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A Case Study: The Lafayette Police Department Utilization of Learning Organization Culture and its Impact on the Investigations Division Recruit Officer Training Module

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A Case Study: The Lafayette Police Department Utilization of Learning Organization Culture and its Impact on the Investigations Division Recruit Officer Training Module

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A Directed Project

By

Scott Galloway

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Committee Member	Approval Signature	Date
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ABSTRACT

The Lafayette Police Field Training Program utilizes knowledge sharing, knowledge sourcing, and emphasizes organizational assimilation by cycling patrol recruits through a detective division training section as a competency model to help train patrol recruit officers. Emergent themes from this research study revealed that the current design of the detective training module is effective for employee networking and organizational assimilation. The qualitative case study analysis indicated that improvements need to be made to the detective training module by committing to a training needs analysis, adjusting the detective training officer recruit assignment process, and to include patrol training officers in a temporary duty assignment in the detective division.

SECTION I: INTRODUCTION

This study took place at the Lafayette Police Department, located in the city of Lafayette, Indiana. At the time of this study, Lafayette, Indiana was the eleventh largest city in the state (Stats Indiana, 2009) with a population size of 64,049 (City-Data.com, 2010). The incorporated area of Lafayette is 20.1 square miles (City-Data.com, 2010). The Lafayette Police Department [LPD] is responsible for providing police services to residents and businesses within the city of Lafayette. This study investigated the detective module of the Field Training Program of the LPD patrol recruit officer training program.

The field training program that is used by the Lafayette Police Department to train recruit patrol officers is an amalgam of structured mentoring and skill coaching designed to provide comprehensive individual development of police officer responsibilities and organizational assimilation. The basic structure of the Lafayette Police Department training program was developed by the San Jose Police Department in the early 1970's and today, similar variations of the San Jose model are used all over the world to train law enforcement officers (Kaminsky, 2002). The purpose of police departments providing field training to recruit police officers is to enhance or build upon general police skill training requirements taught at state police academies (Kaminsky, 2002).

The Lafayette Police Department's design of the field training program is conceptualized in the spirit of knowledge-based organizations. The overall purpose of the recruit officer field training program is for the recruit officer to become a self-sufficient street level patrol officer. During training, the recruit officer is exposed to daily activities in the investigations division with no expressed training curriculum, training briefs, or standards to achieve. The rational for exposing rookie recruits to aspects of detective investigations is to give them a sense of what is involved in

detective operations. The Lafayette Police training doctrine contains no stated expectations that recruit officers will enhance their competency level to conduct detective level investigations.

Statement of the Problem

The problem is that while a detective module of the patrol training program is in place, the impact on post training performance is inconsistent. The Lafayette Police Department incorporates learning organization concepts such as competency models, knowledge sharing, and knowledge sourcing to train newly hired officers in various divisions of the operational police organization. However, attempts to apply this approach to the training of recruit patrol officers in the investigations division module, has resulted in an ad hoc, non-standardized training curriculum that yields inconsistent and highly variable post-training performance by officers.

This case study sought to examine the current detective training module and to make recommendations for improving the program and thus improving officer performance. Some of the questions guiding this research include:

(1)   What is the potential value of creating a standardized detective training module relative to actionable skill acquisition, organizational knowledge, and organizational assimilation?

(2)   Does participation in the detective training module advance a patrol officer's career?

(3)   How does participation in the detective training module affect officer performance?

(4)   How can the detective module of the field training program be improved?

Purpose of the Study

Employee training is an important facet of any professional organization. Successful organizations devote sufficient resources such as time, money, and manpower to facilitate efficient and effective employee training programs. The Lafayette Police Department is no different. For example a newly sworn Lafayette Police Officer with no prior law enforcement experience can expect an average of 11 months of police-related training before being allowed to conduct solo patrols.

The current research project investigated the effectiveness of the investigations division training module in the field training program and its impact on training patrol officers who ultimately will have first responder, street level responsibilities (i.e., not criminal investigator duties) was investigated.

Furthermore, the recommendations from this research project will enable department leaders to understand how the current field training program structure needs to be modified in regards to the training needs analysis in the investigations division.

Significance of the Study

The Lafayette Police Department is continually seeking ways to improve training and performance to prepare officers for policing responsibilities in the 21st century. Findings and recommendations of the current study will be made available to the Lafayette Police Department administration and training staff for the purpose of helping them develop a more effective detective training module that will enhance officer preparedness. Administrators will be able to utilize the research data as an option to adjust the current training model to better fit the training needs of recruit patrol officers.

The current research project demonstrated that the FTP could be updated and adjusted to fit the current training needs of the police organization. Training supervisors can utilize the current study to revise detective module training efforts to concentrate on needed skill in improvements in areas such as report writing, statement collection, investigative competence, evidence handling, and proper data collection.

The detective module of the FTP had been implemented by LPD administrators mainly to improve report writing and investigation knowledge at the street level. The focus has been taken off report writing and building investigative skill, and now placed on observing the daily responsibilities of a detective. The benefit of the current study permits training program supervisors to define desired goals of the module, as well as to identify how the detective training module can help build a better police department.

Adjustments in the detective training module could lead to improvements in a variety of skills used by offices during routine patrol operations. Potential improvements or adjustments may be in line with police and organizational assimilation skills taught to patrol recruits while in the detective training module, creating training objectives, and overall approach to training patrol recruits in the detective division.

Definitions

Learning Organization – An organization that systematically learns from its experiences to
      increase innovation, effectiveness, and performance in an effort to create
      organizational competence (USACE, 1999).

Knowledge Sharing – The means by which an organization obtains access to its own and
      other organizations' knowledge (Cummings, 2003).

Knowledge Sourcing – The way a business or organization gathers, shares, and exploits

knowledge (Business Link, 2010).

Acronyms

FTO – Field Training Officer

FTP – Field Training Program

ILEA – Indiana Law Enforcement Academy

LPD – Lafayette Police Department

Assumptions

In concluding this study, the following assumptions were made.

1. Individuals selected as participants had a working knowledge of the FTP.

2. The researcher was granted interviews as outlined in the methods section of the current study.

3. The interviewees and focus group members presumably provided honest insight and opinions

   valuable to the current study.

4. A recruit patrol officer attended the detective division training module to facilitate the non-

   participant observation segment of the research project.

5. Participants were allowed to discontinue their participation anytime during the study.

Limitations

The following limitations were considered while conducting the case study:

1. The researcher was a police member of the Lafayette Police Department who had experience in the inner workings of day-to-day operations.

2. The researcher was known to the participants in this study.

3. The researcher was an active member of the FTP in the detective division. The researcher did not select interviewees whom he had trained in the detective training cycle.

4. The research was conducted with only sworn members of the LPD.

5. The researcher acknowledged that face-to-face interviewees, focus group members, and participants to be observed could have experience issues of social desirability that may have affected bias.

6. The researcher set a limit on the number of interview participants as outlined in the methods section of the current study.

Delimitations

The following delimitations were noted in conducting the case study:

1. The nature of the current case study research project was limited to data collection within the LPD.

2. *The study investigated specific details in the application of the detective module of the field training model used in the Lafayette Police Department.*

3. *The research study reviewed components of the detective module of the patrol field training program.*

SECTION II: REWIEW OF THE LITERATURE

A comprehensive review of the literature reveals a universal void of scholarship concerning the organizational field of policing due to the primary research focus of police science being on the detection, suppression, and reduction of crime (Crank, 2003).

Learning Organizations and Knowledge-based Learning Culture

Competency models in organizations have been widely studied along with knowledge-based business cultures that apply knowledge sharing and knowledge sourcing. Organizations are increasingly embracing competency models because they facilitate training methods that organizations use to focus on important issues that promote performance. Derven (2008) stated that most organizational learning occurs in work settings; therefore competency models are opportunities for cross-functional rotations when the primary job task does not require the desired organizational competency. Employee knowledge sourcing techniques and effective competency models are comprised of several program characteristics including, concise content, memorable messages, consistent organizational culture, regular updates, and being detailed enough to be a guide for action (Derven, 2008).

Campion, Cheraskin, and Stevens (1994) support Derven's (2008) description of competency models. Campion et al. examined the literature relating to the executive development field and suggested that a key component of a competency models is job rotation. Research on job rotation demonstrates that an increase in employee experiences may well enhance career development. Research on organizational learning and skill set acquisition consistently suggests that there are benefits to organizations that promote job rotation. Campion et al. (1994) pointed to employee socialization as an important factor that reinforces the benefits of competency models,

because it advocates the employees' engagement in sense making when beginning new jobs. It also helps employees to better enable them to interpret their new experiences. Job rotation during training may enhance career development as a result of the adjustment and knowledge acquisition that new jobs require (Campion et al., 1994).

