SUPPORTING THE USE OF JOURNAL ENTRIES WITHIN THE CALGARY

POLICE SERVICE RECRUIT TRAINING PROGRAM

By

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the requirements for the degree of

MASTER OF ARTS

In

LEADERSHIP

We accept this Report as conforming
to the required standard

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ABSTRACT

The purpose of this mixed methods study was to explore "How can a police recruit training program support the use of journal entries as a learning tool within the Calgary Police Service?" The research hoped to define the challenges faced by police recruits and how those obstacles may be overcome through the use of journal entries. The use of journal entries as a form of reflective learning is entering its third year as a component of the Police Training Officer Program. Exploring the use of journal entries from the police recruit's perspective may provide the opportunity to consider what additional support is required from the Chief Crowfoot Learning Center and the organization as a whole to support this practise. The study is significant because the Calgary Police Service has never evaluated the use of recruit's journal entries as a means of reflection within the recruit training environment.

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were removed after losing a battle with glaucoma. The bravery that I witnessed him

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accomplish an obstacle, his spirit helped push me forward. He has taught me that

anything is possible.

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CHAPTER ONE: FOCUS AND FRAMING

Introduction

In July of 2007, the Calgary Police Service decided to alter the format in how they deliver recruit officer coach training. After a recruit officer completes their academy recruit training, the next step is to work along side an officer coach in the field as a part of a new Police Training Officer (PTO) program. The Calgary Police Service has used the Field Training Officer (FTO) program and is now in a transition to use the Police Training Officer program.

The FTO program is a traditional style of delivering training that relies on the officer coach to modify recruit behaviour through reactive evaluations. It is focused on protecting the organization from liability concerns (Cleveland & Saville, 2003). The PTO program focuses on the needs of the recruit by addressing adult learning styles and contemporary evaluation techniques. The documentation is competency based, and the training activities use real-life problem-solving approaches to develop the recruit officers' skills and abilities (Cleveland & Saville, 2003).

The Calgary Police Service is attempting to use the PTO program to promote engagement with its new hires. Employee engagement is important as it represents a partnership between the employees and the organization. It is up to the various leaders within an organization to provide an environment that promotes learning instead of training (Senge et al., 1999).

The Chief Crowfoot Learning Centre is responsible for training recruits before they enter the field. My former role was that of an instructor and class sergeant. As a class sergeant, I was responsible for a class of 24 recruits. Part of that responsibility was

coaching and mentoring recruits and providing leadership during their training. I also reviewed their learning journals, which provided me with another method of communicating with the recruits and ensuring that they were following the prescribed format.

The format that is taught to recruits follows a three-step process. The first step is to describe an event that requires further learning by the recruit. The second step is to personalize how the recruit felt in that event. The last step is to come up with an action plan that will improve behaviour or performance the next time the recruit is in a similar situation.

The journaling component is a very important part of the process of recruit development. Journaling provides an opportunity for recruits to reflect on challenges and obstacles they face during their training experience. One desired outcome of the use of reflection is that recruits would be able to "fail forward" (Maxwell, 2000, p. 18). Maxwell stated, "People who fail forward are able to see errors or negative experiences as a regular part of life, learn from them, and then move on. They persevere in order to achieve their purpose in life" (p. 18). Recruits should be able to create a process for themselves that defines how they will contribute to their development. It is not about recruits being smart; it is about how they are smart. The goal of the Police Training Officer program is to create recruits who are thinkers, not clones. Gillis (as cited in Dunlap, 2006) explained that journaling is "a method of promoting exploration and facilitating reflection on learning and new experiences within the context in which the learning unfolds" (p. 25).

The training academy provides an environment to learn from experience. A majority of the recruits have previously learned in an environment of a classroom with structured activities that include reading and listening to lectures, which are primarily auditory and visual learning methods. It is apparent that recruits are not accustomed to reflecting on experiences and breaking down the lessons learned from those experiences. Learning from experience, as described by McCauley, Moxley and Van Velsor (1998), can be risky, and stressful, because it requires people to determine that their current actions or skills are inadequate. The training academy has to provide a balance of challenging the recruit while still providing the necessary support to enhance learning.

The training academy has defined outcomes for the variety of learning experiences provided. One of the outcomes that can be improved upon is the ability for the recruit to reflect on complex situations by thinking about the past and the future and not just the present (Wheatley, 2006). The value of connecting learning from experience and support can be bridged through the use of reflective journaling.

My research question is: How can the CPS recruit training program support the use of journal entries as a learning tool for recruits? Subquestions considered included:

1. How has journaling influenced the development of a recruit since they completed recruit training?

2. What were the identified strengths and areas of improvement of the recruit training program in regards to the use of journal entries?

3. What other types of reflective practices for learning should be considered besides the use of journal entries?

The Opportunity and its Significance

The training academy journey is a transition from usually being a civilian to learning and behaving as a sworn member of a law enforcement organization. This transition is about change and self-discovery as they develop through this transitional phase. Reflective journaling provides learners the opportunity to discover their own best approach to learning. It allows for a learning plan that is individualized to that specific learner. The learner can determine what specific approach to use through the transition of change. Reflection provides the opportunity to individualize the generic training program to their needs.

As a class sergeant reviewing recruits' learning journals, I noticed a consistent trend: there was a lack of journal entries and recruits appeared to feel uncomfortable making journal entries. I discovered this hesitancy and discomfort when I reviewed and discussed journal entries with individual recruits. During many candid conversations, it became apparent that several felt uncomfortable making journal entries, because an assessor reviewed the journals. Other recruits also indicated that they did not understand the value of keeping a journal.

During my experience as a supervisor, I have encountered many recruits and junior constables who are looking for opportunities for mentorship. The journal provides a great platform for contributing to the mentoring relationship. As it is difficult for a mentor to be present at all times, the opportunity to review journal entries is an excellent way for the mentor to provide critical feedback.

A possible benefit for recruits in making journal entries is that it allows them to review their actions and develop a process for solving problems individually. Ideally,

recruits will make entries whenever they have an opportunity to reflect on areas in which they want to improve or on what has been working well. The journal provides the opportunity for reflection when emotions can be detached from the immediacy of the situation. Mezirow (1990) has stated, "We learn differently when we are learning to perform than when we are learning to understand what is being communicated to us. Reflection enables us to correct distortions in our beliefs and errors in problem solving" (p. 1). From my observations, recruits tend to focus on the desired outcomes and not on the process of getting to those outcomes. By making journal entries, recruits could begin to understand how to engage in a systematic process that that would work for them.

The goal of keeping a journal is to prevent recruits from making repeated mistakes. By reflecting in their journal, it is hoped they will realize where they made a mistake, find ways of dealing with that situation correctly in the future, and utilize this insight the next time they face the situation. "Keeping a journal may help adults break habitual modes of thinking and change life direction through reflective withdrawal and entry" (Mezirow, 1990, p. 213). By constantly reflecting, they will improve their problem-solving abilities.

The recruits are introduced to the concept of journaling during their first week of recruit training. During this first week they are provided with a prescribed format to follow, and instructors explain when it would be beneficial to create journal entries for the purpose of learning. The challenge is to educate recruits about the value and benefits of maintaining a learning journal. How can recruits come to understand the value of keeping a journal to reflect their learning? Why are recruits resistant to making entries about how they are going to improve on their identified areas of improvement? Recruits

could benefit from using a journal as "an anchor from which to make further explorations" (Mezirow, 1990, p. 214).

The Calgary Police Service is facing demographic challenges with its front-line workers. By the year 2010, 900 out of the approximate 1,700 members will have less than five years of experience. The organization will be placing a higher premium on leadership development to offset the lack of experience. The use of a learning journal could, in many ways, assist the leadership development of junior members. If Calgary Police Service supported the use of journaling with front-line officers, this would be a step towards truly creating a learning organization. This would be an opportunity to explore another tool for the leadership development within the organization. The use of the journal could be expanded outside the scope of training purposes because, in reality, training never ends for police officers during their career (see Table 1).

The benefits of journaling for stakeholders, which include front-line members, recruits, instructional staff, and the organization as a whole, include opportunities for collaboration with the identified stakeholders to develop a process of using reflective journals. Recruits are not involved in the process to determine how training will be delivered. Therefore, using a collaborative process with recruits could empower those who do not usually have a strong voice in creating a process.

Table 1. *Rank Structure of Authorized Personnel of the Calgary Police Service*

Rank	Number of Personnel
Constables	1,310
Sergeants	180
Detectives	196
Staff Sergeants	60
Inspectors	32
Superintendent	7
Deputy Chief	3
Chief	1
Total Authorized Personnel	1,789

Note: (Human Resources A/S/Sgt., personal communication, August 10, 2009. Used with permission)

The current formal training component for a recruit with the Calgary Police Service consists of 20 weeks in the training academy followed by 15 weeks with an officer coach in the field. The recruit is influenced by a variety of stakeholders during this training process. The recruit is first exposed to the training academy environment where instructional staff provides training. The training curriculum is created in collaboration with the curriculum design unit and instructional staff. Once the recruit completes the training academy, the officer coach and supervisor in the field provide support and guidance with the recruits' development. As the recruit works in the field, the training environment becomes the community the recruit serves.

All of the described influences have an impact on the learning of the recruit. The recruit is focused on outcomes of their actions. In a variety of situations, the recruit is required to articulate their actions taken. In many instances, the recruit will proceed in a certain manner and then articulate after the action has occurred. The recruit learns this process from a culture of mimetic learning. The desired goal is to create a culture where a recruit has a conscious understanding of their actions: a goal of describing what action they are going to take and what authority allows them to take this action.

If a process was identified, created, and implemented to offer meaningful support to recruits in the use of journaling, then it could be considered a small victory for police recruits. This would be very rewarding to police recruits, both personally and professionally. The organization would be a leader in the law enforcement field within Canada by actively supporting and using journaling in the development of recruits. It could be the first step in creating a culture within the police world that values critical reflection as an important and effective tool in developing officers. Collay, Dunlap, Enloe, and Gagnon (1998) have declared that "the more carefully the reflections are documented, the more progress each of us can make with self-understanding and subsequent practice" (p. 68).

The political impacts of working towards changing or improving a process of delivering training is where I feel this initiative would be a stretch. Doing so may create an anxiety of leading change and of entering into someone else's territory and feeling unwanted or unnecessary (Glesne, 2006). From my experiences with change, the challenge of engaging with an environment that is not your own and trying to determine an improved process is usually an action that is not considered favourable by those

involved. In 1970, Thomas Kuhn stated that "paradigm shifts do not occur until the evidence that they must do so overwhelms existing theory to the point that the old paradigm is crushed under the weight of the new" (as cited in Farnsworth, 2007, p. 7). I will have to trust that the collaborative process will diminish political implications.

If the current situation were to continue in which recruits remain hesitant to use journal entries as a learning tool, it would support a cycle of implementing a learning activity without providing meaning through reflection for the target group. It would not allow for the possibility of transformational leadership to evolve and instead would simply sustain a culture of completing a task just for the sake of getting it done. Problem-solving is a process that requires thinking that is clear and systematic. De Bono (2000) stated, "The biggest enemy of thinking is complexity, for that leads to confusion. When thinking is clear and simple, it becomes more enjoyable and effective" (p. 176). Providing proper support for recruits during their training in the use of journaling can make thinking and problem-solving enjoyable for them.

A recruit's integration to the concepts of community policing begins with orientation into the Calgary Police Service. During orientation, recruits are usually provided with a presentation on what community policing is about and may also engage in an activity where they use self-directed study techniques to learn about community policing. The whole concept of recruit training in the academy and in the field revolves around problem-solving, as that is essentially what police do on a daily basis. The use of journal entries for critical reflection provides a learning tool for recruits to review how they are solving problems. Recruits are required to journal during training to develop their problem-solving process. The challenge is for recruits to make meaningful entries

that outline how they have solved problems that they have confronted during their training. As a recruit sergeant who reviews journal entries, the frequency and quality of entries provided by recruits has not been up to prescribed expectations. Recruits have indicated to me in the past that they are hesitant to make entries because they do not want to divulge their feelings, as these feelings may be perceived as a sign of weakness, or they feel they have nothing significant to journal about. The challenge is for recruits to see the value in using journal entries for critical reflection so they can begin to develop their problem-solving skills.

Journaling is a new concept to the Calgary Police Service; it became a factor with the inception of the Police Training Officer program (Cleveland & Saville, 2003), which became operational in June 2007. At the beginning of training, recruits are taught a specific format for journaling. Journaling is required by recruits during the officer coach phase so that their processes for problem-solving can be assessed by their officer coach. There have not been any studies or reviews into why recruits are hesitant to make journal entries during their recruit training. In the fall of 2007, for my self-directed learning project, I created an online survey for recruits to complete that used a series of open-ended questions regarding their experiences of using journal entries as a learning tool during their training. Results from this preliminary study were consistent with my experiences and dealings with recruits. My self-directed learning project raised my interest for obtaining more depth into recruits' hesitation regarding the use of their journals.

In the course of a police officer's duties, the officer's work can be disclosed for court purposes. This includes any writing completed related to an investigation,

especially when charges are laid. Case law stipulates that the defense can request full disclosure of documentation pertaining to a case. Any journal entries that are made that relate to a case fall under the umbrella of disclosure. One aspect of journal entries that recruits are required to understand is not to use names, addresses, or other information that can be directly linked to a case or investigation. This will require police officers to differentiate between making notes that contain all the facts and using a journal as learning tool. The organization will be required to understand the difference between the two if they want to continue to develop officers who are problem solvers and critical thinkers.

The Calgary Police Service will have to work with the Crown Prosecutor's office to bridge the understanding of the activity of journaling as a learning tool. As the Crown Prosecutor's office works closely with the Calgary Police Service on emerging training issues using journaling, a learning tool could benefit the quality of work submitted by police officers. The Crown Prosecutor's office observes the same errors repeatedly by front-line members. If the journal were to be used consistently by recruits in their development training, then the benefits in this example would expand beyond the Calgary Police Service as an organization.

<center>Systems Analysis of the Opportunity</center>

All members of the Calgary Police Service are governed under the Alberta Police Act (2000), which is a provincial statute within the Province of Alberta. Alberta's Police Act provides the authority that all police services and peace officers shall act under the direction of the Minister of Justice and Attorney General in respect of matters concerning the administration of justice. The Minister of Justice is responsible for establishing

standards throughout Alberta for police services, police commissions, and policing committees and for ensuring that standards are met.

The Law Enforcement Review Board (LERB) is an independent quasi-judicial body established under the Alberta Police Act. The LERB's main duty is to hear appeals from citizens who complain about a police officer's conduct and are not satisfied with how the complaint was resolved by the police agency where the original complaint was made. The LERB also accepts appeals from police officers regarding decisions made against them by their respective Chiefs. The main duty of the LERB is to provide independent and impartial reviews of decisions (Government of Alberta, 2008).

The Calgary Police Commission is a civilian oversight committee to which the Calgary Police Service is accountable. The Police Act (2000) provides the Commission with responsibility for appointing the Chief of Police, establishing police priorities, allocating funds provided by City Council, and monitoring the public complaint process (Calgary Police Service [CPS], 2008a).

The Calgary Police Service is required to investigate all public complaints as per the Police Act (2000). The Professional Standards Section within the Calgary Police Service is responsible for investigating all public complaints. The Professional Standards Section is broken into two units: the Citizen Complaints Unit and the Internal Affairs Unit. Complaints made by citizens can be resolved either formally or informally based on how the citizen wants to proceed. As the journal is a learning tool that contributes to problem-solving, improving the problem-solving capabilities of front-line police officers could diminish the number of complaints. With a police officer actively reviewing their decisions and actions through journaling, this could lead to an improved quality of

service to the public, improved crime prevention strategies, and an officer who develops skills at a quicker pace.

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The implementation of the PTO program is more complex than just providing a new way of training recruits once they graduate from the academy. It is about the process of transformation within the Calgary Police Service. The ability of the organization to meet the external and internal demands is a start to measuring success. The PTO program addresses many issues indirectly. The goal is to develop officers to "learn how to learn" so they can become self-directed learners. Some of the indirect issues are employee retention, improved community service, decrease of professional complaints, increased staffing levels and increased capacity to create a learning organization. The PTO program is more than just the structure of the training and evaluation of the trainee. The ability for

Calgary Police Service to adapt to the PTO program will be symbolic if it wants to create an organization that can adapt into the next generation.

The PTO program is still in the early stages of implementation. Some of the areas have fully complied with the new process. Some areas have been reluctant to implement the program, since they did not feel that a direct order had been issued. Some areas may have complied since their leadership understood what was on the line with providing training that does not rely on mimetic and inculcating methods. As Ackerman Anderson and Anderson (2001) have described, the organization has to undergo:

> Transformation will only occur when a critical mass of the organization has undergone the required mindset change to perform in ways that produce the desired outcome. The fastest way to achieve critical mass, as well as wide spread commitment to the change, is through whole system involvement in the process. (p. 47)

For the PTO program and the organization to be successful, a mindset has to change and not only with programs.

The Calgary Police Service considers itself a learning organization, and an important element of any organization is its capacity to adapt to change. A learning organization is committed to improving its capacity to adapt to change and innovation through a process of life-long learning. Through my personal observations, the Calgary Police Service has encouraged individuals to be responsible for engaging in purposeful learning and has provided an environment conducive to learning. The organization values and recognizes the need for learning to be deliberate and adaptable to enable itself to adjust to technological, economic, and political influences.

