

Training in Law Enforcement: Infusing 21st Century Policing  
Concepts into the Organizational Culture

by  
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### Dedication

To my parents, who taught me to do the right thing, do my best, and to always treat people with dignity and respect. Thank you for everything you gave me. I love you both and I miss you every day dad.

To my baby sister, who has always been my anchor of support. No matter what the obstacle, adversity, or challenge I faced, you were always there to remind me of who I am, where I came from, and what I could accomplish. You have been my best friend longer than anyone.

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### Abstract

The purpose of this study was to evaluate the current capacity of 1) police instructors' knowledge and motivation in relation to integrating 21st century policing concepts into all courses taught to sworn personnel; and, 2) how instructor knowledge and motivation interacted with the organization to shape the instructors' ability to integrate 21st century policing concepts into all courses taught to sworn personnel. The study used the Clark and Estes (2008) gap analysis framework for the needs' assessment of the knowledge, motivation, and organizational influences that support or impede the infusion of 21st century policing concepts into all aspects of law enforcement training. Using a mixed-methods sequential design, the data included 70 surveys from law enforcement training instructors belonging to a large agency in southern California, a document review of 85 law enforcement expanded course outlines or lesson plans currently being taught, a document review of three policy and procedure sections, and personal interviews with 11 law enforcement instructors whose primary job function was to provide training to peace officers. The findings highlighted areas to address in law enforcement training, specifically in the realms of factual knowledge of 21st century policing concepts, and how to pass on that knowledge to line personnel. Based on both the findings and a literature review, the study recommended processes and procedures that guided the organization in the development of plans for training instructors in 21st century policing concepts and curriculum design.

*Keywords:* 21st century policing, 21st century policing concepts, 21st century principled policing, 21st, century principled policing concepts, bias free policing, community oriented policing, community policing, constitutional policing, fourth amendment policing, law enforcement, law enforcement education, law enforcement instruction, law enforcement instructor, law enforcement teacher, law enforcement officer trainer, law enforcement officer training, law enforcement training, police bias training, police legitimacy, police officer training, police training, principled policing, process based policing, respect-based policing, service oriented policing.



### **Introduction to the Problem of Practice**

On October 20, 2014, Chicago police officer Jason Van Dyke shot and killed 17-year-old Laquan McDonald. On October 5, 2018, Van Dyke was convicted of the second-degree murder of McDonald and later sentenced to more than six-years in Federal prison. During the trial, the officer's training, tactics, decision making, and performance were significant areas of examination which led to his conviction (Seidel, et al., 2019).

Of the 990 people shot and killed nationally by police in 2015 (Federal Bureau of Investigation, 2019), almost 25% of those incidents involved a subject who displayed signs of mental illness (Wexler, 2016). Almost one in six California adults have a mental health need, and roughly one in twenty suffers from a serious mental illness (Holt & Adams, 2013). Basic peace officer academy certification provides eight hours of mental health training, yet approximately 10% of police calls for service involve a person with mental illness (California Commission on Peace Officer Standards and Training [POST], 2018; Brooks, 2018).

As shown in Table 1, from 2015 to 2018 the national average of people shot and killed by police has remained virtually unchanged, at an average of 985 per year. The national average of peace officers killed in the line of duty has also remained essentially unchanged, although assaults against peace officers, which did not result in their death, have significantly increased. From 2014 to 2017, an almost 25% increase was witnessed in the number of peace officers assaulted in the line of duty. Deadly force encounters require split-second decision making. Split-second decision making relies heavily on the type and quality of training that officers receive throughout their career (Willink & Babin, 2015). The fact that the number of people killed by police, as well as the number of peace officers killed in the line of duty, have remained

unchanged is a sign indicating more training is needed. Another indicator pointing to the need for training is the drastic rise in assaults against peace officers.

Table 1

<i>Law Enforcement Officers Killed or Assaulted</i>				
Year	People Killed	Peace Officer Deaths	Peace Officers Assaulted	National Number of Peace Officers
2014	*860	148	48,315	536,119
2015	990	160	50,212	507,852
2016	963	159	57,180	586,446
2017	987	129	60,211	596,604
2018	**998	**144	Currently unavailable	Currently unavailable

*Note:* Adapted from 2015-2017, Federal Bureau of Investigation. (2019). 2015-2017 Law enforcement officers killed or assaulted. Retrieved from <https://ucr.fbi.gov/leoka/2016>

\*Washington Post. (2019). We gathered data on every confirmed, line-of-duty police killing of a civilian in 2014 and 2015. Retrieved from [https://www.washingtonpost.com/news/monkey-cage/wp/2018/08/29/we-gathered-data-on-every-confirmed-line-of-duty-police-killing-of-a-civilian-in-2014-and-2015-heres-what-we-found/?utm\\_term=.0f0dcef38973](https://www.washingtonpost.com/news/monkey-cage/wp/2018/08/29/we-gathered-data-on-every-confirmed-line-of-duty-police-killing-of-a-civilian-in-2014-and-2015-heres-what-we-found/?utm_term=.0f0dcef38973)

\*\*National Law Enforcement Officers Memorial Fund. (2019). 2018 Officer deaths by year. Retrieved from <https://nleomf.org/facts-figures/officer-deaths-by-year>

Over the last two decades, society has placed many additional job duties and expectations upon peace officers, but the education and training required to master those skills have not been equivalent to the demands (Clark, 2017). Since the United States Congress designated 9-1-1 the official national emergency number in 1999, the basic law enforcement mission of protecting life, protecting property, and maintaining order has continued to expand. The perception is that peace officers are trained to handle anything they are faced with. The reality is that the training peace officers receive to prepare them for all of these responsibilities has not grown proportionately to the incredible demands society has placed on law enforcement, and neither have the requirements for law enforcement instructors. In a nationally televised press conference following the assassination of five Dallas Police Department officers, Police Chief David Brown

brought attention to this by expressing, "We're asking cops to do too much in this country" (2016).

Numerous deficiencies have been identified in police training, resulting in a failure to prepare peace officers with the skills and knowledge required to effectively deal with the many contemporaneous needs of society. Police training requires "a higher level of education as well as extensive and ongoing training in specific disciplines" (President's Task Force on 21st Century Policing, 2015, p. 51). Some of those specific disciplines were identified as community policing, problem-solving principles, interpersonal and strategic communication skills, bias awareness, identity traps, scenario-based situational decision making, crisis intervention, procedural justice, impartial policing, trauma and victim services, mental health issues, analytical research, technology, languages and cultural responsiveness. The 21st century policing report goes on to recommend law enforcement agencies partner with academic institutions in order to achieve a much higher level of education for peace officers. The current policies, training, tactics, and equipment for some police agencies are based on antiquated ideas and concepts (Wexler, 2016). Many recent police officer decisions have been brought to light in the public forum as questionable and should be considered a fault in training; the culpability lies with the organization (ACLU, 2014; DOJ, 2001; DOJ, 2015; DOJ, 2015; DOJ 2017; President's Task Force on 21st Century Policing, 2015; Stoughton, 2014; Wexler, 2016).

The perceived lawful conduct of police held by community members, has a direct correlation to the perceptions held by the community in regard to the procedural justice of police actions (Sunshine & Tyler, 2003). Factors such as bias, trust, and perceived racism play a huge role in those perceptions. Actions taken by law enforcement which are within federal law, state law, and department policy can still be perceived as unlawful by the community when procedural

justice was not applied (Mears, et al., 2015). Those perceptions erode away the community's trust and belief in the legitimacy of their police officers. Police legitimacy is the belief of community members that their police will do the right thing and are worthy of the authority bestowed upon them to perform their duties. Police legitimacy can be earned through strict adherence to 21st century policing concepts. Through 21st century policing, the manner in which law enforcement performs its mission can be transformed and a new era of community cohesion and public safety can exist (Meares, 2009).

Law enforcement is a profession where, without malice aforethought, someone can go to prison for making an honest mistake in a tenth of a second (Villanueva, 2018). The training given to peace officers needs to be proportionate to the 21st century demands currently faced in the field and must be provided at the highest possible academic levels. A problem exists in the amount of training, quality of training, depth of training, and lack of progressive evolution in training 21st century policing solutions.

### **Organizational Context and Mission**

The River County Sheriff's Department is a large metropolitan law enforcement agency serving an urban area in the state of California. They provide service to a diverse multi-cultural population and are considered a very large agency (California Commission on Peace Officer Standards and Training, 2018). The RCSD was founded more than a century ago and provides general law enforcement services to multiple communities. The RCSD also provides basic academy training for the organization's newly hired recruits, as well as to other law enforcement agencies within the state.

River County Sheriff's Department is a pseudonym, and as a result, the actual mission statement will not be used. The RCSD aims for transparency, accountability, safety, and trust as

it works to protect the lives and property of the community. The employees range in age from 18 years old to over 65 years old. The gender composition is 86% male and 14% female. The racial composition is 60% White, 26% Hispanic, 10% Black, and 4% Asian and Pacific Islander.

The sworn personnel allocated to the RCSD are divided into three main job responsibilities: field operations, custody operations, and court operations. Personnel assigned to custody operations work in the jails and provide care and services for the inmate population. Personnel assigned to work in court operations serve mainly as courtroom bailiffs and provide service to the court systems within the county. Those assigned to field operations provide service to the community in such capacities as working patrol assignments, gang enforcement, narcotics enforcement, special weapons teams (SWAT), human trafficking, and numerous other assignments that serve the community. Out of the thousands of total sworn personnel allocated to RCSD, approximately 60% of them are assigned to positions within field operations.

The RCSD Training Bureau is responsible for training field operations personnel, as well as all newly hired academy recruit personnel. The RCSD Training Bureau is comprised of approximately 100 sworn personnel. Exactly 90 of the 100 sworn personnel assigned to the Training Bureau are classified as active duty instructors.

### **Importance of Addressing the Problem**

Solving the problem of providing the highest quality of 21st century law enforcement training is important because it can save lives, build trust, and save billions of dollars. In a 2016 report, the U.S. Department of Justice (DOJ) – Civil Rights Division found that the Baltimore Police Department’s lack of training and accountability led to significant constitutional violations by law enforcement officers (DOJ, 2016). The DOJ also cited a lack of training and accountability in the consent decrees or settlement agreements issued to Chicago Police

Department, Cleveland Police Department, Ferguson Police Department, Los Angeles Police Department, Los Angeles Sheriff's Department, Oakland Police Department, and Seattle Police Department (DOJ, 2001; DOJ, 2015; DOJ, 2015; DOJ 2017).

Lack of training leads to civil liability. Civil lawsuits for failing to properly train officers can cost taxpayers well over \$4 billion dollars per year (Barrineau & Dillingham, 1983; Ross, 2000). The monetary losses decrease the organizational operating budget, which leads to less money for training, equipment, personnel and an overall lower level of service to the community. The lower level of service continues the perpetual cycle of erosion in public trust and support (U.S. Department of Justice, 2010). This lack of public trust was very clear in 2015, when the Police Executive Research Forum (PERF) hosted an event which over 180 top law enforcement executives highlighted a weak bond existed between law enforcement and the community (Wexler, 2016).

Lack of training leads to civil unrest. Metaphorically speaking, some communities are currently like a pool of gasoline and one questionable event can be the spark that sets everything ablaze. When a critical incident occurs, such as when a member of the community is shot and killed by police, without the trust and support of the community that event can explode. Lack of trust and poor community relations can lead to civil unrest and violence (PERF, 2015). The public will not accept peace officers as a legitimate authority unless the community has confidence they are well trained, highly competent, and will do the right thing (Fagan & Tyler, 2008). Investing resources in police training and education can significantly decrease the likelihood of physical altercations, wrongful deaths, and civil liability (U.S. Department of Justice, 2015).

### **Organizational Performance Goal**

In order to better prepare peace officers to serve the community, it is the organizational goal to be at least 90% compliant with state and department training mandates by December 31, 2020. As will be later discussed, document analysis showed the organization had failed to meet this goal for over at least a decade. One of the central concepts of a structural organizational framework is having goals (Bolman & Deal, 2013). Goals allow everyone within the organization to know what needs to be done (Drucker, 2004).

The California Commission on Peace Officer Standards and Training (POST) is the state agency that sets the minimum selection and training standards for California law enforcement agencies and was established by the California State Legislature in 1959. POST established the Continued Professional Training (CPT) requirements and Perishable Skills Program (PSP) training requirements in order to provide the highest level of peace officer competency in serving the community. Additionally, POST was established in order to institute training congruency throughout the state's law enforcement officers. CPT requirements mandate every peace officer in the state of California receive 24 hours of POST certified law enforcement related training every two-year cycle. The 24-month training cycle continues to reset on the first day of January, every odd-numbered year (i.e. January 1, 2019 to December 31, 2020). All POST training qualifies as CPT training, but only certain CPT training can also qualify as PSP training. POST defines PSP as the skills that are crucial to a peace officer who is in a field operations assignment. The current RCSD CPT certification courses consist of the required 14 hours of perishable skills and an additional 10 hours of POST certified classes, as indicated in Table 2.

Table 2

*LASD Current CPT (PSP) Hours*

Course	*Continued Professional Training (CPT)	
	Perishable Skills Program (PSP)	Other POST Training
Arrest & Control	4	0
EVOC	4	0
Tactical Communication	2	0
Tactics & Survival (TAS)	0	6
Firearms	4	4
Total	14	10

*Note:* Adapted from POST Administrative Manual - Section D, Regulation 2-1, Continuing Professional Training and Perishable Skills. \*POST mandates 24 hours of CPT training every two years. For field personnel, 14 of those hours must be PSP.

In addition, POST has further required that every peace officer in the state of California whose primary duties may involve making a forcible arrest receive a minimum of fourteen hours of POST certified law enforcement training in perishable skills areas, as part of the 24 hour CPT requirement. As indicated in Table 2, the PSP training consists of four hours of arrest and control, four hours of firearms manipulation, four hours of emergency vehicle operations training (EVOC), and two hours of communication (tactical, interpersonal, or strategic) training. Additionally, POST and RCSD often mandate training requirements in other areas, or the agency and personnel can risk consequences (i.e., fines, decertification, loss of funding). A few examples of those areas include crisis intervention training (CIT), cultural diversity, first aid, implicit/unconscious bias, leadership, national incident management system (NIMS), police legitimacy, procedural justice, principled policing, racial profiling, supervisory mentoring, terrorism, and weapons of mass destruction. As noted in Table 3, there are additional legislative training mandates that POST and state law require, some of which RCSD may not be in full compliance.



Table 3

*Legislative Refresher Training Mandates*

Course	Hours	Group	Authority
Bloodborne Pathogens	N/A	All Personnel	Cal OSHA 5193
Continued Professional Training	24 (2-years)	All Sworn	POST Commission
Disaster Response	N/A	All Personnel	GC 8607
Domestic Violence Update	2	All Patrol	PC 13519 (g)
Elder/Dependent Adult Abuse	2	All Patrol	PC 13515
Electronic Surveillance	N/A	All Patrol	PC 629.94
First Aid / CPR / AED Refresher	12	All Patrol	PC 13518 (a)
FTO Mental Health Update	8	All Patrol	PC 13515.28(a) (1)
High Tech Crimes	4	Supervisors	PC 13515.55
Mental Illness	N/A	All Patrol	PC 13515.25
Racial Profiling Refresher	2	All Sworn	PC 13519.4 (i)
Respiratory Protection	N/A	All Patrol	Cal-OSHA 5144
Perishable Skills Program (PSP)	14 (2-years)	All Sworn	POST Commission
Vehicle Pursuit Update (AB 719)	2	All Patrol	PC 13519.8

*Note:* These are mandated by the California state law, Federal law, and the California Commission on Peace Officer Standards and Training.

### **Stakeholder Group of Focus and Stakeholder Goal**

Although a complete analysis of all stakeholders contributes to the realization of the organization's performance goal, which is to obtain at least 90% compliance in the training requirements set forth by POST, it is not practical to study all stakeholder groups. There were five stakeholder groups identified for this study, four internal and one external to the organization, they were: 1) RCSD Training Bureau instructors, 2) RCSD line staff, 3) RCSD supervisors, 4) RCSD senior executives, and 5) the community.

The stakeholder group of focus were the RCSD Training Bureau instructors. The instructor stakeholder group were responsible for developing curriculum, facilitating courses, training, teaching, and educating personnel. This stakeholder group provides training for new

recruits in the basic academy and continues to provide advanced officer training (AOT) for personnel throughout the rest of the professional career.

The second stakeholder group were the RCSD line staff assigned to field operations. Those men and women were the most valuable asset organic to the organization and it should be the mission of all other organizational stakeholders to support the line level personnel in every aspect of their duties. These stakeholders handle calls for service, respond to emergencies, protect life, protect property, and keep the community safe. This stakeholder group had direct contact with the public each day and possess the greatest influence over how law enforcement is perceived by the community. The line staff performance goal was to attend all mandatory state and organizational training, to better serve the community.

The third stakeholder group was made up of RCSD first level supervision, which consisted of those members of the organization who had been promoted to the rank of sergeant or lieutenant. It was assumed those stakeholders were experienced men and women that provided leadership to the organization and modeled behavior for line staff. Those stakeholders were responsible for coaching, mentoring, and developing others. The first line supervisors' performance goal was to develop plans which provided higher levels of training and education to those they supervise and become better trainers and educators, to aid in coaching, mentoring, and developing others.

The fourth stakeholder group were the executive management of the organization. These were the highest-ranking members of the organization. They were responsible for big decisions and the direction of the organization. They developed the budget, defined the mission, advanced the strategic plan, and shared their vision of how to accomplish success. They were responsible

for imposing discipline and accountability. Their performance goal was to develop strategies to fund and implement new training plans that were submitted to them by the Training Bureau.

The fifth stakeholder group was external to the organization. They were the citizens of the community. This stakeholder group expected to feel safe in their homes, secure on their streets, and have confidence that their interactions with law enforcement be respectful, fair, just, and they will have a voice. This stakeholder group understood the overall mission of law enforcement was to serve the community. This stakeholders' performance goal was to realize a reduction in negative public complaints regarding service and personnel.

The stakeholder group of focus for this study were the RCSD Training Bureau instructors. There were other units throughout the organization who had instructors assigned, but Training Bureau had long been designated as the primary source of training by the organization. In order for peace officers to serve the community and provide the highest possible quality of life, they must be properly trained (Clarke, 2017). Therefore, it is important to analyze the degree to which instructors could integrate 21st century policing concepts into training, and ultimately, how they could contribute to a change in the organizational culture.

Instructors were selected because law enforcement training is unremitting and in a constant state of revision, based on current trends, lessons learned, and technological advancements (Satterfield, 2014). Trainers needed to be able to remain up-to-date regarding those factors and effectively educate their students. The stakeholders' goal, supported by the RCSD academy director, was that instructors assigned to Training Bureau would integrate 21st century policing concepts, such as communication, procedural justice (voice, neutrality, respect, trust), understanding bias, and police legitimacy, into all courses taught to law enforcement personnel. Since no formal directive existed mandating instructors to attend 21st century

policing training, read The Final Report on the President's Task Force on 21st Century Policing (2015), or educate themselves regarding these concepts, in order to support this goal policy would have to be created mandating training. In 2018, POST formed a committee to create a new module of instruction to include in the statewide Regular Basic Academy curriculum titled, 21st Century Policing (Learning Domain #44). The 8 hour module of instruction will be taught to all new peace officers who attend a police academy. Although this addition is a great supplement to the required training, it does not address the tens of thousands of current peace officers who have not been trained.

In order to support the instructor stakeholder goal, all instructors who taught for Training Bureau would need to be required to attend a Principled Policing – Train the Trainer (TtT) course. The continued achievement of this goal would be measured through ongoing activities such as lesson plan review, expanded course outline (ECO) review, student course hourly schedule review, review of course evaluations, in-class observation/monitoring, evaluation for delivery and content, and semiannual curriculum inspections with examiners appointed by the unit commander. The organizational goals and all stakeholder goals can be seen in Table 4.

Table 4

*Organizational Mission, Global Goal and Stakeholder Performance Goals*

Organizational Mission				
To transparently partner with the community in order to proactively protect life and property, maintain order, increase accountability, promote trust, and safely provide service to all.				
Organizational Performance Goal				
By December 31, 2020 the River County Sheriff's Department will be at least 90% compliant with the California Commission on Peace Officer Standards and Training (POST) training requirements and department mandated training requirements.				
<u>Instructors</u>	<u>Line Staff</u>	<u>Supervisors</u>	<u>Senior Executives</u>	<u>Community</u>
By July 1, 2019, instructors assigned to Training Bureau will integrate 21st century policing concepts into all courses taught to sworn personnel.	By July 1, 2020, line staff will attend all mandatory training outlined in MPP 3-02/080.01 Training Requirements for Sworn Personnel.	By July 1, 2019, field operations supervisors will lead the design of high-quality training, covering relevant learning domains as defined by POST, and deliver it to their direct subordinates during each shift.	By July 1, 2019, senior executives will approve a plan to ensure all personnel assigned to a field operations assignment will attend all mandated training outlined in policy.	By January 1, 2021, there will be a 20% reduction in negative public complaints regarding service and personnel.

**Purpose of the Project and Questions**

This research aimed to examine the key knowledge, motivational, and organizational influences that facilitated or impeded RCSD personnel in effectively providing peace officers' training and education that successfully met the current needs of society. As noted by Clark and Estes (2008), examining these influences is useful in identifying existing gaps. The purpose of this project was to conduct an analysis of the RCSD's organizational goal of being at least 90% compliant with POST and departmental training requirements. While a complete gap analysis would have focused on all stakeholders, for practical purposes, the stakeholder focused on in this

analysis were Training Bureau instructors. The analysis began by generating a list of possible or assumed knowledge, motivation and organization influences and then by examining them systematically to focus on actual or validated influences.

As such, the questions that guided this study were:

1. What were RCSD instructors' knowledge and motivation in relation to integrating 21st century policing concepts into all courses taught to sworn personnel?
2. How did instructor knowledge and motivation interact with the organization to shape the instructors' ability to integrate 21st century policing concepts into all courses taught to sworn personnel?
3. What were the recommended knowledge, motivation, and organizational solutions?

### **Methodological Approach**

This evaluative study utilized a mixed-methods sequential explanatory design, which means quantitative data collection and analysis happened before the qualitative data collection and analysis, in two phases (Creswell, 2014). In a mixed-methods approach, the two methods provide for a more rich and vigorous analysis (Ivankova, Creswell, & Stick, 2006). Maxwell (2013) recommended the use of multiple data collection methods to explore the process, gain understanding, and establish meaning. The multiple data collection methods used consisted of a survey, the analysis of multiple documents, and interviews. This mixed-methods sequential explanatory approach consisted of five steps: 1) census survey of the 90 active duty instructors comprising the instructor stakeholder group, 2) analysis of the quantitative data, 3) document and artifact analysis of expanded course outlines, lesson plans, training reports, and RCSD policy and procedure sections pertaining to training, 4) in-depth semi-structured interviews of 11 purposefully selected instructors, and 5) analysis of the qualitative data. I increased internal

validity by using member checking, peer review, and triangulation. Member checking is when the researcher solicits feedback from those they are studying (Maxwell, 2013). As noted by Merriam and Tisdell (2016), peer review is when colleagues examine the work; peer review was built into the process of this study, as the dissertation committee examined the final work. Triangulation is the practice of comparing multiple sources of information in order to find convergence and check for accuracy (Creswell, 2014). Misinterpretation of the interviewee's intent was reduced by paraphrasing and soliciting feedback (Maxwell, 2013). As suggested by Merriam and Tisdell (2016), triangulation was used to increase the credibility in the form of an online survey, document analysis, and interviews.

First, the quantitative approach consisted of a survey primarily using a six-point Likert-scale assessment which was individually emailed to all 90 RCSD instructors electronically via Qualtrics. As described by Creswell, the purpose of survey research is to “generalize from a sample to the population so that inferences can be made about some characteristic, attitude, or behavior of the population” (2006, p. 157). These survey responses primarily helped to identify motivational and organizational factors that related to training, although some knowledge factors were also subsequently gleaned from the responses.

Second, the survey was analyzed, and the results of the survey were used to highlight factors for deeper exploration during the qualitative interview process. Great care was taken to mitigate the possibility of response bias by conducting a week to week wave analysis to monitor for changes. Nonresponses are one source of response bias and can have an effect on the results of a survey (Fowler, 2009). Another response bias mitigation strategy was the inclusion of the full stakeholder sample in the census.

Third, the qualitative approach began with document and artifact analysis of the RCSD Training Bureau expanded course outlines (ECO), lesson plans, training compliance reports, station inspection reports, and manual of policy and procedure sections pertaining to training. The lesson plan and ECO examinations focused on three questions: Does a lesson plan or ECO exist for each course? To what degree do the courses contain content regarding 21st century policing concepts? Do the existing POST and RCSD mandates match the documentation? The remaining documents were examined to determine if, and to what extent, 21st century policing concepts were incorporated. The inclusion or absence of content related to 21st century policing concepts were analyzed and documented through the lens of the conceptual framework and how the information answered the research questions.

Fourth, semi-structured qualitative interviews were conducted with 11 purposefully selected RCSD instructors. The questions were designed to elicit rich descriptive responses from the participants so as to provide insight connected to the conceptual framework and answer the research questions. As suggested by Merriam and Tisdell (2016), semi-structured interviews use flexible questions, require specific respondent data, have no set wording or order, and are guided by a central list of issues to be explored.

Fifth, and lastly, was the analysis of qualitative interview data. Once all of the interviews were completed, the results were coded using NVivo 12 data management software. When additional codes emerged during the process, previously examined transcripts were revisited and reviewed for possible amendments. Qualitative analysis consists of a cyclical nature and there may be many rounds of refining the codebook (Corbin & Strauss, 2008). It is important to remain aware of bias and allow the data to lead the researcher wherever it goes. It is important to save time to read and re-read the results, reflecting on the data and analytical tools used.



### **Review of the Literature**

Trust between law enforcement and the community is the key to a successful partnership. This point was reinforced by The Final Report of the President's Task Force on 21st Century Policing, which has quickly become a national standard in law enforcement management.

Building trust and nurturing legitimacy on both sides of the police/citizen divide is the foundational principle underlying the nature of relations between law enforcement agencies and the communities they serve. Decades of research and practice support the premise that people are more likely to obey the law when they believe that those who are enforcing it have authority that is perceived as legitimate by those subject to the authority. The public confers legitimacy only on those whom they believe are acting in procedurally just ways. In addition, law enforcement cannot build community trust if it is seen as an occupying force coming in from outside to impose control on the community (2015, p. 1).

Throughout history, there are many examples of law enforcement being used as a tool of the government to implement unjust laws, such as slavery, civil rights, unlawful search and seizure, and the wrongful application and use of deadly force (California Department of Justice, 2015). These issues have played a part in the divide which currently exists between law enforcement and some in the communities they serve (ACLU, 2014). This review will focus on understanding the research problem of providing effective law enforcement training, by providing an overview of the ideas, theories, and significant literature related to law enforcement training. The problem will be viewed through the lens of the history of law enforcement training, current law enforcement training, culture of learning, promotional process, internal

procedural justice, professional development and higher education, accountability, and community satisfaction.

### **History and Evolution of Law Enforcement Training**

Law enforcement has evolved to meet the needs of society. It is important to understand the evolution of law enforcement and how the service provided to the community directly correlates to the espoused needs of society. It has been more than 2,400 years since the Greek philosopher Plato, and subsequently his student Socrates, first shared the vision of guardians in the classic work *The Republic*. Plato believed those people that would make good guardians of the city must be warriors, possess self-control, courage, and by nature be “philosophic, spirited, swift, and strong” (Plato, 380B.C., p.376c).

There are certain foundational principles in law enforcement that have remained unchanged throughout the ages, such as being of good moral and ethical fiber, being physically fit and strong enough to protect others, and being a servant of the community (Plato, 380BC; Peel, 1829). In 1829, Sir Robert Peel continued in the spirit of Plato and Socrates, as well as *The Magna Carta* (1215), when he circulated the *Principles of Law Enforcement* to London’s Metropolitan Police Department. The seventh Peelian principle stated, “the police are the public and the public are the police.” Included in Peel’s nine principles was the concept that the approval and willing cooperation of the public were crucial to successful law enforcement (Peel, 1829, p. 1).

As a result of the negative role law enforcement in the United States played throughout history in regard to slavery, such as the enforcement of Jim Crow laws and being the enforcement arm of the federal government during the civil rights movement, many within the black community have remained distrustful of police. This lack of trust and legitimacy for law

enforcement was caught on videotape March 3, 1991. On that evening, Rodney King was beaten by police for failing to cooperate during a vehicle stop for a speeding violation. This incident reinforced the negative perceptions of law enforcement held by some within the Black community and brought national attention to the civil rights violations occurring within the Los Angeles Police Department (LAPD), and law enforcement agencies across the nation (Maurantonio, 2014). The involved officers were charged with state crimes for their roles in the beating.

On April 29, 1991, the four LAPD officers that were involved in the Rodney King Beating were acquitted of any wrongdoing in a Simi Valley Court (Maurantonio, 2014). This ruling served to further reinforce the feelings of inequality in the criminal justice system within the community and a riot broke out for six days. At the end of the 1992 Los Angeles Riot, 61 people lost their lives, 2,383 people were injured, more than 12,000 people were arrested, and over \$1 billion in damages occurred. The riot served as a vehicle for many members of the community to voice their long-term frustrations with law enforcement and the criminal justice system (Gerdes, 2014).