Skill Benefits in Employees

Cross-fertilization of ideas within organizations play an important role by affording employees the opportunity to develop new skills, as well as creating an opportunity to build internal and external networks (Eby, Butts, & Lockwood, 2003). Eby et al. go on to report that the organizational benefit associated with job rotation is an increased employee knowledge base. A key notion of modern management techniques incorporates strategic learning and how improved performance can be as a result of asymmetrical knowledge bases (Eby, Butts, & Lockwood, 2003). Utilizing a framework that maximizes the ability of an organization to learn over time characterizes the idea that learning organizations recognize advantages in competitive markets (Thomas, Sussman, & Henderson, 2001).

The concepts of organizational knowledge and learning are vital to management issues which include intellectual capital, core competencies, and innovation (Cook & Brown, 1999). Knowledge-based organizations tend to emphasize memorable experiences as a method of creating diverse meanings and integration of knowledge (Thomas et al., 2001). Knowledge and knowing can be described as a mix of framed experiences, values, conceptual information, and expert insight that present a framework for evaluating and incorporating new experiences and information (Davenport & Prusak, 2000). Innovative management models, such as learning organizations and knowledge-based cultures, must support development, sharing, and sourcing of organizational

knowledge because these knowledge transference techniques that are utilized in learning organizations are training options that could free up cognitive resources. Gray and Meister (2004) asserted that the effects of job demands and job pressures resulting from highly demanding careers incline employees to search for coping mechanisms designed to manage stress. Importing cognitive structures from other employees usually requires less cognitive effort than developing the necessary structures through interaction with the environment (Gray & Meister, 2004). Consequently, knowledge sourcing techniques used in learning organizations could potentially free up cognitive resources. Research has established that heterogeneous knowledge sourcing techniques are effective approaches to access other employees' organizational knowledge (Gray & Meister, 2004).

Management in Learning Organizations

Knowledge-based organization managers are required to manage talent, learning, and emphasize creativity (Kokavcova & Mala, 2009). Knowledge sourcing, when used as a training model, is the process of intentionally accessing others' expertise, experience, insights, and opinions (Gray & Meister, 2004). Innovative management models that include knowledge sourcing and knowledge sharing in training programs can lead to employee autonomy, which is important to success in the modern business environment (Kokavcova & Mala, 2009). Nonaka (1994) commented that the benefit of autonomy in organizations can be applied at the individual, group, or organizational level. By allowing people to act autonomously, the organization may enhance unexpected learning opportunities for employees. By creating and managing knowledge, organizations are more likely to maintain greater flexibility in acquiring, relating, and interpreting information (Nonaka, 1994).

Knowledge sharing between people and groups within the same organization may be an overwhelming task in knowledge management (Kokavcova &Mala, 2009). There are several barriers that could impede knowledge sharing and should be considered by organizations using knowledge-based models to train employees. Barriers that may impact employee knowledge sharing tactics include lack of trust, difference in cultures, unique vocabularies, limited frames of reference, lack of time, rewards only going to the knowledge owners, lack of absorptive capacity in recipients, and belief that the knowledge is privileged to a particular group (Kokavcova & Mala, 2009). Alternatively, the benefits of learning organizations that employ competency models and knowledge-based cultures include the creation of a common vocabulary to discuss organizational needs, help employees understand how to target their efforts, and promote performance-based dialogue between managers and employees (Derven, 2008).

Training Needs Analysis Considerations in Learning Organization Culture

One noted underlying problem with competency models is that they may not achieve their intended purposes or they may sit on the shelf. An even more fundamental problem is that they may not have been correctly designed in the first place (Derven 2008). Pitfalls of potential barriers that negatively affect knowledge sharing or knowledge sourcing for learning organizations that utilize competency models can be avoided by utilizing a training needs assessment. Organizations that might employ competency models and knowledge-based learning cultures need to consider an assessment of training needs (Derven, 2008). Needs assessment should be part of organizational training endeavors. In the entrepreneurial world it has been reported that only 3% of organizations actually measure the impact of training on results (Danvila del Valle, Castillo, & Rodriguez-Duarte, 2009). Approaches to consider when assessing training needs are influenced by practical

considerations such as time, cost, and reducing business interruptions. Organizations installing competency models and strategic knowledge-based learning require a robust training needs analysis involving in-depth interviews at various data points (Derven, 2008).

To assist with a training needs assessment, a number of studies offer insight into learning organizations and knowledge-based organizations. In one research study, Campion et al. (1994) proposed a conceptual framework to investigate job rotations in an organization that utilized a competency model. The study utilized semi-structured interviews and analyzed collected organizational data on how employees perceive job rotation and knowledge sharing as relating to improved organizational knowledge and skill over technical knowledge and skill. Thomas et al. (2001) employed similar data collection techniques to conduct research on a knowledge-based learning organization in the United States Military. Comprehensive interviews with staff and leaders from various departments within the organization were successful in research with a U.S. Army training divisions' experiences with a developed strategic learning model (Thomas et al., 2001).

Derven (2008) suggest that members of the organizational training division conduct a training needs analysis involving interviews with executives, leaders, managers, incumbents, and relevant customers to evaluate organizational readiness, potential barriers, and support mechanisms). Utilizing competency models and knowledge-based targets training needs and is a powerful asset to encourage employees to succeed (Derven, 2008).

Organizational Training Program Considerations

Applied work and academic research has centered on the appropriateness of various instructional training methods and evaluation methodology (Noe, 1986). This section of the

literature review will examine organizational training concerns and considerations in creating

standardized training programs or policies. Training can be best explained as planned learning

experiences that are designed to bring about permanent change in an individual's knowledge,

attitudes, and skills (Noe, 1986). Employers can develop training modules within organizations, as

well as use outside firms to conduct training to help overcome skill shortages. Organizations must

ensure that employees who receive training use the acquired skill sets in the workplace (Honey &

Mercer, 2009). Honey and Mercer further indicate that there must be a genuine need for training,

adding that for a training program to be effective the employees must want to learn and realize

meaning behind the training program curriculum. Organizational managers must discuss the

purpose of training programs with trainees, as well as debrief them for their impression of the

training program, and convey interest (Halachmi, 1981). If employees perceive that the

organization is interested in training them and show interest in using their skill sets in the long-

term, employees will make more effort and be more effective in their job tasks (Danvila del Valle

et al., 2009). Employees tend to feel engaged in training programs when they perceive support

from organizational leaders. Therefore it is the responsibility of organizational leaders to identify

training needs and show how the training program is linked to the wider organizational objectives

(Honey & Mercer, 2009).

Training Policy

Training policy then becomes an important decision to facilitate needed skill acquisition to

employees. Organizational training policy as described by Halachmi (1981) is the result of goals

and missions that are established in personnel and service policies. Training policies should adjust

to changes in environment, adjust to changes in needed skills or procedures, and improve existing

skills. Training policy also should account for acquisition of new skills, increase responsiveness to present service needs, and improve relations (Halachmi, 1981).   Internal training policies and training programs are important, as indicated by Kaminsky (2002), who stated in *The Field Training Concept in Criminal Justice Agencies* (2002), that out-of-house training does not account for particular agency policies, procedures, forms, and priorities.

Further, the trainees who attend training programs are driven by expectations that the effort they invest into training will be realized by skill or knowledge mastery (Noe, 1986). An important consideration for training programs is the possibility that training may not be immediately realized by the trainee. Providing the trainee opportunities to rehearse and use newly acquired skills and knowledge from training increases the probability that those skills will be maintained (Noe, 1986). Therefore, training programs strive to match their designated purpose (Kirkpatrick, 1967) that trainees react to program content, learn in the form of knowledge and skill acquisition, observed behavior change, and improvements in tangible individual or organizational outcomes or results. Hence, it is imperative to follow-up with the trainee(s) to evaluate the training results. The evaluation of organizational training should include members of organizational administration, co-workers, and perhaps the public who receive the services (Halachmi, 1981). Designers of organizational training are often invited to state the aims of study (training program) in terms of expected learning outcomes, meaning that they should provide standards against which performance according to curriculum is to be judged (Brockmann, Clarke, & Winch, 2009).

Training Program Considerations for Employees

This section of the literature review examines research pertaining to employee considerations with organizational training programs. Sharing training activities and sharing

knowledge challenges employees to evaluate acquired skills and training messages arouses them to put those skills and information into action (Honey & Mercer, 2009). Sharing values such as training experiences, skill knowledge, or organizational knowledge provides employees with a sense of accomplishment and greater support for organizational goals (Engleson, 1999). Research on trainability and transference of knowledge indicates that work climates where feedback and reinforcement of training comes from co-workers (learning organizations) results in conditions where trainees are more likely to use acquired skills from a training program on the job (Honey & Mercer).

