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Perception of Police Executives in New Jersey Regarding the Relationship of Basic Police Academy Training to Expectations of Proficiency or Skills Required for Duty in Their Respective Communities

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PERCEPTION OF POLICE EXECUTIVES IN NEW JERSEY REGARDING THE
RELATIONSHIP OF BASIC POLICE ACADEMY TRAINING TO EXPECTATIONS
OF PROFICIENCY OR SKILLS REQUIRED FOR DUTY IN THEIR RESPECTIVE
COMMUNITIES

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DEDICATION

For my Wife, Rosemari and my Boys, Timothy, Patrick and Sean

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CHAPTER I

Introduction

In the City of Canton v. Harris (1989), the United States Supreme Court held that inadequate police training may result in the imposition of municipal liability when the failure to train could be construed as a deliberate indifference to the constitutional rights of persons with whom the police come in contact. In recent years, the issue of failure to train has been broadened to include the areas of inadequate or insufficient training. Additionally, Insufficient policy relating to the officers conduct while on the job and issues relating to poor police supervision have been surfacing on a more frequent basis. Supervision, which is designed to ensure that the police officer was properly implementing the appropriate policy or was, conducting actions in a manner consistent with current doctrine, has long been recognized as the cornerstone to effective police management. One of the primary roles of the effective police supervisor is the mentoring and training of those assigned. The supervisor is to build upon the training, knowledge and experience of individuals under his charge and to correct those areas in which the subordinate officer is found to be less proficient. The challenge that faces each and every supervisor is that, with rare exception, individuals assigned will have experience levels ranging from a new officer fresh out of the academy to a veteran officer who may have more years of service but has not risen in rank. As the demand for police services and the costs associated with that demand increase many municipalities are challenged to maintain an appropriate sized police force that is fiscally competitive with surrounding agencies and is able to be supported within the tax constraints of

that jurisdiction. Add to that the fact that many officers are retiring at the minimum age and time of service allowed causing personnel turnovers and a more rapid upward mobility of officers into positions and ranks to which the needed experience level may not have been achieved.

The aforementioned issues have caused many police professionals to take a new look at the status of police training and to verbally question the adequacy of training at the recruit and in-service level.

In 1977, Professor Herman Goldstein described the recruit training program as follows:

> With limited hours available and so much to cover, expediency rules: large numbers of facts are crammed into short periods of time; lectures are used in the belief that they maximize coverage; one class is held after another, filling an eight hour workday. Moreover, since the number of recruits fluctuates with the number of hours of training, there is no permanent training staff except in the larger departments. Instructors are drawn from the ranks as they are needed and rarely receive adequate preparation for their task.
>
> (Goldstein, 1977, p 273)

In the 28 years that have passed since Dr. Goldstein's observation, much has changed within the world of policing. The law enforcement community has demanded more and more from officers in the field and in the search for excellence and a quicker response time for police service have caused additional training requirements to be imposed at the recruit level. These requirements are due to the need for patrol officers to be more technologically advanced in the investigative,

administrative and patrol areas. This technology improvement has created the need for a more knowledgeable and adept officer capable of multi-tasking and significant decision-making as a basic part of the job. The tools that have been provided to today's police officer vastly improve the capability of that officer to meet the needs of the community. Yet there lurks in the hearts and minds of many police executives two questions, Am I getting, and are we producing, the best possible new cop? Are they able or capable to perform the basic police tasks and meet the unique needs of each individual community? When experienced police officers are informally asked or casual discussion starts to bend toward the "new cop," many will respond with a resounding maybe, not really or a definitive no. In fact anecdotal research has indicated that many new recruits are advised to forget much of what the Academy has taught them because the practice of policing in many law enforcement agencies is different than what the recruit was taught. If the needs of the agency are not being significantly met by the training academy then the gaining agency will have to, and usually does spend a significant amount of time re-educating that new officer. This re-education effort is usually called field training or probationary officer training program.

The current length of a basic police academy ranges from 3 months to 7 months and is generally guided by the administrative, legal, and statute driven requirements of that particular state. Additionally, if a police academy is under the control of a specific police agency that agency will usually add its own series of specific training requirements (IASDLET, 2000). Given the difference in the amount of hours being

taught and the quality of instruction being provided to the recruit in the academy, the statement of Dr. Goldstein seems to accurately reflect the training situation today.

Since the 1970's law enforcement academies have continually added more and more material to the basic training courses and have in many ways tried to expand the belief that policing is a "true profession" and not just a highly trained blue-collar lifestyle. During this timeframe, many law enforcement programs or initiatives attempting to meet the perceived needs of the community were attempted or initiated. Each program designed with the intent to make the role of the police officer more in tune with the needs of the community. After the riots of the 1960's there was "Community Relations" in which teams of specially trained police would address the needs of a particular community. The intent of this initiative was to train special groups of officers in the unique issues that faced communities. This was done in the hope of preventing further civil unrest and opening lines of communications between the constituents of that community and the police. This initiative was predicated upon the belief that the police had lost touch with the people they served and this lack of communication was a prime cause of the civil disturbances.

The training that was developed, mandated and conducted did little to ensure that the entire police agency was involved in this effort. In fact quite often the only officers who received the training were those assigned to the Community Relations units. Few, if any, general patrol officers were included or involved. Following that was the 1980's with "Crime Prevention" whereby police would look at the causes of crime and the conditions in which it flourished seeking ways to remove or reduce the crime.

While this concept had its roots in the philosophy and beliefs of the Magistrate Henry Fielding and others of his time it relied upon selected members of the community becoming involved in neighborhood watch efforts and crime reporting. While again there was training for selected members of the police and those in the community that volunteered to participate there was no major effort to seek and maintain a full community approach. Further complicating this initiative was an underlying belief by the police that the previous initiative and this one were not "real policing." In other words, after many years of institutional or agency culture training and similar basic training at the police academy the concept of the police force needing to be involved with the community was a foreign concept. In fact it could be said that selected members of the police culture were only comfortable when they were initiating a police action such as making an arrest or issuing a citation. They were not interested in the causality of the crime or how it was able to be committed and what preventative measures may be employed in reducing further incidents of crime. Given the fact that most police agencies were numbers driven and looked to validating their role or function by showing facts and figures that reflected quantifiable data it was hard to see the impact of these programs or initiatives. The data captured ranged from response times related to calls for service, to the time spent on each call looking to shorten the time spent "out-of-service" so that the officer would be available to respond to the next call. After the fact data, such as crimes committed or reported, arrests, and investigations in progress were benchmarks for assessing the level of service in any given period. Activities such as crime analysis, physical security, or personal safety programs, and victim assistance were again not

in the mix of "real policing." In most police academies the amount of instructional hours devoted to these topics were minimal at best and often were preceded by academy staff advising the recruits that they will get back to police matters as soon as the "community" training was over. As a result the recruit was left with the impression that this particular topic was not real policing and needed to be tolerated until it was completed. In the early 1990's policing embarked upon the "Community Policing Era" in the belief that a significant relationship existed between the quality of life in a given community and the level of crime that exists in that same community and that the community and the police each had a role. In other words if the police and the community cooperate in a partnership venture there will be a significant reduction in crime and an improvement in the quality of life in that neighborhood.

In each of the three major policing eras identified there is a common thread running throughout. Each looks at Crime, People, and Community and seeks to show how a cooperative venture between the police and the community will create a safer community and a better style of policing.

Unfortunately, several recurring problems plague each initiative. The first problem area is a reluctance by many in the police community to look at these efforts as real policing, worthy of any significant in-service training time and as effective tools for the police to utilize. The second problem area is the distrust by some community members regarding the role of the police in their neighborhood. The third and last problem area is the small amount of classroom time frequently assigned to each of these "new" policing concepts in the basic police training course. It is no

secret that the more time that is given to a particular topic in training, the recruit will attach a greater importance to it. This is evidenced by the significant number of hours assigned to firearms, use of force, unarmed defense, and physical conditioning.

During this same period of time, society was recovering from the violence of war and the civic violence in the urban community. While there are numerous reasons for the urban violence, several issues are key to the violence that erupted and still seethes in certain areas. It was determined that some of the causes of violence were the lack of interpersonal skills and community awareness and involvement on the part of police and that lack of training that was given in the basic police course regarding these issues. Research conducted indicated that the police needed to be better trained in those areas. While there may be some merit to these findings it should be noted that the Federal Government was also requiring law enforcement agencies to develop plans for a response to future civil disorders and to train all officers in those skills. This was also added to the growing recruit training program. It should come as no surprise that, given the turbulence of the times, the civil disturbance issues were assigned greater training time in recruit and in-service training than the interpersonal communications or the community issues. It should also be noted that one solution directed by the federal government that gained limited popularity with local government was the establishment of specially trained community relations units and the addition of specially funded positions for community relations officers. This emphasis on specialization often was used as a ruse for adding more officers to the police agency at the expense of the federal government. Many police agencies

continued to do business as usual, assigning community issues to those assigned officers and limiting positive citizen contact to the remainder of the police agency.

Selected elements of society were actively practicing violent and non-violent civil disobedience and becoming confrontational with the representatives of government as a means of bringing attention to the issues of concern. The governmental representatives more often then not turned out to be the police responding to a call for service. As a result the police began training in unarmed defense or defensive tactics, the application of various levels of force, and they sought to improve the weaponry currently in their inventory to match that which the criminal element was using. These issues were again added to the police training program and given the high liability exposure were afforded significant training time. In order to meet the demand for getting the recruits out of the academy as quickly as possible many academies would reduce training time in other areas to afford the training time needed by these high liability activities. As a result a growing number of police recruits are graduating with critical interpersonal and academic skills inadequately developed.

<div align="center">Problem Statement</div>

Police Officers in New Jersey carry out their duties within a diverse, dynamic, and free society constrained only by the limits of the constitution and the acceptable police practices conducted by their own agency. The police officer, in performing the functions expected by society, must be many things to many different people. They are perceived to be guardian, protector of public safety, investigator, enforcer of law, but also, more often then not they are expected to be social worker, counselor,

mediator, and the all knowing seer of community well being. They also have the delicate task of balancing the rights of all citizens with the obligation of enforcing the laws imposed by the many levels of government.

In order to meet this significant challenge the potential police officer in New Jersey is required by state law, the Police Training Act, N.J.S.A. 52:17B-68 (see Appendix A) to attend an initial training or entry level training program designed to impart basic needed skill areas or competencies in which the individual recruit must master. In New Jersey, this training program is known as the Basic Course for Police Officers (BCPO). The Police Training Commission (PTC), which has the responsibility for the development and maintenance of basic police training courses, initially developed the Basic Course for Police Officers in the late 1970's. The PTC, which is a regulatory body within the Department of Law and Public Safety, receives its authority under the New Jersey Administrative Code, N.J.A.C. 13: 1-5.1 and 13:1-6.1, (see Appendix B). The code vests the authority for law enforcement officer curriculum development and certification with the PTC. The curriculum approved for instruction by the PTC reflects these competencies and is the foundation upon which all future training will be based and are the first insight into the realities of policing.

These competencies are broken down into 13 major functional areas and are reflected in over 700 performance objective criterions, which were designed to identify, train, and test the individual recruit (see Appendix C). A complete listing of performance objectives for the Basic Course for Police Officers may be found on the Police Training Commissions website, www.njptc.org, under the Basic Course for Police Officers Trainee Manual Tab.

With society continuing to demand more from the police community and the courts placing significant importance upon the civil rights of the citizen, the police officer must receive the most current and accurate basic recruit training available.

The Police Training Commission initially developed the Performance based training system after a significant period of study that was initiated in 1979 and not completed until 1985. During this time, many focus groups consisting primarily of subject matter experts were convened with each group tasked to identify the particular skills or competencies the new police officer would need to master prior to being placed on the street. While much of the developed material related to patrol practices, traffic, unarmed defense, law, search and seizure, and firearms there was some infusion of interpersonal skills, community relations, communications, and report writing. Overall the material designed was not reflective of the true reality of the patrol officer's job and merely supported the confrontational aspect of policing as opposed to recognizing the vast amount of time the police officer spends is in non-adversarial community based settings.

Since 1985, the BCPO had not been significantly revised to reflect the dramatic changes in both policing and the police officer. Any modifications that may have been needed were developed and passed on only if there was a significant change in law, court mandate, or significant police practice (i.e.; response to domestic violence, expandable baton use etc.). In the fall of 1998 the Police Training Commission, on its own initiative, chose to revisit the 1985 BCPO and update its curricula. A major impetus to the change was the overall feeling that many of the current police practices were not adequately addressed in the curricula and that the

Community Based aspect of policing needed to be thoroughly infused throughout. Additionally, many members of the law enforcement community were concerned with the quality of the police recruit being produced. Many were also concerned that given the amount of money being spent to train an individual they were not getting a probationary police office who was fundamentally equipped to start the job.

While there are many factors that influence the outcome of any event or activity, there are several significant factors regarding police training that can be used to determine if the recruit being trained today under the new curricula is more adequately prepared to begin a career as a police officer. These factors include time spent in the instruction of the various instructional units and performance objectives in BCPO. An evaluation of hours taught between the old BCPO to the new BCPO will provide significant data for correlation to the police executive's assessment. Attention will be directed towards hours taught in areas of communication, community relations or community policing, and several interpersonal skills areas. A survey instrument will be developed that will seek to determine the police executive assessment of the recruit as they entered their probationary training or field training program. The inquiry will focus on an assessment of the identified competencies seeking to determine frequency of use, actual competency level and desired competency level. Additionally open ended questions will seek to identify issues regarding the transition from the academy to the agency; ability of the recruit to apply previously trained fundamentals, or any lack of specific academy training for the recruit that focuses on the needs of that specific agency.

Purpose of the Study

The purpose of this study is to explore the quality of training, which includes a significant emphasis upon Community Policing principles, given police recruits who attend the newly revised Basic Course for Police Officers (BCPO), approved by the Police Training Commission and conducted at the 21 certified police academies (see Appendix D) is adequate for their respective communities. This perception based study seeks to determine if the academies that have begun to train police recruits under the newly revised curricula are training recruits effectively to meet the needs of the community or if there is a further modification of basic training required to meet that need.

Hypothesis Statement

The research hypothesis is that there is no significant difference between Individuals who have graduated from the newly revised Basic Course for Police Officers (BCPO) and those who had graduated from a prior BCPO.

Research Question

Does the new Basic Course for Police Officers, with emphasis on the principles of Community Policing, taught at a Police Training Commission approved police academy provide a better trained recruit?

Subsidiary Questions

1. Have the hours of training in the identified competency areas increased from the old BCPO to the new BCPO?

2. Do the police executives located in rural, suburban and urban areas differ in their assessment of the competency levels of the new recruits?

3. Is there any relationship between the actual competency levels of the newly trained recruit and the desired level of competency among the three types of communities?

4. What skill areas are identified as not being adequately trained?

Definition of Terms

Basic Course for Police Officers - An initial training program for newly appointed individuals who must be trained in order to meet the statutoral training requirements for Police Officer in New Jersey. It is comprised of 13 state mandated training areas that are required to be taught to all police recruits. Each functional area has numerous subsets of Instructional Units that address specific skill topics. Each Instructional Unit is further subdivided into testable Performance Objectives that address specific skill competencies that must be mastered prior to graduation.

Community – The city, borough, village or township including the citizens, businesses and residents that are located within the geographic boundaries.

Community Oriented Policing – A concept of policing that involves police officers and community members collectively involved in a proactive approach to reduction of crime and improvement in quality of life issues. The police officer utilizes problem solving techniques and involvement of other governmental resources in addressing the problems and concerns of the community.

Police Academy – An institution approved and authorized by the Police Training Commission to give police training courses.

Police Officer – for purposes of this inquiry, is any person employed by a municipal law enforcement agency who is given, by law, powers of arrest and enforcement of the criminal laws within their specific jurisdiction

Police Recruit - a student at a police academy. They may attend as a new employee of that sending agency or may be enrolled under the Alternate Route Training Program and pay tuition to attend.

Police Training Commission (PTC) – A state regulatory body that has the authority and responsibility to develop standards for basic police training or to approve the required curricula taught at a Police Academy.

Suburban – A suburban municipality is described as that community that is adjacent to an urban area with a population over 2500 and less than 50,000.

Urban – An Urban municipality is defined as a community with a central city hub and a population over 50,000.

Rural – A rural municipality is defined as a community is not adjacent to any suburban municipality and has a population of less than 2500.

Assumptions

The assumption of this study is that the responding agencies which represent a cross section of all municipal law enforcement agencies will be able to asses and identify improvement in the product of the police academy. Since implementation of the new curricula several classes have been trained and are now "on the street" and should reflect the new direction. It is anticipated that the study will be able to capture the respective police agencies' views of basic police academy performance and

identify areas where improvement has been made as well as identifying areas where further improvement may be required.

Limitations of the Study

The population of this study would be limited to those municipal police agencies that have sent recruits to a police academy that had conducted training using the old BCPO and has recently sent recruits to that same academy now conducting the new BCPO. The data relating to attendance at the police academies will be provided by the Police Training Commission using final trainee registers, which identify those individuals who have successfully finished the required training. In order to provide a definitive focus for this study, the investigative effort will primarily center on the competencies within the five functional areas that significantly relate to the concept of Community Policing. Those functional areas are: Community Relations; Arrest, Search and Seizure; Communications; Patrol Practices; and Criminal Investigations. This inquiry will not address individuals with prior police training who are transferring from another type of law enforcement agency and are required to attend a basic course.

CHAPTER II

Review of Research and Literature

In this chapter, a review of relevant topical literature regarding the issues of training, with emphasis on initial entry or recruit training of police personnel, are discussed. Discussion will also focus on the issues of community policing, and the qualities of leadership, both individual and organizational, which are felt to be key to effective law enforcement practices. How those issues have been implemented or applied will be addressed. This researcher recognizes the historical aspect of training within law enforcement and the relationship that exists between organizational culture and prevailing management styles. Given the shift of policing vision towards community policing philosophies it is crucial to understand the change in management concepts now being seen in law enforcement. Understanding the role of leadership and its variances within the law enforcement community and the paradigm shift towards a more involved community based agency will provide a good foundation for reviewing survey results.

As noted in Chapter one, there is significant case law regarding the responsibility of an agency to provide appropriate and doctrinally correct training to its employees. This researcher recognizes that the quality and soundness of any training can only be as good as those who develop, instruct or monitor the delivery of that training. This researcher also acknowledges that any detailed discussion of the legal issues of training would be quite complex and would easily be worthy of further

inquiry by other scholars. Therefore, this literature review will not address the legal issues regarding poor training or the lack of adequate or appropriate training.

The beginnings of modern police training can be traced to the enactment of the Metropolitan Police Act in 1829 (as cited in Champion & Rush, 1977). This act, authored by Sir Robert Peel, set the foundation for an organized police force, under government control, whose members would all be trained to a specific standard in order to meet the needs of the community. While Peels "9" Rules were the cornerstone of police philosophy, it was the recruitment and training of individuals that ensured a consistent approach to police service. Since the establishment of the Metropolitan Police Force the law enforcement community has undergone many changes due to technology, police operational practice, societal change, and as the result of lawsuits. However the basic premise established by the Metropolitan Police Act and Sir Robert Peel are still valid today. The question to be answered is are newly hired recruits being trained in such a manner that the new police recruit is better trained given the new performance objectives style of training than those trained under the old performance objectives.

Over the years there has been much discussion regarding what a new employee needs to be taught, and who are the best teachers as well as significant research regarding what style of teaching is best for individuals to learn.

Teaching, in its earliest form, with the goal of the student seeking knowledge for the betterment of society can be traced to Socrates (470-399 BC), Aristotle (428-

347 BC) and Plato (384-322 BC). Socrates, his students Plato and Aristotle, used a

teaching and learning method that involved observation and inquiry. This method

relied upon the teacher walking around and talking to fellow students, citizens, and

other learned people and then discussing the best approach to the inquiry. In other

words a sharing of observations, developing conclusions based upon group interaction

and experiences, and then arriving at group consensus.

<p style="text-align: center;">Teaching vs. Training</p>

In policing, the purpose of training is to make sure that the officer performs all

tasks with ease and in such a way as to ensure his safety and the safety and satisfaction

of the public. This is accomplished by developing such skill and dexterity that each act

is performed naturally and semi-automatically with a minimum of conscious physical

or mental effort (Wilson, 1977). Nearly all police tasks involve actions of the police

officer and various segments of the community. In some cases the officer uses their

leadership skills or human relations skills as a means of influencing individual

behavior to conform to societal laws or the officer uses those same skills to assist

victims, interview witnesses or inform or assist members of the general public.

An important training objective is, therefore, an understanding of human

drives, inhibitions, emotions, reactions, and attitudes as well as knowledge of

techniques that promote a desirable relationship between the police and the public.

Training should also emphasize that the police must scrupulously avoid petty graft,

corruption, brutality and prejudice (Wilson, 1977)

Academy training sets the tone for newly hired officers. It is at the academy

that recruits begin to develop a strong mindset about their role as police officers.

Police academy courses and subject matter vary among the states. In those states where

minimum training standards have been set, there is a higher degree of standardization

(Champion & Rush 1997).

The public perception of police training is most closely aligned to a militaristic

type of training in that movies and television often display police instructors as "Parris

Island" Drill Instructors barking commands and expecting superhuman performance

from the recruit. Often they show the destructive and violent areas of training, such as

unarmed defense or firearms, as opposed to the academic and interpersonal training

that encompasses a significant portion of training. While the academy training is

structured in a quasi-militaristic but controlled environment, most police work is

conducted "on the street" with the officer relying upon training, education, and real life

experiences to function in a positive and productive manner. Similar to many other

types of educational institutions, police academies must develop instructional

philosophies that are consistent with the outcomes the school is trying to achieve.

Historically and somewhat anecdotally, many police academies chose a pedagogical

approach to teaching. This style is effective with children since it relies heavily on

lecture, mastery of content, obedience, and final evaluation based upon reproducing

learned material in the identical format that it was delivered (Palmioto, Haley 2003).

While there is little research to suggest that pedagogical training is not and has

not been appropriate for basic recruit training, there are a growing number of police

educators who are suggesting that an Andragogical approach should be introduced into

police recruit training. Andragogical training focuses on an analytical and problem

solving approach to learning (Knowles, 1970).

Given the multi-tasking requirements of today's police officer, coupled with

the complex and critical interpersonal aspects of the police job, an officer needs to

develop the skills that will allow that officer to be successful and yet meet the

expectations of the community. An officer needs to develop skills that emphasize

problem solving, independent study, basic research techniques, discussion, role

playing, and simulations (Birzer, 1999).

One of the significant conflicts that have arisen in police training is between

the two types of training and the time required to adequately prepare the officer for

their job. While the pedagogical style will allow for the officers to receive significant

testable data and regurgitate it at critical testing time it does not allow for the officer to

learn or refine interpersonal skills and be in an environment where failure can be

remediated in as positive manner prior to being placed on the street. The Andragogical

style, also know as "Adult based Learning," will allow for those skills to be developed

or refined through practical exercises and will still allow for the physical aspect of the

training environment to be functional. Given the previously stated challenge which

may also reflect a "need to know" versus a "nice to know" training mentality the daily

operational skills of the police officer must be learned prior to graduation. If

academies are to put better trained officers out "on the street" the curricula and the

style of training need to be rethought. However, it should be noted that there are some

law enforcement officials who are not comfortable with many of the new approaches

to policing. There is a concern that many of the interpersonal and human relations skills take away from the "true" mission of the police officer.

The first step in becoming a police officer is Initial entry or Basic training. This training is a responsibility born by every employing agency. In most states there are statutory requirements identified that prescribes the minimum training standard or requirement for certification as a police officer. The basic academy is structured to provide the essential skills, knowledge and abilities needed to successfully perform the multifaceted tasks of a police officer. It is also an excellent opportunity to continue to assess a probationary officer's character and analytical ability for doing the right job and the job right. Mentoring, counseling, and a solid dose of applied ethics are important here (Whisenand & Ferguson, 2001)

Many academies are now looking to expand state mandated training to include aspects of community policing training into their basic curricula. Over the years police training has evolved from purely physical orientation to contemporary training that combines physical and discipline modality as well as educational and cerebral processes. Early training focused heavily on uses of force, weapons training, and defensive tactics as well as teaching crime repression and control practices. The focus on crime was a police responsibility and the aspects of cooperation and support from the community was not highly regarded. Today many academies have modified their curricula and now reflect a switch to a human relations approach. The curricula quite often will include topics from the disciplines of sociology, psychology, criminology, and computer science. There is also a growing emphasis towards the service and

community aspects of policing.

For example, New York City Police Department's deputy commissioner for training, Elsie Scott, mandated that courses at the city's police academy shall include communication skills, community organization skills, knowledge concerning resource utilization, problem solving skills, and cultural awareness training (Peak & Glensor, 1996). These topics are in addition to whatever state mandated training requirements were imposed.

Birzer states that if police are to stay current with the trends taking shape in society, then so too must the police train at the pre-service and post-service levels. Training is the lifeblood of the organization. It is through training that change, protocol, and philosophy are introduced to police personnel (Palmiotto, 2003).

For Community Policing to be successful police officers have to be self–directed and when they see a problem they will be expected to seize the initiative and solve it. The police officer is expected to apply analysis, problem solving and decision making as a daily routine. This is a dramatic departure from old style police academy training and will conflict with the recruits training culture as well as the current operational modality in some law enforcement agencies.

As noted later in the chapter, Community Policing shifts the focus of police work from handling random calls to solving community problems. It calls for a partnership and collaborative efforts directed to both crime reduction and the improvement of quality of life. The police function in American society is to uphold constitutional guarantees for all citizens and to enforce the laws impartially. The

training given the police officer must stay in tune with the changes in society.

Ramirez (1996) states that law enforcement trainers are responsible for teaching skills and concepts to adults and not children. In order to facilitate learning the instruction should be learner centered rather than teacher centered. Birzer (1999) believes that many police academies follow a pedagogical method of instruction focusing on adherence to strict process and procedure thereby denying any opportunity for the learner to conceptualize and apply the training through facilitated activity.

The training change in New Jersey's Basic Course for Police Officers curricula supports the Andragogical application in that many of the performance objectives have practical exercise or demonstration built into the training unit. Additionally, given the emphasis upon the principles of community policing, there is a more definitive attempt to develop problem solving and decision making skills as a core part of the outcome development.

Leadership

In the study of organizations, we are led to believe that effective organizations are the result of an individual or group of individuals who are able to lead the people in a productive endeavor. This endeavor is generally defined as a product or service that when provided to the consumer will generate a positive bottom line@ to the organization. Both producers and consumers make two assumptions; (a) That the product or service is needed and (b) That this organization is the best, most cost effective organization available to provide the service or product.

A key factor in any organization is the leadership element. The term, leadership, means different things to different people and has not always been appropriately applied when individuals have been trying to identify it. Often leadership has been confused with or included in attempts to define it and its relationship to management, supervision, power, administration, authority, control, or responsibility. It has been defined in terms of individual traits, behavior, influence, and interpersonal interaction. Most definitions of leadership center on the idea that leadership involves some type of influence or coercive process by which the leader can structure the activities, habits, or products of other individuals. The United States Army, for example, states that Leadership is influencing people, by providing purpose, direction, and motivation, while operating to accomplish the mission and improving the organization (U S Army Field Manual 22-100, 1999). In the profession or field of law enforcement there is the belief, perhaps somewhat misapplied, that senior officers, by virtue of rank or position, have effective leadership regardless of what influence, direct or indirect, they have in the daily tasks of the police agency.

During the past decade the law enforcement community has been involved in numerous efforts to reduce crime and improve community quality of life. In New Jersey, many law enforcement agencies have applied for and received grant funds for the establishment and operation of specialized units whose function will be to provide the aspect of Community Policing within the municipality. In most cases the law enforcement agency looked at this funding as a means of adding more personnel to

address its crime problem, in other words a program, not an organizational and philosophical change. During the mid to late 1990's, there were a number of agencies that attempted to make the units an integral part of the agency and try to apply the concepts throughout the organization. While these units were in operation there has generally been a reduction of crime and a perceived improvement in quality of life issues.

As we enter the new millennium, many of these same law enforcement agencies are transitioning from Community Policing to a more traditional reactive mode of policing. When asked the reason for this change? The most common answers were grant terminations, budget restrictions, and personnel turnover. Therefore, given the current workload, law enforcement agencies cannot afford to put police officers in specific areas dedicated to a singular project or program. In other words they are caught between historical or traditional methods of police response and the problem solving and community involvement aspect of community based policing. Thus, many community policing units are no longer operating as they were initially designed and in some cases have been totally absorbed back into general patrol function. Additionally, crime rates have started to rise and municipal budgets have become severely constrained. The result has been that many agencies have reverted to habitual police practices and have not followed through with whatever initiatives may have been in place. This "reverting to the way we have always done it" phenomenon is reminiscent of issues that caused the demise of Team Policing and Community

Relations units (Patterson, 1995). This researcher will look at what factors may constitute or contribute to effective police leadership and what are some of the commonalities in effective police leadership. Additionally, a definition of community policing will be provided, so that an assessment of the application of community policing concept has had upon the issue of police leadership and provide a prescriptive process to reinstitute the practice of community policing.

Effective leadership, or the lack of it, can have a dramatic impact upon the organization (Hansen, 1991). Organizational and operational challenges are often identified and overcome in situations where private organizations, such as the Chrysler Corporation, in a near bankruptcy status, became a more efficient, vibrant, competitive, and effective organizations by replacing ineffective administrators with dynamic, competent, visionary leadership. Similarly, successful military leaders have turned ineffective or severely challenged military units into highly effective, motivated teams (U S Army Field Manual 22-100, 1999).

In the private sector case studies referred to above, the changes were brought about after a review of current management practices and their impact upon the stated goal of the organization. The goal, stated or silent will ultimately be the Bottom Line. The evaluation or assessment will be done by a board of directors who have working knowledge of the organization or product line. This internal assessment is a frequent periodic event designed to be the early warning format for fiscal and operational problems. Unfortunately, most law enforcement agencies do not conduct any internal

or organizational evaluation until some form of crisis such as a lawsuit, serious accident, or public pressure on a civil issue such as misconduct or mismanagement has forced them to re-evaluate their position. The re-evaluation is done in a crisis type atmosphere which is costly, disruptive, and generally demoralizing. Quite often the issues of evaluation are not understood by the Chief Executive or face significant organizational inertia to cause needed change (Swanson, Territo, & Taylor 2001).

In many law enforcement agencies the lack of measurable standards often allows for ineffective practices to survive without much change. As it currently exists in today's law enforcement agencies only the traditional items are measured. These items are not easy to correlate to effective policing or to effective leadership. When one looks at the traditional police activities that are measurable, (i.e.: response time, felony and misdemeanor arrests, citations issued, calls for services, etc.), you find that they are viewed as the standard for measuring law enforcement effectiveness (Fisher, 1995).

