

**LAW ENFORCEMENT MANAGEMENT INSTITUTE**

**A REPORT WITH RECOMMENDATIONS CONCERNING  
SELECTION AND TRAINING CONSIDERATIONS IN SMALLER  
POLICE DEPARTMENTS**

**A RESEARCH SUBMITTED IN FULFILLMENT  
OF REQUIREMENTS FOR MODULE I AND II**

**BY**

**RAY SIMMONS**



**MCKINNEY POLICE DEPARTMENT**

**MCKINNEY, TEXAS**

**FEBRUARY, 1991**

#188

## PREFACE

One goal of a personnel program is the selection and retention of productive employees. A complete personnel program should include more than the recruitment of qualified personnel. The personnel program should follow the employee from the first day until the time of separation or retirement. The personnel program should include all areas effecting employees and the treatment the employee's receive.

Recruitment is an important aspects of a personnel program. Recruitment is more than getting people to test for positions that are open. Recruitment must insure the most qualified people apply for and secure employment. The role of recruitment must work closely with the selection of candidates and the training of personnel to insure the people selected are trainable and will successful complete a training program. Recruitment should be the first point a candidate begins to understand the role of an employee and what is expected from the candidate as an employee. All aspects of recruitment, selection and training must work in unison for the setting of standards for an agency, the process of selection as well as what is successful training for new personnel. None of these areas are established without the need of change, instead these areas require a process of review. None of these areas may be treated individually and maintain a complete and successful personnel program.

## TABLE OF CONTENTS

The Elements of a Comprehensive Personnel Program.....	1
Recruitment and Retention.....	2
Military Experiments Concerning Retention.....	4
Validity Generalization for Law Enforcement Occupations....	4
The Selection Process.....	6
Legal Considerations.....	7
Legal Aspects of the Process.....	9
Application.....	9
Reference Checking.....	10
Interviews.....	11
Hiring Standards.....	12
Backgrounds.....	13
Assessment Centers.....	13
Field Training Program.....	15
Management of the Field Training Program.....	18
Summary.....	26

SELECTION AND TRAINING CONSIDERATIONS IN  
SMALLER POLICE DEPARTMENTS

ELEMENTS OF A COMPREHENSIVE PERSONNEL PROGRAM

A comprehensive police personnel program should include: (1) recruitment and selection of employees on a merit basis: (2) training programs at both recruit and in-service levels: (3) a promotion program: (4) a fair system of evaluating job performance: (5) job classification: (6) salary plan administration: (7) a comprehensive plan for conditions of service, including fringe benefits: (8) an employee relations program, including grievance procedures: (9) a safety program: (10) medical insurance programs: (11) a retirement program: and (12) a labor management relations program.<sup>1</sup>

Qualified appointees should be exposed to complete orientation and training programs. All new employees, for example, should become familiar with the structure, operations and personalities of the department. Beyond this, young employees complementing careers in police service as administrators should receive additional training in basic administrative methods. These methods should include budget preparation and administration, organizational practices, space and personnel studies, and procedural analysis.<sup>2</sup>

Regardless of the size of the city and the strength of its police force, the backbone of an effective personnel

2  
program is a city wide position classification plan. The pay plan assigns job classifications to proper pay grades or levels and usually provides for step increases. A well prepared pay plan will properly relate pay to the duties and responsibilities of each job.<sup>3</sup> Employee organizations are more common than ever and are interested in salaries and wages. They will closely examine local pay practices. A local pay plan should be updated annually using salary surveys. These surveys will show how local salaries are keeping pace with salaries paid by other employers for comparable jobs.<sup>4</sup>

#### RECRUITMENT AND RETENTION

Recruitment is probably the most active part of the entire employment process. A perfect selection process can only rank the candidates that complete the process. This will hold true for either civil service or non-civil service agencies.<sup>5</sup>

Recruitment has two aspects; first, to have desirable jobs and second to tell potential eligibles how desirable the jobs are.<sup>6</sup>

All aspects of the recruitment, selection and field training must work together for the result of placement of the most qualified applicant receiving placement with an agency. Every effort must be made at this point to insure the candidate, after selection and beginning of a training program, successfully completes the training.<sup>7</sup>

A police department should recruit by every available means including television, radio, newspapers and officers assigned to a recruitment section. Recruitment will be accomplished in all or part with a combination of these resources. Ideally, a police agency should control its own recruitment program to attract the most qualified employees.

Successful recruiting efforts have two major parts. First entry salary, fringe benefits, working conditions, chances for advancement and additional educational opportunities must compare favorably with other occupations in the local labor market. Second, the applicant must be sold on the benefit of working for an organization characterized by high moral and good esprit de corps. The program should give special emphasis to attracting college educated applicants, including minority group members.<sup>8</sup>

The selection process chooses from applicants.<sup>9</sup> Every applicant for any type of job expects acceptance or rejection as the result of some type of selection process.<sup>10</sup> One theory of the selection process emphasizes the person. Accordingly, the most mature, intelligent, stable applicant should be selected, after considering the position to be filled. Another theory of the selection process emphasizes the job to be filled rather than the person selected to fill it.<sup>11</sup> The advocates of this theory believe that some jobs require particular skills

and abilities that cannot be easily learned. The major problem with this approach is the difficulty of testing for these skills and abilities. One could say without qualification, for example, that the order maintenance is dependent on an innate ability to manage conflict. Some people are much more naturally inclined toward peace-keeping responsibilities than others. The problem arises in the development of a testing instrument to predetermine which applicants have ability in this sensitive area of validate entrance-level testing.

