

NOTICE OF MEETING CIVIL SERVICE COMMISSION

NOTICE IS HEREBY GIVEN THAT THE PLANO CIVIL SERVICE COMMISSION WILL MEET IN A CALLED MEETING AT 8:30 AM ON TUESDAY, NOVEMBER 19, 2019 IN TRAINING ROOM A LOCATED ON THE 1ST FLOOR OF THE PLANO MUNICIPAL CENTER, 1520 K AVENUE, PLANO, TEXAS.

The Civil Service Commission may convene into Executive Session pursuant to Section 551.071 of the Texas Government Code to consult with its attorney regarding posted items.

1. Call to Order
2. General Discussion

In accordance with the Open Meeting Act, the Civil Service Commission will hear comments of interest relevant to the Civil Service Commission, but any discussion shall be limited to placing the item on a future agenda for future consideration. Remarks are limited to three (3) minutes per speaker, with a maximum of 30 total minutes of testimony. Other time restraints may be directed by the Chairman. Specific factual information or an explanation of current policy may be made in response to an inquiry, but any discussion or decision must be limited to a proposal to place the item on a future agenda. Speakers will be notified when speaking time has expired.

3. Approval of the January 15, 2019 meeting minutes
4. Action on appeals from the Police Lieutenant promotional exam held on October 18, 2019
5. Election of Vice Chairman in accordance with Texas Local Government Code Chapter 143.006 (e)
6. Items for future agendas
7. Adjourn

Liaison: City Manager or his designee

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PLANO CIVIL SERVICE COMMISSION MEETING
January 15, 2019

Commission members present

NiCole Williams, Chair
Robert Hill, Vice Chair

Commission members absent

Penny Robe, Commission Member

Commission legal counsel present

Darrell Noga

City staff present

Shanté Akafia, Civil Service Director
Teresa Exley, Human Resources Technician
Victoria Huynh, Deputy City Attorney
Mark Israelson, Sr. Deputy City Manager
Amanda Kellam, Human Resources Analyst
Judy Reeves, Human Resources Analyst, Sr.

Call to order

Chair Williams called the meeting to order at 8:32 AM on Tuesday, January 15, 2019, in Training Room A of the Plano Municipal Center, 1520 K Avenue, Plano, TX. A quorum was present.

General discussion

No issues were presented for general discussion.

Approval of minutes

Vice Chair Hill moved to amend and approve the minutes from the December 5, 2018, meeting, seconded by Chair Williams. The motion was approved and carried 2-0.

Election of Chair and Vice Chair

Per Texas Local Government Code Chapter 143.006(e), an election for Chair and Vice Chair is to occur each January.

Upon a motion by Commissioner Hill, seconded by Chair Williams, the Commission unanimously approved NiCole Williams as Chair. Upon a motion by Chair Williams, seconded by Commissioner Hill, the Commission unanimously approved Robert Hill as Vice Chair.

Items for future agendas

Chair Williams interested in having counsel Noga work with the City attorney to determine the feasibility of how we address questions in the public forum for the matters of the appeals at the next regular meeting.

There being no further business, Chair Williams adjourned at 8:40 AM.

NiCole Williams, Chair

Robert Hill, Vice Chair

Penny Robe, Commission Member

Shanté Akafia, Civil Service Director

Police Lieutenant Exam

October 18, 2019

Appeals

INSTRUCTIONS TO CANDIDATES

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Destroy test materials.

Take the test materials from the examination room.

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Transmit test questions in any form to any other person or entity during or AFTER the examination.

ANY VIOLATION WILL BE PROSECUTED TO THE FULL EXTENT OF THE LAW.

YOU MAY WRITE IN THE TEST BOOKLET.

EXAMINATION HINTS

Read carefully and follow the directions given in the booklet.

Read each question completely before answering it.

Do not spend too much time on any one question.

No question is meant to be a "trick" or catch question.

Interpret words according to their generally accepted meanings.

Attempt to answer every question. If you are not sure of the correct answer, mark the one which you think is best. There is no penalty for wrong answers. Your score is based on the number of correct answers.

