

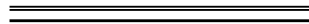
**The Bill Blackwood
Law Enforcement Management Institute of Texas**



Training Police Officers to Meet the Demands of Public Expectations



**A Leadership White Paper
Submitted in Partial Fulfillment
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ABSTRACT

The trend of police professionalization in the areas of technology and strategy has not been matched with training improvements to meet this challenge. Police officers are progressively being asked to complete an analysis of crime and neighborhood issues using information systems that are complex and did not exist as recently as a decade ago. Officers are then being asked to use this information to make decisions on crime prevention and suppression.

The training provided to police officers has not evolved to equip officers to become the autonomous decision makers that this environment requires. Kelling and Moore (1998) noted that the reluctance to enact change in American policing is due to the independent development of policing in the United States that discourages standardization and uniformity. Traditionally, policing has utilized a model of military training that relies on a behavioral method to indoctrinate police recruits into a system that is a rule oriented atmosphere and discourages independent thought and demands conformity. This dichotomy between modern policing and traditional training can scarcely coexist.

Policing should take affirmative efforts to align police training with contemporary expectations of policing. To develop police officers who think critically, law enforcement should train police officers using a collaborative and participatory training model that teaches to the ways that adults learn. This paper uses books, journals, articles and internet sources to describe the present state of policing and the prevailing philosophy of how police officers are trained to expose an obvious insufficiency of training institutionalized within policing in the United States. Adult learning uses collaborative

and problem based learning systems to prepare police officers for the complex job requirements of modern policing. Adult learning has been shown promise in the instruction of ethics and moral topics that have typically been difficult to instruct using traditional methods. These teaching methods reject the cookie-cutter production of police officers (Hansman, 2001) that has been the culture of American policing since its inception and produces police officers unprepared to conduct non-traditional policing. The police community has recognized the value of adult learning, and yet has continued to use traditional behaviorist methods to train police officers. Policing cannot fully embrace or conduct this new analytical culture of policing in which it is held accountable for results unless police officers are properly prepared.

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INTRODUCTION

Policing has been evolving over the past several decades. This evolution has been in response to research, technological advancement and current events. These changes have placed more responsibility in the hands of line officers who are expected to identify problems, make an analysis and formulate solutions. There have also been advancements in the understanding of how people learn and what methods provide learning that enhances critical thinking. Moreover, there are emerging trends in policing in response to increasing pressure on police to produce lower crime rates in a phenomenon that could be termed results oriented policing. In short, the police are being asked to do more with fewer resources largely in response to tightening in fiscal resources but also in response to demonstrate to the public that government is converting tax dollars into measurable results. Unfortunately, police training is not prepared to meet these challenges. These complex technologies and emerging crime reduction philosophies require police officers who possess higher order thinking skills and the authority to make decisions that in times past were made by police administrators. These critical thinking skills cannot be acquired using methods that have been traditionally used in the nation's police academies and that are still being used today.

The training in police academies in the United States has remained unchanged. The profession has continued to use a behavioral approach to training that is utilized in military boot camp settings and do not consider scientific research that it is contrary to known more effective methods for instructing adults and promoting more complex thinking. A 2006 report from the Department of Justice noted that a majority of

academies were using a military type stress environment as their training philosophy that included paramilitary type indoctrination and open discipline (Reaves, 2009). Moreover, academies continue to utilize a passive training model that relies on the instructor to deliver the curriculum content often using PowerPoint as a guide.

Meese (1993) recognized that policing is undergoing a “quiet revolution” out of the need to better serve the communities they serve. This revolution is fundamentally changing the relationship with the communities they police with the goal of more effectively filling this new role. This changing external relationship and shifting philosophy is increasingly placing the creative responsibility of policing to the line officer. The beat officer is ever more accountable for results under policing models known by names such as community policing. The unfortunate truth is that while a significant number of police departments have identified themselves as community policing agencies, their efforts have not translated to assessable progress in lowering crime (Ratcliffe, 2008). The failure to produce measurable results has driven the profession to more innovative methods.