The aftermath brought significant changes and reforms to law enforcement training, such as racial profiling training, cultural diversity training, and tightened policies regarding the use of force. Many of these changes were brought on by federal consent decrees and settlement agreements. The Los Angeles Police Department was placed under federal oversight in 2000, as the result of what was seen as a “pattern or practice” of constitutional violations. Many of these constitutional violations can be linked to the training culture of the organization. What was bizarre about the so-called new changes to training, policies, and procedures was that POST had published a regulation in 1959 called *The Law Enforcement Code of Ethics*, which remains valid

still today. That document has remained unchanged since it was published and proclaims the following:

AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice. I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department.

Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty. I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities. I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement (POST, 2018).

Throughout history, every positive law enforcement trait envisioned by Plato, Sir Robert Peel, and the authors of the U.S. Constitution can be found in *The Law Enforcement Code of Ethics*. In today's post 9/11 society, some in law enforcement may have wandered away from

these foundational visions and are perceived as being at war with the communities they are charged with protecting; perceived as more warriors, than guardians and public servants (ACLU, 2014).

### **Culture of Learning**

An organization's culture of training effects employee proficiency. Providing a high level of education and training to personnel from well-qualified instructors can lead to better service, less taxpayer money spent on lawsuits, and stronger bonds with the community. The events that occurred in Ferguson, Missouri highlighted these issues on the national stage in 2014. As a result, federal investigators discovered systemic problems in the Ferguson Police Department, such as racism, bias, poor training, and weak leadership. Ferguson Police Department's poor organizational culture of learning and lack of training manifested in unlawful detentions, a clear violation of the Fourth amendment. The evidence shows officers routinely forced members of the public to comply with their orders, even when no legal authority existed. The Ferguson Police Department had policies that focused on generating revenue to support the local government, with no regard to the correlation those actions had in actual public safety, or the damage those actions did to destroy trust and cooperation within the community. "They are inclined to interpret the exercise of free-speech rights as unlawful disobedience, innocent movements as physical threats, indications of mental or physical illness as belligerence" (U.S. Department of Justice, 2015, p. 2).

Education teaches an individual concepts and theories; they become familiar with an academic side of a subject. Training provides a person with the skills to do something, rather than just know about something. It is possible to be well educated and poorly trained; it is also possible to be poorly educated and well trained. Both are usually required for an employee to

succeed at a high level in their profession. “You train people for performance. You educate people for understanding” (Burrus, 2015, p. 1). Culture of learning refers to the social conditions under which learning takes place (Bada, et al., 2012).

According to the *Southern Journal of Criminal Justice* (1983), Police misconduct is not always due to malice, it may be due to failures in training, culture, and leadership. The issue of civil lawsuits for failing to properly train officers can cost taxpayers well over \$4 billion dollars per year. In addition, this leads to a lower overall level of law enforcement service to the community, which erodes away public trust and support (Barrineau, et al., 1983).

Historically, during budgetary shortfalls, it is common to reallocate funds designated for training into other budgetary categories. But by doing this, organizations are actually incurring more costs from lawsuits, as well as an overall loss of public trust and confidence in their legitimate authority (Ross, 2000). Failing to train personnel can also have a negative result on employee morale and motivation. “Since the United States Supreme Court decision in *City of Canton v. Harris* (1989), the plaintiff in the majority of civil lawsuits cites as a secondary claim, the police administrator inadequately trained the errant officer” (Ross, 2000, p. 170). The background fees (lawyers, insurance, settlements, bad media, poor community relations) cost more than simply investing in the education and training of personnel (Ross, 2000). In addition, this leads to a lower overall level of law enforcement service to the community, which erodes away public trust and support (U.S. DOJ, 2010).

### **Current Law Enforcement Training**

Providing education designed to target specific student learning needs results in enhanced learning outcomes. The current training provided to peace officers is not enough to meet the ever-increasing law enforcement needs required by society (President's Task Force on 21st

Century Policing, 2015). Historically, the main focus of the peace officer certification process has been to train peace officers. In today's society, a stronger emphasis should be placed on educating peace officers. Training is "how to" knowledge and skills, where education is "conceptual, theoretical, and strategic" knowledge (Clark & Estes, 2006).

When an institution focuses on well-designed student learning outcomes, the student can be better prepared for meeting the needs of society (Tagg, 2007). Over the last two decades, society has placed many new job duties and expectations upon peace officers, but the education and training required to master those skills has not been proportionate to the demand. Many of the peace officer decisions recently brought to light in the public forum as questionable, in numerous cases, should be considered a fault in training and the culpability lies with the organization (Wexler, 2016).

A void exists in law enforcement training, as well as the service provided to the community in the domain of effective communication skills. Society expects peace officers to possess the ability to solve whatever problems they are faced with, yet the training currently being provided is not fully preparing them (President's Task Force on 21st Century Policing, 2015). The skills and knowledge required to effectively handle the current tasks law enforcement officers are faced with requires a higher level of education as well as extensive and ongoing training in specific disciplines. Peace officer behavior is guided by POST requirements, basic academy requirements, current continued professional training, and state mandated training. State mandates exist to provide a minimum training benchmark for peace officers (POST, 2016).

**Promotional Process, Internal Procedural Justice, and Professional Development**

Promoting the most qualified people has a significant impact on the outcome of the organization. Selecting the right people to lead the organization is crucial in developing a functional organization that can solve the problems encountered from day to day in society. Modeling proper organizational behavior is foundational to an effective organization. If the organization is not viewed with trust and legitimacy by the members, low morale and performance can result (Kandel & Ordaz, 2013). The procedural justice that occurs within the organization has a direct influence on the procedural justice displayed externally to the public (President's Task Force on 21st Century Policing, 2015).

Professional development is key to supporting employee performance, and therefore success, in the organization. It is important to understand there are predictable paths peace officers can follow to significantly increase their probability of success in field operations assignments. Better trained and educated peace officers provide a higher level of service to the community (Albarano, 2015). Education reduces cynicism in peace officers (Gilmartin, 2002). Professional development in law enforcement also includes continuing higher education. According to Albarano (2015), educated officers demonstrate greater levels of creativity and problem-solving skill. Peace officers who have earned a college degree demonstrate better overall job performance and have greater advancement opportunities than their colleagues without a college degree.

Education has the following benefits on a peace officer's abilities and performance: less likely to use force as the first response, improved communication skills (oral and written), less instances of civil liability, fewer departmental disciplinary actions and internal investigations, enhanced report writing skills, less likely to be involved in unethical behavior, less use of sick



time, greater acceptance of diversity and cultural awareness, fewer formal citizen complaints, better behavioral and performance characteristics, better skilled at independent decision-making and problem-solving, better skilled at articulating their thoughts, greater aptitude for innovative thinking, improved adaptability, fewer on-the-job injuries and assaults, more proficient in technology, enhanced grant writing abilities, improved budget and management abilities, better at discovering extra resources, and, better adapted to accepting critical feedback on job performance.

Use of force by peace officers can be connected to several areas, including education. College-educated peace officers tend to use less force, possibly due to better problem-solving skills (Hall et al., 2007). The implication is that a college educated police force has a higher probability to provide better service to the community (Hickman, 2008). It is important to highlight the importance of educating peace officers, but especially important to connect the importance of education with being an instructor.

### **Accountability**

Having a clear mission statement, vision statement, and strategic or action plan allows the organization to uniformly accomplish goals with efficiency. Hentschke and Wohlsetter (2004), discuss five problems with accountability: adverse selection, divergent objectives, information asymmetry, weak incentives, and limited decision rights. According to *Turning Research into Results* (Clark and Estes, 2008), job performance knowledge and skill improvements are only needed under two conditions: 1) When people do not understand how to accomplish their own performance goals; and, 2) When challenges are forecast for the future that will require problem-solving to occur. At the time of this study, the RCSD promotional system for advancement in rank and coveted assignments did not measure key crucial accountability traits (such as

leadership, communication, experience, and team building) that remain crucial to effectively achieve performance goals, solve problems, and efficiently run the organization (PPOA, 2017).

There are six accountability demands placed on public service: 1) They must demonstrate they use their powers properly, 2) They must show they are working to achieve the mission set for their organization, 3) They must report on their performance, 4) They must show efficiency and effectiveness, 5) They must ensure the quality of the programs and services produced, and 6) They must show they serve the public needs (Burke, 2004). Selecting the wrong personnel to fill instructor positions can have an adverse effect on the organization and the community.

### **Community Satisfaction**

Community satisfaction is high when law enforcement works with the community as an equal partner. The bond between the community and law enforcement needs to be founded in belief, trust, and respect; effective communication and voluntary compliance are at the core of this relationship (Tyler & Fagan, 2008). Community satisfaction is strongly connected to the level of trust held in those charged with service to the community. If the community does not recognize the legitimacy of a law enforcement organization, peace officers are unable to effectively perform their duties (Erozkan, 2013). As the community's perception of law enforcement declines, so does their confidence that peace officers possess a legitimate authority (Zhao, 2002). Procedural Justice occurs when people have a voice, are treated with neutrality, are treated respectfully, and have trust in the legitimacy of law enforcement (Mears, et al., 2015). Voluntary compliance is predicated on a belief of legitimate authority, as well as trust and confidence (Fagan & Tyler, 2005).

A problem exists when the community does not accept that the police exist to protect, through criminal enforcement and suppression, and also to serve, as members of the community

(Giles & Sanchez, 2002). The consequences of not solving this problem manifest in a continuing divide between communities and law enforcement; it will continue to grow, civil unrest will remain, and the use of force by police will continue to increase (Burke, 2010).

A culture of corruption existed in the Los Angeles County jail system which was reinforced with weak leadership and a lack of focus on ethics and “doing the right thing” (Report of the Citizens’ Commission on Jail Violence, 2012, p. 98). Unlawful and excessive use of force performed in the jails and the abuse of inmates by law enforcement officers created a reinforcement of negative perceptions, as well as a lack of trust from the community. The trust between community members and law enforcement was adversely affected as a result of these abuses of power and failures of leadership.

The public often does not weigh the constitutional legality of a police action when forming a collective opinion as to whether a wrong was committed. Instead, the public judges police officers’ actions and need for punishment by making “procedural justice evaluations about the demeanor of the officers during their interactions with them” (Mears, et al., 2015, p. 300). Increased community satisfaction occurs when 21st century policing, which includes procedural justice, are practiced (Goff, 2016).

### **Instructor Knowledge, Motivation and Organizational Influences**

According to Clark and Estes (2008), the reasons why an organization is not meeting its performance goals can be understood by examining the knowledge, motivation, and organizational influences of the key stakeholder groups. Knowledge includes information, training, job aids, and education (Clark & Estes, 2008). Motivation is manifested in active choice, persistence, mental effort, and involves underlying psychological influences such as self-efficacy and value (Mayer, 2011). Organizational influences include work processes, material

resources, and culture (Lewis, 2011). Instructors should understand that most successful training programs include training individuals in a combination of cognitive, interpersonal, and psychomotor skills (Aguinis & Kraiger, 2009). This section will focus on key aspects of the knowledge, motivation, organization, and the skills required by instructors to provide the highest levels of training for peace officers and professional staff.

### **Knowledge Influences**

Knowledge can be categorized into four types: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge (Krathwohl, 2002; Rueda, 2011). Factual knowledge and conceptual knowledge are sometimes categorized together and referred to as declarative knowledge. Employees are more engaged and perform at higher levels when they have the knowledge and skills to perform their jobs well (Aguinis & Kraiger, 2009; Clark & Estes, 2008; Rueda, 2011). A determination can be made as to whether an employee possesses these four types of knowledge necessary to accomplish organizational goals by conducting a gap analysis (Clark & Estes, 2008).

Factual knowledge consists of the basic problem-solving elements a student should possess in order to solve issues in their particular domain (Krathwohl, 2002). Factual knowledge consists of the fundamentals and lexicon of a learning domain (Krathwohl, 2002; Rueda, 2011). Factual knowledge is the possession of basic elements, major facts, and terminology related to a discipline or subject matter (Krathwohl, 2002).

Conceptual knowledge consists of concepts (classifications and categories), processes (models, theories, structures), and principles (cause and effect, generalizations), and structures of the subject matter (Krathwohl, 2002; Rueda, 2011). Conceptual knowledge is categorized as belonging to the cognitive domain and is a key part of the cognitive process (Bloom et al., 1956;

Krathwohl, 2002). It is important for instructors to have conceptual knowledge of 21st century policing in order to be able to pass that knowledge on to their students. Both factual knowledge and conceptual knowledge can be considered *declarative* knowledge and answer the “what” of a domain (Aguinis & Kraiger, 2009, p. 454).

Procedural knowledge is knowledge and awareness about the “how” to do something (Aguinis & Kraiger, 2009, p. 454). People can possess transferable skills and knowledge from other related domains, which can provide relevant prior knowledge to assist in the encoding and retrieval process (Schraw & McCrudden, 2006). Procedural knowledge, education, training, and skills will better prepare students to succeed in their field (Krathwohl, 2002). This point is echoed by the President’s Task Force on 21st Century Policing (2015) when the commission agreed that procedural knowledge, education, training, and skills would better prepare peace officers to provide service to our communities. Procedural knowledge is the most critical part of performance, not just what to do but when and how to do it (Clark & Estes, 2008; Rueda, 2011).

Metacognition can be defined as strategic knowledge, knowledge about cognitive tasks, contextual and conditional knowledge, and self-knowledge (Krathwohl, 2002). Metacognition relates to self-awareness, problem-solving, and strategies to achieve goals (Mayer, 2011; Rueda, 2011). Metacognition in forms such as reflection-on-action, reflection-in-action, and reflection-on-the future can increase well-being and their ability to solve problems. As suggested by Clark et al., (2006), instructors need to know how to embed practice and feedback into lesson plans to facilitate the transfer of knowledge and skills to the field.

**Knowledge of why 21st century policing is important.** The public will not accept peace officers as a legitimate authority unless the community has confidence that the police are well trained in all of the many facets of law enforcement, are capable of handling serious situations,

and are able to solve problems (Fagan & Tyler, 2008). In order to increase the awareness of 21st century policing in peace officers, instructors should have knowledge of why 21st century policing concepts are important. Providing effective law enforcement training can significantly decrease the likelihood of physical altercation, wrongful death, and civil liability (U.S. Department of Justice, 2015). Instructors should understand why 21st century policing concepts are important, so they can be more effective in passing this knowledge on to their students.

Today, more and more video of police officers in action can be found on platforms such as YouTube and Facebook. A nearly endless supply of examples depicting police actions contrary to 21st century policing concepts perpetually floods social media accounts like Twitter, Snapchat, and Instagram. The judgements drawn by millions of Americans about police conduct are based more on procedural justice, than the actual constitutionality. As noted by Mears, et al., “Public judgments about whether police officers were acting unlawfully and should be disciplined for misconduct are largely shaped by people’s procedural justice evaluations about the demeanor of the officers during their interactions with them” (2015, p. 300). Providing instructors with the knowledge of why 21st century policing is important, so that information can be transferred to their students and potentially save lives, increase community trust, reduce use of force incidents, and reduce civil liability.

### **Knowledge of how to design and incorporate learning activities into teaching.**

Instructors need to possess the knowledge of how to design high-quality, authentic learning activities that align with the student’s daily experiences. One method of accomplishing this task is for instructors to know how to design learning activities which can help transfer the knowledge of 21st century policing into the student’s long-term memory. As Kirschner et al., (2006) explained, learning is expedited when new information is connected to prior knowledge,

it is organized in some kind of mental structure, and there is active involvement in the learning process. A learning activity can be defined as a facilitated, performance-based component of instruction (Brookfield, 2001). Learning activities are student-focused and require the learner to be actively involved in structured work designed to enhance the acquisition of knowledge, skills or competencies (Knowles, 1990). Learning activities should be integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics, or to enhance student retention necessary to achieve competence as a peace officer (AICC, 2015). By providing effective law enforcement training the likelihood of physical altercation, wrongful death, and civil liability can be significantly reduced (U.S. Department of Justice, 2015). According to the best practices from law enforcement agencies across the nation, 21st century policing concepts can be best incorporated into law enforcement training through role-playing, stress inoculation training, scenario-based training, and simulation-based training (President's Task Force on 21st Century Policing, 2015).

**Knowledge of how to scaffold practice and feedback into lesson plans.** As suggested by Clark et al., (2006), instructors need to know how to scaffold practice and feedback into lesson plans to facilitate the transfer of skills and knowledge to the field. Although this influence is similar to instructors needing to possess knowledge of how to design and incorporate learning activities into teaching, there are differences worthy of describing. Both influences share the need for instructors to possess a high level of subject matter expertise in 21st century policing doctrines, as well as a need for teaching expertise. Instructors need to possess the ability to design curriculum and delivery methods which have a transferable effect to the student's real-world interactions.

Real-world interactions are applicable to the student's daily law enforcement routines and activities. As suggested in cognitive load theory, instructors should be aware of implementation strategies to reduce cognitive load, such as scaffolding new learning through a worked example for a learner to follow along step by step, breaking complex tasks into easy to difficult tasks, and providing more scaffolding in the beginning stages of learning complex tasks and then fading scaffolding in later stages (Kirschner, et al., 2006). By being able to design curriculum that breaks down 21st century policing concepts into smaller fragments, coupled with how to apply that knowledge in the field, students will be able to have a better chance of retaining the information in long-term memory (Schraw & McCrudden, 2006). The goal for law enforcement instructors should be to educate and train their students to effectively solve the problems they will face in the field. According to Mears et al., "good policing is more likely to be achieved by measuring cops against broad, subjective, and tactile norms and standards, as opposed to sharp-edged rules" (2015, p. 314).

**Knowledge of how to reflect on the effectiveness of their teaching.** According to the seminal research by Dewey (1933), reflection is a meaning-making process that allows one to gain a deeper experiential understanding by connecting it to other experiences through active, persistent, and careful consideration. It is important for instructors to reflect on their own effectiveness in the classroom and constantly strive to improve, keeping focused on student success (Ghaye, 2010). Knowledge and skill problem solutions can be broken into four categories: information, job aids, training, and education (Clark & Estes, 2008). The training instructors provide must be able to be stored in long-term memory by their students, so it is quickly accessible and organized (Schraw & McCrudden, 2006).



Reflective practice benefits not only working professionals, but also learners who utilize reflection in the form of self-regulation (Dembo & Eaton, 2000). Reflective practices can move learning activities into the state of flow which increases productivity and well-being (Ghaye, 2010). Reflective practitioners spend more time thinking about the problem itself; therefore, they are better able to create meaning and solve problems (Ferry & Ross-Gordon, 1998). Reflection is a behavior which can improve an instructor's ability to be effective. Information regarding specific knowledge influences and knowledge types is provided in Table 5.

Table 5

*Knowledge and Influence Types*

Knowledge Influence	Knowledge Type
Instructors need to know what 21st century policing concepts are and why they are important.	Conceptual Knowledge (What)
Instructors need to know how to reflect on their own effectiveness in the classroom.	Metacognitive Knowledge (Self)
Instructors need to possess the knowledge of how to design high-quality, authentic learning activities that align with the student's daily experiences.	Procedural Knowledge (How)
Instructors need to know how to scaffold practice and feedback into lesson plans to facilitate the transfer of skills and knowledge to the field.	Procedural Knowledge (How)

**Motivation Influences**

According to Mayer (2011), motivation is an internal state that initiates and maintains goal-directed behavior. Motivation is key in realizing the instructor stakeholder goal of creating organizational change through providing effective training in 21st century policing concepts. Motivation is also key in providing the highest levels of training and education to the peace

officers and professional staff who serve our communities. Motivation can account for up to 50%, or more, of an individual's overall performance (Mayer, 2011). Consequently, motivation is paramount in accomplishing the instructor stakeholder goal of integrating 21st century policing concepts into all courses taught to sworn personnel by July 1, 2019. Motivation is manifested in active choice, persistence, and mental effort and can be defined as a motivating force, stimulus, or influence (Clark & Estes, 2008). The instructor stakeholder group will be viewed through the lens of self-efficacy theory and expectancy-value theory (specifically focusing on attainment value and utility value).

**Instructor self-efficacy.** Instructors need to feel confident about their ability to deliver high level instruction. Self-efficacy refers to a person's belief in their ability to perform a specific behavior (Eccles, 2006). Strong self-efficacy beliefs can enhance human accomplishment and well-being (Pajares, 2006). Bandura and Schunk stated that efficacy effects performance because it can have a direct effect on an individual's level of effort, persistence, and perseverance (1981). In terms of sources of self-efficacy, "Individuals form their self-efficacy beliefs by interpreting information primarily from four sources: mastery experience, vicarious experience, social persuasions, and physiological reactions" (Pajares, 2006, p. 2). Observing the wins and losses of others contributes to the self-efficacy in beliefs of one's own abilities (Eccles, 2006).

**Expectancy value motivational theory.** Expectancy Value Theory is similar to Self-Efficacy Theory, but the major difference is that it is about a person's belief the behavior will produce a specific outcome (Eccles, 2006). Expectancy Value Theory links "two sets of beliefs: the individual's expectations for success and the importance or value the individual attaches to the various options perceived by the individual as available" (Eccles, Wigfield, & Schiefele,

1998, p. 390). The expectation for greater success exists when instructors design course materials and activities that are relevant to the task, useful to the learners, connected to their interests, and based on real-world undertakings (Pintrich, 2003). The expectation for success increases when modeling values, expectancies for success, and enthusiasm occurs (Eccles, 2006).

The value a person places on an activity is influenced by several factors, such as 1) if the individual enjoys the subject matter, 2) whether the subject matter assists the person in achieving goals, 3) whether the person possesses anxiety regarding their ability to master the subject matter, and 4) whether the person feels the subject is relevant for them (Eccles, 2006). Mayer (2011) indicated that effective ways to increase value are to provide time for employees to observe models, rehearse what they learned, and practice. This includes modeling the significance and utility value of the task, skills, or knowledge (Eccles, 2006; Pintrich, 2003). According to Eccles (2006), four different task values exist, they are cost value, intrinsic value, attainment value, and utility value. Cost value is the perceived cost of the task, and intrinsic value is the measure of how good a person can anticipate feeling while performing a task.

It is important to discuss value orientation in order to illuminate the different types of value. Kluckhohn (1951) is credited for having the most influential definition of values: "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes, means, and ends of action" (p. 395). Instructors need to be aware of how their values coincide with the materials they teach. According to Weber (2017), "values theory posits that individuals have values and they are formed by upbringing and life's experiences and influence an individuals' cognitive processes, decisions, and behavior" (p. 1). There are many competing values that exist within the mind of

an individual. The ranking of these values can be affected by the personal beliefs of an individual, the policies and procedures of an organization, or society itself (Weber, 2015). It is important for instructors to be aware of their value orientation and that it corresponds to their own beliefs regarding the principles of right and wrong. Attainment value and utility value will now be discussed in greater detail.

Attainment value is a person's image of who they are or who they want to be. Eccles' (2006) explained the attainment value placed on a goal to achieve a desired outcome is at the center of Expectancy Value Theory. There is a link which connects one's self-identity and the tasks they perform. Eccles defines attainment value by stating:

As an individual grows up, they develop an image of who they are and what they would like to be. This image is made up of many parts, including 1) conceptions of one's personality and capabilities, 2) long-range goals and plans, 3) schema regarding the proper roles of men and women in one's culture group, 4) instrumental and terminal values, 5) motivational sets, 6) ideal images of what one should be like, 7) stable personal interests, and 8) social scripts regarding proper behavior in a variety of situations (2006, p. 2).

It is important to infuse 21st century policing philosophies, such as the internal and external aspects to procedural justice, into the training culture because of how those concepts impact officers' behavior in the field. According to the President's Task Force on 21st Century Policing, "internal procedural justice refers to practices within an agency and the relationships officers have with their colleagues and leaders" (2015, p. 10). Additionally, peace officers who respect in the workplace from supervisors and peers are more likely to reflect the same in the field. Instructors that have attainment value for integrating 21st century policing strategies into their

instruction can relate to how they see themselves as a law enforcement professional. Instructors that have attainment value see themselves as models for others to emulate.

As Eccles states, “Utility value is determined by how well a task fits into an individual’s goals and plans or fulfills other basic psychological needs” (2006, p. 391). This can be applied to the law enforcement instructor stakeholder group. Instructors need to see the value and fully embrace infusing 21st century policing concepts into all peace officer training. 21st century policing concepts can save lives, increase public trust, and reduce civil liability (President’s Task Force on 21st Century Policing, 2015). Highlighting utility value for instructors can significantly increases student success (Eccles, 2006). When people believe that performing a task will aid them in attaining goals, they have a higher level of motivation (Eccles, 2006). Table 6 identifies three motivational influences that focus on self-efficacy value, attainment value, and utility value. These influences will be used to more fully understand how motivation affects the instructor engagement in the Training Bureau at RCSD.

Table 6

*Motivational Influences*

Motivation Influences	
Self-Efficacy Theory	Instructors need to believe they have the ability to deliver training and education that is appropriate for adult learners and facilitates transfer to the field.
Expectancy Value Motivational Theory	Instructors need to believe that 21st century policing concepts are critical to their self-concept as peace officers and see the value of infusing them into all peace officer training.

**Organizational Influences**

Failure to provide adequate policies, procedures, and materials can prevent the accomplishment of performance goals, even when employees possess the highest levels of

knowledge and motivation (Clark & Estes, 2008). Any change in the standard method or structure of the organization can be viewed as organizational change (Lewis, 2011).

Organizational culture can be defined as the core values, goals, beliefs, emotions, and processes learned over time by individuals within an organization (Clark & Estes, 2008). Often, the culture is established by the organization's founders and reflects their own values (Schein, 2004).

They can be divided into three categories: culture in individuals (unconscious culturally learned knowledge and motivational patterns), culture in groups (subgroups within an organization), and culture in the environment (Clark & Estes, 2008). Organizational culture can be more easily understood if broken down into two key ideas: cultural settings and cultural models (Gallimore & Goldenberg, 2001).

**Cultural models.** Cultural models are a common view of how the world works, or should work, shared by those within an organization (Clark & Estes, 2008; Gallimore & Goldenberg, 2001). Cultural models are tools for the mind which have evolved over time and represent shared beliefs on how to interpret the world. They are “taken for granted assumptions, can appear invisible, and often go unnoticed” (Cole, 1978; Gallimore & Goldenberg, 2001, p. 48). Some negative examples of common organizational cultural models include having a culture of constant competition with everyone, a culture of dishonesty, hypocrisy, and unfairness, a culture of lack of accountability, a culture of hopelessness, a culture of resistance to change, a culture of hostility, a culture of authoritarian leadership, and a culture lacking trust (Gallimore & Goldenberg, 2001).

In their role as trainers, instructors can benefit from an organization embracing a cultural model that reflects 21st century policing concepts. This could manifest in the organizational culture in the form of less citizen complaints from the community against officers, due to the

greater value being placed by officers on traits like respect, trust, neutrality, and giving people a voice (President's Task Force on 21st Century Policing, 2015). This could also be seen in the organization in the form of less use of force, due to the value placed on communication skills and showing respect (Fagan & Tyler, 2008). Additionally, placing a focus on the value of 21st century policing concepts could be seen in the organization by experiencing a reduction in law suits and civil liability losses (U.S. Department of Justice, 2015). Lastly, placing a value on 21st century policing concepts creates a culture in which officers are proud of who they are, proud of who they work with, and proud of their service to humanity.

**Cultural settings.** Cultural settings are visible, concrete manifestations of cultural models that appear within activity settings (Gallimore & Goldenberg, 2001). Cultural settings are specific contexts where behavior takes place and are defined by who, what, where, when, why, and how conditions, or activity settings (Clark & Estes, 2008; Gallimore & Goldenberg, 2001). The conditions of activity settings in specific cultural settings influence the cultural model. Because of this, a person may behave differently in specific cultural settings and people may have very similar cultural models but behave differently in specific cultural settings (Clark & Estes, 2008; Gallimore & Goldenberg, 2001). Some negative examples of common organizational cultural settings include having a lack of an organizational strategic plan, having vague or constantly changing performance goals, having a lack of incentives, having a lack of effective role models, having a biased feedback, having unnecessary rules, having a lack of autonomy, having busy work that is not aligned with goals, having a lack of communication, having a lack of resources, and having a high employee turnover trust (Gallimore & Goldenberg, 2001).

In order for the RCSD instructors to achieve their stakeholder goal and the organizational goal, the organization needs to perform the following: (a) provide instructors with direction and guidance (such as mission, vision, and strategic or action plans), so they can better train and educate personnel; (b) adhere to training mandates, which are often suspended, cancelled, or ignored, so instructors can better train and educate personnel; and, (c) provide instructors time to be trained in 21st century policing strategies and how to incorporate those strategies into courses. It is important to understand the impact of these settings and their impact on accomplishing organizational goals. Table 7 identifies three cultural setting influences and one cultural model influence. These influences will be used to more fully understand how the organization affects the instructor engagement in RCSD Training Bureau.

