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**DETECTIVE TRAINING FOR THE
STATE OF MICHIGAN LAW ENFORCEMENT AGENCIES**

by

PATRICK P. HEALEY

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1994

UMI Number: 9524939

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ABSTRACT

DETECTIVE TRAINING FOR THE STATE OF MICHIGAN LAW ENFORCEMENT AGENCIES

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PATRICK P. HEALEY

The purpose of this study was to determine if there was a need to change the detective training and establish a basic detective course in Michigan based on the perceptions of 27 selected criminal investigative detectives throughout Michigan. An additional purpose was to determine what they perceived to be the critical subjects that need to be included in a curriculum designed for a basic detective course and how such a program could be implemented and financed.

The personnel interviewed were selected from agencies divided by size into large, medium, and small departments. A proportionate number of selected personnel were chosen to represent each group. In addition, the personnel selected criteria were further subdivided into three separate groups based on the level of experience as a detective.

The ethnographic method was used to gather the research information and determine what the participating detectives' perceptions were as they relate to the research questions.

The major findings were that the participants clearly stated that a need existed to change the current detective training in Michigan. More importantly, they unanimously

agreed that a basic detective course should be established in Michigan.

Interviewing was judged to be the number one function of a detective and was considered his/her "bread and butter". The other important functions included: crime scenes, communications, report writing, basic investigating, criminal law and courts, street skills and people skills. In addition, other themes were identified but were not directly related to this study: Indexing Arrest and Clearance, Detective's Function, Good Detectives, Can Anyone Function as a Detective?, Police Officer's Function, Formal Training, Transition Phase, Promotion & Assignment to Detective, Train and Transfer, and Cooperation with the Prosecutor's Office.

To my wife, Diana
and my son, Brian, who provide me with
support and help in countless ways.

In Memory of my son,
SEAN HEALEY

ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

I would like to take this opportunity to thank all of the detectives who participated in this study and their organizations that assisted by allowing me access to their detectives. Particular thanks to my committee, the unsung heros who work behind the scenes and give of themselves to helping others and asking nothing for themselves. Special thanks to Dr. Louis Hekhuis, my advisor and chair of my committee; and to Dr. Eldon Nonnamaker, Dr. Peggy Riethmiller, and Dr. Vincent Hoffman, for all of their help, counsel, and encouragement. Finally, I would like to thank and acknowledge the memory of two professors and members of my committee who also gave me friendship, help, and encouragement: Dr. Robert Trojanowicz and Dr. Eric Beckman who are and will continue to be sorely missed by me, their families, fellow committee members, fellow professors, their friends in law enforcement, and especially the students in the College of Education, Department of Educational Administration and the School of Criminal Justice at Michigan State University.

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CHAPTER I

INTRODUCTION:

The American Criminal Justice System is based on a democratic form of government that allows its citizens the greatest amount of freedom of choice and equal justice for all. It was designed by our forefathers to protect the citizens' constitutional rights from the criminal justice system itself.¹ If we were just using arrest and incarceration figures as the index, then the system has performed that function; but in so doing, especially in the last thirty years, it has lost creditability in protecting citizens from being victimized by the criminal element in our society.² The focal point of the criticism was aimed primarily at the police because they represent the direct power over our society.³ Peter Manning, a professor of sociology and psychiatry at Michigan State University and noted author of several books on police work, claims that the police have promoted an "impossible" mandate. The police encourage the public to think of their work in idealistic terms that are grossly exaggerated, rather than the work that is actually done by the police:

They have been assigned the task of crime prevention, crime detection and the apprehension of criminals. Based on their legal monopoly of violence, they have staked out a mandate that claims to include the efficient, apolitical and professional enforcement of the law.⁴

He further explains that the police do not have the necessary qualifications to measure up to the public's expectations and/or their own mandate and tend to hide behind the shield of professionalism. The term professionalism is used to encompass secrecy, organizational bureaucracy, securing scientific technologies, compiling statistical data, and indexing high arrest rates to demonstrate how proficient they are at protecting society.⁵ The Rand Study (Vol.II, 1975) found that one of the inadequacies of measuring investigative effectiveness was the fact that the number of arrests and clearances reported by police departments is subject to administrative manipulation.⁶

In addition to those criticisms voiced by Manning, there are numerous other reasons why law enforcement has not been able to live up to its mandate to reduce crime. One of the primary reasons is that most of the crimes being processed by the courts, corrections, and probation systems are being committed by repeat offenders. Ronald Christinson (1967) reported that 87.5 percent of all persons arrested for non-traffic offenses have been arrested before.⁷ The police and the courts may share a common objective of reducing crime but each has conflicting and sometimes differing methods and objectives.⁸ Highly active offenders commit over 80 percent of all crime.⁹

The Rand Study (Vol.I, 1975) found:

...some individuals will not be readily deterred from criminal activity by reasonable preventive measures. For them the criminal justice system is not a credible deterrence; they do not find that the penalties of criminal conduct outweigh the benefits, and they are prepared to act accordingly.¹⁰

The U.S. Department of Justice, Bureau of Statistics, reported that 43 percent of all felony probationers in a 32 county study were arrested while on probation.¹¹ A second major obstacle faced by law enforcement in their attempts at crime prevention is the illegal use and distribution of narcotic drugs. The National Institute of Justice sponsored research in Washington D.C. and New York City in 1985 which showed that 69 percent of all arrestees had evidence of use of one or more drugs in their systems at the time of their arrest.¹² These figures were corroborated by the Bureau of Justice Statistics' 1989 study of 21 U.S. cities which showed that 67 percent of all males and 66 percent of all females arrested, tested positive for illegal drugs.¹³ Other reasons expressed usually relate to social issues, such as urbanization, lack of jobs, housing, etc.,¹⁴ The police have no control over social issues and are basically reactionary in their response to crime. Edwin Sutherland (1939) offered that one of the more generally accepted explanations for the cause of crime, is that "criminal behavior is learned".¹⁵ Manning also explains that a police mandate "automatically entails mutually contradicting ends - protecting public order and

individual rights." The police, therefore, resort to "managing their public image and indexes of their accomplishments by producing statistical data."¹⁶

A study by Berk, Brackman, and Less (1977) reported that newspapers and media coverage define the "magnitude of the problem" as well as setting the policy agenda. A strong relationship was found between crime and its news coverage and the priority given by state legislatures.¹⁷ When crime is reported to be increasing, one of the quickest solutions is a reflex action of "throwing manpower at crime."¹⁸ Robert Trojanowicz, Michigan State University, explained that, "Police bodies, in and of themselves, do not solve the problem. It's the type of information that they get to solve or prevent crime".¹⁹ Washington D.C. has the largest ratio of police to citizens with 89 officers per 10,000, compared to Michigan's 21 per 10,000.²⁰ The Washington D.C. Police Department, with its increased manpower, has not been able to curb the crime rate and is one of the nation's top 25 jurisdictions for prison populations.²¹ James Q. Wilson (1978) noted that when crime increases, the public response is to demand more or better policemen.

