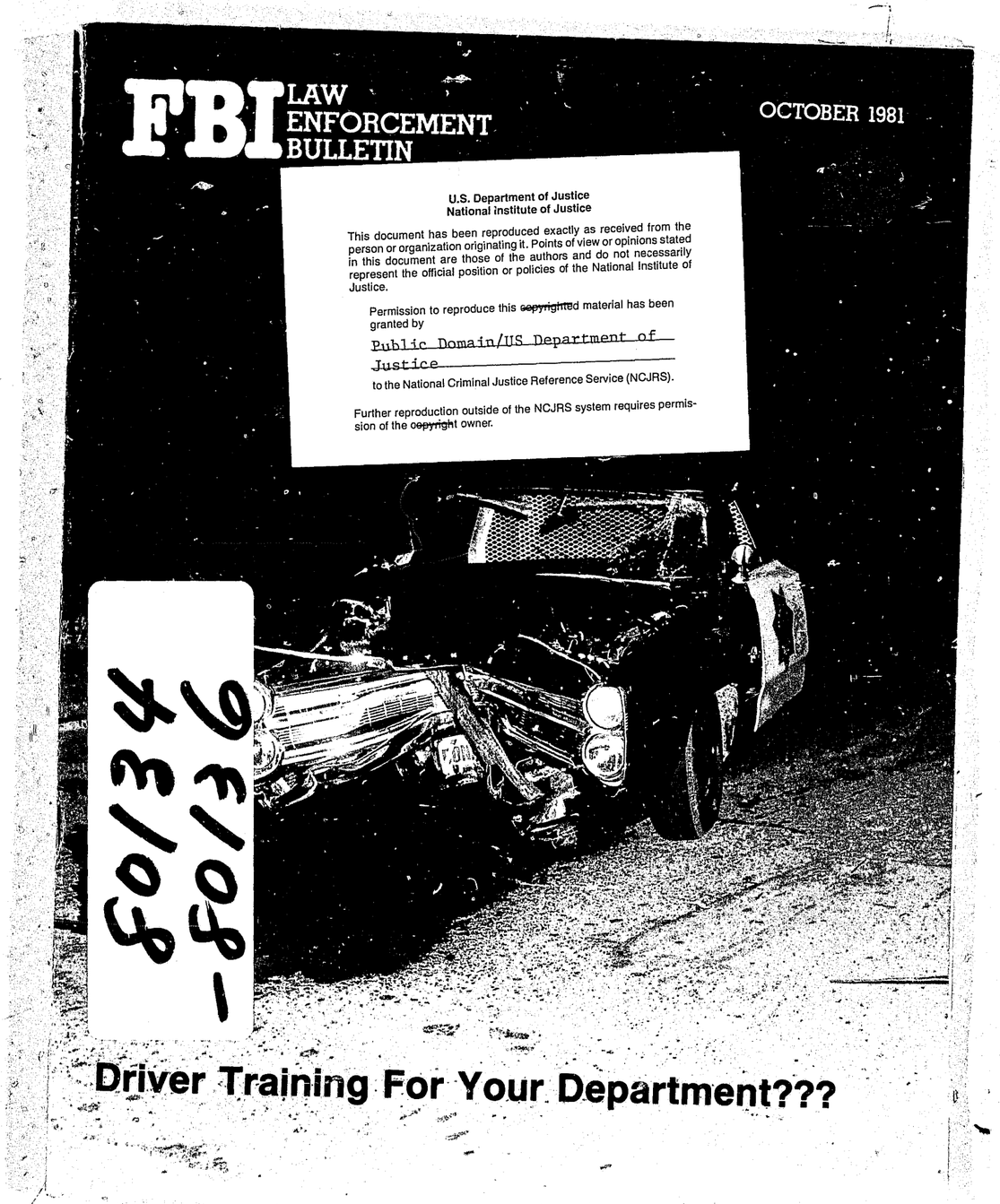


FBI LAW ENFORCEMENT BULLETIN

OCTOBER 1981, VOLUME 50, NUMBER 10

Contents

Training — 1 — Driver Training for Your Department??? — 80134
By Lt. James J. Barron and Sgt. Steven L. Aurilio

Communications — 8 — Small Department Communications for Small Dollar$
By Jerry W. Lowe

Training — 11 — Designing a Training Response to Stress — 80135
By John C. LeDoux and Henry H. McCaslin, Jr.