Certain ineffective police leadership practices that exist today evolved from a variety of sources including the authoritarian or autocratic military style of management, and the management practices used during and after the turbulent 1960's. These styles were; (a) a controlling style founded on the assumption that employees were basically lazy, unproductive and that this type of management practice would guarantee as much production from the force as was possible; and (b) the laissez-faire style that let the officers do what ever they like with no clear vision or

direction. With each of these styles there was very little unit cohesion, organizational integrity, or pride in the work product (Stone & DeLuca, 1995).

An additional factor that contributed to poor leadership in early law enforcement was the unethical political influences and corruption that existed in many communities. That, coupled with the low level of formal education found in most police officers and the existence of a structure-oriented society, made the authoritarian leadership style both effective and appropriate (Hansen, 1991). In today=s police society these styles are neither needed nor appropriate due to the educational level and technical competency of most police officers and the degrees of freedom and flexibility needed to accomplish the objectives (Wuestewald & Hogard, 2002).

If police leadership is to improve, officials at all levels of the agency, from the chief executive down through the chain of command, must be committed to identifying and changing poor leadership practices and values. They must learn and master leadership skills, such as patience, understanding, fairness, and judgment. Supervisors must recognize that leadership is important to successful management and that past practices may be disruptive, if not destructive, to the organization. Instead, leaders need to stress the importance of values such as loyalty, caring, consideration of others as a means to producing positive results such as a higher degree of employee motivation and morale.

An important step in the commitment to change leadership practices is to understand the impact upon the performance of the employee. Hansen (1991) suggests that there are two major functional styles of leadership; job-oriented and employee-

oriented. Job-oriented style leaders are primarily concerned with tasks, and they rely on the formal power structure and close supervision for task accomplishment. Employee-oriented leaders, however, are concerned with maintaining good relations with subordinates. Tasks are delegated, and the leader is concerned with the employee's personal growth.

While neither one is superior to the other, the employee-oriented leader generally produces higher morale in subordinates which results in a low absentee rate and fewer personnel grievances. Employees who work under the job-oriented leaders generally produce less because they are closely monitored and are not involved in the decision-making process.

The Managerial Grid (Blake & Mouton, 1964) identified five styles of leadership: Task Management, Country Club Management, Impoverished Management, Middle of the Road Management, and Team Management. Each of these styles have attributes that center on the organization, the employee, or both. Of the five styles identified, the Team Management style was considered to be the most effective. Leaders with this style are able to build effective teams, solve problems, resolve conflicts, and encourage employee development.

While a leader's basic style is important, it is equally important for the leader to be able to adjust that style based upon the existing circumstances. This adjustment is referred to as situational leadership. The situational leader, (Hersey and Blanchard, 1988), has a flexible leadership style that can be implemented and is based upon the particular employees' needs. Correctly identifying the employees needs and where they

are in terms of readiness, coupled with the ability of the leaders to remain flexible are

critical to the success of situational leaders. Leaders should first evaluate where

employees are in terms of both ability and willingness to perform tasks. Based upon

these two factors, leaders can determine which management style would most likely be

effective for them.

Hersey and Blanchard (1988) further suggest that leaders who work with

groups should also be flexible as this will allow the leader to progress from group

supervisor to group leader as the group's readiness level increases. In policing, the

term group can also reflect the organizational unit known as a squad or team.

Keeping the work of Hersey and Blanchard (1998) in mind as a potential

model for leadership within the concept of community policing, an additional aspect of

the situational leader should be an understanding of the employees' level of job

maturity or ability to perform a task. In other words, a new police officer must be

monitored more frequently and with greater personal interaction because they

generally lack self confidence and need more feedback. Agencies that employ a Field

Training Officer Program (FTO) are more apt to be in line with Hersey. More

seasoned officers however, would view this type of supervision as inappropriate

because they have gained job maturity through experience (Sanford, 1950).

Leadership can also be defined in traits or qualities that are associated with

effective leaders. Values, Ethics, Vision, Communications, Team Leadership,

Empowerment, Time Management and Vitality are key qualities found in a number of

law enforcement leaders (Whisenand & Ferguson, 2002). Sanford (1950) noted that

intelligence, personality, and ability are key leadership traits that. Sanford also stated

that superior intelligence affects the leader's judgment and decisiveness and allows the

manager to make correct, timely decisions. He further identifies adaptability,

creativity, integrity, and confidence as traits or qualities that can influence and

motivate employees. Tact and diplomacy are also essential in gaining employee

cooperation. Sanford consistently found 3 dimensions in effective leadership:

Assumption of leadership role, closeness of supervision, and employee orientation.

While these dimensions refer to the amount of involvement or commitment the

leadership has towards the group, there is a caution in that too much intervention or

control may have a negative impact upon the effectiveness of a leader.

Discipline is necessary in any organization in order to ensure that standards of

performance and conduct are met (Stone & DeLuca, 1994). When inappropriate

discipline or the failure of management to discipline is allowed, lower morale and the

retention of unqualified or undesirable employees is the result. Sound leadership

practices mandate the use of discipline only when all other reasonable courses of

action have failed. Leaders must ensure that employees know what the standards are

and when those standards are not being met. Employees must also be aware of what

disciplinary measures will be taken for continued poor performance. Every effort

should be taken to ensure that poor performance is not the result of excessive or poorly

formulated rules or caused by inadequate training (Stone & DeLuca, 1994).

The other side of discipline is the reward. Implementation of a performance

based system of employee evaluation will allow for recognition or reward to be based upon acceptable standards of work. Patterson (1995) in his work "Community Policing: Learning the Lessons of History", makes the point that failure to develop or maintain a fair promotion system is demoralizing to the entire department. It helps to perpetuate ineffective organizational management practices because the officers learn that evaluation of performance is based upon traditional indicators such as arrests, calls handled as opposed to creativity, problem-solving actions or other non-traditional standards of measurement. The officers will not appreciate the value of education, hard work, and good performance because they are not the criteria for upward mobility. There exists a disparity between the non-traditional behaviors desired by top management and the standardized expectations of middle management. While there are many reasons for the potential for disparity to exist top down vision and a comprehensive training program are key to marginalizing this disparity. Leaders who are Achange@ motivated must ensure that the promotion process is equitable and above reproach.

It seems to be evident that the tradition in many police departments, especially poorly managed ones, the leadership philosophy is to control the officer rather than encourage team building. This is a historical approach that quite often will make it very difficult for the agency to retain good officers because the non-traditionalist will not be motivated to find success. Leaders must change their emphasis from employee control to employee team building, and they must involve officers at every level in

decision making. They must work to develop the traits found in effective leaders as well as understand effective leadership styles. Previously noted authors all seem to suggest that dynamic leadership can lead to progressive, highly successful, and innovative police departments. It is only through this type of leadership that police departments will meet the demands of today and the challenges of the future.

Mendofik, (1994) in his work "Reflections on Leadership", support earlier observations by stating that effective leadership within any organization is a continual ongoing process. It requires attention to personal appearance in that the leader should lead by example. Every leader should be physically fit and should present an image that reflects the profession chosen and as an inspiration to those who follow. Leaders should also be able to inspire subordinates by being involved in the tasks assigned. They should know when to be present to provide inspiration, motivation or support. They should also be aware of those instances where their presence may marginalize the authority, impact or activity of the subordinate officer. Actions speak louder than words.

Leaders should maintain a level of technical proficiency in any task required of their subordinates. They should have a working knowledge of the skills required of their employees. This will give subordinates a greater confidence in the decision making abilities of supervisors who understand the job.

The leader should maintain good communication skills so that they can deliver effective messages. Elaborate legal verbiage or profanity is not the mandate of police communication. Communication also means listening, and as such effective leaders

quite often will ask questions to ensure that the message being sent is the message received.

Mendofik (1994) states that effective leaders should have an aptitude to train and be trained. He feels and this researcher concurs, that every supervisor should also be a trainer. This concept speaks to the idea that leaders are also mentors and as such should provide guidance, correction, and support. They should also seek to improve themselves through elevating their own personal level of proficiency. They should strive to stay abreast of changes and improve themselves so they may, in turn, improve the training level of their subordinates.

Mendofik (1994) believes that leaders have an ability to treat others fairly. Effective supervisors should not allow any employee to demean others, regardless of who they are. Supervisors should treat all subordinates as the adults they are and be expected to treat everyone equitably. There should be appropriate use of praise and punishment; both are effective when used appropriately. Those who honestly recognize the performance or accomplishment of others encourage desirable behavior. People like to receive recognition for what they have done and it generally takes no more than a good job when warranted. If we spend more time recognizing the good work done by the good people, we will find that we will not have to spend so much time with the bad people.

Mendofik says that effective leaders have a commitment to the agency that they serve. The leader supports the agency's mission statement while concurrently supporting their personnel's efforts to fulfill personal and agency goals. He says that

when dedicated individuals believe in what they are doing and for who they are doing it for the result is esprit de corps and a search for excellence.

Effective leaders have the ability to establish and achieve realistic goals. Knowing where you want to be allows you to prepare to be there. Having a vision of your completed goals and objectives will make achieving them a much easier task.

In "Leaders vs. Managers, The Law Enforcement Formula," Dobbs and Field (1993) the authors state that law enforcement executives must be more than just competent managers, they must also be effective leaders. They must understand the tasks facing them and understand the importance of consistency in order to gain the trust and respect of the people they lead.

Leaders must begin by forming an organizational vision and making a commitment to that vision. They must understand that this commitment to the vision is not without risk in that the agency will most likely suffer some form of change from the norm. In defining the vision and in the implementation of the vision the leader must secure the cooperation of those who are involved or affected by the visions direction.

That cooperation is also necessary in leading all employees to a common set of values and goals. Police leaders must develop high standards and instill these ideals in their staff members. In order to accomplish these goals the leaders must know the business, know themselves and their limitations, and know their staff.

Dobbs and Field (1993) state that in order to be successful instituting organizational change, the leadership must demonstrate that they have a grasp of what

is required by the occupation. A combination of proven expertise and strong

personality traits enables leaders to convince followers of their ability to succeed.

They also state that the effective leader must know themselves and their

strengths and limitations as well. Leaders who know themselves will adopt a

leadership style that is reflective of their personality. They can gain power by

enhancing their strengths while working to overcome their weaknesses. The leader

with self-knowledge exhibits self-confidence and as such will be able to command

respect and spread a sense of authority and stability.

Law enforcement leaders must also know their subordinates in order to

motivate them. Motivation is a key component in leadership. Police leaders must be

aware of the employees' level of job satisfaction as well as what motivates them to do

their jobs well. The effective leader is sensitive to individual as well as group needs

and problems. They will strive to discover creative practices that will motivate their

people.

Effective leadership also requires consistency. A congruence between ideals

and actions. Law enforcement leaders must first demand of themselves what they

expect of their officers. They must exemplify those principles and ideals they wish to

instill in their employees. If the leaders' actions support the personal ideals,

subordinates will likely follow their lead. When leaders show consistency there is a

trust from their subordinates. The subordinates know that the leader possesses

character and that a spirit of fairness will dictate each decision.

Dobbs and Field (1993) discuss, at length, the difference between managers

and leaders. They state that in analyzing the dichotomy between leadership and management, management could be simply termed as "doing the thing right", whereas leadership is "doing the right thing". Management entails completing the technical, more mechanical tasks, while conforming to agency policy, procedure, rules and regulations. Leadership, in sharp contrast, encompasses the spirit, vision, and ethical considerations that accompany the decision making process.

The authors conclude that law enforcement must focus on developing leaders not managers. That development process must begin during recruitment and initial selection. They describe a Marine Corps Master Gunnery Sergeant who continually challenged future naval aviators and officers to seek the blend of expertise, sense of self, and knowledge of subordinates that characterize leadership. The sergeant divided all officers into two categories: Contenders - who demand the most from themselves. They grasp the essence of leadership because they believe in total dedication and personal sacrifice. They continually refine their expertise, challenge their personal ideals and master new techniques to motivate their people. In contrast, the second category, Pretenders, the words sacrifice, dedication and commitment mean nothing.

Dobbs and Field (1993) state that the law enforcement community must have contenders. Law enforcement administrators must ask themselves which they would rather be, pretenders or contenders? Managers or leaders? The views of Dobbs and Fields are consistent with the previous authors and further support the concept that in order for effective leadership to flourish, the current senior executives must develop

potential leaders, allow training to occur, establish the vision, and know the job,

themselves and their subordinates.

The "Law Enforcement Executive, A Formula for Success," Sewell (1992),

describes the model of a successful executive as a blending of abilities, characteristics,

and traits acquired through education, training, and real-world experience. This

includes leadership, management, recognition and understanding of the community, a

well-rounded understanding of the profession, and allegiance and loyalty to the

organization.

Sewell agrees with previous authors in almost every regard. He firmly believes

that effective organizational skills and effective leadership can exist in the same

person. The effective executive will have vision, energy, creativity, credibility, values,

integrity, and a belief in mentorship. These leadership traits will be coupled with the

management skills necessary to effectively run the organization. The management

skills of planning, organizing, staffing, directing, coordinating, reporting, and

budgeting are the foundation of every manager. The effective leader will integrate

these skills into defining, communicating and guiding the organization toward the

vision.

Sewell provides an additional item to the other authors views in that he

identifies recognition and understanding of the community as another key component

to effective leadership. Sewell further states that to be successful, these individuals

must recognize the reciprocal relationship between the community, and the law

enforcement agency's philosophy, mission, and operations. He also strongly suggests

that the economic conditions of the jurisdiction and those of the police agency must also be considered. The effective leader will be able to balance community, political, and agency needs and demands with the capabilities of the organization.

The definition of community is by nature very broad. Sewell states that one factor executives must consider is how do the people within the community view their police department? He states that a high degree of success will depend on the executives' willingness to become involved in showing an active commitment to the community, and to be viewed as a community force, not just as a law enforcement force.

Sewell concludes that the successful law enforcement executive will combine the best characteristics of the leader and the manager with a real world understanding of and ability to deal effectively with the community, the profession, and the individual organization.

In a supporting article, "What They Didn't Teach us in Management School," Sewell (1991) expands upon his formula for success. He states that every leader should be aware that change is difficult to implement and often not desired. Change requires an adjustment from something to something and is stressful to those involved in making the change. Therefore, many adults will be resistant to change what was previously acceptable behavior. Change can also create problems with outside governing agencies. If the elected officials are comfortable with the way thing are done and the other agencies do not want internal change, there is the opportunity for conflict to arise. The institutional bureaucrat has achieved a power base by maintaining the

status quo. Any change is viewed as a threat and as such may have the effect of

deliberate sabotage in order to maintain the power base. Effective leaders would do

well to ensure that all levels of the agency are involved in the decision making process

regarding change, and where appropriate, external agencies are advised as to the

endstate of the agency=s vision and how communication will be beneficial to reduce

conflict.

In "Positive Organizational Culture," Aragon (1993) addresses another critical

aspect of leadership. Aragon believes that if an agency is going to be effective, the

agency administrator must create a healthy culture in which values, beliefs, and

behaviors are the foundation. This foundation will foster truly committed employees

with high morale, and in turn, create enhanced departmental performance and

genuinely satisfied citizens.

The process that leaders should use involves examining the dynamics of

employee performance, developing an understanding of Total Quality Management

(TQM), employing empowerment techniques, and finally instituting a system to

monitor the agency's progress. This process involves combining the core principles of

several leadership techniques and modifying them to suit a police environment.

Leaders must know the level of performance of themselves and their

employees. This is generally assessed through the ability of the officers to do a task

and the level of motivation or willingness to accomplish the task. If the employee

lacks either ability or motivation the performance level will suffer. Should an

employee lack ability, additional training, coaching or mentoring skills may be

employed to help improve the individual ability level.

Total Quality Management (TQM) relies on the capabilities of both labor and management, working as a team, to continually improve quality and productivity. All employees are provided with opportunities for participation, problem solving, and teamwork. It provides a tremendous level of motivation within each employee. It assists in developing a positive customer oriented culture and a genuine level of employee commitment that pervades the entire work environment.

Leaders can empower employees by applying four basic, yet highly effective, principles. They are; maintain employees= self esteem, actively listen to employees, involve employees in problem solving, and implement strategies that give all employees the opportunity to assume responsibility. Leaders who strive to apply these principles will discover that empowered employees generate their own praise and rewards, a phenomenon known as self motivation.

Aragon (1993) states that police administrators cannot simply implement leadership strategies and hope for the best. Every agency needs to monitor the effectiveness of these techniques. One such method of monitoring is to develop advisory councils or teams. The purpose of the teams is to analyze all facets of the agency=s efficiency and effectiveness. These teams should comprise a cross section of the agency's employees so that all points of view are recognized. The teams are able to monitor what is happening, reflect on what was intended to happen, and report to the chief so that adjustments, if necessary, can be made.

Aragon's concepts fall within the parameter of what the previous authors view

as needed for effective leadership. He adds the dimension of a healthy culture in which all employees are genuinely committed to the vision and goals of the agency. They are truly dedicated and capable of positively serving the citizens.

In "Good Leaders Are Born Not Made, Fact or Fallacy ?," Frazier and Reintzell (1996) discuss the need for leadership training in law enforcement and with it try to identify just what leadership really is, how it develops and what core training topics need to be included in the training program.

The authors came about their task because the Baltimore, Maryland, Police Department chief and its commissioner felt the need to augment the training given to the agencies current and future leaders. Many of these individuals had already attended the mandatory supervisory and administrative classes designed to hone managerial skills or impart departmental imperatives. Yet there were problems within the agency and it had become evident that a more focused and relevant training was needed. The police agency was facing a number of internal and external issues that were the result of a leadership vacuum in which the organizational inertia had achieved the upper hand.

In developing this new leadership program the agency turned inward and tapped the resources of law enforcement officers who were members of the Maryland Army National Guard and also held or had held a variety of leadership positions within the military. The Baltimore Police Department approached the Maryland Army National Guard and the staff of the Military Academy and found a receptive and supportive audience. It should be noted that all commissioned officers, warrant

officers and non commissioned officers in the reserve components are required to maintain the same skill and proficiencies as their active duty counterparts. This means that as individuals achieve higher rank and position, they must also attend the appropriate service school and receive the same level of training as their active duty counterparts.

The military has historically trained its personnel in leadership skills before they move up to the next highest level of leadership. This is notably different than in most law enforcement organizations where recently promoted sergeants and lieutenants must wait months before they are schooled in the essentials of their new role.

Using the United States Army, Command and General Staff College, military instructional model as a foundation and the appropriate manuals and lesson plans, members of the police department and the Maryland Army National Guard worked to modify the Command and General Staff College model, making it relevant, palatable and meaningful to the target population.

The final curriculum included the following classes: (a) Introduction to Leadership - exploring the basic principles of the leadership process; (b) identifying and defining the duties, responsibilities and authority of Leaders and explaining the context in which the leadership role is fulfilled and the inherent responsibilities; (c) Leadership Styles - explaining the various styles of leadership and exploring which ones are more appropriate to different situations; (d) Human Behavior/Motivation - providing information on basic behavioral influence styles in motivation; (e)

Counseling - equipping supervisors with the skills necessary to effectively counsel; (f) Maintaining Discipline - explaining the benefits and how to employ progressive discipline, addressing sexual harassment and hostile work environment and other equal employment issues; (g) Effective Communication - emphasizing listening skills, verbal and non-verbal skills as well as discussing various styles and methodologies of the communications process; (h) Chain of Command – emphasizing the need for continuity, process, and responsibilities at each level; (h) Problem Solving/Decision Making - focusing on real life problems that can face police supervisors and identifying appropriate methodology to address them; and (i) Ethics - focusing on the essential professional and leadership codes with discussion on the professional police ethic - loyalty, duty, selfless service, and integrity.

Frazier and Reintzell (1996) noted that the instructors, who came from both the law enforcement and the military discipline, were initially apprehensive about this training concept. Recognizing that law enforcement has long held the premise that they are a paramilitary entity there was some concern about the applicability of these topics to the current police organization. The instructors soon realized as they developed this training program that the acquisition and refinement of leadership skills are part of an ongoing process - one that is never fully mastered, but one where competence is identifiable and always attainable. They found that the attendees at the leadership school praised the quality and level of instruction, purpose, content, relevance, and value. In short, the students were validating the agencies hypothesis regarding its need

for renewed leadership training. Baltimore police also used this program and the feedback derived as the impetus to review polices, procedures and numerous other organizational issues that impact upon effective operation.

The authors found that leadership training is a viable, necessary, and realistic training objective for any organization. The Baltimore Police Departments leadership school demonstrates that the elements deemed essential to the leadership process can be successfully and popularly imparted. In other words, leaders can be made.

It has been suggested that effective leadership, or the lack of it, can have a dramatic impact upon the organization. In this literature review every previously identified author has essentially maintained that same belief. They all agree that there are distinct differences between leaders and managers and that being one does not necessarily mean you are also the other. However, good leadership will allow for effective management practices to be instituted or developed.

Many of the authors previously noted have all identified a varied list of what they feel constitutes leadership. They all address knowledge of the job (technical proficiency), knowledge of self, knowledge of subordinates capabilities as foundations of effective leadership. They also indicate that effective leaders understand the need for clear communications and listening skills, the need to train and the need to be trained, and the appropriate use of praise and punishment. Leaders know how to set and achieve realistic goals that identify where they want to go and how to get there. They understand that in order to achieve these goals they must gain the trust and respect of those they lead.

Community Policing

Why are many agencies dropping the commitment to community policing?

Those police executives who have eliminated or minimized the community policing

efforts have given several reasons for the reversion back to reactive style of policing.

The answers most commonly given generally focus on limited personnel, overtime and

reduced budgets. This researcher believes that the primary reason centers on a lack of

progressive or visionary leadership within the agency. This lack of understanding

about the application of community policing has fueled its rapid demise, and caused

this retreat from the implementation of community policing. Law enforcement

executives did not understand the concept of community policing and the need to plan,

prepare, and train the agency for such a venture. This was validated through many

different training sessions regarding community policing conducted by this author and

other members of the New Jersey Division of Criminal Justice (1999). While not

scientifically reliable, at this stage, anecdotal information from police officers and first

line supervisors have indicated that many law enforcement executives looked at the

fiscal benefit without looking at the operational and organizational aspect of such an

initiative. By using grant funds, and assigning officers to a special unit with special

assignments, they were able to add to the agency staffing at minimal fiscal impact and

were able to address some of aspects of community policing without having a true

organizational attachment to it. While many officers assigned to the program were

trained in the concept there was no effective training component available for the

police executive to use and guide the executive and the agency through the process. This fact was not lost upon course attendees and was quite often mentioned in the post course critiques.

The term Community Policing is but one of several currently being used. While it has also been referred to as Problem Oriented Policing, Community Oriented Policing, Police Community Partnerships, and so forth, they all have risen to identify a style of law enforcement that relies upon a partnership between the police agency and the people within the varied communities in developing goals and strategies to reduce crime and improve the quality of life (Trojanowics & Carter, 1988).

The Division of Criminal Justice Community Policing Training Manual (1995) defines Community Policing as a philosophical and organizational strategy that promotes partnerships between the community and law enforcement (government) designed to reduce crime and improve the quality of life.

In order for community policing to be effectively reinstituted and implemented in any law enforcement agency it must be understood by everyone in the organization. The concept following is designed to allow the police executive and the leadership the opportunity to deliberately implement organizational change as opposed to the application of a short term program. The failures of short term programs such as Community Relations units and Team Policing units can be attributed to the contradiction of the basic tenets of policing in that it looked at long term strategies and problem solving rather than on rapid response to local issues therefore making quantifiable results difficult (Patterson,1995). These programs also put the police in

the role of problem solver for problems that were not in their area or scope of authority

to fix. The implementation of community policing in many agencies may have been

flawed from the beginning due to the fact that many executives had not realized that

they would need to plan for the implementation of community policing concepts and

strategies. There was ambiguity in the mission of community policing within the

agency as well as for the individuals assigned to community policing. Concurrently,

there was significant confusion about the roles and responsibility of the officers

assigned, the supervision of those officers, as well as the interaction by officers

assigned to community policing with other units within the police agency as well as

with other members of the agency. The limited implementation of the project and the

special roles of those assigned added to the organizational chaos and to the alienation

of some officers within the agency. Several other issues arose including performance

evaluation of these different officers, program evaluation and special training that only

the chosen few would receive (Patterson, 1995). The aforementioned four issues are all

issues of leadership that, if properly attended to, would give community policing a

better chance of success. It is no wonder that community policing is going down the

same road as earlier programs because the same organizational concepts are evident.

The specifics of re-implementation will depend upon how the chief law

enforcement executive envisions and supports the level of involvement by agency

personnel and how it is understood and supported by those personnel. There are

critical areas of knowledge needed by senior law enforcement officers in order to

develop and implement the community policing concept within a police agency. While

these will be discussed later, it is critical to note that these areas of knowledge also

reflect the progressive leadership skills and traits previously discussed. It should also

be noted that the police recruits are now being trained, at the respective police

academies, in a curricula that has a significant focus on the principles of community

policing.

While short and simplistic in nature, the definition and its application will pose

a variety of leadership challenges and therefore must be dissected in order to fully

appreciate its intent. It is important that this definition be understood by the police

executive. The definition will serve as the starting point for the development of the

vision and the establishment of the mission statement which are both critical to the

concept of community policing.

The philosophy aspect of community policing relates to how the chief of police

or police director envisions the service of policing in the community. What type of

policing? Is it service oriented or enforcement oriented and to what extent do the

police officers get involved with the people in non-criminal issues. The executive's

philosophy will form part of the leadership vision for his police agency in this

endeavor.

The organizational strategy relates to how the chief of police or police director

utilizes the police officers to meet the policing requirements. In the implementation of

community policing there are expanded roles that each officer and section need to

understand in order to maximize the potential. The most effective method for

organizational awareness regarding role and function is training. The training must be clear, focused and accurately identify the functional roles of all personnel within the agency.

The key ingredient in the organizational strategy is the leadership element. As an agency transitions from current methods of policing to the implementation of community policing, it is clearly evident that any change in the organizational function and structure the law enforcement agency will be dramatic and quite possibly traumatic. As noted earlier in this paper there are a variety of traits or qualities that leaders will need to apply or exhibit in order to make the transition as minimally painful as possible in times of organizational and financial chaos.

In order to achieve an effective transition from traditional policing to community policing, the agency and its individuals will face dynamic and traumatic challenges to the current style of management and leadership. Successful leaders and leadership will apply many of the aforementioned attributes to the unique situations that will be presented. Each leader will reflect these attributes differently because the individual style of each effective leader will be unique and personal. It is this researchers belief that in order for an individual to effectively lead the agency and its personnel through change they must have a(n): (a) Understanding of what their employees expect from them; (b) Knowledge of the job (technical proficiency (c) Knowledge of self (personal limitations and proficiencies) (d) Knowledge of subordinates (capabilities and limitations); (e) Understanding of the need for clear communications and listening skills; (f) Knowledge of how to train and understand the

need for people to be trained; (g) Understanding the appropriate uses of praise and punishment; (h) Knowledge of how to set and achieve realistic goals that identify where they want to go and how to get there. They understand that in order to achieve these goals they must gain the trust and respect of those they lead; (i) Knowledge of the importance of values such as loyalty, caring, and the consideration of others as a means to producing positive results such as a higher degree of employee motivation and morale; and (j) Understanding of the importance of ethical behavior.

Leaders must know the value and the importance of trust, respect and ethical behavior. They must understand that when you have the trust and respect of the employees getting to goal accomplishment is a much easier task. In concert with trust and respect is the understanding of what the appropriate ethical behavior is and what deviance from that behavior can not and must not be tolerated. The leader must set the example and be able to appropriately correct variance.

A good leader can be a good manager. The organizational skills of the manager can be used by the leader in goal setting, prioritizing, and evaluation. Leaders must shift their emphasis from employee control to team building. They must strive to involve employees at every level in decision making. They must work to mentor and train subordinates in the traits of leadership and the various styles to determine which will assist them in becoming effective leaders. An effective leader will recognize that everyone will need training at some point in their career. This training may be skill oriented or may involve learning interpersonal teaching and training skills that will assist the organization in a more effective use of individuals.

Sound leadership knowledge and practices are critical to developing effective police organizations. Dynamic leadership can lead to progressive, highly successful, and innovative police departments that are in touch with the community they serve. It is only through this leadership development that departments will meet the challenges of today and the demands of tomorrow.

In looking at the relationship or causality between quality of life and the level of acceptable crime, both relevant issues in the application of community policing, this researcher was particularly drawn to the issues raised in "Beyond the Uniform Crime Report and Response Times: Today's Challenge" (Fisher, 1995). It is Fisher's contention that in order to determine the policing needs of today and the public policy that directs the policing efforts, we need to look beyond our traditional method of assessing police services and look into the why people call police and what is expected of the police by the people. Fear and the worry about crime and victimization have caused people in all areas of New Jersey to become unwilling or reluctant to do things they would otherwise do. The erosion of public safety challenges the public officials' duty or obligation to protect an individual's right to safety and security. Public policy has failed to understand the importance of community and the needs of the people to be free from criminal activity and have a quality of life that maintains that freedom. Fisher directs our attention to the "calls for service issue" and clearly shows that they cannot be properly handled by police officers whose time and efforts are directed entirely by a dispatching and deployment strategy designed solely to minimize

response time. The police officer and the detective need to be given the time and agency support and resources to address issues of concern within the community. The support and resources need to be available regardless of whether the impact is upon issues that are crime related or issues that affect the quality of life. Additionally, the police agency needs to assume the role of community government facilitator and act as the coordinator within the official government and the community for community policing efforts.

It is important to understand what was or is the traditional method of policing in order to understand what modifications will be needed to achieve the stated goals crime reduction and improvement of the quality of life. Goldstein (1990) states that community policing entails a fundamental reorganization of police work, encouraging a shift in the emphasis from simply responding to criminal behavior to engaging in problem-solving and preventive activities. He further says that, "new policing seeks to make the police job more achievable by realigning what the police do and do not do by giving a higher priority to some tasks and a lower priority to others, by reducing public expectations and leveling with the public about police capacity, by engaging the public in taking steps to help themselves, and by connecting with other agencies and the private sector in ways that ensure that citizens referred to them will be helped". This concept is again noted by Sparrow (1988) "for the police it is an entirely new way of life." The chief executive has the task of changing the fundamental culture of the organization and will be unsuccessful if adequate time, vision and support are not given to make that change reality. The task of communicating new values effectively

needs to start at the top, and must be passed on throughout the entire organization. There will be resistance to change from those who have risen through institutional process. There will also be a greater acceptance by those in the street who quite often realize what needs to be done and look for the opportunity to do make it happen. The detectives and mid level officers will need to be mentored and may need additional support during the transition. Dispatchers, records, and support staff will need to be included in the planning as well as in the implementation phases of transition to community policing. Training will need to be a high priority, not only for the entire police community but also for the constituents within the municipality.

The partnership aspect reflects the belief that the problems facing the police today need to be handled jointly to ensure that the root cause of the problem is addressed and its solution is brought to a satisfactory resolution for all parties. This also means that there needs to be a participative involvement by the citizens in identifying what the policing needs are for their particular neighborhood.

Community Policing is meant to include the entire policing agency, both sworn and civilian employees. To a broader extent, it is meant to include all segments of government that have a responsibility or an involvement in enforcing civil and/or criminal law.