...the citizen...believes, with reason, that if there were no police at all there would be more crime, and therefore he supposes that if there were more police there would be less crime. When he sees a policeman on the street corner, the citizen often feels more secure and assumes that the burglar or mugger seeing the same officer will feel less secure. If a crime is committed, the citizen believes that the police should diligently look for the criminal, even if it means neglecting their

community service functions. The citizen is impatient with theories that argue that crime can only be prevented by reforming prisons or ending poverty. He thinks that crime--or at least crime that affects him--will be prevented if sufficient policemen walk by his home or business often enough.²²

Wilson further explained that the N.Y. City Police Department, (NYPD), attempted to determine if more police officers did make a difference and conducted their own study known as "Operation 25". They doubled the number of officers assigned to the 25th Precinct for a four month period during 1954. They reported that serious crimes such as muggings, auto thefts, and burglaries did decrease during the four months and the experiment was seen as a success. Felonious assaults did not drop as much, and murders actually increased, but those usually take place in private areas and the overall operation was deemed a success. Wilson disclosed:

"Operation 25" was used to justify to the mayor and city council police demands for increases in manpower. The increases were forthcoming. Between 1954 and 1974, the size of NYPD increased by 54 percent, while the population remained about constant. However, crime increased even more rapidly than the police.²³

If more crimes are solved because more criminals are arrested, the crime rate must go down--or so one would suppose.²⁴

There is one confusing assumption that appears in much of the literature; an arrest is equated to solving a crime.²⁵ This is due, in part, to how police indexes are maintained. If the crime is solved, then it is assumed that the problem has been resolved. Wilson states that the value of an arrest

"depends crucially on what the courts elect to do with the arrestee".²⁶ Most policemen recognize that, for serious crime, the arrest is just the start of the process.

One of the major reasons why the police are not able to fulfill the public expectation and their own mandate is because of insufficient training of their detectives.²⁷ The Rand Study (Vol.II, 1975) found that "more than half of the police departments surveyed reported that they had no training program whatsoever for newly-appointed investigators" and followed a policy of on-the-job training.²⁸

PROBLEM:

Robert Trojanowicz and others have argued that the American law enforcement system does not necessarily need additional manpower. Ackerman and Johnson (1991) pointed out that the one specific area in law enforcement where training and education is lacking, and is considered to be the most crucial to the entire system, is in the area of training of police detectives.²⁹ Significant progress has been made by the law enforcement institution by providing basic law enforcement training to recruits.³⁰ However, similar progress has not been made by the investigative arm of law enforcement; in particular, the training of law enforcement detectives.³¹ What law enforcement may actually need is a better trained and more

educated police force that knows how to get what Robert Trojanowicz suggested is the proper information "to solve and prevent crime".

THE SIGNIFICANCE OF THE PROBLEM:

Law enforcement agencies are being out-matched by today's organized crime groups which include narcotics groups and cartels, traditional Mafia and other ethnic groups, street gangs and white collar crimes which pose a greater threat to our society than at any other time. The organized crime groups consist of groups as small as two or three individuals to large organizations involving thousands of members. Yablonsky (1990) reported that two-thirds of the top 500 largest corporations have been convicted of serious crimes such as bribery.³² Ivan Boesky who was convicted in 1986 of insider stock trading paid a record 100 million dollar fine and received three years in prison.³³ Michael Milken was convicted in 1989 of insider stock and junk bonds trading and paid a 750 million dollar fine (a new record) and was sentenced to ten years in prison.³⁴ The Colombian cartel earns an estimated 60 billion dollars a year from the sale of cocaine in the United States.³⁵ Today, the criminal has more financial resources to hire the most knowledgeable lawyer, CPA's, computer analysts or whatever other legal or technical expertise is needed to out-smart law enforcement agents. The narcotics cartel has 60 billion dollars as compared to

President Bush's "War on Drugs" spending authorization estimated to be between 7 and 15 billion dollars. Any narcotics officer will tell you that the national and international narcotics traffickers have the best planes, guns, cars, radios, surveillance equipment, and tactical intelligence that money can buy. Because of this tremendous monetary disparity and legal constraints the American law enforcement detective cannot sit back and wait for "his experience to accumulate."³⁶ Today, as never before, the detectives, as well as all law enforcement officers, are being curtailed by their environment with such things as court decisions relating to constitutional rights. This is reflected in decisions concerning the 4th Amendment and the Exclusionary Rule and the 5th Amendment - Advice to Rights etc. (Greenwood 75, Eck 1983).³⁷

The number of criminal cases worked on by detectives, as determined by the 1976 Rand Study, ranged between 6.2 sex crime cases and 26 "youth & women" cases per month. The number depends on the type of case and excludes missing persons which are in excess of 80 per month.³⁸ These figures do not include any statistics related to Child Sexual Conduct (CSC), which is the fastest growing area in criminal investigations. This is due, in part, to a greater awareness and to state statutes which require the reporting of suspected violations by medical professionals, schools, and social welfare departments. Any investigator who has worked CSC type

cases will relate that these cases are some of the most difficult types of investigations that an investigator will encounter. These cases require mature, experienced investigators with specialized training in medical, psychological, and special interviewing techniques because children cannot be interviewed using the same techniques as an adult.

Det/Lt. Andy Palmer, Michigan State Police (MSP), is the present commander for all training of MSP detectives and special investigators. Previously, he was a commander assigned to MSP special narcotics task forces. The task forces were made up of various local law enforcement agencies that provided officers to work as undercover police officers on a three-year rotating basis. It was determined that the newly-assigned officers were taking a minimum of 18 months after they were assigned to become proficient enough to contribute to the unit in an effective manner.³⁹ Det/Lt. Palmer instituted a basic narcotics school for newly-assigned officers and with a follow-up advanced training program after six months. The course reduced the required time to six months for a newly-assigned officer to become effective.⁴⁰

Sam Walker (1989) asserted that if education did nothing else, it would enhance the individual's capacity to cope with the increasingly rule-bound, working environment.⁴¹ Daryl Gates, the former Chief of Police for LAPD and Roger Griepes (1990) explained that in today's world, detectives need to

have available as much current information and knowledge as possible when they start working as detectives.⁴² Jurkanin (1984) stated that there was a significant correlation between the number of years of formal education and the level of attained job knowledge.⁴³

There are over 40,000 law enforcement agencies in the United States comprised of approximately 420,000 law enforcement officers.⁴⁴ With the exception of New York City, Los Angeles, and a few other Police Departments, there are no basic detective training programs. Thomas Hendrickson, Executive Director, Michigan Association of Chiefs of Police for the State of Michigan, stated that Michigan has approximately 500 state and local law enforcement agencies but only 477 agencies are registered according to the current unpublished 1992 census. The remaining 23 departments are usually one or two-man departments which typically do not register. The largest police department in Michigan is the City of Detroit with 3,914 officers. The Michigan State Police currently has 2,102 officers assigned. Prior to Det/Lt. Palmer being appointed the MSP commander for detective training, the only training MSP detectives received was on-the-job and several days of in-service training each year. He has now instituted a one-week, basic detective school followed by several "core" courses that will be required of every MSP detective.

