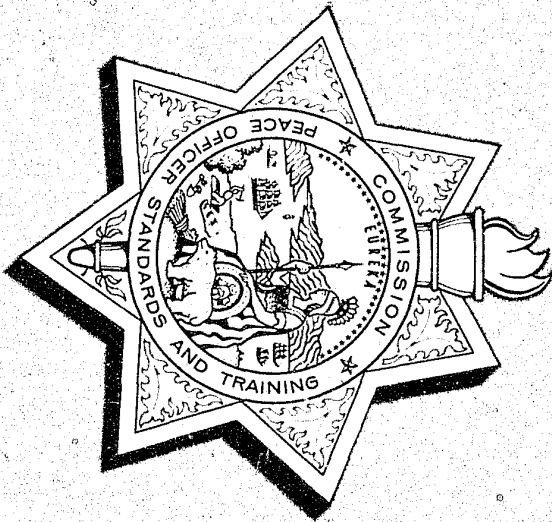
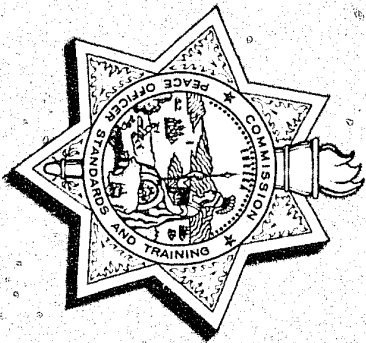
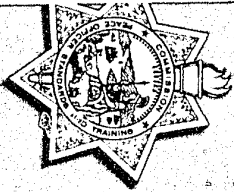
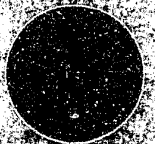


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1990 Annual Report



Commission on Peace Officer
Standards and Training



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The POST Commission

The Commission consists of 12 members, 11 of whom are appointed by the Governor for three-year overlapping terms. Five are either sheriffs or chiefs of police, or their designees; one is a peace officer of the rank of sergeant or below; one is an educator or trainer in the field of criminal justice; two are public members; one is a city official, and one is a county official. The state's Attorney General, the 12th Commissioner, is an ex-officio member.

The Commission meets at least quarterly to establish standards, regulations and reimbursement rates, and to give direction to POST staff. Commissioners serve with no pay or honoraria. Allowable travel and lodging expenses to attend Commission meetings are reimbursed. All Commission meetings are open to the public.



Floyd Tidwell, CHAIRMAN
Sheriff, San Bernardino Co.



Carm J. Grande, VICE-CHAIRMAN
Police Officer, San Jose P. D.



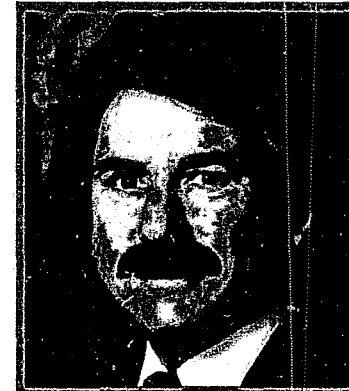
Sherman Block
Sheriff, Los Angeles Co.



Edward Hunt
District Attorney, Fresno Co.



Ronald Lowenberg
Chief, Huntington Beach P. D.



Edward Maghakian
District Safety Manager,
Northern California Waste
Management



Raquel Montenegro
Professor, California State
University, Los Angeles



Richard L. Moore
City Manager, Atherton



C. Alex Pantaleoni
Assistant Dean, Department of
Public Services, Rio Hondo
College



Robert L. Vernon
Assistant Chief, Los Angeles
Police Department



Robert Wasserman
Chief, Fremont P. D.



Daniel E. Lungren
Attorney General, State of
California

POST Advisory Committee

The POST Advisory Committee provides a communication link between the Commission and organizations interested in the Commission's work. The Advisory Committee represents the public and the major associations and organizations within the law enforcement community. The current members and the groups they represent are:

John Clements, Chairman
California Highway Patrol

Dolores Kan, Vice-Chairman
Women Peace Officers' Association of California, Inc.

Charles S. Probeck
California Police Chiefs' Association

Don Brown
California Organization of Police and Sheriffs

Douglas W. Burris
California Community Colleges

Gas Byrd
California State Sheriff's Association

Jay Clark
California Association of Police Training Officers

Donald L. Forkus
California Peace Officers' Association

David D. Hunt
California Association of Administration of Justice Educators

Marcel LeDuc
Peace Officers' Research Association of California

Joseph P. McKeown
California Academy Directors' Association

Carolyn Owens
Public Member

Cecil E. Riley
California Specialized Law Enforcement

Judith Valles
Public Member

The POST Mission

The Commission on Peace Officer Standards and Training (POST) was established by legislation in 1959. The POST mission is to raise the level of competence of local law enforcement officers and to help improve the administration, management, and operation of local law enforcement agencies.

To meet this responsibility, the Commission:

Adopts rules establishing minimum

standards for peace officer selection, and minimum skill and knowledge standards for their training;

Develops and certifies training courses to improve peace officer performance;

Provides management assistance and research services to local law enforcement agency administrators; and

Reimburses local law enforcement agencies for certain approved peace officer training costs.

POST continually examines new technology and teaching methods. From the Basic Course through the Command College, POST makes every effort to ensure that California law enforcement has the benefit of the most advanced and effective training available anywhere.

Executive Director's Remarks



The Commission on Peace Officer Standards and Training is proud to present the *1990 POST Annual Report*. This year's report focuses on the decade of the 1980s and the goals POST will be pursuing during the 1990s.

Through the cooperative efforts of California law enforcement, agency representatives, and training presenters, many valuable and effective training programs and services have been developed for the law enforcement community during the past ten years. The directions for the 1990s have been set with the guidance of a symposium on training and a report by a legislatively created special committee (ACR 58). The decade promises greater productivity and effectiveness in training.

As POST continues to improve its services, it is important that advanced technology plays an increasing role in the training function of every organization. Success in the year 2000 will depend on the combined creativity and assertiveness of POST, training presenters, and law enforcement in meeting the challenges presented by changes in training needs and available technology. Where employed by creative individuals in supportive environments, technology can help launch a new decade of learning—one that will benefit law enforcement for years to come.

Norman C. Boehm

Norman C. Boehm
Executive Director

A Look at Our Progress,

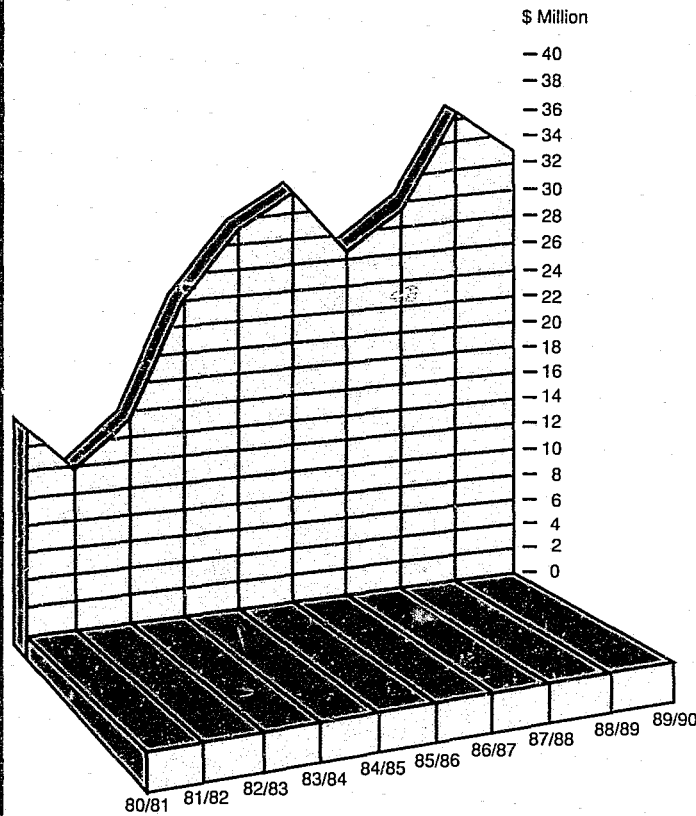
Dramatic growth in the '80s

Dramatic growth in training and total aid to local law enforcement agencies occurred during the last decade. In the ten-year period from Fiscal Year 1980/81 to 1989/90:

- Certified courses grew from 669 to 1,149, an increase of 71.8%;
- The number of trainees whose agencies were reimbursed for training-related costs rose from 35,545 to 60,536, an increase of 70.3%; and

