

HUMAN RESOURCE ISSUES AND COMMUNITY POLICING

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Abstract

This paper examines fundamental issues related to employing people who would make “the best” community police officers as well as personnel development which best supports the community policing philosophy. Also included are discussions of higher education and policing, labor relations issues, performance evaluation, and the Fair Labor Standards Act. The paper is intended to be a primer.

In the community policing movement police leaders and researchers have addressed a range of operational and management issues. Regardless of one’s philosophical approach to the initiative, the most fundamental of all issues deals with human resources. Without question, the most important asset any organization has is its people. The types of people who are hired, how they are managed, and how they are integrated into organizational operations will determine the successes and failures of departmental initiatives. Given this truism, this paper discusses some critical human resources issues related to the implementation of community policing.

The material in this paper is based on diverse resources. Paramount among them are the experiences of the author in his training and technical assistance at police agencies around the U.S. (and several foreign countries). In addition, conversations and work with the late Robert Trojanowicz have also shaped the views.

Importantly, the author readily admits the thoughts presented here need testing. They are provided as “food for thought” and have been developed largely through the experiences of practitioners who have attempted to implement community policing (with varying results). By relying on the anecdotal experiences of agencies who have experimented with policy, we are able to focus research around the “real world” variables in order to determine “what works”. Using this approach we can employ the scientific method. Science, as observed by astronomer Carl Sagan, is...

...a way of thinking to find out how the world works, to seek what regularities there may be, to penetrate to the connection of things ... Our intuition is by no means an infallible guide. Our perceptions may be distorted by training and prejudice. ... *Science is based on experiment, on a willingness to challenge old dogma, on an openness to see the universe as it really is.* Accordingly, science requires courage—at the very least the courage to question the conventional wisdom. ... [T]he scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not (Sagan, 1979:13-14). [Emphasis added.]

CHARACTERISTICS OF OFFICERS

We have known from the days of scientific management that in order to maximize efficiency and effectiveness of organizations, we must employ the best possible people to perform the tasks at hand. Frederick Winslow Taylor observed that we must get “the right [person] for the right job.” According to Taylorism this means that we must first understand the nature of the

job—including the knowledge, skills and abilities to perform the work—then employ people who have those characteristics. The employment process includes articulating desired skills and characteristics, recruiting the people in this pool which are the best “match” to the organization, training the new employees to perform the explicit tasks required for the job, and evaluating their performance to determine weaknesses in order for performance to be improved (Taylor, 1947). While these precepts have been expanded upon over the ensuing years, the fundamental concepts have remained the same.

Using this foundation, one of the basic questions to ask is what are the most desirable characteristics for community police officers. As a place to begin, the author offers that college education is a highly desired characteristic for a community police officer.

In community policing we are asking officers to be thoughtful, creative problem solvers. We ask that they take symptoms of problems or concerns of community members, use logical reasoning to identify the actual problem or issue at hand, conduct research for alternatives to dealing with the problem, implement the solutions, and assess the effects of this process. Higher education gives the officer a framework for performing these tasks. It can be argued that it is not the substantive nature of a college degree, per se, which helps the officer become a better problem-solver, but the experience of logical reasoning and research which is valuable. Without reviewing the wide array of research on police education at this point, suffice it to note that it appears college educated officers would be the best candidates for community policing for several reasons. Based upon previously unpublished findings of a PERF national study on higher education (Carter, Sapp, and Stephens, 1989), a number of advantages to the college educated officer were apparent by the respondents. The results indicated that at least two or more years of college generally provided a number of benefits for officers. The college experience appears to...

