

The Bill Blackwood
Law Enforcement Management Institute of Texas

Risk Management: Using Complaints Against Officers to Identify
Latent Training Needs

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An Administrative Research Paper
Submitted in Partial Fulfillment
Of the Requirements for Graduation from the
Leadership Command College

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by
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Lufkin, Texas
October, 2002

ABSTRACT

Police administrators today face an environment in which the police are under constant scrutiny. Current economic conditions place a strain on city budgets and taxpayers, which always increases tension between the public and the government. Chiefs and sheriffs have to find ways to maintain or improve levels of service without the same resources. Changing cultural values and expectations challenge the role perceptions of officers by the public and the officers themselves. Conflicts emerge as officers try to do their jobs, resulting in complaints that require the expenditure of resources for their investigation. The investigations further disrupt the functioning of agency work groups, damage the agency's image, and provide opportunities for critics in the community to sow discord among various constituencies.

The purpose of this paper was to examine the relationship between complaint files and training records to determine if latent training needs could be revealed by the types of complaints filed against officers. Following a review of available literature, a survey was sent to three Texas police agencies to obtain data for the study. Only one agency responded by sending information on complaints and training records. Analysis revealed that half of the complaints in that agency were for harassment, rudeness, or excessive force, and that very few officers who had been the subject of a complaint had received training in topics such as verbal skills, interpersonal relations, conflict resolution, or defensive tactics or control and restraint techniques.

Although only one agency's experience over a two-year time period was examined, it is concluded that all agencies should review complaints and training records to determine if there are skills and techniques for which officers are not receiving sufficient training that are possibly contributing to situations which give rise to complaints.

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Introduction

During the 52nd Module I of the Leadership Command College, instructors and participants commented on the constraints imposed upon leaders of modern law enforcement agencies. Recent economic developments are causing revenue shortfalls for federal, state, and local governments, which are then translated into reduced budgets for most law enforcement agencies. Increased scrutiny by the media and the public, mistrust of the police due to recent high-profile cases, and changing expectations of policing by the citizen customers were also discussed as factors that cause the police to exist in the proverbial fishbowl. In the policing environment of today, any incident of alleged police misconduct is instantly known by members of the community. Just the allegation of misconduct damages the image of the police, and provides fuel for the fire stoked by activists hostile to the police.

More importantly, however, complaints against officers require resources to investigate the claims, and to administer discipline. The investigation and disciplinary procedure can negatively affect morale and productivity, and interfere with the smooth functioning of the work groups within the agency. Civil liability can subject the agency to lawsuits, which must be defended, even if the employees have done nothing amiss. Money, time, and energy that could have been better utilized in pursuit of agency goals must be diverted to the processing of complaints.

Police agencies have attempted to prevent misconduct and errors by officers through several mechanisms. Risk management plans have been developed that identified areas of concern and potential risk, training has been developed, and policies and procedures have been written. Supervision and discipline have been the enforcement tools used to ensure that officers

behave correctly, and are held accountable when they do not. And yet, there continue to be complaints and lawsuits, sensational headlines and riots, all because of police misconduct.

Why do complaints against officers continue to come forth? Are there topics and skill areas in which officers are not receiving sufficient training that contribute to situations that give rise to complaints against officers? Can these topics and skills be identified by a systematic review of the complaint files and training records?

To answer these questions, a review of the literature will be conducted. A survey instrument will be developed to obtain information regarding complaints and training from three Texas law enforcement agencies. The information to be sought will focus upon all complaints received during a two-year period, along with the training obtained by officers who were subject of complaints during the same two-year period.

The purpose of this paper is to determine if a review of complaint files and training records can identify patterns of conduct that reveal a training deficiency. If training deficiencies can be identified, then an agency would be in a position to develop a strategic plan for the limited training funds available. In any agency's training budget, funds must first be sufficient to obtain the training mandated by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). Secondly, training dollars should be allotted for officers to acquire training and education to develop or enhance their abilities to perform in special assignments, such as administrators, detectives, narcotics officers, and school resource officers. If any money is left, it is discretionary in nature, and, without a plan in place, is typically spent to send people to schools they request, usually on a first come-first served basis. With a plan, the discretionary money could be used to provide training in those topic areas that have been identified as contributing to disciplinary problems, thereby reducing complaints against officers and all of the

negative consequences that follow. Money could be saved because of reduced investigative costs and fewer lawsuits, which could then be funneled into more training.

