University Students' Preferences and Self-Assessed Abilities for Policing Behaviours:

Recruiting and Selecting Suitable Individuals for Modern Policing

by

Christopher H. Heikoop

A Thesis
Submitted by the Faculty of Graduate Studies and Research
through the Department of Psychology
in Partial Fulfillment of the Requirements for
the Degree of Master of Arts at the
University of Windsor

Windsor, Ontario, Canada

2004

National Library
of Canada

Bibliothèque nationale
du Canada

Acquisitions and
Bibliographic Services

Acquisisitons et
services bibliographiques

395 Wellington Street
Ottawa ON K1A 0N4
Canada

395, rue Wellington
Ottawa ON K1A 0N4
Canada

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this dissertation.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de ce manuscrit.

While these forms may be included in the document page count, their removal does not represent any loss of content from the dissertation.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.

Canadä

Abstract

The present study was designed to determine if university students' preferences for community policing (CP) and traditional law enforcement policing (LEP) activities, and their self-reported abilities associated with these activities, are predictive of their attitudes toward and preference for the CP and LEP models. Preferences for activities and self-reported abilities were factor analyzed yielding four interpretable factors for both the activities and abilities questionnaires. These were analyzed with one-way ANOVAs and correlations with participants' ratings of the models. It was found that students who expressed an interest in a policing career at the onset of the study displayed a greater preference for activities associated with LEP and rated themselves higher on LEP-related abilities. Further, students who preferred LEP-related activities also indicated that they would like to work under LEP rather than under CP. The results are congruent with previous research on university students' preferences for CP and LEP (e.g. Coutts, Schneider, & Tenuta, in press; Coutts; Schneider, Johnson, & Mcleod, 2003; Greer, 2003).

Acknowledgements

I would like to thank Katie for her patience and support throughout this important first step of my career. Without her I cannot imagine how I would have made it through all of the many challenges inherent to this process.

I would like to thank my mother and father who provided me with ongoing support, both emotional and financial, to help me get though all of life's stresses with as little sacrifice as possible. I would also like to thanks my brothers for always being there, online or in person, to make me laugh and help me to remember what life is all about.

Finally, I would also like to thank my advisor, Dr. Larry Coutts, for his guidance, advice, and insight throughout the process and my committee members, Dr. Frank Schneider and Dr. Daniel O'Connor, for their understanding, support, and feedback from start to finish.

TABLE OF CONTENTS

LIST OF TABLES AND FIGURE

CHAPTER 1

Overview

Many police departments are changing from a traditional law enforcement policing (LEP) model to a community policing (CP) model (Chacko & Nancoo, 1993). Concurrent with this shift in policing philosophy, researchers have questioned whether or not the prototypical police officer of the LEP model possesses the appropriate skills necessary to successfully deliver the new approach (Trojanowicz & Bucqueroux, 1990). This questioning has been driven by the fact that the two models of policing encompass fundamentally different requirements that officers have to carry out in their day-to-day activities. For example, whereas under LEP officers adhere to a reactive, incident-driven method of policing that is organized around a hierarchical, para-military structure, under CP officers operate in a more decentralized organizational structure that encourages them to proactively deal with problems of crime and disorder by immersing themselves within a particular community (Clairmont, 1991; Trojanowicz & Bucqueroux, 1990). Thus, it appears that due to the fundamentally different nature of the two models of policing, each model may require different characteristics and qualities among police officers (Metchik & Winton, 1995). The present study attempts to evaluate the extent to which university students' preferences for specific types of behaviour and perceived self-competency in performing these behaviours are predictive of their attitudes toward, and evaluations of, both the CP model and LEP model.

From Law Enforcement Policing to Community Policing

During the 1980s, public dissatisfaction with the perceived ineffectiveness of traditional law enforcement strategies for reducing crime began to emerge. Those most often in contact with law enforcement agencies (minority group members, the socially and economically disadvantaged, and young people) increasingly began to rally their numbers to let the general public know of their unrest (Kratcoski & Dukes, 1995). Further emphasizing this point was the growth of general urban unrest and youth gangs,

which seemed to point to the general conclusion that traditional LEP was not very effective for solving crime, especially street crime problems. At the same time, support for a shift in the way police approach their job had begun to emerge from a series of National Academy of Sciences studies (Blumstein, Cohen, Roth, & Visher, 1986). In these studies, the effectiveness of standard police strategies utilized in LEP such as random patrol and rapid response in controlling crime were questioned, leading to a clear indication that traditional law enforcement practices were not as effective as the public desired. Due to these demands for more effective policing, attempts to implement CP in law enforcement agencies across North America began to increase and have been heavily supported by investments of resources. For example, since 1994, the Office of Community Oriented Policing Services (COPS) has invested more than $7.5 billion of its federally provided budget to promote CP in U.S. law enforcement agencies (National Criminal Justice Reference Service, 2002).

Differences Between Law Enforcement Policing and Community Policing

At the centre of the differences between LEP and CP is the relative priority of the various general functions that police perform (Rosenbaum, 1994). Under LEP, the order of importance that police organizations attach to the general functions of their organization is: crime control, emergency aid, non-emergency services, and justice (Rosenbaum, 1994). While each of these are important functions for the police to serve in society, the order of their importance is something that CP seeks to change and expand upon. Whereas LEP places most emphasis on crime control, emergency aid, and justice, CP also emphasizes the importance of non-emergency services as well as reducing the fear of crime. Rosenbaum (1994) suggests four reasons for this change in the importance of police functions. First, since the three most important functions of LEP make up such a small amount of police work, police organizations should not be organized around these functions. Second, research findings (e.g., Reppetto, 1975) have called into question the effectiveness of police in carrying out these functions. Third, surveys constantly show

that non-criminal, nonemergency, quality-of-life problems are the public's chief concern (e.g., John, Villaescusa, Toscko, & Powers, 1997). Fourth, community theories suggest that more serious neighborhood crime problems may often be forecasted by the presence of social and physical disorder (Rosenbaum, 1994).

As a result of this expansion and re-ordering of the priorities of police organizations' general functions, many changes in a front-line officer's day-to-day activities have emerged. For a summary of such changes, see Table 1. Under LEP the organization's response to incidents and calls for service is based on quick and responsive motorized deployment (Leighton, 1991). Therefore, response capacity and efficiency are the chief objectives of the police organization's operation. In addition, under the LEP model information gathering and the analysis of problems are often limited to the current call, and do not necessarily consider the underlying causes of that call (Murphy, 1993). In contrast, whereas LEP is concerned with rapidly dealing with crime on a call-by-call basis, CP adopts a more proactive approach. By changing the officer's role from a purely law enforcement approach to more of a peace officer approach, CP-based police organizations encourage their officers to be involved with aspects of the promotion of public order as well as the general reduction of crime (Trojanowicz & Bucqueroux, 1990). That is, officers become involved with a particular community for extended periods of time. They involve themselves with the community and become effective information managers as they routinely exchange information with members of the community in order to determine the needs and concerns of the community (Chacko & Nancoo, 1993; Leighton, 1994). Officers are then able to try to attack the root causes of these concerns in an effort to resolve such issues in partnership with the community. In doing so, CP officers involve other social service agencies so that the promotion of order and reduction of crime are no longer the sole responsibility of the police organization (Normandeau & Leighton, 1993).

Table 1.

Major Differences Between LEP and CP

Law Enforcement Policing	Community Policing
• Reactive	• Proactive
• Continuously patrols different communities looking for crime	• Extensive time spent within a specific community
• Focus on the crime at hand	• Commitment to long term solutions
• Solve serious criminal activity	• Promote public order
• Hierarchical	• Decentralized
• Limited information gathering	• Analyze underlying causes of crime
• Direct citizens to social agencies for help	• Work with other social agencies to reduce crime
• Quick, motorized deployment	• Get to know residents in the community

CHAPTER 2

CP and LEP Research

Problems Encountered with the Shift in Policing Philosophy

Due to the differences in the day-to-day activities of police officers under the LEP and CP models, resistance frequently occurs as officers make the transition to their new duties (Clairmont, 1991; Schneider, Pilon, Horrobin, & Sideris, 2000; Scrivner, 1995). This is not surprising because many current officers who were selected and trained under the LEP model and who have made a career of performing the specific duties and learning the specific skills of LEP may not possess the required skills, attitudes, or values that are necessary to be successful and satisfied police officers under the CP model (Metchik & Winton, 1995).

In light of the difficulties in shifting from the LEP model to the CP model, it is necessary to understand how the changing skill requirements of policing can have such a profound impact on the personnel involved in delivering police services. Perhaps the best explanation of this lies in Holland's (1997) theory of Person-Environment Fit (P-E Fit). Essentially, P-E Fit looks at the congruence between one's needs, wishes, and preferences and the situation in which one is involved (Spokane, Meir, & Catalano, 2000). According to Holland (1997), if one's personality type is congruent with the dominant personality type of their current environment (i.e. workplace), then it is predicted that the individual will be more satisfied and committed within this work environment.

Relating this to the ongoing shift in policing philosophy, it can be reasoned that the difficulties encountered with the transition from LEP to CP may be attributed to the demands of the new work environment not being congruent with the characteristics of officers recruited, selected, and trained under LEP. That is, the personal needs, wishes, and preferences of a police officer who has made a career of working under the more rigid, hierarchical confines of the LEP model of policing may not fit well with the new

demands being placed on him or her by CP. Therefore, it is not surprising that many officers who have developed a comfort level based on their ability to perform their job well under the LEP model would demonstrate resistance to a new model that asks them to perform radically different duties.

Evidence that officers who have been selected and trained under the LEP model have not been suitable for some of the requirements of CP comes from research that shows that these officers tend to resist efforts to implement CP in their departments based on their difficulty in accepting the demands and requirements of CP (Clairmont, 1991; Scrivner, 1995; Vinzant & Crothers, 1994). In order to help facilitate the implementation of CP in departments across North America, Coutts and Schneider (2004) point out that CP-tailored interventions in three major areas are required: (a) human resource management and reward systems, (b) education and training, and (c) recruitment and selection.