Table 7

<i>Organizational Influences</i>	
Organizational Cultural Influences	
Cultural Setting Influence 1	RCSD needs to provide instructors with direction and guidance (such as mission, vision, and strategic plans), so they can better train and educate personnel.
Cultural Setting Influence 2	RCSD needs to adhere to training mandates, which are often suspended, cancelled, or ignored by executives, so instructors can better train and educate personnel.
Cultural Setting Influence 3	RCSD needs to provide instructors time to be trained in 21st century policing strategies and how to incorporate those strategies into courses.
Cultural Model Influence 1	The organization needs to support 21st century policing concepts (such as respect, trust, neutrality, giving people a voice, and communication) as part of its culture.



### **Conceptual Framework: The Interaction of Instructors' Knowledge, Motivation and the Organizational Context**

The purpose of a conceptual framework is to identify the most important concepts of the study. It is also a guide in the sampling strategy, data collection, and data analysis activities (Maxwell, 2013). According to Merriam and Tisdell (2016), the manner in which a researcher frames questions is foundational to how they construct the framework and will interpret the data. Maxwell (2013) says the theoretical framework helps to develop research questions, focus the problem of the study, determine data collection methods, identify analysis techniques, and is made up of concepts, terms, definitions, models, and theories of a specific literature base and disciplinary orientation. I acknowledge the factors emanating from stakeholders who are not the focus of study, such as executive decision making, executive budgeting, supervisory leadership, and line staff cultural norms do add complexity to the accomplishment of the organizational goal. Although the conceptual framework remains focused on the instructor stakeholder group, and the main influences and constructs that have the greatest effect on accomplishing the instructor stakeholder goal.

*Knowledge.* Employees are more engaged and perform at higher levels when they have the knowledge and skills to perform their jobs well (Aguinis & Kraiger, 2009; Clark & Estes, 2008; Rueda, 2011). In order to accomplish this, instructors need to possess subject matter expertise and a higher level of education (President's Task Force on 21st Century Policing, 2015). Instructors need to be able to help their students meaningfully organize and connect new knowledge to prior knowledge, in order to construct meaning (Schraw & McCrudden, 2006), as well as be able to create an environment that fosters desirable behaviors (Tuckman, 2009).

*Motivation.* As Mayer suggests (2011), motivation is key in realizing the instructor stakeholder goal of creating organizational change through providing effective training in 21st

century policing concepts. Motivation is also key in providing the highest levels of training and education to the peace officers and professional staff who serve our communities. Motivation can account for up to 50%, or more, of an individual's overall performance (Mayer, 2011).

RCSD instructor self-efficacy, utility value, and attainment value have been identified

*Organization.* Even when employees possess the highest levels of knowledge and motivation, failure to provide adequate policies, procedures, and materials can prevent the accomplishment of performance goals (Clark & Estes, 2008). The organizational cultural models and cultural settings of RCSD is suspected to be a barrier to accomplishing the stakeholder goals. Cultural models are defined as a common view of how the world works, or should work, shared by those within an organization (Clark & Estes, 2008; Gallimore & Goldenberg, 2001). Cultural settings are defined as visible, concrete manifestations of cultural models that appear within activity settings (Gallimore & Goldenberg, 2001).

The framework guiding this study was comprised of existing theory, as well as my own experience of the stakeholder group (RCSD Instructors), which had been gained through over thirty-three years of experience that consisted of military, law enforcement, and higher education instruction. It was my belief that the instructors' knowledge, motivation, and the organizational culture they operated in had a direct effect on the level of satisfaction experienced by the community. Information regarding the instructor stakeholder group's knowledge, motivation, and the manner in which the organization interacted with the stakeholder was included in the conceptual framework and is provided in Figure 1.

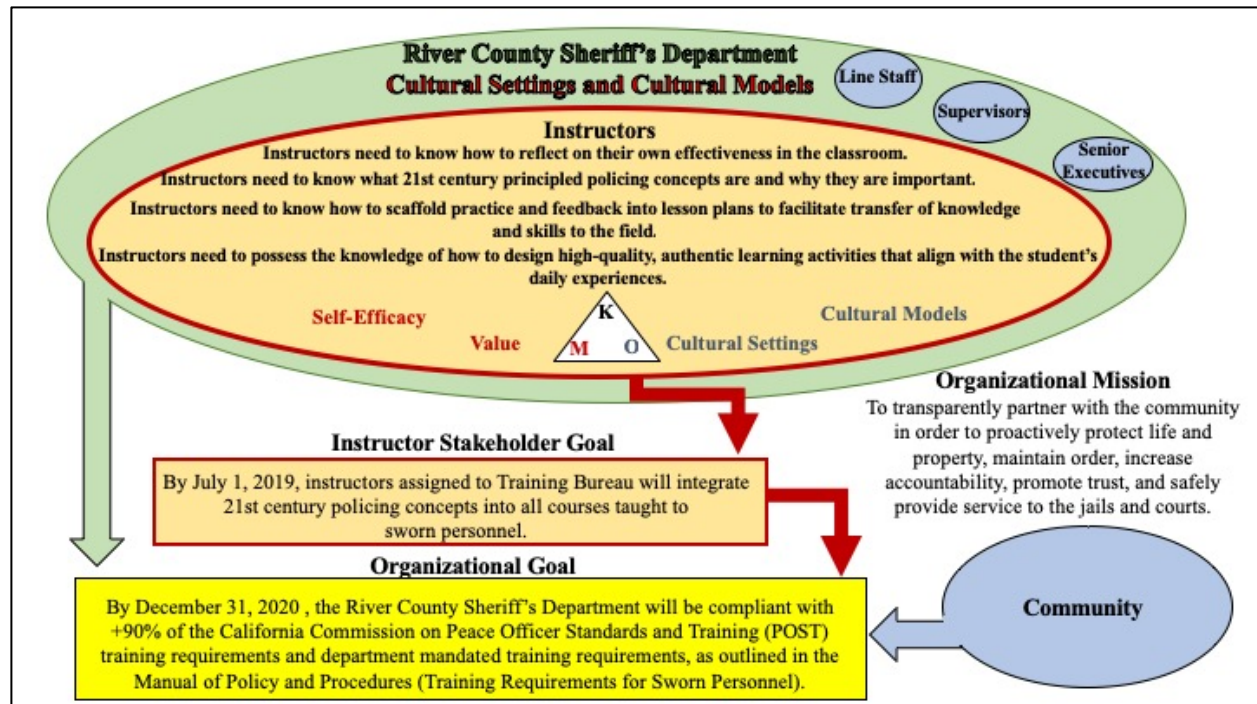


Figure 1. Presentation of conceptual framework.

The actual mission statement of the River County Sheriff's Department (RCSD) was changed to protect the organization's anonymity but is comparable to the following statement: To transparently partner with the community in order to, proactively protect life and property, maintain order, increase accountability, promote trust, and safely provide service to the jails and courts. This mission is accomplished through the efforts of a large number of RCSD employees and a partnership with the community. This was represented by locating all symbols within the same rectangular box as the RCSD mission statement. The RCSD has four internal stakeholders. This was characterized by placing the circles which represent the senior executive stakeholder group, supervisor stakeholder group, instructor stakeholder group, and line staff stakeholder group inside of the large circle that denotes the RCSD. Additionally, there is one external stakeholder group, the community. The community stakeholder group was represented by a circle located outside of the RCSD organizational circle, yet still within the organizational mission rectangle box. The RCSD organizational circle, which contains the four internal

stakeholder groups, and the external stakeholder group both have arrows pointing to the organizational goal.

The organizational global goal is that by December 31, 2020 the River County Sheriff's Department will be at least 90% compliant with POST training requirements and department mandated training requirements. The organizational global goal was displayed in its own rectangular box, but within the Organizational mission statement rectangular box. Each stakeholder group is important in achieving the organizational training goal, but the instructor stakeholder group was the focus of the study.

The instructor stakeholder group is located within the RCSD organization rectangle, but since it is the stakeholder group of focus an arrow emerges from its circle and points to the instructor stakeholder goal. The instructor stakeholder goal was to integrate 21st century policing concepts into all courses taught to sworn personnel by July 1, 2019. The instructor stakeholder goal is vital to accomplishing the RCSD organizational goal. This is represented by showing an arrow protruding from the instructor stakeholder goal rectangular box and pointing to the RCSD organizational goal rectangular box.

### **Data Collection and Instrumentation**

This mixed-methods study utilized both quantitative and qualitative design. Quantitative studies collect numerical data that can be analyzed and represented statistically (Creswell, 2014), whereas qualitative studies explore meaning and explanation (McEwan & McEwan, 2003). This study gathered quantitative data by surveying RCSD instructor staff members about their knowledge, motivation, and perceptions of organizational models and settings related to integrating 21st century policing concepts into all courses taught to sworn personnel. The survey sought to evaluate instructional staff's conceptual knowledge of 21st century policing concepts

and metacognitive strategies for balancing instruction activities with their other workload. The survey also measured instructional staff's utility value and attainment value related to instructional activities, and their perceptions of the organizational environment related to trust, service climate, and service leadership. The quantitative research consisted of surveying the entire Training Bureau instructor population (90 active duty instructors at the time of the survey). After the quantitative survey results were reviewed, the research turned to a qualitative approach.

Qualitative research focuses on exploring meaning and explanation (McEwan & McEwan, 2003). Multiple data collection methods were used to explore the process, gain understanding, and establish meaning (Maxwell, 2013; Merriam & Tisdell, 2016). Qualitative data collection took place in the form of interviews and document analysis. Triangulation is the exploration of data from many different sources to construct an argument for themes (Maxwell, 2013; Merriam & Tisdell, 2016). I used triangulation to increase credibility by asking different people during research and analysis, ensuring quality in-depth interviews were conducted, and by using multiple data sources during my study.

## **Surveys**

The target population for the survey were all instructors assigned to the RCSD Training Bureau (90 at the time of the survey). The survey was created in Qualtrics and distributed via email to the entire target population with a fourteen-day response window. Qualtrics enabled survey responses to be collected anonymously, which protected the confidentiality of the respondents (Pazzaglia, Stafford, & Rodriguez, 2016). Qualtrics also allowed respondents to stop and restart the survey at their convenience. Distributing the survey to the entire target population provided a probability sample, with equal access for each recipient, and an increased likelihood of collecting data that represented the entire population (Pazzaglia, Stafford, &

Rodriguez, 2016). The survey was individually emailed to 90 active duty Training Bureau instructors. Of those instructors, 70 responded to the survey and provided complete answers to the questions. A 77% response rate, or 70 responses was achieved. That level of response translated to a 95% confidence level with a 5% margin of error (Pazzaglia, Stafford, & Rodriguez, 2016). To maximize the response rate, reminders were sent on the third, fifth, eighth, and tenth days of the fourteen-day response window.

The survey questions were designed to examine the key constructs of motivation, organization, and, to a limited degree, gain a basic opinion of their knowledge. The full extent of instructor knowledge regarding 21st century policing concepts was discovered through interviews. The survey used multiple choice questions, which Fink (2013) found to be more efficient and reliable than open-ended survey questions. Most questions collected either nominal or ordinal data, which were analyzed for percentages or frequency of responses (Salkind, 2017). This type of data was useful in measuring the average level of instructor staff's motivation, perceived organizational support, and barriers for their goal of integrating 21st century policing concepts into all courses taught to sworn personnel. Survey respondents were also asked to report their education level, length of time as an instructor/teacher, and years of field operations experience. The complete Survey Instrument is included in Appendix A.

### **Documents and Artifacts**

A document analysis was conducted on the instructor lesson plans, expanded course outlines (ECO's), training compliance reports, and policy and procedure sections related to training for all RCSD Training Bureau courses. Document analysis is the location, authentication, coding, and evaluation of written works related to the research (Merriam & Tisdell, 2016). The documents were examined to determine if, and to what extent, 21st century

policing concepts were included in the instruction. The detailed Documents and Artifacts Protocol is included in Appendix A.

### **Interviews**

There were 11 one-time interviews conducted with instructors assigned to the RCSD Training Bureau who were purposefully selected to represent the broadest possible range of training disciplines. I purposefully invited interviewees from the pool of completed surveys from each of the different training units located within the Training Bureau. I focused on ensuring the broadest possible representation of the RCSD organization, based on functional area, time with the organization, diversity, and gender.

Another researcher was utilized to conduct the interviews. The researcher selected to conduct the interviews possessed a master's degree in public administration, had more than twenty-seven years of law enforcement training experience, was a POST certified Master Instructor, was CITI certified, and did not hold a direct supervisory position over the instructors being interviewed. For the interviews, I reserved a private conference room in the operations staff building, so that interviewees were not inconvenienced, and were free of observation and distractions from co-workers. Interview meetings were placed on participants' calendars and marked as private. All interviews were scheduled to occur within the same week.

As suggested by Patton (2002), I instructed my research assistant to use a semi-structured interview format by asking the same questions to all interviewees and using follow-up probes as needed to clarify responses. My purpose in selecting this approach was to use a conversational style that allowed individual perspectives to emerge, while keeping the interview sessions systematic and focused (Patton, 2002). A neo-positivist orientation toward minimizing bias and collecting valid, high-quality data was used (Merriam & Tisdell, 2016). The interview questions

were designed to collect data regarding the instructional staff's knowledge and motivation in relation to the goal of integrating 21st century policing concepts into all courses taught to sworn personnel, and the interaction of RCSD organizational culture with their knowledge and motivation. As recommended by Patton (2002), I used a mix of question types based on interviewees' experiences, opinions, feelings, knowledge and sensory perceptions. The interview protocol included an explanation of the study's purpose and planned use, an assurance of privacy and confidentiality for the interviewee, a request for permission to record the session, an opportunity for the interviewee to ask questions, an information sheet describing the process, and a reminder that the interviewee can stop the interview at any point. The detailed Interview Protocol is included in Appendix A.

### **Data Analysis**

Data analysis can be explained as trailing a data analysis spiral and is a journey where the researcher moves closer to the ultimate goal of offering a data narrative, but not in a linear manner (Creswell, 2013). Data analysis occurred using the following steps: priori coding, data clean up, data entry, tabulation, description, and presentation. The data obtained from the survey, document analysis, and interviews was coded using names, labels, and colors, which aided in retrieval. All data was cleaned up by considering factors such as missing or skipped questions, errant data, and comments.

The survey was designed and finalized in Qualtrics. Once closed, the data was cleaned, analyzed, and recorded. I was cognizant of my own possible bias and mitigated the possible negative effects on credibility through triangulation, reflexivity, low-inference notes, member checking, the ruling out of alternative explanations, and peer review. I gave myself two weeks to analyze the data. The quantitative data was examined in a single stage, but being that research is



an iterative process that evolves based on the conditions, I continued to revisit the results after the qualitative research had been gathered. I accounted for typicality by evaluating multiple occurrences individually. Typicality may show trends that carry no real significance, but they must still be examined from multiple angles.

Once the eleven interviews had been completed, I coded them using NVivo 12 software. The software created a codebook to record nodes. As additional codes emerged during the process, I returned to the previously examined transcripts and review them again. I remained aware of the cyclical nature of qualitative analysis and the fact there may be many rounds of refining my codebook. As suggested by Corbin and Strauss (2008), I remained aware of my bias and allowed the data to lead me wherever it took me. I made sure to save time to read and re-read my results, reflecting on the data and analytical tools used. A document analysis was conducted on the instructor lesson plans, training policies, training reports, and expanded course outlines for all RCSD Training Bureau courses. They were examined to determine if, and to what extent, 21st century principled policing concepts were included in the teaching materials. The inclusion or absence of content related to 21st century principled policing strategies was analyzed and documented through the lens of the conceptual framework and how the information could answer the research questions. I used my conceptual framework as a true north compass during the analysis of my results, in an effort to stay true to the research questions and how they related to the roadmap laid out in the conceptual framework. I moved from codes to findings after I felt confident the data had been examined thoroughly through the lens of the conceptual framework and could offer answers to the research questions.

### **Results and Findings**

This research aimed to examine the key knowledge, motivational, and organizational influences (Clark & Estes, 2008) that facilitated or impeded RCSD instructor personnel in effectively providing peace officers' training and education that successfully meets the 21st century needs of society. The purpose of this project was to conduct an analysis of the River County Sheriff's Department organizational goal of being at least 90% compliant with POST training requirements. The explanatory sequential research design was utilized. The findings for this study were comprised of survey data, document analysis, and interviews. The quantitative portion was first, with the distribution of the survey. The qualitative portion followed, with the document analysis of 85 ECO's or lesson plans, four policy and procedure sections, and the 2013-2018 CPT and PSP training compliance reports. Data collection ended with eleven semi-structured interviews. As shown in Table 8, the interview sample consisted of 11 instructors.

Table 8

*Interview Participant Sample*

Name	Years in Organization	Highest Education
Participant 1	25 years - less than 30 years	M.A/M.S. Degree
Participant 2	15 years - less than 20 years	Some College
Participant 3	10 years - less than 15 years	B.A./B.S. Degree
Participant 4	10 years - less than 15 years	A.A/A.S. Degree
Participant 5	10 years - less than 15 years	Some College
Participant 6	15 years - less than 20 years	A.A/A.S. Degree
Participant 7	20 years - less than 25 years	B.A./B.S. Degree
Participant 8	10 years - less than 15 years	Some College
Participant 9	10 years - less than 15 years	Some College
Participant 10	25 years - less than 30 years	Some College
Participant 11	25 years - less than 30 years	Some College

As seen in Figure 2, over 40% of the survey respondents had greater than 10 years of teaching experience.

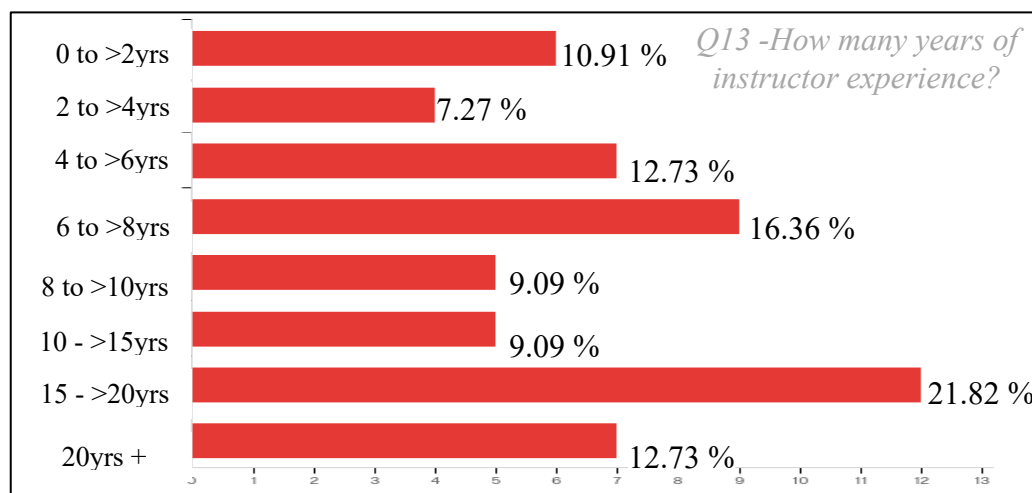


Figure 2. Instructor experience.

This explanatory sequential (mixed methods) study was guided by the following research questions:

1. What were RCSD instructors' knowledge and motivation in relation to integrating 21st century policing concepts into all courses taught to sworn personnel?
2. How did instructor knowledge and motivation interact with the organization to shape the instructors' ability to integrate 21st century policing concepts into all courses taught to sworn personnel?
3. What were the recommended knowledge, motivation, and organizational solutions?

### Conceptual, Procedural, and Metacognitive Knowledge Results and Findings

For this study, four knowledge influences were assessed for the instructor stakeholder group: conceptual, metacognitive, and two procedural knowledge influences. For conceptual knowledge, this study assessed whether the instructor stakeholder group had the conceptual knowledge to properly train their students to provide the best possible service to the community. For metacognitive knowledge, this study assessed if they knew how to analyze their own

instructional abilities to educate their students. Lastly, this study assessed instructors' procedural knowledge as to whether they knew how to perform job related duties which necessitate optimal training for their students. The discussion regarding knowledge influences was guided by the taxonomy originally published by Bloom et al., (1956), which was later revised by Krathwohl (2002) into a much more broadened framework. Recommendations for the knowledge influences were based on theoretical principles found in cognitive load theory, information processing theory, social cognitive theory, and behavioral theories of learning. It should be noted that much of the knowledge influences being measured in this study (21st century policing, reflection, lesson planning, course curriculum, learning activities) had not been provided to Training Bureau instructors by the organization, no organizational training requirement existed, the knowledge and training was not a selection requirement for the instructor coveted position, and there was no organizational mandate to familiarize themselves with the material. As a result, it was not expected that instructors would possess a high degree of knowledge. Although, POST recently announced it would be adding *21st Century Policing - Learning Domain 44* to the Regular Basic Couse academy curriculum for all new peace officer recruits.

**Instructors can benefit from more in-depth knowledge regarding 21st century policing concepts and why they are important.** Instructors must have in-depth 21st century policing awareness so they can incorporate those concepts into their classroom instruction. Items 17 and 18 surveyed instructor exposure to 21st century policing concepts by asking if they had taken a 21st century policing course or read the seminal report on 21st century policing concepts. As seen in Figure 3, over 70% of the respondents had not taken a course on 21st century policing concepts, and as seen in Figure 4, almost 90% had never read the Final Report on the President's Task Force on 21st Century Policing. At the end of the survey, a comment section was provided

for survey participants to provide remarks. In that section, Respondent 1 wrote, “I have no idea what the phrase 21st century policing means.” Survey Respondent 68 wrote, “The repetitive training of the aforementioned topics [are] vital for officer safety and community interaction. The goal of an effective training program is to be transformational rather than transactional.”

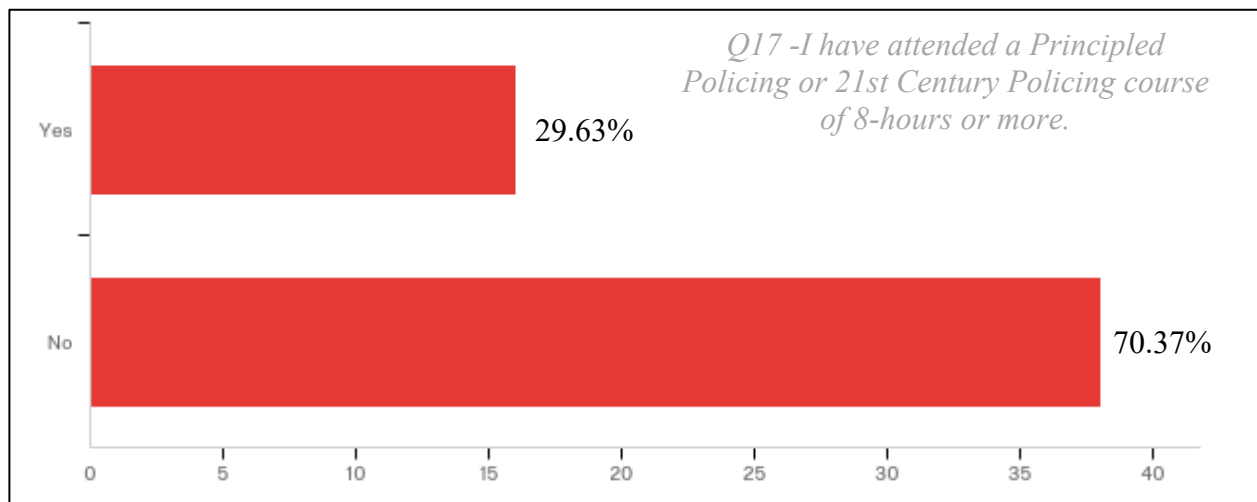


Figure 3. I have attended a Principled Policing or 21st Century Policing course.

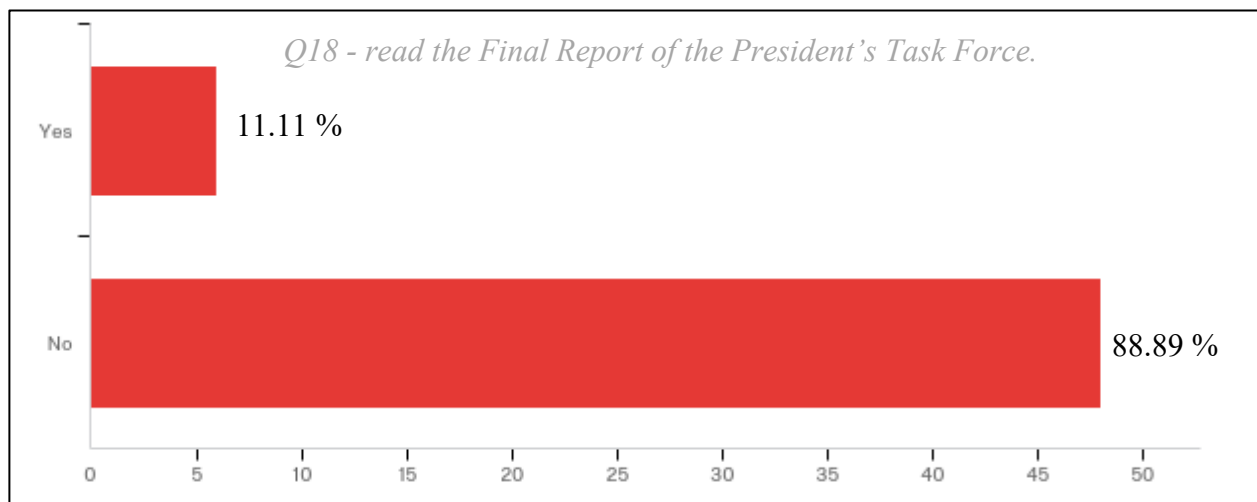


Figure 4. I have read the Final Report of the President's Task Force on 21st Century Policing.

Interview data showed seven out of eleven participants stated they possessed some knowledge of 21st century policing concepts. Participant 11 stated, “I'm not fully familiar with all the 21st century policing requirements or the whole program, I'm not that up on it.”

Participant 3 stated, “It's a newer age of policing where it's not like how it was in the old days.”

Four out of eleven participants knew the concepts by other names, but of those four only two possessed a deep enough understanding of how to describe 21st century policing. On the topic of receiving training in 21st century policing, Participant 4 said, “I just think that it is a great idea if there is a training coming up for all of us about community policing in the 21st century.”

Participant 2 provided a response which was reflected by the majority of survey respondents and interview participants when they said, “21st century policing concepts are so new.” In reality, many elements of 21st century policing concepts can be found in POST training material from as early as 1959, specifically, *The Law Enforcement Code of Ethics* (Appendix O). Participant 2 went on to say, “There's nothing that I'm aware of that's truly concrete as the true definition of 21st century policing.” Since the training had never been mandated or provided, as expected, the data demonstrated instructors did not possess a deep understanding of 21st century policing concepts.

**The degree to which, if any, Instructors can benefit from more knowledge about how to reflect on their own effectiveness in the classroom.** It is imperative that instructors continually reflect on their own ability to be effective in the classroom. As the training culture of the organization changes, instructors must be willing to grow and enhance their own skills when needed. Overall, interview data demonstrated that the instructors had a genuine desire to learn and grow in their positions but may lack the skills and organizational support to perform these tasks effectively. On the topic of reflection, when asked to describe the process they went through to teach a class, eight of eleven participants responded in some form that they reflect on their effectiveness in the classroom, yet only one participant was able to elaborate in depth as to how. Most instructors surveyed focused on the preparation needed to teach a class, such as

lesson planning, PowerPoint slides, and classroom set-up. None of the participants specifically discussed reflection, and only three of eleven discussed the relevance of the training they provide. All instructors interviewed (11 out of 11) made some reference to learning goals, but nothing about how they verified that learning took place. When asked about reflection, Participant 5 commented, “What I wished I knew was that I would have no mentoring or training program once I was assigned. The units operate on a baptism by fire / OJT [on the job training] model.” Participant 11 commented about reflection by stating, “So they're teaching the same old ways and they're not updating themselves either.” Participant 3 touched on reflection by comparing present and past with the following statement, “21st century policing concepts are something brand new! New age! Not like the old days!” The topic of reflection was framed by Participant 4 by stating, “Basically I'm only assuming they're going to do what we teach them, because I don't have paperwork, recording device where two years down the line to see if they're doing what they're doing.” Participant 4 seemed to be making the point that they never really knew if their instruction was effective. This also highlighted an issue for later exploration, which was the implementation of an effective training evaluation plan. Reflection is not taught as a required course of instruction and no regulation existed mandating reflection training. As such, it was not expected that instructors would possess this knowledge. Overall, the data demonstrated that instructors may lack knowledge of how to reflect on their own effectiveness in the classroom.

**Instructors can benefit from additional knowledge about designing high-quality, authentic learning activities that align with the daily experiences of the student.** The findings of this study showed that one of the issues instructors face is a lack of knowledge regarding how to design real-life learning activities that are practical and relate to the students’

day to day activities. As shown in Figure 5, item 1 of the survey asked instructors to list the POST certified instructor development courses they had attended. Only 65% of instructors had attended the basic instructor course (AICC) and less than 9% of all respondents had ever attended an advanced level instructor course. This was important because lesson planning, learning activity design, and curriculum design are not taught in the intermediate or basic instructor courses. Of the eleven interview participants, only Participant 1 was a master instructor, and only 3.85% of the survey respondents were master instructors.