#### MILITARY EXPERIMENTS CONCERNING RETENTION

The U.S. Army and the U.S. Marines have experienced a problem with high turnover rate during basic training. Some years ago, the military conducted an experiment by showing videos to the recruits before basic training. The videos let the recruits know what was expected from them during basic training and what they could expect while in basic training. The recruits viewing the videos experienced a turn over rate as low as ten percent. None of the groups viewing the videos experienced the usual high turn over rate.

#### VALIDITY GENERALIZATION FOR LAW ENFORCEMENT OCCUPATIONS

This study had two major purposes: (1) to estimate the validity of written tests of cognitive ability used to selecting law enforcement personnel and (2) to compare validity generalization findings based on artifact distributions drawn from sample data to findings obtained

5  
using "assumed" distributions. The data base consisted of all available criterion-related validity studies of test of cognitive abilities conducted on law enforcement personnel.<sup>12</sup>

In the present study, information on these artifacts was available from some of the studies, enabling the data to be analyzed in two ways: (1) using the assumed distributions constructed by Schmidt and Hunter, and (2) using artifact distributions constructed with information extracted from the validation studies.<sup>13</sup>

The results of the present study show measures of cognitive ability correlate with performance in job training for law enforcement personnel at about the same levels found in validity generalizations studies for other occupations. The lower validities may be due in large part to the difficulties involved in developing a good criterion measure of job performance for police work. People in law enforcement occupation often work either alone or with only a partner.<sup>14</sup>

Another hypothesis for the low validities associated with job performance is that personality variables or interpersonal skills play a large role in determining skill as a police officer or detective. This hypothesis is consistent with the strongest correlate of job performance was the composite that included human relations skill and driving ability.<sup>15</sup>



The Schmidt - Hunter interactive validity generalization procedure was applied to validity data for cognitive abilities test for law enforcement occupations. Both assumed artifact distributions and distributions of artifacts constructed from information contained in current sample of studies were used to test the hypothesis of situational specificity and to estimate validity generalizability.<sup>16</sup> Results for both groups studies were virtually the same for the two types of artifact distribution. Possible reasons for the apparently lower validities and lesser general ability for job performance criteria are, including possible low validity of the criteria (due to lack of opportunity by supervisors to observe behavior) and the potential role of noncognitive factors in the determination of law enforcement job success.<sup>17</sup>

#### THE SELECTION PROCESS

The first step in the selection process determines the desired and basic requirements the agency seeks in recruits. Some agencies may wish to require a certain level of education, passing of an entry level examination, a certain level of experience, an ability to get along with co-workers and the public and a certain physical ability. In Texas, the Texas Commission on Law Enforcement Standards and Education has set a minimum standard for the state. This means that the different agencies may not accept less than these standards;

however, the individual agencies may set higher standards.<sup>18</sup>

The initial selection process is particularly important because entry into police service traditionally begins at the lowest level. The quality of personnel selected for police service determines the character of police performance as well as the quality of police leadership.

The quality and quantity of police personnel resources are interrelated. The quality requirements directly affect the number of personnel available to police service and rising standards narrow that portion of the population eligible for employment. Experience suggests, if police agencies are to meet the personnel demands of the changing times, both in quantity and quality, they must devote careful attention to attracting many qualified candidates. The effort cannot be sporadic or haphazard but must be constant and selective.<sup>19</sup>

Effects of governmental pressure on selection the broadest sense include, recruitment, hiring testing, interviewing, promotion, and training in making selection decisions.<sup>20</sup>

#### LEGAL CONSIDERATIONS

Few occupations in society involve the extraordinary individual responsibility associated with the job of a police officer.<sup>21</sup> No one with any significant knowledge of those responsibilities would deny that this is an

occupation which demands a large degree of individual capability and qualification.

There are, mainly, three pieces of federal legislation that apply to affirmative action and have been the basis of most challenges to municipal employment practices: (1) Section 1981 of the Civil Rights Act of 1866, (2) the Fourteenth Amendment to the Constitution, and (3) Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972.

Although Title VII is not an exclusive remedy for plaintiffs who allege employer discrimination, it has become the modern civil rights statute.<sup>22</sup> Title VII prohibits any discrimination based on race, color, religion, sex, or national origin in all employment practices to include hiring, promotion, firing, compensation and other terms, privileges, and conditions of employment for employers with fifteen or more employees. The U. S. Equal Employment Opportunity Commission (EEOC) was established in 1964, to investigate alleged violations of the act.

The principles of equal employment opportunity and the principles of merit selection are not incompatible. An employer can perhaps better obey the law, and also hire the most qualified personnel by assuring that all employment decisions are based upon job related considerations rather than upon such unlawful and

irrelevant factors as race, color, religion, sex, or national origin.

Dozens of police departments have been sued in federal court for alleged discrimination in employment under one or more federal statutes.<sup>23</sup> In most of these cases the police department has been unable to defend one or more of the challenged employment practices. The results have included permanent injunctions against the use of some tests and employment standards, court - imposed hiring quotas, and the payment of substantial sums of money in the form of attorney fees and back pay.

The police personnel administrator bears the final responsibility for maintaining an awareness of new developments in this area. The administrator also has the responsibility of insuring that the selection process is consistent with legal requirements.