Firearms — 16 — The Sighting Shadow Box
By Robert W. Harmon

Arson — 19 — New York State Gears Up to Fight Arson — 80136
By Francis A. McGarry

The Legal Digest — 24 — Conspiracy and the Defense of Feigned Acquiescence
By Jerome O. Campane

32 — Wanted By the FBI

Driver Training For Your Department???

The Cover: Driver training for police officers can reduce accidents and minimize revenue loss of departments. See article p. 1.

Federal Bureau of Investigation
United States Department of Justice
Washington, D.C. 20535

William H. Webster, Director

The Attorney General has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department of Justice. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through December 28, 1983.

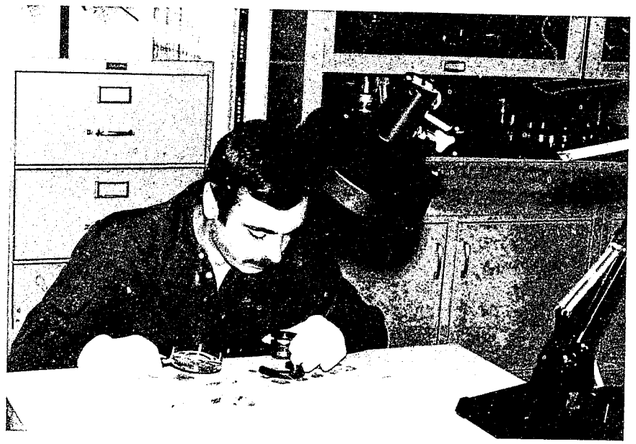
Published by the Office of Congressional and Public Affairs,
Roger S. Young
Assistant Director

Editor—Thomas J. Deakin
Assistant Editor—Kathryn E. Sulewski
Art Director—Kevin J. Mulholland
Writer/Editor—Karen McCarron
Production Manager—Jeffery L. Summers

ISSN 0014-5688 USPS 383-310

80135

Training



Designing a Training Response to Stress

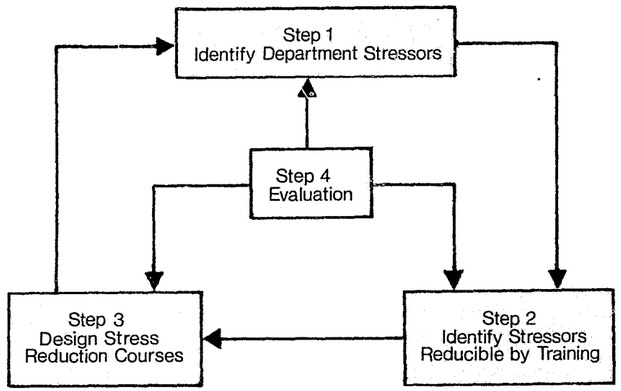
By
JOHN C. LEDOUX
and
HENRY H. McCASLIN, JR.
Special Agents
Education and Communication Arts Unit
FBI Academy
Quantico, Va.

While police stress has received considerable study in the last several years, little attention has been given to designing a comprehensive training response to stress.[1] Initial studies of stress focused primarily on identifying and analyzing those factors which cause police stress. Emphasis was then placed on examination of stress awareness and coping techniques to be used by the individual. More recently, consideration has been given to alleviating stress through examining policies and practices that may be considered stress-producing. The time has come to broaden the strategy used to address this problem. Since the ultimate goal of police training is to maximize the effectiveness with which police officers perform their jobs, it would appear essential that the training program be an integrated and coordinated part of the planned response to the stress problem.

The most important asset of a police organization is its human resources—a department can be no better than its people. The department's effectiveness in terms of providing the community with adequate service is dependent on maximum use of the individual and the total organizational team. Personnel of a police organization must not be allowed to sit idle, unnoticed, unproductive, and thus, of diminished value to the organization. Research has identified unrelieved stress among police as having negative effects on productivity, decision-making, and work attendance, and leading to increased levels of absenteeism, employee turnover, and early or disability retirements.[2] The question is how to prevent this from happening within a police organization.

Figure 1

Training Strategy for Stress Reduction



Training Response Strategy

When training is considered as a means of solving a perceived problem such as stress, administrators sometimes commit the common error of assuming the entire problem can be solved solely by training. While the training program is an integral part of a department's response to police stress, one must remember that not all the factors (stressors) that cause police stress can be dealt with by the department's training program. It is, therefore, necessary to insure that the training program for reducing stress be based on a realistic analysis of those stressors which can logically be affected by training.