- ...develop a broader base of information for decision making.
- ...provide additional years and experiences for increasing maturity.
- ...inculcate responsibility in the individual through course requirements and achievements.
- ...permit the individual to learn more about the history of the country and the democratic process, and to appreciate constitutional rights, values, and the democratic form of government.
- ...engender the ability to handle difficult or ambiguous situations with greater creativity or innovation.
- ...allow a better view of the "big picture" of the criminal justice system and a fuller understanding and appreciation for the prosecutorial, courts, and correctional roles.
- ...develop a greater empathy for minorities and their discriminatory experiences. This understanding is developed both through course work and through interaction in the academic environment.
- ...engender understanding and tolerance for persons with different lifestyles and ideologies, which could translate into more effective communications and community relationships in the practice of policing.
- ...make officers appear to be less rigid in decision making, to tend to make their decisions in the spirit of the democratic process, and to use discretion in dealing with individual cases rather than applying the same rules to all cases.
- ...help officers to communicate and respond to the crime and service needs of the public in a competent manner, with civility and humanity.

- ...make officers more innovative and more flexible when dealing with complex policing programs and strategies, such as problem-oriented policing, community policing, and task force responses.
- ...equip officers better to perform tasks and to make continuous policing decisions with little or no supervision.
- ...help officers to develop better overall community relations skills, including engendering the respect and confidence of the community.
- ...engender more "professional" demeanor and performance.
- ...enable officers to cope better with stress and to be more likely to seek assistance with personal or stress-related problems, and thereby to be more stable and more reliable employees.
- ...enable officers to adapt their styles of communication and behavior to a wider range of social conditions and classes.
- ...to make officers less authoritarian and less cynical with respect to the milieu of policing.
- ...enable officers to accept and adapt to organizational change more readily. (Carter, Sapp, and Stephens, 1988:16—18).

While we do not have a comprehensive job task analysis for community police officers, the author suggests, as a point of argument, that these characteristics are desirable for community police officers and support the notion that higher education should be a characteristic sought for these officers.

Perhaps more difficult than education to assess is the characteristic of *personality*. Basically, we must ask what kind of person do we want as a community police officer. Based upon the author's experience in community policing research and training coupled with observations made to the author by police leaders, a number of subjective personality issues surface. While these characteristics are probably deemed desirable in any officer, regardless of policing style or assignment, they seem to be pronounced for community police officers.

Certainly, we seek officers who are ethical and responsible. People who are willing to abide by the ethical credo of "do no harm" and perform their duties in a manner which is consistent with policy while at the same time using good judgment in discretionary decisions. These are subjective traits which must be measured against an applicant's behavioral history.

Not surprisingly, being a good communicator is another characteristic desirable in a community police officer. This includes the ability to establish rapport with diverse groups and resolving problems or disputes while maintaining an even temper and being both civil and courteous. The skills in communication as well as the person's behavior should include empathy, helpfulness, and a positive sense of accomplishment. These are general characteristics of attitude which support the ideals of community policing.

Policy Implications: Educational requirements of at least two years of college prior to employment should be established as a matter of policy. A police officer selection process should be developed which is contemplative, assessing broad characteristics of the applicant. The selection process should be designed to identify people who would be the best investment for the department and community—not a process which seeks to simply "fill slots".

RECRUITMENT

The standards for “recruiting” by the Commission of Accreditation of Law Enforcement Agencies (CALEA) observed that law enforcement agencies “should identify and employ the best candidates available, not merely eliminate the least qualified” (1987:31-1). Recruiting must be a proactive process that seeks to identify the best possible candidates and “sell” the potential candidates on applying to the police agency.

Barriers to effective recruiting. In law enforcement the approach to employing new people is typically one of “hiring,” not recruiting. Potential applicants either go to the police department or stop by a recruiting table and say, “I’d like a job.” The hiring officer then says, “Okay, let’s see if you qualify.” There is little “selling” of the department and even fewer attempts to overtly identify the best possible candidates. Instead, departments tend to simply make themselves available and respond to inquiries. This is aggravated by the fact that recruiting is typically viewed as a low-priority function, with officers more frequently *assigned* to recruiting rather than being *selected* for the job. As a result, the officers are charged with “filling training classes” so their attitude is more attuned to finding people who meet at least the minimum defined criteria in order to fill positions rather than identifying and selecting the best possible people available. Thus, those with the most desirable characteristics will not necessarily be brought into the applicant pool unless it is by their own initiative.