In the first intervention, police organizations must align their human resource systems with the basic philosophy, principles, and operational procedures of CP (Coutts & Schneider, 2004). In order to accomplish this, police organizations must implement department-wide decentralization and delayering of authority. As a result, these organizations will be able to effectively increase individual officers' autonomy, responsibility, and decision-making capacity, all of which are fundamental tenets of CP required in order for individual officers to be able to carry out their expected day-to-day police activities under CP. Coutts and Schneider (2004) also note that another major element to the intervention of human resource system change is a major alteration to the recognition and reward structure of police organizations, in particular, their performance appraisal and promotion systems. Trojanowicz & Bucqueroux (1990) noted that there are many CP-related activities that can be included in police performance evaluations, for example, the number of community meetings organized, projects developed to address

social disorder problems, referrals to agencies, and crime-resolution communications received from citizens.

Where the above intervention aims at increasing officers' acceptance and endorsement of CP through system-wide changes to the police organization, education and training seeks to increase police officers' skills and knowledge with regard to CP. Although this approach has been heavily favoured and implemented in many police departments and police training colleges, there is some evidence to suggest that such initial training may not be enough to fully initiate and effect lasting change in the rank and file of police organizations (e.g., Breci, 1997). Coutts and Schneider (2004) suggest that the goals of education and training should include instilling positive attitudes about CP, developing officers' understanding of CP principles and operational strategies, and developing officers' skills and abilities.

Finally, while the above two interventions focus on changing the attitudes and behaviours of existing police personnel, the third form of intervention looks to foster the transition to CP by modifying the way police officers are recruited and selected (Coutts, Schneider, Johnson, & McLeod, 2003; Coutts, Schneider, & Tenuta, in press). Research suggests that one particular population that may be rich in individuals who possess CP-related qualities is university students. For example, research with police officers has found that those officers possessing a college education possessed many CP-related qualities and that as an officer's level of education rose, so too did their acceptance of CP (Carter, Sapp, & Stephens, 1989). From this line of research, Coutts and his associates have suggested that one solution to help alleviate the difficult transition from LEP to CP is to recruit and select individuals who are likely to possess the necessary competencies, skills, and attitudes that might be necessary to become committed and successful CP officers (Coutts et al., 2003; Coutts et al., in press; Metchik & Winton, 1995).

Based on the above-mentioned evidence that university students may represent a population of individuals who are well-suited for the demands of CP, Coutts and his

associates (Coutts, et al., 2003; Coutts, et al., in press) have explored how the police applicant pool might be broadened among university students. To advance this inquiry, the researchers reasoned that individuals who possess the necessary skills, attitudes, and values for CP might become more interested in a policing career if they were made more aware of the nature and emergence of CP. Coutts et al. (in press) tested three hypotheses. First, based on the portrayal of policing in the popular media as being LEP-oriented (Chermak & Weiss, 2002; New Yorker, July 1993:4), they predicted that university students would be more likely to associate policing with the LEP model. Second, because of the job enrichment and job enlargement characteristics of CP (Greene, 1989; Trojanowicz & Bucqueroux, 1990) and the wealth of evidence that CP officers experience increased job satisfaction (Greene, 1998; Lurigio & Rosenbaum, 1994; Schneider et al., 2000), the researchers predicted that students would prefer to work under the CP model versus the LEP model. Third, the researchers predicted that, as a result of the students' increased knowledge and awareness of the CP model, many would express an increased interest in a policing career.

In order to explore these hypotheses, Coutts et al. (in press) employed a two-part method. First, participants were asked to provide a written description of their perceptions of the functions and responsibilities of the police and the day-to-day activities and tasks of a front-line police officer. Second, participants were then asked to read separate descriptions of the LEP model and CP model and answer a series of evaluative questions that were designed specifically to test the three hypotheses.

Each of the above hypotheses was supported, thus providing evidence of the potential suitability of university students as a recruitment pool for CP-based police organizations. Specifically, Coutts et al. (in press) found that university students associated policing with the LEP model. Second, once students had read detailed descriptions of both models of policing, they indicated a preference for working under the CP model rather than the LEP model. Third, students expressed an increased interest in a

career in policing after they became aware of the widespread implementation of community policing in police departments across North America. Each of the above findings was subsequently replicated in a second study (Coutts et al., 2003) that also investigated how university students' personality characteristics and career orientations related to the above variables.

Based upon the above results, the researchers then turned their attention to determining which particular aspects of LEP and CP university students might find attractive (Greer, 2003). It is clear that university students, regardless of their initial interest in a policing career, tend to become more interested in a policing career once they are informed about the nature and emergence of CP. However, it is unclear as to what specific aspects of CP they find attractive. Toward that end, Greer (2003) developed a preliminary study that examined how the day-to-day behaviours of officers under both LEP and CP related to university students' interest in a policing career and their responses on the evaluative questions used in the previous studies.

To examine these questions, the researcher asked participants to indicate the extent to which they would either like or dislike performing specific activities related to LEP, CP, or both models of policing on a 75-item police activities questionnaire. The researchers then grouped the items together based on the expert opinion of three police officials who determined whether the items were either more closely associated with CP, more closely associated with LEP, or associated equally with both CP and LEP and correlated the three groupings with the participants' responses on their interest in policing and the evaluative questions. Greer (2003) found that there were no relationships between participants' initial level of interest in a policing career and their preferences for performing CP-related activities. However, he did find that participants who were initially interested in a career in policing indicated a greater preference for LEP-related activities than participants who were either unsure or not interested in a policing career. Further, participants who indicated a greater preference for CP-related activities were

more likely to want to work under the CP model and, similarly, participants who preferred LEP-related activities were more likely to want to work under the LEP model.

CHAPTER 3

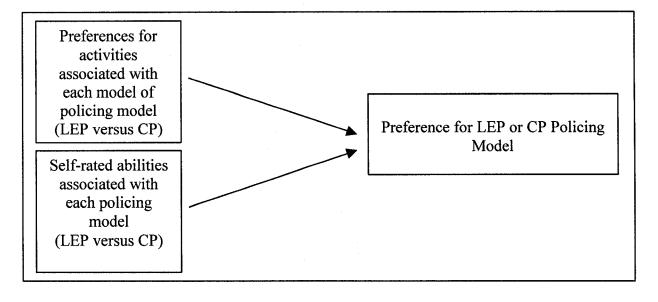Statement of Problem

Current Research Focus

The present study is exploratory. Its general purpose is to expand upon the findings of Coutts et al. (2003; in press) and Greer (2003). Given that these researchers have repeatedly found that university students express an increased interest in a career in policing after they become aware of the nature and implementation of CP in police departments across North America, the goal of the present study was to expand on these findings by exploring which behavioural aspects of CP and LEP university students find attractive and which related abilities and skills they feel are personal strengths or weaknesses. Specifically, the goal of the present study was to determine the extent to which participants' preferences for engaging in specific activities related to each model of policing and the extent to which their self-reported abilities associated with these activities are predictive of their attitudes toward, and preference for, the CP and LEP models (Figure 1).

In order to meet this goal, the present study used the police activities questionnaire developed by Greer (2003) and also used another questionnaire developed for this project that was designed to determine which underlying abilities associated with these activities respondents feel are relative strengths or weaknesses. Further, this study was designed to expand upon the previous studies by determining the factor structure of both questionnaires in order to relate the resultant factors to participants' attitudes and preferences toward the two models of policing. It is important to note that the purpose of the present study was not to validate the above measures. Instead, these measures were used as an initial effort to identify individuals who might be more predisposed to displaying a preference for one model of policing over the other. Thus, the objectives of the present study were to explore the relationships among (a) participants' general attitudes toward CP, (b) their preferences for working under the CP and LEP models, (c)

the extent to which they would enjoy performing the day-to-day tasks and activities associated with each policing model, and (d) their self-ratings on various abilities associated with each policing model.

Figure 1.

Predictive Model: Preference for the LEP and CP Models as a Function of both Activity Preferences and Self-Rated Abilities Associated with Each Model

CHAPTER 4

Method

Participants

Participants were 123 full- and part-time university students who, as part of their registration for the psychology research participant pool, received two bonus points assigned to the psychology course of their choice for participating in this study. Participants (62 males and 61 females) had a mean age of 20.76 years ($SD = 2.20$). The percentage of students based on academic year was a follows: year 1: 30.1 %; year 2: 17.9 %; year 3: 29.3 %; year 4: 22.0 %; and year 5: .7 %. The percentages by academic major were: psychology: 43.9 %; other social science: 26.0 %; arts: 4.9 %; science: 9.8 %; business: 4.1 %; kinesiology: 8.9 %; and nursing: 2.4 %.

An additional 164 university students were included in the factor analysis of the police activities questionnaire from an earlier honours thesis study (Greer, 2003). The participants from the earlier study completed the same police activities questionnaire that was used in the present study. The participants in the earlier study (93 males and 71 females) had a mean age of 21.09 years ($SD = 2.54$). The percentage of students by academic year was as follows: year 1: 40.9%; year 2: 20.7%; year 3: 21.3%; year 4: 17.1%. The percentages of students according to academic programs were: psychology: 22.6%; other social science: 32.3%; science: 18.4%; arts: 11.5%; business: 10.3%; nursing: 0.6%; and undecided: 4.3%. As in the present study, all of the participants had received course credit for their participation.

Materials

The study involved a four-part questionnaire.

    Police activities questionnaire. This 75-item questionnaire (see Appendix A) was developed in order to determine the day-to-day tasks and activities associated with both CP and LEP to which participants are most attracted. The items in the questionnaire were chosen by the researchers based on the results of an extensive review of the literature (e.g., Leighton, 1991; 1994; Trojanowicz & Bucqueroux, 1990). Respondents were asked to respond on a scale ranging from *dislike to perform* (1) to *like to perform* 5. Each of the items was selected based on the generally agreed upon tasks and responsibilities of police officers under the CP model and the LEP model. In order to further ensure that each of the items was representative of a particular model of policing, a senior member of a municipal police department reviewed and provided input regarding the suitability of the behaviours in the questionnaire. In addition, two members of the Community Policing Advisory Committee of the Ontario Association of Chiefs of Police were contacted and asked to indicate which items they felt were either more closely associated with CP, more closely associated with LEP, or associated equally with both CP and LEP. Based on the above input, each item in the questionnaire was categorized as being (a) more closely associated with CP (34 items), (b) more closely associated with LEP (32 items), or (c) associated with both CP and LEP (9 items).

    Police abilities questionnaire. This 44-item questionnaire (see Appendix B) was designed to determine which underlying abilities associated with many of the behaviours in the police activities questionnaire respondents feel are a relative strength or weakness. The questionnaire includes abilities representing a diverse range of the different types of

abilities required of a police officer to be successful under both LEP and CP.

