

PERSONAL MOTIVATORS INFLUENCING LAW
ENFORCEMENT CAREER APPLICANTS

By

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PERSONAL MOTIVATORS INFLUENCING LAW
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PREFACE

As a student of sociology and an 18 year police officer, my personal observation has been that there exists a large turnover rate among individuals working within the law enforcement profession. Cost associated with selection and training of law enforcement personnel are high and currently utilized selection procedures appear ineffective in identifying those individuals likely to become "successful" law enforcement officers. Believing motivation, through social science research, can be both identified and measured, this then becomes a potential selection and performance indicator.

This study has defined and selected three groups from within the law enforcement community. By various methodological approaches, each group has been surveyed to determine motivators which influenced the career selection by individual group members. This data has then been compared and analyzed in light of both existing literature and currently utilized law enforcement selection processes.

The goals of this effort are straightforward. First, this study addresses a long time professional interest in motivations of law enforcement officers. Second, the work is intended to fulfill partial masters degree requirements at Oklahoma State University. Last, and possibly most

important, the project will hopefully identify those personal motivators attracting individuals to the law enforcement profession and suggesting either an instrument or method with which to address concerns within the law enforcement selection process.

Data collected for this project was originally collected in 1991 by the author as a government employee seeking alternative law enforcement selection processes. There has been no outside funding in association with this project other than contributed by the author. Those organizations surveyed are government law enforcement agencies and as such, no attempt has been made to disguise their identity. Individuals surveyed, have not been identified, and every effort has been taken to guard their anonymity.

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ABBREVIATIONS

A	Alcoholic beverages
Ass	Indicates associate degree or equivalent
BA	Indicates four year college degree
BS	Indicates four year college degree
C	Cocaine
Chief	Chief agency administrator
Cmdr.	Commander, or of command rank
D	Divorced
EDU	Education
H	Hallucinogens or hallucinogenic drugs
h	Hashish (when displayed under drug use)
HS	High school education
JD	Indicates juris doctorate degree
M	Married (when displayed under family status)
M	Marijuana (when displayed under drug use)
MIL	Military experience (years)
MS	Indicates college masters degree
P	Prescription drug (abuse)
POL	Police experience (years)
Ptlm.	Patrolman rank or the equivalent
S	Methamphetamine, speed (when displayed under category of drug use)

S Spanish (when displayed under category of race)

S Single, never been married (when displayed under category of family or family status)

Sup. Supervisory rank or the equivalent

Indicates number of completed college hours

/# Indicates current number of children

* Disqualified (discovered deception concerning drug usage)

CHAPTER I

INTRODUCTION

The introduction of this project will consist of first, a statement of the project objective. This will be followed by an in-depth discussion of the project location, including the community, as well as those individual law enforcement agencies surveyed. Finally, additional information will be presented concerning the author, his background, and his role within this research effort.

Project Objective

The purpose of this project is to explore the motivation of those entering the law enforcement profession. Several needs exist to support continued research within this area. First, cost associated with selection, training and disability of police personnel are continuing to rise. Exploring motivation of those entry level police personnel most likely to succeed could result in not only more efficient recruiting efforts, but a more cost effective selection process as well.

Additionally, 1992 brought some of the most devastating riots ever witnessed within this country. Many feel these riots were triggered by the beating of a California motorist

by Los Angeles police officers. From a sociological perspective, understanding the motivation for this or any violent police action becomes vitally important. Lefree (1989) described punishment as a proactive device utilized, during times of anomie, to reinforce the boundaries of the symbolic moral universe of a social group. Accepting this theoretical explanation, and sensing an unstable social structural foundation (Galliher and Cross 1983), police use of force to reinforce a value system they perceived in jeopardy, could explain this action. Whether this, or another theoretical perspective is accepted, researching motivations of those charged with the protection of life and property has value.

The entire research for this project was conducted in Stillwater, Oklahoma, and involved a variety of law enforcement agencies. What follows is a description of the community, and each of those law enforcement agencies surveyed.

Project Location

Stillwater, Oklahoma incorporates a somewhat isolated population, located 64 miles north of Oklahoma City and 60 miles west of Tulsa. The 1990 Federal Census indicated a municipal population of 38,268 and a county population of 62,435. The 1990 Chamber of Commerce municipal population is equally estimated at 40,000 with a county population of 65,900. Of greater significance (due to the physical

isolation in regard to a major metropolitan area), is the current 30 mile radius service community population of 133,700 individuals. 1992 population projections indicate a 2.2% economic growth per year throughout the year 2000. Current economics relate to 25,400 households and a total community retail sales per household, per year, of 26,827.

In an attempt to depart from Stillwater, the city to Stillwater, the community, we find a relatively young population with 46.6% of the total population between the ages 18-24. The community being the eighth largest in the state boasts the fifth largest airport with three 6,000 foot asphalt runways and two fixed based flight operations. The city has a Manager-Commission form of government providing police, fire, garbage, zoning, and ambulance services with a comprehensive city plan written throughout the year 2010. The city is serviced by eight motor freight companies and Santa Fe Rail service. Nine motels provide 832 rooms. Eighty restaurants, 47 churches, 50 social agencies together with four theaters, 30 lighted tennis courts, 24 city parks and over 5,000 acres of park land are available for recreational usages. Six museums and three concert halls, the largest seating 1,000, in conjunction with the Oklahoma State University (OSU) main campus, provide culture and enlightenment to the community. In 1988, the city Parks And Recreation Department was named the outstanding park program in the State and OSU currently ranks third in the

nation in total NCAA athletic championships. Stillwater supports three medical facilities, the largest of which is a 145-bed, non-profit hospital serving a six county area. Low cost housing is available with the average single family dwelling costing \$62,849. Currently, 304 homes are listed with multi-service listing with an average of 236 homes sold annually. In conclusion, Stillwater advertises to be a multifaceted community with a rural quality of life infused with the culture and recreational advantages of a major university.

Agencies Surveyed

A brief introduction and description of each of the law enforcement agencies surveyed is provided for insight into the research data.

The Stillwater, Oklahoma Police Department (SPD), is a municipal police agency empowered with full police powers and primary jurisdiction within the corporate city limits. SPD annually publishes, within the municipal budget document (1990/1992), it's mission as:

. . . an organization formed to provide comprehensive law enforcement and protective services to the general public. The department performs functions and activities designed to satisfy the objectives: to reduce criminal opportunity; to maintain order and preserve the public peace; to enforce statutory law; to apprehend violators and seek prosecution; and to provide assistance through educational and referral services.

The department is currently composed of just under 100 employees consisting of 53 sworn police officers. The agency has gradually grown with the city and currently operates on an annual budget exceeding \$3.3 million dollars.

Significant factors have influenced both the city and the department within the last year resulting in the increase of seven additional police officers (to a total sworn strength of 60 officers, or approximately 1.3 officers per 1,000 population). The following chart (Table I) better reflects not only historical growth, but a noticeable increase in police and criminal activity within the past year.

The Oklahoma State University Police Department (OSUPD) is a university police agency composed of 27 sworn police personnel. The department has full police powers over university property and polices a population of approximately 20,000 students, faculty, and staff. Eight OSU officers were interviewed for this project.

The Payne County Sheriff Office (PCSO) represents county law enforcement which polices rural areas outside city jurisdictions, state and interstate roadways. PCSO is composed of seven sworn officers (deputies other than jailers) of which two were interviewed for this project.

The Oklahoma Highway Patrol (OHP) is responsible for the policing of county, state, and interstate roadways. Six sworn officers (troopers) are assigned to the Payne County,

TABLE I
DEPARTMENTAL BUDGET & CRIMINAL INVESTIGATION
DIVISION, INVESTIGATIVE CLEARANCE RATE

<u>Type Of Offence</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Dept. Budget*	1.8	1.7	1.8	2.0	2.3	2.4	3.3
Part I Assigned	636	N/A	670	564	477	472	602
Part II Assigned	289	N/A	416	463	810	983	1175
Total Assigned	925	1539	1086	1027	1287	1455	1777
Part I Cleared	140	N/A	217	198	170	167	191
Part II Cleared	170	N/A	214	306	615	721	769
Total Cleared	310	614	431	504	785	888	960
Part I Clearance %	25	N/A	37	43	39	39	34
Part II Clearance%	65	N/A	63	74	85	79	69
Total Clearance %	38	29	48	58	68	66	57

*Note: Budget totals are for patrol and investigation functions only and are reflected in millions of dollars. Additional data compiled by author for submission to FBI, Uniform Crime Reports, years 1985-91. U.S. Department of Justice. U.S. Government Printing Office. Washington D.C.

Oklahoma area. Two troopers were interviewed for this project.

The Federal Bureau Of Investigation (FBI) is responsible (together with local agencies) for the investigation of federal crimes and state offenses involving interstate flight. The Stillwater office of the FBI is composed of two sworn personnel (special agents), they were both interviewed for this project.

The Author

The author of this discussion, Ron Thrasher, a 18 year law enforcement veteran, is currently assigned as the commander of the Criminal Investigation Division of the Stillwater Police Department.

From a methodological perspective, both the strength and weakness of this project lies in the personal experience of the author. Experience with entry level officer selection has revealed the most common response to motivation questioning is the desire "to do good. . .to help others."¹ Although this may prove a valid motivator, it may also prove to be the most perceived socially expected response. Through more personal involvement by the author, more in-depth access has been gained to this otherwise elite group, providing a detailed description of individual and social characteristics. The project's obvious weaknesses lie in the limited and localized sample, and possibility of

personal bias. For these reasons, a detailed description of the community has been provided: a survey of each of the five law enforcement agencies representing the community has been conducted; and every effort has been made to provide both an objective collection and analysis of research data.

ENDNOTE

¹For the purpose of and throughout this study, "to do good, to help others," is defined in the altruistic sense; an inner concern for the welfare of others.

CHAPTER II

LITERATURE REVIEW

A literature review, exploring motivators influencing individuals to enter a law enforcement career, has raised two issues. First, there appears to be little contemporary work within this particular topic, and second; there appears to be a need for continued research within this area.

Traditional studies addressing police career motivation have identified not only a variety of motivators, but inconsistent results. In a 1975 study, Van Maanen reported 80% of the recruits surveyed either had a close friend or family member working within the police profession at the time they entered the field. This indicated a relationship between peer or family influence and career motivation. An Ermer (1978) survey of Boston, Chicago, and Washington D.C. police found that throughout the 1960s, job security was the most frequently cited reason (36%) for entering the profession. During this study, job security included salary, benefits, and due process guarantees for discipline and termination. Later, during the mid-1970s, Ermer (1978) indicated salary was the primary motivator for women applying to the New York City Police Department. Wilson (1964) in a longitudinal review, found that 76.2% of Chicago

police officers had joined the department during the 1930s for job security reasons, where only 48.5% of officers representing the same agency had entered the profession for job security during the 1950s, considerably a better economic period. In response to working with people or the opportunity to help others, the Ermer (1978) study found this a motivator for 14% of officers surveyed. Within the same report, Ermer found that 14% of female New York City recruit officers had entered the profession based on a desire to help others.

To address contemporary research, a library search has been conducted on the Oklahoma State University Campus. Voluminous information was reviewed concerning the law enforcement profession, however only one periodical addressed the entry level police officer. In this review, Paynes and Bernard (1989) conducted a longitudinal study of police recruits through training, on to actual patrol assignments. This study indicated that the assessment center selection process holds little validity when compared to job performance ratings of tenured officers. Additionally, the library of the Council on Law Enforcement Education and Training, Oklahoma City, OK, as well as the National Institute of Justice Data Base, Rockville, MD, were surveyed and failed to reveal literature within this specific area. A survey of the Federal Bureau of Investigation Academy Library, Quantico, VA, did provide generalized bibliographies of "Motivation" and "Assessment

Centers In Law Enforcement" however no study on motivation of police applicants was available.

Realizing a lack of contemporary literature on this particular subject, the second issue, that there appears to be a need for research within this area, is addressed. Hyams (1991) conducted demographic population studies which indicate that ". . .the number of potential entry-level-age (police) employees is declining. . ." This in conjunction with 1982 estimates of the cost of training a single police officer, between \$10,000 to \$20,000, and officer disabilities based on misconduct or stress ranging from \$250,000 to \$500,000, makes selection procedures critical (Mills and Stratton, 1982).

Aside from the testing of physical skills and abilities, the traditional police selection procedure has consisted of a written test for cognitive knowledge, a performance or assessment center test for judgement, and an in-depth oral interview (Kolpack, 1991). A more recent addition to the selection process has been psychological screening (Harvard and Mackey, 1984a & 1984b).

Concerns have been documented within each of these testing procedures. Dwyer, Prien, and Bernard (1990), particularly reviewing the Minnesota Multiphasic Personality Inventory (MMPI), have stated that ". . .conventional psychological screening procedures based upon clinical judgement are of unknown validity, and what limited research has been done simply does not support their use." In

reviewing both the MMPI and the California Personality Inventory (CPI), Hargrave (1985) found psychological testing did provide insight into recruit non-adjustment to training, but did not examine the effectiveness of testing on long term performance. Kolpack (1991) has indicated that the written test is not a good indicator of police performance and Paynes and Bernardin (1989) have questioned both the validity and reliability of the assessment center process.

Falkenberg, Gaines, and Cox (1991) have examined the in-depth oral interview process and although they discovered a "belief in it's content validity," they also found that female, black and younger interviewers, as demographic groups, seemed to influence the ratings of those applicants interviewed. Of more importance to this project, Territo, Swanson, and Chamelin (1977) have stated that "motivation, and to a lessor extent, preparation, can be evaluated through the interview process." In an attempt to add validity and structure to the interview process, Territo et al. have suggested the following "ideal characteristics" of the police applicant in relation to motivation:

1. Well aware of the nature of police work; has a basic accurate understanding of the duties, responsibilities, and demands of police officer work.
2. As necessary, has made resourceful efforts to increase his or her knowledge of the nature of police work.
3. Reasons for interest in police work are realistic, constructive, well established, and clearly thought through.

4. Has a good idea of what some of his or her main sources of satisfaction would be as a police officer.
5. Aware of his or her abilities and resources and how these match the requirements of police officer work.
6. Level of motivation for self-development clearly matches that necessary for professional growth as a police officer.