Civil service regulations can also inhibit innovative recruitment and selection. Frequently regulations stipulate that, regardless of other qualifying criteria, applicants are hired based on their ranking on a written examination. Other regulations—such as residency requirements or “points” for previous civil service employment (regardless of whether it was related to policing)—may also inhibit aggressive recruitment. While civil service regulations were intended to provide job protection and deal with special personnel issues, many regulations may not necessarily complement community policing.

In discussions with police administrators throughout this and other research projects, three important myths were identified which influence recruiting activities: (1) Law enforcement salary and benefits are not competitive, (2) there are few college students who want to enter *local* law enforcement after graduation, and (3) there are virtually no minority group members who are college educated and interested in local law enforcement.

In a project addressing these issues, a review of starting salaries in law enforcement agencies employing 100 or more sworn officers, found that new police officers typically earned \$24,000-\$28,000 annually plus overtime, court time pay, and benefits. Conversely, average starting salaries for college degree-holders varies; for example, retailing starts at an average of \$19,909 annually, public school teachers at \$22,900, and new management trainees at around \$24,845. Other entry level occupations commonly requiring social science backgrounds had an average annual starting salary of \$21,310 (Carter and Sapp, 1991:21). (While comparable benefits are available, these positions typically have no overtime salary provisions.) Although these starting salaries have undoubtedly increased over the past four years, so have police salaries. Police salaries and benefits have increased over recent years, making law enforcement not only competitive but also desirable (Scheetz, 1989:16-20).

With respect to the type of law enforcement agency college students seek to enter, state and local police administrators tend to feel candidates desire to work for federal law enforcement rather than at the state or local level. Evidence suggests, however, that there is a significant body of students interested in a law enforcement career who prefer municipal or state agencies (Carter

and Sapp, 1991). There are several reasons for this. The most frequently given reason is personal preference for this type of work. That is, they simply *want* to work in patrol. Additionally, federal law enforcement salary scales have not kept pace with those of state and local agencies. Not only will new federal agents earn less than many state or local police officers, the agent can be assigned to an area where the cost of living is high, thereby reducing “buying power.” Another reason for preferring local law enforcement is that students want to stay reasonably near their home and recognize that federal employment will typically require relocation (sometimes several times). In this same vein, it should be recognized by state and local agencies that not everyone who applies to a federal agency will be employed by one. While a federal organization may have been an initial career objective, the career *goal* remains to be in law enforcement, and candidates will apply to other organizations even though they may not have been the “first choice.”

The third myth is that there is virtually no pool of college-educated minority law enforcement candidates. Quite obviously, there are fewer black and Hispanic than white candidates. However, the PERF research indicates that of the minority group members in college, a significant proportion are enrolled in the social sciences—many of these students are in criminal justice programs and are interested in a law enforcement career (Carter, Sapp, and Stephens, 1989).

Police administrators must recognize and overcome these “mythical” recruiting barriers. Moreover, effective planning must be established in order to employ the best police candidates regardless of gender, race, or ethnicity.

Policy Implications. If recruiting is to mean more than simple “hiring,” the police agency must develop a goal-oriented policy to meet this end. The policy may include:

SHORT TERM: Recognize that recruiting will be a priority for your department. High quality people are the touchstone of high quality police work. Select good people to the recruiting function—give them some status and give them the tools. Develop a marketing plan for recruiting that includes operational, tactical, and strategic objectives. Use models that we know work, including the private sector, other government forms, and successes in police recruiting. Recruiters must also be directed to focus on applicants whose career interest is on service rather than “adventure.”