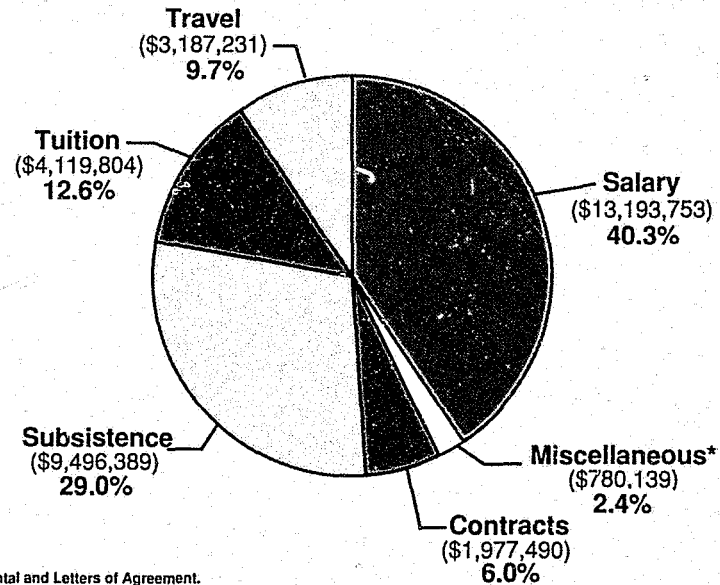
Aid to Local Law Enforcement Agencies

Fiscal Years 1980/81 - 1989/90



Distribution of Aid to Local Law Enforcement Agencies

Fiscal Year 1989/90 (Total \$32,754,806)

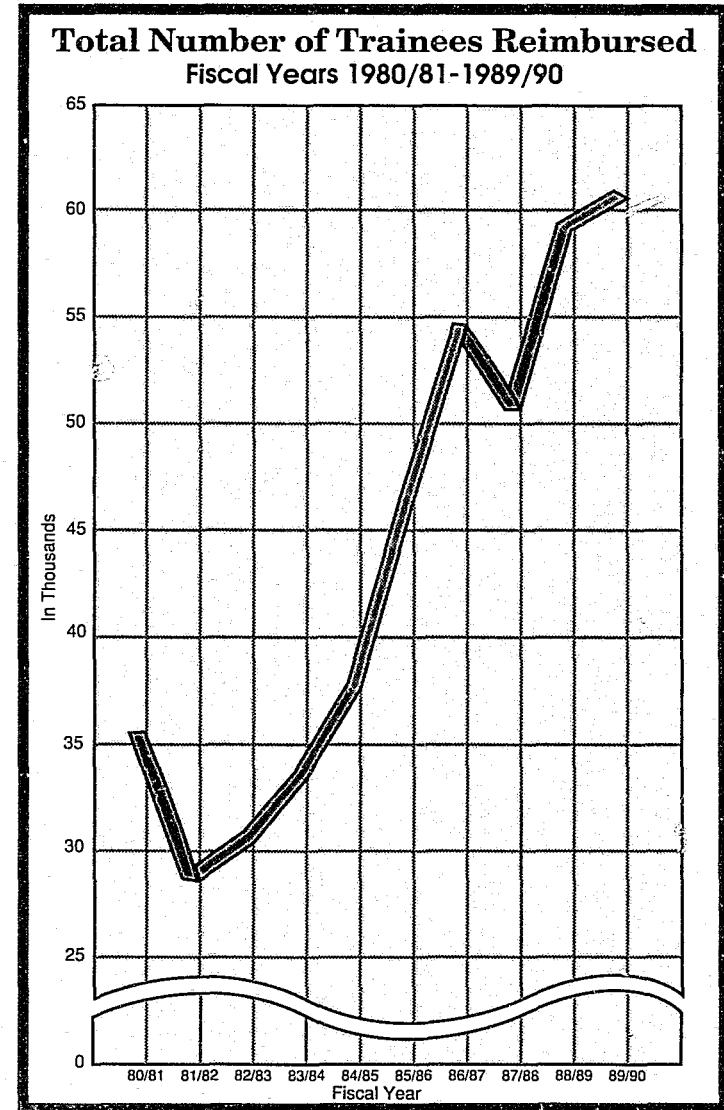
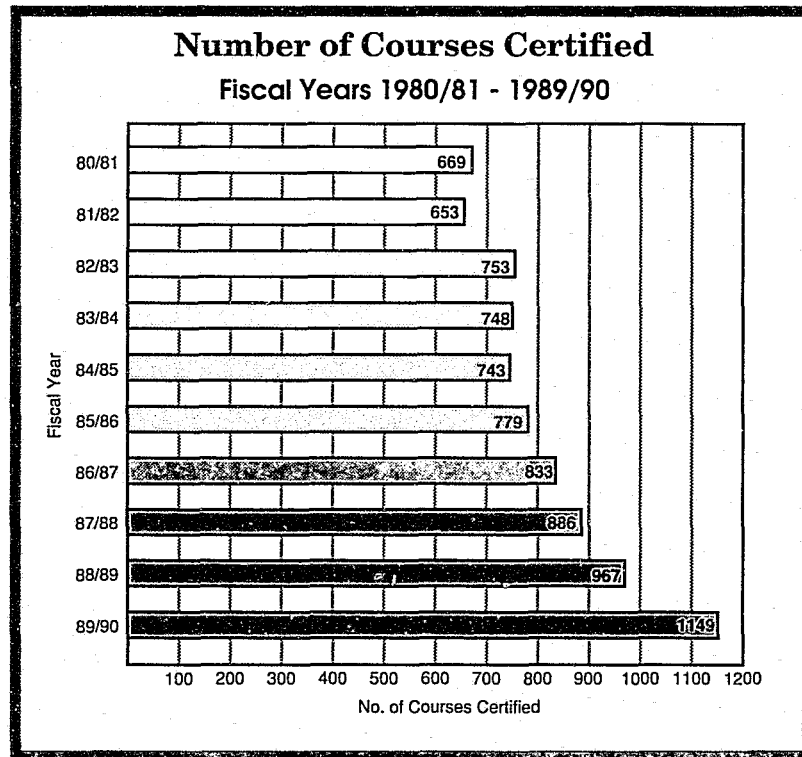


* Room Rental and Letters of Agreement.

1980 - 1990

- Total aid to local law enforcement agencies took a steep upswing, growing from \$15,559,327 to \$32,754,806, an increase of 110.5%.

During the decade, a total of 431,297 trainees completed POST certified training courses and their employing agencies were reimbursed more than \$235 million. The decade also saw an increase from 440 to more than 570 California cities, counties, and other entities participating in the POST program .



**Our cops only come
in one color.**



Blue.

Recruiting advertisement courtesy of the Los Angeles Police Department.

Recruitment and

From citizen . . . to officer

Recruitment of qualified applicants to employ as peace officers has been an increasing concern to California law enforcement agencies. Survey data collected in the mid-1980s revealed that 75% of California agencies were experiencing recruitment difficulties. Accordingly, the Commission hosted a recruitment symposium in 1989 to assess the roles POST might play in a statewide approach to recruitment issues. As a result of the symposium, the Commission committed to and

has begun work on the following projects:

- Exploring and evaluating statewide recruitment programs and marketing strategies;
- Investigating the feasibility of statewide, standardized selection tests;
- Developing needed training on recruitment;
- Investigating the feasibility of regionalized recruitment testing to eliminate duplication of effort among agencies

and to shorten the selection process; and

- Conducting additional recruitment workshops.

In 1990, POST pilot tested a course entitled, *Methods and Techniques of Recruiting* designed to teach recruiters the basics of recruiting, cultural awareness, and recruiting resources. It is anticipated that the course will be certified and preserved during Fiscal Year 1990-91.

Dedicated to improving selection standards

The Commission's dedication to establishing job-related minimum employment standards continued through the 1980s, as witnessed by the following noteworthy achievements:

Reading/writing ability standards

Following several years of research to develop a job-related reading ability test, the Commission established an entry-level

reading ability standard in 1981. After two years of additional research, the standard was expanded to include writing ability. Ongoing research since 1983 has shown that ability levels among

Selection Standards

academy cadets have improved at a time when ability levels among law enforcement job applicants have declined. Other research has consistently shown that the POST reading and writing ability tests, available to agencies in the POST program at no charge, are highly predictive of both academic performance in basic training and report writing performance at entry level.

Physical abilities standard

In 1985, upon completion of a two-year research project involving over 100 departments, the Commission mandated a 36-hour POST-developed physical conditioning program as part of the Basic Course. To successfully complete the Basic Course, all recruits must achieve a minimum passing score on a standardized physical abilities test. The test is administered by academy personnel who must complete 40 hours of training presented by POST.