Community oriented policing has given way to more complex models which began with Goldstein’s problem oriented policing which was introduced in 1987. Problem solving seeks to identify community crime and disorder issues and formulate strategies to resolve them. As technology continued to advance, CompStat emerged as the next generation in policing strategy. It relied on crime statistics and mapping to identify commonalities and patterns among crimes and use predictive analysis to intercede (Birzer, 2003). More recently, intelligence-led policing and other similar models have emerged, which seek to leverage modern technological capability in a

collaborative model of policing and crime fighting. The focus of intelligence-led policing is broader and utilizes intelligence gathering and communication in a cross jurisdictional and regional model that shuns reactive policing and focuses on prevention and the targeting of offenders (Ratcliffe, 2008). Braga (2008) concluded that current trends in policing require that police departments invest in training that prepare police officers to conduct complex research that is the center piece of these new policing strategies. It is exactly these more complex policing strategies that would benefit from current thought in adult learning theory.

Adult learning holds great promise for the future effectiveness and professionalization of policing. It is based on decades of research that has produced evidence of how adults learn and what strategies best facilitate learning. In the nineteenth century, the distinction between the education of adults and children was specifically identified. Vygotski theorized that learning is a shared experience between the instructor and the student. Each learner brings their personal life experiences into the learning environment and within that context they interpret new knowledge. This is referred to as scaffolding or the prior knowledge that supports any new knowledge that is attained. According to his theory, which would be later coined as constructivism, humans learn best when the learning occurs in context in a participatory environment. They prefer to be in control of their learning and it is best understood within the framework of their life experiences. This negotiation of understanding between the trainer and the student places the student on the same level with trainer acting as a learning facilitator (Richard-Amato, 2010).

In 1926, adult learning as discipline was established and in the second half of the 20th century, Malcom Knowles brought adult education into its own by distinguishing it from education that had been traditionally delivered to children. He established a list of axioms on how adults learn best. He theorized that adults want choice in how they learn because they best know what works for them and are most comfortable personalizing their learning experience. This takes into consideration their experiences that they bring to a learning environment or what is commonly referred to in education as scaffolding. He also stated that adults learn for a reason that is normally related to life goals and therefore their motivation is different from children and thus tends to be for intrinsic reasons. Finally, adults are most motivated to learn when the knowledge may be used to resolve problems contemporaneously (Hansman, 2001)

Although it is increasingly apparent that policing could benefit from current research in adult learning, the reality is that the profession lacks the commitment to change and, therefore, has failed to implement learner centered instruction. In fact, many practitioners contend that the behaviorist approaches that have dominated the past are working and that meddling with the present system will have a negative effect on policing. This failure to reconcile modern police strategies and link them to the mission of the department diminishes the agency's effectiveness (Birzer, 2003).

Policing cannot move forward to meet the challenges of the twenty-first century unless there is a shift in police culture that includes a commitment to abandon the unilateral learning model based on behaviorist philosophy and the implementation of participatory learning in which the instructor acts as the facilitator and the learner controls their learning process. This will better prepare officers for the complex

environments in which they are required analyze crime and disorder issues and evaluate possible solutions. In this contemporary policing model, it is essential the officers recognize issues, formulate possible responses and make decisions to deal with them. In such an environment officers are held responsible for the resolution of crime and problems. The profession can scarcely expect officers to perform adequately unless departments provide them with real world training that puts learning into the context that it will be encountered.

POSITION

Birzer and Tannehill (2001) pointed out that policing is the science and art of dealing with human beings and resolving their problems and that relatively little of the police officers time is occupied doing traditional policing such as arrests or use of force. This commerce in the human experience requires the police officer to be innovative in analyzing problems and proposing solutions. Often, police training expends significant time and efforts to teach disciplines and techniques that are seldom encountered or used and relies on behavioral or cognitive approaches to deliver the instruction. Behavioral training emphasizes punishment for undesired outcomes and praise for a positive result. Cognitive instruction is the reliance on the lecture for the systematic delivery of training that does not encourage spontaneity or unscripted outcomes in the training environment. This philosophy of training is often the standard method for delivery of police instruction. Unfortunately, it does not prepare police officers to accomplish the tasks that that contemporary policing requires of them. Additionally, it fails to consider the life experiences that officers bring to training and how those experiences can benefit their learning and the learning of other students. Adult learners

contextualize and interpret new knowledge and use it to facilitate the acquisition of new learning.