Respondents were asked to respond on a scale ranging from *this ability is definitely not one of my strongest abilities* (1) to *this ability is definitely one of my strongest abilities* (5). The selection of the abilities was based on (a) a review of the general personnel selection literature and (b) the suggestions by various researchers (e.g. Metchik & Winton, 1995) concerning those skills and abilities likely to be required by community policing officers.

    Police model questionnaire. This questionnaire (see Appendix C) was the same as that used by Coutts and his colleagues (2003; in press) and Greer (2003). In this questionnaire, participants were asked to read two descriptions of policing, one representing the LEP model and one representing the CP model, and then asked to respond to a series of evaluative questions about each model. The purpose of presenting a description of each model of policing was to ensure that all participants had the same frame of reference regarding each model. The descriptions of the models were developed by Coutts et al. (in press) in consultation with four senior members of a municipal police organization to ensure that the descriptions were balanced and comprehensive representations of both models of policing. The focus in each description was on the generally agreed upon features and characteristics of LEP and CP (Leighton, 1991; 1994; Trojanowicz & Bucqueroux, 1990). Each description contained two sections. The first section outlined the major goals, responsibilities, and strategies of the particular policing model and the second section outlined the major activities and tasks of front-line officers working under the particular model.

The description of each model of policing was then followed by four sets of evaluative questions. Each set consisted of a question about the LEP model and the same question about the CP model. The questions were as follows:

1. Prior to participating in this study, to what extent was your perception of the nature of policing consistent with the (name of model)? Response alternatives ranged from *very inconsistent* (1) to *very consistent* (5).

2. In your opinion, to what extent is the (name of model) representative of how policing is actually carried out in our society? Response alternatives ranged from *very unrepresentative* (1) to *very representative* (5).

3. In your opinion, to what extent is the (name of model) appropriate for policing in our society? Response alternatives ranged from *very inappropriate* (1) to *very appropriate* (5).

4. If you were put into a situation in which you had to become a police officer, to what extent would you want to work under the (name of model)? Response alternatives ranged from *definitely do not want* (1) to *definitely want* (5).

Because Coutts et al. (2003) have shown that the order of presentation of the descriptions of the models and the order of responding to the evaluative questions pertaining to each model does not affect the results, the order of the two model descriptions and four pairs of evaluative questions were not counterbalanced in the present study.

The questionnaire package contained three additional questions. The first question was placed at the beginning of the questionnaire package and was used to determine each

participant's level of interest in a career in policing. It read: "After university, would you possibly be interested in a career as a police officer?" Response alternatives ranged from *definitely no* (1) to *definitely yes* (5). The second was: "Policing is undergoing a transition from the Law Enforcement Policing Model to the Community Policing Model such that the Community Policing Model is being adopted by most police services. Given this change to community policing, are you *more* or are you *less* interested in a possible career in policing?" Response alternatives ranged from *much less interested* (1) to *much more interested* (5). The third question was: "Given the transition to community policing, upon graduation from university, if you learned that a police organization in a community in which you would like to live had several job openings for police officer positions, what is the likelihood (i.e., probability) that you would apply for a job?" Response alternatives ranged from *0 %* to *100 %* in increments of 10.

Finally, at the end of this questionnaire, participants were asked to fill out several demographic questions. These were: age, gender, academic major, and year in university.

Procedure

Participants were randomly selected from the University of Windsor's Psychology Department participant pool. Once selected, participants were individually contacted by telephone and asked to participate in a study about students' perceptions of policing. Participants who agreed to participate were scheduled to complete the questionnaire in groups of ten to twenty in classrooms at the University of Windsor. Upon arrival, participants were asked to complete an informed consent form (Appendix D). Once consent was obtained, the four questionnaires were distributed. Each participant then was asked to complete, in order, the police activities questionnaire, the police

abilities questionnaire, and the police model questionnaire. Once all participants

completed the questionnaires, the researcher debriefed the participants (Appendix E).

CHAPTER 5

Results

Factor Analysis of Activities

The factor structure of the 75 items from the police activities questionnaire was analyzed using maximum likelihood factor analysis. Before analyses were conducted, the sample from the present study and a sample from an earlier study using the same police activities questionnaire (i.e., Greer, 2003) were merged to yield a total sample of 287 participants for this factor analysis. Two criteria were used to determine the number of factors to rotate: the scree plot and the eigenvalues factors (Green, Salkind, & Akey, 2000). The scree plot and the fact that each of the factors had eigenvalues above 1.00 indicated that there were four. Consequently, four factors were rotated using a Varimax rotation procedure. As shown in Table 2, the rotated factor solution yielded four interpretable factors: (1) interacting with the community factor, (2) crime fighting factor, (3) CP and LEP activities factor, and (4) analyzing crime and community problems factor. The name of each of the factors was defined by the majority of the items that loaded on the factor. For example, many of the items that loaded on the first factor dealt with an officer working with the community (e.g., organize crime prevention programs, attend community meetings). Thus, the factor was named "interacting with the community" in order to reflect the composition of the loaded items. The interacting with the community factor accounted for 23.49% of the item variance, the crime fighting factor accounted for 10.78%, the CP and LEP activities factor accounted for 5.68%, and the analyzing crime and community problems factor accounted for 3.00%. In total, the rotated factor solution accounted for 42.95% of the variance.

Table 2.

Factor Loadings for Items of the Police Activities Questionnaire

Item	Interacting with the community	Crime fighting	CP and LEP activities	Analyzing crime and community problems
Spend time in businesses	.48			
Foot patrols	.43			
Meet with leaders	.60			
Get to know residents	.61			
Organize crime prevention programs	.70			
Train citizens	.62			
Work with teachers	.61			
Work with social agencies	.73			
Seek feedback	.60			
Link agencies and the community	.62			
Learn from the community	.60			
Develop long term solutions with the community	.78			
Monitor effectiveness of solutions	.68			
Talk with residents	.51			
Set up public displays	.63			
Attend community meetings	.76			
Recruit volunteers	.68			
Consult with the community	.78			
Speak to groups	.72			
Make informal contacts	.49			
Work with citizen advisory committees	.78			
Exchange information with the community	.55			
Encourage citizen involvement	.67			
Reduce neighbourhood disorder	.54			
Develop activities for kids	.64			
School children talks	.59			
Informal resolutions	.45			

Table 2 (continued)

Item	Interacting with the community	Crime fighting	CP and LEP activities	Analyzing crime and community problems
Available for residents to talk with	.63			
Respond to crimes		.55		
Uphold your authority		.57		
Be a model of authority		.53		
Testify in court		.41		
Rapid response to calls		.59		
Emphasize the importance of the law		.40		
Deal with the crime at hand		.47		
Conduct investigations		.62		
Law above reproach		.48		
Respond to car accidents		.59		
Deal with serious criminal activity		.60		
Make sure citizens comply with the law		.56		
Follow rules		.56		
Gather evidence		.44		
Enforce the law		.77		
Control the situation		.66		
Assume follow-up duties		.44		
Use acceptable force		.56		
Make arrests		.66		
Follow the chain of command		.59		
Patrol in a car			.41	
Direct traffic			.41	
Stop petty crimes			.45	
Conduct random motorized patrol			.49	
Stop nuisance behaviours			.49	
Patrol community on a bike			.42	
Leave follow-up			.40	
Monitor public events			.55	
Respond to non-emergency calls			.65	
Carry out crowd control			.43	

Table 2 (continued)

Item	Interacting with the community	Crime fighting	CP and LEP activities	Analyzing crime and community problems
Responsible for patrolling one community			.47	
Analyze reasons for repeated crime				.75
Develop strategies				.55
Gather intelligence				.46
Analyze underlying causes of a community's problems				.69
Analyze patterns among similar crimes				.56
Eigenvalues	17.62	8.09	4.26	2.25
Percent of explained variance	23.49	10.78	5.68	3.00

Note. Items with a loading of less than .40 were not considered significant and were therefore dropped from the analysis (Prien & Schippmann, 2003).

Factor Analysis of Abilities

The factor structure of the 44 items from the police abilities questionnaire was analyzed using maximum likelihood factor analysis. For this analysis, as well as the remaining analyses in this study, only the participants from the present study were included. Similar to the analyses of the activities, two criteria were used to determine the number of factors to rotate: the scree plot and the eigenvalues. The scree plot and the fact that each of the factors had eigenvalues above 1.00 indicated that there were four factors (Green, Salkind, & Akey, 2000). Consequently, four factors were rotated using a Varimax rotation procedure. The rotated solution, as shown in Table 3, yielded four interpretable factors: (1) enforce the law factor, (2) work with community groups factor, (3) analyze underlying causes factor, and (4) exert physical force factor. As with the above factor analysis, factor names were defined by the items which loaded on them. For example, the third factor was named "analyze underlying causes" because the items that loaded on it dealt with an officer's analytical skills (e.g., analyze the reason for repeated crime, analyze patterns among similar crimes). The enforce the law factor accounted for 17.80% of the item variance, the work with community groups factor accounted for 13.52%, the analyze underlying causes factor accounted for 7.61%, and the exert physical force factor accounted for 5.15%. The total amount of variance accounted for by the rotated factor solution was 44.08%.

Table 4 presents the means and standard deviations for participants' scores on each of the four factor scales of both the police activities questionnaire and the police abilities questionnaire for each level of policing career interest. The scores were derived by summing participants' scores on each of the items that loaded significantly on each

Table 3.

Factor Loadings for Items of the Police Abilities Questionnaire

Item	Enforce the law	Work with community groups	Analyze underlying causes	Exert physical force
Conduct investigations	.57			
Shoot a firearm	.55			
Remain calm	.50			
Take control	.67			
Patrol the highway	.55			
Making arrests	.60			
Emergency car use	.60			
Taking charge	.50			
Working undercover	.53			
Stand up to fellow officers	.40			
Using specialized equipment	.60			
Taking decisive action	.68			
Organize crime prevention		.62		
Work with teachers		.82		
Learning about the community from people		.58		
Work with residents on activities for kids		.81		
Monitor a public event		.41		
Talking to children about behaviour		.87		
Working with social agencies to develop prevention programs		.60		
Training citizens in crime prevention		.68		
Getting along with other employees		.52		
Being courteous to the public		.56		
Analyze the reason for repeated crime			.52	
Develop strategies for specific crime prevention			.50	
Analyze underlying causes of problems			.59	

Table 3 (continued)

Item	Enforce the law	Work with community groups	Analyze underlying causes	Exert physical force
Analyze patterns among similar crimes			.73	
Gather intelligence			.47	
Gather evidence at a crime scene			.48	
Physically apprehend a suspect				.56
Carry out crowd control				.42
Use physical force				.68
Eigenvalues	7.83	5.95	3.35	2.27
Percent of explained variance	17.80	13.52	7.61	5.15

Note. Items with a loading of less than .40 were not considered significant and were therefore dropped from the analysis (Prien & Schippmann, 2003).