Review of the Literature

All police administrators are risk managers, and should have a risk management program in place in their agencies to proactively manage the potential liability inherent in police activity. Policing is dangerous. Officers carry deadly weapons, drive cars under often stressful conditions, and engage citizens frequently in vague and uncertain situations that can test the limits of constitutional authority and civil rights. Only through a program that identifies, examines, and plans to manage risks can a chief protect his agency and the local government of which it is a part (Gallagher, 1990[a]).

Risk analysis and management are critical components of effective and responsible agency planning. Risk is present in all police activities, and failure to control risk can have disastrous consequences in both human and monetary costs. In the real world, risk cannot be eliminated entirely, but acceptable risks can be determined. The level of risk that is acceptable is dependent upon many social, political, and legal factors, but will generally be decided based upon the balance of the positive and negative consequences of particular courses of action (National Police Research Unit, 1996[a]).

Risk control strategies typically assume four forms. The first is risk avoidance, in which an agency no longer engages in the activity that produces risk, such as eliminating pursuit of traffic violators. Risk retention finds the agency continuing the activity, but funding potential liability, perhaps through a self-insurance fund. The third strategy is risk transfer, with the agency again continuing the activity, but transferring the cost of liability elsewhere, typically

through insurance. The last method is risk reduction, which is aimed at minimizing potential loss (Bamber, 1990, as cited in National Police Research Unit, 1996[a]).

Randy Means, an attorney who teaches risk management courses for law enforcement officers, stated that risk management attempts to achieve four goals. The first is to maximize the organization's effectiveness by communicating its values and priorities through risk management plans and policies. Secondly, risk management attempts to avoid lawsuits, either by avoiding activity that causes liability, or by changing organizational behavior so that an activity can be conducted in a less risky way. The third goal is to win lawsuits by having the agency to be right when it is sued. And lastly, risk management tries to ensure that if an agency does lose a lawsuit, the loss is less costly than it would have been without risk management efforts (Personal communication, July 12, 2001).

Gallagher (1990[b]) stated that in the current litigious environment, administrators must understand that complaints and lawsuits not only distract the chief's attention, but also sap the energy of the organization. They also create an unprofessional image for the executive and the agency. By decreasing the risk of liability through a comprehensive and systematic approach, an executive can ultimately increase the professionalism of the agency. He then recommended a six-layer liability protection system including six components: policies and procedures, training, supervision, discipline, review and revision of policies and procedures, and legal services. This paper will focus on the training as a way to reduce potential liability.

Training for police officers can no longer be considered a luxury, but rather a critical responsibility of police leaders. Allegations of failure to train still pose a threat, even as mandated pre-service training and in-service training has been increasing throughout the nation. If the chief knew or should have known of an officer's lack of training in a certain area, and

these deficiencies caused a deprivation of constitutional rights, he can be held liable for abdicating supervisory or managerial responsibilities. Ongoing training is, therefore, critical to avoiding civil suits, and for preparing a defense against allegations (Plitt, 1997, & Silver, 1996, as cited in Ross, 2000).

City of Canton v. Harris (1989) provided the standard of deliberate indifference for review of failure to train litigation. In this case, the Supreme Court stated that based upon the duties and tasks of officers, the need for training must be so obvious, and the inadequacy of training so likely to result in a constitutional violation, that the policymakers of the city can reasonably be said to have been deliberately indifferent to the need for the training. The municipality can only be held liable if there is proof that the city's failure to provide training to its employees causes a constitutional violation of civil rights, and the failure to train is the result of the city's deliberate indifference to the constitutional rights of the plaintiff (Thomas & Means, 1990).

In Canton, however, the court did not specify what subject matter should be taught, nor how many hours of training officers must attend. The court instead stated that training should address situations to which police usually and repeatedly respond. In other words, a training program should be relative to the tasks officers typically perform in the course of their daily duties (Ross, 2000).