There is little doubt that police recruiting and emerging technology have driven police policy. Unfortunately, as Conti (2006) noted, police agencies have sought to identify and hire recruits that will best fit the present day training philosophy. Police agencies seek out applicants who will easily adapt to training that seeks to produce officers that follow rules and do not question authority. This increases the chances that the officers that are hired will be able to become successful in the traditional behaviorist environment. Cleveland (2006) asserted that technology changes have caused a widespread revolution that is not just centered on computers and information systems. They have led to improvements based on research that have included equipment upgrades from radio systems to illumination. There has also been much discovery in the realm of learning and how the human mind acquires and processes new knowledge.

The buzz concerning adult learning and its potential benefit to policing has been known for some time. In fact, the Texas POST (TCLEOSE, 2007) lesson plan for the initial certification of police instructors dedicates an entire unit to the importance of adult education principles. In spite of this, current training does not support the complexities of modern policing and does not incorporate adult learning strategies on a consistent basis. Birzer (2003) noted that most of the training accomplished in policing consisted of the unilateral delivery of instruction in which the trainer was the center of the instructional environment and the student was expected to receive the instruction to be competent. This behavioral oriented method included the instruction of the recruit as well as the incumbent police officers. He pointed out that even the selection process

focuses on physical conditioning and the tendency of the candidate to conform to a behaviorist system (Bizer, 2003). This philosophy is selecting and training police officers that are not prepared to deal with an environment in that is heavily dependent on technology and problem solving. Officers are expected to use these complex information systems to evaluate crime trends and formulate solutions.

Ratcliffe (2008) showed that traditional policing and even community based policing models have been a failure at reducing crime and that the present political environment has prompted a quest for alternatives. He claims that even crime itself has changed and required the police to adapt to this reality. Society has increasingly demanded improved police efficiency while reducing the associated risk that often accompanies traditional policing. This shift in policing has been hastened by the attack on the United States in September of 2001. Policing as a profession is still wrestling with the realities of recent and not so recent research that have demonstrated that increasing the number of police officers on the street has a negligible effect on overall crime and has had no effect on violent crime. Ratcliffe (2008) described a situation in which rooms full of files and cabinets that were once cross referenced has been gradually replaced with complicated computerized systems that are many times more powerful. In addition, these systems are capable of sharing and organizing massive amounts of data across jurisdictional boundaries efficiently and cost effectively and offer the hope fulfilling the demands placed on the police in the post 9-11 era. The police cannot continue to train and prepare police officers using a paramilitary model suited to teach disciplines that prepare them for situations that they will rarely encounter.

The best way for police organizations to exploit these advances across the agency is by fostering a decision making culture that is based on analysis and that is propagated through adult learning methods. This will require that the organization relinquish some of the decision making authority to line officers and relax the prevalent thought in policing that officers must conform strictly to the culture of the department, its policies and procedures. The officer will be better prepared to analyze crime and disorder issues and devise creative and innovative strategies to deal with problems. These skills require that the character of training be modified so that officers are prepared to meet these challenges (Meese, 1993). Adult learning is participatory and one of its principal delivery strategies is through collaborative learning.

Adult learning principles offer what traditional paramilitary training claims to deliver and more. Slavin (1995) maintained that cooperative learning is superior to paramilitary type training because it facilitates the higher order thinking processes necessary for critical thought. Paramilitary training emphasizes the benefits of social influence within the learning environment that strongly encourages conformity among group members. Collaborative learning also accomplishes this goal while encouraging independent thought and analytical reasoning. These components are motivational, social, cognitive, and developmental. In collaborative learning, motivation of all group members is facilitated by both group and individual evaluations that assure that all the members of the group are contributing and that there are no non-participatory members. This results in social cohesion of the group members as they seek the success of every other group member.

Paramilitary training advocates claim that social influence using negative stigmatization is a distinct advantage of their model. In contrast, cognitively, collaborative learning facilitates cross learning among members of the group. All members of the group have the opportunity to learn from the other members. The members of the learning environment who function at higher analytical levels facilitate the learning of those students at lower levels. This is a benefit not realized by paramilitary type training because of the unilateral delivery of instruction. This work among the group members assists each member to reach their proximal zone of achievement as coined by Vygotsky. This proximal zone is the gap between what a student is then capable of accomplishing without help and what advanced level the student is capable of attaining with appropriate instruction. Vygotsky theorized that the student construct new learning within the framework of their life experiences and prior knowledge. This scaffolding or support furnishes the context for all future learning (Daniels, 2005). Collaborative learning fosters an environment of encouragement among students based on positive and affirmative learning and discourages fear as a motivation to avoid failure.