Table 4.

Means (Standard Deviations) for Activities Factor Scores, Abilities Factor Scores, and Effect of Awareness of CP on Police Career Interest Questions by Level of Initial Interest in a Policing Career

Questionnaire	Policing career interest		
	Not interested ($n = 80$)	Don't know ($n = 18$)	Interested ($n = 25$)
Activities Factors			
1. Interacting with the community	3.45 (.66)	3.54 (.73)	3.36 (.79)
2. Crime fighting	3.49[a] (.60)	3.55[a] (.59)	4.06[b] (.43)
3. CP and LEP activities	2.64[a] (.67)	2.74[ab] (.62)	3.05[b] (.80)
4. Analyzing crime and community problems	3.54 (.84)	3.68 (.80)	3.92 (.77)
Abilities Factors			
1. Enforce the law	3.43[a] (.76)	3.51[a] (.81)	4.19[b] (.49)
2. Work with community groups	3.86[a] (.79)	3.73[ab] (.77)	3.28[b] (.89)
3. Analyze underlying causes	3.82 (.69)	3.71 (.87)	3.99 (.70)
4. Exert physical force	2.63[a] (1.15)	2.78[a] (.94)	3.68[b] (.85)
Effect of Awareness of CP on Police Career Interest Questions			
1. More or less interested in a policing career	3.13 (.82)	3.61 (1.04)	3.40 (.91)
2. Probability of applying for a police officer position	29.63 (24.10)[a]	59.44 (20.43)[b]	80.40 (15.13)[c]

Note. Means with different lettered superscripts are significantly different. The range of response alternatives for items on each scale was as follows: Activities Factor Scales, "Dislike to Perform" (1) to "Like to Perform" (5); Abilities Factor Scales, "This ability is definitely not one of my strongest abilities" (1) to "This ability is definitely one of my strongest abilities" (5); More or less interested in a policing career, "much less interested" (1) to "much more interested" (5); Probability of applying for a police officer position, "0 % chance you would apply" to "100 % chance you would apply."

factor. Participants' scores on each of the four activities factors, four abilities factors, and responses on the effect of awareness of CP on police career interest questions were analyzed by a one-way ANOVA comparing the three levels of policing career interest. Data were collapsed across academic major because it was a nonsignificant factor when introduced into the ANOVAs.

Activity Preferences by Level of Policing Career Interest

As shown in Table 4, for both the crime fighting and CP and LEP activities factors, career interest was significant, $F(2, 120) = 9.72, p < .0001$, and $F(2, 120) = 3.34, p < .05$, respectively. Tukey's honestly significant difference test (used for all subsequent pairwise comparisons) showed that the participants who were initially interested in a policing career were significantly more likely than those who either were not interested ($p < .001$) or unsure of their interest ($p < .05$) to score higher on the crime fighting factor. In addition, participants who were interested in a policing career were significantly more likely than those who were not interested ($p < .05$) to score higher on the CP and LEP activities factor. That is, students who indicated an interest in a policing career at the study's onset also indicated that they would prefer to perform LEP-related activities.

Self-Rated Abilities by Level of Policing Career Interest

Table 4 also indicates that career interest was significant for three of the four abilities factors. The analysis of the enforce the law factor scores yielded a significant effect of career interest, $F(2, 120) = 10.73, p < .0001$. Follow up analyses showed that participants who were initially interested in a policing career were significantly more likely than those who were either not interested ($p < .001$) or uncertain of their interest (p

< .01) to rate themselves higher on abilities related to enforcing the law. Thus, students who indicated an interest in a policing career felt that they possessed more abilities associated with LEP than did students who were either not interested or uncertain of their interest in a policing career.

Analysis of the work with community groups activity factor scores indicated that career interest was also significant, $F(2, 120) = 4.95, p < .01$. Follow up analyses showed that participants who were interested in a policing career were significantly more likely than those who were not interested ($p < .01$) to rate themselves lower on the work with community groups ability factor. In other words, participants who indicated an initial interest in a policing career felt less competent with regard to abilities related to working with community groups (a major aspect of CP) than did students who were not interested in a policing career.

Last, for the exert physical force factor scores, career interest was again significant, $F(2, 120) = 9.31, p < .0001$. Follow up analyses showed that participants who were initially interested in a policing career were significantly more likely than those who were either not interested ($p < .001$) or uncertain of their interest ($p < .01$) to rate themselves higher on the exert physical force abilities. Again, students who were interested in a policing career tended to feel more competent in their ability to exert physical force than did students who were not interested or uncertain of their interest in a policing career.

Effect of CP on Interest in a Policing Career

The one-way ANOVA on participants' responses to question 129 in the police models questionnaire (Appendix C) showed that none of the groups were significantly

more likely to indicate greater interest in a policing career once they were aware of the nature and emergence of CP. However, examination of the change in percentages showed that many participants expressed greater interest in a policing career once they became more aware of the nature and emergence of CP. Specifically, 35.8 % reported becoming more interested; only 13.8 % indicated less interest. The breakdown by career interest group for those reporting increased interest was 27.5 %, 61.0 %, and 36.0 % for the "not interested," "don't know," and "interested" groups, respectively.

Likelihood of Applying for a Police Job

Analysis of question 130 from the police models questionnaire (Appendix C) indicated that career interest was significant F (2, 120) = 55.34, p < .0001. This question asked participants about the likelihood of applying for a job as a police officer given the transition to CP and the availability of such a position in a community in which they would like to live. As would be expected, participants who initially expressed an interest in a policing career indicated a higher probability of applying for a police officer position than did those who were either unsure of their interest (p < .001) or not interested (p < .001), and those who were unsure indicated a higher probability of applying than did those who were not interested (p < .001). Even though the latter two groups indicated significantly smaller probabilities of applying than did the interested group, it is important to note that well over three quarters (83.3 %) of the uncertain group and slightly over one quarter (28.8 %) of the no interest group estimated a 50 % or more likelihood of applying. For the interested group, 96 % indicated a 50 % or greater likelihood of applying.

Correlations of Activity Preferences and Self-Rated Abilities with Policing Career

Interest Variables

In order to determine if individual differences in activity preferences and self-assessed abilities were related to participants' preferences for LEP and CP, correlation coefficients were computed between participants' activities factor scores and their abilities factor scores and (a) the extent to which they would want to work under the LEP and CP models, (b) the extent to which they became more interested in a career in policing once informed about CP, and (c) the probability that they would apply for a police officer position within a CP context. The correlations are presented in Table 5. Sixteen of the correlations were significant at either the $p < .05$ or $p < .01$ level. Despite the fact that I had no formal hypotheses regarding these outcomes, these correlations are generally consistent with what one might expect based on the extant literature.

With regard to the activities factors, both the interacting with the community factor $(.42, p < .01)$ and the analyzing crime and community problems factor $(.31, p < .01)$ were positively related to preference for working under the CP model. Both of these factors are clearly associated with important tasks and responsibilities within the CP framework. In contrast, both the crime fighting factor $(.37, p < .01)$ and the CP and LEP activities factor $(.29, p < .01)$ were positively related to preference for working under the LEP model, while the analyzing crime and community problems factor was negatively related to this preference $(-.19, p < .01)$. Again, these findings are consistent with my expectations because of the fact that the former two factors (i.e., crime fighting factor and CP and LEP activities factor) consist of many activities associated with LEP, while the latter factor (i.e., analyzing crime and community problems factor) consists of activities

associated with CP. Interestingly, despite the fact that the participants were asked about the probability that they would apply for a police officer position within a CP context, participants' scores on both of the activities factors associated with LEP (crime fighting factor = .28, $p < .01$ and CP and LEP activities factor = .32, $p < .01$) were positively related to probability of applying for a police job. In the case of the latter, however, this is understandable given the fact that this factor does not consist purely of LEP-related activities, but also contains several CP-related activities.

With regard to the ability factors, both the enforce the law factor (.43, $p < .01$) and the exert physical force factor (.47, $p < .01$) were positively related to preference for working under the LEP model, while the work with community groups factor was negatively related to this preference (-.25, $p < .01$). Conversely, both the enforce the law factor (-.33, $p < .01$) and the exert physical force factor (-.35, $p < .01$) were negatively related to preference for working under the CP model, while the work with community groups factor was positively related to this preference (.43, $p < .01$). These findings are in accordance with my expectations because each of the LEP-related ability factors (i.e., enforce the law factor and the exert physical force factor) were positively related to interest in LEP and negatively related to interest in CP, while the CP-related ability factor (i.e., work with community groups) was positively related to interest in CP and negatively related to interest in LEP. Surprisingly, both the enforce the law factor (.28, $p < .01$) and the exert physical force factor (.32, $p < .01$) were positively correlated with the probability of applying for a police job within a CP framework and the work with community groups factor (-.19, $p < .05$) was negatively correlated with applying for a police job within a CP framework. These results show that, despite the emergence of CP,

those students who rate themselves higher on abilities more closely associated with LEP

are still more likely to apply for a job in policing.

Table 5.

Correlations Between Activities Factors, Abilities Factors, and Policing Career Interest Variables

	Want to work under LEP	Want to work under CP	More interest in a policing career	Probability of applying
Activities Factors				
1. Interacting with the community	-.13	.42[a]	.05	.03
2. Crime fighting	.37[a]	-.09	.13	.28[a]
3. CP and LEP activities	.29[a]	-.03	-.04	.32[a]
4. Analyzing crime and community problems	-.19[a]	.31[a]	-.02	.13
Ability Factors				
1. Enforce the law	.43[a]	-.33[a]	.11	.28[a]
2. Work with community groups	-.25[a]	.43[a]	.09	-.19[b]
3. Analyze underlying causes	-.06	.16	.11	.06
4. Exert physical force	.47[a]	-.35[a]	.11	.32[a]

[a] $p < .01$

[b] $p < .05$

CHAPTER 6

Discussion

Consistent with previous research (i.e., Coutts et al., 2003; Coutts et al., in press; Greer, 2003), the present results continue to build upon a growing body of research that calls for more broad-based police recruiting strategies and more specific selection techniques. That is, overall, there were marked differences between those participants who initially expressed an interest in a policing career and those who expressed no interest in their preferences for engaging in LEP-related and CP-related activities as well as in their self-rated abilities related to each model of policing.