This literature review has revealed little contemporary research addressing significant motivators influencing individuals to enter the law enforcement profession. The literature does indicate very real problems with currently utilized police selection processes. Supported also is that motivation can be evaluated through a structured interview process, in consideration with "ideal characteristics" of the police applicant.

CHAPTER III

METHODS

The methods used in this exploratory study varied with each of the three groups surveyed. Presentation of those research methods employed will first begin with a definition of each group studied. Sampling and research methodology, including interview questions, will then be presented. This chapter will conclude with a discussion of the research instrument followed by the procedure utilized for data analysis.

TABLE II
STUDY DETAIL

	Group I (Successful)	Group II (Applicants)	Group III (Retired)
Number	27	61	10
Research Method	Indepth Interview	Participatory Observation	Indepth Interview
Setting	Work Setting	Interview Board	Casual Setting
Agencies Surveyed	Campus Municipal County State Federal	Municipal	Municipal

Group I--Successful

The first group surveyed were defined for the purpose of this study as "successful" officers. This sample frame consisted of only those full-time law enforcement officers who were employed, had completed all state mandated initial training, and had further completed the initial probationary period required by their respective agency. Selection criteria also included only volunteer officers from agencies whose chief administrator or regional supervisor had agreed to participate within the project.

As a convenience, and to allow limited control of outside social forces, officers were selected from each of those law enforcement agencies permanently represented in Stillwater, Oklahoma. Dates and interview times were randomly selected for each agency and each officer on duty at the selected time was contacted (not a single officer declined the opportunity to be interviewed). Ultimately, 30 in-depth interviews were conducted. Two interviews were conducted as pretest, and one interview was later excluded (see findings), resulting in 27 interviews yielding research data. Of the agencies surveyed, 13 SPD, eight OSU, two PCSO, two OHP, and two FBI officials were interviewed.

Initial interview questions included:

1. Name:
2. Date/Time:
3. Age:
4. Agency:
5. Tenure: (Total tenure in law enforcement)

6. Educational Background: (Formal educational background)
7. Training Background: (Professional training in hours)
8. Current (Agency) Assignment:
9. Family Status When Employed: (Marital status/Children)
10. Current Family Status: (Marital status/Children)
11. When you first decided to enter a law enforcement career, what were the reasons you gave to your family and friends?
12. What differences were there between your personal reasons and the reasons you gave your family and friends?
13. During your first application process, were you asked, in some way, why you desired a law enforcement career?
14. What was (or what would have been) your response?
15. Looking back, with the professional experience you have now, what do you think was the real reason you chose this profession?
16. Why have you remained in the profession?
17. Why do you think most other people select a law enforcement career?
18. What changes over time are you seeing in the reason people are entering your profession.
19. How could questions have been asked when you were first interviewed that would have solicited your true feelings concerning a law enforcement career?
20. What are your future professional goals?

Agency access and participant introduction letters were utilized to clarify research intent and individual concerns within these areas (see appendix). Interviews were conducted while officers were on duty, in the natural setting of their patrol unit or duty station. Aside from demographic information, the interviews consisted of structured open-ended questions concerning individual motivation for entering the law enforcement profession. Presentation of demographic information will be in the form of charts and graphs to define and illustrate the survey group. Interview data has also been presented within a

content analysis approach for better comparison with additional survey groups.

Probing in-depth interviewing while in the work environment provided for a description of circumstances and emotions present in addition to insight from the officer's verbal response. For this reason, data collected was, after each interview, reduced to field notes before the next officer was contacted. This provided for that data normally lost with this type analysis to be additionally presented as a thick description of the interview experience.

Group II--Applicants

The second group surveyed consists of law enforcement applicants. These individuals include those who have not been provided the opportunity to complete an internal task analysis from their personal job experience. The survey group were those applicants applying for police officer positions with the Stillwater, Oklahoma Police Department during the 1991 recruiting session.

A non-obtrusive participatory observation method was selected with the author participating as an evaluator on the applicant interview board. Data for this group will be presented first as a narrative of the application process. Demographic information will then be presented for those successful through each of the application phases. The final data will be presented as a content analysis of information obtained from the final applicant interview

followed by a thick description of conversations of the applicant interview board.

Group III--Retired

Group three is specifically included to address the issue that motivation is less individual, but more social, dependent upon the influence of local economic or crime trends at any particular place and time. To address this issue, a group of "retired officers" were surveyed. For the purpose of this study, this group has been defined as any individual who has successfully completed his/her agency retirement plan with at least 20 years service and is no longer employed within the law enforcement profession. The sampling frame consisted of each available retired officer from the Stillwater, Oklahoma Police Department.

Fourteen retired officers, meeting the requirements of this group, were located. Two had relocated outside the state and were not contacted. One was contacted but unavailable for interview due to current employment constrictions. One officer was contacted and declined the interview without explanation. The resulting 10 interviews revealed open, honest, friendly (almost eager), responses and lasted from one to four hours each. Individuals expressed determination in their opinions and appeared to have previously considered most questions asked.

Interviews of this group did vary from previous surveys in that questions were presented in much more of an open

ended life story format. Information sought consisted more of what was most significant within the officers recollection rather than what was most historically correct.

Interview questions included:

1. Name:
2. Date/Time:
3. Age:
4. Agency:
5. Educational Background:
6. Tenure: (Total tenure in law enforcement)
7. Date of first entry into law enforcement:
8. When you first decided to enter a law enforcement career, what were the reasons you gave to your family and friends?
9. What differences (or additional reasons) were there between the reasons you gave your family and friends, and your personal reasons for a law enforcement career?
10. What was going on in your life at the time you first considered entering the profession?
11. What was going on in the community, the state and the world when you first decided to enter the profession?
12. Looking back, with the professional and life experiences you've had, what do you think might have been the 'real reason' (or reason you weren't aware of at the time) you entered the profession?
13. When you were first interviewed, were you asked in some way, why you wanted to become a police officer?
14. How did you (or how would you have) respond, and why?
15. Why do you think most other people were getting into the profession at the time you did?
16. Why do you think most people are getting into the profession today?
17. What could be done today to determine a persons real reasons and motivations for getting into the profession?
18. What kept you in?
19. As people, how are those entering the profession today different from the people entering the field when you did?
20. Would you do it all again; rewards, regrets; what changes might you make?
21. Consider two different groups, 'the cops' and 'the crooks'. How are these two groups similar, and how are they different?

Although represented by a small number, data from this group will be demographically represented. Additional information will also be presented in a content analysis format followed by a thick description of the interview process. Actual responses to particular interview questions will also be included for additional insight and understanding.

Research Instrument

Within this study of police motivation, three distinct groups from the law enforcement community have been defined, isolated, and surveyed. Although not a controlled experiment, each group has been specifically selected from the same rather isolated city, Stillwater. Additionally, the author, a veteran police officer within the same community, known to those surveyed, has provided a depth and access to this traditionally "elite" group.¹ Through the authors experience in interview and interrogation, the direct questioning for interview data, and long time participation and acceptance within the survey group, validity becomes the strength of this effort.

Reliability remains a significant concern. Pre-test interviews were utilized to enhance reliability, and in so doing illustrated problems which resulted in the modification of interview questions. The use of different research methodologies (traditional in-depth interview,

participant observation, and life story indepth interviews), raises additional reliability concerns within the generalization of the data obtained. These have not been addressed within this study. Because of these concerns, data analysis by both thick description and multi-variant content analysis have been presented, and three different groups from the law enforcement profession were selected for study.

ENDNOTE

¹Elite is used within this context as a difficult group to access, other than by a member of the group, and possessing a generalized personality of individuals within the group. Examples of the elite police personality may include: isolation, secrecy, defensiveness, suspiciousness, cynicism, insecurity, authoritarianism, status concern, and violence (Wrightsman, 1987).

CHAPTER IV

FINDINGS

Group I

The primary data from this group consist of 30 in-depth interviews. Two interviews were conducted as a pretest of the interview questions and will not be considered within the data itself. One interview was not believed to have contained valid responses and it also will not be included.¹ Left, are 27 interviews representing sworn personnel from campus, municipal, county, state, and federal law enforcement agencies.

Data presentation will begin with a discussion of the pretest interviews. The next presentation will consist of various items of demographic information, better defining the survey group as a whole. The final consideration will be a content analysis of information from interview notes followed by a thick description of observations made during the interview process.

Pretest Interviews

Pretest interviews were very valuable to this study by revealing that the respondents had a "public" reason which

they provided to family and friends, and a different "personal" reason for entering the profession. Also, respondents seemed offended by the wording of the interview questions which they perceived as an accusation of deception when these different reasons were realized.

Having realized this concern, the following questions were modified in the following way:

12. What differences (or additional reasons) were there between your personal reasons and the reasons you gave your family and friends?
15. Looking back with the professional experience you have now, what do you think was the real reason (or reasons you weren't aware of at the time) that you chose this profession?
19. How could questions have been asked when you were first interviewed that would have solicited your (or any applicants) true feelings concerning a law enforcement career?

Demographics

Since agency representatives were not proportionally represented, and anonymity of individual respondents is desired, demographic data will be presented from the survey group as a whole. In general terms, the group consisted of 25 Caucasian, one Black, and one American Indian. Twenty-five men and two women were interviewed. The age range of the group was from 24 to 51, and experience within the profession ranged from 1 to 28 years. Agency assignments within the group ranged from chief administrator to line officer (the lowest rank within a policing agency).

Professional training, per individual, varied from 200 to 4,500 classroom hours. Formal education ranged from high school to juris doctorate degrees. No obvious correlations were discovered in relation to multi-variant demographic data. These relationships were analyzed by creation of tables comparing motives to demographic characteristics.

Table III represents responses to the question, ". . . what were the reasons you gave your family and friends."

Demographic information is provided to represent those sampled from the survey frame. Table IV and Figure 1 better represent demographics within the group.

Content Analysis

Aside from the group demographics, actual interview questions were evaluated from field notes utilizing a content analysis procedure. This was accomplished by first establishing coding categories into which responses could be placed. Once established, interview responses to various questions were categorized then tabulated in a frequency format. Although the obvious possibility of coding bias is present in the categorizing of these responses, the information is presented to represent response trends to particular questions. To better enhance both the validity and reliability of this data, for each question reviewed, the "FIRST RESPONSE" reflects the first answer provided following an interview question. The "TOTAL RESPONSE"

TABLE III

MOTIVATION IN RELATION TO OFFICER'S
SOCIODEMOGRAPHIC CHARACTERISTICS

Characteristics	Expected Motivators				
	Best Job	Long Time Interest	Family Friend Influence	Interesting Exciting Fun	To Do Good
Age:					
<30	2	1	2	3	2
31-40	2	3	1	3	
41-50	5	1		1	
>50	1				
Total	<u>10</u>	<u>5</u>	<u>3</u>	<u>7</u>	<u>2</u>
Education:					
HS	4	1	1	1	
Assoc	2	1	2	3	1
BS	3	2		3	1
MS		1			
JD	1				
Total	<u>10</u>	<u>5</u>	<u>3</u>	<u>7</u>	<u>2</u>
Rank:					
Ptln	5	3	2	5	2
Sup	3		1	1	
Cmdr	1	1		1	
Chief	1	1			
Total	<u>10</u>	<u>5</u>	<u>3</u>	<u>7</u>	<u>2</u>

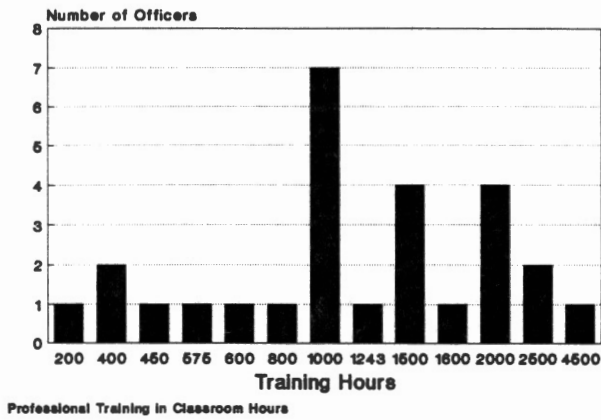
TABLE IV
DEMOGRAPHIC DATA

NO.	AGE (yrs)	TENURE (yrs)	EDUCATION (formal)	TRAINING (hrs)	ASSIGNMENT (rank)	STATUS (family)
1)	32	9	MS	2000	Ptlm.	M/4
2)	35	11	Ass	1000	Sup.	M/2
3)	27	6	Ass	800	Ptlm.	M/3
4)	51	28	HS	575	Ptlm.	D/M/2
5)	48	17	HS	1000	Chief	M/5
6)	35	11	Ass	1000	Ptlm.	M/2
7)	27	3	BS	1000	Ptlm.	M/0
8)	36	10	BS	2500	Ptlm.	D/M/1
9)	27	4	HS	600	Ptlm.	D/M/3
10)	36	18	Ass	2000	Sup.	M/2
11)	41	19	BA	1500	Cmdr.	M/2
12)	29	9	BS	2000	Ptlm.	D/1
13)	28	5	HS	1600	Ptlm.	M/2
14)	28	4	BA	1243	Ptlm.	S/0
15)	31	8	BS	1500	Ptlm.	D/1
16)	39	15	BS	2500	Chief	M/3
17)	44	23	HS	4500	Cmdr.	M/3
18)	42	21	BS	2000	Sup.	D/2
19)	29	5	HS	200	Ptlm.	M/2
20)	42	16	Ass	1500	Sup.	D/M/3
21)	35	6	Ass	1000	Ptlm.	S/0
22)	26	1	Ass	400	Ptlm.	M/1
23)	47	9	HS	1000	Sup.	M/3
24)	24	1	Ass	400	Ptlm.	S/0
25)	26	2	Ass	450	Ptlm.	S/0
26)	36	14	BS	1500	Cmdr.	M/2
27)	45	22	JD	1000	Sup.	D/M/2

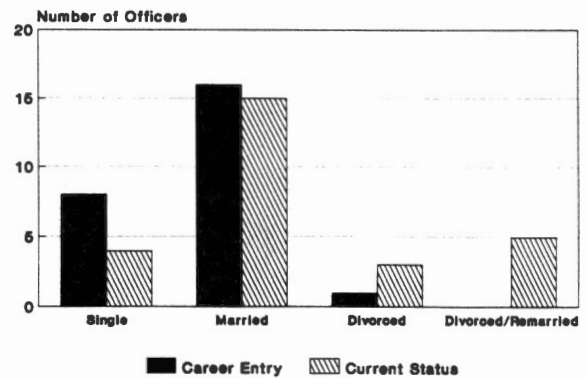
Ptlm. - Patrolman rank or the equivalent
 Sup. - Supervisor rank or the equivalent
 Cmdr. - Commander, or of command rank
 Chief - Chief agency administrator
 /# - Indicates current number of children
 HS - High school education
 JD - Indicates Juris doctorate degree

Note: See "Nomenclature" for a more complete listing of Chart/Graph abbreviations utilized within this study.