Organizational Context

The mission statement of the Calgary Police Service (2008a) is "to optimize

public safety in the city of Calgary."[1] Several guiding principles fall under the umbrella

of the mission statement that provides expectations of how to keep the citizens of Calgary

safe. The guiding principles of the Calgary Police Service are:

> To promote an understanding that the true measure of police effectiveness is the absence of crime and disorder, not the visible evidence of police action in dealing with them.
> To secure the cooperation of the public in voluntary observance of laws by encouraging understanding and communication between the citizens of Calgary and their police service.
> To maximize individual and collective skills within the Calgary Police Service in terms of crime prevention, crime detection, and traffic safety.
> To promote a professional police image by demonstrating impartial service and by offering service and friendship to all members of the public.
> To use only the minimum force required and only when persuasion, advice, and warning are found to be insufficient to obtain public observance of the law.
> To recruit qualified candidates who reflect the diversity of the community.
> To provide training, education, and developmental capability within the Calgary Police Service that maximizes the potential of all members.
> To achieve the foregoing within an acceptable cost framework. (Our Guiding Principles section, ¶ 1-7)

The development of a police recruit revolves around gaining an understanding of

the mission statement and guiding principles as it pertains to the recruit's everyday work.

The goal of applying, analyzing, and evaluating methods to achieve the expectations

within the guiding principles is the desired outcome of a recruit's formal training.

The Calgary Police Service has a strong commitment to community policing.

Community policing is basically defined as the police working with the community to

create long-lasting solutions with the goal of minimizing the need for reactive policing.

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[1] From *Calgary & the CPS: CPS Speciality Units* (Our Mission section, ¶ 1), by the Calgary Police Services, 2008, Calgary, AB, Canada: Author. Copyright 2008 by the Calgary Police Services.

Community policing emphasizes peacekeeping, problem-solving, crime prevention and viable alternatives to enforcement for some offences or offenders and requires participation from the community (CPS, 2008b).

To become a member of the Calgary Police Service, potential candidates are selected based on a variety of criteria. Some of these criteria are based on minimum standards such as age, status of citizenship, possessing a valid driver's license, and not having any criminal conviction in which a pardon has not been granted. Some of the character requirements include possessing exemplary moral character, a high degree of personal integrity, and the ability to display sound judgment. Some of the desired attributes include a minimum of two years of post secondary and/or a consistent employment history, community volunteer experience and/or holding a position of trust, and possessing basic computer skills (CPS, 2009).

To become a member of the Calgary Police Service, candidates go through a variety of stages of the selection process. The stages include a written and psychological test, screening and panel interviews, physical ability test, security background clearance, medical clearance, and a selection committee.

If the recruit is successful in the selection process, they begin their recruit training with the Chief Crowfoot Learning Centre. The recruit joins a class that usually consists of 24 recruits. The Calgary Police Service trains between eight to ten classes a year. Upon graduation from the Chief Crowfoot Learning Centre, the recruit is assigned to a district to continue their training in the field with an officer coach. The training with the field coach consists of 15 weeks (see Figure 1).

Remediation

Integration Phase
Trainee & PTO

Phase A Non-Emergency Incident Response
Trainee & PTO

Phase B Emergency Incident Response
Trainee & PTO

Mid-term Evaluation
Trainee & PTE
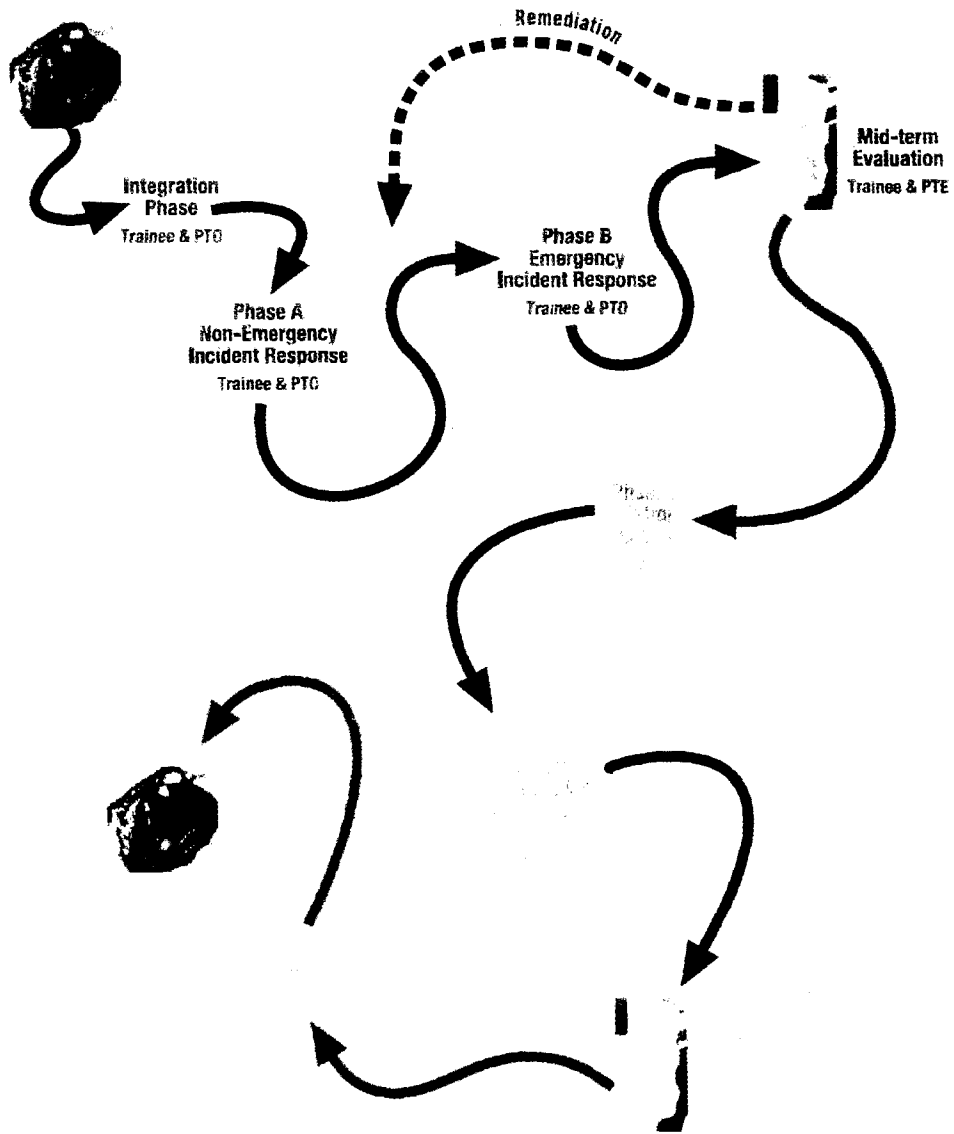
In the Chief Crowfoot Learning Centre, the training is provided by instructors who deliver training pertaining to academic and operational skills. Some of the academic topics include criminal and provincial law, traffic law, and report writing. Some of the operational topics are firearms training, officer safety, and driver training. The instructors who provide this training are current sworn members and retired sworn members brought back to share their expertise. Each recruit class is also assigned a class sergeant, who also takes care of administrative and other support related duties.

An officer coach who has completed the internal police training officer course provides the training in the field. The course is a 40-hour competency- based course that provides the tool for officer coaches to provide meaningful feedback, where learning goals are identified by both the recruit and the coach. During the academy training and the officer coach phase, the recruit is expected to use a reflective journal as a tool to enhance their learning. The journal provides a connection to past behaviour, current reactions or feelings, and a determination of appropriate future behaviour.

CHAPTER TWO: REVIEW OF THE LITERATURE

To understand the benefits of police recruits using journal entries as a learning tool at Calgary Police Service, it is helpful to examine relevant literature that provides a framework of learning. Glesne (2006) stated that "reading about the studies of others in a way that is useful to beginning your own work requires a particular frame of mind" (p. 24). This review of the literature is divided into three general components: the value of journaling as a learning tool, adult education, and self-leadership.

Value of Journaling as a Learning Tool

For a new police recruit, beginning the experience of academy training can be overwhelming. The expectation the organization places on a recruit from day one requires the recruit to act and think like a police officer. The process of learning new academic and physical skills can seem chaotic. From learning about applying criminal law to firing a firearm for the first time, the training environment can feel overwhelming. "Writing bridges the inner and outer worlds and connects the paths of action and reflection" (Baldwin, 1991, p. 9).

Brockbank and McGill (2007) defined a learning journal as "a collection of your thoughts, feelings, speculations, and maybe dreams. It is like a map of your learning journey" (p. 337). The length of the Calgary Police Service recruit training program is just under six months. By the end of the training program, the recruit is exposed to a variety of learning opportunities and emotional experiences. Instructors with the Chief Crowfoot Learning Centre describe the training experience to recruits as a "journey of learning". "Both the word journal and the word journey come from the same Latin root, diurnal, for daily portion" (Collay et al., 1998, p. 72). The learning that occurs within the

recruit training program is a journey that requires reflecting on past experiences to

enhance future encounters. As described by Kerka (1996), journals are "tools for growth

through critical reflection . . . writing is a critical ingredient in meaning making, enabling

learners to articulate connections between new information and what they already know"

(p. 2).

Reflection

Brockbank and McGill (2007) cited Dewey, contending that humans have the

capacity to learn from their experiences and that reflection is a required component that

contributes to success. English and Gillen (2001) have described journal writing

> as an art and a science. As an art, a journal is a product or expression of what is
> more than ordinary experience; it is a creative and imaginative way of describing
> one's thoughts, feelings and actions. As a science, a journal helps the writer to
> engage in reflection intentionally and systematically. (p. 2)

A learning journal engages the learner to critically reflect. Moon (1999)

contended that journaling provides depth to the quality of learning by providing an

opportunity for critical thinking. Journaling allows learners to explore their own process

and increase their involvement and ownership towards development. Clutterbuck (2007)

stated that "to be effective, people need time and an appropriate environment in which to

think about what they are doing (or intend to do) and why" (p. 636). A common thread I

have observed during interactions with recruits in the training environment is that they

did the right thing, but did not understand why they took a specific course of action. A

huge challenge, even for experienced police officers, is to be able to articulate why

something was done: the motivations behind their actions and the process of deciding

upon that cause of action. The challenge for recruits during their training journey is to learn from their experiences and apply that learning to future opportunities.

Applying Journaling in the Classroom

The learning journal provides an opportunity for police recruits to apply their previous experiences and knowledge into practice in the training environment. Langer (2002) cited a 1998 study conducted by Dart and colleagues, who stated that:

> Graduate teachers in training used journals to relate theory to practice. These researchers found that students were better able to link theory to practice and vice versa in the latter parts of the course, thus supporting their claim that the use of journal provided a new method of learning and reflection. (p. 340)

Maloney and Campbell-Evans (2002) described that "the journal provided a safe place for students to record the emotions experienced during the course of the day or the week. It provided an avenue to release tension rather than bottling it up" (p. 42). Police recruits face full and hectic schedules. The hectic schedule can feel like chaos to a new recruit. As Wheatley (2006) described, order emerges from chaos. Recruits who can take the time to detach themselves from their learning and write their thoughts, emotions, and feelings can bridge the gap from actions to thoughts. Meyers and Jones (1993) declared that "journals give students time to reflect personally on academic issues and encourage them to see how academic subjects may offer something to their own lives" (p. 32).

Lankau and Scandura (2007) maintained that, "while individuals may be capable of engaging in this reflection and growth on their own, we propose that the extent to which personal learning translates into personal growth is influenced by the quality of the developmental learning process" (p. 117). Similar to academic students, police recruits are usually anxious to arrive at the correct answer or outcome. One of the most important

aspects of police training is for recruits to assess their process for arriving at the desired outcome. This is done through the process of learning and applying methodology to other situations or scenarios. In a journaling case study of third-year undergraduate students conducted by Park (2003), one student suggested, "Like much of life, it is about the journey perhaps as much as the destination—the very act of writing the journal is much more important (certainly to the writer) than the finished product" (p. 190).

Journal Review Issues

A learning journal provides numerous benefits to learners, but only if they provide honest personal input. Creme (2005) stated, "A learning journal can therefore be seen as a kind of self-narrative of development, whose `hero' is a fictional character that the writer can choose to construct from entry to entry" (p. 293). Boud and Walker (as cited in English, 2001) declared that "there can be inappropriate levels of self-disclosure in journal writing, as in any other type of reflective exercise" (p. 30).

Chief Crowfoot Learning Centre instructors currently review the journals submitted by recruits. One concern about journaling is that recruits are eager to gain acceptance from their supervisors. Therefore, recruits may exhibit a tendency to cater to what they think the supervisor may expect. Elbow and Clarke (as cited in English, 2001) noted "that the fear of who will read the journal is often a problem for those who engage in journal writing. They argued that whether someone reads the journal or not, the question of audience is hard to ignore" (p. 29).

As the Calgary Police Service is guided by competency-based assessments during recruit training, the journal may not be an appropriate learning tool for all training activities. Boud and Walker (as cited in English, 2001) affirmed that "a competency

based environment learning environment, for instance, may not provide an optimal

environment for reflective activities" (p. 29). Wagner (1999) stated, "Students may alter

their response to what they feel is expected of them when they know that information is

being collected from them" (p. 269).

As a former instructor who has reviewed journals submitted by recruits, I have

seen another issue emerge: the confidentiality of the journals. Wagner (1999) has

indicated, "Students should know who will read their journal essays, why this type of

course evaluation data [is] being collected, and what the benefits are" (p. 270).

Integrating journaling into the routine of someone who is both a learner and a new police

officer can provide many challenges and issues. Keeping a journal will have a profound

impact on the police recruit. English (2001) declared,

> Ethical issues cannot be trivialized. They are important issues for adult educators,
> and they arise every time we discuss an issue, put something into practice, engage
> in dialogue with colleagues, and interact with learners. The use of journal writing
> raises a great number of questions, mainly because it involves personal issues.
> (p. 34)

Learning from Experience

The opportunity for police recruits to reflect on their experiences during training

leads to the development of a variety of skills. The skills that a police recruit develops are

diverse and range from various academic disciplines to various physical challenges. Just

as university students develop their skills to increase workplace marketability, police

recruits are expected to increase their level of transferable skills during their training.

Reflecting on their various experiences during recruit training is a form of experiential

learning. Smith, Clegg, Lawrence, and Todd (2007) described six elements that make

university students marketable to employers: (a) progressive development of autonomy,

(b) development of skills, (c) personal development planning, (d) inclusion of activities similar to those required in the external environment, (e) student reflection on skills and knowledge and how these can be transferred to different contexts, and (f) the encouragement of career management. The use of reflection and a learning journal provides a link to experience and skill development.

The research into using learning journals to enhance learning in a police recruit training environment is limited. The Calgary Police Service has the challenge of training police recruits to learn the fundamentals of policing, but also to develop recruits as new employees of an organization. In the past, recruits have taken for granted that the organization will support their professional development. The activity of journaling provides the opportunity for recruits to take ownership of their learning and development. A formal system of bridging experiences to thoughts of future actions can benefit the development of recruit both professionally and personally. A deeper understanding of experiential activities and the use of reflective journals could provide support for learners in a dynamic field. Engaging in an action research project to gain further understanding of this under-utilized learning tool could benefit future generations of recruits and their learning journeys.

<div align="center">Adult Education</div>

The importance of utilizing adult education practices into police training is a link to developing self-directed learners. For an organization to be considered a learning organization, a culture is required to provide a variety of methods and opportunities for learners. As police recruits are adults and all have different needs as learners, it is important for the organization to be flexible and adaptable to the needs of the next

generation of police officers. In this section, I will review the following topics that

provide for alternate learning methods: types of learners, andragogy, self-directed

learning, and Bloom's revised taxonomy.

Types of Learners

The use of alternative or non-conventional learning strategies has increased in

society as a result of continual change. Learning does not end for a police recruit once

they complete their formal training and enter the field. As the development of a police

officer is linked to their learning, their growth is a lasting endeavour. Knowles (1980)

stated that "adult education must be primarily concerned with providing the resources and

support for self-directed inquirers" (p. 19). The challenge for police agencies is to

provide the connection for learners to be aware, locate, and utilize applicable resources

(Knowles, 1980).

As needs for learning in the organization is evolving, the organization has to

determine what the needs are of the new employees. New employees come with different

learning styles, and the delivery of information becomes crucial in how learning takes

place. Parent (2002) examined four types of learners or students and explained, "No

matter how good the instruction is, it is only as useful as the student's interest and effort

in learning" (p. 5). Parent offered a description of the four types of students compared to

different types of cups:

> First cup is upside down: Describes a student that is present to learn but does not
> pay attention. An appropriate comparison you may have experienced when
> reading a book. Your eyes went across the page but you cannot recall what you
> had just read.
>   Second cup is right side up and has a hole in the bottom: Describes a
> student that hears what is being taught but the information is soon forgotten.
>   Third Cup is right side up and does not have a hole and is covered in dirt:

If instruction can be considered clear water then it is poured into the cup. The dirt in the cup causes the liquid to become cloudy. This personifies that what we can misrepresent what is heard and alter the information into our established stereotypes. If we agree with the information it becomes confirmed. If the information is not agreed upon is becomes discarded, overlooked or oppose.