The Police Officer Standards & Training Commission (POST) for the State of Michigan is presently represented by the Michigan Law Enforcement Officers Training Council (MLEOTC) which provides state-wide minimum standards for all Michigan law enforcement.

MLEOTC, through its membership, has established regional training centers at six police academies, seven community colleges, and six state universities. Geographically located throughout the State of Michigan, these centers provide the basic police training certification of 472 hours to all sworn police officers in Michigan. In addition, the centers provide the 80 hours of in-service training required of new officers and also provide in-service training for experienced police officers. One of the most important aspects of having consolidated training facilities is that it provides education for small police departments who cannot maintain their own academies.⁴⁵

PURPOSE:

The purpose of this study was to determine if there was a need to change the detective training and establish a basic detective course in Michigan based on the perceptions of 27 selected criminal investigative detectives throughout Michigan. An additional purpose is to determine what they

perceived to be the critical subjects that need to be included in a curriculum designed for a basic detective course and how such a program could be implemented and financed.

PROPOSED RESEARCH QUESTIONS:

1. Based on the perceptions of selected law enforcement personnel, is there a need to change current detective training practices?
2. Based on the perceptions of selected law enforcement personnel, does the State of Michigan law enforcement system need to establish a Basic Detective Course of instruction in Michigan?

SECONDARY QUESTIONS:

1. Based on the perceptions of selected law enforcement personnel, if a basic detective course is needed, what type of curriculum would best meet this need?
2. Based on the perceptions of selected law enforcement personnel, how could a training program be implemented throughout the state?

3. Based on the perceptions of selected law enforcement personnel, how could a program to provide training to all law enforcement departments in the state be financed?

DEFINITION OF TERMS:

1. A detective is a sworn state or local law enforcement officer who is authorized to make arrests, executes search warrants, and conduct criminal investigations. He/she may also conduct civil type investigations such as seizures and forfeitures. The detective normally works in plain clothes and conducts "reactive type" follow-up investigations. He/she may also be assigned to "proactive type" investigations as part of special investigative units such as narcotics, vice, and organized crime. The detective is usually responsible for conducting investigations of the most serious crimes, such as, homicides, rapes, assaults, robberies, burglaries, child abuse, and other crimes classified as serious. The types of crimes may also be categorized into victim crimes, property crimes, fraud, and others.
2. Criminal investigator is synonymous with the term detective.

3. A generalist is a detective who is assigned to work all criminal cases assigned by his department or agency. In larger departments a generalist will work criminal cases not classified as special investigations, such as, homicides, narcotics, vice, child sexual conduct, and other type cases.
4. A specialist will normally be assigned to special units such as homicide, narcotics, or organized crime and will specialize in one type of crime or type of criminal.
5. The term, "Dick" is a nickname for a detective.
6. A detective sergeant is normally a first-line supervisor assigned to a detective bureau. The term, Detective Sergeant, is considered to be both a rank and a position with the Michigan State Police (MSP). The MSP has both detective and investigator positions for troopers who are assigned to temporary investigative duties. Detective Sergeant is a permanent position with the MSP and has the authority of both investigator and supervisor.

7. A patrol officer is normally a uniformed police officer who is primarily concerned with the order, maintenance, deterrence, service, and law enforcement functions of the police mission. As the name implies, the patrol officer's primary mission is to conduct a patrol of a geographical area and they are usually the first to respond to the initial incident or complaint. They produce the initial incident investigative report. More serious incidents are normally forwarded to the detectives for follow-up investigations.

LIMITATION OF THE STUDY:

This study is limited to the perceptions of Michigan detectives and investigators. Therefore, no comparison was made of Michigan detectives' training, methods and/or procedures to federal law enforcement agencies. The findings cannot be generalized to other police organizations outside of Michigan. According to Kerlinger (1973), a selective sampling may be based on the "judgement and deliberate efforts of the researcher to achieve a representative sample".⁴⁶ The selection of the subjects was based on the personal knowledge and judgement of the researcher and also on recommendations of different detectives from around the state who recommended the subjects based on their personal knowledge of the subject and/or the department.

PROCEDURE:

Twenty-seven currently assigned detectives/investigators were contacted and interviewed using the ethnographical interviewing procedures described by James P. Spradley (1980) which is similar to the studies of Houle (1963) and Brown (1989). Selective interviews were conducted by the researcher and tape recorded. Spontaneous interview notes were also recorded and maintained. The subjects were selected from law enforcement agencies throughout the state of Michigan in an attempt to cover the largest geographical area possible. An attempt was made to select detectives from small, medium, and large departments with varying degrees of experience. The reason for this selection criteria was based on the assumption that individuals from different size departments and varying experience levels would have differing perspectives.

OVERVIEW:

One of the primary purposes of this research is that other research does not center on the educational needs of the detective. Most studies on detective work concentrate on measuring the outcomes of investigative work in the qualitative terms of arrest and/or clearance rates of cases. Few have asked the detectives who actually do the job, what they think or what they suggest is needed to improve the quality and/or effectiveness of Michigan detectives.

Considering the detective's perception, the specific purpose of this study was to determine if there was a need to change the detective training and establish a basic detective course in Michigan based on the perceptions of 27 selected criminal investigative detectives throughout Michigan. An additional purpose is to determine what they perceived to be the critical subjects that need to be included in a curriculum designed for a basic detective course and how such a program could be implemented and financed.

Chapter II consists of a historical review on the basis of the investigative position, including the development of the detective position and the relevant literature. The analytical foundations for the research and the previous research is reviewed providing the background and significance of the problems facing the detective's educational development.

In Chapter III the methodology of the study is described. The research focus and the relevant literature on ethnographic research is included and discussed. The results of the study are included in Chapter IV. Chapter V contains the conclusions and discussion of the implications of the findings. Chapter V also includes a discussion of a number of recurring themes that were expressed by the participants as issues and concerns relating to Michigan detectives. These themes were not directly related to the Primary or Secondary Research Questions but were of sufficient interest that one or more could be considered for a future research study.