Figure 1 is a model for designing a training response to stress. The model consists of four steps:

1) Identify significant stressors in a department;
2) Determine which stressors are likely to be influenced by training;
3) Design and present courses to address the identified stressors; and
4) Evaluate progress and results throughout the planning, training, and post-training stages. This step occurs simultaneously with the other steps.

As a framework for understanding the identification of stressors, one must consider some of the stressors that have been identified. Figure 2 lists six categories of police stressors, with examples in each category. Some of the examples, while important in producing police stress, are not subject to successful modification by a department's training program. For example, stressors, such as lack of recognition and compensation (category I), lack of interagency cooperation (category II), unfavorable court decisions and ineffectiveness of the corrections subsystem (category III), adverse local government decisions (category IV), and adverse work scheduling (category V), will not be significantly affected by any single training program.

The next step in the model is to determine which stressors are likely to be affected by training. To identify stressors, a variety of procedures, such as questionnaires, brainstorming,

Figure 2

Examples of the Six Categories of Police Stressors

I. Departmental
- Poor Supervision
- Lack of Career Development
- Excessive Paperwork
- Poor Equipment
- Lack of Recognition and Compensation

II. Interagency
- Lack of Cooperation Among Law Enforcement Agencies

III. Criminal Justice System
- Unfavorable Court Decisions
- Ineffectiveness of Corrections Subsystem

IV. Public
- Distorted Press Accounts
- Unfavorable Citizen Attitudes
- Adverse Local Government Decisions

V. Nature of Police Work
- Role Conflict
- Existence of Physical Danger
- Adverse Work Scheduling

VI. Personal
- Incompetence
- Lack of Courage
- Ethnic Minority/Female Officer

Adapted from Terry Eisenberg, "Job Stress and the Police Officer: Identifying Stress Reduction Techniques," in *Job Stress and the Police Officer.* eds. William H. Kroes and Joseph J. Hurrell, Jr. (HEW Publication No. (NIOSH) 76-187), (Washington, D.C.: U.S. Government Printing Office), 1975, pp. 26-34.

Special Agent LeDoux

Special Agent McCaslin

use of consultants, or interviews, are available.[3] Once the stressors have been identified, the training manager must determine, using personal knowledge, experience, or outside consultants, which of the stressors are likely to be affected by a training program.

The third step—designing and presenting courses—may be the most laborious step in the model. In this step, the training manager must build a curriculum containing properly sequenced courses designed to meet specific instructional objectives. Lesson plans, instructional materials, and visuals must be prepared. Instructors, resource materials, and resource persons must be selected.

The fourth step—evaluation—is critical to the model.[4] Evaluation occurs as an inherent part of each of the other steps. Without evaluation the training manager may fail to identify fully departmental stressors or fail to identify successfully those stressors likely to be reduced through training. Only through evaluation may the training manager ensure that the courses given actually affect the levels of stress.

Figure 3

Benefit of Stress Reduction Courses

Direct Benefit
- Stress Awareness
- Personal Coping Techniques
- Spouse/Family Indoctrination
- Managerial Response to Stress

Indirect Benefit
- Supervision
- Departmental Policies and Procedures
- Legal
- Media Relations
- Human Relations
- Community Relations
- Police Organization and Function
- Firearms
- Defensive Tactics
- Physical Training

Inservice Training

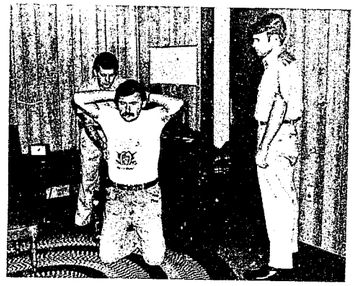
Since use of police stress-related courses as a part of recruit training is a fairly recent development, trainers may wish to consider inservice training first. A specific benefit to the students and the organization should be the goal. Two categories of benefits to be derived from training which may impact on police stress have been suggested. (See fig. 3.)

Courses such as stress awareness, coping techniques, or spouse indoctrination classes which focus on the topic of stress have been defined by the authors as direct benefit classes. The goals of the classes are directly related to the topic of stress. The anticipated benefit for the organization is the reduction of the inability to cope with police stress.