Check carefully to be sure you have not skipped any pages. Be sure you have answered all the test items.

Plan your time so that you may complete the examination within the time allowance. You will be told when to start and stop. If you have extra time, check your work.

Relax and work steadily.

IT IS TO YOUR ADVANTAGE TO ANSWER ALL QUESTIONS EVEN IF YOU ARE NOT SURE.

Shelby Kervin

I would like to appeal the following questions from the Police Lieutenant Exam administered on October 18th, 2019.

14. It is a scenario type question asking for the "best" answer. Text evidence shows that behavioral modification is the ONLY sensible method and sensitivity training is the most COMMONLY used method. Text evidence does not support that sensitivity is the best.

Both A + B should be correct.

Behavior modification + sensitivity training.

54. The text states the most important cultural skill is local linguistic skills. It is stated multiple times over 3 pages.

The correct answer should be linguistic skills.

SK

10-25-19

From an organizational point of view, an important set of attitudes are those toward work and authority. Some people express the attitude that work is enjoyable and should be done well, while others look at work simply as a means to an end, a contract in which they trade their time and energy for money to spend on their real pleasures. Similarly, some people accept the legitimacy of organizational authority without question, while others spend a major portion of their time undermining their bosses' authority. Despite these variations, though, most people willingly join organizations, work, and develop at least some commitment to their places of employment. These basic social norms, often taken for granted, make collective action and organizational control possible.⁶

When describing behavior in systems terms, Huse and Bowditch do not include attitudes as input.⁷ Instead, they classify attitudes as steering mechanisms in the behaving process; factors that influence and direct tasks, problems, relevance, and rewards as each of these bears on eventual behavioral output. They believe that attitudes, which are not perfectly responsive or accurate, impart only general tendencies to behavior.

The development of a person's attitudes is influenced by such factors as family, gender, age, race, ethnicity, economic and social status, education, intelligence, and place of residence. Attitudes are also influenced by myriad other factors that are unique to a given person. Each person's set of attitudes, therefore, is different from every other person's. Even in a close-knit family, in which one might expect similar attitudes to prevail, the members' differences in attitudes are likely to be remarkable and can often be easily identified.

Individuals usually have fairly elaborate rationales with which they explain and justify their attitudes to themselves and others. People even tend to associate with others who have similar attitudes; this is a means by which individuals reinforce their own attitudes. Living becomes a more comfortable experience if a person can be surrounded by people who agree with him or her. Thus, conservative Republicans might not associate socially with liberal Democrats, or pro-choice advocates with antiabortionists. People with different attitudes are often psychologically threatened by one another; the sacredness of one's own attitudes is a personal domain in which the individual encourages little or no interference. However, behind the "rational" explanations for one's attitudes are strong emotional reasons. Because a person becomes emotionally attached to his or her attitudes through years of conditioning and experience, attitudes are extremely difficult to change.

The traditional route to changing people's behavior, in organizations and elsewhere, has been by way of attitudinal change. Because of the strong emotional aspect of attitudes, however, this route has often failed. By contrast, some of the contemporary methods of behavioral change bypass attitudes altogether and concentrate on the relationship between behavior and reward. This approach is referred to as behavioral modification; it assumes that behavior can be changed through reward and punishment. Because behavior modification evades confrontation with attitudes, many behavioral scientists believe it to be tantamount to brainwashing; others see it as the only sensible method available to get around

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strongly held individual attitudes in moving forward toward the goal of organizational productivity. Individually held attitudes can be major stumbling blocks in attempting to achieve goals and objectives and must somehow be dealt with in the process.

