A SURVEY STUDY OF A HUMAN RELATIONS TRAINING

PROGRAM FOR A SELECT GROUP OF AIRPORT

PUBLIC SAFETY OFFICERS

DISSERTATION

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By

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78 titles.

The problem of this study was to survey the perceived

effectiveness of a human relations training program for a

select group of Public Safety Officers at the Dallas/Fort

Worth Airport. In relation to this select group of Public

Safety Officers, the purposes of the study were as follows:

(1) to describe the selection procedures, (2) to provide a

general overview of the procedures involved in a thirteen-

week police training program, (3) to describe the human

relations training aspects of the thirteen-week police

training program, (4) to describe the public safety officer

trainees in terms of their performance on various criteria

measurements, (5) to assess and describe the personality

characteristics of the Public Safety Officer trainees, and

(6) to determine the Public Safety Officers' perceptions of,

and reactions to, the human relations training aspects of

the thirteen-week police training program.

The subjects of the study were thirty-one Public Safety

Officers at the Dallas/Fort Worth Airport. The subjects

consisted of ten Black males and ten White males who were selected by means of an oral board interview, and five White males and six White females who obtained their position without being required to submit to the oral board interview. These four distinct groups of Officers were described and compared on several criteria.

The procedures for selecting the Public Safety Officers were described. The most outstanding procedure of the selection process was the oral board interview, which was described as a group stress interview of three to four hours' duration.

An overview of the thirteen-week police training program was also presented. The Officers spent ten weeks at the North Central Texas Regional Police Academy. The remaining three weeks were devoted to specialized kinds of training relating specifically to airport functions.

The objectives and purposes of the human relations training were presented. The human relations training was described in terms of content and procedures.

Three kinds of data were used to describe the Public Safety Officers. The officers' perceptions of, and reactions to, the human relations training were obtained with a questionnaire. The performance of the Officers was assessed

with the Policeman Exam, the Firefighter Exam, the Carkhuff Communication Scale, instructors' evaluation, and supervisors' ratings. The personality characteristics of the Officers were assessed with the Sixteen Personality Factor Questionnaire (16 PF), the Personal Orientation Inventory (POI), and the Tennessee Self Concept Scale.

The Public Safety Officers felt that they had improved in areas of personal awareness and interpersonal skills. Approximately three-fourths of the Officers reported that human relations training was appropriate and relevant for Public Safety Officers and that they had personally benefited from the training.

The group of female Officers received the highest average grades at the police academy, experienced the greatest improvement in communication skills, and portrayed the most desirable psychological profile.

The group of ten White male Officers who were selected as a result of the oral board interviews received the highest supervisors' ratings. The group of five White males who bypassed the oral board interviews received the lowest ratings and portrayed a psychological profile similar to the stereotype of the traditional police officer.

It was concluded in this study that the selection procedures were effective in screening out candidates with a low probability of success. The human relations training was considered successful in relation to the stated objectives of the program.

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CHAPTER I

INTRODUCTION

The public is beginning to realize the need for law

enforcement officers with new and different skills, skills

that will enable these officers to cope with the increasing

complexities of their jobs as well as the often conflicting

demands of their roles. New selection and training

procedures are needed which will prepare law enforcement

officers not only in the traditional areas of law enforce-

ment, but in the area of human relations as well. The

racial conflicts and student confrontations of the past

two decades have increasingly pointed up the need for officers

who can deal effectively with ambiguous situations where

there is no clear-cut distinction between right and wrong.

The policeman has traditionally been seen as an authority

figure who punished wrongdoers. The public not only saw

the policeman in the role of the punitive authoritarian, but

also expected him to fulfill this role. With such a clear-

cut role, the policeman's job was made much easier. There

were fewer conflicts to resolve and the policeman could carry

out his prescribed role with the assurance that there was a

1

definite distinction between right and wrong. His primary

concern was dealing with those who committed wrongs, and his

primary method of dealing with those who broke the law was

force.

Today, the injudicious use of force is considered not

only ineffective but is likely to bring forth cries of "police

brutality." Serious situations can often be averted not by

brute force, but by the communication of respect for the other

as a human being and by the communication of an understanding

of the other's position. The Dallas/Fort Worth Airport

Department of Public Safety has planned and implemented a

new and innovative program incorporating human relations

training for a group of public safety officers.

The Dallas/Fort Worth Airport Department of Public

Safety has selected and trained a group of men and women who

are now serving as Airport Public Safety Officers. The

concept of a public safety officer, in contrast to a traditional

law enforcement officer, embraces more than the traditional

role of law enforcement officers. The role of the public

safety officer is much broader. In addition to enforcing the

law and saving lives, the public safety officer is envisioned

as a helper--a helper in the sense that he is capable of

communicating both his sensitivity and his strength. The

Airport Public Safety Officer is often cast in the role of a helper in assisting passengers from all over the world in situations which range from providing information to visitors to reassuring passengers during emergency rescue operations.

The Dallas/Fort Worth Airport, which opened in January, 1974, is the largest in the world. It covers 17,000 acres and will have a predicted daily population of 140,000 people. The size and unique complexity of the Dallas/Fort Worth Airport demands that it have its own public safety elements instead of relying on the surrounding cities to provide police protection, fire protection, and air rescue services. The functions of the Department of Public Safety include police, fire and air rescue services, and a special operations task force composed of both police and fire officers. Each public safety officer was cross-trained between police, fire, and air rescue work, so that the manpower of the Department of Public Safety could be utilized for maximum efficiency.

The Dallas/Fort Worth Airport Department of Public Safety, because of its commitment to producing an elite group of model public safety officers, entered into a contract with the Communication/Human Relations Institute of Denton, Texas, to provide assistance to the Department of Public Safety in selection, training, and performance evaluation. The

Communication/Human Relations Institute was charged with

designing and implementing a training program in the area of

human relations, including such topics as perception,

communication theory and practice, and systematic training

in interpersonal skills. Personnel from the Communication/

Human Relations Institute assisted in the process of selecting

recruit Public Safety Officers. After the applicants were

selected, the recruit public safety officers underwent

thirteen weeks of police training, ten weeks of which was at

the police academy at Arlington, Texas. During the thirteen

weeks, five days (not consecutive days) were devoted to human

relations training. The training was conducted by staff

members of the Communication/Human Relations Institute.

The policeman's need for interpersonal skills which will

enable him to deal effectively with the increasing demands

of his job has created the need for a new dimension in police

training programs. This study was concerned with describing

a new and innovative training program for public safety

officers which included human relations training. The major

emphasis of this study was on the human relations training

aspects of the program.

Statement of the Problem

The problem of this study was to survey the perceived

effectiveness of a human relations training program for a

select group of public safety officers at a large metropolitan airport.

Purposes of the Study

The purposes of this study, in relation to a select group of Public Safety Officers at the Dallas/Fort Worth Airport, were

1. To describe the selection procedures.

2. To provide a general overview of the procedures involved in a thirteen-week police training program.

3. To describe the human relations training aspects of a thirteen-week training program.

4. To describe the Public Safety Officer trainees in terms of their performance on various criteria measurements.

5. To assess and describe the personality characteristics of the Public Safety Officer trainees.

6. To determine the Public Safety Officer trainees' perceptions of, and reactions to, the human relations training aspects of the thirteen-week police training program following the completion of the program.

Background and Significance of the Study

The role of the law enforcement officer in the United States is rapidly changing. Until the 1880's, the single most

important qualification of a policeman was his physical size (2, p. 41). Within the last twenty years, academic education and training have become increasingly important, and a steady improvement has been made in developing not only a physically fit, but an intelligent officer. Recently, in addition to the physical and intellectual dimensions, society has been demanding new actions, new understanding, and new behaviors. As a result of these new demands, ". . . the police officer finds himself, uncomfortably, a transitional figure, trying desperately to meet society halfway so that both he and his society will agree on what he is supposed to be" (13, p. 186).

Today the policeman's role in the community is far greater than enforcing the law. He not only must be alert to preserve order and protect the citizens under his care, but he must be able to comfort, guide, and counsel those involved in difficult situations (31, p. vii). Thus, it can be seen that the role of the policeman is becoming increasingly more that of a helper; and, therefore, the acquisition of helping skills is necessary in meeting the demands of the policeman's role.

In order to comfort, guide, and counsel the people under his care, as Siegel (31) has suggested, the policeman finds himself in need of the interpersonal skills which are considered

essential to helping. These skills are identifiable and teachable and constitute the core of the human relations training program.

Social changes in the United States have brought about corresponding changes in the role of the policeman. The policeman's role has evolved to the point where the demands of society have created role conflicts and ambivalence (2, 21, 24). Reis (26), in a study of transactions between police officers and citizens, described the policeman's role as follows:

> Police officers must be prepared to deal with varying numbers of people in these different social settings. There may be large numbers of people in picket lines, sit-ins, unruly crowds or mobs, drivers in traffic, or audiences at mass events. Though superficially their role is to preserve the peace by coping with any individuals in the large aggregation who violate the laws, they must be prepared to restore order as well. The major work emphasis in such settings is on team work, and, in restoring or maintaining public order, their work is generally paramilitary (26, p. 17).

Epstein (13), in pointing up the necessity for studying group interaction and the need for using group processes as a means of preparing police to cope with contemporary demands, said that "Police departments can no longer depend solely on police academy training, in which the teaching of new recruits is done by police officers with little or no instruction in how to teach" (13, p. 186).

As a result of this new and emerging role, there is a need for the policeman to acquire new skills which have previously been neglected or under-emphasized in the training program. Epstein said that "In his contacts with all kinds of people, the policeman also needs the skills to be able to communicate his knowledge and feelings of that deeper significance" (13, p. 187).

The evolution of the policeman's role to its present state in which he is increasingly called upon to offer help in an understanding, responsive manner, has created the need for additional helping skills. The need to understand others and to be able to communicate that understanding requires skills in listening, understanding, and communicating. These are the skills which Carkhuff (8, 9, 10, 11) and Truax and Carkhuff (32) described as the core conditions of helping-- the responsive interpersonal dimensions of empathy, respect, and genuiness. Varsos (33) listed empathy as one of the essential qualities of successful juvenile officers. This empathic capacity, according to Varsos, is what makes it possible for the officer to invest himself emotionally in the feelings of the people with whom he deals.

A discussion of the conditions which cause frustration for police officers and often culminate in violence has been

presented by Banton (3) and Alex (1). Niederhoffer (23)
discussed the authoritarian police personality, the conditions
which foster this syndrome, and its negative consequences.
Matarazzo (22) discussed the forces which help create within
policemen a distrust for researchers and a suspicion of
psychological tests. The above studies have helped develop
an awareness of the problems but offer no solutions. The
Task Force Report by the President's Commission on Law
Enforcement and Administration of Justice (25) pointed up
the need for changes in training procedures and the conditions
which perpetuate the acquisition of negative attitudes and
behaviors. The Task Force Report stated: "Many departments
resist change, fail to determine shortcomings of existing
practices and procedures through research and analysis, and
are reluctant to experiemnt with alternative methods of
solving problems" (25, p. 44).

Some police departments, in response to the need for
improvement in the area of interpersonal skills and human
relations, have instituted human relations training for their
officers and recruits. The city of Philadelphia, in 1957,
decided to give its police officers additional training in
the human relations aspects of their work (31). The program
for the Philadelphia police officers differed from the program

at the DAllas/Fort Worth Airport in that it was based on the case method of presentation. The case method of presentation entailed having the officers react to simulated situations in role playing activities.

Definition of Terms

For the purposes of this study, the following terms are defined:

1. Human relations training is used to indicate a systematic approach to teaching interpersonal skills such as listening, understanding, and responding (4). The approach is experiential as well as didactic and is designed to bring about self-understanding and self-awareness as prerequisites to understanding others. The qualities of empathy, respect, and genuiness, as defined by Truax and Carkhuff (32) as well as the more action-oriented dimensions of concreteness, immediacy, and confrontation, as postulated by Carkhuff (9, 10, 11), are considered to be the core conditions around which the program is built. In addition, as a model for understanding transactions which occur between people, transactional analysis (5, 6, 7, 20) is presented.

2. Public Safety Officer is used to designate a member of the Department of Public Safety at the Dallas/Fort Worth Airport, either a policeman, fireman, or a member of

the special operations force. All personnel under the
jurisdiction of the Department of Public Safety were
crosstrained in the areas of police and fire operations.

3.   The term Public Safety Officer recruit is used
synonymously with Public Safety Officer trainee, recruit
and trainee and refers to men and women selected to undergo
training in police and fire procedures in order to qualify
as public safety officers.

Limitations of the Study

This study was concerned only with the initial class
of thirty-one Public Safety Officer recruits at the Dallas/
Fort Worth Airport. Although the number of subjects involved
in this study is small, the training program and procedures
incorporate an innovative approach to law enforcement training
and are considered applicable to other agencies and groups,
especially other law enforcement agencies and groups.

Subjects

This study was conducted at the Dallas/Fort Worth Airport
with its first group of recruit policemen and firemen. The
police and fire units constitute the airport security force,
and the groups were cross-trained; that is, each group under-
went police training for thirteen weeks and fire training for
a comparable period.

The initial class of recruits was comprised of thirty-one individuals, twenty-five males and six females. Racially, the group of recruit public safety officers was comprised of fifteen White males, ten Black males, and six White females.

Instruments

Three types of instruments were used to assess and describe the subjects of this study. The first type of instrument was used to determine the personality and attitudinal characteristics of the subjects; the second type of instrument measured the performance of the subjects on several criteria related to specific aspects of the training program; and the third type of instrument was used to determine the subjects' perceptions of, and reactions to, the training program.

In the first category of measurement, the instruments used to assess the personality characteristics of the subjects were the Tennessee Self Concept Scale, the Personal Orientation Inventory, and the Sixteen Personality Factor Questionnaire (16 PF).

The Tennessee Self Concept Scale provides a comprehensive measure of self concept. The scale consists of one hundred Likert-type self-descriptive statements which the subject uses to protray his own picture of himself. The scale is self-administering for individuals and for groups, and it has

a sixth-grade reading level (14). The scores used were the Total Positive Score and the nine Positive sub-scores.

Test-retest reliability on the sub-scales ranges from .61 to .92. The total score test-retest reliability is .89. The standardization group from which the norms were developed was a broad sample of 636 people from all parts of the country of different ages and intellectual abilities. The norms were over-represented in the number of college students, white subjects, and persons in the twelve to thirty age bracket (14).

Rogers (27) and Rogers and Dymond (28) stressed the importance of perception regarding self and others, especially in relation to positive self feelings, as being important in fully functioning people. Fitts (14) stated that it is logical to expect that certain life experiences would have consequences for the way in which a person sees himself, and quoted several studies indicating that self-concept has been changed by certain experiences.

The Personal Orientation Inventory (POI), developed in 1963 by Everett Shostrom, provides comprehensive measurement of the values and behavior seen to be important in the self actualizing person. The POI consists of 150 two-choice comparative value judgments and requires brief administration

time, usually no more than thirty minutes. Scores from the test were derived primarily from Reisman's systems of inner-and-other-directedness, Maslow's concept of self-actualization, and May's and Perl's concept of time orientation. Test items are based, also, upon the writings of Ellenberger, Fromm, Horney, Rogers, Watts, and Ellis (29).

Test-retest reliability coefficients of .91 and .93 were established. Validation studies indicate that the test discriminates between the self-actualized, normal and non-self-actualized groups on eleven of the twelve dimensions measured. The time and support ratio scores cover two major areas important in personal development and interpersonal interaction. However, for the purpose of this study, the Time Competence Scale and the Inner Directed Scale were used in preference to the ratio scores because of the statistical complexities of ratio scores (30).

Studies have shown that effective helpers are generally considered to be self-actualizing people (18, 19). Foulds (15, 16, 17) found that the ability of counselors to communicate empathic understanding was significantly and positively related to six of the twelve scales on the Personal Orientation Inventory.

The Sixteen Personality Factor Questionnaire (16PF), published by Cattell in 1949 and revised three times since,

is designed to make available information about an individual's

standing on several personality factors. The test is com-

prehensive in its coverage of personality dimensions and

provides a functional measurement which is relatable to an

organized and integrated body of practical and theoretical

knowledge (12). The 16 PF consists of 187 three-choice

statements and can be administered to individuals or to groups.

The subject can usually complete the questionnaire in about

fifty minutes. Test-retest reliability ranges from .58 to

.83 for the various personality factors.

In the second category of measurement, which was concerned

with assessing the subjects' performance on various criteria

related to the training program, the Carkhuff Communication

Scale was used to determine the ability of the subjects to

discriminate accurately what another person is saying and to

respond in a helpful manner. The Carkhuff Communication Scale

is taken from Carkhuff's book, Helping and Human Relations,

Volume I, (9, pp. 115-123). The subject is instructed to

assume the role of a counselor who is trying to be as helpful

as possible to his clients. After reading each of the eight

client statements, he is instructed to write down what he

would say to this person. The responses to the eight client

statements were rated on a five-point scale by three trained

raters who had intensive training in rating counselor responses, and who achieved a high degree of agreement in their ratings.

Other instruments which were used to assess the performance of the public safety officer trainees are the Policeman Examination and the Firefighter Examination, both published by the Public Personnel Association. National norms are not available for these two instruments and the users of these instruments must therefore rely on local norms for comparative purposes. Additional performance data were obtained from supervisors' ratings and from instructor evaluations at the Police Academy.

The instrument which was used in the third type of measurement, that of assessing perceptions and reactions of the public safety officers to the human relations training aspects of the training program, was a questionnaire (see Appendix A). The questionnaire was constructed to gather attitudes and opinions of the public safety officers in regard to the relevance and usefulness of the human relations training in relation to their work, the effectiveness of the training procedures, and suggestions for ways in which the program could be improved.

Procedures for Collection of Data

The measuring instruments which were used to measure

the personaltiy characteristics of the public safety officer

recruits, the <u>Tennessee Self Concept Scale</u>, the <u>Personal</u>

<u>Orientation Inventory</u>, and the <u>Sixteen Personality Factor</u>

<u>Questionnaire (16PF)</u>, were administered the first week of

the thirteen-week training program. The <u>Policeman Examination</u>

and the <u>Firefighter Examination</u> were administered prior to

the beginning of the training program since they were used

in the initial screening and selection process. The <u>Carkhuff</u>

<u>Communication Scale</u> was administered the first week of the

training program and again the last week of the program in

order to measure the improvement in communication skills.

Approximately eight weeks after the completion of the

thirteen-week training program a questionnaire was submitted

to the recruit public safety officers in order to assess

their perceptions of, and reactions to, the human relations

aspects of the training program. At this time the recruit

public safety officers were engaged in firefighting training.

Other data, including demographic data, instructor

evaluations, and suprevisor ratings were also used. Demographic

data were obtained from the personnel records in the Department

of Public Safety of the Dallas/Fort Worth Airport. Instructor

evaluations were obtained from the grade sheets submitted to the Department of Public Safety. Supervisor ratings were obtained at the completion of the training program.

Procedures for Analysis of Data

Data from the instruments used in assessing attitudinal and personality characteristics were compiled and profiled for the entire group and for the various subgroups. Subgroups which were profiled include White males, Black males, White females, and those who were subjected to the oral board interviews. Data from the various measures of performance were tabled and reported for the entire group and for the subgroups when possible.

The data from the questionnaire to assess perceptions and reactions to the training program were compiled, tabled, and reported to show frequencies of responses to each item. Percentages were shown when applicable.

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CHAPTER II

REVIEW OF RELATED LITERATURE

The role of law enforcement officers has rapidly changed
within the past several years. As a result of the role
change, police behavior has undergone some change, but the
changes have not kept pace with the role demands. What
follows is a selective review of the literature on (1) police
behavior--how police behave and why they behave as they do,
(2) implications for changing police behavior, and (3) the
rationale for a human relations training program as a means
of changing police behavior.

Police Behavior

Some studies have focused upon the personality of the
individual policeman as the important determiner of how he
performs his role. Skolnick (43, pp. 42-70) contended that
policemen have a set of cognitive tendencies which influence
their work. Because they enforce the law, the police become
supportive of the status quo, and are, therefore, extremely
politically conservative.

Niederhoffer (33, pp. 103-151) suggested that police
officers are transformed into authoritarian personalities

because of the police role. Because their job throws them into contact with many dishonest people, police officers begin to develop a cynicism toward the public.

McNamara (31, pp. 211-212) found an increase in authoritarianism after recruit police training and a further increase after one year on the job. Officers with two years of experience were found to be more authoritarian than the other two groups. These findings support the contention that police become more authoritarian as a result of their experiences as police officers.

Contrary to McNamara's findings, Bayley and Mendelshon (10, pp. 17-18) found that police officers were less authoritarian than other citizens. Niederhoffer (33, p. 150) pointed out that in McNamara's research the mean score on the F scale (the F scale was used to measure authoritarianism) was slightly less for the police than for civilians of a similar social class.

Some researchers have approached the study of police behavior from the standpoint of the demands of the immediate situation. Since police are free to use a great amount of discretion in making an arrest, it has been found that the characteristics of the immediate situation influence the officer in making these decisions. Bittner (15) said that

police are likely to make their decision to arrest an individual on the basis of the perceived risk of the person's creating a disorder rather than on the basis of degree of guilt. Other studies have also found that the deference displayed by the suspect has a bearing on the use of discretion by the officer (52; 34).

Some studies explain police behavior in terms of a role conflict model. This approach to the study of policy behavior points out that officers perceive conflicting expectations from others regarding how they should carry out their jobs. Skolnick (43, pp. 1-22) described as a dilemma the demands on the police to enforce the law and at the same time maintain order. Order maintenance may at times tempt the officer to work outside the law, ignoring a suspect's constitutional rights. Wilson (53, p. 199) said that police are inclined to forget about respect for individual rights during times of crisis and consider only the efficiency of their methods in catching the criminal. Another source of conflict, according to Wilson (53, pp. 198-199), is that one part of society may want different kinds of law enforcement from police than do other parts. For example, minority groups are likely to feel differently about the police use of force than other groups.

