

PERCEIVED EFFECTIVENESS OF IN-SERVICE
TRAINING OF SHERIFF'S DEPUTIES IN KANSAS:
A POST INSTRUCTIONAL ANALYSIS.

By

GREGG W. ETTER

Bachelor of General Studies
Wichita State University
Wichita, Kansas
1976

Master of Administration of Justice
Wichita State University
Wichita, Kansas
1981

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 2000

PERCEIVED EFFECTIVENESS OF IN-SERVICE
TRAINING OF SHERIFF'S DEPUTIES IN KANSAS :
A POST INSTRUCTIONAL ANALYSIS

Thesis Approved:

Robert E. Nolan

Thesis Advisor

James A. Dwyer

Donald L. Yates

Reynaldo L. Martinez

Alfred Salyski

Dean of the Graduate College

PREFACE

This study was conducted to provide new knowledge pertinent to improving in-service training for law enforcement officers in Kansas. Many law enforcement officers in Kansas perceive problems with the current content of in-service training of law enforcement officers in Kansas and the instructional methodologies used to teach in-service training. Specific objectives of this research were to: (a) determine the perceptions of Kansas law enforcement officers regarding existing in-service training methods, (b) determine the perceptions of Kansas law enforcement officers regarding the content relevancy used for in-service training, and (c) determine participant recommended alternatives to traditional in-service training methods. Survey research was used to gather the data and a one way ANOVA was used to determine any differences between race, gender, rank, and length of service among the respondents.

I sincerely thank my doctoral committee— Drs. Robert E. Nolan (Chair), James A. Gregson, Reynaldo L. Martinez, and Donald L. Yates— for guidance and support in the completion of this research. I also thank Sheriff Michael D. Hill of the Sedgwick County Sheriff's Department in Wichita, Kansas and Sheriff Stan Cox of the Butler County Sheriff's Department in El Dorado, Kansas for the assistance they and their deputies gave when participating in this research.

ACKNOWLEDGMENTS

I wish to express my sincere appreciation to the members of my committee, Dr. Nolan, Dr. Gregson, Dr Martinez and Dr. Yeats for teaching me how to write for publication, teach for content in a way that could be understood by my pupils and learning how to seek “out of the box solutions” for my problems. Their advice, support and counsel has been invaluable for me. This project could not have been completed without their suggestions and professional expertise. I am very thankful to each of them for their assistance.

My sincere love and appreciation are expressed to my wife, Bonnie, and my four sons, Gregg Jr., Alexander, Nicholas, and Benjamin for their support and patience. Their encouragement gave me strength though the rough times. They made many sacrifices in allowing me to complete this journey. I am grateful for their faith in me and their support.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Background.....	1
The Problem.....	5
The Purpose of the Study.....	5
Objectives.....	5
The Significance of the Study.....	5
The Limitations of the Study.....	7
The Assumptions of the Study.....	7
Definition of Terms.....	8
Summary and Transition.....	9
II. REVIEW OF THE LITERATURE.....	13
The Need for In-Service Training.....	13
What Types of In-Service Training Should be Offered.....	18
Types of Law Enforcement Training.....	18
Training and Liability Issues.....	22
Traditional Police Training Methods.....	28
Cohort Training Methods.....	30
Andragogy as a Training Option.....	32
Houle's Emerging Model of Professional Education.....	37
Knowle's Andragogical Model of Instruction.....	38
Summary and Transition.....	40
III. METHODOLOGY.....	42
Introduction of the Study.....	42
Research Design.....	43
The Selection of Subjects.....	43
Population.....	43
Sampling.....	46
Data Collection.....	46
Instrumentation.....	46
Questions on Traditional In-service Training Methods.....	49
Questions on Cohort In-Service Training Methods.....	50
Questions on Andragogical In-service Training Methods.....	50
Questions on Relevancy and Content of In-Service Training.....	51
Administration of the Instrument.....	52
The Researcher.....	52
Pilot Study.....	52
Data Analysis.....	56
Summary.....	57

IV. FINDINGS.....	59
Introduction.....	59
Pilot Study Results.....	59
Changes in Data Collection as a Result of the Pilot Study.....	63
Characteristics of the Respondents.....	64
Traditional Training Methods.....	71
Findings Traditional Training Methods.....	72
Cohort Training Methods.....	78
Findings, Cohort Training Methods.....	78
Andragogical Training Methods.....	81
Findings, Andragogical Training Methods.....	81
Relevancy of Training.....	85
Findings, Relevancy of Training.....	86
Summary.....	90
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..	91
Summary.....	91
Conclusions.....	92
Implications.....	98
Suggestions for Further Research.....	100
Concluding Comments.....	101
BIBLIOGRAPHY.....	103
APPENDICES.....	111
APPENDIX A- SURVEY.....	111
APPENDIX B- IRB FORM.....	117
APPENDIX C- PERMISSION LETTER.....	118
APPENDIX D- ORGANIZATION TABLE.....	119

LIST OF TABLES

Table Page		
I.	Demographics of Sheriff's Departments: Gender.....	44
II	Demographics of Sheriff's Departments: Race.....	45
III	Demographics of Sheriff's Departments, Ethnicity.....	45
IV	In-Service Training Requirements By State.....	53
V	Butler County Sheriff's Department/Race.....	60
VI	Butler County Sheriff's Department/Service.....	60
VII	Butler County Sheriff's Department/Rank.....	61
VIII	Butler County Sheriff's Department/Service.....	62
IX	Reliability Analysis – Scale (Alpha).....	63
X	Demographics, Sedgwick County Sheriff's Department, Sex.....	65
XI	Demographics, Sedgwick County Sheriff's Department, Age.....	65
XII	Demographics, Sedgwick County Sheriff's Department, Ethnicity.....	66
XIII	Demographics, Sedgwick County Sheriff's Department, Race.....	66
XIV	Demographics, Sedgwick County Sheriff's Department, Service.....	67
XV	Demographics, Sedgwick County Sheriff's Department, Rank.....	67
XVI	Demographics, Sedgwick County Sheriff's Department, Education.....	68
XVII	Question 5.....	70
XVIII	Findings, Traditional Training Methods.....	73
XIX	Findings, Cohort Training Methods.....	79
XX	Findings, Andragogical Training Methods.....	82
XXI	Findings, Relevancy of Training.....	86

CHAPTER I

INTRODUCTION

Background

The training and qualifications of law enforcement officers have long been the subject of debate by the public, the legislature, and those who were involved in the profession itself. Until the late 1960's there was no mandated course of training to become a law enforcement officer. Many local, state, and federal agencies had set up various academies, but there was no national standard of training mandated by the federal government (Gaines, Kappler, Vaughn, 1994)..

In 1931, August Vollmer , David Monroe and Earle Garrett (1931) completed a study of the state of police training for the Wickersham Commission and the United States Congress. They found that of the 383 cities surveyed , “40 cities placed the beginner with an older man from periods of a night to 1 week” this was commonly known as “the rookie see, rookie do” method (pp. 80). They also observed that 78 cities had some type of police academy and the training ranged from one week to six months. The Wickersham Commission listed Louisville, Kentucky; New York, New York; Berkeley, California and Wichita, Kansas as model academies (pp. 80-82). Thus many law enforcement officers had training that ranged from excellent to none at all. The situation remained the same until the 1960's.

Reacting to events of the 1960's that often pitted large groups of protesting citizens versus the police because of the actions of various governments in the areas of civil rights,

the Vietnam War, and other social issues; the federal government began to study the police and how they were trained. The result was the 1968 Omnibus Crime Control and Safe Streets Act. This act required initial training for law enforcement officers at all levels. (Gaines, Kappler, Vaughn, 1994). In response to this federal mandate, in 1968 the State of Kansas passed the Kansas Law Enforcement Training Act (K.S.A. 74-5601 to K.S.A. 74-5611). This act mandated that all law enforcement officers would receive basic police training at a state approved academy within the first year of their employment as a law enforcement officer. However, there was no existing federal requirement to provide in-service training to law enforcement officers after they completed the initial law enforcement academy. State requirements varied widely (Dempsey, 1994).

In the state of Kansas, all commissioned law enforcement officers were required by state law to complete at least 40 hours of in-service training per year to retain their licenses as commissioned law enforcement officers in Kansas (K.S.A. 74-5607a) . Many states had lesser requirements and some had none at all (Dempsey, 1994). The content of this in-service training was not prescribed and varied widely. The instructional methods tended to be behaviorist in nature and follow the old military model of policing (Swanson, Territo, and Taylor, 1988). Most officers did not have a choice about the material that they were being asked to learn. According to Kansas Law Enforcement Training Center (KLETC) Director Ed Pavey, much of the training was repetitive, and, in Kansas, contact hours were the only thing mandated (personal communication, October 14, 1999). Therefore, many in law enforcement felt that training was not as effective as it could be and should be reformed .

Of the in-service training received by law enforcement officers, much of it is perceived to be ineffective or inappropriate using existing traditional methods of instruction and

given that the content of the instruction is determined solely by contact hours. The content of the instruction might not be relevant to the current job of the officer being instructed.

Phillips (1988) recognized that there was a:

...gap law enforcement personnel perceived between the level of expertise required to carry out the activity in an optimum manner and the level of expertise currently possessed by law enforcement officers (pp. 10).

Providing relevant in-service training to law enforcement officers presented a challenge to many law enforcement administrators. Law enforcement agencies were required to provide in-service training for their employees in most states. This annual in-service training was required to maintain certification of license. The subjects covered in this training were often mandated by state law, Occupational Safety Hazzard Administration (OSHA) requirements, department policy, or changing job requirements. However, much of the curriculum offered in a typical training year showed no defined goals and was almost random in the selection of who went to which classes. Thibault, Lynch, and McBride (1990) found that:

Some departments provide training as close to the state's minimum training hour requirement as is humanly possible. These programs lack trained instructors and modern curricula. The newly trained officer may not know what to do when a hostage situation develops or a family crisis looks like it will become violent. Thus lives are lost because the department felt that training in family crisis intervention and hostage negotiation was a "frill" (pp. 321).

The effectiveness of in-service training affected the perceptions of employees about the efficiency and competency of the department as a whole. This of course had a bearing on

morale and affected how employees viewed future career prospects within the organization (Thibault, Lynch and McBride, 1990). Effective in-service training was essential for a healthy organization to survive. A recent survey of law enforcement officers in Atlanta, Georgia asked ways to improve morale. According to Brown (1999), the respondents listed as the top three answers as: “provide motivational training, provide management training, and provide career training” (pp. 113). Among the officers surveyed, increased training opportunities ranked above salary increases in importance to those officers surveyed.

Training was viewed by progressive administrators as a means to improve the overall skill level of the entire department and as a means to achieve departmental goals and objectives. Noting the importance of in-service training , Sharp (1997) believed: “...as training goes, so goes the department.” Sharp went on to say that:

Some 96% of the respondents of a recent poll focusing on the correlation between training and the time said they believe there is a correlation between the timeliness and quality of an agency’s training and it’s overall effectiveness and efficiency (pp.43-44).

However, not all administrators agreed with this point of view. According to Cox (1996):

While most departments offer occasional in-service training, many conduct it on a hit-and-miss basis with no real plan or program in mind. Further, it is sometimes viewed as a necessary evil both by those conducting it and those being trained, rather than as a valuable means of keeping current in the field. It appears that supervisory personnel are unlikely to participate in such training unless specifically required to do so. As a result, many are not as up-to-date as they could be; this is frequently noticed and

commented on by patrol personnel (pp. 126).

Problem Statement

The problem is that of the in-service training received by law enforcement officers, much of it is perceived as ineffective or inappropriate regarding relevancy of content and using existing training methods .

Purpose

The purpose of this study is to examine the perceived effectiveness of current in-service training methods for law enforcement officers in Kansas.

Objectives

The objectives of this study are to:

1. Determine the perceptions of Kansas law enforcement officers regarding existing in-service training methods;
2. Determine the perceptions of Kansas law enforcement officers regarding the content relevancy used for in-service training;
3. Determine participant recommended alternatives to traditional in-service training methods.

Significance of the Study

This study examined the perceived effectiveness of the in-service training methodology and content relevancy of in-service training of law enforcement officers in the State of Kansas. Law enforcement and training administrators could gain insight as to the most effective methods of delivery for the instruction of in-service training for their employees.

Eck and LaVigne (1994) found that:

Research produces information to improve police operations in two ways:

1. It describes new ways to handle problems.
2. It assesses the usefulness of existing programs, policies and procedures (pp.7).

Law enforcement officers like to view their jobs as a profession and themselves as professionals (Vollmer, 1937; Lundman, 1980; Wallace, Roberson & Streckler, 1995; Cox, 1996). Gaines, Kappler, and Vaughn (1994) stated that:

Professionalization is the process by which norms and values are internalized as workers begin to learn their new occupation. It is maintained that just as attorneys and physicians learn their ethics and values through training and practice, so too do police officers. Exposure to a police training academy, regular in-service training, and field experience all shape the social characteristics of police officers as a group. Officers learn how to behave and what to think from their shared experiences as police officers (pp 241-242).

The reasons for participating in in-service training were varied, ranging from mandatory requirements to self directed development. Scanlan (1980), commenting on the modern professional observed that:

It is ironic that the very factors responsible for the rise of the expert represent the most potent threats to the continuity of professional proficiency. As the professional work force grows, so does the recognition that the skills and attitudes acquired during preparatory education are subject to rapid obsolescence, and that only by maintaining a lifelong commitment to learning can professionals expect to remain proficient and fulfill their increasingly complex obligations to their occupations, their clients and employers, and the society they serve (pp. 56).

This study revolves around the perceptions of effectiveness of in-service training by the deputies participating in that training. Perceptions can have a major effect on a deputy's behavior and performance (Trojanowicz and Banas, 1985).

Limitations of the Study

The study is limited to employees of the Sedgwick County Sheriff's Department who were commissioned law enforcement officers as defined under K.S.A. 75-5601. Excluded were all detention deputies, civil deputies, and clerical staff. This agency represents a typical large sheriff's department and has adequate number of diverse employees to sample from. The agency currently uses the three training methods of traditional/behaviorist, cohort, and andragogy in its in-service training programs.

This is a perceptual study and thus relied heavily on individuals feelings which might or might not reflect truth or reality. However, the results reflect the perceptions of those actively involved in the field of law enforcement in the State of Kansas. No attempt was made to judge the survey instrument for construct validity even though survey items were generated from the literature. This was appropriate because of the purely descriptive nature of the study.

Assumptions of the Study

In accordance with the Civil Service Rules of the Sedgwick County Sheriff's Department and the laws of the State of Kansas, all law enforcement officers were assumed to possess the following minimum qualifications:

- a. American Citizen;
- b. High School Diploma or G.E.D. Certificate;

- c. At least 21 years old;
- d. No previous felony convictions or convictions of an offense of domestic violence;
- e. Have passed an extensive background check;
- f. Have passed physical, mental, fitness examinations for duty;
- g. Successful completion of the Wichita/Sedgwick County Law Enforcement Training Academy;
- h. Successful completion of the Sedgwick County Sheriff's Department Field Training Deputy Program; and
- i. Supervisors were required to have completed the Sedgwick County Sheriff's Department Basic Leadership Course within the first year after their promotion.

Definition of Terms

Andragogy- A style of instruction, pioneered by Malcom Knowles, that allowed the student the maximum amount of choice of subject matter to be learned. This style of instruction was often found in the Humanist or Progressive philosophies of education.

Behavioristic Training- A style of instruction pioneered by B. F. Skinner, that sought operant conditioning of the student through programmed, step by step, criterion based instruction. The student was assigned courses. This style of instruction was based on rewards and punishments. This style of instruction was found in the Behaviorist philosophy of instruction.

Clock Hour- A unit of evaluation of in-service training that was measured by time rather

than content of training.

Cohort Training- A unit of deputies who were assigned to train together. The unit participated as a group. All of the deputies received exactly the same in-service training, delivered in exactly the same method, at exactly the same time. The student had no choice of subjects. Instructional philosophies often were either of the Liberal or Behaviorist paradigm.

Commissioned deputy- A commissioned deputy was a deputy sheriff who had completed the requirements of a commissioned law enforcement officer under Kansas Statutes Annotated 74-5601 , was a full time employee, and had the power of arrest.

Field Training Deputy- A field training deputy was a senior commissioned deputy sheriff who had (FTD) been trained as a instructor of recruit deputies in field training deputy school.

P.O.S.T. - Peace Officer's Standard Training. A commission established to accredit and evaluate the initial and in-service training of law enforcement officers.

(KLETC in Kansas, CLET in Oklahoma)

Training hour- One (1) clock hour of instruction.

Traditional Police

Training Methods- Lectures, demonstrations, and methods of instructions conducted in the behaviorist or liberal paradigm of instructional philosophy.

The student had little, if any choice in subjects to be learned.

Summary

The training of law enforcement officers has had a chequered history. The concept of

newly hired deputies attending a certified police academy has become the standard only within the last 30 years. Law enforcement leaders like August Vollmer and O.W. Wilson advocated standards of training for all law enforcement officers that were now mandated by both state and federal laws. Vollmer and Wilson's police training curriculum emphasized ethics and practical police training subjects that were delivered in a traditional liberal arts lecture style format. This led to the development of large centralized militaristic police organizations that utilized the management theories of Frederick W. Taylor. After Wilson's service in the U. S. Army in World War II many of the academy courses were taught using the instructional methods of B.F. Skinner to supplement the traditional lecture methods of instruction (Swanson, Territo, and Taylor, 1988).