#### LEGAL ASPECTS OF THE PROCESS

The courts pointed out, however, that if an employment practice can be shown to be a "business necessity" it would not be prohibited, though it may result in an adverse impact on a protected group.<sup>24</sup> Selection is the first place to look for practices which result in that adverse impact.<sup>25</sup>

#### APPLICATION

Information included on application forms or asked in an initial interview must be job related. This is particularly true when it involves such matters as

education background or experience. These areas may have the effect of screening out disproportionate numbers of a protected group.<sup>26</sup>

Employers using pre-employment tests must determine whether the use of a test results in an adverse impact, and, if so, to make sure the use of the test can be proven to be job - related.<sup>27</sup>

#### REFERENCE CHECKING

The Equal Employment Opportunity Commission has stated for the record that the practice of reference checking has an adverse impact on minorities. However, this practice was justifiable prediction of later job performance on at least one occasion and has been supported by the courts.<sup>28</sup> The questions asked in a reference check must be related to the applicant's previous performance and the persons contacted must be people who would have this knowledge. Following these precautions, this practice should not be the source of an Equal Employment Opportunity difficulty.<sup>29</sup>

When a check with previous employers or school does result in negative information on job applicants, it is wise to check as many sources as possible. This is particularly true if the applicant is a member of a protected group. Especially when the job is one in which this group is under represented and if the result of the reference check is the only basis for rejection. Care should be taken also to provide guidelines on the

evaluation of information provided by previous employers to make sure that not only is the same information obtained for all, but that it is used in the same way. If a bad attendance record on a previous job is used as a standard for rejection, this standard should be applied to all applicants regardless of race, sex, age or national origin.<sup>30</sup>

#### INTERVIEWS

This is an important subject for interviewers, because about 70 percent of discrimination complaints arising out of compliance legislation have occurred as a result of the interviewing process.<sup>31</sup>

The interview, though perceived as more subjective and less scientific than other steps in the selection process, is undoubtedly an important area of many hiring decisions.

It is unlikely that the interview as a selection technique will escape the long arm of the Equal Employment Opportunity Commission, where there is any evidence that the use of the interview results in adverse impact. If the utilization analysis points to an equal employment problem, and selection decisions are based almost entirely on interviews, sooner or later the interviewing procedures may have to be validated. The process of validation for interviews can be much more complex task than that for a testing instrument.

For jobs in most companies, more than one interview is involved in the selection process, and for certain jobs,

as many as five or six different interviews may be involved.<sup>32</sup>

Two important reasons for conducting interviews at the early stage of the selection process are (1) to get information that is not included in the application form and (2) clear up items on the form that may be difficult to understand.<sup>33</sup>

#### HIRING STANDARDS

Rigid hiring standards, such as minimum educational or physical requirements, for certain jobs have been scrutinized carefully by the Equal Employment Opportunity Commission and the courts. The requirement of a high school education has been found unlawful in several cases where such a requirement resulted in adverse impact and the employer did not show that it was sufficiently related to job performance.<sup>34</sup>

Policies that automatically exclude job applicants because of police arrest records or even, conviction have been ruled illegal because of adverse impact on minority employment. Such policies disqualify a disproportionate number of blacks since they are arrested more frequently than whites.<sup>35</sup> When it has been shown that such a policy is justified on the basis of business necessity, the policy has been upheld. In the case of the job of hotel bellman, for example, an employer could require that applicants' record be fairly free from convictions for

serious property related crimes because bellmen have access to guest's rooms and belongings.<sup>36</sup>

#### BACKGROUNDS

It is important that the background investigation be an objective, fact-finding process which results in an accurate record of the applicant's past conduct and behavior. The background investigator's job is to investigate and report upon the pertinent aspects of the applicant's background, not to evaluative. The goal is to provide enough information for the police administrator making the employment decision to judge the significance of the applicant's past conduct in relation to the requirement of the job.

The basic document for background investigations is the personal history statement completed by the applicant. The applicant should be provided with a copy of the personal history statement and given a reasonable time to complete and return the document.

#### ASSESSMENT CENTERS

Many organizations have incorporated an assessment center as a major personnel practice. This technique provides an excellent measurement of skills and aptitudes for selection purposes as well as creating managerial talent pools within the organization.<sup>37</sup>

An assessment center places the participant in the position of actually performing tasks related to the anticipated position. It identifies the characteristics



or dimensions in a person who has applied for a position or is interested in administrative advancement. The participant's behavior is evaluated by trained assessors who use group dynamics in reaching an overall evaluation of the participant. The summary is orally communicated to the participant in a feedback interview.

The assessment center approach incorporates situational techniques in a simulated environment under standardized conditions. The assessment method is supplement to regular appraisal procedures when it is impossible or impractical to: (1) assess qualities necessary through job performance before promotion or selection and (2) compare candidates because of different performance rates and/or different job assignments.<sup>38</sup>

Departments using assessment centers have a somewhat better edge over the standard examination as long as the exercises used are pertinent to the position. An outside assignment connects the individual's desire for the job with the effort expended without the time restraints found in the typical assessment center environment. It is possible to find that an applicant who appears less qualified on paper may more than make up for those shortfalls through his or her desire and drive to succeed. The individual with the enthusiasm for the job will always be more successful than one with high credentials and a melancholy attitude.

Limitations of assessment centers are that they require a lot of time and can be quite expensive. For these reasons they are usually reserved for higher positions, such as a police chief.