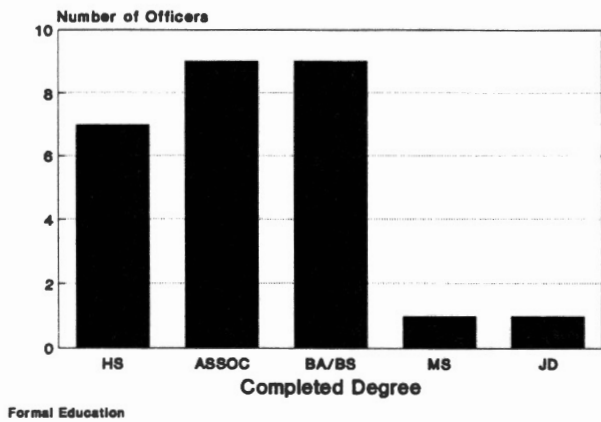
TRAINING



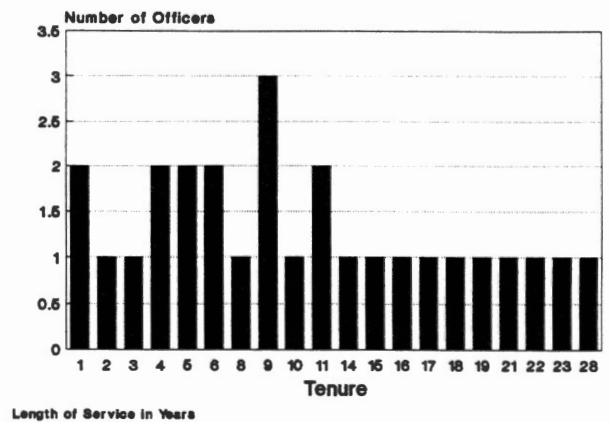
MARITAL STATUS



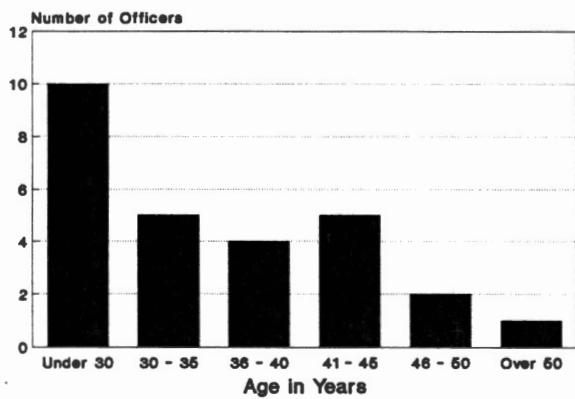
EDUCATION



EXPERIENCE



AGE RANGE



ASSIGNMENT

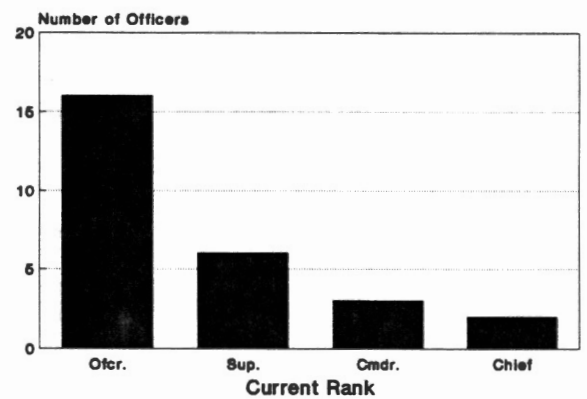


Figure 1. Demographics

category includes those additional answers (following the first response) provided following an interview question.

QUESTION:

11. When you first decided to enter a law enforcement career, what were the reasons you gave to your family and friends?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	10	12
Long time interest	5	11
Family/friend influence	3	3
Interesting/exciting/fun	7	7
Opportunity to do good	2	6

12. What differences (or additional reasons) were there between your personal reasons and the reasons you gave your family and friends?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	7	10
Long time interest	3	5
Family/friend influence	2	3
Interesting/exciting/fun	5	6
Opportunity to do good	10	13

13. In response to a direct question, twenty-two (22), of the twenty-seven (27) respondents, indicated they were asked (or thought they were asked) why they desired a law enforcement career during their first application process.

14. What was (or what would have been) your response (to why you desired a law enforcement career)?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	4	7
Long time interest	4	5
Family/friend influence	2	2
Interesting/exciting/fun	5	7
Opportunity to do good	12	17

15. Looking back, with the professional experience you have now, what do you think was the real reason (or reasons you weren't aware of at the time) that you chose this profession?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	4	4
Long time interest	2	3
Family/friend influence	2	3
Interesting/exciting/fun	9	9
Opportunity to do good	10	13

16. Why have you remained in the profession?	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	4	10
Long time interest	0	0
Family/friend influence	0	0
Interesting/exciting/fun	19	23
Opportunity to do good	4	10
17. Why do you think most other people select a law enforcement career?	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	4	13
Long time interest	0	1
Family/friend influence	0	2
Interesting/exciting/fun	9	14
Opportunity to do good	3	14
Prestige/authority/power	11	18
"Get Dates"	0	2

Note: "To get dates" was a response provided by the only two female officers interviewed who also were the only individuals within the survey group to provide this response.

Thick Description, the Data

The next question within our interview process, "What changes over time are you seeing in the reason people are entering your profession?" yielded unexpected data. Expected was significantly different responses corresponding to education, age, and tenure of those interviewed. The suspicion that people had previously entered the field more for the opportunity to help other people and that now, more select the profession for salary, security, and benefits only appeared in two responses. Most interviewed clearly felt that, reasons motivating individuals to enter the career simply haven't changed over time.

When asked how questions could be asked (either now or when they first applied) that would solicit true motivators,

again no consistent pattern of responses were obtained. Answers ranged from "provide a more relaxed atmosphere" to "put them under some stress with "what if" type questions, and from psychological testing to polygraph. Many of the suggestions provided were examples of questions which were asked of the officer during their own interview process. The one almost universal comment made (both "on and off the record") was that the officer or "the applicant" would tell the employment interview body not necessarily the truth, but what they thought the interview board wanted to hear.

The last question asked of the survey group was to relate their future professional goals. This question was included to provide an indication of the stability (in the profession) of individuals within the group. Again, the responses varied considerably in terms of short range goals such as promotion, assignments, and training.

In terms of long range goals, significant patterns did emerge. Of the group, one individual indicated a desire to leave law enforcement before retirement. Two individuals indicated they were unsure if they would remain until retirement, and the remaining 24 officers indicated their plans to retire from their law enforcement career. Significant also are the plans following retirement.

<u>PLANS FOLLOWING RETIREMENT</u>	<u># OF RESPONSES</u>
Retire to a similar profession	8
Retire to a different profession	7
Retire and not reemploy	4
Continue education	3

Data Analysis and Discussion

Chosen for review within this group were five separate law enforcement agencies representing a variety of agency missions. Illustrations within the demographic data also represented diversity in age, tenure, race, sex, training, formal education, and rank. The interviewing of officers while on duty in the natural setting of their patrol unit or duty station did reduce anxieties and provided for honest responses. Interview lengths varied from 45 minutes to four hours. This resulted from some individuals having never previously considered the interview questions and other officers desiring to share "war stories" with the researcher. With the one exception noted, openness and honesty was not a concern and probing frequently consisted of nothing more than "tell me more," or a restatement of the original question. The use of established questions for the interview accommodated a content analysis type interpretation, and indepth description provided a vehicle for data normally lost through a more statistical approach.

In relation to the data, itself, most officers indicated that their "public" reason for entering the law enforcement profession was that it appeared to be the best job available. Various specific reasons were provided within this category including pay, benefits, retirement, stability and low entry level educational requirements. When the question emphasized personal reasons, however, the

opportunity to do good became the number one response. These answers appeared in the form of "to help others, to give something back, to make a difference," and various similar answers. Most respondents indicated they were asked during their application process why they desired a law enforcement career, and most answered in some way, an opportunity to do good; apparently indicating the applicants willingness to provide a private reason to the interview board in response to this particular question.

When asked to look back, through their personal experience, again, most officers indicated their "real reason" for entering the profession was to do good. Nineteen out of 27 officers first response was that their reason for remaining in the profession was the interest, excitement, and fun (enjoyment) that the job provided. When asked why others entered the profession, 11 officers' first response was for prestige, authority or the power of the job. A question concerning future professional goals indicated long term commitment within the study group.

Those personal observations made by the author may, however, provide the greatest insight into group motivation. Clearly, some officers initially entered the profession without a clear understanding of what the job consisted. As indicated, these individuals (defined within this study as successful) have remained for a variety of reasons. The question now focuses specifically on what tends to influence

and motivate entry level police applicants at the time they first enter the selection process.

Group II

The study of police "applicants" and the data obtained is presented in several phases. First will be a descriptive narrative of the actual application process followed by a presentation of the data obtained.

Data collected will address first the various stages of the selection process. Demographic information (from application documents), will then illustrate those applicants who submitted an actual application but then failed to appear for the testing process. Demographics will also be presented for those who failed either the written or physical portion of the selection process. Finally, demographic information will be presented for those individuals who actually took part (successful and non-successful), in the oral interview phase.

Characteristics of various subgroups as they are eliminated throughout the selection process are then compared to those individuals who participate within the interview experience.

Interview data was obtained by observation of actual applicant interviews with the author participating as one of three interview board evaluators. Once interviewed, responses to motivation oriented questioning were then reviewed in light of the available demographic information.

The final evaluation is presented as a thick description of the interview itself. Also included are reflections and opinions of those officers who (with the author) acted as evaluators within the applicant interview process.

Application Process

The application process within the Stillwater Police Department began December 10, 1991 with the advertisement of seven openings for the position of Police Officer. Solicitation consisted of newspaper advertising within the cities of Stillwater, Tulsa, Oklahoma City, Dallas, Amarillo, Wichita, and Fayetteville, Arkansas. Also contacted were Oklahoma University, Northeastern State University, Langston University, Oklahoma State University Technical Branch, Tulsa Junior College, Oscar Rose College, Indian Meridian Vocational-Technical School, and Central Vocational-Technical School, Drumright, Oklahoma.

Following initial advertising, interested applicants were provided a preliminary application by mail to be completed and returned to the Department no later than January 20, 1992. Although limited information was requested by this document, demographic information is provided within the group data section for those individuals who completed this document, but then failed to appear for the next phase of testing.

The first testing phase began January 20, 1992 and continued for one full week (including Saturday) to allow

maximum applicant flexibility. This test occupied one full day for the applicant and consisted of a written test for general law enforcement related knowledge, a physical agility test, the MMPI psychological survey, the Law Enforcement Assessment and Diagnostic Report (LEADR), and a stability interview survey.

The written test consisted of a timed 100 point examination, validated for entry level law enforcement applicants by a commercial testing corporation. No additional application documents were required prior to taking the examination. Demographic information is provided for those applicants who were successful as well as those who failed to meet the 70% standard of the written examination.

The physical agility requirement consist of a 100 yard course (to be run within 60 seconds) which include:

- 1) Scaling a four foot wall;
- 2) Maneuvering under an eighteen inch crawl space;
- 3) Scaling a six foot wall;
- 4) Running atop a thirty foot log;
- 5) Scaling three, two foot hurdles;
- 6) Vaulting a six foot running jump.

Following this section is a half mile flat run which must be completed within five minutes (blood pressure is taken by medical personnel and must fall between prescribed standards both before and after the run).² Not timed, but required within the physical testing is also included a 20-foot, 120 pound simulated body drag and a 20-foot car push. No applicant standing points or grades are attached to the

physical testing portion, however, this section must be successfully completed to proceed to the next level of testing. Demographic information is provided from those candidates who failed to complete the physical testing portion.

The MMPI and LEADR are psychological surveys administered to each applicant who successfully completes the physical testing process. These surveys are placed in the applicant's file and only evaluated should the applicant progress to the final phase of the selection process. At that time, the instrument is evaluated by a consulting psychologist specifically oriented in the selection of police candidates.

The Stability Interview Survey is an instrument utilized for the first time with this interview group. The intent of this instrument is to identify those individuals most likely to remain within the police profession if selected. The survey assesses point values for "stability" within various categories, and is administered at the end of the first testing day. Categories within the stability survey (and the value assessed each category) include:

Education	10%
Employment	15%
Experience	5%
Driving Record	15%
Family Stability	5%
Substance Abuse	20%
Criminal Background	10%

The stability survey, including the criteria for point assessment, is included within the appendix for additional review.

The second phase of the testing process began February 3, 1992 and consisted of an oral interview board. The board interviewed for five days (Monday through Friday) to allow the greatest flexibility to applicant schedules. A completed 33 page comprehensive application document was required to be submitted the Friday before the interview process to allow review by those conducting the interview itself (see appendix for the actual application document).

Scoring of the interview phase consisted of 100 possible points averaged from each of the three scoring interviewers. Each of the following categories comprised 10 percent of the final score:

- EDUCATION
- WORK HISTORY
- COMMUNICATION SKILLS
- DECISION MAKING
- CAREER INTEREST
- JUDGEMENT
- TECHNICAL KNOWLEDGE
- INTERPERSONAL SKILLS
- MATURITY
- OVERALL POTENTIAL FOR SUCCESS

Each interviewer was asked to justify his score with examples from interview responses, and a total interview score of less than seventy (70) disqualified the candidate from continuing the selection process.