Noe (1986) identified conditions necessary for employees to have high motivation to learn. Trainees should agree with assessments of their strengths and weaknesses that could lead to the training assignment or opportunity to participate in the training program. Positive or negative reactions to skill assessment feedback regarding trainees' strength and weaknesses determine the extent of motivation to improve skills in a training program. Noe (1986) also reported that trainees must believe they can master the content of the training they are receiving with reasonable effort. Trainees should believe that participation in training programs will result in a benefit to either skill set acquisition, employment enhancement, or self-confidence. High motivation to learn is dependent on the trainees' perception of work setting support from internal relationships with peers and supervisors, characterized by open communication consisting of feedback and reinforcement. In addition to employee skill set training, the implicit and explicit organizational values communicated during the training of newly hired employees ultimately lead to the development of an organizational culture (Engelson, 1999).

Training Standards

In order to ensure performance outcome effectiveness, organizational training programs must require standard learning expectancies in order to be considered useful. Organizational leaders need to take steps to ensure that trainees understand the purpose of training, as well as the potential results that may be obtained by completing the training program (Noe, 1986) Communication by organizational leaders of standard learning expectancies pertaining to the training program should be emphasized, especially information regarding the value of the training program and potential for intrinsic and extrinsic rewards resulting from completion of the training program (Noe, 1986).

In all training endeavors it is necessary for trainees to recognize the organizational determined training objectives and standards prior to instruction. It is essential to provide an overall objective to training that demarcates the trainee to be efficient, competent, and organizationally viable (Kaminsky, 2002). Planning and transference of learning outcomes are easily forgotten without a structured organizational training program. Encouraging employees to recognize training objectives and standards ensures them that the training activities have a purpose, and employees will be more engaged. Employees with a clear training plan in place will approach learning and development differently, having clearer organizational expectations (Honey & Mercer, 2009).

Summary

The literature review served to investigate several key areas that affect organizational training programs. First, the reviewed literature examined prior research that focused on learning organizations and knowledge-based cultures in private organizations. Findings indicate that there

are benefits to organizations that utilize learning and knowledge as a basis for improvement. Further, the reviewed literature indicates that organizations that promote employee knowledge sharing, knowledge sourcing, and competency models generate autonomous employees who are skilled, innovative, flexible, and are aware of organizational values. Organizations that embrace organizational learning benefit from employee career enhancement, competitive expertise and experiences, and advanced internal and external networks.

The literature review also investigated organizational training needs, training assessments, and organizational training program expectations. The reviewed literature strongly suggests that organizations need to verify the purpose of training and express desired outcomes to trainees. Findings also indicate that training programs must fulfill skill and knowledge needs for the organization with a curriculum that has meaning to the organization and trainees. Research in this area ultimately states that training programs must be designed to fit organizational needs and require an expressed purpose.

Finally, the literature review examined organizational training program considerations in regards to employees. Employee trainees need to understand learning objectives and training standards prior to instruction to increase likelihood of retention. Also, trainees experience high motivation when peers support learning endeavors and reinforce the importance of learning a skill set or acquiring organizational knowledge. Organization top-down support for training programs facilitates goal attainment for both the trainee and organization.

The reviewed literature suggests that the Lafayette Police Department creates an organizational advantage by utilizing learning organization techniques, competency models, and knowledge-based principles for organizational operations and employee development. Reviewed literature also suggests that the effective application of these structures in the organizational

training program for newly hired patrol officers cycling through the investigations division require that curriculum must be planned, training doctrines need to be standardized, and employees have to recognize training programs purposes and organizational goals to positively impact post-training performance.

SECTION III: METHODOLOGY

This section outlines the overall research strategy used in this case study and explains the research design and framework, along with a detailed research methodology, participant selection procedure, and research considerations.

Framework

A case study framework using qualitative research methods was used to examine training value in the form of actionable skill acquisition, organizational knowledge, and organizational assimilation derived from Lafayette Police recruit officers who were assigned to the investigations division during the field training program. A variety of qualitative data collection techniques such as face-to-face interviews with department members, a focus group with training officers, and researcher observations were employed to gain insight and perspective into the current training program. A research journal was utilized to track researcher notes including biases.

Methods

Three types of data collection methods were utilized to allow for triangulation. The primary source of data came from members of the LPD via face-to-face interviews, a focus group with detective field training officers, and researcher's non-participant observations (see Figure 1). Secondary sources and supplemental information consisted of department records and documents.

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│        Researcher        │
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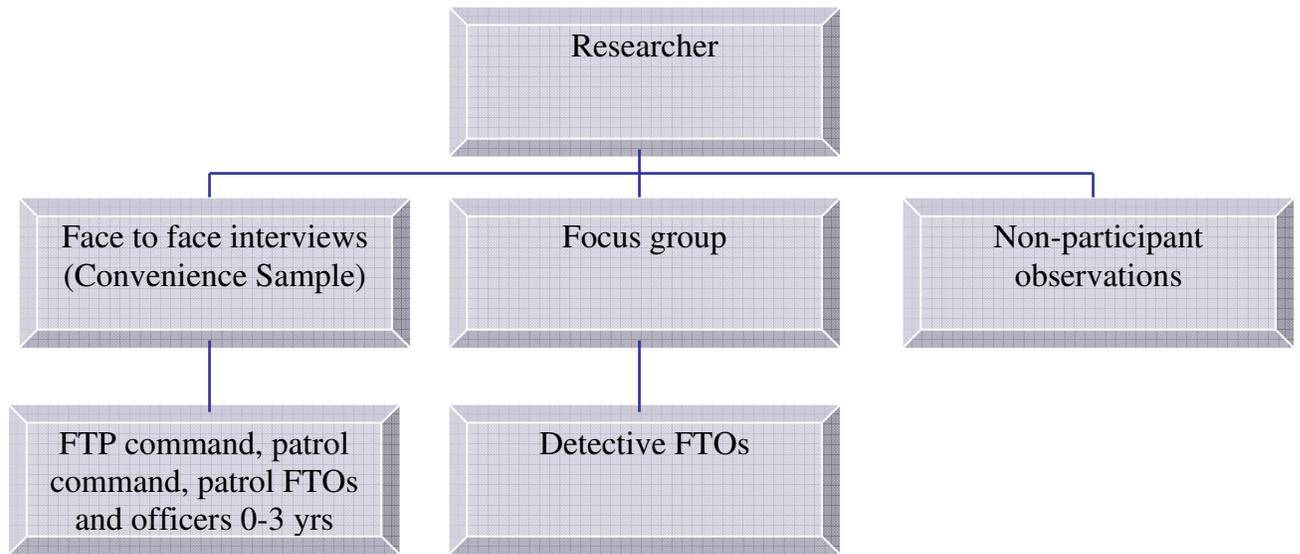
Figure 1. Data Collection Research Model

A variety of qualitative research methods were examined in order to assure the proper

sample size. Excessively large sample sizes in qualitative research make it difficult for the

researcher to extract thick, rich data (Onwuegbuzie & Leech (2007). The target of qualitative

research is not to generalize a population, but instead to gain insights into phenomenon,

individuals, or events. Qualitative research methods intentionally select individuals, groups, and

settings to assure an increased understanding of the research focus (Onwuegbuzie & Leech, 2007).

The case study research also investigated qualitative research methods in order to conduct

meaningful data analysis. Data analysis processes in this research project included giving meaning

or identities to concepts or themes that emphasize salient, robust data relative to the research focus

(Gibbs & Taylor, 2010). The process of coding or identifying themes from the response data

requires closely reading the interview text to condense similar themes or issues relative to the

study. Response categories may evolve or grow as new topics or themes become more evident

(Gibbs & Taylor, 2010).

Data Collection Procedures

To accomplish data collection structured interview questions were developed for participant volunteer interviews and focus group session. A sample of individuals in various ranks and positions were interviewed, therefore, there was a need for more than one prepared structured interview to elicit the desired information from the targeted group (see Appendix A) to verify interview question set validity. Open ended questions were also asked in an attempt to capture participant comments and to gather relevant data for deeper understanding (Sekaran, 2003).

Interview

All interviews took place in a private setting at the Lafayette Police Department headquarters building. The interviewees were of the purpose of the study, their rights to voluntary participation, anonymity, and personal welfare prior to being interviewed. Each interviewee was assigned a letter and number correlated to their respective interview in order to assure anonymity. The interviews were recorded with an Olympus WS-100 digital recorder. The recorded interview data were downloaded from the digital recording device to a computer desktop file, and then transferred to a Microsoft Windows Transcription Module to be transcribed. Data were transcribed and analyzed for recurrent themes or important insights that emerged from the case study research.