Psychological suitability standard

Yet another two-year research project culminated in the establishment of a Commission-mandated psychological suitability standard in 1985. The standard specifies use of certain evaluation procedures to determine psychological suitability, and requires that any individual employed as a peace officer be found to be free from job-related psychopathology. The *POST Psychological Screening Manual* was published in conjunction with establishment of the standard. The manual details POST's research findings, as well as

POST's requirements and recommendations with respect to psychological suitability evaluations.

Standards for public safety dispatchers

In 1988, Penal Code Section 13510 was amended to require that the Commission establish minimum selection and training standards for certain public safety dispatchers. To date, the Commission has established a minimum training standard, as well as minimum selection standards pertaining to oral communication skills, medical qualifications and personal character. A statewide job analysis of public safety dispatchers is currently under way. Additional selection and training standards may be proposed by the Commission, pending completion of the project.



Photo courtesy of Sacramento Police Department.

Future Goals

Assigning a POST Special Consultant to conduct recruitment workshops and evaluate recruitment strategies.

Exploring methods to increase applicant pools and reduce application processing time.

Continuing research on:

- An essay exam of writing ability.
- A standardized report writing exercise to evaluate the report writing competency of recent academy graduates.

Evaluating, further, Commission mandated entry-level physical conditioning and testing requirements.

Updating current POST medical screening requirements and recommendations, including the *POST Medical Screening Manual for California Law Enforcement*.

Basic Training



Photo courtesy of California Highway Patrol.

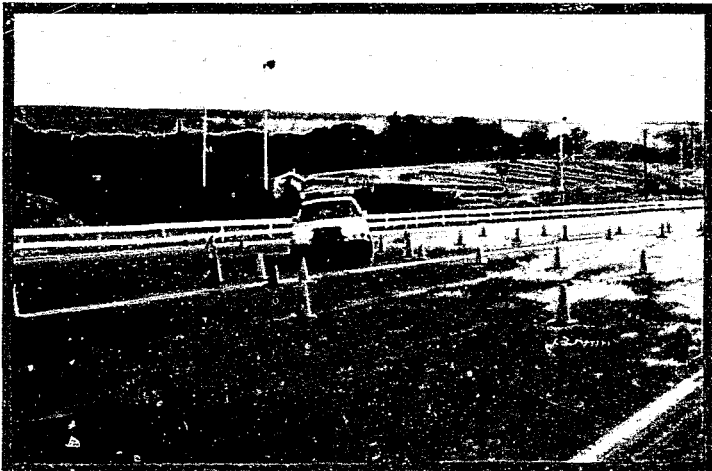


Photo courtesy of Carlsbad Police Department

Continually improving the Basic Course

POST is committed to ensuring that California law enforcement will continue to enjoy the most productive, efficient and cost-effective Basic Training possible. During the last decade, POST completed an extensive project to correlate the regular Basic Course performance objectives with job-analysis data for entry-level peace officers, and has pioneered the establishment of job-related, performance-based basic training for law enforcement.

The curriculum is regularly reviewed and updated through Basic Course instructor workshops. The workshops, consisting of the primary instructors for each major subject area, are convened for the purpose of:

- Updating the Basic Course performance objectives;
- Reviewing, revising, and updating Basic Course instructional guides;
- Sharing instructional methodologies, test strategies, and remediation techniques; and,
- Upgrading and standardizing instructors' skills.

As a result of legislative training mandates and modifications to improve the curriculum and instructional methodologies, the minimum hours for the Basic Course increased from 400 in Fiscal Year 1979-80 to 560 in Fiscal Year 1989-90. POST is currently studying the Basic Course to identify and recommend alternative means to increase the effectiveness of law enforcement Basic Training. The study will include all aspects of initial training, from entry to work-alone competency.



... More About Basic

POSTRAC

Development of POSTRAC during the late '80s has had dramatic impact on basic training. POSTRAC provides the state's basic academies with access to up-to-date, professionally developed classroom tests. It also automates test scoring and record keeping.

When an academy needs to test its students on a given body of instruction (called a knowledge domain), it uses the POSTRAC program on a personal computer (PC) to dial a "host" computer at the Teale Data Center in Sacramento. An exam is then randomly selected from alternate exams for that knowledge domain

and is downloaded to the academy PC. The academy then prints the exam, makes sufficient copies, and administers the test. Machine-readable answer sheets are processed at the academy on a scanner connected to the academy PC. The POSTRAC program computes and records a score for each student. Scores are then up-loaded to the Teale Data Center, allowing POST to continually monitor the statistical properties of the test questions.

The test questions which make up the POSTRAC examinations are developed collaboratively by local academy instructors and POST staff. As a

result, each individual academy is spending significantly less time developing test questions.

Data collected over the last three years shows that students evaluated using POSTRAC score significantly higher on a comprehensive end-of-course test than traditionally trained students. Currently, 31 of 35 basic academies are using the POSTRAC system.



Diane Hrepich, Associate Analyst for POST's Standards and Evaluation Bureau, demonstrates the POSTRAC system.

Training

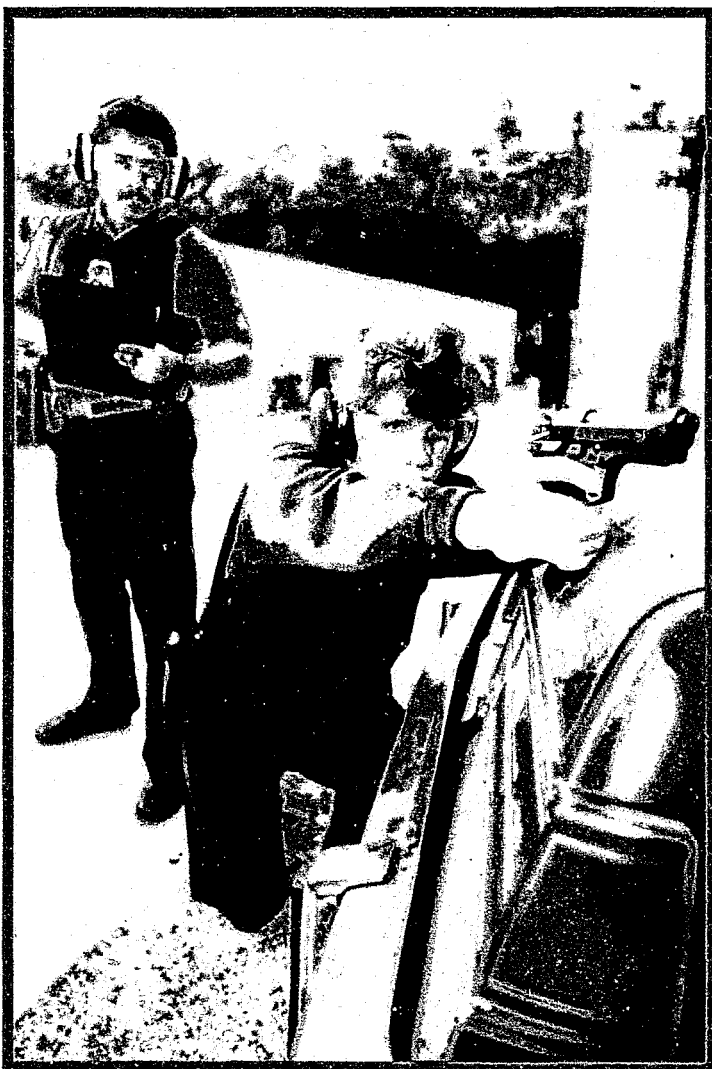


Photo courtesy of Los Angeles P.D.

Scenario testing

Adopted in the Basic Course in 1985, scenario testing provides a means to evaluate student performance under simulated job situations requiring interaction between the student and one or more trained role players. Feedback from subject matter experts, instructors and students indicates that this testing technique is a highly effective learning method, and that competency is best demonstrated under simulated job conditions. Currently, 22 Basic Course performance objectives are evaluated through scenario testing.

An updated *Scenario Manual* will be available in 1991.

Future Goals

Completing the Basic Course Study.

Expanding POSTRAC to include standardized psychomotor skills testing.

Employing the POSTRAC system beyond the Regular Basic Course.

Establishing minimum Basic Course test scores state-wide by 7/1/92.