Fourth cup is upright and contains no holes: This cup symbolize the epitome way to be a student. It is clean and open to experiencing new learning. This student is able to apply the information to other aspects of their life. (pp. 5–6)

Parent's conclusion was that the students all come with their own personal history and experiences toward learning. For learning to be effective, students have to be able to let go of their pasts to proceed with an impartial mind. When students make the honest effort to understand the information being delivered, they are then able to determine if a new methodology will work (p. 3).

Learning is not the same experience for each individual, as there is not one delivery method that can be relied upon. The purpose of an instructor is to stimulate the various senses of the learner to provide an environment where adult learning can be facilitated. Kanar (2004) describes three basic learning styles that can be facilitated in an adult learning environment (see Table 2).

Table 2. *Basic Learning Styles that can be Facilitated in an Adult Learning Environment*

Learning Style	Description
Auditory learner	Learners enjoy communicating verbally and usually have a sociable personality. Listening is an effective tool and they can recall information from stories or explanations.
Visual learner	Learn best with the use of visual imagery involved with activities such as reading or watching. Usually more introverted in nature and do not respond as effectively with the use of verbal direction. Process what they see and hear and convert that as images internally.
Kinesthetic learner	Learn best when engaged in dynamic activities. They enjoy expressing emotion and are usually extroverted in nature. Working in groups and frequent interactions with other individuals serve this style of learner well. Functioning in a conventional classroom structure do not serve these learners needs as they have difficulty focusing.

Note: From Kanar (2004, p. 39)

Furthermore, Gardner's (2006) description of seven adult learning intelligences

provided an alternative for viewing intellect. The seven intelligences can be used in

creating learning and training activities that appeal to the learning style and aptitude of

individuals. The learning characteristics of the seven learning intelligences are presented

in Table 3.

Table 3. *The Learning Characteristics of the Seven Learning Intelligences*

Learning Intelligence	Learning Characteristic
Visual-spatial	These learners have the capacity to learn through imagery and to create.
Bodily-kinesthetic	These learners enjoy being physically active when learning and being able to interact with others by talking and moving.
Interpersonal	These learners have the ability to work collaboratively and communicate with others. This learning can be applied in situations when learning and interacting in groups
Intrapersonal	These learners are able to understand their own thoughts and feelings and enjoy working alone to accomplish tasks.
Linguistic	These learners are effective when learning verbally or with the use of writing.
Logical-mathematical	These learners are effective when utilizing the use of numbers to solve problems and identify patterns
Musical	Learners involve the use of sounds and rhythms and have the ability to contemplate and express themselves in musical varieties.

Note: From Gardner (2006, pp. 8–16)

Gardner concluded that most training environments cater to verbal-linguistic and logical-mathematical skills. One of the goals of the CPS is create and environment where learners can benefit from their experiences. Exploring all areas of a learner's capacity by providing learning environments that combine some or all of the described intelligences can enhance individual learning.

The design of training for adult learners in a police environment should help individuals produce results. As Mujtaba and Preziosi (2006) described, "Learning happens through action and by doing" (p. 109), and they categorized learners into four

distinct modes: somatic, auditory, visual, and intellectual (see Table 3). Mujtaba and

Preziosi also contended that learners use all four modes when learning but most people

rely on one or two prevailing modes. Historically, the CPS recruit training program has

only accommodated one or two of the described modes of learning within their

curriculum.

Table 4. *Four Modes of Learners*

Mode	Description
Somatic	Involves learning by being physically active.
Auditory	Involves learning through the use of personal interactions.
Visual	Involves learning through observing, listening and visualizing.
Intellectual	Involves learning activities such as reflecting, contemplating, investigating and solving problems.

Note: From Mujtaba and Preziosi (2006, p. 109)

Mujtaba and Preziosi (2006) concluded that institutions that provide training need

to be conscious of not only what to teach, but also of the career development needs of the

individual. The organization and the instructional staff should be aware that it is

important to introduce new employees to the culture of the organization as well as

providing the relevant information to begin their learning.

Adult education training and delivery systems should be modified to meet the

needs of each individual learner where possible. A thorough knowledge of the types of

learners who exist not only benefits the individual, but also benefits the organization.

Individuals should be aware of their own learning requirements to manage their learning

development. To create a tailored learning environment where learning styles are diverse,

organizations and instructors should be sensitive of the learning preferences of their individuals.

Andragogy

Conventional training arrangements for adults provided the teacher with complete control in regards to the learning process. The teacher decided what will be learned, how it will be learned, when the learning will occur, and determined if the learning objectives have been met. This traditional training model is described as pedagogy or the pedagogical model. Pedagogy can be basically described as the discipline of teaching children (Knowles, 1990). This format of training revolves around the experiences of the teacher (Conner, 2005).

In contrast to pedagogy, andragogy is described as the process of helping adults learn and the related process that contribute to adult learning (Knowles, 1989). The one glaring difference that differentiates andragogy from pedagogy is that in the andragogical model adults are recognized for their life experience (Knowles, 1990). Andragogy was also explained by Mezirow (1981) as "an organized and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners" (p. 21).

Adults each have distinctive needs and circumstances that guide them through their own learning process. There is no single environment or method that can meet the individual characteristics of each adult learner. In the basic police training setting, the use of andragogical methods facilitates an environment that is flexible and respects the broad needs and characteristics of adults. Knowles (1990) outlined the following assumptions regarding adult learners: (a) the learner's need to know, (b) the learner's self-concept,

(c) the role of the learner's experience, (d) the learner's readiness to learn, (e) the learner's orientation to learning, and (f) the learner's motivation to learn.

The administration of training in basic police training needs to focus on the self-directed learning of the recruit. When a police officer begins to work directly with the community to solve problems, andragogy may be a beneficial method used to develop this skill (Birzer, 2003). The use of real-life problems or scenarios can stimulate curiosity of the learner to determine the value of what is being learned and the need for it (Knowles, 1989).

The assumptions of the andragogical model that pay attention to adult training and education appear to be more realistic than other training alternatives (Birzer, 2003). Adults can usually put into action their training and learning immediately, unlike children. Adults can change their perceptions, as it is useful to have a purpose for their learning that can be applied to solving a real-life problem (Rogers, 2002). According to Birzer, "[The] learning environment is used here in the context that trainees should be allowed whenever possible to discuss critically within the classroom and be allowed to initiate debate and dialogue on various police subjects" (p. 34).

The police training environment should honour the learner. This can be accomplished by not only acknowledging the learner's past experiences, but also by creating an environment that is "experiential, interactive and participatory as possible" (Birzer, 2003, p. 36). MacKeracher (2006) described, "Past experience is an essential component in adult learning, using it in relation to current learning presents a problem. Many adults cannot perceive connections between past experiences and current problems. Only some parts of past experience may be relevant" (p. 36). The design of the training

environment has to be able to link current learning to the learner's past experiences to determine relevance.

For an adult learner to be prepared to learn, an environment must be established where change can be embraced. An organization must set the tone for self-development and life-long learning (Yukl, 2006). The police training environment places the learner in situations that require an ability to adapt to a constant change. Adults in their journey of life are required to adapt to situations and solve problems outside of their workplace. This type of behaviour reflects how adults primarily learn. Structure and rigid lesson plans and lectures provide a secondary role to the development of the adult learner (Lindeman, as cited in Smith, 2009).

For a police training environment to embrace the philosophy of andragogy, what it means to be an adult and how to engage adults as learners must be understood. The training of adults through the andragogical model of education has been utilized in a variety of sectors, which include advanced education, government, and industry as an option to the customary methods used from pedagogical approaches (Knowles, 1984). According to Clardy (2005), "Adults are assumed to bring distinctive needs and requirements to their organized learning activities for several reasons. Because they see themselves as self-directing, adults want to exercise power, influence and control over the learning experience" (p. 7). Each learner has their own reasons of motivation to engage themselves as learners to participate in learning. The use of andragogical model can influence learners to become self-directed to enhance their development (Houde, 2006). The greatest assets of the adult learner are located within themselves. The use of an

andragogical method in training will provide the collaborative community that best

supports their learning (Knowles, 1990).

Self-Directed Learning

Merriam and Caffarella (1999) defined "self-directed learning as a process of

learning, in which people take the primary initiative for planning, carrying out, and

evaluating their own learning experiences" (p. 293). The ability to problem solve through

the use of critical thinking is integral to the self-directed learner. Self-directed learning

has moved towards a concept that focuses on goals and is moving away from the

expressive nature as it was first represented (Merriam, 2001).

Police training instructors and administrators continually explore how to design a

curriculum that can meet both the needs of the learner and the organization. Issues

surfaced around the determination of relevant topics and level of content, combined with

the needs of a new police recruit, which continue to challenge the police training setting.

The police training environment is responsible for training learners who all come from a

variety of school and work experience, backgrounds, and maturity levels. The self-

directed learning setting is unique as it requires learners to relate and rely on their peers

mutually for their development versus only the expertise of their instructors and implies a

sense of self-ownership for a learners level and quality of learning (Knowles, 1980).

Self-directed learning dates back centuries to significant periods when classis

philosophers such as Socrates and Plato preached their benefits (Brocket & Hiemstra,

1991). The subject of self-directed learning has been emerging for several decades in a

variety of fields that include education and business (Mezirow, 1985). Merriam and

Caffarella (1999) described that the three goals of self-directed learning are "to enhance

the ability of adult learners to be self-directed in their learning, to foster transformational learning as central to self-directed learning, and to promote emancipatory learning and social action as an integral part of self-directed learning" (p. 290).

As described by Chien (2004), the benefits of self-directed learning "hold numerous advantages over traditional forms of classroom instruction for employees in the workplace. Passing down acquired competencies to succeeding cohorts; accommodating the demands of productivity while providing for a continuity of learning" (p. 286). Chien further asserted, "Self-directed learning is more effective in development because learning accommodates employees' learning styles and objectives" (p. 286).

Boyatzis (2004) claimed, "Self-directed learning often begins when we experience a discontinuity, the associated epiphany, or a moment of awareness and a sense of urgency" (p. 11). Learning does not usually occur in seclusion, as it usually occurs while developing relationships to peers or events (Collins, 1991). Kenny (1996) also indicated the importance of self-reliance in initiating the learning process, as adult learners are also dependent on other people and external resources.

Tennant (1997) stated, "A mature self-directed learner is able to make a commitment to learning on the basis of a knowledge of genuine alternatives" (p. 126). Tennant further describes a self-directed learner as a person who has the ability to make rational decisions pertaining to the validity of various concepts, opinions, or consideration. Self-directed learning can also be considered a progression where the learner demonstrates resourcefulness, with or without the support of others, to detect their learning needs and goals and includes the development of a subsequent tactic that evaluates their learning results (Knowles, 1990).

As the police training environment is usually considered a formal training environment, it may be questioned if self-directed learning would be an appropriate method in combination with other forms of learning. There has been considerable research into the value of self-directed learning within the formal environment (Brockett & Hiemstra, 1991). Taylor, Marienau, and Fiddler (2000) indicated that "adults tend to be highly motivated to learn yet will focus sometimes on evaluations or grades rather than on learning" (p. 1). Learners have the option within the formal training environment whether to achieve the minimum standard or to pursue deeper learning for the benefit of their own development. The fact that the learner has the choice to make the distinction to deepen their learning results in the decision to take control of their own growth (Long, 1998).

Self-directed learners are able to make decisions and display the traits of autonomy with their learning. Some of these traits include ethical, emotional, and scholarly autonomy. Expertise of a broad range of skills to discover learning objectives, finding learning means, and organizing learning activities are components identified with self-directed learners (Candy, 1991).

Learners who are autonomous have been considered to think independently and able to make critical decisions and reasonings, while maintaining the capacity to convey the standards and limits of a learning culture (Merriam, Caffarella, & Baumgartner, 2007). Merriam et al. additionally stated, "Autonomy, however, is not necessarily context-free; there is a relationship between the personal and situational variables that must come into play for a person to be autonomous in certain learning situations" (p. 123). The personal characteristics of the learner determine whether self-directed

learning will unfold in the context of the learning environment. As compared to learners

in more structured environments, the self-directed learner decides what factors and

motivation level they will impose (Guglielmino, 1977).

The goal of a police training environment is to develop and graduate police

officers who can be self-sufficient once they enter the front-line. The ultimate outcome of

an adult-learner is to be a self-directed learner (Mezirow, 1981). As police officers are

faced with a massive amount of information available for them to navigate through, the

successful officers will be able to function as self-directed learners (Brocket & Hiemstra,

1991). The value of self-directed learning will benefit the development of a police officer

during the length of their career.

For a police training environment to overcome opposition to the utilization of

self-directed learning, the following four strategies are offered by Guglielmino and

Guglielmino (1994): (a) organizational support for self-directed learning should be

communicated, (b) raising awareness of self-directed learning within the organization,

(c) simplicity to gain access to self-directed learning, and (d) the methodical use of self-

directed learning within the organization (pp. 39–45).

As almost all adults display the initiative of engaging in self-directed learning

activities, certain individuals are more adept in this style of learning than most (Candy,

1991). Candy also noted that some individuals display features that some would argue

describe a meticulous police officer. These features are described as: methodical;

reflective; disciplined; analytical, logical, and critical; self-aware; curious; motivated;

open; flexible; interdependent; persistent; interpersonally competent; responsible;

persistent; creative; venturesome; confident; possessing a positive self-concept; ability to

be self-sufficient; possessing data retrieval abilities; able to learn how to learn; and able to design and use self-assessment mechanisms (p. 125).

The process of self-directed learning was described by Boyatzis (1994) as a two-stage process. The first stage requires the individual to understand that they need to change their current situation, which leads to behaviour to determine where their current development stands. The second stage of self-directed learning appears once the change has resulted, which leads the individual to be aware and comprehend how the change occurred.

As the Calgary Police Service considers itself a learning organization, the process of self-directed learning would appear to be a natural fit for both the recruit and the officer as a continual learner. Confessore and Kops (1998) stated, "The learning organization is a complex association, involving individual learning and organizational learning mechanisms. Learning organizations assume the competence of all members and are designed so that individuals may perform to their fullest potentials" (p. 373). It is possible that self-directed learning has a place in the development of employees within a learning organization.

Bloom' Revised Taxonomy

Identifying and establishing learning objectives in a training environment has always been a challenge. Since the publication of the *Taxonomy of Educational Objectives* (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956), it has influenced all aspects of education in the following decades. Bloom's taxonomy consisted of six major levels of learning within the cognitive domain: knowledge, comprehension, application, analysis, synthesis and evaluation. The levels of learning were intended to provide a

framework to assist those in the field of education with designing curriculum and identifying evaluation processes (Bloom et al., 1956).

In regards to understanding Bloom's taxonomy, the terms "classification" and "taxonomy" can be used synonymously to avoid confusion (Forehand, 2008, What is Bloom's Taxonomy? section, ¶ 1). Bloom (as cited Krathwohl, 2002) believed that his taxonomy, in addition to measuring learning, could also be used as a method to use ordinary vernacular to improve communication between people, topics, and grade levels. Bloom also felt that his taxonomy could also (a) provide a basis for shaping broad learning goals, (b) determine the similarity of educational objectives, exercises, and evaluation for courses and curriculum, and (c) provide the landscape for educational possibilities to provide a broader scope and depth of an individual course or curriculum (Krathwohl, 2002).

When Bloom (as cited in Bloom et al., 1956) created his original taxonomy, schools extensively used behaviourist learning theories to influence the development of curriculum and instruction. Since the development of Bloom's original taxonomy, several new theories emerged within educational and psychological research, which conclude that students take more ownership over their own learning. Zimmerman and Schunk (2001) explained, "Learning as an activity that students do for themselves in a proactive way, rather than as a covert event that happens to them reactively as a result of teaching experiences" (p. 1). Zimmerman and Schunk described this type of learning as self-regulated learning, which is a "self-directed process through which learners transform their mental abilities into task related academic skills" (p. 1).

Bloom's taxonomy was revised as researchers assembled with the purpose of

updating the taxonomy with the intent to improve its significance and meaning for 21st

century teachers and students. The most significant changes were associated with the

levels of learning, which were changed from noun to verb mode (Forehand, 2008, How

can Bloom's Taxonomy Be Used? section). There are six levels of learning categories

along the cognitive process dimension within Bloom's revised taxonomy (Anderson &

Krathwohl, 2001, see also Figure 2). The categories of lowest to the highest level of

learning are: remembering, understanding, applying, analyzing, evaluating, and creating

(see Table 5).

		Knowledge Dimension			
		Factual	Conceptual	Procedural	Metacognitive
Cognitive Process Dimension	Remember				
	Understand				
	Apply				
	Analyze				
	Evaluate				
	Create				

Figure 2. Bloom's Revised Taxonomy: Two-dimensional cognitive process in relation to knowledge dimension. The table displays cells that indicate what cognitive process focus was achieved within a specific knowledge dimension.

Note: Compiled from Anderson and Krathwohl (2001, p. 28).