The argument that police officers constitute a unique group is the basis for attempts to explain police behavior from a subcultural approach. Westley (52) cited evidence of a police subculture. In an early study, he found that police adhered to a code justifying the use of violence to coerce respect. Westley said:

> The most significant finding is that at least 37 per cent of the men believed that it was legitimate to use violence to coerce respect. This suggests that policemen use the resource of violence to persuade their audience (the public) to respect their occupational status. In terms of the policemen's definition of the situation, the individual who lacks respect for the police, the 'wise guy' who talks back, or any individual who acts or talks in a disrespectful way, deserves brutality (52, p. 39).

There is also evidence of a code of secrecy which forbids officers from informing against their colleagues (51). More recent research by Fortier (23), Stoddard (44), Savitz (41), and Reiss (37) supported the idea of a code of secrecy.

Wilson (54) described three types of law enforcement style. One style of law enforcement is concerned with maintenance of order, another with strict enforcement of all laws, and the third with service to the community. Gardiner (25, p. 72) said that differences in the desires of the chiefs of police account for much of the variety in styles of law enforcement. Both Wilson (54) and Gardiner (25) recognized that law enforcement style is not independent of the community,

but contended that the leadership of the departments accounted for much of the difference in style.

Berkley (13) found that police in the United States were more prone to violence than police in Europe. Banton (8, pp. 86-126) likewise found the police in the United States more prone to violence than those in Great Britain. He said that since Britain is a more homogeneous society, it is predictable that British police would be exposed to less violence.

Galliher (24) considered class conflict as one of the root causes of police behavior. This conflict is evidenced by the fact that in the United States most of the people arrested each year are either poor or black, and often both. On the issue of class conflict, Galliher stated:

> Much of police behavior seems most easily explained if one considers that whenever there is a conflict of interests between the dominant classes in a society and less powerful groups, the police protect the interests of the former and regulate the behavior of the latter (24, pp. 312-313).

The police are usually recruited from the lower class and the lower middle class and are not a part of the dominant culture (10, p. 6, 25, p. 12, 13, p. 193, 33, pp. 36-38). Galliher explained this phenomenon with the following statement:

> It is predictable, however, that largely lower class individuals would perform the police tasks since the

delicate sensibilities of middle class and upper class
gentlemen probably would not allow them to shoot a
looter or harass Black youngsters, but they are not
bothered by hiring someone else to do the job (24,
p. 315).

Much of the literature emphasizes the independence of

the police by stressing the importance of police personalities,

discretion, subculture, or police chiefs as determinants of

law enforcement style. Galliher refuted this belief with the

statement: "It is incredible that social scientists would

believe that a highly stratified society would allow lower

class or marginally middle class people such as the police

to control major social policy" (24, p. 315).

Police behavior has been studied from the viewpoint of

personalities of individual policemen, the stresses and dangers

of their jobs, police chiefs and department leadership,

characteristics of the communities they serve, the subculture

developed by men who feel isolated by their work, and class

conflict. It appears likely that each of these factors

influences police behavior to some degree.

Implications for Changing Police Behavior

A review of the literature indicates that police behavior

is multi-determined; several factors and conditions contribute

to the manner in which an officer performs. These factors

do not operate in isolation, but in an interactive process.

This should not be taken to mean that in order to change police behavior each of these conditions must be changed. The changing of one set of conditions may in itself cause change to occur in the other conditions. For example, the selection of police recruits and the screening out of undesirables may affect all of the other conditions which operate to influence behavior. Robert Mills, of the University of Cincinnati (32), said that unless standards for police conduct are raised, policemen will continue to be the object of hostility from some groups. He called for testing new recruits to screen out the psychologically unfit. The procedure for testing and screening includes lengthy group stress interviews with ten to fourteen candidates. This procedure permits the identification of positive characteristics such as sensitivity toward minority groups. Other attributes of a police candidate are identified through a process of peer review and playing out roles under ambiguous circumstances. Rankin (36) suggested that an oral board procedure for systematic evaluation and screening is the most efficient, as well as the most economical, means of selecting candidates for police training.

Varsos (48) considered the following characteristics important in assessing candidates for various police positions:

(1) a positive realistic self-image; (2) positive attitudes toward family life and child rearing; (3) a respect for individual constitutional rights, especially the right to self-expression; (4) the capacity for critical thinking--the ability to make inferences, to solve problems, to see relation- ships; and (5) a lack of incapacitating personality traits.

Milton Varsos (48; 49), having worked with law enforce- ment personnel since 1954, using data representing samples from various police departments in the United States, said that police, as a group, were characterized as being extroverted, participating socially, having a good intellectual endowment, being emotionally stable, and having above-average leadership potential. The data also indicated that police personnel were characterized by a sound emotional stability, or the ability to cope realistically with stressful situations. Not only did the police officers show good emotional stability, but contrary to popular belief and findings of other research, they were no more or no less dominant and aggressive than the average population (49, p. 22). Mills stated that high assertiveness can be considered a positive quality of police officers. While a self-assertive personality might seem to suggest brutality and the unwarranted use of force, Mills claimed that just the opposite was true. He believed that assertiveness was closely associated with the ability to take

charge of a variety of emergency situations. It is usually the insecure, passive, threatened officer who is tempted to use force inappropriately. Similarly, Varsos (49, p. 22) considered the quality of high assertiveness neither good nor bad in itself. He said:

> It should be borne in mind that high assertiveness can be constructively channeled in achievement-related activities, leadership drive, and the like. Conversely, it can manifest itself in reaction patterns fitting the stereotype of the overtly hostile and aggressive police officer (49, p. 22).

Varsos (49) believed that the entire concept of aggression as manifested by law enforcement officers had been misunderstood and distorted. He said:

> There is a sharp difference between the necessary aggressive action taken by an officer who must prevent an out-of-control individual from endangering himself or others and the behavior of an officer who is so high strung and prone to infantile explosiveness that he must resort to unprovoked and unnecessary brutality as a means of controlling others and handling his own feelings (49, p. 23).

The trait of conservatism is manifested by a large percentage of police officers (8, 24, 49). Police officers characteristically emphasize conventionalities, have a tendency to stick to conventional values, and are tradition-directed.

One of the most effective means of changing police behavior is by improving screening and selection procedures, by selecting police candidates with the right combination of

traits, abilities, and skills. The goal of screening and selection should be to facilitate the selection of the most competent applicant and insure the elimination of the man unfit for training. After selection, however, the next important step is to provide the training experiences that will promote the development of officers with the desired competencies and skills, especially in the area of human relations. There is a need also to provide training experiences for officers already in the department, who may have been there for several years, and may or may not have those personal qualities and attributes which make up the profile of an ideal policeman.

As early as 1957, a few police departments were offering to officers training experiences designed to promote more effective functioning in the human relations area (42). Much of the early training in human relations appears to have relied on a didactic approach--presenting information and telling officers how to behave in certain situations, usually presented within the context of the case study approach or group discussion (42, p. x). Police departments as a whole have been slow to recognize the need for human relations training, and even slower to respond to this need. The Task Force Report in 1967 (45, p. 44) pointed out that many

departments resist change and are reluctant to implement new methods.

An experimental program in a West Harlem division of the New York Police Department in which emphasis was on human relations training, in an effort to prepare officers for dealing more effectively with family disputes, was reported by Bard in 1971 (9). The program included nine Black and nine White policemen with three years experience, who received college credit for participation in the program. The participants spent one month studying human relations, attending lectures, workshops, and practicing role playing to avert violence. After training, the officers were dispatched on calls involving family disturbances. Over a twenty-one-month period, the unit handled 1,375 tense domestic situations with not a single injury to a policeman. In the same period, three officers without training were hurt on domestic detail.

One of the recommendations to come from a report for the Rhode Island Governor's Committee on Crime and Delinquency by Berman, Berger, and Schor (14) was to start a training program to give police information about handling family disputes and let them practice their new skills in simulated situations. Berman, Berger, and Schor interviewed police and mental health and family service organization officials to see how family disturbance calls were being handled.

In Louisville, Kentucky, a program of family crisis intervention training for police adapted from that implemented in New York City by Bard (9) was conducted and evaluated by Driscoll, Meyer, and Schanie (22). Twelve officers were given five to six hours of training, five days a week for five weeks. Training included formal lectures on causes of behavior, the role of the police in family disputes, family structure and interactions; readings and field trips to community agencies; simulated family crisis situations with video feedback; group discussions; and observation by training personnel of actual field interventions by the officers. Emphasis on intervention skills and techniques emerged as the dominant concern. The procedures became to provide the techniques, provide an opportunity for their practice under conditions of diminishing supervision, and allow the officers to apply their new skills in the field. After five weeks of training, the officers were assigned to regular duties. Questionnaire responses from the officers four months into the project and from families involved in domestic trouble calls indicated the program was successful. The families reported greater rapport between themselves and officers, greater involvement of officers, more satisfaction with the intervention, and an increased regard for the police. The

officers indicated increased understanding of family problems, greater acceptance of them by citizens, heightened receptivity to their suggestions, a decrease in the use of force, and an increase in overall effectiveness (22).

In the area of human relations training, intervention training, or interpersonal skills training, it appears that an effective program must incorporate more than lectures, readings, and discussions. In order to teach skills, the skills must be broken down into specific behaviors which can be identified, demonstrated, and practiced. The experiential part of the program allows the trainee to practice under supervised conditions skills which are observable, measurable, repeatable, and therefore teachable. The trainee through practice and feedback should develop a self-awareness--an awareness of his behaviors and their effect on others. This stage of training is preliminary to the skills acquisition stage of training. A.C. Germann, in "Changing the Police--The Impossible Dream," said "It would be helpful if sensitivity training--self-awareness processes were included in every police training course" (26, p. 419).

A Rationale for the Human Relations Training
Program at the Dallas/Fort Worth Airport

The human relations training program for the Public Safety Officers at the Dallas/Fort Worth Airport is based

on teaching the emotional and interpersonal dimensions of helping as presented by Robert Carkhuff (16, 17, 18, 19, 20). Empathic understanding, self-congruence, and unconditional regard as postulated by Rogers (38, 39), later modified by Truax (46) as accurate empathy, non-possessive warmth, and genuineness, are now referred to as empathy, respect and genuineness by Carkhuff (17, 18). Carkhuff considers empathy, respect, and genuineness to be the responsive dimensions of helping. The responsive dimensions of helper empathy, respect, and genuineness have been complemented by the more action-oriented dimensions of helper concreteness (46), confrontation, and interpretations of immediacy (17, 18). Many studies have shown client gain from therapists who were functioning at or above minimally helpful levels on the various emotional and interpersonal dimensions (17, 18, 20, 46). These studies also indicated that clients of therapists functioning below a minimally helpful level not only did not improve, but actually got worse.

The early studies of Carkhuff (17, 18) were concerned with professional counselors and psychotherapists. Initially the training programs were designed to impact practicing professionals and students of professionals in the fields of counseling and psychology. Training people to function more

effectively emotionally and interpersonally had implications

for groups other than professional helpers. A number of

studies have since been conducted in which programs to train

professionals, semi-professionals, and staff personnel have

proved to be effective (19, pp. 8-9).

A study in 1969 by Aspy (1) compared the achievement

outcome of students of teachers who were functioning at high

and low levels of emotional and interpersonal skills. He

found that the educational achievement of elementary and

secondary school students was greater for the students of the

high-level-functioning teachers than for the low-level-

functioning teachers. At the extremes, the students of the

highest-level-functioning teachers gained an average of six

months of achievement. Student absenteeism, tardiness, and

truancy were also related to the level of teacher functioning

(1). Other studies which have shown a significant relation-

ship between the level of teacher functioning and the physical

intellectual, and emotional functioning of the teacher have

been conducted by Kratochvil (29), Hefele (28), Berenson

(11, 12), Aspy and Roebuck (7), Aspy (2, 3, 4, 5), Aspy and

Hadlock (6), Christensen (21), and Truax and Tatum (47).

Learning and verbal conditioning experiments have also shown

a strong relationship between the emotional and interpersonal

level of functioning of the experimenter and the subjects'

performance (50, 40).

Results of other studies suggest that trained lay personnel

such as nurses, hospital attendants, prison guards, dormitory

counselors, and community volunteers have effected significant

positive change in the populations they served (16). Carkhuff

reported that "The success of the programs was dramatic in

terms of the gains in interpersonal skills of the trainees"

(19, p. 8). Carkhuff further described the outcomes of lay

training programs with the following:

> In terms of outcome, the trainees were able to elicit
> significant changes in work behavior, getting and
> staying out of the hospital and changes in a variety of
> areas including self-reports, significant other reports
> and expert reports (19, p. 8).

In a project by McGathlin and Porter in the Atlanta

Federal Penitentiary (30), prison guards were systematically

trained in interpersonal skills. Twleve of the guards were

then appointed as correctional officers to counsel and develop

courses of action for the inmates. In a follow-up by Hall

a year later (27), reports indicated a high success rate in

improving relations between the inmates and the guards. In

addition, work attendance and productivity went up and sick

leave and work transfers went down significantly.

The dimensions of helping and the level of emotional and

interpersonal functioning have been shown to be significantly

related to successful performances and positive outcome measures of people in the various helping professions: from professional therapists to lay and staff workers to prison guards. The evidence of successfully training individuals to function more effectively in emotional and interpersonal areas, and the increased effectiveness of their performances as indicated by positive gains of the diverse helpee groups on various outcome measures, lend support to the idea that Public Safety Officers could also be trained to function more effectively.

Summary

This chapter has been divided into three sections. The first section attempted to explain how police behave and why they behave the way they do; the second section of the chapter discussed the implications for changing police behavior; and the third section presented the rationale for the human relations training program for Public Safety Officers at the Dallas/Fort Worth Airport as a means of changing police behavior.

Police behavior was explained from different perspectives: the personalities of individual policemen, the stresses and dangers of their job, department leadership and police chiefs, characteristics of the communities they serve, the subculture

developed by men who feel isolated by their work, and class

conflict. Each of these approaches to explaining police

behavior may be thought of as a contributing, causative

factor but not sufficient by itself to explain police

behavior.

A review of the literature suggests the following

approaches to changing police behavior: raise the standards

for police conduct (32), identify the characteristics of

successful policemen (48, 49), develop improved methods of

screening and selection (32, 36), and offer training experiences

to officers designed to promote more effective functioning in

the human relations area (26, 42). Several training programs

showed successful outcomes in increasing personal effective-

ness of the officers in the human relations area (9, 14, 22).

The human relations training program for Public Safety

Officers at the Dallas/Fort Worth Airport was based on teaching

the emotional and interpersonal skills of helping as presented

by Robert Carkhuff (16, 17, 18, 19, 20). The levels of

emotional and interpersonal functioning were shown to be

positively and significantly related to successful performances

and positive outcome measures of people such as professional

therapists, school teachers, nurses, and prison guards. The

fact that these diverse groups were trained to function more

effectively supports the belief that public safety officers

could be trained to function more effectively.

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CHAPTER III

PROCEDURES

This chapter describes the population, explains the procedures for collection of data and treatment of data, discusses the procedures for selecting the Public Safety Officers, presents an overview of the thirteen-week police training program, and offers a discussion of the human relations training portion of the training program.

Description of the Population

The subjects of this study were thirty-one Public Safety Officers at the Dallas/Fort Worth Airport. The group of Public Safety Officers was composed of ten Black males, fifteen White males, and six White females. This group was the first group of Public Safety Officers to be selected and trained by the Department of Public Safety of the Dallas/Fort Worth Airport. Training for this initial group of Public Safety Officers was begun on March 9, 1973. The airport did not officially open until January 13, 1974, but it was necessary to train personnel in advance of this date.

Twenty of the subjects of this study were subjected to the regular screening and selection procedures, including an

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oral board interview. This group of twenty officers consisted of ten Black males and ten White males. None of the six female Public Safety Officers were subjected to the oral board interview procedures, and five of the White male Public Safety Officers managed to bypass the oral boards. In essence, this means that only twenty of the thirty-one Public Safety Officers--ten Blacks and ten Whites--went through the regular selection procedure. Five White males and six White female Public Safety Officers (there were no Black female Public Safety Officers) were selected or appointed to their position outside the regular procedures. Therefore, less information is available on this group of eleven than on the group of twenty who were selected as a result of the regular selection procedures.

For comparison purposes, the total group of thirty-one Public Safety Officers was divided into four distinct groups. Group I consisted of the ten Black males who submitted to the oral board interviewing process. This group included all the Black Public Safety Officers. There were no Black females and no Black males who bypassed the oral boards.

Group II included the ten White Public Safety Officers who were required to undergo the oral board interviews. This group consisted of all males, since none of the six female officers were required to submit to the oral boards.

Group III was composed of the five White male Public Safety Officers who attained their position without being required to submit to the oral board interviews as a means of selection.

Group IV included the six White female Public Safety Officers, all of whom were selected without benefit of the oral board experience.

The group of thirty-one Public Safety Officers ranged in age from twenty-one to thirty-seven. The age range and the average age for each of the four subgroups are shown in Table I.

TABLE I

AGE OF PUBLIC SAFETY OFFICERS

	Age Range	Mean Age	Median Age
Group I (N=10)	21-33	24.4	23
Group II (N=10)	21-29	25.2	25
Group III (N=5)	23-37	28.2	27
Group IV (N=6)	21-31	24.8	23
Total Group (N=31)	21-37	25,4	24

Each of the Public Safety Officers had a minimum of a high school education. A majority of the officers had

received education beyond high school. In Group I, consisting of ten Black males, each of the members had obtained education beyond high school. Five of the members had four years of college, and one of these five had completed a semester in graduate school. Two of the members of Group I had received two years of college, and three had received one year.

TABLE II

EDUCATION LEVEL OF PUBLIC SAFETY OFFICERS

	High School	1 Year College	2 Years College	3 Years College	4 Years College
Group I		3	2		5
Group II	3	2	2	1	2
Group III	2		1		1
Group IV	1		1		1
Totals*	6	5	6	1	9

*Column totals do not equal thirty-one because data were not available for four of the subjects

Table II shows the number of officers in each of the four subgroups having attained the various educational levels. Seventy per cent of the members of Group II, composed of the ten White males having undergone the oral board interview, had attained education beyond high school. Two of the

ten had four years of college, one had three years, two of the members had two years, two had received one year, and three of the members of the group had only a high school education. Only two of the members of Group II had four years of college, as compared to five, or fifty per cent, of the members of Group I.

Of the five members of Group III, information concerning educational background was available for only four. Within this group of four, one had received four years of college, one had received two years, and the other two had completed high school.

Information concerning educational background was available for only three of the six females of Group IV. Of these three members, one had received four years of college, one had three years, and the other a high school education.

In summary, Group I, the Black male Public Safety Officers, had a higher average level of education, with an average of 14.7 years. Group IV, the White female Public Safety Officers were next highest with an average of 14.3 years. Group II, the White male officers who participated in the oral board interviews, were third highest of the four groups in number of years of education, with 13.7. Group III, the White male Public Safety Officers who were not required

to take the oral board interviews, ranked lowest in number

of years of education,with an average of 13.5 years.

Previous work experience data were available for Groups

I and II. Table III shows the number of years experience for

the members of Groups I and II.

TABLE III

NUMBER YEARS EXPERIENCE OF PUBLIC
SAFETY OFFICERS

	YEARS EXPERIENCE							
	0	1	2	3	4	5	6	7+
Group I	3	3	2	1	1			
Group II	3	1		1	2		1	2
Totals	6	4	2	2	3		1	2

Seventy per cent of the members of Group I and seventy

per cent of the members of Group II had had previous experiences

related to their jobs as Public Safety Officers. Three

members of each group had no previous experience. In Group I

the length of experience ranged from a low of three months to

a high of four years. In Group II the length of previous job-

related experience ranged from one year to nine years. The

total years experience for Group II, thirty-four years, was

considerably higher than for Group I, whose total was fourteen years.

Procedures for Collecting Data

The data used to describe the subjects of this study have been divided into three categories. The first category of data was used to determine personality and attitudinal characteristics of the subjects. Data in the first category were collected with the following instruments: <u>Tennessee</u> <u>Self</u> <u>Concept</u> <u>Scale</u>, the <u>Personal</u> <u>Orientation</u> <u>Inventory</u>, and the <u>Sixteen</u> <u>Personality</u> <u>Factor</u> <u>Questionnaire</u> (<u>16</u> <u>PF</u>). The second category of data included measures of performance of the subjects on several criteria related to specific aspects of the training program. The data in the second category were obtained with the <u>Carkhuff</u> <u>Communication</u> <u>Scale</u>, the <u>Policeman</u> <u>Examination</u>, the <u>Firefighter</u> <u>Examination</u>, supervisors' ratings, and police academy instructors' evaluations. Data in the third category were obtained by the use of a questionnaire to assess the perceptions and reactions of the Public Safety Officers to the human relations training program. The questionnaire was designed to gather information about attitudes and opinions of the Public Safety Officers in regard to the relevance and usefulness of the human relations training in relation to their work, the effectiveness of the training procedures, and ways in which the program could be improved.

The <u>Tennessee</u> <u>Self</u> <u>Concept</u> <u>Scale</u>, the <u>Personal</u> <u>Orienta-</u>
<u>tion</u> <u>Inventory</u>, the <u>Sixteen</u> <u>Personality</u> <u>Factor</u> <u>Questionnaire</u>,
and the <u>Carkhuff</u> <u>Communication</u> <u>Scale</u> were administered during
the first week of the training program. The Public Safety
Officers were assembled on two separate afternoons during
the initial week of training for the purpose of providing
the information asked for in the above instruments.

The <u>Policeman</u> <u>Examination</u> and the <u>Firefighter</u> <u>Examina-</u>
<u>tion</u> were administered prior to the selection procedures as
a condition for employment. Scores from these two instruments
were available only for Group I and Group II, the twenty
officers who obtained their jobs through the regular selection
procedures.

Scores representing the Public Safety Officers' performance
evaluation at the Regional Police Academy were obtained at
the end of the course. Supervisors' ratings of the Public
Safety Officers were obtained at the end of the thirteen-week
training program.

The data in category three included the information
obtained from a questionnaire designed to assess the perceptions
and reactions of the Public Safety Officers in relation to the
human relations training portion of the program. The question-
naire, "Inventory to Assess Public Safety Officers' Perceptions

and Reactions to Human Relations Training," was distributed

to the Public Safety Officers on August 13, 1973. Each

questionnaire included a cover letter from the supervisor

of the training program (see Appendix C) explaining the

purpose of the instrument, emphasizing the need for anonymity,

and encouraging the prompt return of the questionnaire. At

the end of the a week, a second memorandum was sent to the

officers requesting the return of the questionnaire. Twenty-

seven, or 87 per cent of the questionnaires, were returned.