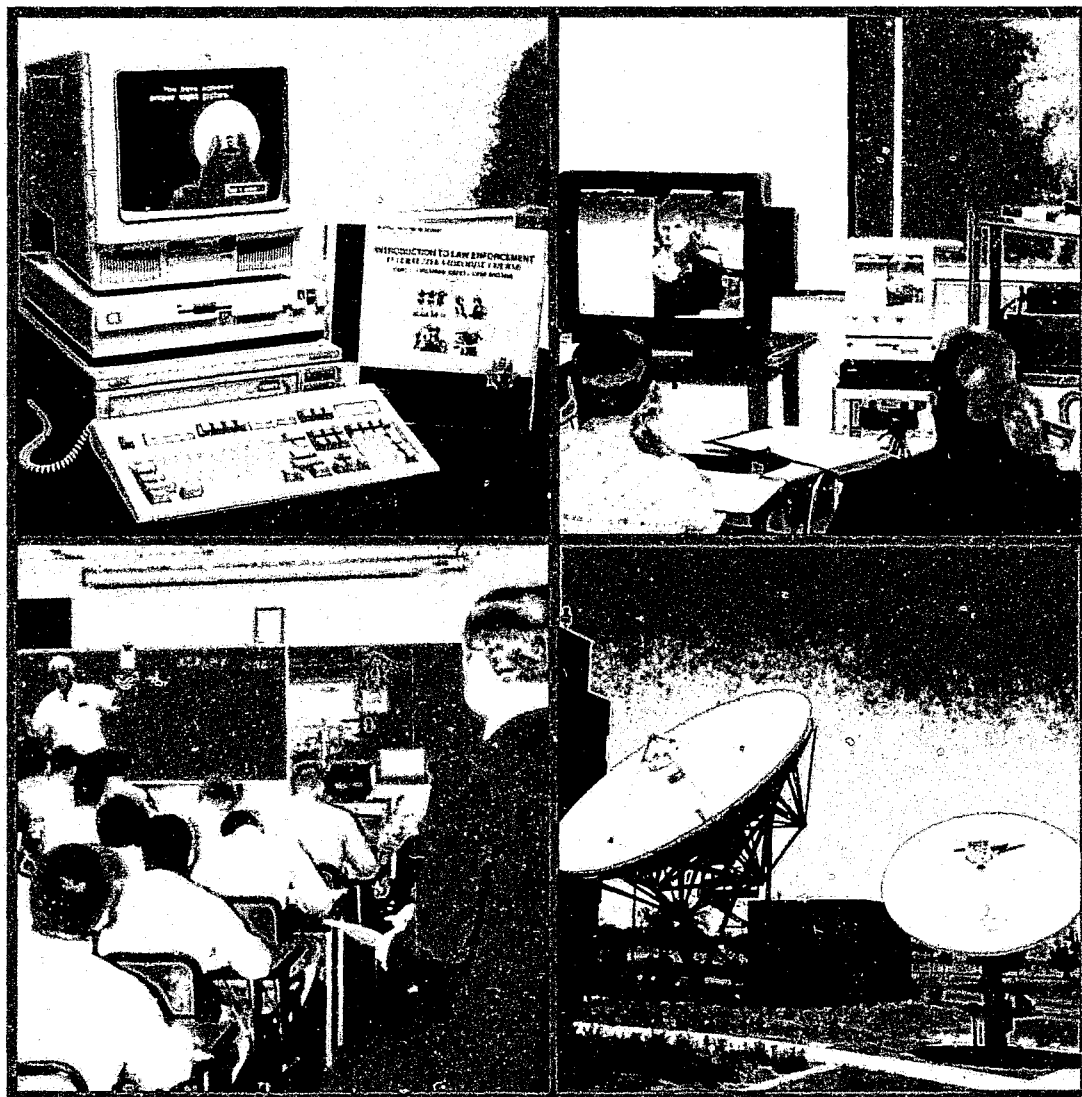
Achieving Instructional

Instructors, administrators, students, and POST working together to improve training

The pursuit of excellence in instruction is an ongoing process at POST. The achievement of instructional excellence requires that subject matter, learning processes, training methods, and training resources be appropriately matched. Furthermore, courses must be evaluated and evaluation results, coupled with student feedback, used to effect required modifications to improve student learning. Instructional quality is not achieved solely through the efforts of the Commission. Rather, it is a collective endeavor requiring the dedication, cooperation and, most critically, open communication between course presenters, agency administrators, course attendees, and POST staff.

Several special projects were completed during the 1980s to enhance the instructional quality of POST-certified courses. These projects included:

- Using interactive videodisc technology to increase instructional effectiveness through delivery of individual, self-paced instruction. This method permits students to advance through material they have already mastered and focus on unfamiliar curriculum. Instructional efficiency has been realized through a compression of training time and increased retention of course material by students.



Excellence

- Pilot testing and eventual incorporation of experiential learning techniques in certain training programs to better respond to the unique learning needs and styles of adult students.
- Increasing the availability of resources and programs to facilitate instructor development, including:
 - *Guidelines for Course Coordinators and Instructors*, a publication which outlines the Commission's expectations for excellence in instruction;
 - Basic Academy Directors' and Coordinators' Workshop, a 40-hour course to provide academy directors and coordinators with skills and knowledge to effectively administer and coordinate the POST Basic Course;
- Implementing Basic Course certification reviews, a process wherein evaluation teams conduct comprehensive, on-site reviews of academy operations and training, and offer suggestions for improvement.
- Revising the POST Course Evaluation Instrument to ensure appropriate data is collected to assist course instructors, presenters, and POST staff in monitoring instructional quality.

What's experiential learning?

Experiential learning is a highly participatory instructional method requiring students to draw upon their experience, knowledge, and imagination to solve new problems. Through structured exercises and simulated, job-related learning experiences, students are encouraged to explore new concepts; challenge, disagree, and negotiate with each other; take risks; and use their combined experiences to learn from each other. To encourage the free and open exchange of ideas, principles and experiences among students, experiential learning refocuses the instructor's role from that of delivering information, to guiding, questioning, and coaching.



Students query each other during simulated crime scene investigation.

Students report a high level of satisfaction with experiential learning techniques because they can identify with the issues addressed and assume responsibility for their own learning. Experiential learning is particularly effective in courses addressing attitudes, values, and behavior change, due to the high level of personal experience applied. Furthermore, subject matter experts, instructors and students indicate that comprehension and retention are increased.

Future Goals

Continuing to explore the use of interactive video and computer based training.

Expanding the use of experiential learning to certified courses.

Developing a Master Trainer Program to provide in-depth instruction in subject, methods, facilities and learning processes.

Awareness of

Self awareness through ...

Principles, values, and ethics training

New curricula addressing the topics of principles, values, and ethics was added to several courses in the 1980s. The curricula were developed to provide law enforcement personnel with practical assistance for making the many personal and professional choices that

they face daily. The principles, values, and ethics curricula provide an opportunity for officers of all ranks to exchange honest views on issues and dilemmas that are presented to them in their work. The curricula also encourage self-examination and acceptance of personal responsibility for decision-making.



Officers reciting the code of ethics at swearing-in ceremony. Photo courtesy of Sacramento Police Department.

Improving cultural awareness and communication



Community outreach and information. Photo courtesy of Los Angeles P. D.



Keeping in touch with the younger generation. Photo courtesy of Carlsbad P.D.

California law enforcement has increasingly recognized the need for training on cultural awareness and communication with individual cultural groups. In response to this need, and the requirements of Senate Bill 2680 directing POST to make such training available, the Commission embarked upon a research and development effort in late 1989 to make cultural awareness training more readily available. Preliminary research suggests that this training should:

- Focus on individual cultures, associated newly immigrated groups, and racial minorities;
- Identify those elements to which law enforcement should be sensitive; and,
- Be presented within departments with community involvement.

It is expected that future cultural awareness training, tailored to specific agency needs and cultural groups, will be presented on an ongoing basis within each law enforcement agency. With individual trainee, organizational, and community support for the program, barriers to communication and causes of conflict will be identified for resolution.

Ourselves and Others



Law enforcement and citizens come together for "Community Day" in Sacramento. Photo courtesy of Sacramento City Council and California Highway Patrol.

Future Goals

Developing and publishing *Program Development Guide for Cultural Awareness/Racial Sensitivity Training*.

Developing POST-certified training on cultural awareness/racial sensitivity for departmental trainers/facilitators.

Developing training for law enforcement executives regarding the cultural awareness program elements, goals, and benefits.

Determining the feasibility of developing a language training program to enhance communication between law enforcement personnel and individuals whose first language is not English.

Evaluating and improving cultural awareness and racial sensitivity curricula in the Basic Course and Instructor training.

Continuing research and development of methods for making Cultural Awareness training readily available.

Technology . . .