Table 5. *Categories of the Cognitive Process Dimension – Bloom's Revised Taxonomy*

Categories and Cognitive Process	Subcategories
1. Remember—Retrieve relevant knowledge from long term memory	recognizing, recalling
2. Understand—Construct meaning from instructional messages, including oral, written and graphic communication	interpreting, exemplifying, classifying, summarizing, inferring, comparing explaining
3. Apply—Carry out or use a procedure in a given situation	executing, implementing
4. Analyze—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	differentiating, organizing, attributing
5. Evaluate—Make judgments based on criteria and standards	checking, critiquing
6. Create—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	generating, planning, producing

Note: From Anderson and Krathwohl (2001, pp. 67–68)

The notable change in the revised taxonomy is that there is an increased emphasis on the subcategories within the cognitive process dimension. In the original Bloom's taxonomy (Bloom et al., 1956), the emphasis was placed upon the levels of learning categories. In the revised taxonomy, the nineteen subcategories, which are also referred to as specific processes, provide deeper insight into each learning level's category (Anderson & Krathwohl, 2001). For the purposes of conveying data when observing behaviour, the revised taxonomy provides a larger scope when analysis and interpretation occurs. The subcategories allow for decreased subjectivity as a higher amount of detail can be used when making a classification (Anderson & Krathwohl, 2001).

The transition from Bloom's original taxonomy (Bloom et al., 1956) to the revised version has resulted in a two-dimensional structure instead of the one-dimensional structure associated with the original (Anderson & Krathwohl, 2001). The two-dimensional structure places an emphasis on both cognition and learning. The two-dimensional structure allows for educational planners to provide clear expectations and outcomes that can link activities with assessments (see Figure 2).

According to Mayer (2002), the use of the revised taxonomy "is based on a broader vision of learning that includes not only acquiring knowledge but also being able to use knowledge in a variety of new situations" (p. 226). For instance, a police report submitted by a police officer in training may contain the basic facts of the event they are describing. This demonstrates the ability to retrieve information. Once a police officer is able to apply what has been learned to a more complex report, this results in the learner moving through the various learning level categories.

The use of Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001) in evaluation allows the learner to behave at a higher level when using theories and concepts from curriculum content. The ability of a police officer to demonstrate an ability to understand and apply concepts despite minimal related experience requires feedback to continue higher level learning. Sadler (1989) explains, "Feedback is commonly defined in terms of information given to the student about the quality of performance (knowledge of results). But in many educational and training contexts, students produce work which cannot be assessed simply as correct or incorrect" (p. 142). Bloom's revised taxonomy provides the opportunity to align outcomes with instruction by providing a format to deliver feedback in regular language that is meaningful.

Police educators and administrators may consider collectively determining what are the true learning goals of new police recruits: (a) the consideration of what a police officer should be learning, (b) what specific knowledge should be obtained, and (c) what thought processes are to be utilized. For these issues to be utilized when considering instructional design in police recruit curriculum, it will provide meaningful answers to these identified issues. As Mayer (2002) states, "A focus on meaningful learning is consistent with the view of learning as knowledge construction in which students seek to make sense of their experiences" (p. 227).

Self-Leadership

Self-leadership is described as a process of self-influence, where individuals use self-motivation and self-direction to guide personal accomplishments to achieve positive goals (Manz & Neck, 2004). In order to address the development of new employees to the Calgary Police Service, the progression of their development must be vigilantly designed. Addressing the development of a generation of new employees will be integral for future success of the organization. As leadership is a vital component to succession planning, some may argue that leadership begins with the ability for an individual to understand themselves and recognize it as an ongoing process.

One of the benefits of reflection is that it helps individuals account for their own development by improving their critical thinking, as it provides an opportunity to learn from their own experiences (Ghaye & Ghaye, 1998). The utilization of self-leadership allows the individual to focus their attention on their surrounding environment for support with their development (Manz, 1986). Manz and Neck (2004) also indicated that leadership is not only about influencing others towards a desired behaviour, but is also a

process of enabling individuals to become self-leaders. The practice of self-leadership also enables individuals to explore a standard of functioning at a higher level (Neck & Houghton, 2006).

Manz and Neck (2004) also described self-leadership as an exploration that links the awareness of one's inner self with their own highest principles. Self-leadership can be taught and learned, resulting in an individual being able to formulate a strategy to change. Since self-leadership is a progressive form of self-influence, it requires the individual to take on an involved and engaged position (Manz, 1990). Anderson and Prussia (1997) outlined three complimentary categories that contribute to the development of self-leadership: behaviour-focused strategies, natural-reward strategies, and constructive thought-pattern strategies.

As Manz (1986) explained, self-leadership encourages individual self-regulation for maintaining stability as they deal with their surrounding environment. Self-leadership is receiving increased recognition as a self-imposed means of developing leadership capacity for individuals. Such self-leadership strategies as self-assessment, self-reward, and self-discipline are identified behaviour-focused strategies that concentrate on managing performance (Manz & Neck, 2004). The main groups of behaviour-focused strategies that contribute to an individual's ability to self-leadership are: self-observation, self-reward, self-punishment, self goal-setting, self-cueing, and rehearsal. The understanding of desirable or less then desirable behaviour is a strategy as to how an individual manages their own self-awareness (Manz & Neck, 2004).

Self-observation pertains to the ability to recognize trends in behaviour and to determine which behaviours to continue and which behaviours to alter or discontinue.

Self-observation provides the opportunity for the individual to assess their own

performance without relying on external feedback (Manz & Neck, 2004).

Self-rewards combined with setting goals can increase enthusiasm and effort in

completing tasks. The individual identifies incentives that can spur and increase

motivation to improve desired identified behaviour (Manz & Neck, 2004). The creation

of self-rewards provides the opportunity to celebrate achievements.

The strategy of self-punishment is a mechanism designed to provide a negative

response to less than desirable behaviour. This is a similar strategy to self-reward, except

the stimulus provided to deal with identified behaviour is negative rather than positive

(Manz & Neck, 2004). Manz and Sims (2001) explained that self-punishment should be

kept to a minimum, as performance could deteriorate with consistent use of negative

reinforcement.

Self goal-setting provides the opportunity for the individual to create intrinsic

goals and wishes to achieve. This includes setting short-, mid-, and long-term goals for

personal and professional reasons. The individual should create attainable goals and

include other individuals in the goal-setting process to ensure motivation is maintained

(Manz, 1990).

The purpose of self-cueing is to create an environment where reminders are

established to ensure sustainability of a goal. Cues can consist of visual aids that provide

reinforcement towards positive behaviour and eliminate negative behaviour (Manz &

Neck, 2004). Some examples of cues are motivational quotes or posters, post-it notes,

and other positive images.

Rehearsal or practice is a technique where an individual would perform an activity prior to the actual event. This would provide the individual the opportunity to simulate an upcoming event for the purpose of improving current ability. The act of rehearsal or practice allows the individual to build confidence while also gaining experience to accomplish a future assignment or task (Manz & Neck, 2004).

In addition to behaviour strategies, natural-reward strategies result in pleasure as a result of completed tasks or activities. The main strategy with natural-rewards is to focus on the positive or pleasurable aspects of the activity and minimize the negative aspects (Anderson & Prussia, 1997). The perception of the task and the actual performance of the task can both be modified and improved to make the experience enjoyable. The natural-reward strategy provides increased internal gratification for the individual (Manz & Neck, 2004).

Constructive thought-pattern strategies consist of focusing upon positive thoughts and beliefs while reducing negative and destructive thoughts and beliefs. As outlined by Manz (1992), three cognitive strategies to facilitate constructive thought-pattern strategies are the use of constructive beliefs, positive self-imagery, and positive self-talk.

The use of constructive beliefs consists of focusing on positive thoughts and ideas while minimizing negative thoughts and ideas (Manz & Neck, 2004). For example, a police officer who had just failed during his previous attempt during target practice with their firearm then would have to make conscious efforts to remove the negative thoughts for their next attempt at target shooting. The police officer would have to focus on positive thoughts and experiences leading up to the next attempt to shoot at the target.

Positive self-imagery is a tool to visualize desired success and achievements along with associated emotions and feelings (Neck & Manz, 1992). As the police officer begins to think about how they will perform at their next shoot, they would focus their thoughts on positive outcomes and previous successes in similar situations.

Removing negative internal dialogue, while capitalizing on the use of optimistic internal dialogue to improve performance, is one example of the use of positive self-talk (Manz & Neck, 2004). Again, the police officer would use positive self-talk to guide them through the process of being successful with their target shooting and to continue to use self-talk to maintain and build upon success. Positive thoughts and motives would be reinforced through the use of positive self-talk.

The use of the constructive thought-pattern strategies has also been identified as "thought self-leadership" (Neck & Houghton, 2006, p. 273), which has been used in a wide variety of fields and functions (Manz & Neck, 1991; Neck & Manz, as cited in Neck & Houghton, 2006). The use of thought self-leadership as studies suggest has promoted benefits with individuals in the areas of cerebral accomplishment, eagerness, and job fulfillment as compared to those who were not exposed to thought self-leadership strategies (Neck & Houghton, 2006).

The practice of self-leadership provides the opportunity for the individual to empower themselves towards reaching self-imposed higher standard (Neck & Houghton, 2006). The use of self-leadership would benefit the use of reflection as a self-development tool. The use of reflection requires the individual to be mindful of their experience and to use it as a window to view a particular action. Reflection can be the link between self-vision and the actual goal (Johns, 2004).

The literature supports the principle that reflection as a learning tool is beneficial in the development of adult learners. The use of reflection requires support by the organization to create an environment that would support adult-learning principles and related concepts. Promoting the use of self-directed learning and self-leadership combined with sound evaluation principles would promote an environment for critical self-reflection. The pros and cons of creating such an environment within the organization must be explored to ensure proper support from management, administrators, instructional staff, and curriculum specialists to create a meaningful training environment for police recruits.

CHAPTER THREE: RESEARCH APPROACH AND METHODOLOGY

Introduction

How can the CPS [Calgary Police Service] recruit training program support the use of journal entries as a learning tool for recruits? This question is the guiding focus to determine what appropriate opportunities could be explored to strengthen the use of reflection as a learning tool for police recruits. In this chapter, I will outline the research approach taken, a description of the project participants, and the research methods and tools used.

Research Approach

This research project used a mixed methods approach that combined quantitative and qualitative methods of action research. Stringer (as cited in Glesne, 2006) defines community-based action research as a form of action research that "assists a group, community, or organization in defining a problem; helps people better understand the situation; and then involves them in taking action to resolve their problems" (p. 17). Action research is a collaborative process that focuses on people's experiences and interpretation of activities to incorporate the meaning it relates to people's lives (Stringer, 2007).

During the research process, I collected data by using qualitative methods: an evaluative journal review and face-to-face interviews. The evaluative journal review yielded both quantitative and qualitative data. The face-to-face interviews provided qualitative data. The intention of using a quantitative method, as described by Glesne (2006), is to make "generalizations about some social phenomena, creating predictions

concerning those phenomena, and providing casual explanations" (p. 4). The quantitative

data from the journal entries provided deeper insight into issues for further analyses.

Qualitative research, as stated by Stringer (2007), requires "researchers to gather

information about participants' experiences and perspectives and to define the

problem/issue in terms that 'make sense' in their own terms" (p. 65). This collaborative

process utilized essential stakeholders to gather data and information in coming to a

deeper understanding about a specific problem. The qualitative approach can also be

considered a human-centred approach. The human-centred approach can also be viewed

as phenomenologism. Palys and Atchison (2008) noted that phenomenologists consider

"humans [as] cognitive beings who actively perceive and make sense of the world around

them, have the capacity to abstract from their experience, ascribe meaning to their

behavior and the world around them, and are affected by those meanings" (p. 7).

In action research, the researcher and the participants gather data, interpret it,

discuss it, and determine further research action as a result. Each research cycle includes

observing, reflecting, and acting, which is also called the "act, look, think spiral"

(Stringer, 2007, p. 9). By using a mixed research methodology, the researcher

experiences the action research cycle several times in exploring the concept from

different lens and methods.

The action research phases were explored through the use of an evaluative journal

review and fact-to-face interviews. In gathering information, the evaluative journal

reviews became a primary qualitative method for the purpose of "observation" according

to Stringer (2007, p. 211). This was followed with a reflective phase, where the

researcher compared the input from the journal evaluations against Bloom's revised

taxonomy and the literature (Anderson & Krathwohl, 2001; Holt & Kysilka, 2006) This

phase occurs when the data gathered from the interviews "are interpreted and the multiple

viewpoints are communicated and discussed among those with a stake in the process"

(Glesne, 2006, p. 17). Glesne stated that the next step involved an action phase includes

"planning, implementation and evaluation" (p. 17). This phase involved theming of the

data from the journal reviews and making linkages and recommendations based on the

discovered themes. Using Bloom's revised taxonomy (Anderson & Krathwohl, 2001),

quantitative data collected from the evaluative journal review were limited to basic

numerical data including the number of entries made during training, the number of

defined topics, the quantity of learning themes uncovered, and a demographic profile of

the learning level achieved by overall participants.

<div align="center">Project Participants</div>

The project participants consisted of eight CPS members who had graduated as

police recruits from the Chief Crowfoot Learning Centre (CCLC) between the dates of

June of 2007 and August of 2008. All participants were current front line members of

CPS that voluntary chose to participate. All participants came from a varied background

of age, work history, and education and included a mix of gender. The participants all had

a similar stake in the learning journey, as all were new members to CPS. Stringer (2007)

described that the task of the researcher "is to provide a climate that gives people the

sense that they are in control of their own lives and that supports them as they take

systematic action to improve their circumstances"(p. 32). The purpose of gathering data

from a variety of participants is to provide an environment where collaboration is used to

make positive change.

The research explored what improvement and support could be provided to recruits to develop their learning capacity, through the use of journaling, during their CCLC training experience. I anticipated that collaborating with the participants to seek out input would provide an opportunity to increase their leadership capacity towards organizational change around the concepts self-directed learning and self-leadership.

Research Methods and Tools

An approach loosely based on appreciative inquiry was used to formulate the questions for data collection, which focused on the strengths of the recruit training program and curriculum. Watkins and Mohr (2001) described appreciative inquiry as a "collaborative and highly participative, system-wide approach to seeking, identifying, and enhancing the 'life-giving forces' that are present when a system is performing optimally in human, economic, and organizational terms" (p. 14).

The researcher conducted an initial evaluative journal review of entries made by recruits during their training at CCLC. The purpose of the evaluative review was to "ultimately, assess the worth and effectiveness of a set of activities or a project according to its impacts on the primary stakeholders" (Stringer, 2007, p. 161). I anticipated that the evaluative journal review would uncover ideas and concepts that could be further explored in the follow-up face-to-face interviews.

The use of follow-up face-to-face interviews to the journal evaluation allowed participants to provide a story that would describe their experiences. I was focused on these stories as the primary source of data in this stage. Watkins and Mohr (2001) indicated that data collected through stories from participants provides two assumptions: "that (1) people in the system are able to provide the richest responses to our questions

and (2) the very act of asking and answering the questions begins to shift the system in the direction of the questions asked" (p. 76). I used the power of storytelling through face-to-face interviews to bring life to the successes of the CPS recruit training program.

Study Conduct

The following is a thorough explanation of the events and dealings that occurred during my journey on this action research project. During the research, I advised the project supervisor and sponsor of developments and changes.

Research Question Development

The research question, "How a training program for police recruits can promote journal entries as a learning tool," evolved from my personal experience as an adult learner and as a former police recruit training instructor. As my career has developed, the value of using reflective techniques with my own adult-learning experiences aroused my interest in exploring this topic further. This interest, combined with my initial study as a part of my coursework assignments pertaining to recruits' experiences with journaling in training, laid the foundation to focus the research in the recruit training environment.

Initial Literature Review

The initial literature review focused on journaling, which recognized reflection as being essential to developing learning capacity. This resulted in additional literature reviews on the different learning styles in adult learning and what is required to design an effective and safe learning environment.

Participant Selection

I extended the invitation to the 271 police officers who had graduated from the CCLC between June of 2007 and August of 2008. Any member who graduated from the

CCLC between the identified times and had engaged in journaling had an equal likelihood of being selected from the population for data collection. From the initial sample, a total of eight participants volunteered for the study. All eight participants were still current operational members assigned to front-line police duties. Even though participation was not mandatory, no one chose to opt out of the project at any of the stages.

Presentation to Participant and Invitation

I provided a draft thesis to my project sponsor, which outlined the objectives, budget, and project schedule. This led to an introductory e-mail invitation being sent out to potential participants where the purpose of the project, project methodology, and confidentiality were explained and organizational support for the project was provided. Subsequently, I distributed an invitation to participate that included consent agreements (see Appendix A). Participants were not offered any form of compensation or incentives for this research. Participation in this study was confidential and individual identifiable information will not be included in the final report.

Evaluative Review of Journals

The criteria by which each journal was evaluated are outlined in Appendix B. The evaluative review consisted of a physical review of journals that were kept by recruits during their time in the CCLC. Prior to conducting the evaluative review, each participant provided a signed research consent form providing permission to review the journal (see Appendix C for a sample). Each journal entry was assessed on the following criteria: number of entries made, topic of journal entry, learning theme of journal entry, and level

of learning identified on Bloom's revised taxonomy as per Figure 2 (Anderson &

Krathwohl, 2001). Detailed notes were made and kept based on the criteria outlined.

