the MCC. He communicates to the HRC what issues are of most import to the MCC and directs the Committee in their research. The HRC has averaged one published report yearly since 1984 on personnel issues confronting police chiefs. An FBI Television Network program featured a broadcast of this year's report on their network. It was a highly rated show attracting many viewers who were able to participate through interactive questions and answers.

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Each year in the Spring meeting, the HRC is hosted by one of the MCC agencies for work on the project and for round table discussion. Last year we met in Chicago, Illinois, hosted by Superintendent Terry Hillard, Jeanne Clark and their staff who were gracious and warm hosts. In the fall we met in San Diego during the International Association of Chiefs of Police conference, where Chief Dave Bejarano, Bruce Pfefferkorn and the San Diego Police Department provided grand accommodations. This year we met in Austin, Texas and the HRC appreciates the hard work and hospitality shown by Chief Stan Knee, Sue Barton and their agency in their beautiful city.

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San Francisco Police Department
San Jose Police Department
Seattle Police Department
St Louis Metro Police Department
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Thank you for your participation, hard work and perseverance.

Hugh M. McKinney
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Introduction

*Captain Jennifer Steck
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The recruiting posters say it all. They reflect the goal of every major city police department; the desire to genuinely portray the communities for which we work. The smiling faces of men and women of all races reach out to potential employees beckoning them to come on board with our departments, contributing to a mission of making our communities safe. How close have our departments come to mirroring the vision shown in those posters?

As an example, in 1983, 11.23% of the officers employed by the fifty largest cities were African American, 6.66% of them Hispanic.¹ By 1992, that number had increased to 17.11% and 9.8% respectively.² In 1997, women represented an average of 14.2% of officers employed in sixty-six cities with populations over 250,000.³ Major city police departments are making progress; however, there is still more work to be done. Each department has its own goals, some relating to the recruitment of women, others in the recruitment of African Americans, with another focusing on the recruitment of Caucasians.

The Major Cities Chiefs Human Resource Committee has put together this overview of achieving diversity in recruiting, development and promotion of employees in the law enforcement field. The advent of community policing serves to reemphasize that, rather than being filled with constant violent and confrontational behavior, the bulk of police work consists of non-violent and service activities. With this in mind, we must set goals and objectives for our agencies to properly serve our communities. We will never realize our full potential for effectiveness or engender the confidence of our communities unless we demonstrate a visible commitment to diversity in our agencies.

Never before have we faced such a firestorm of criticism and declining public trust. It is up to us to step up to the plate for the future of integrity in law enforcement. That integrity is gained by taking a closer look at each of our agencies and determining how best to reinforce our foundations. Diversity is a key component in this struggle for credibility.

This overview begins with the perspective of several Major Cities Chiefs. Their contributions are followed by insight into a variety of police agencies and their efforts to contribute to the vision of a diverse law enforcement community.

¹ Data for 1983 are based on 1980-81 information from the Police Executive Research forum. Survey of Police Operational and Administrative Practices 1981 (Washington D.C.; Police Executive Research Forum, 1981).

² Source: Samuel Walker, "Employment of Black and Hispanic Police Officers," Review of Applied Urban Research XI (October 1983) p. 3

³ Source: U. S. Department of Justice, Federal Bureau of Investigation, Crime in the United States, 1997 (Washington, D.C.: USGPO, 1998), p. 301, Table 74.

- A review of Las Vegas Metropolitan Police Department recruitment practices may provide some food for thought for other major city police departments.
- The Honolulu Police Department offers insight into achieving diversity among civilian employees.
- The Nassau County Police Department has applied mentoring during the application process to further their diversity goals.
- Focused efforts on career development opportunities have proven to be extremely valuable for the Los Angeles Police Department.
- The Austin Police Department has looked for effective strategies for achieving diversity at all levels.
- Mentoring has been instrumental to the Baltimore County Police Department in seeking career development and promotional opportunities for its employees.
- The Chicago Police Department provides perspective on meritorious promotions.
- Miami-Dade contributes their insights into implementation of an Affirmative Action program.

The Major Cities Chiefs organization provides an opportunity for all agencies to learn from each other's triumphs and trials. Diversity is an area through which we strive to better our departments. It is our sincere hope that each department can take something from this collection that will contribute to accomplishing a vision of a law enforcement community with high standards of integrity and public service. Our goal is that our recruitment posters represent our departments as they are, not just as we want them to be.

A CHIEF'S PERSPECTIVE ON WHY WE NEED TO ACHIEVE DIVERSITY IN LAW ENFORCEMENT

*Chief Harold L. Hurtt,
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It's simple—it's the right thing to do! It's good for the agency and it's good for the community. One of the goals of any law enforcement agency should be to reflect the community being served. Webster's Dictionary defines diversity as "the condition of being different." On the one hand, the agency is made up of many *different* people, so that it is substantially the *same* as the community. Organizational diversity promotes a dynamic environment in which learning and growth take place. A professional environment that is multi-cultural in nature may heighten awareness and the desire to explore the differences between cultures. Again it is fairly simple—if we learn about different cultures and norms from our co-workers, we can apply that knowledge to our customers in the community.

Communities we serve require law enforcement agencies to operate at a high level of understanding and sensitivity. Achieving this goal begins with identifying, recruiting and screening candidates. Once hired, the personal and professional growth of all individuals in the agency must be encouraged through training and opportunities for advancement. The ability of law enforcement personnel to empathize with individuals of multi-cultural communities requires diversity within the law enforcement agencies themselves. The presence of a multi-cultural environment leads to opportunities for agencies to grow in their understanding of challenges faced by various ethnic groups.

The community's ability and willingness to relate to and support the officers and deputies, whom protect them, depend largely on the trust earned by the law enforcement agency. That trust is gained by understanding sensitivities unique to each of its communities. It is also earned by being open with the community served and educating the public about how and just as important—why—things are done by the agency. This is particularly important when it comes to the use of force in subduing individuals and taking them into custody; the community has to learn the difference between Hollywood and reality! The presence of personnel from different cultural backgrounds within an agency helps the community to say, "They look like us." Once the community accepts this, it helps make all of the officers a little more approachable.

Dr. Gary Weaver, professor of international and intercultural communications in the School of International Service at the American University in Washington D.C. claims that there are four steps to achieving diversity and overcoming barriers to cross cultural communication.

First, law enforcement professionals must know the public perception of their own culture. To understand their own culture and how it affects others is a great

advance towards understanding the impact the law enforcement culture has on others. Dr. Weaver states, "By interfacing with those who are culturally different we gain knowledge of that culture." This statement is true whether it is the internal relationship of personnel in law enforcement agencies or interaction between the community and the police agency.

The second step is to learn about different cultures found within an agency and within the community it serves. This learning process demands on-going training in cultural awareness at all levels of the organization. It also provides a goal for which to strive in the hiring process. The cultural makeup of the community should be mirrored in the composition of the organization.

The next step requires an understanding of the dynamics of cross-cultural communications, adjustment and conflict. Different cultures communicate differently. When the process of communication breaks down, misunderstandings occur and conflict arises out of a lack of understanding and knowledge.

The last step is the development of cross-cultural communicative, analytical and interpretive skills. While it is important to understand the background and history of different cultures present in the community, it is also important to possess the ability to communicate effectively.

Achieving cultural diversity within law enforcement should be a goal of all agencies. The process of learning and experiencing cultural differences within each community is a worthwhile challenge to be embraced by law enforcement professionals. Meeting the demands of a culturally evolving society depends upon our willingness to learn, to be open and receptive to community ideas and in fact, to make that community part of the decision making process within the agency.

The Phoenix Police Department has embraced the concept of cultural diversity and is progressive in its pursuit. A representative group of citizens are used as members of the Department's Use of Force Review and Disciplinary Review Boards. Another group sits as part of the panel that makes the final hiring recommendation for all sworn officers. The Department has been part of an exchange program with police officers from Costa Rica and trains officers from Saudi Arabia. The Department has a Spanish language program that calls for employees to live with families in Hermosillo, Mexico for two weeks. Their assignment is to learn as much as possible about the culture while they also learn the language.

The Phoenix Police Department provides all personnel with continuing education on cultural diversity and communication skills. The Department has partnered with the community to aggressively reach out to minority and women candidates *as a part* of our overall recruiting campaign. These efforts focus on the principles of equal opportunity for all individuals regardless of race, color, age, religion, national origin, disability or sexual orientation.

In conclusion, an agency has to do more than “talk the talk.” Its employees must clearly demonstrate a desire for and the actual achievement of reflecting the community it serves—because it’s the right thing to do. It must carefully re-educate or weed out those in the organization who cannot or will not accept this organizational necessity. The Department must create and encourage an enlightened environment in which all cultures are represented and welcomed. The development of personnel, reinforced through recurring training, strengthens the police agency and develops positive behaviors beneficial to both the community and the organization.

Endnotes

1. Gary Weaver, “Law Enforcement in a Culturally Diverse Society.” *FBI/Law Enforcement Bulletin*, September 1992, 1-7.

Lessons Learned: Recommendations for the Future

*By: Bernard C. Parks, Chief of Police
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May 2000

Achieving diversity within our law enforcement agencies is a challenging, laudable and necessary goal for all police administrators. The communities we serve are diverse. It is the police administrator's responsibility to make sure all reasonable efforts are made to ensure that their agency reflects the diversity of their community, not only at the entry-level police officer position, but also throughout the ranks.

Achieving diversity is a complex task, but progress has been and must continue to be made in establishing law enforcement agencies that more closely reflect the community they serve. Many agencies are currently under court-ordered consent decrees for hiring and promoting within their organizations. These consent decrees have assisted in diversifying agencies to some extent, but more recently, police administrators have been more diligent in providing the necessary leadership so that agencies are now more than ever becoming more diverse, more reflective of, and more responsive to the communities they serve. Yet, eagerness to quickly achieve diversity has led to oversights. The following are recommendations for achieving diversity through past lessons learned.

Recruit for Diversity, Hire for Quality

It is important to understand that in an effort to achieve diversity, we should never compromise quality. Law enforcement administrators should hire only the highest caliber candidates. Hiring less than the best results in endless problems, both in the quality of service provided to our communities and in the potential for corruption within our organizations.

To accomplish goals of diversifying, agencies should target protected groups for aggressive recruiting. Successful recruitment for diversity means that administrators must be innovative in their approaches. They must work hard to recruit diverse pools of candidates to bring sufficient numbers of high quality individuals from all groups to meet hiring goals. The results will be exponential: If we value the recruitment of diversity in our organization, targeted groups will take note of our approaches and will strive to work in such an organization. Yet, as important and desirable as diversity is, we should not sacrifice quality. We should recruit for diversity and hire for quality.

Treat Consent Decrees as Goals, not Absolutes

Many agencies have entered into court-ordered and monitored consent decrees due to past discriminatory practices and to ensure that discrimination does not occur in the future. However, agencies should be mindful that consent decrees represent goals that a particular agency will attempt to attain in hiring, promotions and/or assignments. The goals must not be seen as absolutes. When viewed as absolutes, goals become quotas, which are improper and illegal. Consent decrees should be viewed by police administrators as constant reminders that agencies should be trying new things and doing things differently in an effort to diversify their agencies and to meet their goals.

Develop Your Personnel and Help Them Become Competitive

Law enforcement agencies need to be diverse throughout their ranks, but they also need to have motivated, hard-working, ethical individuals to lead their organizations. Promoting simply for diversity undermines the organization. Agencies should develop all employees to their fullest potential so they can be competitive for promotions and assignments. Sometimes unpopular personnel decisions must be made. Popular decisions are not always the best job related decisions. This type of decision will help agencies to provide for an environment in which all employees have the potential to learn and grow. Yet, employees must understand that they must earn their promotions and assignments through performance, dedication and hard work -- jobs will not be handed to them.

Promote Based on Merit, Knowledge, Quality and Expertise

When an agency promotes based solely on race, ethnicity or gender, it does a great disservice to the employee, the organization, the particular protected group and the community. Agencies have a responsibility to put their best-qualified individuals in leadership positions. Although there will always be dissention on who may be the best qualified, promoting individuals who are not properly prepared and who are promoted based solely on race, ethnicity or gender will tear down productivity and morale in an organization.

Make All Employees Work and Produce for their Promotions

It is important to convey the message that nobody should ever feel that his or her race, ethnicity or gender either entitles them to or precludes them from a position and/or promotion. Individuals must be willing to tenaciously prepare for promotional examinations. This includes studying for the written examination, preparing for the interview and working diligently to learn the necessary functions of the position for which they seek appointment. If individuals refuse to prepare, then they should not be promoted. An individual who prepares for an examination is invariably in a better position to be an effective leader due to their knowledge about the position for which

they tested. Knowledgeable individuals also become role models and in turn inspire others in the same protected group to study so they too can promote. Promotions that are given to individuals based solely on their protected class rather than on merit cheapen the process. Important ground in employee development is lost when this occurs.

SUMMARY

Promoting healthy working and interpersonal relationships among our employees with an emphasis on employee wellness, mutual respect and equal opportunity for all is the foundation for achieving nothing less than the highest level of professional and ethical employee conduct in providing police service. Employees are motivated to perform the best when they are all treated fairly and given the same opportunities to learn and promote. All of us, from every ethnicity, gender and cultural background, have had experiences that give us a unique understanding in our approach to defining problems and participating in solutions. For this reason, the immense value of having a workforce representative of the community it serves cannot be understated. Through your diligence and dedication, police agencies have become more reflective of the communities they serve. Leadership and progressive policies will help to continue this trend. Our past experiences have helped us to learn along the way; police administrators must now be mindful of those lessons and continue to move forward with an invigorated commitment to diversifying.

SOME THOUGHTS ON POLICE RECRUITING

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A recent article in USA TODAY highlighted some of the issues and problems law enforcement agencies across America are experiencing with recruitment of new police officers.

Wherever law enforcement executives gather, one of the topics of conversation is sure to be recruitment and the problems thereto related. For the past two years, it has been the focus of a research project conducted by the Human Resources Committee of the Major Cities Chiefs organization.

The common wisdom - and most frequently heard comment - is: "we are all competing for a limited number of qualified candidates". When the discussion turns to protected class or minority recruits, the challenge becomes proportionately greater, and the competition much sharper!

There is much speculation as to both the reasons for this situation, and fixes or solutions that might prove effective.

Among the many reasons offered: the economy has been consistently strong, and there are many better-paying, more attractive and less risky jobs available in the private sector; media coverage of recent police scandals in large departments like New York and Los Angeles create negative public attitudes about police in general; today's young people reject authoritarian or hierarchical work environments; young minority candidates grow up in an environment of mistrust of and even open hostility towards the police; today's youth are not service-oriented, police work environments are still unfriendly for minorities and women; most young people can't pass drug-screening or other background tests, and so forth.

Among the many solutions: lowering requirements, liberalizing drug screening standards, ignoring past "minor" criminal behavior, offering recruitment bonuses to officers who successfully recruit good candidates; pay incentives, sign-up bonuses; lateral entry (steal-a-cop) programs; educational incentive programs like the police corps strategies, consent decrees and many more. Some seem to work, others - such as lowering admission standards and requirements - may result in ticking time bombs in terms of future liability!

While the issue is a very complex one and does not lend itself to quick fixes or simplistic solutions, one may ask whether or not we have framed the question properly before we go off seeking the answer. For example, are we all competing "for a limited number of qualified candidates", or are we all in fact competing for a limited number of

qualified candidates who are interested in becoming police officers? Could it be that a significant part of the problem is that we are reaching out to or appealing to a very limited number of people who - for whatever reasons- are already interested in law enforcement as a calling or career?

In other words, should we not be paying more attention to our marketing/advertising strategies?

For some time now, the United States Armed Forces have been all volunteer. The United States Marine Corps has been all volunteer even longer than the other branches of the service. The Corps still maintains rigorous and challenging standards for both recruitment and the successful completion of basic training. Yet it seems to find enough qualified, dedicated young men and women, including minorities, who wish to prove themselves within the rigorous requirements of the Corps. Is there something to be learned from this?

If, like most Americans, you've watched any major sporting events on TV over the past couple of years, there are a couple of ads I'm sure that you'll recall. One is that of a young man, struggling to ascend to where a dragon awaits him...the young man prevails, slaying the beast with his sword, and changes into the image of guess whom? A United States Marine, and the ad goes on to urge young people to consider if they are up to the challenge! And you probably also remember another ad, also regularly seen on the shows young people are likely to watch, of U.S. Soldiers carrying out their duties, while the voices say "You are my sister, my father, my brother...and the ad urges young watchers to "be all that you can be".

Has anyone seen similar ads on prime-time TV appealing to the finer instincts of pride and dedication in our young people and urging them to consider a life of service to others in law enforcement? I think not, because no such ads exist. Oh yes, there are public service spots and some recruitment ads for some individual local police departments. LAPD, Detroit, St. Louis Missouri, just to name a few. But no one has looked at a national marketing strategy for the profession of law enforcement, and no one agency can afford such a strategy!

But, if the US Department of Justice wants to pro-actively assist law enforcement agencies in the recruitment of qualified minority and other candidates, and if the COPs Program wants to assist in reaching goals involving x number of new police officers on American streets, maybe we should be promoting some sort of dialog in this area. How important to the future safety and prosperity of our nation is the continued successful recruitment of qualified and motivated men and women of integrity from all races into our law enforcement agencies? How much would that cost, and how do you calculate the return on that investment?

And what about the entertainment industry and the news media? There are certainly many Hollywood and TV stars that have achieved fortune and fame through roles in series about law enforcement. Could we not ask them to give back something

by helping make ads that would encourage their young fans to consider a career in law enforcement service? What about all those famous anchor-persons who are quick to point out instances of police misconduct and pontificate about them - how about making a few spots for law enforcement based on the many instances of genuine heroism involving law enforcement that take place daily in America?

And what happens once we successfully attract qualified young people and interest them in a law enforcement career? The United States Armed Forces are struggling with the problems of retention and continued motivation of their personnel. In a recent article in the US ARMY TIMES, a cover story discusses the difficulties that the army is having in retaining young leaders at the captain level. Again, there are many complex reasons for this, both internal and external.

The lesson to be learned is clear, however. Once we have attracted the attention and interest of young, motivated, qualified potential candidates, how do we follow through in recruiting, screening, and training them? Are our systems so aligned, and our work environments so maintained that new incoming candidates are reinforced in their interest and motivation, and encouraged to invest themselves in meeting what should be rigorous standards for training and development into successful, quality police personnel?

Do we adjust the thinking that comes from entertainment and media impressions about what police work is all about into a more realistic yet still inspiring expectation, one that creates a spirit of dedication and loyalty?

What do we have in place to attract and retain candidates into our own agency once we have widened the pool of those generally interested in a law enforcement career?

Do our compensation packages address today's needs and expectations in terms of a menu approach to benefits such as health care and educational incentives? Do we adequately address portability issues? Have we provisions for such things as safe day-care programs for the children of our employees? Do we help our potential employees to prepare themselves for physical agility tests and other required examinations? Are our Field Training Officers imbued with a coaching mentality or with an adversarial trial-by fire mentality? Do we have mentoring programs and incentive programs, which also recognize and reward the kinds of behaviors, which we want modeled in our agencies?

How carefully do we instill in our new employees realistic expectations and understandings not only of what to expect in their own areas of responsibility, but in the broader criminal justice system and how it works? Lack of thorough grounding in this critical area is often the foundation of the wall which many police employees slam into after four or five years on the street, a wall which turns them into -at best - cynics, or - in many cases - former employees!

What opportunities do we have to interest the youth in the law enforcement profession? Sports programs involving kids and officer role-models, law enforcement cadet or Explorer programs within the department, youth leadership academies to help develop leadership skills in 7th, 8th, and 9th graders and to acquaint them with career possibilities in law enforcement, citizen academies and ride-along programs, school resource officers, recruitment on campus programs, our own TV and radio spots encouraging people to think about law enforcement as an honorable service to the community.