ACR 58 - setting the course

Passed by the Legislature in 1989, Assembly Concurrent Resolution 58 (ACR 58), requests that POST establish a committee to study the use of advanced technology and facilities for law enforcement training, and provide a report to the Legislature by January 15, 1991. Committee members include:

*Sheriff Sherman Block (Chairman), Los Angeles Co. Sher.
Representing - Commission on POST*

*Commissioner Maurice J. Hannigan, CHP
Representing - The Governor's Office*

*Assistant Director Stephen Helsley, DOJ, Div. of L. E.
Representing - The Attorney General's Office*

*Chief Don Forkus, Brea P.D.
Representing - California Peace Officers' Assn.*

*Officer Joe Flanagan, Alhambra P. D.
Representing - Peace Officer Research Assn. of CA*

*Chan. David J. Mertes (represented by E. V. C. Douglas Burris),
CA Community Colleges
Representing - The Chancellor's Office*

*Sergeant John Crombach, Oxnard P. D.
Representing - The Senate Committee on Rules*

*Sergeant David Parsons, Alameda P. D.
Representing - The Speaker of the Assembly*

ACR 58 expresses legislative intent that California's peace officers be provided training consistent with the level of competence the profession requires, and that law enforcement training become more productive. The Resolution notes that there is a shortage of adequate training facilities to meet California law enforcement training needs, and that the present statewide training system is unable to provide state-of-

the-art techniques and facilities due to financial and logistical limitations.

In researching applications of advanced technology to address current training deficiencies and future training needs, the Committee has:

- Received input from the California law enforcement community through a survey of agency executives;
- Participated in a symposium attended by over 130 representatives of the law enforcement agencies and the training community;
- Visited state-of-the-art training facilities which use advanced technology; and
- Attended presentations conducted by private instructional technology development firms.

The Committee's recently completed final report is available by contacting the POST Library at (916) 739-5353. The report's recommendations include:

- A prototype advanced technology classroom;
- Expanded distance learning telecourses,
- A learning technology lab to assist agencies with hardware/software development and acquisition.
- Computer-based training courseware for state and local law enforcement agencies.

The Committee foresees that if work begins now, it will take the rest of the decade to study, design and implement these projects. The conclusions and recommendations of the ACR 58 Study Committee will be instrumental in determining the course of law enforcement training in the future.

Satellite broadcast of training videos commences

POST's first broadcast of training videotapes for law enforcement was seen nationwide via satellite television in December 1988. Since that time, over 70 of the latest videos have been presented; at no cost, to agencies having access to a C-band satellite reception site. Over 300 publicly-owned sites have been identified in California, most of which are located at community colleges, school districts, and fire stations. POST programs can also be recorded by law enforcement agencies and used for roll call and other training applications.

... Into Tomorrow

Telecourse training becomes a reality

Incorporating two-way audio and one-way video, telecourse technology permits simultaneous presentation of instruction to students geographically dispersed throughout the state.

The response by the California law enforcement community to distance learning programs has been very positive. POST presented its first telecourse, *Missing Persons Training for Dispatchers*, in November 1989 to meet the training requirement imposed by P.C. 13519.1. The training was received at 29 sites throughout the state via satellite transmission and viewed by approximately 1,100 dispatchers.

Another successful telecourse that followed

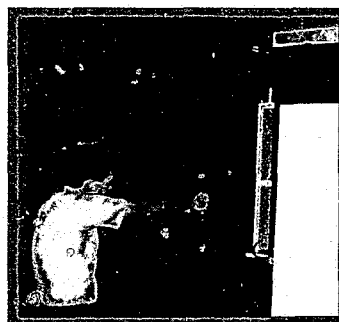
shortly thereafter was *Managing Contacts with the Developmentally Disabled and Mentally Ill*. Agencies were provided the opportunity to copy this broadcast and use it in their own training programs to meet the State mandate. This resulted in significant savings, not only in personnel time and convenience, but also in travel costs.

Exploring simulator technology

The '80s saw the Commission make a significant investment in the exploration of simulator technology to deliver training in two high liability areas:

vehicle operations and weaponry.

Since 1986 the Commission has funded efforts to expand law enforcement firearms training to include sophisticated computer/video simulations of real life situations. A simulation system would focus on critical judgement that must be exercised in life/death situations. Technology affords the opportunity to provide officers with a substitute for experience in making critical decisions to use or not use lethal force. POST has contracted with the Los Angeles County Sheriff's



Department to provide shooting judgement training using shoot/no-shoot technology.

In exploring simulation possibilities for vehicle operations, a comprehensive front-end analysis for a law enforcement driver training simulation system was prepared for POST by Hughes Aircraft in the late 1980s. After extensive research, it was determined that many components for a fully functional driver training simulator are on the cutting edge of technology and will likely be tested and validated within this decade. Accordingly, it was proposed that the path to a full simulator begin with development of supporting instructional technologies, including computer based training to address the cognitive aspects of driver training and part-task trainers to facilitate skill development.

Future Goals

Presenting an interactive videocassette course, *Law Enforcement Driver Training* in 1992.

Assessing the feasibility of developing part-task trainers for driver training.

Developing further satellite broadcasts to address legislatively mandated subjects, present specialized training programs, and provide training updates.

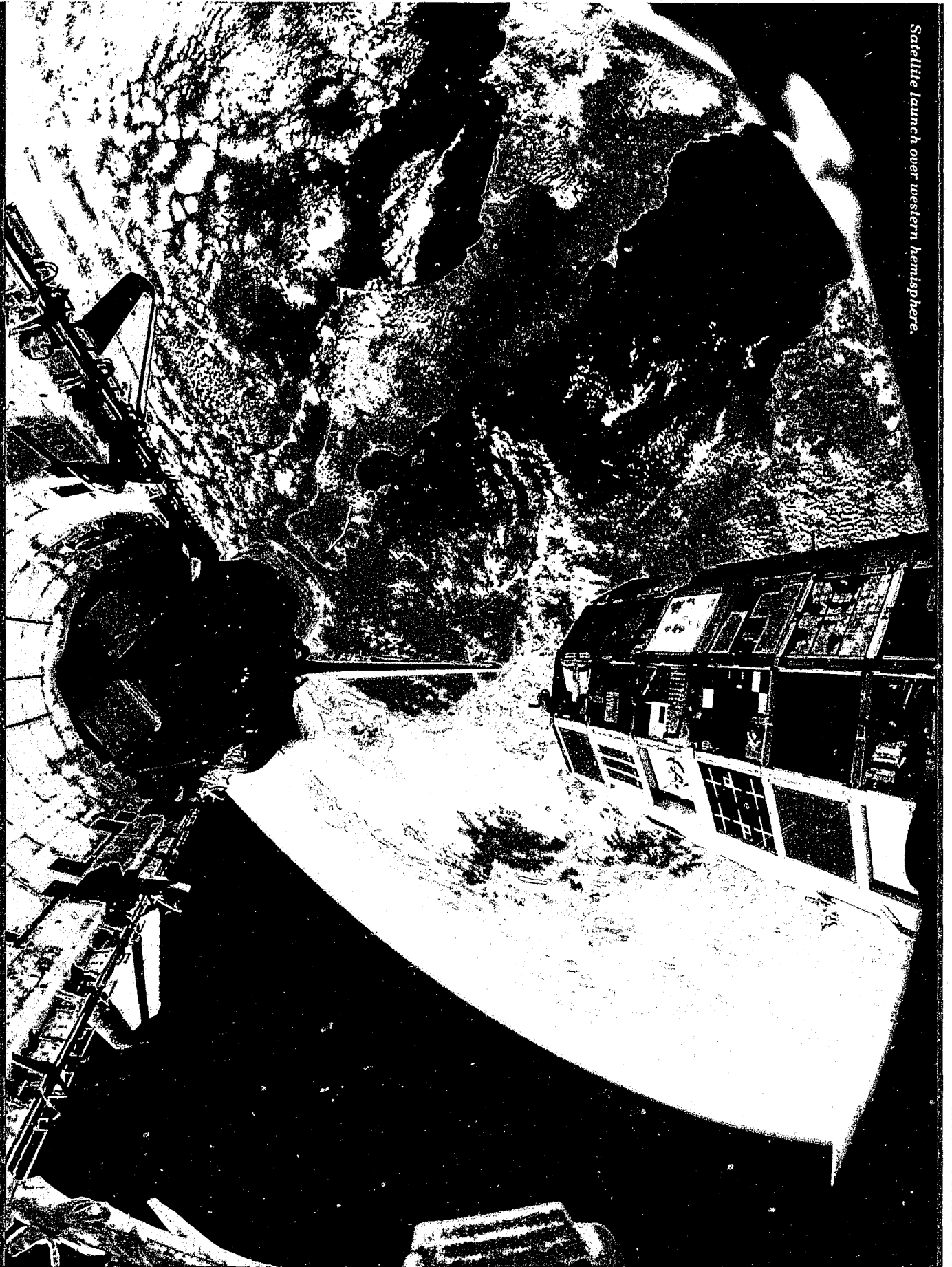
Developing many more distance learning programs direct to agencies via satellite, or local training.