The community reflects residential, commercial or business, and industrial segments as well as those individuals, such as shoppers or daytime employees, who may have a transient or occasional involvement in a particular neighborhood or municipality.

The issues of crime and quality of life are interrelated. It is felt that the quality of life is where individuals who reside within a given neighborhood have freedom, safety, and stability. When that neighborhood experiences a crime problem, the resident feels unsafe, restricted in their freedom and the stability of the area is in question.

In developing a mission statement for the police department the executive must determine what the role or function of the police agency is in that particular jurisdiction, and what are the abilities, capabilities, and limits of the individuals employed. The statement will describe in broad terms the tasks or goals that the police agency desires to achieve or maintain. It will reflect the desired vision of the chief executive as well as the endstate of policing for that municipality.

While the chief executive is developing his mission statement he is also developing his vision. In order to lead an organization the leadership must have a concept of where it is going or where it needs to go. The vision, when articulated, is that goal, or series of goals and objectives that will bring the agency from where the leader thinks or believes it is to where the leadership thinks it needs to be. In the subset of community policing, the vision of the senior leadership will identify what community policing means to them and how it will appear when implemented in their community.

The next step in implementing community policing is the planning process (DCJ Training Manual, 1995). The steps listed below briefly address the vital points in the planning process. It is imperative that the process be understood and can be used as

the prescriptive process to reinstitute critical aspects of community policing. The process consists of ten identifiable actions that should be done in sequence so that previously identified programmatic failures will be minimized. The steps are: (a) Develop the Concept; (b) Select the Target Area(s); (c) Select and train the Personnel; (d) Survey the Residents; (e) Conduct Selected Information Preparation of the Beat Area; (f) Design Strategy; (g) Implement the Strategy; (h) Evaluate the Strategy; (i) Refine the Strategy; and then (j) Institutionalize.

In the planning process the mission statement and the executive's= vision are used in the development of the concept of community policing. This concept statement will broadly identify what needs to be accomplished, why it needs to be done and the expected endstate of the initiative. In the concept development phase the chief executive needs to remember that as the planning effort proceeds other factors may arise that will modify the initial intent. The executive must be aware of external and internal political and social influences that may arise as the concept is developed. These influences may include resistance from within the formal organization (police subculture), status quo proponents or institutional blockers, as well as active resistance from the unions. Regardless of the potential for opposition, the police executive needs to maintain the vision, and focus all efforts on the direction and growth of the agency.

The next step in the planning process is selection of the target area. Where do I want to implement this activity? Why? Is it feasible? What measure of success will I be able to identify in this location? Is it feasible? What constraints or limitations will I face?

These questions must be asked when determining where the police executive will initially implement the project. The target areas that are initially chosen should be in places where success can be achieved. There are two basic reasons for this recommendation. The first has to do with human nature; if you show cops that this concept can work and be successful due to their involvement, and that they have a part in the design of the initiative, This researcher has often observed that the police officers will assume ownership of a project and be reluctant to let it not succeed. Additionally, other more reluctant cops, will begin to become involved and support the project because of the attitudinal change of the officers assigned and the impact that is evident in the target area. In other words, it becomes "real policing" not social work. The second is that where people become involved in solving their own problems successfully, there is less reliance on the police to intervene. In both instances, the relationship and expectation level of the police and the people towards each other becomes a positive relationship not an adversarial one. The partnership that is formed is based upon positive beliefs and not fears.

When selecting personnel for assignment into community policing the police executive should first determine at what level will community policing be implemented within the agency. In most cases the first area to be impacted is the patrol or uniformed division. The executive should determine to what extent routine patrol will be involved and what is the relationship of the community policing officers and supervisors to the officers assigned to regular patrol function.

The police executive should choose individuals carefully. Ideal candidates are

those who are motivated, capable of working with minimal supervision, have a minimum of 2 years experience in policing, have an ability to work with people in either small groups or individually, have no identifiable political agenda, and, above all, want to become involved.

When the police executive selects personnel for this activity, he should be mindful of the traditional roles in law enforcement and how they can be expanded to support community policing.

Once the individuals have been selected, they should be involved in the remaining steps of the planning process. There are two basic reasons for this recommendation. The first has to do with human nature. It is well known facts that if you show cops that a concept can work and be successful due to their involvement, quite often the officers assigned assume ownership in the project. The second reason is that it then gives the executive an opportunity to step back and refocus on the initial vision of community policing. The executive can then monitor, be a resource point and follow up on more pressing issues.

The selected officers and their supervisors should also be given an opportunity for training. This training should address the fundamentals of community policing. One of the most critical areas is the development of problem solving skills. The officers and their supervisors should become familiar with S.A.R.A which is a four stage problem solving process that addresses the actions of Scanning, Analysis, Response, and Assessment.

Spelman & Eck, (1987) point out that police officers will need to be trained in

problem solving techniques such as SARA, a problem solving model that changes the style of crime solving. In SARA, the freedom is given to patrol as well as the investigations staff to address root or underlying causes of crime as well as having the freedom to be creative in reducing the opportunity for crime reoccurrence. The members of the residential, business, and industrial communities are integrally involved in all segments of the SARA process. The process is divided into four distinct but relational aspects: SCANNING - Seeing what relationship exists between the crime reported and other crimes, classifying the repeated crime as a problem rather than one more to investigate- again.; ANALYSIS - Officers work on defining the problem, look at all data public and private, suggest causality and options for resolution; RESPONSE - Working with citizens, businesses, public and private agencies to develop a solution that is tailored to the problem; ASSESSMENT - Evaluate the response to see if the problem is reduced, alleviated, or eliminated.

While this model seems to appear logical it represents a drastic change from the current investigative process. There will be no perceptible change in how the police officer uses discretion, but what will be more noticeable is who is involved in the process of solving the problem. There exists reluctance on the part of municipal government to see crime and quality of life problems as issues that they must also have a concern. By employing the SARA concept throughout the departments of Parks and Recreation, Housing, Health, Public Works, Building and Code Enforcement each will have an identified role in the entire process. It also fixes responsibility and accountability within government to ensure success because they are part of the

solution. Many law enforcement agencies use another, more historical problem

solving technique known as the five step model. This model, addresses five specific

actions within the process of problem solving. Each of the actions are designed to

accomplish the same endstate as the SARA model. The five steps are: identification,

analyzation, response, implementation, and evaluation.

Either of the two models provides an excellent foundation for working through

the problems that will be encountered by these officers. Additional training in crime

prevention techniques, environmental design concepts (Crowe, 2000) and instructional

skill development are critical tools in community policing and should be required of

every officer assigned. These areas of training will then provide the community

policing officer with the tools needed to help develop success within the project.

In order to ensure that the community policing initiative will meet the needs of

the people, the police executive should conduct a survey that will allow the residents,

businesses and others in the target area to identify what Athey@ feel are the policing

needs and also identify critical quality of life issues. Since one of the basic tenets of

community policing is the reduction of crime and the improvement in the quality of

life it becomes extremely critical for the police to know what the people think (Police

Foundation, 1981; Bureau of Justice Assistance Monograph, 1993).

If the municipality has a college or university within its boundaries, or the

police executive has access to one, the executive should consider the use of college

students, interns, or independent study students to design, conduct, and record the

study and subsequent data from the study. When all the data is collected and

categorized the police executive can then analyze the data for critical information that will help focus the community policing initiative.

The executive should be prepared for the unexpected. Research has indicated that in many instances the crime problems perceived by the police as critical or important are not necessarily the ones that are most important to the citizens. Additionally, many citizens are found to be more concerned with the social and order maintenance issues that impact on the fear of crime than on the actual conduct of crime. They see a relationship between the environment and the opportunity for crime to occur. A recent study conducted by the New York City Police Department (1993) validated this hypothesis. If we are seeking to address these problems in a partnership arrangement then the police executive must be aware of, and, be prepared to include the information in his plan.

Knowing what issues are facing the citizens in the target area is critical. However, the plan must also look at what other information about the target area will be beneficial to the police executive as he designs the strategy. The target area must be analyzed and a variety of information acquired. The Information Preparation of the Beat Area (IPB) model, developed by the Division of Criminal Justice for its Community Policing Manual (1995), is an example of what types of data need to be captured. The Division adapted information found in the Intelligence Officers Handbook (U S Army Field Manual 34-8-2) regarding intelligence preparation of the battlefield and modified it for law enforcement purposes. The IPB process is designed to give a complete picture of the target area so that the police executive, agency

planners and the community policing officers assigned to that area will be able to conduct a complete assessment.

In the IPB process, information is gathered regarding the following: (a) Demographics; (b) Geographic issues; (c) Ethnic/Social Issues; (d) Political Power Bases in the Target Area; (e) Crime Analysis: major crime events, minor crime events, and routine calls for service; (f) Structural and Physical Crime Hazards; (g) Key Governmental Points of Contact in the Target Areas; (h) Key Social Service Points of Contact in the Target Areas; (i)Field Interview Data (police files); (j) Known Actor/Offender List (current release data) and, (k) Previous Crime Prevention Initiatives

The information developed through this process will have several uses. First it gives the picture of the area, Second it provides data for future comparisons, and Finally, it identifies what other departments or agencies within the government and social organizations need to be involved in the partnership initiative. Much of the data required can be located in the planning department of most municipalities.

The next step is to design a strategy that will address the police executives concept. The initial concept probably has been modified or enhanced by information acquired through the previous steps. In this step, the police executive, after a review of all the relevant information, will definitively state what needs to be done, and identify the resources needed to accomplish the strategy. The police executive will identify short and long range goals with supporting objectives and establish a realistic timetable for project development, implementation, and evaluation. The design should

be conducted with the endstate in mind and should also have identified critical events that need to occur for success to be identified. By doing so, all individuals involved will be able to benchmark the progress of the initiative.

The next step in the planning process concerns project implementation. The project should be implemented as planned and allowed to develop with only minor adjustments being made. These minor adjustments should only be needed to fix the unforeseen. The planner must make sure that the implementation of the short range goals is not skewed because the success is not developing fast enough. A good number of the problems that are community policing initiatives are attempting to address have developed over many years and resolutions should not be expected immediately.

In the implementation phase, the goal is to change social action or inaction, allow newly empowered police officers the opportunity to develop problem solving partnerships with the people, change some of the traditional policing efforts and in turn the ways of doing police business. There is a proactive involvement with the various municipal government agencies in addressing quality of life and crime issues through their own efforts and assets. This process or effort cannot happen over night and, as such, must be allowed to develop or mature at a reasonable pace.

The police executive must be aware that the entire police agency needs to be informed about what is happening as the strategy becomes implemented. Everyone from the dispatcher to the deputy chief should have an understanding of what is expected to occur and, as appropriate, their role in making the project successful. The other major divisions within the department should be made aware of the command

and supervisory relationships that will exist as well as what special or unique working environment will exist. Every effort should be made to ensure that the officers assigned to the community policing project do not become disenfranchised from the rewards and benefits available to the other officers who are not assigned to community policing.

The evaluation step needs to be developed almost from the beginning. When the planners start to develop the goals and objectives for the community policing strategy, they should keep in mind how they will be measured. As the project becomes implemented the evaluation component will show what progress is being made, what problems are being encountered and to what degree is the project successful. It will also identify those areas where modifications or adjustments are needed to bring the effort back on track.

The police executive must be mindful that 100 percent success in any endeavor is extremely difficult to achieve or maintain. Given the various partnerships that need to be formed in community policing and the issues of crime reduction and quality of life improvement that are being addressed, success may be accepted at the 70 or 75 percent level (Powell, 2001).

The final two steps are refinement and institutionalization. Here we are addressing the minor tweaking of problems so that the project becomes stable and then, once stable, maintaining the momentum in that particular area. It is important to note that since we are dealing with people issues and various levels of individual and group commitment, a successful project developed in one jurisdiction may not achieve

that same level of success somewhere else. It is important that the planning process be used with each effort to reduce the potential for failure because the planning effort was not conducted.

While the police agency is usually the most structured department in most municipalities, it generally does not have the direct responsibility, authority, or legal standing to fix most of the problems that may fall under quality of life. The environmental conditions that often contribute to the opportunity for criminal activity, such as poor or hidden lighting, abandoned buildings, and so forth., will usually fall under the responsibility of a variety of other municipal agencies.

By now it should be apparent that the term community policing may be a misnomer. The reason that this concept is called community policing is, I believe, because the police are the most responsive of all the municipal agencies. The public has been conditioned for years, to the "call the police if you have a problem" syndrome. When people do not know who to call or they are upset with the conditions that exist and need help they call the police.

While conditioning is one part of the answer, the people also know that when the police respond to the incident some resolution to the problem will be found. There will not be an adjournment for a protracted period of time, while a committee is formed to address the problem, the police and the disputants will arrive at a solution at that time. They also know that the police are part of government and on occasion, can reach into the municipal organization to resolve some issues. The ability of the police to deal with varied issues or problems coupled with the historical fact that when the

police are charged with a task they usually accomplish the task successfully. This is one reason why this concept came to be called community policing.

On the other hand, the vast majority of municipal government agencies are focused only on their area of responsibility. They are often bureaucratic, secular in function, and have hours of operation that are rigid and not conducive to public access. They are not empowered to do problem solving or get into a team building mode. Unless directed by the mayor and council, they generally do not interact with the other departments.

The vision of the other department heads to focus on quality of life and crime reduction is non-existent. In fairness to them, it is not because they are not aware of the interrelationships but because no one has told them that many of the factors which contribute to the causality of crime or the deterioration in the quality of life are part of the official responsibilities for that department..

In those municipalities where community policing has been successful, it has been because of the coordinated effort of the leadership within the police department as well as municipal departments and agencies, school boards, civic and business groups, and elected officials all working towards improving the quality of life and reducing the opportunity for criminal activity to survive. This coordinated effort or partnership allows for individual or agency involvement in nontraditional ways. It allows for agency budgets to be jointly used to address problems in a particular area. Each agency involved can be a winner individually while the initiatives become successful because of the interagency support. It is for this very reason that this

researcher is firmly convinced that effective community policing philosophy equates to the development of a philosophy known as Community Oriented Government. In other words, government functioning as it was intended, not as it has become.

One problem that has recently been identified by this researcher, has been the estrangement of the police executive from the other municipal department heads. While this is more historical than a designed practice, it can be a cause for internal strife. The police executive should be mindful that not only are they the senior police official but also, with rare exception, the department head that is responsible to the mayor and council for the effective and efficient administration of the police department. It is with this new responsibility that has caused police executives to become individuals who must operate within the political arena of that particular municipality. If the police executive intends to move the police department into the community policing concept, every effort must be made to ensure that this concept is shared with the other department heads and the elected officials. There are several reasons for sharing the concept with them, but the most important one is to let them know that this community policing effort is not being instituted to make them look bad. This effort affords all segments of government an opportunity to employ innovative approaches to address problems in housing, recreation, public works, health, and so forth. The only boundary that the progressive executive will run into is the barrier that is allowed to be established.

What can be expected from a reinstitution of community policing? The benefits to the community include a reduction in actual criminal activity as well as fear

of criminal victimization, an actual involvement in addressing and solving their own problems, a development of ownership within their neighborhood, input into the police agenda, reduced tension and a realistic level of expectation regarding police services, a reduction in the reliance on 911, and finally a restoration in the quality of life.

The benefits to the police community are just as significant. They include individual police officers expressing greater job satisfaction and a sense of accomplishment in what they are doing, reduction in cynicism both internally and externally, reduction in stress level, collectively we are seeing a greater professionalism among the officers assigned, not only is there a reduction in sick time, but there are numerous incidents reported where officers have worked without requesting additional compensation, this reflects an ownership of the project by the officers, it's not just a job.

Perhaps the most significant implication of community policing is the type of leadership it demands. It requires leadership that has vision, is willing to transform the organizational structure and culture of the agency by leading and managing through a set of values. These values identify the expectations of the community and the police. The community policing agency is not elitist and isolated but deeply involved and committed to the reduction of crime and the improvement of the quality of life. The values are inclusive and supportive, based upon an interdependence and respect between the police and the community. The police executive, through community policing, can convey a sense that the communities or neighborhoods do not have to be victims, that they can, through partnerships, make a marked difference in reducing the

problems of crime, drugs, fear, and decay.

The concept of community policing is applicable in suburban as well as urban municipalities. The only difference will be in how the police executive envisions the application of the concept. Once the community and the police form the partnership anything is possible.

Community Policing has been at the focal point of many discussions about its relationship to crime and crime reduction and to the acceptable quality of life as it relates to the urban environments. Over the years law enforcement officials who have not understood the community policing concept have felt that community policing is really nothing more than traditional policing with a new twist, and that it has not had any real or long lasting effect on crime or the quality of life in urban neighborhoods.

In the mid 1990's, the City of Newark, New Jersey, began a concentrated community policing effort. By the fall of 1997, the city had expanded those efforts to encompass eight selected neighborhoods in three police districts within the city. Comments by the Chief of Police, and also reflected in the annual Uniform Crime Report statistics, have indicated that the city has had a marked reduction in violent crime during the last 2 years discussed and the trend seems to be continuing. The city has also indicated that tax revenues have increased within the past two years. The Newark's Police Department has expanded the police department's efforts through a unique pilot program in the North District known as Geographical Accountability Program (GAP). This program takes crime incidence, community input and police officer accountability as significant factors in providing effective policing that is

designed to reduce crime and improve the quality of life. The leadership of the city, as well as the police department have "stepped outside the box" and have integrated all available city assets into this activity. Given the statistics as stated and the co-related increase in municipal tax revenues, it would appear that this initiative has merit and has created a turn around for the North District. It is expected that after further review this initiative will be expanded into the other districts within the next year.

Wilson and Kelling (1982) in "Broken Windows: The police and neighborhood safety" added a twist to the concept of crime reduction and who is responsible for that reduction. It is their contention that "sometimes fixing broken windows does more to reduce crime than conventional incident-oriented policing". Wilson and Kelling are among a growing list of individuals who are looking at the causes of crime and the conditions in which it flourishes. While the previous statement has been attributed to Henry and John Fielding, it reflects the belief of many English social theorists in the mid to late 1700's, who were looking to find answers to the social disorder of the time. This concept quite adequately identifies the relationship of Environmental Design and its impact upon conditions favorable for criminal activity. Wilson and Kelling are suggesting that we need to look at the condition in which crime occurs and take steps to remove the opportunity for that crime to reoccur. It is further suggested that the same evaluative process could be used in domestic disputes as well as external street crimes. If officers start to look at certain repeat crimes to where the actor and victim have some form of determinable relationship, the case can be made that by congregating incidents and treating the issue as multiple offenses against the same

victim, as opposed to each incident having a singular court date and a singular response by the judiciary we may save repeat victimization as well as save on court expenses.

Wilson and Kelling suggest that community groups and neighborhood social organizations be involved and also held accountable for ensuring that the quality of life is improved and that the crime reduction problem is as much a social problem as a governmental one.

As seen through the GAP program in Newark, when you combine visionary concepts of effective policing with sound leadership and management principles, true crime reduction and an improved quality of life will be forthcoming.

As this researcher reviewed the literature chosen for this paper, It was pleasing to note the initiative taken by the Baltimore Police Department (Frazier and Reintzell, 1996). In the realization that the underlying problem within their department was one of poor leadership and not just one of poorly trained or equipped officers, they were able to step outside the box, involve the members of the organization in problem identification and the solution to that problem.

This researcher is an individual who has been trained by the U.S. Army from basic training all the way through Command and General Staff College, has had significant law enforcement training; it was personally significant to see the common leader skills of the police officer meet the common leader skills of the soldier. The army is the greatest training organization in the world. It is appropriate for a law enforcement agency, a paramilitary organization, to seek assistance from the army to

modify and share its training programs in order to address what was needed in Baltimore.

While Chapter II briefly touches upon the issues of police training, police leadership, and community policing several other issues are clear. Leaders within law enforcement must shift their emphasis from employee control to team building. They must strive to involve employees at every level in decision making. They must work to mentor and train subordinates in the traits of leadership and the various styles to determine which will assist them in becoming effective leaders.

Sound leadership knowledge and practices are critical to developing effective police organizations. Dynamic leadership can lead to progressive, highly successful, and innovative police departments that are in touch with the community they serve. It is only through this leadership development that departments will meet the challenges of today and the demands of tomorrow.

The recruits that are now entering the police force today are being trained differently than their predecessors. Thy have been exposed to a significantly revised curricula, with emphasis upon community policing, decision making, problem solving, and interpersonal skills development. The outcomes from the academy training must be assessed by the police executive to ensure that the new officer has been adequately trained to meet the expectations of the agency and ultimately the community.

CHAPTER III

Research Design and Methodology

This chapter describes the research design of the study, the subjects involved, the instrument used, the manner of data collection and, the treatment of the data.

Research Design

The purpose of this study was to investigate the perceptions of municipal police executives regarding the end product from the significantly revised Basic Course for Police Officers. Were they getting a better trained police officer?

As noted in chapter I, the New Jersey Police Training Commission significantly revised the curricula of the Basic Course for Police Officers (BCPO) to reflect the values and principles of community policing, ensure that the material being taught was doctrinally and tactically correct, and to ensure that all police academies were teaching from the same updated curricula.

A nonexperimental research survey design was used for this study. The most commonly used surveys are questionnaires and interviews (Fink & Koskoff, 1985). Survey research using questionnaires can provide data from a wide cross-section of the population at a minimal cost (Borg & Gall, 1983). As a design that did not prescribe treatment or policy adherence, the perceptions of the municipal police executive regarding the training product can be determined using this strategy.

Research Question

Does the new Basic Course for Police Officers, with emphasis on community policing principles, taught at a Police Training Commission approved police academy provide a better trained recruit?

Subsidiary Questions

Have the hours of training in the identified competency areas increased from the old BCPO to the new BCPO?

Do the police executives located in rural, suburban and urban areas differ in their assessment of the competency levels of the new recruits?

Is there any relationship between the actual competency levels of the newly trained recruit and the desired level of competency among the three types of communities?

What skill areas are identified as not being adequately trained?

Subjects

The subjects of the study, also known as the respondents, are the police executives from municipal police agencies that have had recruits graduate from a police academy that has implemented the mandated curricula. As previously stated this curriculum was mandated to be implemented with each new BCPO class after July 1, 2002.

The determination of which agencies would be surveyed was identified through data provided by the 21 police academies to the New Jersey Police Training Commission. This data is authorized to be collected under Police Training Commission under the Police Training Act, N.J.S.A 52: 17B-66 et seq., and the Police Training Commission Rules, N.J.A.C 13:1 et seq., and was provided to this investigator with the permission of the Police Training Commission and in accordance with existing policies regarding freedom of information and other relevant statutes.

In New Jersey, all law enforcement agencies are required to send newly appointed individuals to a police academy during their first year of employment. This includes municipal police agencies, county police agencies, county sheriffs departments, university and college police departments, and other special agencies defined by state statute. The focus of this research is on municipal police executives and therefore the survey population will include only those municipal agencies that fit the criteria. A list of agencies that met that criterion can be found in Appendix E.

Instrumentation

The survey instrument used for this study asked the chief executive officer, or his or her representative, to asses the quality of the recently trained recruit in respect to a series of outcomes that can be used by the executive to benchmark academy training results. The first 32 questions are outcomes or competencies that a police officer should have and should be taught in the basic course for police officers. They are a collective of outcomes derived from numerous hours of training events that have been linked to a particular outcome. A copy of the survey instrument and the letter of instruction can be found in Appendix F.

The respondent was asked to rate each outcome in three ways. The first rating was used to determine the frequency with which the new officers use the Knowledge, Character Trait or Skills and abilities in their job. The ratings ranged from *"daily"* to *"Once a Year or less"*. A value of 5 was assigned to *"daily"* and a value of 1 was assigned to *"Once a Year or less"*. The second rating used a scale from 1 to 5 to rate the actual competency level of the newly trained recruit. A rating of 1 indicates not competent whale a rating of 5 would indicate extremely competent. A value of 9 was

assigned to any category where the response was unknown. The third rating required the respondent to rate each outcome relative to the desired outcome of the newly trained recruit. In this rating a rating of 1 indicates the outcome is not required or expected in that jurisdiction while a rating of 5 would indicate extremely competent as the outcome expectation. A value of 9 was assigned to any category where the response was unknown.

The instrument also included six questions designed to allow the respondents the opportunity to clarify basic training concerns not previously addressed. Additionally, the respondents were given the opportunity to identify shortcoming in basic training and suggest areas of further training expansion.

Jury of Experts

The instrument was reviewed by a jury of experts to ensure that the questions were reflective of expected basic training outcomes in knowledge, skills and character traits. They were also asked to review the questions to ensure that they were not skewed in any manner. The following individuals comprised the jury: Chief Carol L. Centonze, M. Ed., Fairfield, NJ, Police Department; Chief (Ret.) Robert Vodde, M.A., MPA, Leonia, NJ, Police Department; Chief (Ret.) William Pierson, MPA, New Jersey Division of Criminal Justice; Deputy Chief (Ret.) Richard Celeste, Ed.D., Somerset County Police Academy; Captain Denis Connell, Ed.D., Clark, NJ, Police Department; Lieutenant (Ret.) Dominick Varricchio, Ed.D., NY/NJ Port Authority Police Department.

Reliability

In order to ensure reliability a Pre test was given to 19 municipal law enforcement agencies who meet the criteria stated.

Data Collection

Data for this research was gathered from two sources. The first source was data compiled by the New Jersey Police Training Commission (PTC) regarding municipal police agencies that sent individuals to the various police academies, hours trained at the various police academies prior to the change and subsequent to the change and total number of police officers trained. The second source is the data gleaned from the respondents to the survey.

The survey was mailed to those police executives identified from the PTC records that met the initial criteria. The survey packets included a cover letter, a copy of the survey, and a sealable, self-addressed, stamped envelope for a confidential return of the completed survey. The cover letter explained the purpose and importance of the study as well as the instruction for return.

The respondents were asked to identify their agency, size of the agency and personnel compliment. Although their identity is known to the researcher, information about any specific agency was not included in the final analysis. As an additional control, each survey was also given a numerical identifier so that this researcher could correlate data should the agency fail to identify itself. The participants were asked to complete and return the survey in 5 working days. After 7 working days follow up telephone calls and faxes were sent to all non responsive agencies giving a telephone number to help answer any questions. This researcher

will conclude all data collections 4 weeks after the initial mailing and will begin analysis.

This researcher was the only person who collected these data and the only one to analyze it. The data from the PTC was compiled by members of the Division of Criminal Justice, Research and Evaluation staff, based upon this researcher's data request.

Treatment of the Data

The data will be kept in a locked file cabinet in the researcher's office. The data consists of all materials related to the study and obtained from the PTC.

The data collected from the surveys will be analyzed in two different manners. Questions relating to the outcomes will be entered into a computer file for statistical analysis and will be analyzed utilizing SPSS for Windows. Frequency distribution and measures of central tendency and dispersion will be used to summarize the responses on the survey. Additionally the basic information data located in the beginning of the survey and the six follow on questions after the outcomes listing will be grouped into responses to the specific questions. Responses will be grouped according to the initial response, yes or no, to each question, and then by the written response should one be provided.

After reviewing and reporting the responses in Chapter IV, a summary, interpretation of the data, and suggestions for areas of further research are presented in Chapter V.

CHAPTER IV

Results and Findings

Introduction

The purpose of this research was to investigate the perceptions of municipal police executives regarding the end product from the significantly revised Basic Course for Police Officers. As noted in Chapter I, the hypothesis states that there is no significant difference between Individuals who have graduated from the newly revised Basic Course for Police Officers (BCPO) and those who had graduated from a prior BCPO. This chapter will assess the validity of that hypothesis and examine the results of the five research questions.

This chapter is a detailed presentation of the data from the survey research and an analysis of that data as it applies to the research questions. The data analysis is divided into two sections. The first section provides the results of the descriptive analysis for the Background or Demographic Information. The second section answers the research questions posed for this study. The purpose of the study was to determine if the identified municipal police agencies was getting a better trained officer. As noted in Chapter three, the identified outcomes, reflected in the survey instrument, were validated by a Jury of Experts as being consistent with expectations of newly hired officers.

The responses were categorized into four major areas. The first three were outcomes expected from the new Basic Course for Police Officers: (a) Knowledge, (b) Personal Character Traits, and (c) Skills and Abilities. The respondents were then asked to evaluate frequency of use, actual competency and desired competency in each of the 32 outcome areas. The fourth major area included six additional questions in which the respondents were asked to answer yes or no and then were provided a response area for

qualification or amplification of the response by the respondents. In accordance with the 5th edition of the APA Publication Manual (2001) this researcher has opted to incorporate the associated tables and figures throughout the text, as opposed to using separate pages for each item (APA, pg. 335). Note that repetitive text and phrases are used to maintain uniformity and consistency of the data analysis.

Response Rate

The survey was piloted in May 2004 using 19 randomly selected agencies that reflected the anticipated target population of 262 municipal police departments. The selected agencies were given 3 weeks to complete and return the survey with comments and any problematic recommendations. Sixteen of the 19 agencies returned the survey (84% response rate). There were no major issues or problems reported.

On June 16, 2004, the survey packets were distributed to a total of 259 municipal police agencies. It should be noted that three agencies initially identified by the New Jersey Police Training Commission (PTC) as meeting the initial requirements were disqualified by the PTC due to clerical errors. Each mailing consisted of a personal cover letter, survey instrument and a self-addressed stamped envelope (SASE), requesting a return date of July 30, 2004. This researcher allowed for summer and holiday mail delays and had received most of the surveys by August 16. As noted in Chapter III, follow up faxes were then sent to non-responsive agencies and by September 30, this researcher had received a total of 156 completed surveys. The response rate is calculated at 60.2% (156 of 259). According to Rea and Parker (1997) this response rate gives this research a 95 % level of confidence that the 156 respondents statistically represent the entire population of 259.

Responses to the survey instrument will be assessed throughout this chapter. This researcher will seek to determine whether the data presented in quantitative form and in qualitative form adequately answers the research questions posed.

Background Information

In order to properly place the research data in proper perspective it is necessary to develop a picture of the respondents and identify the who, where and what of the agencies and individuals who responded.

Type of Agency

The respondents were asked to indicate their type of agency using urban, suburban, or rural choices. The results of this analysis are presented in Table 1

Table 1

Type of Agency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	23	8.9	14.7	14.7
	Suburban	112	43.2	71.8	86.5
	Rural	21	8.1	13.5	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

The majority of the police agencies, 112 or 71.8% were located in suburban areas, urban agencies (23) represented 14.7% of respondents, and rural agencies (21) represented 13.5% of respondents.

Rank of Respondents

The respondents from the police agencies were asked to identify their rank on the survey. Table 2 presents the results of this analysis.