Table V summarizes the progression of applicants through the application process.

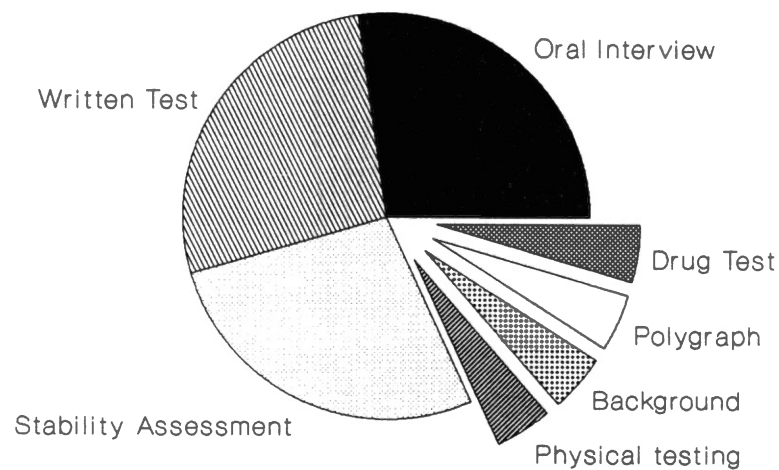
TABLE V
APPLICANT TOTALS

Failed to appear for written test	60
Failed physical agility test.	2
Failed written test	49
Failed interview process.	46
Failed to appear for interview process.	10
Passed interview process.	<u>15</u>
Total number of applicants.	182

Figure 2 is provided to clarify the application and applicant scoring process. Although motivational questioning did not occur until the interview phase of the application process, raw data has been compiled (within the appendix) in the form of tables and graphs representing applicants throughout the application process.

For clarification, a brief description of applicant scoring is presented. An applicant must achieve a 70% score on both the written test and the oral interview to be considered. There is no failing score on the stability assessment, however these three instruments are combined equally for a final score. Psychological tests, and background investigation results are provided to the interview board for their consideration and evaluation. Drug, physical, and polygraph testing are pass/fail and conform to written policies of the department.

Selection Process Stillwater Police Department



•Score Weight And Tabulation

Figure 2. Selection Process

Interview Review

Throughout the selection process, the interview offered, although structured, the first opportunity for applicant expression to motivational type questioning (see appendix for actual interview questions). For this reason, a content analysis, of those responses is presented, representative of those 15 who passed, and those 46 who failed the interview experience (Table VI).

TABLE VI
BACKGROUND CHARACTERISTICS, MOTIVATION
AND SELECTION OUTCOME

Background Characteristics, Motivation	Outcome	
	Passed	Failed
Currently in military.	0	7
Previous military experience	4	12
Family/Friends in military	8	26
Never considered military.	4	6
Considered military career	7	19
Reasons for considering military:		
Education/Training/Experience	5	9
Salary/Benefits/Security.	1	8
Duty.	1	5
Family/Friend influence	1	8
Help people	0	2
Currently in law enforcement	5	5
Previous law enforcement experience.	1	2
Family/Friends in law enforcement.	7	26
Problems facing law enforcement:		
Public image.	2	8
Drugs/Gangs/Violent Crime	3	13
Police training	1	3

Additional single responses from both groups to the greatest problems currently facing police include: funding, prison overcrowding, ethics, communication skills, racism, lawsuits against police, gun control, the economy, and early release of prisoners.

Some of the most enlightening information came from observations of the interview board itself. Completion of formal education did not appear to be of a great concern to the board, even though three of the board members were currently enrolled in college course work (one

undergraduate, and two graduate) and three of the four board members themselves had completed a four year college degree. More important seemed to be life experiences and personal values. The masters level candidate who had attended college on his parents savings and said he had never stolen anything or ever told a lie was quickly dismissed over the applicant who had shoplifted as a young child, lied to his parents and teachers as an juvenile, but then joined the military out of high school for the military police experience and the educational benefits following enlistment.

One line of questioning presented to each candidate asked if officers involved in a recent, highly publicized, beating of a passive, hand-cuffed prisoner by California lawmen, had done anything "really all that" wrong. If so, should the officers be prosecuted for their actions? What then about the officers who were just there; should they also be prosecuted? Questioning then asked if the applicant would cite another police officer for a minor traffic violation, drunk driving, burglary, or any crime for that matter. Interestingly, two currently employed police officer applicants provided the extremes of the responses given. One officer stated that he might arrest an officer, but not the chief of police, and certainly would not arrest the president of the local university, the largest employer within the city. Another officer candidate in regard to the California incident paused and said, "Well if you don't see anything wrong with it, I don't need to be working here,"

got up, and started for the door. Observations were that the board seemed content to allow the candidate discretion in overlooking a one-time traffic violation on the part of a fellow officer, but did not pass a single candidate who indicated he would not take action on a more serious officer committed offence.

Data Analysis and Discussion

In a review of the data presented, the first obvious issue becomes the large number (60 of 182), of applicants who completed the preliminary application, but then failed to appear for the testing process. Demographics indicate that the largest number of these individuals are young, single or recently married, no children, no police or military experience, and no more than a high school education. Also indicated was that this appears not to be an unusually high percentage.³ Department officials speculate that applicants complete the application form, not really sure of their interest in a law enforcement career, and after further analysis, simply do not show up for the test.

The written examination is a nationally accredited multiple choice testing instrument. The survey assesses written comprehension, abstract reasoning, judgement, and general knowledge. The largest number of individuals who fail this section are young, married, no children, no police or military experience, and no more than a high school education. This group appears unremarkable, for the purpose

of this study, other than to question whether the aspect of marriage (and the life experiences and added personal responsibilities which accompany it), may be the identifying difference between this group and those who completed the application, reconsider the profession, then fail to appear for the testing process.

Of the group which failed the interview process, some differences emerge. This group was young, married, and again without police or military experience. The educational level of this group was, however, much higher. The majority were college educated. Many had completed a four year degree. With two exceptions, candidates did reveal a history of drug usage with alcohol and marijuana indicated as the primary drugs of choice.⁴

Significant patterns continued to emerge when considering those who successfully completed the interview process. This group was somewhat older, the highest category being within 25 to 29 age range. The majority of the group were married (or had been married), and all but two individuals exceed a high school education. The largest group possessed a four year college degree. The majority of the group still lacked previous police or military experience, however, a larger percentage did have some experience within one of these areas. When asked why they desired a law enforcement career, successful interview applicants responded (total responses):

Help Others/People.	7
Influence by Family/Friends	6
Self Esteem/Satisfaction.	5
Long Time Interest.	5
Excitement/Versatility/Fun.	5
Salary/Security/Benefits.	3
Opportunity to Learn.	1

Review of the data from groups one and two, together with observations and personal experiences of the author can now be reviewed to provide additional depth and focus to this study. Interviews of successful officers (Group I), clearly indicated officers personal motivators to enter the profession were to do good, to help people. This group indicated they had remained within the profession because of the interest, excitement and fun the job provided, but that "others" had entered the field because of the power, prestige, and authority the job allowed. Finally, most officers indicated they told their interview board not necessarily the truth, but what they thought the board wanted to hear.

Of those applicants surveyed, 60 of 182 submitted an initial application, but then failed to appear for testing, apparently after reconsidering their career choice. Within Group II, those successful through the interview process indicated their most frequent motivator for wanting to become a police officer was again the desire to help others. Demographically, those successful applicants varied from the total applicant group by being somewhat older, married (with children), better educated, and with slightly more law enforcement or military experience within their background. Additional observations by the author were that not a single

applicant could correctly answer the number of officers employed by the department, the population of the city, or the most frequent type of citizen call for police service.⁵

Significant to each group appears to be the degree of interpersonal conflict between the social identity of the police role and the officer/applicants security within that particular role. The interest, excitement, and fun may be what actually attracts individuals to the career. Many though, apply, then conduct an internal task analysis and never take the test. Of those who interview, inability to answer questions concerning what a police officer does and what kind of calls he answers indicates the applicants ignorance of the police function. The author further suspects this to be illustrated by observations of the various agencies included within Group I of this study. The role of the municipal police and the county sheriff appears much better defined socially than the equally challenging, but less socially defined role of the university police (previously officially named campus safety and security), and the misrepresented social role of the state police, whose primary function in reality is traffic enforcement. This conflict between social expectation and reality, in less socially defined police organizations, explains the almost defensive posture in relation to identity, observed with the campus and state police officers surveyed within Group I.

At this point within the study, the most commonly received response, to help others, in relation to career

At this point within the study, the most commonly received response, to help others, in relation to career motivation could be interpreted, not as a true social service orientation, but more as the most socially expected response. This argument can be reinforced by the response of successful (Group I) officers that they were much more likely to provide their interview board not necessarily the truth, as much as what they felt the board wanted to hear.

Evaluators of MMPI results indicate successful officers typically score relatively high on scales four (psychosis) and nine (mania) (Cauthen, 1987). This would indicate the successful officer would likely be one who could understand the motivators of criminal activity and actually "think like a crook." This also would be the type individual who would bring to the work place the ability to "read" an interview board, then provide the appropriate response. Also explained may be why those "successful" officers comprising the interview board within Group II appeared to stress the ethical questions (the beating by California officers) not otherwise included within the structured interview process.

Group III

Introduction

The primary data for the final group studied consist of 10 in-depth interviews. Each officer interviewed had completed his agency's requirements for retirement with at least 20 years police service. Additionally, each officer

retired from, and continues to reside within, the same community (Stillwater, Oklahoma, as discussed within Group II).

Although the representative sample is small, group demographics are provided. Additional data presentation consists of a content analysis of the individual questions asked, followed by a thick description of the information obtained.

Demographics

Of the officers within this group, all were white males, married and living within the community in which they had worked and retired. Of the group, four had worked within private security following retirement, however only one individual remained within the security field at the time of this study. Between various hobbies, full, and part-time activities which generate income, only one individual could be classified as fully retired and the group did not contain what could be called a sedentary lifestyle.

The group varied in age from 48 to 70 years, and in formal education from the eleventh grade to 100 college hours. Tenure varied from 20 to 30 years service, and the law enforcement experience covered the years 1949 through 1988.

Table VII and Figure 3 better represent individual demographic characteristics.

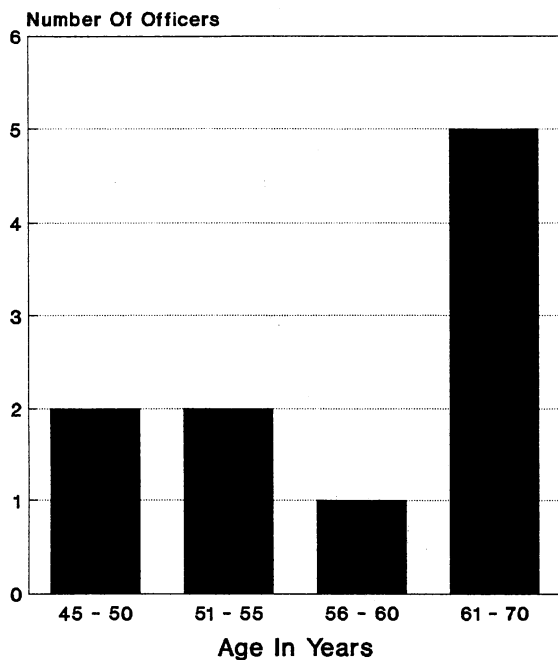
TABLE VII
 "RETIRED" DEMOGRAPHIC DATA

NO.	AGE	TENURE	EDUCATION	ENTRY DATE	RETIREMENT RANK
1)	51	20	100hrs.	1964	Corporal
2)	48	20	70hrs.	1967	Captain
3)	61	24	HS	1949	Detective
4)	69	20	HS	1959	Patrolman
5)	70	30	HS	1953	Chief
6)	67	20	Ass.	1961	Sergeant
7)	56	32	HS	1956	Lieutenant
8)	54	22	50hrs.	1963	Sergeant
9)	69	24	11th gr.	1957	Sergeant
10)	50	22	HS	1963	Lieutenant

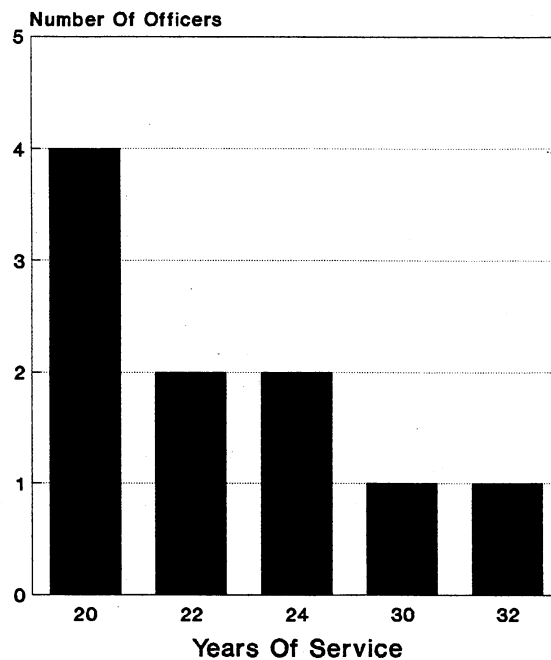
Content Analysis

As in the previous groups studied, actual interview questions were evaluated from field notes utilizing a content analysis procedure. "FIRST RESPONSE" represents the first answer provided following an interview question, and "TOTAL RESPONSE" documents additional responses (after the first response), officers provided. Some officers within this group simply had no response to some of the questions ask. For this reason, the total number of "FIRST RESPONSES" may not total the number of officers interviewed.