Recently law enforcement has been demonized to some extent by the national media. There has been an increasing trend to take specific instances of genuinely outrageous police misconduct and then to generalize on these obvious exceptions as being pretty common or even typical in American law enforcement. There has been a growing tendency to conclude that the police are essentially corrupted, brutal, and out-of-control, when no evidence exists to support such conclusions.

In fact, to the contrary, studies have shown that police are better trained and more highly disciplined than ever before in history. Extensive studies have shown that the use of force by police is going down, not up, as the naysayers would maintain! Instances of police misconduct and citizen complaints are typically down, not up. Critics lament the so-called militarization of the police when in fact there is more use of less-than-lethal new technology, and more community partnerships and problem-solving going on than ever in the history of law enforcement.

Yet all of the positive developments brought about by community policing, problem-oriented policing, and values-based policing can be drowned out in the minds of potential future police professionals by the kind of negative popular mythology hyped by the entertainment and news media.

Therefore it is our responsibility both within our individual agencies as well as collectively within our profession, our industry, to take the responsibilities of public education and public marketing seriously if we are to truly broaden the pool of qualified, INTERESTED candidates. This requires an investment of both effort and scarce resources, but there are potential partners out there in the community and in the private sector who can and would help us if approached properly, and who have the know-how and experience to assist us in our mission. If not now, when? If not us, whom?

This is the time to do some serious research, to think outside the box, to form the kind of inter-agency and discipline-wide alliances that can make us successful. This is also time to allow the academic community to assist us in what might be the greatest challenge to the continued improvement and professionalization of law enforcement.

And we must not make the mistake of focusing our efforts narrowly on the recruitment of sworn or commissioned police officer candidates. Hopefully we have all learned that our success is equally dependent upon the motivation, professionalism, and integrity of all of the civilian or non-sworn specialists and professionals so vital to

our operations at every level. We must become as thoughtful, creative, and concerned about recruiting, screening, developing and retaining these vital members of any agency's team. The competition for qualified and interested candidates for such positions as communications specialist, crime analyst, forensic scientist, systems manager, police planner, and many other specialized career paths is keener than ever. Motivated, qualified people coming into our organizations in such positions want some say and ownership in the organization. They want to be part of something, and they want recognition as an equally vital and valued member of the team.

Therefore we may need to rethink our approach to the recruiting, screening, compensation and development of these assets. They ideally should be backgrounded as thoroughly and carefully as are our sworn officer candidates. They ideally should be held to the same high standards of integrity and public trust. We must invest in them and develop and nurture them with the same care that we use for commissioned officers - in fact, it would be ideal if all police personnel were back grounded, thoroughly trained, and then sworn in with an oath of office that committed them to the values and ethics of the law enforcement careerist and dedicated them to their particular specialty in the organizational team.

When we assess the costs of burnout, turn-over, lack of productivity, safety and liability issues and concerns and the negative image and publicity which such things seem eventually to generate, and when we compare these with the potential we have for meeting the increasingly complex challenges of policing in a free society, in the global village, the value of the investments made in recruiting, screening, training, mentoring, and career and promotional path development seem obvious!

Right now we are enjoying what can only be described as a temporary respite-crime is generally down. Rather than rest on our laurels, we must use this period to prepare for the inevitable resurgence in crime that current demographics predict will engulf us within the next few years. This is not the time for a phony peace dividend - we are far from having won the war on crime! We must not allow the political mandarins to take away vital resources and substitute in their place platitudes and thank-yous for "a job well done".

We, if anyone, should be painfully aware of how long it takes to recruit, screen, train, and season good police personnel in whatever assignment or capacity. We should be preparing our response to the next inevitable cycle of increased crime and violence, and investing our best efforts and resources in gaining those assets that we will need to combat it and to carry out our responsibility of protecting our communities. And, as we all know, those most valuable assets that we need to prepare and develop are our people!

LAS VEGAS METROPOLITAN POLICE DEPARTMENT'S DIVERSITY RECRUITING STRATEGIES

*Doug Spring, Executive Director Personnel
Las Vegas Metropolitan Police Department*

The Las Vegas Metropolitan Police Department (LVMPD) has no problem filling a testing room with potential employees. A few years ago, a general announcement in a local newspaper sparked interest in over 2,000 applicants who were tested in one location. As with most agencies, the challenge faced by LVMPD is encouraging the right, qualified candidate to consider employment. Recruiting a diverse workforce who reflects the community's demographics makes the challenge even greater.

In 1996 the LVMPD recruitment team consisted of two full-time Police Officers who reported directly to a Background Sergeant and were tasked with providing a comprehensive recruitment program to locate potential Police and Corrections Officers. Since that time, the recruitment team has expanded to include the supervision of an Employment Lieutenant, Recruitment Sergeant, 5 Police Officers, 1 Corrections Officer, 1 Law Enforcement Support Technician (administrative support), and 2 Office Assistants (receptionists). The team's main objective is to identify and recruit a diverse applicant pool that are interested and qualified to start a career in law enforcement.

As the team has grown, the recruitment effort expanded beyond the Las Vegas area and into communities throughout the country with highly diverse populations. The team has visited university and college campuses, career fairs and military bases in such areas as New York City, San Francisco, Los Angeles, San Diego, El Paso, 5 cities in Louisiana, and many other culturally diverse communities. Before each trip, a strategy team would visit the community to establish liaison and community contacts followed by a team to attend events and to meet applicants. In several of the cities, the recruitment team was joined by a selection team who would administer Police and Correction Officer fitness, written and oral examinations. Although these trips showed some encouraging results, the struggle for diversity continues.

DIVERSITY RECRUITMENT SUMMIT:

In an effort to promote and improve diversity recruiting, LVMPD recently held a Diversity Recruitment Summit and invited Department representatives from the Black, Hispanic, Asian and Female Police Officers Associations; National Organization of Black Law Enforcement Executives; alternate life style representatives; and employees from the Recruitment Team in the Personnel Bureau. The Summit focused on the question: What activities might the Department pursue to enhance diversity in the Police and Correction Officer workforce? A daylong meeting identified nine major categories:

MARKETING STRATEGIES: Suggestions ranging from what appropriate labor markets to target to what publications should we advertise were discussed. Specifically several suggestions focused on using department minority representatives to increase the number of part-time recruiting efforts. Every employee should be encouraged to be a recruiter.

INCREASE CULTURAL AWARENESS: Critical to any recruiting effort is to ensure the organization has a reputation for welcoming diversity. The Department's diversity and alternate lifestyle policy was discussed emphasizing the need to provide regular cultural awareness training with refresher courses. Academy and Field Training Officers should be trained regularly to foster appropriate, respectful treatment of new Officers. The Department should look at its policies and procedures, promotional opportunities and formal and informal communication networks to ensure barriers to equal opportunity are avoided.

MENTORING SUPPORT PROGRAMS: Officers helping Officers transition to the Las Vegas area and to the Department values and culture was emphasized. Relocation programs, community orientation programs and housing assistance were discussed.

MONETARY AND CONTRACT ISSUES: Relocation pay, "recruit your partner pay", recruitment incentives, pay for attending non-profit and cultural meetings as a Department representative, and relocation bonuses were just a few of the suggestions presented. Of course many of these ideas require negotiations with the appropriate collective bargaining unit and budgetary consideration.

TARGET YOUTH PROGRAMS: The Department currently supports several Scout Explorer Posts and offers recently graduated High School students with an opportunity to be hired as Cadets within the organization. Several suggests were presented to promote Explorer Posts through the different minority Police Officer Associations and to focus recruiting in diverse communities to encourage students to become Cadets.

FITNESS PREPARATION AND EVALUATION: Recommendations were made to develop Department and community fitness programs to help applicants pass the fitness examination process. In addition, the fitness standards need to be evaluated to ensure they accurately reflect performance on the job.

TARGET RECRUITING THROUGH MINORITY EMPLOYEE VISIBILITY: It was suggested to encourage minority employees to focus on organizations, clubs, religious organizations that they participate in, to market employment with LVMPD.

SOCIAL AND COMMUNITY PARTNERSHIPS: Since the LVMPD represents the community of Las Vegas, it was suggested that community leaders and organizations should assist in the recruiting efforts by sponsoring symposiums,

job fairs and seminars. Testing would also be conducted in the community centers in diverse areas of the city.

ADVERSE IMPACT: Finally, the Summit representatives suggested a constant review of the selection tools be conducted to ensure adverse impact is minimized. Areas in which a particular minority group appears to have difficulty should be shared with diversity representatives to assist in mentoring and training programs.

As a result of the Summit, the LVMPD recruitment team met separately to determine specific programs that were a priority to the Department and would provide immediate benefit. Using an interest based decision-making model, the recruitment team identified the following recruitment strategies.

EXPAND INTERNET RECRUITING

Approximately one-third of all potential candidates have become familiar with LVMPD through the Internet. Recently recognized by Law & Order Magazine as the best police website design (www.lvmpd.com), the Department's website provides applicants with a description of positions available, explains the selection process, provides a guide to help potential Police and Corrections Officers prepare for the examination process, familiarizes applicants with the benefits of LVMPD employment, and allows interested applicants file on-line interest cards. Our goal is to expand the use of the Internet to allow individuals to complete the application process, and receive application approval on-line. Eventually applicants will be able to schedule their exam date and time on-line. Our initial effort is to ensure the Internet reflects the cultural diversity that already exists within the Department and encourages minorities to apply.

HOLD A MINORITY RECRUITMENT SUMMIT AND ESTABLISH RECRUITMENT COUNCILS TO REPRESENT THE INTEREST OF EACH MINORITY GROUP

Plans are underway to hold a minority recruitment summit inviting community leaders, Department minority representatives and recruitment team members to focus their attention on the recruitment needs for each minority group. As a result of a day-long summit, separate councils will be establish representing each interested minority group with representatives from the community, the Department and the recruitment team to focus efforts on Department cultural awareness and recruitment strategies that work for that minority group. The goal is to expand the recruitment effort beyond the boundaries of the Department and to involve the community in improving the diversity of their police force.

EXPAND MILITARY RECRUITMENT EFFORTS IN HIGHLY DIVERSE AREAS

As the military continues to downsize, many qualified and motivated applicants are looking for employment opportunities. Military personnel are used to moving and are willing to relocate. The recruitment team is tasked with identifying military bases in highly diverse communities, establish liaisons and continue their out-of-area recruitment trips with the support of military representatives. Military bases have allowed us to use their facilities for testing and have opened their doors to the community to participate in

our recruitment seminars and symposiums.

SURVEY APPLICANTS, RECRUITS AND PROBATIONARY POLICE OFFICERS

Why employment with LVMPD? Are we aware of cultural differences? How are minorities treated? A recent study conducted by the Quality Assurance Bureau reviewed the recruitment, selection, background, academy and field training programs to determine if any diversity issues needed to be addressed. As a result of the study, the Quality Assurance Bureau made the following recommendations relating to the recruitment process:

Training for recruiters In order to compete in today's market, recruiters must receive professional and comprehensive recruitment training. Training should include marketing, basic statistical training, public speaking, communication skills, and cultural training. Once the training is maximized, standardized performance related statistics on individual recruiters should be maintained so that their effectiveness can be measured and evaluated.

Developing applicants Recruitment must look at developing applicants at an early age by diversifying such programs as the Summer Work Program, Explorer Post, Cadet Program, as well as developing Police Magnet Schools in diversely populated high schools.

Personal appearance standards Personal appearance criteria should be evaluated and standardized to ensure that adopted standards have a legitimate business application, and do not adversely affect qualified applicants. For example, a more restrictive hair length standard that is currently being applied in the Police Academy is eliminating potential female applicants. Therefore, supervisors must ensure that appearance standards parallel that of the Department Policy.

Mentoring programs Mentoring programs should be developed to ensure applicants not only maintain an interest, but also have an easier transition into the LVMPD. A sponsorship program should be developed to assist newly hired personnel with their relocation to the Las Vegas community.

Recruitment video Produce an updated recruitment video that dynamically advocates the Department's career potential and which vividly promotes diversity policies of the LVMPD.

Fitness test The Personnel Bureau is in the process of conducting a validation study of the Department's current fitness test standards. This study will include assessing optional physical testing regimens that are job specific to the positions of Police Officer and Correction Officer.

ENCOURAGE EMPLOYEES TO BECOME PART-TIME RECRUITERS A monthly newsletter, prepared by the Department, continuously encourages all employees to

recruit qualified applicants for employment. Several departments have provided incentives to employees to recruit, such as, a finder's fee. Those employees who find an applicant who is successful through the academy and field training program receives a monetary incentive. LVMPD is currently evaluating this option.

EXPAND THE CADET PROGRAM Efforts are underway with a local high school to establish a criminal justice magnet school program. High school students interested in Law Enforcement would be encouraged to transfer to this high school to complete their education. Those who are successful through the program will have an opportunity to compete for employment in the LVMPD's Cadet Program. Cadets are hired between the ages of 18 and 20. They must successfully complete two years as a Cadet and automatically become eligible for employment as a Police or Corrections Recruit. They are expected to attend the academy and field training program like any other applicant. Their service as a Cadet eliminates the need for their participation in the selection process. The criminal justice magnet school is currently being developed and LVMPD is evaluating its participation in the program.

IMPROVE DATA COLLECTION AND REPORTING The Department's ability to capture recruitment data to analyze the success of recruitment activities needs to be improved. The Personnel Bureau currently uses a SIGMA applicant tracking system that holds the capability to track applicants and test scores, prepare correspondence, and create a variety of reports including adverse impact reports. The systems use is being expanded to capture recruitment information including: Who contacted the applicant? What recruitment event did the applicant attend? What is the applicant's minority status? Who referred the applicant to the recruitment team? Was the applicant successful in the selection process? Was the applicant successful in completing probation? The SIGMA applicant tracking system is currently being updated.

LVMPD's recruitment story has no ending. The efforts continue to find the most effective way to recruit qualified applicants. This report provides only a glimpse at the ideas and efforts of the recruitment team. Each day the team's enthusiasm and commitment to finding the best applicant brings new ideas and programs. A helpful suggestion--listen to your recruiters! They have great ideas, many of which LVMPD has implemented with success.

ACHIEVING CIVILIAN EMPLOYEE DIVERSITY

*Assistant Chief Barbara Wong and Glen Kajiyama
Honolulu Police Department*

The challenge towards achieving cultural diversity for any law enforcement organization is not limited to only sworn personnel. Achieving diversity for civilian personnel is equally important towards ensuring a police department that is responsive and sensitive to the respective community it serves.

Just as there is no single panacea towards achieving cultural diversity for sworn personnel, achieving diversity for civilians is also complex. Nevertheless, it must be addressed.

So, how can we work to achieve civilian cultural diversity within our police departments? Simply put; value each other's differences.

To start with, to realize diversity, we may first have to understand the nuances inherent in xenophobia (fear of foreigners). When we experience another's accent, do we distance ourselves simply because it is foreign to us, because it appears embarrassing? Do we foster an anxiety regarding how others look, the aroma and visuals of their meals? Do we become resentful of their collective prosperity? Or, do we take the time to acknowledge, respect, and honor another's past, another's history?

Hawaii has always been recognized for its rainbow of races living, working, and recreating together. We do not claim perfect harmony, but we can claim a continually growing, symbiotic relationship. Respect is shown for each other's traditions, foods, languages and cultures. By looking for the positive in each culture, we have reaped the benefits of celebrating multicultural events, enjoying the best foods, and following those customs with which we would like to identify.

It is very common in Hawaii to have inter-racial marriages, such as a Caucasian male married to a Chinese female. They eat Chinese, American, Filipino, Vietnamese, Thai, Japanese, and Hawaiian foods. They celebrate Japanese Girls' and Boys' Days with flying paper fish (one for each child) in front of their homes. They participate in Ching Ming by visiting and honoring the graves of their ancestors, and they honor their baby's first birthday with a Hawaiian luau.

When it comes to diversity in police departments, two distinct hurdles can be leaped simultaneously. The first hurdle is that civilian employees are frequently viewed as "second-rate citizens." The perception is that sworn personnel receive the recognition, the training, the latest equipment, and are encouraged to "move and shake" the department. Conversely, civilians have been regarded as almost servile. They rarely receive any training other than what was afforded after their initial hire. And don't even mention creating new civilian support positions without first creating the "more important" patrol positions. The second hurdle to achieve cultural diversity in the

workplace is actively recognizing, respecting, and encouraging people of all ethnicity to apply for vacant positions.

A snapshot of the Honolulu Police Department’s ethnicity of civilian employees is as follows:

RACE	NUMBER	PERCENT
Black	2	0.4
Chinese	36	8.0
Cosmopolitan	38	8.5
Filipino	24	5.4
Hawaiian	5	1.1
Hispanic	2	0.4
Japanese	166	37.1
Korean	3	0.7
Other	16	3.6
Part Hawaiian	101	22.5
Portuguese	3	0.7
Puerto Rican	3	0.7
Southeast Asian	3	0.7
White	46	10.3

We found the following practices have assisted us in recruiting as well as retaining a culturally diverse civilian workforce:

- We ensure that our recruiting team for police and civilian positions reflects diversity both racially and by gender.
- We ensure that our advertising, posters, calendars, coloring books, videos, etc., reflect cultural and gender diversity.
- We develop and foster a feeling of “ohana”, or family, so that our employees become our best recruiters by telling others what a good place the Honolulu Police Department is to work.

- The Chief emphasizes that we are one team--civilian and sworn. There are no benchwarmers and water boys/girls.
- Civilians in various ranks and positions routinely are invited to attend the once-a-week Command Meeting. Civilian heads of divisions/units are a permanent part of the Command Staff.
- Civilians are sent to training conferences, seminars, and workshops, both on-island and on the mainland.
- Out of the top ten budget priorities, increased civilian staffing ranked at the number two and number eight priorities.

Previously, the department only recognized sworn officers in award and promotion ceremonies. Now we have three awards for civilians, and they are recognized along with the officers in promotion ceremonies.

- Civilians were invited and encouraged to join the Critical Incident Stress Debriefing team and the Peer Support Unit. They obtained their training alongside the officers. They now have ownership in keeping the department healthy.
- Civilians were included in the building of the department's mission statement that begins with, "We, the men and women of the Honolulu Police Department"
- Civilians are included in the building of our "Strategic Plan 2003."

When civilian employees feel ownership and empowered to make a difference, they will come! When cultures are not only respected but also celebrated, they will feel a welcome part of the family, the "ohana".

ACHIEVING DIVERSITY: MENTORING DURING THE APPLICANT INVESTIGATIVE PROCESS

*Inspector Lawrence W. Mulvey
Nassau County Police Department*

INTRODUCTION

There is probably no greater challenge facing the Police Administrator today than attempting to achieve diversity while simultaneously responding to the demands for increased police services with limited fiscal resources.

Within the field of Human Resources perhaps no topic has received more attention during the past 20 years than Affirmative Action and Equal Employment Opportunity. In fact, police departments across the nation are under mandates to take affirmative action to ensure employment opportunities for minorities and women in policing. In response police executives have developed effective recruiting, hiring and training programs.

Mandate notwithstanding, many agencies have found that the community-oriented approach to policing works best when the workforce is as racially, ethnically and gender diverse as is the communities they serve. Effective community-oriented policing is predicated on hiring competent officers who are able to communicate and interact well with others. To be successful, police officers must gain the trust of a diverse population. To secure that trust the officers must be competent, disciplined and reflect the rich diversity of the community.

LAW ENFORCEMENT INITIATIVES

For most agencies achieving diversity is a costly endeavor. It must involve recruitment, competitive testing, applicant screening and investigation followed by police academy training.