Ross (2000) conducted a content analysis of 1,525 failure to train cases filed under 42 USC 1983 since the Canton decision to determine the top ten most frequent topic areas under which failure to train was alleged. He categorized the cases as follows:

- Non-lethal force
- False arrest or detention

- Search and seizure
- Failure to protect
- Detainee suicide
- Lethal force
- Emergency vehicle operations
- Medical care
- Police as plaintiff
- Other.

He discovered that police administrators prevailed in slightly less than two-thirds of the cases. In the cases in which the plaintiff prevailed, damage awards averaged over \$450,000, and attorney fees, which had to be paid in all cases, averaged slightly more than \$60,000. His analysis revealed that litigation is costly, even when the police prevail.

Dugan and Breda (1991) observed that while some criticism in the form of complaints against an agency may mean it is being effective, the amount and type of criticism may indicate a need for change in several facets of the organization, including training. They examined lawsuits and complaints against officers in general law enforcement agencies in Washington to determine what level of criticism, in the form of complaints and lawsuits, would indicate the balance between an effective agency and a dysfunctional one. They found that complaints were more numerous than lawsuits, and thus posed a greater demand on agency resources. They reported that improper verbal conduct and physical force were the top two categories for sustained complaints. They also found that only 15% of the officers in public-contact positions received a complaint that was investigated, and only 4.4% of those complaints were sustained. It was also stated that while the same officers drawing complaints could indicate a personnel recruiting

problem, complaints spread among the department would tend to indicate a deficiency in training, policies, and/or procedures.

Webber (1992) stated that complaints received and processed by the internal affairs unit could be used to identify critical training needs. He reported that often officer misconduct is the result of a lack of knowledge or understanding of policies or procedures, and that supplemental training could minimize or eliminate future incidents by other officers. He recommended that an annual analysis of all citizen complaints and use of force situations be conducted to identify needs in such areas as policies and procedures, tactics, cultural sensitivity, and supervisory and managerial practices and responsibility.

Recently, however, the main focus of internal affairs units has not been on identifying potential training deficiencies, but rather on identification of "problem" officers. Some investigative journalists have reported that 2% of all officers are responsible for half of all citizen complaints. Early warning systems have been developed based upon the concept that within any group of officers, a small percentage will perform substantially worse than their co-workers, therefore requiring some intervention by the agency (National Institute of Justice, 2001). But while providing training and interventions to these problem officers, no effort was shown to address the other officers who are still accounting for a significant number of complaints that the agency must process.

Twenty-one years earlier, Wagner (1980) tried to develop a profile or paradigm of officers against whom complaints of misconduct had been made. He found that the typical officer against whom a complaint was filed was not distinguishable from any other officer. He also found that an officer encountering an on-view situation was more likely to receive a complaint from a citizen than was an officer responding to a call for service. He also reported

that officers in two-officer cars were more likely to receive a complaint than solo officers. While Wagner found some situational factors that may account for complaints against officers, he did not identify latent training needs.

Some researchers have studied the situations and activities that seem conducive to complaints against, as well as assaults upon, police officers. Higher education has been studied as a way to improve performance and reduce complaints. Some have tested training programs to learn if special training can have an impact in these areas. These studies have been conducted not only in the United States, but also in Great Britain, attesting to the widespread and serious concern about improper police behavior.

Kappeler, Sapp, and Carter (1992) examined the number of founded complaints for college-educated and non-college-educated officers. They found that officers without a college degree generated almost 42% of all founded complaints, yet they accounted for only 29% of the officer population. They also reported that rudeness or lack of courtesy was the most common complaint, and that 6% of college-educated officers received a complaint of this type while 20% of non-college-educated officers had rudeness complaints. While the authors cautioned against generalization to all agencies because of their methodology, their results did correlate with previous research that they cited.

Southgate (1987) examined police-citizen interaction in London, Birmingham, and Bristol to study the demeanor of the police and members of the public with whom they came in contact. He wanted to know how the nature of the contact, expectations about control of the contact, and how one party's actions influenced the actions of the other party in the contact. His purpose was to identify information and insights that would be useful in developing human skills training to reduce negative interactions between the police and the public. He found that the

police were more rude to the public than the public were to the police, and that this tended to occur more frequently when the citizen was a suspect. He stated that this was not necessarily bad, and that whether the officer's conduct was appropriate depended upon individual circumstances. He recommended role-play training as a possible solution to reducing inappropriate actions during police-citizen interactions.