In regard to learning activities, Participant 4 said, “You've got to keep them entertained. I use the adult learning principle that adults like getting involved in the decision-making part of the class.” In addressing the process they go through to design learning activities for their courses, Survey Participant 5 said, “I learn based on my experiences, the best way to learn something is to create a group activity, or something that they could also do a teach-back, or it's going to engage all of us together as a class.” When asked to describe what kind of learning activities they utilize and the process that goes into creating those learning activities, Interview Participant 11 said, “Well they participate in the lectures. Then we physically go out and demonstrate the exercises by an instructor and answer any questions they have, then they drive the exercises and then we critique them after they drive the exercises.” Participant 3 said, “Some of our PowerPoints that we currently have are outdated.” This statement indicated a lack of understanding in regard to curriculum design and presentation. If the instructor possessed the skills and knowledge to update and modify the PowerPoint presentation, they would not have used it, knowing it was outdated. They would have simply updated it.

Overall, the data demonstrated that a gap existed in instructor knowledge of lesson planning, learning activity design, and curriculum design. All participants used some form of



learning activity during their classroom instruction, but only one designed their own learning activities. This addressed the procedural knowledge influence of instructors needing to know how to scaffold practice and feedback into lesson plans to facilitate the transfer of skills and knowledge to the field, as well as instructors needing to possess the knowledge of how to design high-quality, authentic learning activities that align with the students' daily experiences.

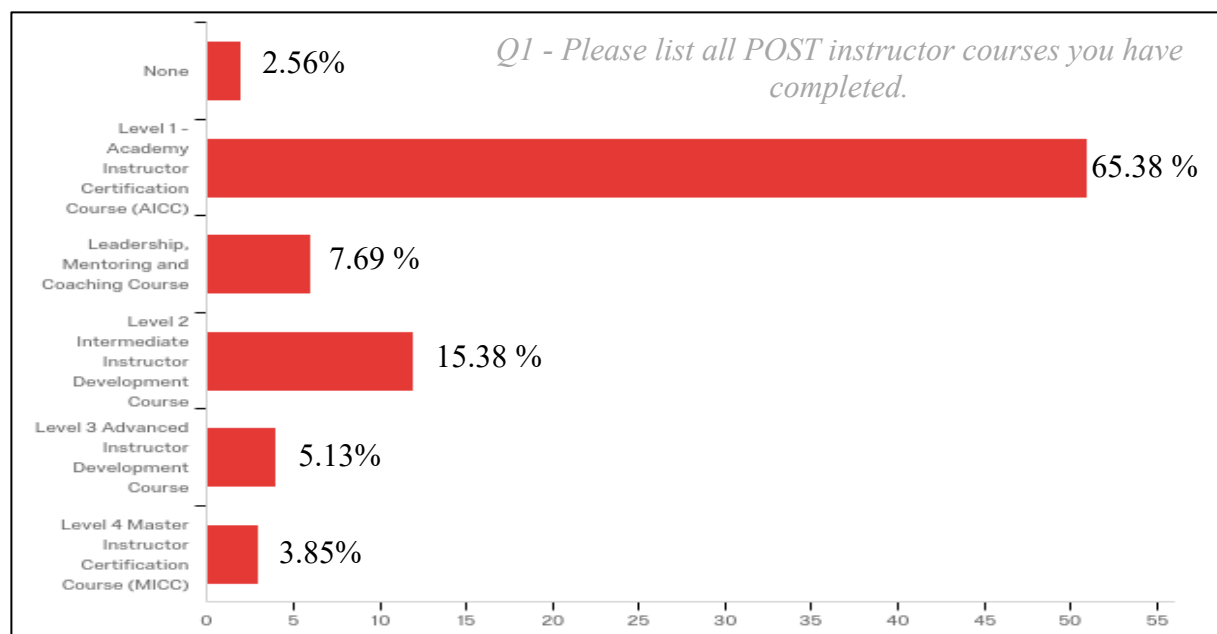


Figure 5. List all POST Instructor Development Institute (IDI) courses you have completed.

**Instructors can benefit from additional knowledge on how to scaffold practice and feedback into lesson plans to facilitate the transfer of skills and knowledge to the field.** The findings of this study showed that a key issue faced by instructors was a lack of knowledge regarding how to create lesson plans. As seen in Figure 5, only 65% of instructors had attended the basic instructor course (AICC) and less than 9% of all respondents had ever attended an advanced level instructor course. This was important because lesson planning, learning activity design, and curriculum design were not taught in the intermediate or basic instructor courses. In addition, the study further showed instructors lacked the knowledge of how to scaffold practice

and feedback into a lesson plan, in order to enable the transfer of subject matter skills and knowledge to their practical application in the field.

It is important for instructors to pass on what they know to their students. Instructors need to possess knowledge of how to break down skills, knowledge, and education into segments easily digestible by their students. This allows the students to better understand the skills and knowledge they are expected to perform in the field. Survey data demonstrated that out of the 55 instructors, only 15.38% of the respondents (as depicted in Figure 5) had attended training which taught lesson plan design, which was revealed in item 1 of the survey. It is important to note that later document analysis revealed lesson plan design is not taught in the curriculum for AICC, LMC, or IDI Level 2. It is only taught in IDI Level 3 and IDI Level 4 – MICC. This important fact revealed that almost 85% of the instructors surveyed had never been formally taught how to design a lesson plan.

Interview data showed, nine out of eleven instructors stated they used lesson plans designed by someone else. Of those interviewed, only two stated they created their own material. When asked if they created their own lesson plans, Participant 2 displayed metacognitive awareness by stating, “Yes. You have to make the classes your own. You can't just take a piece of material that someone else has had over the years and assume that you will be able to present in the same manner.” Participant 2 was very clear in their belief that instructors need to create their own lesson plans. All instructors surveyed stated they used PowerPoint presentations to teach the materials, and eight out of eleven instructors stated the PowerPoint was designed by someone else. Participant 3 indicated they did not write their own lesson plans when they said, “The classes that I currently have, the lesson plan is already prewritten and it's currently approved through POST, and my class [is] based on that lesson plan.” Participant 10

indicated a divergence from lesson planning when they said, “So, my curriculum flows with my training progression and I try to add things in at the time that relate to whatever I'm teaching.”

The data additionally revealed a knowledge gap existed in the instructors’ understanding of what a lesson plan was and how it differed from a basic course outline. As previously noted, only three of the 85 courses examined contained 21st century policing concepts, but none of them had a lesson plan. The only course materials which existed were the expanded course outlines (ECO). The expanded course outline is not a lesson plan. Participant 4 showed a lack of understanding of the differences between a lesson plan and a POST ECO when they explained, “I have to follow a lesson plan outline that's provided by POST.” POST does not provide lesson plans and has not done so in the past. The data demonstrated 85% of instructors had not been provided training to receive the knowledge of how to create their own lesson plans. Largely, as a result of not being provided the training, instructors do not know how to create lesson plans. The data showed organizational culture played a large role in the absence of this knowledge. As a result, the outcomes of this section are directly impacted by the organizational influences and will be discussed later.

### **Expectancy Value and Self-Efficacy Motivation Results and Findings**

The aim of this study was to assess two motivation influences for Training Bureau instructors: self-efficacy and expectancy value. Self-efficacy is when one possesses belief in their own abilities to accomplish a specific undertaking (Pajares, 2006). Expectancy value is when individuals understand the value of accomplishing a specific task (Pintrich, 2003). The assessment of these motivational influences was accomplished.

**Though survey data indicated high self-efficacy about instructors' belief in their own ability to deliver training and education, interview data presented a lack of confidence.**

During the study, the data contradicted itself. Survey respondents believed they possessed the aptitude to provide training and education that was suitable for sworn personnel and aided students with their performance in the field. Yet, interview participants did not show the same degree of confidence. Self-efficacy is about a person's belief in their ability to perform a specific behavior (Eccles, 2006). Instructors are responsible for training and educating entry level, intermediate, and veteran personnel. It is important for instructors to feel confident about their ability to deliver high level instruction to the organization. For the quantitative phase, questions regarding self-efficacy were included in the survey. Item 2 asked survey participants how confident they were in their understanding of 21st century policing concepts. As reflected in Figure 6, of the 62 respondents, 22.58% answered "strongly agree," 38.71% answered "agree," 27.42% answered "somewhat agree," 1.61% answered "somewhat disagree," 6.45% answered "disagree," and 3.23% answered "strongly disagree." In item 7, survey participants were asked how confident they were in their ability to do their job as an instructor. Of the 55 respondents, 69.09% "strongly agreed," 29.09% "agreed," and 1.82% "disagreed." None of the survey participants indicated any form of disagreement, or lack of self-efficacy in their ability.

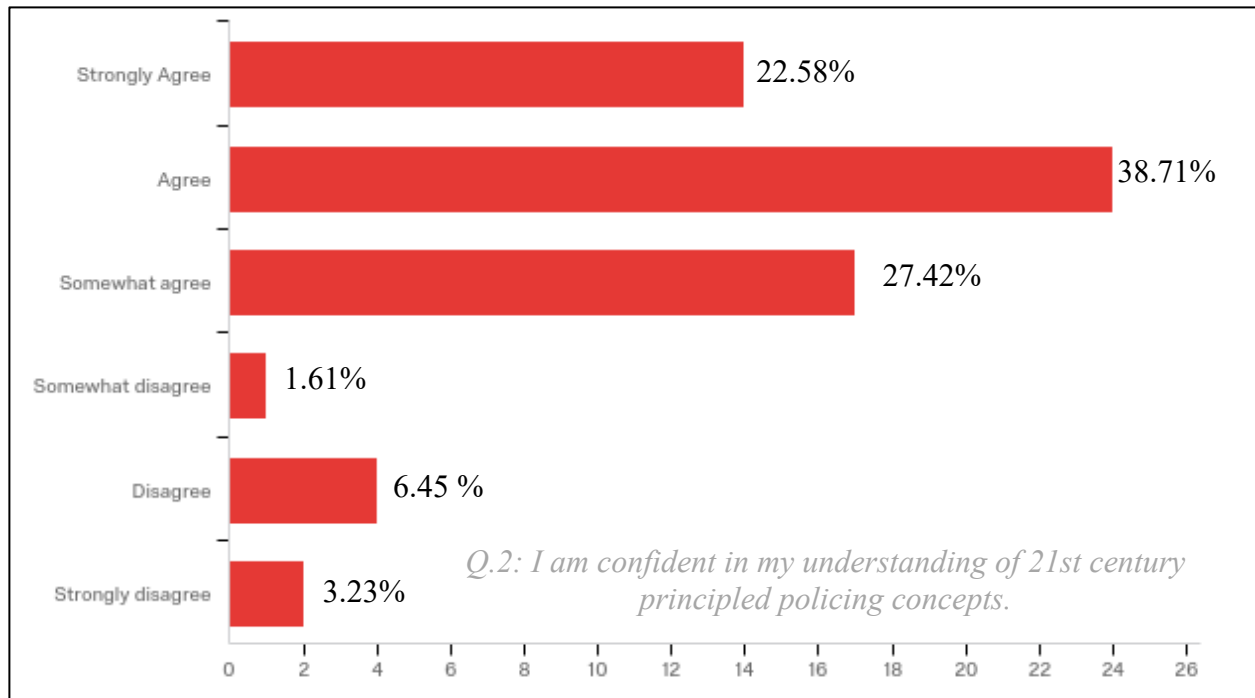


Figure 6. Instructor confidence in understanding 21st century policing concepts.

When asked in questions six to nine whether they were confident in their ability to implement an assortment of 21st century policing concepts into their instruction, the results were mixed. For example, as seen in Figure 7, in regard to the concept of ethics, 83.63% of survey participants indicated they strongly agreed or agreed. Yet, only 54.54% of survey participants indicated they strongly agreed or agreed in their ability to implement the concept of understanding addiction into their training. The topic of understanding addiction being a 21st century policing concept may seem unclear for some. Understanding how addiction works in the brain, especially in children and young adults, and the effects it has on the addict can improve the manner in which peace officers interact with those in the community who suffer directly, or indirectly, from addiction. Approximately 21.5 million American adults (aged 12 and older) battled a substance use disorder in 2014 (Center for Behavioral Health Statistics and Quality, 2015). Understanding addiction also intersects with the community on other 21st century policing concepts, such as communication, de-escalation, cultural responsiveness, police

legitimacy, and understanding bias. This could mean that due to the multitude of concepts Training Bureau instructors are faced with in their instruction of 21st century policing concepts, self-efficacy varies depending on the subject matter. This also has a direct correlation to the knowledge instructors possess, as discussed in the previous section.

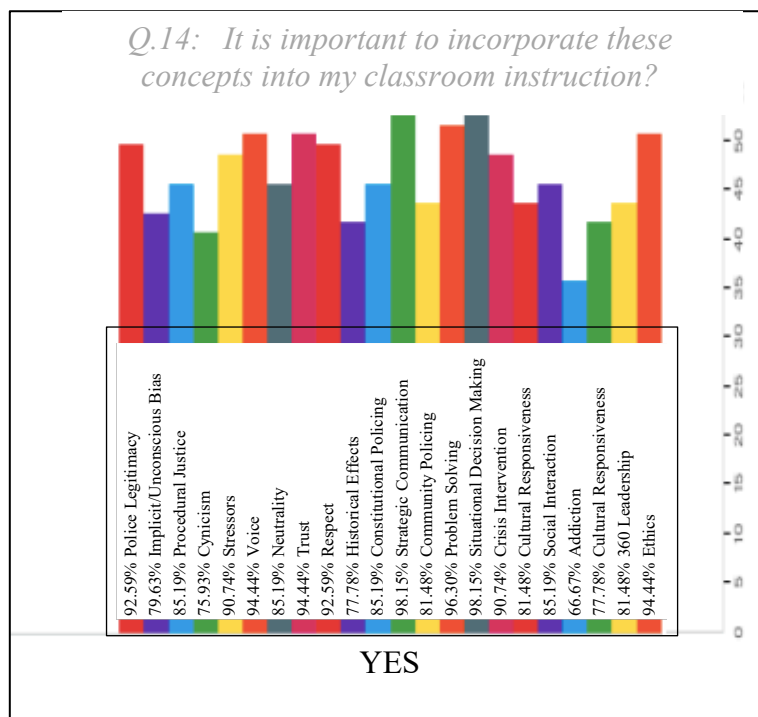


Figure 7. It is important to incorporate these 21st century principled policing concepts?

As noted in Figure 8, Item 12 overwhelmingly (100% strongly agreed, agreed, or somewhat agreed), showed that instructors were confident in their ability to do their job as an instructor. Although the survey showed very high confidence by the respondents in teaching 21st century policing concepts, the qualitative findings pointed to the contrary.

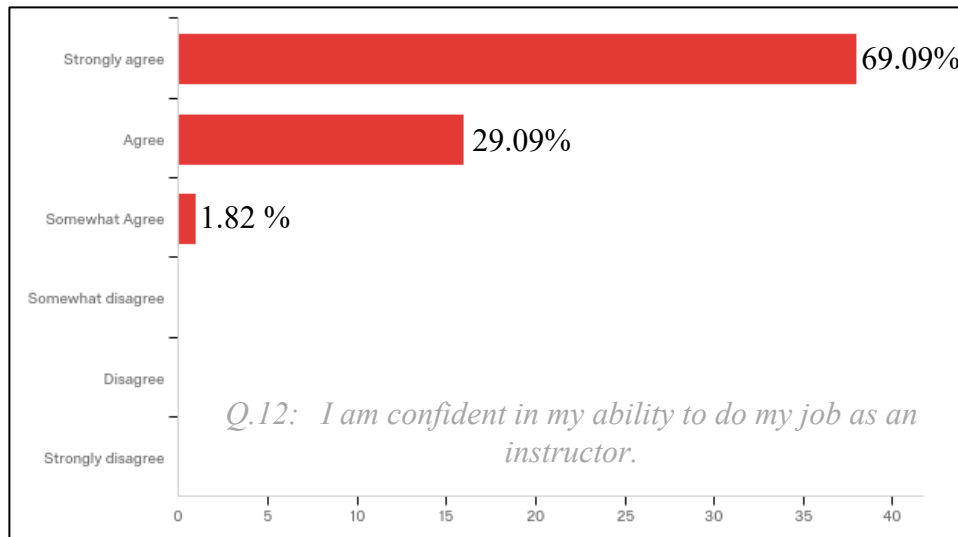


Figure 8. Instructor confidence.

First, of the 85 ECO's examined during document analysis, only three ECO's (or 3.53%) made any mention of procedural justice, implicit bias, police legitimacy, or 21st century policing (this point will be examined further in Organization Results). Second, during the qualitative interview phase, the 11 participants interviewed provided deeper insight regarding their confidence in delivering instruction to their students, as will be discussed. A common theme discovered during interviews was that the instructors shared an overall lack of confidence in regard to teaching or testifying to 21st century policing concepts. As suggested by Clark and Estes (2008), instructors must believe they possess the ability to succeed in a task, or they will avoid that task. In regard to their confidence of the subject, Participant 11 stated, "I'm not fully familiar with all the 21st century policing requirements or the whole program, I'm not that up on it." When asked about his confidence to testify to 21st century policing in court, Participant 4 stated, "I wouldn't be my first choice." Participant 5 was asked about confidence in the classroom and responded, "Oh, I'm still working on my confidence. I don't think I'm there yet. I think I've something that ... I don't know. I'm not really confident yet." Overall, the data demonstrated that not all instructors believe they have the ability to deliver training and education that is appropriate for adult

learners and facilitates transfer to the field. In the context of lack of training to date, this is not unexpected. The data further revealed instructors are not confident in their ability to deliver 21st century policing training.

**Though survey data indicated the majority of instructors saw the value in 21st century policing concepts, interview results showed a lack of seeing them as critical to their self-concept as peace officers.** Expectancy value is comprised of two different beliefs 1) expectation of the individual to succeed, and 2) the value the individual places on the task, objective, or goal (Eccles, et al., 1998). Item 5 asked instructors, “In order for peace officers to best serve the community law enforcement training must contain 21st century policing concepts.” Survey Respondent 47 exposed their belief in 21st century policing concepts as critical to the self-concept of peace officers by commenting they hope such changes in training will occur “to keep cops engaged as part of the policing evolution process and give them the ability to connect with each other by understand shared challenges and imperfections in humans policing humans as a whole.” As reflected in Figure 9, of the 59 respondents, 37.29% answered “strongly agree,” 38.98% answered “agree,” 16.95% answered “somewhat agree,” 3.39% answered “somewhat disagree,” 3.39% answered “disagree,” and none answered, “strongly disagree.” These responses suggest that the majority (93.22%) of instructors see the value in 21st century policing concepts.



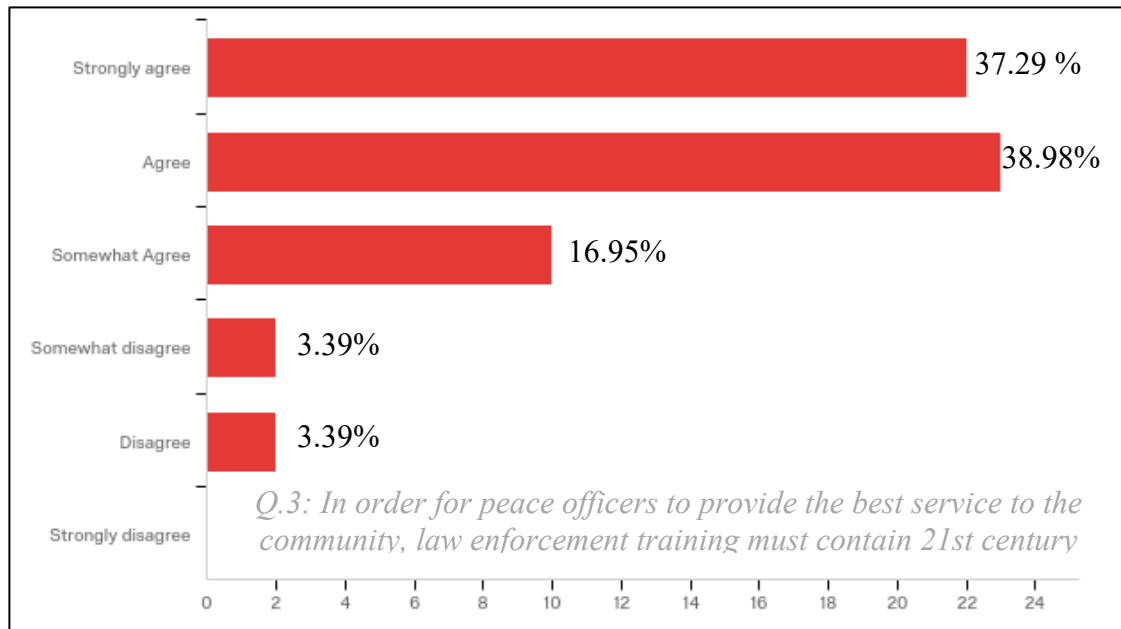


Figure 9. Instructor perception of the importance of 21st century policing for the community.

Item 14 asked respondents if they included the listed 21st century principled policing concepts into their instruction. As reflected in Figure 10, of the 54 respondents, the overwhelming majority indicated these concepts were important to include in their classroom instruction. The concepts which received the highest rankings were *communication* and *situational decision making*, 98.15% of the respondents answered “yes,” they were confident in their ability to teach the concept and 1.85% answered “no,” they were not confident in their ability to teach the concept. The concepts which received the lowest rankings were *addiction*, 66.67% of the respondents answered “yes,” and 33.33% answered “no,” *cynicism*, 75.93% answered “yes,” and 24.07% answered “no,” and *cultural responsiveness*, 77.78% answered “yes,” and 22.22% answered “no.”

<i>Q.14: I include these 21st century principled policing concepts in my classroom.</i>		Yes		No	
1	Police Legitimacy	92.59%	50	7.41%	4
2	Implicit/Unconscious Bias	79.63%	43	20.37%	11
3	Procedural Justice	85.19%	46	14.81%	8
4	Cynicism	75.93%	41	24.07%	13
5	Stressors	90.74%	49	9.26%	5
6	Voice	94.44%	51	5.56%	3
7	Neutrality	85.19%	46	14.81%	8
8	Trust	94.44%	51	5.56%	3
9	Respect	92.59%	50	7.41%	4
10	Historical and Generational Effects of Policing	77.78%	42	22.22%	12
11	Constitutional Policing	85.19%	46	14.81%	8
12	Strategic/Tactical/Interpersonal Communication	98.15%	53	1.85%	1
13	Community Policing	81.48%	44	18.52%	10
14	Problem Solving	96.30%	52	3.70%	2
15	Situational Decision Making	98.15%	53	1.85%	1
16	Crisis Intervention	90.74%	49	9.26%	5
17	Cultural Responsiveness	81.48%	44	18.52%	10
18	Social Interaction	85.19%	46	14.81%	8
19	Addiction	66.67%	36	33.33%	18
20	Cultural Responsiveness	77.78%	42	22.22%	12
21	360° Leadership	81.48%	44	18.52%	10
22	Ethics	94.44%	51	5.56%	3

Figure 10. Importance of 21st century policing concepts in classrooms.

Interview data showed, the majority of participants stated they thought many of the concepts categorized as 21st century policing were an important part of law enforcement. When asked about the benefits of 21st century policing for the community, Participant 11 said,

Well I think that 21st century concepts have to deal with the way that you treat people and the public. The way that the public views us. For example, if we are driving in a patrol car on routine patrol, just driving, and they see us talking on the cell phone, kind of gives a bad light to them because then we turn around and give them a ticket for doing the same exact thing. So, I think that the people or the public expect us to do the right thing and we're not above the law being police officers and just do whatever we want and drive however we want out there. And then we turn around and cite them or ticket them for doing the same things.

It was clear from this interview that the participant felt the concepts, referred to as 21st century policing, were an important part of their perception of what a good peace officer embodied.

Participant 1 continued that mindset when they said, "There's always a push for ethics, there's always a push for procedural justice." Participant 2 offered a deep insight into his self-concept as a peace officer by saying, "When the community breaks down, you're there to bring it back together." This was furthered by Participant 3, who summed up his feelings about the value of practicing 21st century policing concepts by stating, "You have to treat people the way you want to be treated." Participant 10 was asked why 21st century policing should be valued and said, "Because you're more engaged." He went on to highlight the importance of the 21st century policing concept of voice when he said, "You need to communicate with people. That is our job."

As Pajares (2006) suggested, an instructor's learning and motivation are enhanced when they have positive expectancies for success. By believing in the nobility of policing and accepting the above concepts are crucial in providing the best service to the community, instructors will place importance on passing these concepts to their students. The evidence showed instructors do believe that 21st century policing concepts are important, but it did not show they believed the concepts were critical to their self-concept as peace officers.

**Instructors can benefit from belief in the value of infusing 21st century policing concepts into all peace officer training.** Instructors must believe 21st century policing concepts are important, or they will not incorporate them into what they teach. As noted in figure 7, all twenty-two of the 21st century policing concepts listed were overwhelmingly recorded as valuable. Interestingly, understanding addiction was listed as the least important concept, with 33.33% not including it in their instruction. Ironically, cynicism was the second least included concept taught by instructors, with 24.07% of survey respondents answering no. Rationales that include a discussion of the importance and utility value of the work or learning can help learners develop positive values (Eccles, 2006; Pintrich, 2003).

As previously stated, over 70% of the respondents had not taken a course on 21st century policing and almost 90% had never read the Final Report on the President's Task Force on 21st Century Policing. The most strenuous objection to the value of 21st century policing concepts, as noted in the Final Report on the President's Task Force on 21st Century Policing, came from Interview Respondent 26. Their comment in regard to the report created on 21st century policing stated, "Under that administration, law enforcement was vilified by President Obama who implied that law enforcement is full of racist individuals. The aforementioned report would be completely biased and thus worthless." Interview Respondent 26 equates 21st century policing

concepts with the views of the previous presidential administration, and therefore equates no value to the content. In a profession known for cynicism, other instructors may share that view. In complete contrast to that opinion, Survey Respondent 47 said, “I believe each of these concepts as it relates to today’s policing practices are extremely important.” Document analysis revealed, of the 85 ECO’s examined during document analysis, only three ECO’s (or 3.53%) made any mention of procedural justice, implicit bias, police legitimacy, or 21st century policing. The absence of 21st century policing in lesson plans and ECO’s was an extremely strong indication that 21st century policing concepts were not valued by instructors. Survey Respondent 1 volunteered the comment, “I have no idea what the phrase 21st century policing means.” Participant 4 placed value on 21st century policing when they stated, “I just think that it is a great idea if there is a training coming up for all of us about community policing in the 21st century.” Participant 4 also said, “I always include communications in community policing.” Participant 1 showed his belief in the value of including some 21st century policing concepts by stating, “There’s always a push for ethics, there’s always a push for procedural justice.” Eight out of 11 participants interviewed shared they were excited at the thought of attending a class where they could receive training on 21st century policing concepts. Based on the evidence, instructors did see the importance 21st century policing concepts, but did not place a high enough value to include 21st century policing concepts in their classroom instruction.

### **Organizational Culture and Context Results and Findings**

The organization’s culture and context can have direct impact on an employee’s knowledge and motivation. In this study, findings demonstrated that instructors’ knowledge and motivation to drive results through their students, to effect change and enhance public service, were significantly impacted by the organization’s culture and context. Through the survey

results, the documents analyzed, and the interviews, the data supported the findings that the organization can benefit from improving in this area by shifting the culture and providing additional resources to develop and support their instructors in the pursuit of their duties.

One cultural model in the organization attributes to the stifling of instructors' performance: lack of support in regard to 21st century policing concepts (such as respect, trust, neutrality, giving people a voice, and communication) as part of its culture (to include a lack of internal modeling of these concepts). Four cultural settings are prevalent in the organization, as well as 1) lack of organizational direction and guidance (such as mission, vision, and strategic plans) for , so they can better train and educate personnel, 2) lack of adherence to training mandates, which are often suspended, cancelled, or ignored by executives, 3) lack of providing instructors time to for training in 21st century policing concepts and how to incorporate what they have learned into their teaching, and time away from their daily responsibilities to participate in professional development.

**Lack of organizational training support for personnel in regard to 21st century policing concepts as part of the culture.** As shown in Figure 11, item 4 of the survey showed 65% of respondents disagreed when asked if the organization offered sufficient job training for sworn employees. Due to the fact Training Bureau instructors overwhelmingly responded in this manner, it can be assumed responses from line level employees would be much higher in their feelings of not being sufficiently trained by the organization.