Because adult learning emphasizes a collaborative instructional model it is uniquely suited to prepare officers for the complexities of modern policing. It focuses on the learner and utilizes instructional methods such as problem-based learning and scenario training in order to allow officers to practice the skills learned and construct new knowledge within the framework of their experiences (Oliva & Compton, 2010). Cleveland (2006) advocated the use of problem based learning because it motivates the learner by connecting the learning to a clear goal. These goals in turn can be directly

linked to the agency's mission and goals. In addition, he noted some earmarks of a philosophy that centers on adult learning. When evaluating any particular training, the outcomes should be a demonstration of a skill that is observable. The complexity of the learning outcome should be defined within the context of Benjamin Bloom's cognitive domain. The domain consists of increasingly complex thinking levels consisting of knowledge, understanding, application, evaluation, synthesis and evaluation. These descriptions are associated with verbs that describe what observable behaviors should present on the completion of learning. The verbs are used in descriptions of learning outcomes known as objectives. Once the learning outcome has been defined, the learning strategy can be chosen to deliver the instruction.

As described earlier, adult learning is learner centered. This permits the learner to participate in the learning in collaboration with other students and the instructor. Problem-based learning, according to Cleveland (2006), increased the probability that the learner will add the new knowledge to their present experiences, or scaffolding, and apply it to a new and unique problem to develop a distinctively suited solution. It also recognizes and accommodates a theory developed by Howard Gardner that asserted that every human possess one or more unique intelligences that cause them to be more apt to excel in one or more disciplines than others. Instructors and learners alike with knowledge of preferred learning inclinations can choose strategies that better facilitate learning for them individually. Problem-based learning is a proven aid in the acquisition of this higher order thinking. It allows the learner to work toward a solution in collaboration with other learners and the instructor. These problems are formulated by practitioners with the goal of duplicating real situations or possible issues that may arise

and students are encouraged to develop unique and innovative solutions. Lynch (2005) advocated for scenario based training because of the environment that allowed students to use all acquired knowledge in an all-encompassing training that combined the psychomotor skills required for the hands on aspects of a police officer's job and required that officers make decisions in which they apply knowledge to a new and fluid situations to arrive at unique solutions to problems. Knowles in his theory known as andragogy proposed that adults are motivated to learn by real life problems which allows them to apply their new knowledge to new situations (as cited by McCoy, 2006).

Bloom also proposed an affective learning domain. Adult learning strategies and methods are especially helpful with training police officers on the concerns of Bloom's affective domain. This is a field of high importance in policing that includes the emotions and values of the police, or perhaps better stated, ensuring ethical behavior among officers. Particularly worthy of mention is emotional intelligence or EI which was summed up by Daniel Goleman (1995) in his book of the same title. Goleman (1995) stated his belief that emotional intelligence was more important to the success of the individual than the intelligence quotient. He backs up his claim with a parade of examples of individuals who are of average or even marginal intelligence and yet highly successful. Emotional intelligence promotes officers to know themselves and understand their reactions to situations they encounter. Saville (2006) put forth that EI is especially suited to targeting difficult instructional areas which are emotionally charged and require self-reflection and evaluation such as diversity, domestic violence, officer discourtesy and suicide. The goal of EI is to make officers aware of thought processes that trigger an emotional response to circumstances which can result in undesired

outcomes. Delattre (2006) specifically described the type of training that would benefit the police profession in the area of ethics. He stated that training in the art of making moral decisions is a progression which can only be learned by repetition to form appropriate practices. This is how the resolution of complicated and morally difficult situations can be determined. Students must be convinced of the value of correct choices over immoral choices. Adult learning with its participatory and interactive philosophy is especially appropriate to teach officers emotional intelligence and to help them to discover the innate value of correct choices.

As police agencies age, they are becoming increasingly populated with officers that have distinct learning needs that are independently oriented. Cleveland (2006) noted the educational experiences and the technological savvy nature of younger police officers makes them especially independent in the learning process. They are less likely to have been in the military and were reared in a more permissive atmosphere than older officers. He contended that these officers prefer to learn under circumstances in which their opinion is valued and they are free to choose the method for learning that best suits their style and preferences. Skiba and Barton (2006) found that those born post 1980 tend to value a learning environment that offers the opportunity to interrelate and work together with others to gain knowledge that is immediately useful and can be applied to the job requirements. This is combined with a need to utilize and increase the use and usefulness of technology in the workplace has resulted in training organizations that are poorly prepared to deal with today's youth. Cleveland (2006) proposed that the unilateral delivery of knowledge stifles creativity and motivation for

this younger learner. He also noted that the majority of all police officers to learn by doing.

