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**The Use of Dale Carnegie Training by Law Enforcement
Agencies: A Comparative Analysis of Dale Carnegie Trained
& Non-Dale Carnegie Trained Officers
Within Community Policing Oriented Departments**

presented by

Joanne Marie Ziembo-Vogl

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of the requirements for

Master of Science degree in **Criminal Justice**


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**THE USE OF DALE CARNEGIE TRAINING BY LAW ENFORCEMENT
AGENCIES: A COMPARATIVE ANALYSIS OF DALE CARNEGIE
TRAINED AND NON-DALE CARNEGIE TRAINED OFFICERS
WITHIN COMMUNITY POLICING ORIENTED DEPARTMENTS**

By

Joanne Marie Ziembo-Vogl

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

MASTER OF SCIENCE

School of Criminal Justice

1993

ABSTRACT

THE USE OF DALE CARNEGIE TRAINING BY LAW ENFORCEMENT AGENCIES: A COMPARATIVE ANALYSIS OF DALE CARNEGIE TRAINED AND NON-DALE CARNEGIE TRAINED OFFICERS WITHIN COMMUNITY POLICING ORIENTED DEPARTMENTS

By

Joanne Marie Ziembo-Vogl

The purpose of this research was to present a comparison of attitudes between Dale Carnegie Trained and non-Carnegie trained officers within Community Policing oriented law enforcement agencies. McAllen Police Department (McAllen, Texas) and Michigan State University's Department of Public Safety were examined. Community Policing agencies were chosen, predicated upon the inherent need for human relations training evidenced within Community Policing's philosophy of police/community partnership and interactive problem solving. Dependent variables examined were officers' attitudes toward job satisfaction, job-related stress, willingness to interact with the citizenry, and departments' stated missions and goals.

Data indicated no statistically significant attitudinal differences with respect to job satisfaction, job-related stress, and departmental

Joanne Marie Ziembo-Vogl

goals. A difference was indicated for willingness to interact with citizenry. Although this significant result might prove valuable to Community Policing agencies, additional research is suggested to understand how Dale Carnegie Training affects behavior in addition to attitude.

Thesis advisor: Dr. Kenneth Christian

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IN MEMORY OF LOUIS A. RADELET

ACKNOWLEDGMENTS

I wish to thank Dr. Kenneth E. Christian, chair of this thesis. Thanks are expressed as well to the other members of my committee, Dr. Robert C. Trojanowicz and Dr. Frank Horvath.

Special thanks to Dr. Daniel K. Dearth (The University of Texas--Pan American) for his assistance in the questionnaire design, and to pseudo-mentor, Steven M. Cox (and his Smith-Corona), who could be had for the price of a three-item pizza.

Thanks are extended to the officers of the McAllen Police Department for their time and frankness in responding to the questionnaire. Particular thanks to Chief Alex Longoria for his unquestionable willingness in allowing me access to his Department, and to Sergeant Sam Hunnicutt, who served as project coordinator.

Likewise, special thanks are extended to the officers of Michigan State University's Department of Public Safety, to its Chief, Dr. Bruce Benson, and especially to Deputy Director Andy McEntee for his insight and assistance in coordinating this research.

Thanks to Lillian Taylor, Dale Carnegie Public Relations and Marketing Communications Consultant, who graciously provided me

with leads and general assistance. Particular thanks to Lillian for locating the audio tape of "Police Commissioner Cleveland B. Buessenich and the Law Enforcement Course Panel" and allowing its transcription and placement in Appendix A.

Last, heartfelt thanks to Jill, Michael, Pat, and Joe.

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction to the Problem

Over two thousand years ago, Aristotle observed that people should not train themselves in the use of fist and weapons while neglecting to train themselves in the use of speech, since communication is the quality most characteristic of human beings. He added that communication, properly employed, can produce real blessings, while wrongly employed, it can produce real harm. (Hicks, Leonard, Gruetzemacher, & Pierce, 1985, p. 513)

The recent (1990) nationally televised news broadcast of a confrontation between Los Angeles Police Department officers and Rodney King presented graphic images of officers hitting and kicking the suspect. The King incident and the ensuing racial conflict resulting from it typified interpersonal communications at its nadir. One could suggest that this event and others like it, such as the more recent (1992) Malice Green incident in Detroit, portray human relations turned sour. While cautioning the reader in regard to proclaiming judgment based on a few select cases, these episodes may illustrate the importance of police human relations training.

Policing is a "twenty-four hour social service agency" (Carter, 1991). Human interaction and interpersonal communication are the

tools used to ply the agency's trade. Human relations and policing cannot be dichotomized; they go hand in hand. Kusunoki and Rivera (1985) said that police officers must "understand the diverse needs of the community they are policing and the structural needs of the department's organization" (p. 32) in order to adequately communicate with members of both arenas. Henderson (1981) added that "law enforcement officers are better able to cope with interpersonal and intergroup conflict when they have knowledge of communication skills. ... A person is no less human because he is under investigation" (p. 157).

Human interaction and interpersonal communication are the essence of police human relations. To possess competency in human relations is, according to Dwyer, Pfeifer, and Hutchinson (1986), "a survival skill that all officers must have in their repertoire" (p. 34). These training professionals believed that being able to communicate and to motivate people into making them want to comply, and having the "ability to persuade and manage them in desired directions" (p. 34), requires officers to develop a type of informal power that evolves from interpersonal human relations skills. Human relations training is imperative for police actions ranging from traffic stops to crowd control, victim assistance, domestic violence, and use of deadly force (Hicks et al., 1985).

Implications of police human relations training do not stop with incident-related interactions. Interpersonal communication and human interaction take on a more personal note when, carried over from an officer's job, they become associated with family and peers. At the first signs of stress (especially job associated), officers frequently shut off communication with family members and, in extreme cases, with fellow officers as well (Henderson, 1981). Sufficient and effective human relations training may potentially lower officers' stress levels by providing them with the tools for understanding conflict and diversity within human interaction and the police role itself. In this regard, human relations training becomes an implement to increase sensitivity and awareness.

From an organizational standpoint, human relations training can provide for "acceptance of change," as an officer (regardless of rank) becomes more comfortable with himself, his peers, and his clients as he gains "perspective due to effective training in human relations and interpersonal communications. The officer's confidence level increases and he gains freedom from fear of failure (A. McEntee, personal communication, January 29, 1991).

Today's building movement in America, toward a "Community Policing" (refer to "Definition of Terms" section) oriented style of policing with its emphasis on human interaction and communication,

multiplies the need for more effective and increased human relations training. Sloan, Trojanowicz, and Bucqueroux (1992) noted that "Community Officers would benefit from additional training in human relations" (p. 16).

Statement of the Problem

This work is based on the variety and inconsistency of effective human relations training provided for law enforcement officers. Dale Carnegie Training is examined as a possible alternative, or supplemental, form of human relations training to that training currently received within police academy settings.

Assessing the viability of Dale Carnegie Training as a supplement or alternative method of human relations training was performed through a perceptual study. Is there a difference between the attitudes of Carnegie Trained and non-Carnegie Trained law enforcement officers? This is the research question that was examined.

Significance of the Study

Law enforcement use of Dale Carnegie Training is an unexplored topic (see section titled "Prior Studies Related to Use of Dale Carnegie Training by Law Enforcement Agencies" for detailed discussion). Although various law enforcement agencies have used Carnegie Training throughout the last several decades, evaluative research is

nonexistent. There are many at both the supervisory and patrol levels who sing praises regarding Carnegie's utility; however, its merits have remained unmeasured empirically. The need for human relations training, in general, is widely accepted as demonstrated by its inclusion within most states' police academy training programs (see reference to Das's 1984 research in section titled "A Historical View of Human Relations Training"). As considered earlier, the need may be of special significance within the context of Community Policing oriented departments. Last, the newspaper excerpts below, related in one way or another to human relations issues, and all either police or potentially police related, lend additional strength to the argument for supplemental human relations training.

1. In Green Bay, Wisconsin, "police officers will get race-sensitivity training within three months in the wake of five harassment complaints filed by Black, Wisconsin University students since February 5, 1992" ("Green Bay Officers," 1992).

2. "According to a state report, 217 people were the victims of hate crimes in the state of Florida in 1991. Organized groups were reported to account for 20 of the incidents, while over two-thirds of the total incidents were linked to race, 15% to religion and 3% to sexual orientation" ("Florida Hates Crime," 1992).

3. Baltimore, Maryland, "city authorities are investigating whether police used excessive force in arresting a drug suspect who witnesses said unsuccessfully pleaded for medical help after telling officers he had the AIDS virus. The Sun said an autopsy on the suspect found four broken ribs, a ruptured spleen, and dentures lodged in his throat" ("Baltimore Police," 1992).

4. In Albuquerque, New Mexico, "the Anti-Defamation League will offer hate crime training to law enforcement officers in Santa Fe and Albuquerque. These sessions will show how police agencies and officers can investigate hate crimes and how they can help victims and the community" ("ADL Offers Hate Crime Training," 1992).

5. School officials in Hartford, Connecticut, "say that incidents of violence and behavior problems have risen 75% over the last year. Included in the violence are five abduction attempts and a stabbing of a student in an elementary school. Parents and students say they want security guards" ("Violence Up in Connecticut Schools," 1992).

Across the country, racial tensions and violence are on the rise, and charges alleging police brutality and excessive use of force are becoming all too common. The incidents cited above are but a select few that can be found by perusing any newspaper in any state on any given day. Commentary from Sloan et al.'s (1992) examination of training issues summarizes the situation:

Policing is under intense pressure and scrutiny today, because of everything from the Rodney King incident and the riot in Los Angeles, to the constraints of a criminal justice system overwhelmed by rising arrests, to the myriad effects of a nationwide recession. As a result, police must employ innovative training strategies to inculcate the Community Policing philosophy as the prevailing mindset among everyone in the department. When the pressures on police are the greatest (as they are now), we must be creative if we are to survive. If we approach training as a means of reinforcing the tenets of Community Policing, not only do we enhance our chances of survival, but we can succeed in addressing many of the challenges facing police today. (p. 17)

Attention is now turned to Dale Carnegie Training as a supplemental human relations training method for law enforcement officers.

Overview of the Study

In this study, the writer investigated and analyzed the difference between the attitudes of Dale Carnegie Trained and non-Carnegie Trained officers at two Community Policing oriented police agencies: Michigan State University's Department of Public Safety (East Lansing, Michigan) and McAllen Police Department (McAllen, Texas). Four areas were examined: officers' attitudes toward job satisfaction, officers' attitudes toward job-related stress, officers' attitudes toward willingness to interact with citizenry, and officers' attitudes toward departmental missions and goals. Hypotheses and rationales are stated below. Supporting documentation related to the rationales for the

hypotheses are developed in detail in the literature review, which follows later in this work.

Hypothesis 1. Dale Carnegie Trained police officers at the McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward job satisfaction than non-Carnegie Trained officers in those departments.

Rationale: Theories relating to job satisfaction and motivation accentuate self-actualization, personal growth, and community interaction. Dale Carnegie Training, with its underlying principles of individual growth, self-assurance, and human interaction, should enhance officers' attitudes related to job satisfaction.

Hypothesis 2. Dale Carnegie Trained police officers at the McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward job-related stress than non-Carnegie Trained officers in those departments.

Rationale: Because job-related stress is closely tied to job satisfaction, and since Dale Carnegie Training should enhance job satisfaction, one could expect that attitudes associated with job-related stress would be more positive in Carnegie Trained officers.

Hypothesis 3. Dale Carnegie Trained police officers at McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward willingness to interact with the citizenry than non-Carnegie Trained officers in those departments.

Rationale: Dale Carnegie Training stresses interaction and communication skills, such as sincere appreciation and respect for others, leadership, persuasion tactics, and self-confidence in dealing

with the public. Therefore, it is expected that Carnegie Trained officers will exhibit more positive attitudes related to willingness to interact with the citizenry.

Hypothesis 4. Dale Carnegie Trained police officers at McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes related to their respective departments' stated missions and goals than will non-Carnegie Trained officers in those departments.

Rationale: Since it is expected that Carnegie Trained officers will possess more positive attitudes toward job satisfaction and job-related stress, it is expected that these officers would also demonstrate more favorable attitudes toward their respective departments' missions and goals. Hypothesis 4 is closely related to what Department of Public Safety Deputy Director Andy McEntee (1991) referred to as "commonality of experience" meant to "establish an emotional ethos and value system" within the agency (refer also to the section titled "Department of Public Safety, Michigan State University").

Definition of Terms

Throughout this thesis, the following definitions apply:

Communication: Communication or interpersonal communication refers to verbal and nonverbal interactions between police and other individuals. It is the act of giving and receiving information.

Community Policing oriented police organization: Community Policing is a relatively "new philosophy of policing, based on the concept that police officers and private citizens working together in creative ways can help solve contemporary community problems related to crime, fear of crime, social and physical disorder, and neighborhood decay" (Trojanowicz & Bucqueroux, 1990, p. 5). Unlike the top-down communication flow associated with the traditional style, Community Policing uses a decentralized decision-making process whereby all members of the organization (from line officer to chief), as well as community residents, can offer input (p. 5).

Dale Carnegie Training, Carnegie Training, Dale Carnegie Course: These terms are used interchangeably throughout this work; all refer to "The Dale Carnegie Course in Effective Speaking and Human Relations." The average cost attached to this course ranges from \$700 to \$900, depending on locality. The terms Dale Carnegie, Dale Carnegie Training, Dale Carnegie Methods, Dale Carnegie Techniques, Dale Carnegie Course, and Dale Carnegie Courses are all registered trademarks of Dale Carnegie & Associates, Incorporated.

Human relations: Human relations is a broad term, meaning in its most basic of contexts, the interaction of people. From a policing perspective, human relations has historically referred to interactions "between minority ethnic groups, other minority groups, and the police"

(Kusunoki & Rivera, 1985, p. 32). In light of the current day, the term refers not only to minority interactions but to interactions with all members of the community, as well as "changing attitudes toward people" (p. 32).

Human relations training: Throughout the thesis, this term refers to police human relations training. "The goal of human relations training should be to raise the police department's awareness of the needs of its particular community" (p. 32). In another sense, human relations training should raise the awareness of the officer regarding his own needs and the needs of those with whom the officer interacts. Das (1984) observed ten topical areas most often used in police human relations training: variant behavior, crisis and conflict management, community relations, police ethics, human behavior, family disputes, stress-related issues, communication skills, group-related behavior, and treatment of special groups (p. 420).

Law Enforcement Assistance Administration (LEAA): The LEAA "grew out of the Office of Law Enforcement Assistance, created in 1965 to make federal funds available to states, localities and private organizations to improve methods of law enforcement, court administration, and prison operation" (Pursley, 1991, p. 157). A result of the Omnibus Crime Control and Safe Streets Act (1968), the LEAA was a "treasure chest" for funding state- and local-level programs with

federal monies (p. 157). After more than a decade of controversy and criticism, Congress gradually reduced its funding until the LEAA dissolved in 1980 (Samaha, 1991, p. 127).

Police human relations: Interaction of law enforcement officers with the community at large, with department members, and with family.

Traditional-style police organization: Traditional style refers to a police organization "based on a military model whose centralized organizational structure is "designed along the traditional Weberian pyramid" (Holden, 1986, p. 151). This is a multilayered hierarchy, reliant on a chain of command, whose chief executive (chief of police) controls middle-layer subordinates (lieutenants, sergeants, division chiefs, and so on) who have rank over the line units of the organization (patrol officers). Communication networks are "top-down" within this style of organization.