#### FIELD TRAINING PROGRAM

Police departments are only as good as the people in them. Without high caliber personnel, the effort to serve the public will fall short. That quality of personnel is a product of selective recruitment and training. The field training concept for post academy police recruits adds to the classroom training most recruits receive. These programs not only train officers, they must also evaluate them.<sup>39</sup>

The police training task can be broken down into several different approaches: in-class and on-the-job training, physical and mental training, formal and informal training, academic and practical training, recruit and in-service, and specific and general training.<sup>40</sup> The training might be for newly hired recruits, newly promoted officers, experienced officers or even for a police chief.<sup>41</sup>

Most recruit training programs leave a wide gap between the classroom and the "real world" of police work. The classroom, in and of itself, will not adequately prepare the new officer to understand the police role and how to fulfill it.<sup>42</sup>

For this and other reasons, field training plays an important part in the effective training of recruits. Through exposure to actual street experiences and the accompanying field problems, patrol situations, investigations, and crime incidents, the recruit learns to apply classroom principles to live situations. Field training takes up where the classroom leaves off.<sup>43</sup>

Recruit training is both a continuation of the selection process and the first step in a continuous training program. It is conducted as a full-time training school or course, and it provides police candidates with a basic knowledge of the police service, of the requirements expected of police officers, of local operating procedures, and of special techniques that must be mastered.<sup>44</sup>

During such training, a recruit should be screened out if he fails to meet standards established by the program. By beginning the probationary period after the completion of recruit school, the department has the means to weed out undesirable candidates, thus completing the selection process.

This provides time to cover the broad range of subject matter necessary to equip an urban police officer. Typical subjects include administration of justice, patrol procedures, traffic enforcement, investigation, social sciences, emergency medical services, agency standards and procedures, and physical training. Increasing emphasis on

the social and behavioral sciences of psychology, sociology, and government requirements more than statutory minimum length of training.<sup>45</sup>

In the old days, when police work was thought to take more brawn than brains, recruit training had a heavy emphasis on physical fitness. Now the reverse is true. Physical training is of limit value, particularly if it is not followed up by a continuing program for all employees. If training time is available, physical fitness training could be used to start the recruits on a lifetime program of good health.

Classroom discussion and field demonstrations should be well balanced in recruit training. Candidates should have no working assignments until completion of the course.<sup>46</sup> After the training period, each candidate should be assigned to an experienced and specially trained patrol officer under immediate supervision. The recruit should accompany the patrol officer on his regular tour of duty for a period of time. The patrol officer should be provided with a checklist against which he evaluates the recruit's performance and application of knowledge obtained in training. These evaluations should become a part of each recruit's personnel file.

New patrol officer should not be given street assignments until they have had basic training. After successful completion of recruit training, candidates

should be commissioned as officers and begin their probationary period.<sup>47</sup>

#### MANAGEMENT OF THE FIELD TRAINING PROGRAM

The field training officer (FTO) is the key person for taking an academy graduate from his paper and pencil world to an environment where he must call upon all his past knowledge to solve today's problems.

This one-on-one vocational training is the key to an individual recruits needs. Who insures that the agency's goals and needs are accomplished? The manager of the field training officer program must assume this risk.

The manager of the field training officer program for any organization are responsible for:

- \* Consistency of training and evaluation
- \* Selection of field training officers
- \* Maintaining department standards
- \* Developing plans of success for recruits
- \* Assuring executive level cooperation
- \* Terminating unacceptable recruits

Programs which have only one recruit in the process need the least amount of management, but their department goals are the same as an agency with multiple recruits. When the training plan becomes more complex, it becomes critical that dedicated first line supervisors and middle management become continuously involved daily.

The key word for the middle managers is consistency.

Each recruit must be evaluated by the same standards and receive the same quality of training. If a program lacks this consistency then:

- \* The good recruits many not rece and quantity of information they need to make the change to permanent status.
- \* The unacceptable recruit may be evaluated by the field training officer's personal standards and not the department's standards therefore,
- \* substandard recruits may reach permanent status.
- \* A lack of consistency opens the gate for litigation when either terminated recruits sue to regain their jobs or when a retained substandard officer fails to perform at or above acceptable standards.

Since consistency is the primary responsibility of the managers, we need to look at ways in which consistency can be maintained by supervisors:

- \* Personally observing recruits and field training officer's in field activities, then later comparing his observations to that of any reports or evaluations of the recruit.
- \* Comparing the field training officer's verbal reports in any meetings to those of any formal reports.
- \* Have the field training officer's who have observed the recruit in the field provide verbal reports and compare this to the primary field training officer reports.
- \* Having each recruit complete some type of evaluation of the training program at the end of probation.

The supervisor or manager who is armed with all of this information can evaluate the performance of each field training officer thus, assuring consistency of department training standards.

Consistency in training requires that the department develop some type of checklist before the supervisor can assure departmental standards. The checklist consists of a program list which begins with the least complicated task and progresses to most complex tasks.

An exception to progressing from simple to complex tasks is the need to address issues of high department liability as soon as possible. This would include:

- \* Use of force
- \* Emergency and pursuit driving
- \* Prisoner's rights

The checklist should be inspected weekly by a supervisor. At the very least, the checklist should be inspected before the rotation of the recruit to a new field training officer.

An easy way to assure that the recruit has seen the information is to have a line on each page for the recruit to initial, then the recruit and field training officer would sign at the end of each training week.