Werth (2009) also pointed out some inherent difficulties that can characterize younger police officers known as millennials. He stated that they tend to have a laid-back outlook toward employers, lack of compliance to rules, and seek diversion and immediate fulfillment of wants. However, they may also possess a team-oriented disposition and technical skill that make them ideally adaptable for modern police strategies and trends. This group appears to be well suited to the new policing, but unfortunately antithetical to traditional police training. Adult learning theory is well suited to attract and train young people labeled as the millennial generation. This generation is also more likely to have been educated using collaborative learning methods.

COUNTER POSITION

Policing is a high stress occupation that involves life and death situations. Officers need to learn to work under high stress in order to know how to think under pressure. Low stress training does not adequately prepare officers for police work. Officers are not supervised closely under field conditions, and police training should concentrate on developing self-discipline so that an officer can be trusted when they are not being observed by their supervisors. More than half of the academies in the United States continue to train new police officers under stressful or paramilitary methods (Reaves, 2009). This is because it is the most effective and efficient method to train police officers.

Paramilitary training is especially suited to instill discipline and trustworthiness in police officers according to Gundy (2007). He stated that loyalty, ethical behaviors, and

adherence to policy and procedure is best achieved through the use of strict adherence to rules using open criticism, continuous scrutiny to assure compliance, withholding of privileges and a continuous indoctrination into the academy lifestyle. This indoctrination should be followed up by an evaluation of adherence to the stated values and imposing consequences for the entire group for violations. These methods assure compliance with the rules and policies. In a study of the effects of the use of stress during training sponsored by the United States Army, the benefits of providing a stressful training environment were noted. The study found that training accomplished using stress had a positive effect on the cognitive skills of students when placed in real life situation and they were required to perform difficult cognitive tasks (Saunders, Driskell, Hall, & Salas, 1996). Paramilitary style training of police officer better prepares officers for the stressful atmosphere they will encounter as line officers on the street.

Recommendations for span of control in policing range from four to 30 officers for every supervisor (Swanson, Territo, & Taylor, 2008). Delattre (2006) stated that police officer selection is the most effective method to assure that officers will perform ethically outside the view of supervisors. He emphasized that the selection of candidates who have proven historically to be reliable facilitates accountability in the police organization. He states that police recruitment; and the quality of police recruits has improved the image of policing and has largely been accomplished through methods that screen applicants more carefully. He contends that misconduct is the result of character flaws and poor judgment and that training will have minimal impact on police officer misconduct. Paramilitary training is not effective in ensuring the integrity of the agency.

The selection process holds the best hope for ethical behavior on the part of police officers who spend a considerable amount of their day outside the view of supervisors.

The use of paramilitary training encourages police officers to view the department and the community as a dichotomy that results in an “us against them” mentality. According to Birzer (2003), this includes fostering communion amongst officers in a combatant type paradigm in which they seek unity in conquests in violent situations. This mentality is diametrically opposed to current police philosophy that seeks community partnership and team problem solving.

Policing is becoming increasingly a thinking profession in which police officers are held accountable for crime and disorder issues and less emphasis is being placed on productivity measures such as arrests and citations. Policing is primarily strategic and process profession. This is an era of accountability in which officers are being judged less on the number of arrests and tickets and are being held accountable for solving crime and disorder issues. While some disciplines should be trained under stressful conditions because of the very nature of their use, these account for a tiny fraction of situations that officers encounter.

Apart from the failure of paramilitary training to utilize proven adult learning principles, it also fails to train officers in current police issues. As policing becomes more complicated and requires police officers to think and analyze situations, traditional training typically fails to focus on the skills that officers should acquire. Birzer and Tannehill (2001) noted that while some tasks are particularly well suited to behaviorist instructional methods, those tasks represent a small portion of the things that police officers accomplish. They noted that only 10% of patrol tasks could be characterized as

crime related and the other 90% were service related and consisted of problem oriented matters. In addition, Slavin (1995) demonstrated that cooperative learning, one of the cornerstones of adult learning, has been shown to accomplish what cognitive and behaviorist instruction advocates claim exclusively. He noted that when conducted properly cooperative learning ties success not just to the group, but to the individual. This dynamic provokes effort from all of the learners and provides and facilitates a learning environment that places positive pressure on all members of the group to perform at high levels. These forces within the learning environment accomplish the principal claim of the paramilitary advocates while facilitating the development of critical thinking skills.