RECRUITMENT

Recruitment is probably the most important phase of the hiring process. A valid testing instrument, thorough applicant investigation and training are only as good as the candidates that elect to compete in the process. Effective recruiting requires a meaningful commitment of resources. For larger departments this can mean a full-time supervised staff of police officer recruiters. Some mid-size to large departments utilize recruitment task forces when needed. Additional expenditures may include costs for Print, Radio and Television advertising. For example, the Nassau County Police Department (3150 sworn, 1100 civilians) will spend \$1.2 million in recruitment salaries, \$240,000 in advertising and \$40,000 in consulting fees in fiscal year 1999.

COMPETITIVE TESTING

In an effort to diversify, many agencies are using competitive testing instruments designed by professionals that eliminate the cultural biases that may exist in standard state civil service examinations. Federal Court Consent Decrees settling litigation with the Justice Department may have governed some of this. Such an exam administered in Nassau County to more than 25,000 applicants cost more than \$1 million.

APPLICANT SCREENING AND INVESTIGATION

The Americans with Disabilities Act has dramatically changed the process by which many agencies screen and investigate police officer applicants. Essentially an offer of employment must be tendered before any medical exams, health-related questions or records can be examined. These restrictions have increased the costs associated with an applicant's screening. Many agencies first conduct a complete background check (except medical background) as a Phase I review. This is followed by a job offer and Phase II reviews which include medical review, polygraph, etc. The costs attributable to this process have increased because prior to ADA many candidates were eliminated for medical reasons and there was no necessity to conduct a thorough and costly background investigation.

POLICE ACADEMY TRAINING

Just as standard employment tests have been modified to guard against disparate impact against protected classes of individuals, police academy training must recognize that in achieving diversity, they must be sensitive to cultural differences among their recruits. Assimilation into the police culture will not be uniform. Many agencies have developed mentoring programs to aid in the assimilation process and foster the retention of minority recruits. These mentoring programs are not designed to get substandard recruits through the academy, but to render support, encouragement and insight to qualified candidates who must meet established standards.

EMERGENCE OF MENTORING PROGRAMS

The retention of qualified personnel has always been a concern in all sectors of employment. As agencies endeavored to achieve diversity, the need to retain those qualified employees, particularly minorities and women, intensified. Although informal mentoring has always existed in law enforcement, formal programs began to emerge in the late 1980's. The number of mentoring programs in private industry has skyrocketed. A survey cited in the *HUMAN RESOURCE EXECUTIVE* revealed that formal mentoring programs doubled between 1995 and 1996. The purpose of these programs was to improve the retention and promotion of minorities and women and, thereby, improve the cultural diversity of the organization.

Mentors are generally veteran officers who are well-respected and considered role models by their peers and supervisors. All mentors should be volunteers and should undergo training in the mentoring process. A program coordinator will match the newly hired recruit with a mentor. Mentors assist in the assimilation process. They provide support, encouragement, and advice and can serve as a confidant.

THE VALUE OF MENTORING AT THE PRE-HIRE STAGE

Formal mentoring programs have proven their worth in improving the retention rates of newly hired candidates. An in-house analysis of the recruitment and hiring process in the Nassau County Police Department conducted in 1997 and 1998 indicates that retention rates of minorities and women can be further improved by initiating the mentoring process earlier, specifically at the pre-hire stage during the start of the applicant investigation process.

BACKGROUND

New York State Civil Service Law and the Nassau County Civil Service Rules govern the hiring of Police Officers in Nassau County. Since 1982, hiring into the sworn force has also been governed by a Federal Court Consent Decree entered into regarding litigation entitled United States v. Nassau County. A major effect of the Consent Decree was to alter the prior method of recruiting and competitive testing. Before the effective date of the Consent Decree, testing was by written multiple-choice examination prepared by the State Civil Service Commission, and administered by the Nassau County Civil Service. With the signing of the Decree, the "State Exam" was no longer used. Instead, the County has hired professionals to design and administer nondiscriminatory entrance examinations. The educational requirement of 64 college credits was reduced to 32 credits. Those candidates that clear background investigations, medical examinations, physical agility tests and have the requisite 32 college credits are hired in rank order based on their written examination score.

The Nassau County Police Department as well as many other law enforcement agencies has committed substantial resources towards achieving diversity. Recruiting, testing, processing and training a police recruit costs Nassau County \$53,000 plus the recruits' salary. When you factor in that recruiting and the specially developed exams are largely in place to improve the cultural diversity of the force, this investment is significantly higher for minority candidates. Mentoring programs are designed to protect these investments.

The Nassau County Police Department has decided to go a step further and provide mentoring for every candidate that passes the competitive examination and who may be reachable in the hiring process. Mentoring is offered long before the candidate is hired and starts his/her academy training.

In Nassau County's case, of the 77 minorities and women hired in the last 3 academy classes, 14 were not retained post academy. More significant, however, was

the number of eligible "to be hired" minorities and women that did not get through the applicant investigation process. Some 337 minority and female applicants were properly eliminated due to problems in their background investigation, random drug tests and medical screening. Some 91, however, were eliminated and bypassed for failing to show up for scheduled meetings and interviews.

ANALYSIS OF MINORITY RETENTION

The Nassau County Police Department needed to find out why minority and female candidates who successfully competed against more than 25,000 other applicants in a written exam and who scored high enough to be hired would drop out or withdraw from the hiring process.

On the surface, the Department's recruitment of minorities seemed to have been successful. There was broad participation of minorities and women in the exam and more than 500 minorities and women were potentially eligible to be hired. Why then did 91 drop out before and during the applicant investigation process?

RANDOM EXIT INTERVIEWS OF MINORITY AND FEMALE WITHDRAWALS

The Nassau County Police Department conducts exit interviews of resigning or terminated employees. Exit interviews are not conducted on potential employees that withdraw or who are disqualified.

A female recruitment officer was assigned the task of conducting telephone interviews of several randomly selected minority applicant dropouts who potentially could have been hired in the last 3 academy classes in 1997 and 1998. The chart below depicts a summary of the responses of the 21 subjects interviewed.

Cynicism	10
Elapsed Time From Test to Hire	10
Low Starting Salary	3
College Requirement	2
Work Hours	2
Danger	1

Cynicism and the elapsed time from the examination to the time of hire were cited as the primary reason for dropping out of the processing.

Cynicism - These respondents cited a lack of faith in the system. The prevailing attitude was one of disbelief that the processing would be fair and impartial. Some felt that minorities and women were not wanted by the organization and that they would ultimately be disqualified.

Elapsed Time - Due to litigation pertaining to the written exam, there was a 2-year delay before candidates were processed for hire. Some respondents settled into other jobs; others just lost interest.

Certainly some applicants dropped out for reasons not disclosed in the survey. Candidates with a drug or arrest history or a disqualifying medical condition may drop out knowing that the information would be disclosed and lead to their ultimate disqualification. Nevertheless, a significant number of qualified minority and female candidates drop out that could perhaps be retained through mentoring.

RECOMMENDATIONS

The survey suggests that law enforcement agencies should strive to commence the hiring process as soon as practicable after the administration of the entrance exam. Candidates seeking law enforcement employment tend to pursue opportunities with more than one agency and keep their options open for other opportunities in the public and private sector. It can be very difficult to attract a candidate that has settled in and is content with a new job. Agencies with residency requirements will find that some candidates that were viable at the time of the examination are no longer eligible because they have moved. Likewise agencies with age restrictions can lose candidates when there are long delays.

Mentoring applied soon after the entrance exam to viable candidates can prevent the development of cynicism towards the system.

Applicants enter the hiring process with a host of anxieties associated with being the subject of a background investigation. They also have many questions and concerns about whether they will fit in, or whether they are really wanted by the organization. Police recruiters, guidance counselors and others, as well as recruitment advertising, may have provided encouragement to participate in the entrance exam but the void that follows from that date to the candidate's first day on the job can foster cynicism.

Carefully chosen and trained mentors should be introduced to the prospective employees soon after the release of the entrance examination results. When practicable, the race and gender of the mentor should match that of the applicant. The introduction of the mentor to the applicant can happen at an open house hosted by the hiring agency in a classroom type setting. A letter inviting the applicant to the meeting is an excellent early opportunity for representatives of the agency to convey to the candidate that they care and value the applicant's potential employment. At the meeting, a Human Resources official should provide an overview of the entire hiring

process, explain the goals and aims of the mentoring program and introduce the mentors to the applicants. It should be clear to the applicants that the mentors are there to provide support, encouragement and counsel. The mentors are not part of, nor will they be consulted during the hiring decision process. The mentors are merely there to help and alleviate concerns and reduce anxiety. Discussions between the mentor and applicant are intended to be confidential.

CONCLUSION

Achieving diversity and hiring the most qualified applicants are not mutually exclusive goals. To be successful requires a commitment from the entire organization. The chief executive officer of the department must set the tone and assure that the personnel function is carried out in a manner that reflects that commitment. Recognizing that Personnel Services accounts for approximately 90% of a law enforcement agency's budget, sufficient resources should be devoted to the task. The recruitment, selection and training functions must include a retention component. Mentoring initiated at the pre-hire stage and continued as the new hire assimilates into the department will improve retention rates and thereby improve the cultural diversity of the organization.

ACHIEVING DIVERSITY THROUGH CAREER DEVELOPMENT

*Commander Betty Kelepecz, Ray Crisp and Sylvia Landis
Los Angeles Police Department*

The law enforcement profession has undergone major changes in recent years. It has become an increasingly complex and sophisticated profession. As the profession itself has changed, employees within police agencies have been required to spend an increasing amount of time in continuous education and advanced training. The education requirements have expanded as a result of three changes-- revised state requirements, revised agency requirements, and general changes in law enforcement. All trends for the future point to the need for law enforcement employees to possess complex skills to deter and solve crimes. As a result, career development programs must be developed to assist officers in the development of these skills. Career development is a structured process to provide opportunity for growth and development of officers at all levels. Career development programs promote productive job performance, improve job satisfaction and enhance upward mobility.

What is Career Development?

Career development seen often as a mechanism to move up in an organization, encompasses much more than promotion, a one-time workshop, a counseling session, or a lecture. Career development is a life long process that spans one's personal and professional life. According to D. M. Wolfe, and D. A. Kolb's publication entitled Career Development, Personal Growth, And Experimental Learning, career development concerns the whole person, one's needs, wants, capacities and potentials, excitements and anxieties, insights, and blind spots, warts and all. More than that, it is an ever-evolving process of change in the context of an individual's life. The environmental pressures and constraints, the bonds that tie one to a significant other, responsibilities to children and aging parents, the total structure of one's circumstance are also factors that must be understood and reckoned with. In one sense, career development and personal development converge.

In the law enforcement setting, career development should play a key role in the recruitment, hiring, selection, promotion, lateral transfer, mentoring, education, and training of employees. The selection of a law enforcement career is a long-term decision that spans for the most part, 10 to 30 years of a person's life. As such, it is critical that law enforcement agencies identify the skills and characteristics of this career. With a solid knowledge of the required skills and characteristics for success in law enforcement, agencies can develop quality career development assessment tools and assist potential candidates in making a long-term career decision on the front end of the hiring process to ensure suitability and potential job satisfaction in this field.

Potential candidates and employees should be made aware of the career development process and assistance provided with the appropriate mechanisms for successful career management. Below are five basic steps to career management

taken from Gerald M. Sturman, PhD's., publication entitled, Managing Your Career With "Power" that are quite useful:

1. Assess your style, skills, personal qualities, interests, barriers, developmental needs, vision of your work life, and other factors required to provide a clear understanding of you in relation to your work life.
2. Investigate the environment around you and discover the opportunities – first, in your current job, and then in your department and division and company; then in the economy, and in other organizations and industries. What is present now and what changes will the future bring?
3. Match your assessment of yourself with the opportunities. Where can you make the greatest contribution consistent with your own vision and the needs and challenges of the environment?
4. Choose development targets that will allow you to expand your contribution.
5. Manage your career with POWER! Manage your career in a planned, organized, and energetic way that produces results. Follow the POWER method:

Plan your development – specific goals/targets, actions steps, schedules, barriers to be overcome, required resources and support.

Obtain input from others. Get feedback from peers, manager, family, objective third parties (human resources professionals, counselors, mentors, colleagues, etc.).

Work It! Take action with energy, intention, and know-how. Handle the barriers and express your commitment.

Evaluate results. Measure results against goals.

Revise your plan as needed and keep working it.

Through the assistance of career development programs, it is very important that officers:

- Develop a personalized career plan with short and long-term goals.

- ❑ Identify their skills, deficiencies, and areas of interest with an understanding that if their goals do not include promotion or supervisory positions, then their chosen career track will be just as rewarding and valuable to the department.
- ❑ Identify the advantages and disadvantages of the specialist versus the generalist in police assignments and the impact of any career decision change five, ten or 15 years in the future.
- ❑ Analyze the organizational structure and identify available positions in the department. What are the required skills, requirements, training, and educational needs for a particular position?
- ❑ Gain the necessary skills, education, and training for any chosen career.

Of course, none of the above processes occurs in a vacuum. The ability to establish sound priorities in one's life is most important in the area of family, career, community, and other interests. These areas compete for an individual's time and the ability to sacrifice or delay certain wants and desires is a necessary tool in career/life management. The success or satisfaction one attains in life is based on a realistic and true understanding of one's own desires, family, chosen career, community, and the world.

What should agencies be doing?

In a July 1995 report to the Los Angeles County Board of Supervisors, public safety agencies detailed the profound changes affecting law enforcement and the proposed steps for the future. Briefly, law enforcement officials are being asked to do more with less. Meanwhile, the general changes in society and the proliferation of technology are impacting every area of law enforcement. Law enforcement has grown up and become a profession that requires preparation and professional skills. These changes have many implications for the career development of law enforcement personnel and the opportunities available to them.

The July 1995 report, entitled "A Regional Public Safety Training Report," noted that models that increase the minimum skills do not begin to address the demand for many, broader skills required of all law enforcement professionals. It notes that reactive training can no longer address the fundamental revision of skills that is occurring in the law enforcement community.

Every agency has a vested interest in retaining personnel who are costly to initially train and expensive and time-consuming to replace. In such an atmosphere, most police agencies feel overwhelmed with the immediate task at hand. The mention of career development seems like another project on the wish list.

However, the recent experience of the Los Angeles Police Department provides a good example of how current issues in police management and performance are

directly related to career development issues in the same organization. This project will serve as a model for discussing the impact of change within the organization. The project is a new command accountability system, begun with the administration of Chief Bernard Parks in August 1997 known locally as Focus, Accountability, Strategy, Teamwork, Response and Coordination (FASTRAC). Based on a crime-fighting model used effectively in New York City, its implementation was scheduled for November 1997. It was "designed to provide local commanders with real-time information" in order to address emerging crime patterns and adjust personnel and resources to respond to them.

In an earlier section of this paper, the five major components of the career management process, as described by Gerald M. Sturman, Ph.D., were outlined. They include, Assessment, Investigation, Matching Assessment with Opportunity, Choosing to Expand Your Contribution, and Management of Your Career. The following information is provided relative to those components to assist agencies in the development of their career development programs.

Assessment

Assessment in career development can occur formally and informally. A common procedure used in career development is to administer a set of inventories to an individual that tell him or her about interests, skills, and personality characteristics for information and direction. However, formally administered inventories must be administered by specially trained personnel and cost between \$20-\$30 per inventory for administration and scoring. Because of the need for specially trained personnel, the cost per administration, and the budget demands of police departments, it is unlikely that individually administered inventories will be used extensively in police career development programs. However, the Internet has available many forms of inventories, geared to adult workers, that can be taken and self-scored immediately on-line. These materials are available also as simple paper and pencil tests and provide excellent feedback to the individual. Dr. Sturman's book, Managing Your Career With "Power", provides excellent examples of inventories.

With informal assessment, the individual takes stock of desires, abilities, temperament, and assets. William Bridges, in JobShift, describes this process. Sometimes this process occurs because the individual is doing long term planning, or reexamining career goals. However, many times this assessment comes as the result of some external pressure or change such as a reassignment of job duties, an elimination of a job, relocation to a different work site, etc. In the case of FASTRAC, command staff had new responsibilities for managing computer data information and presentations.

Investigation

As indicated in the earlier section, investigation of opportunities occurs after the individual takes stock of their strengths, weaknesses, and interests and decides to

explore a particular direction. In the case of FASTRAC, the organization suddenly had the need for personnel who could develop the manual and partially computerized data into the new requirements. Those employees, who had developed their computer skills, anticipating a need as well as keeping current with updated skills, were suddenly highly in demand. Because the implementation time frame for the new project was very short, there was only limited time and funds to train all personnel. Those personnel who had anticipated the needs and had engaged in their own career development were in a position to be immediately noticed.

Matching Yourself with Opportunity

Success has been defined as "when preparation meets opportunity."

When looking at opportunities, individuals should ask themselves, "Where can I make the greatest contribution consistent with my own vision and the needs and challenges of the environment?" As organizations change and shift direction, employees differ in their ability and desire to adapt to the change. Sometimes an organization changes in a direction that is inconsistent with the employee's vision for their personal growth. When that occurs, the individual leaves and goes to another work environment.

Whenever change occurs, some employees will be resistant to the change and some will eagerly embrace the opportunity. For example, the use of computers is here to stay in law enforcement. Many law enforcement personnel are preparing for their expanded use and are developing their computer skills by enrolling in outside classes in addition to any training that may be available within their agency. Those employees who are ahead of the trends will always be taking personal responsibility for their career development by constantly building skills, by seeking out mentors, by attending professional meetings. Prior to the implementation of FASTRAC, Chief Parks attended seminars on the New York style of policing using his own time and funds.

Although ultimately each individual is responsible for his/her own career development, the challenge in law enforcement is to provide adequate support and development of individuals to retain personnel and to provide them with the professional skills necessary to perform an increasingly complex set of tasks.

Many law enforcement agencies are currently reviewing their policies on minimum educational standards. In addition, requirements for many advanced positions are being reviewed. Some of the literature appears to suggest that college educated officers perform better in many areas. Whatever the decision an individual agency reaches, there will be profound consequences in the pool of candidates available for recruitment and the competition with other law enforcement agencies. If four-year degrees become a requirement for initial entry as police officers, the pool of candidates and the competition with other industries will be vastly revised in any organization that currently accepts candidates with a high school diploma. In addition, policies on leaves

of absence, work hours while enrolled in degree programs and tuition reimbursement are all related issues that must be examined.

Choose Development to Expand Your Contribution

In the previous sections, details were given about how individuals prepared for career development. Just as individuals must constantly examine how their contribution can be increased, law enforcement agencies must review their structures and policies to support the individuals employed within them.

As noted earlier, training dollars are being asked to stretch further while requirements are constantly increasing. In police work, the concept of "just-in-time" training, in which training modules are available for constant review, is critical to controlling risk management. In addition, just as earlier generations of employees demanded that the workplace provide equal opportunity for all, today's police organization needs to provide equal training and career development opportunities for all employees. This means that ideally, an officer working a PM or AM shift has the same access to training and development as an officer assigned to a day shift at administrative headquarters. Similarly, opportunities for civilian employee development should be equal to those opportunities for sworn development.

A new model of information, termed "boundaryless learning" focuses on the use of different delivery systems to provide information. It presumes that learning can take place in many contexts and in any environment. While many police training activities must still be performed in specific environments or in classrooms, the use of alternative delivery systems, such as Internet training, training modules on the LAN, and multimedia training, are especially effective to provide updated legal information and review information. A combination of delivery systems designed to function together provides information to the learner in real time need. It is especially applicable in police environments because of the 24-hour, 7 day-a-week operations.

Management of Your Career with Power

As noted earlier, management with power involves the use of a plan, mentoring, working that plan, evaluating the progress toward goals, and revising the plan as needed.