Face-to-Face Interviews

Once the journal reviews were completed, I conducted face-to-face interviews. I

chose face-to-face interviews as an approach to provide more authenticity and discretion

for participants rather than a group dialogue. Prior to conducting the face-to-face

interviews, each participant provided a signed research consent form providing

permission (see Appendix D). In the face-to-face interviews, participants were asked five

open-ended questions from an interview protocol that afforded an extensive appreciation

of data and provided an opportunity for further elucidation (see Appendix E). The

interviews followed a prepared design, which allowed for a variety of probing questions

based on the participants' responses. The responses were audio taped and subsequently

transcribed into text data. Individual face-to-face interviews did not last longer than one

hour and were conducted in meeting rooms onsite. Interview times were mutually agreed

upon with participants as the interviews took place when participants were either on or

off-duty.

Data Analysis

Analyzing qualitative data can be demanding for researchers to formulate

substance and to determine what to incorporate. The process of data transformation

involves seeking links with disparity. Glesne (2006) explained, "It is the effort of

researchers to manage and make sense of their data, to transform it from it acquired

form—at which point it is perhaps more accurately called 'information'" (p. 165).

Analytical and interpretive procedures were implemented to ensure that the triangulation of data occurred. Glesne (2006) explained that "the use of multiple data-collection methods contributes to the trustworthiness of the data." (p. 36). I obtained both qualitative data and quantitative data from the evaluative journal review and the interview process. All data collected were input into an electronic spreadsheet, and an initial thematic analysis was completed as level one of my research analysis. This data provided the groundwork from which qualitative information was then grouped into additional themes forming the level two coding portion of my analysis, which are offered and discussed in the subsequent section.

Qualitative data were obtained from both the journal reviews and interviews. Data were categorized and coded. The frequency in which codes appeared was recorded as numeric data. Quantitative data obtained from the journal reviews and the interviews were descriptively analyzed for frequency. The quantitative data from the journal reviews were factor analyzed. These factors subsequently became additional themes that were compared with the themes garnered from the qualitative data.

The outcomes from the qualitative data collection were directly compared with outcomes from the quantitative data collection. "Qualitative researchers use many techniques (such as coding, data displays, and computer programs) to help organize, classify, and find themes in their data, but they must still find ways to make connections" (Glesne, 2006, p. 164). Statistical trends were supported by qualitative themes. The qualitative and quantitative data were pooled to form new variables. Initial quantitative variables were compared with qualitative themes to form new variables.

It was the researcher's responsibility to collect all data in relation to the project. Each of the research methods, journal reviews and face-to-face interviews, were given identical precedence. Analysis of the data was done consecutively and data analysis was integrated. Once the collection and analysis of the data were completed, the data were studied to form general conclusions about perceptions of journaling, improvements offered to the program, topics chosen to journal about, and the significance of reflection in learning. Transcribed interview responses and journal review analysis remain stored in a locked storage cabinet, are only accessible to the researcher, and will be destroyed upon completion of this project.

Ethical Issues

The CPS is committed to having their members serve the community on a daily basis by searching for the truth. However, the search for truth should always be guided by proper ethical considerations. The search for truth in this research was through the perspective of social constructivism that proposes that each person distinguishes their own description of the truth based on their individual experiences (Cooperrider, Whitney, & Stavros, 2003). I was aware that numerous versions of the truth exist in each individual's reality.

In this section, I describe how researcher bias was considered and how ethical issues were addressed within the study. Some of main ethical considerations in this study pertain to confidentiality, informed consent, benefits of the research, and potential risks.

Confidentiality

The forefront ethical consideration in this project was confidentiality. Ethical approval was required by Royal Roads University and the CPS before invitations were

sent to participants and data collected. Confidentiality of research subjects was ensured through the protection of identities and the protection of data collected in both written and audio versions. The participant's right to privacy is usually their first priority, along with preservation of their anonymity and confidence (Glesne, 2006). All data collected were secured in a locked storage cabinet located in my office. Data were transcribed anonymously, and participants were identified using pseudonyms.

Benefits

At the outset of this research, the purpose and the process were articulated in the invitation and in the consent forms to the participants (see Appendices A, C, and D). As the lone researcher in this project, I encouraged questions and concerns before and after the face-to-face interview sessions. I made myself available by providing all relevant contact information, and the participants were also provided the information to validate my research credentials with Royal Roads University, along with that of my project supervisor and CPS sponsor.

In most organizations, the most powerless groups tend to have their voices unheard and their needs and agendas unfulfilled (Stringer, 2007). Through this research project, the perspectives of the junior employees of the organization were explored. Including new people in the creation of recommendations provided an opportunity not normally provided to "rookies." This research took a collaborative approach where the participants were active, unlike traditional research where the participants are only observed and assessed (Coghlan & Brannick, 2005).

Informed Consent

In action research, the aspect of informed consent is one of the most important considerations. Participants must be aware that their decision to participate should be based on the content of what will concerned, the expectations in commitment of time, activity and topics covered (Bouma & Ling, 2004). I obtained both written and verbal informed consent from all participants. Participants were made aware of their right to depart from the project at anytime and that their consent was entirely voluntary.

During my research, it was my full intention not to compromise the participants, my position, or data collected and to anticipate any ethical issues that might arise. In the formative and planning stage of my research and to ensure that my findings and recommendations would be credible, ethical issues were considered a high priority. There were no issues that emerged that would threaten the ethical integrity of the research.

Degree of Risk

To ensure the risks to participants were considered from a measured and balanced approach, the degree of risk was considered while composing my major project proposal. As the researcher, I anticipated the potential risk to ensure the global contributions of participants were protected. I maintained awareness during the research to prevent the participants' exposure to any risk of loss regarding respect, employment, and status. This research project conformed to the Royal Roads University (2007) Research Ethics Policy, which requires adherence to the ethical principals of: respect for human dignity, respect for free and informed consent, respect for vulnerable persons, respect for privacy and confidentiality, respect for justice and inclusiveness, balancing harms and benefits, minimizing harm, and maximizing benefit (Section D, ¶ 2)

During all phases of the research, I made efforts to develop and build trust to ensure sincerity and truthfulness. Prior to the face-to-face interviews, I reviewed the essential elements outlining expectations for the participants. Debriefings were also held with participants post-interview, where any input or suggestions could be provided. As a result, participants were open and genuine in sharing the perspectives, experiences and beliefs.

Research Bias

As I began this journey into this research project, like any researcher I entered with my own perceptions and bias. Maintaining an alertness of subjectivity during the research required monitoring my own values, attitudes, beliefs, interests, and needs. The awareness to control my opinions and emotions as researcher proved to be an opportunity to build a foundation to learn more about myself (Glesne, 2006).

The method I used to maintain an awareness of any bias was to maintain a reflective learning journal. As I had a connection to this topic of study, my research could have easily led me to support my own assumptions. Recording my observations during the various steps of the research allowed me to address any pre-conceived thoughts. The reflection process allowed me to explore my reactions to data that were presented to me by participants.

Another benefit to maintaining a subjective approach to the research was that I was no longer an instructor within the CCLC, nor was I a direct supervisor to any of the participants in a formal or informal capacity. Working in a different area of the organization allowed me to reflect from a different viewpoint and from afar. This provided the opportunity to explore the issues without any influence from an area of the

organization that was responsible for promoting the use of journal entries as a learning
tool.

Conclusion

The goal of the research project was to determine how the use of reflection could
be supported by a recruit training program through the use of journal entries as a learning
tool. The research manner was facilitated through the use of an evaluative journal review
and face-to-face interviews with project participants. Themes were identified from the
journal evaluations and face-to-face interviews and subsequent recommendations were
determined. The outcomes of the data are presented in the next chapter and are offered in
a way that respects the confidentiality of participants and mindfulness of ethical issues.

CHAPTER FOUR: ACTION RESEARCH PROJECT RESULTS AND CONCLUSIONS

Introduction

The intention of this research was to determine how the CPS recruit training program can best support and enhance the use of journal entries as a learning tool for recruits. A mixed method study was conducted within the recruitment training program of the Calgary Police Service (CPS). The research methods consisted of an evaluative journal review and face-to-face interviews with a sample of CPS participants who had graduated from the CCLC recruit training program between June of 2007 and August of 2008.

The purpose of the evaluative journal review was to collect data that were both qualitative and quantitative in an exploratory manner. Creswell (2009) stated, "Qualitative research is exploratory and is useful when the researcher does not know the important variables to examine. This type of approach may be needed because the topic is new" (p. 18). As the research was exploring a learning method that is new to CPS, the journal review provided the opportunity to explore data using both a qualitative and quantitative approach.

The use of journal entries as a learning tool for recruits is a method that steps away from conventional law enforcement training methodologies. As methods used for policing the community have evolved, traditional training methods that were established from previous generations continue to be utilized. The collected data are intended to offer findings from the research that would provide an enhancement of these traditional methods.

By collaborating with participants in follow-up face-to-face interviews, issues that were important to them from participants' journal entries were further identified and explored. Stringer (2007) described action research as "the means by which stakeholders—those centrally affected by the issue investigated—explore their experience, gain greater clarity and understanding of events and activities, and use those extended understandings to construct effective solutions" (p. 20). The interviews provided an opportunity to directly engage with the participants, thus providing the researcher with further depth into their experiences and suggestions for solutions.

Study Findings

Considering the apparent intentions of the journal review and the face-to-face interviews, I have prepared the reporting of findings into two sections. Both methods used in the data collection process were distinct in approach. With both methods, my intention was to capture the pragmatic experiences of the participants and the impact of using journal entries as a learning tool.

Journal Review Findings

The purpose of the journal review was to explore the learning themes that emerged from the journal entries from both a qualitative and quantitative approach. According to Onwuegbuzie and Teddlie (2003), "Mixed methods data analyses offer a more comprehensive means of legitimating findings than do either qualitative or quantitative data analyses alone by allowing analysts to assess information from both data types" (p. 355). From a quantitative perspective, the frequency of entries, topics, and levels of learning were assessed. The content of the journal entries provided qualitative data in the form of common themes that were recorded by participants.

The review consisted of analyzing each individual journal entry based on four criteria: (a) amount of entries, (b) topic of entry, (c) learning theme of entry, and (d) level achieved as per Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001). The first task of evaluators, according to Rallis and Rossman (2003), "is to provide those details so that the program's quality—its merit—is evident" (p. 502). As the primary focus of recruits making journal entries was their learning, the categories from Bloom's Revised Taxonomy were used to measure their progress.

The advantage of analyzing the recruits' journals was that the data were already recorded. I was not in a position to influence, through my personal bias, the entries created by the participant. Cook, Crouch, and Katzer (1982) stated, "Bias also occurs when researchers communicate their expectations to the people being studied or interviewed" (p. 52). Bias in the journal reviews was not a factor, as the participants did not have prior knowledge that their journal entries would be subject to research. The participants were only aware that their journal entries would be reviewed by CCLC staff at the time of recording entries.

Recruits who participated in the CCLC between January of 2007 and September of 2008 were invited to participate in this study. During this time period, 13 recruit classes and 271 officers graduated from the CCLC. The resulting sample of eight volunteers was selected for this study. I chose to use a fairly balanced gender representation, which included five males and three females (see Table 6).

From the eight participants' journals, a total of 243 journal entries were analyzed (see Table 7), which amounted to each participant creating an average of 30 entries during their time in recruit training, or an average of five entries per month per recruit.

Table 6. *Gender of Participants*

Gender	Number of Participants
Male	5
Female	3

Table 7. *Statistical Breakdown of Journal Entries by Topics*

Topic		Amount of Entries
Academics		112
Hard Skills		90
Miscellaneous		41
Weekly Summary/Updates	13	
Workload	4	
Classmate Concerns	4	
Inquiry with Instructor/Instructor Change	3	
Drill	3	
Mental Preparation/Toughness	2	
Group Change	2	
History of CPS Seminar	1	
Directing Traffic	1	
Emotionally Tired	1	
Family Night Orientation	1	
Graduation Breakdown	1	
Learning Styles	1	
Long Day	1	
Milestones	1	
Team Contribution	1	
Time Management	1	
Total Responses		243

The highest frequency of journal entries pertained to academics or class work (46%). Some of the subtopics that were most prevalent included entries regarding articles read in class, criminal law, and various class discussions. Entries pertaining to hard skills

(37%) included reference to activities such as firearms training or emergency vehicle training. Additional topics (17%) included reference to weekly summaries, drills, and interactions with instructors and classmates. Entries pertaining to hard skills (37%) included reference to activities such as firearms training, emergency vehicle operations, subject-control techniques, and physical training. The top three topics from the hard skills cited included: firearms training (34); physical training (23); and subject-control techniques (18). Journal entries created under the miscellaneous category (17%) included topics such as weekly summaries, drill, and interactions with instructors and classmates. One of the goals of qualitative research, as described by Bouma and Ling (2004), "is to provide the maximum opportunity for the researcher to learn from participants. This requires data collection to be flexible" (pp. 171–172).

Developing insight into what the participants were reflecting about in their journal entries can also be considered making sense of the data: "Qualitative research does not always lead to clear conclusions" (Bouma & Ling, 2004, p. 184). Over half of the participants' journal entries contained learning themes pertaining to emotions. The emotions described by the participants were equally shared between that of positive and negative emotions. The most frequently mentioned positive emotion was confidence. The most frequently identified negative emotion was anxiety. The other half of the entries covered miscellaneous categories. The miscellaneous entries pertained to a variety of themes that included time management, professionalism, and fatigue.

I categorized participants' journal entries based on their cognitive process dimensions (see Appendix B), using a taxonomy table based on Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001, p. 28). The categories noted in

Appendix B related to the cognitive process dimensions presented in Table 3 of this report.

Table 8. *Statistical Breakdown of Journal Entries According to Bloom's Revised Taxonomy*

Cognitive Process Dimension	Number of Journal Entries
Remembering	160
Understanding	64
Applying	18
Analyzing	1
Evaluating	0
Creating	0
Total	243

Note: Cognitive process dimensions come from Anderson and Krathwohl (2001, p. 28)

Recruit training can be considered building the foundation in the process of building a house. Recruits are expected by the end of their recruit training experience to be able to retrieve, recognize, and recall relevant information (i.e., remembering) and to construct meaning, interpret, explain, and summarize (i.e., understanding). Remembering and understanding according to Bloom's Revised Taxonomy is considered a lower level of learning (Anderson & Krathwohl, 2001). Ninety-two percent (160) of the journal entries created by the recruits were categorized as either remembering or understanding, which was consistent and expected with new learners to the police environment.

For the journal review, the researcher used a table-based note taking system of data collection for the journal review. Bouma and Ling (2004) stated, "The most basic technique for gathering data in either type of observation is note taking" (p. 175). The

journal review provided the researcher the opportunity to observe the learning of

participants through the recorded journal entries. The researcher used notes that were

categorized through the use of word association to narrow themes and verify theme

conclusions. References to various emotions were consistently mentioned in the journal

entries provided by the participants. Illeris (as cited in Merriam et al., 2007) indicated,

"Psychological energy, transmitted by feelings, emotions, attitudes and motivations

which both mobilize and, at the same time, are conditions that may be influenced and

developed through learning" (p. 97). Anxiety was the most frequent theme identified in

the review of the journal entries, with being cited 22 times in the journals. Through the

analysis conducted by the researcher, four themes emerged from the journal review data

(see Table 9).

Table 9. *Four Themes from Journal Review Data*

Theme	Number of Responses
Self-awareness	103
Anxiety	101
Disappointment	22
Teamwork	8

Theme One: Self-Awareness

The ability to regulate self-awareness is an essential quality and indispensable

competency of an effective police officer. It is a form of self-control that creates value

when dealing with situation where emotions can escalate. Goleman, Boyatzis, and

McKee (1996) described self-awareness as "having a deep understanding of one's

emotions, as well as one's strengths and limitations and one's values and motives. People with strong self-awareness are realistic—neither overly self-critical nor naively hopeful" (p. 40).

Through the use of journal entries, the participants were able to mitigate blame or defensive thoughts through the use of reflection. Through reflection, the participants were able to identify the need to formulate action plans or provide themselves with alternatives. As one participant stated, "So it allowed me to take that time to breath. Whether its two minutes, five minutes, ten minutes or thirty seconds to reflect upon what I did, how I can change it, you can always improve." This type of journal entry would sometimes lead participants to asking more questions of himself or herself. For instance, another participant stated, "It makes me take future incidents more seriously and apply the same things; you know improving my listening skills and analytical skills, stuff like that." The journal entries also provided an outlet to communicate when peers or instructional staff was not readily available. As one participant described,

> It's really important for new recruits to know where they fit into the puzzle and sometimes writing things personally and getting a personal response from your Class Sergeant kind of helps communicate personally with that Sergeant and kind of helps me I guess determine where I fit in and how they see my skills and comprehension of articles and stuff.

Through the journal review, it was also apparent that participants were attempting to problem solve issues around self-awareness. Participants cited 103 entries specifically pertaining to self-awareness. Goleman et al. (1996) indicated that "self-awareness and ability to accurately perceive his performance is as important as the feedback he receives from others" (p. 94). The journal entries helped the participants acknowledge their own behaviour in a safe method. Many of the participants indicated they needed to make

changes to improve their behaviour or situation. Participants recognized the need to be proactive instead of repeating similar behaviours that led to the same errors or mistakes being committed.