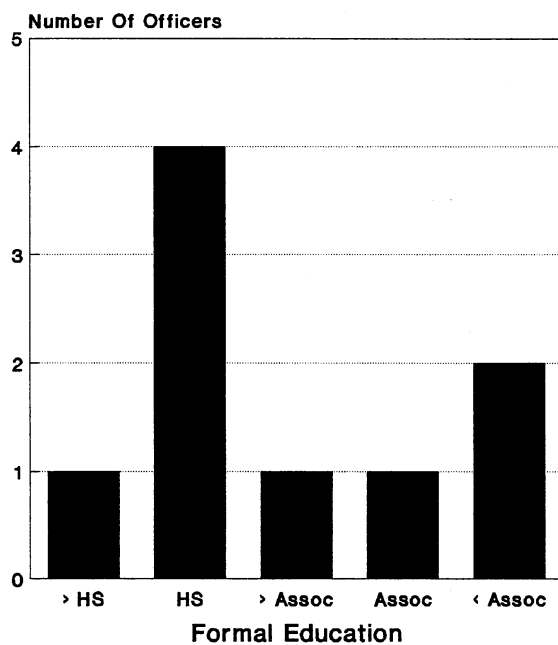
Age Range



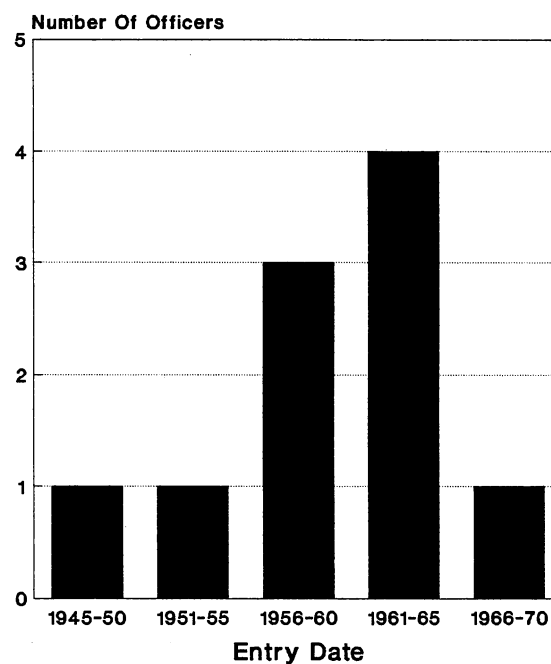
Tenure



Education



Entry Period



> Represents Less Than
 > Represents Greater Than

Figure 3. Retired Officer Demographics

Question:

8. When you first decided to enter a law enforcement career, what were the reasons you gave to your family and friends?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	4	7
Long time interest	2	3
Family/friend influence	2	5
Interesting/exciting/fun	0	1
Opportunity to do good	2	2

9. What differences (or additional reasons) were there between the reasons you gave your family and friends, and your personal reasons for a law enforcement career?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	0	1
Long time interest	2	3
Family/friend influence	2	2
Interesting/exciting/fun	0	0
Opportunity to do good	4	1

12. Looking back, with the professional and life experiences you've had, what do you think might have been the real reason (or reason you weren't aware of at the time) you entered the profession?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	0	0
Long time interest	1	1
Family/friend influence	2	2
Interesting/exciting/fun	1	2
Opportunity to do good	5	6

13. When you were first interviewed, were you asked in some way, why you wanted to become a police officer?

YES - 4
NO - 6

14. How did you (or how would you have) responded, and why?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	2	2
Long time interest	1	1
Family/friend influence	1	3
Interesting/exciting/fun	2	2
Opportunity to do good	3	5

15. Why do you think most other people were getting into the profession at the time you did?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	5	6
Long time interest	1	2
Family/friend influence	0	1
Authority/excitement/fun	2	2
Opportunity to do good	2	2

16. Why do you think most people are getting into the profession today?

	<u>FIRST RESPONSE</u>	<u>TOTAL RESPONSE</u>
Best job available	8	9
Long time interest	0	0
Family/friend influence	0	0
Power & Authority	2	5
Opportunity to do good	0	0

Thick Description, the Data

The first of the "life story" type responses addressed the individual's personal life, and "what was going on" when he first decided to enter the police profession. Of the 10 interviewed, each individual told a story of manual labor and long hours prior to his law enforcement career. One person indicated that he had also been trying to go to school (OSU), for three years, hadn't received a degree, and was looking for a job where he only had to work 10 hour days and a six day week. One officer indicated he had a wife and five children to feed, however the majority were newly married and other occupations did not allow the opportunity for family time. Each officer clearly remembered his starting salary, ranging from \$200. to \$451. per month. Also significantly mentioned were benefits, insurance and retirement, not offered by the officers previous employments.

When asked about community and world events at the time their police career was chosen, unexpected results were obtained. Expected was a response which would allow for an historical analysis seeking social causes for the career selection at an historical point in time. Obtained were stories of a quiet community which had been "dormant," or showing continual growth, for some time.⁶ Those that mentioned crime spoke of big "panty raids" on the OSU campus following football games. Even these were not described as violent. "The women were leaning outside their windows waving their bras and underwear and the guys would just go upstairs and get it. . . It was more of a social thing, you weren't somebody if you didn't get your underwear stolen . . . not the kind of thing you guys would even mess with today." One officer mentioned the Cuban missile crisis, but remembered it after he was employed fearing loss of his police job should his National Guard unit be called. When asked about the Campus riots and drug use of the 1960s, officers recalled they had heard about those things in the big cities and later trained for them, but never thought of something like that here, or even the possibility of getting hurt when they applied. One officer stated he didn't think there had ever been a murder or a robbery in town before he started.

The common theme was of a small, quiet midwestern community with one police car. There wasn't enough gas to run the car at night, so the night shift would drain

gasoline from the hoses of gas station pumps around town to be able to drive the car. There was no radio communications, but a red light on the top of the water tower in the middle of town. When the light was turned on, you would phone or drop by headquarters and get the call. The routine function of the night shift was to enter the downtown businesses after midnight and turn off the lights to save electricity. If there was a major crime it was "bootleg whisky." The major emphasis during the day was traffic, with the closing of the major street in town so the local university could build a student union. What training was provided, came from the older officers. It pretty much consisted of how to figure out a way to help an "ole boy" out so you wouldn't have to take him to jail.

When asked why they stayed, retirement and other benefits were mentioned, but the universal response was expressed as love, gratitude, self-satisfaction, feedback from the public, enjoyment, and the feeling of doing something for someone else. Only one officer indicated he wouldn't "do it all again" citing the demand on his family, later in his career, as the reason. Frustrations were cited involving past administrative decisions and lack of training, one officer recalling that after 20 days on the job, he was assigned as the only officer on the night shift.

When asked how those entering the field today differ from when the officers began, critical responses emerged.

The officers acknowledged that today's candidates were more educated, but lacked life experiences and the common sense of the retired group. Officers felt the ethical and moral standards they enjoyed were much higher than those of the entry level officers today, saying that they (retired) would never go out and drink with someone in a bar one night and then arrest him the next for public intoxication the way they (contemporary) do today. Officers today lack a work ethic, not knowing a days labor. They are wanting to be paid for every little thing they do. They have never been without anything. Their parents sent them to school. They don't know manual labor. They haven't had four or five jobs and learned some interpersonal skills they could bring to the law enforcement field. They have no pride in the job, dedication, or love of people. We had to be bigger and were older getting in back then, today they think that smarter is better, but what they get are those who don't care about people and view the law as black and white.

When asked what could be done today to determine a motivation for those entering the profession, a consensus was not obtained. Individual responses varied from "find a good cop to talk to them" to "interview him about what he thinks about the image of the police and what he would do about it." Three officers did suggest interviewing candidates more about their past along with more emphasis on background investigations, and one officer suggested that the only thing to do was to just fire the ones who don't work out.

The last question asked the similarities and differences between the two groups, the cops and the crooks. Because it appeared this was the only question which at some time had not been previously considered, each officer took time to formulate a response. Individual responses are summarily provided:

1. They are the same because they both have goals. They are different because the goal of the crook is to steal and the goal of the cop is to help the poor.
2. They are not alike at all. The cop is just one step away from the crook because he has a constant opportunity to commit crime. He just never takes that step.
3. They are both dedicated to their profession. They're different because the police have respect for the law and the crooks don't.
4. They're both human. They are both trained, the police in the academy and the crooks in prison, and they're both dedicated to their profession. They're different because of their economic and social upbringing as to which side of the law they will be on.
5. They are not the same at all, the cops are there to correct society and change the criminal element.
6. The whole thing is a game, you do your thing and I'll try to catch you. They're the same because they both have their same fraternities, cops with cops and crooks with crooks. The difference is the crooks are breaking the law and the cops are trying to catch them.
7. They are the same because they want the same things out of life. The crooks just want it a little faster and easier. They are different because of the way they were raised, trouble at home before they started thieving.
8. They are all human and they all have rights. Some like to go by rules and some enjoy breaking rules.

9. They are both human and both professionals. The crook is going to use his mind to figure out a way to get something and the cop is going to use his to stop him. They are different because the crook is selfish and in it for the money and the cop is unselfish, in it to help, serve and protect.
10. You know, a crook would make a damn good cop, and a cop would make a damn good crook. One is as aware as the other, the ins and outs. The only difference is honesty and dishonesty.

Conclusion

Following the presentation of Group II data, several preliminary conclusions were drawn. The intent here is to discount or enhance those considerations.

It appears clear from the review of preliminary applications that a large number of individuals submit applications for employment, but never appear for the testing procedure. From this a logical assumption can be drawn that many simply apply for available employment, then begin an internal career analysis of what the job would be like. This could explain why a significant number of each group indicated their career choice was based on policing being the best job available at the time. Furthermore, both current and retired officers indicated they would be more likely to tell the interview body not necessarily the truth, but what they thought the board wanted to hear.

The information from retired officers appears most convincing. These individuals were older than the other groups surveyed when entering the profession and had previously experienced the work force. For the most part,

these officers entered law enforcement to escape 10 hour work days, seven day work weeks, in exchange for health and retirement benefits. Additionally, applicants not being able to suggest the most frequent call for police service, further suggests many enter the profession, today, without a task analysis in mind. With this, the question, "why did you remain within the profession" gains importance.

To help others, our altruistic answer, could be dismissed as deceptive being given as the most socially expected response. However within this study, the response appears simply too often and in too many different forms to be summarily discarded. Within the "successful" officer group, the best job available was clearly the first response until probing asked for personal reasons for entering the profession. When asked for a reason the successful officer wasn't aware of when he/she applied (suggesting a different response), again to do good was the first response. Not to be overlooked, interest, excitement and fun was the response most given for remaining within the field.

In review of police applicants, those successful through the interview process indicate to help others, self esteem, and personal satisfaction their primary motivation. Of additional interest, the successful candidate was somewhat older, married with children, better educated (formally), and with a higher percentage of prior police and military experience than the unsuccessful applicant.

Perhaps in consideration of the previous groups, the survey of retired officers may provide the greatest insight. This group also indicated they applied for the best available job, later citing other personal reasons as an opportunity to do good. They stayed because of love, gratitude, enjoyment, public feedback, and the feeling of doing something for someone else. Criticisms of today's officers include a lack of life experience, common sense, ethical and moral standards, pride, dedication, and morality. As critical as these statements may be, they may actually be less critical, and more a statement of group values.

Briefly considered, both within our literature review and again following the Group II data analysis, was a discussion of police MMPI test results. The results indicate somewhat higher deviancy results for police recruits than the general population. The results are not dissimilar to many criminal offenders. Many retired officers indicated that both cops and crooks shared: goals, dedication, training, life experiences, desires, human rights, and professionalism. When asked for differences, ethics, morality, the desire for rules, honesty, and the desire to help others were the most common responses. Even the applicant interview board, composed of experienced officers, departed from the "standard" applicant questions to stress the ethical issues raised by the beating of a

California motorist and the issues involving arresting another officer.

Asking the question of why people want to become police officers is very much akin to the question why people commit crime. To answer the latter, the social sciences have provided the classical school of criminology which simply indicated the criminal is what he is because he wants to. Positive criminology explains criminal origin by physical characteristics, biological, psychological, sociological and a variety of other explanations. Within this study, the author has discounted physical characteristics, considering psychological (MMPI testing), and sociological (socially expected responses and roles) explanations for motivation of this type.

ENDNOTES

¹The one interview excluded from the data contained information not believed credible. The respondent first indicated four years experience within the profession, but later during interview probing, revealed less than one year professional experience, and four years of college preparing for his/her career. Also learned was that the individual had not yet completed the state mandated basic training (required by law during the first year employment and included as a criteria for the survey group), but by indicating that he/she was the most well trained/educated individual within the agency, clearly implied this training had been completed. Also noted was that responses to interview questions dramatically changed when another agency member entered the work area. At this time, responses to why others have selected a law enforcement career changed from "military background and helping others" to "libido fixation and obtaining a gun as a phallic symbol in traditional Freudian theory." The respondent went on to criticize the questions being asked as being too broad and open-ended and not following "proper sociological guidelines." Believing that these responses were provided more as an attempt to impress a peer than as an honest response, the individual was thanked for his/her participation, the interview terminated, and the data not considered.

²Also required prior to participation in the physical examination was a medical release indicating the candidate fit to compete in strenuous physical activity. Applicants were also required to submit to a blood pressure examination immediately before, after, and five minutes following the half mile run. These blood pressure tests were conducted by medical personnel at the testing site and were required to fall within the State Law Enforcement Pension requirements before the applicant was allowed to continue with the testing procedure.

³According to a personal interview interview with Lt. A. Wright, Services Commander, who has been responsible for selection for the Stillwater Police Department for the past five years, the number of applicants who apply, then do not appear are unremarkable in this survey.

⁴Prior to the scheduled interview, applicant information was limited to a brief preliminary application submitted prior to testing. A 33 page comprehensive application is submitted prior to the interview process which provides in-depth information concerning the applicant's prior drug usage and a warning that all information will be confirmed by background investigation and polygraph examination.

⁵Those applicants who guessed the most frequent call for police service, indicated; child abuse, domestic assault, burglary, and robbery. The number one call for police service for each of the last 10 years in Stillwater, as in most similar agencies, has been assisting motorist who have locked their keys in their vehicle, a service rather than an enforcement type function.

⁶Because significant patterns and individual incidents were not revealed to allow a correlation to a historical time line, this has been omitted from this study.