Table 2

Rank of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chief	75	29.0	48.1	48.1
	Deputy Chief	3	1.2	1.9	50.0
	Captain	22	8.5	14.1	64.1
	Lieutenant	20	7.7	12.8	76.9
	Sergeant	24	9.3	15.4	92.3
	Detective/Police Officer	12	4.6	7.7	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

The largest group of respondents were Police Chiefs (75) representing 48.1% of all respondents. Deputy Chiefs (3) represented 1.9%, Captains (22) represented 14.1%, Lieutenants (20) represented 12.8%, Sergeants (24) represented 15.4%, and Detective/Patrol Officer (12) represented 7.7%. It should be noted that in many police departments within the state of New Jersey the police executive ranks will span from police chief to lieutenant. In the rural and smaller suburban agencies the span may be directly from police chief to sergeant. The police executives were given the option to have the training officer or a ranking subordinate who was familiar with the recruit training process to complete the survey.

Agency Distribution by County

The respondents were asked to identify the county in which they were located. This was done by the use of the ORI, which is a unique number assigned to each police agency, which was provided by the survey respondents. The ORI, a 4 digit numerical identifier, is broken down as follows: The first two digits identify the county and the following two digits identify the specific agency within that particular county. This information was utilized to create a table that reflects the geographical dispersion of the

responding agencies without compromising their identity. Table 3 presents the results of

this analysis

Table 3

Agency Distribution by County

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Atlantic County	6	3.8	3.8	3.8
	Bergen County	23	14.7	14.7	18.6
	Burlington County	10	6.4	6.4	25.0
	Camden County	7	4.5	4.5	29.5
	Cape May County	1	.6	.6	30.1
	Cumberland County	1	.6	.6	30.8
	Essex County	8	5.1	5.1	35.9
	Gloucester County	5	3.2	3.2	39.1
	Hudson County	5	3.2	3.2	42.3
	Hunterdon County	3	1.9	1.9	44.2
	Mercer County	5	3.2	3.2	47.4
	Middlesex County	10	6.4	6.4	53.8
	Monmouth County	14	9.0	9.0	62.8
	Morris County	19	12.2	12.2	75.0
	Ocean County	9	5.8	5.8	80.8
	Passaic County	4	2.6	2.6	83.3
	Somerset County	10	6.4	6.4	89.7
	Sussex County	4	2.6	2.6	92.3
	Union County	10	6.4	6.4	98.7
	Warren County	2	1.3	1.3	100.0
	Total	156	100.0	100.0	

As noted above there is representation for 20 of the 21 counties that comprise

New Jersey. During the study period, only Salem County did not have any recruits

attending a police academy. This data is consistent with the agency responses noted in

Table 1.

Primary Police Academy Utilized

The respondents were asked to identify the police academy primarily used for training. Table 4 presents the results of this analysis.

Table 4

Primary Police Academy Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Atlantic County Police Training Center	4	1.5	2.6	2.6
	Bergen Co L&PS Police Academy	24	9.3	15.4	17.9
	Burlington County Police Academy	10	3.9	6.4	24.4
	Camden County Police Academy	5	1.9	3.2	27.6
	Cape May County Police Academy	3	1.2	1.9	29.5
	Essex County College Police Academy	4	1.5	2.6	32.1
	Gloucester County Police Academy	6	2.3	3.8	35.9
	Jersey City Police Academy	1	.4	.6	36.5
	Union County(Stamler) Police Academy	12	4.6	7.7	44.2
	Monmouth County Police Academy	12	4.6	7.7	51.9
	Morris County Police Training School	26	10.0	16.7	68.6
	Ocean County Police Academy	10	3.9	6.4	75.0
	Passaic County Police Academy	7	2.7	4.5	79.5
	Somerset County Police Academy	18	6.9	11.5	91.0
	Trenton Police Academy	3	1.2	1.9	92.9
	Vineland Police Academy	1	.4	.6	93.6
	Various Academies Used	10	3.9	6.4	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Primary Academy Utilized By Type of Agency
Table 5

Primary Police Academy Used * Type of Agency Crosstabulation

Count

		Type of Agency			Total
		Rural	Suburban	Urban	
Primary Police Academy Used	Atlantic County Police Training Center	0	4	0	4
	Bergen Co L&PS Police Academy	0	21	3	24
	Burlington County Police Academy	0	10	0	10
	Camden Cunty Police Academy	1	3	1	5
	Cape May County Police Academy	1	1	1	3
	Essex County College Police Academy	0	3	1	4
	Gloucester County Police Academy	2	4	0	6
	Jersey City Police Academy	0	0	1	1
	Union County(Stamler) Police Academy	1	9	2	12
	Monmouth County Police Academy	2	9	1	12
	Morris County Police Training School	5	20	1	26
	Ocean County Police Academy	2	5	3	10
	Passaic County Police Academy	3	2	2	7
	Somerset County Police Academy	5	10	3	18
	Trenton Police Academy	0	2	1	3
	Vineland Police Academy	0	1	0	1
	Various Academies Used	1	8	1	10
Total		23	112	21	156

The respondent's utilization of police academies is consistent with the type of jurisdiction they represent. In most cases urban, suburban and rural agencies will send their officers to academies that reflect the needs, values and mission of that agency. Of the 16 academies noted above only 3 academies service the urban Counties; Jersey City Police Academy, Trenton Police Academy, and Vineland Police Academy. The remaining academies service a predominantly suburban or rural clientele. The dispersion

of agencies noted above and the academies used are again consistent with Table 1. It should be noted that the New Jersey Police Training Commission allows any police department to send its recruits to any academy. Departments may choose to do so for a variety of reasons ranging from availability of training to proximity to the local jurisdiction.

The respondents were asked several questions regarding the outcomes defined in the survey. This was to determine if the outcomes chosen were reflective of their overall expectations of recent academy graduates. The following Tables, 6, 7 and 8 with accompanying charts reflect those answers.

Outcome Validity Assessment

The respondents were asked if the outcomes identified in the survey were appropriate outcomes for newly appointed police officers as well as veteran police officers. Table 6 reflects the response.

Table 6

Q34: Do the areas identified above reflect the appropriate behaviors expected of new and veteran officers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	144	55.6	92.9	92.9
	No	11	4.2	7.1	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		
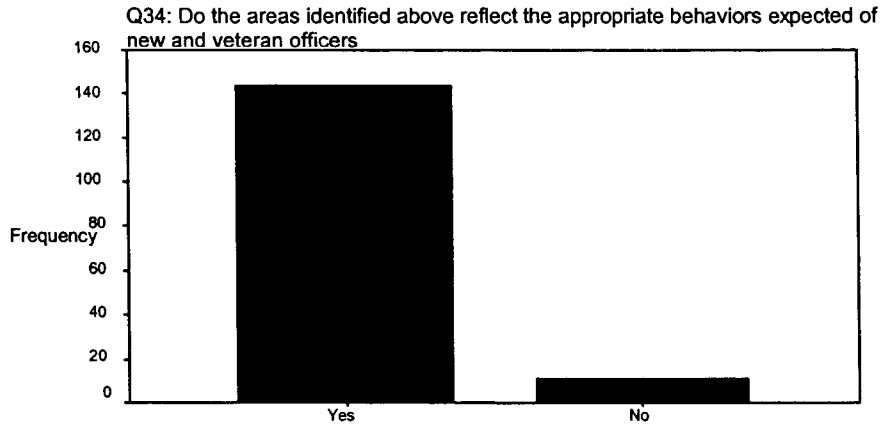
Q34: Do the areas identified above reflect the appropriate behaviors expected of new and veteran officers

As a validation of police executive expectations regarding outcomes from the

Basic Course for Police Officers 92.9% or 144 of the respondents indicated that the

outcomes were appropriate.

Difference in Policing Requirements

The respondents were asked if they feel that there is a difference in the policing

requirements due to the type of community being served. Table 7 reflects the overall

result. Table 8 reflects a breakdown by type of agency.

Table 7

Q33: Do you feel that there is a difference in the policing requirements due to the type of comunity being served (urban, suburban, rural)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	106	40.9	68.4	68.4
	No	49	18.9	31.6	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Table 8

Q33: Do you feel that there is a difference in the policing requirements due to the type of comunity being served (urban, suburban, rural)? * Type of Agency Crosstabulation

Count

		Type of Agency			Total
		Rural	Suburban	Urban	
Q33: Do you feel that there is a difference in the policing requirements due to the type of comunity being served (urban, suburban, rural)?	Yes	14	76	16	106
	No	9	35	5	49
Total		23	111	21	155

The respondents indicated in 68.4% or 106 responses that policing would differ by the type of community being served. In evaluating the written responses from question 33b the differences can be attributed to the level of policing being delivered by the three types of agencies due to personnel availability, demographic Community uniqueness and time for services delivery. Table 4 -22 in the qualitative analysis portion of this chapter reflects the significant comments from q33b.

Frequency of Use

The respondents were asked to evaluate the Frequency of Use for the outcomes and determine how often the newly trained police officer would be expected to use or apply the outcome. The tables below reflect the frequency distribution per question. As noted previously the outcomes are categorized into three major groups: (a) Knowledge, (b) Personal Characteristics, and (c) Skills and abilities.

Knowledge Outcomes

Respondents were asked to assess the new police officers' level of knowledge regarding five major outcome areas that represent significant aspects of the Basic Course for Police Officers and are determined to be critical to the overall success of new police officers. A Likert scale was utilized with the following values assigned: *1 – Once a year*

or less, 2 – Every six (6) months, 3 – Monthly, 4 – Weekly, and 5 – Daily. Likert scaling

was used to facilitate survey completion by the respondents and data analysis by this

researcher. The question is listed below, followed by a frequency chart and then an

analysis of the data. This format will be used for all five knowledge questions reflected in

Table 9.

Table 9 Knowledge Outcomes, Questions 1a thru 5a (Frequency of Use)

Q1a: Knowledge and Application of Attorney Generals Guidelines etc. (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a year or less	2	.8	1.3	1.3
	Every 6 months	5	1.9	3.2	4.5
	Monthly	14	5.4	9.0	13.5
	Weekly	27	10.4	17.3	30.8
	Daily	108	41.7	69.2	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 69.2% of respondents identified this as a

Daily frequency of use, 17.3% as a Weekly frequency of use, 9.0% as a Monthly

frequency of use, 3.2% as an Every 6 months frequency of use, and 1.3% as Once in a

year or less frequency of use. These statistics indicate that the majority of respondents

expect the new police officer to use or apply this knowledge are on a daily basis.

Q2a: Knowledge and Application of N.J. Crimnal Code (Title 2:C) (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every 6 months	2	.8	1.3	1.3
	Monthly	4	1.5	2.6	3.8
	Weekly	33	12.7	21.2	25.0
	Daily	117	45.2	75.0	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 75% of respondents identified this as a Daily frequency of use, 21.2% as a Weekly frequency of use, 2.6% as a Monthly frequency of use, and 1.3% as an Every 6 month's frequency of use. These statistics indicate that the majority of respondents expect the new police officer to use or apply this knowledge are on a daily basis.

Q3a: Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39)
(Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every 6 months	1	.4	.6	.6
	Monthly	1	.4	.6	1.3
	Weekly	3	1.2	1.9	3.2
	Daily	151	58.3	96.8	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 96.8% of respondents identified this as a Daily frequency of use, 1.9% as a Weekly frequency of use, .6% as a Monthly frequency of use, and .6% as an Every 6 month's frequency of use. These statistics indicate that the majority of respondents (96.8%) expect the new police officer to use or apply this knowledge are on a daily basis.

Q4a: Knowledge and Application of Constitutional Guidelines and Safeguards
(Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a year or less	3	1.2	1.9	1.9
	Every 6 months	7	2.7	4.5	6.4
	Monthly	12	4.6	7.7	14.1
	Weekly	40	15.4	25.6	39.7
	Daily	94	36.3	60.3	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 60.3% of respondents identified this as a Daily frequency of use, 25.6% as a Weekly frequency of use, 7.7% as a Monthly frequency of use, 4.5% as an Every 6 months frequency of use, and 1.9% as Once in a year or less frequency of use. These statistics indicate that the majority of respondents (75.9%) expect the new police officer to use or apply this knowledge are on a daily or weekly basis.

Q5a: Knowledge and Application of Local Ordinances (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a year or less	1	.4	.6	.6
	Every 6 months	8	3.1	5.1	5.8
	Monthly	12	4.6	7.7	13.5
	Weekly	58	22.4	37.2	50.6
	Daily	77	29.7	49.4	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 49.4% of respondents identified this as a Daily frequency of use, 37.2% as a Weekly frequency of use, 7.7% as a Monthly frequency of use, 5.1% as an Every 6 months frequency of use, and .6% as Once in a year or less frequency of use. These statistics indicate that the majority of respondents expect the new police officer to use or apply this knowledge are on a daily or weekly basis. Given the fact that a majority of the respondents (85.3%) represent suburban (71.8%) and rural jurisdictions (13.5%) this would be an acceptable frequency of use.

Personal Character Traits Outcomes

Respondents were asked to assess the new recruits display of Personal Character Traits that are identified in the thirteen major outcome areas in this category. These areas of outcome represent significant aspects that are taught within the Basic Course for Police Officers and are determined to be critical to the overall success of new police

officers. A Likert scale was utilized with the following values assigned: *1 – Once a year or less, 2 – Every six(6) months, 3 – Monthly, 4 – Weekly, and 5 – Daily*. Likert scaling was used to facilitate survey completion by the respondents and data analysis by this researcher. The question is listed below, followed by a frequency chart and then an analysis of the data. This format will be used for all thirteen Personal Character Trait questions reflected in Table 10.

Table 10 Personal Character Traits Outcomes, questions 6a thru 18a (Frequency of Use)

Q6a: Attendance and Punctuality (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	1.2	1.9	1.9
	Weekly	3	1.2	1.9	3.8
	Daily	150	57.9	96.2	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 96.2% of respondents identified this as a Daily frequency of use, 1.9% as a Weekly frequency of use, and 1.9% as a Monthly frequency of use. These statistics indicate that the majority of respondents (96.2%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q7a: Required Equipment on Hand and Servicable for Duty (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	5	1.9	3.2	3.2
	Daily	151	58.3	96.8	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 96.8% of respondents identified this as a Daily frequency of use, while 3.2% of the respondents indicate use on a Weekly frequency of use. These statistics indicate that the majority of respondents (96.8%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q8a: Display of Honesty, Ethics and Integrity (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Daily	154	59.5	99.4	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 99.4% of respondents identified this as a Daily frequency of use; while.6% of the respondents identified this question as a Weekly frequency of use. These statistics indicate that the majority of respondents (99.4%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q9a: Display of Judgement, Common Sense (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	7	2.7	4.5	5.1
	Daily	148	57.1	94.9	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 99.4% of respondents identified this as a Daily frequency of use, 4.5% as a Weekly frequency of use, and .6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (94.9%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q10a: Display of Dependability, Cooperation, Interest (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	7	2.7	4.5	5.1
	Daily	148	57.1	94.9	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 94.9% of respondents identified this as a Daily frequency of use, 2.7% as a Weekly frequency of use, and .6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (94.9%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q11a: Display of Resourcefulness, Initiative, and Flexibility (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	1.2	1.9	1.9
	Weekly	28	10.8	17.9	19.9
	Daily	125	48.3	80.1	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 80.1% of respondents identified this as a Daily frequency of use, 17.9% as a Weekly frequency of use and 1.9% as a Monthly frequency of use These statistics indicate that the majority of respondents (80.1%) expect the new police officer to use or apply this Personal Character Trait on a daily or weekly basis.

Q12a: Promotes Morale, Unity, Mission and Teamwork (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	8	3.1	5.1	5.1
	Weekly	26	10.0	16.7	21.8
	Daily	122	47.1	78.2	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 78.2% of respondents identified this as a Daily frequency of use, 16.7% as a Weekly frequency of use and 5.1% as a Monthly frequency of use These statistics indicate that the majority of respondents (78.2%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q13a: Appearance, Grooming and Personal Hygiene (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	5	1.9	3.2	3.8
	Daily	150	57.9	96.2	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 96.2% of respondents identified this as a Daily frequency of use, 3.2% as a Weekly frequency of use and .6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (96.2%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q14a: Relationships with Fellow Employees (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	7	2.7	4.5	5.1
	Daily	148	57.1	94.9	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 94.9% of respondents identified this as a Daily frequency of use, 4.5% as a Weekly frequency of use and .6% as a Monthly frequency of use These statistics indicate that the majority of respondents (94.9%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q15a: Relationships with Superior Officers (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	2	.8	1.3	1.3
	Weekly	10	3.9	6.5	7.7
	Daily	143	55.2	92.3	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 92.3% of respondents identified this as a Daily frequency of use, 6.5% as a Weekly frequency of use and 1.3% as a Monthly frequency of use These statistics indicate that the majority of respondents (92.3%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q16a: Interaction with Victims, Witnesses and General Public (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	8	3.1	5.1	5.8
	Daily	147	56.8	94.2	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 94.2% of respondents identified this as a Daily frequency of use, 5.1% as a Weekly frequency of use and .6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (94.2%) expect the new police officer to use or apply this Personal Character Trait on a daily basis.

Q17a: Interaction with Suspects, Accused (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	7	2.7	4.5	4.5
	Weekly	43	16.6	27.6	32.1
	Daily	106	40.9	67.9	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 67.9% of respondents identified this as a Daily frequency of use, 27.6% as a Weekly frequency of use and 4.5% as a Monthly frequency of use. These statistics indicate that the majority of respondents (95.5%) expect the new police officer to use or apply this Personal Character Trait on a daily or weekly basis.

Q18a: Response to Constructive Criticism (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every 6 months	1	.4	.6	.6
	Monthly	17	6.6	11.0	11.6
	Weekly	47	18.1	30.3	41.9
	Daily	90	34.7	58.1	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 58.1% of respondents identified this as a Daily frequency of use, 30.3% as a Weekly frequency of use and 11.0% as a Monthly frequency of use and .6% as an Every 6 month's frequency of use. These statistics indicate that the majority of respondents (88.4%) expect the new police officer to use or apply this Personal Character Trait on a daily or weekly basis.

Skills and Abilities Outcomes

Respondents were asked to assess the new recruits level of Skills and Abilities identified in the fourteen major outcome areas. These areas represent significant aspects of the Basic Course for Police Officers and are determined to be critical to the overall success of new police officers. A Likert scale was utilized with the following values assigned: *1 – Once a year or less, 2 – Every six(6) months, 3 – Monthly, 4 – Weekly, and 5 – Daily.* Likert scaling was used to facilitate survey completion by the respondents and data analysis by this researcher. The question is listed below, followed by a frequency chart and then an analysis of the data. This format will be used for all 14 Skills and Abilities questions reflected in Table 11.

Table 11 Skills and Abilities Outcomes Questions 19a thru 32a (Frequency of Use)

Q19a: Ability to Work Unsupervised (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a year or less	3	1.2	1.9	1.9
	Every 6 months	2	.8	1.3	3.2
	Monthly	11	4.2	7.1	10.3
	Weekly	29	11.2	18.7	29.0
	Daily	110	42.5	71.0	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 71.0% of respondents identified this as a Daily frequency of use, 18.7% as a Weekly frequency of use, 7.1% as a Monthly frequency of use, 1.3% as an Every 6 months frequency of use and 1.9% on a Once a year or less basis. These statistics indicate that the majority of respondents (71.0%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis.

Q20a: Computer Literacy (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every 6 months	2	.8	1.3	1.3
	Monthly	4	1.5	2.6	3.9
	Weekly	23	8.9	14.8	18.7
	Daily	126	48.6	81.3	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 81.3% of respondents identified this as a Daily frequency of use, 14.8% as a Weekly frequency of use, 2.6% as a Monthly frequency of use, 1.3% as an Every 6 months frequency of use and 1.9% on a Once a year or less basis. These statistics indicate that the majority of respondents (81.3%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis

Q21a: Response to Radio Calls and Assignments (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	1.2	1.9	1.9
	Weekly	4	1.5	2.6	4.5
	Daily	149	57.5	95.5	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 95.5% of respondents identified this as a Daily frequency of use, 2.6% as a Weekly frequency of use and 1.9% as a Monthly frequency of use. These statistics indicate that the majority of respondents (95.5%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis.

Q22a: Completes Assigned Duties in Timely Manner (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	4	1.5	2.6	2.6
	Weekly	10	3.9	6.4	9.0
	Daily	142	54.8	91.0	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 91.0% of respondents identified this as a Daily frequency of use, 6.4% as a Weekly frequency of use and 2.6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (91.0%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis

Q23a: Effort Applied to Routine Duties (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	10	3.9	6.4	7.1
	Daily	145	56.0	92.9	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 92.9% of respondents identified this as a Daily frequency of use, 6.4% as a Weekly frequency of use and .6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (92.9%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis

Q24a: Effectiveness of Patrol Techniques (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	1.2	1.9	1.9
	Weekly	12	4.6	7.7	9.6
	Daily	141	54.4	90.4	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 90.4% of respondents identified this as a Daily frequency of use, 7.7% as a Weekly frequency of use and 1.9% as a Monthly frequency of use. These statistics indicate that the majority of respondents (90.4%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis

Q25a: Effectiveness of Investigative Techniques (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a year or less	1	.4	.6	.6
	Monthly	8	3.1	5.1	5.8
	Weekly	48	18.5	30.8	36.5
	Daily	99	38.2	63.5	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 63.5% of respondents identified this as a Daily frequency of use, 30.8% as a Weekly frequency of use, 5.1% as a Monthly frequency of use, and .6% on a Once a year or less basis. These statistics indicate that the majority of respondents (84.3%) expect the new police officer to use or apply the learned Skill or Ability on a daily or weekly basis.

Q26a: Effectiveness Under Stressful/Critical Conditions (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	14	5.4	9.0	9.0
	Weekly	60	23.2	38.5	47.4
	Daily	82	31.7	52.6	100.0
	Total	156	60.2	100.0	
Missing	System	103	39.8		
Total		259	100.0		

Analysis of this question indicates that 52.6% of respondents identified this as a Daily frequency of use, 38.5% as a Weekly frequency of use and 9.0% as a Monthly frequency of use. These statistics indicate that the majority of respondents (90.1%) expect the new police officer to use or apply the learned Skill or Ability on a daily or weekly basis.

Q27a: Resourcefulness and Capacity to Resolve Problems (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every 6 months	1	.4	.6	.6
	Monthly	3	1.2	1.9	2.6
	Weekly	46	17.8	29.9	32.5
	Daily	104	40.2	67.5	100.0
	Total	154	59.5	100.0	
Missing	System	105	40.5		
Total		259	100.0		

Analysis of this question indicates that 67.5% of respondents identified this as a Daily frequency of use, 29.9% as a Weekly frequency of use, 1.9% as a Monthly frequency of use, and.6% as an Every 6 month's frequency of use. These statistics indicate that the majority of respondents (97.4%) expect the new police officer to use or apply the learned Skill or Ability on a daily or weekly basis.

Q28a: Oral Communications Skills (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	2	.8	1.3	1.3
	Weekly	11	4.2	7.1	8.4
	Daily	142	54.8	91.6	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 91.6% of respondents identified this as a Daily frequency of use, 7.1% as a Weekly frequency of use and 1.3% as a Monthly frequency of use. These statistics indicate that the majority of respondents (91.6%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis.

Q29a: Written Communications Skills (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	1.2	1.9	1.9
	Weekly	13	5.0	8.4	10.3
	Daily	139	53.7	89.7	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 89.7% of respondents identified this as a Daily frequency of use, 8.4% as a Weekly frequency of use and 1.9% as a Monthly frequency of use. These statistics indicate that the majority of respondents (89.7%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis.

Q30a: Thoroughness, Accuracy, Timeliness of Written Reports (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	3	1.2	1.9	1.9
	Weekly	15	5.8	9.7	11.6
	Daily	137	52.9	88.4	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 88.4% of respondents identified this as a Daily frequency of use, 9.7% as a Weekly frequency of use and 1.9% as a Monthly frequency of use. These statistics indicate that the majority of respondents (88.4%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis.

Q31a: Utilizes Proper Radio Communications Procedures (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	.4	.6	.6
	Weekly	6	2.3	3.9	4.5
	Daily	148	57.1	95.5	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 95.5% of respondents identified this as a Daily frequency of use, 3.9% as a Weekly frequency of use and .6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (95.5%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis

Q32a: Reliance Upon Officer Safety Tactics, Considerations and Precautions (Frequency)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	4	1.5	2.6	2.6
	Weekly	12	4.6	7.7	10.3
	Daily	139	53.7	89.7	100.0
	Total	155	59.8	100.0	
Missing	System	104	40.2		
Total		259	100.0		

Analysis of this question indicates that 89.7% of respondents identified this as a Daily frequency of use, 7.7% as a Weekly frequency of use and 2.6% as a Monthly frequency of use. These statistics indicate that the majority of respondents (89.7%) expect the new police officer to use or apply the learned Skill or Ability on a daily basis.

Research Question Analysis

Five research questions were posed for this study. Each of the questions was answered using inferential statistical analysis, with all on the statistical significance of the findings using a .05 level. Each question is presented separately

Question 1.   Does the new Basic Course for Police Officers, with emphasis on community policing principles, taught at a Police Training Commission approved police academy provide a better trained recruit?

As noted previously, the respondents were asked to rate 32 outcomes or competencies regarding the newly created Basic Course for Police Officers. Following the 32 questions, the respondents were then asked a series of open ended questions that the researcher identified as most appropriate to answer one of the research questions. In order to adequately answer this research question, the yes or no responses to question 36 and question 37 were used to make this determination.

Intuitively, the quality of the training of the newly created Basic Course for Police Officers is a key factor in meeting the training needs of their respective types of Communities (urban,suburban,rural). Therefore, if the police academy is not providing a reasonably good level of training, the agency will not be getting back a new police officer trained to the agencies expectation. The responses to question 36 are a measure of that expectation. The results were summed using the yes or no response and then cross tabulated with the type of community identified. The results of Question 36 were then tabulated using Cross Tabulation and Chi Square. The results are presented in Tables 12 and 13.

Analysis of the response (n=154) to this question indicates that 86.4% of the respondents indicated that they the new training met the training needs of their respective

communities. Additionally, there is no significant difference between reported and expected (observed).

Table 12 (Q36): Does the recently modified Basic Course for Police Officers meet the training needs of your agency regarding basic competencies expected? (Crosstabulation)

			Q36: Does the recently modified Basic Course for Police Officers meet the training needs of your agency regarding basic competencies expected?		Total
			Yes	No	Total
Type of Agency	Rural	Count	21	2	23
		Expected Count	19.9	3.1	23.0
		Std. Residual	.3	-.6	
	Suburban	Count	95	15	110
		Expected Count	95.0	15.0	110.0
		Std. Residual	.0	.0	
	Urban	Count	17	4	21
		Expected Count	18.1	2.9	21.0
		Std. Residual	-.3	.7	
Total		Count	133	21	154
		Expected Count	133.0	21.0	154.0

Table 13 (Q36)   Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.999(a)	2	.607
Likelihood Ratio	1.010	2	.603
Linear-by-Linear Association	.991	1	.320
N of Valid Cases	154		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.86.

Following up on question 36, the respondents were then asked if they were indeed receiving a better trained recruit. Intuitively, the significantly positive response of question 36 is a good indication that the agency is receiving a better trained recruit. In

order to validate that assumption the responses to question 37 were summed using the yes

or no response and then cross tabulated with the type of community identified. The

results of Question 37 were then tabulated. The results are presented in Tables 14 and 15.

Table 14 (Q37): Are you getting a better trained officer? (Crosstabulation)

| | | | Q37: Are you getting a better trained officer? | | |
			Yes	No	Total
Type of Agency	Rural	Count	21	2	23
		Expected Count	19.3	3.7	23.0
		Std. Residual	.4	-.9	
	Suburban	Count	93	18	111
		Expected Count	93.1	17.9	111.0
		Std. Residual	.0	.0	
	Urban	Count	16	5	21
		Expected Count	17.6	3.4	21.0
		Std. Residual	-.4	.9	
Total		Count	130	25	155
		Expected Count	130.0	25.0	155.0

Table 15 (Q37)   Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.856(a)	2	.395
Likelihood Ratio	1.917	2	.383
Linear-by-Linear Association	1.844	1	.175
N of Valid Cases	155		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.39.

Analysis of the response (*n*=155) to this question indicates that 83.8% of the respondents indicated that they are receiving a better trained recruit. Additionally, there is no significant difference between reported and expected(observed).

Based upon the results of the respondents answers to question 36 and question 37 it can be determined that police academies that train using the recently modified basic course for police officers are providing the respondent agencies with a better trained police officer

Question 2: Have the hours of training in the identified competency areas increased from the old BCPO to the new BCPO?

Table 16 Comparison of old Hours taught to the New Basic Course for Police Officers

POLICE ACADEMY	Old Hours (Avg.)	New Hours (Avg.)	Difference
ATLANTIC COUNTY POLICE TNG. CENTER	539	731	192
BERGEN CO L&PS POLICE/FIRE/EMS	642	718	76
BURLINGTON COUNTY POLICE ACADEMY	592	679	87
CAMDEN COUNTY POLICE ACADEMY	535	541	6
CAPE MAY COUNTY POLICE ACADEMY	568	618	50
ESSEX CO. COLLEGE POLICE ACAD.	618	560	-58
GLOUCESTER CO. POLICE ACADEMY	505	581	76
JERSEY CITY POLICE ACADEMY (1)		627	0
JOHN H. STAMLER POLICE ACADEMY	498	484	-14
MONMOUTH COUNTY POLICE ACADEMY	620	631	11
MORRIS CO POLICE TRAINING SCHOOL	564	611	47
OCEAN COUNTY POLICE ACADEMY	583	630	47
PASSAIC COUNTY POLICE ACADEMY	572	667	95
SOMERSET COUNTY POLICE ACADEMY	533	610	77
TRENTON POLICE ACADEMY	508	536	28
VINELAND POLICE ACADEMY	641	722	81
Average	567.9	621.6	50.06

1. Jersey City Did not have a course in the previous 18 months

The overall hours of training increase for 14 of the 16 academies on an average of 50 training hours. As noted, the Jersey City Academy did not conduct a Basic Course for Police Officers in the previous 18 months.. The only Academy that experienced a reduction in hours is the Essex County College Police Academy, which reduced it's training by 58 hours. While there may be many valid reasons for this reduction this researcher was not able to gather satisfactory data from the current sources available. This training anomaly should be investigated by future researchers to determine the specific factors that caused this training hour reduction.

Question 3. Do the police executives located in rural, suburban and urban areas differ in their assessment of the competency levels of the new recruits?

Table 17 Knowledge Outcomes

ANOVA - Type of Agency and Desired Compentency (Knowledge)

		Sum of Squares	df	Mean Square	F	Sig.
Q1c: Knowledge and Application of Attorney Generals Guidelines etc. (Desired)	Between Groups	.008	2	.004	.006	.994
	Within Groups	96.685	153	.632		
	Total	96.692	155			
Q2c: Knowledge and Application of N.J. Crimnal Code (Title 2:C) (Desired)	Between Groups	.429	2	.214	.363	.696
	Within Groups	90.257	153	.590		
	Total	90.686	155			
Q3c: Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39) (Desired)	Between Groups	.929	2	.464	.810	.447
	Within Groups	87.757	153	.574		
	Total	88.686	155			
Q4c: Knowledge and Application of Constitutional Guidelines and	Between Groups	.029	2	.014	.013	.987
	Within Groups	169.894	153	1.110		
	Total	169.923	155			
Q5c: Knowledge and Application of Local Ordinances (Desired)	Between Groups	1.039	2	.520	.298	.743
	Within Groups	265.245	152	1.745		
	Total	266.284	154			

The *F* ratios for every question are low indicating that there is no significant difference between the groups in the Knowledge Outcome area. Therefore, statistically there is no significant difference between the three types of agencies regarding the

desired level of Competencies or outcomes for the identified Knowledge Outcomes. The
expectations are the same between all groups.