Importantly, the findings of the present study were drawn out by establishing clear model-specific factors from the many items that composed both the police activities questionnaire and the police abilities questionnaire. In both questionnaires, four factors related to CP, LEP, or both models emerged from the analyses. Specifically, the analysis of the activities questionnaire yielded two factors clearly related to CP (interacting with the community and analyzing crime and community problems), one factor clearly related to LEP (crime fighting), and one factor that was related to both models (CP and LEP activities). Similarly the analysis of the abilities questionnaire yielded two factors clearly related to CP (work with community groups and analyze underlying causes) and two factors that were clearly related to LEP (enforce the law and exert physical force). As might be expected, there was a noticeable overlap among the four factors from each of the questionnaires as reflected in the similarities between the two CP-related factors from the activities questionnaire (interacting with the community and analyzing crime and community problems) and the abilities questionnaire (work with community groups and

analyze underlying causes) and between the one LEP-related factor from the activities questionnaire (crime fighting) and one of the LEP-related factors from the abilities questionnaire (enforce the law). This is not surprising because many of the items from both questionnaires share similar meaning and, in some cases, similar wording. For example, inspection of the items that compose both the interacting with the community and the work with community groups factors shows that out of the ten items that loaded on the latter factor, eight share similar meaning or wording to items that loaded on the former factor (e.g., develop activities for kids, learn from the community, work with teachers, work with social agencies, train citizens, organize crime prevention programs, available for residents to talk with, and school children talks).

The importance of the above model-specific factor groupings cannot be overstated. The fact that the analysis yielded model-specific factors composed of items which logically relate to CP or LEP confirms an important assumption from this body of research. That is, it supports the notion that CP and LEP are composed of many activities and skills that are unique to each model. While both policing models are not composed of entirely mutually exclusive activities and skills, there are important activities and skills that are exclusive to each model that may make it difficult for many officers and cadets to fully embrace either model depending on which model they are oriented toward. These differences lend further weight to the importance of considering individual differences in designing interventions targeted at recruiting and selecting police officers more suitable for the job requirements of CP (Coutts & Schneider, 2004; Metchik & Winton, 1995; Trojanowicz & Bucqueroux, 1994).

Those individuals who may be a better fit in a CP environment may possess different career interests, career orientations, and personality characteristics than individuals who are a better fit in a LEP environment and, therefore, police organizations should attempt to target individuals who represent a better fit for their particular style of policing. Consistent with the results of Greer (2003), the present study provides further evidence for the notion that individual difference factors may make some individuals more suitable to the demands of CP than others. Results of the one-way ANOVAs showed that, compared to participants who were initially not interested in a policing career, those participants who initially were interested in a policing career indicated that they were more interested in performing LEP-related activities and LEP/CP combined activities (crime fighting and CP and LEP factors, respectively) and rated themselves higher on abilities more closely associated with LEP (enforce the law and exert physical force factors). In addition, participants who expressed an interest in a policing career rated themselves lower on the abilities associated with CP (work with community groups factor) than did those who were not interested.

Further, correlational analyses revealed that participants interested in working specifically under the LEP model expressed a greater preference for LEP-related activities and LEP/CP combined activities (crime fighting factor and CP and LEP factor) and indicated less preference for engaging in one of the fundamental CP-related activities (analyzing crime and community problems factor). Also, they rated themselves higher on LEP-related abilities (enforce the law factor and exert physical force factor) and lower on a CP-related ability (work with community groups factor).

Similarly, participants who indicated that they would want to work under CP also were more interested in performing CP-related activities (e.g., interacting with the community factor and analyzing crime and community problems factor) and rated themselves higher on CP-related abilities (e.g., work with community groups factor) and lower on LEP-related abilities (e.g., enforce the law factor and exert physical force factor).

Interestingly, when asked about the probability that they would apply for a policing job given the emergence of CP, participants who indicated a higher probability of applying also indicated that they were more interested in performing LEP-related activities and LEP/CP combined activities (e.g., crime fighting factor and CP and LEP activities factor). Further, these participants also rated themselves higher on LEP abilities (e.g., enforce the law factor and exert physical force factor) and lower on one of the CP-related abilities (e.g., work with community groups factor).

Importantly, regardless of the participants' initial level of policing career interest, there was a definite increase in interest in a policing career once the participants were made aware of the nature and emergence of CP. Overall, 35.8 % of the participants reported becoming more interested; only 13.8 % indicated less interest. Of particular importance was the finding that 27.5 % of participants from the "not interested" group indicated that they were now more interested in a policing career given their new awareness of CP. Further, when asked what their likelihood of applying for a job in policing given the emergence of CP, half the participants (50.4 %) estimated the probability was 50% or greater. As might be expected, those students who were initially interested in a policing career indicated the highest probability (96 %). However, it is

important that well over three quarters (83.3 %) of the uncertain group and slightly over one quarter (28.8 %) of the no interest group estimated a 50% or more likelihood of applying.

Taken together, the above results provide three important additions to the growing body of research which points to the importance of changing the recruitment and selection processes of police departments. First, individuals who are initially interested in a policing career are clearly more oriented toward LEP. In both their general preference for working under a specific policing model and their specific activity preferences and self-rated abilities, LEP is their clear choice. This suggests that the current recruitment techniques of police departments continue to attract individuals who believe that the job of policing is still made up solely of LEP activities and that the duties and responsibilities of CP are not yet salient in the minds of many individuals who are interested in a policing career. In addition, it appears that even when individuals interested in a policing career are informed about the nature and emergence of CP and that they may be working under a CP framework, they continue to remain interested in a policing career. This may indicate that they either do not believe what they are being told regarding the emergence of CP or that they feel that the CP aspects of a police job are relatively unimportant compared to the LEP aspects of the job. In either case, this provides a bleak outlook for police organizations as they are likely to continue to recruit and select individuals who may not be receptive to CP and may even actively resist CP once they enter their job. However, the fact that students who were interested in a policing career indicated that they would like to perform activities that were related to both CP and LEP (e.g. CP/LEP

activities factor) may provide some hope in changing their attitudes toward being more receptive to CP.

Second, individuals who are more interested in LEP indicate an interest in different job activities and rate themselves higher on different skills than do individuals who are interested in CP. Specifically, individuals interested in working under LEP are more interested in LEP-related activities and rate themselves higher on LEP-related abilities. Conversely, individuals interested in working under CP are more interested in CP-related activities and rate themselves higher on CP-related abilities. This general finding helps to underscore the relative differences of individuals who may be a better fit for LEP than they are for CP and lends additional weight to the argument that police recruitment strategies need to be adapted in order to effectively attract the right type of individual who will embrace CP and want to see it succeed in their department. As well, this finding, coupled with the above finding that participants who were initially not interested in a policing career became more interested once they are informed about CP, helps to point to the possible effectiveness of adopting recruitment techniques aimed at encouraging individuals not interested in a policing career to consider the benefits that a career in policing may offer them.

Third, the above results have important implications for police selection. Specifically, the finding that an individual's preference for specific police activities and self-rated skill levels for these activities seems to predict their interest in one model of policing over the other could be extremely useful for police organizations interested in successfully implementing CP. Based on Holland's (1997) theorizing that the closer the match between the individual and the demands and requirements of the job, the more

satisfied and productive he or she will be and the more satisfied the organization will be with his or her performance, it is clear that implementing a selection instrument designed to identify individuals whose personalities, interests, activity preferences, and self-rated abilities represent a good fit with CP would be in the best interest of a police organization committed to implementing CP. Based on the results of the present study, it is clear that with further refinement and development, the measures used in this study to examine an individual's activity preference and skill level may prove to be useful instruments for identifying individuals who represent a good fit with CP.

At the centre of Coutts' and his colleagues' approach to reducing the resistance toward CP in police organizations is the idea of building support for CP by recruiting and selecting individuals whose characteristics represent a good fit with CP (Coutts et al., 2003; Coutts & Schneider, 2004). Rather than attempt to make profound, sweeping changes to the attitudes of the current rank and file of police organizations, it has been suggested that building support for CP might be more effective by recruiting and selecting individuals who may be more predisposed to CP at the onset of their policing career in order to help successfully guide their attitudes toward being more receptive to the merits of CP (Muldoon, 2001; Cotton, 2003). Toward that end, the researchers have suggested broadening the applicant pool by attempting to communicate an awareness of the emergence of CP to the public at large and, in particular, university students.

As discussed above, Coutts et al.'s (in press; 2003) research has demonstrated that university students tend to view policing in society as more representative of LEP. This finding is a key building block of their research, as they contend that an integral part of broadening the applicant pool is to change the public's awareness of a police officer's

job. The results of the present study are consistent with these findings as they show that university students who entered the study with an interest in a policing career indicate a preference for LEP-related activities. This suggests that their interest in a policing career may be guided by their assumption that the day-to-day duties of a police officer reflect the traditional duties of the LEP model.

Further, Coutts et al. (in press; 2003) have found that university students become more interested in a career in policing after they are made aware of the nature and emergence of CP and that these students also demonstrate a clear preference for wanting to work under CP rather than under LEP. The current study confirms these findings by demonstrating that university many students (i.e., 27.5 %) who were initially not interested in a policing career at the study's onset indicated a greater interest in a policing career once they were informed about the nature and emergence of CP and that over a quarter of the students not interested in a policing career indicated a 50 % or more likelihood of applying for a police job given the emergence of CP. This again suggests that these students, who may not be interested in a policing career due to their misconception of an officer's duties, may represent an untapped pool of applicants who just need the right information to guide them into a career in policing.