CHAPTER II

REVIEW OF THE LITERATURE

A Historical View of Human Relations Training in Policing

Human relations training developed in the post-World War II years. It was in 1946 "when police began to incorporate in training some course material dealing with human relations" (Manella, 1971, p. 26). Police work was changing, and so was quality of life in America. Before World War II, emphasis had been on global goals. Having struggled through the war and the depression before it, people "turned their attention to the material goods they had been deprived of during the 30's and early 40's" (Henderson, 1981, p. 9). Henderson advanced to a discussion of Whyte's "organization man" of the late 1940s and 1950s (p.10). This era observed a decline in the "Protestant ethic emphasis on personal independence" (p.10); emphasis shifted to belonging to a group. Americans joined groups to gain prestige. They were preoccupied with "appearance, image, and socially significant organizations" (p. 10).

Americans such as these were "unable to distinguish between thoughts and feelings; between what they wanted and what they ought

to have wanted" (p. 10). Police officers fell into this mentality as well: "They had an insatiable psychological need for approval. In many instances they became generally helpless, passive, indecisive, and lacking in self-esteem" (p. 10).

Fromm (cited in Henderson, 1981) held a similar perspective of police officers of the 1950s. Fromm referred to the "marketers" who "derived self-esteem from their value as a commodity" to their department (p. 10). Whyte's and Fromm's police officer was one who had no self-image. This lack of self-image led to feelings of emptiness and impotence; if not held in check, these feelings escalated into alienation from the department and corruption. Overall (and according to Whyte and Fromm), this identity crisis eventually spawned a movement for human relations training in order to put the "human" back into policing and to rediscover meaning related to individual identity.

Henderson (1981) said that police officers of the 1960s and 1970s era "sought new direction." Stressing personal growth and understanding, human relations training provided a means for achieving those desired ideals (p. 11). This was also an era when "prejudicial attitudes existed throughout America's socio-economic structure" (Kusunoki & Rivera, 1985). For many officers, "race relations" training was an avenue to deal with the "isolation and alienation" being

felt by law enforcement due to strained race relations indicative of the time period (Henderson, 1981, p. 11). A second reason for increased interest in human relations training was the "willingness of young officers to question law enforcement procedures" (p. 12).

Although not business related in the common sense of being of or for business, from a management perspective, human relations training was born of business-related analysis performed by Max Weber, who studied bureaucratic organizations (p. 14). Scholars following Weber's work studied organizational efficiency, concluding that "clear patterns of authority" were the most common means to a goal. Later, as it became evident that "some skills could not be routinized," these "universal principles of organization gave way to more flexible, human-interaction guidelines" (p. 14). According to Henderson (1981), Mayo's "Hawthorne research" in 1928 (1927 to 1932) "led to his being labeled the father of the human relations approach to management" (p. 15). Henderson also made note of Lewin, who later researched group dynamics, who was followed by Homans, who observed, "When unrelated individuals are drawn together in a common activity, group norms emerge out of individuals' likes and dislikes for each other" (p. 15). Hence evolved one of the early premises relating to human relations.

The 1970s saw research emphasis and increased attention paid to "community relations" law enforcement. The emphasis later faded due to the mistaken belief that this type of "relations training" was no longer needed since a new, better-educated breed of police officer was emerging (Kusunoki & Rivera, 1985). However, this "new breed" failed at dealing with the diverse groups of the era, causing another swell of interest in human relations training for law enforcement.

Das (1984) researched current-day human relations training requirements of 49 states' (Hawaii excluded) Peace Officer Standards and Training Commissions. He found that human relations training requirements varied widely from state to state, as did the nomenclature associated with the course. In addition, Das determined that "an examination of the state mandated programs reveals that an average of 26 hours are allocated nationally, to human relations courses in minimum basic training programs which have a national (duration) average of 351.25 hours" (p. 412). Overall, Das found a lack of uniformity and standardization regarding human relations training requirements.

History of Dale Carnegie

Dale Carnegie is credited with pioneering the human potential movement, his own life being an example of the power of this potential.

Born in November 1888 to a Missouri pioneer farm family, Dale Carnegie (original spelling) rose above poverty to attend Warrensburg State Teachers College, now Central Missouri State University (Kemp & Clafin, 1989). Riding a horse six miles a day to attend college, Carnegie honed his public speaking skills by joining the college debate team and began a successful record of debate wins and speech awards (Kemp & Clafin, 1989).

For a brief time, Carnegie engaged in a selling career, then moved on to New York where he began to teach public speaking on a commission basis to business people (Dale Carnegie & Associates, Inc., 1990). From the time of his first class on October 22, 1912, until his death in 1955, Carnegie continued to build an organization "dedicated to helping men and women develop their potential and be more successful in business, family, and social life" (Dale Carnegie & Associates, Inc., 1990).

Today, Dale Carnegie & Associates, Inc., is a noted specialist in developing communication and people skills. Its headquarters are in Garden City, New York, and it has 135 licensed sponsors in the United States, Canada, and 68 countries around the world. Dale Carnegie Training is accredited in the United States and Canada by the Accrediting Council for Continuing Education & Training, Inc., and is recognized by the U.S. Department of Education (Dale Carnegie &

Associates, Inc., 1991). Although started in 1912, the Carnegie precepts remain timely in today's world.

Consistency is an important key factor in Carnegie Training; a class offered in East Lansing will be remarkably similar to a class offered in Korea. Courses are taught in 14 languages, and more than 3.5 million people have graduated from Carnegie Training since 1912 (Dale Carnegie & Associates, Inc., 1989). With a small number of dropouts, the Carnegie graduation rate is 87% (Dale Carnegie & Associates, Inc., 1991).

Dale Carnegie offers training in effective communication and people (interpersonal) skills (original "Dale Carnegie Course"), and other training in management skills, sales, professional development, customer relations, employee development, and executive image (Dale Carnegie & Associates, Inc., 1989, 1990). Also offered are specialized programs and motivational workshops. As mentioned earlier, Carnegie Training is meant to develop an individual's potential. Students are considered participants and are required to participate actively in all class meetings. Classes are taught by instructors who have been thoroughly trained in the Dale Carnegie Method, and classes are spaced to allow students to practice newly found skills (Dale Carnegie & Associates, Inc., 1989).

Retaining basic underlying principles, the original Dale Carnegie Course underwent a major overhaul announced in October 1991.

Excerpted below is a press release issued by Dale Carnegie & Associates, Inc. (1991), detailing the new course construct:

The famous Dale Carnegie Course, newly revised to meet the demand and pace of the 1990's, is now being introduced in the U.S. and 69 other countries, J. Oliver Crom, president, Dale Carnegie & Associates, Inc., has announced. "In this new version," Crom said, "the time-proved Dale Carnegie principles remain intact with new emphasis on developing leadership, communication, teamwork and other important skills, essential to getting along, getting ahead and winning in today's fiercely competitive world."

Founded almost 80 years ago, the Dale Carnegie Course has been updated through the years to accommodate business and cultural changes, but this is the first time it has undergone such extensive revision in content, materials, and methods of instruction.

The new course, presented in 12 streamlined weekly sessions, is offered for both individual enrollments and company sponsorship. Seven modules--sections that can be substituted for parts of the regular program--allow for a degree of customizing outstanding in the training field. Among module titles are: "Quality Results Through Teamwork"; "Money-Saving Awareness"; and "Building Morale."

Maintaining the weekly meeting format, this revised version touts the following benefits: learned memory techniques, enhanced communication skills, improved business and personal relationships, more effective problem-solving skills, strengthened leadership abilities, stress control, and increased self-confidence (Dale Carnegie & Associates, Inc., 1991).

The construct and principles of Dale Carnegie Training, undertaken by the law enforcement officers at McAllen Police

Department, Michigan State University's Department of Public Safety, and other departments surveyed in this document, are reviewed in the next section.

Principles of Dale Carnegie

Self-assuredness is the keystone of Dale Carnegie Training. This brings about goal achievement through "greater understanding of oneself" (Pell, 1979, p. 188). In Dale Carnegie Courses, students are trained to recognize what motivates others and to develop these skills. Students learn self-assurance through expression of ideas, resulting in happier, more productive lives. As students learn to see life as a challenge, "a job ceases to be routine, and family relationships acquire warmth and meaning" (p. 188).

Borrowing from the Gestalt school, Carnegie Training emphasizes the "whole as greater than the sum of its parts," with instructors concerned about the total individual (p. 188). As a result, the Dale Carnegie Course becomes more than just an "effective public speaking" seminar; it is a course in self-development (p. 189).

Autosuggestion is another important philosophical foundation of the Carnegie Method. This can be referred to as positive labeling. Students are constantly encouraged and praised by instructors and fellow classmates. Carnegie believes that "a person must *feel*

successful, to *be* successful," and instructors "strive to make each class member feel a sense of achievement after each talk" (p.190). Carnegie's confidence-building techniques are similar to Skinner's theory of operant conditioning, but Pell (1979) claimed that Carnegie used this method long before Skinner did.

Selected principles inherent in Dale Carnegie Training include the "three C's": do not criticize, condemn, or complain. Other principles are: give honest, sincere appreciation; be a good listener; become genuinely interested in other people; think in a positive fashion; and smile.

This writer's research has established the Dale Carnegie Course (original course) to be the Carnegie Training course most used by law enforcement, although there are indications that attempts have been made to adapt this course specifically to police personnel. Below is an excerpt from a Dale Carnegie & Associates, Inc. (1987), brochure that describes the content of the original course:

The Dale Carnegie Course has 14 sessions. Each session is approximately 35 hours long. Generally, meetings are held in the evening. The course emphasizes three basic areas of personal development.

1. Sessions 1-5 focus on building confidence through a series of speaking experiences in a supportive classroom atmosphere. Class members develop a new attitude toward themselves and carry this with them into business and social relationships.

2. Sessions 6-10 explore motivational ability, expressing an idea with consideration for those affected by the idea. This motivational ability is based on respect for other people and sincerity in dealing with them. These sessions develop skills necessary to get cooperation from others.
3. Sessions 11-14 emphasize leadership. They bring together the concepts of more effective communication and motivation through good human relations, focusing on situations that require sound judgment and decision-making skills. Each participant learns how to change people's attitudes without causing resentment and how to lead and participate effectively in conferences.

Success-oriented people make good use of this human relations and self-improvement program.

This course takes its students to various extremes. "In one session they are urged to express rage and frustration; in another, to give others full cooperation" (Pell, 1979, p. 186). Some sessions dwell on persuasive tactics for winning compliance, whereas others teach empathy. In that the Dale Carnegie Course emphasizes the individual, its outcome varies from person to person. Some students graduate from this course looking for risk, some for security. There are students looking to become leaders, and students looking for leaders to follow. Some may seek personal success, whereas others have more worldly motives in mind, like outreaching generosity, honesty, and fairness. For all, their lives seem to have been changed in some way. The Department of Public Safety used the Dale Carnegie Course examined above. The McAllen Police Department used the Dale Carnegie

Employee Development Course examined below. It is important to note that the underlying principles of all Carnegie Courses are identical; only the format is changed. Attention is turned to the Dale Carnegie Employee Development Course used by the McAllen Police Department.

The course implemented at the McAllen Police Department contains 11 modules and is presented more within the framework of a cooperative learning model than is the original Carnegie Course. As the Carnegie brochure states, this course is an "active, participatory experience in teamwork." Employees learn to work together to "prevent miscommunication, establish clear direction, and work together toward a common goal." In weekly meetings, "employees will learn and enhance intra-personal skills" (1991). Although this course is "available to the public, it is most often arranged privately by organizations" (1991). However, this should not be confused with past attempts to adapt the original Carnegie Course to police personnel. Like the underlying principles they share, both courses appear to emphasize the individual first and the individual within the larger context of one's job and society second. The components of the Dale Carnegie Employee Development Course used at McAllen are delineated below:

Module 1: Understanding Ourselves Better. One's attitude toward oneself is emphasized as the basis for personal growth.

Module 2: Attitudes Toward Others and Our Jobs. The relationship between one's attitudes and how they influence one's communications, skills, and potential are examined.

Module 3: Communication Basics. This module attempts to match one's attitudes with the communications one is attempting to accomplish.

Module 4: Communications Dynamics: Questioning and Listening. The components of questioning and listening are examined as they relate to effective communication.

Module 5: Adjusting to a Changing Work Environment. Attitudes toward change and patterns of activity are examined.

Module 6: Managing Stress. The concern of this session is to maximize positive stress and minimize negative stress.

Module 7: Motivating Myself. Ways of improving one's means of motivation are examined.

Module 8: Responding to a Person Who Has a Complaint. The difference between what has been promised by the organization and what has been delivered, from the customer's viewpoint, is examined.

Module 9: Helping Each Other at Work. The responsibility of exercising good human relations is emphasized, with an examination of attitudes regarding assistance and organizational functioning.

Module 10: Goals and Enthusiasm. Enthusiasm as a dynamic of one's personality is reviewed.

Module 11: How to Live and Work With Others More Effectively. Explores additional ways of strengthening relationships with others through the application of the book, How to Enjoy Your Life and Your Job, by Dale Carnegie. (Dale Carnegie & Associates, Inc., 1985)

At this juncture, it should be evident to the reader that Carnegie Training is compatible with the implications and needs associated with

human relations training for law enforcement personnel, especially those within Community Policing oriented departments that require police/community partnership and interactive problem solving. In addition, Carnegie Training meshes well with the historical aspects of human relations presented previously. One should also be aware that all states' Peace Officer Standards and Training Commissions require some semblance of human relations training for law enforcement personnel. Recalling Das's (1984) study, this training varies widely from state to state. The compatibility of Carnegie Training with law enforcement needs undergoes further strengthening in light of presented theory, which follows.

Theoretical Foundation

In addition to the principles underlying Carnegie Training, one needs to examine the theoretical foundation relating to job satisfaction and motivation as it applies to law enforcement officers. These two areas are the most congruous with Carnegie precepts.

To discuss job satisfaction, one needs first to look at what factors motivate the individual. Many theories exist that attempt to explain motivation, and nearly all can be categorized under one of two types: content theories and process theories.

Content Theories

Content theorists "focus attention on identifying the content of specific needs which may motivate a person" (Gaines, Tubergen, & Paiva, 1984). The classic content theorist is Maslow, who formulated a hierarchical pyramid of needs common to all individuals. The base of the pyramid consists of basic physiological essentials like food and warmth. Scaling the pyramid, one comes to four additional levels of need, consisting of safety, belonging, self-esteem, and at the apex, self-actualization. Lawler (1984), another content theorist, added the need of autonomy to Maslow's list.

Herzberg (cited in Gaines et al, 1984), whose work began in the 1950s, offered a two-factor theory of motivation in which he distinguished between intrinsic elements he called "motivators" and extrinsic elements he called "hygiene factors."

Hygiene factors are external to the work being performed. These include pay, supervision, work conditions, and interpersonal relations. Contentment with these factors does not motivate workers, however; it simply prevents dissatisfaction (Klofas, Stojkovic, & Kalinich, 1989). One is motivated *intrinsically* by achievement, recognition, responsibility, work, advancement and growth. (Gaines et al, 1984).

In keeping with Maslow and Herzberg, McClelland's "achievement theory" argues that there are individuals who possess an *intrinsic* need for achievement (e.g., self-reward, self-satisfaction, and accomplishment) (cited in Gaines et al, 1984).