Abernethy and Cox (1994) studied anger management training for law enforcement officers as a way of preventing excessive force incidents. Their study consisted of a pool of officers from the Rochester Police Department who were divided randomly among the training and control groups. They reported that the results provided limited support for continued development and study of the anger management training module as a positive tool for reducing use of force incidents and complaints. This information would tend to confirm Randy Mean's remarks that anger management and the ability to diffuse hostility are two skills or traits that are critically important for officers to possess (Personal communication, July 12,2001).

Miraglia (1999) suggested a novel approach to curbing incidents of excessive force, or at least, preventing their escalation. He stated that teaching officers how to recognize situations that are likely to lead to excessive force, and showing them how to intervene in an appropriate manner. Even if the officers could not intervene to prevent the situation, they need to know how to manage it and prevent an escalation. He stated that such training, at the time of his writing, was missing from most basic training programs and certainly from in-service curriculums, and that such training was a necessary and contemporary component of a risk management program.

Stress has been linked to a number of negative effects upon job performance indicators. Among them is excessive aggressiveness, which can trigger an increase in citizen complaints. Training the officers to recognize the signs and sources of stress, and how to develop personal

strategies to cope with stress in a positive manner, can help prevent many of the negative consequences associated with stress. Training should begin in the academy, and continue through in-service programs (National Institute of Justice, 2000).

Wadman and Ziman (1993) identified a lack of training in courtesy as an impediment to optimal effectiveness in police organizations. They charged that police departments had failed to recognize the power of courtesy, and how it influences people. They stated that courtesy softens power and creates an atmosphere that makes its use effective and acceptable. Discourteous behavior, however, tends to legitimate disrespect for the authority of the police. And when an individual feels slighted, he will either develop a lack of self-confidence in the police, he will file a complaint with the department, he may enter into a verbal dispute on the street with the officer, or he may physically confront the police, causing a need for the use of force and an escalation of the situation. Everyone gains, they stated, when police use courtesy in their interactions with the people they serve.

The physical dangers patrol officers face in the performance of their duties led the National Australian Police Research Unit to commission a series of studies to identify the risks in certain activities, and to develop ways to mitigate those risks. This seems to be the most comprehensive effort to date to identify the tasks, and situational and personal variables, that place patrol officers at risk of physical danger, and to develop a risk management plan to make policing safer for the police. While the studies do not detail the full range of areas for which the executive should be managing risk, patrol is an aspect of policing that is critical to the success of the organization and occupies a significant amount of police time, which makes it a prime candidate for risk management (National Police Research Unit, 1996[a]).

The first study examined how officers handled disputes in interactions with citizens. They found that officers who reported a preference for arrest to resolve disputes were more at risk of physical violence. Officers who preferred a bargaining, compromising approach to reach a resolution were less likely to encounter resistance from the public. Conflict resolution tactics reduced resistance to officers by citizens. Therefore, from a risk management perspective, in disputes with citizens, it was imperative that officers have access to a variety of means of dispute resolution. Training should be provided through recruit training and in-service training, and/or through peer tutors (National Police Research Unit, 1993).

Wilson, Gross, and Beck (National Police Research Unit, 1994) undertook the second study which focused on anger and assertiveness in patrol officers in relation to resistance experienced from citizens. Although a number of situational and officer characteristics were identified, they also noted that while officers who experienced higher levels of anger were more at risk of resistance by citizens, officers who were not comfortable acting assertively were also in danger of facing resistance. They recommended training and/or selection procedures that minimized the level of anger felt and displayed by officers, and that increased the ability and comfort level of officers to act assertively when necessary.

Wilson and Braithwaite (National Police Research Unit, 1996[b]), in the next study of the series, stated that the likelihood of violence occurring during any interaction between the police and the public was highly dependent upon the behavior of both parties. Because previous research had identified behaviors that, when displayed by either participant in the interaction, would increase the probability of a violent act occurring, they tried in this study to identify those police behaviors that occur in the course of an interaction with a citizen and that tend to result in physical violence. They found that declining dialogue was the major factor that led to physical

acts by the police that progressed then into an escalating situation which provided no opportunity for de-escalation.