CHAPTER V

CONCLUSION AND EVALUATION

The conclusion of this effort has as its purpose, the statement of that data which has been assimilated; an indulgence in the speculation of causal factors explaining the data observed; and finally, an evaluation and recommendation for further research.

Preliminary conclusions indicate the personal motivator for those entering the law enforcement profession is some form of an altruistic desire. Additional data would support that most officers believe socially accepted reasons for entering the field would involve salary, benefits, or low educational requirements (the best job available). An obvious question would address the possibility of rationalization or neutralization on the part of the officer who publicly provides the "best job available" response. As previously addressed, MMPI results of both career criminals and law enforcement personnel share similarly high scales in the area of psychosis and mania. This illustrates both a similarity and difference between these two social groups and raises the possibility of a common motivator for each profession.

Explanation may ultimately be found within the writing of Walter Reckless (1956). Containment theory may not only address those who succumb to criminal activity, but those who choose a law enforcement profession as well. What may truly differentiate the criminal and the law enforcement officer may be the internal and external individual containment package.¹ Suggested is that individuals may either seek (altruistic reasons) or drift (best available job) into either law enforcement or criminal activity. What motivates those who return may ultimately be the thrill, excitement, power, prestige, or authority either career provides. As expressed, these may be the same motivators influencing those law enforcement applicants who return to complete the application, take the test, fulfill the career and ultimately retire as much as the repeat criminal offender. Suggested is that the most significant difference between the police officer and the criminal offender may be the individual inner and outer containments described by Reckless. Specifically containment factors favoring altruistic expressions; such as the desire to help others may ultimately be the most utilitarian way in which to express the inner containment of individual ethics, values, morality, family responsibilities and others. What is suggested, and in need of further study, is the possibility that actual motivators influencing career police and career criminal offenders may in fact be the same; the power, the prestige, the authority, and the thrill, the career

provides. The data collected within this study may have actually sampled expressions of personal inner and outer containments of those who selected the law enforcement option as opposed to simply personal motivation.

By use of the insight and data obtained within this study, additional surveys incorporating motivational questioning based on MMPI data, may provide further understanding into individual police officer motivation.

Finally, an obvious limitation of this effort is the small and regionalized population sampled. The value of this work may be its usefulness in the formulation of survey questions intended to reach a larger population frame. Suggested for further study is additional research including a national cross sectional, multi-variant survey of police officer opinions as well as an additional survey of general social expectations of "proper" police officer motivators. This data, reviewed in light of existing theory and literature, addressing criminal motivation, may yield the unexpected personal motivators suggested influencing law enforcement career applicants.

ENDNOTE

¹Reckless has defined inner containment as a good self-concept; self-control; a high sense of responsibility; a strong ego; a well developed conscience; and a high frustration tolerance. Outer containment is described as provisions for supplying alternate ways and means of satisfaction; a sense of belonging; identification with a group; opportunity to achieve status; a role which provides a guide for personal activity; and a set of reasonable limits and responsibilities.

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APPENDIXES

APPENDIX A

STAGE I INTERVIEW QUESTIONS

STAGE I INTERVIEW QUESTIONS

1. Name:
2. Date/Time:
3. Age:
4. Agency:
5. Tenure: (Total tenure in law enforcement)
6. Educational Background: (Formal educational background)
7. Training Background: (Professional training in hours)
8. Current (Agency) Assignment:
9. Family Status When Employed: (Marital status/Children)
10. Current Family Status: (Marital status/Children)
11. When you first decided to enter a law enforcement career, what were the reasons you gave to your family and friends?
12. What differences were there between your personal reasons and the reasons you gave your family and friends?
13. During your first application process, were you asked, in some way, why you desired a law enforcement career?
14. What was (or what would have been) your response?
15. Looking back, with the professional experience you have now, what do you think was the real reason you chose this profession?
16. Why have you remained in the profession?
17. Why do you think most other people select a law enforcement career?
18. What changes over time are you seeing in the reason people are entering your profession?
19. How could questions have been asked when you were first interviewed that would have solicited your true feelings concerning a law enforcement career?
20. What are your future professional goals?

APPENDIX B

STAGE III INTERVIEW QUESTIONS

STAGE III INTERVIEW QUESTIONS

1. Name:
2. Date/Time:
3. Age:
4. Agency:
5. Educational background:
6. Tenure: (total tenure in law enforcement)
7. Date of first entry into law enforcement
8. When you first decided to enter a law enforcement career, what were the reasons you gave to your family and friends?
9. What differences (or additional reasons) were there between your personal reasons and the reasons you gave your family and friends?
10. What was going on in your life at the time you first considered entering the profession?
11. What was going on in the community, the state and the world when you first decided to enter the profession?
12. Looking back, with the professional and life experiences you've had, what do you think might have been the 'real reason' (or reason you weren't aware of at the time) you entered the profession?
13. When you were first interviewed, were you ask in some way, why you wanted to become a police officer?
14. How did you (or how would you have) respond, why?
15. Why do you think most other people were getting into the profession at the time you did?
16. Why do you think most people are getting into the profession today?
17. What could be done today to determine a persons real reasons and motivations for getting into the profession?
18. What kept you in?
19. As people how are those entering the profession today different from the people entering the field when you did?
20. Would you do it all again; rewards, regrets; what changes might you make?
21. Consider two groups, 'the cops' and 'the crooks'. How are these two groups similar, and how are they different?

APPENDIX C

SAMPLE AGENCY ACCESS LETTER

Norman McNickle, Chief
Stillwater Police Department
Stillwater, Oklahoma

Dear Chief McNickle,

I am a graduate student at Oklahoma State University pursuing a masters degree within the Sociology Department. I am now conducting a research project involving law enforcement personnel. The project focus is identifying those motivators influencing individuals to enter the law enforcement profession.

My research will consist of brief interviews with officers conducted within their patrol unit or duty station. The interview will begin with basic information concerning the officer's background, then focus on the reasons the officer entered a law enforcement career. My intent is to randomly select only those officers wishing to participate, then coordinate interviews with the officer's on-duty supervisor. Individual officer responses will remain confidential.

Realizing your personal commitment to continuing education and the outstanding reputation of the Stillwater Police Department, I would greatly appreciate the opportunity to include Stillwater Police Officers within this survey group.

Should you have additional questions concerning this project, please feel free to phone me during business hours at 372-4171 Ext. 290, or my research advisor Dr. Harjit Sandhu in care of the OSU Sociology Department at 744-6104. Your consideration within this matter is greatly appreciated.

Sincerely,

Ronald R. Thrasher
Struggling Graduate Student

APPENDIX D

PARTICIPANT LETTER OF INTRODUCTION

To: Law Enforcement Professional
From: Ron Thrasher
Subject: Research Participation
Date: Spring, 1992

As an introduction, I am here with the permission of your agency as a graduate student at Oklahoma State University. My intent is to learn more about the reason why people enter the law enforcement profession. I would appreciate the opportunity to spend a brief amount of your duty time obtaining some demographic information, then listen to your reason for becoming a law enforcement professional.

Your feelings and opinions are very valuable to this research, however, a decision not to participate will be respected and will not be reported to your agency administration. Individual responses to research inquiry will be kept confidential.

Again, your time in considering this project is appreciated and please feel free to contact me should any questions or concerns arise.

Sincerely,

Ronald R. Thrasher
Ph. 372-4171, Ext. 290

APPENDIX E

APPLICANT STABILITY RATING

APPLICANT STABILITY RATING

1. EDUCATION (10 POINTS), ONE CATEGORY
 - a. High School Diploma (2 Points)
 - b. 30+ College Hours With 2.0 GPA (4 Points)
 - c. Associate Degree or 65 Hours With 2.0 GPA (7 Points)
 - d. Bachelor Degree (10 Points)
2. EMPLOYMENT (15 POINTS), TOTAL CATEGORIES
 - a. Two or fewer jobs in last five years or since age eighteen, excluding part-time or temporary jobs while in school or college (5 Points)
 - b. Promotion or supervisory responsibilities within last five years (5 Points)
 - c. No reprimands, demotions, terminations or forced resignations in last five years or since age eighteen (5 Points)
3. LAW ENFORCEMENT EXPERIENCE (5 POINTS), ONE CATEGORY
 - a. Out of state certified officer; military police, or not currently Oklahoma certified peace officer (2 Points)
 - b. Currently Oklahoma Certified officer (5 Points)
4. DRIVING RECORD (15 POINTS), TOTAL CATEGORIES
 - a. Not received more than four hazardous citations or at fault collisions (reported or not) within last five years (5 Points)
 - b. Never had drivers license suspended or revoked (5 Points)
 - c. No arrest, citation, or conviction for any alcohol related offense or serious traffic offence (DUI, DWI, TOC, Reckless Driving, Attempting to Elude, Leaving the Scene of Any Collision) (5 Points)
5. FAMILY STABILITY (5 POINTS), TOTAL CATEGORIES
 - a. Never been reported or arrested for a complaint of domestic dispute, disturbance, or violence (2 Points)
 - b. Not divorced more than twice in last seven years (3 Points)

6. MILITARY SERVICE (5 POINTS), ONE CATEGORY
 - a. Received honorable separation from military service (5 Points)
 - b. Currently serving as active or reserve member of any U.S. Military Branch (5 Points)

7. FINANCIAL STABILITY (15 POINTS), TOTAL CATEGORIES
 - a. No loan or delinquent payment over sixty days old (5 Points)
 - b. No loan or account referred to a collection agency or referred for repossession (5 Points)
 - c. No history of bankruptcy, garnishment, judgement, court action, or insufficient funds referred for prosecution or restitution (5 Points)

8. SOCIAL HABITS (20 POINTS), TOTAL CATEGORIES
 - a. Not used any unlawful drug or abused prescription drug within past two years (5 Points)
 - b. Not used any illegal drug or abused prescription drug before age eighteen (5 Points)
 - c. Not used any illegal drug or abused prescription drug after age eighteen (5 Points)
 - d. Never experienced due to drug use:
 1. Blackout or serious illness (1 Point)
 2. Family difficulties (1 Point)
 3. Poor performance or missed work/school (1 Point)
 4. Fighting (1 Point)
 5. Intoxicated in public more than two times in last six months or driven after drinking more than one beer in last eighteen months (1 Point)

9. CRIMINAL (10 POINTS), TOTAL CATEGORIES
 - a. Never arrested, charged, indicted, or convicted of any misdemeanor or felony other than minor traffic citations (6 Points)
 - b. Never taken anything from any person or business since age eighteen (4 Points)
 - c. Never committed any undetected crime (0 Points), (Ask as a control question only).

APPENDIX F

POLICE APPLICANT INTERVIEW QUESTIONS

POLICE APPLICANT INTERVIEW QUESTIONS

- 1) Please tell us about yourself, your educational and work history.
- 2) Tell me about the hardest decision you have had to make in the past year. What made the decision difficult? What did you finally decide to do? How did it turn out?
- 3) What do you see as the most significant problem facing police officers today, and what could you do to solve it?
- 4) Is there anything in your background that would cause you embarrassment if we knew about it now?
- 5) Describe the last time you had trouble communicating with a co-worker, classmate, or significant other. How did the misunderstanding occur? How did the situation come to your attention? How did you resolve the situation?
- 6) After arresting a man for assaulting his wife, their pre-school child asks, "Why are you taking my daddy to jail?" How would you answer this child?
- 7) Please discuss the reason you left your last three jobs. Have you included all of your employment history for the last ten years on the application?
- 8) Have you left any information off your application regarding your past criminal history? Have you left any information off your application regarding the use or abuse of marijuana, other illegal drug, prescription medication and alcohol?
- 9) When did you last lose your temper? Why? What was the result?
- 10) Why do you want to be a police officer? Now that we know that, Why do you want to be a Stillwater Police Officer?
- 11) How do you think you have done on this interview? Do you have any questions (other than your score) that you want to ask us now?

APPENDIX G

APPLICANT TABLES AND FIGURES

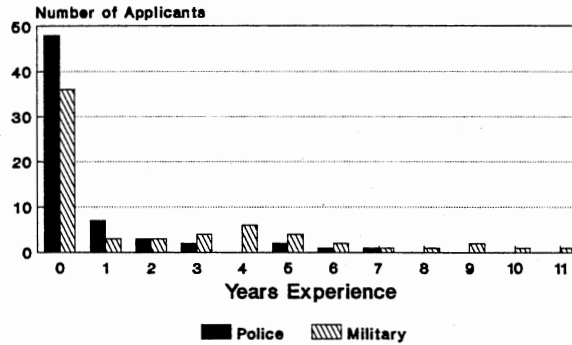
TABLE VIII
 COMPLETED APPLICATION BUT FAILED
 TO APPEAR FOR WRITTEN TESTING

No.	Age (Yrs)	Education (Formal)	Status (Family)	Previous Police	Experience Military
1)	33	HS	S/0	7	0
2)	25	HS	M/3	2	0
3)	31	HS	M/0	3	1
4)	22	HS	M/0	1	0
5)	24	HS	M/2	0	5
6)	25	HS	D/2	0	0
7)	38	HS	S/2	0	0
8)	27	HS	M/0	0	5
9)	33	HS	M/3	0	9
10)	33	GED	S/2	0	0
11)	21	HS	S/0	1	0
12)	29	HS	M/O	0	11
13)	33	HS	S/2	0	4
14)	25	HS	M/1	0	7
15)	23	HS	M/0	0	4
16)	23	HS	D/1	0	5
17)	26	AS	S/1	0	0
18)	27	BA	S/0	0	6
19)	21	HS	S/0	0	0
20)	38	HS	M/4	5	9
21)	42	BA	D/0	6	0
22)	25	AS	S/0	0	0
23)	26	BS	S/0	0	0
24)	21	HS	M/0	0	0
25)	29	AS	M/1	5	4
26)	35	AS	D/1	0	4
27)	25	AS	M/2	0	5
28)	26	AS	M/1	0	0
29)	22	HS	M/0	0	0
30)	24	AS	S/0	0	0
31)	26	BS	D/1	2	0
32)	23	HS	S/0	0	3
33)	40	MA	M/4	1	0
34)	26	HS	M/0	0	0
35)	23	AS	S/0	1	0
36)	22	AS	M/0	1	2
37)	22	HS	M/1	0	0
38)	23	HS	S/0	0	0
39)	27	BA	S/0	0	8
40)	27	HS	M/1	0	0
41)	37	AS	M/3	0	0