MEDIUM TERM: Consider regional projects to improve recruiting. Develop cooperative image enhancement programs, including public service announcements, publicity, and paid advertisements. Develop a regional applicant pool. Many of the best prospects will be applying to several agencies, so make your department the most attractive. Make sure recruiters are always looking for good prospects regardless of the current number of vacancies.

LONG TERM: Look at the organization and the jobs you have. Consider the skills you really need to get the job done, especially in a department with community policing. Restructure the department when appropriate. Also consider hiring civilian specialists for positions not requiring law enforcement authority. (See Carter and Sapp, 1991).

While specific plans may be developed to meet the unique needs of a given department, a contemporary perspective of recruiting must be conceived. The intent of this perspective is to ensure that the best quality police officers are employed who not only have the desired qualifications but also reflect the demographic characteristics of the community.

TRAINING

The need for community policing training curricula is a point of general agreement among most people studying or practicing the philosophy. What is less obvious, perhaps, is the specific subjects in such a curricula. Unlike some policing tasks, such as criminal investigation or traffic, the explicit topics may vary a great deal among jurisdictions depending on how the concept is implemented and the mission defined for the officers. Indeed, training needs may vary even within a given department depending on the types of communities in which officers are working.

Understanding the concept or “theory” of community policing is a fairly obvious topic, but officers also need explicit “how to” training. The variability of topics may include...

- Communications skills
- Logical thinking and deductive reasoning
- Self Assurance training (to aid in applying creative ideas and discretion)
- Resources available in the community and the methods of making referrals
- Working through the bureaucratic structure (to aid in problem solving)
- “Special knowledge” training such as building codes or health and safety code enforcement
- Community organization and stimulus
- Negotiation skills

Perhaps just as important as training subjects is the method of instruction. While some lecture—or a “talking head”—is inevitable, other approaches will probably be more meaningful. Exercises where officers learn how to identify problems and develop solutions can be particularly useful for developing “thought skills”. Additionally, situational training where officers deal with actors in simulated circumstances they may face as community police officers. Whatever the subject or the pedagogy, the goal is to stimulate the officer to be a creative individual who can think through diverse problems and is confident in exercising his/her initiative to resolve those issues.

Line officers are not alone in the need for training. Supervisors and managers need training on how to be a coach and leader. In the author’s experience many police managers have been effective in maintaining organizational control but have had little experience in being leaders. There is a clear need for police managers to motivate line officers, provide positive reinforcement, and constantly coach their officers to be effective problem-solvers. For community policing to be successful there must be support from supervisors and managers—without their active support, the initiative will fail.

Policy Implications. Based on the defined mission of the police agency and the characteristics of a community, training curricula should be developed to provide officers with the knowledge, skills and abilities to successfully fulfill those needs. Rather than attempting to “re-tool” current training curricula to incorporate community policing, the agency should start anew giving attention to both substantive material and effective delivery methods. These

training factors should not be limited to line officers but be similarly developed for supervisors, managers, and administrators.

LABOR RELATIONS

Police labor relations is enigmatic because of the wide variability of public safety collective bargaining between the various states. For example, in a “strong labor” state such as Michigan, a collective bargaining agreement (or contract) is the *rigor de jeur* for virtually every police agency. Changes in the agreement require formal negotiations and frequently binding arbitration. In other “right to work” states such as Texas, Police Officer Associations vary widely in their existence and formality. In yet other states, such as Missouri, collective bargaining agreements are virtually non-existent. It is noteworthy that despite some decline in private sector unionization, it is growing in policing (Carter and Sapp, 1992). Consequently, all police managers should be cognizant of labor issues and trends.

There are a number of labor issues which pose obstacles to community policing. For example:

- Some contracts have mandated shift requirements—including assignment procedures and shift assignment priorities that apply to all uniformed or patrol division officers. Exceptions to this provision for community police officers may need to be negotiated.
- If assignment as a community police officer is deemed to be “desirable” and career development posting, then the union may argue that seniority rights apply. This may significantly reduce the ability to select those individuals to work as a community police officer.
- If the department permits community police officers to use “flex time” in order to accomplish their goals, this may require a contract exception or re-negotiation of shift and assignment clauses.
- If different criteria are used to evaluate the performance of community police officers than are used for patrol officers, then a contract exception may have to be made.