The researchers observed that the majority of police officers' time is spent restoring order and providing general assistance. Although police do occasionally make arrests, for the most part, they do not use the criminal law, nor arrest citizens during interactions. Based upon previous research that indicated that the main objective in police-citizen interactions is the resolution of a dispute, or to deal with a query, without resorting to physical violence, they proposed a conflict resolution training curriculum based upon a strategy for minimizing the risk in these interactions which can be remembered with the acronym TRUCE:

- **T**opic: Tell the parties why you are there;
- **R**esolution: Discuss what you hope to achieve and negotiate;
- **U**nder control: Stay cool and focused in the face of escalating hostility;
- **C**ommunicate: Maintain dialogue, and avoid physical contact; and
- **E**valuate: Monitor outcomes and be prepared to adapt.

In the fourth installment of the series, Wilson (National Police Research Unit, 1996[a]) made three recommendations for reducing the risks of patrol. One of these was targeted training and evaluation. She stated that education was a key component of a successful risk management program, and that agencies had the responsibility to ensure that officers were competent in several core areas of skill. Specifically, she identified the topics of human relations, communications, and self-monitoring, and she, too, recommended role-plays as a critical part of a training curriculum.

Methodology

Are there topics and skill areas in which officers are not receiving sufficient training that contribute to situations that give rise to complaints against officers? Can these topics and skills be identified by a systematic review of the complaint files and training records? Based upon the review of the literature, and this author's personal experience as a police officer and trainer, it is believed that there are skills and topics in which officers receive insufficient training, or no training at all, and that these deficiencies contribute to situations involving allegations of police misconduct that will be revealed through a systematic review and comparison of the complaint files with training records. Moreover, these skills form components of many of the tasks that are part of officers' daily duties, and complaints on officers are due in large measure because of a lack of skill or knowledge in those areas. It is further hypothesized that these skills or topics will include verbal communications, conflict resolution, Constitutional law , use of non-lethal force, and vehicle operations.

A questionnaire was prepared and sent to three Texas police agencies that are similar in size, but located in cities of different sizes. The agencies were asked to provide information on complaints received on officers, and the training obtained by officers, for the TCLEOSE training cycle beginning September 1, 1999, and ending August 31,2001. Because of the sensitivity of the information provided, these agencies were to be given pseudonyms to protect their identities. No agency knew what other agencies were participating.

Only two agencies responded to the survey. However, one did not send the complaint information. Therefore, analysis could only be conducted on information received from one agency, the Metro Police Department. The Metro Police Department has an authorized strength of 77 officers, and has one officer assigned to full-time duty as an internal complaints

investigator. The analysis was conducted to identify the most numerous kinds of complaints, and the types of training courses most attended by the officers who were the subjects of those complaints, with the intent to discern any potential training needs that were not addressed that could have a positive impact in reducing complaints against officers.

Findings

During the two-year TCLEOSE cycle, 82 officers were employed at Metro PD, and 29 officers were the subjects of investigations to determine the validity of 48 complaints filed against them. Only eight complaints were sustained against the officers. As can be seen in Figure 1 below, three classifications comprised one half of the complaints: harassment, rudeness, and excessive force. The remaining complaints were mixed among nineteen other classifications, and all sustained complaints were found in the latter group. Sustained complaints are illustrated in Table I.