All of these content theorists have presented similar models based on a list of needs. Further, all indicated that *intrinsic* needs are the true motivators.

Process Theories

Process theorists are not so much interested in the content of particular needs that motivate behavior as they are with "the way individual behavior evolves in relationship to needs" (Gaines et al., 1984, p. 268). They are concerned with performance in achieving an outcome.

Equity theories are a type of process theory whereby workers measure and compare their effort and compensation with that of other workers. Any resulting inequity that is perceived brings about tension and job dissatisfaction (Gaines et al., 1984).

Expectancy theories are another type of process theory based on the premise that, in order to be motivated, an individual must perceive that an effort will be instrumental to achieving a desired outcome:

Process theories extend the content theories by making it clear that needs, goals, and rewards do not translate directly into work, motivation, or job satisfaction. The individual chooses the amount of energy to expend in relation to need. If the individual perceives that efforts will lead to the attainment of personal goals, and if personal goals are congruent with organizational goals, then the individual's performance is organizationally effective. The value an individual places on rewards as a result of effective performance and the individual's opportunity to develop and use skills, knowledge, and abilities to perform the job effectively determine the probability that performance and motivation will increase. (Gaines et al., 1984, p. 269)

Further insight is gained by examining the elements of job satisfaction as put forth by Trojanowicz and Banas (1985).

Elements of Job Satisfaction

Although not at the theory level, Trojanowicz and Banas (1985) proffered that the elements of job satisfaction can be divided into two influence areas: external influences and internal influences. External influences of job satisfaction are those that come about as a result of interaction with "particular communities, the public at large, and government"; internal influences are "those elements within a police organization which promote or prohibit a sense of fulfillment and purpose" (p. 3). Laws, public pressure, and conflict between liberal and conservative mechanisms are examples of external influences referred to by Trojanowicz and Banas. They wrote that "if officers perceive the external environment . . . as being beyond their influence, job satisfaction tends to become defined mainly in terms of the internal process of police organizations" (p. 4). The internal influences they spoke of include use of an officer's skills and abilities, lack of task repetition, involvement and influence in decision making, supervisor support, job flexibility, and status and respect from peers and clientele.

The various theories and elements relating to job satisfaction and motivation presented here all direct attention to the elements of one's

job that bring about self-actualization (per Maslow), personal growth (per Herzberg and Gaines et al.) and community interaction (per Trojanowicz & Banas). Individual growth, self-assurance, and human interaction are the very principles underlying Dale Carnegie Training.

Attitudes and Behavior

To avoid misunderstandings, it is important to draw distinctions between attitudes and behavior. As O'Keefe (1990) stated, attitudes are "orientations of mind, rather than body, which exert influence on overt behavior" (p. 17). As a general statement, Eagly and Chaiken (1993) pointed out that "people who hold positive attitudes should engage in behaviors that approach, support, or enhance the attitude object, and people who hold negative attitudes should engage in behaviors that avoid, oppose, or hinder the object" (p. 155). However, as Eagly and Chaiken cautioned, "attitudes represent only one of several important classes of variables that guide overt behavior" (p. 155). Studying the causal effects of attitudes on behavior is no simple task. In surveying studies from the 1930s to the present related to the attitude/behavior link, Eagly and Chaiken found:

Social psychologists have made very substantial progress in understanding the relations between attitudes and behaviors. From the low point of the late 1960s, when many social scientists believed that attitudes were probably epiphenomena with little causal impact on behavior, understanding has developed to the point that investigators now have considerable knowledge of the

web of relations between attitudes, behaviors, and other variables. In order to construct more general theories of how behavior is affected by attitudes toward targets and toward behaviors, social scientists must move beyond simple, volitional behavior and, to do this, must place attitudes within a theoretical structure that includes the major nonattitudinal determinants of behavior (e.g., habits, self-identity, norms. (p. 216)

This study focused on the differences between the attitudes of Dale Carnegie Trained and non-Carnegie Trained officers. Although researchers have noted a causal (albeit complicated) link between attitude and behavior, it was not the purpose of this study to draw distinctions regarding the behavioral (or anticipated behavioral) differences between Dale Carnegie Trained and non-Carnegie Trained officers.

Prior Studies Related to Use of Dale Carnegie Training by Law Enforcement Agencies

Literature specifically relating to use of Dale Carnegie Training by law enforcement agencies is sorely limited. Viewed as a communications course, Carnegie Training has been evaluated and compared to college courses in "fundamentals of Speech; Oral Communication; and Public Speaking" (Swartz, 1985). While two studies emerged that evaluated "human relations training" (in general) as applied to law enforcement (i.e., Dearth, 1984; Murray, 1982), no writer specifically has addressed Carnegie Training as used by a law enforcement agency.

A study by Swartz (1985) attests to the human relations content of Dale Carnegie Training, thus addressing the critique that Dale Carnegie Training is simply a course in public speaking. In her dissertation work, Swartz sought to "identify similarities and differences in the typical basic college course in speech communication and the Dale Carnegie Course in Effective Speaking and Human Relations." Swartz found that, although the academic courses contained "more cognitive content," Dale Carnegie Training emphasized human relations, personal adjustment, and leadership traits more than did academic courses in speech communication.

Dearth's 1984 evaluative study examined attitudinal change following a court-mandated human relations training program resulting from several brutality suits brought against the McAllen, Texas, Police Department. As required by the mandate, each McAllen officer was to receive eight hours of "human relations" training per month. In a Likert-based, pretest-posttest survey instrument (the "derivative of an extensive human resource development questionnaire developed in 1972 by the Police Foundation"), Dearth measured attitudes reflecting cynicism, suspiciousness/secrecy, alienation/isolation, conventionalism/conservatism, and bigotry. Dearth's evaluation indicated that "little positive change in attitude" occurred as a result of the court-mandated human relations training.

In a similar but non-court-mandated examination of the effect of human relations training in the Springfield, Illinois, Police Academy, Murray (1982) found in a pretest-posttest study that 60% of the officers surveyed were reluctant to interact more extensively with the public.

In summary, Swartz's work indicated the human relations emphasis of Carnegie Training, whereas the works of Dearth (1984) and Murray (1982) indicated the lack of attitude change in two non-Carnegie human relations training programs. In that literature relating to Dale Carnegie Training and law enforcement was scant, specific past and present usage of Carnegie Training by various law enforcement agencies across the United States was examined to determine why and how Dale Carnegie Training has been used within law enforcement environments.

Past and Present Use of Dale Carnegie Training by Law Enforcement Agencies

The Drug Enforcement Administration

Examining the federal level, former Drug Enforcement Administration (DEA) special agent Thomas M. Chamberlin related that, in the late 1980s, DEA training coordinators were sent to Carnegie Training to increase their public speaking ability (personal communication, September 26, 1991). Vincent Hassa, DEA Special Agent-Officer Training at the DEA's New York Division, could not confirm

this. Hassa did confirm, however, that the main DEA Training Office at Quantico, Virginia, had recently (9/30/91) mandated Carnegie Training for 38 candidates at the New York Division (personal communication, October 9, 1991). When queried as to the reason or purpose for Carnegie Training, Hassa replied that, contrary to any lofty rationale, it was largely the result of a fiscal-year-end budget surplus (personal communication, October 9, 1991). Although Carnegie Training was mandated by a higher bureaucratic level, the 38 candidates were all "volunteers," approximately one-half of them upper staff management. Chemists, analysts, two training coordinators, and two line, special agents constituted the remaining class members. Officially, the DEA used Carnegie Training to achieve "a relaxed edge in public speaking and as a confidence builder" (personal communication, October 9, 1991).

The DEA's New York Division sent their candidates through Carnegie Training as a group. One of the 38 candidates himself, a cynical Hassa had recently completed the first session of Carnegie Training. Hassa predicted some conflict: "The management people don't want to express themselves in front of subordinates" (personal communication, October 9, 1991). A follow-up interview some weeks later confirmed Hassa's prediction. A dropout after four sessions, Hassa thought the training was a "song and dance routine" not customized to

fit the DEA's needs. He thought it counterproductive to send a mixture of people with different ranks (from the same agency) through the training together (personal communication, December 12, 1991).

Connecticut State Police

In 1971, Cleveland Fuessenich, the Connecticut State Police Commissioner (appointed by then Governor Mesco), upon his appointment decided he needed to improve his public speaking skills; he contacted the Dale Carnegie sponsor in his area. Fuessenich, along with the next two police administrators in line (hierarchically speaking), took the Dale Carnegie Course in Effective Speaking (the original course). At that same time, a federal government program, the Law Enforcement Assistance Administration (LEAA), evolved, which allocated funds to all states for officer training. Mike Franceur, the Dale Carnegie sponsor in Connecticut, met with the State Police and local politicians, and the decision to allocate LEAA funding for Carnegie Training for Connecticut State Police Officers was approved. Eighty to 100 officers took the course.

Police Commissioner Fuessenich then thought it would be a good idea if the next officer-training group included representatives from local police departments because the State Police often had to work with local officers and vice versa. As a result, 80 to 100 State Police and

local officers made up the next Dale Carnegie Training group. "This turned out to be a wonderful idea, bringing together these two factions like nothing had done in the past" (M. Franceur, personal communication, January 29, 1991). "It proved tremendously successful, giving State Police officers contacts in the local departments, and the local departments contacts in the State Police. . . . Then LEAA died and so did the program" (M. Franceur, personal communication, January 29, 1991).

For a more detailed account of Commissioner Fuessenich's views toward Dale Carnegie Training and its use during this era, refer to Appendix A: Transcript: Law Enforcement Course Panel.

Massachusetts State Police--Boston

The Massachusetts State Police has been using Dale Carnegie Training since 1952. John "Buck" MacKennin (Dale Carnegie sponsor in Massachusetts) "has trained hundreds," both male and female troopers. According to MacKennin, the Dale Carnegie Method was chosen because of its "specialized human relations training" (personal communication, January 28, 1991).

Officer Barbara Bennett, Director of Public Affairs for the Massachusetts State Police, acknowledged MacKennin's comments. She informed this researcher that the Massachusetts State Police uses

Carnegie Training because they are "inundated by requests for troopers to speak to the public, i.e., canine officers" (personal communication, February 7, 1991). In addition, Bennett cited other reasons for using Carnegie Training: to project a positive image, to make for a better product (trooper), and to use other officers in the absence of a public affairs officer. The Massachusetts State Police has 1,230 officers in six barracks throughout the state, and only two public affairs officers. If there are news media at an accident scene, for example, Headquarters will call on Carnegie Trained officers in the area to act as public relations officers. Further, when speaking requests are received, Carnegie Trained officers are likely to handle the presentation (personal communication, February 7, 1991).

Presently, 75 of the 1,230 Massachusetts State Police officers have trained with Carnegie, although no official records have been kept. Training is funded by scholarships offered through the local Dale Carnegie sponsor, who offers 6 to 12 scholarships a year. The number of participants depends on geographics--if a course is scheduled to be held in an area, Headquarters lets the respective barracks know, and then picks and chooses participants from the volunteers. Headquarters also tries to "sell" hesitant troopers, attempting to target the ones who do not want to take it (B. Bennett, personal communication, February 7, 1991).

Last year, MacKennin taught a mini-Carnegie Course at the Massachusetts State Police Academy, donating his services free of charge to 41 troopers who took advantage of the mini-session. Again, these officers were volunteers.

Tucson Police Department

Ten of the Tucson Police Department's officers have taken Dale Carnegie Training within the past several years. Training is funded by the individual officer, but Assistant Chief of Police Jim Hobbs would "love to see it" offered departmentwide if funding were available. Hobbs described how local Carnegie representatives came into the Department to show how Dale Carnegie "workshops" could be adapted to the Tucson Police Department. Hobbs thought that workshops of this nature (only cops in attendance) "wouldn't work" because the participants would be "all cops. . . . Cops couldn't protect their egos in front of one another" (personal communication, February 12, 1991). Hobbs reiterated how he would like to see the Department pick up part of the cost of tuition in order for more officers to take advantage of the training.

Assistant Chief Hobbs, himself a graduate of Carnegie Training, believes the biggest change he recognizes in Carnegie Trained officers is that of "coming out of their shell . . . recognizing that the individual

is most aware of his own shortcomings" (personal communication, February 12, 1991). Hobbs made these comments in reference to public-speaking presentations, which appear to be the main impetus for Carnegie Training at Tucson.

Detailed attention is now focused on the two agencies serving as research sites for this study.

The Department of Public Safety,
Michigan State University

DPS Values: "Committed to Courtesy and Excellence"

DPS Mission: The Department of Public Safety will provide for a safe, welcome and orderly campus environment for Michigan State University students, faculty, staff and visitors; and will provide an ethical, people-oriented work environment where Public Safety employees may enjoy their jobs, utilize their talents, respect one another and grow as individuals.

DPS Focus: Community Team Policing . . . Courtesy & Excellence . . . Quality Leadership . . . Caring Customer Service . . . A People-Oriented Workplace. (Department of Public Safety, 1991)

Located on the banks of the Red Cedar River, Michigan State University (MSU), the nation's first land-grant university, is situated just two miles from the state capitol in Lansing. The Department of Public Safety at Michigan State University serves a "diverse community of permanent faculty and staff and a transient community of students" (Huston, 1993, p. 4). Nearly half of MSU's 42,000 students reside in university housing spread throughout the 5,263-acre East Lansing campus.

During 1987, incoming Department of Public Safety Director, Bruce L. Benson, implemented a Community Team Policing program to integrate the basic concepts of Community-Based Policing and Team Policing. He is credited with being the first to implement department-wide Community Policing in a university setting (Huston, 1993, p. 4).

Historically, the Department of Public Safety had relied on the "traditional style" of policing, which emphasized segregated police/community crime control. This change in policing styles involved a shift in attitude from detached or "neutral" policing to close personal involvement between the officers and the community within an area or "team" concept. The primary objective of the program was to enhance the nature of police service through personalized contact, commitment, and continuity. This effort was intended to improve police-community relations and create an environment that encouraged mutual participation in addressing problems related to safety and security. To facilitate the change from one director to another and from one policing style to another, Benson (a Carnegie graduate) chose Dale Carnegie Training as "an excellent tool" to ease the rigors and problems associated with the changes being introduced into the department (A. McEntee, personal communication, January 14, 1991).

When asked why the Dale Carnegie program was preferred over other forms of training programs, Andy McEntee, Deputy Director of

the Department of Public Safety, pointed out several factors. First, McEntee referred to the professional goals of Dale Carnegie Training and noted that "Carnegie teaches an ethical standpoint and is people oriented" (personal communication, January 29, 1991). Second, he specified that Carnegie Training provided a commonality of experience and of human relations principles which are directly related to the Dale Carnegie philosophy of "celebrating life." In a time of change, McEntee noted, incoming Director Benson sought to identify and establish an emotional ethos and agency value system. Carnegie Training was viewed as the perfect vehicle to help achieve those goals.

According to McEntee, Dale Carnegie Training is required of management staff and labor leaders. Labor leaders are defined as Fraternal Order of Police representatives, some of whom are line officers. Currently, about 80% of these two groups have completed the Dale Carnegie Course. After 100% completion, the use of Carnegie Training will be evaluated, at which time the Department may require the Dale Carnegie Course of all officers. The training is paid for by the Department.