Developing new interactive videocassette courseware, e.g., first aid/CPR, driver training, report writing, etc.

Prototyping studio classrooms, advanced investigation classrooms, and a learning technology laboratory.

Incorporating a model Shoot/No Shoot Judgement Simulator into firearms training.

Satellite launch over western hemisphere.



Today's Ideas Moving Law Enforcement

Major development of interactive training completed

Before the end of the 1980s California law enforcement had experienced its first computer-based training with POST's *Introduction to Law Enforcement* program, the interactive laser videodisc version of the mandated P.C. 832 Course. The program provided POST and the law enforcement community an opportunity to realize the benefits of computer and videodisc technology, including compressed training time and longer retention of learning.

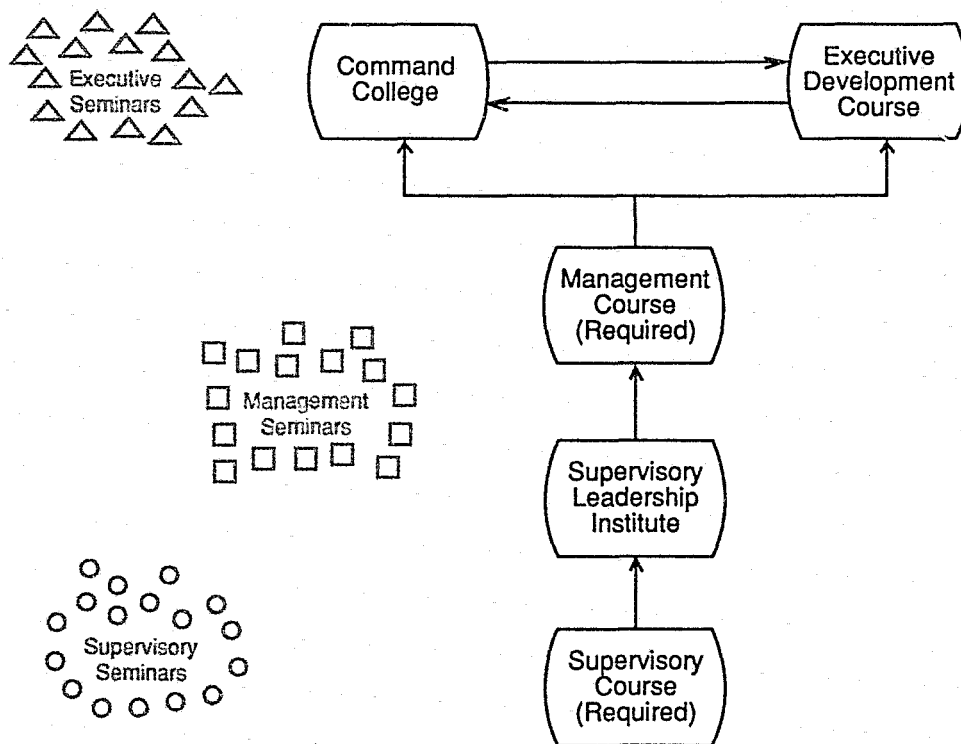
Looking ahead through the 1990s, the Commission sees more challenges and opportunities as the California law enforcement community embraces interactive, computer-based training. To meet the expected demand for more interactive training, POST will be encouraging accelerated development of law enforcement-specific courseware, and searching for courseware from other disciplines that can be adapted for law enforcement training. As interactive technology evolves, a wider variety of training delivery methods will become available.

Employing the right technology for each course will be critical in determining the success of training. The end result will be highly individualized, self-paced learning that provides trainees with better tools to do their jobs.



Management, Executive,

Building for the Future



POST meets managers' and chief

The challenges of the 1990s and the changing needs of law enforcement necessitated a fresh approach to management and executive training in the last decade.

During the 1980s, the Commission certified several new seminars to respond to the emerging needs of law enforcement managers. From Fiscal Year 1979/80 to Fiscal Year 1989/90, the number of management seminars grew from 34 to 54, an increase of approximately 58%. In the coming months, a specially selected committee will be convened to conduct a detailed review of the 80-hour POST Management Course. It is anticipated that the curriculum will be revised to more thoroughly address evolving law enforcement, technological and managerial issues. Additionally, adult experiential learning techniques will be incorporated in the curriculum to take advantage of adult learning styles.

A complete redesign of the Executive Development Course was completed in 1990. Previously, the course was presented over two consecutive weeks, which caused a hardship on many executives who found it difficult to be away from their duties for extended periods of time. The new design breaks the course into three segments: one 4-day workshop and two 3-day workshops, presented

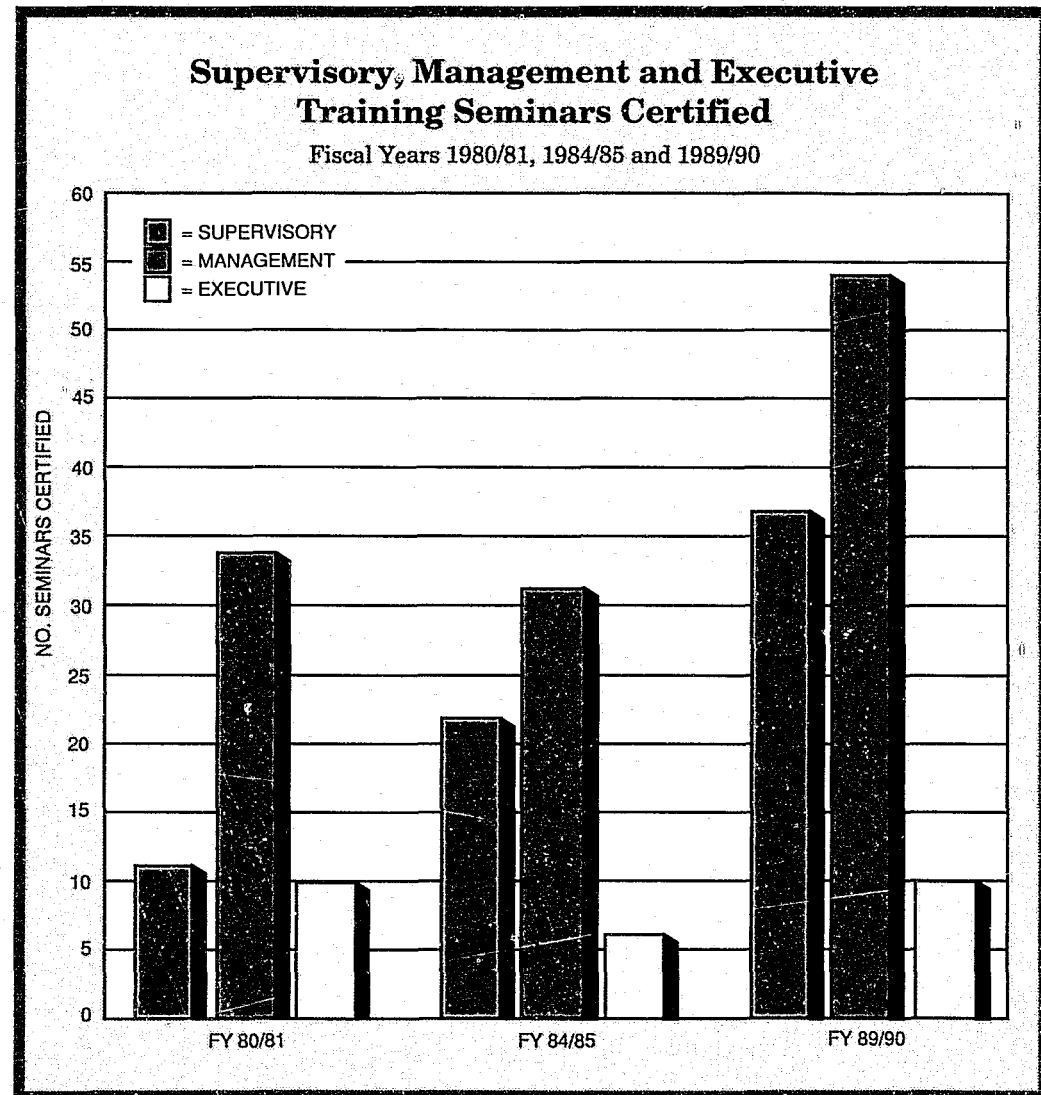
and Leadership Training

executives' changing needs

over eight months. The new schedule allows breaks between workshops for executives to tend to duties at their agencies, and provides time for them to reflect on their learning experiences and complete out-of-class assignments.