Officer's could and did work entire careers without any in-service training. This led to stagnation and apathy among the deputies and administrators alike. The police organizations became traditionalist and very resistant to change. Many police organizations recognized this situation and provided for rudimentary in-service training programs. Soon some states began to follow, but by 1967 only 3 states had any type of mandatory in-service training requirements (Auten, 1973). The turmoil of the 1960's and the attempts of most major police organizations to develop into a professional workforce demanded that some type of in-training be provided. But what type and how much?

In 1985, Michigan State University Criminal Justice Professor Robert Trojanowicz began to publish his studies of the effects of perceptions of foot patrol in Flint, Michigan in Black and White neighborhoods. Included in his studies were several questions to officers on the perceived effectiveness of their in-service training before they were assigned duties on foot patrol. In 1988, FBI Operations Research Analyst, Robert G.

Phillips Jr. conducted research for the federal government identifying in-service training needs as perceived by law enforcement personnel themselves (Coffey, 1990). However as of 1999, no study had been conducted by the federal or any state government as to the effectiveness of the in-service training offered to law enforcement officers.

During this study existing methods of in-service training are examined and explained. The problem that of much of the in-service training received by law enforcement officers is perceived by the officers as being ineffective or inappropriate using existing methods is examined .

The purpose of this study is to examine the perceived effectiveness of current in-service training methods for Kansas law enforcement officers. Participants of law enforcement in-service training are surveyed to determine their perceptions of the effectiveness of that training. Their preferences as to the type of training and the training content are also examined.

In Chapter II, the literature relevant to the subjects of police in-service training and adult educational methods is examined. The need for in-service training is addressed. Historical and current methods and theories of law enforcement educational instruction are addressed. The instructional theory of andragogy is explored and examples of its' usage in modern law enforcement training programs are cited.

In Chapter III, the researcher demonstrates the methods that he used to learn which methods of law enforcement in-service training were perceived as being the most effective by those law enforcement officers receiving the training.

In Chapter IV, data from the completed surveys is analyzed and the findings of the study are presented.

In Chapter V, the major results of the study are summarized and recommendations for further research studies are included.

Chapter II

REVIEW OF THE LITERATURE

The Need For In-Service Training

Employees don't just come out of the academy knowing all and needing no further training. In police work, the rookie mistakes of these new employees are the subject of much squad room humor. That is until someone gets hurt or killed as a result of their mistakes. Every job has a learning curve. As the rookies become more experienced, they begin to fit into the every day routine of daily police work. The learning curve of this job does not stop at the academy door or even at the completion of field training.

New laws, new threats, new technology, and new ways to deal with them require modern law enforcement officers to continue their education throughout their careers.

This is true in many industries. Stanton (1982) observed that:

All employees at all levels periodically need training. This hold true for experienced executives first joining a company or taking on new assignments with their present company, as it does for entry-level high school or college graduates just beginning their careers. As previously mentioned, it is quite rare that any newly hired person becomes an 'instant performer'. Indeed, in our dynamic, fast-paced, and rapidly changing technological society, it is essential that companies develop and maintain effective training programs, not only to prepare personnel for their present jobs, but also to keep them up-to-date with changing technology so they will be able to

successfully handle future assignments (pp. 79).

Champy (1995) agreed and noted that in-service training had become more complicated and a primary management responsibility:

Managers used to be able to tick off their education obligations to their people pretty quickly, so many hours of upgrading on the machines, so many hours re-routinizing managers on some new administrative procedure. That was the end of it. Culture, values, teamwork and leadership development, social skills, resource development—these things were either taken for granted, left to emerge ‘naturally,’ considered irrelevant, or dismissed as ‘soft.’ They certainly weren’t things to be taught. Now they must be, must as much as, or more than, the ‘hard’ operational skills like running a lathe (pp. 161).

Training is an avenue of communication between management and employees. By their selection of training topics, management chooses what information and skills that it wants its’ employees to possess. The employees are often allowed to select some or all of the courses that they take. By their enrollment in these courses, employees show management where their interests lie and acquire new skills to support the team effort. Proper in-service training is also often seen as a means to increase employee productivity. (Sibson, 1976, pp 146).

Whisenand and Rush (1988) felt that the proper match of course offerings to attendees was critical. They stated for an in-service law enforcement training program to be effective it must meet three basic requirements:

First, effective police training requires proper selection of both courses and trainees.

This means that all concerned, trainees and their supervisors, should know the objectives of the course. It also means that the selection decision should consider the

employee's training needs in his or her present job and his or her career development. Second, to be effective, police training must support operations. In other words, both trainees and supervisors should be able to specify in advance how the employee is expected to use the training in his or her work. Furthermore, if the training has been effective, they should be able at some latter date to point to ways in which the trainee has used it. Third, effectiveness of police training depends on positive action, not only by the trainee, but also by the police supervisor. The aim of training is to change a person's behavior. However, the effects of training evaporate unless supervision and management are prepared to accept the changed person and have changed the work situation to accommodate him or her. As has been pointed out more than once, the organizational climate must reinforce the training experience, thereby increasing the probability that the employee will apply the training in his or her work (pp.213).

Wall, Sobol, and Solum (1999) concurred that employee in-service training was needed and observed that:

Training is the primary method of equipping the front line with the ability and skills to accept greater responsibility. The process of empowering the front line usually will not work unless employees are prepared through proper training. Untrained employees often become confused and frustrated by their new responsibilities, and decision making comes to a halt. Frontline people aren't the only ones who need training. Managers must also learn how to become culture builders and leaders. Many companies in the United States and Japan have recognized this fact. Nonhierarchical organizations spend three to four times more than traditional companies do on training.

A first step toward creating an education plan can be to identify which new skills and

abilities will be required by managers and staff. Next, the plan should include the methods of teaching and communicating these skills to those who need them (pp. 214).

Lynch (1976) felt that training was essential to any law enforcement manager's planning process (pp176). The value of in-service training and the development of a structured training plan using multiple learning techniques was recognized by Gaines, Kappeler and Vaughn (1994) who said:

Essentially, a police department should develop an in-service training plan if it is to successfully meet its training needs. This plan identifies the department's training in terms of officers and units that require training. It also establishes a timetable for the training. The training schedule considers available training, training needs, and personnel availability. The goal of the plan is to ensure that all officers receive the proper training as opposed to receiving training that is convenient, but may not be relevant (pp. 98).

Wright, Pringle, and Kroll (1994) felt that the overall training plan should be a part of any strategic planning undertaken by management. They stated that: "Firms that ignore personnel training and development are virtually doomed to stagnation" (pp. 78).

Drucker (1986) agreed that training was needed in all organizations and felt that training should be a part of the overall strategic plan of any organization:

...companies will have to both step up and considerably change their training.

American business is already the country's largest educator. But most companies have 'training programs' rather than a 'training policy.' Few focus their training on the company's needs five years out or on their employee's aspirations. Fewer still have any idea of what they are getting for the all the money and effort they spend on

training, let alone what they should be getting. Yet training may already cost as much as health care for employees- perhaps more (pp. 158-159).

Aguayo (1990) cites Deming's belief that training is mandatory for any organization to succeed however, training is often viewed by management as a business expense:

Training is often seen as an expense. It is a visible number that management can control and therefore subject to scrutiny. Training often has to be justified, but the benefits from training are often not visible (pp. 168).

Law enforcement officers like to view their jobs as a profession and themselves as professionals. The reasons for participating in in-service training are varied, ranging from mandatory requirements to self directed development. The needs of the organization can be coordinated with the needs of the individual for mutual benefit.

The importance of in-service training has long been recognized by law enforcement administrators. Wallace, Roberson, and Stecker (1995) found that:

In-service training is a career long effort, directed toward the individual officer's current assignment. The training should be documented as job specific, with course outlines and test instruments. These efforts are needed to ensure that the officer is being properly trained and to protect the organization from possible liability (pp. 104).

Recognizing this, most states now have an annual training requirement for law enforcement officers to maintain their certification or license as a law enforcement officer. Each officer must complete the required number of in-service training hours or lose their certification or license as a law enforcement officer. This training is not an option, but is a mandatory requirement to remain employed.

What Types of In-Service Training Should be Offered?

There are a myriad of possible in-service training courses offered to law enforcement personnel. The problems that arise from this are: matching the right type of in-service training for the participating officers and matching the right instructional method with the training offered.

Types of Law Enforcement Training

- MANDATORY:** Training required by OSHA, law (Federal or State statutes), or departmental policy. Examples include: bloodborne pathogens, HAZMAT, firearms qualifications, legal updates on changed laws or departmental regulations, etc.
- OPERATIONAL:** New equipment, new techniques, skill practice, speciality training (SWAT, EMCU, Laboratory, etc.). computer skills, etc.
- CAREER ORIENTATED:** Management courses, staff schools (Southern Police Institute, FBI National Academy, National Institute of Corrections, etc.), career building skills, formal education (Bachelor's, Master's, Doctorate Degrees), etc.

Because of changes in technology, senior officers are often required to learn new skills. The nature of what is required of the typical law enforcement officer has changed as our society has grown more complex. Rybash, Roodin, and Hoyer (1995) observed that:

Today, technology and the rapid changes in the ecology of the work environment means that occupations rarely remain the same for workers. Being able to adjust to change, being able to transition from one job to another within the horizontal structure of an organization, and developing a commitment to lifelong learning are essential for today's workers (pp. 257).

Examples of this requirement to adapt new technologies to law enforcement work abound. For example, within the last twenty years, the Sedgwick County Sheriff's Department has changed from using revolvers to semi-automatic pistols, other changes include mounted mobile video recorders and camera in the patrol cars; a shift from tube type VHF frequency radios to 800 mhz radios with a multitude of channels; and computers were added to the department including laptop computers in the patrol cars. Even the old film mug shots and ink fingerprints have been replaced with digitalized computer images scanned by camera or laser. Each of these changes required in-service training for the deputies to learn new skills and teaching them to operate the new equipment in a safe and efficient manner. Many agencies have trouble either training for or adapting to new technologies in the work place. Mulholland (2000) noted that:

Unfortunately, most law enforcement agencies find it difficult to keep up with these changes. Larger departments have the advantage of hiring staff who are trained and dedicated specifically to implementing technology and overseeing its use on a daily basis. Smaller agencies must seek to train law enforcement officers to accomplish this mission along with their day-to-day enforcement duties. The tremendous amount of information to be learned presents such a momentous challenge to keep up with technology that few of these people can anticipate and plan for the future changes that technology will bring. The cost of training to keep up with the emerging

technology often presents an insurmountable financial responsibility for agencies (pp. 12).

Another more obvious reason for a law enforcement officer to participate in in-service training is promotion. Most departments have developed some type of civil service merit system for promotion of law enforcement personnel within their ranks. In many of these systems, education and in-service training play a part in attaining points towards advancement on the civil service promotion lists (Stone and DeLuca, 1994). Kroecker (2000) felt that this link between in-service training and promotion was critical and advocated that:

A more effective approach to responding to an aging management workforce is to link the promotional process and training and development efforts in a way that raises the overall capabilities of the staff while also identifying the most qualified individuals for positions. In order to link the promotional process to training and development, you must:

- * Articulate the knowledge, skills or abilities (competencies) required for successful performance in managerial positions.
- * Create training programs and/or experiential assignments designed to develop these necessary competencies.
- * Design promotional assessments that emphasize and measure the most important of these competencies.
- * Assign individuals to training programs based on the feedback they receive on their promotional assessment (pp. 64).

Programs and management styles change as well. The majority of law enforcement agencies are in the process of moving from the centralized policing theories of O.W.

Wilson which uses theory X style management to the decentralized community policing styles advocated by Kelling and Trojanowicz which use a management style closer to theory Z. These changes in management often change the focus and direction of the training requirements for the department and its employees. Trojanowicz and Bucqueroux (1994) observed that:

Achieving change is difficult, but maintaining change and empowering employees to pursue new techniques or skills is impossible without a mechanism for continual reinforcement. Formal in-service training provides a way to maintain momentum and to build new skills. Unfortunately, many organizations provide little refresher training, or such training is directed only at sworn officers. Not only should training be provided to both sworn and non-sworn personnel, but it should be infused with and devote sessions to the principles and strategies of community policing.

Workshops on community organization, empowerment, problem solving, special projects, performance evaluation guidelines, and local and national updates on police strategies can be structured to suit the needs of both sworn and non-sworn personnel, depending on the needs and constraints of the organization. Of overriding importance is that police managers understand that in-service updates are critical to institutionalizing community policing (pp 66).

Community Policing has been adopted as a philosophy by many agencies across the United States. In order to have a successful community policing program training is required of the existing employees. Reaves and Goldberg (1999) observed that:

A large percentage of the municipal police (91%), county police (83%), and sheriff's (79%) departments with 100 or more officers trained at least some of their in-service officers in community policing. Most state police agencies (57%) did so as well (pp.vi).

However, in order to be successful, the entire department needs to be trained in community policing techniques. Programs around the country have shown that if the entire agency does not “buy into” the community policing concept, the program will either fail or not be as effective as it should be. Much of this acceptance can be attained by universal in-service training in community policing techniques by all employees of the agency. The Jacksonville County Sheriff’s Department in Florida has a very successful community policing program. While administering that program, Mittleman (2000) observed :

The entire organization was trained in the concepts of community policing. All police officers and supervisors received initial training. This training included such topics as trust building, accepting change problem solving, and innovative thinking when seeking solutions to issues. Eventually, all members of the organization received some degree of training in community policing. A community-policing manual outlined every unit’s role and responsibilities in implementing the community policing model (pp.52).

Training and Liability Issues

Probably the most pressing training issue for law enforcement administrators is vicarious liability. Both agencies and administrators can be found civilly and criminally liable for the failure to adequately train their employees (City of Canton, Ohio v. Harris, 489 U.S. 378, 1989). Bintliff (1990) noted:

Liability has become a major problem in most departments. Lawsuits and insurance claims are often won by citizens alleging incompetent behavior of one kind or another by a police officer and the department. Often the proximate cause is traceable to inadequate training or lack of training (pp. 6).

In discussing the affects of in-service training on limiting liability, Eurich (1990) observed that:

A more defined and orchestrated force behind the movement toward more education is the growing public interest in holding professionals accountable for their actions, be they surgeons, optometrists, lawyers, or veterinarians. At issue is public trust and protection. Furthermore, the rise in malpractice litigation in many professional areas has spurred efforts to find ways to measure proficiency regularly. Educational requirements often are the handiest means of ensuring that a person is equipped to continue practicing a profession. Increasingly, state legislatures are linking continuing education requirements to the renewal of licenses, and professional associations on the state level are also enacting regulations for re-licensing (pp 187-188).

The courts outlined some of these liability factors in *Bordanaro v. McLeod* (871 F.2d 1151, 1st Cir. 1989) where the court found that proof of grossly indifferent failure to train was sufficient where:

- a. Contemporary standards of relevant law enforcement duties were not incorporated into departmental regulations.
- b. There was no in-service training.
- c. The chief had been warned about the consequences of inadequate training (Silver, 1996).

Gundstein-Amado (1999) observed that:

Ethics in public administration is attracting a great deal of attention owing to increased ethical problems in the public sector. As a consequence, public service organizations are exploring new ways to promote ethical behavior. There are four common devices that organizations use to establish ethical norms and enhance ethical conduct: codes of

ethics, staff education and training, establishment of an ethical climate, and the use of leadership influence process (pp.247).

In the state of Kansas, vicarious liability is one of the issues foremost in the minds of most administrators. Hurey (1982) advised that:

Through omissions or wrongful acts of law enforcement officers, plaintiffs may seek liability of superior officials because of improper training or failure to control or discipline subordinate officers. In short, a subordinate officer may be seen as the defendant in a law suit because:

Superiors did not properly train the officer in respect to the reasonable and lawful use of weapons, or by either omission or commission did not train the officer at all... (pp 5).

Nowicki (1999) agreed on the relationship of training and limiting liability and advocated that:

Besides the legal blocks of instruction usually presented by prosecutors or criminal defense attorneys during police recruit school or in-service training, officers need to understand civil liability aspects during all use of force training. This understanding should stress the practical application of use of force and legal requirements. Use-of-force trainers must make sure to teach only effective techniques that are accepted by the judicial system, and are reasonable, based upon community standards (pp. 58-60).

The liability factor has boosted the need for in-service training, especially of managers and supervisors. Outdated or illegal practices can cost the agency in lawsuits filed by employees, criminals, or the public. Hersey, Blanchard and Johnson (1996) felt that in-service training was a partial solution for “the Peter Principle” effect that occurs when a manager is promoted beyond their level of competence and observed that:

Training should be constant throughout employees' careers. Many managers mistakenly believe that qualifications alone will prepare new employees for their initial positions and might eventually allow them to advance in the organization. Patricia M. Buhler stressed that new employees, no matter how qualified, must be trained in the ways in which the organization operates. Employees from the time of their initial employment must see training and re-training as the only sure way they will advance and remain productive within the organization. Managers should never allow employees to fall behind their required skill levels.

Training and re-training keeps people the most valuable resource in the organization...It is the responsibility of managers to share where the organization is going. Everyone tends to work a little harder when they know just what it is that they are working for. Training clearly immunizes an organization against the Peter Principle (pp. 186).

Dr. Peter agreed on the advisability of in-service training for employees and advised in Peter Prescription 49 that:

You can substantially increase the chances of a potential promotee's becoming competent by preparing him for the future (pp. 180).