While various agencies have employed Carnegie Training for a variety of reasons, Carnegie Training appears especially suited to officers working within community-oriented styles of policing. Referring again to McEntee, Carnegie Training was chosen (in part, due

to its human relations principles) to facilitate implementation of a community-oriented policing style. Director Benson was looking for a training method that would make employees sensitive to the needs of others, others being the community as well as fellow officers. Reducing the fear associated with failure was another factor: McEntee related that Carnegie Trained officers no longer fear making a mistake. Indeed, "freedom to fail" is a wholly accepted precept at the Department of Public Safety (personal communication, January 29, 1991). Criticism is looked down upon and discouraged. Instead, officers are motivated and encouraged to deal with problems as opposed to complaining about them. Ultimately, according to theory, factors such as these should contribute to an officer's overall feeling of job satisfaction, which is also one of the factors associated with a community-oriented policing style.

The McAllen Police Department--
McAllen, Texas

The core value of the McAllen Police Department is: "Meeting McAllen's Needs . . . Neighborhood by Neighborhood" (S. Hunnicutt, personal communication, May 26, 1992). Entwined within McAllen's mission statement and organizational values statement are the following concepts:

- A. The CONSTITUTION always comes FIRST
- B. CLOSE to the PEOPLE . . . they ARE most IMPORTANT
- C. BEAT work MATTERS most
- D. Behind every INCIDENT lies a PROBLEM
- E. PREVENTION is better than a CURE
- F. If it MIGHT work, TRY it
- G. INTEGRITY has NO PRICE
- H. POLICE are MODEL citizens
- I. RESPECT every INDIVIDUAL
- J. SERVICE to OTHERS
- K. Total QUALITY performance
- L. FAIR to EMPLOYEES (McAllen Police Department, 1985)

As Dearth described in his 1984 work, "McAllen, Texas, is a city of approximately 100,000 (today's figure) located in the middle of the Rio Grande Valley of South Texas. The city is approximately 70% Hispanic and is located nine miles from the United States-Mexico border" (p. 3).

The McAllen Police Department has 166 sworn officers, of whom 44 are Dale Carnegie Trained. In 1984, Dearth found the ethnic representation of the McAllen Police Department to closely resemble that of the city, primarily Hispanic.

One finds at the McAllen Police Department an extensive, ongoing human relations training program. This training is the consequence of a 1981 court mandate resulting from several brutality suits brought against the department (see comments on Dearth's work in section titled "Prior Studies Related to Use of Dale Carnegie Training by Law Enforcement Agencies").

Present Police Chief Alex Longoria is an innovative, forward-thinking leader who, in 1985, brought a Community Policing oriented style of policing to the McAllen Department. With this same forward-thinking ability, Chief Longoria instituted Dale Carnegie Training at McAllen.

According to Sgt. Sam Hunnicutt, Training Coordinator for the Department, Chief Longoria believes that officers should be model citizens; they should strive for and maintain high ethical standards. Chief Longoria viewed Dale Carnegie Training as a vehicle to take his department in that direction. If officers were more comfortable in dealing with people interpersonally, as opposed to authoritatively, there would be fewer problems, fewer police-public confrontations, and fewer complaints (personal communication, May 26, 1992).

As discussed earlier in this work, the Dale Carnegie Employee Development Course was chosen for the officers at McAllen. Sgt. Hunnicutt related that this choice was made based on the course's focus on attitude. It was thought that "before you can adjust a policing system you need to adjust officers' attitudes" (personal communication, May 26, 1992). Although the underlying precepts are the same for this course as for the original course (used by the Department of Public Safety), the Employee Development Course places somewhat less emphasis on public speaking.

Officers were selected using the following method. An initial pool of candidates was developed after looking at officers who were available to go through the course. Approximately 90 officers made up this pool. For this first group, selection focus was placed on line officers and first-line supervisors not above the level of sergeant. Next, a subjective look was taken at each officer's track record. Would this person be interested? Step three involved presentation of the candidate pool to the Chief for further "weeding out." All officers remaining in the pool were sent invitations on Department letterhead, asking them to attend an orientation meeting. A three- to four-hour orientation was presented, at which the course was explained and course materials were introduced. At the end of the orientation, 3" x 5" index cards containing a series of questions related to the candidates' interest in attending the training were distributed. Last, the training coordinator and Dale Carnegie trainer looked at the responses and made a subjective determination of whether each candidate would do well in the course. Forty-four officers were ultimately chosen for the training, with the Department to cover the \$15,000 cost.

When queried, Sgt. Hunnicutt offered that he thought Carnegie Training had been a benefit to the Department. Although some officers view Carnegie as "just another nuisance course" (this, perhaps, the reason for McAllen's extensive selection process), Hunnicutt said he

has seen an attitude change in the officers who have been Carnegie Trained. "Law enforcement attracts a certain personality, Hunnicutt related. "Carnegie Training comes into direct conflict with the (commonly known) 'police personality.' Since the training contains the basic Carnegie precepts and modules related to attitude, Carnegie Training helps us to understand ourselves. The 'us against them' attitude is not as pervasive" (personal communication, May 26, 1992). With a large training budget at hand (unlike most other departments, which cite cost as a prohibitive factor), the plan at McAllen is to send all officers through Carnegie Training.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to examine the differences in attitudes between Dale Carnegie Trained and non-Carnegie Trained police officers within Community Policing oriented law enforcement agencies. Surveys were conducted at two separate agencies: McAllen Police Department, McAllen, Texas; and Michigan State University's Department of Public Safety, East Lansing, Michigan (for authorization letters from both departments, see Appendices B and C, respectively). Specifically, the researcher investigated attitude differences between Dale Carnegie Trained and non-Carnegie Trained officers with respect to four areas: officers' attitudes toward job satisfaction, officers' attitudes toward job-related stress, officers' attitudes toward willingness to interact with citizenry, and officers' attitudes toward departmental missions and goals.

The independent variable was Dale Carnegie Training. The dependent variables were attitude toward job satisfaction, attitude toward job-related stress, attitude toward willingness to interact with

citizenry, and attitude toward departmental missions and goals. Demographic variables measured included the following: age, gender, race, education, rank, length of service as a police officer, and length of time with the particular department.

Statement of the Hypotheses

Hypothesis 1. Dale Carnegie Trained police officers at the McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward job satisfaction than non-Carnegie Trained officers in those departments.

Hypothesis 2. Dale Carnegie Trained police officers at the McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward job-related stress than non-Carnegie Trained officers in those departments.

Hypothesis 3. Dale Carnegie Trained police officers at McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward willingness to interact with the citizenry than non-Carnegie Trained officers in those departments.

Hypothesis 4. Dale Carnegie Trained police officers at McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes related to their respective departments' stated missions and goals than will non-Carnegie Trained officers in those departments.

The Study Population

The study population consisted of 150 subjects, all sworn officers from the rank of patrol officer to chief of police, who were employed at the McAllen Police Department and the Department of Public Safety on the survey distribution date. The research subjects were assured

confidentiality and were protected in keeping with all guidelines set forth by the University Committee on Research Involving Human Subjects (UCRIHS) (see Appendix D for UCRIHS approval). In addition, subjects were advised that their participation was voluntary (see survey instrument cover letters, Appendices F and G). While officers were not asked to include their names on the surveys, their rank was requested for purposes of analysis. Therefore, the researcher could offer confidentiality, but not total anonymity, to the research subjects. Subjects were instructed that any data collected would be analyzed and reported in the aggregate. No piece of data would be associated with an individual subject. Data pertaining to rank were recoded during analysis into supervision (ranked sergeant and above) or patrol officer. Collapsing rank assisted in further promoting confidentiality.

The selection of police agencies on which to base this study was determined by their use of Dale Carnegie Training for their officers, their community-oriented styles of policing, and their willingness to participate in the study. Together, these agencies yielded an adequate sample size of Dale Carnegie Trained officers.

At the time of the study, the McAllen Police Department employed 166 officers, 44 of whom had received Dale Carnegie Training. The Department of Public Safety employed 49 officers, 20 of whom had received Carnegie Training.

Development and Design of Survey

The Likert-scaled survey instrument consisted of two pages of attitudinal statements designed to measure strength of agreement or disagreement with the comments, and one page of demographic items including age, gender, race, education, rank, length of police service, and length of time with the department. Also included on this general information page were several questions pertaining to Dale Carnegie Training and human relations training in general (see Appendices F and G for survey instruments). The survey instrument was distributed in two forms: one for McAllen Police Department and one for the Department of Public Safety. The surveys were identical except for wording identifying the departments; Question J, which identified key values espoused by each department, and Question 8, which identified the specific Dale Carnegie Course used at each agency.

Attitudinal Statement Design

Attitudinal statements appearing on the survey instruments were the result of cautious design based on the literature review, principles of Dale Carnegie Training, philosophy of Community Policing, and values and mission statements espoused by the McAllen Police Department and the Department of Public Safety. Several statements, included in a prior study, were obtained with permission (see Appendix

E) from Dearth (1984), who evaluated a court-mandated human relations program at McAllen Police Department. Statements were categorized according to the four dependent variables as exhibited in Appendix H: statements relating to job satisfaction, statements pertaining to job-related stress, statements relating to attitude toward willingness to interact with citizenry, and statements relating to departmental missions and goals. To guard against carryover effect (Tourangeau, Rasinski, Bradburn, & D'Andrade, 1989), statements appeared in random order on the actual survey instrument.

Before inclusion in the final survey instrument, attitudinal statements were tested in a pilot study with Dale Carnegie Trained and non-Carnegie Trained police officers ($n = 12$). Any statements found faulty or not appearing to measure the intended dependent variables were discarded.

A final precautionary measure was attitudinal statement construction, per se. One guiding principle of Carnegie Training is to think positively and avoid the negative (recall the "three C's"). Caution was used to avoid an overtly negative construct in statement design, hoping to waylay false responses due to unconscious or automatic reactions, these the possible artifacts of Carnegie Training. In other words, statements were presented in as neutral a form as possible. A

statement presented too negatively may have elicited an overly positive reaction from the subject.

Survey Distribution Method

A coordinator from each police agency was assigned to assist the researcher with distribution and collection of questionnaires. In conjunction with gaining agency authorization, the researcher preliminarily briefed coordinators at both departments regarding guidelines related to the protection of research subjects. Before actual distribution of questionnaires, the researcher briefed both coordinators in detail, stressing privacy, anonymity, and the voluntary nature of the study. Actual instructions for filling out the surveys were provided in a cover statement attached to each survey (see Appendices F and G).

Sergeant Sam Hunnicutt, the coordinator at McAllen Police Department, both distributed and provided a common collection receptacle for the questionnaires. Sergeant Hunnicutt was instructed by the researcher to distribute the surveys to the McAllen officers and allow officers to fill them out in private and at their convenience. He was instructed to provide a common collection receptacle and place this receptacle in a convenient location. The researcher provided blank return envelopes so that officers could more anonymously drop (or have another officer drop) their completed surveys into the common

collection receptacle. Envelopes were then returned *en masse* and unopened (in the collection receptacle) to the researcher by Sergeant Hunnicutt.

At Michigan State University's Department of Public Safety, project coordinator, Deputy Director Andy McEntee, distributed surveys that were provided prepackaged by the researcher in manila envelopes labeled with each officer's name. This was the extent of Officer McEntee's role. Officers returned the completed surveys, at their convenience, directly to the researcher in pre-addressed return envelopes furnished with the questionnaires.

Statistical Analysis

As can be seen in Appendices F and G, demographic items on the survey solicited data at primarily the nominal and ordinal levels. The inherent nature of such data limited the statistical tests available. Respondent characteristics for the Dale Carnegie Trained and non-Carnegie Trained groups were analyzed using descriptive methods, including frequencies and percentages.

Statistical analyses of the attitudinal comments related to the four dependent variables were performed using two-sample t-tests. Data analysis was performed using the Statistical Package for the

Social Sciences (SPSS/PC and SPSS/Windows) computer software program. For the data-analysis codebook, see Appendix I.

CHAPTER IV

RESULTS

Response Rate

The study population consisted of all sworn officers from the rank of patrol officer to chief of police, employed at the McAllen Police Department and the Department of Public Safety on the questionnaire distribution date. The study yielded a sample of 150 officers. One hundred thirteen of the 166 questionnaires distributed were returned from the McAllen Police Department (2 of the 113 were discarded as unusable) and 39 of the 49 questionnaires distributed were returned from MSU's Department of Public Safety. These figures equate to an overall 70% return rate, with a 68% return rate from the McAllen Police Department and an 80% return rate from the Department of Public Safety.

The study yielded 57 officers who had received Dale Carnegie Training and 91 officers who had not received Dale Carnegie Training. Two respondents chose not to indicate whether they had or had not received Dale Carnegie Training and were treated as missing cases. Descriptive characteristics associated with these two groups are presented in the next section.

Respondent Characteristics

Males accounted for 91.1% of the officers who had received Dale Carnegie Training and 79% of the officers who had not received the training (see Tables 1 and 2). Females made up 8.9% and 9.2% of the Carnegie Trained and non-Carnegie Trained officers, respectively. These percentages are reflective of current research, which has indicated that women still comprise under 10% of all police officers (Martin, 1990).

Referring to ethnic representation, both Carnegie Trained and non-Carnegie Trained officers were predominantly Hispanic (67.3% and 63.5%, respectively). Whites accounted for 30.9% of the Carnegie Trained officers and 34.1% of the Non-Carnegie Trained officers. Blacks accounted for less than 2% in each instance, and Asians comprised only 1.2% of non-Carnegie Trained officers. While a sample comprised of these ethnic proportions would normally not be representative of the general police population (per Carter, Sapp, & Stevens, 1989: 80.3% White, 12.3% Black, 6.4% Hispanic, 1% other, including Asian), the reader is reminded that these samples were partially drawn from McAllen Police Department. As mentioned by Dearth (1984), the ethnic representation of McAllen's officers closely mirrors ethnic percentages in the city of McAllen, Texas. Therefore, it

is no surprise that both groups (Carnegie Trained and non-Carnegie Trained) in the sample were predominantly Hispanic.

Table 1: Characteristics of Dale Carnegie Trained Officers

Characteristic	Freq.	Percent	
Gender			
Female	5	8.9	Valid cases = 56
Male	51	91.1	Missing cases = 1
Race			
Black	1	1.8	Valid cases = 55
Hispanic	37	67.3	Missing cases = 2
White	17	30.9	
Rank			
Patrol officer	34	64.2	Valid cases = 53
Supervision	19	35.8	Missing cases = 4
Education			
High school grad	13	23.2	Valid cases = 56
Some college	25	44.6	Missing cases = 1
Bachelors degree	15	26.8	
Graduate educ.	3	5.4	
Human Relations Training			
Yes	22	38.6	Valid cases = 57
No	35	61.4	Missing cases = 0
Length of Time With Dept.			
0-5 years	18	33.3	Valid cases = 54
6-10 years	14	25.9	Missing cases = 3
11-15 years	12	22.2	
16-20 years	4	7.4	
21+ years	6	11.1	

Table 2: Characteristics of Non-Dale Carnegie Trained Officers

Characteristic	Freq.	Percent	
Gender			
Female	8	9.2	Valid cases = 87
Male	79	90.8	Missing cases = 4
Race			
Asian	1	1.2	Valid cases = 85
Black	1	1.2	Missing cases = 6
Hispanic	54	63.5	
White	29	34.1	
Rank			
Patrol officer	63	75.9	Valid cases = 83
Supervision	20	24.1	Missing cases = 8
Education			
High school grad	13	14.8	Valid cases = 88
Some college	42	47.7	Missing cases = 3
Bachelors degree	30	34.1	
Graduate educ.	3	3.4	
Human Relations Training			
Yes	25	28.1	Valid cases = 89
No	64	71.9	Missing cases = 2
Length of Time With Dept.			
0-5 years	22	27.2	Valid cases = 81
6-10 years	27	33.3	Missing cases = 10
11-15 years	21	25.9	
16-20 years	6	7.4	
21+ years	5	6.2	

Police staffing distributions (rank) for Dale Carnegie Trained officers were 64.2% patrol officers and 35.8% supervision. For non-Carnegie Trained officers the split was 75.9%/24.1%. Referring again to Carter et al. (1989), who found a 75%/25% split between line or patrol officers and supervisors, the study at hand reflects nearly exact percentages for non-Carnegie Trained officers and slightly more supervision-level officers represented in the Dale Carnegie Trained group of officers. This is likely due to Dale Carnegie Training being required of management and labor leaders at the Department of Public Safety, whereas at McAllen Police Department no particular rank was required of those who received Dale Carnegie Training.