Table 18 – Personal Characteristics Outcomes

ANOVA - Type of Agency and Desired Compentency (Personal Character Traits Q6-Q12)

		Sum of Squares	df	Mean Square	F	Sig.
Q6c: Attendance and Punctuality (Desired)	Between Groups	.866	2	.433	1.331	.267
	Within Groups	48.502	149	.326		
	Total	49.368	151			
Q7c: Required Equipment on Hand and Servicable for Duty (Desired)	Between Groups	.398	2	.199	.426	.654
	Within Groups	69.595	149	.467		
	Total	69.993	151			
Q8c: Display of Honesty, Ethics and Integrity (Desired)	Between Groups	.028	2	.014	.038	.963
	Within Groups	54.492	149	.366		
	Total	54.520	151			
Q9c: Display of Judgement, Common Sense (Desired)	Between Groups	.653	2	.327	.486	.616
	Within Groups	100.182	149	.672		
	Total	100.836	151			
Q10c: Display of Dependability, Cooperation, Interest (Desired)	Between Groups	.116	2	.058	.106	.900
	Within Groups	81.463	149	.547		
	Total	81.579	151			
Q11c: Display of Resourcefulness, Initiative, and Flexibility (Desired)	Between Groups	1.557	2	.779	1.344	.264
	Within Groups	86.331	149	.579		
	Total	87.888	151			
Q12c: Promotes Morale, Unity, Mission and Teamwork (Desired)	Between Groups	.114	2	.057	.090	.914
	Within Groups	94.511	149	.634		
	Total	94.625	151			

ANOVA - Type of Agency and Desired Compentency (Personal Character Traits Q13-Q18)

		Sum of Squares	df	Mean Square	F	Sig.
Q13c: Appearance, Grooming and Personal Hygiene (Desired)	Between Groups	.977	2	.488	1.158	.317
	Within Groups	62.859	149	.422		
	Total	63.836	151			
Q14c: Relationships with Fellow Employees (Desired)	Between Groups	.082	2	.041	.079	.924
	Within Groups	76.859	149	.516		
	Total	76.941	151			
Q15c: Relationships with Superior Officers (Desired)	Between Groups	.102	2	.051	.081	.922
	Within Groups	93.076	148	.629		
	Total	93.179	150			
Q16c: Interaction with Victims, Witnesses and General Public (Desired)	Between Groups	.407	2	.203	.311	.733
	Within Groups	97.429	149	.654		
	Total	97.836	151			
Q17c: Interaction with Suspects, Accused (Desired)	Between Groups	.000	2	.000	.000	1.000
	Within Groups	102.702	148	.694		
	Total	102.702	150			
Q18c: Response to Constructive Criticism (Desired)	Between Groups	1.849	2	.924	1.412	.247
	Within Groups	96.906	148	.655		
	Total	98.755	150			

The F ratios for every question are low indicating that there is no significant difference between the groups in the Personal Character Traits Outcome area. Therefore, statistically there is no significant difference between the three types of agencies regarding the desired level of Competencies or outcomes for the identified Personal Character Traits Outcomes. The expectations are the same between all groups.

Table 19 Skills and Abilities Outcomes

ANOVA - Type of Agency and Desired Compentency (Skills/Abilities Q19-Q26)

		Sum of Squares	df	Mean Square	F	Sig.
Q19c: Ability to Work Unsupervised (Desired)	Between Groups	.370	2	.185	.192	.826
	Within Groups	142.809	148	.965		
	Total	143.179	150			
Q20c: Computer Literacy (Desired)	Between Groups	1.442	2	.721	.796	.453
	Within Groups	133.989	148	.905		
	Total	135.430	150			
Q21c: Response to Radio Calls and Assignments (Desired)	Between Groups	.479	2	.239	.341	.711
	Within Groups	104.515	149	.701		
	Total	104.993	151			
Q22c: Completes Assigned Duties in Timely Manner (Desired)	Between Groups	.142	2	.071	.104	.901
	Within Groups	101.753	149	.683		
	Total	101.895	151			
Q23c: Effort Applied to Routine Duties (Desired)	Between Groups	1.405	2	.702	1.204	.303
	Within Groups	86.911	149	.583		
	Total	88.316	151			
Q24c: Effectiveness of Patrol Techniques (Desired)	Between Groups	.346	2	.173	.234	.792
	Within Groups	110.364	149	.741		
	Total	110.711	151			
Q25c: Effectiveness of Investigative Techniques (Desired)	Between Groups	1.032	2	.516	.568	.568
	Within Groups	135.487	149	.909		
	Total	136.520	151			
Q26c: Effectiveness Under Stressful/Critical Conditions (Desired)	Between Groups	1.558	2	.779	.965	.383
	Within Groups	120.310	149	.807		
	Total	121.868	151			

ANOVA - Type of Agency and Desired Competency (Skills/Abilities Q27-Q32)

		Sum of Squares	df	Mean Square	F	Sig.
Q27c: Resourcefulness and Capacity to Resolve Problems (Desired)	Between Groups	.381	2	.191	.247	.782
	Within Groups	113.679	147	.773		
	Total	114.060	149			
Q28c: Oral Communications Skills (Desired)	Between Groups	.268	2	.134	.214	.808
	Within Groups	92.725	148	.627		
	Total	92.993	150			
Q29c: Written Communications Skills (Desired)	Between Groups	.164	2	.082	.127	.881
	Within Groups	95.810	148	.647		
	Total	95.974	150			
Q30c: Thoroughness, Accuracy, Timeliness of Written Reports (Desired)	Between Groups	.178	2	.089	.119	.888
	Within Groups	110.762	148	.748		
	Total	110.940	150			
Q31c: Utilizes Proper Radio Communications Procedures (Desired)	Between Groups	.264	2	.132	.169	.844
	Within Groups	115.312	148	.779		
	Total	115.576	150			
Q32c: Reliance Upon Officer Safety Tactics, Considerations and Precautions (Desired)	Between Groups	.703	2	.352	.600	.550
	Within Groups	86.701	148	.586		
	Total	87.404	150			

The F ratios for every question are low indicating that there is no significant difference between the groups in the Skills and Abilities Outcome area. Therefore, statistically there is no significant difference between the three types of agencies regarding the desired level of Competencies or outcomes for the identified Skills and Abilities Outcomes. The expectations are the same between all groups

Question 4.   Is there any difference between the actual competency levels of the newly trained recruit and the desired level of competency among the three types of communities?

Match paired t test, the respondents were asked to evaluate the Desired Competency level of the Newly Trained Recruit and the Actual Competency level of the Newly Trained Recruit in order to determine if the expectations of the police executive

regarding anticipated or expected outcomes versus actual performance outcomes. By using match paired *t* tests this researcher was able to determine the mean of each response and compare the desired level against the actual. As noted previously the outcomes are categorized into three major groups (a) Knowledge, (b) Personal Characteristics, and (c) Skills and abilities.

As stated previously, the respondents were asked to assess the new police officers' desired and actual level of knowledge regarding five major outcome areas that represent significant aspects of the Basic Course for Police Officers and are determined to be critical to the overall success of new police officers. A Likert scale was utilized with the following values assigned to Desired Competency Outcomes: *1 – Not Required, 2 – Familiar, 3 – Adequate, 4 – Very Competent, and 5 – Extremely Competent*. A Likert scale was utilized with the following values assigned to Actual Competency Outcomes: *1 – Not Competent, 2 – Familiar, 3 – Adequate, 4 – Very Competent, and 5 – Extremely Competent*. Likert scaling was used to facilitate survey completion by the respondents and data analysis by this researcher. Each question is listed below, on a Match paired Chart and then an analysis of the data. This format will be used for all three areas.

Table 20 - Knowledge Outcomes

Paired Samples Statistics - Knowledge

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1b: Knowledge and Application of Attorney Generals Guidelines etc. (Actual)	2.85	156	.866	.069
	Q1c: Knowledge and Application of Attorney Generals Guidelines etc. (Desired)	3.73	156	.790	.063
Pair 2	Q2b: Knowledge and Application of N.J. Criminal Code (Title 2:C) (Actual)	3.07	156	.858	.069
	Q2c: Knowledge and Application of N.J. Criminal Code (Title 2:C) (Desired)	3.88	156	.765	.061
Pair 3	Q3b: Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39) (Actual)	3.24	156	.881	.071
	Q3c: Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39) (Desired)	3.96	156	.756	.061
Pair 4	Q4b: Knowledge and Application of Constitutional Guidelines and Safeguards (Actual)	2.86	156	1.056	.085
	Q4c: Knowledge and Application of Constitutional Guidelines and Safeguards (Desired)	3.88	156	1.047	.084
Pair 5	Q5a: Knowledge and Application of Local Ordinances (Actual)	2.46	155	1.718	.138
	Q5c: Knowledge and Application of Local Ordinances (Desired)	3.15	155	1.315	.106

Paired Samples Test - Knowledge

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Q1b: Knowledge and Application of Attorney Generals Guidelines etc. (Actual) - Q1c: Knowledge and Application of Attorney Generals Guidelines etc. (Desired)	-.88	.803	.064	-13.761	155	.000
Pair 2	Q2b: Knowledge and Application of N.J. Criminal Code (Title 2:C) (Actual) - Q2c: Knowledge and Application of N.J. Criminal Code (Title 2:C) (Desired)	-.81	.858	.069	-11.751	155	.000
Pair 3	Q3b: Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39) (Actual) - Q3c: Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39) (Desired)	-.72	.856	.069	-10.475	155	.000
Pair 4	Q4b: Knowledge and Application of Constitutional Guidelines and Safeguards (Actual) - Q4c: Knowledge and Application of Constitutional Guidelines and Safeguards (Desired)	-1.03	1.053	.084	-12.164	155	.000
Pair 5	Q5b: Knowledge and Application of Local Ordinances (Actual) - Q5c: Knowledge and Application of Local Ordinances (Desired)	-.69	1.949	.157	-4.409	154	.000

Table 20 reflects the paired samples test computations for questions 1 through 5 in the knowledge outcomes area. Analysis of the data for each pair (Actual vs. Desired) reflects a negative value paired samples mean. This is due to a difference in actual mean when contrasted to the desired or expected mean. The t value for each pair, which is also reflected in a negative number, indicates that the difference is significantly higher than expected. Given the 95% confidence interval of the difference and the reported sig. (2 tailed) of .000 indicates that the difference in each paired sampling is statistically significant. When placing the level of significance of .05 against the calculations for each

question the null hypothesis (no difference between the desired competence and actual competency) is rejected. Every outcome comparison reflects a significant difference between the desired outcome and the actual outcome. In every case, the actual outcome is significantly lower than the executives desired outcome.

Table 21 - Personal Character Traits Outcomes

Paired Samples Statistics – Personal Character Traits

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q6b: Attendance and Punctuality (Actual)	4.36	152	.801	.065
	Q6c: Attendance and Punctuality (Desired)	4.63	152	.572	.046
Pair 2	Q7b: Required Equipment on Hand and Serviceable for Duty (Actual)	4.19	151	.846	.069
	Q7c: Required Equipment on Hand and Serviceable for Duty (Desired)	4.50	151	.682	.055
Pair 3	Q8b: Display of Honesty, Ethics and Integrity (Actual)	4.23	151	.912	.074
	Q8c: Display of Honesty, Ethics and Integrity (Desired)	4.65	151	.602	.049
Pair 4	Q9b: Display of Judgment, Common Sense (Actual)	3.55	151	.998	.081
	Q9c: Display of Judgment, Common Sense (Desired)	4.28	151	.820	.067
Pair 5	Q10b: Display of Dependability, Cooperation, Interest (Actual)	3.93	151	1.001	.081
	Q10c: Display of Dependability, Cooperation, Interest (Desired)	4.45	151	.737	.060
Pair 6	Q11b: Display of Resourcefulness, Initiative and Flexibility (Actual)	3.39	151	1.026	.084
	Q11c: Display of Resourcefulness, Initiative and Flexibility (Desired)	4.09	151	.765	.062
Pair 7	Q12b: Promotes Morale, Unity, Mission and Teamwork (Actual)	3.55	152	1.150	.093
	Q12c: Promotes Morale, Unity, Mission and Teamwork (Desired)	4.13	152	.792	.064

Paired Samples Test – Personal Character Traits

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Q6b: Attendance and Punctuality (Actual) - Q6c: Attendance and Punctuality (Desired)	-.28	.765	.062	-4.452	151	.000
Pair 2	Q7b: Required Equipment on Hand and Serviceable for Duty (Actual) - Q7c: Required Equipment on Hand and Serviceable for Duty (Desired)	-.31	.685	.056	-5.584	150	.000
Pair 3	Q8b: Display of Honesty, Ethics and Integrity (Actual) - Q8c: Display of Honesty, Ethics and Integrity (Desired)	-.42	.882	.072	-5.812	150	.000
Pair 4	Q9b: Display of Judgment, Common Sense (Actual) - Q9c: Display of Judgment, Common Sense (Desired)	-.74	.998	.081	-9.051	150	.000
Pair 5	Q10b: Display of Dependability, Cooperation, Interest (Actual) - Q10c: Display of Dependability, Cooperation, Interest (Desired)	-.52	1.025	.083	-6.271	150	.000
Pair 6	Q11b: Display of Resourcefulness, Initiative, and Flexibility (Actual) - Q11c: Display of Resourcefulness, Initiative, and Flexibility (Desired)	-.70	1.052	.086	-8.123	150	.000
Pair 7	Q12b: Promotes Morale, Unity, Mission and Teamwork (Actual) - Q12c: Promotes Morale, Unity, Mission and Teamwork (Desired)	-.58	1.154	.094	-6.186	151	.000

Paired Samples Statistics – Personal Character Traits

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q13b: Appearance, Grooming and Personal Hygiene (Actual)	4.27	152	.805	.065
	Q13c: Appearance, Grooming and Personal Hygiene (Desired)	4.53	152	.650	.053
Pair 2	Q14b: Relationships with Fellow Employees (Actual)	3.78	152	.991	.080
	Q14c: Relationships with Fellow Employees (Desired)	4.23	152	.714	.058
Pair 3	Q15b: Relationships with Superior Officers (Actual)	3.84	151	.980	.080
	Q15c: Relationships with Superior Officers (Desired)	4.29	151	.788	.064
Pair 4	Q16b: Interaction with Victims, Witnesses and General Public (Actual)	3.48	152	1.185	.096
	Q16c: Interaction with Victims, Witnesses and General Public (Desired)	4.22	152	.805	.065
Pair 5	Q17b: Interaction with Suspects, Accused (Actual)	3.18	151	1.046	.085
	Q17c: Interaction with Suspects, Accused (Desired)	4.09	151	.827	.067
Pair 6	Q18b: Response to Constructive Criticism (Actual)	3.42	151	1.186	.096
	Q18c: Response to Constructive Criticism (Desired)	4.28	151	.811	.066

Paired Samples Test – Personal Character Traits

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Q13b: Appearance, Grooming and Personal Hygiene (Actual) - Q13c: Appearance, Grooming and Personal Hygiene (Desired)	-.26	.716	.058	-4.529	151	.000
Pair 2	Q14b: Relationships with Fellow Employees (Actual) - Q14c: Relationships with Fellow Employees (Desired)	-.45	.890	.072	-6.287	151	.000
Pair 3	Q15b: Relationships with Superior Officers (Actual) - Q15c: Relationships with Superior Officers (Desired)	-.45	.914	.074	-6.053	150	.000
Pair 4	Q16b: Interaction with Victims, Witnesses and General Public (Actual) - Q16c: Interaction with Victims, Witnesses and General Public (Desired)	-.74	1.227	.100	-7.401	151	.000
Pair 5	Q17b: Interaction with Suspects, Accused (Actual) - Q17c: Interaction with Suspects, Accused (Desired)	-.91	1.052	.086	-10.679	150	.000
Pair 6	Q18b: Response to Constructive Criticism (Actual) - Q18c: Response to Constructive Criticism (Desired)	-.86	1.132	.092	-9.349	150	.000

Table 21 reflects the paired samples test computations for questions 6 thru 18 in the Personal Character Traits outcomes area. Analysis of the data for each pair (Actual vs. Desired) reflects a negative value paired samples mean. This is due to a difference in actual mean when contrasted to the desired or expected mean. The t value for each pair, which is also reflected in a negative number, indicates that the difference is significantly higher than expected. Given the 95% confidence interval of the difference and the reported sig. (2 tailed) of .000 indicates that the difference in each paired sampling is statistically significant. When placing the level of significance of .05 against the calculations for each question the null hypothesis (no difference between the desired

competence and actual competency) is rejected. Every outcome comparison reflects a significant difference between the desired outcome and the actual outcome. In every case, the actual outcome is significantly lower than the executives desired outcome.

Table 22. Skills and Abilities Outcomes

Paired Samples Statistics – Skills and Abilities

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q19b: Ability to Work Unsupervised (Actual)	2.89	151	1.435	.117
	Q19c: Ability to Work Unsupervised (Desired)	3.71	151	.977	.080
Pair 2	Q20b: Computer Literacy (Actual)	3.44	151	1.535	.125
	Q20c: Computer Literacy (Desired)	3.81	151	.950	.077
Pair 3	Q21b: Response to Radio Calls and Assignments (Actual)	3.56	152	2.580	.209
	Q21c: Response to Radio Calls and Assignments (Desired)	4.01	152	.834	.068
Pair 4	Q22b: Completes Assigned Duties in Timely Manner (Actual)	3.33	152	.982	.080
	Q22c: Completes Assigned Duties in Timely Manner (Desired)	4.03	152	.821	.067
Pair 5	Q23b: Effort Applied to Routine Duties (Actual)	3.56	152	.933	.076
	Q23c: Effort Applied to Routine Duties (Desired)	4.11	152	.765	.062
Pair 6	Q24b: Effectiveness of Patrol Techniques (Actual)	3.11	152	.932	.076
	Q24c: Effectiveness of Patrol Techniques (Desired)	3.91	152	.856	.069
Pair 7	Q25b: Effectiveness of Investigative Techniques (Actual)	2.74	152	1.078	.087
	Q25c: Effectiveness of Investigative Techniques (Desired)	3.65	152	.951	.077
Pair 8	Q26b: Effectiveness Under Stressful/Critical Conditions (Actual)	3.29	152	1.534	.124
	Q26c: Effectiveness Under Stressful/Critical Conditions (Desired)	3.88	152	.898	.073

Paired Samples Test – Skills and Abilities

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Q19b: Ability to Work Unsupervised (Actual) - Q19c: Ability to Work Unsupervised (Desired)	-.82	1.415	.115	-7.133	150	.000
Pair 2	Q20b: Computer Literacy (Actual) - Q20c: Computer Literacy (Desired)	-.36	1.393	.113	-3.214	150	.002
Pair 3	Q21b: Response to Radio Calls and Assignments (Actual) - Q21c: Response to Radio Calls and Assignments (Desired)	-.45	2.581	.209	-2.137	151	.034
Pair 4	Q22b: Completes Assigned Duties in Timely Manner (Actual) - Q22c: Completes Assigned Duties in Timely Manner (Desired)	-.70	.798	.065	-10.779	151	.000
Pair 5	Q23b: Effort Applied to Routine Duties (Actual) - Q23c: Effort Applied to Routine Duties (Desired)	-.55	.868	.070	-7.759	151	.000
Pair 6	Q24b: Effectiveness of Patrol Techniques (Actual) - Q24c: Effectiveness of Patrol Techniques (Desired)	-.80	.923	.075	-10.632	151	.000
Pair 7	Q25b: Effectiveness of Investigative Techniques (Actual) - Q25c: Effectiveness of Investigative Techniques (Desired)	-.91	1.133	.092	-9.950	151	.000
Pair 8	Q26b: Effectiveness Under Stressful/Critical Conditions (Actual) - Q26c: Effectiveness Under Stressful/Critical Conditions (Desired)	-.59	1.541	.125	-4.736	151	.000

Paired Samples Statistics – Skills and Abilities

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q27b: Resourcefulness and Capacity to Resolve Problems (Actual)	3.01	150	.980	.080
	Q27c: Resourcefulness and Capacity to Resolve Problems (Desired)	3.86	150	.875	.071
Pair 2	Q28b: Oral Communications Skills (Actual)	3.18	151	.895	.073
	Q28c: Oral Communications Skills (Desired)	4.01	151	.787	.064
Pair 3	Q29b: Written Communications Skills (Actual)	3.10	151	.870	.071
	Q29c: Written Communications Skills (Desired)	3.99	151	.800	.065
Pair 4	Q30b: Thoroughness, Accuracy, Timeliness of Written Reports (Actual)	3.03	151	.905	.074
	Q30c: Thoroughness, Accuracy, Timeliness of Written Reports (Desired)	3.98	151	.860	.070
Pair 5	Q31b: Utilizes Proper Radio Communications Procedures (Actual)	3.21	151	1.054	.086
	Q31c: Utilizes Proper Radio Communications Procedures (Desired)	3.95	151	.878	.071
Pair 6	Q32b: Reliance Upon Officer Safety Tactics, Considerations and Precautions (Actual)	3.54	151	1.057	.086
	Q32c: Reliance Upon Officer Safety Tactics, Considerations and Precautions (Desired)	4.26	151	.763	.062

Paired Samples Test – Skills and Abilities

		Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Q27b: Resourcefulness and Capacity to Resolve Problems (Actual) - Q27c: Resourcefulness and Capacity to Resolve Problems (Desired)	-.85	1.095	.089	-9.541	149	.000
Pair 2	Q28b: Oral Communications Skills (Actual) - Q28c: Oral Communications Skills (Desired)	-.83	.978	.080	-10.399	150	.000
Pair 3	Q29b: Written Communications Skills (Actual) - Q29c: Written Communications Skills (Desired)	-.89	.906	.074	-12.038	150	.000
	Q30b: Thoroughness, Accuracy, Timeliness of Written Reports (Actual) - Q30c: Thoroughness, Accuracy, Timeliness of Written Reports (Desired)	-.95	1.005	.082	-11.577	150	.000
Pair 5	Q31b: Utilizes Proper Radio Communications Procedures (Actual) - Q31c: Utilizes Proper Radio Communications Procedures (Desired)	-.74	.996	.081	-9.147	150	.000
Pair 6	Q32b: Reliance Upon Officer Safety Tactics, Considerations and Precautions (Actual) - Q32c: Reliance Upon Officer Safety Tactics, Considerations and Precautions (Desired)	-.72	1.021	.083	-8.689	150	.000

Table 22 reflects the paired samples test computations for questions 19 thru 32 in

the Skills and abilities outcomes area. Analysis of the data for each pair (Actual vs.

Desired) reflects a negative value paired samples mean. This is due to a difference in

actual mean when contrasted to the desired or expected mean. The *t* value for each pair,

which is also reflected in a negative number, indicates that the difference is significantly

higher than expected. Given the 95% confidence interval of the difference and the

reported sig. (2 tailed) of .000 indicates that the difference in each paired sampling is

statistically significant. When placing the level of significance of .05 against the

calculations for each question the null hypothesis (no difference between the desired

competence and actual competency) is rejected. Every Outcome comparison reflects a significant difference between the desired outcome and the actual outcome. In every case, the actual outcome is significantly lower than the executives desired outcome.

Qualitative Data

Qualitative data was provided in the form of 6 final open ended question that were designed to give the respondents the opportunity to provide narrative comment for each of the questions on the survey instrument. The open ended questions were :

Question 33b – Do you feel that there is a difference in the policing requirements due to the type of Community Being served (urban, suburban, rural) ?

Question 34b – Do the areas identified above reflect the appropriate behaviors expected of new and veteran officers?

Question 35b – Based upon your evaluation of newly hired officers competencies, should the basic training for police officers be further modified to reflect the needs of the areas being served (urban,suburban,rural)?

Question 36b – Does the recently modified Basic Course for Police Officers meet the Training needs of your agency regarding basic competencies expected?

Question 37b – Are you getting a better trained officer?

Question 38 – If not? What modifications to training curricula or training environment would you suggest?

Over 75% (117 of 156) of the respondents provided commentary narrative to at least one or more of the questions. Their comments provided this researcher with rich qualitative data. Additional text responses are available for review in Appendix G.

Analysis of the data was completed using several resources and carefully determining the most appropriate methodology to complete the analysis. Krathwohl

(1998) Chapter 14 (Qualitative Data Analysis pp302-325) and Chapter 24 (Optimizing Research Effectiveness through Multiple Methods) pp 617-627) were adopted by the researcher as the basis for my analysis. Utilizing the concepts and applications discussed within the texts, It was determined that the researcher could identify common concerns and comments regarding each question and identify the most common responses to each of the questions and aggregating the common responses. Each of the above referenced questions is identified below and includes the six of the most prevalent responses with a numerical quantification in parenthesis at the end of each aggregate response. The analysis was intense and lengthy, requiring an interpretation of commentary and several modifications to the coding system used for each question. The following Tables reflect the qualitative responses. The qualitative data supports the quantitative data in both positive commentary as well as areas for improvement.

Qualitative Data Responses

Question 33b – Do you feel that there is a difference in the policing requirements

due to the type of Community Being served (urban, suburban, rural) ?

Figure 1
  Requirements are the same - Application of Policing strategies are different (9)
  Smaller Communities Know victims and perpetrators - more personal attention provided(8)
  Calls for Service Vary with the different types of communities(15)
  The different types of Communities have different philosophies on Enforcement and Police
  Community Relations(37)
  Socio-Economic, Cultural issues, Physical makeup differ(11)
  Smaller towns are more service oriented(7)
  Urban Communities have higher Calls for Service - less time for police citizen interaction(4)
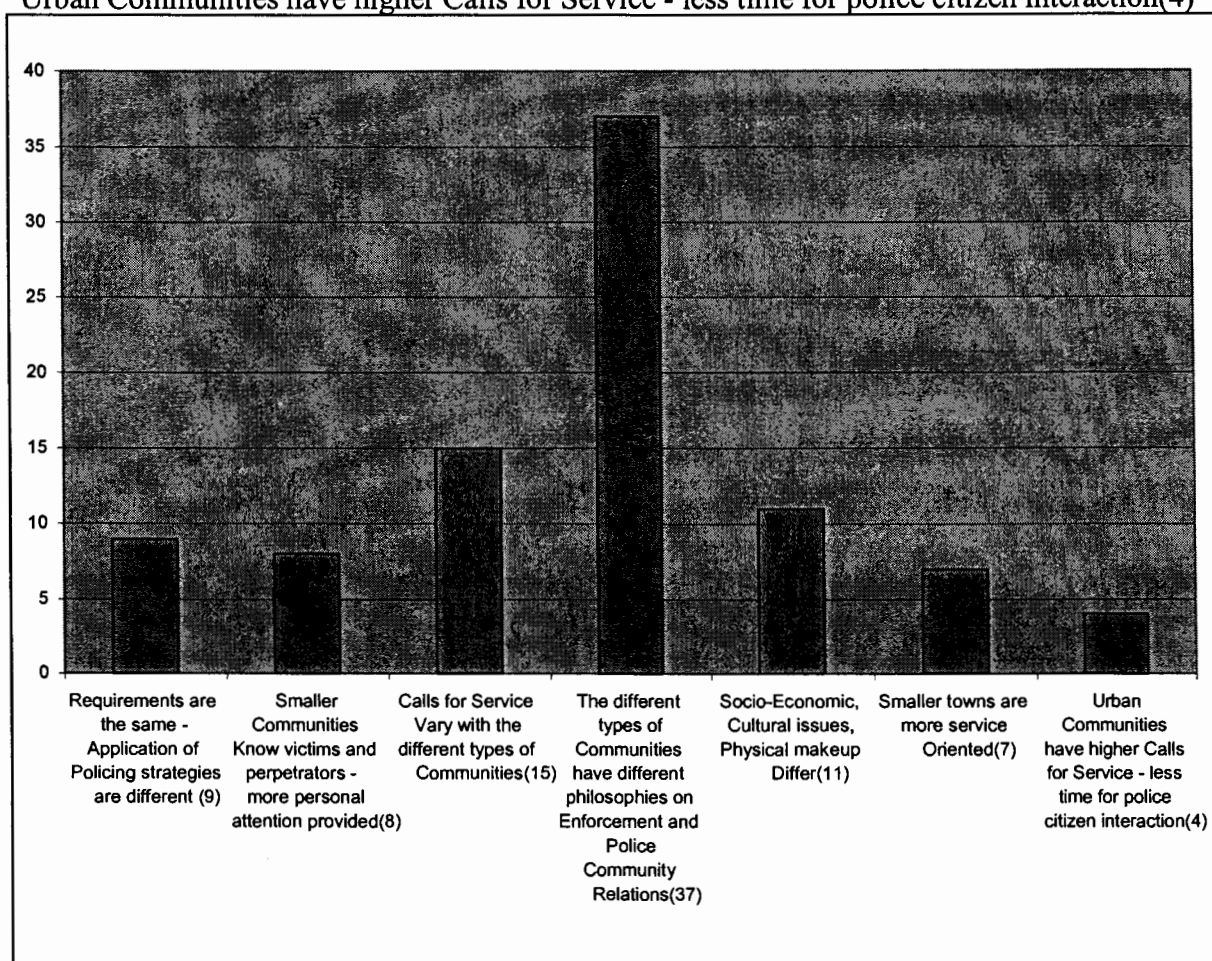
Those respondents who provided written commentary to open ended question 33b

were quite clear in stating the fact that the different types of Communities have different

philosophies on enforcement and Police Community Relations (37). This is followed up

by the comments that Calls for Service vary with the different types of communities (15)

and that the Socio-Economic, Cultural issues, and Physical makeup will differ (11).

Question 34b – Do the areas identified above reflect the appropriate behaviors

expected of new and veteran officers?