Focus group

Focus group data was collected from the five participating detectives by scheduling a one-hour group meeting with all Lafayette Police Department detective field training officers. Each focus group member was informed as the purpose of the study, their volunteer participation, anonymity, and personal welfare prior to the focus session. The focus group session, along with researcher notes and observations, was designed to elicit and explore salient themes and data

relative to the current study. Recorded data and notes from the focus group were collected for relevant information.

Non-participant observation

Data was collected by observing a day-to-day recruit training operation in the detective division. The observer, who is already a member of the police department under study, did not interact with any of the participants being observed. The observer partnered with a detective FTO who was assigned a patrol recruit. The observer attempted to avoid injecting himself into the study in order to gather untainted observations. The observer took notes on salient interactions relevant to the current study, such as FTO instruction of recruit officer, perceived recruit officer interest in assigned tasks, and demonstration of learned material. The observer monitored FTO / recruit officer interactions shift as well. The patrol recruit officer was debriefed about the research study after the non-participant observation research sessions were completed.

Institutional Review Board [IRB] and Approvals

Institutional Review Board [IRB] approval to conduct the current study was sought and granted. It was necessary to obtain the approval of the Lafayette Police Department Chief's Office (see Appendix B) before beginning the case study. Research participant consent forms were distributed and completed by all the participants in the current study.

Participants

Sampling and Recruitment Procedures

Case study data collection included voluntary participant interviews, a focus group, and

researcher observations with various groups that were directly involved or affected by the detective module of the field training program. Interviews were requested from targeted participants including FTP commanders, patrol training officers, patrol commanders, and patrol officers with 0-3 years experience. A purposive convenience sample for participant selection best fit this case study project due to irregular work hours of the participants, potential for emergency call outs, and tenuous officer availability. According to Wilmont (2010), purposive sampling is an effective technique often used in qualitative research. With a purposive non-random sample the quantity of participants interviewed is not as significant as the criteria used to select them (Wilmont, 2010).

Face to face interview

A list was created of the police member badge numbers that were eligible to be selected and interviewed to fulfill the necessary data source requirements. Participants were selected by using the Lafayette Police Department Mobile Dispatch Terminal, which shows the on-duty officer status in order to identify officer availability. Once an interview eligible officer was identified as "available" the police member was privately contacted via instant message, phone call, or personal contact in order to request a voluntary interview. When an interview was secured, the researcher and interviewee met in a private office to conduct the interview. Due to time, cost, and feasibility, there were only a set number of individuals selected to be interviewed. Specifically, data was gathered via structured interviews from two FTP commanders, three patrol officer FTO's, two patrol commanders, and three patrol officers with zero to three years experience. There were two interviews conducted with FTP commanders, three interviews with patrol field training officers, two interviews with patrol division commanders, and three interviews with officer with 0-3 years experience. All of the eligible officers who were invited to be interviewed agreed to participate in the research project. All ten interviewees signed consent form and were offered copies for their

records.

Focus group

A set date, time, and meeting place were scheduled at the LPD headquarters to conduct the focus group session. Each participating detective field training officer was contacted by email via the LPD computer system requesting their participation in a one hour focus group. The email was sent seven days prior to the scheduled focus group interview date. The purpose of the focus group was described on the email stating that the meeting was a request for information and insight into the detective division module of the field training program. The commanders of the detective division were also sent the same email to notify them that detective field training officers would be absent from normal duty for about one hour. A follow up inquiring in person was necessary with each detective FTO to confirm whether or not they would be able to attend the focus group meeting. Each detective FTO stated they would be available to attend the scheduled focus group.

The focus group met in a conference room for one hour. Five detective training officers (FTO's) participated in the focus group. In lieu of copious note taking, a request was made for permission from the group to use a recording device to more easily collect response data. All focus group participants agreed to allow the interview to be recorded and each member signed a consent form. Each focus group participant was given a copy of the consent form for recordkeeping.

Non-participant observation

The LPD scheduling module on the department computer system was used to identify a time when a patrol recruit officer was required to attend the detective training module. The case study allotted time for two consecutive days of non-participant observations. The researcher confirmed with the detective FTO who was assigned the patrol recruit officer that the researcher would be allowed to observe the recruit training for two days. The researcher did not disclose to

the patrol recruit officer that there was a research project in progress. The researcher presented himself as a partner with the detective FTO in order to avoid the patrol recruit's tendency toward social desirability. The researcher met with the detective FTO and the patrol recruit each day in the detective's office after the morning roll call meeting. The researcher was a non-participant observer for eight hours each day.

Field Training Program Commanders / Administrative Services and Investigations

The case study research included separate interviews with two FTP commanders to gain insights into historical aspects of the LPD field training model. The interviews also identified the overall stated purpose of patrol recruits being assigned to the investigations division for a training cycle.

Detective Field Training Officers

The focus group discussion with the five detectives FTO's aimed to spotlight impressions, interpretations, and opinions relative to the case study research. A certified instructor Indiana Law Enforcement Academy instructor moderated the focus group meeting. To confirm validity, the questions for the group discussion were reviewed by the case study advisory panel. The focus group data was recorded and documented to gain an understanding of recruit officer training in the detective cycle of the field training program.

Patrol Field Training Officers, Patrol Commanders, and Recently Trained Officers

Police members who held the rank of patrol commanders as well as patrol field training officers were interviewed to gather opinions, insights, and impressions of the detective cycle of the FTP. Officers who had zero to three years experience were also included in research interviews. Officers who had zero to three years as police members were considered to have the most recent historical opinion of their experiences while in the FTP. A convenience sample was employed to

select interviewees from the patrol command, patrol field training officer, and recently trained

officer groups.

Data Analysis Process

Raw data were gathered via the various data sources including interviews, focus group, and

observations. Data analysis was then conducted by methodically filtering the data to identify

salient themes, robust opinions, insights, and impressions in order to evaluate the detective module

of the field training program.

The case study research included ten digitally recorded interviews using approved question

sets (see Appendix A). Immediately after the interviews, the recorded data were downloaded to the

transcription module on a computer that was only accessible by the researcher. The interview data

were transcribed and the transcripts for each participant were separated by interview groups, and

then placed into a three-ring binder for later analysis. There were no identifiers of any of the

participants on any of the transcripts.

Data Response Filtering

A list of twelve response categories relevant to detective field training module analysis was

developed (see Table 1). The twelve categories reflected the main ideas from the interview

questions, which were designed to elicit salient responses from the interviewees relevant to the

study's research purposes. The categories were useful in analyzing the detective training module

and gathering significant information to make the FTP recommendations. In order to assure that

the data filtering process was consistent, the same twelve items were used to organize and

categorize response data from the interviews, focus group, and non-participant observations.

The list of twelve salient response categories was used to effectively filter data from the

raw interview transcriptions. The data analysis process included preparing twelve copies of the

response data filter document (see Appendix C), one for each of the interviews, as well as copies

for the focus group and non-participant observation response data analysis. Interview transcripts,

focus group data, and non-participant observations were reviewed to identify response data that

would be pertinent to any of the response categories. Each interview transcript was reviewed to

identify salient responses relating to any of the 12 items. For example, if an FTO responded to a

particular question that is related to the purpose of detective training, the researcher would include

that comment in the "purpose" section of the data response filter document. The response data

from each interview was compiled on separate response data filter documents.

Table 1. 12 Item Response Data Filter

Response Data Filter
1. Time
2. Purpose
3. Curriculum
4. Skills
5. Organizational assimilation issues
6. Improvements
7. Competency model
8. Attention to program
9. Debriefing post-training
10. Importance of training to improve patrol skills
11. Negatives
12. Ability to utilize skills

Interview Data Reporting

The data response filter documents (ten documents in total) were divided into four

participant groups (FTP Command, FTO Patrol, Patrol Command, Officer 0-3). Each item

response from each participant in the various groups was analyzed to identify common insights, salient responses, impressions, and opinions of the detective training module. The reported findings were based on participant group response data. The response data filter was not used as a template to report findings relevant to the case study.

Focus Group Data Response Reporting

The focus group was monitored using approved question sets. Each focus group member was asked a question, and then urged others to join in to give their responses to that same question. An opportunity was provided to each member to address each question. The recorded focus group data was downloaded to a computer file on a computer only accessible by the researcher. The recorded data was reviewed by listening to the focus group meeting via audio headphones to identify responses that conformed to any of the twelve items on the response data filter document (in Table 1). Salient opinions, insights, and comments were paraphrased for reporting findings section of the current study. The response data filter was not used as a template to report findings relevant to the case study.

Non-Participant Observation Data Response Reporting

The non-participant observation process involved constantly documenting observations and notes of activities and interactions during the observed training period. The documented observation notes were reviewed and analyzed based on the response data filter document (in Table 1). The analysis process involved compiling salient observations relative to analysis of the detective module of the field training program.