Officers possessing some college education constituted the largest share of both Dale Carnegie Trained (44.6%) and non-Carnegie Trained (47.7%) officers. Other educational levels are noted in Tables 1 and 2.

Respondents were asked whether they had received other types of human relations training beyond what they had acquired in their academies (and other than Dale Carnegie). As illustrated in Tables 1 and 2, 38.6% of Dale Carnegie Trained officers and 28.1% of non-Carnegie Trained officers reported additional human relations training. Officers answering in the affirmative were asked to specify the type of human relations training received. Responses varied widely, and a sampling is

listed below (responses are displayed in the manner provided by the officers):

Effectiveness Institute, Inc.	How to deal with difficult people
Department indoctrination	Ethnic sensitivity
Cultural diversity course	Individual readings
American Business Seminar	Crisis management
Criminal justice courses	Sociology courses
Psychology courses	FBI Academy
D.A.R.E. training	Dad
Project S.T.A.R.	Verbal judo
Air Force	Problem Oriented policing

These responses indicated the varied meanings held for the term "human relations training" by the officer subjects in this study and was reflective of Das's (1984) finding that the topical nature of human relations training provided in police academies is inconsistent.

When speaking of length of time with the respective departments, 33.3% of the Dale Carnegie Trained officers had served five years and under, whereas 27.2% of the non-Carnegie Trained officers fit this category. For both groups (48.1% of Dale Carnegie Trained and 59.2% of non-trained) the majority of officers had served with their departments between 6 and 15 years. Percentages were

equal (7.4%) for officers serving 16 to 20 years. The Dale Carnegie Trained group comprised 11.1% of officers who had served with their departments 21 years and over. Similarly, for the non-Carnegie Trained group this category was represented by only 6.2% of the officers.

None of the Carnegie Trained officers reported having had additional Dale Carnegie Training. Attention is now directed to testing of the hypotheses.

Testing the Hypotheses

Results of t-tests (statistical, hypothesis-testing method that tests the difference between two sample means) computed on data related to the four hypotheses examining attitude toward job satisfaction, attitude toward job stress, attitude toward departments' stated missions and goals, and attitude toward citizenry were analyzed. For convenience, each hypothesis (and associated null hypothesis) is restated prior to presentation of the data for that hypothesis. The t-test results are shown in Table 3. All t-tests are one-tailed probability as it was expected that the Dale Carnegie Trained officers would exhibit a larger mean than the non-Carnegie Trained officers. In addition, all tests were at the .05 level of significance.

As a caveat to the appropriateness of the chosen statistical method, and before presenting the findings related to the four

hypotheses in this section, a note regarding population means is required. As Norusis (1991) stated, "It's *impossible* to prove, based on samples, that two populations' means (from which the samples are drawn) are exactly equal." This, however, does not negate the appropriateness of the statistical test; it simply states an assumption is being made. "There's no reason to doubt that the means are equal in the population" (p. 233). Results of t-tests for the individual hypotheses are examined below.

Hypothesis 1. Dale Carnegie Trained police officers at the McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward job satisfaction than non-Carnegie Trained officers in those departments.

Null Hypothesis 1. There will be no difference in attitudes toward job satisfaction exhibited by Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety.

Referring to Table 3, a t-value of 1.07 was indicated for the dependent variable, attitude toward job satisfaction. The observed significance level associated with this t-value was .143. Therefore, the null hypothesis was not rejected. It is evident that Hypothesis 1 was not supported by the data. The data indicated that there was no statistically significant difference between Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety, with respect to their attitudes toward job satisfaction.

Table 3: Results of t-Tests of the Dependent Variables Related to Dale Carnegie Trained and Non-Carnegie Trained Police Officers

Dependent Variable	No. of Cases	Mean
Attitude Toward Job Satisfaction		
Dale Carnegie Trained	57	36.5
Non-Carnegie Trained	91	34.9
t = 1.07		
Attitude Toward Job-Related Stress		
Dale Carnegie Trained	57	25.5
Non-Carnegie Trained	91	25.0
t = .72		
Attitude Toward Citizenry		
Dale Carnegie Trained	57	24.0
Non-Carnegie Trained	91	23.0
t = 1.73*		
Attitude Toward Departments' Missions and Goals		
Dale Carnegie Trained	57	23.9
Non-Carnegie Trained	91	23.1
t = 1.03		

*Statistically significant at the .05 level.

p < .05, one-tailed df = 146

Hypothesis 2. Dale Carnegie Trained police officers at the McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward job-related stress than non-Carnegie Trained officers in those departments.

Null Hypothesis 2. There will be no difference in attitudes toward job-related stress exhibited by Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety.

Referring to Table 3, a t-value of .72 was indicated for the dependent variable, job stress. The observed significance level associated with this t-value was .236. Therefore, the null hypothesis was not rejected. Consequently, Hypothesis 2 was not supported by the data. The data indicated that there was no statistically significant difference between Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety, with respect to their attitudes toward job-related stress.

Hypothesis 3. Dale Carnegie Trained police officers at McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes toward willingness to interact with the citizenry than non-Carnegie Trained officers in those departments.

Null Hypothesis 3. There will be no difference in the attitudes toward willingness to interact with the citizenry exhibited by Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety.

Referring to Table 3, a t-value of 1.73 was indicated for the dependent variable, attitude toward willingness to interact with the citizenry. The observed significance level associated with this t-value

was .043. Therefore, the null hypothesis was rejected. As a result, Hypothesis 3 was supported by the data. The data indicated a statistically significant difference (beyond what could have occurred by chance or sampling error) between Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety. Dale Carnegie Trained officers exhibited more positive attitudes toward willingness to interact with the citizenry.

Hypothesis 4. Dale Carnegie Trained police officers at McAllen Police Department and the Department of Public Safety will exhibit more positive attitudes related to their respective departments' stated missions and goals than will non-Carnegie Trained officers in those departments.

Null Hypothesis 4. There will be no difference in attitudes toward their departments' stated missions and goals exhibited by Dale Carnegie Trained and non-Carnegie Trained officers at McAllen Police Department and the Department of Public Safety.

Referring to Table 3, a t-value of 1.03 was indicated for the dependent variable, attitude toward departments' stated missions and goals. The observed significance level associated with this t-value was .152. Therefore, the null hypothesis was not rejected. It is evident that Hypothesis 4 was not supported by the data. The data indicated that there was no statistically significant difference between Dale Carnegie Trained and non-Carnegie Trained officers at the McAllen Police

Department and the Department of Public Safety, with regard to their attitudes toward their respective departments' missions and goals.

Chapter IV has served to present data collected and analyzed in this study. The response rate and respondent characteristics for Dale Carnegie Trained and non-Carnegie Trained officers, including the demographic variables of gender, race, rank, and education were examined. Inspected also were the numbers of Dale Carnegie Trained and non-Carnegie Trained officers who specified receiving "other human relations training" and the identified types of other human relations training methods.

T-tests were used to analyze differences between Dale Carnegie Trained and non-Carnegie Trained officers' attitudes with respect to the four dependent variables. In summary, Hypothesis 1 (attitude toward job satisfaction), Hypothesis 2 (attitude toward job-related stress), and Hypothesis 4 (attitude toward the respective departments' missions and goals) were not supported by the data. Hypothesis 3 (attitude toward willingness to interact with the citizenry) was supported by the data.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Implications of the Findings

A discussion of the implications related to this study's findings requires a retrospective glance at the problem statement and rationales for the hypotheses. The researcher returns first to the problem statement. Second, each hypothesis and its associated rationale will be examined in light of the research findings.

The Problem Statement Revisited

The purpose of this study was to present a comparative analysis of attitudes between Dale Carnegie Trained and non-Carnegie Trained officers within Community Policing oriented law enforcement agencies. This examination was performed to assess the viability of Dale Carnegie Training as a supplemental or alternative form of human relations training to training received within police academy settings. The researcher asked: "Is there a difference in attitudes between Dale Carnegie Trained and non-Carnegie Trained law enforcement officers" Because Community Policing philosophy is based on police/community

partnership and interactive problem solving, two departments were chosen based on their use of Dale Carnegie Training and Community Policing oriented styles of policing.

In the literature review, a case was built, based on a historical look at human relations, the principles of Dale Carnegie, and a theoretical foundation including elements of job satisfaction, that suggested there would be differences in attitudes between Dale Carnegie Trained and non-Carnegie Trained officers. Research findings did not support Dale Carnegie Training as a viable alternative or supplemental form of human relations training when considering attitude toward job satisfaction, attitude toward job-related stress, and attitude toward departments' missions and goals. Research findings did support Dale Carnegie Training as a viable alternative or supplemental form of human relations training when considering officers' attitudes toward willingness to interact with the citizenry.

In reference to the presented foundation in the literature review, one's first reaction is to question why Hypotheses 1, 2, and 3 were not supported by the data. Possible explanations are considered in the following section.

The Hypotheses Revisited

Hypothesis 1 (attitude toward job satisfaction) was premised on the rationale that Dale Carnegie Training's underlying principles of individual growth, self-assurance, and human interaction are in accordance with the job-satisfaction theories and elements presented in the literature review. In that the research findings did not support Hypothesis 1, one of two factors must be considered. Either the theories associated with job satisfaction are incorrect, or perhaps Dale Carnegie Training does not promote the individual growth, self-assurance, and human interaction (which, in turn, lead to more positive attitudes related to job satisfaction) as premised in Carnegie's underlying principles.

Content theories, process theories, and elements of job satisfaction as presented in the literature review are all research paradigms. They have withstood the tests of time and replication. One would be remiss in discarding them as false. The underlying principles of Dale Carnegie Training have not withstood such rigorous scientific review. Accolades related to numbers graduated, years taught, or countries served (refer back to "History of Dale Carnegie" section) do not substitute as empirical tests of course content. Rather, such indicators are better measures of levels of product diffusion (see

Rogers, 1983). These indicators are analogous to McDonald's "billions served."

There is another, less negative alternative related to the underlying principles of Dale Carnegie Training. Perhaps the training simply does not produce the *levels* of individual growth, self-assurance, or human interaction necessary to yield statistically significant results.

Hypothesis 2 (attitude toward job-related stress) was premised on the rationale that job stress is closely tied to job satisfaction. If Dale Carnegie Training enhanced attitudes toward job satisfaction, it would, in turn, be expected to enhance attitudes toward job-related stress. The discussion of Hypothesis 1 above, in effect, negates Hypothesis 2. However, the caveat offered above that relates to *levels* of individual growth, self-assurance, or human interaction is likewise applicable to Hypothesis 2.

Hypothesis 4, related to attitudes toward respective departments' stated missions and goals, was premised on Dale Carnegie Training's creation of positive attitudes toward job satisfaction and job-related stress. The research findings did not support Hypothesis 4, and the reasons associated with Hypotheses 1 and 2 serve likewise for this hypothesis. The same is true of the caveat offered regarding the *levels* of change produced by Dale Carnegie Training.

Lack of attitudinal effect (for Hypotheses 1, 2, and 4) related to Dale Carnegie Training may be an artifact of time passage. Perhaps Dale Carnegie Training has no lasting effect for some variables. This is a topic for future researchers.

Limitations of the Study

The limitations of this study center chiefly on the number and type of departments tested. This study covered only two departments, which, for comparison purposes, both adhered to a community-oriented philosophy of policing. The extent of generalization to traditional-style police departments is restricted.

Although honesty in survey responses was assumed, there are always those who question the level of veracity associated with responses from research instruments of this type. Many simple factors, ranging from time available ("My shift is over and I just want to go home") to personal well being ("This head cold is making me miserable") may affect a subject's response level. As LaPiere (1934) pointed out, "It must be recognized that any study of attitudes through direct questioning is open to serious objection, both because of the limitations of the sampling method and because in classifying attitudes (Likert, 1-5 scale) the inaccuracy of human judgment is an inevitable variable" (p. 231). The researcher defers to these possibilities.

Last, even though subjects were not asked to give their names, they were asked for rank. In spite of the individual confidentiality being assured by the researcher, some officers might have felt "identifiable" through the act of denoting their rank. It could be speculated that this factor might have influenced officers' responses.

Suggestions for Future Research

Because there is an absence of known prior studies related to use of Dale Carnegie Training by law enforcement agencies, in order to adequately examine the utility of such training, further research is strongly indicated. Ideally, an experimental design with extended follow-up would be suggested. A comparative analysis between various sized departments would provide valuable information, especially if examined in light of training budgets, amount of human relations training provided to officers, and types of human relations training available. Additional insight and impact would be gained through a comparative analysis of Dale Carnegie Trained and non-Carnegie Trained officers within traditional-style policing agencies versus Community Policing oriented agencies.

In that many departments (traditional and Community Policing oriented) currently make use of Dale Carnegie Training as a human relations training method, and because those that do are so adamant

regarding the benefits associated with this type of training, future studies should address why this is so. This is especially so, since data presented in this study failed to fully support the utility of Dale Carnegie Training.

An examination of Dale Carnegie Training from the perspective of persuasion theory might prove telling. Perhaps clients have been skillfully manipulated to believe in the benefits of Dale Carnegie Training when actual benefits are questionable.

Last, future research should be designed to measure differences in Dale Carnegie Trained and non-Carnegie Trained officers' performance as opposed to simply attitudinal dissimilarities.

Conclusion

This study has presented a comparative analysis of attitudes between Dale Carnegie Trained and non-Carnegie Trained officers within Community Policing oriented law enforcement agencies. Two police agencies were examined: McAllen Police Department (McAllen, Texas) and Michigan State University's Department of Public Safety (East Lansing, Michigan).

Overall, the data indicated no statistically significant differences between Dale Carnegie Trained and non-Carnegie Trained officers' attitudes with respect to three of four dependent variables: job

satisfaction, job stress, and department goals. The data indicated a statistically significant difference between Dale Carnegie Trained and non-Carnegie Trained officers regarding attitude toward willingness to interact with the citizenry.

In that Community Policing is posited upon human interaction and police and private citizens working together, finding Dale Carnegie Trained officers possessing more positive attitudes regarding willingness to interact with the citizenry may prove valuable to other Community Policing oriented agencies considering various types of supplemental human relations training.

Future research in the forms suggested above might reduce or eliminate the effects of limitations inherent in the present study. Further, readers are again cautioned that a review of literature indicated the causal link between attitudes and behavior to be complex. Although there are still those who swear to the benefits of Dale Carnegie Training, from an empirical standpoint, the results of this study indicated that generalizations cannot be made.