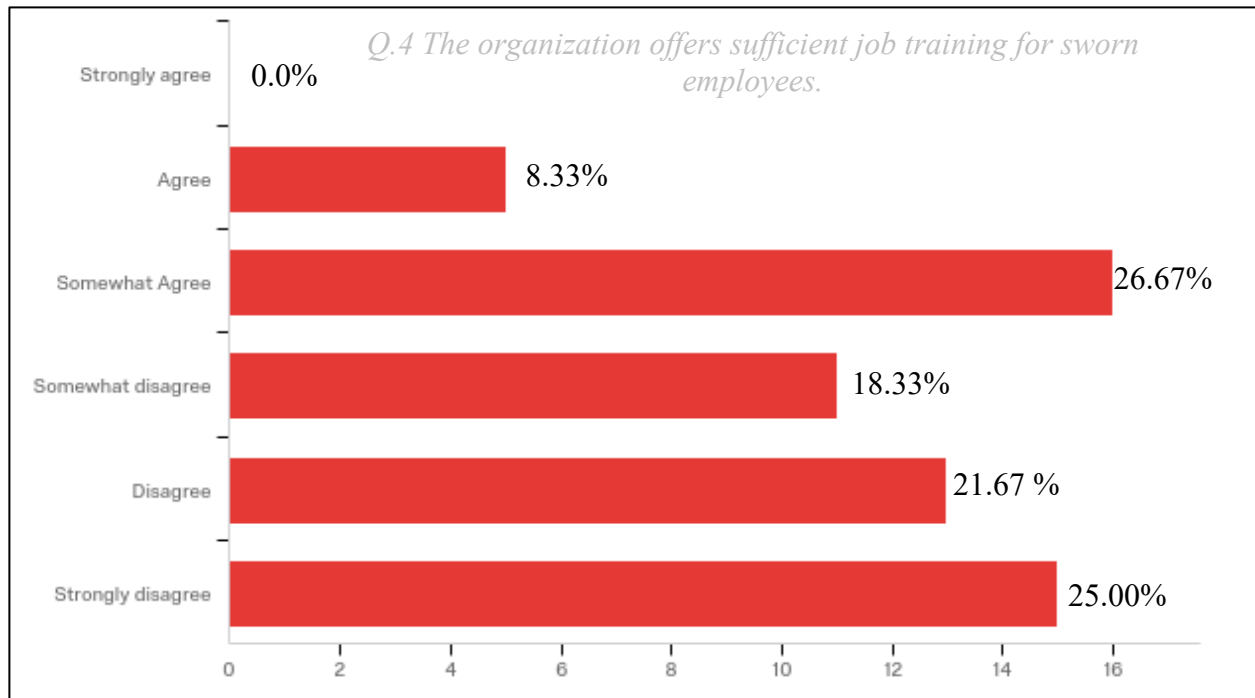


Figure 11. Instructor perception of sufficiency of job training offered.

Further evidence of the lack of organizational support for training was provided by Survey Respondent 59, who said, “Unless the deputy has chosen to go to patrol, he or she will receive absolutely ZERO additional training from the department in my field.” Survey Respondent 36 furthered the concern for training support by stating, “My organization indicates proactivity, but is, in fact, reactive and not supportive of forwarding thinking training. “Check the box” type training is preferred over consequence-based training. All about money.”

During document analysis, it was clear policies and procedures were in existence which mandated specific training courses and a required number of classroom hours. But those rules were often ignored and disregarded by management. Figure 12 shows that overall CPT compliance did not meet the 90% or above threshold established by policy. This was not simply an unmet organizational goal, this was a failure to comply with state legal mandates.

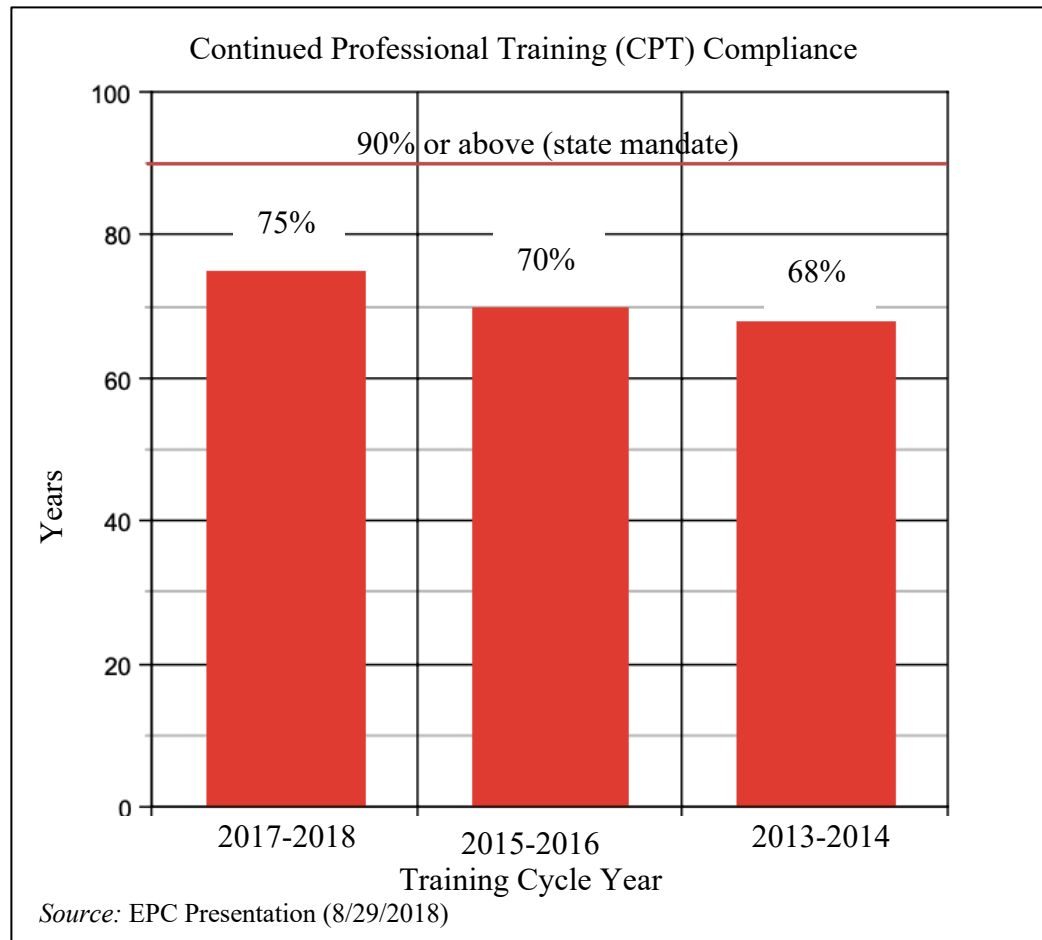


Figure 12. CPT training compliance.

Interview data showed, 10 out of 11 participants stated the organization did not place an importance on training personnel. Participant 11 said, “Well, I wish the department would allow guys to go to regular training.” The interviewee went on to say, “But I think it should be a requirement for instructors to be mandated to attend updated training every year. Because you got guys that are here for 10-12 years and they haven't been to any updated training.” The alarming part of this statement is the fact that a policy was already in existence mandating updated training every year. Participant 2 simply said, “I don't think we get enough training. We need more training.”



Additionally, seven out of eleven participants interviewed highlighted the point that the espoused organizational values included transparency, respect, fairness, lack of bias, and trust. Those were the values the organization wanted peace officers to exhibit when interacting with the community, but those same values were not modeled by many leaders within the organization. That type of leadership behavior could be characterized as external procedural justice vs. internal procedural justice (Gray, 2017). On the topic of internal procedural justice, Participant 1 said, “Command Staff within the organization and the culture within department has to support the tenants of procedural Justice.” Participant 1 went on to explain, “If as an organization, you don't embrace the topics being taught, then it's almost a waste of time to have your employees embrace concepts that the organization doesn't practice.” If organizational executives say training is important, and policies say training mandates shall be achieved, then by ignoring training, the wrong message is being sent to the organizational personnel. Overall, the data demonstrated that a lack of support in regard to 21st century policing concepts was part of the culture and did exist.

**Lack of organizational direction and guidance in the form of mission, vision, and strategic plan contributed to suboptimal culture with regard to training.** RCSD had experienced multiple changes in executive leadership over the last five years. The last RCSD strategic plan was published in 2009. There had not been a vision statement in well over 10 years. The lack of mission statement alignment, vision statement, and strategic plan could be seen clearly during this study in the form of CPT and PSP delinquency. In addition, the lack of stable visionary leadership seemed to have created an organizational culture which did not value training enough for it to occur. Interview Participant 3 said, “Lack of training in North Division stations [is] due to no training being offered in North venues.” Interview Participant 11 stated,

“As far as sending people to training, it's usually very difficult and the department is very reluctant on sending guys to training. It's like pulling teeth trying to get approved for training.”

This opinion was reinforced by six out of eleven interview participants, who perceived the lack of student attendance in classrooms is related, in part, to the low department staffing levels, poor contract minute compliance, and overdrawn overtime budgets. Survey Respondent 36 revealed their belief in the lack of organizational training direction when they wrote, “In my organization, training is a punch-line to our executives. Training seems to be used as a means to shift blame to the employee but is not valued by the executives further than civil litigation concerns.”

Although the pathway for professional development was not easily identified, many of those surveyed worked their way around the barriers. As shown in figure 13, item 16 asked for instructors to list how much professional instructor development training they sought on their own, not provided by the organization. Over 80% of those surveyed indicated they had sought out instructor development training on their own.

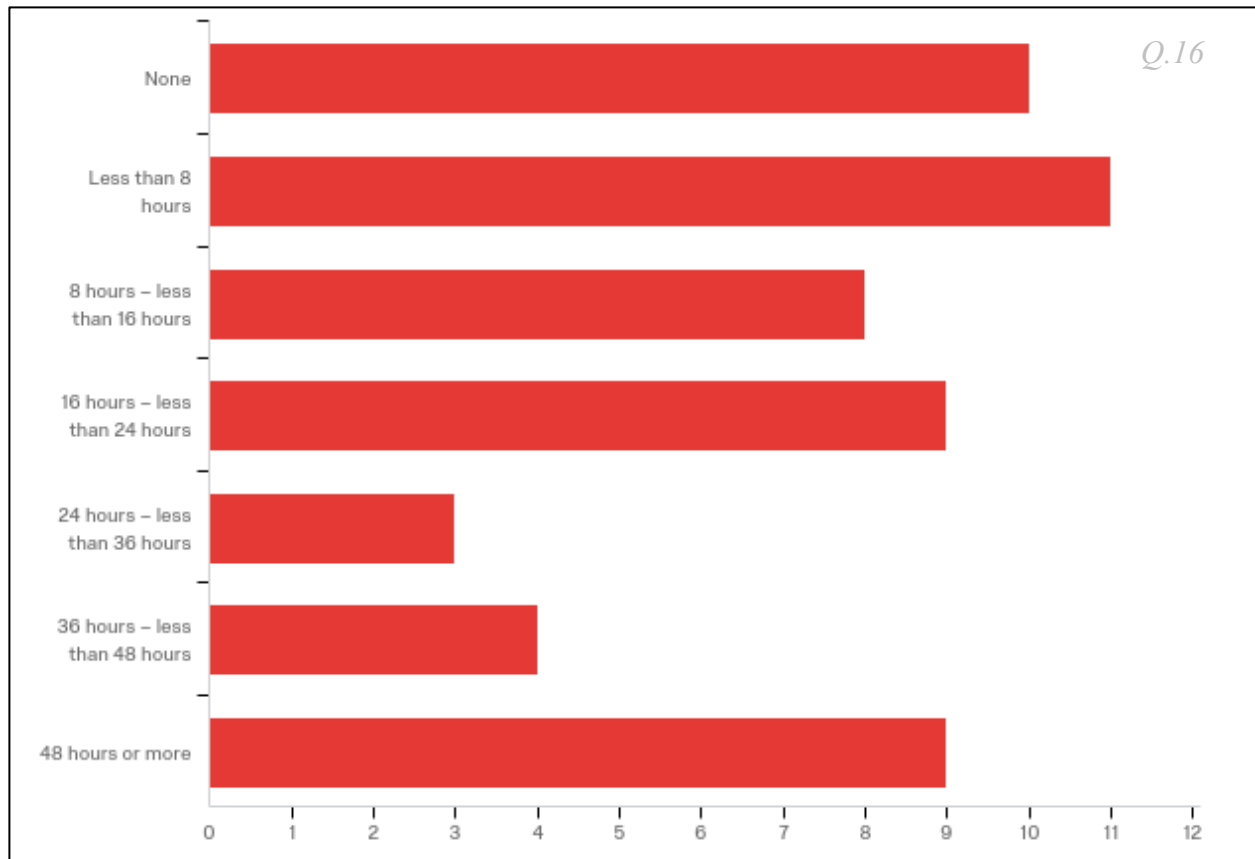


Figure 13. Professional development received on your own.

Survey Participant 1 said, “Command Staff within the organization and the culture within [the] department, has to support the tenants of procedural Justice.” Participant 10 said, “Make it a priority. Training's never been a priority in law enforcement. Training’s always been first thing that gets cut.” On the topic of training culture, Participant 10 pointed to “how poorly trained we are as an agency, or in law enforcement, period. And, how unimportant training is” as evidence of the lack of organizational direction and guidance. Participant 11 said, “Well I wish the department would allow guys to go to regular training.” It was clear mixed messages were sent to the organization in regard to vision and mission. Overall, the data demonstrated that a lack of organizational direction and guidance did exist.

**Lack of organizational adherence to training mandates.** As previously described and highlighted in Figure 12, over the last six years CPT and compliance did not meet the 90% or

above threshold established by department policy and state law. Survey Respondent 51 indicated the organizational training failures fall on senior executives by stating, “Executives in our department are more concerned with their political futures than the training that should be consistent with their instructors.” Survey Respondent 51 remarked, “Executives in our department are more concerned with their political futures than the training that should be consistent with their instructors.” This was a theme found in survey and interview responses, there is a perception by instructors that a disconnect exists between executives and line staff in regard to the importance of training. Survey Respondent 51 later commented, “Everyone [executive leadership] says that training is important, however “the proof is in the pudding.” Training should be real world, coupled with immense experience and ability, but what I see is everyone (executives) only attempting to better their circumstances.”

Interview Participant 1 commented, “I do not feel supported by the organization because I have empty seats in classes, poor equipment, poor classrooms, and a perceived lack of emphasis on training in the opinions of my students.” Document analysis showed department policy and procedure training mandates, as well as state law training mandates were in existence prior to the study but were often ignored by the organization. This was most significantly evidenced by the document analysis of CPT training compliance (as previously indicated in Figure 12. CPT training compliance). Further evidence of a lack of adherence to training mandates was found in the PSP compliance for the organization. As seen in Figure 14, PSP compliance was not achieved in the last six years. During the 2013-2014 PSP cycle, the organization achieved 45% compliance. During the 2015-2016 PSP cycle, the organization achieved 41% compliance. During the 2017-2018 PSP cycle, the organization achieved 28% compliance. The state law mandate is 90% or above compliance, which is also the standard in

the organizations manual of policy and procedure. Also, during document analysis it was discovered that the PSP training provided by instructors often had a large number of empty seats in their classrooms. For example, one 2017-2018 eight-hour PSP training course (Use of Force and Emergency Vehicle Operations) had 36% of all classroom seats vacant for the two-year cycle.

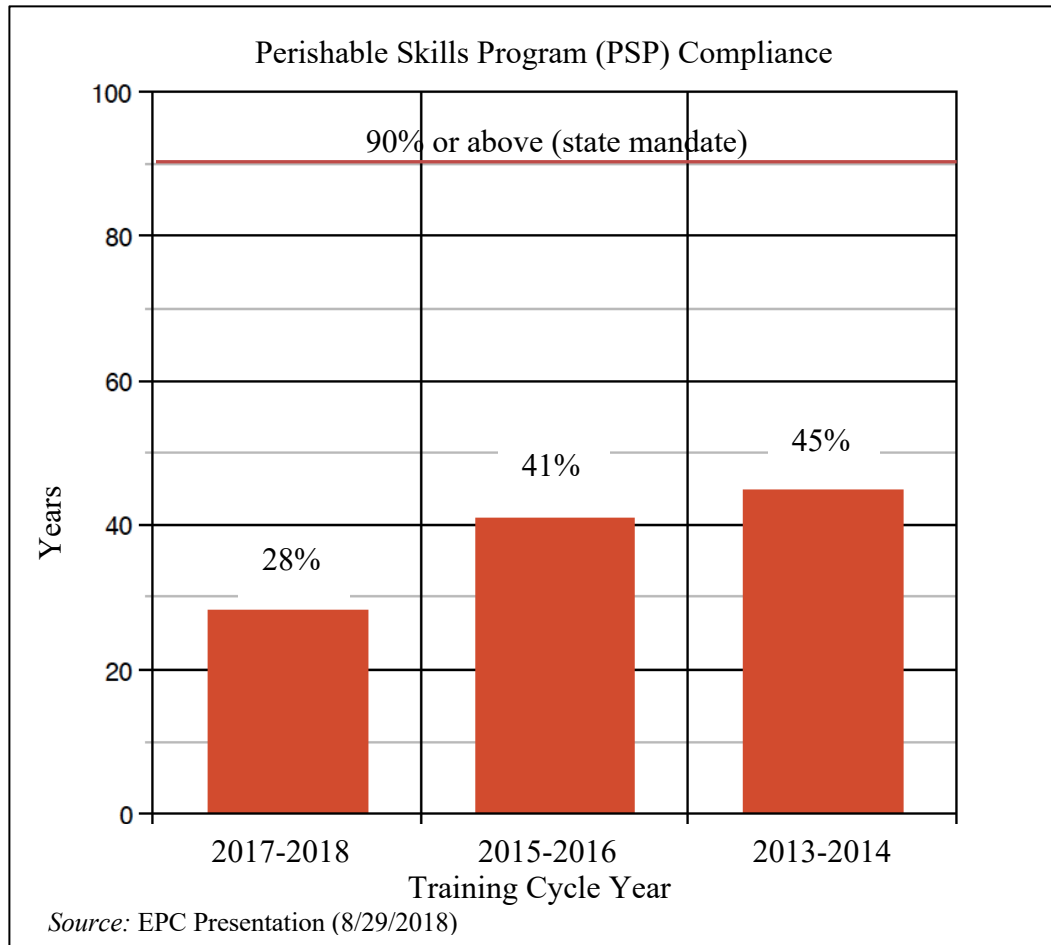


Figure 14. PSP training compliance.

Interview data showed nine out of eleven participants were of the opinion that they were not afforded opportunities to increase their organizational acumen or receive professional development. The interview participants also unanimously agreed (11 out of 11) that training mandates were not met. Participant 1 said, “My biggest complaint about Training Bureau is the

lack of classrooms. For the amount of training that [occurs], we should have many, many more classrooms. And then the classrooms themselves, particularly at STARS center, They're substandard." The lack of classrooms limits the amount of training which can be scheduled and directly effects the number of people who can receive CPT credit. In response to mandated training compliance, Participant 2 said, "I don't think we get enough training. We need more training." Participant 10 also pointed out the lack of adherence to standards emended into the organizational culture when they said, "Training's never been a priority in law enforcement, trainings always been, first thing that gets cut." Instructors feel they are supported at their unit and bureau level but believe all levels above that prioritize other issues above training. Overall, the data demonstrated that a strong lack of adherence to training mandates did exist.

**Instructors lacked time to train in 21st century policing concepts, incorporate the concepts into their teaching, and participate in professional development.** It is important to note 65% of survey respondents felt the organization did not offer sufficient job training, 70% had not attended a course on 21st century or principled policing, and the majority had not read the Final Report on the President's Task Force on 21st Century Policing. As previously noted in Figure 3 and Figure 4, Items 17 and 18 of the survey measured the instructor's exposure to, and assumed conceptual knowledge of, 21st century policing concepts by asking if they had taken a course or read the seminal report on 21st century policing concepts. Over 70% of the respondents had not taken a course and almost 90% had never read the Final Report on the President's Task Force on 21st Century Policing. Survey Respondent 1 volunteered the comment, "I have no idea what the phrase 21st century policing means." These responses point to the conclusion that the organization has not created a culture which values training and is contradictory to the RCSD Training Policy (2019) which states, "The Department has long

recognized that the personal and professional growth of Department employees is of utmost importance.” Additionally, the RCSD Training Policy (2019) states, “Providing training opportunities for all personnel is a necessary element that enables the Department to provide innovative, attentive, high-quality service to the communities we serve.”

Most interviewees (seven out of eleven) had never attended organizational training on 21st century policing or principled policing. On the subject of receiving training within the organization, Participant 10 commented, “Make it a priority. Training's never been a priority in law enforcement, training's always been [the] first thing that gets cut.” On the subject of professional development Participant 6 said they attend, “Whatever training I feel that I can find, that can be made available to me, and that doesn't take away from the duties here obviously.” The statement was particularly revealing. First, “Whatever training I feel that I can find” means the instructor is not assigned or guided to training. Second, “that doesn't take away from the duties here obviously” divulges that time is not provided, away from the organization. Participant 9 agreed with the importance of being provided time to train and learn how to incorporate that training into their teaching when they said, “Well, I believe that instructors should continue to develop their instruction techniques and go through instructor training. Because of staffing levels and course availability there's a lot of conflict. I guess I would say, to go to training.” This indicates Participant 9 has a belief in receiving training on how to incorporate what they have learned into their teaching, but indicates that training is not occurring.

The RCSD Organizational Training Policy (2019) states, “The Department has long recognized that the personal and professional growth of Department employees is of utmost importance.” As seen in figure 15, Item 15 of the survey collected the amount of professional

instructor development each respondent received from the organization each year. Of the 54 respondents, 25.93% received no training, 24.07% received less than eight hours, 18.52% received eight hours to less than 16 hours, 11.11% received 16 hours to less than 24 hours, 3.70% received 24 hours to less than 36 hours, 9.26% received 36 hours to less than 48 hours, 7.41% received 48 hours or more. The state mandated minimum was 24 or more hours every two-years. The fact that these instructors were deficient in their department and state training mandates is of concern, since they are the ones training and educating the field force on a daily basis. If they are not up to date, then the possibility for stale or incorrect information exists for their students.

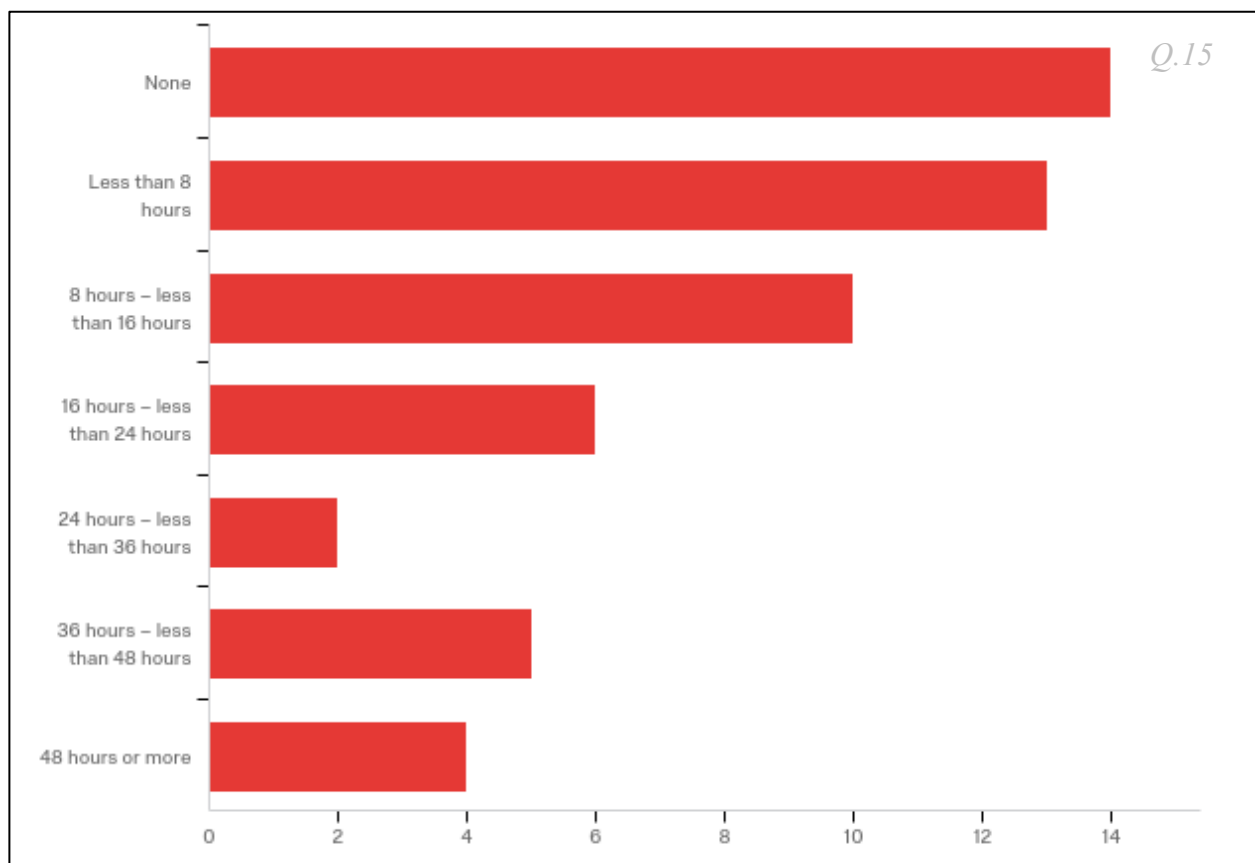


Figure 15. Amount of professional development training from organization.

On the subject of training mandates, 10 of 11 participants indicated training mandates were often ignored, and classes were frequently taught to classes that were missing a large



portion of their students. On the topic of missed opportunities for professional development Participant 10 said, “We had classes that were like 10, 12, 15, and 16 was like the high end.” The scheduled class capacity is between 25-30, so the classes routinely went half empty. On the topic of outdated information being taught as a result of the lack of professional development Participant 3 said, “Because there's certain things, and you've seen it, where people have taught something one way for 20 years when the practical application to that in the field is completely different. Because times have changed in the last 20 years.” When asked about the last time he attended professional development training, Participant 7 said, “I'm drawing a blank. I've probably been to some, I think I went to the first aid update course.” When Participant 5 was asked about the last time he attended professional development training he said, “I think about a year ago, that was LAPD Mental Illness Training.” Survey Respondent 68 identified a contributing factor of the organizational culture which failed to provide instructors a sufficient amount of time to participate in professional development, when they wrote,

I believe training within the police community seems to be reactive for most subjects rather than proactive. We structure training to "just get it done" and say the deputy was trained. The student may have attended training but understanding and retention of the subject matter has not been a priority. Mastery of the laws, policies and procedures, as well as possessing a thorough understanding of human behavior and connection, gives individuals confidence to engage effectively in adaptive decision making and should be the foundation of training. Perishable skills training should be ongoing, escalation, de-escalation and non-escalation skills should be consistently evaluated.

As previously mentioned, the data proved that a gap exists in providing CPT and PSP training to personnel. Part of PSP training is the 21st century policing concept of strategic

communication, which includes de-escalation training during arrest and control situations. This previously mentioned CPT/PSP gap formed capillaries into other related areas, such as providing training in 21st century policing concepts to instructors and how they can incorporate the concepts into their classroom instruction. Overall, the data demonstrated a lack of providing instructors time to train in 21st century policing concepts, as well as how to incorporate what they learned into their teaching did exist. In addition, the data showed instructors may not be receiving the level of professional development they require to be effective.

### **Summary of Results and Findings**

Overall, the study revealed the knowledge, motivation, and organizational influences that affect the instructors' ability to demonstrate the competencies necessary to train and educate organizational personnel assigned to field operations assignments in 21st century policing concepts. Based on the study, it is known that instructors have a desire to learn and grow in their profession, yet the organization's internal professional development lacks support for them to develop and evolve as educators. Instructors want to do the best job they can, but the organization has created a culture which perceives a lack of importance for education, training, training mandate compliance, and reflection on one's own proficiency.

Additionally, the study revealed many instructors do not possess an understanding of 21st century policing concepts. This was expected since the organization does not mandate 21st century policing training, require mastery of the topic, or require this knowledge as part of the coveted testing selection process. Other contributing factors may have been, as the lack of CPT and PSP compliance suggested, the organizational anti-training culture and historical lack of emphasis placed on professional development. As previously mentioned in a comment by Survey Respondent 36, a theme that was seen repeatedly throughout the study was a "check the

box” training mentality without regard for the effort, professional development, and resources required to actually accomplish the training mission effectively and at the highest levels. The instructors appeared to be highly motivated to achieve the best results in their classrooms, yet they lacked a clear understanding of the organizations mission, vision, and guidance from the upper levels of the organization. While the instructors held an elevated confidence in being prepared to educate, they had little support from the organization in how to do so at the highest possible levels. The instructors felt that an improvement in professional development as an educator would help enhance their effectiveness in the classroom. In addition, instructors wanted to see more students in their classrooms, since many claimed there were excessive vacancies.

Lastly, it is important to emphasize document analysis revealed the organization espouses the essence of 21st century policing in its very own core values statement and mission statement, yet no plan existed on how to achieve those goals. Even though it was expected that this research would discover a lack of 21st century policing knowledge, the organization assumed the knowledge existed. Deeper research into the executive stakeholder group should confirm this. Other associated organizational areas further hampered instructors, such as lack of training culture, lack of adherence to training mandates, lack of organizational direction and guidance, poor internal modeling of procedural justice, and poor modeling of 21st century policing values. These organizational issues limited the instructors’ professional development, and by default, efficiency in the classroom. The recommendations made in the next section will help to close the instructors’ knowledge, motivation, and organizational gaps to ensure they demonstrate the competencies necessary to drive results through educating others, in order to effect change for enhanced service to the community.

### **Knowledge Motivation and Organizational Recommendations for Practice**

Solving the problem of providing the highest quality of 21st century law enforcement training was important because it could save lives, build trust, and save billions of dollars (DOJ, 2015; Fagan & Tyler, 2008; Mears, et al., 2015; Ross, 2000). The Clark and Estes (2008) gap analysis framework was used to conduct a needs assessment of the knowledge, motivation, and organizational influences that supported or impeded the realization of the stated stakeholder goals and organizational goals. The recommendations to achieve the stakeholder goals and organizational goals were planned, implemented, and evaluated using Kirkpatrick and Kirkpatrick's (2016) New World Model.