Developing a plan for success for each recruit is a key responsibility of each supervisor and manager. This plan, on its simplest form, is to match the needs of a recruit to the ability of the field training officer or the

benefits of geographic area. This matching of needs and abilities should begin with the first field training officer based upon information from the academy staff. Thereafter, the field training officer staff should base their decisions on information from field training officer's, review of documents, and personal observations.

The staff, especially the senior field training officer, must continuously remember and remind others that:

- \* The field training officer program is part of the selection process.
- \* The investment of time and money is designed to assure that only quality officers receive permanent status.
- \* That investing more time and money into an unacceptable recruit will only cause more problems in the future.
- \* That accepting substandard officers today may cause large settlement in the future for his vicarious acts.

Termination is a phase that all field training officer staff personnel need to remember. When it is determined that the recruit cannot pass the minimum standards of the program, the decision and request to terminate is the responsibility of supervisory personnel, rather than directly that of the field training officer. The documentation to terminate must be provided by field training officers but they should not be burdened with this management task.



The field training officer staff must remember that the right and responsibility for passing a recruit into permanent employee status and/or termination lies with the Chief of Police. The Chief, should decide, in a timely manner; therefore, he should receive summary reports on the recruit's progress at least every two weeks. More detailed information should be given when there is a projection by the field training officer staff that the recruit will not be successful during the evaluation phase. Remember, no one likes surprises, especially when there is a substantial financial investment in each recruit.

The first step in the selection of field training officers is the preparation of a job description detailing basic responsibilities and desirable traits for those that serve in this capacity.<sup>48</sup>

The responsibility of the field training officer, through instruction, guidance and critique, to prepare a recruit officer for solo patrol duty in as short a time as possible and in relative safety. The recruit will be taught safe, effective and humane patrol procedures and be instilled with the highest ethical and moral concepts.

The field training officer will assume two primary roles:

- \* Patrol officer

\* Trainer/evaluator

As a patrol officer the field training officer should:

- \* Carry out a regular patrol beat assignment on one of the patrol shifts.
- \* Be exemplary in both quality and quantity of work.
- \* Exhibit a higher sense of ethics and idealism than would normally be expected of a police officer.
- \* Show a superior knowledge of law, procedure and department policies and regulations.

As a trainer/evaluator, the field training officer should:

- \* Provide coach-pupil instruction to assigned recruit officers to provide a smooth change from the classroom to the street environment.
- \* Aid recruit officer orientation and knowledgeable.
- \* Be a mentor, guide and role model to the recruit.
- \* Communicate formally and informally with each other field training officer's and supervisors about progress and/or deficiencies of recruit officers.
- \* Provide regular feedback to the recruit officer about their progress.

- \* Complete and submit, regularly, formal recruit performance evaluation.
- \* Counsel with recruits about personal problems and performance deficiencies.
- \* Make significant and effective recommendations for retention or termination of recruit officers, or extension of field training.
- \* Act as a member of review boards and committees when requested or assigned.
- \* Maintain liaison with staff of training academy.

A description of the job of field training officer along with qualification should be distributed to all patrol officers. The job description suggests certain qualifications, but minimum acceptable qualifications and desirable qualifications should be listed separately. Some suggested qualifications include:

**Required:**

- \* Currently assigned patrol officers duties.
- \* Two to ten years of service, primarily in patrol.
- \* Good service record.
- \* Recommendation of supervisor
- \* Superior communicator.
- \* Ability to get along with others.
- \* High moral and ethical standards.

Desirable:

- \* College degree
- \* Teacher training - teaching experience
- \* Graduate of instructor training school

You are looking for the elite people to apply for the field training officer job, but will they apply?

Realistically, nobody does anything for nothing. What's in it for the applicant is a reasonable question and one that should be answered if desirable applicants are to be obtained.

Applicants should see the field training officer job as a promotion, as an opportunity to gain experience as a supervisor, as an opportunity to learn more about their jobs by reaching others, as an opportunity for management recognition and additional pay and benefits, as a chance for more schools and training. Thus, competition for the field training officer job should be sharp and the selection process thorough and meaningful.

Once the requirements and qualification of the job are in the hands of the patrol officers, formal applications should be encouraged. An application form containing necessary information should be accepted from all interested applicants and screened for minimum qualifications. Once the most qualified applicants have

been identified, supporting information such as performance evaluations, supervisor recommendations and training records should be gathered in preparation for oral interview.

A board composed of command officers should thoroughly interview each applicant and formulate recommendation for the head of the organization. Appointments should be made on a probationary basis and include on-going evaluation and training. A field training officer assignment should probably not exceed three to five years to prevent burnout.

Appointment to the position of field training officer should be accompanied by public recognition and some form of specialist badge or patch.

Whatever time and effort is invested in the proper development of a field training officer program will pay rich dividends for years to come and help insure professional law enforcement services.<sup>49</sup>

#### SUMMARY

Smaller police departments often do not have the resources necessary to complete the tasks of recruiting, selecting and adequately training new personnel for their department. Often applications are accepted from advertisements placed in a major news paper. This causes a large buildup of applicants, most of whom do not qualify because of criminal records, driving habits or events in their personal life. Because of the large numbers, this

process requires a lot of time on the department's part to check information and assure the applicants that do not qualify are removed from the process.