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APPENDICES

APPENDIX A

Transcript: Law Enforcement Course Panel

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Transcript: Law Enforcement Course Panel

Police Commissioner Cleveland B. Fuesennich and L.E.C. Panel
Dale Carnegie & Associates, Inc.
1972 Convention, Toronto, Ontario Canada

Commentator: It gives me a tremendous amount of pleasure to introduce to you our State Police Commissioner from the state of Connecticut. It is through him, through his efforts, through his assistance, through his belief in Carnegie that Carnegie Training has been initiated on the local level and on the state level in the state of Connecticut. Our commissioner, our guest, is a graduate of Northeastern University in Boston. He's a man of tremendous character, tremendous courage, and also he has courage in his beliefs. As a matter of fact, it is that very quality that brought his name to the forefront in the state of Connecticut. A gentleman, a person rather, was condemned...was accused of murder, was condemned by the courts, and our guest felt strongly that this was not so. On his own he pursued and investigated; and the courts reversed their verdict. (And), I'm sure that it is that very quality among many others that made our governor, Governor Mesco, appoint him in 1971 as Commissioner of the Connecticut State Police. He's a man of many interesting facets. He's a pilot. He owns his own plane. He's a licensed commercial pilot with instrument ratings. He has two children. He is (what we probably would

feel is one of his greatest qualities or assets), he and his wife are both Dale Carnegie graduates. As a matter of fact, an instructor told me-his instructor told me, that one day he (Fuessenich) delayed a raid that he personally conducted until after eleven o'clock in order not to miss a (Dale Carnegie) session. He is the type of man that (when) you mention his name it solicits these types of comments: (and I quote) he's a square shooter; he's quiet but determined; a man who gets things done; a man with the courage of his convictions; he has a deep feeling for people, as far as he's concerned-everyone's equal; nice guys don't always finish last. Ladies and gentlemen, you know why I'm tremendously happy to count him as a friend, and you know why I'm tremendously proud to introduce him to our international convention. Would you please join me in welcoming the State Police Commissioner for the state of Connecticut, Cleveland Fuessenich.

Fuessenich: Good afternoon ladies and gentlemen. We all know why I'm here. I'm not here to benefit Dale Carnegie per se, I'm here to benefit if I can, law enforcement and the criminal justice system.

Last summer, late last summer, my second in command, Lieutenant Colonel Tasker was approached by Mike (Mike Franceur, Sr.-Dale Carnegie sponsor) and he had on his desk an application for Dale Carnegie. Colonel Tasker said to me, "come on, let's go." And I thought about it for a week before I decided to go. We were also joined at that time by a Lieutenant in the State Police Department, Lieutenant John Paldy. We went at our own expense, not

knowing what we were going to get out of it. I had hoped to get a little bit in how to deal with the "boob tube"- how to talk to a video camera; how to address small groups and large groups. I didn't know the end result. The three of us took the course. All of us agreed afterwards that it was not only unusual, but most beneficial.

(And) then Mike came up with a new and a different idea: it was not only beneficial to us for what we were looking to get out of it; it could also be beneficial to the average law enforcement officer-the cop on the beat. How do you do this? With an organization of 760 men, obviously we couldn't afford it. We had no money in our budget. But we did look into federal funding, the "old well." We were able at the last minute to draw down \$12,000. This was money which had not been allocated to the State Police Department. We had not known it was available until after all the other bids were in and accepted or rejected, and this is (sic) some of the money that was left over. We did get \$12,000 on a federal grant. We had to put in \$4,000 of our own money as "match". Now we didn't have this (\$4,000) in our budget either, but we were able to convince the state planning committee that we could use our transportation for our men, each man has his own car. We could use this as a match. The men went on their own time. The state, ah, federal funds picked up the difference. Now, out of 760 men how do you pick those 40 who can attend the classes? Mike and I made a video tape. This was a message from the commissioner's office. It was duplicated and sent out to each of our

eleven barracks at one time, telling the men that this course was available; but that they would have to go on their own time. Out of 760 men we had 302 responses; 302 men wanted to go. We had a board, a board which picked those that we felt should go. (We) tried to pick them from each part of the state, from all ranks up to and including Lieutenant. This course was given at the academy in Bethany and we also invited members of the local police departments to join with us. This was done on purpose, because we felt that this should not be a meeting just for state policemen. We felt that benefits could be gained by the (state) policemen meeting with other policemen from different departments. (They could) talk back and forth and compare experiences and problems. And this is what we did. The New Haven Police Department also got a grant at the same time and we swapped: some of our men went to their class, some of theirs went to our classes, along with members of other police departments.

The results were phenomenal. If you've ever dealt with policemen you know that we're cynical. We're hard to please, and we're not about to jump for the first answer that comes down the pipe. But the results I am very happy to say, have led us into going further.

As an example: a corporal, Corporal Lionel LeBrick, who has more than 15 years experience as a state policeman, came to me and he said, "commissioner, I don't know how to thank you." He said, "I have ulcers. I started this course and I hesitate to tell you because I know you won't believe

me, but after I'd started this course my ulcers don't bother me anymore." He said, "on top of that, I've always had trouble passing competitive examinations. I could never get by the oral board. I'd get a high mark on the written but I can't get by the oral. This time I want you to know that I got an 83 on the oral, I just finished the examination." He said, "the only difficulty is I got a very low mark on the written (laughter)."

This is the same Corporal who just recently, after he finished the course, had to go face some demonstrators at the State's prison in Summers. These were demonstrators who were out picketing the yard. (And) when a thing such as this happens, the inmates can get very upset in a short time. And immediate action had to be taken. (And Corporal) LeBrick was there. He said later, that he has confidence now in being able to face a crowd. He went and he faced them, and he told them what he wanted them to do, and there was no problem. Sometime ago it could have been an entirely different matter.

We are looking for ways in which we can improve the self assurance of our policemen. No longer can a man go out on the job, out on the road, and follow orders that have been given to him from up above. He must make his own decisions. We must give the man on the road discretion. We must have him understand what it is he is attempting to do. More and more, we are getting into this field. We're getting into education, not merely training. We want to know, we want our men to know why they are doing something. They can vary as they go along. It's not just cut and dry, there's a gray area, a wide

gray area that's getting wider all the time.

Ladies and gentlemen, I would like very much to show you, if I can, (to) discuss with you the possibilities. If you have the opportunity, please go to your leading police officials and use my name. I cannot give my name for use in publications, but please use my name and I will be very happy to answer any queries from the higher levels.

We must improve the services in our police departments. We must instruct our men and educate them so that they will understand, so that they will understand how to get along with people. (And) this is what Mike Franceur and Cal Walker (another Carnegie sponsor) have done for the men in the Connecticut State Police Department who have taken this course. We are dealing with people. Most of our problems are in not being able to deal with people properly.

We are at this time, in the Connecticut State Police, making plans for more Dale Carnegie Courses. I haven't told this to Mike yet, I don't want to get him too enthusiastic (laughter), but I think that we have found some money to run another course. I sincerely hope so. Unfortunately, (in) dealing with federal grants you have to get your bid in at an early state, and our plan, our statewide plan was already submitted for the coming year by the time we started our first Dale Carnegie Course. But we have found some money at this time, left over as it was before, from previous non-funding.

In addition to having your policemen take advantage of the Dale

Carnegie course, I would highly recommend that you get other police departments involved and other parts of the criminal justice system. We're talking about courts, corrections, probation, and parole. Policemen think that they have the hardest job. The courts think that they have the hardest job. The corrections people, the guards in the prison, have a hard job. I envision getting these people together on a weekly basis and having them hash it over and talk about it, and come up with something with which we can all be proud.

Thank you very much for permitting me to attend and if there's anything I can do to help you in furthering this cause, I would appreciate hearing from you. Thank you.

Commentator: The reason the commissioner is standing here is I asked him to stand because he's agreed to sit on our panel. We're going to have a panel and the commissioner will be a part of it. On my left, on your right, Lee Stron (Carnegie sponsor) from Albuquerque, New Mexico. Lee Stron organized a law enforcement class in Albuquerque and this included ten officers from the Albuquerque area, ten from Santa Fe, and the others were scattered over the other parts of New Mexico. Buck MacKennin (Carnegie sponsor), who had as you know the first class, was in Buck MacKennin's territory in Maine--at the Maine State Police Academy. But the class that Buck is going to talk about is the class that he organized in Boston, Massachusetts. (And) Mike Franceur and Cal Walker who have organized the classes cooperatively in Connecticut, and Mike am I correct, and Cal, that you've had two classes? (You've had) two

law enforcement classes and part of those are from the New Haven City Police and part from the State Police? We've gone over some questions that we think you would like to have answered and we'll answer them the best we can. (And) if at the end of this you have some additional questions, the commissioner will be with us this evening, because all of us are interested in having as many law enforcement officers as we can (go) through the training and because we can do a tremendous job for law enforcement officers and for Carnegie.

I think the first question we'd like to have answered is: who do we have to sell? I think that's one of the problems we've had. How do we find the right person to sell? (And) Lee, maybe you'd start that off for us.

Stron: Well we started out last year at the convention. We heard about all of this federal funding and man, we got excited. (And) Jim went (sic) and I talked about it and said "this is this, we're going to get after it". So, first thing we did was go back to New Mexico and started (sic) contacting people. (And) we did a lot of running around that was unnecessary. Finally, we decided the person to contact was Governor Bruce King of the state of New Mexico, which we did, and it doesn't (sic) take long to filter down once you get him on your side (laughter). So, you have to start with the top man.

Commentator: Alright, was that pretty much the experience you had, Buck, or did you work with someone different?

McKinnin: In my state, every state is different of course, we worked

through the attorney general's office and through the mayor's office, both of whom (sic) had approved the course.

Commentator: You worked for many years with the Boston Police on a voluntary basis, I understand, Buck. Did that, was that a help in this instance?

McKinnin: Well, I had been on the State Police staff for almost twelve years and the Boston Police about the same time. We opened a few doors (laughter).

Commentator: Mike, can you tell us, maybe we should ask the commissioner, who would be the right person? Why don't you answer the question, then we'll (Franceur begins to speak)...

Franceur: I was fortunate in knowing the commissioner who was enrolled in one of our classes, and I felt this was the right man to start with. Then he gave me directions. And when we talked in terms of starting with the local police, Cal and I worked hand in hand in organizing this thing. But we had the right man and the right man was the commissioner. (And) the commissioner said, "see Sam Goldstein." Sam says yes, it's gonna (sic) go. So, you have to start at the top.

Commentator: Commissioner, do you have anything to add to that?

Fuessenich: No, excuse me, I shot my bow (laughter). No, I would particularly try to get to the top man and interest him as an individual. I'm sure that once he becomes interested you've got it made.

Commentator: Would you have any advice to give us as to how to find the right top man in a particular state? In Connecticut you probably know who that is, but perhaps in some of the other states would there be a specific title? Or, how do you find that information?

Fuessenich: It's going to be a hit and miss proposition. You may find a chief of police who will buy it right off. You may have to convince him for a considerable period of time before he will understand the situation. You may find someone, a governor or a head of a planning committee, or a member of the sub-committee on the planning committee, who will interest somebody in the project.

Commentator: Alright, thank you. Cal would you cover that point too, please?

Walker: It's interesting. I went to the Chief of Police in New Haven. He referred me down to the man who's in charge of the local planning commission. We formed a class. Everything went smoothly, and as a result sailing was easy from then on in, and he referred me to other planning agencies. I went into one of our major cities and I contacted a man he told me to contact. This man bought our idea. He said, "Wednesday of next week we have a committee meeting. If you show up I'll give you some time on the program." On Tuesday, as a dutiful salesman should, I called to confirm the appointment and he said, "I'm glad you called because I can't get you before the committee." So the part that I'm confirming of what the commissioner said--you never know who your

going to sell. Just because you may once sell, not only in one state, it doesn't confirm what you do in other states. What you do in one city in your own state doesn't always work in another city in the same state. So there is no certain answer to this.

Commentator: That raises the next question and that is, is there any method that we can follow that will ensure results in terms of selling the law enforcement course, and I would say that probably includes getting funds for the law enforcement course?

Walker: ...I don't think there's any one method at all. Ah, in fact, if someone said to me, what is the very basic thing in New Mexico? One thing we have to have is the determination, like Jim Winter, that we will have a class. I was working in El Paso and I said, "Jim, ah, we decided to have a law enforcement class, let's get after it. That means I'm in El Paso, so your going to have to do the work." (And) all of you know Jim Winter, he's bullheaded as he can be, and away he went. (And) the one thing that I think is most important, is first we have to make up our minds that we are going to have a class and when we do that, other things start to fall in place.

Franceur: I might add something. I think you have to stay with it. It's along the same line. A class, a law enforcement class is not formed overnight. I looked back on my calendar, and I had, I counted nine appointments with the commissioner. Now a commissioner is a busy person, he has hundreds of appointments. He came to the graduation night, and I know he had three

appointments, and he came to distribute the diplomas. But, fortunately the line is open and I can call the secretary and say, "Mrs. Albright, I have to see the commissioner for 15 minutes, get me in there." She gets me in there, and the commissioner is always receptive. But you have to stay with it, you have to stay with it continuously. So, it took us several months, many months before we came to the fruition of our first class.

Commentator: Is it possible, and I'll ask the commissioner this question, is it possible that the class could be sold, but because the funds are not there the local Carnegie man could get the idea that what he's doing is bearing no fruit? I mean, he could make nine calls on you. He could make nine appearances before different planning committees and commissions and ah, still not have a class. Would that be correct?

Fuessenich: Absolutely. You must realize, I know of no police department, at least in Connecticut, that has the money available for a Dale Carnegie Course. It has to come from some outside fund. (And) when we're talking about federal funding, we're talking about training funds. (And) before I forget, I would like to throw this in: please get people away from the thought that Dale Carnegie is a speech making course. Your not interested in making policemen speech makers, your interested in developing them so that they can deal with people. (And) this is what you are doing whether they know it or not. This is what you are doing. (And) this is what you have to convince the people with the purse strings you are doing.

Commentator: Thank you, commissioner. I think one of the areas that came out of our discussion as a panel is that some of the benefits, or some of the objectives shall we say, of the law enforcement agencies were different objectives than we went in with. Would that be correct? For example, one of the things that we brought out in our discussions was the tremendous emphasis on regional classes. Now, each of you individually has said to me and the commissioner how important you feel it is. (And) maybe we should go into that a little bit, or (about) having different police agencies, law enforcement agencies involved in the Dale Carnegie classes. (And) commissioner, can we start with you and ask you why do you feel this is important? What major benefit are you looking for in that area?

Fuessenich: We're looking for policemen that are broad in their thinking, who don't think the way, just the way that members of their own police departments think. We want to get them thinking along as many different areas and as many different ways as possible. One of the suggestions made by the members of this past class was that we open up the class to civilians for this particular reason. Cops are sick of talking to cops all the time.

Commentator: Thank you, Commissioner. Buck, would you have any comment on that?

MacKennin: Yes, I have a negative example also that goes with what the Commissioner said. Commissioner Powers, who the Commissioner knows, and Jean Zigowitz who handles federal funds in New England came to me and said,

"Buck, will you see some of the local police chiefs and see if we can't get a class together, a regional class?" And so I did, and they bought it a hundred percent. Then we moved it through the law (?) in the attorney general's office and he killed it. Now, we've gotta (sic) go back and do all the work over. In spite of the fact it is wanted, you have to do it the right way.

Commentator: Alright, thank you. Any other comments?