Theme Two: Anxiety

As MacKeracher (2006) explained, anxiety shares similar qualities as stress and emotions, which result in uncertain pressures that impact a person's behavioural and psychological well-being. Rowe (as cited in MacKeracher, 2006) described anxiety as "a nonspecific emotion that arises in response to an unlabelled fear or an unidentified source of danger" (p. 125). Stress in police work can be attributed to a variety of factors. Hughes (as cited in Chan, 2003) explained that, when recruits first join police organizations, they encounter a reality shock when they are placed in an environment to which they are not accustomed (p. 80).

The journal entries created by the participants enabled them to convey their thoughts and feelings. Anxiety and stress can be considered negative when participants are experiencing them; however, they are also attached to challenges. "Instead of being debilitated by the stress of a difficult experience, they are challenged and energized by it. Stress always accompanies the pursuit of excellence, but when doing our best it never overtakes us" (Kouzes & Posner, 2003, p. 178). As one participant stated in a journal entry, "Fear of the unknown, once a challenge is completed it becomes a personal story." Recruits were able to use journal entries as a tool to deal with stress and anxiety. Reflecting on these critical situations provides confidence to deal with future similar situations. As another participant described, "It's okay to be vulnerable; it's okay to admit that you have weaknesses, things that you want to improve on."

Theme Three: Disappointment

When recruits transform into their new role as full-fledged police officers, there are expectations that come with this new role. When these expectations are not achieved, then the result can be disappointment. Through the process of creating journal entries for the purpose of learning, participants were able to relay their experience through the written word and reflect on what had occurred and what they had learned from the experience. As recruits dealt with new situations and learning opportunities they had to make adjustments to their own expectations of their self-performance against those of seasoned officers and what others expected of them. Disappointment was often expressed around the following reasons: (a) how training was delivered, (b) individual performance not meeting the expectations of one's self, and (c) individual performance not meeting the expectations of the program or other's expectation of the recruit's performance after certain amounts of time. Twenty-two journal entries were recorded relating to disappointment.

The journal entries that identified disappointment topics mostly related to the various learning experiences of the participant. Merriam et al. (2007) explained, "People have concrete experiences; they reflect on them and construct new knowledge as a result of these reflections. In this view, the focus is on the learners' meaning-making processes as the result of the experience" (p. 160). When creating journal entries, the participants were recording their experiences, which provided for reflection pertaining to their needs.

Theme Four: Teamwork

Participants also recorded their positive interactions with their peers in accomplishing tasks required during recruit training. Journal entries relating specifically

to teamwork totalled eight entries. Participants were not only recording their own experiences, but were also recording their experiences of satisfaction of performing as a group. Rogers (2008) declared, "Team work has a major role to play in motivation. Identifying particular characteristics and recognizing team members as individuals in their own right as well as team members are vital to ensure that everyone works together and successfully" (p. 191). The frequency of journal entries pertaining to teamwork increased as the length of time increased in the training program. All journal entries relating to team work were recorded in the latter 50% of each participant's journal.

Journal entries pertaining to teamwork were primarily enthusiastic in nature. As participants built and strengthened relationships with peers, the frequency of journal entries relating to peers increased, as indicated by the these journal entries being recorded in the second half of each journal. The theme of confidence also increased as support from peers increased. Topics such as teambuilding and homework activities conducted outside of formal recruit training with peers appeared to increase confidence levels. As one participant described after a group activity, "I found a positive to build on; I can now reassess, reenergize, and focus as I have fierce loyalty to my colleagues."

As described by Newman (1999), critical thinking in adult education "carries with it an idea of a group of people working solidarity with one another and, by implication, in potential solidarity with everyone of a similar disposition, or living in similar circumstances" (p. 39). As recruits spend at least forty hours per week in the recruit training environment, a strong solidarity is developed. A recruit class transforms from a group of individuals into a team as connections are developed. The team can be described as a living system, which Wheatley (2007) offered "is created as individuals notice they

have shared interests. Individuals realize that they have neighbors and that they would do better to figure out how to live together than to try and destroy each other" (p. 102).

Face-to-Face Interview Findings

The purpose of the face-to-face interviews with the eight participants was to assess the needs of the recruits to improve the method of how journal entries are supported by the recruit training program and to delve deeper into their identified needs and learning from journal entry usage. The participants were asked about how journaling has influenced them since completing recruit training; what were the strengths and improvements with the use of journal entries as a learning tool, and what advice they would offer new recruits and their choice for alternative forms of reflection? Refer to Appendix E for a list of the interview questions. As the researcher, I used a positive "appreciative" approach for the face-to-face interviews.

Theme One: Influence of Journaling Since Recruit Training

For five of the respondents, the opportunity to reflect was important in performing the job of a police officer, particularly in reference to ensuring accountability, the ability to remind themselves of events that they have experienced, and as an emotional release. The ability to remind themselves of events that had transpired, for the purpose of applying learning to future events, also emerged.

The face-to-face interviews identified many improvements in behaviour that participants felt were directly related to the use of journal entries. In many ways, the face-to-face interviews provided further clarity and supported the findings from the journal review. This was evidenced through such statements as: "Journaling I've been using, or have used, as a tool just to actually make me stop and think sometimes about different

events;" and "It's actually matured me as a police officer by slowing things down." Others described that "it makes me take future incidents more seriously and apply the same things," and "you can see that you have actually made progress in areas you need to work on," which meant that they have been able to measure their progress and maintain an awareness of skills to develop.

Participants made comments in relation to the use journal entries as a relief mechanism, which included: "It was more of an anxiety relief mechanism for me," and "The more you sit down and start to analyze things, I feel like I've gotten a true picture of what's happened." A strong need to deal and confront emotions and feelings emerged from the interviews, whether it was through the use of journal entries or through other methods. Some of the participants used the term venting and mentioned: "I vent and either I go for a run or I'll go for a bike ride"m or "I journal on my own."

The journal entries also provided a foundation for debriefs. As participants commented, "It kind of helped me put my thoughts together," and "I'm actually starting to look for answers." The participants mentioned that they appreciated feedback on their journal notations from their instructor, and debriefs that assisted with their learning. It became apparent for some that the journal entries enhanced the ability to recollect their thoughts when feedback and debriefings occurred.

Theme Two: Strengths of Using Journal Entries as a Learning Tool

As revealed by the 243 journal entries, participants took the opportunity to deal with emotions and feelings that they were experiencing during their recruit training. Seven participants communicated an increased awareness of confronting anxiety-related thoughts. They described the process as "it just gave me reassurance" and "it gets you

into that frame of mind and not bottling things up", which enabled participants to deal with issues.

Seven participants also identified that journaling provided confidence. Journal entries provided a venue to think things through, where coping and growing were mentioned. The process of reviewing past incidents and the resulting personal and professional growth provided confidence. Some participants acknowledged "if we were stagnant there is no growth", and "had I not taken the time to kind of look back, I might not of identified certain things" as a result of taking the time to reflect.

Journal entries were also considered a useful tool for reserved learners. Some of the participants indicated that using journal entries can build confidence for those who do not like to discuss their weaknesses. It provides a non-threatening environment to open up without being judged during a moment of insecurity. As one participant described, "Sometimes it's good to record, I guess after the emotions have died down- to have a clear perspective." The journey of recruit training provides many challenges and an array of emotions to go along with it. As one participant described, "It's okay to be vulnerable; it's okay to admit that you have weaknesses, things that you want to improve on." By using journal entries, the concerns would not just stay internalized where they were often perpetuated.

The ability to deal with stress was a strength also identified by participants. As participants encountered numerous situations over which they had no control, the use of journaling allowed them an avenue to take back control. One participant described that they went "from being anxious and nervous to writing down I felt confident about this" and reflecting "helps me personally deal with things." It provided opportunity for

participants to deal with anxiety and reassure themselves that they were feeling normal

considering the stressful environment they were dealing with.

Theme Three: Identified Areas of Improvement with the Use of Journal Entries

Five participants identified that allowing a more free-form structure would be

more appealing to creating journal entries. Participants felt that there was too much

emphasis on conforming to an established format than quality of the content. One

participant indicated, "It was too structured and too rigid for me", which may have

controlled or inhibited the journal entries. Another participant thought it would be

advantageous to provide direction to recruits that "it doesn't have to be in specific

format" and to leave it up to the learner as to what goes into an entry. Questions, pictures,

or collages were also mentioned as something that should be allowed to be used as

journal entries.

Other participants indicated that the initial presentation to recruits of using journal

entries as a learning tool could be improved. They indicated that the concept of goal-

setting should be focused on when encouraging recruits to use journal entries. The

participants recognized that recruit training provides numerous challenges for recruits,

where working on goals, with the use of reflection, would be a good fit.

Five of the participants indicated that they enjoyed receiving feedback from their

class sergeants and that journal entries helped facilitate this. As one participant explained,

"In terms of communication with instructors and evaluators it was great." Feedback has

always been important for recruits, and the review of journal entries provides another

platform for communication with recruits. "Adults need to receive feedback on how they

are doing and the results of their efforts. Opportunities must be built into professional

development activities that allow the learner to practice the learning and receive

structured, helpful feedback" (Learning Point Associates, n.d., ¶ 7). Some of the

participants requested that the journal be reviewed more frequently to enhance

communication with instructional staff. In the early stages, a participant indicated that

"they need to be reviewed maybe even twice a week" as reassurance is seen as an

important factor in learning. It was also indicated that participants preferred their class

sergeants as being the primary reviewers of the journal entries.

As the personal entries are stored in a journal, participants also suggested

exploring using another word. Participants explained that the word journal or journaling

may mislead recruits from the true value and purpose of reflection through journal

entries. For some of the participants, the word journal came across as a diary. Participants

seem to have negative reactions to keeping a diary, but interestingly, a bulk of the entries

could be considered a recording of events that had occurred. To ensure the goal of

journaling is captured, as one participant mentioned, "It has to be repackaged and

presented differently" to show recruits that it is "a tool to a greater mean." One

participant indicated that referring to it as a "tool for feedback or for debriefing

performance" would be valuable.

The method of introducing the journaling exercise to the participants also

impacted participants' morale in the use of journals. One participant indicated, "The way

it came across to the class as a whole from the get-go was probably the downfall inside

the class", as instructors were explaining what the journals were not supposed to be.

Participants mentioned that class sergeants suggested "it isn't touchy feely" and "not

mushy, mushy." Participants indicated that their impressions were to record their deepest

feelings of the recruit training experiences. It was suggested that the introduction to journal entries should have focused only on the strengths and benefits of journaling.

Theme Four: Advice for New Recruits when Using Journal Entries as a Learning Tool

The most prevalent theme that emerged as advice for new recruits was to be honest when using the journal entries. Six participants described that, if an honest and genuine approach was not taken, "then it's a waste of time writing about it", as time will pass you by and this is an opportunity "to look back on and remember." As the journal entries are for personal benefit of the participants, the participants' advice of "just be genuine and you don't have to be afraid of that" and, if you are not being honest, "then you are only cheating yourself" should be heeded.

Another piece of advice regarding journal entries was "to just embrace it" and write down what you are thinking, especially the "poignant" points. Recruit training has a big learning curve by taking the time to reflect on what you have accomplished "and how far you have come." Several participants also suggested that you may not like or agree with everything you encounter, but take what you can from the journal entries. Without giving the journaling "a try, you won't know what the process can provide." "Just do it," as one participant suggested, to determine if this would be a learning method appropriate to learner's needs.

Participants identified words such as growth and self-confidence that benefitted them during their recruit training and their use of journaling. Participants who were able to solve problems or confront issues on their own were very proud of their behaviours. One participant described the sense of achievement: "I found this place by myself", attributing that the journal entries contributed to individual success. Four of the

participants felt in control when composing journal entries. As one of the underlying

goals of recruit training is to create self-directed learners, several participants relished the

ability to reflect and solve problems independently.

Theme Five: Alternate Choices of Reflection

All eight participants overwhelmingly indicated that, if written journal entries

were not provided as a first choice of reflection when learning, then some form of verbal

reflection would be their first choice. The types of verbal reflection identified include

such as activities as "bonding time" with classmates, speaking to a partner or mentor,

meeting with a mentor, and more meetings with class sergeants.

Participants indicated that "talking" benefitted them, as it provided an outlet to get

things out of their system and "vent." Verbal interactions with classmates, peers, or

supervisors, where feedback or debriefs could occur, were considered valuable by several

participants. As recruits are very early into their careers, it is important to them for people

to get know them and who they are as a person. Communication and feedback to a new

recruit was considered "important" to their development. As a participant described, "In

terms of communication with instructors and evaluation it was great, I thought that was

fantastic."

Participants also unanimously indicated that they value feedback and debriefings

that provided them with experience in another form. Both one-on-one and group-style

debriefs were mentioned, as the immediacy of the responses were also highly

appreciated. By reflecting in a group setting, recruits appreciated hearing that their peers

were also experiencing similar events and perceptions. The information from the

debriefings provided to the recruit was considered more "dynamic" with "more

information." Debriefs that were held shortly after learning sessions that occurred provided valuable insight and perspective to participants.

Several participants appreciated the feedback from class sergeants through the journal entries, but would have liked to experience a higher frequency of feedback. The process of handing all the journals in and then waiting for feedback from the class sergeants was described as "cumbersome." This is one situation where talking was believed to offer quicker feedback for reflection.

The concept of using electronic means to record journal entries was also identified by three participants. One participant described that they also maintained an electronic journal as this method of recording reflective learning entries improved their overall organization process. As another participant indicated that "carrying around the journal everywhere was cumbersome", it may prove beneficial to record journal entries in an electronic web log format. Using an electronic means to record the journal entries may also improve the feedback process, which was important to the participants, especially feedback from their recruit class sergeants.

Study Conclusions

The purpose of this study was to explore the issues of how a recruit training program can support reflection as a learning method through the use of journal entries. The journal review provided the opportunity to observe what issues are important to recruits when involving themselves in a reflective activity. Participants in the face-to-face interviews were very cooperative, as they were candid, honest, and genuine in their responses to the research questions.

The effects of this research provided the opportunity for some of the most junior members of the CPS to provide input into their perspectives into their learning experiences from their recruit training. Costa and Kallick (2004) detailed that the ambition of education should be to develop creative people who are enthusiastic to be trained. The highest form of thinking people will ever learn is recognizing what we do not know and the humility that goes along with that realization. The research process helped to identify how the participants were affected as a result of using a reflective technique to compliment their learning in recruit training. As participants contemplated their experiences through the use of reflection, the use of journal entries helped to explore their own learning and other challenges encountered.

The study also discovered numerous insights on the subject of the advancement of using journal entries as a learning tool, as the researcher sought to explore the roles it can provide within the recruit training environment. The conclusions stated in this section are drawn from the analyzing the data, comparing the literature, and reviewing my own observations.

The principles of andragogy were not applied in facilitating adult learners for the use of reflection for recruit training in law enforcement. If facilitators were able to apply reflective strategies in the training environment, the learning practice may well have been more comfortable. The use of reflective practices is a change to the normal learning process for most adult learners. As Knowles (1980) described, the mission of adult educators is

> the involvement of clients in a penetrating analysis of higher aspirations and the changes acquired to achieve them.... Their part in this process is that of helper,

guide, encourager, consultant and resource—not that of a transmitter, disciplinarian, judge and authority. (p. 37)

The participants' interest in the use reflection proposes that it could be a valuable tool in the development of educating police recruits. While some did not agree that reflection was always required in learning, there was an expressed awareness in regularly applying reflection. For different learning tactics to occur, a paradigm transfer has to transpire to address outdated training methods. The concept is to provide a variety of reflective learning methods to support the use of journal entries in recruit training.

The discretion as to what topic to record journal entries was primarily left to the discretion of the participant. A majority of the journal entries contained a theme pertaining to emotions or feelings. Using journal entries in a recruit training environment provided a perspective normally not provided. It is my observation that some of the resistance to using journal entries was the expectation by participants to document personal thoughts, and some of this perception was pre-established by the very nature of how the activity was introduced by those in positions of authority.

The majority of journal entries created by participants consisted of the recording of events. The design of using the journal entries for recruit training is to provide a tool that compliments a recruit in their efforts to learn "how-to-learn" (i.e., the process of learning). One of the prime objectives during recruit training is for participants to be able to identify what improvements they want to make and what resources are out there to compliment those improvements. As reflection is a personal endeavour, the journal entries were more of a recollection of events than a tool to assist their learning process.

Based from my observations, the participants did not consistently understand the true purpose of reflection. For reflection through the use of journal entries to become meaningful, a significant amount of time is required to become used to this form of reflection and to make it meaningful as a learning technique. As recruit training is less than six months in duration, the opportunity for the participant to measure their progress is limited. For a recruit to truly understand reflection, combined with the physical rigour of recruit training, further specific training pertaining to reflection may improve appreciation.

Building relationships is an important component of building trust between class sergeants and recruits. Four of the participants felt that the journal entries contributed to the development of trust through the use of journal entries. Six participants indicted that they would have liked to have seen the frequency of interactions with class sergeants improved. It was indicated that the potential to build on the recruit/class sergeant relationships could be enhanced through improved communication via the journal entries.

Participants strongly indicated that feedback and debriefs were important components to their recruit training experience. Participants relish the opportunity to question information, material, and skills that they have been provided. If participants are not provided the opportunity to question content provided, then "they will most likely adopt a type of learning that can be classified as nonreflective learning" (Jarvis, 1992, p. 241). Reflection combined with communication was expressed as important to participants.