<div align="center">**Summary**</div>

The methods outlined in this section facilitated robust data collection for analysis on the LPD detective cycle of the recruit training program. Also, the qualitative techniques that were

used in the case study that include, face-to-face interviews, a detective FTO focus group, and non-participant observations interviews, constituted triangulation, which ensured research validity.

SECTION IV: DATA ANALYSIS AND FINDINGS

This section discusses the findings considered to be robust, salient, and significant to analyzing the effectiveness of the detective module of the Lafayette Police Department field training program. Data analysis resulted in a number of recommendations that will potentially make an impact to improve the detective training module.

Police Department Demographics

As of May 2010, the LPD employed one hundred thirty-two (132) sworn police members. The LPD operational divisions include patrol officers .66, detectives .13, patrol command .7, administrative services .3, chief's office .3, specialty divisions .3, and traffic .1 (see Table 1). There is also civilian support staff employed by the LPD consisting of a communication division, records division, and civilian administrative services. The civilian department has no significance to the current study.
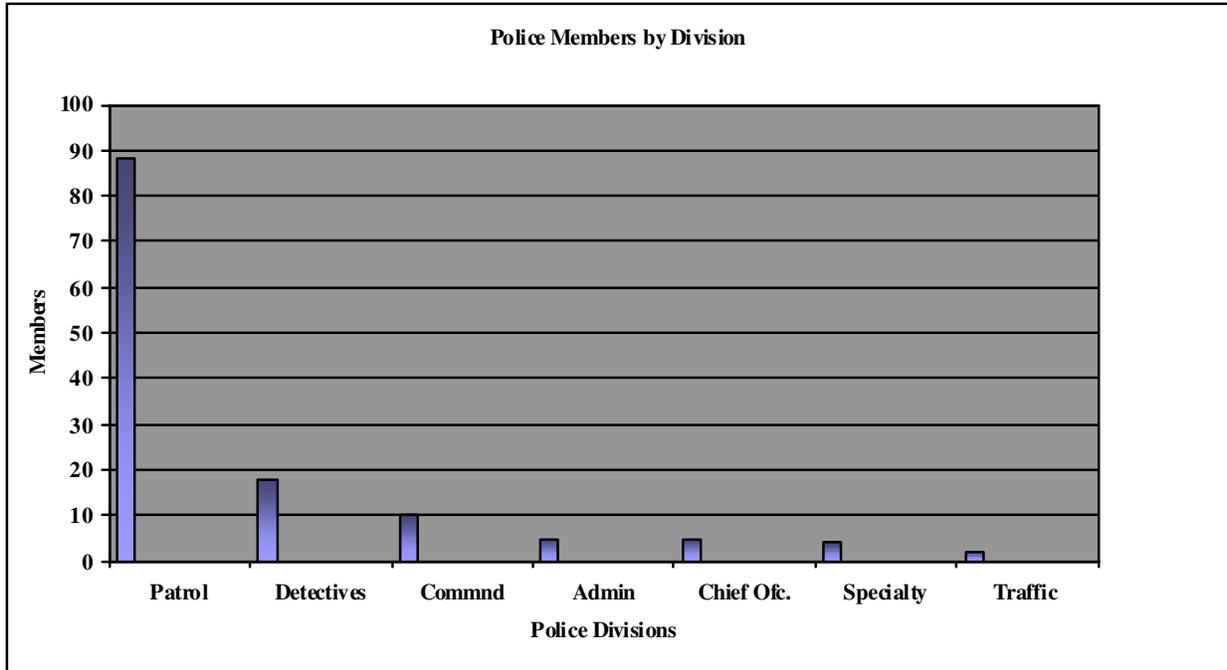
Police Members by Division

Figure 2. Police Department Demographics

Field Training Program Design and History

The Field Training Program (FTP) structure at the time of this study was commanded by a police member in the administrative services division (see Figure 3). There was also an FTP commander assigned to the investigations division while two patrol commanders monitored the training program daily activities. At the time of the current study there were nine patrol officers with first responder responsibilities that were active Field Training Officers (FTO). There were six detectives who had investigator responsibilities that were active FTO's.

Patrol recruit officers are assigned to an FTO by a program commander and rotated to a different FTO at six-week intervals. During the training cycle patrol rotation, recruit officers are assigned to an FTO in the investigations division for a two-week period. All FTO's (patrol and detective) conduct recruit officer training, complete daily observation reports, and are required to submit monthly recruit officer updates to the administrative services commander or his designee.
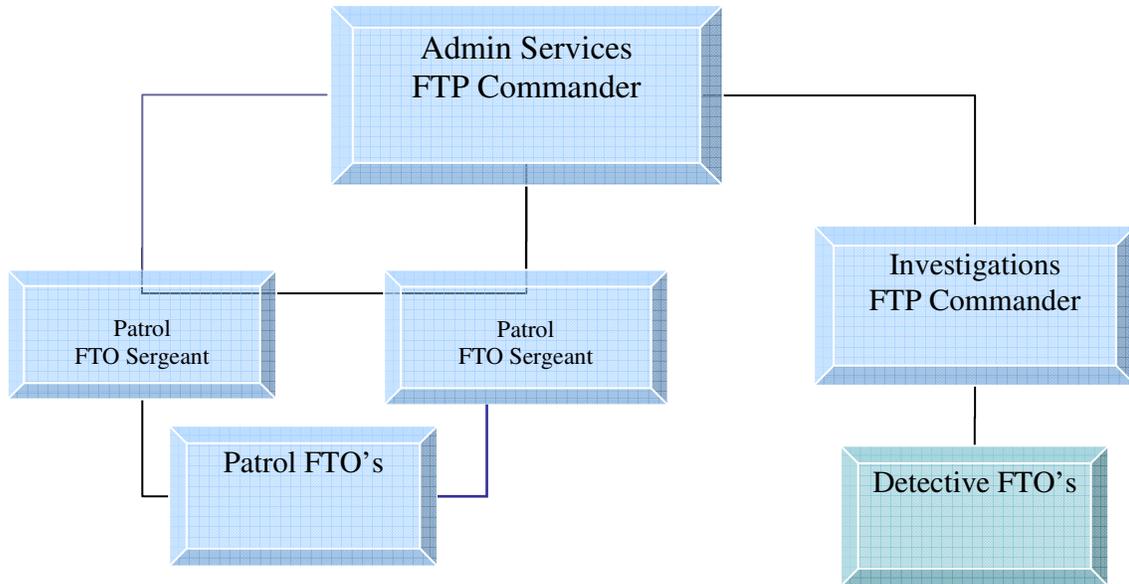
Figure 3. FTP Structure

The case study research outline included interviewing two FTP commanders to gather historical data in regards to the detective module of the FTP. Research conducted in relation to historical aspects of the detective module identified that the origin of the notion of cycling patrol recruits through the LPD detective division began in the mid 1990's. The purpose of the training cycle was in response to command staff in the detective division concerned with the poor quality of investigation that were being initiated by patrol officers. The intention of the detective training cycle was for patrol recruits to audit police reports of varying quality and analyze them for appropriate content and investigative steps. The cycle lasted for one week and the patrol recruits were assigned to an investigator, not to a training officer. The new approach to training was considered effective to improving patrol officer investigative skill. Patrol officer police reports improved dramatically.

An FTP commander reported that due to an acute patrol officer manpower shortage in the early 2000, there was a rush to get patrol recruits out of training and onto solo patrols. The program was re-instituted in the mid-2000's, this time with trained field training officers in a full

one-month cycle Exit interviews showed that patrol recruits found the training boring, too long,

and often times not relevant to their ultimate job task.

In response to exit interview data, the detective training cycle was adjusted to two weeks,

but no changes were made to regulate the curriculum (FTP commander, personal communication,

June 11, 2010). Training officers in the detective division are typically patrol training officers who

were promoted to the investigations division. Newly promoted detective FTO's are placed on

hiatus for one year until they adjust to the division operation.

Interview Findings

Voluntary participant interviews were conducted during the study with various groups that

are directly involved or affected by the detective module of the field training program. The case

study data collection process involved input from .57 of the FTP members. The case study

involved interviews with FTP commanders (.50), patrol division training officers (.33), patrol

commanders (.20), and officers with 0-3 years experience (.13) who most recently received police

field training. The case study reviewed and commented on filtered response data from each

interview group that was as salient, relevant, or impactful to the analysis of the detective cycle of

the field training program.

FTP Command

The FTP command interviews revealed that from an administrative level there are no stated

curriculum standards or training objectives that patrol recruits are expected to achieve after leaving

the detective training module. The FTP command response data indicated a curriculum or training

objectives would be an improvement to the current module, but the issue of the unpredictability of

police work may affect the consistency of a set training course. FTP command interviews showed

that there is lack of consistency on what different detective training officers teach, there is no clear

training objective, and there are no post-training debriefings to confirm if there was any benefit to

the patrol recruit offered by the training. FTP commanders reported that there is limited

preparation for patrol recruit officers by FTP commanders in relation to learning expectations prior

to attending the detective training module.