CHAPTER II

INTRODUCTION:

Police power in the United States is a political position whether it is a federal, state, or local department or agency.⁴⁷ The federal directors of law enforcement agencies, such as the FBI, DEA, etc., are appointed by the President of the United States. State Police are appointed by the governor of the state. County Sheriffs are elected by the voters of the local county and Chiefs of Police Departments are normally appointed by the various mayors and/or city councils. Most law enforcement agencies are influenced by the political segments that make up and govern the community. Most law enforcement personnel try to aspire to be apolitical as part of a professional and unbiased dispenser of egalitarian justice to all. They balance these conflicting interests by protecting the citizens' rights while investigating the accused and protecting the innocent while incarcerating the guilty.⁴⁸ Significant progress has been made in raising the educational level and training of law enforcement personnel across the country in hopes of making the police more effective in carrying out their mission and responsibilities.⁴⁹ Unfortunately, the education of the detectives has not kept pace with the complexity of our society; nor have the

technological advancements and sophistication of the ever-increasing criminal elements and organizations which work night and day, seven days a week, to defeat and evade the scrutiny of the various law enforcement agencies and their investigative personnel.⁵⁰

This benign neglect of the law enforcement institution and, in particular, of the investigative arm of law enforcement has not been completely unintentional.⁵¹ The American Constitution and the Bill of Rights have made the American criminal justice system far more technical and much more difficult for law enforcement personnel to apply than their counterparts in other societies. In addition, the political psyche and the American personality have contributed to the slow evolution of the American law enforcement system. The role of the police officer has always been confusing, one as the law officer and the other as peace officer.⁵² The American system of criminal justice evolved piecemeal in response to the community needs. In the United States there was no universal or federal direction as in the case of Sir Robert Peel's, "Principles of Law Enforcement", as enacted by the English Parliament.⁵³

HISTORICAL PERSPECTIVE:

Peter Manning and John Van Maanen (1978) emphasized that, "The present form and function of any police organization is linked to the history of its development".⁵⁴ In order to know

where the current American police organizations are going in the future it is useful to understand the foundation upon which the system was created. American criminal law is centered around the American Constitution and Bill of Rights. It is the "heart-beat" of the American criminal justice system. Greenwood, et.al., (1975) pointed out that it is essential that every police officer and especially every detective understand the basic judicial principals to recognize and acknowledge the difference between "strong suspicion and proof beyond a reasonable doubt".⁵⁵

American criminal law is based on an adversarial system as opposed to the inquisitorial type which is used by most of the continental European countries.⁵⁶ The inquisitorial type basically stated that a person is presumed guilty until proven innocent. The adversarial type, also found in England, allows both sides, in a dispute, to try and convince the judge or jury who is telling the truth and/or who is right. The major difference in the American system is that a person is presumed innocent until proven guilty.⁵⁷ American criminal law can trace its ancestry back to Biblical law, Roman law, and most directly to the British common law.⁵⁸ There are two primary types of law, statutory and case law. These laws impact directly on American criminal law, but case law is considered to be the most important because it is developed and supported by other similar cases, usually referred to as precedence.⁵⁹ The Criminal Penal Codes for most states and the federal

government are based on statutory laws.⁶⁰ A statutory law may be written by a legislature but it is not generally acted on by law enforcement agencies until several test cases have been reviewed by the courts. Recently, the State of Michigan passed a new felony law prohibiting a person from assisting another person in attempting suicide. Several days after enactment, Dr. Jack Kevorkian was arrested and charged with the crime of assisting a person who committed suicide. At the preliminary hearing, the presiding judge not only threw out the law as unconstitutional, but added a new element by claiming that a citizen had a constitutional right to commit suicide. Oliver Wendell Holmes, Jr., a supreme court justice (1902-1932), made the following comments on common law:

The common law is not a brooding omnipresence in the sky, but the articulate voice of some sovereign or quasi-sovereign that can be identified. The life of the law has not been logic; it has been experience... In order to know what it is, we must know what it has been, and what it tends to become... The very consideration which judges most rarely mention, and always with an apology, are the secret roots from which the law draws all the juices of life.⁶¹

Common law was flexible and could be adapted to the British colonies but the cornerstone of the English government was the Magna Charta, which established a constitution that theoretically guaranteed rights to each British citizen. From the start of the colonization, the British influence in the American colony was recognized in its language, customs, mores, and laws. As symbolized by the Puritans, the American settlers were not necessarily people who fully embraced the

English law, government, parliament, and/or King. On the contrary, these were the religiously repressed, the imprisoned, the radicals, the rebellious, and the cataclysmic people that European countries wanted to get rid of. The end of several European wars, partially fought in America and resulting favorably for England, established the English Common Law as the law of the land.⁶² However, the realities of the British law were far from theoretical. The 18th century English law history was known as the "blood code" where men could be charged with treason for almost any violation of the law.

Men hanged at the gallows for treason were cut down while still alive and their bowels removed and burned in front of them, they would then be beheaded and quartered.⁶³

English law enforcement was transplanted in America with the appointments by the king of governors, sheriffs, and constables to the American colonies. The King's law was normally backed up by the army. If English law was harsh on its own citizens, it had no qualms about dealing sternly with quarrelsome colonists and demanded that they should pay part of the cost laid on the English taxpayers for the defense of the American territory.⁶⁴

It would be an understatement to say that our forefathers were not at all happy with the system of government being dictated to them by King George and the English parliament, especially as it related to taxation. However, all Americans

at the time were in agreement with the Glorious Revolution of 1688, and the great Bill of Rights it had guaranteed to British citizens, "especially rights of liberty and property - upon which no monarch or government could rightfully infringe".⁶⁵

One of the authors of the Declaration of Independence, Thomas Jefferson, set forth in succinct and eloquent language the American Democratic Creed:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness...laying its foundation on such principles and organizing its powers in such form; as to them shall seem most likely to affect their Safety and Happiness...⁶⁶

The man most responsible for popularizing these doctrines upon which our nations' laws were founded was John Locke, who had written his famous "Second Treatise on Civil Government" a century before Jefferson. Both the Declaration of Independence and the American Constitution use phrases like "All men are created equal", "Life, liberty, and the pursuit of happiness", "We hold these truths to be self evident", all of which are contained in the Second Treatise.⁶⁷ He wrote it in order to justify the English Revolution. Prior to the establishment of organized society and/or government, man lived in a state of nature. One would think that without an organized society, there were no laws to govern man's behavior. According to Locke, this state was not a lawless condition because Natural Law was known to all men through the

use of reason and was binding to all.⁶⁸ The real "nature" of natural law has been argued by philosophers for centuries. The definition of natural law according to Webster's Dictionary is "rules of conduct supposedly inherent in the relations between human beings and discoverable by reason."⁶⁹