### **Knowledge Recommendations**

Knowledge includes information, training, job aids, and education (Krathwohl, 2002). The assumed knowledge influences for this study were: 1) Instructors need to know what 21st century principled policing concepts are and why they are important, 2) instructors need to know how to reflect on their own effectiveness in the classroom, 3) instructors need to possess the knowledge of how to design high-quality, authentic learning activities that align with the student's daily experiences, and 4) instructors need to know how to scaffold practice and feedback into lesson plans to facilitate the transfer of skills and knowledge to the field. All of these influences were validated and only the influences which had the highest probability of having an impact on the stakeholder goal were prioritized and examined. The discussion regarding knowledge influences was guided by the taxonomy originally published by Bloom et al., (1956), which was later revised by Krathwohl (2002) into a much more broadened framework. Recommendations for the knowledge influences were based on theoretical principles found in cognitive load theory, information processing theory, social cognitive theory,

and behavioral theories of learning. Information regarding specific knowledge influences and knowledge types is provided in Table 9. As Table 9 indicates, conceptual, metacognitive, and two procedural influences will be used to gain insight about the knowledge instructors in the Training Bureau at RCSD possess.

Table 9

*Summary of Knowledge Influences and Recommendations*

Assumed Knowledge Influence	Principle and Citation	Context-Specific Recommendation
Instructors need to know what 21st century principled policing concepts are and why they are important.	Conceptual (Declarative)	Design and implement an instructor training course which provides education that teaches instructors the 21st century policing model concepts, history, and benefits to the community.
	<u>Information Processing Theory</u>	
	To develop mastery, individuals must acquire component skills, practice integrating them, and know when to apply what they have learned (Schraw & McCrudden, 2006).	Provide training that provides “why” knowledge on the benefits of implementing 21st century policing concepts into their daily activities in the field.
Instructors need to know how to reflect on their own effectiveness in the classroom.	Facilitating transfer promotes learning (Mayer, 2011).	
	Metacognitive	Provide training that teaches reflection in the training package.
Instructors need to possess the knowledge of how to design high-quality, authentic learning activities	The use of metacognitive strategies facilitates learning (Baker, 2006).	Provide a job aid that evaluates level 3 & 4 performance.
	Procedural	Provide training that teaches instructional design.
	<u>Social Cognitive Theory</u>	
	Feedback that is private, specific, and timely	Provide a job aid that diagrams the A.D.D.I.E. Model.

that align with the student's daily experiences. enhances performance (Shute, 2008).

Information Processing Theory

Continued practice promotes automaticity and takes less capacity in working memory (Schraw & McCrudden, 2006).

Cognitive Load Theory

Learning is expedited when new information is connected to prior knowledge, it is organized in some kind of mental structure, and there is active involvement in the learning process (Kirshner, 2006).

Instructors need to know how to scaffold practice and feedback into lesson plans to facilitate the transfer of skills and knowledge to the field.

Procedural  
Cognitive Load Theory

Decreasing extraneous cognitive load by effective instruction (particularly when intrinsic load is high) enables more effective learning (Kirshner et al., 2006).

Procedural knowledge increases when scaffolding is used to break-down

Provide training that teaches strategies to manage Cognitive Load Theory.

Provide a job aid that shows the connection between learning and the practical application of that skill & knowledge in the field.

practice and feedback into lesson plans and facilitate the transfer of skills and knowledge to the field (Clark et al., 2008)

By increasing germane load and reducing extraneous load, working memory storage is increased (Kirschner, et al., 2006).

By being able to design curriculum that breaks down 21st century principled policing concepts into smaller fragments, coupled with how to apply that knowledge in the field, students will be able to have a better chance of retaining the information in long-term memory (Schraw & McCrudden, 2006).

**Increasing instructor knowledge about 21st century policing will increase the transfer of 21st century policing knowledge to their students (D).** Conceptual knowledge consists of concepts, processes, principles, and structures of the subject matter (Krathwohl, 2002; Rueda, 2011). Since training had not been provided and there was no requirement to be familiar with 21st century principled policing concepts, as expected, the data showed Training Bureau instructors lacked knowledge about what 21st century principled policing concepts were and why they were important. Gaps in conceptual knowledge will likely continue until instructors understand the relationship between 21st century principled policing concepts and the positive effects they have on officer safety, civil liability, and building trust within the community.

The public will not accept peace officers as a legitimate authority unless the community has confidence that the police are well trained in all the many facets of law enforcement, are capable of handling serious situations, and are able to solve problems (Fagan & Tyler, 2008). Police legitimacy is more about perception than reality. As Mears stated, “Conclusions regarding legitimacy are tied more closely to judgments of the procedural justice of actions than to objective lawfulness” (Mears et al., 2015, p. 310). Twenty-first century principled policing strategies, such as community policing, problem-solving principles, communication skills, bias awareness, scenario-based situational decision making, crisis intervention, procedural justice, impartial policing, trauma and victim services, mental health issues, analytical research, technology, languages and cultural responsiveness can save lives, save tax-dollars, and strengthen the bonds of trust with the community (President's Task Force on 21st Century Policing, 2015). Providing effective law enforcement training can significantly decrease the likelihood of physical altercation, wrongful death, and civil liability (U.S. Department of Justice, 2015). According to the President's Task Force on 21st Century Policing, "a higher level of education as well as extensive and ongoing training in specific disciplines" is required (2015, p. 51). Information regarding specific declarative knowledge influences and knowledge types is provided in Table 10.

**Increasing instructor procedural knowledge about 21st century policing will increase the transfer of 21st century policing knowledge to their students (P).** Procedural knowledge is knowledge and awareness about the “how” to do something (Aguinis & Kraiger, 2009, p. 454). As expected, the data showed Training Bureau instructors lacked procedural knowledge about how to design high-quality, authentic learning activities that align with the student’s daily experiences. Instructors need step-by-step guidance on how to develop quality



lesson plans and learning activities. Training is the best way to equip people with procedural knowledge of how to do something (Clark & Estes, 2008). Training also provides a safe environment to develop the skills required to accomplish goals, through practice and corrective feedback. Training provides a person with the skills to do something, rather than just know about something. Education teaches an individual concepts and theories; they become familiar with an academic side of a subject. It is possible to be well educated and poorly trained; it is also possible to be poorly educated and well trained. Both are usually required for an employee to succeed at a high level in their profession. “You train people for performance. You educate people for understanding” (Burrus, 2015, p. 1). Being an instructor is a highly autonomous position and as a result has a great deal of academic freedom outside of direct supervision. As noted by Marquet (2012), when leadership is pushed downward there is a greater need for technical knowledge and proficiency.

The goal for law enforcement instructors should be to educate and train their students to effectively solve the problems they will face in the field. According to Mears et al., “good policing is more likely to be achieved by measuring cops against broad, subjective, and tactile norms and standards, as opposed to sharp-edged rules” (2015, p. 314). Those qualities can be best taught in law enforcement through role-playing, stress inoculation training, scenario-based training, and simulation-based training (President's Task Force on 21st Century Policing, 2015). Information regarding specific procedural knowledge influences and knowledge types is provided in Table 10.

**Increasing instructor metacognitive knowledge about 21st century policing will increase the transfer of 21st century policing knowledge to their students (M).**

Metacognition plays a critical role in successful learning outcomes. Learning can be enhanced

by providing learners the opportunity to debrief the thinking process upon completion of learning a task (Baker, 2006). Training Bureau instructors do not currently possess knowledge of how to reflect on their own effectiveness in the classroom. Instructors with RCSD do not currently receive or teach metacognitive strategies, nor is it included in lesson plans. Metacognition can be increased by identifying the knowledge a student possesses, or does not possess, regarding a topic prior to learning something new in that particular domain (Mayer, 2011). The prior skills and knowledge possessed by learners are transferable and can assist in learning other related domains, which can assist in the encoding and retrieval process (Schraw & McCrudden, 2006). Metacognition relates to self-awareness, problem-solving, and strategies to achieve goals (Mayer, 2011; Rueda, 2011). Reflective practices in forms such as reflection-on-action, reflection-in-action, reflection-on-the future, and metacognition, can increase our well-being and our ability to solve problems (Dembo & Eaton, 2000; Dewey, 1933; Schön, 1987). As suggested by Krathwohl (2002), increasing students' metacognitive knowledge of 21st century principled policing can also have a positive effect on their motivation to incorporate these strategies.

Schön (1987) found that teachers who used reflection in action were more effective problem solvers than teachers who did not use reflection. The novice teachers who used reflection were better problem solvers than experienced teachers who did not use reflection. Reflection becomes an automated reaction for teachers who practice reflection during situations which require problem solving (Schön, 1987). Information regarding specific metacognitive knowledge influences and knowledge types is provided in Table 10.

### **Motivation Recommendations**

Motivation is an internal state that initiates and maintains goal-directed behavior (Mayer, 2011). The assumed motivation influences for this study were the following areas: 1) Instructors

need to believe they have the ability to deliver training and education that is appropriate for adult learners and facilitates transfer to the field, 2) Instructors need to believe that 21st century principled policing concepts are critical to their self-concept as peace officers, and see the value in infusing 21st century principled policing concepts into all peace officer training. All of these influences were validated and only the influences which had the highest probability of having an impact on the stakeholder goal were prioritized and examined.

The discussion regarding motivation influences was guided by the “gap analysis” framework (Clark & Estes, 2008). Recommendations for the motivation influences were based on theoretical principles found in Self-Efficacy Theory and Expectancy Value Motivational Theory. Information regarding specific motivation influences is provided in Table 10. As Table 10 indicates, three motivational influences that focus on self-efficacy value, attainment value, and utility value will be used to gain insight about the knowledge instructors in the Training Bureau at RCSD possess.

Table 10

*Summary of Motivation Influences and Recommendations*

Assumed Motivation Influence	Principle and Citation	Context-Specific Recommendation
Instructors need to believe they have the ability to deliver training and education that is appropriate for adult learners and facilitates transfer to the field (Bandura, 1994; Pajares, 2006; Rueda, 2011).	The expectation for greater success exists when instructors design course materials and activities that are relevant to the task, useful to the learners, connected to their interests, and based on real-world undertakings (Pintrich, 2003).	Provide training which certifies instructors to teach 21st century principled policing.

Instructors need to believe that 21st century principled policing concepts are critical to their self-concept as peace officers and see the value in infusing 21st century principled policing concepts into all peace officer training.	Learning and motivation are enhanced when learners have positive expectancies for success (Pajares, 2006).  Rationales that include a discussion of the importance and utility value of the work or learning can help learners develop positive values (Eccles, 2006; Pintrich, 2003).	Provide training using respected organizational and community leaders to demonstrate the positive impact of the implementation and practice of 21st century principled policing.  Provide opportunities for ongoing Training Bureau wide training to collaborate and learn from peers.
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**Increasing instructor self-efficacy about their ability to deliver training and education to students will increase the transfer of knowledge to the field.** Instructors need to believe they have the ability to deliver training and education that is appropriate for adult learners and facilitates transfer to the field (Bandura, 1994; Pajares, 2006; Rueda, 2011). At the core of instruction is the successful transfer of knowledge from the instructor to the student, followed by the application of that knowledge in the field of practice (Mayer, 2011). As Bandura (2000) advises, in order for people to effectively operate it is critical for them to have high self-efficacy. As noted by Pintrich (2003), the expectation for greater success exists when instructors design course materials and activities that are relevant to the task, useful to the learners, connected to their interests, and based on real-world undertakings. In addition to this, learning and motivation are enhanced when learners have positive expectancies for success (Pajares, 2006). This would suggest that by possessing the ability to 1) design high quality lesson plans and learning activities, 2) observe and be observed by their colleagues, and 3) provide and obtain feedback from colleagues, their self-efficacy would increase. Therefore, it is recommended that instructors receive training which 1) teaches them how to design high quality lesson plans and learning activities, 2) certifies instructors to teach 21st century principled

policing, 3) uses respected organizational and community leaders to demonstrate the positive impact of implementing and practicing 21st century principled policing, and 4) provides opportunities for instructors to collaborate and learn from their peers through modeling, coaching, and mentoring.

Clark and Estes (2008), along with many others (Dembo & Eaton, 2000; Denler et al., 2009; Mayer, 2011; Pajares, 2006; Rueda, 2011) highlighted the importance of self-efficacy in accomplishing tasks, objectives, and goals. As suggested by Clark and Estes (2008), instructors must believe they possess the ability to succeed in a task, or they will avoid that task. Behavior is more likely to be adopted by others if the individual modeling the behavior is credible, similar, and the behavior has functional value (Denler et al., 2009). Self-efficacy increases when individuals can observe peers who have credibility in the field (Denler et al., 2009; Pajares, 2006). According to Shute (2008), feedback that is private, specific, and timely enhances performance. Theoretically, it appears that providing education, training, and modeling for tasks, objectives, and goals will increase self-efficacy.

**Increasing the value instructors place on 21st century policing concepts will increase the infusion of these concepts into the training they provide to students.** Although it appears instructors see the value of infusing 21st century policing concepts into all peace officer training and that these concepts are critical to their self-concept as peace officers, there is room for improvement. The expectation for greater success exists when instructors design course materials and activities that are relevant to the task, useful to the learners, connected to their interests, and based on real-world undertakings (Pintrich, 2003). Feedback and modeling increase self-efficacy (Pajares, 2006). This would suggest providing instructors with scaffolding of 21st century principled policing concepts and modeling behavior of how to teach these

concepts, coupled with providing feedback on their performance, would increase their self-efficacy. The data showed instructors saw the value of 21st century policing, but not to a degree where it was included in their instruction. The recommendations are to provide certification training for instructors to teach 21st century policing using respected organizational and community leaders to demonstrate the benefits as well as provide opportunities for ongoing Training Bureau wide training to collaborate and learn from peers. Learning and motivation are enhanced if the learner values the task (Eccles, 2006). As Eccles (2006) suggests, value can be increased by modeling values, enthusiasm and interest in the task, objective, or goal (Eccles, 2006). The bond between the community and law enforcement needs to be founded in belief, trust, and respect; effective communication and voluntary compliance are at the core of this relationship (Tyler & Fagan, 2008). Providing positive modeling of values, enthusiasm, interest, and discussing the importance or utility value of the work can increase an instructors' expectation and value to successfully accomplish a task, objective, or goal.

### **Organizational Recommendations**

**Introduction.** According to Clark and Estes (2008), organizational culture can be defined as the core values, goals, beliefs, emotions, and processes learned over time by individuals within an organization. Even when employees possess the highest levels of knowledge and motivation, failure to provide adequate policies, procedures, and materials can prevent the accomplishment of performance goals (Clark & Estes, 2008). The assumed organization influences for this study were: 1) RCSD needs to provide instructors with direction and guidance (such as mission, vision, and strategic plans), so they can better train and educate personnel, 2) RCSD needs to adhere to training mandates, which are often suspended, cancelled, or ignored by executives, so instructors can better train and educate personnel, 3) RCSD needs to

provide instructors time to be trained in 21st century policing strategies and how to incorporate those strategies into courses, 4) RCSD needs to provide instructors a sufficient amount of time, away from their daily responsibilities, to participate in professional development, and 5) The organization needs to support 21st century principled policing models as part of its culture. All of these influences were validated and only the influences which had the highest probability of having an impact on the stakeholder goal were prioritized and examined. The discussion regarding organizational influences was guided by the Clark and Estes (2008) gap analysis framework. Information regarding specific organizational influences is provided in Table 11. As Table 11 indicates, four organizational cultural settings and one organizational cultural model will be used to gain insight about culture RCSD Training Bureau instructors operate within.

Table 11

*Summary of Organization Influences and Recommendations*

Assumed Organization Influence	Principle and Citation	Context-Specific Recommendation
Cultural Settings Influence 1:  RCSD needs to provide instructors with direction and guidance (such as mission, vision, policy, and strategic plans), so they can better train and educate personnel.	Effective organizations insure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values (Clark and Estes, 2008).	An executive committee be formed in order to evaluate mission statement for alignment with espoused organizational goals and objectives, as well as create an organizational vision statement and strategic plan.
Cultural Settings Influence 2:  RCSD needs to adhere to training policy and procedure mandates, which are often suspended, cancelled, or ignored, so instructors can	Effective organizations insure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are	An executive committee be formed in order to evaluate why organizational training mandates, policies and procedures have been ignored. An accountability plan will be explored to address failures in leadership.

better train and educate personnel.

supportive of organizational goals and values (Clark and Estes, 2008).

### Cultural Settings Influence 3:

RCSD needs to provide instructors time to be trained in 21st century policing strategies, how to incorporate those strategies into courses, and time away from their daily responsibilities to participate in professional development.

Organizational effectiveness increases when leaders ensure that employees have the resources needed to achieve the organization's goals (Clark & Estes, 2008).

Effective change efforts ensure that everyone has the resources (equipment, personnel, time, etc) needed to do their job, and that if there are resource shortages, then resources are aligned with organizational priorities (Clark and Estes, 2008).

RCSD will provide instructors with monthly training in 21st century policing concepts and instructor development training, which will facilitate the transfer of those strategies into courses.

RCSD will provide instructors with time to engage in professional development training courses, away from their daily responsibilities.

### Cultural Model Influence 1:

The organization needs to support 21st century principled policing concepts as part of its culture.

Effective change efforts use evidence based solutions and adapt them, where necessary, to the organization's culture (Clark & Estes, 2008).

In order to cause cultural change at all levels, training in 21st century principled policing concepts will be added to 1) recruit training basic academy, 2) patrol school, 3) FTO course, 4) sergeant supervisory course, 5) middle management course, 6) executive leadership course, and 7) the quarterly management conference.

In addition, a committee will be formed to explore marketing/public relations options to further the



absorption of 21st century  
principled policing into the  
culture.

**Increasing accountability of existing policies and procedures and creating new policy which infuses 21st century policing concepts will increase the transfer of knowledge to the field.** Instructors are not mandated to attend or have knowledge of instructional design or 21st century principled policing concepts in order to work at Training Bureau. As noted by Clark and Estes (2008), when organizational policies and procedures are aligned with goals, which are established through stakeholder collaboration, performance increases. The research showed that existing state laws and department policies were ignored as a common practice, and mandatory annual compliance levels were routinely not achieved. The state law mandated every peace officer receive 24-hours of CPT training and certain personnel receive 14-hours of PSP training every two-year cycle. The RCSD failed to meet these state laws, by significant margins, from 2013-2018 (which were the only years studied). Hentschke and Wohlsetter (2004), discussed five problems with accountability: adverse selection, divergent objectives, information asymmetry, weak incentives, and limited decision rights. Clark and Estes (2008) explain that job performance knowledge and skill improvements are only needed under two conditions: 1) When people do not understand how to accomplish their own performance goals; and, 2) When challenges are forecast for the future that will require problem-solving to occur. Based on what was learned during interviews, it is probable that further research into subsequent years would possibly reveal decades of non-compliance. Not holding managers accountable for these failures further perpetuates the failures.

In regard to curriculum design and knowledge of 21st century principled policing concepts, policies need to be established to provide instructors with the education, skills, and

knowledge to perform their jobs at the highest levels. A policy and procedure section will be drafted by stakeholders to address providing instructors with the education, skills, and knowledge needed to effectively incorporate 21st century principled policing concepts into the expanded course outlines and lesson plans for the courses they teach to field operations personnel. Once the policy and procedure sections have been drafted, they will be presented to the executive planning council (EPC) for approval and implementation.

According to Clark and Estes (2008), effective organizations insure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values. Many of the RCSD policies are a result of state and federal mandates and have been instituted to enhance public trust and safety (California Commission on Peace Officer Standards and Training, 2018). As previously noted, performance increases when resources are aligned with goals. Effective change efforts use evidence-based solutions and adapt them, where necessary, to the organization's culture (Clark & Estes, 2008). From a theoretical perspective, instituting policies and procedures which align with the organizational goals will increase organizational effectiveness.

**Increasing the support of 21st century policing concepts by organizational leaders will transfer to the organizational cultural model.** The organization needs to support 21st century principled policing concepts as part of its culture. As noted by Clark and Estes (2008), effective change efforts use evidence-based solutions and adapt them, where necessary, to the organization's culture. The research showed the organization needs to develop strategies to better support 21st century principled policing concepts as part of the RCSD culture by allowing instructors to develop knowledge, education, and skills in adult learning methodology, 21st century principled policing concepts, and instructional design. In order to cause cultural change

at all levels, training in 21st century principled policing concepts will be added to 1) recruit training basic academy, 2) patrol school, 3) FTO course, 4) sergeant supervisory course, 5) middle management course, 6) executive leadership course, and 7) the quarterly management conference. In addition, a committee will be formed to explore marketing/public relations options to further the absorption of 21st century principled policing into the culture.

Clark and Estes (2008) state that effective change efforts use evidence-based solutions and adapt them, where necessary, to the organization's culture. Organizational leadership needs to create mechanical and adaptive solutions to problems, which can be achieved through strengthen others by being a trainer, coach, consultant, facilitator, teacher, supervisor, manager, or friend (Heifetz & Linsky, 2009). In addition, Clark and Estes (2008) suggest effective organizations ensure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values. From a theoretical perspective, the organizational culture models can be changed by providing education and training to the instructors, who can then kindle it in others.

**Increasing the alignment between organizational policy and espoused organizational values with actual practice in the workplace will transfer to the organizational cultural setting.** RCSD needs to provide instructors with direction and guidance (such as mission, vision, and strategic plans), so they can better train and educate personnel, as well as adhere to training mandates and provide instructors time to train and participate in professional development. Effective organizations insure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values (Clark & Estes, 2008). The research showed that the RCSD has not had a vision statement, strategic plan, or action plan since 2009. The research also showed written

regulations, policies and procedures, and state laws were ignored, and compliance was routinely not achieved. The research further showed there was no accountability for these breakdowns in leadership or culture of failure.

Strategies to address the cultural influences previously described include forming an executive committee to 1) evaluate mission statement for alignment with espoused organizational goals and objectives, 2) create an organizational vision statement, 3) create a strategic plan, 4) evaluate why organizational training mandates, policies and procedures have been ignored, 5) create an accountability plan to address failures in leadership, 6) provide instructors with monthly training in 21st century policing concepts and instructor development training, and 7) provide instructors with time to engage in professional development training courses, away from their daily responsibilities.

According to Clark and Estes (2008), effective organizations insure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values. These cultural settings can be positive or negative, depending on factors such as past practice, professional development, modeling, and level of clarity in the organizational goals (Gallimore & Goldenberg, 2001). Effective organizations insure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values. Organizational effectiveness increases when leaders ensure that employees have the resources needed to achieve the organization's goals (Clark & Estes, 2008). Effective change efforts ensure that everyone has the resources (equipment, personnel, time) needed to do their job, and that if there are resource shortages, then resources are aligned with organizational priorities (Clark & Estes, 2008). From a theoretical perspective it would appear that aligning

organizational goals and values with organizational practice will result in effective cultural change. If the organization espouses training and exemplifying 21st century policing concepts are important, then there needs to be congruency in policy, training, education, and practice. Alignment between these areas must occur in order for the culture to change and for 21st century policing concepts to be practiced in the field (Goff, 2016; Mears, et al., 2015; President's Task Force on 21st Century Policing, 2015).

### **Recommendations for Practice: The Program**

The recommendations to achieve the stakeholder goal and organizational goal were planned, implemented, and evaluated using Kirkpatrick and Kirkpatrick's (2016) New World Model. The New World Kirkpatrick Model is a seamless evaluation partner to the Clark and Estes (2006) knowledge, motivation, and organization, gap analysis framework. The Kirkpatrick four levels of training and evaluation have been utilized in order to confirm instructors possess the knowledge, motivation, and organizational support to effectively provide peace officers' training and education that successfully meets the current needs of society. Specifically, integrating 21st century policing concepts into all courses taught to sworn personnel. This will also aid in the accomplishment of the organizational goal of achieving 90% or greater compliance with the California Commission on Peace Officer Standards and Training (POST) training requirements and department mandated training requirements.

In order to construct a valid implementation and evaluation plan, research was conducted to determine where the gap existed in relation to instructors and their specific stakeholder goal. During the initial phase of the mixed-methods research, the survey and document analysis revealed there were gaps in instructor knowledge, as well as the absence of 21<sup>st</sup> century policing concepts in virtually all expanded course outlines and lesson plans. Later interviews confirmed

the same. An organizational gap was discovered in the form of failure to enforce existing policy and procedure for training attendance and training mandate compliance, as well as a failure to meet minimum legal standards for state training mandates. Recommendations were designed, based on those influences and barriers identified.

The New World Kirkpatrick Model (2016) was applied to design the implementation and evaluation plan, by beginning with the end in mind. As described in Appendix G, a workshop was designed which will be taught to all instructors. The workshop will be evaluated immediately following the instruction to capture level 1 (reaction) and level 2 (learning) results. Approximately a month afterward, a blended evaluation tool will be used to additionally capture level 3 (behavior) and level 4 (results) outcomes. As a result of the entire stakeholder group of focus being assigned to the Training Bureau, which is also responsible for providing all field operations training for the organization, it is probable that a positive outcome may establish the Kirkpatrick and Kirkpatrick's New World Model as the standard for all other training.

### **Conclusion**

The purpose of this study was to identify the resources required to provide better service to the community through training peace officers in 21st century policing concepts, some of which are communication, respect, bias, trust, and voice. This is important because actions taken by law enforcement which are within federal law, state law, and department policy can still be perceived as unlawful by the community when procedural justice was not applied (Mears, et al., 2015). Through the data collection and analysis, it has been shown that the instructor stakeholder group is lacking in the foundational knowledge required to provide 21st century policing training.

Organizational resources and culture have hindered instructors' from realizing the full importance of training others in a more 21st century perspective of serving the public. Society expects peace officers to possess the ability to solve whatever problems they are faced with, yet the training currently being provided is not fully preparing them (President's Task Force on 21st Century Policing, 2015). Additionally, the organizational leadership has not provided a pathway to promote instructor development as a 21st century organizational law enforcement leader. The organization can do much better in providing instructors training and opportunities for professional growth. The data clearly showed a failure to meet the CPT and PSP standards for well over six years, and it is suspected further research would show decades. The leadership had permitted the existence of an organizational culture which did not place a high value on training to fix the problems. According to Albarano (2015), educated officers demonstrate greater levels of creativity and problem-solving skill. Through the recommendations provided in this study, the organization, and by default the community, can benefit by meeting training mandates and from developing their Training Bureau instructors. By developing their instructors, the

organization can leverage the enormous influence and leadership strength they possess to effect massive 21<sup>st</sup> century organization changes.



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**Appendix A: Participating Stakeholders with Sampling Criteria for Survey and Interview**

The focus of this study was the instructor stakeholder group. The instructor stakeholder population of focus consisted of personnel whose primary duties are to provide training and education to members of the organization who are assigned to field operation assignments (i.e., patrol, gangs, narcotics, and other field duty assignments). The instructor stakeholder group of focus was internal to the organization and is assigned to the Training Bureau of the River County Sheriff's Department.

**Survey Sampling Criteria and Rationale**

**Criterion 1.** The first criterion for the sample was that participants were current RCSD instructors.

**Criterion 2.** The second criterion for the sample was that all participants were personnel assigned to Training Bureau, and their duties consisted of instructing, training, and educating sworn peace officers who were assigned to a field operations assignment.

**Criterion 3.** The third criterion for the sample was that participants had completed the 40-hour Academy Instructor Certification Course (AICC) and were patrol certified.

**Survey Sampling (Recruitment) Strategy and Rationale**

The study utilized a convenience sample strategy. All 90 of the active duty instructors assigned to the Training Bureau received an email inviting them to participate in the survey. Included in the email was a brief overview of the study and a hyperlink to the Qualtrics survey. By studying the results from the respondents of the stakeholder group within the conceptual framework, a much more detailed response was offered for the research questions (Merriam & Tisdell, 2016). The survey was issued at the beginning of the data collection process. The results were analyzed, along with existing baseline data, to find any trends and discover a deeper

understanding. Those findings assisted in the qualitative interviews that followed, to dig even deeper.

### **Interview Sampling Criteria and Rationale**

**Criterion 1.** To have been eligible to participate in the interviews, participants must have been assigned as an instructor at the RCSD Training Bureau for at least one year, which was assessed through demographic data. This ensured the interview participants were familiar with the RCSD learning environment.

**Criterion 2.** To have been eligible to participate in the interviews, participants must have attended the 40-hour POST certified, Academy Instructor Certification Course (AICC), which was verified through survey response data. This ensured a baseline for consistency in experience existed for all group participants.

**Criterion 3.** To have been eligible to participate in the interviews, participants must have been experienced subject matter experts who had primary duties of instructing, training, and educating members of the organization assigned to patrol assignments. This was assessed by examining their current job assignment duties within the Training Bureau to confirm they are actively teaching courses to patrol personnel.

**Criterion 4.** To have been eligible to participate in the interviews, participants must have also participated in the survey. This was verified through a separate link at end of the survey for participants to indicate their willingness to participate in interviews.