All FTP command interviews indicated that the detective module is an effective tool to

advance organizational assimilation. According to response data from the FTP command group,

the detective training module taps into organizational memory and the collective experiences of

seasoned officers in the detective division. But, FTP command rendered the opinion that FTP

directors have lost focus of why patrol recruits cycle through the detective division training

module. Further, the FTP command reported that there is inconsistency of training methods

between different detective field training officers due to investigator case load.

FTP command responses highlighted the improvements needed in developing consistent

training between field training officers to assure each patrol recruit gains exposure to required

training objectives. FTP commanders also suggested a need to direct detective training officers to

place an emphasis on training patrol recruit officers on proper police report writing.

Patrol Field Training Officers

All interview participants in the patrol FTO group indicated the detective training module

is an effective means to give patrol recruits a bigger picture of the organization. Patrol FTO

response data showed that the detective training module presents an opportunity to patrol recruit

officers to understand how the patrol division integrates with the detective division. Conversely, a

large percentage of patrol training officers consistently reported that detective training is not

considered essential to advance a patrol officer's career path. Also salient in the data was the

group opinion that recruit officer performance reviews provided by the detective training officers during monthly FTO meetings are glossed over by other members of the FTP.

Response data from the patrol FTO group provided insights that there are no understood learning objectives in the detective training module. At the same time, no stated skill sets were established for patrol recruit officers to use during street level patrol operations. Many patrol training officers also indicated that patrol recruits often times return from the detective module stating they were not interested in the detective training module, bored, or wonder why they were required to attend the training module.

Patrol FTO interview respondents consistently reported there were no discernable improvements in patrol operation skills subsequent to the detective training module. Patrol FTO interview respondents suggest that improvements to the detective training module require an instituted curriculum or training objectives, and an expressed purpose provided to patrol recruit officers of learning expectation. Patrol training officers had the overwhelming opinion that patrol recruit officers receive no better training or exposure to police work than would an unpaid police intern.

Patrol Command

The patrol command group considered the purpose of the detective training model as an opportunity to improve organizational assimilation. Data responses revealed that the detective module makes recruit officers well rounded and provides a bigger picture of the police officer responsibilities. Patrol commanders found value in the detective module in regards to providing recruits with better communication skills, identifying different ways to solve problems, and insight into productive investigations. Interview responses suggested that the detective training module

builds teamwork and exposes patrol recruits to networks of people and organizations with whom they normally do not interact with.

The patrol command group indicated that they typically do not observe any improvements in patrol recruit skills or patrol abilities when recruit officers return from the detective training module. Patrol commanders who were interviewed reported that they were unaware of any stated learning objectives or expectations from the detective cycle of the FTP. Each participant in the patrol division commander group considered that the training module minimally should include a training goals checklist and an explanation to patrol recruits of what they are expected to take away from the detective training module.

Patrol Officers 0-3 Years

Patrol officers with 0-3 years of experience regarded the detective training module as an observation exercise of detective operations. Each participant in this group reported there were no outlined curriculum or training expectations, they were never briefed by a supervisor on module learning opportunities, and they were not urged to use any specific detective skills after returning back to patrol operations. Response data from the patrol group indicated that the training value in the detective module depends on the motivation of their assigned training officer. Salient responses were identified from patrol recruits suggesting that detective training officers do not provide consistent training.

All interviewees in the patrol officer group had the opinion that the detective training module is a positive training asset in terms of organizational assimilation in that they are exposed to how case investigations are conducted and how patrol case reports are assigned. Further, the group came to consensus that exposure to the detective division facilitated networking with agencies and law enforcement personnel with whom they would normally interact. Response

analysis of the 0-3 interview group indicated that knowledge sharing by the detective training officers does occur during training, but there were limited incidents of sharing knowledge about skills. Group data suggested that patrol recruits felt comfortable sourcing knowledge from senior detective training officers.

The patrol officer group response data strongly suggested that learning objectives should be implemented in the detective training module and those objectives require explanation prior to beginning the module. Further, each person interviewed in the patrol group mentioned that police report writing should receive a lot of emphases in any structured training curriculum.

Focus Group Findings

A focus group interview was conducted with the appointed FTP detective division field training officers. The case study reviewed and compiled the data using the filtered response data from the focus group interview. Determinations were made to what was considered as salient, relevant, and important to the analysis of the detective cycle of the field training program.

The focus group response data indicated that "luck" determines the training value when a recruit officer is assigned to the division for training. The group discussed that at certain points during a training cycle that the detective FTO has to put effort into their assigned case work and cannot maintain proper training responsibilities. The group remarked that recruit officer training depends on the FTO case load assignments when he is assigned a patrol recruit.

Group members came to a consensus on the fact that there are no training objectives provided to patrol recruits prior to the detective cycle, there are no directives given on expected learning objectives, and there is no post-training debriefings conducted with patrol recruit officers

to determine if learning has occurred. Detective training officers also indicated that they are not instructed by program administrators on patrol recruit training objectives or learning requirements.

Response data from the focus group strongly suggested that the detective cycle of the training program is a positive feature to facilitate organizational assimilation to see the "big picture" in regards to police work. A salient remark in regards to the detective training module being used as a competency model was made during the focus group, suggesting, "At some point in their career they (patrol officers) are going to have to put on the detective hat." Follow up comments were made as to necessary skills to train during the module. Detective training officers came to consensus that the most important training objective is police report writing. The detective focus group suggested creating a list of training goals including report writing, interviewing, evidence collection, and case management.

Detective focus group response data proposed to provide patrol recruits with a pre-training briefing on learning objectives and expectations. The group also suggested better communication between detective training officers in relation to the detective division case load environment including when the recruit officer is assigned to better schedule learning opportunities. Detective training officers also remarked that program administrators need to place some emphasis on the detective division recruit performance reviews during the FTO monthly meeting.

Non-Participant Observation Findings

A non-participant observation study was conducted on two consecutive days with a patrol recruit officer while being trained by a detective FTO in the detective division. The case study reviewed and commented on filtered response data from observations that were considered as salient, relevant, or impactful to the analysis of the detective cycle of the field training program.

Analysis of the observed interactions and training method led to the recognition that the patrol recruit officer was participating in an observation role and was opposed to skill training or explicit learning objectives for later use during patrol operations. The patrol recruit officer observed various types of interviews, detective interactions with other police members in the division, and communications with members of the prosecutor's office. There is an awareness that the detectives' operational task was to investigate serious felony crimes. A reasonable argument can be presented to not allow rookie officers to participate in serious felony investigations.

The recruit officer was present during detective briefings on case investigations, but only participated as an observer and was not provided instructions or insight on intricacies of the case investigation. The recruit officer spent considerable time sitting in the detective training officer's office while the FTO was typing reports, talking on the phone, or analyzing case investigations. There was limited opportunity to train on typical detective skills such as interview tactics, deceptive behaviors, rapport building, and report writing. There were occasions when the recruit officer was instructed to read a police-related book while the FTO completed reports or conducted investigative case work.

There was limited observation of skill training during the two day study. There were no briefings on learning objectives or mention on how detective skills could apply to patrol operations. The patrol recruit officer appeared interested in interview and case work, but bored and uninterested when the detective FTO had to conduct necessary case work.

Analysis and Emergent Themes

This case study analyzed the LPD detective FTP training module based on salient response data provided by the various interview groups. The analysis also considered analysis from focus

group impressions, as well as researcher opinions based on observations made during an actual

patrol recruit training experience. The presented conclusions are relevant to literature review

research compared to actual response data provided by the participant groups.

The literature review reported how organizations that embrace organizational learning and

knowledge sharing provide employees an opportunity to develop new skills and create

opportunities to build internal and external networks. Response data from each interview group,

focus group, and researcher observations provide insight that the detective training cycle does

provide an opportunity for patrol recruits to interact with LPD detectives, a division with whom

they will not normal interact with on a regular basis as patrol officers. During the detective

training module patrol recruits are exposed to various networks of police members, as well as law

enforcement related contacts outside of the LPD.   Recruits are also introduced to knowledge

sharing in the form of observing detective member interactions on case work, investigative

analysis, how the patrol division and detective division are integrated to provide public service.