Contrary to popular opinion, the labor-management relationship in policing is not always acrimonious. Many departments have successfully worked with their Police Officer Associations in order to experiment with new community policing initiatives. For example, in the late 1970s the Flint, Michigan Police Officers’ Association (then a Teamsters affiliate) worked cooperatively with police management to experiment with Neighborhood Foot Patrol (Trojanowicz, undated). More recently, the Lansing, Michigan Police Department has worked extensively with the police leadership to development alternate means of deployment and shift assignment to facilitate community policing (Carter, Bucqueroux, and Katz, forthcoming). The keys are a willingness for police management to be open and informative and for police labor to be receptive and open to conciliation. The negotiations with the labor groups in these cities were neither easy nor quick, but they were eventually fruitful.

Policy Implications. First and foremost good communications is needed between labor and management. Successful police-labor agreements always requires an informed exchange of information and a willingness to negotiate points. Long range policy issues should carefully plan for future contract negotiations in order to make changes in clauses which will facilitate the

implementation of community policing. Recognize that desired changes will probably come incrementally, perhaps through several contract periods and may even require arbitration.

Being prepared—something police management has not historically been very good at—for negotiations by (1) knowing explicitly what you want to accomplish, (2) justifying the need for the change in contractual provisions to fulfill the missions and responsibilities of the department, (3) showing how the rank and file membership will benefit from these changes are necessary. On this last point, many time police executives feel that policy change is purely a management prerogative and do not feel the need to show benefits to POA membership. However, the reality is that this is a labor negotiation and the union leaders are advocates for the best possible conditions for the officers. As such, it will help the negotiations to show the benefits to individual officers.

FAIR LABOR STANDARDS ACT

While not exclusively a labor relations issue, another labor-related problem has the potential to cause some problems for community policing. Basically, the Fair Labor Standards Act (FLSA) is designed to ensure that employees are not taken advantage of by their employer and that they are fairly compensated for all work related activity. Based on interpretations of the FLSA as applied to K-9 and mounted personnel, community police officers who perform duties beyond eight hours a day which are employment-related, even if the officer does so because he/she simply wants to, then the department may have a compensatory responsibility. For example, if a community police officer helps organize a Neighborhood Watch, and he/she decides to attend a neighborhood meeting which is at a time outside of the officer's shift, then department may have to pay overtime to the officer or develop some other compensatory standard. It is not an issue of whether the officer does not ask for compensation, the interpretations simply state that compensation is owed to the employee.

The implication for the FLSA, should it be applied to community policing goes beyond budget and compensation issues. If an officers becomes enthusiastic about his/her work and volunteers to devote extra hours, the department risks dampening the officer's enthusiasm if he/she is told they cannot perform work-related activities outside of regular duty hours. The dilemma is to balance FLSA compensation with individual dedication and motivation.

At this point, suffice it to note that this issue, coupled with an analysis of labor law and arbitration holdings warrant further research.

Policy Implications. Police executives must carefully consider the range of activities they want community police officers to commit themselves and establish clear policy-based limitations. When activities are required (or assumed by the officer) which extend beyond the regular work day or week, then the department should establish some means of compensation which is satisfactory to both the department and the officer (as well as the FLSA provisions).

PERSONNEL DEVELOPMENT

Both as a product of upward mobility in our society and the increased educational level of police officers, there is a general desire for developing one's professional self. Usually this is done via promotions or specializations. Many officers will seek the "fast track" for promotions,

which will vary between organizations. In some agencies the most rapid avenue for growth is to become a detective, in others working in an assignment such as planning and research may be the fastest avenue for promotion.