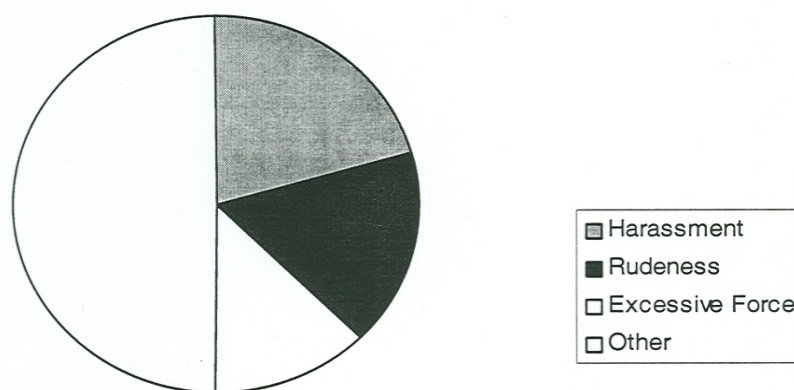


Figure 1. Complaints against officers

Table I

Sustained Complaints in Metro PD From 9-1-99 through 8-31-01

Officer	Complaint	Action
CAS	Leaving city	3-day suspension
WAL	Terroristic threats	Indefinite suspension
POR	Missed court	Indefinite suspension
POR	Insubordination	Indefinite suspension
ROS	DWI while off-duty	Indefinite suspension
WAR	Uniform	Counseled
PAR	Profanity	Resigned
SMI	Missed court	1-day suspension

The training records revealed that 63 different courses were attended by various officers of Metro PD who had been the subject of complaints. The eight courses attended by the greatest number of officers are shown in Table II. The next ten courses attended by at least five officers are shown in Table III.

Only one officer received training in communications skills, and another officer received defensive driving training, both of which were eight-hour courses. Two courses required by TCLEOSE for the Intermediate Certificate for peace officers, which are Intermediate Use of Force, and Intermediate Arrest, Search, and Seizure, were attended by 3 and 4 officers, respectively. Both of these courses earned the attending officers 16 hours of training time.

Table II

Courses Attended by Greatest Number of Officers Who Were Subjects of Complaints

Course Title	Credit Hours	Number Attending
Clandestine Lab First Responder	8	24
Communicable Diseases	4	26
Cultural Diversity	4	20
FBI Civil Rights Investigations	4	17
In-Service Firearms	12	20
Oleoresin Capsicum Spray User	2	25
Special Investigative Topics	8	20
US DOJ Civil Rights & Liability	4	26

Table III

Courses Attended by Five or More Officers Who Were Subjects of Complaints

Course Title	Credit Hours	Number Attending
ASP Baton	8	5
Basic Shotgun Proficiency	16	5
Community Policing	10	7
Basic Field Training Officer	24	5
Glock Pistol Transition	24	5
Interview & Interrogation	24	5
Operational Response to Terrorism	8	7
Principle Based Leadership	8	6
Selective Traffic Enforcement	8	5
Urban Rifle I	16	5

Discussion

The purpose of this paper is to determine if a review of internal complaint files can identify hidden training needs so that scarce resources could then be allocated for training officers in those topics and skills, thereby reducing complaints against officers and all of the associated negative consequences. The hypothesis was that there are indeed certain skills and knowledge that officers need to more effectively perform their daily duties, and in which officers receive insufficient, or no, training. This lack of training thus leads to performance issues that give rise to complaints. It was further hypothesized that the skills or topic areas that would be revealed to be associated with complaints were verbal communications, conflict resolution, Constitutional law, use of non-lethal force, and vehicle operations.

Half of the complaints that were filed with Metro PD were for harassment, rudeness, and excessive force. Although they were not sustained, investigation of the complaints required agency resources. Yet, very few of the officers against whom complaints were lodged received any training during the TCLEOSE cycle on human relations, communications skills, stress reduction, anger management, defensive tactics, or control and restraint techniques. Therefore, the literature and the analysis of the complaints and training records supplied by Metro PD appear to support the hypothesis that an agency can identify hidden training needs through a periodic review of the complaint files and comparison with the training records.

One must realize, however, the limitations of this study. It covered only a two-year period for one agency. Nothing is known of the training received by the officers, nor of the complaint history of the agency, prior to this time. The contexts of the situations that resulted in the complaints were not available for review. The study further assumes that the selection process of Metro PD is valid, screening out applicants who are not appropriate candidates to be

police officers. It also assumes that all complaints against officers could be prevented by training.

Even so, it is remarkable that half of the complaints involved verbal and/or physical interactions with citizens using verbal and physical skills in which the officers had not received training. If complaints are due to insufficient training in key skills, Metro PD could theoretically cut its complaints in half by providing training to its officers that they can use to resolve conflict, reduce hostility, and when necessary, control noncompliant people. Such a significant reduction in complaints would surely improve relationships within the department, between the police and the public, and enhance the image of the police department. The training efforts would also reduce risk of liability in the event of a suit by preventing a claim of deliberate indifference.