### **Interview Sampling (Recruitment) Strategy and Rationale**

The sampling strategy for the instructor stakeholder group was purposeful. As suggested by Johnson and Christensen (2015), purposeful sampling was chosen because the sample consisted of a population with specific characteristics. I included a separate link at end of the



survey for participants to indicate their willingness to participate in interviews. Via the link, I asked for demographic information such as their name, rank, sex, email, race, and unit of assignment. This information, coupled with the organizational knowledge I already possessed in law enforcement instruction which I obtained over more than ten years of experience in the field, allowed me to purposefully select participants from the pool of survey respondents to reflect maximum variation. As recommended, the timing and composition of the sample consisted of the surveys being issued at the beginning of the data collection process, before the analysis of existing baseline data (Johnson & Christensen, 2015). I did not personally conduct the interviews, instead they were conducted by a colleague. Both my research assistant and I had completed the course on Human Research, Social-Behavioral Human Subjects, by Collaborative Institutional Training Initiative (CITI) and I discussed with him in depth how the responses must harvest rich information that could be used to answer the research questions, while always remaining focused on ethical principles (discussed further in Appendix D: Ethics).

## **Appendix B: Protocols**

### **Survey Protocol**

#### **Survey Email Invitation**

Greetings! You are being invited to participate in a Training Bureau wide survey regarding law enforcement training. The purpose of this survey is to understand your experience as an instructor in supporting the performance of peace officers in the field. By tapping into the vast wealth of experience that you possess, these results will assist me in the completion of my dissertation at the University of Southern California, as well as offer recommendations and solutions to senior executive management. Maximum participation from every member of the Training Bureau is vital. By recruiting instructor stakeholders with subject matter expertise from across the organization, the best possible solutions can be offered. The survey should take 7-10 minutes and all responses are completely anonymous. Thank you in advance for your participation, John Satterfield, MPA, Ed.D (doctoral candidate).

#### **Survey Instructions**

This research is connected to a dissertation which focuses on law enforcement training. You will be presented with information relevant to current law enforcement training and asked to answer some questions about it. Please answer all of the questions. Please do not use external aids (Google, friends, etc.); there are no wrong answers. Be assured that your identity and any other identifying information will be confidential. The survey should take you around 5-10 minutes to complete, and you will be helping to improve law enforcement training as a result. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail: [Jsatter@USC.edu](mailto:Jsatter@USC.edu). By clicking

the button below, you acknowledge that your participation in the study is voluntary, you are 18+ years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason. Please note that this survey will be best displayed on a laptop or desktop computer, but it can also be taken on a mobile device. All responses are completely anonymous.

- I consent, begin the study
- I do NOT consent, I do not wish to participate

### **Survey Questions**

1. Please list all POST Instructor Development Institute (IDI) courses you have completed.
  - a) None
  - b) Level 1 - Academy Instructor Certification Course (AICC)
  - c) Leadership, Mentoring and Coaching Course
  - d) Level 2 Intermediate Instructor Development Course
  - e) Level 3 Advanced Instructor Development Course
  - f) Level 4 Master Instructor Certification Course (MICC)
2. I am confident in my understanding of 21st century principled policing concepts.
  - a) Strongly Agree
  - b) Agree
  - c) Somewhat agree
  - d) Somewhat disagree
  - e) Disagree
  - f) Strongly disagree

3. In order for peace officers to best serve the community, law enforcement training must contain 21st century principled policing concepts.
- a) Strongly Agree
  - b) Agree
  - c) Somewhat agree
  - d) Somewhat disagree
  - e) Disagree
  - f) Strongly disagree
4. The organization offers sufficient job training for sworn employees.
- a) Strongly Agree
  - b) Agree
  - c) Somewhat agree
  - d) Somewhat disagree
  - e) Disagree
  - f) Strongly disagree
5. When the organization implements something new, adequate training is provided.
- a) Strongly Agree
  - b) Agree
  - c) Somewhat agree
  - d) Somewhat disagree
  - e) Disagree
  - f) Strongly disagree

6. I am confident in my ability to implement the following 21<sup>st</sup> century principled policing concepts in my instruction.

- a) Strongly Agree
- b) Agree
- c) Somewhat agree
- d) Somewhat disagree
- e) Disagree
- f) Strongly disagree

- Crisis Intervention (CIT)
- Cultural Responsiveness
- Social Interaction
- Addiction
- Cultural Responsiveness
- 360° Leadership
- Ethics

7. I am confident in my ability to implement the following 21<sup>st</sup> century principled policing concepts in my instruction.

- a) Strongly Agree
- b) Agree
- c) Somewhat agree
- d) Somewhat disagree
- e) Disagree
- f) Strongly disagree

- Historical and Generational Effects of Policing
- Strategic/Tactical/Interpersonal Communication
- Community Policing
- Constitutional Policing
- Problem Solving

- Situational Decision Making
8. I am confident in my ability to implement the following 21<sup>st</sup> century principled policing concepts in my instruction.
- a) Strongly Agree
  - b) Agree
  - c) Somewhat agree
  - d) Somewhat disagree
  - e) Disagree
  - f) Strongly disagree
- Voice
  - Neutrality
  - Trust
  - Respect
9. I am confident in my ability to implement the following 21<sup>st</sup> century principled policing concepts in my instruction.
- a) Strongly Agree
  - b) Agree
  - c) Somewhat agree
  - d) Somewhat disagree
  - e) Disagree
  - f) Strongly disagree
- Police Legitimacy
  - Implicit/Unconscious Bias
  - Procedural Justice
  - Cynicism
  - Stressors

10. To be effective in an ever-changing world, training must continue throughout a peace officer's career.

- a) Strongly Agree
- b) Agree
- c) Somewhat agree
- d) Somewhat disagree
- e) Disagree
- f) Strongly disagree

11. My organization has informed me about changes to policies and procedures that affect me.

- a) Strongly Agree
- b) Agree
- c) Somewhat agree
- d) Somewhat disagree
- e) Disagree
- f) Strongly disagree

12. I am confident in my ability to do my job as an instructor.

- a) Strongly Agree
- b) Agree
- c) Somewhat agree
- d) Somewhat disagree
- e) Disagree
- f) Strongly disagree

13. How many years of **instructor (teacher)** experience do you possess?

- a) 0-2 years
- b) 2 years - less than 4 years
- c) 4 years – less than 6 years
- d) 6 years – less than 8 years
- e) 8 years – less than 10 years
- f) 10 years – less than 15 years
- g) 15 years – less than 20 years
- h) 20+ years

14. It is important to incorporate 21st century principled policing concepts into my classroom instruction.

- Police Legitimacy
- Implicit/Unconscious Bias
- Procedural Justice
- Cynicism
- Stressors
- Voice
- Neutrality
- Trust
- Respect
- Historical and Generational Effects of Policing
- Constitutional Policing
- Strategic/Tactical/Interpersonal Communication
- Community Policing
- Problem Solving
- Situational Decision Making
- Crisis Intervention
- Cultural Responsiveness
- Social Interaction
- Addiction
- Cultural Responsiveness
- 360° Leadership
- Ethics

- a) Yes



b) No

15. How much professional instructor development do you receive from the organization each year?

a) None

b) Less than 8 hours

c) 8 hours – less than 16 hours

d) 16 hours – less than 24 hours

e) 24 hours – less than 36 hours

f) 36 hours – less than 48 hours

g) 48 hours or more

16. How much professional instructor development do you receive on your own each year?

a) None

b) Less than 8 hours

c) 8 hours – less than 16 hours

d) 16 hours – less than 24 hours

e) 24 hours – less than 36 hours

f) 36 hours – less than 48 hours

g) 48 hours or more

17. I have attended a "Principled Policing/21st Century Policing" course of 8-hours (or more).

a) Yes

b) No

18. I have read the *Final Report of the President's Task Force on 21st Century Policing* (2015).

a) Yes

b) No

19. Please leave any additional information that you would like known in the space provided

below. (Comment box)

20. In the near future, would you be willing to possibly participate in an interview?

a) Yes (Skip to: Interview Participation - New Link)

No (Skip to: Survey Wrap-Up)

### **Survey Wrap-Up**

Your responses have been recorded. Thank you for your time and your contributions! John Satterfield, MPA, Ed.D. (doctoral candidate) University of Southern California.

### **Survey: Interview Participation (New Link)**

The following demographic questions will be used to create a pool of instructor candidates from which 8-12 people will be selected for interviews. Thank you for agreeing to be part of the interview selection process! John Satterfield, MPA, Ed.D. (doctoral candidate)

1. Please enter your first name and last name in the form below. (Comment box)

2. What is your email address? (Comment box)

3. What is the best daytime phone number to reach you at? (Comment box)

4. Sex:

a) Male

b) Female

5. Race:

a) American Indian or Alaska Native

b) Asian

c) Black or African American

- d) Hispanic or Latino
- e) Native Hawaiian or Other Pacific Islander
- f) White

6. Please indicate your HIGHEST level of education completed:

- a) High School Diploma
- b) Some College
- c) Associate Degree
- d) Bachelor's Degree
- e) Master's Degree
- f) Doctorate/Professional Degree

7. Rank:

- a) Captain or above
- b) Lieutenant
- c) Sergeant
- d) Deputy Sheriff (B-1)
- e) Deputy Sheriff
- f) Custody Assistant
- g) Law Enforcement Technician (LET)
- h) Professional Staff
- i) Other

8. How many total years in law enforcement do you possess?

- a) 0-2 years
- b) 2 years - less than 4 years

- c) 4 years – less than 6 years
- d) 6 years – less than 8 years
- e) 8 years – less than 10 years
- f) 10 years – less than 15 years
- g) 15 years – less than 20 years
- h) 20 years – less than 25 years
- i) 25 years – less than 30 years
- j) 30 years +

9. What is your unit of assignment:

- a) Advanced Officer Training Unit (AOT)
- b) Emergency Vehicle Operations (EVOC)
- c) Professional Development Unit (PDU)
- d) Force Training Unit (FOTU)
- e) Recruit Training Unit (RTU)
- f) Tactics & Survival Unit (TAS)
- g) Weapons Training Unit (WTU)
- h) Other Training Bureau Assignment

10. Please leave any additional information that you would like known in the space provided below. (Comment box)

### **Survey Wrap-Up**

Your responses have been recorded. Thank you for your time and your contributions!

John Satterfield, MPA, Ed.D. (doctoral candidate) University of Southern California.

## Document Analysis Protocol

### Document Analysis

Document analysis consisted of 1) instructor lesson plans and expanded course outlines (ECO's) for all RCSD Training Bureau courses, 2) all sections related to training in the RCSD Manual of Policy and Procedures were examined, and 3) CPT and PSP compliance reports for 2013-2018. All documents were examined to determine if, and to what extent, 21st century policing concepts were included. The documents were collected from the POST Electronic Data Interface (EDI) computer software system. It should be noted that in order for any law enforcement agency to obtain certification from the state agency that governs all law enforcement certification and training (POST), they must submit a detailed expanded course outline (ECO) of the material covered and a course hourly schedule. The materials are stored in a database that can be accessed by anyone with an account and the material is subject to Freedom of Information Act (FOIA) requests. Permission was obtained to gather these documents from senior executives of the organization. Examining this information divulged the level of depth provided in the course curriculum towards 21st century policing concepts, as well as training mandate compliance. This gave insight into addressing the research questions and connecting to the conceptual framework.

### Lesson Plan and Expanded Course Outline Prompts:

1. Where are lesson plans or ECO's located?
2. Does a lesson plan or ECO exist for the course?
3. When was the last time the lesson plan or ECO was updated?
4. What is the purpose of the lesson plan or ECO?
5. Does the lesson plan or ECO include 21st century principled policing concepts?

- a. If so, to what degree?
6. What is the tone of lesson plan or ECO pertaining to 21st century principled policing concepts?
7. Does the lesson plan or ECO explain procedural justice?
8. Does the lesson plan or ECO explain voice, neutrality, trust, respect?
9. Does the lesson plan or ECO police legitimacy?
10. Does the lesson plan or ECO explain implicit bias?
11. Does the lesson plan or ECO explain cynicism?
12. Does the lesson plan or ECO explain communication?
13. Does the lesson plan or ECO explain Constitutional Policing?
14. Does the lesson plan or ECO explain leadership?
15. Does the lesson plan or ECO explain modeling?

**Manual of Policy and Procedures Prompts:**

1. Where is the policy and procedures manual located?
2. When was the policy and procedures manual created or published?
3. What is the purpose of the policy and procedures manual?
4. Does the policy and procedures manual align with the guidelines provided by POST?
5. What specific guidance does the policy and procedures manual give personnel in regard to 21st century principled policing concepts?
6. What specific sections of the policy and procedures manual cover training and 21st century principled policing concepts?
7. Does the policy and procedures manual provide definitions of terms to ensure there is an understanding of language used?

8. What does the policy and procedures manual say about a peace officer's knowledge on the topic of the 21st century principled policing concepts?
9. Are there elements of the policy and procedures manual that reflect the department's mission statement and the intersection with 21st century principled policing concepts?
10. What is the tone of the policy and procedures manual pertaining to the 21st century principled policing concepts?

## Interview Protocol

### Interview Opening Remarks

Thank you very much for agreeing to participate in this study. I am Joseph Quire and I am conducting the interview. I would like to first begin with expressing John Satterfield's gratitude for agreeing to participate in his study. He would like to thank you for taking time out of your extremely busy schedule to meet with me as his research representative and answer some questions. This interview will take about half an hour, although we have allocated forty-five minutes for some cushion on time. John Satterfield is currently enrolled in a doctoral program at the USC Rossier School of Education and is conducting a study on training in law enforcement. He is focusing on how 21st century principled policing concepts are being infused into the organizational culture.

Throughout this research process, he will not be acting as an agent of the organization or making a professional assessment or judgment of your performance as an instructor. He would like to emphasize that I, as his research representative, am only acting in the role of collecting data for his study. The information you share with me will be placed into his study as part of the data collection. Before John Satterfield views the transcript, I will remove any potential identifiers to ensure that he will not identify you individually. Your name or responses will not be disclosed to anyone outside the scope of this study and will be known only to him specifically for this data collection. While he may choose to utilize a direct quote from you in his study, he will not know your name specifically as I will remove any potential identifying data information. He will gladly provide you with a copy of his final product upon request.

During the interview, I will be utilizing a recording device to assist me in capturing all of your responses accurately and completely. This recording will not be shared with John



Satterfield or anyone outside the scope of this project. The recording will be transcribed for John Satterfield; thus, he will not be able to identify the respondents through their voices. Next, the transcription will be transferred to his password-protected files on a cloud file storage account and deleted from the recording device immediately upon transfer. The transcription will be stored under a pseudonym, so your responses cannot be connected back to you. The transcripts will then be destroyed after two years from the date his dissertation defense is approved.

Do I have your permission to record the interview?

Do you mind if I also jot down a few notes to jog my memory?

Do you have any questions for me before we get started?

Please review the Interview Information sheet. I brought an extra copy in case you would like to keep one. Remember that you can skip any question or stop the interview at any time.

OK, let's get started.

### **Interview Questions**

The following questions are in regard to law enforcement training and are related to the online survey you participated in September 2018. The results from that survey were aggregated and the responses were analyzed. The following questions will add to that research.

1. Describe the process you go through to teach a class.
  - a. Probe: In regard to curriculum design, do you write your own lesson plans? Do you create your own PowerPoints?
2. How would you describe your process for designing learning activities?
3. How confident are you in your ability to deliver the best possible training and education each time you provide a period of instruction?

- a. Probe: Are there areas you teach in which you feel less confident? Why do you think that is?
4. Tell me how you ensure that your training gets implemented in the field, in other words, how the training transfers to the practice in the field.
  - a. Probe: To what degree, if any, do you provide opportunities for practice in your training? Please give me some examples of practice.
5. What is the attendance like in the courses you teach?
  - a. Probe: If attendance is good, why do think that is?
  - b. Probe: If attendance is a poor, why do think that is? How could the [River County Sheriff's Department] solve the issue?
6. In your own words, how would you describe 21st century principled policing concepts?
7. How can 21st century principled policing concepts help peace officers in the field?
8. Please give examples of the benefits of 21st century principled policing concepts to the community.
9. If subpoenaed to Federal Court as an expert on a multi-million-dollar civil liability case, how confident are you in your ability to offer testimony regarding 21st century principled policing concepts?

Probe: How do you feel about other peace officers' ability to offer testimony regarding 21st century principled policing concepts?
10. How do you incorporate 21st century principled policing strategies into your course instruction, if at all?
  - a. Probe: What are some examples of how to tie in 21st century policing concepts with your classroom instruction?

11. Tell me how the Training Bureau supports you in the completion of your instructional duties.

12. Tell me a little bit about the support that is available to you regarding professional

development.

- a. Probe: What and when was the last professional development training you attended as a student?

13. What advice, if any, would you give to new instructors regarding teaching at the Training Bureau?

- a. Probe: What do you wish you knew about being an instructor on your first day?

14. Is there anything else you think I should know about this subject that I didn't ask you?

### **Interview Closing Remarks**

Thank you very much for your time, and for your thoughtful answers. I would like to reiterate that this recording will not be shared with John Satterfield or anyone outside the scope of this project. The recording will be transcribed for John Satterfield; thus, he will not be able to identify the respondents through their voices. Next, the transcription will be transferred to his password-protected files on a cloud file storage account and deleted from the recording device immediately upon transfer. The transcription will be stored under a pseudonym, so your responses cannot be connected back to you. The recording will then be destroyed after two years from the date his dissertation defense is approved. As a small token of his appreciation for your participation, John Satterfield would like to give you this Starbucks gift card (\$5.00 amount).

### **Appendix C: Credibility and Trustworthiness**

Credibility and trustworthiness are crucial elements in a qualitative study because of the influence these results can have on others' lives (Merriam & Tisdell, 2016). Qualitative research credibility and trustworthiness is dependent on the ethical manner the study is conducted (Merriam & Tisdell, 2016). What makes qualitative studies rigorous and trustworthy is the researcher's careful design (Merriam & Tisdell, 2016).

#### **Credibility**

The interview questions were open-ended and focused on eliciting rich and thick descriptive responses. This provided insight into how the research connected to the conceptual framework and enabled me to answer the research questions. After the conclusion of the interviews, my research assistant uploaded the interview recording files to rev.com. Afterward, the research assistant scrubbed the transcripts of any information that could identify the subject. As Maxwell (2013) recommended, using these measures in regard to the interviews shows full transparency and reduces bias. The potential for interjecting biases and misinterpretations was significantly reduced by the fact that the research assistant did not ask any additional questions, which reduced the chance of inserting their own bias in follow up questions. This individual was familiar with the law enforcement field and I trained them in interview techniques, as well as instructed them in the principles of credibility and trustworthiness. My research assistant was aware that misinterpretation of the interviewee's intent could be reduced by paraphrasing and soliciting feedback (Maxwell, 2013).

#### **Trustworthiness**

As the primary instrument for data collection and the analysis of said data, researchers view the research through a lens constructed of their own knowledge, ideas, and beliefs

(Merriam & Tisdell, 2016). As a result, the researcher needs to design and implement measures to show others the data and analysis can be relied upon and is trustworthy (Creswell, 2014). I achieved trustworthiness in my data collection and analysis by using member checking, peer review, and triangulation.

**Member checking.** Member checking is when the researcher solicits feedback from those they are studying (Maxwell, 2013). As explained by Creswell (2014), member checking can occur during the study, after the study, or both. During the interviews, my research assistant used paraphrasing and feedback to ensure the interviewees proper thoughts and opinions were being recorded. When respondents are provided the opportunity to agree or disagree with the interpretation and conclusion of the researcher, trustworthiness is increased (Lincoln & Guba, 1985).

**Peer review.** With peer review, disinterested peers and colleagues are recruited to look at the research, interpretations, and findings. The purpose is to allow the research to be viewed by those who may not hold the same opinions and biases as the researcher (Creswell, 2014). Peer review can illuminate areas of the research which may not have been explored (Merriam & Tisdell, 2016). Peer review is built into the process of this study, as student colleagues examined the work and dissertation committee examined the final work.

**Triangulation.** Research which includes three or more sources of data is referred to as triangulation. Triangulation is, “examining evidence from the sources and using it to build a coherent justification for themes” (Creswell, 2014, p. 201). Triangulation increases the trustworthiness of the research and findings (Maxwell, 2013). My committee reviewed the interview and document analysis protocols, to ensure questions were asked in a way that resulted

in data about the variables I sought to understand and then, that my data analysis was free of bias.

### **Appendix D: Validity and Reliability**

Validity and reliability are found in the research process and the steps taken to collect data (Creswell, 2014). They are vital in determining how your conclusions will be received by others in the academic world (Merriam & Tisdell, 2016). The simplest way to understand validity and reliability is to envision a marksmanship target (solid color center bullseye, with concentric circles radiating outward from the center). Validity is achieved when the marksman hits the center bullseye of the target, while reliability is the degree to which the measurement tool consistently hits the target in the same location (Salkind, 2017). It is possible to have extremely high reliability, but low validity (i.e., hitting the target multiple times in tight cluster in the upper right corner, missing the center completely). Validity comes from the procedures used by the researcher to check accuracy, while reliability comes from making sure to use an approach that is congruent with other researchers and projects (Gibbs, 2007).

Several tactics can be used to improve validity within the study (Merriam & Tisdell, 2016). Internal validity was increased by avoiding selection bias (a full census of all members of the target sample group was used), and by attempting to avoid maturation (natural development over time), regression (return to mean over time), diffusion (cross-communication leading to contamination), and mortality (dropouts differ from non-dropouts) by only leaving the survey open for a short time (14-days), which avoided these time associated issues. External validity was increased by closely adhering to the conceptual framework. Construct validity was increased by ensuring the instrument accurately measured the construct; this was accomplished by using multiple sources of evidence in my data collection process. Criterion validity was increased by comparing survey data with another measure that assessed similar skills. Content

validity was increased by reviewing survey questions with subject matter experts (Salkind, 2017; Merriam & Tisdell, 2009; Creswell, 2009).

The concept of validity in qualitative research has been widely debated and is a very complex issue (Maxwell, 2013). Validation should be thought of as an argument presenting evidence to make a case, and not, as with reliability, the calculation of a statistic. *A validity argument* must be developed that marshals a wide range of evidence to make the case (AERA, APA, & NCME, 1999). According to Maxwell (2013), the most important factor in determining validity is conducting the research in an ethical manner. Validity is defined as “the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account” (Maxwell, 2013, p. 122). Because qualitative research is based on inferences about life, the data and does not possess the same level of quantifiability and rigor (Merriam & Tisdell, 2016).

The survey questions were designed by strictly adhering to the research questions and conceptual framework. As Salkind (2017) recommended, I reviewed the questions with several RCSD supervisors, prior to conducting a “beta test” of the survey with trusted colleagues, in order to pilot the project and also to solicit their feedback on the design and clarity of the questions and instructions. I also kept cognizant that content validity was increased when subject matter experts reviewed the survey questions (Salkind, 2017). Finally, my committee reviewed the survey protocol, to ensure I asked questions in a way that would result in data about the variables I sought to understand and then, that my data analysis was free of bias.

The interview questions were designed by strictly adhering to the research questions and conceptual framework. The results of the online survey and the document analysis were used to provide a greater understanding of stakeholders and assist in developing questions that were geared towards eliciting rich and descriptive responses. The questions were designed to provide



insight which connected to the conceptual framework and enabled me to answer the research questions.

### **Appendix E: Ethics**

The first rule of research is to do no harm (Rubin & Rubin, 2012). According to Glesne (2011), the guidelines for ethical conduct were developed as a result of unethical forms of research such as Tuskegee Syphilis Study, Milgram Shock Experiment, Stanford Prison Experiment, and the Tearoom Trade Study. As recommended by Merriam (2009), I remained continuously focused on the ethical responsibilities of the researcher when involving human subjects by providing information sheets to all participants at the commencement of the study.

To confirm the safety of the participants, I submitted my study to the University of Southern California, Institutional Review Board (IRB) and followed its rules and guidelines. The IRB guidelines consisted of informed consent to participate, voluntary participation, confidentiality, right to withdraw without penalty, separate permission to record, and storage and security of the data (Gostin, 1991). I previously held a supervisory position within the unit I studied and by the definition of my former job title, shared in responsibility for all advanced officer training that occurred within the organization. Prior to interviews being conducted, I transferred to a middle management position with a field operations unit that had a mission other than training. Due to this, I had a vested interest in the successful outcome of this study. As a leader, I recognized my strong beliefs regarding good training had the possibility to be imposed as I interpreted data. Creating organizational change, in regard to law enforcement training, would provide a greater level of service to the members of the organization, and to the community. I, or my research assistant, explained to all participants the nature of my role as a researcher and that I was simply collecting data. The fact was highlighted that no negative repercussions would befall any subjects for their participation, or lack of participation. As recommended by Patton (1987), I remained aware of the existence of my biases towards training

and did not allow them to influence me as I engaged in data collection, analysis, and reporting activities. I used a mixed-methods approach with an explanatory sequential design to gain both a broad and deep understanding of the knowledge, motivation and organizational gaps that may be impacting Training Bureau instructors' ability to incorporate 21st century principled policing concepts into their teaching.

During the quantitative phase of the study, I sent a survey to all 90 active-duty Training Bureau Instructors. Results of the quantitative phase were analyzed, then, the qualitative phase began. The qualitative phase involved document analysis and interviews. The interviews consisted of 11 subjects who were purposefully selected instructor personnel. I used a research assistant to conduct the interviews. Before the interviews occurred, my research assistant successfully completed the CITI Program Course on Social-Behavior Human Subjects. My research assistant was aware of the Institutional Review Board (IRB), and closely followed the data collection protocols. Upon conclusion of the interviews, the interviewer offered \$5.00 Starbucks gift cards to interviewees in gratitude for their time.

## **Appendix F: Integrated Implementation and Evaluation Plan**

### **Implementation and Evaluation Framework**

According to Kirkpatrick and Kirkpatrick (2016), the three reasons to evaluate a training program are 1) to improve the program, 2) to maximize transfer of learning to behavior and subsequent organizational results, and 3) to demonstrate the value of training to the organization. The New World Kirkpatrick Model was chosen to evaluate the training provided to the River County Sheriff's Department. The major difference between the traditional Kirkpatrick model and the New World Kirkpatrick Model is that the four levels are applied in reverse order. The four levels are, Level 4 (Results), Level 3 (Behavior), Level 2 (Learning), and Level 1 (Reaction). The New World Kirkpatrick Model has four evaluation levels. Level 4 (Results) measures "the degree to which targeted outcomes occur as a result of the training and the support and accountability package." Level 3 (Behavior) measures "the degree to which participants apply what they learned during training when they are back on the top." Level 2 (Learning) measures "the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training." Lastly, Level 1 (Reaction) measures "the degree to which participants find the training favorable, engaging and relevant to their jobs" (Kirkpatrick & Kirkpatrick, 2016, p. 10).

### **Organizational Purpose, Need and Expectations**

The mission of the River County Sheriff's Department is to transparently partner with the community in order to, proactively protect life and property, maintain order, increase accountability, promote trust, and safely provide service to all. In the context of better preparing peace officers to serving the communities, it is the organizational goal of the RCSD that by December 31, 2020, the organization will be at least 90% compliant with of the California

Commission on Peace Officer Standards and Training (POST) state-mandated training requirements and RCSD department mandated training requirements. The problem is many of the police officer decisions that have been recently brought to light in the public forum as questionable, in many cases, should be considered a fault in training and the culpability lies with the organization (ACLU, 2014; DOJ, 2001; DOJ, 2015; DOJ, 2015; DOJ 2017; President's Task Force on 21st Century Policing, 2015; Stoughton, 2014; Wexler, 2016). The instructor stakeholder goal is that by July 1, 2019, instructors assigned to Training Bureau will integrate 21st century principled policing concepts into all courses taught to sworn personnel. The instructor stakeholder goal was selected because instructors can train thousands of employees per year, therefore by training this stakeholder group other groups will benefit. By achieving the instructor stakeholder goal, state training mandates will be met, as well as a better relationship between those in law enforcement and others in the communities they serve.

#### **Level 4: Results and Leading Indicators**

According to Kirkpatrick and Kirkpatrick (2016), the level 4 evaluation is about results; the reason the training is occurring in the first place and it is crucial that mission-critical programs connect training to performance to results. By identifying leading indicators, personal targets can be focused on in order to achieve organizational results. If the internal outcomes are met, which ultimately will assist instructors in providing training which focuses on treating the community with respect, providing voice, building trust, being neutral, and focusing on 21st century policing concepts, then the external outcomes of enhancing the relationships between law enforcement and other members of the community should also be realized. The outcomes, metrics, and methods for external and internal outcomes are indicated in Table 12.

Table 12

<i>Outcomes, Metrics, and Methods for External and Internal Outcomes</i>		
<b>External Outcomes</b>		
Outcome	Metric(s)	Method(s)
Improved relationships with the community and decreased negative perceptions of peace officers.	Number of discourtesy complaints from the community.	Watch Commander Service Comment Request (WCSCR) records.
	Number of founded investigations for failure to de-escalate a use of force incident.	Internal Affairs records.
	Number of positive news articles vs. number of negative news articles involving RCSD peace officers.	Newspaper, television, and social media articles and reports.
Increase of 21 <sup>st</sup> century principled policing behavior in day to day activities in the field.	Measure the presence of 21 <sup>st</sup> century principled policing concepts present during the field contacts.	Supervisory evaluations based on observations in the field.
Enhanced service to the community.	Measure the satisfaction of community members and the presence of 21 <sup>st</sup> century principled policing concepts present during the field contacts.	Supervisory satisfaction audits conducted with citizens in the field to ascertain the presence of 21 <sup>st</sup> century principled policing concepts present during field contacts.
<b>Internal Outcomes</b>		
Outcome	Metric(s)	Method(s)
Increased organizational leadership and accountability.	Close monitoring regarding supervisory compliance with stakeholder evaluations.	Annual audits with published results to stakeholders.
Increased individual, team, and organizational performance.	Community and employee satisfaction are key measures of individual, team, and organizational performance.	Annual audits with published results to stakeholders.