At the time of our country's birth, the most recognized threat to the freedom of the individual was the existing power structure of the monarchy or the government.⁷⁰ Consequently, the American government was to be established with a low profile upon which the doctrine of Laissez Faire developed. The term literally means "let the people do as they please". Laissez Faire evolved into an American political economic doctrine by which the owners of industry and business fix the rules of competition, without governmental regulation or control.⁷¹ This doctrine was taught by political economists, preached every Sunday by clergymen, and invoked by lawyers and judges.⁷²

During the 1800's and early 1900's, the moral attitudes of most Americans condemned government corruption and fraud in business. But, under Laissez Faire, it became difficult to recognize the difference between legitimate competition and dishonesty. Bribery was wrong, but tips to help public officials became borderline cases.⁷³ As Laissez Faire rolled westward with the frontier it became synonymous with the law of God. As our country took hold, the citizens kept pushing the frontier westward with emphasis on the individual, self-

protection, and the frontier notions of law, order, and justice.⁷⁴ Due to the dangers of the frontier wilderness and Indian wars, Americans have always relied on self-reliance and weapons to back up their independence. Law enforcement was a natural extension of the American psyche and was characteristically action-oriented and very violent. Oscar Hardlin (1965), analyzing the difference between the American and British judicial system, noted:

"the exceptional diffusion of violence in our society... from the beginning, a much more violent society than that of most European countries. Carrying arms and rounding up a posse were aspects of American history that are still glamorized in today's movies and television."⁷⁵

Consequently, organized law enforcement in the United States got a late start and it was not until 1840 that New York started the first police department. The military uniforms which appeared in New York during the Civil War were probably in support of the Union Army.⁷⁶ And, it was not until the early 1900's that federal law enforcement agencies were established and police departments began to become prominent. Law enforcement in the United States has always been tied directly to the controlling political and budgetary forces of their respective communities. Because of their role in maintaining order, the police have always found themselves right smack in the middle of most controversial political and economic struggles.⁷⁷

BILL OF RIGHTS:

The drafters of the Constitution did not know precisely what they wanted in a new Constitution when they convened in Philadelphia in the summer of 1787. Most of the state delegates recognized that changes had to be made to the original Articles of Confederation if the newly formed government was to succeed. In preparation, James Madison studied the histories of the Greek confederations and the Italian republics.⁷⁸

Gov. Edmond Randolph of Virginia laid the foundation of the American Constitution with his Virginia Plan.⁷⁹ The delegates were aware of the British constitution and were determined not to make the same mistakes. The British had executive, legislative, and judicial branches of government, but did not have separation of powers. Our founding fathers did not trust a government which could unite all of the state's power into the hands of a few leaders. They relied on another prominent philosophical writer, Montesquieu, who wrote and devised the "checks and balance" system for the separate branches of government, each branch being equal but having specific roles to play.⁸⁰ The legislature could pass laws and control financial appropriations, but the executive branch was responsible for implementing and enforcing the laws, while the judicial branch would rule on the legality or the constitutionality of the law. The most significant difference recognized by the drafters was that the British citizens had

individual rights. But these rights were stated in individual statutes which could be changed or altered by parliament.

The constitution would not have passed ratification if there was not an agreement to pass the Bill of Rights. Our founding fathers believed so strongly in individual liberty that they felt individual rights needed to be protected. Therefore they made these rights part of the constitution itself, thereby making it impossible for legislators to abridge these rights.⁸¹ The first ten amendments to the constitution are known as the Bill of Rights. Seven of the ten amendments relate directly to safeguarding individual rights against governmental police power.

GRAND JURY:

The philosophy upon which our criminal justice system was established was designed to protect the innocent person from the state. In the legal profession there is a dictum concerning the American legal system. "It is better that nine guilty men go unpunished than that one innocent man be convicted."⁸² It was no accident that the grand jury provision was placed in the Fifth Amendment. The founding fathers wanted the citizens, not the local prosecutor to be in control. This process is presently used by the federal government and approximately half of the state governments. In the remaining states, indictments are obtained through "informations" filed by the prosecutor. When a grand jury is

utilized, the evidence is presented to a panel of citizen jurors (normally 23 for federal grand juries and varies in numbers from state to state). The grand jury is responsible for investigating the allegations against a defendant to determine if there is reason to believe that a crime has been committed. In actuality, it is the prosecuting attorney who is responsible for bringing criminal charges to the grand jury. However, the grand jury may not vote for an indictment unless there is a reasonable belief, "probable cause", that a crime was committed. This was the intent of the founding fathers. A grand jury investigation normally takes longer and does require prosecutors to develop their cases before they are presented to and voted on by the grand jury. After a "true bill", an indictment, is returned by the grand jury the investigative phase is completed and the prosecutor cannot continue to develop evidence related to the specific charges. In local courts, where "informations" are issued by the prosecutors, the accused has a right to have a preliminary hearing before a judge to determine if the accused should be bound over for trial.

The police frequently complain, some justifiably, that the courts have released a guilty party, or that the prosecutor refused to prosecute or issue an arrest warrant, or that they have a lenient plea bargaining policy. As reported in the RAND Study (1976) some police frustrations are caused by the refusal of the police to acknowledge the difference

between strong suspicion and proof beyond a reasonable doubt."⁸³ It was further reported that the police fail to provide timely, thorough, written reports.⁸⁴ The term "insufficient evidence" is the main reason for failures to sustain convictions or for reduced charges being plea bargained. The system is designed to be complicated so that prosecutors do not exceed their authority and bring unfounded or unsupported charges against a citizen.

Louis A. Radelet (1978) stated that law enforcement officers occupy a crucially important position in the maintenance of order in the community. However, he further explained that it is vital that the police recognize that order in itself is not the ultimate end of government in the free society.

"That therefore, the principle of equal protection of the law for all citizens and respect for their rights as persons, are absolutely fundamental under our system of government".⁸⁵

Jerome H. Skolnick, a noted author who has written considerably on law enforcement issues, stated that in regards to police becoming more professional:

...the police must accustom themselves to the seemingly paradoxical yet fundamental idea of the rule of law, namely that observance of legal restraints may indeed make their task more difficult. That's how it is in a free society.⁸⁶

REASONS FOR UNPUNISHED CRIMINALS:

In addition to the cumbersome grand jury and the protracted trial system, with the seemingly endless innumerable delays and continuances, there are a number of reasons why criminals are going unpunished. One of the main reasons is that the victim may not report the crime (Hinderlang & Gottfredson, 1976, Lauh 1981). Burns and Peltason (1957) also enumerated some of the other reasons.⁸⁷

1. Police may decide not to arrest the person.
2. Judges may decide not to hold the person.
3. Prosecutors may decide not to prosecute.
4. The grand jury may not indict the person.
5. The jury may not convict the person.
6. The judge may not sentence the person.
7. The appeals court may reverse the conviction.
8. The executive branch may decide to pardon, reprieve, or parole the person.