Although the analysis was based upon information supplied by Metro PD, all agencies are encouraged to review their complaint files and training records to determine if there are areas in which officers are receiving insufficient training, as revealed by the nature of the complaints. All agencies have limited resources, so the analysis can help administrators or training coordinators develop a cost-effective training plan that will provide the necessary skills and knowledge that officers need while performing their daily tasks. Administrators will then be able to rest a little more comfortably knowing that they have done all they can to protect the officers, the public, the agency, and themselves from the consequences of complaints against officers.

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APPENDIX

Survey for LEMIT Administrative Research Paper

The purpose of this research is to determine if a systematic review of internal affairs complaint files can identify hidden training needs, thereby enhancing the risk management plans in police agencies. If so, the knowledge can be useful to agency administrators in developing strategic plans for the discretionary funds in their training budgets. For the purpose of this paper, discretionary funds are those remaining after allowances have been made for mandated TCLEOSE courses, and for training courses for specialized positions, such as detectives, narcotics, K-9, etc.

The survey requires information from internal affairs files, which are confidential in all agencies, as well as information regarding the training of officers. The sensitivity of this information is realized, and will be kept in the strictest confidence. This survey is only being sent to agencies whose administrators have agreed to participate in the research. To protect the privacy of these agencies, a pseudonym will be assigned to each one that participates, and no one else will know the identities of the other agencies involved in the study.

Specifically, the research is being conducted for the two-year time period beginning September 1, 1999, and ending August 31, 2001. This period of time was chosen because it is the most recently completed TCLEOSE training cycle.

Following presentation of the report at Module III in November, the administrators of the participating agencies will receive a copy of the paper by mail. While gathering the information will place a burden upon the agencies, it is believed they will find the results to have been worth it.

If there are any questions about the survey instrument, please contact Lt. James Nowak at work phone 936-633-0317, cell phone 936-414-6079, or e-mail atinowak@cityoflufkin.com. Please return the results to me as soon as possible at the Lufkin Police Department, PO Drawer 190, Lufkin, Texas 75902.

Part I - General Information

Agency Name: _____

Authorized Sworn Personnel: _____ Current Sworn Personnel: _____

Number of Sworn Personnel Employed Between 9-1-99 & 8-31-01: _____ (This will include officers who have since left the department for whatever reason.)

Current Annual Training Budget: _____ (This includes the budget line of Travel and Training, as well as money from TCLEOSE, Council of Government training funds, and any other source of money used for training in the agency.)

Part II - Training

Please provide (1) the name of the course and (2) the number of hours for each course for (3) each officer employed between 9-1-99 and 8-31-01. If you wish to protect the privacy of each officer by not releasing a name, it is quite acceptable to assign each one a code (number, initials, etc.) identifying him or her. Please do not use the TCLEDDS printout from TCLEOSE because it lists training by type, such as patrol, management, etc, and thus does not reveal the true nature of the training obtained by officers.

For example, the information can be reported in this fashion:

Nowak	Emergency Vehicle	8 hours
	Operations Report Writing	16 hours
	HAZMA T First Responder	8 hours

OR

PJN	Active Shooter Response	24 hours
	Basic SWAT	50 hours
	Intoxilyzer Recertification	4 hours

Part III - Internal Affairs Complaints

Please review the complaints received between 9-1-99 and 8-31-01. If you wish to protect the privacy of the officer by not releasing a name, please use the same code that you used for that officer in Part II.

Please provide (1) the name or identifier of the officer, (2) the chief complaint or allegation, (3) the outcome, and (4) action taken by the agency.

For outcome, please use the following:

Sustained - the allegation is proven to be true;

Not Sustained - the allegation could not be proven to be true;

Exonerated - the incident occurred, but the officer was justified in his actions; or

Unfounded - the allegation is proven to be false.

For example, the information can be reported in this fashion:

Nowak	Rude and Discourteous	Not Sustained	No Action
	Sleeping on Duty	Sustained	2 Day Suspension

OR

PJN	Drinking on Duty	Sustained	Rehab
	Insubordination	Sustained	Terminated