Increased presence of 21 <sup>st</sup> century principled policing in all lesson plans.	Amount of lesson plans containing 21 <sup>st</sup> century principled policing Content.	Annual audit of lesson plans.
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### Level 3: Behavior

**Critical behaviors.** Critical behaviors are the few, key behaviors that employees will have to consistently perform on the job in order to bring about targeted outcomes (Kirkpatrick & Kirkpatrick, 2016). The stakeholder of focus are instructors assigned to the RCSD Training Bureau. This stakeholder group is responsible for training all personnel who are assigned to a field operations assignment. In order for instructors to be successful at infusing 21st century principled policing concepts into their teaching, they must 1) understand what 21st century principled policing concepts are, 2) understand curriculum and lesson plan design, 3) understand how to teach, and 4) have the confidence to successfully perform their duties.

The critical behaviors identified in Table 13 detail actions RCSD instructors will focus on in order to achieve the instructor stakeholder, organizational goal, and implement strategic level evaluation practices. These critical instructor stakeholder behaviors include 1) meeting with supervisors to examine how 21st century principled policing concepts are included in lesson planning, 2) attending workshops that reinforce lesson plan design knowledge and receive a certificate of completion, 3) meeting with peers to collaborate with each other regarding lesson plan design and supervisors will provide support and encouragement with walkthroughs, and 4) assembling together as a full unit on a monthly basis for unit commander recognition of exemplary performance in the target areas. Table 13 indicates the critical behavior, metric, method, and timing for evaluation.

Table 13

<i>Critical Behaviors, Metrics, Methods, and Timing for Evaluation</i>			
<b>Critical Behavior</b>	<b>Metric(s)</b>	<b>Method(s)</b>	<b>Timing</b>
1. Instructors meet with supervisors to examine how 21st century principled policing concepts are included in lesson planning.	The number of 21st century principled policing concepts included in lesson plans.	Monthly supervisory review of lesson plans with feedback in 1:1 meetings with instructors.	Lesson plans are written and revised monthly.  Feedback from supervisors will be provided monthly.
2. Instructors attend follow-up workshops that reinforce lesson plan design knowledge and receive a certificate of completion.	The number of instructors that possess certificates of completion.	Supervisors will track the instructors who have completed training and assign training to those who have not attended.	Curriculum design workshops will be offered weekly, until all instructors have successfully completed.
3. Instructors meet with peers to collaborate with each other regarding lesson plan design. Supervisors will provide support and encouragement with walkthroughs.	Supervisor daily log entries.	Supervisors assign peer group partners and develop a schedule for instructors to follow.	Every day (duties and schedules permitting).
4. Instructors assemble together with supervisors and managers as a full unit on a monthly basis for unit commander recognition of exemplary performance in the target areas.	Number of recognition requests submitted and approved.	Supervisors monitor employee performance in target areas and recommend recognition for those who have performed well.	Every month

**Required drivers.** According to Kirkpatrick and Kirkpatrick (2016), required drivers are the processes and systems that reinforce, monitor, encourage or reward performance of critical



behaviors on the job. The four most common objections against implementing required drivers are 1) it is too time consuming, 2) unable to track those who have been trained, 3) lack of access to performance and outcome data, and 4) lack of control over personnel once they leave training (Kirkpatrick & Kirkpatrick, 2016). Instructors assigned to the RCSD Training Bureau are selected via an intense testing process referred to as coveted testing selection. Because of this, Training Bureau instructors are usually highly skilled and highly motivated individuals. Even with the high level of motivation held by most instructors, they can still greatly benefit from the implementation of a driver package. Table 14 identifies the required drivers, method, timing, and critical behavior supported.

Table 14

*Required Drivers to Support Critical Behaviors*

Method(s)	Timing	Critical Behaviors Supported
	Reinforcing	
Information: Checklist of courses taught by Training Bureau and lesson plans which have been revised to include 21st century policing concepts.	On-going	1,3
Job aid: Instructor training packet for each instructor assigned to Training Bureau. Training packet includes all essential information regarding 21st century policing concepts, lesson planning, and classroom effectiveness.	On-going	1, 2, 3, 4
On the job training: Supervisors monitor instructor performance and provide feedback regarding 21st century policing concepts,	On-going	1, 3

lesson planning, and  
classroom effectiveness.

Scenario management: Scenario participation to model the effective use of 21st century policing concepts integrated into different law enforcement learning domains.	Per course, 1 per concept	1, 2, 3
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Encouraging

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Mentoring: Supervisors routinely provide feedback to instructors regarding lesson plans and classroom effectiveness in regard to 21st century policing concepts.	On-going	1, 3
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Rewarding

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Recognition: Instructors will be recommended for unit level commendations for compliance with critical behaviors and required drivers.	Monthly	2, 4
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Monitoring

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Accountability: Inspections will be conducted of lesson plans and course evaluations.	Monthly	1, 3
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Feedback: Supervisors will observe training sessions and will share those observations with instructors to assist them in successful performance.	Ongoing	1, 2
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**Organizational support.** Currently the RCSD has a training accountability structure in place referred to as division inspections. Approximately 75% of the units in field operations are inspected by the Field Operations Support Services (FOSS) and the remaining units have no accountability structure beyond isolated supervisory driven initiative. In order to hold the organization accountable for the accomplishment of goals and the implementation of drivers and critical behaviors, the current policies and procedures must be enforced and not overlooked. If

RCSD senior executives espouse the value of meeting the training goals indicated in the RCSD Manual of Policy and Procedures (MPP 3-02/080.01 Training Requirements for Sworn Personnel), then it is important to understand why the current pattern and practice is not congruent with the policy and executive intent.

## **Level 2: Learning**

**Learning goals.** Upon completion of the training recommendations, training instructors will be able to:

1. Appreciate the importance of 21st century principled policing concepts (Expectancy)
2. Value 21st century principled policing concepts (Value)
3. Describe 21st century principled policing concepts (Factual - Conceptual)
4. Explain the importance of forming strong positive relationships with the community (Conceptual)
5. Explain the historical role law enforcement has held in the community and the generational effects (Factual / Conceptual)
6. Revise existing lesson plans so they include 21st century principled policing concepts (Procedural)
7. Feel confident about training others (Self-Efficacy)
8. Be confident that they (instructor) can discuss 21st century principled policing concepts (Self-Efficacy)

**Program.** Law enforcement resides in a perpetual state of training. The RCSD Training Bureau routinely designs and modifies training curriculums to meet the needs of an ever-changing profession and society. The goals listed in the previous section will be accomplished by mandating each instructor attend an eight-hour train-the-trainer (TtT) workshop on 21st

century policing. After workshop completion, instructors will be mentored by senior staff and supervisors regarding 21st century policing, curriculum design, lesson planning, and classroom instruction. Procedural knowledge will be increased by using demonstrations, practice, feedback, scaffolding, and reflection. This will be accomplished in part by scaffolding 21st century policing concepts into small parts, in order to decreasing extraneous cognitive load. Supervisors will meet with instructors weekly to offer feedback regarding their performance and their accomplishment of the recommended goals. Motivation will be increased by assisting instructors in the design of their own course materials and activities that are relevant to the task, useful to the students, interesting, and based on real-life field problems. Training will also highlight the value and benefits of infusing 21st century policing concepts into all peace officer training.

**Evaluation of the components of learning.** Training evaluation should begin by asking if the student can perform what the training was designed to teach them. If the answer is yes, then the next question is to determine how well they can perform. To evaluate the components of learning, several different stakeholder groups must be examined. The stakeholder group of focus, instructors, must be continually assessed, trained, and reinforced in regard to 21st century policing knowledge, lesson plan development, and their ability to scaffold these concepts into easily understood classes. The other stakeholder groups which becomes relevant to the evaluation of the components of learning are the line staff and the community. If the instructors do their job effectively, the line staff will perform their duties in accordance with the principles outlined in 21st century principled policing and the community will have an increased level of service, satisfaction, trust, and respect for the legitimacy of law enforcement. This should

manifest in a reduction in complaints, law suits, and civil unrest. Table 15 shows the methods and timing for evaluating the components of the learning for the program.

Table 15

*Evaluation of the Components of Learning for the Program*

Method(s) or Activity(ies)	Timing
Declarative Knowledge “I know it.”	
Pre-test and post-tests	Before and at the end of workshop
Procedural Skills “I can do it right now.”	
Training program checklist	During workshop
Scenarios depicting procedural knowledge	During workshop
Student teach-backs of material	During workshop
Attitude “I believe this is worthwhile.”	
Module of instruction taught during workshop highlighting the benefits of using 21st century principled policing concepts in the field.	During workshop
Facilitated discussion on the officer safety benefits from using the 21st century principled policing concept of strategic communication.	During workshop
Confidence “I think I can do it on the job.”	
Instructors use self-reflection to reinforce what they learned and how they will teach it to others.	During workshop and on-going.
Commitment “I will do it on the job.”	
Highly performing instructors will mentor other instructors in infusing 21st century principled policing concepts into their classrooms.	On-going.

### **Level 1: Reaction**

Kirkpatrick and Kirkpatrick (2016) explain reaction is the most recognizable level and easiest to evaluate. Reaction can be defined as, “The degree to which participants find the

training favorable, engaging, and relevant to their jobs” (Kirkpatrick & Kirkpatrick, 2016, p. 39). Reaction consists of engagement, relevance, and customer satisfaction, which can be evaluated by instructor evaluation, taking a pulse check of the students, and by using a dedicated observer throughout the training. The formative evaluation of stakeholder participation and involvement should follow the rule of simplicity and not be over thought or overdone. Table 16 outlines the methods for measuring instructor reactions in terms of engagement, relevance, and satisfaction in regard to the 21st century policing workshops.

Table 16

*Components to Measure Reactions to the Program*

Method(s) or Tool(s)	Timing
<b>Engagement</b>	
Attendance records for workshop	On-going
Asking meaningful questions	During workshop
Course survey	End of workshop
<b>Relevance</b>	
Constant monitoring of students by instructors	During workshop
<b>Customer Satisfaction</b>	
Constant monitoring of students by instructors	During workshop
End of course survey	After workshop

**Evaluation Tools**

There are three phases to a training program: planning, execution, and demonstration of value (Kirkpatrick & Kirkpatrick, 2016). In order to achieve this, there are important evaluation-related duties which should occur before, during, and after the training (Kirkpatrick & Kirkpatrick, 2016). It is a misconception held by many that evaluation occurs at the end of training; this falsehood is perpetuated by a lack of understanding in the most common training

design model, ADDIE (analyze, design, develop, implement, evaluate). Even though the ADDIE model has evaluation at the end, in reality it occurs at the beginning and throughout the entire evolution. Another important factor to consider is the historical pattern of having to do more with less, in regard to training. Often RCSD training programs are the first item to be cut from the budget, as exemplified by the decades of failure to comply with Continued Professional Training (CPT) and Perishable Skills Program (PSP) mandates set by the California Commission on Peace Officer Standards and Training (Satterfield, 2014). By designing and executing an outstanding evaluation system, senior executives can see tangible results when weighing the cost versus benefit analysis.

**Immediately following the program implementation.** Course survey (see Appendix A) will be handed out to all workshop students after lunch, to allow them sufficient time to provide meaningful responses to the questions and not feel rushed at the end of the day. During the workshop, meaningful questions will be used to gauge student involvement and measurement of knowledge. Additionally, instructors will be using observation to constantly monitor students for engagement, enthusiasm, and body language cues. If those instructor observations determine a pulse check is necessary, then the class will be paused and opinions will be solicited from the class as to the relevance of the material and how the material is being received. Instructor notes will be taken on all class observations, student comments, and behaviors. Those notes will be used to refine the course before the next workshop. The evaluation instrument used during the training can be found in, Appendix G: Immediate Evaluation Instrument.

**Delayed for a period after the program implementation.** Approximately 30 days after the training, the post training instrument will be implemented by sending an email which contains a hyperlink to the evaluation. The post training evaluation will consist of a blended

training instrument designed to collect program evaluation data from all four levels of the New Kirkpatrick Model (2016). The ultimate goals of this training evaluation plan are: 1) Level 1 - Are instructors confident in applying what they have learned in order to infuse 21<sup>st</sup> century principled policing concepts into their courses? 2) Level 2 - Are instructors committed to applying what they have learned in order to infuse 21<sup>st</sup> century principled policing concepts into their courses? 3) Level 3 - Are instructors receiving support from the organization in applying what they have learned in order to infuse 21<sup>st</sup> century principled policing concepts into their courses? 4) Level 4 - What results do instructors observe as a result of applying what they have learned in order to infuse 21<sup>st</sup> century principled policing concepts into their courses?

The post training evaluation may be the most important aspect of the evaluation plan, for it will divulge if change has occurred in the organization as a result of the training provided. Delayed evaluation will demonstrate the value of the training to the organization with qualitative and quantitative data, which can be used to justify and sustain the expenditures of time and money. Post training evaluation can exhibit the value gained and assist data driven decision makers in assessing the cost versus benefit (Kirkpatrick & Kirkpatrick, 2016). The blended evaluation instrument can be found in, Appendix B: Blended Evaluation Instrument.

### **Data Analysis and Reporting**

Data collection will be conducted by the RCSD Advanced Officer Training Unit. Student attendance will be automated and tracked by using the RCSD Learning Management System (LMS). Evaluations completed immediately after training (Appendix G: Immediate Evaluation Instrument) will be collected the day of the course and the results will be recorded by the course coordinator. Approximately 30-days after the training occurred, an email will be sent containing a hyperlink to the online delayed evaluation instrument (Appendix H: Blended Evaluation



Instrument). The results will be collected by the course coordinator and a report will be generated from all of the data collected. The report will be updated following every training session, until all four courses have been offered. once all data has been collected, a final report will be generated.

The reports will be used to 1) gauge the quality of the training and improve the program by examining factors such as the facilitator, materials, content, job aids, and student appreciation of the training; 2) increase the transfer of learning to behavior in the field, as performance contributes to increased performance in the field, and overall cultural and organizational change; and 3) demonstrate the value the training has brought to the organization (need to be able to demonstrate that the expenditure was worth the return in value). The final report will be provided to the AOT supervisors, who will brief the unit commander of Training Bureau. Ultimately, the RCSD senior executives will be briefed regarding the results of the final report. In addition to the previously mentioned functions, the data will principally be used to evaluate if the primary stakeholder goal of instructors integrating 21st century principled policing concepts into all courses taught to sworn personnel was met. A visual representation of the data and analysis can be found in, Appendix I: Data Analysis Chart.

### **Summary**

The recommendations to achieve the stakeholder goal and organizational goal were planned, implemented, and evaluated using Kirkpatrick and Kirkpatrick's (2016) New World Model. The New World Kirkpatrick Model is a seamless evaluation partner to the Clark and Estes (2006) knowledge, motivation, and organization, gap analysis framework. The Kirkpatrick four levels of training and evaluation have been utilized in order to confirm instructors possess the knowledge, motivation, and organizational support to effectively provide peace officers'

training and education that successfully meets the current needs of society. Specifically, integrating 21st century policing concepts into all courses taught to sworn personnel. This will also aid in the accomplishment of the organizational goal of achieving 90% or greater compliance with the California Commission on Peace Officer Standards and Training (POST) training requirements and department mandated training requirements.

In order to construct a valid implementation and evaluation plan, research was conducted to determine where the gap existed in relation to instructors' knowledge, motivation and their experience as organizational stakeholders and their specific performance goal. During the initial phase of the mixed-methods research, the survey and document analysis revealed there were gaps in instructor knowledge as well as the absence of 21st century principled policing concepts in almost all expanded course outlines and lesson plans. Subsequent interviews confirmed the same. An organizational gap was discovered in the form of failure to enforce existing policy and procedure for training compliance, as well as a failure to meet minimum standards for training mandates. Recommendations were designed, based on those influences and barriers identified.

The New World Kirkpatrick Model (2016) was applied to design the implementation and evaluation plan, by beginning with the end in mind. A workshop was designed which will be taught to all instructors. The workshop will be evaluated immediately following the instruction to capture level 1 (reaction) and level 2 (learning) results. Approximately a month afterward, a blended evaluation tool will be used to additionally capture level 3 (behavior) and level 4 (results) outcomes. As a result of the entire stakeholder group of focus being assigned to the Training Bureau, which is also responsible for providing all field operations training for the organization, it is probable that a positive outcome may establish the Kirkpatrick and Kirkpatrick's New World Model as the standard for all other training.



**Appendix G: Immediate Evaluation Instrument****STUDENT EVALUATION**

What aspects of today's training interested you? What helped you understand 21st century principled policing concepts? What did you learn which you believe will be useful in field operations and why?

Describe what you disliked or would change about today's training. Please describe HOW you would change what you did not like or what you thought could be done more effectively.

What ideas or suggestions did you encounter today that you would find impossible to implement and why? Please be as specific as possible.

Define the following 21st century principled policing concepts:

- Procedural Justice:
  
- Implicit Bias:
  
- Police Legitimacy:

What is the 7th Peelian Principle? How does it apply to the above concepts?

Feedback Item	Unsatisfactory*	Below Average*	Competent*	Above Average	Excellent
Overall, how would you rate the instructor today?					
Overall, how would you rate the content of the class?					
How would you rate the organization and presentation of the content?					
How confident are you that you can use what you learned today?					

\*For ratings Competent and below, please indicate why and offer specific suggestions for improvements on the back of this form.

**Comments:**

**Appendix H: Blended Evaluation Instrument**

**For each of the questions below, circle the response that best describes how you feel about the statement made regarding the 21<sup>st</sup> century principled policing training you received.**

- 1. I am confident in using what I learned on the job.**

Strongly Agree      Agree      Disagree      Strongly Disagree

- 2. I have had the opportunity to use what I learned on the job.**

Strongly Agree      Agree      Disagree      Strongly Disagree

- 3. Reflecting back on the training, I believe that the training was valuable.**

Strongly Agree      Agree      Disagree      Strongly Disagree

- 4. After the training, I have successfully applied what I learned on the job.**

Strongly Agree      Agree      Disagree      Strongly Disagree

- 5. I have received support from my supervisor to apply what I have learned on the job.**

Strongly Agree      Agree      Disagree      Strongly Disagree

- 6. I am seeing positive results from the training.**

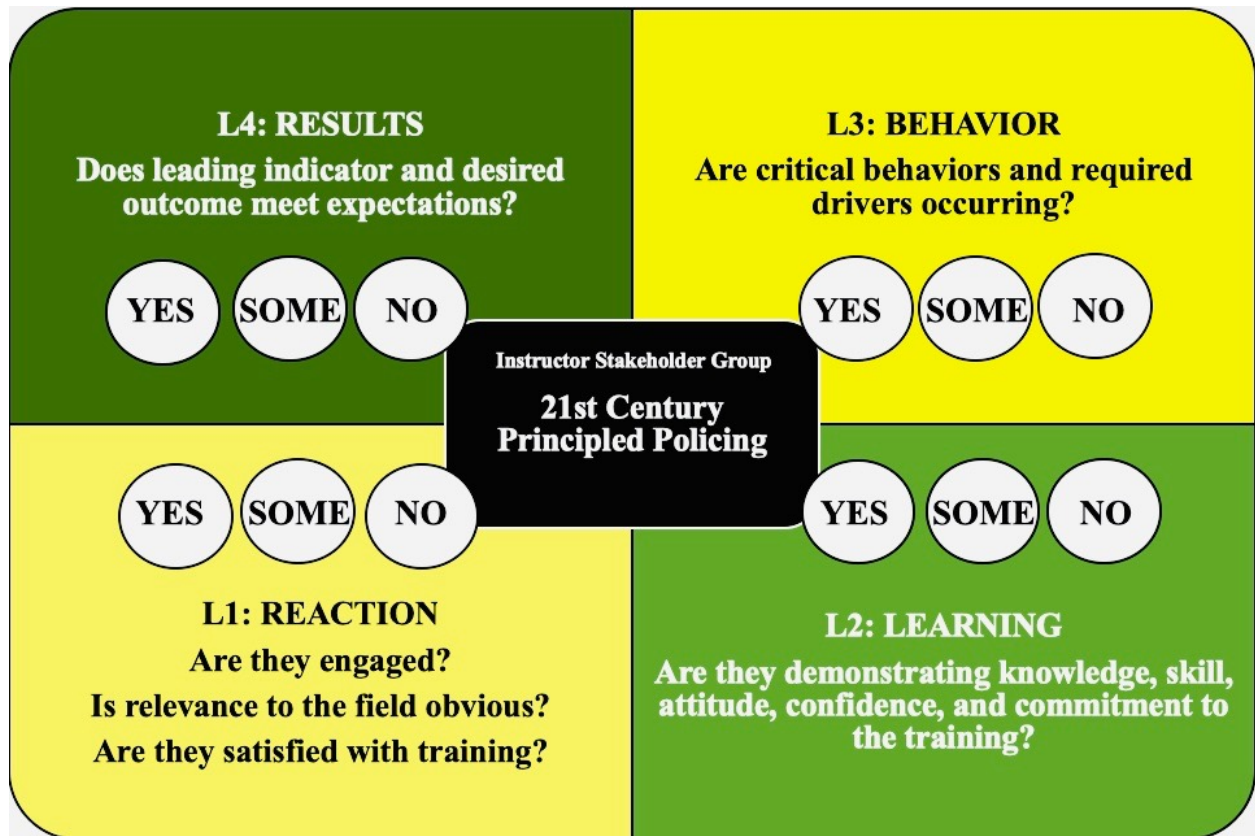
Strongly Agree      Agree      Disagree      Strongly Disagree

**Please provide feedback for the following questions:**

- 1. Describe any challenges you are facing implementing what you learned and possible solutions to overcome the challenges.**

- 2. Reflecting on this program how could it have been improved?**

**Appendix I: Data Analysis Chart**



## **Appendix J: Limitations and Delimitations**

There were several limitations and delimitations involved with this study. Limitations are elements or conditions that the researcher is unable to control. Delimitations are the boundaries that the researcher has placed on the study.

### **Limitations**

Limitations are elements of the study which the researcher has no control over (Simon, 2011). There were five anticipated limitations identified with this study. First, the study would only be as accurate as the truthfulness of the respondents. Some respondents may have been hesitant to provide answers that could in any way illuminate a lack of personal knowledge or motivation, in regard to their job as law enforcement instructors. Second, respondents belonged to a quasi-military organization, and as a result may have feared repercussions from providing answers which could be perceived as painting a negative picture of the organization, organizational culture, organizational norms, or organizational leaders. Third, the study was limited to the subjects who agreed to participate. Fourth, the study was limited to the number of subjects surveyed and the time constraints to field the survey. Fifth, my instrumentation and measures for data collection and analysis, such as interview protocols, were established and implemented by me, yet the interviews were conducted by another. Finally, my personal researcher bias may have acted as a limitation. The individual lens I viewed the research through was crafted by over 27 years in law enforcement and may not always have aligned with the responses the participants provided.

### **Delimitations**

Delimitations are elements of the study in which the researcher can control (Simon, 2011). A delimitation is a boundary of the research which has been set by the researcher.



Delimitations are the intentional choices made by a researcher in the design of the project; they define the scope of the research.

I identified five delimitations within this study. The first involved the instructor population I did not study. Law enforcement trainers exist all over the world; there are almost 800,000 peace officers in the United States alone (DOJ, 2016). The research studied identified national issues related to law enforcement, yet I have limited my sample size to just the 100 instructors assigned to the RCSD Training Bureau. The second delimitation involved the timeline established for data collection. I spent two-weeks for responses to the survey, two weeks for document analysis, and a week for my research assistant to conduct interviews. The third delimitation was the choice to study only the aspect of integrating 21st century principled policing concepts into all RCSD courses taught to sworn personnel. Many other important areas of training (such as mental health, crisis intervention, homelessness, victims' rights, and civil disobedience) were not studied, which should be integrated into the training of peace officers.

The fourth delimitation was the RCSD instructor pool. Although the Training Bureau had the largest number of instructors assigned, there were also other instructor personnel in positions throughout the organization, such as those assigned to assignments in custody and courts, as well as those assigned to instruct non-law enforcement related topics. These personnel were not included in the sample because their missions did not specifically focus on field operations training. The fifth, and final, delimitation was the choice not to use observation. Observing all eighty-two courses taught, by all 90 instructors who teach would be extremely labor intensive and difficult to conduct with the limited resources available, yet it would possibly offer more insight into the problem of practice.

**Appendix K: Law Enforcement Acronyms**

AICC	Academy Instructor Certification Course
AOT	Advanced Officer Training Unit
APIS	Automated Personnel In-Service (Roster)
BOC	Bureau of Compliance
BRASS	Slang for the rank of lieutenant or higher; executive decision maker.
CAPT	Captain
CARP	Cadre of Administrative Reserve Personnel
CMDR	Commander
CPT	Continued Professional Training
CTU	Coveted Testing Unit
DEP	Deputy
DOJ	Department of Justice
EFRC	Executive Force Review Committee
ECO	Expanded Course Outline
EPC	Executive Planning Council
EVOC	Emergency Vehicle Operations Center
FOSS	Field Operations Support Services
FTO	Field Training Officer
FOTU	Field Operations Training Unit (Force Training Unit)
IDI	Instructor Development Institute
IOD	Injured on Duty
K-9	Canine Unit (Dog Handler's)
LEOKA	Law Enforcement Officers Killed or Assaulted
LMS	Learning Management System
LP	Lesson Plan
LT	Lieutenant
NIMS	National Incident Management System
OIR	Office of Independent Review
OJT	On the Job Training
PJ	Procedural Justice
PMK	Person Most Knowledgeable
POST	California Commission on Peace Officer Standards and Training
PSP	Perishable Skills Program
RAPS	Regional Allocation of Police Services
RBT	Reality Based Training
RCSD	River County Sheriff's Department
RTU	Recruit Training Unit
SGT	Sergeant
SLD	Supervising Line Deputy (B-1)
SME	Subject Matter Expert
SRT	Sheriff's Response Team (Civil Disobedience/Crowd and Riot)
SUV	Sport Utility Vehicle
SWAT	Special Weapons and Tactics Team
TAS	Tactics and Survival Unit

TRS	Training Records System
UOF	Use of Force
WCSCR	Watch Commander Service Comment Request
WPNS	Weapons Training Unit

### Appendix L: Law Enforcement Definitions

- **21st Century Principled Policing Concepts** – Law enforcement concepts such as: Police Legitimacy, Implicit/Unconscious Bias, Procedural Justice (Voice, Neutrality, Trust, Respect), Cynicism, Stressors, Historical and Generational Effects of Policing, Constitutional Policing, Strategic/Tactical/Interpersonal Communication, Community Policing, Problem Solving, Situational Decision Making, Crisis Intervention, Cultural Responsiveness, Social Interaction, Addiction, Cultural Responsiveness, 360° Leadership, and Ethics. The term was coined for the purpose of this study, by combining two existing terms, to cover the broadest possible umbrella of cultural change concepts.
- **Continued Professional Training (CPT)** – California state law mandates every peace officer receives 24-hours of law enforcement related professional development training every two-year cycle.
- **Identity Traps** - Situations that increase the likelihood that an individual will behave in a way that disadvantages someone on the basis of his or her group membership. Identity traps operate independently of group-based prejudices and can even disadvantage a member of one's own group or oneself. That is, every member of society can fall into an identity trap regardless of his
- **Implicit Bias** - Implicit bias is an unconscious, unintentional bias. Implicit bias describes the automatic association people make between groups of people and stereotypes about those groups. Referencing race or other social groups, implicit bias can best be understood as the automatic association between group categories and stereotypic traits about that group. This automatic association can shape thoughts, perceptions, and actions. Much of the literature focuses on the unconscious *black-crime* association.

- **Police Legitimacy** - Police legitimacy is the extent to which members of the public view the police as legitimate, often measured in terms of the public's willingness to obey and cooperate with the police. Police legitimacy is linked to the degree of public support for, and cooperation with, the police's efforts to fight crime. If police lose their legitimacy, it can compromise their ability and authority to work effectively.
- **Principled Policing** - This is the term given to the overall philosophy created by combining procedural justice, police legitimacy, and implicit bias together. Principled policing should translate into the organizational structure, culture, and strategic planning. The term Principled Policing was coined by Oakland Police Department and is based on curriculum developed by Chicago Police Department and Yale University.
- **Procedural Justice** - Procedural justice is the fair treatment of the public that renders a public institution legitimate in society. Procedural justice focuses on the way police and other legal authorities interact with the public, and how the characteristics of those interactions shape the public's views of the police, their willingness to obey the law, and actual crime rates. Procedural justice speaks to four principles, often referred to as the four pillars: voice, neutrality, respect, trustworthiness.
- **Perishable Skills Program** – California state law mandates every peace officer assigned to a position where there is a chance of making a forcible arrest exists attend 14-hours of training in perishable skills (arrest & control, firearms manipulation, emergency vehicle operations, and communication).

**Appendix M: Law Enforcement Code of Ethics****California Code Regulations § 1013. Code of Ethics**

AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God<sup>1</sup> to my chosen profession...law enforcement.