Other changes to the curriculum include broadening the focus to address the chief executive's role as an external change agent. In addition, many experiential learning techniques have been included in the course to better enable executives to benefit from the collective knowledge and experience of other class members. Expanding the number of executive seminars available to chief executives will also be looked at in the future.

As we move into the decade of the 1990s, the Commission is committed to ensuring that quality training, targeted to the specialized and evolving needs of managers and executives, is readily available to meet the needs of California's law enforcement community.



More about management, executive, and leadership training...

The POST Command College and



Command College

Established in 1983 in response to requests for advanced management and leadership training, POST's Command College is viewed statewide and nationally as a leader in providing law enforcement executive development training.

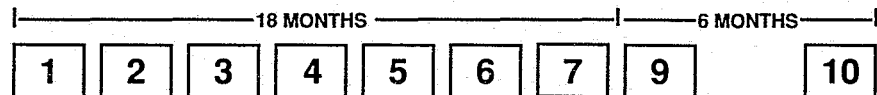
The Command College mission is to assure that law enforcement leaders are prepared in principle and practice to serve society. The Command College provides the means for law enforcement leadership to further define its purpose, values and goals.

Since its establishment, over 200 law enforcement managers and chief executives have successfully completed the two-year Command College program. To graduate, each participant is required to attend ten workshops, complete out-of-class assignments and submit an in-depth, independent study project addressing a future issue of significance to law enforcement.

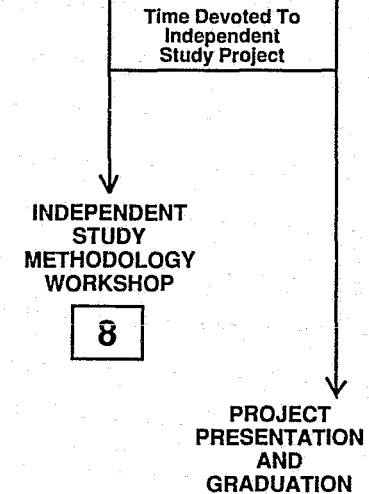
The Command College is prepared to meet the challenges and needs of law enforcement training in the 1990s, and is committed to continuing implementation of the latest thought and research on major issues facing law enforcement in the future.

Command College Program Schedule

WORKSHOPS



1. Defining the Future
2. Human Resource Management I
3. Human Resource Management II
4. High Technology and Entrepreneurial Management
5. Futures Forecasting and Analysis
6. Strategic Planning
7. Strategic Decision-Making/Transition Management
8. Independent Study Methodology
9. Politics of Change
10. Project Presentation/Graduation



24 MONTHS FOR COMPLETION

Supervisory Leadership Institute

Supervisory Leadership Institute

Developed during the late 1980s in response to requests for more advanced supervisory training, the Supervisory Leadership Institute addresses the complexity of leadership and seeks to enhance the leadership potential of each participant. The intent of this training is to develop the whole person as a leader, not simply provide technical skills necessary to function as a supervisor.

This eight month course, presented three days a month, is an intensive student-oriented program. Instructors serve in guiding-questioning-coaching roles. The learning environment

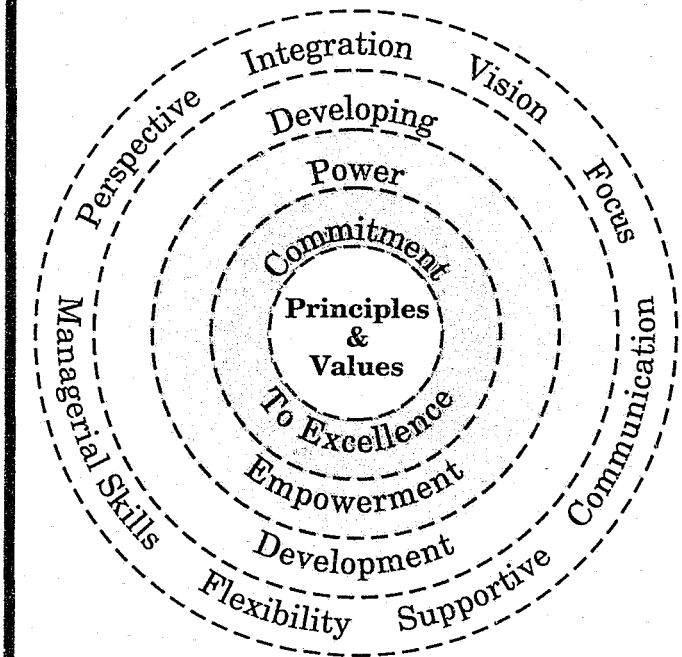
includes a high level of interaction between students, as well as between students and instructors.

Because many of the skills and attributes of leaders are best discovered by students rather than imparted by lecture, experiential instructional techniques are used throughout the Institute. These techniques include group discussions, scenarios, case studies, and role playing.

For 1991, POST has increased presentations of the Supervisory Leadership Institute from four to six to help meet the demand.



Key components of the Supervisory Leadership Institute



Future Goals

Applying the instructional methodologies proven to be effective in the Supervisory Leadership Institute to improve other POST certified courses.

Including automated decision making exercises in the Management and Executive courses, to enhance leadership skills training.

Incorporating Computer Assisted Instruction into Management and Executive Development courses.

Establishing a model high technology classroom to improve development of leadership skills.

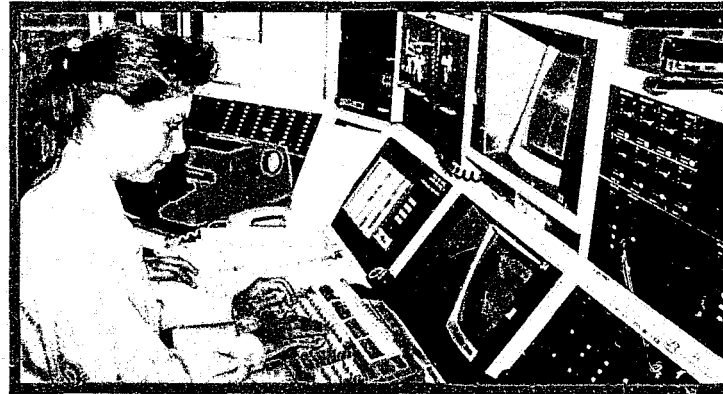
Expanding the Command College student population to include nationwide and worldwide representation to enhance understanding of national and global views and concerns.

Preparing for the Future . . .

P.C. 832 (arrest and firearms) testing

Correctional officers, probation and parole officers, park rangers, firefighters, and reserve peace officers are among the diverse groups who, because of their peace officer powers, are required to complete P.C. 832 training. P.C. 832 training consists of a 24-hour course on arrest and, if an individual carries a firearm, a 16-hour firearms course is required.

As of July 1, 1989, all individuals who receive P.C. 832 training, including those who are not yet employed as peace officers, must pass a POST-developed or POST-approved examination (per Penal Code Section 832(a)) to successfully complete the course. During the first full year of implementation of the examination requirement, POST tested 10,578 arrest course students and 7,934 students in the firearms course. The pass rates were 91.9% and 93.0% respectively. Allowance is made for one retest (upon failure of either test or both tests) before a person must repeat appropriate training.



*A public safety dispatcher sending a message to the field.
Photo courtesy of Davis P.D.*

Public Safety Dispatcher Program

Research during the 1980s into the training, selection, and certification needs of civilian dispatchers culminated in the development of the POST Public Safety Dispatcher Program in 1989.

Initial standards for the **voluntary** program were developed to address the fundamental needs for dispatcher selection and training. Selection standards include completion of a background investigation and medical examination, as well as

an evaluation of oral communication skills. Successful completion of an 80-hour Basic Complaint/Dispatcher Course has been established as the minimum training standard for those agencies participating in the program.

The Commission has established a professional certificate program for dispatchers who meet the minimum selection and training requirements. Experienced dispatchers may qualify

for the certificate by passing the POST Public Safety Dispatcher Basic Training Equivalency Examination in lieu of attending the Basic Complaint/Dispatcher Course.

POST is continuing to refine the program. Currently under study are psychological stress tolerance testing and continuing in-service training. This research will form the basis for further program development.