This percentage of return is considered sufficient to be

representative of the group.

<p align="center">Procedures for Treatment of Data</p>

Data from the instruments used in assessing additudinal

and personality characteristics were presented in graphic

form for the total group and also for the subgroups. The

subgroups, which were graphed in order to show a profile of

the various dimensions if personality, included the following

four groups: Group I, the Black males; Group II, the White

males who were selected by the oral board interviewing

procedures; Group III, the five White males who bypassed the

oral board interviews; and Group IV, the six female Public

Safety Officers.

Data from the performance measures were tabled and averages

shown for each of the four subgroups in chapter IV. Performance measures

included the Carkhuff Communication Scale, course grades

assigned by the instructors at the Regional Police academy,

and the supervisors' ratings which were obtained at the end

of the training program. The Policeman and Firefighter

examinations, although not true measures of performance,

are included in this category of measurement because of the

job-related criteria inherent in the instruments. The major

difference between the Policeman and Firefighter Examinations

and the other performance measures is that the Policeman

and Firefighter Examinations were used as pre-test measures

of performance; that is, they were used to assess performance

before the training program began, and the other measures of

performance were used as post-test measures of performance--

measuring performance at the conclusion of the training

program.

The data from the questionnaire to assess perceptions

and reactions of the Public Safety Officers to the human

relations training program were compiled, tabled, and reported

in chapter IV to show frequencies of responses to each

questionnaire item. When applicable, percentages were shown.

Selection Procedures

The procedures for selecting the Public Safety Officers

were designed to increase the probability that the persons

selected would become successful Public Safety Officers. Therefore, it was felt that the selection process should include more than a battery of written tests, more than random first impressions gathered in an unstructured interview. Essentially, the selection process was based on the belief that highly effective people are functioning above minimal levels on three dimensions: the physical dimension, the intellective or cognitive dimension, and the emotional or affective dimension.

In order to establish criteria for the selection of Public Safety Officers, the first step was to attempt to define a good police officer. A statement of philosophy dealing with the characteristics and qualifications of Public Safety Officers is included in a document by the Dallas/Fort Worth Airport Department of Public Safety (see Appendix D). This document is essentially a performance evaluation instrument which sets forth specific criteria to be used by Public Safety Supervisors in rating officers under their command. These criteria for performance evaluation are very closely related to the criteria for selection.

The specific criteria for selection are specified in "Explanation of Applicant Profile" (see Appendix E). The criteria for each of the three dimensions, physical, intellective, and emotional, are specified. The requirements

for the physical dimension are related to the following six

areas: height, weight, age, vision, agility, and appearance.

Height and weight requirements are interrelated. For example,

the minimum acceptable height is five feet seven inches, with

one hundred forty pounds being the minimum acceptable weight

for this particular height; one hundred eighty pounds is the

maximum acceptable weight for a person who is five feet seven

inches tall. The maximum acceptable height shown on the

schedule is six feet four inches, and the acceptable weights

for this height range from a minimum of one hundred sixty-five

pounds to a maximum of two hundred twenty-three pounds.

The minimum acceptable age is twenty-one years, and the

maximum acceptable age is forty years.

Uncorrected visual acuity of 20/40 or better in each

eye, with eyes corrected to 20/20 binocular vision, was

required.

Agility of the applicants was determined by examination.

A five-point scale was used to assess agility, with a score

of three being minimally acceptable. Scores below three were

not acceptable.

A five-point scale was also used to assess the applicants

on appearance. Specific criteria for appearance were specified.

The intellective areas enumerated and considered for

selection purposes were formal education, areas of study,

work experience, and the scores obtained on tests of police

and firefighting aptitude.

The emotional dimension of the applicants was assessed

on fourteen criteria. Each of the fourteen areas used to

assess the applicants' emotional functioning were rated on

a five-point scale, with a rating of one being low and a

rating of five high. A level three on the five-point scale

was considered minimally acceptable.

Although these fourteen criteria are referred to as areas

of the emotional dimension, it would also be accurate to

refer to them as personality variables, interpersonal skills,

and social competencies. Each of these fourteen areas is

closely related to the emotional functionality of the applicant.

The first of the fourteen criteria of the emotional dimension

was an acceptable score as a result of a polygraph examination.

Each of the applicants was required to undergo a polygraph

examination in order to verify the information in the applicant's

personal history statement. The remaining thirteen criteria

were systematically assessed on a five-point scale by personnel

trained in interviewing techniques and rating procedures.

The thirteen areas which were considered in assessing the

functionality of the Public Safety Officers on the emotional

dimension are listed below. For an explanation of the terms,

refer to Appendix E.

1. Responsiveness

2. Initiative

3. Leadership

4. Adaptability

5. Self-expression

6. Willingness to conform

7. Social consciousness

8. Open-mindedness

9. Progressiveness

10. Temperament

11. Dependability

12. Loyalty

13. Alertness

Supervisory personnel of the Department of Public Safety were trained in assessing applicants on the thirteen criteria. The training of supervisory personnel of the Airport Department of Public Safety in interviewing, discrimination, and assessment was preliminary to the oral board interviews. One member, and sometimes two members, of the Communication/Human Relations Institute was present and participated in each of the oral board interviews. From two to four members of the supervisory staff were present at each oral board interview.

The Public Safety Officer applicants were interviewed in groups of three to six. This procedure provided opportunities

for observing the interaction between applicants and also

made it possible for role-playing activities to be introduced.

Oral board interviews had no fixed time limits but usually

lasted three to four hours. Many of the group stress procedures

and role-playing activities suggested by Mills (4) were employed

in the oral board interviews. In order to observe how the

applicants functioned under stressful conditions, the group

members were asked to rank each other on certain dimensions,

such as leadership and personal effectiveness. Members were

also asked to select from a group of four one person with whom

they would like to work.

Role-playing activities included the following situation:

an officer making an arrest of a drunk. Upon returning to

his patrol car, he finds himself surrounded by a crowd yelling

for the release of his prisoner. The above activity is

but a brief example of the kinds of structured experiences

which were provided during the oral board interviews. The

overall purpose was to create as nearly as possible, real-life

situations in which the applicants could be observed. Additional

stress variables were introduced or withdrawn at the discretion

of the members of the oral board. Within the context of

these three-to-four-hour group stress interviews, the inter-

viewers were able to assess the applicants on the thirteen

specific criteria of emotionality, and also were able to obtain additional information about how the subjects functioned interpersonally under differing degrees of stress.

At the end of the interviews, the members of the oral board rated each applicant independently. Ratings were tabulated and a decision on an applicant's acceptability was agreed upon at this time. The final selection was determined on the basis of the assessment of the applicant's performance on the physical, intellective, and emotional dimensions. Rather than attempt to establish one composite score, minimum acceptable scores were established for each of the three dimensions. On the five-point rating scales, a level three was considered minimally acceptable.

Overview of the Police Training Program

The police training program, which lasted for thirteen weeks, began March 9, 1973, with an orientation seminar. For a schedule of the day's activities, see Appendix F. The thirty-one recruit Public Safety Officers were assembled to be introduced to the Department of Public Safety officials and to acquire an understanding of the training procedures. The afternoon portion of the seminar was devoted to a bus tour of the airport and training facilities.

The following Monday, the recruit Public Safety Officers began their training at the North Central Texas Regional Police Academy at Arlington, Texas. The first ten weeks of the program were spent at the Regional Police Academy at Arlington. For a detailed schedule of the training activities, see Appendix G.

The ten-week portion of the police training program at North Central Texas Regional Police Academy consisted of a basic course in applied police science. Five days of this ten-week program were devoted to human relations training. This portion of the training program is discussed in more detail in another section of this study. This basic course in applied police science was a comprehensive program covering the entire field of police work, from the history and philosophy of police work to robbery investigations.

The eleventh and twelfth weeks of the police training program were devoted to training in a career development program. Classes were held in the squad room at the Dallas/Fort Worth Airport. Refer to Appendix H for a detailed schedule of activities for the eleventh and twelfth weeks of the police training program. This two-week portion of the training program was specifically related to airport police functions. The first ten weeks of training was general in

nature and would be applicable for all police functions, but the eleventh and twelfth weeks of training dealt only with airport-related functions of police work.

The thirteenth and final week of the police training program was held at American Airlines Flight Academy. For a schedule of activities for the thirteenth week, refer to Appendix I. This portion of the training program was devoted to general aircraft familiarization, airport operations, airlines security programs, and aircraft emergency evacuation procedures.

Human Relations Training Procedures

The objectives of the Airport Department of Public Safety in entering into a contract with the Communication/Human Relations Institute for consultation and training were as follows:

(1) to produce an elite group of model Public Safety Officers by contracting with the Communication/Human Relations Institute to assist the Department of Public Safety in selection, training, and performance evaluation;

(2) to produce a Public Safety Officer with an applicable understanding of human behavior which would result in a maturity of judgment when applying learned professional skills;

(3) to produce a Public Safety Officer respected and admired by law enforcement officials, personnel, and the people whom he is charged to serve.

The selection procedures have been described previously in this study. The Communication/Human Relations Institute consulted with the Department of Public Safety in the design and implementation of selection criteria, as well as the training of the interviewers. Personnel from the Communication/Human Relations Institute worked closely with the Department of Public Safety in the actual evaluation of candidates for the first class of recruits.

The Communication/Human Relations Institute worked with the Department of Public Safety in the construction of the basic training program in terms of content, process, and sequence. In this particular function, the Institute staff incorporated certain relevant concepts within the fields of learning theory and educational training methodology and technology. Among these concepts were small group sessions, testing procedures, feedback sessions, and multi-media equipment usage.

The Communication/Human Relations Institute designed and implemented a human relations training program, specifically in the area of interpersonal skills development. This

intensive training program, with a number of training modules

interspersed during the total thirteen week session, involved

five days with two full-time staff members. This training

package included such topics as perception, communication

theory and practice, and systematic training in interpersonal

skills.

The expressed purposes of the human relations training

for the Public Safety Officers were

(1) to increase self-understanding and self-awareness

as prerequisites to understanding others;

(2) to improve the interpersonal skills of attending,

listening, understanding, and responding to others;

(3) to increase the levels of functioning in the emotional

areas of empathy, respect, genuineness, concreteness, immediacy,

and confrontation;

(4) to increase the knowledge and understanding of human

behavior, motivation, and communication theory.

The human relations training actually began with the

orientation seminar of March 9. During a two-hour portion

of the program, the Public Safety Officers were given a

cognitive overview of the entire program. Two training manuals

were distributed at this time: Interpersonal Skills Develop-

ment, by Robert C. Berg (2), and PAC for PSO, by Don Beck (1).

The officers were then involved in a small group exercise. In groups of three, the officers were given instruction on giving feedback to each other. For the remainder of the period, the officers were involved in giving and receiving feedback. This exercise consisted mainly of having one officer receive feedback from the other two about how he is being perceived. Afterward, the officer who received the feedback reacted to the feedback in terms of its perceived accuracy. Each person took turns in giving, receiving, and reacting to the feedback.

The next training session in human relations was held March 15, at which time the group of Public Safety Officers received instruction and training in communication theory and transactional analysis. The training manual, PAC for PSO (1) provided the content of the session. This manual explains the parent, adult, and child ego states of trans- actional analysis and provides examples and exercises for the learner. A didactic approach was the primary mode of presentation, although interaction between officers and instructors was encouraged.

Interpersonal skills training began with the meeting of March 30. At this session, Berg's Interpersonal Skills Development (2) was presented. This training manual presents the rationale for interpersonal skills development, gives

examples of different levels of responses, and provides the
structure for assessing and evaluating responses in terms of
the emotional dimensions. The group of thirty-one officers
was divided into three groups which would remain intact for
the remainder of the training sessions. The members of these
three groups were given training in discriminating helpful
or destructive responses. The remainder of the session was
devoted to communication training, in which the members
participated in a training group as described by Carkhuff
(3).

The members of the three groups were involved in intense
interpersonal skills training for the remainder of this
session and for the remaining three sessions on April 6,
April 27, and May 4. During these group sessions the Officers
were encouraged to talk about themselves and to respond as
helpfully as they could to others. Thus they were serving
at times as helpees and at other times as helpers. The
group trainers facilitated interaction between members of
the groups, and also focused on the specific responses in
terms of their helpfulness. Eventually, the trainers began
to focus on the various dimensions of helping, such as
empathy, respect, and genuineness. The Officers were then
taught to rate responses on the Carkhuff five-point scale.

The responsive dimensions of empathy, respect, and genuineness were stressed intially, since the more initiative dimensions of concreteness, immediacy, and confrontation can be destructive without a base of warmth, caring, and respect. Another reason for emphasizing the responsive dimension was that the officers were inclined to be more initiative than responsive.

The Public Safety Officers, within the context of the small group atmosphere, were taught the attending skills of helping--eye contact, posturing, and distance. The importance of observing non-verbal behaviors was pointed out. The officers became increasingly aware of their own behavior and its impact on others. One's perceptions of himself were compared with how others perceived him. This was accomplished by constantly stressing the importance of giving and receiving honest feedback. This process made possible the awareness of self and the opportunity to modify certain behaviors if one so chose.

On one occasion, a film was shown for the purpose of increasing awareness of racial discrimination. On another occasion, slides accompanied by music were presented for the purpose of providing the members a chance to become aware of their feelings and to recognize certain emotions.

Summary

Two kinds of procedures are described in this chapter.
The first three sections of the chapter describe the
procedures for collecting, treating, and presenting the data.
The next three sections deal with the procedures of the
training program for the Airport Public Safety Officers.
The first section of the chapter described the subjects of
the study; the second section explained the procedures for
collection of the data; and the third section described the
manner in which the data were analyzed and presented.

The fourth section of this chapter discussed the procedures
for selecting the Public Safety Officers; the fifth section
presented an overview of the thirteen-week training program;
and the sixth section offered a discussion of the procedures
of the human relations training.

The thirty-one Public Safety Officers were described
in terms of age, race, work experience, and sex. Data were
collected at various times during the thirteen-week training
program at the Dallas/Fort Worth Airport with three categories
of instruments. The total group was divided into four sub-
groups for the purpose of comparison.

The procedures for selecting the Public Safety Officers
were described. The most outstanding procedure of the

selection process was the oral board interview, which was described as a group stress interview of three to four hours in duration.

The schedule and content of the thirteen-week training program was presented. The officers attended the North Central Texas Regional Police Academy ten of the thireen weeks. The remaining three weeks were devoted to specialized kinds of training relating specifically to airport functions.

The contractual arrangement between the Airport Department of Public Safety and the Communication/Human Relations Institute provided for consultation and training in the area of selection and human relations training. The objectives of the Department of Public Safety were presented, and the expressed purposes of the human relations training were presented. The human relations training was described in terms of content and procedures.

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CHAPTER IV

PRESENTATION OF THE DATA

The data for this study are divided into three categories
and are presented in the following order: (1) data to
describe the Public Safety Officers' perceptions of, and
reactions to, the human relations training program; (2) data
to describe the Officers in terms of their performance; and
(3) data used to describe the personality characteristics
of the Public Safety Officers.

Perceptions of, and Reactions to,
the Human Relations Training

Perceptions and reactions of the Public Safety Officers
to the human relations training were assessed by means of a
questionnaire survey. Twenty-seven of the thirty-one Public
Safety Officers responded to the questionniare, for an 87 per
cent return. The questionnaire contained twenty-three items,
seventeen of which related to the objectives of the human
relations training. Three of the items (items eighteen
through twenty) asked for opinions about the appropriateness
and effectiveness of the program. Items twenty-one through
twenty-three asked for feedback on the positive and negative

aspects of the program, and for suggestions on how the program could have been more effective.

In the directions of the questionnaire, the Officers were instructed as follows: "As a result of your participation in human relations training, please react to the following statements as they relate to you." A copy of the question-naire may be seen in Appendix A for a better understanding of the format.

In items one through seventeen, after each statement there were three choices: (1) much improvement, (2) some improvement, and (3) little or no improvement.

Items eighteen, nineteen, and twenty, which asked for opinions concerning the appropriateness and effectiveness of the program, were phrased as questions followed by three choices of responses: (1) yes, (2) no, and (3) other, with a request to explain "other" responses.

Items twenty-one, twenty-two, and twenty-three, which asked for feedback concerning positive and negative aspects of the program, were constructed with space allowed for a response.

The data in Table IV illustrate the responses of the Public Safety Officers regarding their ability to understand the behavior of others. Of the twenty-seven respondents,

seven, or 26 per cent, reported much improvement in their ability to understand the behavior of others. Seventeen, or 63 per cent, reported some improvement, for a total of 89 per cent who felt that they had improved in their ability to understand human behavior. Only three, or 11 per cent, believed they had improved little or none.

TABLE IV

ABILITY TO UNDERSTAND
BEHAVIOR OF OTHERS

Response	Number	Percentage*
Much improvement	7	26
Some improvement	17	63
Little or no improvement	3	11

*Rounded to nearest whole per cent

The data in Table V illustrate the responses of the Public Safety Officers in relation to their ability to accurately understand what a person is attempting to communicate. As show in Table V, 33 per cent of the officers reported much improvement in their ability to accurately understand what a person is trying to communicate and 52 per cent reported some improvement. Thus, it can be seen that twenty-four of

the twenty-seven respondents, or 85 per cent, felt that their

ability to discriminate what another was attempting to

communicate had been improved. Fifteen per cent of the

Officers indicated that they had experienced little or no

improvement.

TABLE V

ABILITY TO ACCURATELY UNDERSTAND
WHAT A PERSON IS TRYING
TO COMMUNICATE

Response	Number	Percentage*
Much improvement	9	33
Some improvement	14	52
Little or no improvement	4	15

*Rounded to nearest whole per cent

The data in Table VI illustrate the responses of the

Public Safety Officers relative to their ability to respect

the viewpoints of others. An examination of the data in

Table VI reveals that 93 per cent of those responding to the

questionnaire felt that they had improved in their ability

to respect the viewpoints of others; 33 per cent felt that

their ability was much improved, and 60 per cent felt that their

ability was somewhat improved. Two respondents, or 7 per cent,

considered their ability to respect the viewpoints of others unimproved or little improved.

TABLE VI

ABILITY TO RESPECT THE
VIEWPOINTS OF OTHERS

Response	Number	Percentage*
Much improvement	9	33
Some improvement	16	60
Little or no improvement	2	7

*Rounded to nearest whole per cent

The data in Table VII provide information relative to the Public Safety Officers' perceptions of their ability to communicate their feelings to others.

TABLE VII

ABILITY TO COMMUNICATE FEELINGS

Response	Number	Percentage*
Much improvement	5	19
Some improvement	15	56
Little or no improvement	7	25

*Rounded to nearest whole per cent

The data in Table VII show that 19 per cent of the Public Safety Officers reported that their ability to communicate their feelings to others was much improved; 56 per cent reported some improvement. Although 75 per cent of the respondents indicated that their ability to communicate feelings was improved, 25 per cent reported little or no improvement

Data concerning the Public Safety Officers' ability to express positive feelings is found in Table VIII.

TABLE VIII

ABILITY TO EXPRESS POSITIVE FEELINGS

Response	Number	Percentage*
Much improvement	9	33
Some improvement	14	52
Little or no improvement	4	15

*Rounded to nearest whole per cent

As seen in Table VIII, 85 per cent of the Officers reported that their ability to express positive feelings was improved, 33 per cent reported much improvement, and 52 per cent reported some improvement. Fifteen per cent reported little or no improvement.

The data in Table IX illustrate the responses of the Airport Public Safety Officers in relation to their perceived ability to express negative feelings. The data in Table IX show that 19 per cent of the Officers felt that their ability to express negative feelings was much improved; 59 per cent indicated some improvement. However, 22 per cent reported little or no improvement.

TABLE IX

ABILITY TO EXPRESS NEGATIVE FEELINGS

Response	Number	Percentage*
Much improvement	5	19
Some improvement	16	59
Little or no improvement	6	22

*Rounded to nearest whole per cent

The data in Table X reflect the responses of the Public Safety Officers relative to their ability to respond to what another is feeling as well as to what he is saying.

Seventy per cent of the officers who responded to the questionnaire felt that their ability to respond to the feelings as well as to the content of what another was saying had improved. Table X shows the number and percentage who

TABLE X

ABILITY TO RESPOND TO WHAT ANOTHER
IS FEELING AS WELL AS TO
WHAT HE IS SAYING

Response	Number	Percentage*
Much improvement	13	48
Some improvement	6	22
Little or no improvement	8	30

*Rounded to nearest whole per cent

responded to each response choice. Forty-eight per cent of

the respondents felt their ability was much improved, and

22 per cent felt their ability was some improved. Eight, or

30 per cent, of the officers indicated little or no improvement

in this area.

The Public Safety Officers' perceptions of their ability

to communicate to another what they intended to communicate

is shown in the data in Table XI.

An examination of the data in Table XI shows that 86 per

cent of the Public Safety Officers felt their ability to

accurately communicate a message was improved, 30 per cent

indicated much improvement, and 56 per cent indicated some

improvement. Fifteen per cent of those responding indicated

little or no improvement.

TABLE XI

ABILITY TO COMMUNICATE TO ANOTHER

Response	Number	Percentage*
Much improvement	8	30
Some improvement	15	56
Little or no improvement	4	15

*Rounded to nearest whole per cent

The data in Table XII illustrate the responses of the officers in relation to their ability to express anger appropriately.

TABLE XII

ABILITY TO EXPRESS ANGER APPROPRIATELY

Response	Number	Percentage*
Much improvement	4	15
Some improvement	14	52
Little or no improvement	9	33

*Rounded to nearest whole per cent

As shown in Table XII, 15 per cent of the officers perceived much improvement in their ability to express anger

appropriately; 52 per cent indicated some improvement. Thirty-three per cent, however, felt that their ability to express anger appropriately showed little or no improvement.

The data in Table XIII illustrate the responses of the Public Safety Officers in relation to their ability to respond to an angry person without feeling threatened.