In police organizations without formal career programs, a number of steps can be taken to effectively increase the career development of officers and civilians. They are:

1. Use the review process to discuss the individual's strengths and weaknesses and discuss possible opportunities in the organization.
2. Encourage officers and civilians to assume responsibility for their careers. Included should be planning for retirement since most law enforcement personnel retire after 20 or 30 years.

3. Develop a policy for the systematic rotation of assignments for sworn personnel. A systematic rotation of officers will provide a constant pool of experienced employees capable of working almost any assignment. This rotation policy will improve employee morale; promote fairness while providing a higher level of service to the community.
4. Encourage employees to become involved in law enforcement professional organizations. If law enforcement is to be viewed as a profession, the strength of its professional organizations must be nurtured.
5. Establish a list of senior commanders and civilians available and interested in mentoring newer personnel.
6. Develop use of the Internet and other technologies that can distribute on-going career and training information that can be easily updated and accessed as needed by employees. Use limited staff resources to identify those sites that will be of most interest to the career development of your agency's personnel.
7. Develop employee friendly policies that address the ability of individuals to grow in their career and benefit the organization.
8. Don't forget to include civilian employees in plans for training and career development.

The development of a career development program is possible for any organization. Even the smallest agency can use one Internet connection and the simple steps listed above to greatly expand the development of their personnel. The vast changes occurring daily in law enforcement require it.

What the Los Angeles Police Department is doing to promote Career Development

CAREER CENTERS

The Los Angeles Police Department (LAPD) currently operates two career centers at temporary locations in the City. The target date for completion of the permanent career center and library is Spring 2001. During Fiscal Year 1998/99, an average of 429 employees per month contacted the centers for career development assistance. The Department currently provides a variety of services at these centers. In addition to career counseling, seminars, and training relative to civil service promotional examination preparation, activities also include developing, maintaining, and operating a library of career development materials. Development of databases to provide career related information on the Local Area Network (LAN) are being implemented and refined on the Career Development Web page.

The Department publishes a video catalog and maintains videos regarding subjects critical to police procedures and techniques. This resource is used by career counselors to assist individuals in developing career enhancement skills. Videos of all promotional preparation seminars are professionally developed and available for check out at the career centers. The tapes are widely used and are in high demand by Department employees.

PROMOTION PREPARATION SEMINARS AND TRAINING

In 1998, Career Development staff and members of various LAPD employee organizations formed a Task Force to develop a coordinated effort to present promotional seminars for all Department employees. The mission of the Task Force emphasizes employment of a superior test preparation process for the betterment of all employees while ensuring the Department and the community will benefit from the promotion of candidates that represent the diversity of the Los Angeles community and are the most qualified personnel.

Written and oral preparation seminars for sworn employees are offered prior to all promotional examinations. They typically consist of several sessions at which Department experts advise employees on ways to successfully prepare for examinations. Prior to the oral portion of sworn promotional examinations, the career centers coordinate mock orals in which candidates practice actual promotional interviews.

PEER NETWORK AND MENTORING PROGRAM

The Career Centers administer a Peer Network/Mentoring program, which includes a cadre of Department experts to advise all employees regarding career enhancement issues. This list of volunteers with their area of expertise is available on the Department LAN and published in Department newsletters. Career Development counselors can refer employees to these individuals when assisting employees or the employee may contact the mentor directly.

TUTORIAL PROGRAM

The Career Centers have developed a tutorial handbook to assist all Department employees in the development of the knowledge, skill, and abilities required for successful performance on written and oral examinations, including those for promotion and pay grade advancement. This tool can be used to develop a career plan with the Department. It is also hoped that by conducting a skills assessment and preparing future career goals, candidates will have a clearer perspective on what career initiatives to take. Employees can then avail themselves of the Career Center services that are accessible to enhance their skills and/or possibly choose additional education (college) and/or training as options.

DEPARTMENT COLLEGE AFFILIATION

The College Affiliation Agreement among the Los Angeles City College, Los Angeles Community College district and the Department took effect on March 1998. The Basic Academy Recruit Officer receives approximately 51 units in the Administration of Justice area. This program is in place and running smoothly.

The College Affiliation Agreement in the area of continuing education is also in place and running smoothly. Approval has been obtained from the College Curriculum Review Committee to receive college credit for 40 continuing education courses. This 40 started in January 2001. Additionally, 21 courses are being reviewed by the Committee and are pending approval.

FOREIGN LANGUAGE SCHOLARSHIP PROGRAM

To better serve our diverse community, a scholarship program was implemented beginning January 1999 where expenses would be reimbursed to those employees (sworn and civilian) who completed a foreign language course at a community college within five local counties. The program allows for tuition reimbursement for four semesters of language courses, with a maximum of \$130 being reimbursed each semester.

COLLEGE TUITION REIMBURSEMENT

As of July 2001, the Department's College Tuition Reimbursement will come online with a total of \$250,000 available for both sworn and civilian employees. The Department College Tuition Reimbursement will cover tuition only. The student will be reimbursed for lower division level credits at the Community College rate per unit, and upper division level credits and graduate division level credits at the California State University rate per unit. The student will only be reimbursed for credits taken at an accredited college or university with a grade "C" or better for upper and lower level classes, and a grade "B" or better for graduate level classes.

OUTREACH EFFORTS

The Career Centers provide outreach to Department employees by including information regarding Career Center activities in Department and Employee Organization publications. Information regarding promotional examinations and training opportunities is available 24 hours a day via a hotline and Department LAN Web site.

CAREER DEVELOPMENT THROUGH ASSIGNMENTS – COVETED AND DETECTIVE TRAINEE POSITIONS

One means by which to improve the ability of individuals to promote and to encourage and achieve diversity throughout the organization is to expose them to a variety of assignments. Traditionally, in any organization, there are assignments or

positions that are likely to assist an officer in developing the insight and skills necessary to enhance a career path of “promotability,” particularly toward the command and staff ranks. In the Los Angeles Police Department, those assignments are named “Coveted Positions.”

Coveted Positions include (i) all Lieutenant I and Lieutenant II staff positions at the Office or Bureau level (all ranks categorized as II, III or III+1 are advanced pay-grade and responsibility positions within the civil service ranks of Police Officer, Sergeant, Detective and Lieutenant); (ii) all Lieutenant II unit officer-in-charge positions; (iii) all Lieutenant II division commanding officers; (iv) all Sergeant I and Sergeant II staff positions at the Office or Bureau level; (v) all Sergeant II Geographic Area vice unit positions; (vi) all Sergeant II Geographic Area assistant watch commander positions; (vii) all Sergeant II Internal Affairs Division positions; (viii) all Sergeant II Management Services Division positions; (ix) all Sergeant II unit officer-in-charge positions; (x) all Sergeant I patrol adjutant positions; (xi) all Police Officer III and Police Officer III+1 staff positions at the Office or Bureau level; (xii) all Police Officer III+1 Internal Affairs Division positions; (xiii) all Police Officer III+1 Geographic Area positions; (xiv) all Police Officer III staff researcher and writer positions; (xv) all Detective II and Detective III positions assigned to the Office of the Chief of Police; and (xvi) all Detective II and Detective III positions assigned to the front and back offices at a Bureau or Office Level.

However, Coveted Positions are not as helpful for the purposes of developing insight and skills throughout the agency if only a few have access to those positions. In order to facilitate the opportunity for as many officers to be assigned those positions, with few exceptions, Coveted Positions are considered to be “limited tour assignments.” Depending on the positions, limited tour assignments have a limitation of from 18 months to 36 months time in the position. Once the officer completes the limited tour, they must seek assignment elsewhere and vacate the position for the selection and assignment of another officer.

Moreover, the Los Angeles Police Department endeavors to appoint female and minority officers to coveted positions at rates equal to or above annually calculated goals based on ethnic and gender representation of officers employed in the various ranks for which the goals are established. To facilitate this process, commanding officers are regularly provided with statistical information regarding appointments to the various Coveted Positions both in their commands and throughout the Department. The Los Angeles Police Department’s Fiscal Year (FY) 1999/00 report reveals that ethnic minorities occupy 41.0% of the 644 coveted positions in the Department. This is compared to 29.1% of 453 coveted positions in Fiscal year 1992/93. This is an 11.9% increase in the representation of minorities in coveted positions since the program began. Female representation in coveted positions increased from 7.3% in FY 1992/1993 to 13.8% in FY 1999/00, reflecting an increase of 6.5%.

In addition to Coveted Positions, some assignments in the Los Angeles Police Department are specifically designed to provide a trainee environment to prepare the officer for the civil service promotional examination. For example, Police Officer III

Detective Trainee positions are Police Officer III positions that were specifically developed to give an officer the hands on experience necessary to become fluent with and develop the necessary skills to successfully compete for the rank of Detective. Once selected for the position, each Detective Trainee is allowed to remain in the position for a maximum of 60 months or two civil service exams (civil service exams are given every 2 years). The trainee must be given an opportunity to pass two administrations of the detective exam upon promotion or assignment to a Detective Trainee position in a geographic area. No extensions are granted.

SUPERVISORY CROSS-TRAINING PROGRAM

In the Los Angeles Police Department, there are two parallel civil service ranks above the rank of Police Officer; Detective and Sergeant. A police officer may choose to promote through either the Detective or Sergeant rank to achieve the rank of Lieutenant. An officer may also choose to promote into both ranks and therefore, officers who have accomplished that goal are considered "dual status." However, to be promoted into each rank of Detective and Sergeant requires the officer to successfully take the civil service exam for that rank and to be promoted into a vacant position for that rank. Consequently, although having experience in both the Detective and Sergeant rank would necessarily better prepare an officer for promotion, it is more common that an officer would have experience in one or the other of the ranks.

Much like the Coveted Positions, the Supervisory Cross-Training Program was developed to assist an officer in developing the insight and skills necessary to enhance a career path of "promotability." The Supervisory Cross-Training Program provides opportunities for Detectives and Sergeants to trade positions for a maximum of one year to cross-train in the ranks. Therefore, an officer may gain the experience and insight necessary to enhance their career path without requiring them to successfully compete for promotion. Although the Cross-Training Program is a good program in theory, it necessarily requires that there be both a Detective and Sergeant willing to work in another assignment. Consequently, the program is limited if there are not sufficient officers of both ranks willing to "trade" assignments.

Summary

Through the development of a comprehensive Career Development program, police agencies ensure that personnel compete equally for promotion, pay grade advancement, coveted positions and career enhancement opportunities. These programs assist employees in assessing their skills, developing a career plan, and then pursuing training and/or education to enhance their skills to make them more marketable and productive in an organization. Through a better understanding of what an employee wants, what they are good at doing, and what brings them satisfaction, police agencies can produce more diverse, productive and satisfied personnel.

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Diversity in Promotions: Revolutionary, Evolutionary, Or Something in Between?

Stanley L. Knee, Chief of Police - Austin, Texas

Establishing and maintaining public trust is one of the primary reasons departments strive to improve diversity in the police profession. Mutual trust between residents and police is essential to a department's success in catching crooks and solving crime. The trust that many residents take for granted does not always exist between the police and people of color and ethnic minorities. It is difficult to separate the cause and effect of lack of trust. Some people do not trust the police because of the failure of police organizations to recruit, hire, and promote sufficient numbers of minorities. On the other hand, some police officials believe that lack of trust is one reason police have such difficulty in recruiting, hiring, and promoting minorities. Whatever the reason, most departments are struggling to resolve these issues. Just as it is one thing to talk about restoring trust and quite another to achieve it, it is equally as difficult to expedite minority representation throughout the rank structure.

It has been thirty to forty years since the affirmative action era forced police departments to recruit and hire employees who more closely reflect the demographics of the communities they serve. Most departments had to revise recruiting, screening, and testing of applicants in order to avoid the adverse impact, which knowingly or unknowingly had prevented greater diversity in hiring. In the 90's, history came full circle as racial and gender-based preferences in hiring and promotion were outlawed.

All things being equal, one would assume that career progression through the ranks for minorities would roughly approximate promotional patterns of Caucasian officers. Unfortunately, this is often the exception, rather than the rule. Hence, police departments, either voluntarily or under consent decree, have re-examined promotional policies and in some cases, taken extraordinary steps to achieve diversity throughout the rank structure. Results are mixed; some departments have succeeded while others have fallen victim to reverse discrimination lawsuits.

Most police professionals would agree that a written test alone does not guarantee that the best person gets promoted. It does, however, meet the "fair and equal" opportunity for each test taker (provided the test does not produce adverse impact). Many departments cling to this promotional tool simply because officers believe that it cannot be manipulated to provide "unfair" advantage to special groups. Over the last decade, the use of assessment centers in combination with a written examination has gained wide use and acceptance among departments. A written test is an excellent tool to theoretically measure basic knowledge and aptitude. An assessment center produces information regarding how well applicants can process and apply knowledge to real world experiences.

In addition to the assessment center process, police departments have tried other ways to exert more control over who gets promoted. Some departments use a mechanism that places top scoring officers into a pool of three to five and allows the Police Chief the discretion to pick from among the top candidates the person he/she wants to promote. Other departments have succeeded in placing minority officers in top appointed positions with the organization. Creating a two-track promotion plan has also been used to increase minority representation throughout the rank structure. What works well for some departments fails in others; unfortunately, the best intentions do not always produce the best results.

Regardless of the steps taken to promote diversity at supervisory or management levels, police officers who do not benefit from changes will very likely feel harmed by those changes. This accelerates tension between labor and management as well as fuels racial tension within the organization. Minority officers who benefit from the process likewise inherit additional “baggage” along with promotion. There will be immediate questions of competency – would he/she have been promoted without special treatment? In order to prove his/her worth, the newly promoted minority cannot just succeed, they must excel.

Nothing is quite as devastating to an individual or a department than to lose the principle of “fair and equal “ treatment. The most dangerous kind of racism is unconscious racism. People sometimes see racism where it does not exist and often where it exists but is unconscious, and far less frequently where it is conscious and deliberate. Incidents of deliberate racism must be dealt with strongly and immediately. Incidents of unconscious racism call for education and training. Incidents of perceived racism call for understanding and explanation. Often when somebody is promoted and others are not, the reasons for the promotion are frequently thought by those not promoted to be invalid and prejudiced.

We need to develop a strategy that assures all promotional applicants compete from the same starting line. We need positive action, not positive discrimination. Positive action entails recognizing and developing potential that may not have been used before. It does not mean selecting a certain number of minority employees irrespective of their merit to “fill in the blanks” and give the organization a good image while ignoring action to remove racism in general. It is about carefully scrutinizing all departmental processes, especially recruiting, training, and promotion, for adverse impact. Positive action means providing career development information early in an officer’s career so that he/she can seek out training and assignments, which will develop potential and give a broad base of experience and knowledge. It may mean establishing formal networks to mentor minority officers rather than relying on informal networks that were established years ago by predominately white officers.

Police departments have mission statements, values, and policies that include fairness, equal treatment, respect, and all means of other standards that stress high-minded ideals. The problem is that it is difficult for Police executives to always know all that is going on throughout the agency. It is easy to issue orders; it is difficult to change

attitudes. Yet, that is the problem to solve. Each person is a product of his/her heritage, each with its own set of norms, attitudes, biases, and priorities. Just as inequity and the perception of inequity exists in society at large, it will continue to challenge police departments to develop innovative strategies to assure appropriate representation at all ranks. Much has been tried, and although illusive, the solution may result from our next best effort.

Achieving Diversity: The Role of Mentoring in Career Development and Promotions

*Major Brian A. Uppercue
Baltimore County Police Department*

The Challenge

Diversity is not just about the differences that easily distinguish us from others such as our race, sex and age. It also reflects differences in education, values, lifestyle, sexual orientation, geographic origins, goals, etc. This rich (and growing) diversity presents challenges to leaders who must recruit, hire, train, assimilate and motivate their employees.

Since a police department is only as good as the quality and utilization of its members, police executives must cope with the many changes that confront those who attempt to keep their agencies viable, current and responsive to community needs. While change is a fact of life, executives cannot be content to let change occur at will. To be effective in the change process, police executives must have more than good diagnostic skills; they must be forward thinkers (Oakley & Krug, 1994, p 139).

We will never realize our full potential for effectiveness or engender the confidence of our communities unless we recognize and respect the value of the contributions that can come from a diverse work force. For many of us, this will require a fundamental change in our systems – changing the police culture, and creating a climate of acceptance and respect throughout the rank structure. It will take leadership.

A Values-Driven Organizational Culture

The culture of the Baltimore County Police Department is grounded in our acceptance of the organizational values of INTEGRITY, FAIRNESS, and SERVICE. In place now for six years, the core values can be readily found in every brochure, training session, personnel order, general order and operations order issued by the agency – not just stated, but also applied. The values serve as a focal point for our decision-making as individuals and as an agency. One area in which this is most evident is personnel relations.

The Human Services Bureau plays the central role in establishing and maintaining positive personnel relations, among them, recruitment and selection, training, career development, fair practices, retention issues and termination. Our managerial style reflects a philosophy of concern for people and tries to be sensitive to their needs, attitudes, values and motivators. Within the organization we are concerned with providing the climate for individuals to grow and develop themselves while effectively fulfilling departmental goals as well. This process begins with recruitment and selection of new members.

A great deal of time and effort is dedicated at the pre-employment stage for we know that when we are hiring, we are establishing the future of the organization. We have also created plans to perpetuate the organization, recognizing the increasingly

cross-cultural nature of the workforce. While we try to be reasonably assured of a fit with our organizational culture, we are recognizing that greater diversity brings challenges to easy assimilation into the traditional organization. But any form of positive change in the police culture must begin with a general respect for all people and the skills they bring to the job.

Recruit training and the probationary period can be a stressful time for a police recruit. We all remember the pressure of wanting to fit in. Peer acceptance is one of the greatest pressures operating within police organizations. As a result, without the benefit of seeing and interacting with others “who look like them”, minorities and women often have a more difficult time in the socialization process.

Aggressively recruiting to increase diversity is only a first step. Positive long-lasting changes will only be accomplished by an improved and welcoming organizational culture. Numbers, alone, are not enough. We must make sure that the systems are in place to retain them and encourage promotion through the ranks. Good succession planning involves designing strategies for getting people who are in the organization ready to take our place in leadership. Our current practices do not do enough to ensure that we can produce people with the skills we desire and we are falling short on our goals for hiring and promoting minorities and women.

Career development initiatives already in place include the assignment of a Personnel Analyst to assist employees with preparation for promotional exams, interviews and specialized assignments. Through career counseling, the Analyst can match or direct individual training needs with available resources. It is our belief that, along with other professional development and training opportunities available, a mentoring program could integrate the existing human resource initiatives into a total program of staff development.

Planning Strategies for Change

The many changes in our departmental policies and practices have improved the culture and resulted in greater opportunities for women and minorities. Representing only 1.5% of the Department in 1977, today, minorities account for 11%, with white females representing an additional 11%, but more work needs to be done. With 371 positions above the rank of Corporal, only 39 are women and minorities.

In June of 1999, we began to outline a Department-wide strategic objective directed at career development and mentoring. The initiative seeks to enhance the potential for all employees, sworn and civilian alike, to participate fully and actively in the police department. In addition, we hope it will not only improve our recruitment and assimilation efforts, but also heighten the retention and professional development of our employees. People’s careers are an important component of their total life experience. With the proper planning, through personal assessment (strengths, weaknesses, aptitudes, abilities and values) and an analysis of the opportunities available, employees can take charge of their own careers. We firmly believe that assisting employees with personal career development planning decisions is essential to

enabling employees to meet personal goals while, at the same time, achieving organizational goals and objectives. A mentor, who has already made the journey, can give others the wisdom they seek and can be those employees' greatest ally in reaching their dreams.

Mentoring Doesn't Just Happen

Consultant Charles Handy argues that everyone should be building a "portfolio" of skills, subject to continuous development and pursued as a learning opportunity. (Handy, C., 1996, p 28). While building this portfolio is a personal responsibility, it does not have to occur alone. Mentoring can provide a safe environment for learning technical skills and a rich environment for sharing insights.