Future Directions

Based on the results of this study, and previous research, from which this study follows, a number of potential issues for future research have been raised. First, because it has been consistently shown that university students prefer CP over LEP and would more readily pursue a policing career under CP, it is important for research to determine if police recruits who have made a behavioural commitment to a policing career and have

made it through the selection process of a police organization might also prefer CP over LEP. That is, given that the majority of new cadets are increasingly entering their policing career with some level of post-secondary education (Strategic Human Resources Analysis, 2001), it would be interesting to determine if they share a similar view toward policing as the university students from these past studies. Specifically, are these cadets who possess a post-secondary education more ready to endorse CP and do they want to work in a police department whose policing philosophy is guided by CP? Or, are these cadets similar to those students in the current study who indicated a prior interest in a policing career and also indicated not only a preference for LEP-related activities but also higher self-ratings on LEP-related abilities? If this is the case, future research may confirm the findings that these students, and consequently cadets, who have completed post-secondary education in an effort to become a police officer may prefer the LEP model and be more resistant to CP. This potential finding would help to underscore the importance to police organizations of adjusting their recruitment and selection techniques in way that takes into account the individual differences of potential officers who are more ready to embrace either CP or LEP.

Second, based upon the results of the present study that university students who express an initial interest in a policing career demonstrate different preferences toward CP and LEP than students who do not express an interest in a policing career, future research is needed to extend this line of inquiry to the current rank and file of police organizations. It would be interesting to compare the activity preferences and self-rated abilities of university students who have an interest in a policing career with those of current police officers in order to determine if, in fact, present recruiting strategies are

still only attracting the same type of personnel for their organization. If police organizations are truly interested in seeing CP successfully integrated within their organizations, their recruiting strategies may need to be overhauled in order to attract the right type of individual who will embrace the expected behaviours and tasks of CP.

Finally, research is needed to expand upon the findings of the present study that university students who expressed no initial interest in a policing career feel that they possess very high skill levels for the various skills associated with CP and that a relatively significant amount of these students express an increased interest in a policing career after being informed about the nature and emergence of policing. It is important to determine how police organizations might best attempt to translate an increased interest among individuals who initially had no interest in policing into a behavioural commitment to applying for a police job. That is, if police organizations begin to more heavily target specific university students as a larger potential pool of future police applicants in an effort to add more CP-receptive recruits to their organizations, they must understand how they can effectively identify a broader, more suitable applicant pool and encourage these individuals to actually apply for police jobs.

CHAPTER 7

References

Blumstein, A., Cohen, J., Roth, J.A., and Visher, C.A. (1986). Introduction: Studying

criminal careers. In A. Blumstein, J. Cohen, J.A. Roth, and C.A. Visher (Eds.)

Criminal careers and "career criminals": Vol. 1 (p. 12-30). Washington, DC:

National Academy Press.

Breci, M. G. (1997). The transition to community policing: The department's role in

upgrading officers' skills. *Policing: An International Journal of Police Strategy*

and Management, 20(4), 766-776.

Carter, D. L., Sapp, A. D., & Stephens, D. W. (1989). *The state of police education:*

Policy direction for the 21st century. Washington, DC: Police Executive Research

Forum.

Chacko, J. & Nancoo, S. E. (1993). *Community policing in Canada.* Toronto: Canadian

Scholars' Press Inc.

Chermak, S., & Weiss, A. (2002). *Identifying strategies to market police in the news.*

Washington DC: National Institute of Justice.

Clairmont, D. (1991). Community-based policing: Implementation and impact. *Canadian*

Journal of Criminology, 33, 469-484.

Cotton, D. (2003, March). The journey to community policing: Are we there yet? Blue

Line, 15(3), 10.

Coutts, L. M. & Schneider, F. W. (2004). *Overcoming resistance to community policing:*

The potential role of recruitment and selection. Manuscript submitted for

publication.

Coutts, L. M., Schneider, F. W., & Tenuta, C. (in press). Recruiting community police

officers: Reaching out to a broader applicant pool. *Journal of Applied Social*

Psychology.

Coutts, L. M., Schneider, F. W., Johnson, A., McLeod, P. (2003). Recruitment and

Selection of Community Policing Officers: Expanding the applicant pool and

identifying more suitable recruits. *The Canadian Journal of Police & Security*

Services, 1(2), 83-94.

Green, S. B., Salkind, N. J., & Akey, T. M. (2000). *Using SPSS for windows: Analyzing*

and understanding data. Thousand Oaks, CA: Sage

Greene, J. R. (1989). Police officer job satisfaction and community perceptions:

Implications for community-oriented policing. *Journal of Research in Crime and*

Delinquency, 26, 168-183.

Greene, J. R. (1998). Evaluating planned change strategies in modern law enforcement:

Implementing community-based policing. In J. Brodeur (Ed.), *How to recognize*

good policing: Problems and issues (pp. 141-160). Thousand Oaks, CA: Sage.

Greer, N. (2003). *Community policing versus traditional law enforcement policing:*

Which police officer activities do potential police applicants find attractive?

Unpublished honours thesis, University of Windsor, Windsor, Ontario, Canada.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities*

and work environments (3rd ed.). Odessa, Florida: Psychological Assessment

Resources, Inc.

John, C., Villaescusa, T., Toscko, L., & Powers, S. (1997). Attitudes toward police: An evaluation of community perceptions of safety. *Perceptual and Motor Skills*, 84(1), 114.

Kratcoski, P. C. & Dukes, D. (1995). *Issues in community policing*. Cincinnati: Anderson Publishing Co.

Leighton, B. N. (1991). Visions of community policing: Rhetoric and reality in Canada. *Canadian Journal of Criminology, 33*, 485-522.

Leighton, B. N. (1994). Community policing in Canada: An overview of experience and evaluations. In D. P. Rosenbaum (Ed.), *The challenge of community policing: Testing the promises* (pp. 209-223). Thousand Oaks, CA: Sage Publications.

Lurigio, A. J. & Rosenbaum, D. P. (1994). The impact of community policing on police personnel: A review of the literature. In D. P. Rosenbaum (Ed.), *The challenge of community policing: Testing the promises* (pp. 147-163). Thousand Oaks, CA: Sage Publications.

Metchik, E & Winton. A. (1995). Community policing and its implications for alternative models of police officer selection. In P. C. Kratcoski & D. Dukes (Eds.), *Issues in community policing* (pp. 107-123). Cincinnati, OH: Anderson Publishing Co.

Muldoon, J. M. (2001, August/September). Promoting the police profession. Blue Line, 13(7), 28.

Murphy, C. (1993). The development, impact and implications of community policing in Canada. In J. Chacko & S. E. Nancoo (Eds.), *Community policing in Canada* (pp. 13-26). Toronto: Canadian Scholars' Press Inc.

National Criminal Justice Reference Service. (September/October 2002, No. 66). U. S. Department of Justice.

New Yorker (1993). Comment. *New Yorker*, July 5, 1993:4.

Normandeau, A., & Leighton, B. (1993). A growing Canadian consensus: Community Policing. In J. Chacko & S. E. Nancoo (Eds.), *Community policing in Canada* (pp. 27-34). Toronto: Canadian Scholars' Press Inc.

Novak, K. J., Alarid, L. F., & Lucas, W. L. (2003). Exploring officers' acceptance of community policing: Implications for policy implementation. *Journal of Criminal Justice, 31*, 57-71.

Prien, E. P., Schippmann, J. S., & Prien, K. O. (2003). *Individual assessment as practiced in industry and consulting*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.

Reppetto, T. A. (1975). The influence of police organizational style on crime control effectiveness. *Journal of Police Science and Administration, 3*(3), 274-279.

Rosenbaum, D. P. (Ed.). (1994). *The challenge of community policing: Testing the promises*. Thousand Oaks, CA: Sage Publications.

Schneider, F. W., Pilon, P., Horrobin, B. & Sideris, M. (2000). Contributions of evaluation research to the development of community policing in a Canadian city. *The Canadian Journal of Program Evaluation, 15*(1), 101-129.

Scrivner, E. M. (1995). Community policing: New roles for police psychology. In M. I. Kurke & E. M. Scrivner (Eds.), *Police psychology into the 21st century* (pp. 419-433). Hillsdale, NJ: Earlbaum.

Spokane, A. R., Meir, E. I., & Catalano, M. (2000). Person-environment congruence and Holland's theory: A review and reconsideration. *Journal of Vocational Behavior, 57,* 137-187.

Strategic Human Resources Analysis of Public Policing in Canada (2001). Canadian Association of Chiefs of Police and the Canadian Police Association, Ottawa.

Trojanowicz, R. C. & Bucqueroux, B. (1990). *Community policing: A contemporary perspective.* Cincinnati: Anderson Publishing Co.

Vinzant, J. & Crothers, L. (1994). Street-level leadership: The role of patrol officers in community policing. *Criminal Justice Review, 19,* 189-211.

Wilson, D. G. & Bennett, S. F. (1994). Officers' response to community policing: Variations on a theme. *Crime and Delinquency, 40* (3), 354-370.

Appendix A

University Students' Attitudes Toward Different Policing Models

<u>Please do not write on this questionnaire</u>

Note
All questions in this questionnaire are numbered consecutively. Please record your responses on the separate answer sheet by blackening the appropriate response choice (i.e. A, B, C, D, or E).

1. After university, would you possibly be interested in a career as a police officer?

(Using the scale below, please indicate your response on the separate answer sheet)

A	B	C	D	E
Definitely No	No	Don't Know	Yes	Definitely Yes

Activities Questionnaire

Instructions

Below is a list of activities that police officers might be called upon to perform. Using the scale provided below, please indicate the extent to which you would like to perform each activity if you were a police officer. Indicate your responses on the separate answer sheet.

Please note that you are not asked to indicate whether or not a particular activity should be performed by police officers or your ability to perform the activity. **Rather, indicate the extent to which you would <u>like to perform</u> each activity if you were a police officer.**

We recognize that most people would not like each activity equally. Therefore, there may be a considerable range in your responses across the various activities.