TABLE XIII

ABILITY TO RESPOND TO AN
ANGRY PERSON WITHOUT
FEELING THREATENED

Response	Number	Percentage*
Much improvement	9	33
Some improvement	11	41
Little or no improvement	7	26

*Rounded to nearest whole per cent

As seen in Table XIII, 74 per cent of the respondents felt improved in their ability to respond to an angry person without feeling threatened. Thirty-three per cent felt their ability was much improved, and 41 per cent felt their ability was some improved. Seven of the officers (26 per cent) believed their ability to respond to an angry person without feeling threatened was little improved or unimproved.

The responses of the Public Safety Officers regarding their ability to initiate a conversation are presented in Table XIV. An examination of Table XIV shows that 59 per cent of the officers believed their ability to initiate a conversation had improved; 33 per cent indicated much improvement, and 26 per cent indicated some improvement. Forty-one per cent, or almost half, of the officers reported that their ability to initiate a conversation was little improved or unimproved.

TABLE XIV

ABILITY TO INITIATE A CONVERSATION

Response	Number	Percentage*
Much improvement	9	33
Some improvement	7	26
Little or no improvement	11	41

*Rounded to nearest whole per cent

The data in Table XV illustrate the responses of the Public Safety Officers regarding their ability to assert themselves or express an opinion.

TABLE XV

ABILITY TO BE ASSERTIVE
OR EXPRESS AN OPINION

Response	Number	Percentage*
Much improvement	9	33
Some improvement	12	44
Little or no improvement	6	22

*Rounded to nearest whole per cent

As seen in Table XV, 33 per cent of the Public Safety Officers reported much improvement in their ability to be assertive or express an opinion, and 44 per cent reported some improvement, for a total of 77 per cent who felt they ability had improved. Six respondents (22 per cent) indicated they had experienced little or no improvement.

The responses of the Public Safety Officers in relation to their awareness of their feelings at the moment they are being experienced are presented in the data of Table XVI.

As shown in Table XVI, 41 per cent of the respondents reported much improvement in their awareness of their present feelings and 41 per cent reported some improvement. Thus, it can be seen that 82 per cent of the officers felt their

awareness had been increased. Only five, or 18 per cent,
indicated little or no improvement in this area.

TABLE XVI

AWARENESS OF PRESENT FEELINGS

Response	Number	Percentage*
Much improvement	11	41
Some improvement	11	41
Little or no improvement	5	18

*Rounded to nearest whole per cent

The data in Table XVII illustrate the responses of the
Public Safety Officers in relation to their awareness of how
they were perceived by others.

TABLE XVII

AWARENESS OF HOW OTHERS SEE YOU

Response	Number	Percentage*
Much improvement	6	22
Some improvement	16	59
Little or no improvement	5	19

*Rounded to nearest whole per cent

The data in Table XVII show that 81 per cent of the officers felt that there had been an increase in their awareness of how they were seen by others; 22 per cent reported much improvement, and 59 per cent reported some improvement. Nineteen per cent of the Public Safety Officers indicated little or no improvement in their awareness.

Responses of the Public Safety Officers regarding awareness of how their behavior affects the behavior of others are presented in Table XVIII. As shown in Table XVIII, 77 per cent of the officers reported an increased awareness of how their behavior affects the behavior of others; much improvement was indicated by 33 per cent, and 44 per cent reported some improvement. Twenty-two per cent reported little or no improvement in awareness.

TABLE XVIII

AWARENESS OF HOW ONE'S BEHAVIOR
AFFECTS BEHAVIOR OF OTHERS

Response	Number	Percentage*
Much improvement	9	33
Some improvement	12	44
Little or no improvement	6	22

*Rounded to nearest whole per cent

The data in Table XIX illustrate the responses of the
Public Safety Officers in relation to their awareness of how
they usually react to particular situations. It was considered
important that the officers develop an awareness of their
own behavior, especially an awareness of certain patterns
of behavior and the predictability of their behavior. As
seen in Table XIX, 77 per cent of the Officers indicated
an increased awareness of how they usually react to particular
situations; 33 per cent reported much improvement, and 44 per
cent some improvement. Six, or 22 per cent, of the respondents
reported little or no improvement in their awareness.

TABLE XIX

AWARENESS OF TYPICAL REACTIONS
TO PARTICULAR SITUATIONS

Response	Number	Percentage*
Much improvement	9	33
Some improvement	12	44
Little or no improvement	6	22

*Rounded to nearest whole per cent

The data in Table XX illustrate the responses of the
Public Safety Officers regarding their awareness of personal
strengths and weaknesses.

TABLE XX

AWARENESS OF PERSONAL STRENGTHS
AND WEAKNESSES

Response	Number	Percentage*
Much improvement	10	37
Some improvement	12	44
Little or no improvement	5	19

*Rounded to nearest whole per cent

The data in Table XX show that 37 per cent of the officers
reported that their awareness of personal strengths and
weaknesses was much improved; 44 per cent reported some
improvement. Thus, it can be seen that 81 per cent of the
respondents reported their awareness was much improved or
some improved. Nineteen per cent indicated their awareness
of personal strengths and weaknesses had increased little or
none.

The responses to the question, "Do you feel that human
relations training is appropriate for Public Safety Officers?"
are illustrated in Table XXI.

An examination of the data in Table XXI reveal that 85
per cent of the officers believed that human relations training

was appropriate for Public Safety Officers. Eleven per cent

of the officers indicated such training was not appropriate,

and one or 4 per cent felt that human relations training

would be appropriate if the training was more "job related."

TABLE XXI

IS HUMAN RELATIONS TRAINING
APPROPRIATE FOR PUBLIC
SAFETY OFFICERS?

Response	Number	Percentage*
Yes	23	85
No	3	11
Other	1	4

*Rounded to nearest whole per cent

The data in Table XXII illustrate the responses of the

officers to the question, "Overall, do you feel that human

relations training was beneficial to you?"

As seen in Table XXII, 70 per cent of the Public Safety

Officers felt they had benefited from human relations training.

Eight of the twenty-seven responding to the questionnaire

(30 per cent) reported that they had not benefited from the

training.

TABLE XXII

DO YOU FEEL THAT HUMAN RELATIONS TRAINING
WAS BENEFICIAL TO YOU?

Response	Number	Percentage*
Yes	19	70
No	8	30
Other		

*Rounded to nearest whole per cent

Responses of the officers to the question, "Do you feel
that human relations training was relevant to your work as
Public Safety Officers?" are presented in Table XXIII. The
data in Table XXIII show that 74 per cent of the officers
reported that human relations training was relevant to their
work as Public Safety Officers. Twenty-two per cent felt
that the human relations training was not relevant to their
work, and one or 4 per cent stated that more time on the job
was needed in order to determine the relevance of the train-
ing.

To the question "What aspects of the human relations
training program do you feel were most beneficial to you?"
eighteen of the Public Safety Officers responded. Five of
the officers listed the small group sessions as being the

TABLE XXIII

DO YOU FEEL THAT HUMAN RELATIONS TRAINING
WAS RELEVANT TO YOUR WORK?

Response	Number	Percentage*
Yes	20	74
No	6	22
Other	1	4

*Rounded to nearest whole per cent

most beneficial, two listed the film and slide presentation, and two others cited the group interaction of the last day of training as the most valuable. One officer listed the instructors as the most beneficial aspect of the program, while two others stated that a trip to Love Field in Dallas was of greatest benefit. Apparently this trip to Love Field occurred as a part of the police training program and not as a part of the human relations training. Several officers responded to the question in a general way, indicating that they were better able to understand themselves and others, able to communicate more effectively, and were more able to relate to others. One officer who responded negatively to every item on the questionnaire stated that the best thing about the program was "the day it was over."

Eighteen of the Officers also responded to the question "What aspects of the human relations training program do you like least?" Six officers offered criticisms of the instructors. Although stated differently, each criticism seemed to suggest a lack of trust in one or more of the group trainers. Another criticism offered by four officers was that they resented having to take the tests--the evaluation instruments which were used to determine attitudes and personality characteristics. Even though assurances were given to the contrary, several officers felt that this information would not be confidential and that it would be used by their superiors in evaluating them. Two officers used the expression, "I felt like we were being used as guinea pigs." This attitude of distrust is consistent with Matarazzo's findings (3) that policemen are distrustful of researchers and suspicious of psychological tests.

Three of the Public Safety Officers listed the small group sessions as being the least beneficial aspect of the program. Three others offered criticisms of their classmates for their lack of interest and "lack of respect for the instructors."

Several comments suggested that some of the officers were threatened because of a perceived lack of structure.

Four officers reported that the objectives of the program were too vague, although they stated that the objectives were understood toward the end of the program and felt they had personally benefited from the program. The one officer who responded negatively to each item of the questionnaire reported that the least beneficial aspect of the human relations training program was "the whole concept and manner of presentation."

To the question "How could the program have been more effective?," four of the officers suggested that the program should have been more relevant to the work of Public Safety Officers. Three officers felt that the objectives of the program should have been made clear at the beginning of the program; another three suggested longer sessions and more sessions. Four officers expressed the opinion that the program could be improved by having different instructors. Two of these four indicated a personal dislike for one or more of the instructors (group trainers), while the other two seemed to view the personnel from the Communication/Human Relations Institute as outsiders. One suggested the program could have been made more effective "by using properly trained police personnel," while another felt it would be an improvement to "use our own instructors."

In summary, the responses to the questionnaire indicated that a high percentage of the Public Safety Officers believed they had improved in areas relevant to the objectives of the human relations training program, especially in the areas of personal awareness and interpersonal skills. It is important to note, in order to maintain a proper perspective, that even though a majority of the officers offered criticisms and suggestions for improvement of the program, 85 per cent felt that human relations training was appropriate for Public Safety Officers, 70 per cent reported that they had benefited from the human relations training, and 74 per cent believed that the training was relevant to their work as Public Safety Officers. Only one officer responded negatively to all aspects of the human relations training program.

Performance of the Public Safety Officers

The performance of the Public Safety Officers was assessed with the following instruments: (1) Policeman Exam, (2) Firefighter Exam, (3) Carkhuff Communication Scale, (4) instructors' evaluation at the Police Academy, and (5) supervisors' ratings at the completion of the thirteen-week training program. The Policeman Exam and the Firefighter Exam are included in this section of data even though the results were used in the pre-selection process in making

predictions of future performances. The data in this section in relation to the performance of the Public Safety Officers are presented in the following order: (1) Policeman Exam and Firefighter Exam scores, (2) grades assigned by the instructors at the Police Academy, (3) supervisors' ratings, and (4) the Carkhuff Communication Scale ratings.

Officer's Performance on the Policeman Exam and the Firefighter Exam

Not all of the Public Safety Officers wrote the Policeman Exam and the Firefighter Exam; only the members of Group I and Group II, the twenty officers who submitted to the oral board interviews, took these tests. The officers in Group III, the five male officers who bypassed the oral boards, and Group IV, the six female officers, who also bypassed the oral board interviews, were not required to write the Policeman Exam and the Firefighter Exam. Group I consisted of the ten Black Officers, and Group II the ten White officers who went through the regular selection procedures, including the oral board interviews.

Table XXIV presents the scores for the members of Groups I and II on the Policeman Exam and the Firefighter Exam.

The data in Table XXIV show that the officers in Group II performed better on both the Policeman Exam and the

Firefighter Exam than did the Officers in Group I. The mean score for Group I on the Policeman Exam was 59.4, as compared to 85.2 for Group II.

TABLE XXIV

PERFORMANCE OF GROUP I AND GROUP I OFFICERS
ON THE POLICEMAN EXAM AND
FIREFIGHTER EXAM

	GROUP I			GROUP II	
Officer	Policeman Exam Score	Firefighter Exam Score	Officer	Policemen Exam Score	Firefighter Exam Score
1	85	68	1	104	77
2	76	65	2	101	85
3	68	69	3	98	87
4	65	38	4	97	79
5	59	65	5	85	75
6	52	49	6	80	88
7	51	58	7	77	71
8	50	37	8	76	75
9	46	55	9	73	61
10	42	43	10	61	68
Mean	59.4	54.7		85.2	76.6

Likewise, the mean score for Group I on the <u>Firefighter</u> <u>Exam</u> was 54.7, as compared to a mean of 76.6 for Group II. Thus, as reflected by the scores of the two tests, it appears that the Officers of Group II, the ten White males who were selected as a result of the oral board interviews, were more knowledgeable about police and firefighting procedures than were the members of Group I, the ten Black males who were also selected by the oral board interview process. However, it should be kept in mind that standardized tests historically discriminate against Blacks, and for this reason the Department of Public Safety did not use a rigid cut-off score. Instead a flexible passing point was used which provided a means of evaluating an applicant's performance on a test relative to the performance of other applicants who took the same test.

Supervisors' Ratings

Supervisors' ratings were available for all four groups. The officers, at the completion of the thirteen-week training program, were rated on a five-point scale by their supervisors. A rating of three was considered acceptable, below three indicated unacceptable performance, and above three indicated superior performance.

Table XXV shows the mean ratings for the Officers by group.

TABLE XXV

SUPERVISORS' RATINGS OF PUBLIC
SAFETY OFFICERS

GROUP I N=10	GROUP II N=10	GROUP III N=5	GROUP IV N=6
4.00	5.00	4.00	4.50
4.00	4.50	3.75	3.50
3.75	4.50	3.00	3.50
3.50	4.00	3.00	3.00
3.50	4.00	2.00	3.00
3.50	4.00		3.00
3.00	4.00		
3.00	4.00		
3.00	3.00		
2.00	2.50		
Mean 3.33	Mean 4.35	Mean 3.15	Mean 3.42

An examination of the data in Table XXV reveals that the officers in Group II obtained ratings by their supervisors considerably higher than those obtained by the officers of the other three groups. The mean rating for Group II was 4.35; 3.42 for Group IV; 3.33 for Group I; and 3.15 for Group III. Only three of the thirty-one officers were given ratings

below the unacceptable level of three--one each in Groups I,

II, and III. None of the female officers (Group IV) received

an unacceptable rating. It is worth noting that 80 per cent

of the officers in Group II received ratings of four and

above, whereas only 20 per cent (approximately) of the officers

in the other three groups obtained ratings this high.

Officers' Performance at the Police Academy

The Public Safety Officers were given five written

examinations covering the various phases of police work

during the ten-week police training course at the North

Central Texas Regional Police Academy. The final grade at

the Academy was the mean average of the five examinations.

The officers' course grades obtained at the Police Academy

are reported by groups in Table XXVI.

The data in Table XXVI show that the Blacks (Group I)

were again at a disadvantage in competing with the Whites

on written examinations. The mean grade for Group I was

78.8. The mean grades for Groups II and III were almost

identical, 88.6 and 88.7 respectively, but the range for the

grades in Group II was greater than for Group III. The range

for the grades of the officers in Group III was very small,

the highest grade being 91.0 and the lowest 87.0; but in

Group II the grades ranged from a high of 94.6 to a low of

79.8. Group IV, the female officers, had the highest average grade of all the groups. The mean for Group IV was 93.2; the highest grade was 98.4 and the lowest 88.8. Only one of the six officers in Group IV made a grade below 90.0.

TABLE XXVI

OFFICERS' COURSE GRADES OBTAINED
AT THE POLICE ACADEMY

Group I N=10	Group II N=10	Group III N=5	Group IV N=6
82.6	94.6	91.0	98.4
82.0	94.0	89.7	95.9
81.0	93.0	88.5	92.6
80.5	92.1	87.3	92.0
80.0	90.3	87.0	91.5
79.0	87.0		88.8
79.0	87.0		
75.0	84.7		
74.6	83.0		
74.0	79.8		
Mean 78.8	Mean 88.6	Mean 88.7	Mean 93.2

Performance on the Carkhuff Communication Scale

The Carkhuff Communication Scale was used to assess the officers' ability to respond helpfully to others. The officers were rated on their overall effectiveness in communicating in a helpful manner. In rating the responses of the officers, all of the dimensions of helping--empathy, respect, genuineness, immediacy, concreteness, and confrontation--were considered. The overall helpfulness of the response, including the appropriateness and timing, was considered by the raters.

The Carkhuff Communication Scale was administered at the beginning of the training program and again at the end. The Scales were rated by three independent raters, and an average of the three ratings constituted the officers' scores. The t-test for two related samples was used to determine the significance of the difference between the pre- and post-test means. Using a one-tailed test of significance, a significance level of .05 was considered minimum for rejection of the statistical null hypothesis. The t values and levels of significance are reported for the total group of Officers and for each of the four subgroups. The mean pre- and post-ratings for the total group of thirty-one Public Safety Officers are shown in Table XXVII.

As seen in Table XXVII, the pre-test mean for the Public
Safety Officers was 1.54 on the five-point Carkhuff Communi-
cation Scale. The post-test mean was 2.02, and the average
gain was 0.48. The difference between the pre- and post-test
means was significant at the .0005 level. Thus, it can be
seen that the average gain in communication skills for the
total group of officers, as measured by the Carkhuff Communi-
cation Scale, was statistically significant at a high level
of confidence.

TABLE XXVII

CARKHUFF COMMUNICATION SCALE MEAN
RATINGS FOR THE TOTAL GROUP OF
PUBLIC SAFETY OFFICERS

Pre-test Rating	Post-test Rating	Gain	t	Level
1.54	2.02	.48	5.47	.0005

The pre- and post-ratings for the officers in Group I
are shown in Table XXVIII. The data in this table also show
the individual gains for each officer, the pre- and post-test
means, and the level of significance of the difference between
the means.

An examination of the data in Table XXVIII shows that on the average the Black Public Safety Officers (Group I) were performing at a level of 1.59 on the Carkhuff Communication Scale at the beginning of the training program. At the end of the program, the rating for the group had increased to 1.86, for a mean gain of 0.27. The difference between the pre- and post-test means was significant at the .0005 level

TABLE XXVIII

CARKHUFF COMMUNICATION SCALE RATINGS
FOR GROUP I OFFICERS

Officer	Pre-Test Rating	Post-Test Rating	Gain	t -	Level
1	1.59	1.99	.40		
2	1.49	1.56	.07		
3	1.53	1.91	.38		
4	2.38	2.54	.16		
5	1.33	1.41	.08		
6	1.40	1.91	.51		
7	1.56	1.82	.26		
8	1.53	1.82	.29		
9	1.58	1.86	.28		
10	1.48	1.81	.33		
MEAN	1.59	1.86	.27	6.20	.0005

of confidence. The officer with the highest pre-test rating of 2.38 also had the highest post-test rating of 2.54. None of the other officers of Group I obtained a rating above 2.00.

The ratings for the officers in Group II are illustrated in Table XXIX. The data in Table XXIX show that at the end of the training program, four of the officers obtained ratings above a level of 2.0 on the Carkhuff Communication Scale. The mean gain for the Group II officers was 0.50. This

TABLE XXIX

CARKHUFF COMMUNICATION SCALE RATINGS
FOR GROUP II OFFICERS

Officer	Pre-Test Rating	Post-Test Rating	Gain	t -	Level
1	1.46	2.00	.54		
2	1.81	2.76	.95		
3	1.44	1.79	.35		
4	1.43	1.96	.53		
5	1.75	1.65	-.10		
6	1.66	2.04	.38		
7	1.24	.95	.71		
8	1.66	2.34	.68		
9	1.50	1.85	.35		
10	1.34	1.94	.60		
MEAN	1.53	2.03	.50	5.61	.0005

difference between the pre- and post-test means was statistically significant at the .0005 level of confidence. The post-test mean of 2.03 was considerably higher for this group than for Group I.

The data in Table XXX illustrate the Carkhuff Communication Scale ratings for the officers in Group III. An examination of the data in Table XXX shows that the mean gain for the Group III officers was 0.35 on the five-point Carkhuff Communication Scale. This difference between pre- and post-test means failed to reach a statistically

TABLE XXX

CARKHUFF COMMUNICATION SCALE RATINGS
FOR GROUP III OFFICERS

Officer	Pre-Test Rating	Post-Test Rating	Gain	t -	Level
1	1.57	1.96	.39		
2	1.63	2.51	.88		
3	1.50	1.33	-.17		
4	1.23	1.43	.20		
5	1.55	2.00	.45		
MEAN	1.50	1.85	.35	2.00	N.S.*

*Not significant

significant level. Two of the officers in Group III were functioning above a 2.00 level on the post-test.

The Carkhuff Communication Scale ratings for the officers in Group IV are represented in Table XXXI. As seen in Table XXXI, the female officers (Group IV) obtained an average rating of 2.39 at the end of the training program, as compared to an average rating of 1.50 at the beginning of the program, for a gain of 0.89. This difference between the means was significant at the .005 level of confidence. Five of the six officers in this group were functioning above level 2.00 on the Carkhuff Communication Scale at the end of the program.

TABLE XXXI

CARKHUFF COMMUNICATION SCALE RATINGS
FOR GROUP IV OFFICERS

Officer	Pre-Test Rating	Post-Test Rating	Gain	t -	Level
1	1.52	1.81	.29		
2	1.47	2.91	1.44		
3	1.40	2.16	.76		
4	1.58	2.42	.84		
5	1.59	2.69	1.10		
6	1.46	2.38	.92		
MEAN	1.50	2.39	.89	5.73	.005

It can be seen that the female officers (Group IV) showed greater gains in communication skills and were functioning at higher levels at the end of the program than the other three groups. The officers in Group II showed the second largest gains in communication skills. Although the gains shown by the Black officers (Group I) were statistically significant, they were less than for the other groups. The officers in Group III showed a slightly greater average gain than the Group I officers, but because of the small number in the group, the differences between the pre- and post-test means were not statistically significant.

Personality Characteristics of the Public Safety Officers

The data used to describe the personality characteristics of the Public Safety Officers were obtained with three instruments, and are presented in the following order: (1) the Sixteen Personality Factor Questionnaire (16 PF), (2) the Personal Orientation Inventory (POI), and (3) the Tennessee Self Concept Scales. Data was available for thirty of the thirty-one officers. One of the female Public Safety Officers declined the request to provide the information asked for in the three tests.

The Sixteen Personality Factor Questionnaire

The data from the Sixteen Personality Factor Question-
naire (16 PF) for the various subgroups are presented in
graphic form in Appendices J through N. Mean scores for each
of the sixteen personality variables are also shown for the
total group and the four subgroups of officers. The profile
for the total group of Public Safety Officers is shown in
Appendix J.