Establishing and maintaining a mentoring relationship takes some initiative and energy. An effective mentor will have the mentee's best interests at heart and wants to see him/her succeed. Being a part of a mentoring relationship offers rewards for both members. Support can lead to greater job satisfaction that obviously benefits the mentee and the organization, but also gives the mentors a chance to examine their work habits and expertise and improve their communication and interpersonal skills. The department, too, will benefit through improved work performance, morale and loyalty.

Informal mentoring relationships have existed for all time and often occur quite naturally, but these relationships are not very inclusive. With the changing culture we have seen an increase in our diversity as an agency, but we have not experienced the same level of gravitation toward promotion among members across race and gender lines.

For women and minorities, mentoring is essential. In fact, the advice that was given to women in the early 70's by employment advocates, who had noticed that men who have mentors seem to go up the corporate ladder quicker, was "If you don't have a mentor to guide your career, hire one". And they were right. Having a qualified professional in your corner to show you the ropes does make a difference. Mentoring relationships are seen as especially important for women who must deal with the good-old-boy network or residual prejudice. Clearly, those who have been most successful in our agency have used mentoring.

In our department, a person who wants to be a high-ranking officer now has to have been part of the department 20 years ago. We are constantly challenging ourselves to recruit greater numbers of minorities and women and, over the years, we have improved their representation and retention. We have a lot of people in the pipeline now, but because we promote commanders from within, it takes time for an officer to move up the ranks. I am confident that adequate representation of women and minorities in command positions will come. While available to all, clearly a goal of the Mentoring Strategic Objective is to enhance representation of minorities and women in supervisory positions.

Progress is Coming

A mentoring committee has been meeting over the last year to design a formal mentoring program for our department. A formal program will not replace or discourage mentoring that occurs naturally, but will identify a group of leaders based upon their accomplishments and willingness to help others with advice, feedback, career development and the like. We intend to run a pilot program as most experienced users of mentoring programs advise to start small and expand after a period of successful operation.

We have distributed the attached questionnaire to the entire agency so that we can establish a pool of potential mentors. This pool of interested individuals will then help to define the scope of the program and how it will work. We are looking for sworn and civilian representatives of all ranks and specialties. A good facilitated program must screen mentor candidates carefully. Those selected will undergo training to enable them to build meaningful “partnerships” that can meet the short-term situational needs of a mentee. We are receiving an outstanding response to the questionnaire, reflecting a great deal of volunteer interest in the initiative. All of our respondents have expressed a willingness to work with mentees with diverse backgrounds. Identifying mentees and matching them with trained mentors will follow. We intend to make sure the experience is rich and rewarding for both parties.

We all share the responsibility for helping to retain good employees, allowing them to be all they can be, and ensuring the future strength of the agency. If the essence of true leadership is the ability to influence others, then those who become mentors have the potential to extend their influence to an even wider circle. This is a chance to learn how to lead others by offering guidance and feedback, helping them to develop and use new skills, overcoming obstacles in their careers, and encouraging their advancement into leadership roles themselves. An organization with an effective mentoring program can enhance its strategic planning by providing a concrete way to move people into higher-level jobs. This kind of systemic succession planning is critical for growing and progressive organizations.

In the work environments of the future, there will be little choice about working with one group of people or another. Recognizing increasing diversity, then, not only presents challenges to us, but great opportunities. Failure to plan for, and positively react to, these opportunities will be a disservice to our agencies and communities as a whole.

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2. Krug, Doug and Oakley, Ed, Enlightened Leadership, New York: Simon & Schuster, 1991.



BALTIMORE COUNTY POLICE DEPARTMENT Mentoring Questionnaire

NAME: _____ ID#: _____
 Phone: _____
 Division/Section/Precinct/Unit _____
 Assignment: _____

1. Employee Status ___sworn ___civilian ___full time ___part time (Check all that apply)
 ___Years and ___Months employed by Baltimore County Government.
 ___Years and ___Months assigned to the Police Department.
2. Have you ever been a Mentor? (If "yes", when and where?) Yes
 No
3. Have you ever had a Mentor? (If "yes", when and where?) Yes
 No
4. Would you be comfortable mentoring people of diverse backgrounds? Yes
 No
5. Are you willing to be a mentor to civilian and/or sworn members? Yes
 No
6. Are you willing to make a time commitment to the mentee? Yes
 No
7. At what point in a mentee's career would you prefer to become a mentor?
 (Check all that apply)

At orientation with the Department (civilian)	During Field training
During entrance-level training promotions	While preparing for promotions
Preparing for transfer to specialized units	OTHER (Explain):
8. As a mentor, what help or guidance could you provide (Check all that apply)

Coaching	Advice	Problem solving
Career Counseling	Feedback	Professional Contacts
Networking	OTHER (Explain):	
9. Describe specialized skills, knowledge and abilities you have that you can pass on to a mentee:

10. Describe/list other law enforcement (or similar) experience:

11. Describe/list career experience:

12. Education background:

High School Some College AA BA/BS MA JD
Ph.D.

13. Hobbies/Sports, leisure time activities?

14. Other information you wish to provide:

Use back of this form or additional pages if necessary

**If you are interested in becoming a Mentor in our Department, please fill out
this form and mail to:**

Major Brian Uppercue, Human Services Bureau

If you have any questions regarding this program, please call X8262

Achieving Diversity in the Promotional Process

*Deputy Superintendent Jeanne Clark
Chicago Police Department*

One of the recurring questions in Law Enforcement today is: "Once an agency has achieved diversity through the recruitment process, how does it sustain or spread that diversity throughout the various ranks within that agency?" Not surprisingly, it is not an easy question to answer.

The Human Resource Committee of the Major Cities Chiefs organization sought to answer the question by sending out a questionnaire to fifty municipal police departments. The questionnaire specifically focused upon what criteria Departments use to achieve diversity in promotions. There was no problem with what was understood by the term diversity; what was problematic was determining what a diversity-specific criterion looked like. Contributing significantly to the confusion was the lack of uniform terminology among departments. Thus, while we gleaned some interesting tidbits of information from the survey, as a measurement instrument from which one could draw credible conclusions or even speculate on emerging trends, the survey provided little usable data. What it did demonstrate is that departments are seeking ways to make homogenous promotions a phenomenon of the past and that fact alone is worth noting.

Departments seek to ensure that both genders and various races and ethnicities are represented on promotional lists in a variety of ways. In some cases, departments are dealing with court orders that mandate very specific remedies; in other cases departments have devised ways of increasing the female and minority pool of candidates. This last strategy, that of increasing the representation of females and minority candidates within the universe from which promotions are to be made, is a way of achieving diversity without creating affirmative action bias or adverse impact.

The Chicago Police Department (CPD) currently uses two different systems that increase the diversity within the universe of candidates eligible for promotion. The first system, one that allows for a certain percentage of the promotions to be made "meritoriously" is used for promotions to the D-2 rank (detective, gang crime specialist or youth investigator), sergeant and lieutenant. The second system, one that is 100% "meritorious," is used for promotion to the rank of captain.

First, a definition of what the CPD means by the term "meritorious" is in order. For all of our career service ranks, which are those below the rank of captain, there is an exam process administered by the City of Chicago Department of Personnel. This exam typically has several components, the first of which is a written test. In order to progress to the other test component(s), one must pass the written exam. After completing the entire test, one is given a numerical score. That score

determines the order of promotion, with the highest scorers being promoted prior to those with lower scores, the exception being those who are promoted “meritoriously.”

Merit candidates are individuals who passed the qualifying portion of the promotional process (i.e. written exam), and who, through outstanding past performance have demonstrated that they are deserving of promotion to the rank under consideration. These individuals are promoted on the basis of demonstrated excellence in qualities difficult to quantify but essential for effectiveness in the position.

Though very similar in structure, a 20% meritorious procedure is followed for promotion to D-2 rank, a 30% meritorious procedure for promotion to sergeant or lieutenant. To be considered for meritorious promotion, a candidate must first pass the initial qualifying test and meet all of the requirements of length of employment, time in rank and education. Exempt command members below the rank of Chief (Commanders, Directors, Deputy Chiefs, and Assistant Deputy Superintendents) review the records of members eligible for meritorious selection looking for those who have demonstrated superior ability, responsibility, leadership, integrity, creativity, dedication and other qualities identified through a job analysis as necessary for success in the rank under consideration. The exempt members submit their recommendations to the Academic Selection Board (ASB). When nominating a member, exempt command members are instructed to disregard race, gender, national origin, religion and sexual orientation per the City of Chicago Ethics ordinance and to comply with the 1983 Shakman Judgment which restricts consideration of political factors in making employment decisions. Each recommendation includes a synopsis of each candidate’s qualifications, demonstrated work performance and evidence of possession of the skills, knowledge, abilities and personal attributes necessary for success in the referenced rank.

The Academic Selection Board (ASB) is comprised of the six Deputy Superintendents of the Department (the rank just below the Superintendent) and the Assistant Deputy Superintendent of the Education and Training Division. It is the duty of the ASB to review all of the material presented for each and every nominee. In preparing a list of candidates for the Superintendent’s final selection, the ASB may use any and all criteria it deems necessary except that restricted by state law, past practices or applicable contract provisions. The Superintendent then selects from the list supplied by the ASB a sufficient number of candidates for meritorious promotions so as to represent 20% or 30%, as applicable, of the total number of persons promoted. This pool is used for only one round of promotions. A new pool of candidates is compiled for each round of promotions, though unsuccessful candidates may be resubmitted.

Promoting a given percentage of candidates meritoriously rather than strictly by rank order is not a new strategy for the CPD. Starting in 1978, 15% of detectives

were promoted meritoriously. In 1990, the Superintendent wanted to increase the percentage to 30%. The Fraternal Order of Police (F.O.P.), the collective bargaining unit for sworn members below the rank of sergeant, challenged the change on the basis of past practice and the change not having been negotiated. During an arbitration proceeding, both parties, i.e. the City of Chicago and the F.O.P., agreed to set the rate of meritorious D-2 promotions at 20%. Since 1990, 20% of each D-2 promotion class has been promoted meritoriously. The CPD has been promoting 30% of each sergeant and lieutenant promotion class since 1998. There is currently a suit in Federal court basically contending that the City's meritorious procedure is discriminatory against male white candidates.

The promotion to the rank of captain is a completely different process from that for D-2, sergeant or lieutenant. First and foremost, the promotion is not a career service (civil service) promotion and so the same guarantees and protections do not attach. The CPD has classified the rank of Captain as a Senior Executive Service (SES) position. Essentially, this makes it comparable to any of the command exempt ranks (e.g. commander, deputy chief, etc.). The difference is that the promotion process as well as the process for removal from the rank were all part of a collective bargaining agreement negotiated with the Police Benevolent & Protective Association (P.B.&P.A.), the union representing the Captains.

As stated, all of the promotions made to the rank of Captain are meritorious. There is no written test; there is no list from which candidates must be promoted according to rank order. The Captain's contract spells out the requirements. A candidate must have two years as a CPD lieutenant and must have a baccalaureate degree by the year 2005. (If a candidate who is promoted now does not have the required degree by 2005, when that time comes around, he/she will be demoted.) Each candidate submits a standardized application, resume and self-assessment. On the application, the candidate must indicate what district(s) he/she is interested in being appointed to. (Captains are only in Patrol Division and SES Captains only serve as Watch Commanders, one watch commander for each of the three 8-hour tours of duty.) Getting letters of references, up to two from CPD members the rank of lieutenant or higher, active or retired, is optional. A Screening Board then reviews these documents and determines whether the individual candidates are eligible for promotion. The membership of the Screening Board is set by the Captain's Contract at two active captains, two district commanders and two deputy chiefs of Patrol Division.

The list of eligible candidates is then sent to all the District Commanders who have a vacancy in their district. Simultaneously, the candidates are informed of their eligibility. For this first round of promotions, since there were so many vacancies to be filled, District Commanders were required to interview all candidates who indicated their district as a first choice preference. This ensured that every lieutenant would get a minimum of at least one interview. Again because there were so many vacancies to be filled, District Commanders were required to submit a rank ordered list of twenty-five names. For every name placed on the District

Commander's list, the District Commander had to have conducted a structured interview.

As you can imagine, this was a very time-consuming process, especially for the District Commanders. All of the materials on each of the candidates as well as the District Commanders' rank ordered preference lists are then given to the Superintendent who chooses who will go for in-service training. The selected lieutenants who successfully pass the training are promoted to Captain and assigned at the discretion of the Superintendent.

Anytime during the first six months following promotion, the new SES captains can be demoted through a simple process in which the District Commander submits a report to the Superintendent, through command channel review, stating his/her reason for requesting the demotion. After six months, there is a Review Board, again whose membership is dictated by the Captain's Contract, which must review any request for demotion before it goes to the Superintendent. The affected Captain must be afforded the opportunity to appear before the Board to respond to the reasons given for his/her demotion. The Superintendent can approve, reject or modify the Board's recommendation.

This Captain's promotion process is a new one and the first two rounds of promotions after a hiatus of ten years have just been accomplished. Given that future vacancies will be filled in smaller numbers than was true for this first process, the procedure will no doubt be changed. The essential element, however, is that from the universe of candidates who meet a small set of predetermined prerequisites, the Superintendent has full discretion to promote whom he/she chooses; he/she is not bound by some externally produced rank ordered list. As the reader has probably anticipated, this process is now the subject of a pending lawsuit.

The CPD's merit promotional processes are not Affirmative Action strategies. In fact, race, gender and ethnicity are not criteria considered in any of the various processes. The fact is, though, that the net result is to widen the pool of candidates who are eligible for promotion by removing anything that might tend to have an adverse impact on any one group of people. Thus, if there is diversity within the candidate pool itself, the pool of candidates chosen for promotion can reflect that same diversity.

This article does not pretend to presume that the CPD has the definitive answer to the question of how to maintain diversity within all ranks of an agency. This article serves merely to describe how merit promotion is one strategy that has proven helpful to the CPD in its commitment to have the Department reflect the public it serves.

One of the recurring questions in Law Enforcement today is: "Once an agency has achieved diversity through the recruitment process, how does it sustain or

spread that diversity throughout the various ranks within that agency?" Not surprisingly, it is not an easy question to answer.

The Miami-Dade Police Department Experience

Edmundo Valdes, Bureau Commander

Personnel Management Bureau

Organizations can no longer conduct business as usual. As workers become increasingly diverse, one management style cannot be effective for all workers. In fact, organizations must compete to hire, promote, and retain a diverse workforce. Issues related to diversity are not just age, gender, ethnicity, and race. Consideration also needs to be given to education, values, physical ability, experiences, and culture. Organizations that want the most productive employees will have to put aside the old "corporate fit" and employ and promote people from all walks of life.

In the late 1970's the Miami-Dade Police Department realized that to better serve their community, which was rapidly becoming diverse, a new approach had to emerge to be prepared with the issues and concerns it faced. In 1979, an Affirmative Action Committee was formulated to discuss affirmative action goals and objectives. The intent was to establish goals for affirmative action, and at the same time allow for the continuation of the integrity of any related process and hold to a minimum, any internal strife that might result when programs were implemented. As a result, a myriad of proposals were submitted; however, for the purpose of this article, only the issues related to selection and promotion will be discussed.

Recommendations:

- Establishment of a permanent recruitment team with commensurate training to formulate concerted efforts in the local area.
- A restructure of the Selection Section and its personnel as well as a review of procedures, including background investigations.
- Implementation of validated psychological testing of all applicants.
- Implementation of Assessment Center testing for sergeant, lieutenant, and captain candidates.
- Reevaluation of the written test for sergeant, lieutenant, and captain with appropriate changes to reflect relevant information and bring into line with tasks required by the Department.
- Establishment of corporal and master sergeant ranks in uniform patrol.
 - a. Officer must be eligible for sergeant or lieutenant examination to apply for position of corporal or master sergeant.
 - b. A 5% pay increase and awarding of 1/6 point for every month of service toward appropriate promotional examination, up to a

maximum of 6 points. Service is normally earned at 1/20 point per month.

- c. Maximum of 5 years in position; however, appointees retain service points earned after leaving the position.
- d. Upon completion of an examination (job knowledge), and a departmental interview, a numerical list would be established at which time the Selection Certification System would be utilized to bring about a visible tri-ethnic balance.

Selection Process

It is of the utmost importance to discuss in detail the psychological evaluation and the Assessment Center, which were the two major changes in the selection process.

The psychological testing procedure for selection purposes was established in 1980. The primary reason for including this particular procedure, as a part of the entire hiring process, is to assure that the best possible candidates are selected from the pool of available applicants by identifying the individuals who are most likely to perform well as police officers.

The psychological testing is administered at a mutually convenient location under the direction of a qualified professional experienced in psychological testing. The screening device consists of test batteries and evaluation procedures designed to identify and screen out individuals with certain personality traits. The listed exclusionary traits are considered excessive by professionally accepted psychological standards.

1. Psychosis
2. Character disorders
3. Neurosis
4. Mood disorders
5. Poor impulse control
6. Need for very high levels of excitement
7. Tendency to be very passive or aggressive, especially in the face of conflict
- 8.
9. Strong racial, religious, or ethnic prejudice

The best-qualified applicants, in terms of demonstrable skills, are those who can satisfactorily:

1. Interact appropriately with others under a guise of assured authority
2. Respond sensitively to the concerns of others

3. Gain control of a volatile situation using appropriate assertiveness for the occasion

The psychological evaluation consists of an interview and a battery of tests, listed below:

- Minnesota Multiphasic Personality
- Inventory-2 (MMPI-2)
- Inwald Personality Inventory (IPI)
- California Psychological Inventory (CPI)
- Inwald Survey 2 (IS2)
- Wonderlic Personnel Test
- Law Enforcement Background Questionnaire
- Clinical Interview

The Department pursued every possible avenue during the embryonic state of development, to insure that this procedure would be one of inclusion, rather than exclusion into the selection process.

Applicants who fail to achieve a satisfactory score are removed from the process, and are not eligible for reexamination for a twelve-month period.

As stated in the Affirmative Action Committee report an Assessment Center was created. Traditionally, used for promotional or specialized assignment, this Assessment Center contains an entry-level selection component to assess the candidates. Traditional methods of screening techniques used by many police agencies are not structured to measure humanistic traits compatible with the role of a law enforcement officer. This allows for an alternative way to screen-out applicants demonstrating behavior that makes them unsuited for criminal justice work. The criteria evaluated includes:

- **Leadership:** To initiate action; to independently assume control of a situation; to obtain information from others and to direct, assist or provide guidance to others.
- **Interpersonal:** To display courtesy and consideration for the problems, needs and feelings of others in a fair and non-prejudicial manner, to use discretion in exercising police authority.
- **Decisiveness:** To willingly take action and make decisions based upon a recognized situational need; to render judgments and to willingly defend actions or decisions when confronted by others.

- **Oral Communication:** To clearly express oneself through oral means; to properly use technical factors such as grammar, vocabulary, eye contact, voice inflection.
- **Perception:** To identify and understand the critical elements of a situation, to observe situational details/conditions and to recognize based upon job knowledge, discrepancies or conditions that warrant action, and to interpret the explanations of such action.
- **Decision Making:** To use logical and sound judgment when responding to a situation based upon recognition and understanding of the facts available, and to define problem solutions and initiate action based upon established guidelines and procedures.
- **Adaptability:** To be flexible when dealing with situations involving change; to appropriately modify a course of action based upon changes in the situation; to maintain constructive behavior despite time pressures or pressures exerted by others.
- **Written Communication:** To clearly and effectively communicate relevant information through written means; proper use of technical factors such as grammar and vocabulary.