The next step, considered very difficult, is going through a time-consuming screening process, and hopefully insuring the finest applicants are offered a job. The Texas Commission on Law Enforcement Officer Standards and Education has published a booklet that describes five areas that should be used in identifying personal traits that should be considered. The booklet offers guidance on how these areas should be evaluated. Insufficient guidance, however, is furnished on how acceptable traits are identified. The question to answer is how would this candidate function as a police officer? The Texas Commission on Law Enforcement Officer Standards and Education has identified the traits to evaluate as (1) Initiative, (2) Situational Reasoning Ability (3) Interpersonal Skills (4) Oral Communication Skills and (5) Dependability.

The case law concerning police employment procedures is continually evolving. While the recent cases appear to rely upon specific principles of law, there can be no guarantee that the conclusions and recommendations will not later require change to obey revised legal opinion. The police personnel administrator bears the final responsibility for maintaining an awareness of new developments in this area and insuring that the background

investigations are conducted which is consistent with legal requirements.

#### ENDNOTES

- <sup>1</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.241.
- <sup>2</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.242.
- <sup>3</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.242.
- <sup>4</sup>Robert J. Trojanowicz and Samuel L. Dixon, Criminal Justice And The Community, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1974) p.260.
- <sup>5</sup>George D. Eastman and Esther M. Eastman, Municipal Police Administration, 7th ed., (International City Manager Association, 1971) p.175.
- <sup>6</sup>George D. Eastman and Esther M. Eastman, Municipal Police Administration, 7th ed., (International City Manager Association, 1971) p.176.
- <sup>7</sup>O.W. Wilson, Police Administration, 2d ed., (New York, San Francisco, Toronto, London: McGraw - Hill Book Company, 1963) p.95.
- <sup>8</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.243.
- <sup>9</sup>Robert Sheehan and Gary W. Cordner, Introduction To Police Administration, (Cincinnati, Ohio: Anderson Publishing Co., 1989) p.223.
- <sup>10</sup>E. Burbeck and A. Furnham, "Police Officer Selection: A Critical Review of the Literature " Journal of Police Science and Administration, (March 1985) p.58.
- <sup>11</sup>Robert Sheehan and Gary W. Cordner, Introduction To Police Administration, (Cincinnati, Ohio: Anderson Publishing Co., 1989) p.224.
- <sup>12</sup>Frank L. Schmidt, "Validity Generalization Results for Law Enforcement Occupations," Personnel Psychology (1986) p.399.
- <sup>13</sup>Frank L. Schmidt, "Validity Generalization Results for Law Enforcement Occupations," Personnel Psychology (1986) p.400.
- <sup>14</sup>Frank L. Schmidt, "Validity Generalization Results for Law Enforcement Occupations," Personnel Psychology (1986) p.416.



- <sup>15</sup>Frank L. Schmidt, "Validity Generalization Results for Law Enforcement Occupations," Personnel Psychology (1986) p.417.
- <sup>16</sup>Frank L. Schmidt, "Validity Generalization Results for Law Enforcement Occupations," Personnel Psychology (1986) p.399.
- <sup>17</sup>Frank L. Schmidt, "Validity Generalization Results for Law Enforcement Occupations," Personnel Psychology (1986) p.399.
- <sup>18</sup>George D. Eastman and Esther M. Eastman, Municipal Police Administration, 7th ed., (International City Manager Association, 1971) p.176.
- <sup>19</sup>National Advisory Commission on Criminal Justice Standards and Goals. Report on Police, (Washington D. C., 1973), Russell W. Peterson, Chairman, p.320.
- <sup>20</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.7.
- <sup>21</sup>Texas Commission on Law Enforcement Officer Standards and Education. Background Investigation Procedure Manual, (Greenwood, California: Wollack and Associates, 1976) p.ii.
- <sup>22</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.245.
- <sup>23</sup>Texas Commission on Law Enforcement Officer Standards and Education. Background Investigation Procedure Manual, (Greenwood, California: Wollack and Associates, 1979) p.1.
- <sup>24</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.7.
- <sup>25</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.16.
- <sup>26</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.334.
- <sup>27</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.335.
- <sup>28</sup>EEOC v. National Academy of Science, 12 FEP, cases 1690.

- <sup>29</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.337.
- <sup>30</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.338.
- <sup>31</sup>John D. Drake, Interviewing For Managers, A Complete Guide To Employment Interviewing, (New York: AMACON: A Division of American Management Association, 1979) p.163.
- <sup>32</sup>John D. Drake, Interviewing For Managers, A Complete Guide To Employment Interviewing, (New York: AMACON: A Division of American Management Association, 1979) p.339.
- <sup>33</sup>John D. Drake, Interviewing For Managers, A Complete Guide To Employment Interviewing, (New York: AMACON: A Division of American Management Association, 1979) p.339.
- <sup>34</sup>Mary Gwin Miner and John B. Miner, Employee Selection Within the Law, (Washington D.C.: The Bureau of National Affairs Inc., 1979) p.26.
- <sup>35</sup>Gregory v. Litton Systems Inc., 316 F. Supp. 401 (1970).
- <sup>36</sup>Richardson v. Hatel Corp. of America, 332 F. Supp. 519.
- <sup>37</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.252.
- <sup>38</sup>Robert Sheehan and Gary W. Cordner, Introduction To Police Administration, (Cincinnati, Ohio: Anderson Publishing Co., 1989) p.234.
- <sup>39</sup>U.S. Department of Justice, Field Training for Police Officers: The State of the Art, (By Michael S. McCampbell, April 1987) From the Director.
- <sup>40</sup>Robert Sheehan and Gary W. Cordner, Introduction To Police Administration, (Cincinnati, Ohio: Anderson Publishing Co., 1989) p.229.
- <sup>41</sup>Louis A. Radelet, The Police And the Community, (Beverly Hills, California: Glencoe Press, 1978) p.16.
- <sup>42</sup>National Institute of Justice, Field Training for Police Officers: The State of the Art, April 1987, p.1.
- <sup>43</sup>Donald T. Shanahan, Patrol Administration: Management by Objectives, 2d ed., (Boston Massachusetts: Allyn and Bacon, Inc., 1975) p.88.