McDevitt (1999) also advocates the usage of in-service training programs to improve the skills and abilities that would improve the competence of managers (pp. 146)

Traughtman (1987) advocated that a competency based training program be used. He is an advocate for remedial training for those officers that need it. He observed that:

We sometimes concentrate on new and innovative techniques but do not tackle the less appealing or controversial issues that training sometimes seem to overlook. Some of the issues we can not continue to ignore include:

- * Educating officers who have never learned basic English.
- * Increasing the supervisory ability of staff members.
- * Tackling the issue of mental health and suicide among officers.
- * Providing more quality police driving training.
- * Law enforcement alcoholism and drug addiction (pp 21).

Iannone (1994) felt that in-service training was a management obligation to defeat poor performance and high turnover. He stated that:

Since most law enforcement agencies do not have total authority to select new personnel, the function of training them to perform their basis duties with skill and dispatch is of utmost importance. It is a function vitally related to the introduction of operational rules and regulations, policies, specifications, and procedures of the organization. Its importance in indoctrinating personnel in changing laws, techniques, and police practices as a means of upgrading the service can not be denied (pp 304).

Keyton found that participation in in-service training by law enforcement employees resulted in increased motivation, increased morale, and increased productivity that resulted in personnel savings. Keyton went on to say that other benefits included: positive reinforcement, sharing of information, and opportunities for peer communication (pp. 10).

The perception of law enforcement officers on how effective their in-service training are important because of the link between behavior and perception. According to Carter and Radlet (1999) in the field of psychology, phenomenologists advocate that individual “behavior is a response to the world as it is perceived”(pp241) by that individual. Law enforcement officer’s perceptions on the effectiveness of training for foot patrol assignments were examined by Trojanowicz and Pollard (1986) in their study of community policing in Flint, Michigan. Morgan and King (1975) linked perception with

experience and observed the affects on human behavior (pp.362).

Carter and Radlet (1999) related these perceptions to law enforcement operations and training. They observed that:

An aspect of perceptual development that should be mentioned again pertains to the manner in which perceptions of role attributes change. The assumption is that training and education are among the variables that affect role perceptions. If a police recruit at the start of training conceives of police work as consisting largely of physical tasks carried out in a hostile environment, he or she will logically see such attributes as physical strength and courage as essential for the work. After training, if the recruit comes to recognize an important role for the police in performing various public service tasks and sees that people can be influenced more readily through verbal skills, courtesy, and 'people knowledge'. With police education levels continually increasing throughout the 1990's, recognition of these attributes is becoming the status quo (pp. 244).

Therefore, the perceptions of the law enforcement officers as to the effectiveness of the in-service training that they receive can have an affect on their subsequent behavior and actions in the conduct of their employment as law enforcement officers. The affect may be positive or negative and is subject to factors in perceptual distortion. Carter and Radlett listed four factors that resulted in perceptual distortion:

1. Personal rigidity or dogmatism.
2. Emotional 'loading'.
3. Experiential limitations.
4. Cultural myopia—sometimes called 'tunnel vision'. Our perceptions are weighted by the attitudes, beliefs, and values we accept as part of our ethnic, racial, and social

class, and other similar affiliations.

Traditional Police Training Methods

Most law enforcement agencies are organized along para-military lines (Swanson, Territo, and Taylor, 1988). The influence of the para-military model of policing can be seen throughout the United States law enforcement community. Law enforcement officers wear uniforms and stand inspections in much the same way that their military counterparts do. The military 1st formation is held daily in the police “squad meeting”, complete with a traditional “roll call” and a reading of the “orders of the day”. Law enforcement agencies have a rank structure and strict chain of command that parallels the military (Stone and DeLuca, 1994). The similarities continue on and on.

The military, from boot camp to well into various technical schools, uses a style of instruction called behaviorism. This style of instruction was pioneered by B.F. Skinner in the 1950's and involves stimuli, response, and reinforcement of the learner. This was about the same time period the police agencies were beginning to adopt the professional model of policing advocated by August Vollmer and O.W. Wilson (Fyfe, Greene, Walsh, Wilson & McLaren, 1997, pp. 13-14). The centralization and standardization that marked these police reforms and re-organization of the 1930's and 1940's went well with the new behaviorist education theories which were being published in the 1950's.

In 1954, B.F. Skinner published an article entitled: “The Science of Learning and the Art of Teaching” that advocated a behaviorist style of instruction that he called “programed learning” (Skinner, 1954). Many police academies have adopted this style of instruction for their trainees and along with traditional lectures these are the primary styles

of instruction used. Leytham (1972) listed several principles of programmed learning:

- * The aims and objectives of a course of learning should be clearly and explicitly specified in advance in terms of observable behavior.
- * The material to be learned should be selected with reference to the aims and objectives of the course of learning.
- * It should be organized in short, progressive steps, following a logical sequence.
- * It should be graded in difficulty so that the student makes few mistakes as he proceeds.
- * Each student should be introduced to new material at a level of difficulty commensurate with his past experience and current attainments.
- * Each student should proceed through the course of learning at his own pace.
- * He should be actively involved in the process of learning.
- * He should receive continual knowledge of how he is progressing through the course of learning.
- * He should master each section of the material before continuing with the next (pp 140).

This type of instruction is centered around the achievement of certain defined behavioral objectives that have been set by the instructor. Instructional methodology for this method includes: competency-based instruction, criterion-referenced instruction, programmed instruction, and computer assisted instruction (Elias & Merriam, 1995, pp. 79-108). Most police academies are organized along behaviorist lines. The behaviorist paradigm of instruction works well in subjects that require learning in exact sequential order. Subjects that work well in this paradigm include firearms instruction, bomb school, laboratory procedures and any other subject that requires a precise step by step approach

to learning.

However, subjects requiring critical or abstract thinking and theory are often not well served by this means of instruction. Subjects requiring evaluation by the learner are not as effectively taught using this method. This method is best used when only a single answer is possible.

Conflict arises when trainees are mis-matched with training courses. Another source of conflict arises when teaching methods do not match the subjects being taught. The material being taught must have relevance to the audience to which it is being taught. If not, trainees then tend to tune out the instructor and just go through the motions (Robinson, 1999, pp. 4).

Traditional lecture methods are also used. This is a passive type of learning technique, often called banking, in which the teacher is the source of knowledge and the student is the receptacle into which the teacher deposits what he knows. A stimulating lecturer can have the students hanging on every word, by using many different audio-visual techniques to keep the students attention. However, many of the instructors involved in the instruction of in-service training are not stimulating speakers and students have been known to “tune them out” and thus fail to grasp the subject matter being offered (Robinson, 1999, pp 3).

Cohort Training Methods

Cohort style training is used in some police organizations (ie: Kansas Highway Patrol) as a means to further skills and develop teams. It is also used to communicate “company” culture, goals and objectives to employees in a group setting. The theory is based on the United States Marine Corps concept “that every man is a rifleman”. In other words , in

order to function properly as a team, all members of that team need to receive exactly the same training and possess the same set of skills. Many law enforcement administrators strongly support the cohort concept of training. Often called the ‘cookie cutter’ method, cohort training is often used in leadership training. International Association of Chief of Police President, Colonel Michael D. Robinson (2000); from the East Lansing, Michigan Police Department; strongly advocated adoption of the cohort method in the training of law enforcement leaders when he stated that:

Leadership training will work best if it is carried out at the local level with organizational members receiving training together. This provides a much greater impact on the organization’s culture and greatly increases the chances that the learning will be put into practice (pp. 6).

Many different organizations in business and government use this method to train their executives. Examples include General Electric, the U.S. Army, and the Sedgwick County Sheriff’s Department. The executives are sent to a common course of instruction that is usually conducted at a staff college (ie: GE/Crotonville, U.S. Army/Command & General Staff College, Sedgwick County Sheriff’s Department/ FBI National Academy or Southern Police Institute at the University of Louisville). At these schools each executive is taught common leadership, management and team building skills. The commonality of the instruction received helps to develop a strong management team. This is the primary strength of this method of instruction.

However, often a group-think mentality sets in and this hinders proper decision making when presented with a new situation that requires quick and decisive action (Tichy & Sherman, 1994; Thurbin 1995; Senge, 1990). Another weakness of this method is that

everyone is trained as a generalist. In this time of increased technology, a more complicated legal and operational environment exist that demands the usage of some specialists. For example, the Sedgwick County Sheriff's Department operates a twin engine airplane to extradite fugitives from other states. Not every deputy is trained and licensed as a multi-engine rated, commercial pilot by the Federal Aviation Administration. The department doesn't need 512 pilots and pilots are very expensive to train. Therefore a few specialists are trained as pilots, narcotics agents, gang experts, etc. to meet the operational needs of the department. Still another problem with this training method is that every deputy is not on the same level or in the same job assignment. Therefore training requirements may be different at different skill levels. The one size fits all concept of training offered by cohort training may not fit the needs of individuals or the department as a whole in the long run.

However, the cohort method of instruction is extremely effective in uniformly spreading a new technique or informational briefing to large groups over a very short space of time. It also has advantages as a team building exercise by management.

Andragogy as a Training Option

In sharp contrast to the old style centralized methods of policing are the Community Policing styles advocated by Robert C. Trojanowicz in 1982 and by Wilson and Kelling's "Broken Windows" theory in 1982 (Fyfe, Greene, Walsh, Wilson, & McLaren, 1997, pp. 552-553). These styles of policing advocated a closer contact between the police and the public. These tactics required a different paradigm of instruction for in-service training of law enforcement employees. To obtain this new paradigm of instruction, many progressive

police educators began to look at the educational theories of Malcom Knowles.

The methodology used in teaching children is called pedagogy. Knowles argued that adults were different in their style of learning and developed a theory called andragogy.

Knowles (1973) believed that:

Andragogical theory is based on four main assumptions that are different from those of pedagogy:

1. Changes in self-concept.

This assumption is that as a person grows and matures, his self concept moves from one of total dependency (as is the reality of the infant) to one of increasing self-directedness.

2. The role of experience.

This assumption is that as an individual matures he accumulates an expanding reservoir of experience that causes him to become an increasingly rich resource for learning, and at the same time provides him with a broadening base to which to relate to new learnings. Accordingly, in the new technology of andragogy there is decreasing emphasis on the transmittal of techniques of traditional teaching and increasing emphasis on experiential techniques which tap the experience. The use of lectures, canned audio-visual presentations, and assigned readings tend to fade in favor of discussion, laboratory, simulation, field experience, team project, and other action-learning techniques.

3. Readiness to learn

This assumption is that as an individual matures, his readiness to learn is decreasingly the product of his biological development and academic pressure and is

increasingly the product of the developmental tasks required for the performance of his evolving social roles.

4. Orientation to learning.

The adult,..., comes into an educational activity largely because he is experiencing some inadequacy in coping with current life problems. He wants to apply tomorrow what he learns today, so his time perspective is one of immediacy of application. Therefore, he enters into education with a problem-centered orientation to learning (pp.47-48).

Merriam and Caffarella (1991) noted that after further contemplation, Knowles added a fifth assumption about andragogy to his original four:

“5. Adults are motivated to learn by internal factors rather than external ones” (pp. 249).

Knowles (1990) built a design model that showed how andragogical theory could be turned into practice and stated that:

The andragogical design model involves choosing problem areas that have been identified by learner's through self-diagnostic procedures and selecting appropriate formats (individual, group, and mass activities) for learning, designing units of experiential learning utilizing indicated methods and materials, and arranging the in sequence according to the learner's readiness and aesthetic principles (pp.133).

Therefore, trainers should recognize the following when planning out law enforcement in-service training programs:

- * Learning is a life long concept.
- * Adults do best in self directed learning.
- * Adult learners prefer learning that is relevant to the learner.

* Adult learners prefer learning something that has an immediate application.

Use of andragogy as a training method allows a more learner-centered approach to in-service training. The level of instruction is matched to the learner. Using this paradigm of instruction, the instructor often acts as a facilitator of learning rather than a lecturer. Critical thought is encouraged and even demanded by the exercises the material is presented in. Practical applications for materials learned are pointed out and new applications are actively sought out. Learners are given as much choice as possible in determining the direction of their education.

Recognizing that training is a means of management communication and that traditional methods of presentation are often ineffective, New York City Police Commissioner William Bratton adopted some andragogical methods and techniques in setting up communication with his new staff as he took over the New York City Police Department. Bratton organized a two day retreat for the top seventy five people in the New York City Police Department to explain his ideas and policies of how he planned to run the department. Bratton held the learning activity at the Wave Hill estate which is owned by the City of New York. Brought in guest speakers from Harvard University's John F. Kennedy School of Government and the Police Foundation. During the training, Bratton outlined his departmental goals, expectations, and the part he expected each individual (and their command) to play in his plan to re-engineer the NYPD (Bratton and Knobler, 1998, pp 252). Bratton's turnaround of the NYPD has been described as one of the most successful police management efforts of this century.

In support of andragogical in-service training methods. Harris (1973) advocated that:

Teaching by means of lectures should be replaced with classes that allow the recruit to express his beliefs and emotional reactions to contemporary social issues, such as

student demonstrations and poverty, legal issues such as Supreme court decisions, and procedural issues such as stopping and frisking (pp174).

According to Weinblatt (1999), The Royal Canadian Mounted Police, the Maryland Police Corps, and the Florida Criminal Justice Standards and Training Commission have all began to use an Adult Education Training Model that encompasses many of the ideas of andragogy into their basic police training curriculums. The RCMP has gone so far as to incorporate the adult model of education into their in-service training (pp. 84-91).

Andragogy will never entirely replace behaviorist methods of instruction in the training of law enforcement personnel. However, these techniques of instruction can provide a valuable tool for law enforcement educators to use in providing more interesting and effective in-service training of their employees. Trojanowicz and Bacqueoux (1990) stated that:

It requires no leap of imagination to suggest that the traditional approach tends to squelch college-educated officers. While all idealists risk being disillusioned to find that the real world of work is different from what they had hoped, a hide-bound and rigid police department can be a forbidding environment to educated altruists who expect to function as respected professionals (pp.320).

These andragogical methods are particularly effective in teaching skills that involve critical thinking such as diversity training, community policing techniques, management skills, leadership skills, etc.. Knox (1987) observed that: "Adults engage in learning activities to enhance their proficiencies"(pp. 15). Since many adults do not learn at the same rate or in the same manner Andragogy presents a viable option for these employees.

Houle (1980) believed that changing work environments and a desire to advance were

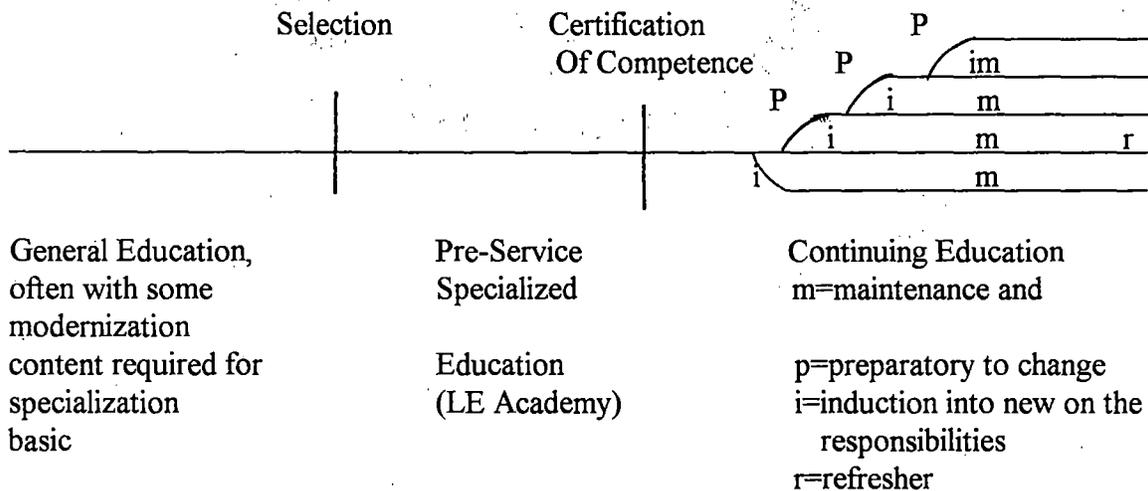
the engines that drove the need for the professional to seek additional education. Houle thought that after employment and initial certification of competence, an employee would need to participate in continuing education for four basic reasons:

- * Maintenance and modernization
- * Training that was preparatory to change
- * Introduction to new responsibilities
- * Refresher

Studying motivation to learn in an employment situation, Houle (1980) found that:

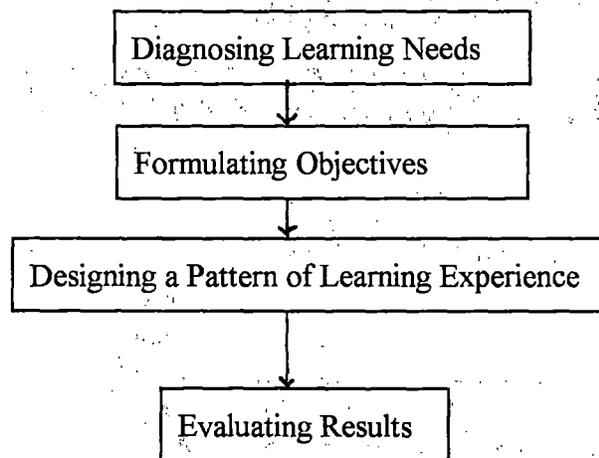
The stimuli to learning in the practice of a vocation are presented to an individual as an opportunity (such as increased income), a threat (such as a crisis of self-identification), or, most frequently, as a challenge combining both opportunity and threat (such as the need to discover the best solution to an unusually difficult and perplexing problem). The stimuli arise as part of the individual life of a professional as he or she take part in collective informal activities (pp. 106).