POLICE EFFECTIVENESS:

Several of the above mentioned items can be attributed to the police officer's or investigator's learned abilities and knowledge or the lack there of. Officers learn that if they have to use physical force when dealing with the public, then they should arrest the person in order to protect themselves from possible future law suits. The arrest gives the officers leverage in later dealings with the accused.⁸⁸ The literature reflects the general understanding of the enormous amount of

discretion police officers have. New York City policemen know that "complaints of persons charged with crimes are given no credence."⁸⁹ In addition to running the risk of being beaten by an angered police officer, citizens run the risk, in New York and other jurisdictions, of being arrested and charged with a crime they did not commit in order to keep the police officer's record clean⁹⁰ (Bittner, 1978: Chevigny, 1968: Reiss, 1971).

In general, it has been estimated that "50 to 80 percent of all felony cases initiated by the police go no further than the prosecutor's office."⁹¹ A few of these cases are dismissed to conceal the police officer's transgression (Bittner, 1971). But, more than likely, the bulk of these are dismissed because they lack investigative thoroughness, and therefore, lacked the necessary evidence to sustain a conviction.⁹² Manning (1978) describes how most police departments promote their officers from patrol to detective work based on the number of "good pinches"- arrests that will result in a conviction.⁹³ Other explanations suggest that felony arrests are reduced to misdemeanors and some arrests are dropped in order to develop informants and help solve bigger cases.⁹⁴

Many arrests are based on complaints made by citizens. If the complainant drops the charges and refuses to testify, the charges are usually dismissed. Leger (1977) reported that, in Chicago, of the 10,000 cases handled annually by the

City Police Fraud Division, only 800 to 900 results in any formal prosecution.⁹⁵ A typical city with a population of 400,000 was studied by Webster (1970) and he reported that the police had arrested a total of 34,362 persons, excluding traffic violations. Of the total arrested, 15,590 were arrested for drunkenness.⁹⁶

Police officers rarely, if ever, arrive at the scene of a robbery in progress. The most officers can hope for is to be able to respond quickly in order to interview key witnesses and secure the crime scene.⁹⁷ In most police departments the more serious crimes are usually turned over to the department's detectives.⁹⁸ Wilson (1975) questioned, if more crimes are solved because persons are arrested, would it not be logical to assume that the crime rate must go down? Increasing arrest rates do not in themselves lower the crime rate since many crimes are actually committed by the same individuals (career criminals). The police may arrest several juveniles for a burglary which in fact was a random, impulsive type crime. Most burglaries are committed by the more skilled professionals who are repeat offenders that are rarely caught. After the criminal is arrested, he is released on bond usually before the police paper work is finished and there are numerous trial delays. The individual may not be convicted at all and if the person is convicted, burglary usually results in a light sentence or probation.⁹⁹

Wilson (1968) reported that, according to one estimate, 87.5 percent of all persons arrested for non-traffic offenses have been arrested before.¹⁰⁰ If a person is not convinced to turn away from crime after his first arrest, there is a very strong likelihood that he will become a repeat offender. Recidivism is a major problem in law enforcement. The average person arrested will be arrested six or seven more times during his life.¹⁰¹ Major crimes are not normally committed by teenagers out for a joyride, they are usually committed by professional or career criminals. Many of the property crimes, such as theft from an auto or Breaking and Entering (B&E's) have been traced back to a narcotics problem.

INFLUENCE OF NARCOTICS ENFORCEMENT:

The National Institute on Drug Abuse in 1989 estimated that there are over 5.8 million Americans who have used cocaine. Assuming that the typical pusher deals to approximately 25 people on a regular basis, the number of pushers in the United States would then be estimated to be 230,000.¹⁰² The narcotics business in the United States is estimated to be between 130 and 150 billion dollars in contrasted to General Motors Corporation reported 123 billion dollars in total sales for the year 1988.¹⁰³ In Washington D.C., in 1986, only seven percent of adults were arrested on drug charges and of these arrested, only 20 percent were convicted. The same crack dealers were being arrested eight

or nine times in the space of a few weeks. The city jail was operating a revolving door.¹⁰⁴

Greenwood and Petersilia (1975), in their Rand Study, asserted that the recidivism rate was one of the most significant problems confronting the American Criminal Justice System in 1975. They pointed out "that some individuals will not be readily deterred from criminal activity by any reasonable preventive measures". The benefits of criminal behavior far outweigh the punishment and "they are prepared to act accordingly".¹⁰⁵

The federal correction system instituted mandatory prison sentences in November 1987. The philosophy was developed on the basis of the principal "just deserves" and "crime control". Increasing sentences or incarcerating the defendant for a longer time would deter others.¹⁰⁶ The Sentencing Commission estimated that mandatory sentencing would increase the federal prisoner population by ten percent based on the Bureau of Prisons 1987 Report.¹⁰⁷ In theory, if the professional criminal is incarcerated longer, the crime rate will go down. According to the Bureau of Justice Statistics (1991), the total jail and prison population in the United States was approximately 1.2 million prisoners. In 1987, the total prison population was approximately 880,000 inmates confined to jails, state prisons, and federal correctional facilities. The combined state and federal population with sentences exceeding one year length was 329,821 in 1980 and

increased to 823,414 in 1991.¹⁰⁸ Martinson (1977) reviewed 200 studies of the methods and strategies being utilized by the criminal justice system to reduce recidivism and found little hope. Only deterrence was offered as a possible solution and punishing the offenders is a major means of deterring incipient offenders.¹⁰⁹

DETERRENCE & SELECTIVE PROSECUTION:

Something that deters crime in the first place is significantly more effective than finding a cure afterwards. The Internal Revenue Service (IRS) has consistently utilized the deterrence strategy since its inception in 1919. The method utilized is to achieve the highest possible degree of voluntary compliance with the internal revenue laws by convincing the American public of the certainty that they will be caught if they cheat on their taxes. And, if they cheat on their taxes, they will be prosecuted and sent to jail. The system currently enjoys a 95 percent voluntary compliance rate. The highly successful prosecution rate of tax evaders and financial sanctions have contributed significantly to this voluntary compliance.¹¹⁰ One of the reasons why the IRS Criminal Investigative Division is so successful is the fact that their special agents who conduct the criminal investigations are very professional, well educated, and extremely well trained.