<sup>44</sup>Felix A. Nigro and Lloyd G. Nigro, Modern Public Administration, 4th ed., (New York, Hagerstown, San Francisco, London: Harper and Row Publishers, 1973) p.171.

<sup>45</sup>Paul W. Wisenand, Police Supervision: Theory and Practices, 2d ed., (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1976), p.252.

<sup>46</sup>George D. Eastman and Esther M. Eastman, Municipal Police Administration, 7th ed., (International City Manager Association, 1971), p.181.

<sup>47</sup>Bernard L. Garmire, Local Government Police Management, 2d ed., (International City Management Association, 1982) p.243.

<sup>48</sup>Jack B. Molden, "FTO Programs High on Interest List," The Field Training Quarterly 3 no.4, (1989) p.4-7.

<sup>49</sup>Mickey K. Bennett, "Needs and Principles of the Recruit Training Checklist," The Field Training Quarterly 3 no.4, (1989) p.16

## BIBLIOGRAPHY

- Adams, E.R. "Police Officer, The Person And The Role: An Exploratory Study Of The Extent To Which The Role Affects The Person." A Theses, Denton, Texas, 1979 pp. 169-176.
- Arnold v. Ballard, 390 F. Supp. 723 (DC Ohio 1975).
- Barrett v. Thomas, 649 F.2d 1193 (5th Cir. 1981).
- Beasley, William. "Who Ought To Be Boss." Texas Police Journal (March 1990) pp. 4-6.
- Bennett, Mickey K. "Needs and Principles of the Recruitment Training Checklist." The Field Training Quarterly 3 no.4, (1989) pp. 1-9.
- Boop, William. Police Personnel Administration. Boston: Allyn and Bacon Criminal Justice Series, 1980 pp. 10-45.
- Burbeck, E. "Police Officer Selection: A Critical Review of the Literature." Journal of Police Science and Administration (March 1985) pp. 54-60.
- Castro v. Veecher, 459 F. 2d 725 (1st cir. 1972).
- Christensen, David. "Test for Success." PTM Police Technology and Management (August 1990) pp. 14-19.
- "Citizen Support For The Police." The Traffic Institute Northwestern University (1981) pp. 1-8.
- Cox, G.M. "Career Development in Small Police Departments." Texas Police Journal 38 no. 9 (October 1990) pp. 3-9.
- Cummings, L.L. Performance in Organizations Determinants And Appraisal. Glenview, Illinios: Scott, Foresman and Company, 1981 pp. 96-110.
- Cunningham, S.A. "Human Resource Management in the 21st Century." Texas Police Journal 38 no. 5 (June 1990) pp. 1-5.
- Drake, John D. Interviewing For Managers, A Complete Guide To Employment Interviewing. New York: AMACON: A Division of American Management Association, 1979 pp. 334-341.
- Dwyer, William O. "Human Relations Training in Law Enforcement: Time for a Change." Texas Police Journal 38 no. 10 (November 1987) pp. 8-10.

Earle, James H. "Law Enforcement Administration, Yesterday-Today-Tomorrow." FBI Law Enforcement Bulletin 57 no. 4 (April 1988) pp. 2-7.

Eastman, George D. Municipal Police Administration. 7th ed. International City Manager Association, 1971 pp. 171-195.

EEOC v. National Academy of Science, 12 FEP (1960).

Familias Unidas v. Briscoe, 619 F.2d 391 (5th Cir. 1980).

Garmire, Bernard L. Local Government Police Management. 2d ed. International City Management Association, 1982 pp. 241-273.

Giggs v. Duke Power Company, 401 U.S. 424 (1971).

Green v. Missouri Pacific RR Co., 523 F.2d 1290 (1975).

Gregory v. Litton Systems Inc. 316 F. Supp. 401 (1970).

Hayes, Brian. "Recruit Selection in the Surrey Constabulary." FBI Law Enforcement Bulletin. 53 no. 12 (December 1984) pp. 13-16.

Holden, Richard N. Modern Police Management. Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1986 pp. 252-283.

Iannone, Nathan F. Principles of Police Patrol. New York: McGraw - Hill Book Company, 1980 pp. 38-51.

Jett v. Dallas Independent School District, 109 S.Ct. 2702 (1989).

Kelly and Whatley. Personnel Management in Action, Skill Building Experiences. St. Paul, New York, Los Angeles, San Francisco: West Publishing Company, 1980 pp. 26-39.

L.U.L.A.C. v. City of Santa Ana, F.Supp DC Cal (1976).

Locke, Edwin A. Goal Setting, A Motivational Technique That Works. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1986 pp. 41-86.

Maanen, John Van. "Police Socialization: A Longitudinal Examination of Job Attitudes in a Urban Police Department." Administrative Science Quarterly 20 (June 1975) pp. 18-20.