Houle's Emerging Model of Professional Education



Central to the ideas of andragogy is learner participation. This is true in all stages of the process, especially the planning phase. Under the andragogical model, learners are viewed as mutual partners in the process. The andragogical model is learner centered versus instructor centered, (Merriam and Caffarella, 1991).

Knowle's Andragogical Model of Instruction



Knowles (1980) wanted the learner's involved in all stages of the learning activity and stated that:

The idea situation is where a group is small enough for all participants to be involved in every aspect of the learning activity. The teacher, of course, retains responsibility for facilitating the planning by suggesting procedures and coordinating the process. But conditions are likely to be right for this maximum degree of participation only in small courses, action projects, workshops, and club programs. With larger groups the idea situation can be approximated, however, by an imaginative use of subgroupings (pp. 226).

A major argument for andragogy is that in the United States, our workforce is becoming more and more diversified. This trend is expected to continue for the foreseeable future (Judy and D'Amico, 1997). To meet the needs of this diverse workforce and of the diverse population that it represents, different in-service training techniques should be explored since all adults do not learn at the same rate or in the same way. Andragogy allows the learners to identify what issues that they consider to be important, and what subjects that they are interested in learning.

Training is a form of communication from management to the employees. By allowing the employees to identify subjects that are of interest to them, an insight is gained by the training personnel and management as to the wants and needs of the employees and thus communication becomes two way rather than the traditional top-down system. This priority setting can be accomplished by focus groups, surveys, calls for suggestions, etc. The impact of allowing all groups to participate in the planning process will help to better meet the needs of the organization and those of a diverse workforce. Some departments using the community policing paradigm are going so far as to surveying the citizens of the community that they serve to determine the citizen's level of satisfaction with service and to identify any weak spots with training or operations.

Like most adults, as they progress in their careers, law enforcement officers become more diverse. Because of this, a wide variety of deputies, with an even wider variety of interests exists. Some deputies are promoted and need management training. Some deputies are secure in their current positions and would like their in-service training to enhance their current job performance. Other deputies would like to specialize in a particular area such as: gangs, arson investigation, D.A.R.E., narcotics, motorcycles, etc.. The needs of all of these employees need to be met.

In addition, there are the needs of the organization and those of the general public that we serve. The changing face of the community often reflects the changing needs for training by the deputies. Techniques to investigate rape, domestic violence, and other crimes against women have to be learned. The customs and languages of our minority groups need to be examined so that law enforcement officers can better meet the needs of our diverse community. In-service training classes can help the deputies to understand the effects of race/ethnicity, class, and gender on the overall lifestyles of the public and the criminal element that preys upon them. Hate crimes are an issue in almost all jurisdictions and the investigation of these crimes is a primary training issue. The more that we know about each other, the better we can serve the needs of all. Maslow (1998) felt that when you move from a more restrictive basis to a freer setting that a certain amount of confusion was inevitable. However, he felt that this would quickly pass and the organization would be stronger for it (pp 55). The use of more than one method of teaching in-service training will broaden the horizons of law enforcement education and make training more effective. Then maybe law enforcement managers and trainers can stop trying to force square pegs into round holes.

SUMMARY

In Chapter II, the researcher has reviewed the styles, techniques, and characteristics of the current methods in use in law enforcement in-service training. Origins, strengths and weaknesses of each method were presented. These methods all accomplish the task of completion of the mandated training hours, but which method is perceived as being most effective by those receiving the training.

In Chapter III, the researcher demonstrates the methods that he used to learn which methods of law enforcement in-service training were perceived as being the most effective by those law enforcement officers receiving the training.

In Chapter IV, data from the completed surveys was analyzed and the findings of the study were presented.

In Chapter V, the major results of the study were summarized and recommendations for further research studies were included.

Chapter III

METHODOLOGY

Introduction of the Study

Over 4,000 law enforcement officers in Kansas were employed by sheriff's departments and participated in law enforcement in-service training each year. (Davenport, 1992). Krathwohl observed that:

Partly as a result of the current press for accountability, there have been an increasing number of evaluations of government programs (pp. 56).

However, it was interesting to note that after telephoning all 50 state law enforcement accreditation agencies in the United States, the researcher found that no evaluation of the methodology or content of in- service training of law enforcement officers had been undertaken by any of these agencies. Therefore, determining the perceived effectiveness of this training could be of benefit to law enforcement leaders and trainers across Kansas. The purpose of this study was to examine the perceptions of the effectiveness of the current in-service training system for law enforcement officers in Kansas and to develop possible recommendations for improvement. To this end, commissioned deputy sheriff's from the Sedgwick County Sheriff's Department were surveyed to determine their perceived attitudes towards the in-service training in which they had participated .

Research Design

This was a descriptive study of in-service training used by the Sedgwick County Sheriff's Department in Wichita, Kansas. All commissioned law enforcement officers within the department were surveyed to determine the perceived effectiveness of existing in-service training programs and these results were compared with the perceived effectiveness of Cohort training and the usage of Andragogy as training methods.

Since the Sedgwick County Sheriff's Department was a large and diverse organization that represented a large and increasingly diverse community, comparisons of the perceived effectiveness of in-service training methods were sought in several different groups. Rank, length of service, race, gender, and age of participants were used to compare the perceived effectiveness of the various training methods and selection procedures among different groups. These data enabled the researcher to develop a holistic picture of the degree of effectiveness regarding current in-service training policies throughout the entire department. The data comparisons provide insight as to whether or not efforts to meet the needs of each training group were perceived as being effective.

The Selection of Subjects

Population

The population of this study was active duty commissioned law enforcement officers employed by the Sedgwick County Sheriff's Department in Wichita, Kansas. A sheriff's department was chosen over a police department because of the diversification of duties. Sheriff's departments were responsible for patrol, investigation, judicial services, and

detention. Police Departments were only responsible for patrol and investigations. There were 105 counties in Kansas. Each county had its own sheriff's department with the exception of Riley County which had consolidated into a county police force. Most of these sheriff's departments were small and had less than 25 commissioned employees. Most of these employees were male.

The Sedgwick County Sheriff's Department, the largest in the state, was selected to survey because of the number of commissioned deputies. Another factor in the selection of this department was the diversity of the employee population (race, gender, age, etc.- SEE TABLE I) as compared to other sheriff's departments within the state. The final reason for selection of this department was accessibility. The participants were all public officials, participated voluntarily and no attempt was made to identify them as individuals. No remuneration was offered to participants.

TABLE I

DEMOGRAPHICS OF SHERIFF'S DEPARTMENTS, GENDER

	SEDGWICK CO.		BUTLER CO		ALL KANSAS	
	Deputies	%	Deputies	%	Deputies	%
Males	146	87.42	37	97.37	3,780	85.35
Females	021	12.58	01	02.63	0649	14.65
N=	167	100.0	38	100.0	4,429	100.0

TABLE II

DEMOGRAPHICS OF SHERIFF'S DEPARTMENTS, RACE

	SEDGWICK CO. SO		BUTLER CO SO		ALL KS SO's	
	Deputies	%	Deputies	%	Deputies	%
Caucasian	135	80.84	36	94.74	4,172	94.20
African American	015	10.18	01	02.63	0218	04.92
Native American	005	02.99	01	02.63	0030	00.68
Asian	003	01.80	00	00	0009	00.20
Other or Racially Mixed	007	04.19	00	00	N/A	N/A
N	167	100.0	38	100.0	4,429	100.0

NOTE: The survey conducted by Davenport (1992) for the State of Kansas did not include the category of other or racially mixed.

TABLE III

DEMOGRAPHICS OF SHERIFF'S DEPARTMENTS, ETHNICITY

	SEDGWICK CO SO		BUTLER CO SO		ALL KS SO's	
	Deputies	%	Deputies	%	Deputies	%
Hispanic	015	08.99	00	00	0105	02.37
Non-Hispanic	152	91.01	38	100.0	4,324	97.63
N	167	100.0	38	100.0	4,429	100.0

(Davenport, 1992, pp. 180-181)

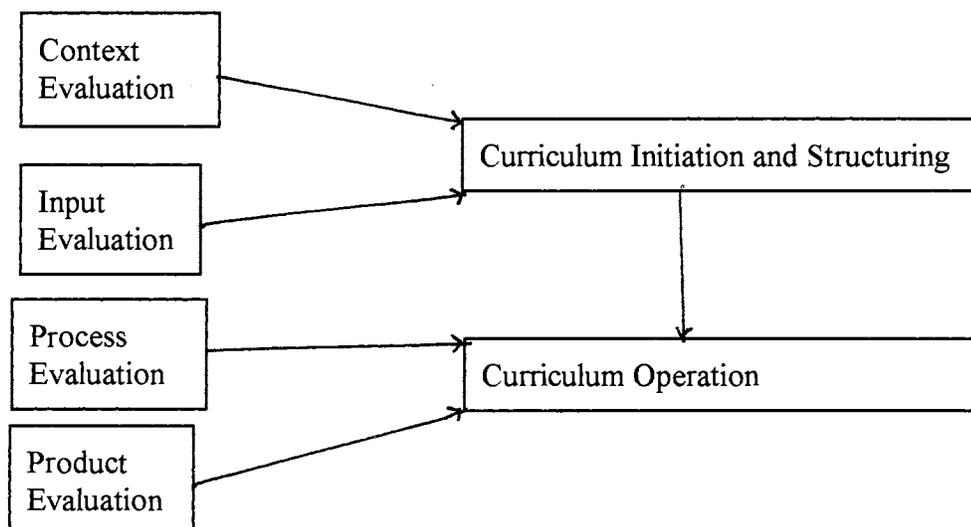
Sampling

Since this was a descriptive study, a comprehensive sampling technique was used. Wiersma (1995) stated that: “Comprehensive sampling includes all units with specified characteristics in the Sample”(pp. 299). Therefore, all 167 commissioned deputies employed by the Sedgwick County Sheriff’s Department were asked to take part in the survey. However, 17 commissioned deputies were in their initial law enforcement academy training and had no in-service training experience. Therefore, only 150 commissioned deputies were actually eligible to participate in the survey. Participation was voluntary and no compensation was offered to participants. However, permission was granted to conduct this survey in the squad rooms and on company time.

Data Collection

Instrumentation

Finch and Crunkilton (1993) advocated the use of a model for curriculum evaluations that is called the Context, Input, Process, and Product (CIPP) model (pp. 268)



Finch and Crunkilton (1993) stated that :

Context and input evaluation are employed as the curriculum is being initiated and structured. These two elements focus on gathering information and making decisions relative to curriculum planning (eg., whether or not to offer a curriculum), curriculum development (eg. , what content should be included in a curriculum), and curriculum materials' development (eg., whether or not materials are of a sufficient quality). Process and product evaluation relate to curriculum operation. Process evaluation focuses on decisions associated with curriculum effects on students (eg., whether or not content was learned by students), whereas product evaluation is more closely aligned with decisions about curriculum effects related to former students (eg., whether or not the curriculum affects graduates' employability (pp. 269).

This study was a product evaluation. Data was collected from participants using a survey. According to Wiersma (1995):

Generally, survey research deals with the incidence, distribution, and relationships of educational, psychological, and sociological variables. No experimental variables are manipulated. Variables are studied as they exist in the situation, usually a natural situation. Some surveys are limited to describing the status quo, while others attempt to determine the relationships and effects occurring between the variables. In the latter case, we have what is called ex post facto research (pp. 15).

This survey collected both quantitative and qualitative data. Caffarella (1994) stated that:

Two major kinds of data are generated from program evaluations: quantitative and qualitative. Quantitative data give precise numerical measures, while qualitative data provide rich descriptive materials (pp136).

In evaluating in-service training seminars, Munson (1992) felt that the researcher should:

Develop a standard form. The first suggestion is to develop a standard form that is partly structured and partly unstructured. The structure makes it easy to make statistical summaries. The unstructured portion encourages creative contributions. We favor a rather simple form that focuses separately on the presentation, the subject matter, and the overall impact of the seminar, while providing a few 'open end' questions. You will note that our form features a five point scale to provide a range of scoring options but without too much definition on the precise meaning of each. Our own experience would indicate that successful seminars will get at least 80% of the responses in the 4 and 5 categories (pp. 215).

Bourner, Martin, and Race (1993) observed that in evaluating the effectiveness of in-service training seminars:

Questionnaires can yield a lot of feedback in a short time, and can have the advantages of anonymity for participants wishing to express critical views (pp. 183).

Therefore the researcher developed a questionnaire containing relevant questions to answer the research questions on the perceived effectiveness of in-service training by participants. Items for the survey were generated from a review of the in-service evaluation literature. Following the example of Trojanowicz and Pollard (1986) in their studies of line officer's perspectives of community policing, a Likert-type scale was developed to gather quantitative data regarding the various instructional methods utilized in in-service training, content and delivery. Room was then left on the questionnaire for qualitative comments on each question. Each in-service training method was represented in the questions of the survey. Questions on the instrument related to various training

methods and participant's perception of the effectiveness of those methods.

Questions on Traditional In-Service Training Methods

6. I feel that the in-service training I received during 1998 was relevant to my current duty assignment (Trojanowicz and Pollard, 1986).
7. I feel that in-service training increases my knowledge of my current job (Whisenand and Rush, 1988)..
8. I feel that in-service training has taught me new relevant job skills (Wall, Sobol, and Solum, 1999).
9. I feel that in-service training has increased my prospects for a successful career (Kroecker, 2000).
15. I have been assigned in-service training classes that were not relevant to my job (Munson, 1992).
18. I feel that in-service training is relevant to my law enforcement career (Caffarella, 1994).
19. I feel that I have wasted my time by attending most in-service training (Phillips, 1988).
21. During last years in-service training, I learned what I expected to learn (Caffarella, 1994).
23. The instructional and presentation techniques used adequately assisted me in learning the material (Caffarella, 1994).
28. During in-service training, the concepts, principles and techniques were explained in an understandable manner (Munson, 1992).

Questions on Cohort In-Service Training Methods

10. I feel that every officer should receive the exact same in-service training (Robinson, 2000).
12. I am assigned most of my in-service training classes (Cox, 1996).
16. I prefer to learn new techniques and job skills in a regulated step by step process (Leytham, 1972).
32. Security and stability are more important to me than freedom and autonomy (Fyfe, Greene, Walsh, Wilson & McLaren, 1997).

Questions on Andragogical In-Service Training Methods

11. I feel that each officer should chose their own in-service training subjects (Knowles, 1990).
13. I would like the opportunity to choose my in-service training classes (Knowles, 1990).
14. I have been allowed to attend specialized training or schools (Rybash, Roodin, and Hoyer, 1995).
17. I prefer to explore new techniques and job skills that I chose for myself (Knox, 1987).
20. I would like more variety in the choices available for my in-service training (Knowles, 1990).
25. I was challenged by the content and the way the material was taught (Caffarella, 1994).
29. The presenters invited and encouraged participation (Munson, 1992).
33. I will feel very successful in my career only if I can develop my technical or functional skills to a very high level of competence (Houle, 1980).

35. List any schools that you would like to attend to prepare you for a future job assignment (Trojanowicz and Pollard, 1986).

Questions on Relevancy and Content of In-Service Training

22. The material presented to me during in-service training was relevant and valuable (Caffarella, 1994).
24. I could relate the material learned in in-service training to my particular life situation (Caffarella, 1994).
26. I felt that this year's in-service training helped to make me a better part of the team (Bratton and Knobler, 1998).
27. I was able to apply what I learned during this years in-service training to my work (Caffarella, 1994).
30. Program content was organized so that you could understand it (Munson, 1992).
31. I could relate that case studies and other examples to my real job (Munson, 1992).
34. List any schools that you feel would be relevant to your current job assignment (Trojanowicz and Pollard, 1986).

Caffarella (1994) observed that:

For some evaluations, only quantitative data or qualitative data are needed; for others, both types of data are required. In addition, some program evaluations rely on single data sources (such as questionnaires or performance demonstrations), whereas others require multiple data sources before complete responses to evaluation questions can be provided (pp. 137).

Administration of the Instrument

The researcher secured voluntary cooperation and consent for the participants by reading the instructions paragraph contained on the survey to the participants at the time the instrument was administered. A written consent form was not used so that there would be no written record of who had or had not participated, thus guaranteeing anonymity. Those deputies who desired to participate in the survey were given surveys to complete and those who declined were thanked for their time and returned to their normal duties. No attempt was made by the researcher or sheriff's supervision to determine which deputies actually participated in the survey. Participants were anonymous. No names or ID numbers were on the surveys. Data was expressed in a collective form. Surveys were kept in a locked file cabinet and were destroyed by shredding after completion of the project.

The Researcher

The researcher has twenty three years experience as a commissioned law enforcement officer. The researcher is a Kansas Law Enforcement Training Center licensed law enforcement instructor and has used all three of the teaching techniques used in this study (SEE VITA).