New Programs

POST Institute of Criminal Investigation launched

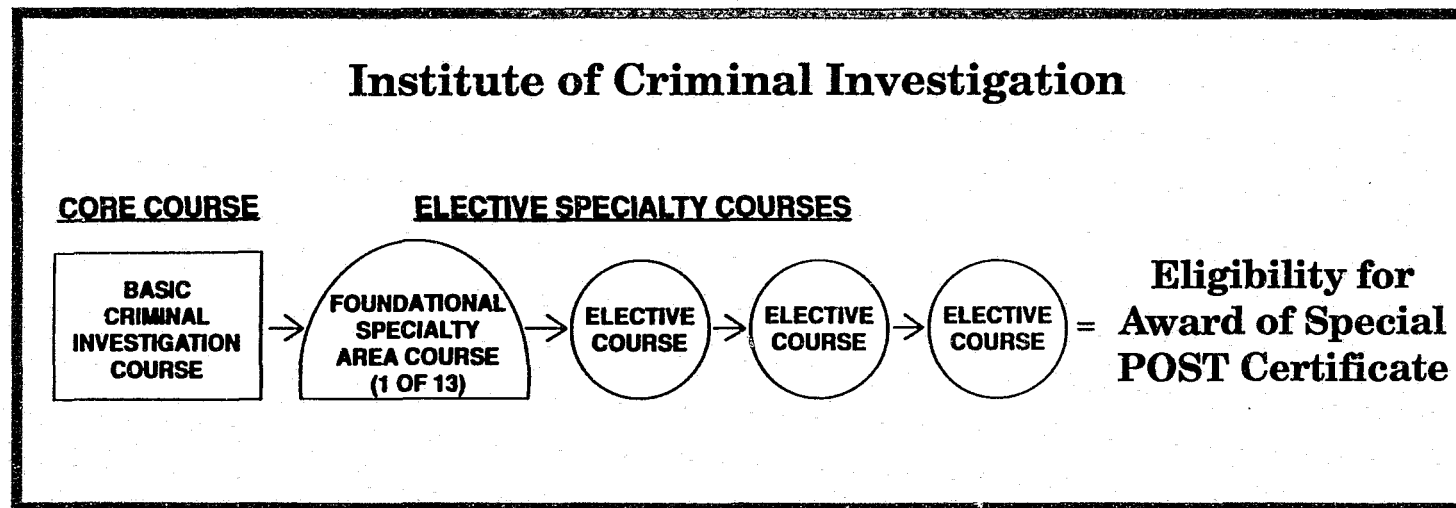
Development and implementation of the POST Institute of Criminal Investigation occurred during the late 1980s. Created to address the needs of law enforcement investigators, the Institute curriculum is based on a thorough job task analysis of 15 investigative specialties.

The Basic Criminal Investigation Course serves as the cornerstone of the Institute. More comprehensive than previous basic criminal investigation courses, the core course is taught by instructors trained in experiential teaching techniques. Upon completing the core course, Institute participants are expected to complete at least one of 13 specialty area courses,



Institute of Criminal Investigation students investigating crime scene.

followed by three elective courses intended to complement the specialty area. Upon satisfactory completion of the specified curriculum, POST awards graduates a special certificate in recognition of their achievements.



Future Goals

Updating the Basic Complaint/Dispatcher Course.

Continuing to refine the Public Safety Dispatcher Program.

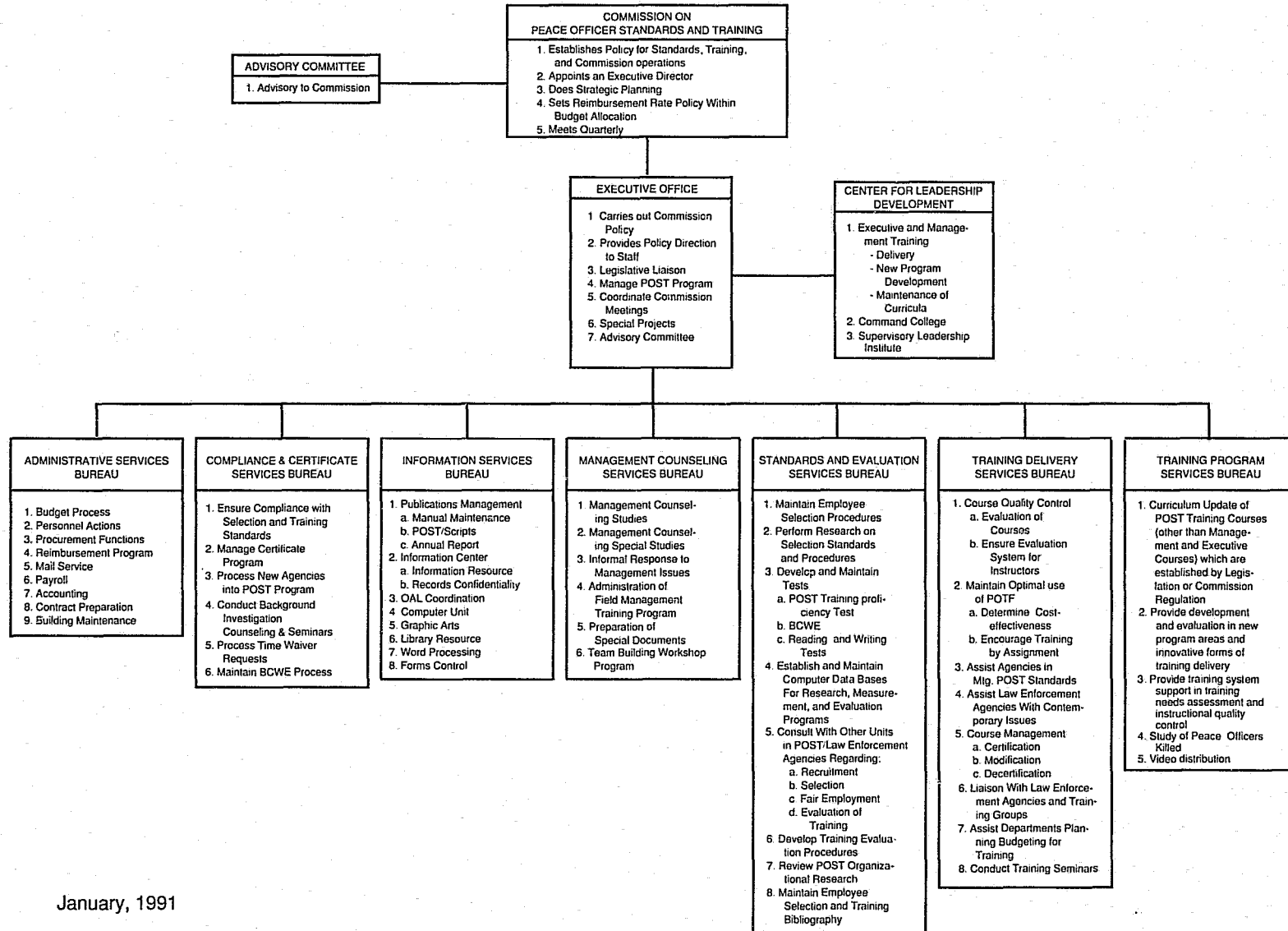
Developing in-service dispatcher training.

Studying dispatcher psychological stress tolerance testing.

Expanding the PC432 Course to include training and testing of motor skills related to exercising peace officer powers.

Bringing the Institute of Criminal Investigation fully online.

Commission on POST Functional Organization Chart



January, 1991

POST TELEPHONE DIRECTORY

1601 Anthony Boulevard
Sacramento, CA 95816-7003

AREA CODE (916)
ATSS Prefix 497
POSTAL PREFIX 739-3393

Executive Office

739-3824

Norman G. Boehm, Executive Director
Glenn J. Deputy Executive Director
Harold (Hal) Snow, Assistant Executive Director
Darrell Stewart, Bureau Chief, Special Projects

Administrative Services

739-5354

Otto Salenberger, Bureau Chief

Center for Leadership Development

739-2093

S. Douglas Thomas, Bureau Chief

Compliance and Certificates

739-5337

Frederick Williams, Bureau Chief

Information Services

739-5340

Holly M. Milburn, Bureau Chief

Management Counseling

739-3888

Michael D. Micell, Bureau Chief

Standards and Evaluation

739-3872

John Berger, Bureau Chief

Training Delivery Services

739-5410

Ronald R. Allen, Bureau Chief

Training Program Services

739-5372

Kenneth O'Brien, Bureau Chief