Recognizing that to obtain the optimum ability to select the best candidate for police officer the department must first establish the resources and programs to recruit candidates. A large metropolitan department should be able to supply practically all recruitment needs of the present and the future. In establishing a Recruitment Program emphasis should be placed on attracting qualified applicants by compiling a diversified recruitment team. The Miami-Dade Police Department has made progress in its Affirmative Action Program within the constraints imposed by existing civil service rules and regulations and judgmental issues relative to selection and promotion.

Increase of the entry level positions are reflective of the conscious effort put forth by the Department to increase the base by using the hiring goals of 50 percent Hispanics, 30 percent Anglos, and 20 percent Blacks. Females make up 25 percent of the basic law enforcement training classes. Continual growth at the base level has allowed the Department to increase minority representation in civil service as well as appointed ranks. The attached charts compare the Department's workforce of 1980 to 1990 to 2000.

Promotional Process

The promotional process was reevaluated and appropriate changes were made to reflect relevant information and tasks required by the Department. A product of this revaluation was the establishment of a promotional assessment center. The assessment center developed all phases of the promotional process used in local law enforcement. The system developed provides a legally defensible selection process, as was proven in a federal lawsuit. The center was developed to implement a promotional process that identifies the qualifications of the managerial/supervisory person. Additionally, it provides a more realistic job preview to candidates based on the relevance to the center simulations,

which resemble job activities. The instruments developed include, but are not limited to, in-basket exercises and leaderless group discussions. A written examination is first administered to those candidates seeking promotion. The examination serves as an eliminator and establishes an eligibility list of those candidates who are referred to the center for further testing. The implementation of the assessment center for promotions has proven to be a more viable means of selection resulting in a positive growth for the organization.

The Department, through the Affirmative Action Committee, established the lead worker positions of Corporal and Master Sergeant. Some years later the position of First Lieutenant was created. These positions were established to provide learning and training experience to enhance individuals for promotion to Sergeant, Lieutenant, and Captain. It is a critical aspect of the Department's dedication to a meaningful affirmative action program, which embraces all classes within the Miami-Dade Police Department. The appointments to these positions are made in accordance to the race/ethnicity/gender make-up of the Department. Attached are the descriptions for each position delineating the specifics of the concept regarding the program; recruitment; tenure; promotional enrichments; organizational placement; and duties.

In an effort to meet and maintain affirmative action goals, specialized units are designated to monitor compliance with minority representation. As transfer requests are submitted for specialized units, a transfer eligibility list is compiled. An over/under utilization report for the specific unit will be attached with each list. The report is updated quarterly. The goal percentage of this report is based on the total departmental sworn population for the specific category. This process allows representation throughout the Department.

Conclusion

Like many other governmental agencies and private employers, the Miami-Dade Police Department thought they practiced affirmative action in the 1970's in order to achieve diversity, but were not pleased with the results. The Department wanted to see the community reflected in its workforce, especially at the decision-making level. As the programs and policies discussed were implemented, awareness training was initiated at all levels. The issue of recruiting and promoting minorities is not just a personnel department issue. Line, middle, and upper management must buy into the idea of diversification. Behavior, as well as attitudes must change for any successful concept of this type.

Managers fear that diversity is a way of lowering standards. In actuality, standards must not be lowered. In the case of the Miami-Dade Police Department, hiring standards were raised by the implementation of the psychological evaluation and the entry-level assessment center test.

Managers must understand that achieving and managing diversity is a long-term process of organizational change. The present practices of the Department, the personnel structure which relates directly and indirectly to affirmative action, and the long 20 year commitment from the Department, specifically the Command Staff, County administrators, and the community, has enabled the Miami-Dade Police Department to enter into the 21st Century with minimal internal strife and with the integrity of all processes intact; while representing the Community for which it serves.

WORKFORCE ANALYSIS 1980 to 2000

June, 1980

Command Staff
Sergeant, Lt. and Capt.
Police Officers
Total
Percentage

<i>W/M</i>	<i>W/F</i>	<i>H/M</i>	<i>H/F</i>	<i>B/M</i>	<i>B/F</i>	<i>O/M</i>	<i>O/F</i>	<i>Total</i>
16	0	1	0	1	0	0	0	18
337	10	10	0	11	2	0	0	370
695	64	86	5	71	23	0	0	944
1048	74	97	5	83	25	0	0	1332
79%	5.2%	7.2%	0.4%	6.3%	1.8%	0.0%	0.0%	100%

January, 1990

Command Staff
Sergeant, Lt. and Capt.
Police Officers
Total
Percentage

<i>W/M</i>	<i>W/F</i>	<i>H/M</i>	<i>H/F</i>	<i>B/M</i>	<i>B/F</i>	<i>O/M</i>	<i>O/F</i>	<i>Total</i>
31	4	6	0	5	0	0	0	46
383	40	49	2	26	8	0	0	508
822	176	481	74	206	111	7	2	554
1236	220	536	76	237	119	7	2	2433
50.8%	9.1%	22%	3.1%	9.7%	4.9%	0.3%	0.1%	100%

June, 2000

Command Staff
Sergeant, Lt. and Capt.
Police Officers
Total
Percentage

<i>W/M</i>	<i>W/F</i>	<i>H/M</i>	<i>H/F</i>	<i>B/M</i>	<i>B/F</i>	<i>O/M</i>	<i>O/F</i>	<i>Total</i>
20	6	13	3	7	2	0	0	51
333	66	166	17	57	39	0	0	678
677	182	815	149	251	182	19	4	2279
1030	254	994	169	315	223	19	4	3008
34.4%	8.5%	33%	5.6%	10%	7.4%	0.6%	0.1%	100%

Miami-Dade County Population

Race/Ethnicity Miami-Dade County – Percentage from 1980 to 2000

Year	White Non-Hisp.	Black Non-Hisp.	Other	Hispanic	Male	Female
1980	41.7%	17.3%	5.5%	35.5%	47.2%	52.8%
1990	25.2%	19.1%	6.5%	49.2%	47.9%	52.1%
2000	*** 21.9%	19.6%	**	58.5%	* 48.3%	* 51.7%

* Latest figures from 1998

** included in **White Non-Hispanic**

*** includes **Other**

Race/Ethnicity Miami-Dade County – Population from 1980 to 2000

Year	White Non-Hisp.	Black Non Hisp.	Other	Hispanic	Total
1980	683,600	284,000	89,400	581,000	1,638,000
1990	488,000	369,600	126,100	953,400	1,937,100
2000	*** 483,900	433,900	**	1,291,600	2,209,400
Change	*** -289,100	149,900	**	710,600	571,400
% Change	*** -37.4%	52.8%	**	122%	35.7%

** included in **White Non-Hispanic**

*** includes **Other** (census figures not yet completed)

Source:

Miami Dade Planning and Zoning, 1999 and US Census figures for 1980 and 1990

CORPORAL

Program:

Police Officers will serve as Lead Workers and have the working title of Corporal. The incumbents are representative of our Affirmative Action commitment.

The Corporal position provides learning and training experience to enhance individuals for promotion to Police Sergeant. It is a critical aspect of the Department's dedication to a meaningful Affirmative Action program, which embraces all classes within the Miami-Dade Police Department.

As Lead Workers, incumbents will receive a one step (approximately 5 percent) salary adjustment.

Recruitment:

The selection for appointment to the position is accomplished through the administration of a departmental written, multiple-choice screening device in the areas of the Florida Law Enforcement Handbook and Departmental Manual. Eligibility for consideration requires that the Police Officer be eligible to participate in the promotional process for Police Sergeant.

Tenure:

As Lead Workers, incumbents serve at the discretion of the Director. Incumbents serve a maximum of five years.

Corporals are required to maintain satisfactory performance appraisals; adherence to departmental standards of conduct; dedication to duty; continued education or training directed toward enhanced performance and preparation for promotion; preparation of staff work; and take promotional examinations.

Promotional Enrichments:

Incumbents earn one-sixth (1/6) of a point per month of satisfactory performance to a maximum of six (6) points. Promotional points are carried over and are used for promotional purposes until appointment to Police Sergeant.

Organizational Placement:

Corporals are assigned to Police Services in uniform capacity only. There may be times when limited line authority may be required to complete a task or assignment. It is not the intention of the proposal to create a new rank within the traditional paramilitary chain-of-command.

Duties:

Supervisors cannot always be present to give constant supervision to the work because of duties and assignments that take them to other areas. Corporals are assigned responsibility mostly by the sergeants to help supervise a squad during their absence.

Specific responsibilities include: Assigned district administrative responsibilities by the supervisor; compile and monitor payroll, squad statistics, and FTO evaluations; respond to calls for service and gather information and assist.

MASTER SERGEANT

Program:

Master Sergeants serve as Lead Workers and have the working title of Master Sergeant. The incumbents are representative of our Affirmative Action commitment.

The Master Sergeant position provides learning and training experience to enhance individuals for promotion to Police Lieutenant. It is a critical aspect of the Department's dedication to a meaningful Affirmative Action program, which embraces all classes within the Miami-Dade Police Department.

As Lead Workers, incumbents will receive a one step (approximately 5 percent) salary adjustment.

Recruitment:

The selection for appointment to the position is accomplished through the administration of a departmental screening device; i.e., in-basket assessment exercise. Eligibility for consideration requires that the Police Sergeant be eligible to participate in the promotional process for Police Lieutenant.

Tenure:

As Lead Workers, incumbents serve at the discretion of the Director. Incumbents serve a maximum of five years.

Master Sergeants are required to maintain satisfactory performance appraisals; adherence to departmental standards of conduct; dedication to duty; continued education or training directed toward enhanced performance and preparation for promotion; preparation of staff work; and take promotional examinations.

Promotional Enrichments:

Incumbents earn one-sixth (1/6) of a point per month of satisfactory performance to a maximum of six (6) points. Promotional points are carried over and are used for promotional purposes until appointment to Police Lieutenant.

Organizational Placement:

Master Sergeants are assigned to Police Services in an administrative capacity. There may be times limited line authority may be required to complete a task or assignment. It is not the intention of the proposal to create a new rank within the traditional paramilitary chain-of-command.

Duties:

The Master Sergeant coordinates special projects, firearms qualifications, shift rotations, district in-house training, vehicle maintenance, and controls inventory of equipment, supplies, and petty cash. Other responsibilities include analyzing work performed by the Administrative Unit; prepare correspondence for the District Major and Executive Officer's signature; monitor district overtime and off-duty jobs; and serves as the Records Custodian.

FIRST LIEUTENANT

Program:

Police Lieutenants serve as Lead Workers and have the working title of Police Lieutenant. The incumbents are representative of our Affirmative Action commitment.

The First Lieutenant position provides learning and training experience to enhance individuals for promotion to Police Captain. It is a critical aspect of the Department's dedication to a meaningful Affirmative Action program that embraces all classes within the Miami-Dade Police Department.

As Lead Workers, incumbents will receive a one step (approximately 5 percent) salary adjustment.

Recruitment:

The 1991 original selection for appointment to the position was accomplished through resume recruitment and included a review of all current Police Lieutenants. Subsequent appointments involve a departmental screening device; i.e., in-basket assessment exercise. Eligibility for consideration requires that the Police Lieutenant be eligible to participate in the promotional process for Police Captain; possession of an Associate Degree or 60 semester hours; minimum of satisfactory performance evaluation; work related experience as may be established by the Director. Consideration will be afforded to academic credentials; work experience as a Police Sergeant and Police Lieutenant.

Tenure:

As Lead Workers, incumbents serve at the discretion of the Director. Incumbents serve a maximum of five years.

First Lieutenants are required to maintain satisfactory performance appraisals, adherence to departmental standards of conduct; dedication to duty; continued education or training directed toward enhanced performance and preparation for promotion; preparation of staff work; and take promotional examinations.

Promotional Enrichments:

Incumbents earn one-sixth (1/6) of a point per month of satisfactory performance to a maximum of six (6) points. Promotional points are carried over and are used for promotional purposes until appointment to Police Captain.

Organizational Placement:

First Lieutenants may be assigned as adjutants to assistant directors, division chiefs, or to any assignment deemed appropriate by the Director.

The position is established as a staff assistant. There may be times when limited line authority may be required to complete a task or assignment. It is not the intention of the proposal to create a new rank within the traditional paramilitary chain-of-command.

Duties:

The First Lieutenant is assigned responsibility by the Division chief concerning matters relating to administrative and/or operational activities within the concerned division. Responsibilities include: Review of all incoming correspondence for recommendations, assignments, and referrals; prepare correspondence for Chief, Assistant Director, and Director's signature; coordinate the division's response to various assignments; and monitor the division's in-service training.

APPENDIX

Los Angeles Police Department



Career Development Tutorial Handbook

1999

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INTRODUCTION

The Los Angeles Police Department (LAPD) offers challenge and opportunity through the variety of assignment options and promotional possibilities. Advancement within the Department is basically described in two ways: (1) promotion, or (2) pay grade advancement. The term promotion can best be described as an advance from one civil service class to another, for example from Police Officer to Sergeant or from Clerk Typist to Senior Clerk Typist. Promotion is always from an eligible list established by the Personnel Department as the result of an examination. Pay grade advancement is best described as an assignment to a position with greater responsibility or expertise, without a change in class. Examples would be reassignments from Detective II to Detective III or Management Analyst I to Management Analyst II. Assignments to higher pay grades are the result of Police Department internal selection procedures.

Sworn Career Ladder

After completion of the seven-month Police Academy training, police officers are assigned to one of the geographic Areas to serve as patrol officers. Probationary officers are assigned to a training officer during their one-year field training. The first two to three years are normally spent in patrol assignments. Police Officers can apply for the Police Officer III examination after completing three years of service as a Police Officer, including probation. Specialized assignments such as Metro Division, Motorcycle Units, and Air Support Division require extensive experience prior to appointment. Police Officers are eligible to compete in the Police Sergeant and Police Detective examination after four years of service.

Promotion from Police Officer may be either to Police Sergeant or Police Detective. There are two pay grade levels within the class of Sergeant and three within the class of Detective. If someone has status in a class (examined, certified and appointed) he/she may promote back and forth between Sergeant and Detective (i.e., Sergeant II to Detective III). Promotion from Sergeant or Detective is to Police Lieutenant; from there on, the two promotion ladders converge to one. Successful steps up this promotional ladder are Police Captain, Police Commander, Police Deputy Chief, and Chief of Police. There are higher pay grades in the classes of Police Lieutenant, Police Captain, and Police Deputy Chief.

Detectives do specialized or generalized follow-up investigative work. Police Officers are eligible to apply for promotion to Detective after a minimum of four years as a Police Officer. Examples of Detective assignments include: personnel background investigators, undercover narcotics investigators, Internal Affairs investigators, and traffic accident follow-up investigators. The basic Sergeant position is a field supervisor position; this is the position for which Sergeant

promotional candidates must demonstrate their qualifications. To become a Sergeant requires a minimum of four years experience as a Police Officer and/or Detective. There are also administrative and specialist assignments for Sergeants.

Requirements and duties descriptions for classes can be found in job bulletins and class specifications. Copies are available on the Internet and at the Career Centers as well as at the Applicant Services Division of the Personnel Department.

Civilian Career Ladder

The Department currently utilizes 120 different civilian classes. Clerk Typists are entry-level clerical employees and they may promote to Senior Clerk Typist, Principal Clerks and the Secretarial classes. Management Assistants are the entry-level professional civilian class. They may promote to Management Analyst, Senior Management Analyst, Chief Management Analyst and to Police Administrator. Other large civilian classes include: Police Service Representative and Senior Police Service Representative; Detention Officer and Senior Detention Officer; and Property Officer and Senior Property Officer. The Management Aide class serves as a bridge between certain classes and the professional class of Management Analyst. This allows civilian employees other career options within the Department.

Tutorial Program

The Department's tutorial program is an instrument for all Department employees to use to assist them in preparation for future promotions. The information contained in this handbook will serve as a body of knowledge to be used to improve a candidate's performance in both the written and oral examinations. It is also hoped that by conducting a skills assessment and preparing future career goals, candidates would have a clearer perspective of what career initiatives to take. Employees can then avail themselves of the career center services that are available to enhance their skills and/or possibly choose additional education (college) and/or training as options.

Mission Statement and Core Values

The mission of the LAPD is to work in partnership with all of the diverse residential and business communities of the City and to act as leaders to protect and serve the community. To accomplish these goals, Department employees must make a commitment to serve everyone in Los Angeles with respect and dignity and must maintain the Department's core values of: (1) service to our communities; (2) reverence for the law; (3) commitment to leadership; (4) integrity in all we say and do; (5) respect for people and; (6) quality through continuous improvement. All employees within the Department must be mindful of our mission statement and core values as they work in different sections throughout the Department. The adherence to these principles is a key factor to an employees' success in the promotional process.

PLANNING YOUR CAREER

Before you start planning your career goals with the LAPD you must first ask yourself this question: "What would you like to do more than anything else in the world?" If your answer is to be a Police Officer, Police Service Representative or any other position with the LAPD, then you are on the right path! But, if your answer is either "I don't know" or "probably not a police officer with LAPD," then planning a career in this Department may prove to be an arduous and frustrating task. Take the time to analyze your history, skills, likes, and dislikes. Ask yourself what are you good at doing. Take the Self-Skills Assessment to help guide you in the right direction.

PLANNING YOUR CAREER WITH THE LAPD

To be successful in your chosen career, you must strive to do the best possible job. Your tenure on this Department is a lifelong learning process. Each assignment you choose is temporary and will provide an opportunity for growth and to learn something new. View this experience as an adventure and the process may not seem so overwhelming. Being successful is not so much promoting or doing well on a particular exam, but knowing that you have done your assignment well and that you are continually growing and learning. Employees must understand that promotion up the ladder is not the only road to career success. You must take the time to understand what you want, what you are good at doing, and what brings you satisfaction. Be aware of the skills you possess, the skills you want to improve, and the assignments where you would like to use these skills. Listed below are some suggestions for developing your career with LAPD:

- Identify your most important skills (see the Self-Skills Assessment sheet).
- Research the different assignments in the Department by talking to people and visiting the work locations. Information is also available on our Department's Internet web page.
- Write a detailed plan for your career goals. Where do you see yourself in one year, five, ten, 15 and 20 years from now? Make sure you include life after the LAPD. Talk to a financial planner and a retirement counselor. It is never too early to start planning your retirement. Will you work after retirement? If yes, then how can you plan for those skills now?
- Develop a network of people in areas and positions that interest you. Contact the Career Center or check the LAN to obtain the names,

assignments and telephone numbers of Department employees who have volunteered to make themselves available to help you.

- Seek out those people you believe are successful and examine their strategies for success.
- The first opportunity for advancement for many Department employees is appointment to the pay grade of Police Officer III (PO III). Examples of assignments that are available at the PO III level include Field Training Officer, Vice Investigator, and Detective Trainee. Through careful assessment of your skills and abilities, you will be able to make an informed decision regarding your career with the Department.
- Develop an understanding of the structure and political climate of the Department by networking, reading newspapers and keeping current on issues in the media, joining and participating in employee associations, and utilizing other criminal justice related publications.
- If your plan is to promote to the manager level, then you must consider strengthening your job skills by:
 - a. varying your assignments to enhance your technical knowledge, leadership, supervisory, analytical, organizational, communication and interpersonal skills;
 - b. reviewing the list of coveted positions in the department (see attachment) and pursue job enriching assignments;
 - c. planning to pursue or further your undergraduate or graduate education, and;
 - d. joining professional organizations, reading journals, and staying abreast of your career field.
- If your plan is to specialize in a particular field of interest, then you must research and talk to people in that field, educate yourself regarding the subject matter through formal specialized training, and most importantly, chart a plan of action.