The criminals have to know that there is some degree of certainty that they will be caught and a high degree of possibility that they will be convicted and sent to prison. In 1986, approximately 90 million tax returns were filed, and of this number, 5,861 were recommended for criminal prosecution. Of these, 2,460 individuals were convicted and 55 percent were imprisoned.¹¹¹ Morris (1972) asserts that it is not necessary to incarcerate every felony to have an effective system for deterrence.¹¹² With the increased pressure being placed on prison crowding and federal and state financial budgetary constraints, selective prosecution will increase significantly. In order to achieve this futuristic objective of selective prosecution the selection and training of police detectives will be pivotal.

CURRENT TRAINING OF LAW ENFORCEMENT OFFICERS:

It had been recognized for some time that a large part of the deficiency faced by law enforcement throughout the United States was the lack of qualified training being provided to police officers. The Presidential Crime Commission's Report of 1967 identified training and education of law enforcement personnel as one of the critical elements that needed immediate assistance to improve the proficiency of law enforcement in the country. Based on the commission's recommendations, the Law Enforcement Assistance Administration

(LEAA) was established with a primary goal of increasing the minimum educational level of all law enforcement officers.

Based on LEAA leadership and financial grants, significant improvements were made to boost the minimum educational level of newly-assigned officers and also increase the educational level of experienced officers. One of the most profound changes was in establishing the Police Officers Standard and Testing (POST) throughout the country. Even during the 1960's and 1970's, many police officers were not provided any training on how to perform their basic duties.¹¹³

Astonishing as it sounds, this was the norm and not the exception. More astonishing is that some police agencies in the country still do not provide any training to newly-assigned officers. The Presidential Crime Commission established minimum guidelines for basic training of police officers which are now mandatory requirements. All states now require an officer to successfully complete an accredited police academy course in order to be a certified police officer.

Most states now require a minimum of 400 hours of instruction to be given to police candidates.¹¹⁴ Michigan's is currently at 472 hours according to the Michigan Law Enforcement Officers Training Council (MLEOTC). However, some departments are circumventing the requirements. Newly-assigned officers are required to attend a certified academy within two years of being hired. There are police and sheriff

departments that do not have the financial resources to send their officers to the academies. These agencies hire new personnel and work them for two years and terminate them before they are required to go to the academy. The agencies will then replace the terminated officers with more new hires. Some sheriff departments in New Mexico actually transfer terminated officers from one department to another. Some of the counties in the Southwest only have populations of less than 5,000 inhabitants and simply do not have tax revenue resources enabling them to send their personnel to the police academies.

August Vollmer warned that if "untrained persons are permitted to function as policemen, no person's life or liberty is safe."¹¹⁵ Vollmer was the Chief of Police at Berkeley, CA from 1905 until 1932. He was one of the leading advocates for educating all police officers. He wanted to attract the highest level and most qualified people to law enforcement. He was also credited with starting a non-credited summer program at the University of California, Berkeley, CA in 1916.¹¹⁶ He also promoted professionalism of law enforcement in the hopes of achieving equal status with that of doctors, lawyers, and teachers.¹¹⁷

Law enforcement in America has not reached the level that Vollmer envisioned nor has it attained those goals recommended by the President's Commission on Law Enforcement and Administration of Justice that, as a condition of initial

employment, each candidate possess a four-year college degree.¹¹⁸ The Law Enforcement Education Program spent \$370,000,000 to provide a college education to 370,000 police officer recipients.¹¹⁹ The program did not achieve all that it set out to do; however, some goals were achieved to a large extent. Today, all states require a sworn police officer to have attended a basic police academy. Most states and agencies do fully comply with these standards.¹²⁰

Other states have adopted the commission's position and are licensing police officers as they do other professions such as medicine and law. The State of Minnesota has progressed to the point where all law enforcement officers are licensed by the state and require a minimum of a two-year college degree, in addition to a 9 to 12 week skill course. Licensed officers are required to earn an additional 48 hours of continuing education credit to have their three-year license renewed. There is presently a proposal in Minnesota to increase the minimum educational requirement to a bachelor's degree level.¹²¹

The theory the federal government has assumed is that they recognized that American law enforcement had a serious problem with the way in which law enforcement was administered to the American public. The hope was that better educated police officers would be better able to cope with the crime problem.¹²²

HISTORY OF DETECTIVES:

Jurgen Thorwald, in his book "The Century of the Detective", related that the use of formal criminal investigations methods, strategies, and development of special crime units to detect and solve crimes began in France during the 1810 Napoleonic era. The First Section of the Paris Prefecture of Police was headed by Monsieur Henri, who had a staff of 28 Justices and a few dozen inspectors. Henri was facing a rising crime rate and had the assignment to do something about it. As fate would have it, Eugene Francor Vidocq, a petty criminal, who had escaped from French jails three times, and who had been a fugitive hiding from the police for ten years, decided to make a break from his past. Vidocq requested immunity in exchange for assisting police in fighting crime.¹²³ Henri accepted Vidocq's offer and put him in charge of his inspectors. Vidocq's theory was that crime could only be fought by criminals. He hired a number of former criminals and within the first year had arrested 812 murderers, thieves, burglars, robbers, and embezzlers. Vidocq utilized a proactive style of policing. He put his men undercover in jails to work their way into criminal groups. He established facial drawings and maintained files on known criminals. Later, he visited prisons to view the faces of new criminals. He was ousted in 1833 by a new administrator who could not stand the idea of his entire detective force being made up of former convicts.¹²⁴ The French never stopped using

ex-convicts as informants and continued to use Vidocq's files. By the year 1879, the French police had five million files on known criminals.¹²⁵ Alphonse Bertillon created the first workable, retrievable filing system for the French. By the turn of the century, his system was widely accepted by most national law enforcement agencies; but it soon changed with a more reliable means of identification, the fingerprints. The advent of the automobile, telephone, radios, and other investigative technology had a significant impact and change on most law enforcement agencies in the United States. Chief Vollmer, addressing a meeting of Chief of Police in 1922, asserted that the United States lagged behind Europe in acceptance of scientific methods, and that the days of obtaining convictions based solely on the accused's statements and confessions were over.¹²⁶ President Hoover's National Commission of Law Observance and Enforcement reported in 1933 that, "seventy-five percent of all policemen tested could not pass an army intelligence test."¹²⁷ Edwin Sutherland, commenting on the intelligence of detectives, stated in 1931:

"plain clothes detective was supposed to be a specialist with unusual ability. These positions are probably secured by purchases or political favoritism. The ordinary chauffeur is probably a brighter man than the average detective."¹²⁸

The National Crime Commission in 1927 demonstrated that crime was a national problem and "that an untrained police officer was incapable of handling the complex crime problem

which accompanied advanced technology."¹²⁹ The President's Commission on Law Enforcement and Administration of Justice in 1967 stated:

Only 22 percent of all property crimes reported to the police were solved and only 59 percent of violent crimes were solved. The Commission concluded that there were many reasons for this apparent lack of effectiveness by the police, but the absence of education of law enforcement personnel was perhaps the single most important reason.¹³⁰

Ackerman and Johnson (1991) revealed that not much is known about early attempts in selecting and training detectives, but what is known is that police administrators made random selections without regard for qualifications.¹³¹

The men chosen for the detective branch of the service are, as a rule, those who have served some time as patrolmen, and have exhibited a peculiar fitness for the position... the detective force should be a goal towards which the clever members of the general force might look to as a reward for faithful and able work which was done in uniform (Flynn 1973).¹³²

Manning (1978), who was critical of the police, stated that most police departments promote men from the patrol division to detectives on the basis of "good pinches" that might result in convictions.