A good example of police behavioral change that is not dependent on attitude change pertains to the use of deadly force. Many police departments made their policies and procedures on discharging firearms much more restrictive beginning in the 1970s and 1980s. Officers were carefully informed of the limited circumstances in which use of their firearms is permitted. The penalties for unauthorized use of force were increased, and procedures for investigating police shootings were tightened. The focus of the entire effort was on the behavior of police use of firearms; the attitudes of police officers toward the use of force, or toward different types of people, was not targeted—at least not directly. The available evidence indicates that this behavior modification approach succeeded in substantially reducing police use of firearms (without any increased danger to police officers, it should be added).⁸ In the New York City Police Department, for example, the number of people shot by police fell from 314 in 1971 to 25 in 2013 (the number shot and killed was reduced from 93 to eight).⁹

Behavior modification achieved through punishment and reward conditioning is not the only effective method that can be used in dealing with attitudes. Although the process involved is prolonged and difficult, attitudes can be changed. The method most commonly used to change attitudes is sensitivity training, which is designed primarily to encourage an individual to face the irrationality involved in his or her own attitudinal shortcomings. Although it is called “training,” it is much more of an educational process than a training process. Sensitivity education, then, offers an individual an opportunity to examine his or her own attitudes intellectually. It may also offer individuals information about other groups of people, in the form of cultural awareness or cultural diversity education.

If a person's attitudes are to change, it is essential that he or she be forced to examine critically and objectively the rationales used to support them. This is indeed a difficult and delicate process. For an individual to come to the realization, for example, that his or her long-held negative attitudes about Catholics, Muslims, blacks, homosexuals, or homeless people are without foundation and based on ignorance can be an extremely traumatic experience. The skilled sensitivity educator, dealing with the dynamics of human behavior in the classroom, can bring about this realization only if there is sufficient time to deal effectively with the natural resistance that is inevitable in getting people to face their own attitudinal inadequacies.

Very few police officers, or anyone else for that matter, really look forward to sensitivity education or cultural diversity training, since the implication is that they must be insensitive or prejudiced.¹⁰ A contemporary initiative enjoying some success is Fair and Impartial Policing (FIP) training.¹¹ This program avoids blaming participants by stressing that everyone has prejudices and stereotypes in their heads. By taking a scientific rather

October 18, 2019 Lieutenant Promotional Exam

Response to Appeal of Question #14

Item 14.

The appellant states that both A and B should be keyed correct. As both methods could be used, however the text states, that sensitivity training is the most commonly used, and the situation presented in the question, represents how sensitivity education is explained in the text.

Therefore the keyed response A is the correct answer.

Shelby Kervin

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any other way to find out these kinds of problems, which is precisely why arrestees are so vulnerable to abuse. Citizens who call for service can also be interviewed just to see how the officer treated them. In this way problems are headed off before they show up on "America's Funniest Home Videos" or are on view every half hour for three days on CNN 24-hour news. This way of thinking about working with outside groups can help locate negative racial attitudes before they are discovered differently—by videotaping or lawsuit. Officers who show special talents with certain groups—a cop on foot patrol who works well with the minority community, drug addicts, or the poor, for example. In the present system cops who make mistakes are punished when they are caught, and those with special talents remain anonymous, their human and social skills unrewarded.

A commander listens to this discussion. He looks at Mike. Then in a slow voice. "Hmmm. Do you think we ought to hold their hands, too? Maybe have a group hug?"

Mike. *Yeab, I know. It sounds that way. But I bet you would hold someone's hand for five minutes, if it meant that you weren't up to your butt with lawyers and union actions for the next five years.*

Commander. "Well. . . . I'd have to think about that..."

Laughter.

Mike. *I'll tell you something else. If you look at the past 20 years, your organization has made some pretty major strides in IA, providing legal opportunities for line personnel when there are complaints, sometimes refocusing on training. You are doing some counseling. Your organization does management training, it seeks good officers. You do in-service training. I'm only talking one more step. You don't have to do everything at once. You take a look at IA, and I bet you could find a way to make it both positive and proactive.*

Internal Affairs recommendation. Reorient internal affairs toward positive strategies for dealing with problems.

Hire Toward the Policed

One of the central issues facing police departments is hiring individuals with cultural skills that are similar to the populations policed. Among the most important cultural skill is the capacity for language, or local linguistic skills spoken within a jurisdiction. Early on, many advocates of community policing argued that, by hiring individuals with cultural skills, police would maintain better community relations with community members. We argue for the importance of hiring individuals with local cultural and linguistic skills and agree that getting along with local populations is a widely sought goal of police agencies.