A	B	C	D	E
Dislike to perform	Slightly dislike to perform	Neither like nor dislike to perform	Slightly like to perform	Like to perform

2.	Patrol the community in a police car
3.	Respond to crimes when they are reported

A	B	C	D	E
Dislike To perform	Slightly dislike to perform	Neither like nor dislike to perform	Slightly like to perform	Like to perform

4.	Spend time in local business establishments talking to owners and customers
5.	Be widely known by the residents and local business people
6.	Conduct neighborhood foot patrols
7.	Be assigned to work in a specific neighborhood for an extended period of time
8.	Uphold your authority and expertise as a police officer in matters of law enforcement and crime prevention
9.	Meet regularly with community leaders to address community problems
10.	Actively try to get to know residents of the community
11.	Work with community members to organize crime prevention programs (e.g., neighborhood watch)
12.	Train and coordinate citizen volunteers in crime prevention strategies
13.	Analyze the reasons why certain incidents occur repeatedly
14.	Serve as a model of police authority
15.	Develop strategies for dealing with community problems
16.	Communicate to fellow officers the importance of following traditional procedures
17.	Work with school teachers and administrators on child safety issues
18.	Work under the direct supervision of a more senior officer
19.	Testify in court
20.	Work relatively independently from the police department on a day-to-day basis
21.	Work as a member of a specialized unit (e.g., homicide, vice)
22.	Work closely with social agencies in the development of specific programs needed in the community

A	B	C	D	E
Dislike to perform	Slightly dislike to perform	Neither like nor dislike to perform	Slightly like to perform	Like to perform

23.	Seek feedback from community members concerning your performance
24.	Gather intelligence/information concerning specific criminal activity
25.	Establish links between social agencies and the community
26.	Respond to each call for service as rapidly as possible
27.	Refer citizens' concerns, such as neighborhood speeding, to specialized police units
28.	Direct traffic
29.	Analyze the underlying causes of community problems
30.	In dealing with citizens, emphasize the importance of obeying the law
31.	Relay information to superiors or specialized units for them to analyze
32.	Through observation and talking with people, learn as much as possible about what is going on in the community.
33.	Deal with the crime or incident itself rather than with possible underlying causes
34.	Work closely with community members and social agencies to develop long-term solutions to community problems
35.	Monitor the effectiveness of long-term solutions to community problems
36.	Stop to talk to community residents on the street
37.	Set-up and staff public displays (booths) to provide community/public safety information
38.	Deal with petty crime problems (e.g. stolen bicycles)
39.	Conduct criminal investigations
40.	Participate in regularly planned community meetings
41.	Recruit citizen volunteers to participate in crime prevention programs

53

A	B	C	D	E
Dislike to perform	Slightly dislike to perform	Neither like nor dislike to perform	Slightly like to perform	Like to perform

42.	Treat the law as above reproach
43.	Respond to a car accident
44.	Devote most of your time to working on serious criminal activity
45.	Consult with representatives of the community to identify their concerns
46.	Make sure citizens comply with the law
47.	Conduct random motorized patrol when not responding to calls for service
48.	Speak to community groups
49.	Develop informal contacts with members of the community
50.	Closely follow police rules and regulations
51.	Work with citizen advisory committees to ensure public input
52.	Analyze patterns among similar crimes and calls for service
53.	Routinely exchange information with community members
54.	Gather evidence at a crime scene
55.	Enforce the law
56.	Take control of a problem situation and resolve it quickly
57.	Actively encourage citizens to become involved in the resolution of local crime and disorder problems
58.	Work to reduce neighborhood disorder problems (e.g., graffiti, litter, and abandoned cars)
59.	Work with community residents to develop fun and safe activities for kids
60.	When talking with citizens, discuss only what is relevant to the specific policing matter at hand
61.	Work to control nuisance behaviors (e.g., barking dogs and loitering)

A	B	C	D	E
Dislike to perform	Slightly dislike to perform	Neither like nor dislike to perform	Slightly like to perform	Like to perform

62.	Work out of a community "storefront" police station instead of out of headquarters
63.	After responding to a criminal incident, you assume responsibility for conducting the follow-up investigation
64.	Patrol the neighborhood on a bicycle
65.	After providing the initial police response to a criminal incident, leave the follow-up investigation to specialized units
66.	Monitor the behaviour of people at a public event to ensure that the law is followed
67.	Respond to non-emergency calls for service
68.	Conduct victim follow-up visits
69.	Carry out crowd control
70.	Talk to school children about proper values and behaviour
71.	Try to resolve some problems on an informal basis
72.	Use acceptable levels of force to resolve critical incidents
73.	Be assigned primary policing responsibility for a specific neighborhood
74.	Make arrests
75.	Be someone that residents reach out to talk with
76.	Follow the chain of command when reporting on incidents

Please continue to next section

Appendix B

Police Abilities Questionnaire

This questionnaire describes **44** separate abilities related to possible policing activities. There are two parts to the questionnaire. **Part 1** asks you to describe your relative strengths and weaknesses among the abilities. **Part 2** asks that you to indicate the five abilities that are among your **strongest** abilities and the five that are among your **weakest** abilities. Instructions for each part are provided below.

<u>Part 1</u>

Please indicate the **extent to which** you believe that each ability is among your **strongest** abilities. It is recognized that many of the items reflect the ability to do something that you probably do not have experience doing. In such cases, do your best to assess how well you think you could perform the particular activity.

While you may believe that you have a certain degree of competence in each of these ability areas, it is likely that you see yourself as being **more competent in some abilities than in others**. Please use the separate answer sheet to indicate your degree of relative strength in each ability using the response scale alternatives shown in the following scale.

Given that everyone has some abilities that are stronger than others, **we ask that in your ratings you make use of the <u>full range</u> of response alternatives from A to E.**

A	B	C	D	E
This ability is definitely not one of my strongest abilities		This ability is neither one of my strongest nor weakest abilities		This ability is definitely one of my strongest abilities

77.	Physically apprehending a suspect
78.	Directing traffic
79.	Working with community members to organize crime prevention programs (e.g., neighbourhood watch)
80.	Conducting criminal investigations
81.	Analyzing the reasons why certain incidents occur repeatedly
82.	Shooting a firearm
83.	Handling delicate domestic disputes
84.	Developing strategies for dealing with crime and disorder problems

A	B	C	D	E
This ability is definitely not one of my strongest abilities		This ability is neither one of my strongest nor weakest abilities		This ability is definitely one of my strongest abilities

85.	Conducting surveillance
86.	Carrying out crowd control
87.	Working with school teachers and administrators on child safety issues
88.	Explaining rules and regulations to other officers
89.	Working relatively independently from the police department on a day-to-day basis
90.	Remaining calm in tense situations
91.	Analyzing the underlying causes of community problems
92.	Administering appropriate first aid in emergency situations
93.	Through observation and talking with people, learning as much as possible about what is going on in the community
94.	Analyzing patterns among similar crimes and calls for service
95.	Taking control of a problem situation and resolving it quickly
96.	Speaking to large groups of people
97.	Handling highway patrol problems such as speeding and emergencies
98.	Gathering intelligence/information concerning specific criminal activity
99.	Working with community residents to develop fun and safe activities for kids
100.	Monitoring the behaviour of people at a public event to ensure that the law is followed
101.	Talking to school children about proper values and behaviour
102.	Testifying in court
103.	Using physical force to resolve critical incidents

A	B	C	D	E
This ability is definitely not one of my strongest abilities		This ability is neither one of my strongest nor weakest abilities		This ability is definitely one of my strongest abilities

104.	Making arrests
105.	Handling a patrol car in an emergency
106.	Serving as a model of police authority
107.	Gathering evidence at a crime scene
108.	Taking charge at the scene of an accident
109.	Working closely with social agencies in the development of specific programs needed in the community
110.	Conducting undercover police work
111.	Standing up to fellow officers when they do not follow department procedures
112.	Supervising fellow officers
113.	Leading a group of officers
114.	Writing clear and concise police reports
115.	Having a good memory for detail
116.	Training and coordinating citizen volunteers in crime prevention strategies
117.	Getting along with other employees
118.	Knowing how to use specialized police equipment (e.g., radio, non-lethal weapons)
119.	Being courteous and polite when dealing with the public
120.	Taking decisive action when performing duties in dangerous situations

Please continue to Part 2

Part 2

Please review the above list of abilities and select the **<u>five</u>** abilities that you believe are clearly among your **strongest abilities**. Then, select the **<u>five</u>** abilities that you believe are clearly among your **weakest abilities**.

For those abilities you consider the **strongest**, place an "S" beside the corresponding ability number on the **separate answer sheet**. For those abilities you consider the **weakest**, place a "W" beside the corresponding ability number on the **separate answer sheet**.

Please do not turn the page until asked to do so.

Appendix C

Policing Model Questionnaire

Part 1

In this section of the questionnaire, we ask you to consider two different models of policing—the Law Enforcement Policing Model and the Community Policing Model. These models are described below. For the purpose of this research, it is important that you thoroughly understand each model. Therefore, please read the descriptions carefully. You will have 15 minutes to review these models.

A. Community Policing Model

Functions/Responsibilities and Objectives

Community policing is a philosophy of policing based on the concept that police officers and private citizens, working together in creative ways, can help solve contemporary community problems related to crime, fear of crime, social and physical disorder, and neighbourhood decay. This model of policing involves a full partnership between the community and the police in identifying and reducing local crime and disorder problems. The police and the community form a cooperative relationship wherein community members participate in shaping police policy and decision making. Under this model, crime is not the exclusive responsibility of the police. The role of the police goes beyond the enforcement of criminal law, solving crimes, and apprehending criminals to include, in partnership with the community, the reduction and prevention of crime and the promotion of public order and individual safety. Community policing requires officers to view their social intervention and community partnership functions just as important as their crime control and law enforcement functions.

The main policing strategy is proactive. This involves problem solving whereby the police, in cooperation with the community and other social agencies, look for the underlying causes behind a series of incidents rather than focusing on the individual occurrences as isolated events. Another key strategy of community policing is a community consultation process to help the police identify policing priorities for addressing crime and disorder problems in local neighbourhoods. This consultation process alters the relationship between police officers and the people they serve. To get the information they need, the police must find new ways to promote cooperation between citizens and the police. This requires that the police officer's agenda is influenced by the community's needs. It also requires that the police involve people directly in efforts to find long-term solutions to problems in the community.

Activities and Tasks of a Police Officer

As with the Law Enforcement Model, officers under this model respond to calls for service, make arrests and engage in such activities as traffic enforcement, executing search warrants and testifying in court. In addition, however, under the Community

Policing Model they act as innovators, looking beyond individual incidents for new ways to solve problems. Under this model of policing, officers maintain daily, direct, face-to-face contact with the law-abiding people in the community (e.g., make routine home and business visits, chat with people on the street, attend neighbourhood meetings). Police officers acquire information from citizens through these contacts. The officers seek to find new ways to promote cooperation between citizens and the police.