TABLE VIII (Continued)

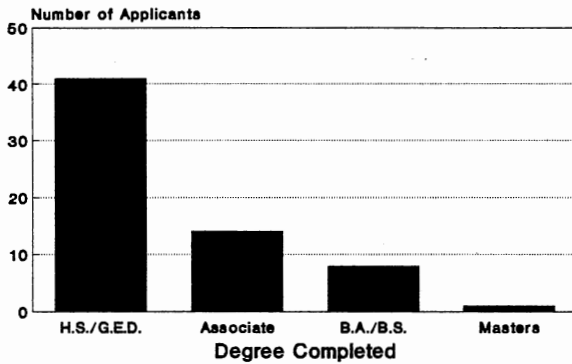
No.	Age (Yrs)	Education (Formal)	Status (Family)	Previous Police	Experience Military
42)	23	BA	M/0	0	0
43)	27	BS	S/0	0	6
44)	NA	AS	S/0	0	0
41)	41	HS	M/4	2	0
42)	28	HS	S/0	0	0
43)	22	HS	M/1	0	4
44)	29	HS	S/0	0	0
45)	23	HS	M/1	1	0
46)	22	HS	M/2	0	0
47)	26	AS	S/0	0	3
48)	23	HS	S/0	0	2
49)	21	HS	S/0	0	0
50)	21	HS	S/0	0	1
51)	24	HS	D/0	1	3
52)	22	BA	M/2	0	0
53)	22	HS	S/0	0	3
54)	24	HS	S/0	0	2
55)	21	AS	M/0	0	0
56)	23	HS	M/1	0	4
57)	24	AS	S/1	3	0
58)	48	GED	S/0	0	10
59)	24	HS	M/0	0	1
60)	22	HS	S/0	0	0

FAILED TO APPEAR Experience



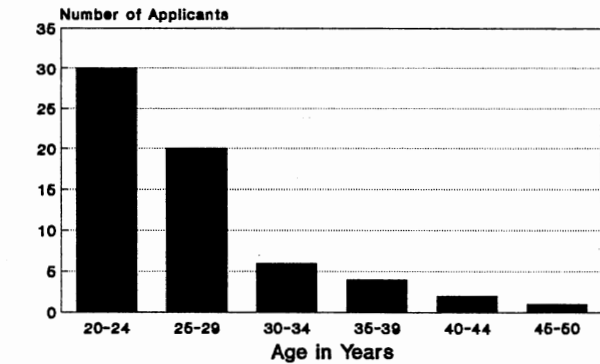
Applied but Failed to Appear for Testing

FAILED TO APPEAR EDUCATION



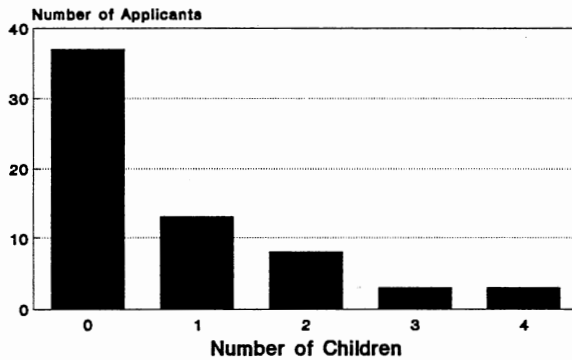
Applied but Failed to Appear for Testing

FAILED TO APPEAR AGE



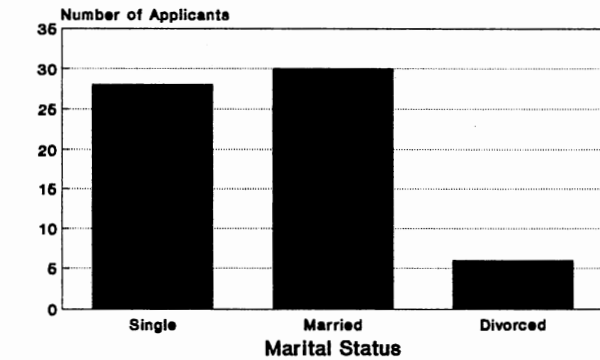
Applied but Failed to Appear for Testing

FAILED TO APPEAR FAMILY STATUS



Applied but Failed to Appear for Testing

FAILED TO APPEAR MARITAL STATUS



Applied but Failed to Appear for Testing

Figure 4. Failed to Appear

TABLE IX
 FAILED WRITTEN TESTING

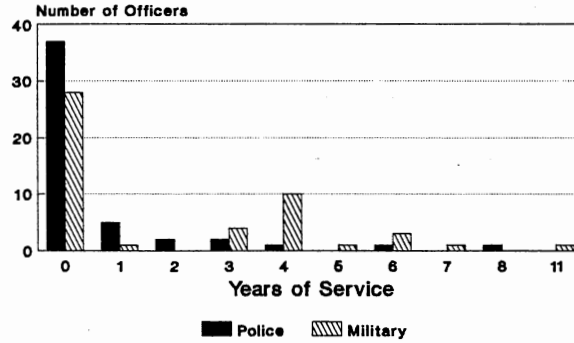
No	Age (Yrs)	Education (Formal)	Status (Family)	Experience		Score (Written)
				Police-	Military	
1)	21	HS	M/0	0	3	60.56
2)	24	HS	S/0	0	4	61.97
3)	24	HS	M/0	0	4	69.01
4)	21	HS	S/0	0	0	66.19
6)	27	HS	M/0	2	4	67.60
7)	21	HS	M/0	0	3	56.33
8)	21	AS	S/0	0	0	61.97
9)	40	HS	M/5	6	0	57.74
10)	35	HS	D/4	4	0	64.78
11)	24	BA	S/0	1	0	50.70
12)	25	HS	M/4	1	0	67.60
13)	28	HS	M/2	8	0	64.78
14)	22	BA	M/1	0	0	67.60
15)	22	HS	S/0	0	0	64.78
16)	25	BS	M/1	0	6	59.15
17)	22	HS	S/1	0	4	67.60
18)	21	AS	S/0	0	5	69.01
20)	22	HS	S/0	0	0	67.60
21)	34	HS	M/2	0	7	52.11
22)	30	HS	M/2	1	11	61.97
23)	21	HS	S/0	0	0	67.60
24)	22	HS	M/0	1	4	67.60
25)	31	BS	M/1	0	0	50.70
26)	24	AS	M/2	0	0	56.33
27)	22	HS	S/1	0	0	64.78
28)	24	HS	M/1	0	0	69.01
30)	22	HS	M/2	0	0	66.19
31)	22	AS	S/0	0	0	59.15
32)	23	HS	S/0	0	4	57.74
33)	30	HS	M/1	0	6	54.92
34)	34	BS	M/1	0	0	54.92
36)	21	HS	M/1	0	0	56.33
38)	24	HS	D/0	0	6	66.19
39)	30	AS	D/2	3	3	69.01
40)	21	HS	S/0	0	0	57.74
41)	23	AS	S/0	0	0	69.01
42)	44	HS	M/3	0	0	69.01
43)	33	AS	S/0	2	0	63.38
44)	20	HS	S/0	0	0	61.97

TABLE IX (Continued)

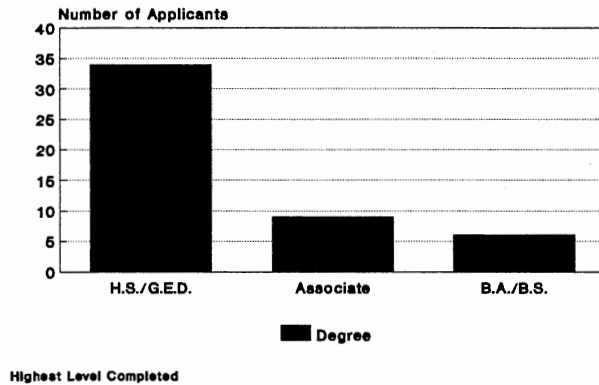
No	Age (Yrs)	Education (Formal)	Status (Family)	Experience		Score (Written)
				Police	Military	
45)	25	HS	S/0	0	0	54.92
46)	20	HS	M/0	0	4	69.01
47)	23	HS	M/1	0	4	67.60
48)	21	AS	D/1	0	0	64.78
49)	21	HS	M/0	0	0	54.92

Note: Applicants # 5, 19, 29, 35, and 37 withdrew prior to taking the written test.

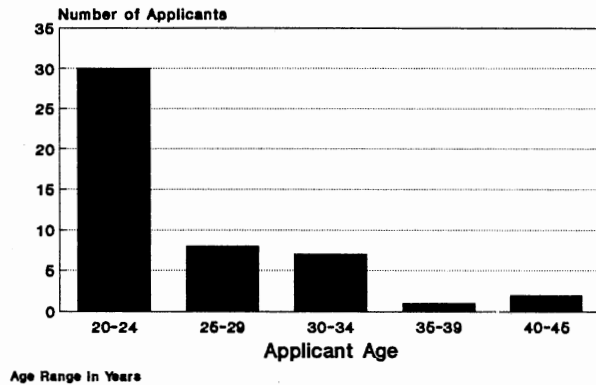
FAILED WRITTEN TEST Previous Experience



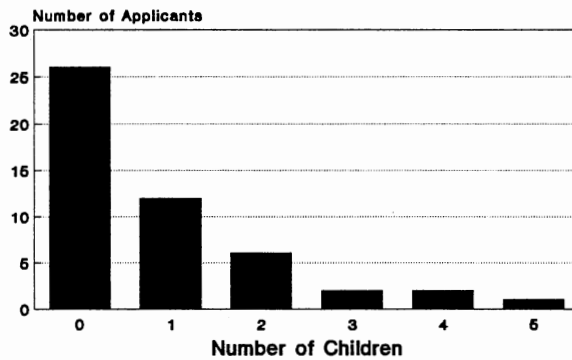
FAILED WRITTEN TEST Education



FAILED WRITTEN TEST AGE



FAILED WRITTEN TEST Family Status



FAILED WRITTEN TEST Marital Status

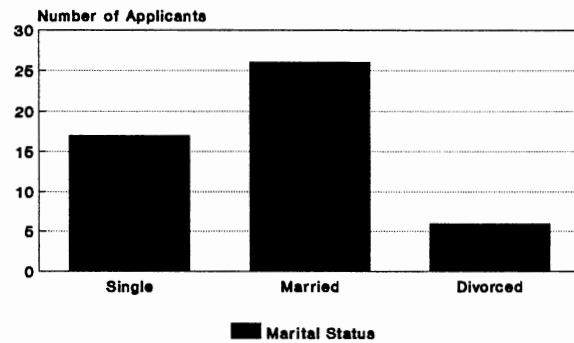


Figure 5. Failed Written Test

TABLE X
COMPLETED WRITTEN TESTING BUT
FAILED PHYSICAL AGILITY

No	Age (Yrs)	Education (Formal)	Status (Family)	Experience Police-Military		Score (Written)
1)	26	HS	M/0	0	0	74.64
2)	24	BS	S/0	1	0	80.28

Note: Both applicants (one male, one female) failed to successfully scale the six foot wall which resulted in their failure of the physical agility testing.

TABLE XI
 FAILED TO APPEAR FOR APPLICANT
 INTERVIEW PROCESS

SEX	AGE	EDU.	FAMILY	EXPERIENCE		DRUG	TESTING	
				POL.-	MIL.		WRITTEN-	STABILITY
M	33	48	M/3	1	0	M	76.05	69
M	24	105	S/0	0	4	A	77.46	82
M	21	30	M/0	0	3		72.23	83
M	29	6	D/1	4	0	M/A	74.64	51
M	28	84	S/0	10	0	M/A	78.87	81
M	24	114	M/1	10	0	M/A	84.50	75
M	25	BA	S/0	0	4	M/A	78.87	78
M	24	15	M/0	1	0	A	88.73	69
M	20	25	S/0	0	0	M	71.83	55
M	23	BA	S/-	0	0	M/A	78.87	69

LEGEND:

EDU - Education
 POL - Police Experience (years)
 MIL - Military Experience (years)
 S - Spanish
 C - Caucasian
 I - American Indian

FAMILY:

S - Single (never been married)
 D - Divorced
 M - Married
 /# - Number Dependent Children

EDUCATION:

HS - High School
 # - Number Completed College Hours
 BS,BA - Four Year College Degree
 MS - Master of Science Degree

Drug Use:

M - Marijuana
 A - Alcohol
 H - Hallucinogens
 C - Cocaine
 S - Methamphetamine (speed)
 P - Prescription Drug (abuse)
 h - Hashish
 * - Disqualified (discovered deception concerning drug usage)