Pilot Study

In order to determine the internal validity of the instrument, the researcher conducted a pilot study. A base line of instructional methods of in-service training for law

enforcement officers and various state content requirements for this in-service training was needed to develop the instrument. In order to determine existing requirements and methodologies in law enforcement in-service training, the researcher contacted the all state accreditation and P.O.S.T. agencies via telephone. Each agency was asked for their in-service training requirements, the evaluation period covered by these requirements, any mandated content for their state's in-service training or instructional methods for this training, and if a post-instructional analysis of this training had ever been conducted. Agencies surveyed had never conducted a post instructional analysis of in-service training. The remaining questions were answered by the accrediting agencies with the following results:

TABLE IV

IN-SERVICE TRAINING REQUIREMENTS BY STATE

State	# Hours	Evaluation Period	Content Mandated by P.O.S.T.
Alabama	12	1 Year	Firearms+Clock Hr
Alaska	00		
Arizona	08	1 Year	Firearms+Clock Hr
Arkansas	00		
California	24	3 Years	Clock Hour
Colorado	40	1 Year	Training Only Recommended
Delaware	16	1 Year	Firearms+CPR+ First Responder
Florida	40	4 years	Clock Hour
Georgia	20	1 Year	Clock Hour

Hawaii	40	1 Year	No Penalty if Missed, Cohort
Idaho	00		
Illinois	00		
Indiana	16	1 Year	Clock Hour
Iowa	12	1 Year	Clock Hour
Kansas	40	1 Year	Firearms+Clock Hr
Kentucky	00 Training for Sheriff's Employees 40 for police	1 Year	Clock Hour
Louisiana	00		
Maine	00		
Maryland	18	1 Year	Cohort
Massachusetts	40	1 Year	Clock Hour
Michigan	00		
Minnesota	48	3 Years	Firearms+Pursuit+ Clock Hour
Mississippi	08 Training required for Chief Only	1 Year	Clock Hour
Missouri	20	1 Year	Clock Hour
Montana	00		
Nebraska	20	1 Year	Clock Hour
Nevada	24	1 Year	Clock Hour
New Hampshire	08	1 Year	Clock Hour
New Jersey	00 No Formal Training Requirement	1 Year	Must qualify with firearms annually
New Mexico	40	1 Year	Clock Hour
New York	00		

North Carolina	00		No Clock Hour Req. Cohort with Content Mandated
North Dakota	48	3 Years	Clock Hour
Ohio	00		
Oklahoma	16	1 Year	Clock Hour
Oregon	00		
Pennsylvania	16	1 Year	Clock Hour
Rhode Island	00		
South Carolina	40	1 Year	Cohort
South Dakota	00		
Tennessee	40	1 Year	Firearms+Child Abuse+Clock Hour
Texas	40	2 Years	Clock Hour
Utah	40	1 Year	Clock Hour
Virginia	40	1 Year	Content Mandated
Washington	00		
West Virginia	08	1 Year	Firearms+Clock Hr
Wisconsin	21	1 Year	Clock Hour
Wyoming	80	2 Years	Clock Hour

(Note: Information provided by various state accreditation and P.O.S.T. agencies, 1999)

State requirements varied widely from nothing at all to 40 clock hours of in-service training required per year. Most states used clock hours as the standard measurement of achievement. A few states mandated cohort training, otherwise the method and the content of instruction were left up to the individual agency to select. However, things were beginning to change. Dr. Paula McGillis of the Florida Criminal Justice and Standards and Training Commission (Personal Communication, September 10, 1999) stated that the state of Florida was moving towards applying the adult education model to

in-service as well as basic police training. McGillis stated that the andragogical methods of Malcom Knowles were used to develop and implement their training program which they called “the adult education model” in Florida.

Stating the advantages of a pilot study, Wiersma (1995) observed that:

A pilot run of the items provides the opportunity to identify confusing and ambiguous language, and to obtain information about possible pattern of results (pp.183).

The pilot study was conducted with deputies of the Butler County Sheriff’s Department located in El Dorado, Kansas. This department was selected because of its size (38 deputies) and accessibility (adjacent to Sedgwick County). Butler County Sheriff Stan Cox granted his permission to conduct this study on company time and using his people. Participation was voluntary. Deputies were asked to complete the questionnaire and then comment on any unclear language, difficulties with the directions of the questionnaire, or ambiguities that might be present.

The results of the pilot study were subject to a reliability analysis using a Cronbach’s Alpha on SPSS software to determine internal validity of the instrument and changes were made in the questionnaire where needed.

Data Analysis

The level of data collected by this study was nominal. The results were reported in percentages. This study utilized nonparametric analysis. Wiersma (1995) noted that:

Nonparametric analysis are part of inferential statistics, so the chain of reasoning for inferential statistics applies. Hypotheses are tested and can be stated in null form. The statistics involved are not means but statistics, such as frequencies. Whatever the case, the statistics are still measures of the one or more samples (pp. 378).

Therefore, the raw data was tabulated using SPSS software and was expressed in frequencies so that the data could be compared and summarized. Comparisons were made based on rank, length of service, race, and gender to determine perceived attitudes about in-service training methods. Results were expressed in table form.

Since the raw data was nominal, in order to determine if any differences existed between the answers from deputies in the categories of race, gender, rank, and service a One Way ANOVA was used to analyze data in these categories and compare that data with the results from the overall group. The independent variable was the category of respondents (race, gender, rank, service). The dependent variable was the answer to the question asked of the respondents with $P \leq .05$. According to Hinkle, Wiersma, and Jurs (1979):

In the one way ANOVA, only the independent variable is considered. This independent or categorizing variable may be nominal (religious preference), ordinal (age grouping), interval (Temperature conditions), or ratio (specified drug dosages) (pp. 244).

Summary

In-service training was an important aspect of any law enforcement agency's operational plans. The effectiveness of this training was crucial to the overall efficiency of the law enforcement agency. This study measured the perceived effectiveness of the training among Kansas Sheriff's Department employees.

In Chapter IV, data from the completed surveys was analyzed and the findings of the study were presented.

In Chapter V, the major results of the study were summarized and recommendations for future research studies were included.

Chapter IV

FINDINGS

Introduction

This section includes the methodology used to analyze the results and respondent characteristics are described. Tables are used to represent the raw data tabulated from the surveys. Raw data is converted to percentages for each question. The results for each question are analyzed and significant findings are presented.

Pilot Study Results

The pilot study was conducted with the 38 commissioned deputies of the Butler County Sheriff's Department located in El Dorado, Kansas. As a conditional requirement imposed by the Butler County Sheriff's Department, the survey instrument was administered by Butler County Sheriff's Lieutenant Deines to volunteer participants from the department. The surveys were returned to the researcher for tabulation and analysis. Initially the response was 18 completed surveys. In order to increase the response rate, a reminder was sent through LT Deines asking for increased participation. As a result, 6 more completed surveys were turned in. Thus twenty-four of the thirty-eight deputies of the Butler County Sheriff's Department elected to participate. This resulted in a response rate of 63.5%.

The average respondent was a White (91.7%) male (97.4%), deputy sheriff (50%) with 6 to 10 years of service (37.5%).

TABLE V

BUTLER COUNTY SHERIFF'S DEPARTMENT/RACE

	Frequency	Percent	Valid Percent	Cumulative Percent
African-American	01	04.2	04.2	04.2
Asian	00	00	00	04.2
Caucasian	22	91.7	91.7	95.8
Native American	01	04.2	04.2	100.0
Other or Racially Mixed	00	00	00	100.0
Total	24	100.0	100.0	

TABLE VI

BUTLER COUNTY SHERIFF'S DEPARTMENT/SERVICE

	Frequency	Percent	Valid Percent	Cumulative Percent
00-05 years	03	12.5	12.5	12.5
06-10 years	09	37.5	37.5	50.0
11-15 years	05	20.8	20.8	70.8
16-20 years	03	12.5	12.5	83.3
20+ years	04	16.7	16.7	100.0
Total	24	100.0	100.0	

TABLE VII

BUTLER COUNTY SHERIFF'S DEPARTMENT/RANK

	Frequency	Percent	Valid Percent	Cumulative Percent
Deputy Sheriff	12	50.0	50.0	50.0
Detective	02	08.3	08.3	58.3
Sergeant	07	29.2	29.2	87.5
Lieutenant	01	04.2	04.2	91.7
Staff Officer (Captain, Major, Undersheriff, Sheriff)	02	08.3	08.3	100.0
Total	24	100.0	100.0	

The Butler County Sheriff's Department has a similar rank structure as the Sedgwick County Sheriff's Department. A cross section of the department responded to the survey. However, because of the characteristics of the sample, the survey results from the pilot study were reported in percentages for overall departmental totals. Some ranks, races, genders, and other categories only had one or two possible members. Therefore in order to avoid a skewed response from the sample, the results of the pilot study were reported as a departmental total.

TABLE VIII

BUTLER COUNTY SHERIFF'S DEPARTMENT/EDUCATION

	Frequency	Percent	Valid Percent	Cumulative Percent
High School or G.E.D.	08	33.3	33.3	33.3
Some College (Less than 30 hours)	06	25.0	25.0	58.3
Some College (Less than 60 hours)	05	20.8	20.8	79.2
More than 60 hours, less than BA	01	04.2	04.2	83.3
Bachelor's Degree	03	12.5	12.5	95.8
Graduate Work Towards a Master's Degree	01	04.2	04.2	100.0
Master's Degree	00	00	00	
Post Graduate Work	00	00	00	
Doctorate Degree	00	00	00	
Total	24	100.0	100.0	

The average respondent had a high school diploma or G.E.D. and less than 30 hours of college education. They were not currently enrolled in college and did not have any plans to return to college. This was in spite of the fact that Butler County Community College,

located in El Dorado, has a criminal justice program as an academic major.

Changes in Data Collection as a Result of the Pilot Study

Information was collected by distributing a six page, 35 question, researcher developed survey to each subject in the sample. In order to determine the validity of the instrument, a Reliability Analysis using Cronbach's Alpha was run using SPSS software. According to Huck and Cormier (1996) a reliability analysis using Cronbach's Alpha or simply Alpha is preferred when the instrument being measured uses a Likert-type scale questionnaire (pp. 80). The pilot study indicated that the instrument was valid in construction. According to Wiersma 1995) "Reliability coefficients can take on values of 0 to 1.0, inclusive" (pp. 310). The Alpha coefficient was moderately high (0.6654). Because this was a descriptive study, it was elected not to change any of the questions because people understood them and answered them appropriately.

TABLE IX

RELIABILITY ANALYSIS – SCALE (ALPHA)

N of Cases	N of Items	Alpha
17.0	40	.6654

However, some concerns were expressed to the researcher about the survey instrument being administered and collected by a supervisor. The concerns had to do mainly with privacy of responses and remaining anonymous as to participation. To solve these valid concerns, the researcher made changes in the way that the survey was distributed and returned. The researcher personally passed out questionnaires to each of

the 150 deputies of the Sedgwick County Sheriff's Department that were eligible to participate in the survey. The deputies were told to return the completed surveys to the researcher through County inter-office mail. The inter-office mail envelopes had no return address and therefore would ensure the participant and their responses would remain anonymous.

The survey was conducted with commissioned deputies of the Sedgwick County Sheriff's Department located in Wichita, Kansas. After eliminating deputies who were in the initial training phases of their employment, because they had not yet experienced any in-service training, there were 150 deputies who were given questionnaire. Of these, 107 returned completed questionnaires for a response rate of 71.33%

Characteristics of respondents

The respondents from the Sedgwick County Sheriff's Department had the following characteristics:

The average respondent was a male, deputy sheriff, between the ages of 30 to 39, with at least 60 hours of college and 11 to 15 years of service. However, the Sedgwick County Sheriff's Department is a very diverse organization and a wide variety of employees responded to the survey including many women and minorities.

TABLE X

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT, SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	92	86.0	86.0	86.0
Female	15	14.0	14.0	100.0
Total	107	100.0	100.0	

TABLE XI

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT, AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
21-29	15	14.0	14.0	14.0
30-39	37	34.6	34.6	48.6
40-49	34	31.8	31.8	80.4
50-59	19	17.8	17.8	98.1
60+	02	1.9	1.9	100.0
Total	107	100.0	100.0	

TABLE XII

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT,
ETHNICITY

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	15	14.0	14.0	14.0
No	92	86.0	86.0	100.0
Total	107	100.0	100.0	

TABLE XIII

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT, RACE

	Frequency	Percent	Valid Percent	Cumulative Percent
African American	09	08.4	08.4	08.4
Asian	03	02.8	02.8	11.2
Caucasian	84	78.5	78.5	89.7
Native American	04	03.7	03.7	93.5
Other or Racially Mixed	07	06.5	06.5	100.0
Total	107	100.0	100.0	

TABLE XIV

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT, SERVICE

	Frequency	Percent	Valid Percent	Cumulative Percent
00-05 years	22	20.6	20.6	20.6
06-10 years	23	21.5	21.5	42.1
11-15 years	19	17.8	17.8	59.8
16-20 years	09	08.4	08.4	68.2
20+	34	31.8	31.8	100.0
Total	107	100.0	100.0	

TABLE XV

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT, RANK

	Frequency	Percent	Valid Percent	Cumulative Percent
Deputy Sheriff	64	59.8	59.8	59.8
Detective	05	04.7	04.7	64.5
Sergeant	17	15.9	15.9	80.4
Lieutenant	13	12.1	12.1	92.5
Staff Officer (Captain, Major, Undersheriff, Sheriff)	08	07.5	100.0	
Total	107	100.0	100.0	

TABLE XVI

DEMOGRAPHICS, SEDGWICK COUNTY SHERIFF'S DEPARTMENT,
EDUCATION

	Frequency	Percent	Valid Percent	Cumulative Percent
H.S. Diploma or G.E.D.	08	07.5	07.5	07.5
Some College (less than 30 hours)	17	15.9	15.9	23.4
Some College (less than 60 hours)	08	07.5	07.5	30.8
More than 60 hours, less than BA	14	13.1	13.1	43.9
Bachelor's Degree	45	42.1	42.1	86.0
Graduate Work	09	08.4	08.4	94.4
Master's Degree	03	02.8	02.8	97.2
Post Graduate Work	03	02.8	02.8	100.0
Doctorate	00	00	00	100.0
Total	107	100.0	100.0	

Formal education is considered to be an important part of the overall picture of an employee's qualifications and abilities to perform their duties. Many departments recognize this fact and award either promotional points or proficiency pay for advanced

formal education. The Sedgwick County Sheriff's Department awards promotional points for formal education. In addition, Sedgwick County has a program of partial tuition reimbursement for college classes taken by employees.

Q1. Have you advanced your formal education since you have become employed in law enforcement?

Yes 60.7% No 39.3%

Q2. Are you still in college?

Yes 14.0% No 86.0%

Q3. Are you planning to enter, continue or return to college?

Yes 45.8% No 54.2%

While a high school diploma or G.E.D. is the only academic credential required by Kansas State law for employment as a certified law enforcement officer, 69.2% of deputies employed by the Sedgwick County Sheriff's Department have at least 60 hours of college credit. Most supervisors have a Bachelor's degree, although there are some exceptions. 58.9% of the deputies felt that the formal education they received was of some benefit to them in their law enforcement careers.

TABLE XVII

Q5. I feel that the formal education that I received in a college or university as a Law Enforcement Officer has been of personal benefit to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	05	04.7	04.7	04.7
Disagree	10	09.3	09.3	14.0
No Opinion	29	27.1	27.1	41.1
Agree	44	41.1	41.1	82.2
Strongly Agree	19	17.8	17.8	100.0
Total	107	100.0	100.0	

Q5. Comments:

"As a biology major I haven't been able to use by schooling except during accidents."

"My formal education was in business administration."

"My major was exercise physiology."

"Criminal justice major."

"The instructors are idiots with no real world experience."

"Biggest benefit is promotional opportunity."

"I think that my education definitely benefitted me with my law enforcement career."

"Not so much for law enforcement, but just for my overall general education (writing skills/thinking skills)."

"No law enforcement courses taken."

"College has a tendency to be behind current trends."

"It doesn't deal with the real world of law enforcement."

"Some helped, most didn't."

"At the time of formal education, my employer was resistant to change and had never heard of Heck Thomas."

"Most college course work bears little resemblance to the real world."

"Another degree would have been helpful."

"Professional knowledge is always good to apply professionally. However education used for promotional applications is not always beneficial."

"Not in the actual mechanics of law enforcement."

Objective 1 in this study was to determine the perceptions of law enforcement officers regarding existing training methods. Deputies perceptions of the effectiveness of Traditional, Cohort, and Andragogical training methods were surveyed. The answers to items contained on the survey instrument are grouped by methods and reported in frequencies.

Objective 3 in this study was to determine participant recommend alternatives to traditional in-service training methods. Deputies were given the opportunity to make comments with each question. These comments were listed by question number after the results for each training method were reported.

Traditional Training Methods

The deputies of the Sedgwick County Sheriff's Department replied to the questions about traditional methods on instruction for in-service training as follows:

- Q6. I feel that the in-service training I received during 1998 was relevant to my current duty assignment.**
- Q7. I feel that in-service training increases my knowledge of my current job.**
- Q8. I feel that in-service training has taught me new skills.**
- Q9. I feel that in-service training has increased my prospects for a successful career.**
- Q15. I have been assigned in-service training classes that were not relevant to my job.**
- Q18. I feel that in-service training is relevant to my law enforcement career.**
- Q19. I feel that I have wasted my time by attending most in-service training.**
- Q21. During last years in-service training, I learned what I expected to learn.**
- Q23. The instructional and presentation techniques used adequately assisted me in learning the material.**
- Q28. During in-service training, the concepts, principles and techniques were explained in an understandable manner.**

Findings: Traditional Methods

Findings were reported in frequencies. A One Way ANOVA was run to determine any significant differences within demographic groups. No significant differences were found as to sex, race, rank or length of service.