RECOMMENDATION

Technological advancement is increasing the ability of the police to respond to crime and disorder issues in the community. Unfortunately, in order to take advantage of these developments, departments must depend on professional police officers who are trained to analyze and respond to emergent problems. Traditionally policing has consisted of a dependence on arrest and citation statistics for evaluating officers and on a paramilitary or behaviorist philosophy of training with a unilateral delivery of instruction and a dogged adherence to consequences and punishment for motivation. This training philosophy is incompatible with present and incipient technologies and promising police strategies.

Policing as a discipline and community must recognize that the present prevailing philosophy of training is not conducive to advanced modern police thought on crime prevention and intervention. State agencies for police officer standards and training

(POSTS) should adopt a training philosophy statement that embraces adult learning and provide for adult learning principles in lesson plans produced and required for core learning. Technical support and training should be provided for licensed instructors to facilitate a cultural shift to an adult learning philosophy. This support should supply practical exercises and problem based learning examples that will assist trainers and academies make practical implementation of the theories of adult learning. Finally the individual states can work to deal with the issue of requirements that discourage the use of adult learning principles. McCoy (2006) pointed out that often the tendency to use lecture over participatory learning is the result of politically mandated training that originate at the state level. In his examination of why police trainers fail to use modern teaching methods he discovered that the volume of the curriculum and time limitations forced instructors to rely on lecture to dispense the material. This is the least desirable method to deliver training that seeks to alter police attitudes and yet most often used to teach state required training such as cultural diversity. McCoy also noted that the state POSTs paid only passing mention of adult learning principles in the training of new police instructors. The state POSTs should play a broader role in facilitating the transition to adult learning principles among police agencies.

To change from the present situation will require an intentional and overt effort to change the culture of individual departments. These changes should include policy statements that prescribe how training will be developed and delivered and provide a lesson plan format that require a participatory learning environment. The policy should specify that training will be learner centered and collaborative with the goal of moving the learner to higher order thinking. If departments utilize an outside academy to train

new police officers, they should utilize a vendor that employs adult learning strategies. Once recruits complete the basic academy, it is important that the department continue to provide an adult learning environment during the field training of new officers and avoid the use training that focuses on behavioral methods strictly. These steps will assure that a department will transition to the new training culture with the support of the state POST and the endorsement of the police department and accompanied by positive steps and a road map for implementation.

While there has been some movement in police training culture to an adult learning approach, traditional behaviorist and paramilitary training philosophy continue to dominate the field. This training method focuses on reactive policing in which officers arrest offenders after the crime is committed. Policing is no longer reactive and requires the individual officer to be a thinking professional. This proactive policing model focuses on crime prevention and analysis of crime statistics and intelligence to develop innovative and creative strategies to prevent crime and disorder and arrest offenders. It places the training focus on the tasks that make up 90% of the work that officers actually do. These tasks require an officer to think and analyze and create responses. Adult learning which centers on the learner in a collaborative environment is particularly suited to accomplish this goal.

The traditional behaviorist training focuses on rules and compliance and is a contradiction to current police trends. While it may be useful in some areas of police training such as firearms, it does not prepare officers for the vast majority of the work they will encounter on a daily basis (Birzer & Tannehill, 2001). Behaviorist training models is best suited for 10% of the officer's daily activities and does not prepare the

officer to accomplish his primary goal which is the analysis of crime and disorder issues and devising solutions. Paramilitary training does not prepare officers to function in a partnership with the community and been linked to an adversarial relationship between line officers and the community they serve.

These steps still may not be sufficient to acculturate policing to the contemporary environment that demands increased efficiency, increasing integration of technology and radical change in the disposition of police recruits. Chappell (2008) noted that currently only 3% of police academy time is dedicated to subject matter beyond traditional curriculum to deal with current expectations. This was attributed to the subculture within policing that runs opposed to the material change in police training philosophy. To meet the needs of a profession that is increasingly dependent on individual officers to drive efforts to reduce crime, police agencies should universally and systemically adopt an adult learning orientation at all levels of the agency that encourages independent thought and creativeness which links the agency's mission to the training philosophy.

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