Promotion is not the only criteria for personnel development, however, it is the most overt form evidenced in American police departments today. If community policing is not seen as a “fast track” or if it is viewed as a position where an officer may become professionally “stuck” (because of the department’s desire to keep the same officer permanently assigned to a community), then many of the best and brightest officers may attempt to avoid a community policing assignment.

Policy Implications. A police department should develop a personnel development system which seeks to reward officers through means other than promotion. Incentive pay, merit raises, recognitions, special designations, rewards such as extra days off for exception performance, are all examples of factors which will stimulate professional dedication and personnel development.

PERFORMANCE EVALUATIONS

Wycoff and Oettmeir (1994), in addressing the need for personnel evaluation, identified six primary reasons...

- *Administration.* To help managers make decisions about promotion, demotion, reward, discipline, training needs, salary, job assignment, retention, and termination.
- *Guidance and Counseling.* To help supervisors give feedback to subordinates and assist them in career planning and preparation, and to improve employee motivation.
- *Research.* To validate selection and screening tests and training evaluations as well as to assess the effectiveness of interventions designed to improve individual performance
- *Socialization.* To convey expectations to personnel about both the content and the style of their performance and to reinforce other means of organizational communication about the mission and the values of the department.
- *Documentation.* To record the types of problems and situations officers are addressing in their neighborhoods and the approaches they take to deal with them. This provides for data-based analysis of the types of resources and other managerial support needed to address problems and allows officers the opportunity to have their efforts recognized.
- *System Improvement.* To identify organizational conditions that may impede improved performance and to solicit ideas for changing the conditions.

In order to fulfill these criteria, a system must be developed which validly and reliably measures individual activities. Unfortunately, this has proven difficult to achieve. Police agencies seek a system which has the ease and objectivity of “bean counting” but the substantive flexibility and ability to be reasonably subjective as is found in qualitative or narrative evaluations.

Any policy which seeks effective performance evaluations must address several points:

- Who is to be evaluated?

- + Probationary Officers
 - + Patrol Officers
 - + Supervisors
 - + Managers
 - + Administrators
 - + Non-Sworn Personnel
 - + Volunteers
- How frequently will personnel be evaluated?
 - Who does the evaluations?
 - What kind of training do evaluators need?
 - What form will evaluations take? (i.e., qualitative, quantitative narrative, self-evaluation)

Based upon input the author has received from various police managers seeking to evaluate community police officers, factors which consistently emerged as being important were...

- Does the officer have a clear sense of objectives?
 - + Understand the department's mission and goals
 - + Understand his/her role in the department's goals
 - + Have objectives he/she wants to accomplish in their job assignment
 - + Have a sense of direction in work rather than just "occupying space"
- Does the officer understand operational policies and procedures?
- What has the officer done for professional self-improvement? (i.e., taken college courses, taken advantage of training opportunities familiarity with research, current thought, issues and trends in policing or applied diverse knowledge and research to his/her working environment)
- What kind of feedback is received about the officer? (i.e., commendations from the public and department or complaints from the public and department as well as informal feedback from peers)
- How does the officer perform his/her responsibilities? (i.e., competently, understanding the job, confidence, proactively, and professional pride)
- Roles and duties the officer must perform (i.e., report writing, identifying and reporting problems, community involvement, and so forth)

Expanding on the idea of performance assessment, the author suggests that there be the opportunity for officers to evaluate "up the organization." That is, officers should be able to provide some input on the effectiveness of supervisors and managers. Inherently qualitative in nature, factors in this upward assessment may address...

- *Leadership*—Does the manager...
 - > Set an example for others to follow?
 - > Motivate using positive reinforcement?
 - > Take risks and experiment when appropriate?
- *Communication*—Does the manager...
 - > Provide information critical to successful performance?