Unidentified speaker: The reason behind the class-Chief Berg, whose picture's on the advertising out in the lobby, said to Jim and myself very, very explicitly, the one thing he feels they got a tremendous benefit from was the fact that we had the state penitentiary have some people in it, the different cities around the area, the state police, (and) the city of Albuquerque. The interdepartmental communication was something he didn't realize he was going to get, but something that was extremely exciting to him. In fact, (for) all the classes in the future he wants to have it spread out among the different law enforcement agencies, just as the Commissioner mentioned a while ago.

Commentator: Yes, and I was fortunate to be in Albuquerque and meet with Captain Berg. (And) the morning that we had breakfast, which incidently was right after a graduation of a sales course class...When Lee (Stron) and I got in about three o'clock in the morning, we had breakfast with Captain Berg. And one of his Chicano, one of his Spanish-American police officers that morning was giving a talk to a group of citizens. (And) this young man that was giving that talk that morning, Lee, if I am correct, would not have had the

courage and the confidence to make that talk. (And) one of the big benefits that Captain Berg said he received was the fact that his minority police officers were beginning to, to move ahead and the other police officers were beginning to respect them for their abilities. (And) perhaps that would be a benefit that some of the rest of you have noted in your classes. Would this be possible? Did you see this?

Walker: Yes definitely, Ollie. Another benefit that the Commissioner brought out is the fact that policemen and state troopers in a class together develop a tremendous rapport. (And) when there is in a state like Connecticut-it's a small state, and when there is an emergency it's so vital they can call very easily one police department. (Communicate) one person to another and things move. We had an example of that happen in our class. A state police (officer), Gene Griffin had a problem. (He) called the New Haven officer in his class and immediately in a matter of seconds, the thing was taken care of. (And) Gene said in the talk in the class, (that) otherwise it probably would never have happened. So this is a tremendously important observation.

Unidentified speaker: Yes, Cal. At the very beginning I got the impression from a number of the men that their problems were different. City police problems were different from state police problems. And yet, as they got in the working part of the Carnegie Course they found that really their problems weren't different. And you see this rapport that is established. (And) the man who is in charge of the planning agency in the New Haven area

and the Commissioner were talking the night of the graduation of the second class, and they were discussing the fact that they should have all the criminal justice people in. Then Joe mentioned something, he said, "you know, I think we ought to have some women in these courses, too (laughter)." But I think it's more interesting as far as a long range benefit, if we get more than one agency that's involved in one of these classes. I don't know whether it might be easier to sell it to begin with or not, but if it can be sold, I would say it would be particularly beneficial.

Commentator: We have two more critical questions. Would you like to comment on that Commissioner, before I ask the final two questions?

Fuessenich: No, I would like very much to see women attend the class. There's nothing that livens more than a few women, and the fewer, the more it livens up, I think. Ha, ha, no competition (laughter).

Walker: Ollie, I'd like to amplify something that the commissioner said. Sixty six percent of all police work is service work, ambulance calls, and not crime. (And) when you go to sell the course, you should emphasize the fact that we are teaching these policemen how to communicate. (And) this is what we're selling and not a speech course. It's very important that you go on this track.

Franceur: Ollie?

Commentator: Yes, Mike?

Franceur: I'd like to make one comment, along the same line. I've

known the Commissioner for some time and I've heard him say when he was a young man in the state police the idea was to give out tickets and to prove to people that they were wrong. He said my philosophy was that we are educators, our responsibility was to educate people. (And) he said, "I never had the opportunity to implement this, and now that I'm Commissioner, we are educators and that's the reason why our people are going to take the Dale Carnegie Course-because our mission is to educate people". (And) this is what we're doing in Carnegie.

Commentator: Thank you, Mike. (And) this is important too, and I think important to our other sponsors and associates. (In that) most of the people I've talked to, who were responsible for getting the law enforcement course off the ground, were men like the Commissioner who were interested in changing the image of the law enforcement officer. Captain Berg certainly is a man that would qualify in that area. (And) the officers that you work with are concerned about the type of image that the law enforcement officer has today and they recognize that they must upgrade. They must change the tough cop that beats people into submission. They have to change them into sensitive people who understand people's problems and who help to solve those problems. (And) people and the public will go to the policemen when they have a problem so that the policeman can assist them in solving them (sic). One final question, and that is: what would your advice be for those that want to hold the law enforcement class that have not yet held one, but plan to have

one? What advice would you give them?

Stron: Well, those of you that have made up your mind you want to have a Dale Carnegie law enforcement class and you have the determination, you decide your going to go do it. You contact the police chiefs. You go to whoever has to be contacted, the state planning officer who handles the purse strings. He gets it in the budget. You get all this set up. You really want to get the thing done. Keep one thing in mind, and it's something a lot of people don't talk about but it does exist. That is, you probably are going to have to play some politics. So start realizing that some of these people can actually say that, 'this will be done' regardless of what the police commissioner wants, regardless of what the other people want. Many, many times it's a matter of making a couple of phone calls and getting some people on your side. If you don't think you have to do it, it's going to cost you a little time. In fact, we got it set up after Jim spent all this time. The governor said, "alright, go ahead". Everything was all set up, the money was there. We had one little man in the police academy that was holding a block into it because he said, "we can get the same thing from the 'Harvard School of something' for \$3000." So he threw the whole thing out. Well, when it came up to (sic) the board meeting there were five people who were going to vote on this and we knew we had two of them on our side, two of them that were against us. So I made a phone call to a fellow in ah, Santa Fe, and I said, "I need some help." (And) he said, "what's the problem?" I said, "I need the man on that thing to get that done."

(And) he said, "I'll see it's done for you, Lee." They had the meeting. He wasn't able to attend, but he sent a man down. They broke the tie, and the thing went like that. So ah, keep in mind there's a little politics involved in some of this, too (laughter).

Commentator: Thank you, Lee. Buck?

MacKennin: If your planning to have a class, don't just get discouraged it's going to be next year because the funds are going to be hard to find and you have to keep working. Unless you are lucky and find some funds as the Commissioner said, that were not spent. So don't be discouraged. Plan ahead, because it takes a lot of planning, a lot of leg work. (And) then you've got to carry the thing through yourself. (And) we call it in politics, 'walking it through.' The contract's in your hand and you take it all the way through.

Commentator: Commissioner?

Fuessenich: I'd like to suggest that you approach civic groups (like) League of Women Voters and point out the benefits of such a program. Hum. Here you are dealing with the people who are going to benefit. They are sitting on the outside of police departments. They are not involved. They don't realize how difficult it is for a policeman to lower himself to the point of going to a class such as this. And if you can convince them that it's going to benefit, they can put pressure where pressure has to be put.

Commentator: Thank you (applause). Cal?

Walker: Perseverance is one of the best qualities you have to carry with

you. But the Commissioner has mentioned that you can write to him. Or (you) can call Joe Kinney, who is the man I have been working through in New Haven. (And) I said, "Joe, do you have any recommendations?" He said, "if anybody wants to write me for a testimonial, I'd be happy to write them one." So you can refer to him or the Commissioner, either one, I take it.

Commentator: Thank you very much, Cal. Mike?

Franceur: Once you have started a class then it's easy to get the approval the acceptance of this class, with (sic) other law enforcement people. You have to stay with it, as it has been mentioned. I would add one thing. When you visit a local officer, a chief of police, you do have to make sure that you have everything ready for him. They have enough work to do and anything that has to deal with the government requires reams of papers, of preparation. When you go in and see a chief of police, and see a person and say, "here's the syllabus-here's the papers", this is the thing you want to present. "Give this to Ben Goldstein and tell him you want this." Your making it easy for him. This is what we've been saying in our workshops. When you call on the president of a company he's busy, he doesn't have time. But if you go in and you say to him, "you've got nothing to do." "You like the idea?" "Here it is." "Sign this paper." "Send it in to so and so."

Commentator: Thank you, Mike (Dale Carnegie & Associates, Inc. 1972).

APPENDIX B

Permission Letter: McAllen Police Department

APPENDIX B

Permission Letter: McAllen Police Department



ALEJANDRO (ALEX) LONGORIA
CHIEF OF POLICE

May 29, 1992

Ms. Joann Ziembo
Michigan State University
School of Criminal Justice
518 Baker Hall
East Lansing, MI 48824-1118

Dear MS. Ziembo:

I have spoken with Sgt. S. Hunnicutt in regards to your request to conduct a survey of our department. I understand that Sgt. Hunnicutt will be coordinating with you on this project.

As always, we stand ready to assist the Criminal Justice Department at MSU. Therefore, let this letter serve as written permission for you to survey the McAllen Police Department, relative to your thesis involving the use of the Dale Carnegie Course by police agencies.

Sincerely,



A.R. Longoria
Chief of Police

APPENDIX C

Permission Letter: Department of Public Safety

APPENDIX C

Permission Letter: Department of Public Safety

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PUBLIC SAFETY
COMMITTED TO COURTESY AND EXCELLENCE

EAST LANSING • MICHIGAN • 48824-1219

June 23, 1992

Ms. Joann Ziembo
Michigan State University
School of Criminal Justice
518 Baker Hall
Campus

Dear Ms. Ziembo:

I have spoken with Andy McEntee in regard to your request to conduct a survey of our department. I understand that Andy will be coordinating with you on this project.

As always, we stand ready to assist the Criminal Justice Department at MSU. Therefore, let this letter serve as written permission for you to survey the Department of Public Safety relative to your thesis involving the use of the Dale Carnegie Course of police agencies.

Sincerely,



Adam J. Zutaut
Deputy Director
Safety and Public Health Division

AJZ/dcs

APPENDIX D

**Research Approval: University Committee on Research
Involving Human Subjects**

APPENDIX D

Research Approval: University Committee on Research Involving Human Subjects

MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL

EAST LANSING • MICHIGAN • 48824-1046

August 26, 1992

Joanne M. Ziembo
518 Baker Hall

RE: THE USE OF DALE CARNEGIE TRAINING BY LAW ENFORCEMENT AGENCIES:
A COMPARATIVE ANALYSIS OF DALE CARNEGIE TRAINED & NON-DALE
CARNEGIE TRAINED OFFICERS WITHIN COMMUNITY POLICING ORIENTED
DEPARTMENTS, IRB #92-408

Dear Ms. Ziembo:

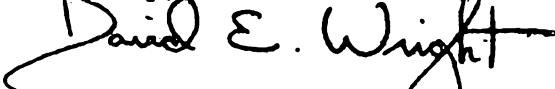
The above project is exempt from full UCRIHS review. The proposed research protocol has been reviewed by a member of the UCRIHS committee. The rights and welfare of human subjects appear to be protected and you have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to August 13, 1993.

Any changes in procedures involving human subjects must be reviewed by UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,



David E. Wright, Ph.D., Chair
University Committee on Research Involving
Human Subjects (UCRIHS)

DEW/pjm

Dr. Kenneth Christian

APPENDIX E

Permission Letter: Dr. Dan Dearth

APPENDIX E

Permission Letter: Dr. Dan Dearth



DEPARTMENT OF CRIMINAL JUSTICE

THE UNIVERSITY OF TEXAS - PAN AMERICAN

Edinburg, Texas 78539-2999 • (512) 381-3566

April 3, 1992

Ms. Joanne Ziembo
518 Baker Hall
Michigan State University
East Lansing, Michigan
48824-1118

Dear Ms. Ziembo:

As indicated in our telephone conversation on April 2, 1992, I have no objections to your use of any part of the material contained in my dissertation entitled: Evaluation of the McAllen, Texas Court Mandated Human Relations Training Program, 1984. It sounds like you have an interesting topic and I wish you success.

If I can be of any service to you please do not hesitate to contact me. Please send my regards to David.

Respectfully yours,

A handwritten signature in dark ink, appearing to read "Dan Dearth", is written over the typed name.

Dan Dearth

APPENDIX F

Consent Form and Survey: McAllen Police Department

APPENDIX F

Consent Form and Survey: McAllen Police Department

MEMORANDUM

TO: McAllen Police Department's Sworn Officers

FROM: Joanne Ziembo, Researcher/Graduate Student
School of Criminal Justice
Michigan State University

RE: Consent Procedure & Instructions for research questionnaire

EXPLANATION OF THE RESEARCH

I am conducting thesis research examining Dale Carnegie Trained law enforcement officers. If successful, my efforts should support or negate the utility of Dale Carnegie Training as a possible alternative to other forms of human relations training provided within police academy settings, which tend to vary greatly from state to state. It is my hope that you will assist me by completing the attached three page questionnaire. Test runs indicate the form should take no longer than ten minutes to complete.

CONSENT PROCEDURE

While I welcome your responses, please be advised that your participation is voluntary. You may choose to participate, you may choose not to participate, or you may choose to answer only certain questions. *YOU INDICATE YOUR VOLUNTARY AGREEMENT TO PARTICIPATE BY COMPLETING AND RETURNING THIS QUESTIONNAIRE.*

CONFIDENTIALITY OF THE RESEARCH

All results will be treated with strict confidence. You are not asked to provide your name. For analysis purposes, I am however, requesting that you indicate your rank. Please be assured that all data will be reported in the aggregate (summarized) form. No piece of data will be associated with an individual officer. While assuring your protection, it is hoped that this also allows for reasoned and honest answers. Upon request, final research results will be available to those officers wishing a report.

RESEARCHER'S ADDRESS

Should you have any questions or concerns regarding participation in this study, or if you would like to request research results please feel free to contact me at: 518 Baker Hall, East Lansing, Michigan, 48824. Phone: 517-353-9866.

INSTRUCTIONS

As noted above, the attached questionnaire should take minimal time to complete. While some questions may appear simplistic in nature, your thorough and thoughtful analysis of each prior to indicating your answer helps me to produce quality and meaningful research. Additionally, the difference between an answer of 1,2,3,4, or 5 carries statistical significance. I am totally dependent upon you, and I greatly appreciate the time you have taken out of your busy day to assist me with this study!

QUESTIONNAIRE

SCORING KEY:

Using the following five-point scale, please indicate the extent of your agreement or disagreement with each statement by writing the number which represents your position, in the blank to the left of each statement. *FIVE REPRESENTS STRONGEST AGREEMENT, ONE REPRESENTS STRONGEST DISAGREEMENT.*

Strongly Disagree	1	2	3	4	5	Strongly Agree
------------------------------	---	---	---	---	---	---------------------------

Example:

Ex: 5 This survey instrument will take less than ten minutes to complete.