As seen in the 16 PF test profile in Appendix J, the
thirty officers, as a group, were characterized as being
highly intelligent (factor B), being forthright (factor N),
and tending to have strong control of their emotions and
general behavior (factor Q_3). To a lesser degree, the officers
tended to be assertive (factor E), conscientious (factor G),
and enthusiastic (factor F). The officers also were inclined
to be somewhat trusting (factor L), practical (factor M), and
conservative (factor Q_1). This profile shows marked dif-
ferences on certain personality traits from the profile for
a group of policemen provided by Kris, King, and Hammond and
reported by Cattell (1, p. 210). The essential differences
are that the Public Safety Officers were more intelligent,
active, enthusiastic, and sensitive. They were also more
forthright and unpretentious than was the group of policemen.

The Public Safety Officers were similar to the group of
policemen in being conservative and controlled. This finding
of conservatism agrees also with Skolnick's findings (5,
pp. 42-70) that the police are politically conservative.

The 16 PF test profile depicting the personality traits
of the Group I Public Safety Officers is shown in Appendix K.
An examination of the 16 PF test profile for the Public
Safety Officers of Group I shows that they tended to be
outgoing (factor A), tender-minded or sensitive (factor I),
forthright (factor N), and controlled (factor Q_3). In
comparison to the total group, the Group I officers were
inclined to be more outgoing and sensitive. The fficers
in this group were slightly more group dependent and less
inclined to rely on their own decisions.

Appendix L illustrates the 16 PF test profile for the
Public Safety Officers in Group II. As seen in the profile
for this group of officers, the officers in Group II are
characterized as being intelligent, forthright, and controlled.
As a group, these officers also are seen as enthusiastic,
assertive, and conscientious. They are inclined to be more
trusting than suspicious and are somewhat practical and
conservative. The Group II officers, in comparison to Group I,
are more intelligent, more assertive, active and enthusiastic.

They are also seen as more self-sufficient, trusting, and practical.

The 16 PF test profile for the Group III Public Safety Officers is illustrated in Appendix M. This group of officers is seen as being highly intelligent and controlled, with tendencies to be assertive and conscientious. In contrast to the other groups of officers, the Group III officers were more shy or threat-sensitive. Similarities between the groups were apparent in the areas of conservatism and forthrightness.

An examination of the data in Appendix N reveals that the Group IV officers are similar to the other officers in being conservative and controlled. Beyond these similarities, though, some differences become apparent. Although each of the groups of officers was characterized by having above average scores on intelligence, the Group IV officers scored even higher. The female officers (Group IV) were also shown to be more assertive, more active and enthusiastic, and more venturesome and spontaneous than the other groups. This group of officers was less forthright than the male officers and were also inclined to be less independent than the officers in Groups II and III, but very similar in this respect to the Black officers (Group I).

As a total group, the Public Safety Officers were portrayed on the 16 PF test profile as being very intelligent, forthright, and controlled. They also tended to be assertive, enthusiastic, and conscientious. Major differences between groups were as follows: the Blacks (Group I) tended to be more outgoing, more sensitive, more group-dependent, and less intelligent (although above average in intelligence) than the other groups. The female officers (Group IV) were more intelligent, assertive, enthusiastic, and venturesome than were the other groups. The officers in Group III were less spontaneous and tended to be more restrained and sensitive to threat. They also were more practical and conventional and were more controlled than the other groups. The officers in Group II tended to be more forthright, natural, and unpretentious than the other groups. Otherwise, there were no marked differences of this group from the total group profile.

The Personal Orientation Inventory

The Personal Orientation Inventory (POI) profile for the total group of Public Safety Officers is shown in Appendix O. An examination of the overall profile elevation shows that the Time Competence and Inner-Directed Scores as well

as most of the scale scores fall below the mean standard score line. This overall level of the profile indicates that the officers, as a total group, were functioning below what would be expected of self-actualized groups (4, p. 15). Although only three of the scores are above the standard score mean, the other scores are near the mean.

The profile for the entire group of officers shows that the group tends to hold and live by the values of self-actualizing people (Self-Actualizing Value), but the low score on Existentiality suggests that the officers were lacking in flexibility in applying such values or principles to their own lives. The Existentiality score is sufficiently low to suggest that the officers hold values somewhat rigidly. The scores on Feeling Reactivity and Spontaneity indicated that the officers were able to express feelings in spontaneous action. The lower score on the Feeling Reactivity than on the Spontaneity suggests that although feelings can be expressed spontaneously, some feelings and needs may go unrecognized. The high score on Self-Regard indicates that the officers were able to like themselves because of their strengths, but the low score on Self-Acceptance indicates their inability to accept their weaknesses.

The Public Safety Officers' scores on Nature of Man suggest some difficulty in resolving the goodness-evil, masculine-feminine, selfishness-unselfishness, and spirituality-sensuality dichotomies in the nature of man. The score on Synergy is closely related to the Nature of Man. The similarity of these two scores for the officers indicates an inability to see opposites of life as meaningfully related.

Even though the POI scores for the group of officers did not reach the level of self-actualization, the scores were only slightly below that level. Therefore, the interpretations of the profiles should be thought of as tendencies and trends rather than extreme indicators.

The POI profiles for subgroups of officers differed only slightly from the profile for the total group. The POI profile for the Group I Public Safety Officers is shown in Appendix P. This profile is almost identical to the profile for the Total group.

Appendix Q illustrates the POI profile for the Group II officers. The officers in this group, according to the mean scale score for Feeling Reactivity, were more sensitive to their own needs and feelings. As a group they were also more inclined to see the nature of man as essentially good than was the total group.

The POI profile for Group III Public Safety Officers

is shown in Appendix R. As shown in the Group III profile,

these officers were less spontaneous in expressing feelings

and were somewhat insensitive to their own needs and feelings.

Though high in Self-Regard, the Group III officers scored

lower in Self-Acceptance than the others. A low score in

Self-Acceptance indicates inability to accept one's weak-

nesses.

The POI profile for the Group IV Public Safety Officers,

as seen in Appendix S, closely approaches that of a self-

actualized group. The profile is similar to the profiles

of the other groups except that it is elevated, with six of

the ten scale scores being above the standard score mean.

One notable difference in the profile for Group IV is in

the Acceptance of Aggression score. The female officers

apparently were more able to accept anger or aggression with

themselves as natural. The female officers manifested the

same tendencies as the other groups: rigidity in the appli-

cation of values and an inability to accept weaknesses.

The Tennessee Self Concept Scale

The Tennessee Self Concept Scale was used to measure the

self concept of the Public Safety Officers. How an individual

perceives himself has been demonstrated to be influential in

his behavior and also to be directly related to his general personality and state of mental health (2, p. 1). The Tennessee Self Concept Scale profiles for the Public Safety Officers are presented in Appendices T through X.

The Tennessee Self Concept Scale profile for the total group of Public Safety Officers is shown in Appendix T. As seen in Appendix T, the overall elevation of the profile for the total group of officers tends to be above the 50th percentile, and this indicates that the officers report a positive view of themselves. The Total Positive Score is above the 60th percentile, which is in agreement with the overall elevation of the profile. A downward deviation from this picture comes in Column B (Moral-Ethical Self). This score describes the self from a moral-ethical frame of reference, including considerations of moral worth, relation-ship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it. The lower score on this variable suggested that officers viewed themselves somewhat negatively in this area.

The highest score from the group of officers came on Column C (Personal Self). This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or

his relationships to others. The officers' high score on this variable indicates a strong sense of personal worth.

The Self Criticism score for the total group of Public Safety Officers was below the 50th percentile. This scale is composed of mildly derogatory statements that most people admit as being true for them. A low score on Self-Criticism indicates defensiveness, and suggests that the other scores may be artificially elevated by this defensiveness. Although the officers' Self Criticism score was below the 50th percentile, it is considered low only in relation to the overall profile. The score is not sufficiently low to justify an interpretation of defensiveness, but may suggest a mild trend in this direction.

The Tennessee Self Concept Scale profile for the Group I officers is shown in Appendix U; Group II in Appendix V; Group III in Appendix W; and Group IV in Appendix X. The profiles for Groups I, II, and III are almost identical to the profile for the total group, but with the following differences: the Total Positive score is lower for Group II officers than for the other groups. The Group I officers scored slightly higher on Column C (Personal Self). The profile differences between Groups I, II, and III, are so small as to be considered insignificant.

The officers in Group IV (the female officers) portrayed a distinctive profile on the Tennessee Self Concept Scale. The overall elevation of the profile for the Group IV officers was considerably higher than for the other groups. The Total Positive score was at the 75th percentile. This indicates that this group of officers reported a positive view of themselves. The highest score for the group came on Row 1 P Score (Identity). This score comes from the items in which the individual describes his basic identity--what he is as he sees himself. The high score on this variable indicates that the female officers felt positively about what they were. None of the Positive Scores was below the 50th percentile.

The Group IV officers Self Criticism score was at the 70th percentile. This score indicates that the female officers reported themselves with less defensiveness than the male officers. The Total Variability score for this group was moderately low (30th percentile), indicating consistency in their self-report.

The data obtained with the Tennessee Self Concept Scale indicates that the overall level of self esteem for the Public Safety Officers was above average. According to Fitts (2, p. 2), persons with high Total Positive scores tend to like

themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. The profile for the Group IV officers indicates that the overall level of self esteem was greater for this group than for the others.

Summary

Three kinds of data were presented in this chapter. The first section of the chapter presented the data which were used to describe the Public Safety Officers' perceptions of, and reactions to, the human relations training program. The second section presented the data which were used to describe the officers in terms of their performance. The third section of the chapter presented the data which were used to describe the personality characteristics of the Public Safety Officers.

A twenty-three-item questionnaire was used to assess the perceptions and reactions of the Public Safety Officers. Responses to items one through twenty of the questionnaire were presented in tabular form, showing numbers and percentages.

The responses to the questionnaire indicated that a high percentage of the Public Safety Officers believed they had improved in areas relevant to the objectives of the human

relations training program, especially in the areas of personal awareness and interpersonal skills.

Although a majority of the officers offered criticisms and suggestions for improvement of the program, approximately three-fourths of them reported that human relations training was appropriate and relevant for Public Safety Officers and that they had personally benefited from the training.

The performance of the Public Safety Officers was assessed with the following instruments: (1) Policeman Exam, (2) Firefighter Exam, (3) Carkhuff Communication Scale, (4) Instructors' evaluation at the Police Academy, and (5) Supervisors' ratings at the completion of the thirteen-week training program. On the Policeman Exam and Firefighter Exam, the Group II officers (Whites) performed better than the Group I officers (Blacks).

The Group II officers received higher ratings from their supervisors than the other groups. The Group IV officers came in second on supervisors' ratings, followed closely by the officers in Group II. The Group III officers received the lowest average rating by the supervisors.

At the Police Academy, the female officers (Group IV) received the highest grades. The means for Groups II and III were almost identical. The Blacks (Group I) came in last with a mean grade of ten points below the white males.

The pre- and post-test ratings on the Carkhuff Communication Scale showed a significant gain in communication skills for the total group of officers and for each of the subgroups except for Group III. The differences between the pre- and post-test means for the Group III officers was not statistically significant. The female officers (Group IV) showed the largest mean gain in communication skills.

The personality characteristics of the Public Safety Officers were assessed with the following instruments: the Sixteen Personality Factor Questionnaire (16 PF), the Personal Orientation Inventory (POI), and the Tennessee Self Concept Scale.

The Public Safety Officers, as a total group, were portrayed on the 16 PF test profile as highly intelligent, forthright, and controlled. The Group I officers tended to be more outgoing, sensitive, and group dependent than the total group. The Group II Officers were shown to be enthusiastic, assertive, and conscientious. The Group III officers were less spontaneous and tended to be more restrained and sensitive to threat. The Group IV officers were more intelligent, assertive, enthusiastic, and venturesome than were the other groups. Each of the groups was characterized as being intelligent and conservative.

Only the Public Safety Officers in Group IV portrayed

a profile on the POI which was characteristic of self-

actualized people. The group as a whole and Groups I, II and

III showed an overall profile elevation below that expected

of self-actualized groups but similar to that of normals.

The POI profile indicated that as a group, the Public Safety

Officers liked themselves because of their strengths, but

were experiencing some difficulty accepting their weaknesses.

Data from the POI indicated that Group II officers were

more sensitive to their own needs and feelings and were

inclined to view the nature of man as essentially good. The

Group III officers were less spontaneous in expressing feelings

and were inclined to be insensitive to their own needs and

feelings. They also scored lower in self-acceptance than

the others. The Group IV officers were more able to accept

anger or aggression within themselves as natural. The Group

IV officers were similar on the POI profile to the other

groups in that they tended to be rigid in the application

of values and unable to accept their weaknesses.

Data from the Tennessee Self Concept Scale indicated

that the Public Safety Officers reported a positive view of

themselves. The officers viewed themselves somewhat negatively

in the area of their moral worth and their feelings of being

a "good" or "bad" person. The Tennessee Self Concept Scale

profile indicated that the Officers held a strong sense of

personal worth.

The officers' profile differences on the Tennessee

Self Concept Scale for Groups I, II, and III were so small

as to be considered insignificant. The Group IV officers

scored consistently higher on all the scales, indicating a

higher level of self esteem than the other groups.

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CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS,

AND RECOMMENDATIONS

This chapter presents a summary review of the problem,

purposes, and procedures of the study. The findings of

the study, the conclusions drawn from the findings, and

recommendations generated by the research are also presented.

Summary

The problem of this study was to survey the perceived

effectiveness of a human relations training program for a

select group of Public Safety Officers at a large metropolitan

airport. Specifically, the purposes of this study, in

relation to a select group of Public Safety Officers at the

Dallas/Fort Worth Airport, were as follows:

1. To describe the selection procedures.

2. To provide a general overview of the procedures

involved in a thirteen-week police training program.

3. To describe the human relations training aspects

of a thirteen-week police training program.

4. To describe the Public Safety Officer Trainees in terms of their performance on the various criteria measurements.

5. To assess and describe the personality characteristics of the Public Safety Officers.

6. To determine the Public Safety Officers' perceptions of, and reactions to, the human relations training program.

Chapter II, Review of the Related Literature, was divided into three sections. The first section attempted to explain how police behave and why they behave the way they do; the second section of the chapter discussed the implications for changing police behavior; and the third section presented the rationale for the human relations training program for public safety officers at the Dallas/ Fort Worth Airport as a means of changing police behavior.

Police behavior was explained from different perspectives: the personalities of individual policemen, the stresses and dangers of their job, department leadership and police chiefs, characteristics of the communities they serve, the subculture developed by men who feel isolated by their work, and class conflict. Each of these approaches to explaining police behavior may be thought of as a contributing, causative factor but not sufficient by itself to explain police behavior.

A review of the literature suggested the following

approaches to changing police behavior: raise the standards

for police conduct, identify the characteristics of successful

policemen, develop improved methods of screening and

selection, and offer training experiences to officers designed

to promote more effective functioning in the human relations

area. Several training programs showed successful outcomes

in increasing personal effectiveness of the officers in the

human relations area.

The human relations training program for the public safety

officers at the Dallas/Fort Worth Airport was based on teaching

the emotional and interpersonal skills of helping. The levels

of emotional and interpersonal functioning were shown to

be positively and significantly related to successful per-

formances and positive outcome measures of people such as

professional therapists, school teachers, nurses, and prison

guards. The fact that these diverse groups were trained to

function more effectively supported the belief that public

safety officers could be trained to function more effectively.

Two kinds of procedures were described in Chapter III.

The first three sections of the chapter described the procedures

for collecting, treating, and presenting the data. The next

three sections dealt with the procedures of the training

program for the Airport Public Safety Officers. The first

section of the chapter described the subjects of the study;

the second section explained the procedures for collection

of the data; and the third section described the manner in

which the data were analyzed and presented.

The fourth section of this chapter discussed the

procedures for selecting the Public Safety Officers; the

fifth section presented an overview of the thirteen-week

training program; and the sixth section offered a discussion

of the procedures of the human relations training.

The thirty-one Public Safety Officers were described

in terms of age, race, work experience, and sex. Data were

collected at various times during the thirteen-week training

program at the Dallas/Fort Worth Airport with three categories

of instruments. The total group was divided into four

subgroups for the purpose of comparison.

The procedures for selecting the Public Safety Officers

were described. The most outstanding procedure of the selection

process was the oral board interview, which was described as

a group stress interview of three to four hours in duration.

The schedule and content of the thirteen-week training

program was presented. The officers attended the North

Central Texas Regional Police Academy ten of the thirteen

weeks. The remaining three weeks were devoted to specialized kinds of training relating specifically to airport functions.

The contractual arrangement between the Airport Department of Public Safety and the Communication/Human Relations Institute provided for consultation and training in the area of selection and human relations training. The objectives of the Department of Public Safety were presented, and the expressed purposes of the human relations training were presented. The human relations training was described in terms of content and procedures.

Three kinds of data were presented in Chapter IV. Data which were used to describe the officers' perceptions of, and reactions to, the human relations training program were presented in the first section of the chapter. Data which were used to describe the officers in terms of their performance are presented in the second section. The third section of the chapter presented the data which were used to describe the personality characteristics of the Public Safety Officers.

A twenty-three-item questionnaire was used to assess the perceptions and reactions of the Public Safety Officers. Responses to items one through twenty of the questionnaire were presented in tabular form, showing numbers and percentages.

The performance of the Public Safety Officers was assessed with the following instruments: (1) <u>Policeman</u> <u>Exam</u>, (2) <u>Firefighter</u> <u>Exam</u>, (3) <u>Carkhuff</u> <u>Communication</u> <u>Scale</u>, (4) Instructor's evaluation at the Police Academy, and (5) Supervisors' ratings at the completion of the thirteen-week training program.

The personality characteristics of the Public Safety Officers were assessed with the following instruments: (1) the <u>Sixteen</u> <u>Personality</u> <u>Factor</u> <u>Questionnaire</u> <u>(16 PF)</u>, (2) the <u>Personal</u> <u>Orientation</u> <u>Inventory</u> <u>(POI)</u>, and (3) the <u>Tennessee</u> <u>Self</u> <u>Concept</u> <u>Scale</u>.

Summary of the Findings

The following findings are formulated from an analysis of the data collected in the study:

1. The Public Safety Officers, as a group, felt that they had improved in areas of personal awareness and inter-personal skills.

2. Approximately three-fourths of the Public Safety Officers reported that human relations training was appropriate and relevant for Public Safety Officers and that they had personally benefited from the training.

3. The Group II officers scored higher than the Group I officers on the <u>Firefighter</u> <u>Exam</u> and the <u>Policeman</u> <u>Exam</u>.

4. The Group IV officers received the highest average grades at the Police Academy; Groups II and III tied for second; and Group I was ranked fourth.

5. The Group II officers received the highest ratings from their supervisors. Group IV officers came in second, followed by Group II. The Group III officers received the lowest average rating by the supervisors.

6. The pre- and post-test ratings on the Carkhuff Communication Scale indicated a significant gain in communication skills for the total group of officers and for each of the subgroups except for Group III. The difference between the pre- and post-test means for the Group III officers was not statistically significant. The Group IV officers showed the largest mean gain in communication skills.

7. The Public Safety Officers, as a total group, were portrayed on the 16 PF test profile as highly intelligent, forthright, and controlled. The Group I officers tended to be more outgoing, sensitive, and group -dependent than the total group. The Group II officers were shown to be enthusiastic, assertive, and conscientious. The Group III officers were less spontaneous and tended to be more restrained and sensitive to threat. The Group IV officers were more intelligent, assertive, enthusiastic, and venturesome than

were the other groups. Each of the groups was characterized as being intelligent and conservative.

8. The Group IV Public Safety Officers were the only group which portrayed a profile on the POI which was characteristic of self-actualized people. The group as a whole, and Groups I, II, and III, showed an overall profile elevation below that expected of self-actualized groups but similar to that of normals. The POI profile indicated that as a group, the Public Safety Officers liked themselves because of their strengths, but were experiencing some difficulty accepting their weaknesses.

Data from the POI indicated that the Group II officers were more sensitive to their own needs and feelings and were inclined to view the nature of man as essentially good. The Group III officers were less spontaneous in expressing feelings, and were inclined to be insensitive to their own needs and feelings. They also scored lower in self-acceptance than the others. The Group IV officers were more able to accept anger or aggression within themselves as natural. The Group IV officers were similar on the POI profile to the other groups in that they tended to be rigid in the application of values and unable to accept their weaknesses.

9. Data from the Tennessee Self Concept Scale indicated that the Public Safety Officers reported a positive view of themselves. The officers viewed themselves somewhat negatively in the area of their moral worth and their feelings of being a "good" or "bad" person. The Tennessee Self Concept Scale profile indicated that the officers held a strong sense of personal worth.

The officers' profile differences on the Tennessee Self Concept Scale for Groups I, II, and III were so small as to be considered insignificant. The Group IV officers scored consistently higher on all the scales, indicating a higher level of self esteem than the other groups.

Conclusions

The following conclusions were drawn from the analysis and interpretation of the findings:

1. The selection procedures were effective in screening out candidates with a low probability of success and in choosing those with a high probability of success. Only three of the Recruit Public Safety Officers received supervisors' ratings below the minimum and even these three were marginal. All of the officers performed satisfactorily on the other criteria.

2.   The Public Safety Officers reported positive reactions toward the human relations training program.

3.   The Public Safety Officers tended to be resentful and suspicious of the psychological tests which were used to assess personality characteristics.

4.   The Group II officers performed better than the Group I officers on all performance criteria, including the Policeman Exam, the Firefighter Exam, supervisors' ratings, grades obtained at the Police Academy, and the Carkhuff Communication Scale.

5.   The female officers (Group IV) were superior to the males in their performance at the Police Academy and in communication skills.

6.   The female Public Safety Officers had the most desirable psychological profiles in terms of self-concept, self-actualization, leadership, and non-defensiveness.

7.   The female Public Safety Officers received ratings from their supervisors which were not commensurate with their performance level on the other evaluation instruments. The female officers received the highest grades at the Police Academy, the highest ratings on communication skills, and portrayed the most desirable psychological profiles, but received ratings from their supervisors considerably lower

than the top-rated group. The female public safety officer

is a new phenomenon and the possibility exists that her

role and duties are not clearly understood by the supervisors

or by the female officers.

8. The Group III officers performed well in the

traditional police training procedures but were less successful

on the other criteria--communication skills and supervisors'

ratings.