The majority of the department felt that in-service training delivered by traditional methods of instruction was understandable, relevant, and increased their knowledge of their job. However, on most questions over 20% of the workforce did not agree with this opinion. In a conventional educational setting a positive response rate of over 70% would be a cause for celebration. Like medicine, law enforcement deals with life and death situations on a daily basis. A wrong answer or an improper action can result in serious

TABLE XVIII

FINDINGS, TRADITIONAL TRAINING METHODS

Q#	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Q6	10.3	55.1	12.1	15.9	06.5
Q7	10.3	65.4	03.7	17.8	02.8
Q8	08.4	51.4	12.1	25.2	02.8
Q9	04.7	41.1	13.1	35.5	05.6
Q15	19.6	47.7	13.1	16.8	02.8
Q18	20.6	59.8	06.5	11.2	01.9
Q19	09.3	20.6	12.1	49.5	08.4
Q21	02.8	58.9	20.6	15.9	01.9
Q23	00	57.0	19.6	20.6	02.8
Q28	01.9	70.1	18.7	09.3	00

injury or death for either the officer involved or another person. According to Federal Bureau of Investigation statistics, in 1999, 105 law enforcement officers were killed in the line of duty. Of the forty-two officers that were feloniously murdered, only twenty-seven were wearing bullet resistant vests at the time of their demise (Payner, 2000, pp. 8). This is a basic safety precaution. Sixty-three officers were killed accidentally, mainly in traffic accidents. Some of these accidents might have been prevented if the officer's had received proper in-service training. Therefore the tolerances on the comprehension levels are much narrower in law enforcement than in a normal adult education situation. Even one officer that is not proficient in CPR is too many if that officer is the one that is working on you

while you lie there on the sidewalk dying. While 100% comprehension may never be achieved, it would be hard to defend a 70 something percentile comprehension rate in a vicarious liability law suit for failure to train deputies properly.

Q6. Comments:

"Some was, some wasn't."

"I was fortunate enough to be able to attend training both relevant and interesting."

"Most of the training was relevant."

"1998 was one of the few years of law enforcement that I received training which was beneficial to my duty assignment."

"Some deputies are assigned training that is not relevant."

"The training was either repetitive or sophomoric in nature."

"I usually try to attend courses that are relevant."

"Don't remember what I had two years ago."

"Most in-service is by choice so it would be relevant."

"Changed assignments."

"Very little addresses day to day patrol management issues."

"Most was hogwash."

"Some yes/Some no-Just a filler."

"Most training that I chose to take was beneficial."

"Except for specialized training, there was very little training available of interest to the average deputy. For an agency this big, and a facility such as ours, the training section should be a regional hub."

"This year, I was able to attend more training that cost \$. These training sessions were much more beneficial and the presenters in these trainings were much better. I think we need to have more \$ in our training budgets for better training."

"Our training programs are a joke and should focus on law enforcement tactics instead of getting in touch with our inner child."

Q 7. Comments:

"Never applies."

"Only with new info--most is a repeat."

"I have attended only four hours relevant to my current job."

"In-service training helps retain information already learned."

"It usually goes over things I have already learned."

"It helps by bringing the current job to reality."

"Depends on the subjects offered."

"When we receive relevant training."

Q8. Comments:

"When we receive relevant training."

"Need more availability of management classes."

"In-service helps to improve your skills."

"Little more than entertainment."

"Only in a small degree."

"Never applies."

"Some training has-not all."

"Or refreshed previous skills."

Q9. Comments:

"Not under the current system."

"I owe my success to external non-law enforcement training."

"Sometimes."

"Only training offered by outside agencies."

"Nothing helps in this department."

"Corporate politics/lack of professionalism in supervision provide a barrier not always surmountable by formal education."

"I have to be a minority to be successful."

Q15. Comments:

"Fillers."

"Many times in my career this has happened."

"There is more concern over the 40 hours of training, than there is with assuring that excellent training is provided."

Q18. Comments:

"Too much a deputy can't use."

"If it is something new."

"Again this training is boring and does not enhance my job skills or career advancement."

"Some is, some isn't.", 2 responses

"It seldom is."

Q19. Comments:

"Too much B.S.!"

"Enjoyed photography class."

"It is a big waste of time and a paper chase for the department."

"It repeats to a large degree."

"Some classes have not been very interesting, but I still learned something."

Q21. Comments:

"I learned nothing, I didn't already know."

"I learned more."

"I expected to learn a lot more."

"1/2 and 1/2."

"I expected nothing and I got nothing."

Q23. Comments:

"Many in-house classes need new technology in order to teach adult learners."

"Depends on the material."

"Not always, some instructors were merely qualified, not competent."

"Most were as dry as a popcorn fart."

"Some, a majority were poor presentations."

"Most classes not put together or presented well."

"For the most part.", 2 responses

"Usually."

Q28. Comments:

"Any moron could understand."

"Generally yes, however one 8 hour class it wasn't."

"Most of the time.", 4 responses

"Poor presentations."

"Generally speaking."

"I attend classes outside the department."

"But it was too basic."

Cohort Training Methods

The deputies of the Sedgwick County Sheriff's Department replied to the questions about cohort training methods as follows:

Q10. I feel that every officer should receive the exact same in-service training.

Q12. I am assigned most of my in-service training classes.

Q16. I prefer to learn new techniques and job skills in a regulated step by step process.

Q32. Security and stability are more important to me than freedom and autonomy.

Findings: Cohort Training Methods

Findings were reported in frequencies. A One Way ANOVA was run to determine any significant differences within demographic groups. There were no significant differences as to sex, race, rank or length of service.

TABLE XIX

FINDINGS, COHORT TRAINING METHODS

Q#	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Q10	01.9	10.3	08.4	57.9	21.5
Q12	02.8	24.3	08.4	53.3	11.2
Q16	04.7	50.5	33.6	11.2	00
Q32	03.7	24.3	31.8	30.8	09.3

While this method presents an opportunity to pass large amounts of information to groups in a uniform manner, 79.4% of the deputies did not care for this method of instruction. The sixteen to twenty year service groups was strongest in their dislike of cohort training (100.0%) However, many of the 12.2% of the deputies that did prefer cohort training methods were lieutenants. This is significant because the lieutenants assign the in-service training. In question 12, a minority (27.1%) stated that they were assigned most of their in-service training. However, some of the minority is caused by failure of the deputy to chose in-service training in a timely manner. Although 55.2% of the deputies found that learning through a regulated step by step process to be attractive, the general feeling from the statistics and the comments, contained in this and other sections, was that the deputies preferred to select training that they considered to be relevant to them.

Q10. Comments:

"To a point with some, but should be directed towards their expertise."

"Not every officer wants to follow the same career path."

"In-service should be geared to speciality training in at least 75% of the overall training received."

"No two officers have the exact same assignments, abilities, experiences, etc."

"Different job assignments need specific information."

"In-service should be geared toward what you are doing of towards future goals."

"Training should be tailored to your rank and job."

"Supervisors should be a factor, since they see your weakness."

"This depends on the deputies ability and desire to choose training subjects that are beneficial to them and the department in their current role."

"Only when it applies."

"Officers need the training of that field."

"Job skills required for different assignments."

Q12. Comments:

"Only mandatory training "

"If short on hours, take what there is."

"I volunteer for most of my training."

Q16. Comments:

"Usually hands on is best."

"It would improve job performance."

"Some techniques and skills require regulated, step by step instruction, some not."

Q32. Comments:

None

Andragogical Training Methods

The deputies of the Sedgwick County Sheriff's Department replied to the questions about andragogical training methods as follows:

Q11. I feel that each officer should choose their own in-service training subjects.

Q13. I would like the opportunity to chose my in-service training classes.

Q14. I have been allowed to attend specialized training or schools.

Q17. I prefer to explore new techniques and job skills that I choose for myself.

Q20. I Would like more variety in the choices available for my in-service training.

Q25. I was challenged by the content and the way the material was taught.

Q29. The presenters invited and encouraged participation.

Q33. I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.

Findings: Andragogical Training Methods

Findings were reported in frequencies. A One Way ANOVA was run to determine any significant differences within demographic groups. There were no significant differences as to sex, race, rank or length of service.

In question 11, 72% of the deputies wanted to choose their own in-service training and direct their own career path. This sentiment was reinforced by the deputies answers to question 13, where 93.4% stated that they felt that they should choose their own in-service training classes. In question 14, 72.9% of the deputies replied that they had been allowed to attend specialized

TABLE XX

FINDINGS, ANDRAGOGICAL TRAINING METHODS

Q#	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Q11	17.8	54.2	10.3	16.8	00.9
Q13	35.5	57.9	05.6	00.9	00
Q14	15.9	57.0	07.5	15.9	03.7
Q17	16.8	66.4	12.1	04.7	00
Q20	28.0	60.7	07.5	03.7	00
Q25	00.9	29.0	21.5	42.1	06.6
Q29	01.9	67.3	18.7	09.3	02.8
Q33	14.0	53.3	16.8	15.9	00

schools. However, 19.6% felt that they had been denied this opportunity. This perception is important because the ability to specialize can radically affect a deputies ability to advance or seek choice assignments. In question 33, 67.3% of the deputies stated that they felt the development of technical and functional skills was important to their career advancement. Also, 48.7% of deputies felt that the in-service training offered was not challenging and 88.7% wanted more variety of training courses offered. In question 29, 69.2% of the deputies stated that participation was encouraged by the presenters.

Q11. Comments:

"Or training to the field they work in."

"Guidelines should be in place to prevent an officer from selecting, e.g., 40 hours of firearms training."

"Within specified guidelines."

"Some are too stupid to dress themselves."

"It depends on their ability to assess their own needs."

"They may get the info. they need."

"Curriculum must be managed."

"Sometimes-depends on the officers and area of responsibility."

Q13. Comments:

"We Do."

"If the time allows and job load allows. Job load has a way of keeping the training from a deputy they most need."

"Does not apply to me personally."

Q14. Comments:

"I don't know why but would like to know."

"Attended: Accident reconstruction/Advanced accident reconstruction/FBI hostage negotiations."

"Some."

"A few, not many."

"I applied for needed schools and was denied while other more Politically Correct went."

"Some, but nearly enough."

"None have been made available to me."

"Sometimes."

Q17. Comments:

"As long as it is directed to the job."

Q20. Comments:

"Those that disagree or worse should suggest classes."

"I am satisfied at what is offered."

"If someone is interested, there are already many, many choices for training."

"There is an ample variety of choices available considering the resources we have."

"I understand variety is difficult in an intellectually challenged organization, due to a lack of competent instructors, especially when the competent are not put in charge of training, due to political reasons, and this is ultimately damaging to the department. This is an example of empire building which is deleterious to organizational function and accomplishment of mission."

Q25. Comments:

"Most of the time."

"Sometimes."

"It was informative, but not challenging by my definition."

"Most instruction is drill and repetitive."

"Most was structured for the 6th grade."

"No challenge."

"Usually."

"If not vomiting is a challenge."

Q29. Comments:

"Some do, most don't.", 2 responses

"This differs to individual presenters."

"Some good instructors and some bad instructors."

"Sometimes."

"Not all do."

"Most of the time."

"I attended classes outside the department."

Q33. Comments:

None

Objective 2 in this study was to determine the perceptions of law enforcement officers regarding the content relevancy used for in-service training.

Relevancy of Training

The deputies of the Sedgwick County Sheriff's Department answered the questions on relevancy as follows:

Q22. The material presented to me during in-service training was relevant and valuable.

Q24. I could relate the material learned in in-service training to my particular life situation.

Q26. I felt that this year's in-service training helped to make me a better part of the team.

Q27. I was able to apply what I learned during this years in-service training to my work.

Q30. Program content was organized so that you could understand it.

Q31. I could relate the case studies and other examples to my real job.

TABLE XXI

FINDINGS, RELEVANCY OF TRAINING

Q#	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Q22	00.9	52.3	21.5	21.5	03.7
Q24	00.9	48.3	23.4	23.4	03.7
Q26	03.7	30.8	31.8	27.1	06.5
Q27	04.7	52.3	15.0	22.4	05.6
Q30	01.9	70.1	18.7	18.7	00
Q31	03.7	52.3	27.1	14.0	02.8

Findings: Relevancy of Training

Findings were reported in frequencies. A One Way ANOVA was run to determine any significant differences within demographic groups. There were no significant differences as to sex, race, rank or length of service.

While 53.2% deputies felt that the in-service training that they received was relevant and 49.5% felt that it could be applied to their jobs, there was about one in five that disagreed and did not feel that the training was relevant to them. The interest of the deputies in relevancy to their job can be shown through the types of schools that they listed as wanting to attend to advance their law enforcement careers in questions 34 and 35. The responses to question 26 were about evenly divided as to whether the training offered inspired a feeling of being a part of the team.

Q22. Comments:

"I feel fortunate in the training I've received over the last two years. I've also been sent to some bad training classes over the years."

"Some did and some didn't."

"Most of the time.", 2 responses

"Usually."

"To a small degree."

"Some was relevant, some was valuable."

"Generally yes."

"½ and ½."

Q24. Comments:

"Usually."

"More B.S.!"

"Not always."

"Sometimes."

Q26. Comments:

"I selected most of mine."

"Don't care anyway."

"Nothing done to improve team player attitude."

"More B.S."

"Not!"

"With current corporate culture, there is no team. But I am better able to overcome organizational roadblocks and accomplish my job despite."

Q27. Comments:

"On Occasion."

"Nope."

"Knowingly or unknowingly, I am sure that I have applied what I learned."

"Most of it doesn't have anything to do with my current assignment."

"Some of it, not all."

"Sometimes."

Q30. Comments:

"Most of the time.", 3 responses.

"Outlines of discussion or presentation would help those who wish to take relevant notes, not always provided."

"What is not to understand?"

Some- not all."

Q31. Comments:

"In some cases no- most yes."

"Sometimes."

"Most of the time."

"Same garbage every year."

"Examples usually not given."

Q34. List any schools that you feel would be relevant to your current job assignment.

Extradition training school.

Lab School

Federal Bureau of Investigation National Academy, 9 responses

Southern Police Institute, University of Louisville, 3 responses

Master Fitness Training
Drug Enforcement Administration School
Managing Difficult Employees, 2 responses
Crime Prevention
Community Policing
Management Schools, 6 responses
Search and seizure
Case law, 3 responses
Drugs enforcement, 3 responses
Interview and Interrogation, 2 responses
I could but that would identify me.
Suburban Tactics
More Emergency Vehicle Operations Courses, 2 responses
Human Resource Management
Kansas Bureau of Investigation Schools
Tactical schools
People Skills
Wichita State University, 3 responses
LTEC-Advanced Firearms Training
Use of Force Schools
Tactical Explosive Entry school
Glock Armor's Course
Remington Armor's Course
All Defensive Tactics Training
Computer Skills
Civil Process, 2 responses
Kansas Police and Fire Retirement Seminars

Q35. List any schools that you would like to attend to prepare you for a future job assignment.

Federal Bureau of Investigation National Academy, 9 responses
Southern Police Institute, University of Louisville, 4 responses
Kansas Bureau of Investigation Schools, 2 responses
Wichita State University
Friends University
Lab Schools
U.S.. Marshall's Training in GA
Street Survival Training
Internal Investigations School
Management Schools, 4 responses
Leadership Schools
Drug Enforcement Administration School
Whatever is out of town
Computer, 2 responses
Tactical Schools..

Budgetary Training

Evaluating Employee Performance

Any inter-net security courses

"I am 52 years old with 20+ years of service. There no schools for me ."

"Creative lying to subordinates."

"Kansas Police and Fire retirement seminars."

"Retirement financial and investment seminars."

Summary

In this chapter the findings of the survey on the various methods of in-service training for law enforcement officers were presented. The officer's perceptions as to the effectiveness of each method of training was examined and the perceived relevance of the in-service training to the officers was measured. While traditional in-service training methods were accepted by most deputies surveyed, andragogical in-service training methods received high marks from most groups. Cohort in-service training methods were the least favored.

In Chapter V, the major results of the study were summarized and recommendations for future research studies were included.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study surveyed a descriptive sampling of commissioned law enforcement officers employed by the Sedgwick County Sheriff's Department located in Wichita, Kansas. The commissioned deputies of the department were asked to respond to a questionnaire designed to evaluate their perceptions of effectiveness of several instructional methods of in-service training for law enforcement officers. The study focused on the perceptions of deputies of the effectiveness of their in-service training. Comparisons were made based on gender, race, rank, and length of service.

The results of the study were to determine the perceived effectiveness of existing methods of in-service training of sheriff's deputies in Kansas and to examine possible ways of increasing the effectiveness of in-service training to law enforcement officers.

The data from the study constructed a comparative framework to allow the researcher to examine the perceived effectiveness of various methods of in-service training of law enforcement officers in Kansas and to compare those methods to determine the method perceived as being the most effective by the participants. This would allow law enforcement and training administrators to gain insight as to the most effective methods of participant selection and delivery for the instruction of in-service training for their employees.