The presented literature review and research also indicated that organizations must express

a genuine need for training, adding that for a training program to be effective, the employees must

realize the meaning behind a training program. Training programs must require a standard of

learning expectations in order to be considered useful. LPD leaders are responsible to ensure that

recruit officers understand the purpose of training, as well as the potential results that may result

from completing the training program. Interview responses from organizational leaders in the

LPD reported that the detective training module does not have expressed training objectives or

recruit officer learning expectations. Detective training officers reported there were not any clear

training objectives to teach recruit officers and there was no expressed training curriculum. All

interview participant groups indicated there were no learning expectations prior to attending the

detective training module. Respondents in the 0-3 year experience group reported that they were never briefed on what to take away from the training module and as a result, they were not certain of why they were required to attend the detective training module at all.

Reviewed literature presented in this case study described that fundamental problems with training, particularly with competency models are that they are incorrectly designed or applied. FTP command response data indicated that the detective training module is designed to provide a level of competency of detective skills for patrol officers to use during street level operations. Response data from all other participant groups, focus group, and researcher observations indicated that the detective training module fails to train memorable skills that can be utilized during patrol operations.

The case study research concludes that the detective training module is effective to promote organizational assimilation, networking, and recognition of the detective division operational structure. Interview groups and focus group participants all reported that there are organizational benefits to cycling patrol recruit officers through the detective division for training. Additionally, interview groups and focus group members suggested changes in the training structure, recognizing training goals, and conducting a training needs analysis is necessary to make the training module more effective, viable training option for patrol recruits.

Recommendations

A number of recommendations emerged from this study. Detective training module recommendations were prepared based on the current case study.

Recommendation 1: The FTP command staff should conduct a training needs analysis in cooperation with members of the detective training officer group and patrol training officer group.

The analysis should include creating a course curriculum of training objectives that are critical for recruits to attain during the detective training module to apply to patrol operations.

Recommendation 2: Institute a mentoring aspect to the training program by replacing the current method of assigning a patrol officer to a detective FTO for a two-week assignment to a detective FTO training sponsor or liaison whose task is to design a two week detective module training schedule for the recruit officer. The detective FTO liaison will determine the division caseload environment and identify training opportunities without taxing a detective for a prolonged period of time with training responsibilities. Detective training officers would be responsible to communicate case investigation progress or steps that could be teachable moments for a recruit officer to the FTO liaison to then be assigned to the recruit officer to observe or participate. Also, detective training officers would be responsible for providing skill training in areas of report writing, interview, statements, evidence, and case management during down times of the training cycle. The FTO liaison would be responsible to confirm training objectives with the patrol recruit before and after the training module.

Recommendation 3: Enable patrol field training officers to rotate through the detective division for a two to three week period. Patrol training officers assigned to temporary duty in the detective division would gain an understanding of the detective operations and be better able to recognize if patrol recruits have learning skills and objectives during the detective training module.

Recommendation 4: Establish clear, consistent goals, objectives, learning outcomes, and standardize the curriculum across the department to ensure quality control and enhance the effectiveness of the training program.

Recommendation 5: Analyzed data calls for the development of post-training opportunities for officers to meet, discuss and reflect upon learning and performance concerns.

If enacted, these recommendations will provide recruits with a known curriculum and training objectives, which has been determined as essential when training within the ideals of a competency model. Also, the recommendations promote a work environment wherein detective training officers will not be removed from their normal job duty for more than a day, but still able to provide consistent, relevant, and effective training opportunities. Finally, assigning patrol training officers to temporary duty in the detective division will advance knowledge sharing to allow for improved patrol training when recruit officers return back to street-level operations.

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APPENDICES

Appendix A: Interview Question Sets

Interview Question Set

Interview Questions for Field Training Program Commanders

Hello, _____. My name is Scott Galloway and I am a graduate student in the School of Technology, majoring in Organizational Leadership and Supervision, at Purdue University. Today I'd like to talk to you about your experience and knowledge regarding an aspect of the Lafayette Police Department Field Training Program. I am specifically interested in information you can share about the investigations division module of the Field Training Program. Thank you for taking time to talk to me today.

This interview should take about 20 to 30 minutes. As previously stated, our conversation will be recorded. Is this okay with you? I will also be taking notes during our conversation, is this okay with you? Information you share today will be held confidential. And, as is noted in your consent form, specific measures will be taken to protect your identity. In reporting your experiences in the findings of this study, I will not use your actual name.

Question Introduction Process: Probing is optional to each question. Further explanation of the interviewer's questions will be allowed.

1. Please explain the history of the LPD rotating recruit patrol officers through the investigations division.

2. <u>Interviewer will define learning organization prior to question onset</u>: As an administrator in the FTP at the LPD, do you intentionally train officers by utilizing a "learning organization culture?"

3. <u>Interviewer will define competency model prior to question onset</u>: Do you consider the training that a patrol officer receives during the FTP is structured to resemble a form of a competency model?

   Probe: In your opinion, what is the benefit of using a competency model to train police officers? Do other departments utilize such methods?

4. Please explain in your words the purpose of requiring patrol recruits spending training time in the investigations division.

5. Do the patrol recruit officers receive briefings on what to expect or learn from their experience in the investigations division training module?

6. Do the FTO's in the investigations division have a clear concept of what training is to take place during the training module?

7. Are there specific training briefs or skill sets that the patrol recruit officers are presumed to understand at the completion of training in the investigations division?

8. Are there post-training debriefings with the patrol recruits when the training module is completed by either yourself or patrol FTO's to confirm that the investigations training module benefited the patrol recruit officer?

9. What is the overall desired effect including investigations in the FTP?

Are there any additional issues that I have not touched on that you would like to address, or anything we have discussed that you would like to clarify?

Interview Question Set

Interview Questions for Patrol Division Field Training Officers

Hello, _____. My name is Scott Galloway and I am a graduate student in the School of Technology, majoring in Organizational Leadership and Supervision, at Purdue University. Today I'd like to talk to you about your experience and knowledge regarding an aspect of the Lafayette Police Department Field Training Program. I am specifically interested in information you can share about the investigations division module of the Field Training Program. Thank you for taking time to talk to me today.

This interview should take about 10 to 15 minutes. As previously stated, our conversation will be recorded. Is this okay with you? I will also be taking notes during our conversation, is this okay with you? Information you share today will be held confidential. And, as is noted in your consent form, specific measures will be taken to protect your identity. In reporting your experiences in the findings of this study, I will not use your actual name.

Question Introduction Process: Probing optional to each question. Further explanation of the interviewer's questions will be allowed.

1. What opinions do you have in regards to patrol recruit officers spending training time in the investigations division?

2. Do you agree or disagree that there is a purpose for patrol recruit officers to cycle through the investigations division training module?

    Probe: Describe what that purpose is as you see it.

3. Do you observe an advance in any skill set or organizational assimilation post investigations training module?

    Probe: Explain in detail what you observe or expect to observe.

4. Do patrol recruit officers share opinions of the training they received in the investigation training module when they return to patrol training?

    Probe: What comments do you frequently receive?

5. Do you observe or have an opinion on a possible loss of patrol skills due to non-patrol training for a period of time spent in the investigation module?

6. What changes, if any, would you make to the FTP division rotations?

Are there any additional issues that I have not touched on that you would like to address, or anything we have discussed that you would like to clarify?

Interview Question Set

Interview Questions for Patrol Division Commanders

Hello, _____. My name is Scott Galloway and I am a graduate student in the School of Technology, majoring in Organizational Leadership and Supervision, at Purdue University. Today I'd like to talk to you about your experience and knowledge regarding an aspect of the Lafayette Police Department Field Training Program. I am specifically interested in information you can share about the investigations division module of the Field Training Program. Thank you for taking time to talk to me today.

This interview should take about 10 to 15 minutes. As previously stated, our conversation will be recorded. Is this okay with you? I will also be taking notes during our conversation, is this okay with you? Information you share today will be held confidential. And, as is noted in your consent form, specific measures will be taken to protect your identity. In reporting your experiences in the findings of this study, I will not use your actual name.

Question Introduction Process: Probing optional to each question. Further explanation of the interviewer's questions will be allowed.

1. What is your impression or knowledge the police training that occurs when patrol recruits cycle through the investigation division training module?

2. What benefits do you find important to the patrol division by having patrol recruit officers cycle through the investigations division training module?

   Probe: Are there drawbacks?

3. What changes in the patrol recruit, if any, do you typically observe when a patrol recruit returns back patrol street level training?

   Probe: Skill sets, organizational assimilation, attitude towards job.

4. Are patrol recruits re-addressed, post investigations training module, by commanders with regard to any aspect of how to apply detective skills to the patrol operations mission?

5. What changes, if any, would you suggest to the FTP use of training patrol officers in the investigations division?

Are there any additional issues that I have not touched on that you would like to address, or anything we have discussed that you would like to clarify?