Figure 2
New Officers have not learned bad habits yet(6)
New Officers are more spirited, Veteran Officers are more patient(3)
Veteran Officers Could benefit from a revisit to basic training(9)
for the most part(2)
Mandatory Field Training program would allow for agency to address specific
needs(14)
Academy training often uses Instructors agency issues for training, not the PO
desired(7)
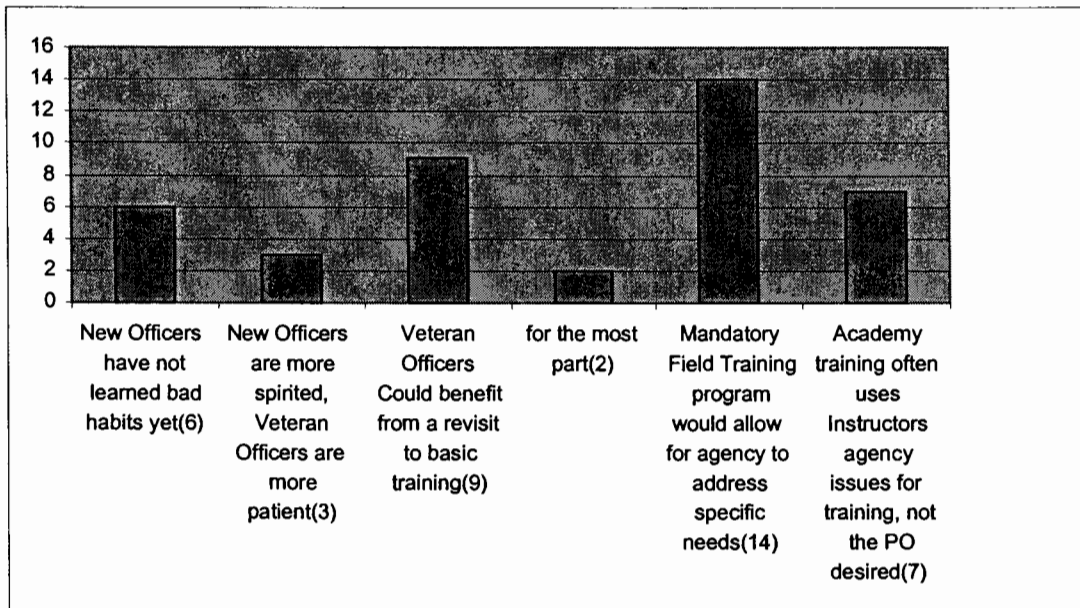
Those respondents who provided written commentary to open ended question 34b

were quite clear in expressing a concern that instructors use their own agency practice for

training not the intended or constructed instructional performance objective (PO) and

training material desired (7). While citing the fact that new officers have not learned the

institutional "Bad Habits" (3), the respondents noted that Mandatory Field Training

would allow agencies to address the unique aspects of policing within their jurisdiction

(14).

Question 35b – Based upon your evaluation of newly hired officers competencies,

should the basic training for police officers be further modified to reflect the needs of the

areas being served (urban,suburban,rural)?

Figure 3
New Course is good, make no changes(4)
Different PD's will have different needs, course needs to reflect that(2)
This may be difficult due to the service area of the academy(12)
FTO should be used to fill in the needs after basic training(18)
Add more communications and cultural diversity due to unique needs of the
Communities(8)
Should tailor training to for type of work environment, if at all possible(3)
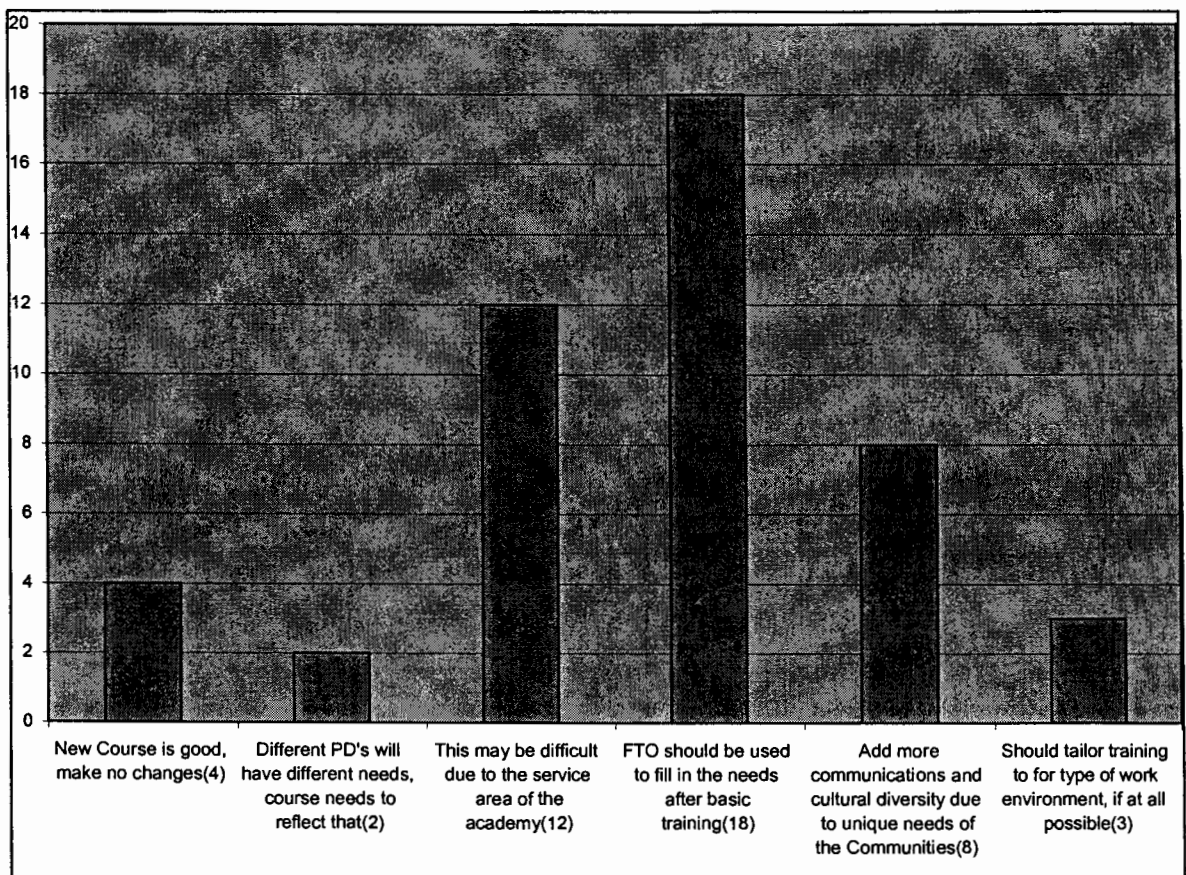
Those respondents who provided written commentary to open ended question 35b

were quite clear in stating that this may be difficult due to the service area of the academy

(12). The respondents did indicate the need for a greater emphasis on communications

and cultural diversity due to the unique needs of the communities (8). FTO was identified

as something that should be used to fill in the needs after basic training (18).

Question 36b – Does the recently modified Basic Course for Police Officers meet

the Training needs of your agency regarding basic competencies expected?

Figure 4
 Curriculum is Fine, Quality of training needs to improve(8)
 FTO is needed after the Academy(9)
 More report writing(2)
 Change practical exercises - assumes everyone is an offender(3)
 More Title 39 and 2C(7)
 Hiring process is the key(4)
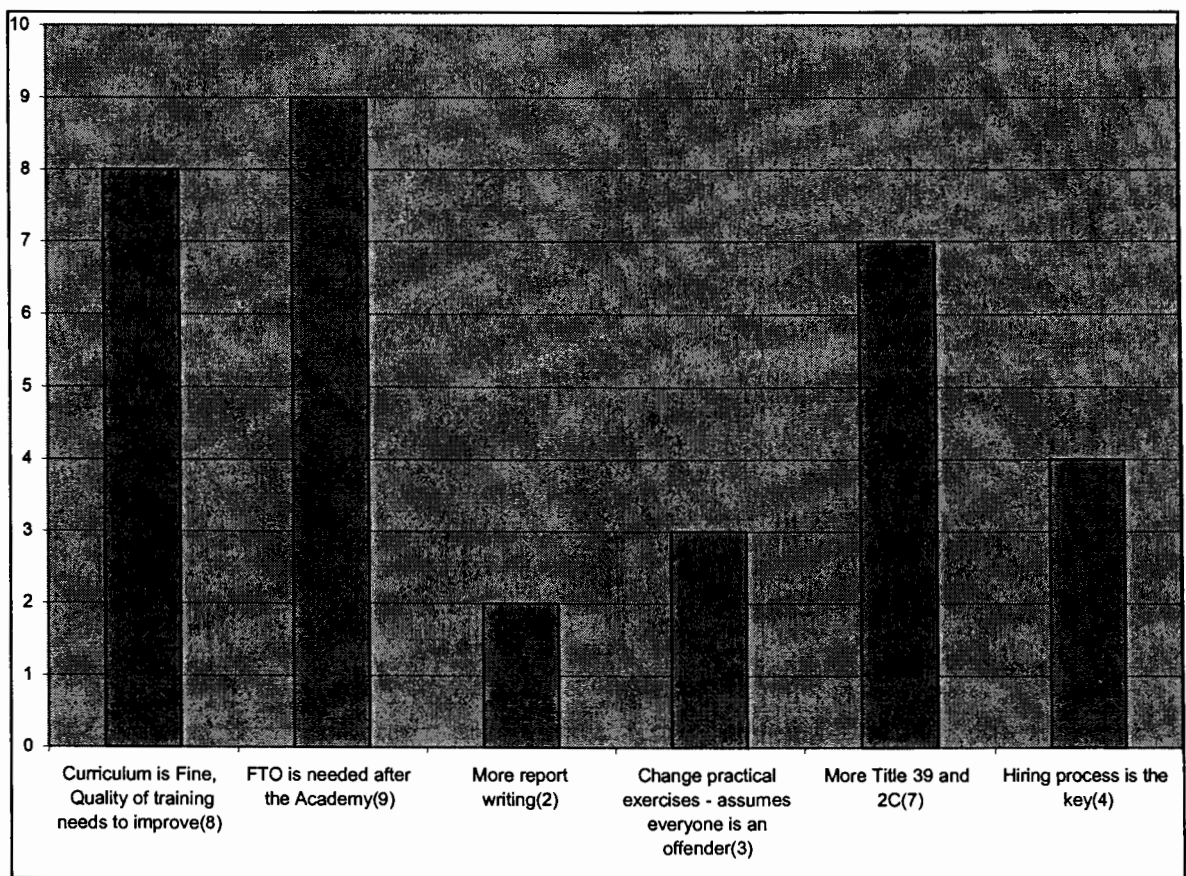
Those respondents who provided written commentary to open ended question 36b

were quite clear in the need for a greater emphasis improving the quality of training at the

academy (8). FTO was identified as a critical process after the police academy(9).

Question 37b – Are you getting a better trained officer?

Figure 5
 Better than years ago(4)
 No indications to date (2)
 Training curricula and environment good, retention poor(3)
 Overall better trained, need to work on less robotic new cop(13)
 NO, entry requirements are not high enough - Academies don't fail
 a lot(1)
 More improvement needed(5)
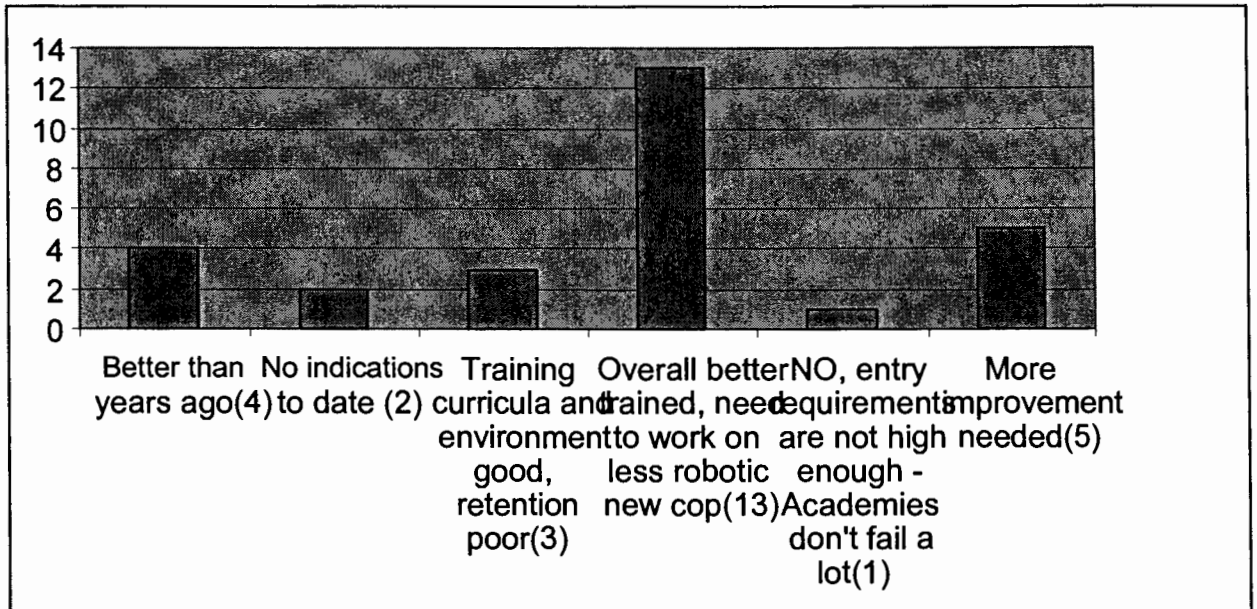
Those respondents who provided written commentary to open ended question 37b

were quite clear in the need for a greater emphasis on ensuring that a less robotic new cop

is received by the police agency.

Question 38 – If not? What modifications to training curricula or training
environment would you suggest?

Figure 6
 Military style Police Academy needs to be changed, recruits are too
 robotic(8)
 Need more understanding of Ethics, Discretion and Integrity(6)
 Report Writing and Written Communications skills(12)
 Interpersonal Skills, and Decision Making process (16)
 FTO is needed after the academy we get the raw product that needs
 polishing(11)
 Integrate academy and road training whenever possible(5)

Military style Police Academy needs to be changed, recruits are too robotic(8)	Need more understanding of Ethics, Discretion and Integrity(6)	Report Writing and Written Communications skills(12)	Interpersonal Skills, and Decision Making process (16)	FTO is needed after the academy we get the raw product that needs polishing(11)	Integrate academy and road training whenever possible(5)
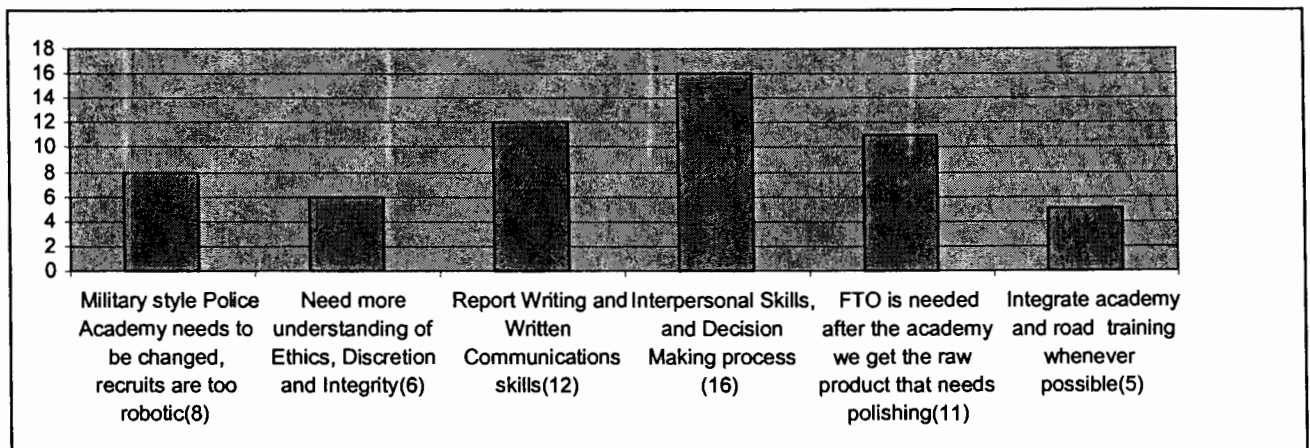
Those respondents who provided written commentary to open ended question 38 were quite clear in the need for greater emphasis in the training area on report writing and written communication skills (12), and interpersonal skills and decision making process (16). The training environment received comments on changing the militaristic style of the academy in order to reduce the robotic attitude of many graduates (8). FTO was identified as a needed process after the recruits return to the police agency.

Summary

There was no statistical difference between the three types of police agencies (urban,suburban,rural) in their response to the outcomes posed. A significant number of the respondents indicated that they are getting a better trained police officer and that the recently modified Basic Course for Police Officers is meeting their training needs. These responses are the foundation for further research. One critical area of response that bears further research is in the Desired versus Actual Competency responses. It is significant to note that the Actual versus the desired Outcome comparison reflects a significant difference between the desired outcome and the actual outcome. In every case, the actual outcome is significantly lower than the executives desired outcome. This is a cause of concern and should be an area of future research.

The results of the statistical analysis have been presented in this chapter. .As noted in Chapter I, the hypothesis stated that there is no significant difference between Individuals who have graduated from the newly revised Basic Course for Police Officers (BCPO) and those who had graduated from a prior BCPO. Given the data presented and the subsequent analysis, the null hypothesis can be rejected. The training given the new recruits is significantly different and the agencies are getting a better trained officer. The conclusions and recommendations will be presented in Chapter V.

CHAPTER V

Summary, Conclusions and Recommendations

Summary of the Purpose of this Research

The purpose of this research was to investigate the perceptions of municipal police executives regarding the end product from the significantly revised Basic Course for Police Officers. Were they getting a better trained police officer? The results of the statistical analysis were presented and analyzed in the previous chapter. As noted in Chapter I, the hypothesis stated that there is no significant difference between Individuals who have graduated from the newly revised Basic Course for Police Officers (BCPO) and those who had graduated from a prior BCPO. Given the data presented and the subsequent analysis, the Null Hypothesis can be rejected. The training given the new recruits is significantly different and the agencies are getting a better trained officer.

As noted in Chapter I, the New Jersey Police Training Commission significantly revised the curricula of the Basic Course for Police Officers (BCPO) to reflect the values and principles of community policing, to ensure that the material being taught was doctrinally and tactically correct, and to ensure that all police academies were teaching from the same updated curricula.

SPSS was used to conduct the statistical analysis looking at frequency, ANOVA, multiple paired t tests, correlations and reliability statistical analysis. Answers to the basic research question and to the subsidiary questions emerged in the analysis of qualitative and quantitative data.

Background Data

Of the 156 police agencies that responded the majority of agencies, 112 or 71.8% were located in suburban areas, urban agencies (23) represented 14.7% of respondents,

and rural agencies (21) represented 13.5% of respondents. The largest group of respondents were Police Chiefs (75) representing 48.1% of all respondents. Deputy Chiefs (3) represented 1.9%, Captains (22) represented 14.1%, Lieutenants (20) represented 12.8%, Sergeants (24) represented 15.4%, and Detective/Patrol Officer (12) represented 7.7%. It should be noted that in many police departments within the state of New Jersey the police executive ranks will span from police chief to lieutenant. In the rural and smaller suburban agencies, the span may be directly from police chief to sergeant. The police executives were given the option to have the training officer or a ranking subordinate who was familiar with the recruit training process to complete the survey. There is representation for 20 of the 21 counties that comprise New Jersey. During the study period only agencies in Salem County did not have any recruits attending a police academy.

As a validation of police executive expectations regarding outcomes from the Basic Course for Police Officers 92.9% or 144 of the respondents indicated that the outcomes were appropriate. The respondents further indicated by 68.4% or 106 responses that policing would differ by the type of community being served. In evaluating the written responses from question 33b the differences can be attributed to the level of policing being delivered by the three types of agencies due to personnel availability, demographic community uniqueness and time for services delivery.

Research Questions - Conclusions and Recommendations

Question 1.   Does the new Basic Course for Police Officers, with emphasis on community policing principles, taught at a Police Training Commission approved police academy provide a better trained recruit?

Yes. The new Basic Course for Police Officers does provide a better trained recruit. 83.3% of the respondents answered in the affirmative. This was supported by the fact that 86.4% of these same respondents indicated that the new course met the training needs of their respective communities.

Question 2.   Have the hours of training in the identified competence areas increased from the old BCPO to the new BCPO?

As noted in Chapter IV, 16 police academies used the new BCPO during the evaluation period. Thirteen experienced an increase in total training hours, 2 experienced a decrease and 1 had no comparative previous 18 months. This researcher was only concerned with the total amount of hours taught at each academy. The total hours taught would represent what each academy determines as needed to meet the required performance objectives of the BCPO. While time away from the municipal police department is a critical factor in personnel resourcing for each police executive, the police executive determines which police academy would best serve his needs.

The 14 academies had an average of a 50-hour increase in total hours taught from the old BCPO to the new BCPO. As previously stated, in the creation of the new BCPO, the Police Training Commission did not identify any modifications to the Firearms and Physical Conditioning Functional Areas of training. Therefore, the hours of training that should have experienced modification at each academy would be in the remaining functional areas.

In meeting the new BCPO requirements, the Essex County College Police Academy was able to reduce by 58 hours or 9%, its total training hours and still meet the performance objective requirements. Conversely, The Atlantic County Police Training Center needed to increase its total training hours by 192 representing a 35% increase.

While all police academies were expected to experience additional hours this researcher would suggest that both of these cases raise a significant question about the comparability of police training statewide.

This researcher is aware of the unique responsibility placed upon each school director to meet the mandated performance objective and to use appropriate testing strategies to identify expected performance and level of competency. This researcher is further aware that budgetary constraints, Instructional personnel challenges, the differences in leadership at each police academy police academy, and the constant pressure to return qualified recruits back to the agency in the shortest timeframe possible are the realistic issues facing basic training today.

Further research should be conducted to determine the strategies or policy mandates that may be needed to address the comparability of hours taught in each academy statewide. This researcher recognizes that instructional style and quality of training are components to any evaluation of this magnitude.

This researcher recommends that the Police Training Act, its respective Administrative Code and the formal and informal internal rules be modified to require annual analysis of police academy training in order to determine hours taught per performance objective as well as the instructors used per performance objective. It is also recommended that a defined testing assessment methodology be developed that will specify the testing requirements for each course of training. It is also recommended that the PTC develop a revised statewide certification process for instructors that also tracks the duration of certification and reflects the employing agency so that the certification process can be streamlined. This researcher also recommends that the results of the hours analysis be shared with police executives from the sending agencies. The Police Training

Commission through a coordinated effort with the police academy director, survey police executives as to the training outcomes from that academy. This information should be shared with the New Jersey State Chiefs of Police Association, the respective County Police Chiefs Association and the respective County Prosecutors.

Question 3.   Do the police executives located in the rural, suburban and urban areas differ in their assessment of the competency levels of the new recruits?

Frequency distributions were conducted to (a) determine if these outcomes were appropriate and expected of newly trained officers and (b) determine the frequency of use for each of the 3 outcome areas. A total of 92.9% of all police executives responded that the outcomes were appropriate for newly trained officers. The police executives were also consistent in determining the frequency of use for each identified outcome. ANOVA testing procedures were used to compare the Knowledge, Personal Character Traits, and Skills and Abilities desired outcomes between the three groups. The results of these analyses provided no evidence of statistically significant differences. Therefore, it can reasonably be concluded that the expectations of police executives regarding the outcomes are also the same.

Question 4.   Is there any difference between the actual competency levels of the newly trained recruit and the desired level of competency among the three types of communities?

Through the use of paired samples tests actual competency and desired competency levels were tested. It was determined that the actual competency level of each recruit was lower than the desired competency level for all 32 outcome areas. Determining the causality of this lower performance level is not a new issue. But rather one that has been a long-term cause of concern for police executives. Intuitively we know

that the transition from civilian to trained police officer is a complex process. Often, one that cannot guarantee a 100% successful outcome for every recruit or each agency. Given the data presented and the subsequent analysis, this researcher suggests that there is no "Bright-Line" rule or exacting strategy to address this statistically significant issue. As stated in the conclusions and recommendations for Research Question 2, a change in the Police Training Act, the Administrative Code of the Commission and its formal and informal policies can have a positive effect on the improvement training outcomes at a police academy. This researcher is cognizant of the budgetary constraints in today's government and recognizes the unique "Home-Rule" culture that is reflected within the various political subdivisions within New Jersey.

Fundamental to the successful completion of a police training course is the type or quality of the entering and exiting police recruit. New Jersey currently does not have a standardized entrance examination for all police academies, nor does it have a standard final examination to ensure that all graduating recruits are meeting the same academic standard. This researcher recommends that further analysis be conducted to determine if this type of pre and post training will be an effective tool in improving the actual outcome of police recruits.

This researcher recommends several additional quality control measures be considered as additional policy requirements that when implemented can also help in the improvement of actual competency outcomes: (a) Implement a standardized background investigation process, used by all police agencies, to ensure that a consistent assessment of each potential recruit is conducted; (b) Require each agency to implement a standardized, comprehensive Field Training Officer (FTO) Program. This program, under PTC guidelines, is designed to provide for continuity in training and will provide the

newly hired recruit with a mentor during the most critical period in the new officers' career. The FTO will be responsible for providing the new recruits Agency Training and will be the police department's representative during academy training; (c) Revisit the current methodology of Agency or Pre-academy training. This researcher suggests that the PTC revisit its policy on the structure and application of Agency Training.

Question 5.   What skill areas are identified as not adequately taught?

The qualitative portion of the survey was rich with information regarding areas of training that were not adequately taught, as well as areas for future training. While Question 38 specifically asked for suggested modifications to training curricula or training environment, the training responses were found in all of the open-ended response areas.

This researcher reviewed the qualitative responses, Question 33b through Question 37b, as well as the frequency of use and the paired samples tests for the three outcome areas In order to get a clear picture of those areas not adequately taught. The following were universal qualitative comments and are reflected in the paired samples test results: Report Writing, Written Communications, Interpersonal Skills, Ethnic and Cultural Diversity, Decision Making Process, Ethics, and the Use of Discretion. Additional text responses to the qualitative responses are found in Appendix G.

While these responses seem to be answers that police executives and police academy directors have heard for years, they do represent training issues that require further investigation to resolve. Given the fact that this researcher did not look into the specific hours taught at each police academy, it is difficult to determine if these issues are universal or only affect one or two training academies. As such it would be unfair to label these training issues as a universal training shortcoming. This researcher recommends

that further research be conducted using hours analysis to determine if there are statistically significant hours differences. Furthermore, this researcher recommends that the PTC reconvene a select number of training subcommittees that were used to rewrite the BCPO. This short duration assignment is specifically intended to modify or upgrade the identified shortcomings. This researcher further recommends that the Police Training Act, the Administrative Code of the Commission and its formal and informal policies be revised to reflect a mandatory review of the training curricula every 3 to 5 years. At such time the PTC would be required to ensure that the training curriculum is current, doctrinally correct and reflective of current police practices.

The intent of this research and dissertation was to determine the Perception Of Police Executives In New Jersey Regarding The Relationship Of Basic Police Academy Training To Expectations Of Proficiency Or Skills Required For Duty In Their Respective Communities. However, this researcher would be remiss if a policy recommendation was not made regarding operational and instructional oversight of the police academy training function in New Jersey. This oversight requirement can best be accomplished by: (a) Permanently assigned PTC staff who have the singular responsibility for training assessments and quality assurance at police academies; (b) Semi –annual training audits, which would be conducted during each respective BCPO; (c) Periodic, unannounced, visitations by staff knowledgeable in the BCPO training requirements and (d) Coordination between the PTC, the respective police academies, and the police chiefs that represent the sending clientele for each police academy.

Summary

Police Executives in New Jersey are getting a better trained police officer and the training curricula contained within the Basic Course for Police Officers meets the training needs of their agency regarding the basic competencies expected.

There was no statistically significant difference in police executive expectations from the police executives in the three types of jurisdictions (urban, suburban, and rural).

There was statistically significant difference between the desired outcomes by the police executive and the actual outcomes of the new police recruit. The actual outcomes were lower than the desired or expected outcomes.

The training hours at most police academies increased in order to meet the newly revised performance objectives.

The prominent Skill Areas not adequately taught are historical in nature; Report Writing, Cultural Diversity, Interpersonal Skills, and Decision Making. It is critical that these areas receive more attention by academies and the PTC and that appropriate solutions be found.

The new Basic Course for Police Officers has taken significant strides in meeting the needs of local law enforcement. It is this researchers desire and hope that the findings and recommendations contained in this study help police chiefs, police academy directors and the Police Training Commission continue to improve the positive direction of police training in New Jersey.

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APPENDIX A

Police Training Act (N.J.S.A. 52:17B-68)

POLICE TRAINING ACT

TITLE 52 STATE GOVERNMENT, DEPARTMENTS AND OFFICERS

52:17B-66. Legislative declaration.

The Legislature of New Jersey hereby finds and declares that a serious need for improvement in the administration of local and county law enforcement exists in order to better protect the health, safety and welfare of its citizens; that police work, a basic adjunct of law enforcement administration, is professional in nature, and requires proper educational and clinical training in a State whose population is increasing in relation to its physical area, and in a society where greater reliance on better law enforcement through higher standards of efficiency is of paramount need; that the present need for improvement can be substantially met by the creation of a compulsory educational and training program for persons who seek to become permanent law enforcement officers wherein such persons will be required, while serving in a probationary capacity prior to permanent appointment, to receive efficient training in this profession provided at facilities selected, approved and inspected by a commission created for such purpose; and that by qualifying and becoming proficient in the field of law enforcement such persons shall individually and collectively better insure the health, safety and welfare of the citizens of this State in their respective communities.

52:17B-67. Definitions.

As used in this act:

"Approved school" shall mean a school approved and authorized by the Police Training Commission to give police training courses or a training course for State and county corrections officers and juvenile detention officers as prescribed in this act.

"Commission" shall mean the Police Training Commission or officers or employees thereof acting on its behalf.

"County" shall mean any county which within its jurisdiction has or shall have a law enforcement unit as defined in this act.

"Law enforcement unit" shall mean any police force or organization in a municipality or county which has by statute or ordinance the responsibility of detecting crime and enforcing the general criminal laws of this State.

"Municipality" shall mean a city of any class, township, borough, village, camp meeting association, or any other type of municipality in this State which, within its jurisdiction, has or shall have a law enforcement unit as defined in this act.

"Permanent appointment" shall mean an appointment having permanent status as a police officer in a law enforcement unit as prescribed by Title 11A of the New Jersey Statutes, Merit System Board Rules and Regulations, or of any other law of this State, municipal ordinance, or rules and regulations adopted thereunder.

"Police officer" shall mean any employee of a law enforcement unit, including sheriff's officers and county investigators in the office of the county prosecutor, other than civilian heads thereof, assistant prosecutors and legal assistants, persons appointed pursuant to the provisions of R.S.40:47-19, persons whose duties do not include any police function, court attendants, State and county corrections officers, juvenile corrections officers and juvenile detention officers.

52:17B-68. Authority to require training of policemen prior to permanent appointment; exception.

Every municipality and county shall authorize attendance at an approved school by persons holding a probationary appointment as a police officer, and every municipality and county shall require that no person shall hereafter be given or accept a permanent appointment as a police officer unless such person has successfully completed a police training course at an approved school; provided, however, that the commission may, in its discretion, except from the requirements of this section any person who demonstrates to the commission's satisfaction that he has successfully completed a police training course conducted by any Federal, State or other public or private agency, the requirements of which are substantially equivalent to the requirements of this act.

52:17B-68.1. Basic training.

a. A person appointed as an adult or juvenile corrections officer or as a juvenile detention officer by the State or county shall satisfactorily complete prior to permanent appointment a basic training course approved by the Police Training Commission. A corrections officer or juvenile detention officer who was appointed before the effective date of this act shall satisfactorily complete, within two years of the effective date of this act, an in-service basic training course approved by the Police Training Commission and designed to meet the training needs of corrections officers or juvenile detention officers with prior work experience.