9. The Group III officers portrayed a profile on the

psychological tests closer to the stereotyped profile of the

policeman than the other groups.

10. The officers in Groups I, II, and IV closely

approached the image of the model officer described by the

Airport Department of Public Safety.

Recommendations

Based upon an overall view of the research and an

analysis of the findings and conclusions, the following

recommendations are made:

1. It is recommended that a follow-up study be

conducted to determine the performance of the Public Safety

Officers in the field.

2. It is recommended that the group trainers involved

in the human relations training not be involved in the oral

board interviews. The officers tended to perceive the group trainers as evaluators.

3. It is recommended that the Dallas/Fort Worth Airport Department of Public Safety consider using a battery of psychological tests as an aid to screening, selection, and counseling of Public Safety Officers. This recommendation assumes that qualified personnel would be available for administration, scoring, and interpretation of the instruments.

4. It is recommended that the use of the oral board interview for selection of officer candidates be continued. Administrative personnel should receive systematic and ongoing training in proper interviewing and rating procedures.

5. It is recommended that human relations training become a regular part of the Public Safety Officers' training program.

6. It is recommended that the human relations training be compacted into five consecutive days (on a trial basis) rather than have intervals of several days between sessions. This recommendation is based on informal feedback received from the Public Safety Officers during the course of the training program and from the written comments to the questionnaire. The nature of the feedback was as follows: (1) several events occurred between the widely separated

training sessions which created distrust between the officers,
(2) the officers found it difficult to perceive any continuity
between sessions and tended to view each training session
as an isolated event, and (3) many of the officers felt
that much time was spent at the beginning of each training
session in re-establishing the rapport and trust which had
existed at the preceding training session.

7. It is recommended that the personnel involved in
the human relations training not have administrative duties
and should not have to report directly to the recruit Public
Safety Officers' immediate supervisor.

8. It is recommended that the performance criteria
and job description for the female Public Safety Officers
be re-evaluated periodically.

9. It is recommended that the use of a flexible cut-off
score on the standardized tests used in screening and selection
of Public Safety Officers be continued. Because the standardized
tests appear to discriminate against blacks, the flexible cut-
off score allows for the selection of qualified candidates
who otherwise would be eliminated.

Implications for Further Research

The following implications for further research are
presented as an addition to the conclusions which were drawn

from the findings of this study. The nature of the study,
the small number of subjects, and the lack of random sampling
are limitations which preclude the following observations
from being stated as conclusions. With the above limitations
in mind, the following implications are formulated:

1. The procedures which were used to select the Public
Safety Officers at the Dallas/Fort Worth Airport are appropriate
for use by law enforcement agencies and other groups having
similar personnel requirements.

2. Human relations training for law enforcement officers
is an effective method for increasing awareness and under-
standing of human behavior.

3. Human relations training can increase the effective-
ness of police officers in relating to people within populations
similar to those of large airports.

4. Police supervisors and administrators may not value
the personal qualities and skills which are stressed in human
relations training.

5. Officers selected and trained according to the model
of the Public Safety Officer may react unfavorably to traditional
methods of police supervision.

6. The relevance of police training programs and the
role and duties of the police officer need to be re-examined

as a result of the addition of the female officer. A
discrepancy appears to exist between the skills and behaviors
which are taught in police training programs and the skills
and behaviors which are valued by police supervisors.

APPENDIX A

INVENTORY TO ASSESS PUBLIC SAFETY OFFICERS'
PERCEPTIONS AND REACTIONS TO
HUMAN RELATIONS TRAINING

The following statements and questions relate to the human relations training aspects of the police training program which you have completed. <u>Human relations training</u> refers to the part of the program conducted by the Communication/Human Relations Institute under the direction of Dr. Robert Berg and Dr. Don Beck.

<u>Directions</u>. Indicate your reaction to the statements by placing an X in the space by the answer of your choice. Please answer the questions honestly and completely. Do not omit items.

As a result of your participation in human relations training, please react to the following statements as they relate to you.

1. Ability to understand the behavior of others

    _____ Much improvement
    _____ Some improvement
    _____ Little or no improvement

2. Ability to understand accurately what a person is trying to communicate to you.

    _____ Much improvement
    _____ Some improvement
    _____ Little or no improvement

3. Ability to respect the viewpoints of others

    _____ Much improvement
    _____ Some improvement
    _____ Little or no improvement

4. Ability to communicate your feelings to others

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

5. Ability to express positive feelings

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

6. Ability to express negative feelings

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

7. Ability to respond to what another is feeling as well
    as to what he is saying

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

8. Ability to communicate to another what you intend to
    communicate

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

9. Ability to express anger appropriately

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

10. Ability to respond to an angry person without feeling
    threatened

        _____ Much improvement
        _____ Some improvement
        _____ Little or no improvement

11. Ability to initiate a conversation

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

12. Ability to assert yourself or express your opinion

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

13. Awareness of your own feelings toward another person
    at the moment you are experiencing the feelings

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

14. Awareness of how others see you

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

15. Awareness of how your behavior affects the behavior of
    others

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

16. Awareness of how you usually react to particular
    situations

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

17. Awareness of your personal strengths and weaknesses

       _____ Much improvement
       _____ Some improvement
       _____ Little or no improvement

18. Do you feel that human relations training is appropriate for public safety officers?

_____Yes
_____No
_____Other (Please explain)

19. Overall, do you feel that the human relations training was beneficial to you.

_____Yes
_____No
_____Other (Please explain)

20. Do you feel that the human relations training was relevant to your work as a public safety officer?

_____Yes
_____No
_____Other (Please explain)

21. What aspects of the human relations training program do you feel were most beneficial to you? (Please be specific. Use the back of this page if needed.)

22. What aspects of the human relations training program do you feel were least beneficial to you? (Please be specific. Use the back of this page if needed.)

23. How could the program have been more effective? Please offer suggestions for improvement. (Use the back of this page if needed.)

APPENDIX B

CARKHUFF COMMUNICATION SCALE

Your role here is that of a counselor who is trying
to be as helpful as possible to his clients. After
reading each of the client statements, you are to
write down exactly what you would say to this person
if you and he (she) were speaking directly and in
person to one another.

Since these eight client statements are not related
to each other, your responses should also be independent
of one another.

Remember, it is crucial what you write down, as clearly
and as accurately as possible, <u>precisely</u> what <u>you</u>
<u>would</u> <u>say</u> in response to each client statement.

Write your response directly below each excerpt.

Client Responses

Excerpt 1

Client

    I don't know if I am right or wrong feeling the way I
do. But I find myself withdrawing from people. I don't
seem to socialize and play their stupid little games anymore.
I get upset and come home depressed and have headaches. It
seems all so superficial. There was a time when I used to
get along with everybody. Everybody said, "Isn't she
wonderful. She gets along with everybody. Everybody likes
her." I used to think that was something to be really
proud of, but that wasn't who I was at that time. I had
no depth. I was what the crowd wanted me to be--the particular
group I was with.

Excerpt 2

Client

It's not an easy thing to talk about. I guess the heart of the problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfillment I used to. It's not as enjoyable--for my husband either, although we don't discuss it. I used to enjoy and look forward to making love. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

Excerpt 3

Client

Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phoneys. They leave me so frustrated. They make me so anxious, I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

Excerpt 4

Client

He is ridiculous! Everything has to be done when he wants to do it. The way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do. Not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid. I'm no a good wife or something stupid like that. I have an identity of my own and I'm not going to have it wrapped up in him. It makes me--it infuriates me! I want to punch him right in the mouth. What am I going to do. Who does he think he is anyway?

Excerpt 5

Client

I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job. It's great! It's so great, I can't believe it's true, it's so great. I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the children get home from school. It's too good to be true. It's exciting. New horizons are unfolding. I just can't wait to get started. It's great!

Excerpt 6

Client

I'm so thrilled to have found a counselor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

Excerpt 7

Client

Gee, I'm disappointed. I thought we could get along so well together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so, doggone it, I don't know what I'm going to do, but I know you can't help me. There just is no hope.

Excerpt 8

Client

Who do you think you are! You call yourself a therapist, Damn, here I am spilling my guts out to you and all you do is look at the clock. You don't hear what I say. Your

responses are not attuned to what I'm saying. I never heard
of such therapy. You are supposed to be helping me. You
are so wrapped up in your world you don't hear a thing I'm
saying. You don't give me the time. The minute the hour
is up you push me out the door whether I have something
important to say or not. I ah--it makes me so god-damn
mad!

Dallas / Fort Worth Airport

INTEROFFICE MEMORANDUM

August 13, 1973

To: Member of 1st Police Recruit Class

From: Lt. Quenichet

Subject: Inventory to Assess Public Safety Officers Perceptions and Reactions to Human Relations Training

This inventory is the last in a series to determine how valid the Human Relations Training has been and will assist us in determining whether or not to continue this training in the future.

Approximately fifteen minutes is necessary to complete the inventory. This inventory is anonymous. Do not place your name on the form as we are interested in group rather than individual responses.

Your assistance in this matter is appreciated. After form is completed, please return to Carol (Clerk Typist), Records Section, by August 23, 1973, per Lt. Quenichet.

Lt. Quenichet

EQ/cr

APPENDIX D

DEPARTMENT OF PUBLIC SAFETY DALLAS/FORT

WORTH REGIONAL AIRPORT BOARD

PERFORMANCE EVALUATION

INSTRUMENT

Introduction

It is the purpose of this instrument to provide the

Public Safety Supervisor with guidelines and standards of

conduct for individual officers under his command. The

objective for the development of this instrument was

centered around the assumption that norms may be developed

for any group whose members have some common characteristics.

Other assumptions considered are as follows:

1.   Test scores have no intrinsic meaning or value.

They take on meaning only when the individual score can be

compared with some standard or placed in the context of some

group's performance.

2.   The meaning of the score changes with the group

and the purpose of the tester. Therefore, instruments must

be kept flexible in order to meet existing as well as future

needs. The most logical inference to be drawn from these

assumptions is that a model needs to be designed in order

to establish a standard for comparison purposes. The

question to be answered was, "What is a good Public Safety

Officer?"

From this point, the most outstanding categories that

could be established as conducive to outstanding performance

were researched. These categories, their definitions, and

positive and negative characteristics are as follows:

I.   ADAPTABILITY--The quality of a PSO of being able to

cope with various stiuations.

A.   Positive Characteristics

A good Public Safety Officer:

1.   Is highly effective in such situations as a

monotonous routine patrol, a potential suicide,

a robbery in progress, having a weapon fired at

him, a plane crash, or in dealing with the

violent behavior of a mob. He is also effective

in handling a staff assignment requiring the

analysis of traffic statistics.

2.   Takes command of and controls almost any

situation in which he is placed. He is able

to react with confidence and use his training,

experience, and common sense.

3. Willingly accepts new assignments and readily adapts to new duties and procedures with a minimum of supervision.

4. Is content with his role as an officer; offers solutions to problems rather than complaints. Involvement in traffic cases does not affect his attitude in subsequent cases.

B. Negative Characteristics

A poor Public Safety Officer:

1. Has difficulty in properly allocating his time between primary and secondary functions; has difficulty in the establishment of priorities.

2. Becomes confused when confronted with new situations, duties, or procedures; may have difficulty in understanding explanations, requires close supervision.

3. Becomes ineffective and loses control of himself when confronted with stress; is ill at east when given responsibility for an administrative program; turns down offers for speaking engagement.

II. COMMUNICATION SKILLS--That quality in a police officer to positively relate to other people in inter- as well as extra-departmental relations both orally and in writing.

A. Positive Characteristics

A good Public Safety Officer:

1. Turns in written reports that go beyond what is required, reflecting some creative thinking to the point of frequently stimulating ideas for the solution of particular problems; makes a positive and lasting impression when speaking before a group of cub scouts, a ladies' organization, or a panel of community planners.

2. Understands what is needed in various reports and methods of communication; actively seeks means to improve his skills and to update methods of communication.

3. Submits neat, accurate written reports; is a good listener as well as speaker; is aware of "overtones" and nuances in others' speech.

4. Has the ability to express himself both orally and in writing, and to be understood.

B. Negative Characteristics

A poor Public Safety Officer:

1. Creates misunderstandings due to his inability to express himself clearly; has to be called in to interpret portions of his reports; regards reports as trivial.

2. Shows an inability to communicate in his reports, either from a lack of neatness or lack of clarity in expressing his thoughts; shirks speaking engagements; doesn't involve himself in group problem-solving discussions.

3. Turns in reports that are incomplete, illegible, and inconclusive; may use abusive or profane language; shows a lack of tact in dealing with the public.

III. ACCEPTANCE OF OFFICER'S ROLE AND PROFESSIONAL CONCEPT OF LAW ENFORCEMENT--Defined as the dedication of a law enforcement officer to the professional standards of the organization of which he is a member and to the field of law enforcement.

A. Positive Characteristics

A good Public Safety Officer:

1. Strives for continual personal development; has a high degree of identification with the organization; seeks out and creates opportunities to interact with the community;

is sought out by his colleagues as a friend and adviser.

2. Exercises initiative and discretion; maintains a professional demeanor inside and outside the department; constantly strives to upgrade the department and himself.

3. Displays a cooperative attitude and performance with fellow workers and to members of the community; carries out assigned community-oriented tasks willingly; accepts and is accepted by the work group of which he is a part.

4. Shows personal involvement in his work group; can assume responsibility and can also accept reprimands; willingly takes part in departmental committees or in community affairs that relate to the department.

B. Negative Characteristics

A poor Public Safety Officer:

1. Has a limited view of police work and an inability or unwillingness to refocus his views; typical comment: "It's always been done this way and I see no reason to change now."

2. Is dissatisfied with the professional concept, but does not show these feelings openly; always in conflict with staff decisions, but never makes his opinions known to staff; his input comes mostly from backroom complaining; feels secure in his present position and doesn't feel it necessary to improve himself.

3. Does only what is absolutely necessary to maintain his position; complains when supervision is increased or new rules are enacted; is looked upon as an outsider both by his fellow officers and by the community in general.

IV. WORK HABITS--The ability of an officer to manifest a professional appearance, attitude, and conduct.

A. Positive Characteristics

A good Public Safety Officer:

1. Understands the functions he is to perform; the activities required to achieve them, and carries them out with dispatch and precision. He is innovative in his approach to problems he faces in his work and consciously tries to improve on his high level of work performance.

2. Because of his attitude, appearance, and work is regarded as a pace-setter by his fellow-officers; shows excellent driving habits; maintains an effective personal filing system and notebook.

3. Is careful with his equipment and keeps it in top order; consistently practices preventive maintenance with his vehicle; personal appearance is neat; always punctual.

4. Is clean and neat, respectful of equipment, and organized.

B. Negative Characteristics

A poor Public Safety Officer:

1. Fails to meet scheduled deadlines; quality of work is inconsistent; patrol car is left in poor condition.

2. Begins his patrol without checking either the affairs of the day or the equipment in his vehicle; frequently misses roll call; office area is disorganized.

3. Frequently needs a shave or haircut; sloppy in his manner and appearance; reports are incomplete, inaccurate, illegible.

V.   TECHNICAL COMPETENCE

   A.   Positive Characteristics

   A good Public Safety Officer:

     1.   Thoroughly handles each case assigned, checking all sources of information; takes care in the collection and preservation of evidence; is familiar with all procedures for follow-up investigation; strives to become professionally qualified in a particular field; constantly strives to become more effective in everything from patrol to homicide investigation.

     2.   Handles all assignments and is able to effectively use the skills of experts in such fields as ballistics, chemicals, and handwriting.

     3.   Handles all technical areas to the best of his ability, seeking help when needed; recognizes his strengths and weaknesses and seeks to improve.

     4.   Demonstrates a working knowledge of: accident investigation techniques, camera use, traffic procedures, office-violator contacts, case-filing procedures, arrest and restraint

procedures, evidence preservation techniques, criminal investigation procedures, and radio procedures.

B. Negative Characteristics

A poor Public Safety Officer:

1. Carries out required activities only in a team situation or under some direct supervision; must be reminded of total implications of his actions as a police agent; seldom seems to recognize value of thorough work.

2. Goes through the motions of patrol procedures, but often fails to recognize criminal activity; occasionally mishandles criminal evidence; performs poorly on specific tasks such as fingerprinting or breathalyzer use.

3. Unable to properly identify criminal activity; also unable to effectively identify, collect, or preserve criminal evidence; unable to handle non-criminal administrative functions.

4. Does not possess the practical knowledge to handle major investigations; seems unaware of basic patrol functions and techniques.

VI. DEPARTMENT RELATIONS

A. Positive Characteristics

A good Public Safety Officer:

1. Consistently coordinates his activities with the Department of Public Safety; exercises outstanding judgment with regard to his role.

2. Functions comfortably in his work group and contributes to the team's functioning; often intervenes in a controversail discussion and helps resolve the controversy; is readily accepted by his peers.

3. Respected and admired by fellow officers; willing to help another officer; makes himself a source of information to everyone.

4. Is a team worker; is responsible; works with others; coordinates with other divisions.

B. Negative Characteristics

A poor Public Safety Officer:

1. Is tolerated by his peers, but not really well-liked; seeks information, but is reluctant to pass on information which he has discovered; usually too busy to help others.

2. Is often excluded from departmental affairs due to his own shortcomings; tends to gripe and spread rumors; sometimes undermines the concept of team work.

3. Is in constant conflict with his fellow officers; displays a poor attitude and cannot accept criticism.

4. Is likely to be a real "loner" and undermines morale in the Department; unwilling to utilize the ideas of others for fear that it will take credit away from himself.

VII. SOCIAL CONSCIOUSNESS

A. Positive Characteristics

A good Public Safety Officer:

1. Has a genuine interest in the citizens of the community; develops a sound rapport with those with whom he has contact; consistently follows up on cases; has a keen insight into the value of human resources and wishes to develop them.

2. Routinely follows up his cases; makes courtesy calls on complainants even when no further action is dictated; carries on his own public

relations campaign to insure satisfaction and
to make police contact as pleasant as possible
for the complainant; enjoys speaking engage-
ments and involvement in community affairs
outside of his police role.

3. Keeps himself informed about community affairs
   and actively participates through cooperative
   and supportive behaviors both on and off
   duty.

4. Keeps personal beliefs or prejudices from
   interfering with his functioning as a police
   agent and is fair in dealing with the public.

B. Negative Characteristics

A poor Public Safety Officer

1. Appears concerned about the problems of
   persons who call the department, but does
   not feel that it is necessary to look for
   solutions to problems in his off-duty hours;
   feels no further obligation when he completes
   his tour of duty for the day.

2. Dislikes contacting the public during working
   hours or on his own time; leaves complainants
   wondering what action was taken on their

complaint; knows little of community affairs
and seldom seeks this information.

3. Shows little regard for his appearance, his
fellow officers, or the public.

APPENDIX E

EXPLANATION OF APPLICANT PROFILE

I. PHYSICAL

    A. Height   B. Weight

	Minimum	Maximum
5'7"	140	175
5'8"	140	180
5'9"	140	180
5'10"	150	185
5'11"	150	194
6'0"	150	201
6'1"	155	208
6'2"	155	215
6'3"	160	220
6'4"	165	223

    (Female applicants' weight shall be in proportion to their height.)

    C. Age--Minimum age-21 years; maximum age-40 years.

    D. Vision--Uncorrected bisual acuity of 20/40 or better in each eye with eyes correctable to 20/20 binocular vision.

    E. Agility--

    F. Appearance--
        1. Well-groomed
            a. Neat hair--not below the collar of his uniform shirt.
            b. Mustache--not preferred, but if worn must be no longer than the corners of the mouth.
            c. Sideburns--should not extend forward nor extend lower than the bottom of the earlobe. (No facial hair other than that described above.)

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      d. Shined shoes.
      e. Neat clothing--suit and tie preferred.
      f. Clean fingernails.
      g. Overall cleanliness.
      h. Applicant must also meet with medical requirements specified in enclosure.

II. INTELLECTIVE

A. Formal Education--Quality and quantity of job-related education experience.

B. Areas of Study--Majors and minors both formal and technical.

C. Work Experience--Quality and quantity of related work experience.

D. Police/Fire Aptitude--

III. EMOTIONAL

A. Polygraph Results--

B. Responsiveness--

C. Initiative--

D. Leadership--

E. Adapatability--The quality of an applicant of being able to provide a suitable solution to various situations.

F. Self-expression--the ability to express one's thoughts verbally and in writing.

G. Willingness to Conform--Acceptance of Public Safety Concept--Cross-Training

H. Social Consciousness--Positive Self-Image-- "People Oriented"

I. Open-Mindedness--Not bound by tradition nor prejudice, but rather modern and broad-minded.

J. Progressiveness--Achievement-and-accomplishment-oriented-ambitious; extent of interest in position for which he is applying.

K. Temperament--Self-control, confident, realistic, matter-of-fact, practical, tough competitor, good team worker, accepts constructive criticism.

L. Dependability--Persistent, hard-working, industrious, conscientious, well-organized, and dependable.

M. Loyalty--Not openly critical about past organizational experience; faithful.

N. Alertness--Watchful and prompt to meet danger; quick to perceive and act; ability to decide or act without undue delay.