Scope and Limitations of the Research

This study has supplied discernment into the value of using journal entries as a learning tool for police recruits; I also determined limitations to the sample used and the

methodology. The number of participants and the organizational capacity limited this

research. As only a total of eight participants were used to assess the introduction,

delivery, and value in the use of journal entries as a learning tool, this may have

influenced the data collected, as it may not have been optimally representative of the

whole population of training recruits during the period of time covered.

The vulnerability of the organization was also a factor to consider due to the

newness of the curriculum. As a minimum of eight recruit classes are trained a year,

during the time the study occurred, there were several variances in instruction to

participants. The recruit training program has been making slight modifications into the

introduction, delivery, and support of journal entries since the inception of the program as

well. As participants were selected from a variety of different recruit classes, they did not

all receive the exact same instruction regarding the use of journal entries. Participants

were instructed by various individuals; thus, inconsistencies in instruction may have

occurred. This may have skewed responses, as the participants received various

instructions and support techniques.

I have presented conclusions based upon the combination of the journal reviews,

face-to-face interviews and observations. This chapter has allowed me to present the

detailed findings of my research, as reported by participants, and to draw conclusions

from my findings. Ultimately, I will offer recommendations to further address the

conclusions presented in this chapter, as I have now presented the scope and limitations

of this research.

CHAPTER FIVE: RESEARCH IMPLICATIONS

Introduction

In this chapter, I outline recommendations based on the findings and the conclusions of this action research. Both the project research and the literature contributed to the recommendations for the enhancement of how a recruit training program can support journal entries as a learning tool. The project focused on how the use of journal entries as a reflective practice could help build learning capacity in a recruit training environment. The intention was to help participants examine their own learning behaviour and to discover new strategies to facilitate reflective learning practices. I anticipated that the research would help to ascertain modifications the organization could make to initiate a culture in which reflective learning could be sustained.

I consciously entered into this project with the intention to use collaboration to meet the learning needs of the large number of new recruits into the organization. The use of collaboration as Stringer (2007) stated, "It links groups that potentially are in conflict so that they may attain viable, sustainable, and effective solutions to problems that affect their work or community lives through dialogue or negotiation" (p. 21). The most significant contemplation for implementing prospective changes revolves around sustainability of the recommendations, as the organization has already taken the initiative to introduce reflective learning to deepen the learning experience of recruits.

Study Recommendations

As the organization has already moved forward with the use of reflection in recruit training, the essence of the recommendations, are encouraged to build on the

commitment of the organization to the learning capacity of its new employees. Each of these recommendations put forward requires organizational consideration as there are additional implications. The recommendations emerged from a combination of input from the participants through the evaluative journal review, face-to-face interviews, and the review of the literature. The recommendations include changes to the methodology of the recruit training program, voluntary use, the use of technology, peer mentorship, instituting reflection as an organizational competency, and finally even exploring changing the name of the activity of journaling within the training program.

Recommendation One: Enhance the use of Andragogy within the Recruit Training

Program

Continue to update the use of adult training strategies and methodologies to include the use of critical thinking and self-directed learning techniques within the CCLC recruit training curriculum, as "adults have a deep psychological need to be generally self-directing" (Knowles, 1980, p. 43). Police recruits as adult learners have the ability to establish a learning goal when confronted with a problem or information that is lacking (Moore, 1986). Critical thinking has been loosely described as the ability to ask the right questions. When a learner is able to take control of their thinking, the use of critical thinking can be considered the most vital method to take control of their lives, both personally and communally (Kuhn, 1999).

This recommendation could be implemented by upgrading three areas of the CCLC: (a) ensure all instructors within the CCLC are formally trained in adult education practices preferably from an accredited post secondary institution, (b) recruit training curriculum is reviewed and upgraded to ensure adult education practices are

implemented, and (c) ensure methods used to evaluative recruits are qualitative in ratings and analysis.

The benefits of using an adult education or andragogical foundation to learning could create a recruit training environment where the learner develops from a dependant practice to that of a self-directed practice. The learner accumulates an experience that provides a base of resources for their development. The learner develops proportionately to the task presented, and the learner's perspective shift from that of a topic-centred approach to that of a performance-centred approach (Knowles, 1980).

The use of adult education or andragogical methods differs from the usual pedagogical methods employed by most training programs. As the pedagogical model relies on a teacher-driven approach by focusing on andragogical methods, the learner will tap into their motivations and take responsibility for what to learn and how to do it (Knowles, 1990). Therefore, the use of andragogy in the police training environment would be a change from the current teacher-driven environment.

As reflection is a process to allow for higher-level thinking, the learner is required to slow things down to develop various and open perspectives (Merriam et al., 2007). If this recommendation pertaining to the use of andragogical methods were implemented into the recruit training curriculum, it could provide an environment for learners to reflect on their experiences.

Recommendation Two: Raise the Profile of Emotional Intelligence

Increase the profile of emotional intelligence within the recruit training curriculum. With CCLC taking active steps to ensure new recruits understand the dimensions of emotional intelligence, it would provide the opportunity for recruits to

explore and raise the level of their own self-awareness. Emotional intelligence helps to identify individual preferences of police officers for managing their emotions and interactions with others. It could be beneficial for recruits to understand how to cope with their impulses and emotions (Cleveland, 2006). As mentioned in chapter four, the journal review revealed that over half of the participants' journal entries contained information pertaining to emotions and feelings, which is part of the emotional intelligence dimension of self-awareness and self-management. This is an area that would likely be of benefit to explore further in recruit training.

Police recruits can raise their confidence level by addressing their feelings and ideas regarding relationships. Addressing their learning interactions within these relationships could lead to empowerment (MacKeracher, 2006). Reflective learning is one process that is available to deal with issues revolving around emotions (i.e., self-awareness dimension). Emotional intelligence is another tool that could support the use of journal entries as reflective practice.

Recommendation Three: Explore Alternative Methods for Recording Journal Entries

Consider the use of technology in developing other methods for recording the reflective journal entries created by recruits. The use of technology speculatively appeals to younger generation recruits. Gorman, Nelson, and Glassman (2004) noted that, "in the application of Internet-based tools to complete tasks and to communicate, Millennials have used digital communication technologies in ways far more sophisticated than the great majority of workers" (p. 260). As transporting hard copy journal entries between recruits and instructors was described as cumbersome, the use of technology may provide familiarity and improve the quality and quantity of communication.

As this research explored how a recruit training program can support the use of journal entries, from a convenience perspective, the use of technology and other art forms may appeal to learners who have grown up in the cyber world. As feedback was also identified as an important trait between recruits and instructors, the use of technology could enhance relationships in recruit training.

Recommendation Four: Use Journal Entries as a Voluntary Learning Tool

Consider offering the use of reflective journal entries to police recruits as a voluntary learning development tool versus the current mandatory use of journaling. For most recruits, using journal entries or reflective activities is a change from their previous learning experiences. Half of the participants indicated they felt some pressure to make the mandatory journal entries. All people respond differently to change, and unless strategic marketing or promotion precedes it, many of the reactions will be negative (Cook et al., 1982). If the choice to engage in reflective learning activities is voluntary, then the recruit would be responsible for their own learning progress.

Kouzes and Posner (2006) stated, "Innovation depends on high degrees of trust. And people must be given the power to be in control of their own lives if they are to accomplish great things" (p. 174). For an individual to truly adapt and embrace behavioural change, the decision must be made by the individual. "Telling is not as effective in situations requiring significant behavior change because it is based on a narrow, cognitive view of human systems. It fails to incorporate values, attitudes, and feelings" (Quinn, 2004, p. 70). The decision for the individual to decide to change their behaviour should consist of a variety of factors besides being directed to change behaviour by an external force.

Using a collaborative approach is sometimes defined as a participatory strategy. Participatory strategy consists of focusing "on surfacing, clarifying, and reconstructing people's values and on resolving hidden conflict. The emphasis is on communication and cooperation in a search for win-win solutions" (Quinn, 2004, p. 71). When a vision is communicated in an enthusiastic manner, it provides inspiration and meaning. Leading people with positive direction allows them to rise to the challenge (Kouzes & Posner, 2003).

Recommendation Five: Use a Peer Mentoring Approach to Reflective Learning

Contemplate using a peer mentoring approach to reflective learning in addition to the use of journal entries as a reflective tool during recruit training. Considering that 88% of the respondent stated that, if they had to choose an alternative to using journal entries as a reflective tool, the alternative would consist of a verbal activity. The use of a peer mentoring program could be considered a form of support, as recruits could use each other to intensify their training experience. Kouzes and Posner (2003) described support as important: "Social interactions remind us that we're all in this together, that we need each other, that our work gets done because we're connected and caught up in each other's lives" (p. 359).

The use of peer mentoring could also explore another opportunity to provide feedback for recruits. Wheatley (2007) explained, "All life thrives on feedback and dies without it. We have to know what is going on around us, how are actions impact others, how the environment is changing, how were changing" (p. 158). Recruits have many questions to ask during their training experience, especially about themselves. The use of

peer mentoring in a reflective capacity could provide the feedback that could answer many of the questions that recruits ask of themselves.

Recommendation Six: Introduce Reflection as a Formal Assessment Competency

Explore introducing reflection as a formal organizational assessment competency. Mintzberg (2004) explained, "Reflection without action is passive; action without reflection is thoughtless" (pp. 282–283). Reflection should pertain to relationships, organizational issues, and the world around the organization (Mintzberg, 2004). Establishing reflection as an assessment competency would raise the awareness of reviewing self-behaviour to promote self-assessment based on experiences.

The implementation of reflection into the culture of the organization could provide increased support for reflective learning in recruit training. The support of reflective learning practice would not cease once the recruit has completed their officer coach phase. If reflection became a part of the culture of the organization, it would support the development of a police officer throughout their career. A competency used for assessments or feedback based on reflection could be used as regularly as other recognized competencies, such as judgment and decisiveness.

Reflection is an action that allows people to respond to their experiences and learn from them. Jarvis (1992) noted, "Reflecting on an experience and learning from it is essential to everyday life in contemporary, differentiated society, since this kind of society constantly demands adjustment to new and complex conditions" (p. 57). As the police are a part of society, they too have to meet the demands of constant change and adjusting to new and complex conditions.

Recommendation Seven: Change the Name

Consider substituting the term journaling for capturing reflective learning practice to an alternate term, such as debriefing log. As indicated in the research findings, participants enjoyed recording their reflections for the purpose of goal-setting and learning; therefore, an appropriate description should be determined. Some of the participants indicated that using the word journal comes with pre-conceived perceptions. Using a term such as debriefing log could be more appropriate to the purpose of the reflective practice and could remove some of the barriers and stereotypes that come with the word journal.

As goal setting and learning are the primary objectives with the use of journal entries in recruit training, it may serve a positive purpose for recruits to explore alternatives with respect to their learning. By itself, the introduction of a new learning method can cause stress to adult-learners. The effort to re-categorize the action revolving around reflection may improve perceptions to the introduction and delivery of reflective practice within the recruit training environment.

Organizational Implications

CPS is no different than any other organization: the challenge to effectively manage change has always been considered a significant undertaking (Carnall, 1991). With respect to this study, there are three levels within CPS that have implications related to the prescribed changes. The three levels are the individuals and groups within the organization and the organization as a whole (Beehr, 1996). Any change to one level within the organization will have a systematic impact to the other levels. The ability for

the organization to manage change that impacts all three levels will be its biggest challenge.

Change can be considered continuous. Individuals within CPS require the ability to adapt to these changes. Individuals require constant exposure to learning for progression and growth in their careers. Groups within organizations require constant learning to achieve objectives to ensure they are prepared for emerging challenges. Continuous learning is also needed by organizations to shape viable assignments and manage unknown and uncertain settings (Sessa & London, 2006).

As Conner (1992) explained, the consequences of change for individuals within organizations "is a radical shift of what they think, how they feel, what they believe, and how they behave" (p. 40). Encouraging the level of exposure of reflection within CPS can support the view that CPS is a learning organization. Senge (1990) described a learning organization as one that is constantly escalating its aptitude to construct the future, based on the basic human need to learn and interact with others to create significance and meaning. The elevation of the use of reflection as a learning tool could enhance the continuous learning of individuals within the organization.

The shift in how individuals would alter their learning process within the organization would be a considerable implication. The use of journal entries for reflective learning helps individuals in setting goals and problem-solving. The challenge to embrace an employee-centred organizational model of education and development and to move away from conventional methods of learning will be a critical strategy. Providing support for this strategy throughout the different levels of the organization will be vital.

Support for individuals during organizational change requires a strategy of clear communication sustained with appropriate actions and messages. The organization should express why the change is important and describe what actions it is committed to proceed with, combined with behaviour to support the change. If consistency is not achieved with communication or the follow-up actions, then credibility for the organization's commitment will be questioned (Luecke, 2003).

The development of operational support to ensure sustainability is also an implication of consideration. The issue of providing training to strategic groups as human resources and the CCLC also comes with costs. Training personnel to upgrade adult learning credentials and implementing the use of reflection as a competency have fiscal and time consequences. Initiating the required training combined with a solid communication protocol are implications that should strongly be considered to promote an organizational culture change.

Creating an organizational culture is an evolving process over time. Familiarity with change is one of the best tools to support change. As groups and individuals become more comfortable with change, the threat of innovation will diminish as the culture evolves (Beach, 2006). Implementation of novel changes also can bring out frustration, stress, worry, and uneasiness for groups and individuals. The quicker the organization can resolve feelings of anxiety, the sooner the culture can evolve (Beach, 2006). The ability to collaborate between groups and individuals to provide inclusion and ownership into the change shift is also an implication.

The response from leaders from different levels of the organization to the study and recommendations is the source of another organizational implication. As DiBella and

Nevis (1998) explained, the influence of leadership support is that, "from any level of the organization, it sends a clear message about what is important to learn" (p. 76). Leaders are required to do more than just create a vision; they must also be involved and interacting with many layers of the organization. Displaying that they have learned what they want others to learn provides an incentive for others to learn. This is how DiBella and Nevis explained "Involved Leadership" (p. 123).

The CCLC as a group could also display involved leadership qualities by behaving as change agents. If the CCLC committed to ensuring their members obtained proper accreditation in adult learning methods and used reflective practice, this would display a message throughout the organization of the importance of change. As there are issues of organizational capacity to facilitate that CCLC staff maintain their adult learning qualifications, this would be a challenge for the organization to implement.

To implement reflection as an organization competency, the human resources section would also need to display their commitment to change. This change would require interaction with all levels of the organization. Acting as change agents to improve the learning of the individuals could provide the organization another opportunity to display characteristics of involved leadership. The implications of leading a change in how behaviour within the organization is assessed would require another cultural shift.

As leadership is linked to change, for change to progress, organizations may assign a "change leader" (Burke, 2008, p. 259). Burke described that an organization "requires a change leader who personally identifies with the change that is needed and sees no distinction between the organization's new mission and his or her mission" (p. 203). The implication for the organization is to discover an individual who possesses

the abilities of a change leader who is also willing to "take the heat" (p. 271) that goes

along with the responsibility.

For a change leader to be effective, they will have to anticipate pushback. Push

back can be anticipated from every level of the organization, including the top. A change

leader should utilize the three main attributes of self-control, which are to be an active

listener, avoid being defensive, and display patience for the challenge (Burke, 2008,

p. 263).

In this study I took a positive approach to collaboration, in an appreciative

manner, providing the opportunity to uncover positive experiences. The opportunities to

always be positive in organizations, as Cooperrider and Whitney (2005) explained, "It is

simply not the norm to have fun, be happy, or be positive. Despite the pain it causes,

people allow themselves to be swept away in collective currents of negativity" (p. 59).

I respect that there are organizational implications as it evolves through change.

The recommendations provided are the beginning to promote positive change within the

organization influenced by the research. As change is constant and continuous, so are the

needs of learners. The ability for the organization to manage change while balancing the

needs of learners will influence its future development.

<center>Implication for Future Research</center>

This research assessed learning and gathered input from participants to determine

how police recruits could be supported in the use of journal entries as a reflective

learning tool. A summative assessment is described as gathering the information after the

learning has occurred. A formative assessment is focused on gathering the information as

the learning occurs (Anderson & Krathwohl, 2001). The data collected from participants

were gathered after their learning had occurred. There is an opportunity to explore the value of journal entries for police recruits as their learning unfolds.

This study has provided a foundation for supporting recruits in their learning through the participation of recruits who had completed recruit training within the last eighteen months. Considerable insight could be obtained to collaborate with police recruits as they reflected on their learning and experiences during their training. The combination of using a formative and summative approach to assess learning and collect data could provide important perspectives.

The researching of other forms of reflection should also be reviewed. As learners have different needs and learning styles, using alternate methods may be a viable option. Accommodating learners by approaching learning with a flexible philosophy may also provide the same outputs as journal entries were designed for.

This research also placed a priority on obtaining the input from stakeholders who historically have not provided input to create change. Perspectives from CCLC instructional staff and other members within the organization were not obtained. As the CCLC is a system within the organization, the value of including other relevant stakeholders should not be ignored. Timelines and a commitment to a tight focus for the project resulted in limitations to the research.