Training is available within and outside the Department. Generally, Department assignments are made to those individuals who seek them out or show a solid work ethic and interest in a particular field. Do not expect to be asked. Take the initiative. For example, Drug Recognition and Bicycle Schools provided by the Continuing Education Division are career enhancement opportunities. Outside training is also available. The onus is on you to seek this outside training as well. Sometimes you

may have to pay to attend the sessions, but may be allowed to do it on duty. You must ask for this permission in advance.

There is a wealth of information available within the Department, libraries, Internet, and bookstores. If you truly are serious about being successful in this Department you must make a 100 percent commitment, you must do the work, research, plan, be committed to **study** for exams, and be persistent. Your attitude is very important in this process. The satisfaction you'll get from a job assignment must come from *actually* doing the job and doing the job well. A reputation established by hard work, competence and customer satisfaction is everything. A positive approach to all experiences is critical to success.

SELF-SKILLS ASSESSMENT

Before any type of career exploration or planning takes place, a person must assess one's own abilities, skills, likes, dislikes, and work history to gain a clearer picture of one's self. As you complete the below Self-Skills Assessment, think of what types of assignments that have interested you and what assignments have been less challenging. What are you good at and what does everyone tell you, you are good at?

- I. On a separate sheet of paper, list on one side your job assignments for the last five years and the length of each assignment. On the other side of the paper, list the skills you used and highlight the skills you learned (skills such as advising, analyzing, arbitrating, auditing, budgeting, coaching, communicating, compiling, creating, detecting, interviewing, leading, presenting, problem solving, and training).

- II. On a separate sheet of paper, list on one side your hobbies, projects, activities, and/or volunteer work and on the other side of the paper list the skills you used and learned.
 - a. Check off the assignments that gave you the most satisfaction.
 - b. Check off the skills used that gave you the most satisfaction.
 - c. Do the same activity for the hobbies/projects sheet.
 - d. Compare the skills on the two sheets. This activity may give you a clue as to what you are good at, what you enjoy doing, and the types of assignment you may want to pursue.

- III. On a separate sheet of paper, list on one side the last five written exams you have taken, either Civil Service or pay grade advancement exams, include multiple choice and essay questions. On the other side of the paper, list in black ink the areas that were easy for you and in red ink list the areas that gave you trouble.

- IV. On a separate sheet of paper, list on one side the last five oral examinations you have taken, either Civil Service or pay grade advancement exams. On the other side, list in black ink the areas that were easy for you and list in red ink the areas that were the most difficult.

How did you do on your last exam? If you did not do well, then why? What skills are you lacking that you want to improve? What are you doing to improve these skills?

What type of job or job assignment would you like to be doing today? If you are not in that job assignment, then what steps do you have to take to get there?

Use the answers to plan a study program for the next exam and to secure assignments and/or projects that will enhance skills that you want to improve.

HOW TO PREPARE FOR THE WRITTEN PORTION OF YOUR EXAMINATION

Listed below are suggestions to guide you in preparing for a promotional written exam. While not exhaustive, the information gathered from the Personnel Department, actual test takers, and Department experts is a guide for your use to begin the self-motivating process. Before you take a promotional exam, you might consider developing a career plan with the LAPD utilizing the Self-Skills Assessment tool described in this handbook.

- You may obtain the most recent job bulletin, bibliography, class specifications, and the lists of tasks and competencies for some of the positions of interest at the City's Personnel Department located at 700 East Temple Street, Room 100 (the Career Centers may have copies as well).
- Make sure your job application is typed neatly. Proof read your application to correct any mistakes in grammar or sentence structure. If possible, have a mentor review your application for completeness and appropriateness.

Oftentimes, your job application is the first impression the interviewer will have of you. It is a document that communicates who you are, what you've done, and why you are qualified to perform the duties of the new assignment. The description of your duties performed should reflect the skills, tasks, and competencies of the new assignment you are seeking. Before completing the application, you should research the position. You may speak to officers already in the assignment and that are doing well, contact supervisors of similar assignments and learn their expectations and especially the skills they view as important, read and analyze the job bulletin and the list of tasks and competencies, if one is available. When completing your application use the language used by the supervisors you spoke to, in the job bulletin and the list of tasks and competencies. By analyzing your experiences and the skills you possess, you will be able to communicate these experiences on your application. For example, training involves a variety of skills, knowledges and abilities such as knowledge of Department training techniques, the ability to assess subordinates' training needs, coaching, referrals, leadership, modeling, etc.

- Make a copy for your personal records and hand carry the original to the Personnel Department, or your 15.88 as instructed, before the deadline. Do not wait until the last minute.
- Note the time, date, and location of the exam in your calendar.
- Give yourself enough lead-time to study for an exam.
- Visit the Department's Career Development Centers to obtain copies of previous exams (be careful, some of the tests are years old and some answers may not be correct), bibliography items, videotapes, and other study material. If the current bibliography is not published, review the most recent bibliography.
- Set up a library in your home with all of the bibliography items either in file folders or notebook binders. Make sure you have the most current copy of all of the proposed items. *Update your Department Manuals and do not study outdated information.*
- Set a time each day to study and stay with the plan. Being disciplined in this area will pay off in the long term. Candidates should read, study, analyze, and apply the study material to actual work situations, and highlight the information that could possibly be test questions. Candidates may talk to other candidates who took the last exam to develop a better understanding of the structure of civil service exams. Tape record and/or make flash cards of the study material.
- Attend all seminars sponsored by the Career Development Section and the Employee Associations such as OJB, LA LEY, HLEA, ABLE, LEAAP, LAWPOA, NOBLE and SHOMRIM. If you study well in groups, join a study group or a seminar that meets once a week.
- Prepare for the essay exams by consulting with employees in the Department who have demonstrated outstanding writing, organizational, and analytical skills in past examinations (see Essay Exams in this handbook).
- Prepare yourself for taking Civil Service multiple-choice exams (see Multiple Choice Exams in this handbook).
- If at all possible take some time off to study just before the exam.

- Get to the location early to relax and review notes.

MULTIPLE CHOICE EXAMINATIONS

The best strategy for preparing for a multiple-choice exam is to be prepared. Gathering the information in advance and committing to a study program will make you more confident on the day of the test. The suggestions listed below are taken from instructions from actual tests and from test takers. Some may work for you and you may add them to your repertoire, as you become more skilled at test taking. *Test taking is an art that has to be developed. It is not luck.* One way to develop your expertise in taking multiple-choice exams is practice. Collect as many prior exams that resemble the one that you will take and practice taking them.

- Go to bed early the night before. Get a good night's rest.
- Eat a light, healthy breakfast.
- Arrive at the test site early enough to give yourself time to find parking and take care of emergencies if they occur.
- Read each question carefully and completely. Never read anything into a question.
- Read all the answers.
- If you do not know the answer, eliminate obvious wrong answers and through this process of elimination you may come up with a better chance of guessing.
- Do not spend too much time on a question that you do not know, come back to it later (make sure you skip the same question on your answer sheet).

- Sometimes the above strategy will reveal the answer contained in other questions or answers.
- Be careful in changing answers. Make sure you make complete erasures and the change is based on your knowledge.
- Make sure you have marked an answer and only one answer for each question.
- Review your answers if you finish before time is called.

ESSAY WRITING

Preparing for essay examinations actually starts long before the exam. Writing is a skill developed over a period of time with practice and dedication. If writing is a skill that comes easily to you, then applying the essay writing techniques suggested below will be easy as well. However, if writing is not one of your stronger skills, then the development of this skill will take some time and dedication on your part. You can develop your writing skills by:

- reading articles in newspapers, magazines, department publications, and other recreational type reading,
- practicing your writing skills in personal journals, or by preparing business and personal letters,
- selecting an assignment that utilizes writing skills,
- asking a mentor to assist you in developing this skill,
- purchasing self-help books on business writing and essay preparation,
- attending a class at the local community college in English composition or essay writing,
- attending one-day seminars provided by the City or one of several inexpensive vendors, and

- most importantly practice, practice, and more practice.

ESSAY WRITING TECHNIQUES

Listed below are some suggestions for preparing and taking an essay exam. The suggestions were compiled from recommendations of the Personnel Department and Department command staff. The purpose of the essay exam is to evaluate your writing skills, including grammar, syntax, spelling, organizational skills, problem solving skills, and your job knowledge.

- An initial step one may take to improve one's writing skills is to identify some of the Department's outstanding writers and consult them when preparing for the exam. They may be able to offer you important tips on ways to improve your writing skills.
- In preparing for an essay exam, you should select possible essay topics from a study group or select individuals in the Department, write topic questions, prepare answers, critique, refine, and prepare a final draft. Be aware of the current topics and progress in the Department. What is happening? What is important?
- Keep a notebook with exemplars, review the notebook frequently, prepare sample tests, and take tests under testing conditions.
- Read the question carefully before beginning to organize your thoughts. Read and highlight instructions and follow the instructions.
- Plan your time so that you can adequately address the issues raised in the question. Prepare an outline and allocate and watch your time carefully.
- Your answer should be a direct response to the question that is asked.
- In the event outside raters are used, your response should be written in such a manner so that its meaning will be understood by the raters regardless of

their familiarity with the City (usually the essays are reviewed by Department raters who are at least two levels above the class being tested and considered subject matter experts in the particular area, review the essays).

- If you believe that assumptions are necessary to answer the questions, state them briefly at the beginning of your answer. The appropriateness of any assumptions that you make will be considered in evaluating your answer. Try to stay away from this; evaluators usually expect you to simply answer the question as asked.
- Use examples and illustrations to support your position when appropriate.
- Your answer may be more effective if you save time to review and edit your response.
- In evaluating your answer, consideration will be given to the soundness and cogency of its content, as well as its quality as a written communication.
- Write in narrative form using complete sentences unless the question requires a different type of response.
- Write legibly so that your answer can be read without difficulty and with the proper writing utensil. Your answer will be photocopied and it is your responsibility to provide a clear original. If the rater cannot read your writing, this will affect your final score.
- If the essay is an advisory essay to the interview panel, you may be provided an opportunity to review your answers a few minutes on the day of your interview. An advisory essay is one which is not scored separately, but one which becomes part of your interview score.

HOW TO PREPARE FOR THE ORAL PORTION OF YOUR EXAMINATION

The purpose of this section of the tutorial program is to assist candidates in developing the skills necessary to be effective in their oral portion of an examination. The job interview is probably one of the most important events in a candidate's work experience, since the relatively short time spent in the interview may determine an individual's future career.

Interviews are generally scheduled in 20-40 minute intervals. Inasmuch as the interview may determine at least half of the final grade, or 100% of pay grade advancement, as much time as spent in preparation of the written exam should be spent on the interview.

Before the Interview

There are several steps a candidate may take prior to the actual interview day to better prepare for the examination. It is recommended that candidates complete the following tasks prior to their formal interview:

- *Review your personnel package. All candidates should review their package to ensure accuracy and completeness.*
- *Review your previous performance appraisal rating and identify strengths and weaknesses. This process will aid the candidate in giving the most complete response regarding experience and personnel behavior.*
- *Review your Training Evaluation and Management System (TEAMS) report. This report should be checked for accuracy and completeness. All corrections will need to be made well in advance of the interview.*
- *Be familiar with the personnel investigations contained in your personnel package and be prepared to respond to issues raised in investigations if necessary. Candidates should be prepared to give a well thought out, clear, concise response to any issue raised in an investigation.*

Getting Ready

Prospective promotional candidates must be aware of the exact date, time, and location of the interview. This may sound almost too basic to mention, but it's an unfortunate candidate who assumes that the interview is to be held in a certain location, and then discovers minutes before the interview that the appointment is somewhere else. It might be to the candidates' advantage to do a trial run to make sure they know where the interview is to take place. Equally important is the candidate who arrives at the right location and on time, only to find that the interview was yesterday. It is important that the candidate writes down the time and location and keeps that notice with them and not relies strictly on their memory.

Parking can often be a problem at the interview site, so it is important for candidates to plan accordingly. Plan to arrive at least 15 minutes before your interview. This will allow time to take care of any unexpected emergencies. Late arrival for an interview is seldom excusable.

The board's first impression of the candidate is a very important part of the oral examination. It is human nature to immediately assess someone when they are first introduced. The reviewer forms an opinion on the candidate's dress, grooming, confidence, respectfulness, and oral communication ability. Therefore, your manner of dress and grooming should be professional. If you are undecided, lean toward a more conservative style. This would be a good time to purchase a new suit. Remember appearance counts and you literally "dress for success." You must look the part to be seriously considered for the position. Men should wear suits, not sports coats. Women should wear suits with skirts or a nice pants suit (no uniforms or no "187" belt buckles).

Lastly, candidates should exercise and reflect before the day of the interview and be sure to get a good nights rest. It is always advisable to eat light and avoid heavy meats, garlic onions, etc., prior to the interview session.

The Interview - How it Works

When entering the interview waiting area, candidates should review the posting of the board members names for their interview. If a candidate has a conflict with any member of his or her board and believes that the individual cannot be objective relative to the review of their qualifications and abilities, it should be brought to the attention of the receptionist at this time. The receptionist will then notify the board of the possible conflict. If no conflict exists, the candidate should check in with the receptionist and take a seat in the waiting area. The receptionist will call your name and bring you into the interview room when the board is ready.

Just as you are about to enter the interview room, the receptionist will tell you the name of the chairperson. The chairperson will introduce you to the other board members and ask you to sit down. Candidates should note their names and refer to them in their presentation when appropriate. This aids the candidate in that it personalizes the process.

Candidates may want to take three deep breathes before they enter the interview room to help them relax and remember to always wipe your right hand on a handkerchief or piece of clothing so you don't give the board members a cold clammy handshake when you enter the room.

A candidates courtesy, alertness and self-confidence are important; so one should try to speak in a self-assured tone of voice, smile occasionally, maintain eye contact with the interviewers as you listen and talk. Sit erect, but be relaxed and be prepared to answer the interview questions.

The board members realize that it is normal for people to feel nervous about the interview process. Experienced interviewers will discount a certain amount of nervousness. If the candidate has taken the time to prepare to answer the questions

asked, they will probably find that they are not as nervous as when they are unprepared.

The Questions

The interview board will be trying to measure your qualifications based on the information about the job given to them by the Department and the evaluation criteria provided by the Personnel Department examiner, or in the case of a pay grade advancement, the hiring Police Department division. The board is instructed to measure the most critical skills, knowledge, and abilities for job performance, not merely the ability to communicate.

The interview board will be exploring and evaluating those qualifications, which have not been fully measured by prior parts of the examination (such as any written tests or performance tests you may have taken). These qualifications include such things as interpersonal qualities, oral communication skills, leadership, commitment to the goals of the organization, and professionalism.

This does not mean, however, that you may not be asked technical questions or that material covered on the prior tests you have taken will not be explored further. Since the interview board usually includes technical experts, they will naturally wish to discuss some of these things with you, as well as your work and educational history and other background information.

The specific areas to be measured in the interview and any other parts of the examination are described in the examination announcement and the class specification, both of which can be obtained from the Personnel Department at any time. Task and competency lists are also available for some Civil Service classes. If provided, candidates should also obtain a copy of the tasks and competencies for the position to review prior to the examination. All candidates will be asked questions relating their knowledge and experience as they relate to the competencies of the job for which they are interviewing.

The interview board will be given your application to review prior to the time that you enter the room. Be ready for at least one question at the start, such as:

- *Tell us how your background has prepared you for this position?*
- *Tell us something about yourself?*
- *Why are you applying for this position?*
- *What do you bring to this position?*

These are not easy questions to answer without some previous thought. You should be able to answer these kinds of questions without hesitation. Your preparation will help get you off to a good start.

You should also be prepared to answer questions about your abilities, training, and experience such as:

- *Describe your previous experience in this field of work.*
- *Tell us how your previous work experience or training has prepared you for this job.*
- *What are your major assets for this position?*
- *In what areas related to the job you are applying for do you need to improve yourself the most? How have you compensated for this weakness or deficiency?*
- *Provide us with an example of your leadership skills.*
- *Have you ever dealt with a difficult member of the public?*
- *Tell us about an emergency situation you have responded to.*
- *Tell us about how you handled a situation with a difficult coworker.*

Answering Questions

Most interviews follow a simple question-and-answer format. Your ability to answer quickly and accurately is very important, but don't rush yourself if it will hurt your ability to answer questions well. If your answers are confused and contradictory, you will not do well.

The following tips should help you when you are answering questions before any board or panel:

- *When you sit in your chair, sit upright, do not slouch or lean forward. You may want to cross your legs but have your hands free for gestures.*
- *Establish eye contact with all board members, not just the person who asked the question.*
- *Remember, delivery is important. Use gestures, expression and avoid a monotone delivery. You can often detect your delivery deficiencies when you listen to a tape recording or view a video of yourself.*

- *Usually, the oral board is comprised of at least one, if not two, civilian members. Therefore, it is extremely important to include the "community" when addressing community applicable issues. Also, try to avoid police terminology and abbreviations (i.e. "1.28" as opposed to "personnel complaint").*
- *Don't memorize your answers. Think conceptually.*
- *Don't try and bluff the board. The greatest prevention against contradictory answers is the plain truth. A frank answer, even if it seems a little unfavorable to you, is better than an exaggeration, which may confuse you in the next question. Being friendly, honest, and sincere is always the best policy.*
- *Be clear and concise in your responses. Don't answer just "yes" or "no" to any question. Expand on your answer at least a little. Volunteering information is often helpful in showing how you qualify for the position, but be completely honest, because you will almost always be asked more about your answer. It is also important to know when to stop answering a question.*
- *Maintain your focus. You should try to avoid repeating yourself, giving information that is unrelated to the question, or talking too much on any one point.*
- *Answer the question asked. Ask the interviewers to repeat or explain any questions you do not understand. This may be embarrassing, but it is better than answering the wrong question.*
- *Be yourself.*
- *Be prepared for follow-up questions.*
- *Show initiative in your responses. You should be sure that the interviewers learn what your particular strengths will be in doing the job.*
- *Use the IRAM model (Identify Issue, Describe your role, tell what Action you will take, provide Measures of Effectiveness).*
- *Don't be afraid to use humor . . . just make sure it is appropriate. It is okay to laugh at something funny that is said, but use common sense.*
- *The board wants you to tell them and show them the experience that you have that will be beneficial to the issue at hand.*

- *If the issue is disciplinary in nature, you should be prepared to provide a brief synopsis of the incident and what you learned from the experience. Negative experiences can be turned into an asset for you, if you can show how you have changed or improved yourself after recognizing your mistakes.*

Answering Strategy

EDUCATION

Formal education is always an asset. It shows discipline and a commitment to higher education. However, recent efforts in continuing education and training pertaining to your profession are also important. Department schools, outside seminars and conferences should also be mentioned. Also, if you intend on completing your education in the near future, mention it. If you mention your intention of completing your education, you should be able to respond as to why you haven't proceeded with it in the past. If you do not sound believable, you will hurt your credibility. Do not tell the board that you failed to complete your education because of childcare problems. There is a strong likelihood that one of your board members has faced the same problem, but was able to complete their education.

EXPERIENCE

Work experience is probably the most important factor to be considered in your oral evaluation. It does not have to be exclusive Police Department experience either. If you worked in another department or even in the private sector with similar responsibilities or volunteer work, mention them. Don't just recite a chronological narrative of the assignments that you've worked. The board can read this in your application.

You want to establish a relationship between your experience and the position that you are seeking. For example, during a detective oral you mention you worked a vice assignment . . ."As a vice investigator, I was responsible for filing felony vice crimes with the District Attorney's Office. This experience of filing crimes will assist me as a detective." Make use of Department resources, but give realistic responses. Don't use every resource imaginable.

PERSONAL CHARACTERISTICS

You should identify at least 3 personal characteristics that will be beneficial for the position you are seeking. Not only state that you possess the characteristics, but demonstrate how the characteristics are necessary for the position. For example, if you indicated that a strong work ethic was your personal characteristic, you might say on a detective oral, "I have always demonstrated a strong work ethic in every assignment that I have worked. This will be particularly helpful as a detective. Detectives receive less supervision and are relied upon to work diligently on their

caseload. Unfortunately, some may abuse this independence and put forth mediocre efforts. I have never been satisfied with a mediocre effort and I will be a highly productive detective."