IV. SPECIAL SITUATIONS--Inclusive of special training which correlates with some desirable Public Safety function.

EXPLANATION OF 5-POINT SCALE

1 = 0 - 59%

2 = 60 - 69%

3 = 70 - 79%

4 = 80 - 89%

5 = 90 - 100%

APPENDIX F

ORIENTATION SEMINAR - RECRUIT CLASS #1

MARCH 9, 1973

AIRPORT ADMINISTRATION BUILDING

BOARD ROOM

8:30 AM

8:45 AM	Lt. Quenichet -- Chief Limmer - Welcome Aboard - DPS Concept
9:15 AM	Mr. Sullivan -- Mr. Downey - Airport History and Development
9:45 AM	Chief Woods -- Captain Henson - Special Operations
10:15 AM	Break - Coffee
10:30 AM	Lt. Quenichet - Training - Career Development
10:45 AM	Mr. Shaver - Personnel Director - Benefits and Policy
11:00 AM	Dr. Beck, Dr. Berg, and Mr. Cowan - Communications Human Relations Institute - Human Relations Concept
12:00 NOON	Lunch
1:15 PM	Bus Tour of Airport
2:15 PM	Training Center - Measure for Uniforms and Fingerprinting
4:15 PM	Lt. Quenichet - Instructions for Academy - Dress - Conduct - Physical Fitness

FHQ/jas

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APPENDIX G

BASIC COURSE IN APPLIED POLICE SCIENCE

A 350 Hour Course

Conducted At

THE NORTH CENTRAL TEXAS REGIONAL POLICE ACADEMY
The Great Southwest Industrial District
1136 - 107th Street
Arlington, Texas

Sponsored By

THE NORTH CENTRAL TEXAS COUNCIL OF GOVERNMENTS

March 12 - May 18, 1973

Basic Course in Applied Police Science
March 12 – May 18, 1973

1st week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Mar. 12	Welcome & Orientation *1	Classroom Notetaking and Certification *2		Report *3	L	Writing *3	Jurisdiction and Services of FBI Earl O. Cullum, Special Agent, FBI, Dallas	
Tues. 13	Police Communications Radio, Teletype, NCIC Byron Harrison Grand Prairie PD		Patrol Procedures and Crime Prevention "Goals and Preparation" *4		E	Texas Code of Criminal Procedure Mr. Roland Howerton, Retired, Fort Worth Police Department		
Wed. 14	Texas Code of Criminal Procedure Roland Howerton		Robbery Investigations David H. Israelson, Special Agent, FBI, Dallas		N	Patrol Procedure and Crime Prevention "Daytime Patrol" Jim Harnar		
Thur. 15	Human Behavior and Interaction Dr. Don Beck and Dr. Bob Berg, Communications Human Relations Institute, NTSU				C	Patrol Procedure and Crime Prevention "Traffic Enforcement" Jim Harnar		
Fri. 16	Agency Organization *5	Texas Code of Criminal Procedure Roland Howerton			H	Patrol Procedure and Crime Prevention "Aggressive Patrol" Jim Harnar		

James S. Kline, Director, NCT Regional Police Academy
Shirl Wilson, Coordinator of Recruit Programs
Ross Mullaney, Coordinator of Investigation Programs
Jim Harnar, Coordinator of Patrol Programs

21st School

2nd Week

	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Mar. 19	Public Speaking — Eric Quenichet, Lieutenant, Dallas/Ft. Worth Airport		Texas Code of Criminal Procedure — Roland Howerton		F	Texas Motor Vehicle Laws–Article 6701D — Patrolman Marshal J. Smith, DPS, Dallas		→
Tues.	Report Writing — Ross Mullaney	U. S. Constitution and Bill of Rights — Robert M. Bryant, Special Agent, FBI, Dallas			W			→
Wed. 21	Texas Motor Vehicle Laws–Article 6701D — Marshal Smith			Report Writing — Ross Mullaney	N	Firearms Training — Sergeant Jim Bush and Dwight Crawford, Denton Police Department		
Thur. 22	Firearms Training — Jim Bush and Dwight Crawford			→	C			
Fri. 23					E			→

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21st School

3rd Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. 26	Student Presentation — Eric Quenichet	Field Notetaking — Eric Quenichet	Ethics and Professionalism — L. H. Limmer		I	Officer/Violator Relationship — Shirl Wilson		
Tues. 27	First Aid -- (Multi-Media) — Sergeant Jerry North, Dallas PD, and Sergeant Lee Miller, Mesquite PD				II	First Aid -- (Multi-Media) Continued		
Wed. 28	Student Presentation — Eric Quenichet	Report Writing — Ross Mullaney	Emergency Child Birth — Mrs. Dorsey Pressley, Director of Nursing, American Red Cross, Fort Worth		III	Student Presentation — Eric Quenichet	Bomb Recognition — Ron McCracken, Dallas PD	
Thur. 29	Examination and Review — Eric Quenichet	History and Philosophy of Law Enforcement — John O. Kirk, Special Agent, FBI, Dallas			IV	Texas Code of Criminal Procedure — Roland Howerton		
30	Human Behavior and Interaction — Dr. Don Beck and Dr. Bob Berg, Communications Human Relations Institute, NTSU				V	Officer/Violator Relationship — Shirl Wilson		

4th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Apr. 2	Student Presentation — Eric Quenichet	History and Philosophy of Law Enforcement — John O. Kirk	Jail Procedures — Herbert A. Bible, Sergeant, Dallas PD		L	Texas Penal Code — Roland Howerton		
Tues. 3	Criminal Justice Systems — Fred Keithley, Director of Criminal Justice Programs, NCTCOG, Arlington		Chemical Weapons — James S. Kline		U			
Wed. 4	Texas Penal Code — Roland Howerton				N	Defensive Tactics and Mechanics of Arrest		
Thur. 5	Liquor Law Violations — Bill R. Pierce, Assistant Supervisor, Texas LCB, Dallas	Police Liability & Civil Rights — Joseph M. Myers, Special Agent FBI, Dallas			C		FBI	
Fri. 6	Human Behavior and Interaction — Dr. Bob Berg and Dr. Don Beck				H			

5th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Apr. 9	Disaster Operations — Jim Woods, Deputy Chief/Fire Service, D/FW Airport		Accident Investigation "ST3 Report" — Sergeant Lee Miller		L	Rules of Evidence — John Stauffer, Assistant D.A., Dallas County		
Tues. 10	Accident Investigation "Planning" — Shirl Wilson		Preliminary Investigation — Jim Harnar		W			
Wed. 11	Examination		Accident Investigation "Causes" — Shirl Wilson		N	Texas Penal Code — Roland Howerton		
Thur. 12	Defensive Driving — Jerry Watson, Patrolman, DPS, Dallas				C	Accident Investigation "What Car & Road Tell." — Shirl Wilson		
Fri. 13					H	Accident Investigation "Getting the Facts" — Shirl Wilson		

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6th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Apr. 16	Recognizing and Handling Abnormal People — Dr. Warren Jurgensen, Director, Health Center, UTA		Student Presentation — Eric Quenichet	Arson Investigation — Jim Woods	II	Accident Investigation "Measuring and Diagraming" — Shirl Wilson		
Tues. 17	Theft Investigation — Sergeant Jim Wilson, Denton Police Department		Disorderly Conduct and Domestic Complaints — Captain T. L. Hass, Mesquite PD		III	Accident Investigation "Practical Problem" — Shirl Wilson		
Wed. 18	Examination	Assault Investigation — Mike Hamer, Lt., D/FW Airport	Texas Penal Code — Roland Howerton		IV	Burglary Investigation — Sergeant Jim Wilson		Report Writing — Ross Mullaney
Thur. 19	Crime in America; Corrections Systems — David H. Israelson				V	Missing Person — Ross Mullaney	Homicide Investigation — John Looper, Captain, Irving PD	
Fri. 20	Report Writing — Ross Mullaney				VI	Crowd and Riot Control — John Wilson, Lieutenant, Dallas PD		

7th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Apr. 23	Interrogation and Interview — Jim Harnar				L	Crowd and Riot Control — John Wilson, Lieutenant, DPS, Dallas		
Tues. 24	Crime Scene Search–Physical Evidence — John B. Fulks, Special Agent, FBI, Dallas				M	Practical Problem — Ross Mullaney		
Wed. 25	Practical Problem — Ross Mullaney				N	Student Presentation — Eric Quenichet	Organized Crime — Lieutenant James Hazlitt, D/FW Airport	
Thur. 26	Examination	Texas Juvenile Law — Mrs. Theo Bedard, Attorney Dallas County Juvenile Home			O	Delinquency Causation and Control — Ken Herberger, Juvenile Probation Office, Ft. Worth		
Fri. 27	Human Behavior and Interaction — Dr. Bob Berg and Dr. Don Beck				P	Student Presentation — Eric Quenichet	Sex Crimes and Deviant Behavior — Ross Mullaney	

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8th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. Apr. 30	Case Preparation — Ross Mullaney				F	Structure of Government *1	Functions of Social Agencies — Giles Boone, American Red Cross	
Tues. May 1	Courtroom Demeanor and Testimony — Ross Mullaney				E	Control and Direction of Traffic — Shirl Wilson		
Wed. May 2	Auto Theft Investigation — C.C. Benson, Regional Director, National Automobile Theft Bureau, Dallas		Forgery and Counterfeiting — Gary L. Wistrand, Resident Agent, U.S. Secret Service, Ft. Worth		D	Postal Violations Investigations *2	Telephone Security in Law Enforcement *3	
Thur. May 3	Narcotics and Dangerous Drugs — Mike Hamer				C	Searching for Contraband — Jim Crenshaw, Special Agent, U.S. Customs, Dallas		
Fri. May 4	Examination	Police Officer in Multi-Ethnic Society — Mrs. I.E.L. Sephas, Ft. Worth			B	Human Behavior and Interaction — Dr. Bob Berg and Dr. Don Beck		

*1 C. J. Webster, Director of Public Services, NCTCOG, Arlington
*2 L. W. Wiggs, Burglary Coordinator, U.S. Postal Service, Fort Worth
*3 Jim Vaughn, Security Manager, Southwestern Bell Telephone, Dallas
Bill Wray, Security Supervisor, Southwestern Bell Telephone Company, Fort Worth

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9th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30			1:30-2:20	2:30-3:20	3:30-4:30
Mon. May 7		FIELD TRAINING ⟶				F	FIELD TRAINING ⟶		
Tues. 8						E			
Wed. 9						N			
Thur. 10						C			
Fri. 11						H			

21st School

10th Week	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-4:30
Mon. May 14		FIELD TRAINING			F	FIELD TRAINING		
Tues. 15					E			
Wed. 16					N			
Thur. 17					C			
Fri. 18	Examination		GRADUATION		H			

21st School

DALLAS/FORT WORTH AIRPORT
DEPARTMENT OF PUBLIC SAFETY

APPENDIX H

CAREER DEVELOPMENT TRAINING PROGRAM

	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30	L U N C H	1:30-2:20	2:30-3:20	3:30-4:30
	INTRODUCTION IN-SERVICE TRAINING	ORGANIZATIONAL STRUCTURE	RULES, ORDERS, & CODE OF CONDUCT		L	FORMS & REPORTS →		POSTAL INSPECTOR
	LT. QUENCH	CHIEF LIMMER	CAPT. HENSON			LT. HAMER		MR. BROWER
	AIRPORT COMMUNICATION PROCEDURES →	LOCAL DEPARTMENTAL RELATIONS			U	F.B.I. OPERATION & RESPONSIBILITY AT AIRPORT →		CUSTOMS
		MR. COPPELL				MR. WHITE		
	COLLECTIVE BEHAVIOR				N	RACE & RACE RELATIONS →		F.A.A. SECURITY
	SGT. WINN					MR. CULLUM		
	FIRST AID-ADVANCED →				C	IMMIGRATION →		
	DR. FORSTON					DR. FORSTON		MR. ALEMAN
	HUMAN RELATIONS →				H	PHYSICAL FITNESS →		
	CAPT. JENKINS							MR. MITTON
	BECK & BERG							PSO McKEE

DALLAS/FORT WORTH AIRPORT
DEPARTMENT OF PUBLIC SAFETY

CAREER DEVELOPMENT TRAINING PROGRAM

12 WEEK	8:30-9:20	9:30-10:20	10:30-11:20	11:30-12:30		1:30-2:20	2:30-3:20	3:30-5:30
MON. May 14	FIRST AID-ADVANCED CAPT. JENKINS	→		→	L	→		→
TUES. May 15	FIELD TRAINING LT. TILLER	→		→	U	F.A.A. TOWER-TRACON MR. COONGSW	AIRSIDE TRAFFIC REGULATIONS MR. FORD	→
WED. May 16	FIELD TRAINING LT. TILLER	→		→	N	→		→
THURS. May 17	FIELD TRAINING-LOVE FIELD LT. QUINICHET	→		→	C	→		→
FRI. May 18	FINAL EXAMINATION	→	GRADUATION	→	H	REPORT TO A.A.I.A. MONDAY		

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APPENDIX I

D/FW AIRPORT PUBLIC SAFETY BASIC CAREER

DEVELOPMENT TRAINING PROGRAM--

POLICE BASIC COURSE IN

APPLIED POLICE SCIENCE

I. <u>ORIENTATION</u>

    A.   WELCOME--(Sign in)

    B.   PURPOSE

        1.   GROUND SCHOOL PROGRAM

        2.   REVIEW SCHEDULE

    C.   REVIEW OF FLIGHT ACADEMY FACILITIES

        1.   CLASSROOMS, EPT, SIMULATOR, CAFETERIA, TRAINING
            SERVICE CENTER, ETC.

    D.   MISCELLANEOUS

        1.   ACCESS TO FLIGHT ACADEMY

        2.   BUS SCHEDULES

        3.   NEAREST MOTELS, DRUG STORES, ETC.

    E.   REVIEW OF REGIONAL AIRPORT FACILITIES

        1.   SHOW LOCATIONS OF TERMINALS, RUNWAY AND
            DESIGNATED SECURITY AREAS

II. <u>GENERAL AIRCRAFT FAMILIARIZATION</u>

    A.   B-747

1.   DESCRIPTION--EXTERIOR & INTERIOR

2.   FLAMMABLE LIQUID LOCATION

3.   PORTABLE FIRE EXTINGUISHERS

4.   OXYGEN SYSTEM

    a.   FIXED BOTTLE LOCATIONS

    b.   PORTABLE BOTTLE LOCATIONS

5.   EMERGENCY RESCUE ACCESS LOCATIONS

B.   B-707

1.   DESCRIPTION--EXTERIOR & INTERIOR

2.   FLAMMABLE LIQUID LOCATION

3.   PORTABLE FIRE EXTINGUISHERS

4.   OXYGEN SYSTEM

    a.   FIXED BOTTLE LOCATIONS

    b.   PORTABLE BOTTLE LOCATIONS

5.   EMERGENCY RESCUE ACCESS LOCATIONS

C.   B-727

1.   DESCRIPTION--EXTERIOR & INTERIOR

2.   FLAMMABLE LIQUID LOCATION

3.   PORTABLE FIRE EXTINGUISHERS

4.   OXYGEN SYSTEM

    a.   FIXED BOTTLE LOCATIONS

    b.   PORTABLE BOTTLE LOCATIONS

5.   EMERGENCY RESCUE ACCESS LOCATIONS

D.   DC-10

    1.   DESCRIPTION--EXTERIOR & INTERIOR

    2.   FLAMMABLE LIQUID LOCATION

    3.   PORTABLE FIRE EXTINGUISHERS

    4.   OXYGEN SYSTEM

        a.   FIXED BOTTLE LOCATIONS

        b.   PORTABLE BOTTLE LOCATIONS

    5.   EMERGENCY RESCUE ACCESS LOCATIONS

III. AIRPORT OPERATIONS

A.   TAXIING

B.   LANDING/TAKE-OFF RUNWAYS

C.   PROBLEMS ASSOCIATED WITH AIRPORT OPERATIONS

    1.   STARTING AIRCRAFT ENGINES

    2.   ABORTED TAKE-OFFS

    3.   LANDING ACCIDNETS

    4.   SABOTAGE THREATENED AIRCRAFT

    5.   SKYJACKED AIRCRAFT

    6.   AIRPORT ELECTRICAL POWER FAILURES

    7.   TRAFFIC CONGESTION

D.   DESIGNATED EMERGENCY AREAS

    1.   SABOTAGED DISPERSAL AREAS

        a.   ISOLATION OF AIRCRAFT

        b.   SEARCH OF AIRCRAFT

IV. AMERICAN AIRLINES OPERATIONS

    A. ROUTE STRUCTURE (AREAS OF OPERATION)

        1. DOMESTIC

        2. INTERNATIONAL

    B. PRESENT AIRCRAFT EQUIPMENT

        1. DC-10

        2. B-747

        3. B-707

        4. B-727

    C. TICKETING

        1. COMPUTER (SABRE II)

        2. RESERVATIONS

    D. BAGGAGE

        1. TICKETING

        2. ROUTING

        3. LOADING/OFF LOADING

        4. MISHANDLED BAGGAGE

    E. GROUND EQUIPMENT

        1. PASSENGER JETWAYS

        2. TOW EQUIPMENT

        3. CATERING SERVICE EQUIPMENT

    F. CARGO OPERATIONS

        1. FREIGHTERS

          a. TYPES OF CARGO

     2.   IGLOOS, PALLETS

     3.   LOADING/OFF LOADING CARGO

     4.   DAMAGED/PILFERAGED CARGO

V. AMERICAN AIRLINES SECURITY PROGRAM

   A.   SCREENING OF PASSENGERS

      1.   CARRY-ON BAGGAGE SEARCH

      2.   SKYJACK PROFILE

      3.   ELECTRONIC SEARCH

   B.   GROUND SECURITY

      1.   EMPLOYEE ID BADGES

      2.   RESTRICTED AREAS

      3.   GUARDS

   C.   AIR PIRACY

      1.   METHODS OF GAINING ACCESS (EXAMPLES)

      2.   COCKPIT SIGNALS

      3.   SKYJACK PERSONALITY/TECHNIQUES IN DEALING WITH

VI. AIRCRAFT VULNERABILITY

   A.   THEORY OF PRESSURIZATION

      1.   EFFECT ON DOOR OPERATION

   B.   VULNERABILITY TO GUNFIRE

      1.   VITAL AREAS

         a. TIRES

         b. COCKPIT

   c. ENGINES (ROTOR BLADES--OIL & FUEL LINES)

   d. FUEL TANKS

  2. EFFECTS OF GUNFIRE INSIDE THE AIRCRAFT

   a. OXYGEN BOTTLES

   b. SKIN RUPTURE

   c. WINDOW BREAKAGE

 C. VULNERABILITY TO EXPLOSIVES

  1. VITAL AREAS

   a. FUEL TANKS

   b. COCKPIT

   c. CABIN OXYGEN COMPARTMENT

   d. AREA AROUND FUEL LINES

 D. VULNERABILITY OF AIRPORT FACILITIES

  1. FUEL STORAGE

VII. AIRCRAFT EMERGENCY EVACUATION PROCEDURES

 A. EMERGENCY EQUIPMENT & EXITS

 B. EVACUATION SLIDE OPERATION FOR EACH TYPE AIRCRAFT

 C. EMERGENCY LANDING PREPARATIONS

  1. IN FLIGHT

  2. ON GROUND

 D. GROUND EVACUATION PROCEDURES

 E. SABOTAGE THREAT PROCEDURES ON GROUND

 F. SECURITY OF AIRCRAFT AFTER THE INCIDENT

VIII. <u>FIRE</u> <u>PROTECTION</u>

    A.   AIRCRAFT

        1.   FIXED FIRE SYSTEMS

        2.   PORTABLE FIRE SYSTEMS

    B.   AIRPORT

        1.   TERMINAL

        2.   CRASH UNITS

            a.   LOCATIONS

            b.   FACILITIES

            c.   CAPABILITIES

            d.   PROCEDURES

IX. <u>MEDICAL</u> <u>PROBLEMS</u> <u>ASSOCIATED</u> <u>WITH</u> <u>AIRPORTS</u>

    A.   SICKNESS/INJURY WITHIN TERMINAL

    B.   SICKNESS/INJURY ON BOARD AIRCRAFT

    C.   CRASH PROCEDURES

    D.   SPECIAL PROBLEMS/DRUNKENESS, ETC.

    E.   FIRST AID STATION

        1.   LOCATION

        2.   FACILITIES

X. <u>AVIATION</u> <u>SAFETY</u>

    A.   RESPONSIBILITIES OF AIR CARRIER DIRECTOR OF
        SAFETY

    B.   NATIONAL TRANSPORTATION SAFETY BOARD

C. FEDERAL AVIATION ADMINISTRATION SAFETY
    INVESTIGATIONS

D. RESPONSIBILITIES OF AIRPORT MANAGER

E. LEGAL RESPONSIBILITIES FOR SAFETY OF THE AIR
    CARRIERS' PASSENGERS

D/FW AIRPORT PUBLIC SAFETY BASIC CAREER DEVELOPMENT
TRAINING PROGRAM - POLICE
---- SCHEDULE ----

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st 0830 0920	ORIENTATION	AMERICAN AIRLINES OPERATIONS	AIRCRAFT VULNERABI-LITY	MEDICAL PROBLEMS ASSOCIATED WITH AIRPORTS	BRANIFF
2nd 0930 1020	GENERAL AIRCRAFT FAMILIARIZA-TION	AMERICAN AIRLINES OPERATIONS	AIRCRAFT VULNERABI-LITY	MEDICAL PROBLEMS ASSOCIATED WITH AIRPORTS	DELTA
3rd 1030 1120	GENERAL AIRCRAFT FAMILIARIZA-TION	AMERICAN AIRLINES OPERATIONS	AIRCRAFT VULNERABI-LITY	MEDICAL PROBLEMS ASSOCIATED WITH AIRPORTS	TEXAS INT'L
4th 1130 1230	GENERAL AIRCRAFT FAMILIARIZA-TION	AMERICAN AIRLINES SECURITY	AIRCRAFT EMERGENCY EVACUATION PROCEDURES	AVIATION	EASTERN
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5th 1330 1420	AIRPORT OPERATIONS	AMERICAN AIRLINES SECURITY	AIRCRAFT EMERGENCY EVACUATION PROCEDURES	SAFETY	OZARK
6th 1430 1520	AIRPORT OPERATIONS	AMERICAN AIRLINES SECURITY	FIRE PROTECTION	SAFETY	FRONTIER
7th 1530 1630	AIRPORT OPERATIONS	AMERICAN AIRLINES SECURITY	FIRE PROTECTION	CONTINENTAL	SEMINAR REVIEW