The application of Bloom's revised taxonomy (as cited in Anderson & Krathwohl, 2001) as an evaluative tool should also be considered. As this research project was able to breakdown the journal entries created by the participants, the use of Bloom's revised taxonomy integrated with regular curriculum evaluation methods may increase the value of feedback provided to police recruits. The use of Bloom's revised taxonomy may assist

curriculum designers and police educators to identify gaps between learning objectives,

instructional methods, and police recruit evaluations (Anderson & Krathwohl, 2001).

I would also propose further exploration into the organization applying the use of

reflection for leadership development. A comprehensive inquiry into the use of reflection,

combined with a leadership-mentoring program as a process of fostering individual

growth, should also be considered. This would be another systematic mechanism to

support the progression of learning within the organization.

Conclusion

Recommendations supported by the journal review and responses and input

provided by the participants, has been provided in this chapter. As it has been discovered,

new experiences lead to further inquiries that contribute to continuous learning. There are

still many areas to investigate around the benefits of reflection. Additional research

should be considered, outside of the recruit training environment, into the benefits of

reflections for senior officers, supervisors, administrators, and other informal leadership

positions within the organization.

CHAPTER SIX: LESSONS LEARNED

This final chapter allows for the researcher to reflect on the learning that has transpired during this project. This learning journey has presented numerous challenges that can either be viewed as obstacles or opportunities. By reframing an approach so that challenges were seen as opportunities was when my deep learning occurred. As a result, the power of utilizing positivity, excitement, communication, and managing change emerged as concepts or tools to deal with challenges. By using these tools to deal with the various challenges that surfaced, the challenges became opportunities for learning.

I will also focus on learning that transpired pertaining directly to the research and the subsequent lessons that were revealed. The purpose of this chapter is to summarize the learning that occurred and to share my experiences for the possible benefit of future research endeavours and for others considering research.

Positivity

This research project led me down a road that contained many forks. At each of the forks, decisions were required to determine how to proceed with challenges. If I was going to have a positive or negative experience, that choice was up to me to determine. By taking the positive approach, I was able to bring out the best in myself. By allowing positive emotions to accumulate over time to meet challenges, I was able to create energy that empowered me to determine how I will experience a situation. The learning journal that I utilized during my research served as an essential tool to reflect on positive experiences. The further I progressed into the research process, the more I relied upon the power of positivity. I allowed positivity to transform my future instead of allowing circumstances determine my fate (Fredrickson, 2009).

The learning journal contributed to this positivity by providing an arena to deflect

negative self-talk. The process of recording how my feelings and emotions were

impacting my actions was powerful in maintaining any positive momentum I was

gaining. On January 28, 2009, I wrote in my journal,

> I can now recall and understand how recruits feel with uncertainty with their learning. I have to make efforts to not make the same mistake and talk myself through obstacles and barriers that I am encountering. I have to ask myself the right questions so I can determine the right answers. I have to continue to monitor my progress and celebrate the gains I have made no matter how small they may be. Do not be afraid to ask for support and guidance of those that can help. Stay proactive with your learning and continue to stay positive as no else can do it for you.

It is difficult to gain momentum. As Kouzes and Posner (2003) explained,

"Unless we can see ourselves as being successful, it is very difficult to produce the

behavior that leads to success" (p. 325). Through review of my journal entries, I can

attribute that focusing on positive outcomes via my learning journal entries provided me

the opportunity to see success in the future.

<p style="text-align:center">Excitement</p>

Excitement has been the one ingredient that provided enthusiasm during my

learning journey. As noted in my learning journal, there are moments that lacked

enthusiasm. For example, on January 8, 2009, I wrote in my journal,

> Again, I am feeling overwhelmed as I face further setbacks in selecting project participants. I am not able to obtain the response that I first expected. I have to consider other options and methods to attract participants. I have to understand that my sense of urgency for this project does not parallel others perception for participating. I have to ensure I always consider other options or tactics and to not let small setbacks deter me from my goal. Always consider available options.

As I reviewed the specific moments that lacked enthusiasm, it was usually

associated with outcomes that did not meet my expectations. This learning journey was

about my learning. If I am unable to proceed with passion, then who will be passionate

and excited about my learning? Kouzes and Posner (2003) indicated,

> Leaders forge unity of purpose by showing constituents how the dream is for the
> common good. You cannot ignite the flame of passion in others if you cannot
> express enthusiasm for the compelling vision of the group. You must
> communicate your passion through vivid language and expressive style. (p. 11)

The value of excitement has provided benefits to me in areas both within and outside the

extent of the research project.

Enthusiasm also became an issue during interactions with my fellow learners. As

a few of my fellow learners stayed in touch during this journey through the use of a bi-

weekly conference call, it was easy to gauge each learner's excitement level. The use of

the conference call provided the opportunity for support and collaboration. As we

interacted with each other to determine how we were progressing, the merit of

enthusiasm and excitement acted as stabilizers to continue forward in a positive manner.

The use of support and collaboration was a tool that maintained the passion towards my

learning journey.

Communication

The significance of communication in steering change became vital in organizing

collaboration. The ability to utilize a variety of communication styles and approaches

proved valuable to me in fostering participation. The importance to me of the work did

not necessarily equate to the excitement level of the participants. To obtain the support of

participants, a marketing approach was taken to communicate the value of the research

and the need for their support.

The purpose of communicating with participants was for them to be aware of their importance to the project. I not only had to communicate that the participants were required for the project to move forward, but I also had to create a sense of urgency for the purpose of the project. The importance of communication with employees was expressed by Lawler and Worley (2006): "Often it is difficult for individuals to understand how they can influence the results of a large organization; thus giving them information about the performance of their own business unit is critically important" (p. 122). I realized that communicating what the expectations are is as crucial as communicating why their participation is vital.

Managing Change

The theme of managing change emerged in many layers on my learning journey. It also became apparent that managing change is built upon many subtopics and systems. The value of systems thinking also became a prevalent topic, as the impact of change in one area of an organization has a ripple effect on other areas. As Senge et al. (1999) described, systems thinking "will be an essential tool for making any shared vision a reality. People now recognize that they need strategies for pursuing the vision" (p. 347). As I moved forward with this project, the impact of change became apparent for the CCLC, the Police Training Officer program, and the executive level of the CPS.

The process of change management brings out feelings and emotions. The most prevalent feeling revolving around change is stress. The anticipation of the change and related anxieties causes more stress on individuals than the actual process of change (Deetz, Tracy, & Simpson, 2000). As I observed a variety of feelings and emotions during my interactions with participants, the anticipation of change was prevalent. The

anxiety caused by the thought of change appeared to outweigh the actual change itself. This is a lesson that grew as I moved deeper into the research.

Change is a destination that individuals envision differently. This variance of perspectives can lead to chaos and distrust. The importance of a vision is that it provides a picture of what the destination may look like. Quinn (2004) explained the benefit of a vision for individuals: "It is deeply in touch with their reality and their hopes. That is why they respond. And the vision is credible because they can see that it is not a castle in the air but a vision that is grounded" (p. 139). The ability to align individuals as to what the change will provide can be enhanced through the use of a collaborative vision.

As change is everywhere and constant, so were the learning lessons that emerged. The issue of change management contains numerous facets and nuances that make it complex. By having my awareness raised regarding the importance of change management, the value of systems thinking, emotions, and the use of a vision were gleaned to the forefront. There is obviously more to change than the issues I have raised during the lessons that impacted me; these were issues that I was not anticipating at the outset of my learning journey.

Data Gathering

I explored a variety of methods to gather data for this research project. At the outset, I was planning to use surveys and focus groups followed with a world café. As I continued on this journey, it became apparent that using these specific data gathering methods would not be realistic. Issues with organizational capacity and other logistics meant that I had to explore using alternative means of gathering data than using focus groups or a world café.

The response I received from sending out my initial invitation was much less than I had expected. Even though I designed my method for data gathering to only take about an hour of a potential participant's time, this did not result in the expected response. It was difficult to conclude the exact reasons for the minimal responses that occurred.

Once I was able to arrive at my target number of participants, it still required a high level of organization to arrange the gathering of the recruit's learning journal and setting up the interviews. Several barriers and obstacles continued to occur, and the length of time to evaluate the journals and book the appointments for the interviews took more time than anticipated. The importance of being realistic with timelines also became very apparent.

Research and Inquiry

As this research project unfolded, I was somewhat confident of what was required to move forward with the research. Through the various conversations with my project supervisor and my peers in the program, it became apparent that the more I learned about research, the more I began to realize how much I did not know. I discovered that the variety of issues and problems that required trouble-shooting can be a humbling experience.

As I have been a project manager for various activities in my professional life, I have been able to apply the lessons learned from this project. The journey from this research project has provided many tools that I have been able to apply on a regular basis. The ability to gain input from others and to gain feedback, while displaying impartiality, have been valuable assets in justifying decisions or actions to complete tasks.

Ethical Considerations

During this journey, the concept of ethical considerations emerged in a variety of situations. As a supervisor within the district I work, I was unable to utilize any of the staff assigned to my area. This had an impact on recruiting participants for the study, but to keep the perception of transparency and to maintain the ethical integrity of the study, it was a necessary evil.

As I was conducting research within my own organization, the concept of informed consent was vital. My organization conducts a variety of research internally, and the use of informed consent, confidentiality agreements, or both, is rarely used. However, the organization does maintain a high standard when conducting any investigation by adhering to the Canadian Charter of Rights and Freedoms (1982). When a situation arises that requires advising an individual of the reason for detention or their right to counsel, a process has to be followed. These processes are required to maintain the integrity of an investigation in front of a court of law.

By participating in this research project, I was exposed to a process for conducting research by following and maintaining ethical standards that keep the integrity of the study intact. By keeping ethical considerations in my focus, I have utilized these concepts when conducting research to explore even minor issues. For example, I have organized surveys to solicit feedback on professional development days. In this situation, I was able to use concepts such as anonymity, informed consent, and explaining the right of refusal to participate in the survey.

Final Thought

With the undertaking of any long journey, it is easy to forget where it all started.

The famous quote by Lao-Tzu notes, "A journey of a thousand miles begins with a single

step" (as cited in The Quotations Page, 2007, Quotation #24004). The use of a learning

journal allowed me to explore, examine, and learn from many of the steps within the long

journey. As this whole journey first began with the thought to begin, the use of a journal

and reflection provided the tool to measure the progress.

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APPENDIX A: INVITATION TO PARTICIPATE

Jane Doe
123 Stampede Street
Calgary, Alberta
T2E 4R7

Dear Jane,

This letter is an invitation to participate is an Action Research Project within the Calgary Police Service. This Action Research Project will help me fulfill the requirements for the Master of Arts in Leadership Program at Royal Roads University.

Project Title: How can the CPS recruit training program support the use of journal entries as a learning tool for recruits?

Researchers: Geoff Gawlinski

Project Supervisor: Laurie Maslak

Project Sponsor: Roger Chaffin, Calgary Police Service

Purpose: To gather data in the form of qualitative methods to identify what have been the benefits of journaling, what are the challenges facing police recruits with journaling, how to improve CCLC staff in supporting police recruits with the use of journaling as a learning tool.

Project Methodology:
- You will be asked for permission to have your learning journal that you completed in police recruit training to be reviewed.
- The purpose of the review of the learning journal is to obtain qualitative date in relation to identify themes with competency development.
- You will be asked to participate in an interview where you will have a dialogue around your positive experience in the use of journal as a learning tool.
- The interview will be approximately 1 hour in duration.
- The purpose of the interview is to get to know you better and to generate ideas around the research question: "How can the CPS recruit training program support the use of journal entries as a learning tool for recruits?"
- If audio recording is used, the purpose of such recording will be to transcribe into writing the content of the discussion eliminating any reference to names of participants. Audio recording will be subsequently destroyed once the transcription is complete.

By signing this letter you agree to participate in the Action Research Project and are aware of the following responsibilities of the researcher and your rights as a participant:

- Responsibilities of the Researcher:
  - To ensure your rights as a participant are made aware to you and that these rights can be exercised at any time and without prejudice of any kind.
  - Protection of anonymity and confidentiality of the participants and their contributions including:
    - o Individuals will be identified only by numerical codes.
    - o Participants name will not appear on any documentation.
    - o Access to collected data will be restricted to the researcher but anonymous, transcribed data will be presented to an advisory group for review.
    - o Collected data will be destroyed immediately after convocation of the Royal Roads University Master of Arts in Leadership 2007-3 Cohort.

- Your rights as a Participant:
  - You are free not to participate.
  - You have a right to withdraw at any time without prejudice to pre-existing entitlements.
  - Exercising any of the rights will have no effect whatsoever upon your employment or advancement.

Please sign this letter of consent if you wish to participate in this research project and agree to the terms stating here. The signed letter may be returned directly to the researcher by December 1, 2008 via internal mail to mail code 790. Thank you in advance for your assistance in this research.

If you have any questions regarding the above, please do not hesitate to contact the researcher, Geoff Gawlinski, anytime at xxx-xxx-xxxx

_____   _____
Participant   Date

_____   _____
Researcher   Date

APPENDIX B: JOURNAL REVIEW EVALUATION FORM

Entry	Topic	Learning Theme	Bloom's Level
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

APPENDIX C: RESEARCH CONSENT FORM (JOURNAL REVIEW)

My name is Geoff Gawlinski, and this research project is part of the requirement for a Master of Art in Leadership at Royal Roads University. My credentials with Royal Roads University can be established by telephoning Dr. Gerry Nixon, Acting Director of the School of Leadership Studies, in Victoria, B.C., at (xxx) xxx-xxxx.

This document constitutes an agreement to participate in my research project, the objective of which to gather data through Action Research under the framework of an evaluative approach, in the form of quantitative and qualitative methods. The methodology used are to identify what have been the most successful methods used to engage police recruits in the use of journal entries as a learning tool with individuals, what is important to them, what are the strengths and areas of improvement to enhance journal entries as a learning tool with the police recruit training program.

The research will consist of a review of your learning journal during your time with the Chief Crowfoot Learning Center. The review will take an evaluative approach with your learning journal to determine any themes that evolved during your journal entries. The review of your learning journal will also compare your learning entries to Bloom's Taxonomy. You will also be asked to participate in an interview at a later date in relation to the journal entries that you made during your police recruit training.

Under the framework of the Research Question: "How can the CPS recruit training program support the use of journal entries as a learning tool for recruits?" the evaluative review of the learning journals will be used to determine the following;

a) What learning themes emerged with the journal entries as a learning tool?
b) What level of learning were the journal entries in relation to Bloom's Taxonomy?
c) Possible probing questions for the subsequent interview?

In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with my Project Supervisor, Laurie Maslak, my Project Sponsor, Roger Chaffin and the Sponsoring Organization the Calgary Police Service.

Information will be recorded in hand-written format and where appropriate, summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

A copy of the final report will be published. A copy will be housed at Royal Roads University, available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted.

The researcher does not presently anticipate any conflicts of interest during this project.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

By signing this letter, you give free and informed consent to participate in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

APPENDIX D: RESEARCH CONSENT FORM FOR INTERVIEWS

My name is Geoff Gawlinski, and this research project is part of the requirement for a Master of Art in Leadership at Royal Roads University. My credentials with Royal Roads University can be established by telephoning Dr. Gerry Nixon, Acting Director of the School of Leadership Studies, in Victoria, B.C., at (xxx) xxx-xxxx.

This document constitutes an agreement to participate in my research project, the objective of which to gather data through Action Research under the framework of an evaluative approach, in the form of quantitative and qualitative methods. The methodology used are to identify what have been the most successful methods used to engage police recruits in the use of journal entries as a learning tool with individuals, what is important to them, what are the strengths and areas of improvement to enhance journal entries as a learning tool.

The research will consist of an interview consisting of open-ended questions for the purpose of dialogue. The interview with participants will be used to determine future recommendations to enhance the use of journal entries as a learning tool for police recruits.

Under the framework of the Research Question: "How can the CPS recruit training program support the use of journal entries as a learning tool for recruits?" the evaluative review of the learning journals will be used to determine the following;

a) How did journaling influence your development since recruit training?
b) Reflecting back on the recruit training program please provide a strength or strengths that you could identify with the use of journal as a learning tool?
c) Reflecting back on the recruit training program, can you please provide some areas of improvement with the use of journal entries as a learning tool?
d) What is one piece of advice you would provide to a new recruit with using journal entries as a learning tool? What would it be and why?
e) If using journal entries as a learning tool were not your first choice for reflection when learning, what would your first choice of reflection be?

In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with my Project Supervisor, Laurie Maslak, my Project Sponsor, Roger Chaffin and the Sponsoring Organization the Calgary Police Service.

Information will be audio-recorded combined with the use of hand-written notes and where appropriate, summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

A copy of the final report will be published. A copy will be housed at Royal Roads University, available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted.

The researcher does not presently anticipate any conflicts of interest during this project.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

By signing this letter, you give free and informed consent to participate in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

APPENDIX E: INTERVIEW QUESTIONS

1) How did journaling influence your development since recruit training?

2) Reflecting back on the recruit training program please provide a strength or strengths that you could identify with the use of journal entries as a learning tool?

3) Reflecting back on the recruit training program, please provide some areas of improvement with the use of journal entries as a learning tool?

4) What is one piece of advice you would provide to a new recruit with using journal entries as a learning tool? What would it be and why?

5) If using journal entries as a learning tool were not your first choice for reflection when learning, what would your first choice of reflection be?