This study had three major assumptions. First, all commissioned law enforcement

officers in the State of Kansas are required by statute to complete forty clock hours of in-service training each year to retain their licenses as commissioned law enforcement officers. Second, all participants in the survey were licensed as commissioned law enforcement officers in the State of Kansas. Third, the responses provided to the questions on the survey were the perceptions of the individual deputies involved.

Conclusions

1. Determine the perceptions of Kansas law enforcement officers regarding existing in-service training methods.

The traditional training methods are perceived by a majority of the deputies surveyed as accomplishing the task of providing in-service training to commissioned law enforcement officers as required by Kansas state statute. However, there is a consistent and relatively large minority that felt that their in-service training needs were not met by these training methods. Because of the life or death nature of the job that law enforcement is required to perform, the true significance of the results of this study should be measured not by the majority opinion of the participants, but by the opinions and perceptions of those that for whatever reason, just did not grasp the concept. These are the employees that are the weak point in the organization's in-service training program. In the survey, 22.4 % indicated that they either strongly disagreed or disagreed that the in-service training they received in 1998 was relevant to them. This becomes critical when you begin to realize that of every five workers, at least one or possibly more of them did not feel the training was relevant to their job. Approximately the same number, 20.6% did not feel that in-service training increased the knowledge of their current job. When asked if they had ever been assigned in-service training that was not relevant to their job, over three out of

five workers (67.3) either agreed or strongly agreed that they had been assigned such classes. Almost three workers out of ten (29.9%) either agreed or strongly agreed that they had wasted their time in in-service training.

One important goal of the in-service training of law enforcement officers is the maintenance and improvement of existing job skills and proficiencies. According to Rangemaster Sergeant Bruce Morton, 17 deputies (11.3%) or over one deputy in ten failed quarterly firearms qualifications at least once during 1999. The ability to safely and accurately use a firearm is a critical basic job skill in the job function of a commissioned law enforcement officer. This lack of skill or comprehension is unacceptable in such a critical area of operations. The issue is literally life or death on this issue. While all deputies who failed firearms qualifications were placed in remedial training until they raised their level of competence to a passing score, in the survey, 23.4% or over one deputy in five of the respondents either disagreed or strongly disagreed that the instructional and presentation techniques used adequately assisted them in learning the material. Different people learn material in different ways. Some areas are so critical that the organization can not afford to have even one deputy who does not adequately fully understand all aspects of the force continuum or how to safely and accurately use their firearm! Can a law enforcement organization afford a police pilot that can only land their aircraft safely 88.7% of the time? The safety issues are enormous and life threatening. The vicarious liability issues for management are staggering. In real life, these problems exist. There are bad police shootings every year. While police aircraft crashes are uncommon, there have already been two police deaths in Kansas during 2000 that were caused when a Topeka Police helicopter crashed in June, 2000 while engaged in a routine surveillance

operation. In some areas a 70 or 80% comprehension rate, while admittedly high, is simply not high enough for law enforcement purposes.

The acquisition of new job skills is a central goal of in-service training of law enforcement officers. Over one worker in four, 25.2% either disagreed or strongly disagreed that in-service training had taught them new job skills. In a ever changing legal, ethnic, political, economic, and technological environment; the ability to absorb new knowledge and gain new skills becomes increasing critical to the success of any organization (Senge, 1994). It doesn't do any good for the organization to buy expensive computer equipment for use by employees if the employees are not able to operate the equipment. Even if the employees manage to grasp some of the basics, the affects of new technology are further marginalized if the employees are not properly trained and fail to comprehend the efficient operation of the computer software programs in law enforcement applications. The reverse is also true, if the in-service training materials are too simplistic and the class is taught to the lowest common denominator then the subject will lack challenge for the majority of participants. This can result in people falling asleep or not paying attention during training. Of the deputies surveyed, only 29.9% or less than one deputy in three, felt that the materials taught using current in-service training methods presented any challenge to them. This was in spite of the fact that 69.2% of the respondents replied that the presenters of in-service training did encourage participation by the students.

2. Determine the perceptions of Kansas law enforcement officers regarding the content relevancy used for in-service training.

In order to foster long term, well trained and efficient employees who are not only capable, but willing to perform the increasingly complex functions and duties of a

commissioned law enforcement officer in-service training is essential. It is also essential that the employees see themselves as receiving in-service training that will further their law enforcement careers. Using traditional training methods, the survey revealed that 41.1% either strongly disagreed or disagreed that in-service training increased their personal prospects for a successful career in law enforcement. This means that over two workers in five felt that in-service training did not increase their prospects for advancement within or maintenance of a career in law enforcement. However, more minorities felt that in-service training was to their overall advantage than did other groups. The largest group to feel that in-service training did not increase their career prospects was the 16-20 years of service group and 55.6% of this group disagreed that they were well served by traditional in-service training methods. The perception of being able to attain success within your chosen field of endeavor is crucial to the development of career minded employees for the organization (Peters, 1994). Using traditional in-service training methods, there is a clear perception by at least one employee in four (25.2%) the in-service training provided was not relevant and does not meet these needs. This trend continued when the deputies were asked if they could apply the in-service training that they received to their life situations, 27.1% or over one deputy in four replied that they could not relate the training that they received to their particular life situation. Females in particular (33.3% or one in three) had trouble relating the in-service training offered to their current or planned for duty assignments. Asked in a slightly different fashion, 28.0% of the respondents replied that they could not relate the training to their current work assignment. However, the majority of the respondents (56.0%) did reply that they could relate the case studies offered by in-service training to their real job.

Since in-service training represents opportunities for career success and advancement, one of the disparities that become readily apparent is the selection for and allowed participation in in-service schools that are viewed as being crucial to career advancement. If deputies feel that they are not being allowed to attend specialized schools this affects their perceptions of the overall effectiveness of the in-service training that they do receive and of their perceived ability to advance within their career field. Approximately one deputy in five (19.6%) felt that they had not been allowed by the department to attend specialized schools for in-service training. The ability to attend specialized schools also affects deputies duty assignments and therefore is highly important.

In addition, one of the goals of in-service training is to make the employee feel that they are a valuable part of the organization and that work is a team effort. Of the deputies surveyed, only 34.5% or about one deputy in three, felt that their in-service training helped to make them a better part of the law enforcement team.

3. Determine participant recommended alternatives to traditional in service training methods.

Participant comments and listings of what they considered to be relevant in-service training courses and schools aided in the identification of possible alternatives to traditional methods. The cohort method of training provides that each deputy receives the exact same in-service training as any other deputy. This method is favored by some administrators because it is an easy way to disseminate large amounts of information to a group in a very short period of time. Other attractive features to management include perceived fairness, uniformity of training, and ease of scheduling. However, this cookie cutter approach to education allows for little or no individuality. Students who do well in traditional groups, tend to do well in this method of education. Students who have special

learning needs or do not learn in the same fashion as the mainstream of the pupils, tend to do less well than their peers who better fit the mold.

The cohort method of education is not popular with the deputies. Almost four out of five deputies surveyed (79.4%) either disagreed or strongly disagreed that every deputy should receive the exact same training. Comments in this category included: "Not every officer wants to follow the same career path." "No two officers have the exact same assignments, abilities, experiences, etc." "Training should be tailored to your rank and job." Clearly the majority of respondents were not in favor of this method of instruction.

Since cohort training is a "one size fits all" method of training, traditional behaviorist methods of in-service training usually apply. The majority of deputies (55.2%) replied that they preferred to learn new techniques and job skills in a regulated step by step process. However 11.2% or over one deputy in ten disagreed with this concept.

Another unpopular aspect of the cohort method is that all in-service training is assigned to the trainee by supervision. A majority of the deputies (64.5%) stated that they currently chose their own in-service training rather than having it assigned. Almost three out of four deputies (72.0%) either agreed or strongly agreed that they should be allowed to choose their own in-service training classes. The general feeling from the statistics and comments was that the deputies preferred to select their own training classes that they felt were more relevant to their career success and advancement. The only group to disagree with the idea that each officer should choose their own training were the lieutenants (61.5% Strongly disagree or disagree) surveyed. However, this response has special significance as the lieutenants are section commanders and are the officers directly responsible for the in-service training of their employees under their command.

Self direction of career education and choice of in-service training classes are central to the theories of Andragogy as a instructional method for in-service training of law enforcement officers. The desire expressed by the deputies surveyed was almost universally in favor (93.4%) of wanting the opportunity to choose their own in-service training classes. This desire for self direction continued when over four out of five deputies (83.2%) replied that they preferred to explore new techniques and job skills that they chose for themselves.

Another basic principle of Andragogy is a wide variety of choices in in-service training classes because not all things are needed by or interesting to all people. Diversity is central to this methodology of instruction. Almost nine out of ten deputies (88.7%) surveyed, agreed or strongly agreed that they wanted more choices available for their in-service training classes. Specialization is allowed only when a deputy can develop their technical or functional skills to a very high level competence. Almost seven out of ten deputies surveyed (67.3%) responded that the ability to develop their technical or functional skills was essential to the success of their law enforcement careers.

Implications

In-service training is a means of communication between management and their employees. The in-service training of law enforcement officers using current traditional training methods sends mixed signals to the employees involved in the in-service training. With the current sole focus on clock hours as the sole measurement of effectiveness, the current methods of in-service training do meet the requirements of the statute that each deputy complete 40 clock hours of in-service training each year. However, these classes are often assigned to the trainees on the basis of time constraints and course availability

rather than by the usefulness of the courses content to the student. The result is that the in-service training of deputies is often conducted without rhyme or reason. Deputies are assigned to classes that are not relevant to their current or future job descriptions. This leads many deputies to feel that their time has been wasted in attendance in assigned in-service training. When one employee in five consistently states that they have failed to grasp the overall concept of what is being offered in the in-service training, then management has failed to adequately communicate their message to the employees being trained. These mixed signals can lead to loss of employee morale, employee inefficiency, and fatal mistakes by mis-trained or under trained employees.

Law enforcement leaders might well consider allowing the deputies the maximum amount of choice in their in-service training selections. The schools and courses named by the deputies in the questions in the survey were logical, relevant, and attainable choices to advance their law enforcement careers. In addition, some of the sergeants on the training academy staff should be cross trained as career counselors. This would allow them to advise commissioned deputies on the choice in-service training courses that would most benefit the career of the deputy and still meet the needs of the department. In this type of progressive training environment, the employees would feel much more as an integral part of the organizational team and the in-service training courses that they select would be much more relevant to them and to the organization. Andragogical training methods would allow maximum participation by deputies and the variety of learning styles allowed in the self selection of courses should allow for maximum comprehension of the in-service training material offered. One employee in five does not have to be in the dark.

Law Enforcement managers might also consider utilizing some supervisors that were assigned to the training section as “career counselors” to advise employees which in-

service training courses might be the most beneficial to them and to the organization as a whole. The usage of such counselors would provide some direction and purpose to a in-service training program that is now only designed to meet time requirements imposed by statute. The employees would benefit from increased choice and relevance in in-service training. The department would benefit from increased employee competence and morale. This is a “Win/Win” solution.

Suggestions for Further Research

The result of this study have brought to light several questions that could be further researched. Using data gathered in this study a factor analysis could be conducted of the survey results to test construct validity. Each item could be tested for an Alfa Coefficient to determine internal consistency. Further investigations of the relationship between attitudes and behavior could also be conducted.

It would be worthwhile to see if the perceptions of the effectiveness of in-service training by the deputies of the sheriff's departments at the county level correlated with the perceptions of police officers at the local level. Comparisons could also be made of the perceptions of the effectiveness of in-service training of law enforcement officers at the state and federal levels of employment. These comparisons could be combined and give law enforcement educators at the local, county, state, federal and university levels a broad picture of the state of perceived effectiveness of law enforcement in-service training in the United States today. There are no current mandatory federal standards for the in-service training of law enforcement across the United States. However, Congress is discussing the possibility of establishing a mandatory licensing procedure for all law enforcement officers

nationwide. This new law would include mandatory provisions for in-service training.

Therefore, such a study could possibly be a project of interest to and funded by a research grant from, the United States Department of Justice, Bureau of Justice Statistics for publication.

Research could also be conducted on the learning styles of law enforcement officers. A longevity study could be conducted measuring the learning styles of a cohort of recruits that had just graduated from the academy and again several years later in their careers to determine what, if any, changes they went through in their learning styles. This information would give instructors of law enforcement in-service training an insight to determine the most effective ways of providing in-service training to law enforcement personnel.

Concluding Comments

Every management strategic plan should make provision for the adequate training of their employees. Changing legal, demographic, political, economic, and cultural environments require that the law enforcement officers that serve our communities be increasingly well trained just to stay abreast of the ever changing conditions in our increasingly diverse community. Traditional law enforcement in-service training methods often fail to reach a significant proportion of the deputies employed by the department and thus there is a failure to properly assimilate the training material offered to these employees. While traditional in-service training methods may never be completely supplanted by Andragogical in-service training methods, Andragogical in-service training methods offer a valuable supplement to existing training methodology that could

possibly increase the comprehension levels of many deputies of their in-service training materials.

The increased choices in classes will also provide increased employee satisfaction and would also increase the perception by employees of career fulfilment through increased skill proficiency and eligibility for advancement.

LIST OF REFERENCES

- Aguayo, R. (1990) Dr. Deming: The American who taught the Japanese about quality. New York, NY: Simon & Schuster.
- Auten, J. (1973) Training in the Small Department. Springfield, IL: Charles Thomas Publishers.
- Bintliff, R. (1990) Training Manual for Law Enforcement Officers. Englewood Cliffs, NJ: Prentice Hall.
- Bordanaro v. McLoed, 871 F.2d 1151 (1st Cir. 1989)
- Bourner, T., Martin, V. and Race, P. (1993) Workshops That Work: 100 ideas to make your training events more effective. New York, NY: Mc Graw Hill Inc.
- Bratton, W. and Knobler, P. (1998) Turnaround: How America's top cop reversed the crime epidemic. New York, NY: Random House.
- Brookfield, S. (1986) Understanding and Facilitating Adult Learning. San Francisco, CA: Jossey-Bass Publishers.
- Brown, E. (1999) Police success development training 2000. Law & Order. 47(4). pp. 112-114.
- Caffarella, R. (1994) Planning Programs for Adult Learners: A practical guide for educators, trainers, and staff developers. San Francisco, CA: Josey-Bass Publishers.
- Caffarella, R. (1988) Program Development and Evaluation: Resource book for trainers. New York, NY: John Willey & Sons.
- Candy, P. (1991) Self-Direction for Lifelong Learning: A comprehensive guide to theory and practice. San Francisco, CA: Jossey-Bass Publishers.
- Carter, D. and Radlett, L. (1999) The Police and the Community. 6th Ed. Upper Saddle River, NJ: Prentice Hall.
- Cetron, M. and Davies, O. (1998) Cheating Death: The promise and the future of trying to live forever. New York, NY: St. Martin's Press.
- Champy, J. (1995) Re-engineering Management: The mandate for new leadership. New York, NY: Harper Business.

- City of Canton, Ohio v. Harris 109 S.Ct. 1197, 489 U.S. 378 (U.S. Ohio 1989)
- Coffey, A. (1990) Law Enforcement: A Human Relations Approach. Englewood Cliffs, NJ: Prentice Hall.
- Cox, S. (1996) Police: Practices, perspectives, problems. Boston, MA: Allyn and Bacon.
- Czaja, R. and Blair, J. (1996) Designing Surveys: A guide to decisions and procedures. Thousand Oaks, CA: Pine Forage Press.
- Darkenwald, G. and Merriam, S. (1982) Adult Education: Foundations of practice. New York, NY: Harper & Row Publishers.
- Davenport, R. (1993) Crime in Kansas 1992. Topeka, KS: State of Kansas.
- Dempsey, J. (1994) Policing: An introduction to law enforcement. St. Paul, MN: West Publishing.
- Donahue, W. and Tibbits, C. (1960) Aging in Today's Society. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Drucker, P. (1986) The Frontiers of Management: Where tomorrow's decisions are being shaped today. New York, NY: Harper & Row.
- Eck, J. and LaVigne, N. (1994) Using Research: A primer for Law Enforcement Managers. 2nd Ed. Washington, D.C.: Police Executive Forum.
- Elias, J. and Merriam, S. (1995) Philosophical Foundations of Adult Education. 2nd Ed. Malabar, FL: Krieger Publishing Company.
- Eurich, N. (1990) The Learning Industry: Education for Adult Workers. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Finch, C. And Crunkilton, J. (1993) Curriculum Development in Vocational and Technical Education: Planning, content, and implementation. 4th Ed. Boston, MA: Allyn and Bacon.
- Foreman, E. (1991) Survey Sampling Principles. New York, NY: Marcel Decker, Inc.
- Fyfe, J.; Greene, J.; Walsh, W.; Wilson, O.; McLaren, R. (1997) Police Administration. 5th Ed. New York, NY: McGraw-Hill Company.
- Gaines, L.; Kappeler, V.; and Vaughn, J. (1994) Policing in America. Cincinnati, OH: Anderson Publishing Company.