However, linguistic skills serve other purposes as well. Linguistic skills enable officers to do better traditional police work of solving crimes. Consider the work carried out by Deputy Anthony Dalem in the Martin County, Florida Sheriffs Office in Figure 11.1.

Figure 11.1

Crime Solving and Linguistic Skills

Officer Dalem works in a county that is highly diverse, and in which a variety of languages are spoken by residents. Because of this, Dalem is highly sought. He has a particular skill. He speaks five languages—Portuguese, English, French, Italian, and Spanish. He is particularly proud of his ability to work with victims. He described the following instance of his ability to assist someone in need:

There was the case when he was called to a local hospital to translate for a young sexual assault victim. "It felt great I was able to help her," he said. His skills frequently come in handy when other officers are faced with people who speak foreign languages as well.

He finds that he is frequently called to assist other officers who are faced with people speaking other languages, a not uncommon occurrence in the ethnically diverse county. However, he also is able to use his skills for crime solving. He is often called to bars and hangouts, because many people know him. They often help him solve crimes, as he says, they help him "because they know they can talk to me." He also sometimes hears foreign-language conversations at crime scenes that contain critical information. He related the following instance.

On a stabbing call in Golden Gate, he arrived to find a group of Spanish speakers discussing the suspect's hiding place—but not sharing it with the English-speaking deputies already on the scene.

"They had no clue. When I walk up to somebody, they have no clue I speak the language," he said. "I heard the guy that did it was under the bed. Sure enough . . ."

Source: Adapted from Gabriel Margasak (2004) "Victims Pleased Martin County Deputy Speaks their Language." *Port St. Lucie News*, February 8:B2, B7.

Many departments are already committed to hiring toward their local resident populations, particularly in the area of linguistic skills. To an extent, we are preaching to the choir. However, this is an area of hiring that is so significant that we want to emphasize its importance. Cultural and linguistic skills are not only about community relations, which many police officers take to be a soft aspect of community policing. They are also about helping victims and solving crimes. The following

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recommendation is included with the recognition that many departments are already doing this.

Hiring recommendation: Hire those with specialized linguistic skills. Encourage officers to return to school to take language classes.

Hire Toward the Center of the Continuum

We have argued throughout this book that police officers enter police work already committed to the noble cause, and their commitments are finely tuned through formal and informal training processes. They are hired with predispositions sharply to the crime control side of the due-process crime control continuum. And there is precious little in the work, administration, or environments of the police that pull them back toward the center. Indeed, if one were to design a hiring process and work setting that emphasized the corruption of noble cause, it would be difficult to design a more effective system than American policing today. What is needed is a way to moderate the powerful influence of crime control over the work of police. Efforts to encourage a balanced perspective needs to be initiated in the hiring process.

We encourage departments to hire toward the center of the continuum. Recruits will tend to be ideologically committed to crime control. A commitment to crime control only becomes a problem when excessive crime control shades into noble-cause corruption. Departments can counter the tendency toward excessive crime control by emphasizing the importance of just means at each stage of the hiring process. This can be carried out in a way that does not undercut the importance of the noble cause (a doomed effort were it to be undertaken). It is unlikely that departments could be, or unclear that they should be, staffed with those whose sentiments aren't mobilized by noble-cause considerations. However, if just means are emphasized at each step of the hiring process, officers will learn that their parent organization encourages a balanced perspective, grounded in concern for fair play and democratic process as well as sympathetic to the plight of victims and determined to serve and protect.

The key to balanced hiring is for administrators to recognize that officers are easily corrupted by the current overemphasis on the noble cause, and that administrators and trainers carry the responsibility for embedding balance into the hiring and training process. Administrators set the ethical tone of the department. They select trainers, who pass on to recruits what they think is good policing. Recognizing that recruits will likely be committed to the noble cause, the hiring process

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Response to the Appeal of Question 54

Item 54.

The appellant is stating that D, linguistic skills should be the right answer. However, the item is taken word for word from the text, in which it says cultural skills need to be similar. Linguistic skills are a subset for culture skills and does not encompass what the correct answer to this question should be.

The keyed response C is correct.