A person may be exempt from the requirements of this section if that person has successfully completed training conducted by a federal, State or county agency the requirements of which are substantially equivalent to the requirements of a basic training course approved by the Police Training Commission pursuant to section 4 of this act.

b. A person shall be given a probationary appointment as a corrections officer or as a juvenile detention officer for a period of one year so that the person seeking permanent appointment may satisfactorily complete a basic training course for corrections officers or for juvenile detention officers conducted at a school approved by the Police Training

Commission. The probationary time may exceed one year for those persons enrolled within the one year period in a basic training course scheduled to end after the expiration of the one year period. A person shall participate in a basic training course only if that person holds a probationary appointment and that person shall be entitled to a leave of absence with pay to attend a basic training course.

52:17B-69. Probationary, temporary appointment as police officer.

Notwithstanding the provisions of R.S.11:22-6, a probationary or temporary appointment as a police officer may be made for a total period not exceeding one year for the purpose of enabling a person seeking permanent appointment to take a police training course as prescribed in this act, provided, however, that the time period may exceed one year for those persons enrolled prior to the one-year limit in a police training course scheduled to end subsequent to the one-year limit, and for those persons who, prior to the one-year limit, have been scheduled to attend a police training course which commences subsequent to the one-year limit. In no case shall any extension granted for the reasons herein listed exceed six months. Every person holding such a probationary or temporary appointment shall enroll in a police training course, and such appointee shall be entitled to a leave of absence with pay during the period of the police training course.

52:17B-69.1. Enrollment in police training course for persons seeking probationary, temporary appointment.

a. A person who does not hold a probationary or temporary appointment as a police officer, but who is seeking such an appointment may enroll in a police training course provided that person:

(1) meets the general qualifications for a police officer set forth in N.J.S.40A:14-122 and such other qualifications as the commission may deem appropriate; and

(2) applies to and is accepted by a commission approved school for admission to a police training course.

The person may be charged a fee by the commission or approved school, as the case may be, not exceeding that which the commission approved school charges a governmental employer for the training of an employee holding a probationary or temporary appointment.

An appointing authority may, at its discretion, reimburse a person who has completed a police training course pursuant to this section for all or part of the costs of training.

b. The commission, in accordance with the provisions of the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.), shall promulgate rules and regulations to effectuate the purposes of this section.

52:17B-69.2. Eligibility for appointment.

A person who completes a police training course pursuant to section 2 of P.L.1998, c.146 (C.52:17B-69.1) shall only be eligible for appointment as a permanent full-time member of a police department or force.

52:17B-70. Police training commission established; members; terms.

There is hereby established in the Division of Criminal Justice in the Department of Law and Public Safety a Police Training Commission whose membership shall consist of the following persons:

a. Two citizens of this State who shall be appointed by the Governor with the advice and consent of the Senate for terms of three years commencing with the expiration of the terms of the citizen members, other than the representative of the New Jersey Office of the Federal Bureau of Investigation, now in office.

b. The president or other representative designated in accordance with the bylaws of each of the following organizations: the New Jersey State Association of Chiefs of Police; the New Jersey State Patrolmen's Benevolent Association, Inc.; the New Jersey State League of Municipalities; the New Jersey State Lodge, Fraternal Order of Police; the County Prosecutors' Association of New Jersey; the Sheriffs' Association of New Jersey and the Police Academy Directors Association.

c. The Attorney General, the Superintendent of State Police, the Commissioner of Education, the Chancellor of Higher Education, and the Commissioner of the Department of Corrections, ex officio, or when so designated by them, their deputies.

d. The Special Agent in Charge of the State of New Jersey for the Federal Bureau of Investigation or his designated representative.

52:17B-71. Powers, responsibilities, duties of commission.

The commission is vested with the power, responsibility and duty:

a. To prescribe standards for the approval and continuation of approval of schools at which police training courses authorized by this act and in-service police training courses shall be conducted, including but not limited to presently existing regional, county, municipal and police chief association police training schools or at which basic training courses and in-service training courses shall be conducted for State and county juvenile and adult corrections officers and juvenile detention officers;

b. To approve and issue certificates of approval to such schools, to inspect such schools from time to time, and to revoke any approval or certificate issued to such schools;

c. To prescribe the curriculum, the minimum courses of study, attendance requirements, equipment and facilities, and standards of operation for such schools. Courses of study in crime prevention may be recommended to the Police Training Commission by the Crime Prevention Advisory Committee, established by section 2 of P.L.1985, c.1 (C.52:17B-77.1). The Police Training Commission may prescribe psychological and psychiatric examinations for police recruits while in such schools;

d. To prescribe minimum qualifications for instructors at such schools and to certify, as qualified, instructors for approved police training schools and to issue appropriate certificates to such instructors;

e. To certify police officers, corrections officers, juvenile corrections officers and juvenile detention officers who have satisfactorily completed training programs and to issue appropriate certificates to such police officers, corrections officers, juvenile corrections officers and juvenile detention officers;

f. To advise and consent in the appointment of an administrator of police services by the Attorney General pursuant to section 8 of P.L.1961, c.56 (C.52:17B-73);

g. (Deleted by amendment, P.L.1985, c.491.)

h. To make such rules and regulations as may be reasonably necessary or appropriate to accomplish the purposes and objectives of this act;

i. To make a continuous study of police training methods and training methods for corrections officers, juvenile corrections officers and juvenile detention officers and to consult and accept the cooperation of any recognized federal or State law enforcement agency or educational institution;

j. To consult and cooperate with universities, colleges and institutes in the State for the development of specialized courses of study for police officers in police science and police administration;

k. To consult and cooperate with other departments and agencies of the State concerned with police training or the training of corrections officers, juvenile corrections officers and juvenile detention officers;

l. To participate in unified programs and projects relating to police training and the training of corrections officers, juvenile corrections officers and juvenile detention officers sponsored by any federal, State, or other public or private agency;

m. To perform such other acts as may be necessary or appropriate to carry out its functions and duties as set forth in this act;

n. To extend the time limit for satisfactory completion of police training programs or

programs for the training of corrections officers, juvenile corrections officers and juvenile detention officers upon a finding that health, extraordinary workload or other factors have, singly or in combination, effected a delay in the satisfactory completion of such training program;

o. To furnish approved schools, for inclusion in their regular police training courses and curriculum, with information concerning the advisability of high speed chases, the risk caused thereby, and the benefits resulting therefrom;

p. To review and approve new standards and course curricula developed by the Department of Corrections for both basic and in-service training of State and county corrections officers and juvenile detention officers. These courses for the State corrections officers and juvenile detention officers shall be centrally provided at the Corrections Officers' Training Academy of the Department of Corrections. Courses for the county corrections officers and juvenile detention officers shall also be centrally provided at the Corrections Officers' Training Academy unless an off-grounds training program is established by the county. A county may elect to establish and conduct a basic training program for corrections officers and juvenile detention officers seeking permanent appointment in that county. The Corrections Officers' Training Academy shall develop the curriculum of the basic training program to be conducted by a county;

q. To administer and distribute the monies in the Law Enforcement Officers Training and Equipment Fund established by section 9 of P.L.1996, c.115 (C.2C:43-3.3) and make such rules and regulations for the administration and distribution of the monies as may be necessary or appropriate to accomplish the purpose for which the fund was established.

52:17B-71.1. Grant, conveyance, devise, bequest, or donation to maintenance and use of commission.

Subject to approval by the Attorney General and the Director of the Division of Budget and Accounting, the commission may accept on behalf of the State and administer for the State any grant, conveyance, devise, bequest, or donation to be applied, principal or income, or both, for the purposes specified in such grant, conveyance, devise, bequest, or donation to the maintenance and use of the commission.

52:17B-71.2. Legislative findings.

The Legislature finds and declares that the amount and quality of a policeman's education often determines the value of his contribution to the community, and the degree of proficiency with which he performs his duties. An educated policeman is a better public employee since his viewpoint, understanding and awareness have been broadened beyond the narrow confines of police "work." However, because of the present level of police salaries the recruiting of applicants with college degrees or some higher education is very difficult. Therefore, if the goal of a better educated police personnel is to be realized, some incentive must be provided to encourage present members of police departments to

achieve the advantages of higher education. The Legislature seeks to provide this incentive by authorizing the Police Training Commission to provide scholarships for those policemen who wish to pursue the advantages of higher education and by providing payment by the State for the costs of such scholarships.

52:17B-71.3. "Policeman" defined.

"Policeman" as used herein shall mean any permanent fulltime active member of any police force or organization of any municipality or county, or the State Police.

52:17B-71.4. Granting scholarships; review and approval; preferential treatment.

The granting of undergraduate scholarships to policemen shall be determined by the Police Training Commission, subject to the review and approval of the governing body of the municipality or county. However, no scholarship shall be granted under any such program to any person who is not a full-time policeman, nor shall a leave of absence be granted to any scholarship recipient for educational purposes. A scholarship recipient may be given consideration, by the governing body of the municipality or county as to work assignments and hours, but no other preferential treatment shall be given to him.

52:17B-71.5. Amount of scholarship; part-time study.

Each undergraduate scholarship granted pursuant to any such program shall entitle the recipient thereof to an amount not to exceed $500.00 per academic year, or the amount charged for tuition for a regular academic year by the institution where the scholarship is used, whichever is the smaller amount. The undergraduate scholarship may be used for part-time study in any institution of collegiate grade which offers a college curriculum leading to or accreditable toward an undergraduate baccalaureate or associated degree and which is accredited by the board of higher education.

52:17B-71.6. Period of scholarship; proration.

Each undergraduate scholarship shall be for a period of no more than 4 academic years. However, scholarships may be awarded on a partial basis for the prorated cost per credit hour, but a recipient must complete his course of studies within 8 calendar years.

52:17B-71.7. Rules and regulations.

The Police Training Commission shall promulgate such rules and regulations as are necessary to carry out the provisions of this act.

52:17B-72. Effect of act upon powers and duties of municipalities and counties and civil service.

Except as expressly provided in this act, nothing herein contained shall be deemed to limit the powers, rights, duties or responsibilities of municipal or county governments, nor to affect provisions of Title 11 of the Revised Statutes.

52:17B-73. Organization of commission; quorum.

The Attorney General shall be the chairman of the commission. The Attorney General is empowered to appoint an administrator of police services to the commission after obtaining the advice and consent of the commission and may employ other persons as may be necessary to carry out the provisions of this act, and to fix their compensation and the compensation of the administrator of police services within the limits of available appropriations. The commission, at its initial organization meeting to be held promptly after the appointment and qualification of its members, and thereafter at each annual organization meeting to be held on the first Monday in February, shall select a vice-chairman from among its members, and shall meet at such other times within the State of New Jersey as it may determine. A majority of the commission shall constitute a quorum for the transaction of any business, the performance of any duty, or for the exercise of any of its powers.

52:17B-74. Minutes and other records.

The commission shall maintain minutes of its meetings and such other records as it deems necessary.

52:17B-75. Reimbursement for expenses.

The members of the commission shall receive no salary but all members except those designated in subsection c. of section 5 of this act shall be reimbursed for their reasonable expenses lawfully incurred in the performance of their official functions.

52:17B-76. Annual report.

The commission shall report at least annually to the Governor and the Legislature as to its activities.

52:17B-77. Appropriation.

There is hereby appropriated the sum of $25,000.00 to establish and maintain the commission.

52:17B-77.1. Crime prevention advisory committee; creation; members; appointments; term of office; vacancies; reimbursement of expenses.

There is created in the Police Training Commission in the Department of Law and Public Safety a Crime Prevention Advisory Committee comprised of 14 members. The committee shall consist of: the Attorney General, who shall be chairman of the committee, or his designee; the Commissioner of the Department of Community Affairs or his designee; the Commissioner of the Department of Commerce and Economic Development or his designee; the Commissioner of Education or his designee; the Director of the Division of Criminal Justice in the Department of Law and Public Safety; the Superintendent of State Police; a representative of the Police Training Commission; a representative of the New Jersey Crime Prevention Officers' Association; a representative of the New Jersey State Association of Chiefs of Police; a representative of the National Crime Prevention Council; and four citizens of the State to be appointed by the Governor with the advice and consent of the Senate, one of whom shall represent a public utility company, one of whom shall represent the insurance industry, and one of whom shall represent the banking industry. The four members appointed by the Governor shall serve for terms of three years, except that of the four members initially appointed by the Governor, one shall be appointed for a term of one year, one shall be appointed for a term of two years, and two shall be appointed for terms of three years.

Members shall be eligible for reappointment to the council, and vacancies in the committee shall be filled in the same manner as the original appointments but for the unexpired terms only. The statutory members of the Crime Prevention Advisory Committee who are also statutory voting members of the Police Training Commission shall be nonvoting members of the Crime Prevention Advisory Committee.

The members of the committee shall serve without compensation but shall be reimbursed for necessary expenses actually incurred in the performance of their duties as required by this act.

52:17B-77.2. Assistance of police training commission; allowable expenditures.

The committee shall be entitled to call to its assistance and avail itself of the services of the employees of the Police Training Commission. The committee may incur whatever traveling and other miscellaneous expenses as it may deem necessary in order to perform its duties, within the limits of funds appropriated or otherwise made available to it.

52:17B-77.3. Duties.

The committee shall recommend standards for training programs in crime prevention to be offered to law enforcement officers at schools approved and authorized by the Police Training Commission.

52:17B-77.4. Senior citizens crime prevention program.

The Attorney General, in consultation with the Crime Prevention Advisory Committee established under the provisions of P.L.1985, c.1 (C.52:17B-77.1 et seq.), the county prosecutors of this State, and the American Association of Retired Persons, shall develop and establish a senior citizens crime prevention program. The program shall include, but not be limited to:

a. Informational services and educational awareness programs specifically designed to address the needs of senior citizens in the areas of personal safety, home security, and those types of non-violent property crimes to which senior citizens are especially susceptible, such as scams and swindles;

b. Information and training programs relating to the organization and operation of specialized neighborhood watch and crime prevention programs; and

c. Informational services and educational awareness programs for county and municipal law enforcement departments to assist them in meeting the specialized needs of the senior citizens in their communities and which may include an outline of suggested programs and services a county and municipal law enforcement department may initiate to address those special needs, such as the establishment of a senior citizens bureau within the department to provide and coordinate the community's senior citizens crime prevention programs and activities.

52:17B-77.5. Conduct of senior citizens crime prevention program at county level.

The Attorney General shall transmit a copy of the senior citizens crime prevention program developed pursuant to section 1 of this act to each county and municipal law enforcement department situated within the State. Each county prosecutor may conduct such informational and training seminars for county and municipal law enforcement officers as shall be deemed appropriate and necessary to effectively implement the senior citizens crime prevention program in the county.

52:17B-77.6. Reimbursement of certain costs for training.

a. If a person who was appointed to a State law enforcement agency resigns and is subsequently appointed to a county or municipal law enforcement agency, a police department of an educational institution pursuant to P.L. 1970, c. 211 (C.18A:6-4.2 et seq.), another State law enforcement agency or the New Jersey Transit Police Department pursuant to section 2 of P.L. 1989, c. 291 (C.27:25-15.1) within 120 days of resignation, and if that person held a probationary appointment at the time of resignation or held a permanent appointment for 30 days or less prior to resignation, the appointing county or municipal law enforcement agency, educational institution, State law enforcement agency or the New Jersey Transit Corporation shall be liable to the State law enforcement agency for the total certified costs incurred by the corporation in the examination, hiring, and training of the person.

b. If a person who was appointed to a State law enforcement agency resigns and is subsequently appointed to a county or municipal law enforcement agency, a police department of an educational institution pursuant to P.L. 1970, c. 211 (C.18A:6-4-2 et seq.), another State law enforcement agency or the New Jersey Transit Police Department pursuant to section 2 of P.L. 1989, c. 291 (C.27:25-15.1) within 120 day of resignation, and if that person held a permanent appointment for more than 30 days but less than two years at the time of resignation, the appointing county or municipal law enforcement agency, educational institution or State law enforcement agency, or the New Jersey Transit Corporation, shall be liable to the State law enforcement agency for one-half of the total certified costs incurred by the agency in the examination, hiring, and training of the person.

c. The appointing county or municipal law enforcement agency, educational institution, State law enforcement agency or the New Jersey Transit Corporation shall notify the former employer immediately upon the appointment of an employee formerly employed by the State law enforcement agency and shall reimburse the agency within 120 days of the receipt of the certified costs.

d. As used in this section:

"County or municipal law enforcement agency" means and includes, but is not limited to, a county or municipal police department or force, a county corrections department and a county sheriff's office.

"Examination costs" means and includes, but is not limited to, the costs of all qualifying examinations and public advertisements for these examinations.

"State law enforcement agency" means and includes, but is not limited to, the police department of a State agency and the State Department of Corrections, but does not include the State Police.

"Training costs" means the police training course fees and the base salary received while attending the police training courser as required by section 2 of P.L. 1989, c. 291 (C.27:25-15.1).

L.2000, c. 106, subsection 4 eff. September 8, 2002.

APPENDIX B

Police Training Commission Rules (N.J.A.C. 13:1-1 et. Seq.)

Commission
Rules

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SUBCHAPTER 1 - DEFINITIONS

13:1-1.1 Definitions

The following words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise.

"Appointing authority" means a person or group of persons having the power of appointment to or removal from offices, positions or employment under the jurisdiction of the Police Training Commission.

"Basic Course" means an entry-level training course at a Commission-approved school designed for trainees who are required by law to be trained under Commission jurisdiction.

"Certification" means a written statement issued by the Commission attesting that a school or individual has complied with Commission requirements.

"Commission" means the Police Training Commission.

"Commission Chairman" means the Attorney General of the State of New Jersey or his or her designee.

"Commission staff" means those employees of the Division of Criminal Justice assigned by the Director to administer the Police Training Act.

"Curriculum" means a specific course or the aggregate of courses of study at a Commission-approved school.

"In-service course" means any Commission-approved course of study which a trainee shall attend after completion of the basic course.

"Institution of higher learning" means any college or university licensed by the New Jersey Commission on Higher Education.

"Law enforcement agency" means any police force, corrections agency or juvenile justice agency functioning within this State whose employees come under the jurisdiction of the Commission and have by statute, ordinance or resolution the responsibility of detecting crime and apprehending offenders or enforcing the criminal or penal laws of this State or performing a custodial function for a juvenile justice agency.

"Medical examination" means a fitness evaluation of an individual by a licensed physician.

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"Police instructor" means an individual who is employed as a police officer as defined in this Subchapter and is certified by the Commission to teach at a Commission-approved school.

"Police officer" means any employee of a law enforcement agency, a correctional agency or a juvenile justice agency who, by statute, comes under the jurisdiction of the Commission or any member of a fire department or force who is assigned to an arson investigation unit pursuant to Public Law 1981, Chapter 409.

"Range master" means an individual certified by the Commission and appointed by a school director to control and supervise all activities at a firearms range.

"School" means an institution approved by the Commission to provide basic and/or in-service courses of study.

"School director" means an individual designated as having the responsibility for the administrative and day-to-day operations of a Commission-approved school.

"Special instructor" means a civilian who is not employed as a police officer as defined in this Subchapter and is certified by the Commission to teach in a Commission-approved school.

"Subject" means a component of a curriculum dealing with a specific matter.

"Trainee" means an individual attending a Commission-approved school.

SUBCHAPTER 2 - GENERAL PROVISIONS

13:1-2.1 Relaxation of Rules

The rules in this chapter shall be considered as general rules for the operation of the Commission and the administration of the Police Training Act. These rules have been designed to facilitate the education and training of police officers. The rules may be relaxed or dispensed with by the Commission in any instance where it shall be apparent to the Commission that strict adherence would result in an injustice to an individual or a law enforcement agency.

13:1-2.2 Authority of the Commission Chairman

In any matter not expressly controlled by this chapter or by statute or in any urgent matter, the Commission Chairman, acting on behalf of the other Commissioners, shall exercise his or her discretion in Commission matters. When it becomes necessary for the Commission Chairman to exercise such discretion, he or she shall report on his or her actions to the other Commissioners as soon thereafter as practical.

SUBCHAPTER 3 - SCHOOL CERTIFICATION

13:1-3.1 Eligibility for Certification

A law enforcement agency, a combination of law enforcement agencies, an institution of higher learning or a recognized governmental entity is eligible to apply to the Commission for certification to operate a school.

13:1-3.2 Application for Certification

An application for certification shall be submitted on a form prescribed by the Commission. The application shall require the applicant to demonstrate a need for the school and the availability of necessary resources to operate the school. The application shall conform with the Commission's requirements with respect to buildings, grounds, facilities, firearms ranges, equipment, personnel and insurance.

13:1-3.3 Notice of Application

The applicant shall send a written notice, on a form prescribed by the Commission, to every law enforcement agency within the county wherein certification for a school is sought, indicating the applicant's intent to seek Commission certification to operate a school. A written notice shall be forwarded to the Commission stating that this section has been complied with.

13:1-3.4 Application Review

Commission staff shall review the application to determine if the applicant has demonstrated a need for the school, shall inspect the facility where the training is to be conducted and determine if the applicant has the necessary resources to operate the school. Commission staff shall submit a written report to the Commission which shall contain a recommendation with respect to the request. The Commission shall approve or disapprove the certification request with any conditions it believes to be appropriate.

13:1-3.5 Hearing on Application

In the event a law enforcement agency interposes an objection with respect to school certification or there is more than one application for certification of a school within the same or adjoining counties, Commission staff may, for good cause, schedule a hearing by the Commission on the matter after due notice to the affected parties. The Commission shall approve or disapprove the certification request with any conditions it believes to be appropriate.

13:1-3.6 School Recertification

Initial certification or recertification of a school by the Commission shall be for a period of three years. An application for recertification shall be the same as that provided in N.J.A.C. 13:1-3.2 through -3.5 together with a determination by Commission staff that a school has complied with all Commission requirements.

13:1-3.7 Suspension or Revocation of Certification

(a) School certification may be temporarily suspended or revoked by the Commission for:

1. Failure to comply with Commission requirements;

2. Failure to substantiate that the school reasonably serves the needs of the law enforcement agencies within the locale where the school is situated;

3. Failure to operate a basic course for a period exceeding 18 months;

4. Failure to maintain the school's facilities, including any buildings, grounds, equipment and firearms range in a reasonably clean, safe and operational condition according to Commission standards; or

5. Other good cause.

(b) In the event of suspension or revocation, the school director shall be notified in writing as to the reasons(s) for the action and may request a hearing before the Commission in accordance with the provisions of the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq. and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1. The Commission may restore certification when the conditions for the suspension or revocation have been corrected.

SUBCHAPTER 4 - INSTRUCTOR CERTIFICATION

13:1-4.1 Certification Requirement

All instructors participating in a course authorized by the Commission must be certified before they are permitted to teach except as set forth in this Subchapter and except as provided for in an emergency as set forth in N.J.A.C. 13:1-7.2(a)13.

13:1-4.2 Eligibility for Certification

An individual who has completed two years of college, has a minimum of three years of experience in his or her teaching specialty or career and can demonstrate knowledge and/or skill in a subject contained in a Commission-approved curriculum is eligible for consideration for instructor certification. The Commission may waive the educational and/or work experience requirement for a compelling reason.

13:1-4.3 Certification Process

An individual seeking instructor certification shall complete the Commission-prescribed application and shall have his or her law enforcement agency's endorsement where applicable. The school director shall interview the applicant and, if there is an intention to utilize the services of the individual, shall then endorse the application and forward it to the Commission. Commission staff shall review the application and either approve or disapprove the request for certification as an instructor.

13:1-4.4 Types of Certification

Police officers who have completed or will subsequently complete a Commission-recognized instructor training course shall be entitled to a police instructor certification. Individuals other than police officers shall be entitled to a special instructor certification.

13:1-4.5 Certification

(a) Initial instructor certifications and renewals shall expire on December 31 of the third year of the initial certification or renewal. As a condition of recertification, an instructor must teach at least once during the prior certification period.

(b) The Commission may impose conditions with respect to any certification and

may withdraw certification at any time, or deny renewal, for good cause.

(c) An instructor denied certification or renewal, or whose certification was withdrawn by the Commission, may appeal the decision to the Commission in accordance with the provisions of the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.

13:1-4.6 Certification Requirements for Instructors of Certain Subjects

(a) Applicants who seek certification to instruct in certain subjects must be certified as an instructor and meet the following requirements:

1. An individual seeking certification as a firearms instructor must successfully complete a Commission-recognized Firearms Instructors Course. In addition, under the immediate supervision of a school's range master, the individual must successfully:

    i. Demonstrate knowledge of the established range safety rules;

    ii. Identify the major parts of those firearms which will be used in the training program;

    iii. Demonstrate the ability to handle safely those firearms designated by the Commission under conditions such as the following:

        (1) Loading and unloading;
        (2) Using loading devices;
        (3) Clearing ammunition and weapon malfunctions; and
        (4) Cleaning and maintaining weapons properly;

    iv. Demonstrate the knowledge and skills required to teach the techniques of marksmanship and be able to identify the reasons that may be leading a trainee to possible failure; and

    v. Score no less than 95 in the Commission-required firearms course.

2. An individual seeking recertification as a firearms instructor must annually satisfy the range master of his or her ability to perform the requirements as set forth in (a)1i through iv above and comply with an appropriate firearms requalification program.

3. An individual seeking certification as a range master must be certified

by the Commission as a firearms instructor and meet each of the following requirements:

> *i.* Possess a minimum of five years active experience as a certified firearms instructor at a Commission-approved school. The Commission may waive this requirement for compelling reasons;
>
> *ii.* Have served in the capacity of a certified firearms instructor under the supervision of a certified range master during at least six basic firearms courses at a Commission-approved school; and
>
> *iii.* Receive the recommendation of the school director at the school where the applicant will serve and a range master designated by the Commission to review the application. Both the school director and the range master shall state in their recommendation to the Commission that the applicant is competent to perform the duties and responsibilities of range master.

4. An individual seeking certification as a radar instructor at a Commission-approved school or at a law enforcement agency must meet the following requirements:

> *i.* Prior completion of a course for radar operators, which shall have included a minimum of eight hours of training consisting of four hours of classroom instruction and four hours of supervised practice training;
>
> *ii.* Two years of experience as a radar operator with a minimum of 80 hours of hands-on experience; and
>
> *iii.* Successful completion of a Commission-recognized course for radar instructors.

5. An individual seeking certification as a physical conditioning instructor at a Commission-approved school must successfully complete a Commission-approved course in physical conditioning and training instruction. The course will provide for the implementation of the Police Training Commission Physical Conditioning Training Program and include Principles of Exercise Physiology or substantially equivalent educational materials.

6. An individual seeking certification as a vehicle operations instructor at a Commission-approved school must successfully complete a Commission-approved Vehicle Operations Instructors Course or one

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containing substantially equivalent instruction in driver training.

7. An individual seeking certification as a vehicle operations senior instructor shall be certified as a vehicle operations instructor and meet each of the following requirements:

> *i.* Possess a minimum of five years of active experience as an instructor teaching vehicle operations (Functional Area 7.0) at a Commission-approved school. The Commission may waive this requirement for compelling reasons;
>
> *ii.* Have served in the capacity of a vehicle operations instructor providing practical hands-on driver training instruction during at least four Commission-approved courses at a Commission-approved school. The Commission may waive this requirement for compelling reasons; and
>
> *iii.* Receive the recommendation of the school director at the school where the applicant will serve. The school director shall state in his or her recommendation that the applicant is competent to perform the duties and responsibilities of a vehicle operations senior instructor.

8. An individual seeking recertification as a vehicle operations senior instructor must meet a continuing education requirement. Participation in a vehicle operations senior instructor update once every three years will satisfy this requirement.

9. An individual seeking certification as a first responder instructor at a Commission-approved school must be certified by the New Jersey Department of Health as an emergency medical technician. For an individual to continue as a certified first responder instructor, the individual must maintain his or her certification as an emergency medical technician. Individuals who have completed advanced medical training and are currently licensed as a medical practitioner or health care provider will be deemed to have satisfied the requirements of this paragraph.

SUBCHAPTER 5 - LAW ENFORCEMENT OFFICER CERTIFICATION

13:1-5.1 Certification Requirements; Basic Courses

(a) A trainee shall be eligible for certification when the school director affirms that:

1. The trainee has achieved the minimum requirements set forth in the basic course applicable to his or her appointment and has demonstrated an acceptable degree of proficiency in the performance objectives contained in the particular basic course;

2. The trainee has participated in no less than 90 percent of the total instructional time assigned to those performance objectives designated by the Commission; and

3. The trainee has successfully completed the training required by the Commission to be conducted by the employing law enforcement agency.

13:1-5.2 Certification Requirements; Other Courses

A trainee shall be eligible for certification in other courses when the School Director affirms that the trainee has successfully completed a curriculum and course requirements approved by the Commission.

13:1-5.3 Revocation of Certification

The Commission may revoke the certification conferred upon a trainee if the Commission ascertains that the certification would not have been issued had certain facts concerning inappropriate conduct of the trainee been known to the Commission at the time the certification was issued. The Commission may also revoke a certification which was issued as the result of administrative error. The individual shall be notified in writing as to the reasons for revocation and shall be required to return the certification to the Commission. The individual may request a hearing in accordance with the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq. and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.

SUBCHAPTER 6 - CURRICULUM

13:1-6.1 Curriculum and Courses

A curriculum issued by the Commission shall be the required curriculum at a Commission-approved school and shall constitute the minimum requirements for trainee certification. The Commission curricula are incorporated herein by reference and are available from the Commission at 25 Market Street, PO Box 085, Trenton, New Jersey 08625-0085. An approved school shall conduct basic courses and those other courses as shall be required by the Commission. In addition to the required curriculum, a school may also offer, with Commission staff approval, additional components of a basic course. However, additional components shall not be considered part of the minimum requirements for trainee certification absent approval by the Police Training Commission.

SUBCHAPTER 7 - SCHOOL ADMINISTRATION

13:1-7.1 School Directors

Each Commission-approved school shall be under the immediate control of an individual who is designated for the purposes of these rules by the title "school director." The school director shall perform general administrative functions and shall be responsible for the day-to-day operations of the school. The Commission shall have the authority, after consultation with the agency responsible for operating a school, to remove a school director from all duties and responsibilities for the administrative and day-to-day operations of a Commission-approved school for a violation of Commission Rules, policies or directives. Notice of removal shall be in writing and shall be served upon the school director and the agency responsible for operating the school. A school director suspended or dismissed by the Commission may request a hearing before the Commission in accordance with the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq. and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.