TECHNICAL QUESTIONS

The general rule about technical questions is don't guess unless you qualify your remarks. For example, if you were asked, "What would you do if you had a 3.18 and a 3.19 at the same location?" If you weren't sure, you could state, "I am not sure what the exact rule is, but I would guess that narcotic violations involve more felony crimes than vice crimes, so I would concentrate on the narcotic investigation first."

If you cannot even guess an answer to the question, simply state that you don't know, but that you would use the correct resource to determine the answer.

TOPICAL QUESTIONS

Always look at the topical issues facing the Department. Community Policing, sexual harassment, FASTRAC, domestic violence, mission statement/core values and the Jeopardy program for at-risk youths, are examples of these. Talk to people assigned to the position for which you are applying and find out the kinds of new issues they are facing.

STANDARD QUESTIONS

There are questions interviewers have used in the past and will continue to ask, such as, "What have you done to ensure a discrimination free work environment". Ask people who have taken the oral exam in the past if they can recall any of their oral questions. Usually they will remember a few questions and if you interview enough people, you will find repeat questions. Key on these questions because it is likely that you will see them again.

DISCIPLINE/PAST INVESTIGATIONS

This is one of the most difficult areas to comment on since there are many opinions concerning this topic. If you have negative material in your package (i.e., ratings/1/81, etc.), should you mention it? As a general rule, you should try to avoid negative areas in the oral unless specifically asked about an issue. It is always better received to admit to your past failings (instead of saying you were framed) and explain how you have learned from your mistakes. You may also state that your inappropriate behavior and subsequent penalty did not deter you from continuing to perform in an outstanding manner as reflected in your rating reports. In other words, you have accepted responsibility for your actions, learned from your mistakes, and you continue to be a productive employee.

How to Develop Your Answers

There are several steps you can take to prepare for possible questions in your oral examination. These steps will help you anticipate questions and ensure confidence in the interview process:

- *Review the Tasks and Competencies (T&Cs) for the position for which you are interviewing. In a study group, conduct a brainstorming session regarding the nature of the questions that might be asked. Review each of the tasks and attempt to have the group develop a list of possible questions that might relate to that task. Link tasks to other similar tasks.*
- *Focus on the competencies and determine how you can prove you already possess them. Draw on your past experiences to demonstrate you possess these competencies.*
- *Develop a listing of your strengths and weaknesses and how they relate to each of the T&Cs.*
- *Ask those who know your skill level to give you feedback regarding your abilities.*
- *Write an outline of the answers for which you would like to respond. You can review the answers any time, especially if you keep them short.*
- *Talk to others about their perspective on what the different current issues are.*
- *List possible questions on a flip chart.*

Mock Orals

Mock Orals can be extremely beneficial. It is sometimes more difficult to deliver a mock oral than the actual interview. These practice interview sessions allow you to identify your weaknesses and to work on them before your oral date. The more practice a candidate gets in refining their presentation of their skills and abilities, the more confidence and self assurance one will have on interview day.

After the Interview

After the interview concludes, each interviewer independently assigns one interview score, which reflects that interviewer's evaluation of your overall qualifications based on all the rating factors. The scores of the interviewers are then averaged to yield your final score in the interview portion of the examination. If raters have a large spread in their score, they are required to discuss the interview to ensure that they have fairly, objectively, and accurately evaluated the candidate.

If you believe that any of the persons on your interview board were prejudiced or not qualified, that there was fraud involved, or that the interviews were not properly conducted, you should file a written protest within two working days after you complete your interview. The reasons for your protest and the facts supporting your charges must be submitted in writing (this is applicable to Civil Service interviews only).

In pay grade advancement interviews, candidates are rated in one of four categories: outstanding, excellent, satisfactory, and unsatisfactory. Each panel member independently rates each candidate based on established criteria. Panel members must then reach consensus as to the candidate's final rating.

All too frequently when we do poorly, we blame someone else. The wise thing is to reflect upon the interview and determine how to better prepare and thus improve in future interviews. It is hoped that the information contained in this section provides you with insight on the Police Department promotional process and how to do your best on your job interview.

COLLEGE AS AN OPTION

The law enforcement profession has undergone major changes in recent years. It has become an increasingly sophisticated profession. As the profession itself has changed, employees within the Los Angeles Police Department have been required to spend an increasing amount of time in continuous education. The education requirements have expanded as a result of three changes—revised state requirements, revised Department requirements, and general changes in law enforcement. All trends for the future point to the need for law enforcement employees to possess complex skills to deter and solve crimes. As a result, officers and their civilian counterparts will continue to be enrolled in specialized courses to keep their skills updated and all levels of Department employees will increasingly possess advanced certificates and degrees.

For those individuals considering completing a college degree or beginning a new degree program, the following guidelines apply:

Deciding whether to return to school

- *Determine your personal time and lifestyle commitment.*

Only *you* can adequately assess all the needs to be balanced to attend school. Each of us has “*stages*” in which certain activities such as attending school or making children a priority become the dominant activity. The most important issue is not to compare your life and needs with anyone else.

- *Assess your short term versus long-term priorities.*

Many people see the commitment to attend school as an exchange in which they, and their families, adjust their immediate time commitments in favor of the reward of more flexible job opportunities or the ability to command a higher title and/or salary.

- *Consider revising your job assignment while in school.*

Job assignments within the LAPD vary greatly and their time constraints should be considered when combined with the demands of a degree program. Changing positions is often a step taken by employees who wish to attend a degree program part-time.

- *Remain aware of the qualifications of competing candidates for any promotions.*

At each level of supervision, degrees become increasingly important. The Department sets the minimum requirement; the competition sets the standard.

Assess Your Current Status

- *Gather transcripts from all schools you have attended.*
- *Contact the admissions counselor at the school that would award your degree for an evaluation of your credits. Also, review information available at the LAPD Career Development Centers that will include new programs or courses of special interest to employees within the Department.*
- *Research financial aid or loan programs through the college financial aid office, the LAPD Career Development Centers, or the Internet.*

Choose a Major

- *Choose a subject area that reflects your personal interests and strengths.*
- *Remember that LAPD has the need for many different skills.*
- *Examine the required course listings to be sure that your objectives are met.*
- *Ask yourself, "Would I choose this same major if my life circumstances changed?"*

- *Evaluate how your major and proposed degree fit in your long-range plans. Ask yourself, “How does this (degree, major) fit in with my plans for retirement from the LAPD?”*

Get information and advice from the LAPD Career Development Section

- *Research preliminary information about several colleges by reviewing college catalogs.*
- *Obtain counseling about your choice of major.*
- *Obtain information about degree and non-degree programs with flexible scheduling geared to working adults.*
- *Obtain referrals for strengthening a particular skill.*
- *Obtain counseling about choosing the right college.*

Keep in mind requirements for coveted or promotional positions

- *Promotional positions within the LAPD require excellent writing skills. If you are planning to work in positions that require writing and research skills, enroll in these courses first if taking a degree program. Courses in writing and analysis are useful in preparing for many coveted and promotional positions. Areas such as Internal Affairs Division, all adjutant positions, all staff positions, and many other positions require superior writing skills.*
- *Promotional positions and many community-oriented positions require good speaking and presentation skills. Positions as senior leads, DARE officers, and media representatives, to name a few, all require officers to have excellent speaking skills. In addition, the ability to present your personal qualifications during the oral interview stage is a critical skill for promotion. Whenever possible, also schedule course work in oral presentation skills in the early part of your degree program.*

BARRIERS TO SUCCESS

Every human being wants to be perceived as successful to enhance their self-esteem and the regard they receive from family, friends, co-workers, supervisors, and the community. Yet, any discussion about success reveals that the definition of success varies widely among individuals.

For employees in the Los Angeles Police Department, definitions of success will vary widely even among classmates or officers at the same rank. Success for one

individual may be defined as the prestige of winning awards as a highly qualified marksperson. For another individual, an assignment that allows the individual to create a particular lifestyle may be most important. For a third individual, the opportunity to achieve varied assignments and constantly learn something new may be essential. A fourth individual may enjoy holding leadership positions and need the challenge of ever increasing responsibilities. Each of these individuals holds an image of success in his or her mind that is unique but matches the individual's personal interests, abilities, and lifestyle needs.

Given that definitions can be so highly personal, how then can individuals fail to achieve success? Because the process is so personal, reactions to success or failure can be experienced as a feeling or can be affected by external events.

How do you know whether you need to reexamine your goals and expectations? Generally, if you are dissatisfied with your life goals or you have had a major change in your personal circumstances, you should reassess your goals.

How to Look at Your Goals

The inability to achieve goals results from internal or external barriers, which block achievement of those goals.

Internal barriers are defined as those attitudes, beliefs, and patterns of behavior, fears, and real or imagined deficiencies that keep you from success. Internal barriers are primarily focused on **Motivation** and **Goals**. Are you hampered by any deficiencies in these areas? How are your people skills? Do you have clear boundaries for yourself with work and others? Do issues regarding work affect your personal life? Are you too self-critical?

QUOTE:

How often--even before we began--have we declared a task "impossible"?

And how often have we construed a picture of ourselves as being inadequate?

...A great deal depends upon the thought patterns we choose and on the persistence with which we affirm them. □

Piero Ferruci

If issues related to patterns of behavior, motivation, fears, or attitudes are impacting your work, you may want to use some of the counseling resources listed in the resource section, which follows the discussion on External Barriers.

With External Barriers, there are specific life experiences, skills or lack of skills, and commitments that limit action or movement toward a goal. These may be real or imaginary. Some common external barriers are listed below:

- *Family commitments.* These commitments may revolve around small children, lack of day care, elderly parents, or possibly scheduling conflicts with a working spouse.
- *Physical limitations.* These can include long commutes that limit the choice of positions within the Department. Other limitations may include physical limitations such as strength, height, or disability, or the inability to work specific shifts. Additional limitations may include a lack of specific skills, which limit advancement or alternative job opportunities, such as specific computer skills or required certificates in specialized training, such as Narcotics.
- *Supervisory arrangement.* Supervisors can be either a support or a barrier for an employee. If the employee is assigned to a physical location away from the immediate supervisor, communication can be affected. Also, sometimes supervisors are overburdened with work demands, work a different shift, or have different work experiences than the employee. In each case, the employee may not have any person at the workplace or in the immediate line of supervision that is available to mentor and support their career. In all of these examples, the employee will need to rely more heavily on career information available from the Training Coordinator or the Career Development Section. In addition, it is extremely important that the employee develop a network of contacts that will assist in overcoming any limitations in mentoring or information.
- *Education.* Although many career ladders in the LAPD do not require an advanced degree, there is an increasing emphasis on college and advanced degrees. The employee, who wishes to get additional schooling, will need to choose assignments carefully so that a balance can be achieved while attending classes.

How to Use Department Resources to Determine Your Goals

The first step in taking action is identifying the goal you would like to change. Talking about the issue with a trusted friend or your supervisor may assist you in defining the problem. Your immediate supervisor can assist you in defining the opportunities available in your unit or division and may be able to recommend other areas of the Department that might be of interest to you.

The **Career Development Section** of the Employee Opportunity and Development Division currently operates two Career Centers that offer individual and group programs to assist all LAPD employees with their career development. The *Career Development Centers* are located at:

- *227 N. Lake Street, Room 108, Los Angeles, CA 90026. Located just west of the downtown area. Open weekdays. Telephone number is (213) 207-3000, 3001.*

- *Ahmanson Recruit Training Center, (ARTC), 5651 W. Manchester Boulevard, Westchester, CA 90045. Open weekdays. Telephone number is (310) 342-3172, 3118.*

The Centers operate a *24-hour hotline at (213) 207-3000*, which lists all current career related events, including: promotional examinations, upcoming seminars, and other career and educational information of interest to both sworn and civilian employees. Career counseling is provided on both an appointment and walk-in basis; however, appointments should be scheduled to assure the best quality of service. The Career Development Centers also advertise upcoming Career Center sponsored activities in the Department's *Weekly Consolidated Notice*, which is distributed throughout the Department (see attachment).

The Centers provide information regarding educational programs taught by the City's Personnel and Police Departments, local colleges, and specialized schools. Center resources are selected to assist employees with skill assessment and development needed to perform their jobs, advance, and have greater overall career satisfaction.

The Career Development Centers assist employees by providing:

- *Information regarding upcoming examinations that may be checked out and copied to create an employees own personal resource library.*

For all sworn ranks, the Career Development Centers provide study materials for exam preparation including:

- *Bibliography*
- *Examination Bulletin*
- *Position Tasks and Competencies*
- *Class Specifications*
- *Past Examinations (when available)*

For all civilian employees, the Career Development Centers provide study materials for exam preparation including:

- *Examination Bulletins*
 - *Class Specifications*
 - *Clerical Series Information*
 - *Management Analyst Information*
 - *Other series information may be obtained upon request*
- *Opportunities for Lateral Transfers and Pay grade Advancement*

The *Sworn Pay grade and Advancement and Transfer Opportunities* report produced by the Position Control Section, Personnel Division, is distributed on an

as needed basis (usually biweekly) throughout the Department. This report lists current Department sworn vacancies that may be filled through transfer or pay grade advancement (see attachment). Copies are posted at both career centers.

The *Civilian Pay grade Advancement and Transfer Opportunities* report, produced by the Civilian Personnel Section, Personnel Division, is published each Friday and distributed throughout the Department. This report lists current Department civilian vacancies that may be filled through transfer or pay grade advancement (see attachment). Copies are posted at both career centers.

The *Weekly Summary of City Job Opportunities* report, produced by the City's Personnel Department, is distributed weekly throughout the City. This report lists current citywide civilian vacancies that may be filled through transfer or pay grade advancement (see attachment). Copies are posted at both career centers.

- *Videotapes of Career Center sponsored Seminars*

The Career centers have created a library of videotapes relative to seminars conducted by Police Department staff regarding both oral and written exam preparation. These tapes may be checked out by Department employees in preparation for future examinations.

- *Position Descriptions*

The Career Development Centers maintain a copy of the Jacobs study that details differences between position descriptions at the same rank. This is currently being updated to include all current material.

- *Assistance in Developing Network and Mentor Skills*

The Career Development Centers maintain lists of persons who have volunteered as mentors as part of the Peer Network/Mentor program. Additionally, career counselors will assist any employee who would like to contact a specific person or unit within the Department. The counselors are also able to advise employees on building network skills.

- *Resources for Computer Skill Development*

The Information Technology Agency is a City Department that provides information and training relative to the development of computer skills for all City employees. The Agency has purchased training programs available in video and CD-ROM formats, which may be borrowed from the Agency by any City employee. LAPD employees should contact the Career Development staff for assistance if they have difficulty utilizing this resource.

- *Referral to Resources for Basic Skills Improvement*

Employees, who wish to improve their writing, reading, or communication skills, should contact a career counselor for information. The Career Centers can direct employees to appropriate resources to improve their skills in any of these areas that may be affecting their job performance or career advancement. Counselors in the Career Development Section will assist any employee with developing a strategy for improvement.

- *Resume and Application Information*

Many of the seminars for promotion address specific questions about the use of resumes and applications for that particular position. However, the Career Development Centers also provide information regarding resume and application preparation. Career counselors are available to assist employees with the development of this skill.

- *Undergraduate and Graduate Degree Programs*

The Career Development Centers maintain college catalogs and general reference materials for colleges in the area. In addition, the career counselors advise employees on choice of major, programs for working adults, and assist in comparing college programs.

- *Financial Aid Information*

The Career Development Centers maintain reference materials regarding financial aid and eligibility for military education benefits.

- *Standardized Testing for Individual Interests, Styles, and Values*

Staff in the Career Development program periodically offers seminars in which the Myers Briggs and Strong Interest Inventories are administered. These inventories allow employees to better understand themselves and others. Interested employees should indicate their interest to a career counselor or register when the next seminar is announced.

- *Peer Counseling Program*

The Peer Counseling program is coordinated through the Employee Assistance Unit located in Chinatown, at the Far East National Bank, 977 North Broadway, Suite #409. A list of volunteer counselors who have graduated from a specialized training program for counselors is posted at both centers. These counselors are available to provide all employees the opportunity for peer support through times of personal or professional crisis.

- *Mock Oral Interviews*

Prior to the oral portion of sworn promotional examinations, the Career Development Centers coordinate mock orals in which candidates practice actual promotional job interviews. This has been one of the most popular programs offered by the Career Development program.

- *Examination Preparation Seminars Co-Sponsored by the Employee Association Task Force and the Career Development Section*

Written and oral preparation seminars for sworn employees are offered prior to all promotional examinations. They typically consist of several sessions at which Department experts advise employees on ways to successfully prepare for examinations. These seminars are the most popular programs offered by the Career Development program and are attended by hundreds of employees each year.

- *Civilian Promotion Seminars*

The Civilian Training Unit sponsors two civilian promotion seminars each year. Both are available to all Department civilian employees.

- *Career Center Library*

The Career Center library consists of a variety of general publications on career development subjects. It includes books, audiotapes, and videotapes. Items in the collection are housed at both the Lake Street and Westchester locations and the full collection will be permanently housed at the Ahmanson Recruit Training Center when the library is permanently relocated. Employees should contact a Career Counselor if they are seeking a specific resource.

The Career Development Section also offers support in researching information about career and education choices. This includes information about other units within the Department that may offer the opportunity to use a different set of job skills or build new skills.

Generally, if an employee needs information about areas of the Department, a first stop should be the Career Development Section.

Three other areas of interest that provide support for employees are the Employee Assistance Unit, Behavioral Science Services, and the Employee Assistance Program.

Services offered by the *Employee Assistance Unit* include:

- *Chemical Dependency Rehabilitation Program*
- *Funeral and Terminally Ill Family Support Services*
- *Peer Counseling Program*

Trained peer counselors are available throughout the Department to assist with problems. This voluntary program can help with the temporary crises that are part of all our lives. Peer counselors provide:

- *Support validation of emotions, and acceptance of the situation.*
- *Help in identifying professional referrals.*
- *A program of intervention to defuse problems before they reach crisis.*
- *Referral Program from Employee Assistance Unit*
- *Financial Counseling Program*
- *Partners and Parents Program*
- *Reserve Chaplain Program*
- *AIDS Coordinator*
- *Blood borne Pathogen Exposure Intervention Program*
- *HIV/AIDS Support and Referral Program*
- *Honor Guard Coordinator*

The Employee Assistance Unit can refer employees to other Department entities, such as the Memorial Foundation, Police Relief Foundation, Behavioral Science Services Section, Department Wellness Officer, Women's Liaison Officer, as well as private support groups and assistance programs.

The Employee Assistance Unit can be contacted during normal business hours at (213) 485-0703. After normal business hours, contact them through Department Headquarters Division at (213) 485-3261.

Services offered by *Behavioral Science Services* include:

- *Miscellaneous training in stress management, communication skills, conflict resolution, suicide prevention and anger management.*

- *Research projects that focus on ways in which early intervention can mitigate stress reactions.*
- *Emergency Response - Includes four Crisis Response Teams comprised of a BSS Psychologist, Department chaplains, and specially trained Department personnel. One team is assigned to each of the four geographic bureaus. These teams provide emergency response and immediate on-scene support to unusual or potentially traumatizing situations.*
- *Crisis Negotiation Team - These members respond to hostage situations and certain suicide and barricaded suspect incidents.*

Services offered by the *Employee Assistance Program* include:

- *Clinical Counseling*
- *Life Management Services, including financial consultations, pre-retirement counseling, childcare consultations, elder care consultations, federal tax consultation, organizational sessions, and legal counseling.*