- > Provide constructive criticism?
- > Choose the right time to deliver messages?
- > Sense others mood and respond appropriately?
- > Exhibit compassion and sensitivity?
- *Teamwork*–Does the manager...
 - > Treat employees equally?
 - > Encourage group problem solving?
 - > Share credit with all team members?
 - > Hold effective team meetings?
- *Quality*–Does the manager...
 - > Set a good example by constantly trying to improve?
 - > Provide training opportunities?
 - > Have a good sense of the customers and their needs?
- *Planning*–Does the manager...
 - > Ask for help in planning?
 - > Set realistic, attainable objectives?
 - > Follow through with the plan?
 - > Celebrate accomplishments?

While there will some resistance by supervisors and managers to this form of evaluation, the organization will benefit from the practice. Specific procedures for the process will need to be refined by each organization to maximize its benefit and to ensure that it is employed equitably.

Policy Implications. Police agencies should develop a process wherein a broad range of flexible criteria are articulated which can accurately assess the performance of community police officers. The criteria should be flexible in order to adjust to the various diverse duties of community police officers. The criteria should also be evaluated in a subjective manner. The process of developing a performance evaluation policy should also include a component for personnel to evaluate supervisors and managers.

ORGANIZATIONAL CHANGE

Despite the fact that “organizational change” is addressed last in this paper, it is probably the single greatest obstacle facing the community policing movement. The crux of this issue is that police officers must be re-socialized to adapt the occupational attitudes, values, and beliefs of community policing. It is not an inherent issue that community policing is in conflict with reform policing, rather they are simply *different*. This difference requires officers to learn facets of police work which, in many ways, is in opposition to the way they have done police work throughout their careers.

Many times these changes are subtle, yet they have a significant impact on behavior. For example, most reform era, or “traditional”, officers learned that when they received a call on a complaint or disturbance, they were to handle the call as quickly as possible and return “to service” within a short amount of time. In community policing, officers are urged to take more time with citizens to learn about problems and find a means to solve the enigma. Quite simply, for an officer to change his/her method of handling these calls “just does not *feel right*”.

Suffice it to note at this point, significant attention must be given to re-socializing *all* personnel within the department (not just line level officers). The process requires time and a significant investment of effort or the move toward community policing will be met with failure.

Policy Implications. The police department should develop a strategic plan for implementing organizational change with occupational re-socialization being a fundamental element. To meet this end, the author has developed a series of managerial guidelines to assist in moving the department toward policy change...

- There must be a stimulus for change—*Change Agent*
- There must be administrative commitment—*Stay Agent*
- Any change must be grounded in logical and defensible criteria—*Don't change simply to "shake up" the organization*
- Employees at all levels must be able to provide input—*Team Building*
- There must be a time for experimentation, evaluation, and fine-tuning—*Exploration of the Concept*
- Before change is introduced, you must communicate to all persons and enlist their support—*Don't leave employees in the dark*
- Change takes time in order to have an effect; major change may take a generation—*Time is a necessity; don't rush it*
- Recognize that not everyone will "buy in" to the change—*Complete support is improbable*
- Be flexible and open in your view of the change—*Many ideas are losers; maintain the freedom to fail*
- The chance always that you may be placed "on the hot seat" from a political perspective—*Change is risky*
- Change requires challenging conventional wisdom; or at least traditions—*Be ready for ridicule*
- The organization's evaluations system must measure and reward effective involvement in change—*Without rewards, failure is assured*

CLOSING OBSERVATIONS

As noted previously, this paper provides commentary on a number of personnel issues as anecdotally defined by a wide range of police officials. In addition, research experiences of the author as well as experience in providing training and technical assistance to police agencies in the U.S. and abroad have indicated the need to carefully explore human resource management from a broad perspective. It is clear that empirical research explicitly on these issue is needed to further refine their policy application as tools for the community policing movement. Explicit, objective, and universal criteria may not be an attainable goal given the wide ranging nature of community policing. Yet, benchmark standards and processes may be developed as guideposts for human resource management. Certainly this would be an improvement over the intuitive approach which is now the standard.

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