13:1-7.2 Operating Entity Responsibilities

(a) The law enforcement agency, combination of law enforcement agencies, institution of higher learning, or recognized governmental entity certified to operate a school is vested with the power, responsibility and duty:

> 1. To comply with all Commission rules, standards and directives governing the operation of the school;
>
> 2. To implement the required curriculum in conjunction with appropriate law enforcement officials and such other advisors that may be necessary and to devise a schedule that conforms to Commission requirements and submit same to Commission staff for approval;
>
> 3. To issue and enforce rules consistent with Commission requirements which govern the conduct of trainees and the use of the school's facilities. Each trainee shall be furnished a printed copy of the rules at the commencement of the course and a copy of the rules shall be posted in a conspicuous place on the school bulletin board and remain there for the duration of the course. These rules shall explicitly state which rule(s), the violation of which, may result in the trainee's suspension or dismissal from school;
>
> 4. To verify that the requirements for admission of an individual into the school have been complied with;

5. To maintain appropriate records for each trainee which shall include, but not be limited to, attendance, written examination grades, firearms qualification scores, behavior and counseling;

6. To report immediately the unauthorized absence of a trainee to an appropriate official in the trainee's law enforcement agency;

7. To report immediately the illness or injury of a trainee or an instructor to an appropriate official in the trainee's or instructor's law enforcement agency and to the Commission staff;

8. To dismiss a trainee who has demonstrated that he or she will be ineligible for Commission certification, for unacceptable behavior or for other good cause. In such cases:

> *i.* The trainee shall be informed immediately of the reason(s) for the action;

> *ii.* As soon as possible, but in no event later than the second business day thereafter, a written statement of the reason(s) for the action shall be provided to the trainee, the appropriate official in the trainee's law enforcement agency and the Commission;

> *iii.* The dismissal of a trainee for misconduct may take effect immediately when, in the opinion of the school director, the continued presence of the trainee would be disruptive of or detrimental to the conduct of the class;

> *iv.* Upon the written request of a trainee, the Commission Chairman may, after consultation with the school director and for good cause, permit a trainee to remain in school pending the appeal of a dismissal except that a trainee dismissed following a positive drug screen may not remain in school;

> *v.* A trainee who is dismissed from a school for misconduct shall not receive credit for any subjects completed up to the time of dismissal;

9. To inform the Commission whether a trainee has complied with the certification requirements set forth in N.J.A.C. 13:1-5.1, -5.2 and -6.1;

10. To submit records and forms to the Commission as required in accordance with a written schedule prepared by the Commission;

11. To maintain, for a period of three years, a master copy of each written

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examination conducted by the school, together with the correct answers. The individual written examination papers of trainees who are academic failures and the targets of those who are firearms failures are also to be maintained for a period of three years;

12. To forward to the Commission, on the appropriate form, any request for the certification of an individual seeking to become a certified instructor;

13. To verify that all instructors have Commission certification. In an emergency or compelling circumstances, a non-certified instructor may be used except that an emergency certification will not issue for firearms, vehicle operations, first responder or physical conditioning instruction. In the event an emergency certification is necessary, Commission staff shall be notified as soon as possible and prior to any teaching by such individual and informed of the reason for this exception;

14. To appoint a range master and vehicle operations senior instructor for the school both of whom shall be qualified in accordance with Commission requirements;

15. To maintain and safeguard all Commission equipment on loan to the school and to notify the Commission immediately if any of the equipment is damaged or missing;

16. To provide class time for purposes of conducting orientation sessions for trainees in accordance with Commission requirements and bulletin board space for the posting of appropriate Commission rules and notices;

17. To charge a reasonable fee for each trainee enrolled at the school;

18. To appoint a school director and such assistants as may be required to implement this subchapter;

19. To conduct drug screening of all trainees so as to provide for the safety and welfare of all trainees, instructors and other school personnel. Drug testing shall be conducted during all basic courses in which use of force and unarmed defensive tactics training is provided. Trainees may be tested at any time during a basic course.

> i. All drug testing conducted at Commission-approved schools during a basic course shall be consistent with and utilize the procedures and methods set forth in the *New Jersey Law Enforcement Drug Testing Policy* and the *New Jersey Drug Testing Manual,* incorporated herein by reference, and including any future

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supplements and amendments, which can be obtained from the Commission at 25 Market Street, PO Box 085, Trenton, New Jersey 08625-0085, or from the Division of Criminal Justice web site at *www.njdcj.org*;

ii. The school director shall dismiss any trainee who produces a positive test result for illegal drug use. Such dismissal shall constitute a dismissal for misconduct; and

iii. The Commission may, as circumstances warrant, notify the central registry maintained by the Division of State Police of a trainee's positive test result for illegal drug use.

20. To employ aides, with the written approval of the Commission, to assist instructors, provided that no aide shall act in any instructional capacity;

21. To immediately report to the Commission any allegation of misconduct, improper instruction or other actions of an instructor or school staff;

22. To cooperate with the Commission in any investigation or inquiry; and

23. To verify that firearms training provided in Commission-approved courses is conducted only at a firearms range that has been inspected by Commission staff and found to be in compliance with Commission standards.

SUBCHAPTER 8 - RESPONSIBILITIES OF LAW ENFORCEMENT AGENCIES AND OTHER AGENCIES

13:1-8.1 Certification Required Prior to Acceptance of Trainees into a Basic Course

(a) Prior to the acceptance of a trainee into a basic course, the chief police officer or chief executive officer of the employing law enforcement agency shall certify by completing a trainee record card issued by the Commission that:

1. With respect to police officers as defined by this chapter, the appointing authority has complied with the provisions of N.J.S.A. 52:17B-68.1 and 69 and 18A:6-4.4 including, but not limited to, the following:

   i. The individual has received a probationary appointment; and

   ii. The individual has been granted a leave of absence with pay during the period of the police training course;

2. With respect to special law enforcement officers, the local unit has complied with the provisions of N.J.S.A. 40A:14-146.8 et seq. concerning the appointment of the individual;

3. The employing law enforcement agency has fingerprinted the individual and sent copies of the fingerprints to the Division of State Police and the Federal Bureau of Investigation in order to ascertain whether the individual has been convicted of an offense which would disqualify him or her from appointment as a police officer. The results obtained from the Division of State Police and the Federal Bureau of Investigation shall be made known to the appointing authority;

4. The employing law enforcement agency has conducted a pre-employment or background investigation of the individual to ascertain his or her character, fitness and eligibility to be permanently appointed as a police officer. The results of the pre-employment or background investigation shall be made known to the appointing authority;

5. The individual has undergone a medical examination by a licensed physician to determine if the individual is medically fit to undergo training. The physician shall state, on a form prescribed by the Commission, whether the individual is medically fit to undergo the training for which the individual is enrolled.

13:1-8.2 Notification to School Director

An appropriate official from the employing law enforcement agency seeking to enroll an individual in a Basic Course shall notify the school director in writing, 10 days prior to the commencement of the course, that the agency has complied with its responsibilities as provided in this subchapter. In the event an agency is unable to comply with this section, the agency shall forward a written request to the Commission for an extension of time and shall indicate the reason(s) for the request. Failure to comply with respect to this notification may result in the affected individual being denied admittance into the basic course.

13:1-8.3 Other Agencies

Individuals who are not police officers may enroll in a Basic Course or other courses when so approved in advance by the Commission and in compliance with N.J.A.C. 13:1-8.1 and 8.2.

13:1-8.4 Waivers

(a) The Commission may, in its discretion, waive all or portions of any required training for an individual who has successfully completed a course conducted by any Federal, State or other public or private agency which is substantially equivalent to the Commission course.

(b) A request to waive training shall be submitted by the appointing authority to the Commission on a form prescribed by the Commission together with official documentation from the institution where the training was obtained.

(c) In order to maintain uniformity, the Commission shall, from time to time consistent with existing law, establish criteria for granting a waiver of training by the Commission staff. These criteria shall be available at any time to an appointing authority upon request.

(d) Commission staff shall inform employing agencies of the requirements necessary for a waiver of training.

SUBCHAPTER 9 - APPEALS

13:1-9.1 Notice of Appeal

All appeals to the Commission shall be by a notice of appeal to the Commission Chairman setting forth the subject matter of the appeal, the relief sought and the grounds therefor.

13:1-9.2 Service of Notice

The appellant shall serve a copy of the notice of appeal upon the respondent. The notice of appeal, together with proof of service, shall be filed with the Commission Chairman within 30 days from the date of the action appealed.

13:1-9.3 Answer

Within 10 days after service of the notice the respondent shall file an answer with the Commission Chairman and serve a copy thereof on each of the parties to the appeal. The answer filed by the respondent shall include a statement of the grounds for its action.

13:1-9.4 Notice of Hearing

Upon the filing of the notice and petition of appeal, at least five days' notice of the time and place fixed for the hearing of the appeal by the Commission shall be given to the parties. If the matter constitutes a contested case, the Commission may refer the appeal to the Office of Administrative Law for a hearing in accordance with the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq. and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.

13:1-9.5 Conduct of Hearing

All hearings held pursuant to this subchapter shall be conducted in accordance with the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1.

13:1-9.6 Enrollment of trainees previously dismissed from a Commission-approved course

(a) No trainee who has been dismissed from a Commission-approved course for a positive drug screen may be enrolled in another Commission-approved course without the Commission's permission. The decision to allow a trainee to enroll following positive drug screen shall be made by the Commission on a case-by-case basis.

(b) No trainee who has been dismissed from a Commission-approved course for misconduct, failure to successfully complete use of force training, firearms training, defensive tactics training, the physical conditioning training program or for a positive drug screen and has an appeal of that dismissal pending before the Commission may be enrolled in another Commission-approved course without the Commission's permission. The decision to allow a trainee to enroll under this subsection shall be made by the Commission on a case-by-case basis.

(c) Enrollment in a Commission-approved course shall be denied by the Commission to any trainee who has been previously dismissed from a Commission-approved course and whose presence the Commission has reasonable cause to believe:

    1. Will disrupt the training process and/or classroom order; or

    2. Will have a negative impact on the health, safety or welfare of other trainees enrolled in the course.

APPENDIX C

Basic Course for Police Officers

Functional Areas and Instructional Units

Division of Criminal Justice
Police Training Commission

BASIC COURSE
FOR
POLICE OFFICERS

TRAINEE MANUAL

Effective Date: July 1, 2002
Revision Date: January 1, 2004

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FUNCTIONAL AREA 10.0
PATROL CONCEPTS .... 10 - 1

01/01/2004

APPENDIX D

Police Training Commission Approved Academies

ACADEMY	ACADEMY
Atlantic County Police Training Center Raymond Bolis (School Director) Anthony Canale Training Center 5033 English Creek Ave. Egg Harbor Twp., New Jersey 08234-5743 609-407-6715 FAX# 609-407-6717 Email - bolisraymond@aclink.org	Newark Police Academy Captain Mario Martin (Director) 1 Lincoln Avenue Newark, New Jersey 07104 973-733-6030 FAX# 973-733-4869 Email - None
Bergen County Law & Public Safety Institute Police, Fire & EMS Academies James Mordaga, Director of Public Safety Lt. Brian Higgins 281 Campgaw Road Mahwah, New Jersey 07430 201-785-6000 FAX# 201-785-6036 Email - Higgins@bclpsi.net	New Jersey Department of Corrections Training Academy Director Craig L. Conway P.O. Box 438 Sea Girt, New Jersey 08750-0438 732-282-6020 FAX# 732-282-6045 Email - craig.Conway@doc.state.nj.us
Burlington County Police Academy DSgt. Leon Brodowski (Director) c/o Burlington County College County Route 530 Pemberton, New Jersey 08068-1599 609-726-7270 FAX# 609-726-7272 Email - LBrodowski@co.burlington.nj.us	Ocean County Police Academy Joseph Perna (Director) 659 Ocean Avenue Lakewood, New Jersey 08701 732-363-8715, 363-8710 FAX# 732-905-8345 Email - jperna@co.ocean.nj.us
Camden County Police Academy Joseph J.Kaiser(Director) Camden County College Criminal Justice Complex Box 200 Blackwood, New Jersey 08012 856-374-4950	Old Bridge Township Police Academy Capt. Robert Bonfante (Director) Jennifer Palumbo (Contact) One Old Bridge Plaza Old Bridge, NJ 08857 732-607-4805 FAX # 732-607-7937

Cape May County Police Academy Gary G. Schaffer (Director) 4 Moore Road DN 909 Cape May Court House, New Jersey 08210 609-465-1134 FAX# 609-463-0749 Email- gschaffer@cmcpoliceacademy.com	Passaic County Police Academy Robert Lyons (Director) 214 Oldham Road Wayne, New Jersey 07470-2205 973-628-7686 FAX# 973-595-6896 Email - robertl@passaiccountynj.org
Division of Criminal Justice Training Academy Dion Feltri, Director P.O. Box 283 Sea Girt, New Jersey 08750 732-282-6060 FAX# 732-974-7551 Email - feltrid@njdcj.org	Paterson Police Academy Sgt. Michael Campanello (Director) 111 Broadway Paterson, New Jersey 07505 973-321-1142 FAX# 973-321-1144 Email - None
Essex County College Police Academy Mr. Rocco L. Miscia, Jr. (Acting) 250 Grove Avenue Cedar Grove, New Jersey 07009 973-857-1339 FAX# 973-239-8842 Email - miscia@essex.edu	Somerset County Police Academy Richard Celeste (Director) Raritan Valley Community College Post Office Box 3300 Somerville, New Jersey 08876 908-526-1200 ext. 8480 FAX# 908-429-4274 Email - rceleste@raritanval.edu
Gloucester County Police Academy Lloyd F. Dumont (Director) Gloucester County College 1400 Tanyard Road Sewell, New Jersey 08080 856-415-2266 FAX# 856-468-7307 Email - ldumont@gccnj.edu	John H. Stamler Police Academy (Union County) Anthony J. Parenti (Director) 1776 Raritan Road Scotch Plains, New Jersey 07076 908-889-6146 FAX# 908-889-6359 Email - aparenti@ucnj.org
Jersey City Police Academy Mr. Robert A. Oras (Director) U.S.A.R.C. - Caven Point Chapel Ave & Caven Point Road Jersey City, New Jersey 07305-4042 201-547-6535, 5355 FAX# 201-547-5643 Email - jcpdacademy@jcnj.org	State Police Training Center Lt. WIlliam Toms Sea Girt, New Jersey 08750 732-449-5200 Ext. 5214 FAX# 732-449-8763 Email - lpp3823@gw.njsp.org
Juvenile Justice Commission Training Academy National Guard Training Academy Michael Cleary (Director) PO Box 381 Sea Girt Avenue Sea Girt, NJ 08750 732-974-4340 Fax 732-282-6083	Trenton Police Academy Captain David G. Armtiage (Director) Police Headquarters 225 N. Clinton Avenue Trenton, New Jersey 08609 609-989-3919, 3918 FAX# 609-989-4277

Email - michaelcleary@njjjc.org	Email- DArmitage@trentonpolice.net
Monmouth County Police Academy John G. McCormack (Director) 2000 Kozloski Road Freehold, New Jersey 07728 732-577-8710 FAX# 732-577-8722 Email- jmccorma@co.monmouth.nj.us	Vineland Police Academy Captain Timothy Codispoti (Director) 111 North Sixth Street Vineland, NJ 08360 856-293-1114 Academy 856-691-4111 Ext. 4664 (Director's #) FAX# 856-293-1222 Email- TCodispoti@vinelandcity.org
Morris County Fire Fighters & Police Training Academy Daniel Colucci (Director) Post Office Box 900 Morristown, New Jersey 07963 973-285-2979 FAX# 973-285-2971 Email - dcolucci@co.morris.nj.us	

APPENDIX E

Municipal Police Agencies Surveyed

Municipal Police Agencies Surveyed

Aberdeen Township Police Department

Allendale Borough Police Department

Alpha Borough Police Department

Asbury Park Police Department

Atlantic City Police Department

Audubon Borough Police Department

Audubon Park Borough Police Department

Barnegat Township Police Department

Bay Head Police Department

Bayonne Police Department

Bedminster Police Department

Belleville Police Department

Berkeley Township Police Department

Berlin Borough Police Department

Bernards Township Police Department

Beverly City Police Department

Bogota Borough Police Department

Boonton Town Police Department

Bordentown City Police Department

Bradley Beach Police Department

Branchburg Township Police Department

Brick Township Police Department

Bridgeton Police Department

Bridgewater Township Police Department

Brigantine Police Department

Brooklawn Borough Police Department

Buena Borough Police Department

Burlington City Police Department

Burlington Township Police Department

Butler Police Department

Byram Township Police Department

Camden City Police Department

Carlstadt Police Department

Carteret Police Department

Chatham Township Police Department

Chesilhurst Borough Police Department

Clementon Police Department

Cliffside Park Police Department

Clifton Police Department

Clinton Township Police Department

Closter Police Department

Colts Neck Township Police Department

Cranford Police Department

Cresskill Police Department

Deal Police Department

Delran Township Police Department

Demarest Police Department

Deptford Police Department

Dover Township Police Department

Dumont Police Department

East Greenwich Police Department

East Newark Police Department

East Orange Police Department

East Rutherford Police Department

East Windsor Township Police Department

Edgewater Park Township Police Department

Edison Police Department

Egg Harbor City Police Department

Egg Harbor Township Police Department

Elk Township Police Department

Englewood City Police Department

Englewood Cliffs Police Department

Englishtown Borough Police Department

Evesham Township Police Department

Ewing Township Police Department

Fairview Police Department

Far Hills Police Department

Fieldsboro Police Department

Flemington Borough Police Department

Florence Township Police Department

Florham Park Police Department

Fort Lee Police Department

Franklin Borough Police Department

Franklin Township Police Department

Freehold Borough Police Department

Freehold Township Police Department

Glassboro Police Department

Glen Ridge Police Department

Glen Rock Police Department

Gloucester City Police Department

Gloucester Township Police Department

Green Brook Police Department

Greenwich Township Police Department

Guttenberg Town Police Department

Hackensack Police Department

Hackettstown Police Department

Haddonfield Police Department

Hamilton Police Department

Hamilton Township Police Department

Hammonton Police Department

Hanover Township Police Department

Hardyston Township Police Department

Haworth Police Department

Hazlet Police Department

Hi-Nella Borough Police Department

Highland Park Police Department

Hillsborough Township Police Department

Hillside Police Department

Hoboken Police Department

Holland Township Police Department

Holmdel Police Department

Hopatcong Borough Police Department

Howell Township Police Department

Irvington Police Department

Jackson Township Police Department

Jefferson Township Police Department

Jersey City Police Department

Keansburg Police Department

Kenilworth Borough Police Department

Kinnelon Police Department

Lacey Township Police Department

Lakewood Police Department

Lambertville Police Department

Lavallette Police Department

Lawnside Police Department

Lawrence Township Police Department

Leonia Police Department

Lindenwold Police Department

Little Ferry Borough Police Department

Little Silver Police Department

Livingston Police Department

Lodi Police Department

Long Beach Township Police Department

Long Branch City Police Department

Longport Police Department

Lopatcong Township Police Department

Lower Township Police Department

Lyndhurst Police Department

Magnolia Police Department

Mahwah Township Police Department

Manalapan Township Police Department

Manasquan Police Department

Manchester Township Police Department

Mantoloking Police Department

Mantua Township Police Department

Maple Shade Township Police Department

Maplewood Police Department

Margate City Police Department

Marlboro Township Police Department

Maywood Police Department

Medford Township Police Department

Mendham Borough Police Department

Metuchen Police Department

Middle Township Police Department

Middletown Township Police Department

Millburn Police Department

Milltown Police Department

Millville Police Department

Monmouth Beach Police Department

Monroe Township Police Department

Montclair Police Department

Montgomery Township Police Department

Moonachie Police Department

Morris Plains Borough Police Department

Morris Township Police Department

Morristown Police Department

Mount Laurel Township Police Department

Mount Olive Township Police Department

Mountain Lakes Police Department

Neptune City Police Department

Netcong Borough Police Department

New Brunswick City Police Department

New Milford Police Department

New Providence Police Department

Newark City Police Department

Newfield Borough Police Department

North Bergen Township Police Department

North Brunswick Township Police

Department

North Haledon Police Department

Northfield City Police Department

Nutley Police Department

Oakland Borough Police Department

Ocean City Police Department

Ocean Township Police Department

Ocean Township Police Department

Old Bridge Township Police Department

Orange Police Department

Palisades Park Police Department

Paramus Police Department

Parsippany-Troy Hills Police Department

Passaic Police Department

Pemberton Township Police Department

Penns Grove Police Department

Pennsauken Police Department

Pequannock Township Police Department

Perth Amboy Police Department

Piscataway Township Police Department

Plainfield Police Department

Plainsboro Police Department

Pleasantville Police Department

Pohatcong Township Police Department

Point Pleasant Beach Police Department

Point Pleasant Borough Police Department

Pompton Lakes Police Department

Princeton Borough Police Department

Rahway Police Department

Ramsey Police Department

Readington Township Police Department

Red Bank Police Department

Ridgefield Police Department

Ridgewood Police Department

Riverdale Police Department

Rockaway Township Police Department

Roseland Borough Police Department

Roselle Borough Police Department

Roselle Park Borough Police Department

Roxbury Township Police Department

Rutherford Police Department

Sayreville Police Department

Scotch Plains Police Department

Seaside Heights Police Department

Seaside Park Police Department

Secaucus Police Department

Somerdale Borough Police Department

Somers Point City Police Department

Somerville Police Department

South Amboy Police Department

South Brunswick Police Department

South Orange Police Department

South Plainfield Police Department

Spring Lake Heights Police Department

Stafford Township Police Department

Stanhope Police Department

Stillwater Township Police Department

Stone Harbor Borough Police Department

Summit Police Department

Teaneck Police Department

Tenafly Police Department

Tewksbury Township Police Department

Totowa Police Department

Trenton Police Department

Union City Police Department

Union Police Department

Vernon Township Police Department

Verona Police Department

Vineland Police Department

Voorhees Township Police Department

Wall Township Police Department

Wallington Police Department

Wanaque Police Department

Washington Borough Police Department

Washington Township Police Department

Washington Township Police Department

Washington Township Police Department

Watchung Police Department

Wayne Township Police Department

Weehawken Township Police Department

West Milford Township Police Department

West New York Police Department

West Orange Police Department

Westfield Police Department

Wharton Police Department

Wildwood Crest Police Department

Wildwood Police Department

Willingboro Township Police Department

Winfield Police Department

Winslow Township Police Department

Wood-Ridge Police Department

Woodbridge Police Department

Woodbury Police Department

Woodlynne Borough Police Department

APPENDIX F

Survey Instrument and Cover Letter

Police Training Questionnaire

Rank of Person
Completing Survey _____

Telephone # _____

Number of Years in
law enforcement _____

Police Agency & ORI _____ __ __ __ __

Number of
Sworn Personnel _____

Number of
Non-Sworn Personnel _____

Do you consider your agency a :　　(1) Rural Agency　　(2) Suburban Agency　　　(3) Urban Agency

Since July 1, 2002 how many new hires have been sent by your agency to the Police Academy? _____

What Police Academy do you primarily send your new hires to? _____

Please indicate the appropriate number in each of the three columns that correspond with your findings regarding the COMPETANCY OUTCOME and quality of the police training. The questionnaire is asking for 1) how frequently the new officer displays the appropriate personal character trait, uses this knowledge, skill or ability; 2) how competent is the newly trained recruit' and how competent should they be at this level. Please circle your answer for each category.

OUTCOMES / Knowledge	Circle One — Frequency of use:					Circle One — Actual Competency Level of Newly Trained Recruit						Circle One — Desired Competency Level of Newly Trained Recruit					
	Daily	Weekly	Monthly	Every 6 months	Once a year or less	Extremely competent	Very competent	Adequate	Familiar	Not competent	Unknown	Extremely competent	Very competent	Adequate	Familiar	Not required	Unknown
1.) Knowledge and Application of Attorney Generals Guidelines, Policies, Rules & Regulations, Written Directives	5	4	3	2	1	5	4	3	2	1	9	5	4	3	2	1	9
2.) Knowledge and Application of NJ Code of Criminal Justice (Title 2C)	5	4	3	2	1	5	4	3	2	1	9	5	4	3	2	1	9
3.) Knowledge and Application of Motor Vehicle and Traffic Laws of NJ (Title 39)	5	4	3	2	1	5	4	3	2	1	9	5	4	3	2	1	9
4.) Knowledge and Application of Constitutional Guidelines and Safeguards	5	4	3	2	1	5	4	3	2	1	9	5	4	3	2	1	9
5.) Knowledge and Application of Local Ordinances	5	4	3	2	1	5	4	3	2	1	9	5	4	3	2	1	9

CHARACTER TRAITS

6.) Attendance and Punctuality	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
7.) Required Equipment On Hand and Serviceable For Duty	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
8.) Display of Honesty, Ethics and Integrity	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
9.) Display of Judgment, Common Sense	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
10.) Display of Dependability, Cooperation, Interest	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
11.) Display of Resourcefulness, Initiative and Flexibility	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
12.) Promotes Morale, Unity, Mission and Teamwork	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
13.) Appearance, Grooming and Personal Hygiene	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
14.) Relationships With Fellow Employees	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
15.) Relationships With Superior Officers	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
16.) Interaction With Victims, Witnesses and General Public	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
17.) Interaction With Suspects, Accused	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
18.) Response To Constructive Criticism	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9

SKILLS AND ABILITIES

19.) Ability To Work Unsupervised	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
20.) Computer Literacy	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
21.) Response To Radio Calls and Assignments	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
22.) Completes Assigned Duties In Timely Manner	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
23.) Effort Applied To Routine Duties	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
24.) Effectiveness Of Patrol Techniques	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
25.) Effectiveness of Investigative Techniques	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
26.) Effectiveness Under Stressful/Critical Conditions	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9

27.) Resourcefulness and Capacity To Resolve Problems	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
28.) Oral Communications Skills	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
29.) Written Communications Skills	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
30.) Thoroughness, Accuracy, Timeliness of Written Reports	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
31.) Utilizes Proper Radio Communications Procedures	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9
32.) Reliance Upon Officer Safety Tactics, Considerations and Precautions	5	4	3	2	1		5	4	3	2	1	9		5	4	3	2	1	9

(PLEASE ADD APPROPRIATE COMMENTS TO CLARIFY RESPONSE TO QUESTIONS)

33.) Do you feel that there is a difference in the policing requirements due to the type of Community being served (urban, suburban, rural)?   How so?   Yes   No

34.) Do the areas identified above reflect the appropriate behaviors expected of new and veteran officers?   Yes   No

36.) Based upon your evaluation of newly hired officers competencies, should the basic training for police officers be further modified to reflect the needs of the areas being served (urban, suburban, rural) ?   Yes   No
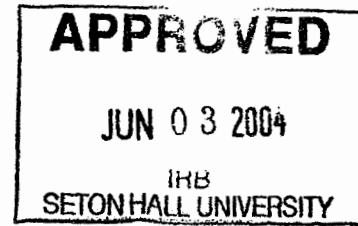
36.) Does the recently modified Basic Course for Police Officers meet the Training needs of your agency regarding basic competencies expected?   Yes   No

37.) Are you getting a better trained officer?   yes   no

38.) If not? What modifications to training curricula or training environment would you suggest?

SETON HALL UNIVERSITY.

1 8 5 6

June 3, 2004

Dear Chief:

I have recently retired after 30 years in the law enforcement profession and am in the process of completing requirements for a Doctoral degree at Seton Hall University. As part of my dissertation requirement, I am conducting a survey regarding the relationship of basic recruit or academy training to the expected proficiencies or skills required for duty, as a police officer, in their respective communities. I am asking for your assistance (or your agencies most qualified person on recruit training) in completing the survey instrument. The focus of the survey is directed at those police officers who recently graduated from a police academy, having been trained using the newly revised Basic Course for Police Officers, and are employed by your agency.

The questions will focus on expected outcomes from that training and will look to determine; Frequency of use for that outcome, Actual competency level for that outcome, and the desired competency level for that outcome. Your agency was identified as having an individual(s) who attended and graduated during the research period of July 1, 2002 to January 31, 2004. Agencies will be compared among urban, suburban and rural communities to determine if all three communities have similar outcome expectations and if those expectations are being met.

Your participation is completely voluntary. If you choose not to participate simply destroy the survey and no further action is required. All information received will be utilized solely for academic purposes. Your response is confidential and will be noted and coded to ensure anonymity. Your response will be kept locked in my office and will be destroyed after three years once the study is completed. No individual results will be published or made available to any person or private organization. The only information released will be the research findings, and then only in the aggregate form, void of any specific department or agency.

By completing this survey you are consenting to the use of this information for educational purposes. The summarized results will be given to the Police Training Commission and to the Police Academy Directors Association for consideration in future training endeavors. Your professional opinion could help shape and improve the quality of current as well as future training for our chosen profession. Should you be interested in the overall results of this research, please make a note indicating such on the last page of the survey.

This Project has been reviewed and approved by the Seton Hall University Institutional Review Board (IRB) for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2977 or 313-6314.

I thank you in advance for your assistance. Should you have any questions or concerns about this study, please feel free to contact me at my office: PO Box 111, Florham Park, New Jersey, 07932 or call me at 973-906-2861. Completion of this form is of great importance, so please take the twenty minutes to complete this survey and return it to me in the enclosed, self addressed, stamped envelope. It would be appreciated if you can return the survey no later then July 30, 2004.

Professionally yours,

Michael J. Renahan
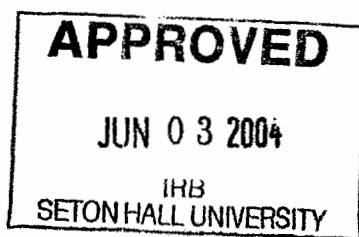
APPENDIX G

Additional Text Responses to Survey Questions 33 through 38

3 different types of environments

Academies do not train officers that will serve rural communities appropriately

Academy tends to apply clinical situations and often fails to address the needs of agencies with limited manpower on any shift

All three require a different mindset. Training is important. However the rural officer does not have the same support structure as the others he needs more rounded training

All three require different approaches towards enforcement Although the goal is similar the approaches are different

Areas differ requiring different styles of policing and the training to address it

Basic requirements remain the same with adjustments to the municipal environments

Basic requirements should be similar (core) the community would then dictate what special needs the police officer would have to possess to accomplish their mission

Basic training requirements should be a baseline regardless of environment. This is however tempered by the amount of or lack of call volume & type.

Basics are the same, however, how and where the emphasis for policing will be placed differ each community is unique

Because of the various peculiarities attributed to these communities, i.e. demographics, infrastructure etc

Being a small community gives my officers a chance to meet & get to know ALL the residents and to build a relationship with them.

Call load, volume & type, downtimes, enforcement focus

Call volume in Urban areas provides the new cop with immediate and frequent "hands on" training. while rural officers will take a longer period of time for exposure.

Depends on the quality and quantity of calls for service

Difference in cultural, educational characteristics and socioeconomic factors apply

Differences in Jurisdiction change the policing requirement

Differences in policing needs & requirements

Different communities have different expectations of their police department and officers

Different Communities have different needs. The type of community will define the needs

Different Communities need to have different types of police response

Different levels of police service due to different expectations of citizens to police

Different types of Communities require different approaches, You must be able to adapt to surroundings, needs, culture, environment, economics

Different types of communities have different problems

Different types of sub cultural needs, calls for service

Different types of calls

Diversity requires our officers to understand the Hassidic culture and it's challenges to proactive policing.

Due to the variety of ethnic populations within our community, officers must be able to understand and sympathize with diverse cultures