Interview Question Set

Interview Questions for Patrol Officer with 0 – 3 Years Experience

Hello, _____. My name is Scott Galloway and I am a graduate student in the School of Technology, majoring in Organizational Leadership and Supervision, at Purdue University. Today I'd like to talk to you about your experience and knowledge regarding an aspect of the Lafayette Police Department Field Training Program. I am specifically interested in information you can share about the investigations division module of the Field Training Program. Thank you for taking time to talk to me today.

This interview should take about 20 to 30 minutes. As previously stated, our conversation will be recorded. Is this okay with you? I will also be taking notes during our conversation, is this okay with you? Information you share today will be held confidential. And, as is noted in your consent form, specific measures will be taken to protect your identity. In reporting your experiences in the findings of this study, I will not use your actual name.

Question Introduction Process: Probing optional to each question. Further explanation of the interviewer's questions will be allowed.

1. How long ago were you involved in the investigations cycle of the FTP?

2. What, in your opinion was the purpose for you having attended training in the investigations training module?

3. Were you instructed or advised by a ranking officer prior to attending the investigations training module of what you were expected to learn or take away from the experience? Discuss with free narrative.

   Probe: What skills did you take away?
   Did you gain knowledge in the organizational culture of the LPD?
   Were you or are you able to apply any of those learned skills today during your daily street level operations?

4. Post investigations training module, were you briefed by your next patrol FTO on how to utilize any newly obtained information you received in the investigations training module?

   Probe: Were you urged to use any such skills?
   Were you urged to forget detective training or receive negative feedback about the training by your patrol FTO?

5. By having attending the investigation training module, which is approximately 10% of your FTP training time, do you feel you were set back in completing your patrol training?

6. Today, do you use any skills or information you obtained in the investigations training module aid you in your daily street level operations?

7. What changes, if any, would you like to see in the investigations training module

   Probe: Skills. Organizational assimilation, overall changes to improve or even eliminate the investigations training cycle?

Are there any additional issues that I have not touched on that you would like to address, or anything we have discussed that you would like to clarify?

Interview Question Set

Interview Questions for Detective FTO Focus Group

Hello, _____. My name is Scott Galloway and I am a graduate student in the School of Technology, majoring in Organizational Leadership and Supervision, at Purdue University. Today I'd like to talk to you all as a group about your experience and knowledge regarding an aspect of the Lafayette Police Department Field Training Program. I am specifically interested in information this group can share about the investigations division module of the Field Training Program. Thank you for taking time to talk to me today.

This focus group should take about 45 minutes. I will ask a question and request that you discuss issues as a group. As previously stated, I will be taking notes during our conversation, is this okay with all of you? Information you share today will be held confidential. And, as is noted in your consent form, specific measures will be taken to protect each persons identity. In reporting your experiences in the findings of this study, I will not use your actual names.

Question Introduction Process: Probing optional to each question. Further explanation of the interviewer's questions will be allowed. Focus group members will be urged to discuss.

1. As FTO's in the investigations division, are you specifically advised by FTP commanders on what skills to train patrol recruit officers when they attend your module? Discuss.

2. As FTO's what aspects of training in the investigations division are important to impart on patrol recruits?

3. Do patrol recruits spend 1) too little, 2) too much, or 3) just enough time in the investigations training module? Support your answer.

4. Are there any post training briefings conducted with the patrol recruit officers to ensure training occurred?

5. How would you respond to the judgment that detective FTO's train recruit officers more on how to be detectives, rather than relate special skill that detectives have to help patrol officers in what they will do during street level operations?

6. How can the investigations training module be improved?

Are there any additional issues that I have not touched on that you would like to address, or anything we have discussed that you would like to clarify?

Appendix B: Approvals

Attention: Office of the Chief of Police, Lafayette Police Department

Purpose: Permission from the Chief's Office to conduct a Purdue University affiliated research project within the Lafayette Police Department

Greetings,

My name is Scott Galloway and I am currently a police member with the Lafayette Police Department. My rank is Detective and I am currently assigned to the investigations division.

I have completed coursework toward a master's degree in the School of Technology at Purdue University. My graduate degree work has been in the Organization Leadership and Supervision major. Course curriculum requires that I complete a research project in an area of my study.

The purpose of this letter is to declare my research intentions within the Lafayette Police Department if granted the opportunity by the Chief's Office to conduct my proposed study. I have included in this packet a final copy of my entire research proposal, which has been approved by my Purdue University graduate committee.

I assure that the current research study will not violate Institutional Review Board standards, which require that research must maintain anonymity, volunteerism, and welfare. I urge the Chief's Office to review the submitted research proposal for full disclosure of methods and framework of this study.

I truly thank you for your time with this matter and hope my research will benefit the Lafayette Police Department.

Sincerely,

Scott Galloway

Lafayette Police Department
20 N. 6th Street, Lafayette, IN 47905
Business: 765.807.1200
Office: 765.807.1260
Cell: 765.479.4460

Research Participation Consent Form
(Interview and Focus groups)

A Case Study: The Lafayette Police Department Utilization of Learning Organization Culture and its Impact on the Investigation Division Cycle of the Recruit Field Training Program

Scott Galloway
Purdue University
Organizational Leadership and Supervision

Purpose of Research
The researcher's focus is to determine the relevance of training assignments in the investigations division during the patrol recruit officer field training program. The researcher is interested to know if there is relevance toward advancing a patrol officer's career by observing detectives for a short period. Is the time spent by recruits in the investigations division worth the time? Do they learn skills that will help them while performing patrol duties? What do training program leaders and department administrators expect recruit officers to take away from a two week training assignment in the investigations division?

Specific procedures to be used in research study
For this project you will be asked to participate in an interview or focus group. If you participate in the interview you will not be asked to participate in the focus group. The interviews will be held in a private setting inside the Lafayette Police Headquarters building. The focus group will be held in a second floor conference room. The interviews will be recorded on a digital device. The focus group will involve researcher note taking.

Duration of Participation
Interview – 30 minutes
Focus Group – One hour

Benefits to the Individual
There are no guaranteed benefits to you individually. However, your participation may help improve or adjust the Lafayette Police Department field training program.

Risk to Individual
All research carries a risk. The standard for minimal risk is that which is found in everyday life.

Confidentiality
The data collected during this study will be kept completely confidential. You will not be asked your real name. The researcher cannot guarantee that all information shared during discussions will be kept confidential by all participants.

You will be assigned code numbers to correlate the information you provide to the results of this study. Interview data will be recorded, transcribed, and then destroyed by the researcher. Focus

group members will not be asked to provide their names. Notes taken during the interviews and focus group will be destroyed at the end of the study.

Initial here _____   Date _____

Voluntary Nature of Participation
Your participation in this project is completely voluntary. You are free to withdraw at any time for any reason without penalty or prejudice from the researcher. Please feel free to contact the researcher with any questions prior to the research or after you have participated.

Human Subjects Statement
If you have any questions about this research project you can contact Professor William Krug (765.494.5614). If you have concerns about the treatment of research participants, you can contact the Committee on the Use of Human Subjects at Purdue University, 610 Purdue Mall, Hovde Hall Room 307, West Lafayette, IN 47907-2040. The phone number for the office administrator assistant is 765.494.5942.

<div align="center">Documentation of Informed Consent</div>

I have had the opportunity to read this consent form and I have had the research study explained to me. I have been provided an opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research project described above. After I sign the consent form I will receive a copy for my records.

_____   _____
Participant Signature   Date

_____
Participant Name (Print)

_____   _____
Researcher Signature   Date

Institutional Review Board Approval

PURDUE
U N I V E R S I T Y

HUMAN RESEARCH PROTECTION PROGRAM
INSTITUTIONAL REVIEW BOARDS

To: WILLIAM KRUG
                       YONG 445

From: RICHARD MATTES, Chair
                       Social Science IRB

Date: 06/14/2010

Committee Action: **Exemption Granted**

IRB Action Date: 06/04/2010

IRB Protocol #:   1005009341

Study Title: A Case Study: The Lafayette Police Department Utlization of Learning Organization
Culture and its Impact on the Investigations Division Recruit Officer Training Module

The Institutional Review Board (IRB) has reviewed the above-referenced protocol and has determined that it qualifies
for exemption pursuant to Federal regulations 45 CFR 46.101(b) exempt category(2) .

If you wish to revise or amend the protocol, please submit a revision request to the IRB for consideration. Please
contact our office if you have any questions.

We wish you good luck with your work. Please retain copy of this letter for your records.

Appendix C: Response Data Filter Document

Data Collection Participant Code: _____

1. Time:

2. Purpose:

3. Curriculum:

4. Skills:

5. Organizational Assimilation Issues:

6. Improvements:

7. Competency Model:

8. Attention to program:

9. Debriefing post training:

10. Importance of training to improve patrol skill:

11. Regression or negative data

12. Ability to utilize skills