- Garrison, D. (1997) Self-Directed Learning: Toward a comprehensive model. 48(1) pp 18-33.
- Grunstein-Amado, R. (1999) Bilateral Transformational Leadership: An approach for fostering ethical conduct in public service organizations. Administration & Society. 31(2). pp 247-260.
- Harris, R. (1973) The Police Academy: An inside view. New York, NY: John Wiley & Sons, Inc.
- Hersey, P.; Blanchard, K.; and Johnson, D. (1996) Management of Organizational Behavior: Utilizing human resources. 7th Ed. Upper Saddle River, NJ: Prentice Hall.
- Hinkle, D.; Wiersma, W.; and Jurs, S. (1979) Applied Statistics for the Behavioral Sciences. Chicago, IL: Rand McNally College Publishing Company.
- Houle, C. (1980) Continuing Learning in the Professions. San Francisco, CA: Jossey-Bass Inc. Publishers.
- Huck, S. And Cormier, W. (1996) Reading Statistics and Research. 2nd Ed. New York: NY: Harper Collins College Publishers.
- Hurey, T. (1982) Civil Liability for Police: A path to professionalism. Lawrence, KS: American Police Consultants.
- Iannone, N. (1994) Supervision of Police Personnel. Englewood Cliffs, NJ: Prentice Hall.
- Judy, R. and D'Amico, C. (1997) Workforce 2020: Work and Workers in the 21st century. Indianapolis, IN; Hudson Institute.
- Kansas Statutes Annotated (1998) K.S.A. 74-5601 to K.S.A. 74-5611: Kansas law enforcement training act. Norman J. Furse Ed. Topeka, KS: State of Kansas. Division of Printing-Department of Administration. Vol. 5A.
- Karasik, P. (1992) How to Make It Big in the Seminar Business. New York, NY; McGraw Hill, Inc.
- Keys, J. (1997) AGED 5980 Research Design. Stillwater, OK:
- Keyton, E. (1999) "Reaching for the Stars: How training can boost employee morale and motivation. Sheriff. 51(3). pp. 10-11.
- Kimmel, D. (1974) Adulthood and Aging: An interdisciplinary developmental view. New York, NY: John Wiley & Sons, Inc.
- Knowles, M. (1994) A History of Adult Education in the United States. Malabar, FL: Krieger Publishing Company.

- Knowles, M. (1990) The Adult Learner: A neglected species. 4th Ed. Houston, TX: Gulf Publishing.
- Knowles, M. (1980) The modern Practice of Adult Education: From pedagogy to andragogy. 2nd Ed. New York, NY: Cambridge Books.
- Knox, A. (1987) Helping Adults Learn. San Francisco, CA: Jossey-Bass.
- Kra, S. (1986) Aging Myths: Reversible causes of mind and memory loss. New York, NY: McGraw-Hill Book Company.
- Kroecker, T. (2000) Developing Future Leaders: Making the link to the promotional process. The Police Chief. LXVII(3). pp. 64-69.
- Krathwohl, D. (1977) How to Prepare a Research Proposal: Suggestions for those seeking funds for behavioral science research. 2nd Ed. Syracuse, NY: Syracuse University Bookstore.
- Krosnicki, J. (1999) Survey Research. Annual Review of Psychology. Vol. 50. pp. 537-567.
- Leytham, G. (1972) "The principles of programmed learning." in British Teaching Techniques in Adult Education. Michael D. Stephens and Gordon W. Roderick Ed. New York, NY: Drake Publishers.
- Lundman, R. (1980) Police and Policing: An Introduction. New York, NY: Holt, Reinhart, and Winston.
- Lynch, R. (1975) The Police Manager. Boston, MA: Holbrook Press, Inc.
- Maslow, A. (1998) Maslow on Management. New York, NY: John Wiley & Sons, Inc.
- McDevitt, D. (1999) "Ineffective Management Strategies". Law and Order. 47(7). pp.143-146.
- McGrath, J. (1970) Research Methods and Designs for Education. Scranton, PA: International Textbook Publishing Company.
- Merriam, S. and Cafferella, R. (1991) Learning in Adulthood: A comprehensive guide. San Francisco, CA: Josey-Bass Publishers.
- Milinki, A. (1999) Cases in Qualitative Research. Los Angeles, CA: Pyrczak Publishing.
- Mittleman, P. (2000) Community Policing: Building community trust, thinking outside the box. The Police Chief. LXVII(3) pp. 50-55.

- Morgan, C. and King, R. (1975) Introduction to Psychology. 5th Ed. New York, NY: McGraw-Hill Book Company.
- Mulholland, D. (2000) IACP's Law Enforcement Information Management Section: Technology training and education opportunities. The Police Chief. LXVII(3) pp. 12.
- Munson, L. (1992) How to Conduct Training Seminars: A complete reference guide for training managers & professionals. 2nd Ed. New York, NY: McGraw Hill Inc.
- Nesbit, T. (1998) Teaching in Adult Education: Opening the Black Box. Adult Education Quarterly. 48(3) pp. 157-170.
- Noddings, N. (1995) Philosophy of Education. Boulder, CO: Westview Press.
- Nowicki, E. (1999) "Don't Make Yourself a Target for Excessive Force Litigation". Police. 23(10). Pp. 58-60.
- Patten, M. (1998) Questionnaire Research. Los Angeles, CA: Pyrczak Publishing.
- Payne, D. and Trojanowicz, R. (1985) Performance Profiles of Foot Versus Motor Officers. Lansing, MI: Michigan State University.
- Paynter, R. (2000) Fewer Officers Slain in '99. Law Enforcement Technology. 27(6). pp. 10.
- Perry, K. (1999) Elementary Statistical Methods in Education. Stillwater, OK: Oklahoma State University.
- Peters, L. (1972) The Peter Prescription. New York, NY: William Morrow and Company.
- Peters, T. (1994) The Pursuit of Wow! New York, NY: Vintage Books.
- Phillips, R. (1988) Training Priorities in State and Local Law Enforcement. FBI Law Enforcement Bulletin. 57(8) pp. 10-16.
- Pifer, A. and Bronte, L. (1986) Our Aging Society: Paradox and promise. New York, NY: W.W. Norton & Company.
- Phillips, J. (1969) The Origins of Intellect: Piaget's theory. San Francisco, CA: W.H. Freeman and Company.
- Posner, R. (1995) Aging and Old Age. Chicago, IL: The University of Chicago Press.
- Reaves, B. and Goldberg, A. (1999) Law Enforcement Management and Administrative Statistics, 1997: Data for individual state and local agencies with 100 or more officers. Washington, D.C.: U.S. Department of Justice Programs.

- Robinson, M. (2000) Enhancing Police Leadership. The Police Chief. LXVII(3) pp. 6.
- Robinson, M. (1999, March) Using Active Learning in Criminal Justice: Fifty Examples. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL.
- Rossi, P.; Wright, J.; and Anderson, A. (1983) Handbook of Survey Research. Orlando, FL: Academic Press, Harcourt Brace Jovanovich, Publishers.
- Rybash, J.; Roodin, P.; and Hoyer, W. (1995) Adult Development and Aging. 3rd Ed. Madison, WI: Brown & Benchmark Publishers.
- Scanlan, C. (1990) Encouraging education for professionals. in New Directions for Continuing Education: Reaching hard to reach adults. Gordon Darkenwald and Gordon A. Larson Ed.. San Francisco, CA: Jossey-Bass, Inc.
- Schein, E. (1990) Career Anchors: Discovering Your Real Values. San Francisco, CA; Jossey-Bass/Pfeiffer.
- Senge, P. (1990) The Fifth Discipline: The art & practice of the learning organization. New York, NY: Currency Doubleday.
- Sharp, A. (1997) Does training keep up with the times? Law & Order. 45(2). pp. 43-48.
- Shavelson, R. (1996) Statistical Reasoning for the Behavioral Sciences. 3rd Ed. Boston, MA: Allyn and Bacon.
- Sibson, R. (1976) Increasing Employee Productivity. New York, NY: AMACOM.
- Siegel, L. (1998) Criminology: Theories, Patterns, and Typologies. 6th Ed. Belmont, CA: West/Wadsworth Publishing Company.
- Silver, I. (1996) Police Civil Liability. New York, NY: Matthew Bender.
- Skinner, B.F. (1954) The Science of learning and the art of teaching. Harvard Educational Review. 24. pp. 86-97.
- Sparks, B. (1998) The Politics of Culture and the Struggle to Get an Education. Adult Education Quarterly. 48(4) pp 245-259.
- Stanton, E. (1982) Reality-Centered People Management: Key to improved productivity. New York, NY: AMACOM.
- Stockard, J. (1977) Career Development and Job Training: A manager's handbook. New York, NY: AMACOM.

- Stone, A. and DeLuca, S. (1994) Police Administration: An introduction. 2nd Ed. Englewood Cliffs, NJ: Prentice Hall.
- Swanson, C. ; Territo, L.; and Taylor, R. (1988) Police Administration: Structures, processes, and behavior. 2nd Ed. New York, NY: MacMillian Publishing Company.
- Tichy, N. and Sherman S. (1994) Control Your Destiny or Someone Else Will. New York, NY: Harper Collins Publishing.
- Thibault, E., Lynch, L. And McBride, R. (1990) Pro-active Police Management. 2nd Ed. Englewood Cliffs, NJ: Prentice Hall.
- Thurban, P. (1995) Leveraging Knowledge: The 17 day program for a learning organization. London, UK: Pitman Publishing.
- Trautman, N. (1987) Law Enforcement In-Service Training Programs: Practical and realistic solutions to law enforcement's in-service training dilemma. Springfield, IL: Charles Thomas Publishers.
- Trojanowicz, R. and Bucqueoux, B. (1994) Community Policing: How to get started. Cincinnati, OH: Anderson Publishing Company.
- Trojanowicz, R. and Bucqueoux, B. (1990) Community Policing: A contemporary perspective. Cincinnati, OH: Anderson Publishing Company.
- Trojanowicz, R. and Belknap, J. (1986) Community Policing: Training Issues. Lansing, MI: Michigan State University.
- Trojanowicz, R. and Pollard, B. (1986) Community Policing: The Line Officer's Perspective. Lansing, MI: Michigan State University.
- Trojanowicz, R and Banas, D. (1985) The Impact of Foot Patrol on Black and White Perceptions of Policing. Lansing, MI: Michigan State University.
- Vollmer, A. and Parker, A. (1937) Crime, Crooks, & Cops. New York, NY: Funk & Wagnalls Company.
- Vollmer, A. (1936) The Police and Modern Society. Berkeley, CA: University of California Press.
- Vollmer, A.; Monroe, D.; Garrett, E. (1931) Police Conditions in the United States: A report to the National Commission on Law Observance and Enforcement. Washington, D.C.: GPO.
- Wall, B.; Sobol, M.; and Solum, R. (1999) The Mission Driven Organization. Rocklin, CA: Prima Publishing.

- Wallace, H.; Roberson, C.; Steckler, C. (1995) Fundamentals of Police Administration. Englewood Cliffs, NJ: Prentice Hall.
- Weinblatt, R. (1999a) New Police Training Philosophy: Adult learning model on verge of nationwide rollout. Law and Order. 47(8). pp. 84-91.
- Weinblatt, R. (1999b) The Paramilitary Vs Academic Training Debate: Law and Order 47(12). pp. 28-31.
- Whisenand, P. and Rush, G. (1988) Supervising Police Personnel: Back to the basics. Englewood Cliffs, NJ: Prentice Hall.
- Wiersma, W. (1995) Research methods in Education: An introduction. 6th Ed. Boston, MA: Allyn and Bacon.
- Wright, P.; Pringle, C. ; and Kroll, M. (1994) Strategic Management: Text and cases. 2nd Ed. Englewood Cliffs, NJ: Prentice Hall.
- Zajac, G. And Bruhn, J. (1999) The Moral Context of Participation in Planned Organizational Change and Learning. Administration & Society. 30(6) pp. 706-733.

APPENDIX A

Effectiveness of In-Service Training of Law Enforcement Officers: A post instructional analysis

Survey

Participation in this survey is voluntary. By filling out this questionnaire the participant gives their consent to participate in this research study being conducted by Oklahoma State University and the above named researcher. All participants will remain anonymous. The data gathered will be submitted in collective form. Individual response sheets will be tabulated and destroyed by shredding at the end of the study. No remuneration is being offered to participants.

Demographics

Information on demographics is being collected for the sole reason of statistical comparison and classification with other data relevant to this study. No attempt will be made to identify individuals. Please **DO NOT** put your name or ID number anywhere on this survey.

Please circle your responses:

Sex: Male	Age: 21-29	Race: African American
Female	30-39	Asian
	40-49	Caucasian
Hispanic Origin: Yes	50-59	Native American
No	60+	Other or Racially Mixed

Length of Law Enforcement Service: 00-05 years	Rank: Deputy Sheriff
06-10	Detective
11-15	Sergeant
16-20	Lieutenant
20+	Staff Officer (Captain, Major, Undersheriff, Sheriff)

Education and Educational Plans

What is your current level of education?	12 High School Diploma or G.E.D.
	13 Some College (Less than 30 hours)
	14 Some College (Less than 60 hours)
	15 More than 60 hours, less than BA
	16 Bachelor's Degree
	17 Graduate Work Towards a Master's Degree

18 Master's Degree
19 Post Graduate Work
20 Doctorate

1. Have you advanced your formal education since you have become employed in law enforcement?

Yes No

2. Are you still in college?

Yes No

3. Are you planning to enter, continue or return to college?

Yes No

4. Have you attended:

- A. Southern Police Institute, University of Louisville (KY)
- B. Federal Bureau of Investigation National Academy
- C. Another Command and Staff College
- D. None of the Above

5. If you have attended a college or university please answer the following question (if not skip to question 6).

I feel that the formal education that I received in a college or university as a Law Enforcement Officer has been of personal benefit to me.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

In-Service Training Questions

Some in-service subjects are mandated by law or policy (firearms, HAZMAT, blood borne pathogens, etc.). However, subjects for the remainder of the mandated 40 hours of in-service training are not mandated by the state, but may be chosen by the agency or the individual.

6. I feel that the in-service training I received during 1998 was relevant to my current duty assignment.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

7. I feel that in-service training increases my knowledge of my current job.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

8. I feel that in-service training has taught me new relevant job skills.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

9. I feel that in-service training has increased my prospects for a successful career.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

10. I feel that every officer should receive the exact same in-service training.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

11. I feel that each officer should chose their own in-service training subjects.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

12. I am assigned most of my in-service training classes.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

13. I would like the opportunity to choose my in-service training classes.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

14. I have been allowed to attend specialized training or schools.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

15. I have been assigned in-service training classes that were not relevant to my job.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

16. I prefer to learn new techniques and job skills in a regulated step by step process.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

17. I prefer to explore new techniques and job skills that I choose for myself.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

18. I feel that in-service training is relevant to my law enforcement career.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

19. I feel that I have wasted my time by attending most in-service training.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

20. I Would like more variety in the choices available for my in-service training.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

21. During last years in-service training, I learned what I expected to learn.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

22. The material presented to me during in-service training was relevant and valuable.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

23. The instructional and presentation techniques used adequately assisted me in learning the material.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

24. I could relate the material learned in in-service training to my particular life situation.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

25. I was challenged by the content and the way the material was taught.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

26. I felt that this year's in-service training helped to make me a better part of the team.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

27. I was able to apply what I learned during this years in-service training to my work.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

28. During in-service training, the concepts, principles and techniques were explained in an understandable manner.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

29. The presenters invited and encouraged participation.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

30. Program content was organized so that you could understand it.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

31. I could relate the case studies and other examples to my real job.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Comments: _____

32. Security and stability are more important to me than freedom and autonomy.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

33. I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

34. List any schools that you feel would be relevant to your current job assignment.

35. List any schools that you would like to attend to prepare you for a future job assignment.

APPENDIX B

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: January 4, 2000 IRE # ED-00-186

Proposal Title: "PERCEIVED EFFECTIVENESS OF IN-SERVICE TRAINING OF SHERIFFS DEPUTIES IN KANSAS: A POST INSTRUCTIONAL ANALYSIS"

Principal Investigator(s): Dr. Robert Nolan
Gregg Etter

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

January 4, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.



SEDGWICK COUNTY, KANSAS

SHERIFF'S DEPARTMENT

WEST ELM • WICHITA, KANSAS 67203 • TELEPHONE 316 383-7884 • FAX 316 383-7733

November 18, 1999

To Whom It May Concern:

Oklahoma State University doctoral student, Gregg Etter, has permission to conduct survey research for his dissertation with personnel from the Sedgwick County Sheriff's Department.

Sincerely,

MICHAEL J. PULICE
UNDERSHERIFF

MJP/njr

<http://www.sedgwick.ks.us/sheriff/>

VITA

2

Gregg W. Etter

Candidate for the Degree of

Doctor of Education

Thesis: PERCEIVED EFFECTIVENESS OF IN-SERVICE TRAINING OF SHERIFF'S DEPUTIES IN KANSAS: A POST INSTRUCTIONAL ANALYSIS

Major Field: Occupational and Adult Education

Biographical:

Education: Graduated from Wichita southeast High School in May 1970; received Bachelor of General Studies degree in Political Science and History from Wichita State University in August 1976; received a Master's of Administration of Justice degree from Wichita State University in May 1981. Completed the requirements for the Doctor of Education degree with a major in Occupational and Adult Education at Oklahoma state University in July 2000.

Experience: Employed by the Sedgwick County Sheriff's Department in Wichita, Kansas as a Lieutenant, 1977 to present; licenced KLETC instructor, 1983 to present; employed by Newman University, Department of sociology, as an adjunct instructor, 1997 to present; employed by Butler County Community College, Department of Criminal Justice, as an instructor, 1991 to 1996.

Professional Memberships: Kansas Sheriff's Association, Kansas Peace Officer's Association, American Jail Association, American Corrections Association.