- | | | |
|----|-----|---|
| A. | ___ | I feel that I receive enough acknowledgment for my performance on the job. |
| B. | ___ | When my shift is over I leave job related problems at work; I rarely "take my work home with me". |
| C. | ___ | I believe in & feel genuinely committed to the goals of this Department. |
| D. | ___ | I enjoy interacting with the citizenry served by this Department. |
| E. | ___ | My job at MPD allows me to use a wide variety of my skills & abilities. |
| F. | ___ | I feel I have the support of those close to me (<i>spouse, fiancée, important other, parents, children</i>) regarding my career choice. |
| G. | ___ | I feel it is my responsibility as well as the community's to address problems related to safety and security. |
| H. | ___ | Helping people with their problems should be an important part of police work. |
| I. | ___ | I feel I influence decision making processes at MPD. |
| J. | ___ | I believe wholly in the values of integrity & quality espoused by this Department. |
| K. | ___ | I feel close, personal involvement with the community I police. |
| L. | ___ | I feel I have the support of my supervisors regarding the way I perform my job duties. |
| M. | ___ | I rarely criticize myself, or wish I had performed differently in a situation. |

- N. ___ There are certain situations where you have to "bend" the law a little bit instead of strictly enforcing it.
- O. ___ I feel there are elements within this Department that prohibit me from feeling a sense of fulfillment & purpose in my work.
- P. ___ Sometimes I take out job frustrations on those close to me.
- Q. ___ I rarely criticize my fellow officers or superiors.
- R. ___ Many people will not listen to a police officer unless you talk rough with them.
- S. ___ I genuinely enjoy my job and look forward to starting each shift.
- T. ___ I prefer to discuss job related problems with other officers as opposed to those I am close to, since they understand these problems better.
- U. ___ This Department would have been better off had it stayed with a traditional style of policing, as opposed to the community oriented style it now utilizes.
- V. ___ MPD officers do not discriminate against citizens because of the citizen's racial/ethnic background.
- W. ___ My job affords me the opportunity to perform many different types of tasks.
- X. ___ One can feel the "sense of community" that exists at this Department.
- Y. ___ I feel I have the respect of other officers in the Department.
- Z. ___ I gain a feeling of worthwhile accomplishment from my job.
- AA. ___ I feel respect for my supervisors and those in management positions in this Department.
- BB. ___ Sometimes, I feel a sense of frustration in regard to my job at MPD.
- CC. ___ This Department operates with a "sense of oneness" rather than with a "sense of fragmentation" that some other departments experience.
- DD. ___ At the end of my shift, I feel a sense of satisfaction with my work.
- EE. ___ Management keeps us in the dark about things we ought to know.
- FF. ___ Fellow officers and supervisors within the Department are willing to help one another, as we all work toward a common goal.

(Please answer the general information questions on the following page)

- Form B

THANK YOU!

APPENDIX G

Consent Form and Survey: Department of Public Safety

APPENDIX G

Consent Form and Survey: Department of Public Safety

MEMORANDUM

TO: MSU Department of Public Safety's Sworn Officers
FROM: Joanne Ziembo, Researcher/Graduate Student
School of Criminal Justice
Michigan State University
RE: Consent Procedure & Instructions for research questionnaire

EXPLANATION OF THE RESEARCH

I am conducting thesis research examining Dale Carnegie Trained law enforcement officers. If successful, my efforts should support or negate the utility of Dale Carnegie Training as a possible alternative to other forms of human relations training provided within police academy settings, which tend to vary greatly from state to state. It is my hope that you will assist me by completing the attached three page questionnaire. Test runs indicate the form should take no longer than ten minutes to complete.

CONSENT PROCEDURE

While I welcome your responses, please be advised that your participation is voluntary. You may choose to participate, you may choose not to participate, or you may choose to answer only certain questions. *YOU INDICATE YOUR VOLUNTARY AGREEMENT TO PARTICIPATE BY COMPLETING AND RETURNING THIS QUESTIONNAIRE.*

CONFIDENTIALITY OF THE RESEARCH

All results will be treated with strict confidence. You are not asked to provide your name. For analysis purposes, I am however, requesting that you indicate your rank. Please be assured that all data will be reported in the aggregate (summarized) form. No piece of data will be associated with an individual officer. While assuring your protection, it is hoped that this also allows for reasoned and honest answers. Upon request, final research results will be available to those officers wishing a report.

RESEARCHER'S ADDRESS

Should you have any questions or concerns regarding participation in this study, or if you would like to request research results please feel free to contact me at: 518 Baker Hall, East Lansing, Michigan, 48824. Phone: 517-353-9866.

INSTRUCTIONS

As noted above, the attached questionnaire should take minimal time to complete. While some questions may appear simplistic in nature, your thorough and thoughtful analysis of each prior to indicating your answer helps me to produce quality and meaningful research. Additionally, the difference between an answer of 1,2,3,4,or 5 carries statistical significance. I am totally dependent upon you, and I greatly appreciate the time you have taken out of your busy day to assist me with this study!

QUESTIONNAIRE

SCORING KEY:

Using the following five-point scale, please indicate the extent of your agreement or disagreement with each statement by writing the number which represents your position, in the blank to the left of each statement. *FIVE REPRESENTS STRONGEST AGREEMENT, ONE REPRESENTS STRONGEST DISAGREEMENT.*

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

Example:

Ex: 5 This survey instrument will take less than ten minutes to complete.

-
- | | | |
|----|-----|---|
| A. | ___ | I feel that I receive enough acknowledgment for my performance on the job. |
| B. | ___ | When my shift is over I leave job related problems at work; I rarely "take my work home with me". |
| C. | ___ | I believe in & feel genuinely committed to the goals of this Department. |
| D. | ___ | I enjoy interacting with the citizenry served by this Department. |
| E. | ___ | My job at DPS allows me to use a wide variety of my skills & abilities. |
| F. | ___ | I feel I have the support of those close to me (<i>spouse, fiancée, important other, parents, children</i>) regarding my career choice. |
| G. | ___ | I feel it is my responsibility as well as the community's to address problems related to safety and security. |
| H. | ___ | Helping people with their problems should be an important part of police work. |
| I. | ___ | I feel I influence decision making processes at DPS. |
| J. | ___ | I believe wholly in the values of courtesy & excellence espoused by this Department. |
| K. | ___ | I feel close, personal involvement with the community I police. |
| L. | ___ | I feel I have the support of my supervisors regarding the way I perform my job duties. |
| M. | ___ | I rarely criticize myself, or wish I had performed differently in a situation. |

- N. ___ There are certain situations where you have to "bend" the law a little bit instead of strictly enforcing it.
- O. ___ I feel there are elements within this Department that prohibit me from feeling a sense of fulfillment & purpose in my work.
- P. ___ Sometimes I take out job frustrations on those close to me.
- Q. ___ I rarely criticize my fellow officers or superiors.
- R. ___ Many people will not listen to a police officer unless you talk rough with them.
- S. ___ I genuinely enjoy my job and look forward to starting each shift.
- T. ___ I prefer to discuss job related problems with other officers as opposed to those I am close to, since they understand these problems better.
- U. ___ This Department would have been better off had it stayed with a traditional style of policing, as opposed to the community oriented style it now utilizes.
- V. ___ DPS officers do not discriminate against citizens because of the citizen's racial/ethnic background.
- W. ___ My job affords me the opportunity to perform many different types of tasks.
- X. ___ One can feel the "sense of community" that exists at this Department.
- Y. ___ I feel I have the respect of other officers in the Department.
- Z. ___ I gain a feeling of worthwhile accomplishment from my job.
- AA. ___ I feel respect for my supervisors and those in management positions in this Department.
- BB. ___ Sometimes, I feel a sense of frustration in regard to my job at DPS.
- CC. ___ This Department operates with a "sense of oneness" rather than with a "sense of fragmentation" that some other departments experience.
- DD. ___ At the end of my shift, I feel a sense of satisfaction with my work.
- EE. ___ Management keeps us in the dark about things we ought to know.
- FF. ___ Fellow officers and supervisors within the Department are willing to help one another, as we all work toward a common goal.

(Please answer the general information questions on the following page)

GENERAL INFORMATION

1. **AGE:** _____ (*Years*)
2. **SEX:**
 _____ Female _____ Male
3. **RACE:**
 _____ Asian _____ Black _____ Hispanic _____ White
 _____ Other (*Please Specify*) _____
4. **EDUCATION:**
 _____ High School Graduate
 _____ Have taken college courses, no degree completed:
 _____ Quarter Credits Earned (*Please Specify*)
 _____ Semester Credits Earned (*Please Specify*)
 _____ Associates (A.A.) _____ Bachelors (B.A., B.S.)
 _____ Masters (M.A., M.S.) _____ Masters plus additional credit hours
 _____ Doctorate _____ Post-Doctorate
5. **RANK:** _____ (*Please Specify*)
6. **How long have you been a police officer?** _____ Years _____ Months
7. **Length of time with this department?** _____ Years _____ Months
8. **Have you taken the Dale Carnegie Course in Effective Speaking and Human Relations?** _____ Yes _____ No
9. **Have you taken other Dale Carnegie Courses?** _____ Yes _____ No
 If yes, please specify:
10. **Have you taken additional Human Relations Training (*other than the Dale Carnegie courses in questions 8 & 9*) beyond what you received in the Academy?** _____ Yes _____ No
 If yes, please specify type or name of training:

THANK YOU!

APPENDIX H
Attitudinal Statements

APPENDIX H

Attitudinal Statements

QUESTIONS RELATING TO JOB SATISFACTION:

I feel that I receive enough acknowledgment for my performance on the job.***

My job at DPS/MPD allows me to use a wide variety of my skills & abilities.

I feel I influence decision making processes at DPS/MPD.

I feel that I have the support of my supervisors regarding the way I perform my job duties.

I feel there are elements within this Department that prohibit me from feeling a sense of fulfillment and purpose in my work.

I genuinely enjoy my job and look forward to starting each shift.

My job affords me the opportunity to perform many different types of tasks.

I feel I have the respect of other officers in the Department.

I have respect for other officers in the Department.

I feel respect for my supervisors and those in management positions in this Department.

At the end of my shift, I feel a sense of satisfaction with my work.

I gain a feeling of worthwhile accomplishment from my job.***

QUESTIONS RELATING TO JOB STRESS:

When my shift is over I leave job related problems at work; I rarely "take my work home with me".

I feel I have the support of those close to me (spouse, fiancé, important other,

parents, children) regarding my career choice.

Sometimes I take out job frustrations on those close to me.

I prefer to discuss job related problems with other officers as opposed to those I am close to, since they understand these problems better.

Sometimes, I feel a sense of frustration in regard to my job at DPS/MPD.

Management keeps us in the dark about things we ought to know.***

QUESTIONS RELATING TO ATTITUDE TOWARD CITIZENRY:

I enjoy interacting with the citizenry served by this Department.

Helping people with their problems should be an important part of police work.***

I feel close, personal involvement with the community I police.

There are certain situations where you have to "bend" the law a little bit instead of strictly enforcing it.

Many people will not listen to a police officer unless you talk rough with them.***

DPS/MPD officers do not discriminate against citizens because of the citizen's racial/ethnic background.***

QUESTIONS RELATING TO DEPARTMENTAL GOALS:

I believe in and feel genuinely committed to the goals of this Department.

I feel it is my responsibility as well as the community's, to address problems related to safety and security.

I believe wholly in the values of courtesy & excellence espoused by this Department (DPS).

I believe wholly in the values of integrity & quality espoused by this Department (MPD).

I rarely criticize myself, or wish I had performed differently in a situation.

I rarely criticize my fellow officers or superiors.

This Department would have been better off had it stayed with a traditional style of policing, as opposed to the community oriented style it now utilizes.

One can feel the "sense of community" that exists at this Department.

This Department operates with a "sense of oneness" rather than with a "sense of fragmentation: that some other departments experience.

Fellow officers and supervisors within the Department are willing to help one another, as we all work toward a common goal.

DPS=Department of Public Safety, Michigan State University
MPD=McAllen Police Department, McAllen, Texas

***Used with the permission of Dr. Daniel Dearth, Pan American University of Texas.

APPENDIX I

Codebook

APPENDIX I

CODEBOOK

COLUMNS	VARIABLE NAME
1-3	I.D. Numbers: 100 to 150 = MSU Department of Public Safety surveys 200 to 370 = McAllen Police Department surveys For survey instrument items A through FF: 1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neither Disagree or Agree 4 = Somewhat Agree 5 = Strongly Agree
4	Item A: I feel that I receive enough acknowledgment for my performance on the job.
5	Item B: When my shift is over I leave job related problems at work; I rarely "take my work home with me".
6	Item C: I believe in & feel genuinely committed to the goals of this Department.
7	Item D: I enjoy interacting with the citizenry served by this Department.
8	Item E: My job at DPS/MPD allows me to use a wide variety of my skills & abilities.
9	Item F: I feel I have the support of those closed to me (<i>spouse, fiancée, important other, parents, children</i>) regarding my career choice.
10	Item G: I feel it is my responsibility as well as the community's to address problems related to safety and security.
11	Item H: Helping people with their problems should be an important part of police work.

- 12 Item I: I feel I influence decision making processes at DPS/MPD.
- 13 Item J: DPS-I believe wholly in the values of courtesy & excellence espoused by this Department.
- 13 Item J: MPD-I believe wholly in the values of integrity & quality espoused by this Department.
- 14 Item K: I feel close, personal involvement with the community I police.
- 15 Item L: I feel I have the support of my supervisors regarding the way I perform my job duties.
- 16 Item M: I rarely criticize myself, or wish I had performed differently in a situation.
- 17 Item N: There are certain situations where you have to "bend" the law a little bit instead of strictly enforcing it.
- 18 Item O: I feel there are elements within this Department that prohibit me from feeling a sense of fulfillment & purpose in my work.
- 19 Item P: Sometimes I take out job frustrations on those close to me.
- 20 Item Q: I rarely criticize my fellow officers or supervisors.
- 21 Item R: Many people will not listen to a police officer unless you talk rough with them.
- 22 Item S: I genuinely enjoy my job and look forward to starting each shift.
- 23 Item T: I prefer to discuss job related problems with other officers as opposed to those I am close to, since they understand these problems better.
- 24 Item U: This Department would have been better off had it stayed with a traditional style of policing, as opposed to the community oriented style it now utilizes.

- 25 Item V: DPS/MPD officers do not discriminate against citizens because of the citizen's racial/ethnic background.
- 26 Item W: My job affords me the opportunity to perform many different types of tasks.
- 27 Item X: One can feel the "sense of community" that exists at this Department.
- 28 Item Y: I feel I have the respect of other officers in the Department.
- 29 Item Z: I gain a feeling of worthwhile accomplishment from my job.
- 30 Item AA: I feel respect for my supervisors and those in management positions in this Department.
- 31 Item BB: Sometimes, I feel a sense of frustration in regard to my job at DPS/MPD.
- 32 Item CC: This Department operates with a "sense of oneness: rather than with a "sense of fragmentation" that osme other departments experience.
- 33 Item DD: At the end of my shift, I feel a sense of satisfaction with my work.
- 34 Item EE: Management keeps us in the dark about things we ought to know.
- 35 Item FF: Fellow officers and supervisors within the Department are willing to help one another, as we all work toward a common goal.
- 36-37 Age: in years, as specified by respondent
- 38-39 Sex: 1 = Female; 2 = Male
- 40-41 Race:
1 = Asian; 2 = Black; 3 = Hispanic; 4 = White; 5 = Native American; 6 = Other

- 42-43 Education:
1 = High School Graduate
2 = Some College
3 = Associates Degree
4 = Bachelors Degree
5 = Masters Degree
6 = Beyond Masters; But Less Than Ph.D.
7 = Ph.D.
8 = Post Doctorate
- 44-45 Rank:
1 = Chief of Police
2 = Major/Deputy Director
3 = Captain/Inspector
4 = Lieutenant
5 = Sergeant/Detective
6 = Corporal
7 = Patrolman/Public Service Officer
- 46-47 Length of Time As a Police Officer:
In years; above 6 months-round up, below 6 months-round down
- 48-49 Length of Time With This Department:
In years; above 6 months-round up, below 6 months-round down
- 50-51 Dale Carnegie Trained: 1 = Yes; 2 = No
- 52-53 Additional Dale Carnegie Courses: 1 = Yes; 2 = No
- 54-55 Other Human Relations Training: 1 = Yes; 2 = No
- MISSING DATA CODED AS "99"

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