There are, however, other classes which impact on the levels of stress in a department but which never directly address the stress issue. The authors have defined such courses as indirect benefit classes. Consider, for example, poor supervision, the stressor listed in category 1 of figure 2. Classes in first-line supervision cover topics such as human relations, motivation, communications, evaluations, and discipline. The benefits derived for the organization include not only better supervisors but reduction in employee stress through better supervision.

Other inservice classes may be used to reduce the impact of potential stressors. Media relations classes may indirectly reduce stress by training officers to deal effectively with the press, thus eliminating the stress from distor-

tions in press accounts. Similarly, unfavorable public attitudes may be reduced by offering courses in human relations and community relations. Organizing inservice training so that officers progress through a logical sequence of courses designed to enhance their abilities, thus preparing them for advancement, should diminish employees' concerns about career development.



Recruit Training

The logical time to address the problem of reduction of long term job stress among police personnel is during recruit training. The recruit represents the new generation of police. Training should insure that only candidates who can successfully deal with police stress become police officers and that unnecessary stress is not initiated and perpetuated. Recruit training consists of two phases. Phase I is the training received while the candidate is in the training academy; phase II is the probationary period when the trainee is placed on the street. The real test is whether the officer can perform the tasks of the job.

William Kroes has noted that the first concern is to screen out persons who will not be able to deal successfully with police job stress.[5] Even the best preemployment screening techniques allow some inappropriate candidates to enter the training program. Recruit training, therefore, becomes a part of the screening process.[6] Trainers must evaluate, among other traits, the student's ability to deal with the stress associated with police work.

"Training should insure that only candidates who can successfully deal with police stress become police officers. . . ."

One method of evaluation is role-playing. This technique is a valuable tool in evaluating the trainee's reaction to situations faced in actual police work. Carefully designed scenarios, such as arrest scenes, domestic disputes, and traffic accidents, reveal the manner in which individuals tend to react to a stressful situation. Despite excellent evaluation techniques, some persons who should not be officers will graduate from the academy. To alleviate this problem, additional evaluation is required.

The additional evaluation involves a probationary period to determine the ability of the student to work on the street. The trainee is teamed with a specially selected and trained veteran officer, who provides additional training to "polish or hone" the trainee to the level of a fully qualified officer.[7] An important aspect of this program is evaluation of the trainee's reaction to stressful incidents.

The John Wayne Syndrome

Training should not initiate and perpetuate unnecessary stress. Recruit training sometimes serves to influence a behavioral manifestation of police stress—the growth of the John Wayne Syndrome.[8] The syndrome appears as the young officer attempts to deal with the stress of police work and gain the respect of his/her coworkers while learning how to best perform his duties. After 1½ to 6 years, the syndrome begins to emerge. In its most extreme form, it is characterized by an officer who is overly self-sufficient, macho, "badge heavy," introverted, unlikely to show emotion, and one who separates society into police (us) and citizens (them). Authors describing the police personality have used terms such as paranoid and cynical.[9]

The John Wayne Syndrome can be a response to stress—it does not necessarily reduce stress. An officer exhibiting the syndrome is affected by stressors that result from the officer's attempts to build a defensive wall between himself/herself and the cruel shock of "life on the street." The wall decreases and possibly even destroys the ability of the officer to communicate successfully with others. This reduced ability to communicate, as well as other personality traits associated with the syndrome, makes it difficult for the officer to share fears, doubts, or emotions.

Any course that helps retard the John Wayne Syndrome may reduce an officer's stress level. An example of such a course would be human relations. This course would aid officers in both communicating and dealing with persons as individuals and dealing with and expressing their own personal emotions.

Aside from course selection, one must consider the selection of recruit academy instructors. An experienced officer usually acts as the instructor, and because of the instructor's position, the recruit assumes the person is a successful police officer. Since the recruit wants to be successful, he logically patterns his own personal behavior after the instructor. After all, hasn't the department provided the instructor to the recruit as an example of how a successful officer acts and thinks? One must, therefore, question whether instructor behavior during police training is presently perpetuating the John Wayne Syndrome, thus increasing levels of police stress.

Arthur Bandura and his associates suggest a learning theory which seems pertinent to understanding the possible significance of instructor behavior in facilitating the growth of the John Wayne Syndrome. The Social Learning Theory deals with learning that occurs based on observation. When an individual observes a person (the model) acting in a certain manner, it may affect the likelihood of the person acting in a similar manner.[10]

Few administrators, however, consider the fact that all learning occurring in classrooms is not limited to the specific subject being taught. Incidental learning also occurs. Students are not merely learning about arrest techniques in a class dealing with that topic. They may also learn how the instructor views society, the unwritten policies concerning arrest, the "correct" attitude for a recruit, the general supervisory attitude toward the welfare of the officers, and a variety of other matters. The new officer uses these as a guide to how he should talk, act, and think.