16 P.F. TEST PROFILE

STANDARD TEN SCORE (STEN)
Average

FACTOR	Raw Score Form A	Form B	Total	Standard Score	LOW SCORE DESCRIPTION	HIGH SCORE DESCRIPTION
A				5.8	RESERVED, DETACHED, CRITICAL, ALOOF (Sizothymia)	
B				7.3	LESS INTELLIGENT, CONCRETE (Lower scholastic mental capacity)	MORE INTELLIGENT, ABSTRACT (Higher scholastic mental capacity)
C				5.5	AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)	EMOTIONALLY STABLE, FACES REALITY, MATURE (Higher ego strength)
E				6.3	HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)	ASSERTIVE, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F				6.4	SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)	HAPPY-GO-LUCKY, IMPULSIVELY ENTHUSIASTIC (Surgency)
G				6.3	EXPEDIENT, DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)	CONSCIENTIOUS, PERSEVERING, MORALISTIC
H				6.0	SHY, RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)	VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parmia)
I				6.0	TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)	TENDER-MINDED, CLINGING, OVER-PROTECTED, SENSITIVE
L				4.6	TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)	SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL
M				4.9	PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)	IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS, BOHEMIAN
N				3.7	FORTHRIGHT, NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)	SHREWD, CALCULATING, WORLDLY, PENETRATING
O				5.4	SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)	APPREHENSIVE, SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q₁				4.7	CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)	EXPERIMENTING, LIBERAL, CRITICAL, FREE-THINKING
Q₂				5.2	GROUP-DEPENDENT, A JOINER AND SOUND FOLLOWER	SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL
Q₃				7.3	UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL	CONTROLLED, EXACTING, PRECISE
Q₄				5.7	RELAXED, TRANQUIL, UNFRUSTRATED	TENSE, FRUSTRATED, DRIVEN

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Name: _____ Total Group

Comments:

16 PF TEST PROFILE

FACTOR	Raw Score Form A	Raw Score Form B	Raw Score Total	Standard Score	LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN)	HIGH SCORE DESCRIPTION
A				6.9	RESERVED, DETACHED, CRITICAL, ALOOF (Sizothymia)		OUTGOING, WARMHEARTED, EASY-GOING (Affectothymia)
B				6.1	LESS INTELLIGENT, CONCRETE THINKING (Lower scholastic mental capacity)		MORE INTELLIGENT, ABSTRACT-THINKING, BRIGHT
C				5.1	AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)		EMOTIONALLY STABLE, FACES REALITY, MATURE (Higher ego strength)
E				5.1	HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)		ASSERTIVE, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F				5.4	SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)		HAPPY-GO-LUCKY, HEEDLESS, ENTHUSIASTIC (Surgency)
G				5.8	EXPEDIENT, DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)		CONSCIENTIOUS, PERSEVERING, STAID (Stronger superego strength)
H				5.8	SHY, RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)		VENTURESOME, SOCIALLY BOLD, UNINHIBITED (Parmia)
I				6.5	TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)		TENDER-MINDED, CLINGING, OVER-PROTECTED, SENSITIVE (Premsia)
L				5.2	TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)		SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL (Protension)
M				4.8	PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)		IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS (Autia)
N				3.9	FORTHRIGHT, NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)		SHREWD, CALCULATING, WORLDLY, PENETRATING (Shrewdness)
O				5.6	SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)		APPREHENSIVE, SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q1				4.8	CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)		EXPERIMENTING, LIBERAL, FREE-THINKING (Radicalism)
Q2				4.5	GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)		SELF-SUFFICIENT, PREFERS OWN DECISIONS (Self-sufficiency)
Q3				7.0	UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)		CONTROLLED, SOCIALLY-PRECISE, COMPULSIVE (High self-concept control)
Q4				5.5	RELAXED, TRANQUIL, TORPID, UNFRUSTRATED (Low ergic tension)		TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

Name:

Comments:

Group 1

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16 P F TEST PROFILE

STANDARD TEN SCORE (STEN) — Average

FACTOR	Raw Score Form A	Form B	Total	Standard Score	LOW SCORE DESCRIPTION	HIGH SCORE DESCRIPTION
A				5.4	RESERVED, DETACHED, CRITICAL, ALOOF (Sizothymia)	OUTGOING, WARMHEARTED, EASY-GOING, PARTICIPATING (Affectothymia)
B				7.2	LESS INTELLIGENT, CONCRETE-THINKING (Lower scholastic mental capacity)	MORE INTELLIGENT, ABSTRACT-THINKING (Higher scholastic mental capacity)
C				5.6	AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)	EMOTIONALLY STABLE, FACES REALITY, CALM, MATURE (Higher ego strength)
E				6.5	HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)	ASSERTIVE, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F				7.0	SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)	HAPPY-GO-LUCKY, IMPULSIVELY ENTHUSIASTIC (Surgency)
G				6.7	EXPEDIENT, DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)	CONSCIENTIOUS, PERSEVERING, STAID, MORALISTIC (Stronger superego strength)
H				6.0	SHY, RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)	VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parmia)
I				5.8	TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)	TENDER-MINDED, CLINGING, OVERPROTECTED, SENSITIVE (Premsia)
L				4.2	TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)	SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL (Protension)
M				4.3	PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)	IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS, BOHEMIAN (Autia)
N				2.6	FORTHRIGHT, NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)	SHREWD, CALCULATING, WORLDLY, PENETRATING (Shrewdness)
O				5.6	SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)	APPREHENSIVE, SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q₁				4.7	CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)	EXPERIMENTING, LIBERAL, FREE-THINKING (Radicalism)
Q₂				5.6	GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)	SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q₃				7.6	UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)	CONTROLLED, SOCIALLY-PRECISE, FOLLOWING SELF-IMAGE (High self-concept)
Q₄				5.9	RELAXED, TRANQUIL, TORPID, UNFRUSTRATED (Low ergic tension)	TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

A sten of about by about 2.3% 4.4% 9.2% 15.0% 19.1% 19.1% 15.0% 9.2% 4.4% 2.3% of adults is obtained

16 PF-A&B-8A

Group II

Name: Comments:

16 P.F. TEST PROFILE

STANDARD TEN SCORE (STEN) — Average →

FACTOR	LOW SCORE DESCRIPTION	Standard Score	HIGH SCORE DESCRIPTION
A	RESERVED, DETACHED, CRITICAL, ALOOF (Sizothymia)	5.2	OUTGOING, WARMHEARTED, EASY GOING, PARTICIPATING (Affectothymia)
B	LESS INTELLIGENT, CONCRETE THINKING (Lower scholastic mental capacity)	8.0	MORE INTELLIGENT, ABSTRACT-THINKING, BRIGHT (Higher scholastic mental capacity)
C	AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)	6.2	EMOTIONALLY STABLE, FACES REALITY, CALM, MATURE (Higher ego strength)
E	HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)	6.6	ASSERTIVE, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F	SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)	5.8	HAPPY-GO-LUCKY, IMPULSIVELY LIVELY, GAY, ENTHUSIASTIC (Surgency)
G	EXPEDIENT, DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)	6.6	CONSCIENTIOUS, PERSEVERING, STAID, MORALISTIC (Stronger superego strength)
H	SHY, RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)	4.4	VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parmia)
I	TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)	5.0	TENDER-MINDED, CLINGING, OVER-PROTECTED, SENSITIVE (Premsia)
L	TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)	4.0	SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL (Protension)
M	PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)	4.8	IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS, BOHEMIAN (Autia)
N	FORTHRIGHT, NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)	4.0	SHREWD, CALCULATING, WORLDLY, PENETRATING (Shrewdness)
O	SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)	5.4	APPREHENSIVE, SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q1	CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)	4.8	EXPERIMENTING, LIBERAL, FREE-THINKING (Radicalism)
Q2	GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)	6.0	SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q3	UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)	8.2	CONTROLLED, SOCIALLY PRECISE, FOLLOWING SELF-IMAGE (High self-concept control)
Q4	RELAXED, TRANQUIL, UNFRUSTRATED (Low ergic tension)	5.8	TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

A sten of | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | is obtained
by about | 2.3% | 4.4% | 9.2% | 15.0% | 19.1% | 19.1% | 15.0% | 9.2% | 4.4% | 2.3% | of adults

Name: _____
Comments: _____

Group III

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16 PF TEST PROFILE

STANDARD TEN SCORE (STEN)

← Average →

FACTOR	Raw Score Form A	Form B	Total	Standard Score	LOW SCORE DESCRIPTION		HIGH SCORE DESCRIPTION
A				5.2	RESERVED, DETACHED, CRITICAL, ALOOF (Sizothymia)		OUTGOING, WARMHEARTED, EASY-GOING, PARTICIPATING (Affectothymia)
B				9.2	LESS INTELLIGENT, CONCRETE THINKING (Lower scholastic mental capacity)		MORE INTELLIGENT, ABSTRACT (Higher scholastic mental capacity)
C				5.2	AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)		EMOTIONALLY STABLE, FACES REALITY, CALM, MATURE (Higher ego strength)
E				7.8	HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)		ASSERTIVE, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F				7.6	SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)		HAPPY-GO-LUCKY, IMPULSIVELY LIVELY, GAY, ENTHUSIASTIC (Surgency)
G				6.0	EXPEDIENT, DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)		CONSCIENTIOUS, PERSEVERING, STAID, MORALISTIC (Stronger superego strength)
H				8.2	SHY, RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)		VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parmia)
I				6.2	TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)		TENDER-MINDED, CLINGING, OVERPROTECTED, SENSITIVE (Premsia)
L				4.8	TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)		SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL (Protension)
M				6.2	PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)		IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS (Autia)
N				5.4	FORTHRIGHT, NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)		SHREWD, CALCULATING, WORLDLY, PENETRATING (Shrewdness)
O				4.8	SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)		APPREHENSIVE, SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q₁				4.4	CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)		EXPERIMENTING, LIBERAL, ANALYTICAL, FREE-THINKING (Radicalism)
Q₂				4.8	GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)		SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q₃				6.4	UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)		CONTROLLED, SOCIALLY PRECISE, FOLLOWING SELF-IMAGE (High self-concept control)
Q₄				5.8	RELAXED, TRANQUIL, UNFRUSTRATED (Low ergic tension)		TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

	1	2	3	4	5	6	7	8	9	10	is obtained
A step of	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of adults
by about											

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16 PF-ABF-84

Name: _____

Comments: _____

Group IV

192

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME___Total Group_____ DATE TESTED_____

AGE _____ SEX_____

OCCUPATION _____

I $T_i - T_c$ (Time) Ratio:
Self-Actualizing Average: $T_i : T_c = 1 : 8$
Your Ratio: $T_i : T_c = 1 :$

| 1 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

II O - I (Support) Ratio:
Self-Actualizing Average: $O : I = 1 : 3$
Your Ratio: $O : I = 1 :$

| 1 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

ADULT NORMS

TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	VALUING — SELF-ACTUALIZING VALUE Holds values of self-actualizing people	VALUING — EXISTENTIALITY Flexible in application of values	FEELING — FEELING REACTIVITY Sensitive to own needs and feelings	FEELING — SPONTANEITY Freely expresses feelings behaviorally	SELF-PERCEPTION — SELF REGARD Has high self-worth	SELF-PERCEPTION — SELF ACCEPTANCE Accepting of self in spite of weaknesses	SYNERGISTIC AWARENESS — NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGISTIC AWARENESS — SYNERGY Sees opposites of life as meaningfully related	INTERPERSONAL SENSITIVITY — ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	INTERPERSONAL SENSITIVITY — CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T_c	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

| TIME INCOMPETENT Lives in the past or future | OTHER DIRECTED Dependent, seeks support of others' views | Rejects values of self actualizing people | Rigid in application of values | Insensitive to own needs and feelings | Fearful of expressing feelings behaviorally | Has low self-worth | Unable to accept self with weaknesses | Sees man as essentially evil | Sees opposites of life as antagonistic | Denies feelings of anger or aggression | Has difficulty with warm interpersonal relations |

Raw Scores: 16.2 · 83.0 · 21.1 · 18.3 · 15.3 · 12.4 · 12.8 · 14.1 · 11.9 · 6.9 · 15.8 · 17.6

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME **Group I** DATE TESTED

AGE SEX

OCCUPATION

I T$_1$ - T$_C$ (Time) Ratio:
Self-Actualizing Average: T$_1$:T$_C$ = 1:8
Your Ratio: T$_1$:T$_C$ = 1:

1									
1	2	3	4	5	6	7	8	9	10

II O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1:

1									
1	2	3	4	5	6	7	8	9	10

		VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTI-ALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTA-NEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN, CON-STRUCTIVE Sees man as essentially good	SYNERGY Sees oppo-sites of life as meaning-fully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T$_c$	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

ADULT NORMS

| TIME INCOMPE-TENT Lives in the past or future | OTHER DIRECTED Dependent, seeks sup-port of others' views | Rejects values of self-actualiz-ing people | Rigid in application of values | Insensitive to own needs and feelings | Fearful of expressing feelings behaviorally | Has low self-worth | Unable to accept self with weaknesses | Sees man as essentially evil | Sees opposites of life as antagonistic | Denies feelings of anger or aggression | Has diffi-culty with warm inter-personal relations |

| 15.5 | 82.1 | 20.6 | 18.5 | 14.5 | 12.5 | 12.8 | 13.9 | 11.8 | 6.6 | 15.1 | 17.3 |

Raw Scores

194

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME___Group II_____ DATE TESTED_____

AGE _____SEX_____

OCCUPATION _____

_____

I T_t - T_c (Time) Ratio:
Self-Actualizing Average: T_t: T_c = 1:8
Your Ratio: T_t: T_c = 1:

1									
1	2	3	4	5	6	7	8	9	10

II O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1:

1									
1	2	3	4	5	6	7	8	9	10

		VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
TIME COMPETENT Lives in the present	INNER DIRECTED Independent, self-supportive	SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T_c	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

Standard Scores

ADULT NORMS

Raw Scores: 16.5   83.2   21.5   17.7   16.3   12.6   12.7   14.1   12.3   6.9   15.9   17.3

| TIME INCOMPETENT Lives in the past or future | OTHER DIRECTED Dependent, seeks support of others' views | Rejects values of self-actualizing people | Rigid in application of values | Insensitive to own needs and feelings | Fearful of expressing feelings behaviorally | Has low self-worth | Unable to accept self with weaknesses | Sees man as essentially evil | Sees opposites of life as antagonistic | Denies feelings of anger or aggression | Has difficulty with warm interpersonal relations |

NAME .... Group III .... DATE TESTED ....

AGE ....SEX..........
    I $T_t - T_c$ (Time) Ratio:
    Self-Actualizing Average: $T_t : T_c = 1:8$
    Your Ratio: $T_t : T_c = ?:$

OCCUPATION ....
    II O - I (Support) Ratio:
    Self-Actualizing Average: $O:I = 1:3$
    Your Ratio: $O:I = 1:$

		VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T_c	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

ADULT NORMS

(Profile graph with standard scores from 20 to 80)

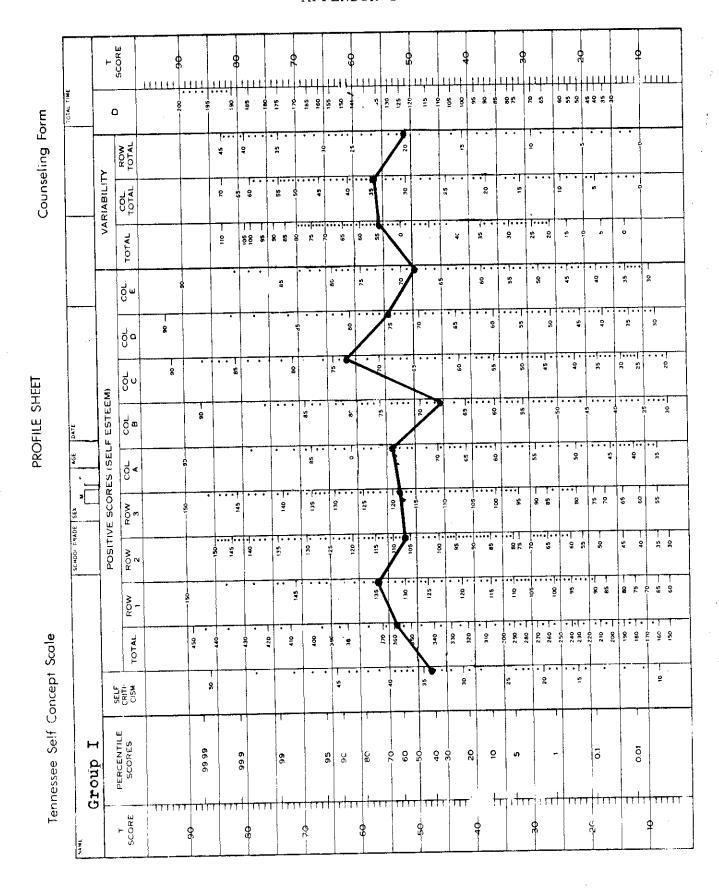| TIME INCOMPETENT Lives in the past or future	OTHER DIRECTED Dependent, seeks support of others' views	Rejects values of self-actualizing people	Rigid in application of values	Insensitive to own needs and feelings	Fearful of expressing feelings behaviorally	Has low self-worth	Unable to accept self with weaknesses	Sees man as essentially evil	Sees opposites of life as antagonistic	Denies feelings of anger or aggression	Has difficulty with warm interpersonal relations

| 15.6 | 81.8 | 21.6 | 18.6 | 14.6 | 11.8 | 13.0 | 13.2 | 11.2 | 7.2 | 15.6 | 18.6 |

Raw Scores

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME _____ Group IV _____ DATE TESTED _____

AGE _____ SEX _____

OCCUPATION _____

I. T_i - T_c (Time) Ratio:
Self-Actualizing Average: T_i : T_c = 1 : 8
Your Ratio: T_i : T_c = 1 : ___

II. O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1: ___

ADULT NORMS

		VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
TIME COMPETENT Lives in the present	INNER DIRECTED Independent, self-supportive	SELF-ACTUALIZING VALUE Holds values of self actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C

| TIME INCOMPETENT Lives in the past or future | OTHER DIRECTED Dependent, seeks support of others' views | Rejects values of self-actualizing people | Rigid in application of values | Insensitive to own needs and feelings | Fearful of expressing feelings behaviorally | Has low self-worth | Unable to accept self with weaknesses | Sees man as essentially evil | Sees opposites of life as antagonistic | Denies feelings of anger or aggression | Has difficulty with warm interpersonal relations |

Raw Scores: 17.4   85.6   20.8   18.8   16.0   12.4   13.0   15.2   12.2   7.4   17.4   18.2

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APPENDIX T

Tennessee Self Concept Scale — Profile Sheet — Counseling Form

Tennessee Self Concept Scale

PROFILE SHEET

Counseling Form

Group I

Tennessee Self Concept Scale PROFILE SHEET Counseling Form

Group III
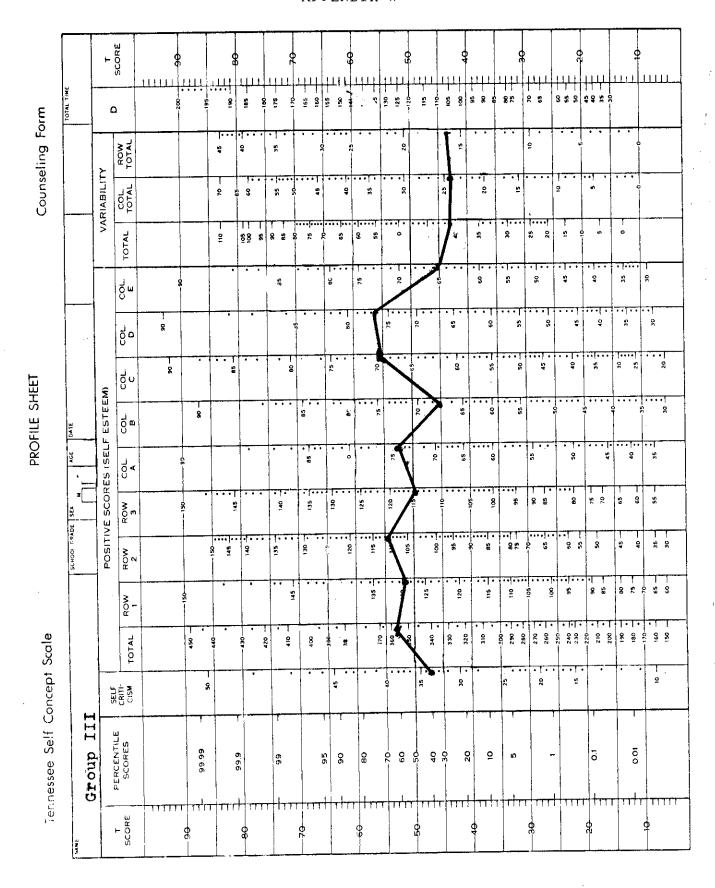
APPENDIX X
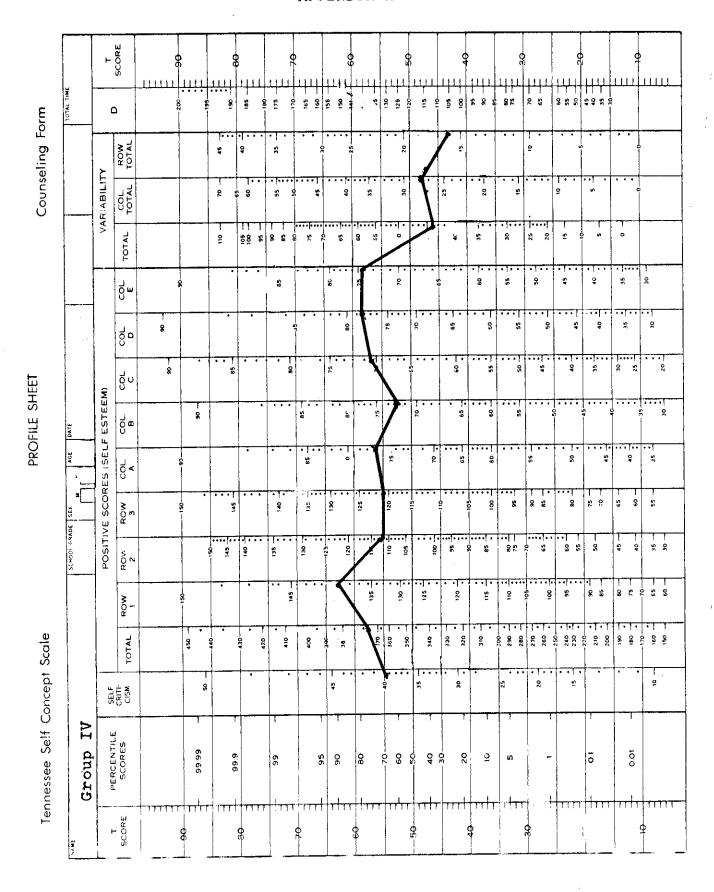

Tennessee Self Concept Scale — Group IV

PROFILE SHEET — Counseling Form

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