- Margolis, Richard J. "Who Will Wear The Badge? A Study On Minority Recruitment Efforts In Protection Services, Report Of The United States Commission On Civil Rights." United States Commission on Civil Rights: U.S. Government Printing Office (1971) pp. 1-33.
- Maslow, Abraham H. Motivation And Personality. New York, Evanston and London: Harper and Row Publishers, 1954 pp. 27-32.
- McCampbell, Michael. Field Training for Police Officers: The State of the Art. National Institute of Justice (April 1987) pp. 1-10.
- McQuaig, Jack. How to Interview and Hire Productive People. New York: Frederick Fell Publishers, 1989 pp. 116-141.
- Melton v. City of Oklahoma City, 879 F.2d 706 (10th Cir. 1989).
- Merritt v. Harris County, 775 S.W. 2d 17 (Tex. App.- Houston 14th Dist. 1989).
- Miner, Mary Gwin. Employee Selection Within the Law. Washington D.C.: The Bureau of National Affairs Inc, 1979 pp. 1-36.
- Ibid., pp. 330-344.
- Molden, Jack B. "FTO Programs High on Interest List." The Field Training Quarterly 3 no.4, (1989) pp. 4-7.
- Myers, Steven. "P.A.C.T. Police Agency Combined Testing." Texas Police Journal 38 no.1 (February 1990) pp. 2-4.
- National Advisory Commission on Criminal Justice Standards and Goals. Report on Police. Washington D. C., Russell W. Peterson, Chairman, 1973 pp. 320-420.
- Nichols, David. "Beyond Minimum Standards, Staff Development for Small Police Departments." FBI Law Enforcement Bulletin. 53 no. 12 (December, 1984) pp. 9-13.
- Nigro, Felix A. Modern Public Administration, 4th ed. New York, Hagerstown, San Francisco, London: Harper and Row Publishers, 1965 pp. 156-173.
- Officers for Justice v. Civil Service Commission of San Francisco, 371 F. Supp 1328 (DC Cal 1973).
- Parham v. Southwestern Bell Telephone, 433 F.2d 421 (8th Cir. 1970).

- Powers, Stanley P. Developing The Municipal Organization. Washington, D.C.: International City Management Association, 1979 pp. 15-73.
- Radelet, Louis A. The Police And the Community. Beverly Hills, California: Glencoe Press, 1978 pp. 1-16.
- Radzinowicz, Leon Sir. Crime and Justice, Volume I. New York; Basic Books Inc., 1979 pp. 8-41.
- Reynolds, Charles D. "Unjust Civil Litigation - A Constant Threat." Texas Police Journal, 38 no. 3 (April 1990) pp. 1-3.
- Rhode v. Denton, 776 F. 2d 107 (5th Cir. 1985).
- Richardson v. Hotel Corp. of America, 332 F. Supp. 519, (1987).
- Schmidt, Frank L. "Validity Generalization Results for Law Enforcement Occupations." Personnel Psychology: (U.S. Office of Personnel Management), 1986 pp. 399-419.
- Schuler, McFillen, Dalton. Applied Readings in Personnel and Human Resource Management. St. Paul, New York Los Angeles, San Francisco: West Publishing Company, 1988 pp. 1-71.
- Shane, Paul G. Police and People A Comparison of Five Countries. St. Louis, Toronto, London, The C. V. Mosly Company, 1981 pp. 34-148.
- Shanahan, Donald T. Patrol Administration: Management by Objectives. 2d ed., Boston Massachusetts: Allyn and Bacon Inc., 1975 pp. 86-105.
- Sheehan, Robert. Introduction To Police Administration. Cincinnati, Ohio: Anderson Publishing Co., 1989 pp. 136-262.
- Smith v. City of East Cleveland, 363 F. Supp 1131 (DC Ohio 1973).
- Texas Commission on Law Enforcement Officer Standards and Education. Oral Interview Procedure Manual. Greenwood, California: Wollack and Associates, 1976 pp. 1-38.
- Texas Commission on Law Enforcement Officer Standards and Education. Background Investigation Procedure Manual. Greenwood, California: Wollack and Associates, 1976 pp. 1-68.

Trojanowicz, Robert J. Criminal Justice And The Community.  
Englewood Cliffs, New Jersey: Prentice Hall Inc., 1976  
pp. 251-279.

Turrill, Robert J. World Criminal Justice System: A Survey.  
Cincinnati, Ohio: Anderson Publishing, 1985  
pp. 96-143.

U.S. Army. Adjustment to Basic Training. video, 1980.

U.S. Army I Win. video, 1980.

U.S. Marines. Mentally Prepare for Completion of  
Basic Training. video, 1981.

Williams, J. Clifton. Human Behavior in Organizations.  
Cincinnati, West Chicago, Illinois, Dallas, Pelham,  
Manor New York, Palo Alto California: South - Western  
Publishing Company, 1982 pp. 18-37.

Williams, Richard N. Legal Aspects of Discipline by Police  
Administrators. The Traffic Institute, Northwestern  
University, 1987 pp. 1-12.

Wilson, O.W. Police Administration. New York, San Francisco,  
Toronto, London: McGraw - Hill Book Company, 1977  
pp. 94-102.

Wisenand, Paul W. Police Supervision: Theory and Practices.  
2d ed. Englewood Cliffs, New Jersey: Prentice Hall  
Inc., 1976 pp. 173-284.

Wulf v. City of Wichita, 883 F.2d 842 (10th cir. 1989).

Youngblood, Stuart A. "Human Resources Development." Law  
Enforcement Institute, Module II, 1990.