Research suggests that almost all officers experience the John Wayne Syndrome.[11] Inability to cope successfully with stress in conjunction with the John Wayne Syndrome is a major cause of the high incidence of divorce, family problems, and alcoholism found in the police community.[12] The implication of students being instructed by officers who present the "normal" lifestyle of the successful police officer as being one of heavy drinking, family problems, inability to communicate emotions, and divorce has not been examined.

The possibility is raised, however, that using instructors who are enmeshed in the behavior patterns associated with the John Wayne Syndrome may increase the likelihood of the students adopting the same behavior patterns. This effect could be suggested from Bandura's theory. Administrators should, therefore, observe the behavior of all instructors to determine whether the training staff is perpetuating the John Wayne Syndrome.

Still another theory suggests the relevance of instructor behavior in determining the behavior patterns of police. This theory is that of the self-fulfilling prophecy.[13] The theory implies that persons who are expected to behave in a certain manner and are treated as if they will behave in this manner will eventually do so. If instructors indicate to students that they should expect family problems, and quite likely divorce, the students are preconditioned to anticipate and possibly develop such problems.

Whichever theoretical justification is employed, the practical implication seems inescapable. The use of instructors exhibiting the John Wayne Syndrome is not productive. Such instructors may add to the administrative problems of a department by fostering and perpetuating the growth of the syndrome in new officers.

Police stress may result in police officers who are less capable of adequately performing their duties. To minimize stress, police officials not only must examine management practices and policies but also design a training response to stress. **FBI**

Footnotes

[1] Hans Selye, *Stress Without Distress,* (New York: The New American Library, Inc., 1975).

[2] Jeffrey A. Schwartz and Cynthia B. Schwartz, "The Personal Problems of the Police Officer: A Plea for Action," *Job Stress and the Police Officer,* eds. William H. Kroes and Joseph J. Hurrell, Jr. (HEW publication No. (NIOSH) 76-187), (Washington, D.C.: U.S. Government Printing Office, 1975), pp. 131-133.

[3] Richard B. Johnson, "Determining Training Needs," *Training and Development Handbook,* eds. Robert L. Craig and Lester R. Bittel (New York: McGraw-Hill Book Co., 1967), pp. 17-27.

[4] William R. Tracey, *Designing Training and Development Systems* (New York: American Management Association, Inc., 1971), pp. 333-357.

[5] Howard D. Teten and John W. Minderman, "Police Personal Problems—Practical Considerations for Administrators," *FBI Law Enforcement Bulletin,* January 1977, p. 11.

[6] Michael D. Roberts, "Job Stress in Law Enforcement: A Treatment and Prevention Program," *Job Stress and the Police Officer,* eds. William H. Kroes and Joseph J. Hurrell, Jr. (HEW Publication No. (NIOSH) 76-187), (Washington, D.C.: U.S. Government Printing Office, 1975), p. 230.

[7] San Jose, Calif., Police Department, *Field Training and Evaluation Program, Field Training Officer Manual,* April 1977.

[8] Martin Reiser, *Practical Psychology for Police Officers* (Springfield, Ill.: Charles C. Thomas, 1973), p. 8.

[9] George L. Kirkham, "From Professor to Patrolman: A Fresh Perspective on the Police," *Journal of Police Science and Administration,* March 1974, p. 136; Arthur Neiderhoffer, *Behind the Shield: The Police in Urban Society* (New York: Anchor Books, 1967), pp. 237-247.

[10] A. Bandura and R. H. Walters, *Social Learning and Personality Development* (New York: Holdt, Rinehart, and Winston, 1963).

[11] Tom Curtis, "Support Your Local Police (or else)," *Texas Monthly,* September 1977, p. 89.

[12] Bruce L. Danto, "Police Suicide," *Police Stress,* No. 1, 1978, p. 32; Peter E. Maynard and Nancy W. Maynard, "Preventing Police Family Stress Through Couples Communication Training," *Police Chief,* 47 (1980), p. 30.

[13] R. Rosenthal and L. Jacobson, *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development* (New York: Harper and Row, 1968).

END