TABLE XII
 FAILED INTERVIEW PROCESS

RACE	SEX	AGE	EDU.	FAMILY	PREV. POL-MIL	DRUG USE	WRITTEN	TESTING STABILITY-INTERVIEW	
S/M	33	31	S/O	0	0	M/A	71.83	53	49.00
C/F	25	BS	D/O	0	0	M/A	77.46	73	58.00
C/M	26	BA	S/O	0	4	A	78.87	90	54.00
C/M	27	71	S/O	2	4	M/h/A	94.36	69	54.00
C/M	23	122	S/O	0	0	A	84.50	81	60.33
C/F	34	HS	D/1	0	0	A	70.42	54	51.66
C/M	22	46	M/O	1	0	A	74.64	77	58.33
C/M	30	BS	M/3	0	0	A	90.14	74	58.66
C/M	24	45	M/O	0	1	A	78.87	73	47.66
C/M	27	31	M/2	0	9	M/A	94.36	69	62.66
C/M	26	BS	M/O	5	0	A	78.87	95	63.66
C/M	31	30	D/1	2	0	A	77.46	68	58.66
C/M	23	HS	M/O	0	0	M/A	83.09	38	42.00
C/M	21	HS	S/O	0	0		87.32	77	31.33
C/M	31	BS	M/3	2	9	M/A	85.91	90	51.33
C/M	27	BA	M/O	0	0	M/A	76.05	80	49.33
C/M	22	9	M/O	0	3		74.64	82	46.66
C/M	25	30	M/O	1	0	M/A	78.87	44	44.00
C/M	28	30	S/O	0	6	A	85.91	81	55.00
C/M	20	51	S/O	0	0	A	70.42	67	49.66
C/M	24	83	S/O	0	0	M/A	80.28	76	51.33
C/M	30	HS	D/M/2	0	1	M/A	76.05	72	58.16
C/M	22	65	D/1	0	4	M/A	81.69	70	47.66
C/M	21	22	M/O	0	0	M/A	76.05	66	47.66
C/M	22	BA	S/O	0	0	M/A	83.09	79	51.00
C/M	30	30	S/O	0	5	M/A	76.05	64	35.00
I/M	24	30	M/O	0	6	M/A	81.69	84	55.00
C/M	38	30	M/O	1	12	C/S	78.87	64	39.00
						H/A			
C/M	28	MS	M/2	0	0	M/A	81.69	73	69.00
C/F	34	150	D/2	0	0	S/M/A	87.32	56	68.33
C/M	25	BS	M/O	0	0	P/A	80.28	70	52.33
C/M	22	46	M/2	0	6	A	71.83	68	49.33
C/M	36	BS	D/2	0	0	M/A	90.14	72	61.16
C/M	28	BS	S/O	0	0	M/A	80.28	55	48.00
C/M	23	45	S/O	0	4	A	71.83	85	53.66
C/M	23	BS	S/O	0	0	C/M/A	91.50	79	51.50
C/M	24	BS	S/O	0	0	M/A	94.36	73	58.00
C/M	21	65	S/O	0	0	A	85.91	86	48.66
C/M	22	BA	S/O	0	0	M/A	83.09	69	62.00

TABLE XII (Continued)

RACE		EDU.	FAMILY	PREV.		DRUG	TESTING		
SEX	AGE			POL	MIL	USE	WRITTEN	STABILITY	INTERVIEW
C/M	22	BA	M/0	0	2	A	90.14	83	52.66
I/M	22	9	M/0	0	4	M/A	85.91	68	55.66
C/F	20	89	S/0	0	0	A	80.28	87	59.00
C/M	23	BS	M/0	0	4	M/A	81.69	75	61.00
C/M	22	25	M/0	0	3	M/A	84.50	84	66.66
C/M	24	65	S/0	0	4	P/A	74.64	83	64.66
C/M	28	HS	M/4	0	0	M/A*	87.32	52	34.50

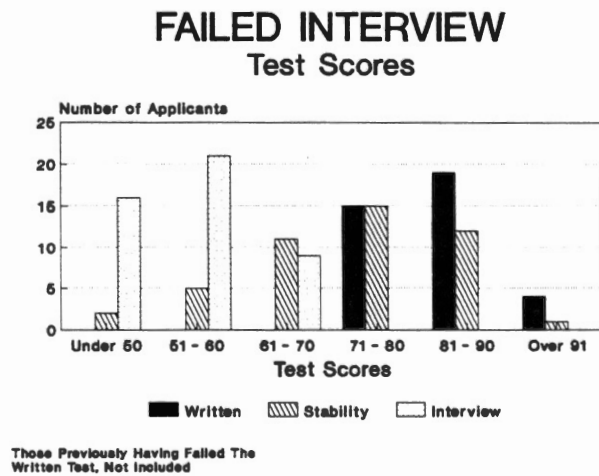
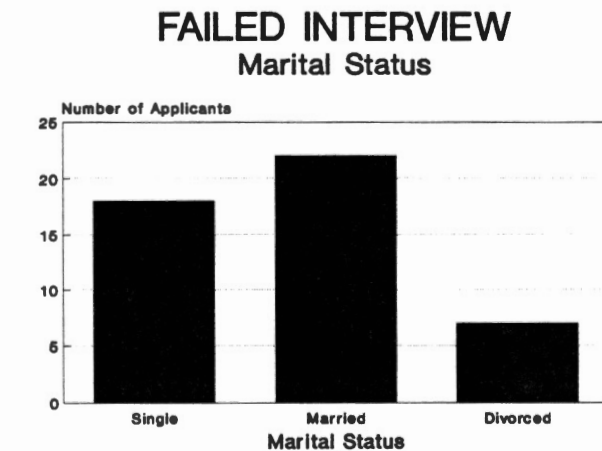
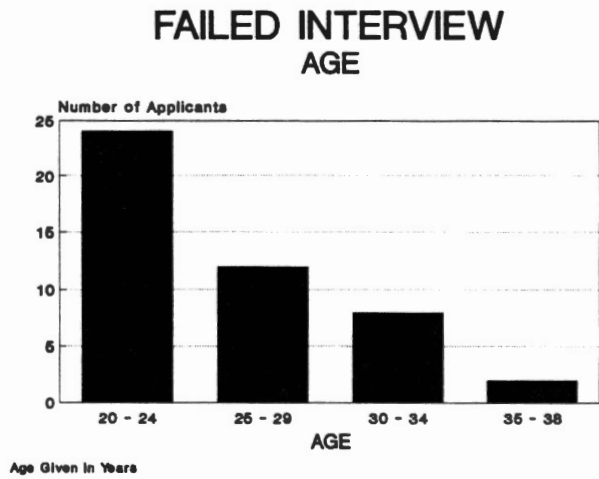
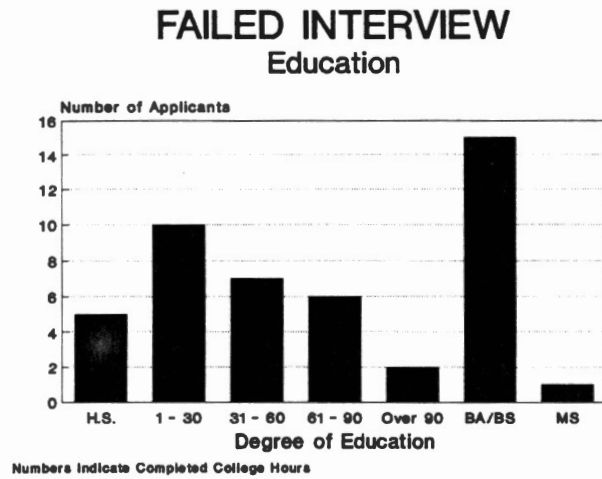
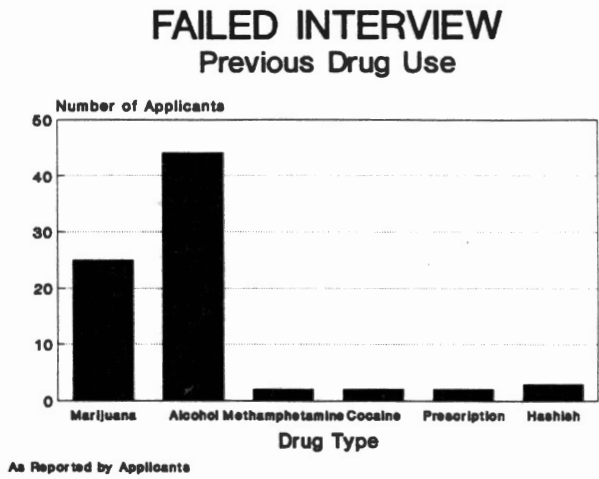
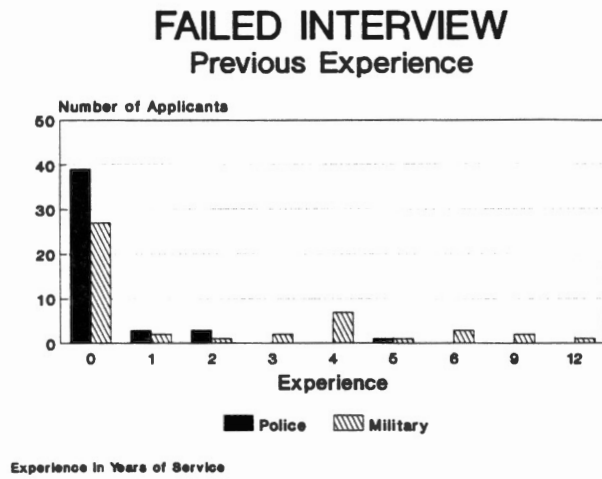
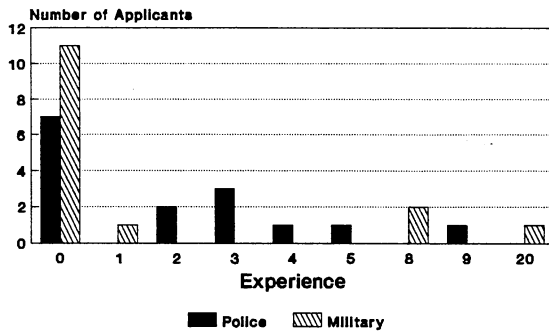


Figure 6. Failed Interview Graphics

TABLE XIII
PASSED INTERVIEW PROCESS

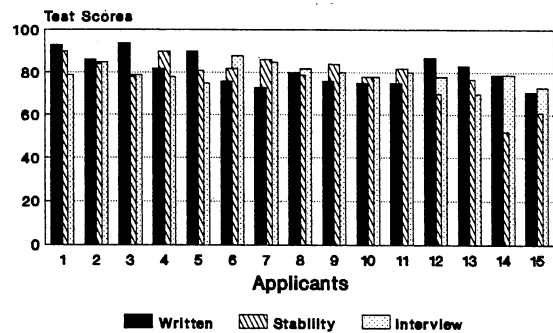
RACE	SEX	AGE	EDUCATION	FAMILY	POL-MIL	PREVIOUS DRUG-USE	TESTING WRITTEN-STA-INTER.		
C/M	26	BA-CR.JS.	M/1	5	0	LAST A 1986	92.90	90	79.33
C/M	31	HS	D/M/2 1987	4	8	LAST M 1980 LAST A 1982	85.91	84	85.00
C/M	43	BA-BUS.AD.	M/3 1969	0	20	LAST M 1966 LAST S 1966 SOCIAL A	94.36	78	79.00
C/M	27	BA-CR.JS.	M/2 1988	3	8	LAST M 1977 SOCIAL A	81.69	90	77.83
C/M	25	45-CR.JS.	D/M/1	3	0	SOCIAL A	90.14	81	75.00
C/M	30	70-GEN.	D/D/M/0	9	0	LAST M 1979 LAST A 1987	76.05	82	88.00
C/M	24	BS-PHYSC.	S/0	0	0		73.23	86	84.66
C/M	22	33-GEN.	S/0	3	0	SOCIAL A	80.28	79	82.00
C/M	22	BS-CR.JS.	S/0	2	0	LAST M 1987 SOCIAL A	76.05	84	80.33
B/M	25	BA-CR.JS.	S/0	0	0	SOCIAL A	74.64	78	78.00
C/M	21	56-CR.JS.	S/0	0	0	SOCIAL A	74.64	82	79.66
C/F	25	BS-POL.SC.	S/0	0	0	SOCIAL A	87.32	70	78.33
C/M	28	22-GEN.	D/D/2	0	1	LAST M 1980 SOCIAL A	83.09	77	70.00
C/F	29	116-SOC.	D/M/1	0	0	LAST M 1977 LAST A 1987	78.87	52	79.00
C/M	24	HS	M/1	2	0	LAST M 1985	71.83	61	72.50

PASSED INTERVIEW PROCESS Previous Experience



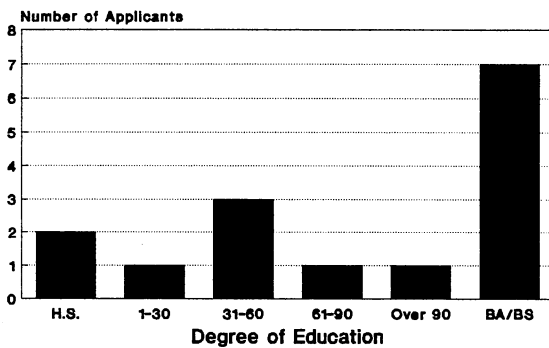
Experience In Years Of Service

PASSED INTERVIEW PROCESS Test Scores



Scores Presented In Order Of Ranking

PASSED INTERVIEW PROCESS Education



Numbers Indicate Completed College Hours

PASSED INTERVIEW PROCESS AGE

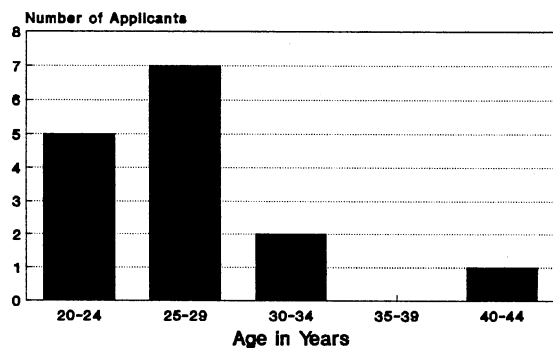


Figure 8. Passed Interview Process

VITA

Ronald R. Thrasher

Candidate for the Degree of

Master of Science

Thesis: PERSONAL MOTIVATORS INFLUENCING LAW ENFORCEMENT
CAREER APPLICANTS

Major Field: Corrections

Biographical:

Personal Data: Born Claremore, Oklahoma, February 26, 1953, the son of Harold and Barbara Thrasher. With his wife, Connie, and children, Daniel and Matthew, Ron's leisure time is invested in family activities surrounding their small farm, west of Stillwater.

Education: Graduated from Sooner Senior High School, Bartlesville, Oklahoma, June 1971; received Bachelor of University Studies Degree from Oklahoma State University, July 1989; completed a Criminal Justice Diploma Program from The University of Virginia March 1990; complete requirements for the Master of Science degree from Oklahoma State University, December 1992.

Professional Experience: Since 1978, employment as a police officer with the Stillwater Oklahoma Police Department, currently commanding the Criminal Investigation Division. Graduate of the 160th session of the Federal Bureau of Investigation National Academy. Instructor Oklahoma Council on Law Enforcement Education and Training. Professional affiliations include; Past State Director Law Enforcement Torch Run for Special Olympics. State Director Association of Professional Police Investigators. President-Elect, Board of Directors, Starting Point II, substance abuse center.