The community police officer is assigned on a long-term basis to a specific neighbourhood. In addition to motorized patrol, community police officers may walk the beat or ride a bike. The officers focus on the particular needs of the community to which they have been assigned with greater autonomy to do what it takes to solve the problems people care about most. The officers see themselves as community problem solvers and not just as crime fighters. The officer becomes the police department's direct link to the community, an individual that people may know on a first-name basis and perceived as someone who can help them. Officers act as referral specialists who can link people to the public and private service agencies that can help them. Under this model, police officers are generalists; they not only enforce the law but facilitate, organize, and supervise community-based efforts aimed at local concerns. The officer's challenge is to involve people directly in efforts to solve problems in the community. This might mean recruiting volunteers to staff local community police offices, working with a group of residents to improve their Neighbourhood Watch Program, working with small businesses to prevent shoplifting, and so forth.

B. Law Enforcement Policing Model

Functions/Responsibilities and Objectives

According to this model, the primary objective of the police is to enforce criminal laws, prevent crimes, solve crimes when they occur, and apprehend criminals. Police work focuses largely on crime control in that the highest priority is insuring that when laws are violated, the violators are arrested and prosecuted. The police organization has a clear command structure. Orders and compliance are dictated by the chain of command, with front line officers (usually constables) operating under the close (and direct) supervision of a sergeant. Policing priorities are set by senior police management (i.e., the chief and senior officers in consultation with the Police Services Board), with little input from the lower ranks or from representatives of the community. Responsibility for dealing with crime and disorder problems is seen as residing almost entirely with the police. The police clearly take the lead role in deciding the relative importance of various community problems and take the lead role when dealing with various community groups, social service agencies, and business organizations.

The policing strategy is mainly reactive (i.e., police react to incidents as they arise); it involves responding quickly ("rapid response") to problems as they occur and handling/solving them. To accomplish this, the predominant tactic is motor patrol in which officers drive about a geographic area in police cars. The objective is for the patrol officers either to prevent the occurrence of crime because of their visible presence, to spot and respond to trouble that is in progress, or to be directed by the dispatcher to a call for service. In this model of policing, the police treat most problems and incidents as separate events. When crime statistics indicate a recurring problem (e.g., a series of break and enters), the likely response is to direct more resources (e.g., patrols, detectives) to the problem. However, they tend not to look for underlying causes among similar incidents that may prove amenable to solution through long-term problem solving strategies.

Activities and Tasks of a Police Officer

Much time is spent engaged in motor patrol and responding to calls for service. The officers drive about, waiting for signs of trouble (e.g., suspicious activity, crime, traffic violation) or for a dispatcher to direct them to an incident (e.g., accident, crime, driver locked out of car, domestic dispute, drunk). When the dispatcher notifies them of a problem, the officers drive quickly to the location of the incident in order to deal with the problem. The officers' responsibility is to deal with the immediate situation, write a report on it, and then return to motor patrol. For instance, if a car accident has occurred, they may have to direct traffic or take information from the drivers and witnesses. Once the situation is cleared up the officers return to motor patrol. If a crime has occurred, the officers may make an arrest, identify witnesses, carry out crowd control, and so forth. Other than dealing with the immediate situation and writing a report on it, the officers typically do not become involved in the follow-up investigation of the crime; instead, the case is turned over to officers from a special unit (e.g., criminal investigations). Other activities carried out by patrol officers include such things as enforcing traffic laws, handling complaints, executing search warrants, and testifying in court.

Under this model of policing, front line officers have limited contact with law-abiding citizens other than when they interact with them during calls for service, for instance, the person they help with a locked car door, the accident victim or witness, or in the case of a crime, the victim and witnesses. The contacts are incident-focused and usually of short duration, lasting until they return to motor patrol. Officers seldom have other opportunities to speak at length with residents of the community and to get to know them well.

Please do not turn the page until asked to do so

Part 2

Now that you have reviewed the two models of policing, we would like you to answer the following questions. **If you wish, you may review the models as you answer the questions.** For each question, please indicate your response on the separate answer sheet.

121. <u>Prior to participating in this study</u>, to what extent was your perception of the nature of policing consistent with the **Law Enforcement Policing Model**?

A	B	C	D	E
Very Inconsistent	Somewhat Inconsistent	Neither Consistent Nor Inconsistent	Somewhat Consistent	Very Consistent

122. <u>Prior to participating in this study</u>, to what extent was your perception of the nature of policing consistent with the **Community Policing Model**?

A	B	C	D	E
Very Inconsistent	Somewhat Inconsistent	Neither Consistent Nor Inconsistent	Somewhat Consistent	Very Consistent

123. In your opinion, to what extent is the **Law Enforcement Policing Model** representative of how policing is actually carried out in our society?

A	B	C	D	E
Very Unrepresentative	Somewhat Unrepresentative	Neither Representative Nor Unrepresentative	Somewhat Representative	Very Representative

124. In your opinion, to what extent is the **Community Policing Model** representative of how policing is actually carried out in our society?

A	B	C	D	E
Very Unrepresentative	Somewhat Unrepresentative	Neither Representative Nor Unrepresentative	Somewhat Representative	Very Representative

125. In your opinion, to what extent is the **Law Enforcement Policing Model** appropriate for policing in our society?

A	B	C	D	E
Very Inappropriate	Somewhat Inappropriate	Neither Appropriate Nor Inappropriate	Somewhat Appropriate	Very Appropriate

126. In your opinion, to what extent is the **Community Policing Model** appropriate for policing in our society?

A	B	C	D	E
Very Inappropriate	Somewhat Inappropriate	Neither Appropriate Nor Inappropriate	Somewhat Appropriate	Very Appropriate

127. If you were put into a situation in which you had to become a police officer, to what extent would you want to work under the **Law Enforcement Policing Model**?

A	B	C	D	E
Definitely Would Not Want	Would Not Want	Neither Want Nor Not Want	Would Want	Definitely Would Want

128. If you were put into a situation in which you had to become a police officer, to what extent would you want to work under the **Community Policing Model**?

A	B	C	D	E
Definitely Would Not Want	Would Not Want	Neither Want Nor Not Want	Would Want	Definitely Would Want

129. Policing in Canada is undergoing a transition from the Law Enforcement Policing Model to the Community Policing Model such that the Community Policing Model is being adopted by most police services. Given this change to community policing, are you **more** or are you **less** interested in a possible career in policing?

A	B	C	D	E
Much Less Interested in a Career in Policing	Somewhat Less Interested in a Career in Policing	Neither More Nor Less Interested in a Career in Policing	Somewhat More Interested in a Career in Policing	Much More Interested in a Career in Policing

130. Given the transition to community policing, upon graduation from university, if you learned that a police organization in a community in which you would like to live had several job openings for constable positions, what is the likelihood (i.e., probability) that you would apply for a job? **Please estimate the probability by choosing one of the following values and <u>writing this percentage on the top of the answer sheet</u>.**

100	percent chance you would apply
90	Percent chance you would apply
80	Percent chance you would apply
70	Percent chance you would apply
60	Percent chance you would apply
50	Percent chance you would apply
40	Percent chance you would apply
30	Percent chance you would apply
20	Percent chance you would apply
10	Percent chance you would apply
0	Percent chance you would apply

Please do not turn the page until asked to do so

Part 3

Demographic Questionnaire

Please complete the following information on this sheet

1. Your current age (in years): _____

2. Your gender (circle):   Male   Female

3. Your year of university (circle one):

    1st year   2nd Year   3rd Year   4th year

4. If you have <u>already chosen</u> a Major, please indicate it in the space below:

    _____

    If you have <u>not yet chosen</u> a major, please indicate the area or areas you are considering for a Major in the space below:

    _____

Appendix D

CONSENT TO PARTICIPATE IN RESEARCH

Police Cadets' Attitudes Toward Different Policing Models

We (Chris Heikoop and Dr. Larry Coutts) are conducting a survey of police cadets' perceptions of policing in Canada. This study is part of a research program under the direction of Dr. Larry Coutts and Dr. Frank Schneider of the Department of Psychology at the University of Windsor. This particular study is being conducted by Mr. Chris Heikoop to partially fulfill the requirements of the M.A. degree at the University of Windsor.

Purpose of Study

We are investigating police cadets' preferences for specific policing activities and how these preferences might predict a cadet's interests in the traditional law enforcement policing model and the community policing model.

Procedure

In this study, you will be asked to complete a questionnaire that will take approximately 90 minutes. Only questions pertaining to the study will be asked, with the researchers in attendance during the entire session. Should you agree to participate in the study, we ask that you be as thorough and candid as possible in providing your views.

Potential Risks and Discomforts

There are no anticipated risks or discomforts associated with this study.

Potential Benefits to Participants

As a participant in this study, you will be contributing to the efforts of a growing body of research that is interested in determining the characteristics, qualities, and attitudes of individuals best suited for the demands of a career in policing.

Confidentiality

Any information that is obtained with this study and that can be identified with you will remain confidential. At no point will signed consent forms be associated with the data you provide. Results will be reported in the aggregate. The Canadian Psychological Association requires that all data from any published study be kept available for five years post-publication. After the requisite five years have passed, all study materials will be destroyed.

Rights of Research Participants

You may withdraw your consent at any time and discontinue participation without penalty. You may exercise the option of removing your data from the study. You may

also refuse to answer any questions that you do not want to answer and still remain in the study. This study has been reviewed and received ethics clearance through the University of Windsor Research Ethics Board. If you have questions regarding your rights as a research participant, contact:

Research Ethics Coordinator   Telephone: (519) 253-3000, ext. 2916
University of Windsor   E-mail: ethics@uwindsor.ca
Windsor, Ontario
N9B 3P4

Signature of Research Participant

I understand the information provided for the study, "Police Cadets' Attitudes Toward Different Policing Models", as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____

Name of Participant

_____   _____

Signature of Participant   Date

If you have any questions or concerns about the research, please feel free to contact Chris Heikoop at heikoop@uwindsor.ca or Dr. Larry Coutts at lcoutts@uwindsor.ca

Thank you very much for your help.

Appendix E

Oral Debriefing Statement

As indicated earlier, this study is concerned with how university students perceive policing in Canada. We also are interested in the extent to which you would like to perform day-to-day activities as a police officer. Currently, the community policing model is being increasingly adopted by police agencies across Canada and is replacing the more traditional law enforcement policing model. Because community policing involves a greater variety of responsibilities, tasks, and activities on the part of police officers and, therefore, requires that they possess and utilize a greater variety of skills and competencies in their day-to-day job, we are interested in determining whether or not an individual's preferences for specific policing activities associated with community policing, law enforcement policing, or both can predict their interest in working under the community policing model. This would have implications for recruitment strategies and training practices currently being used by police services across Canada.

Does anyone have any questions about the study?

Thank you for your participation.