The protection of public welfare, however, including personal and property safety, the prevention of crime, and the preservation of individual civil rights, is hardly achieved by a high pinch rate. On the contrary, it might well be agreed that protection of public welfare could best be indexed by a low arrest rate.¹³³

DETECTIVE'S FUNCTIONS:

The question that is not usually asked is, what does a detective really do? Due to misconceptions, created in part from books, movies, and television, the public envisions an action-oriented, tough, good-looking guy, who is always involved in gun fights and high speed chases and is always able to figure out who committed the crime and is able to catch the crook. The police do not discourage the public image. Manning (1978) explained that police do engage in "chases, gunfights, and careful sleuthing, but, these are rare events. Most police work is "... boring, tiresome, sometimes dirty, sometimes technically demanding, but rarely dangerous."¹³⁴ The nature of detective work was described by Ackerman and Johnson (1991) as encompassing the following elements routinely performed by detectives:¹³⁵

1. Gather information.
2. Detect and apprehend offenders.
3. Prepare cases for prosecution.
4. Perform crime scene searches.
5. Identify, collect and preserve evidence.
6. Operate computer systems.
7. Locate, identify, and interview victims, witnesses, and complainants.
8. Locate, identify, and interview or interrogate suspects.
9. Write reports.
10. Apply laws concerning criminal law and procedures.

11. Perform undercover operations.
12. Identify the modus operandi of criminals.
13. Establish the corpus delicti.

Of these tasks, Ackerman and Johnson (1991), Meadows (1986) and others have suggested that the more significant elements were communications, both written and oral, conducting interviews, public relations, common sense, intuition, hunches, chances, and luck.¹³⁶ Erickson, Cheatham, and Harrgard (1976) studied the communication activities of police officers and revealed that communications occupied 72 percent of their normal daily activities and 60 percent of their communications took place outside of their organizations.¹³⁷

A layperson would call detectives' "hunches", intuition. "But, investigators call it professional judgement, derived from knowledge, education, training, acquired skills, and experience."¹³⁸ How does the detective acquire the necessary skills and knowledge? Van Maanen (1978) observed that:

Once a recruit has mastered the various technical and social skills of routine policing... knowing how and when to fill out the myriad of various reports... there is little left to learn about his occupation which can be transferred by formal or informal instruction.¹³⁹

As Westley (1951) pointed out, "the recruit must then sit back and wait, absorb the subjective side of police work and let his experience accumulate."¹⁴⁰

Learning through on-the-job experience is the oldest method of training.¹⁴¹ However, the literature does not support this theory as being the best. The Houston Police Department conducted a study from 1978 through 1981. One of the significant findings was that basic training did prepare the officer for his/her career in law enforcement.¹⁴² Jurkanin (1984) points out that it is the combining of the knowledge of both the academy and the practical experience which helps the student "acquire the knowledge, skills, and abilities required to perform his job."¹⁴³ In addition, a survey of Chiefs of Police in 1978 revealed that approximately 40 percent of the Chief's believed that college-educated officers were superior to non-college-educated officers.¹⁴⁴ Gates and Gripe (1990) reported that "on-the-job training and a few college classes are no longer sufficient training for today's detectives."¹⁴⁵ However, Ackerman and Johnson (1991) found that on-the-job training is the predominant method used nationwide for training detectives.¹⁴⁶ Jurkanin (1984) further stated that if learning by the on-the-job method was the most effective, then all formal police training should be replaced. As previously stated, the most effective method appears to be a combination of both academy and practical experience.¹⁴⁷

While the problems facing detectives are constantly changing and becoming more complex, there are very few police departments in the United States that provide any basic training to patrolmen who are promoted to detectives. The

Michigan State Police offer a one-week basic detective course, which is offered once a year. The Los Angeles Police Department offers a two-week basic detective school. Both of these schools are considered to be an introduction type school and are followed by other more specific courses. The New York City Police Department (NYPD) also mandates a three-week basic detective training course for newly-appointed detectives. The Criminal Investigator Course is offered five times a year and class size is limited to 50 to 60 students. A newly-appointed detective is supposed to take the course within the first year after being promoted. However, it is up to the Department's Detective Bureau or Narcotics Bureau to ensure that the detective attends the required training. The course is now being offered five to seven times a year and the class size has been increased to 70 to 75 students per class. The reason for the increase in the number of classes and students is because the NYPD administration determined that detectives from one division could not inter-transfer between detective branches because of the lack of basic investigative knowledge. The NYPD has a total force of approximately 30,000 officers, of which approximately 3,000 are detectives and investigators.

Wilson (1975) examined one of NYPD's anti-crime patrols conducted by NYPD's detectives. At the time, 1,000 assigned detectives represented five percent of New York's total force, but made 18 percent of all felony arrests, 50 percent of the

arrests for robbery and 40 percent for burglary and auto theft. The arrests also resulted in three-fourths of those arrested being convicted.¹⁴⁸

Brian Forst, et.al., (1982) conducted a study of seven police agencies and found that the number of arrests are a superficial indicator of police effectiveness. He found that a more reliable indicator was the conviction rate because it reflected the quality of an officer's actions. He further found:

A small group of officers accounted for the majority of arrests that resulted in convictions; and they also displayed the highest number and rate of convictions. In Los Angeles, for example, 19 percent of the officers accounted for half the arrests that ended in convictions; in Manhattan, 8 percent of the officers made 50 percent of the arrests resulting in convictions. In all seven jurisdictions covered by the study, 12 percent of the 10,200 officers studied were responsible for more than half of all convictions, while 22 percent effected not a single arrest that ended in conviction during the study period.¹⁴⁹

SUMMARY:

The American criminal justice system was not designed by the founding fathers to be an easy system for the government to use in prosecuting a citizen. The Bill of Rights was specifically included in the Constitution so that these amendments could not be easily changed by the legislature and/or the courts. Simply identifying a perpetrator and making an arrest does not solve a case and reduce crime. As pointed out in the Rand Study (1976), a conservative figure of

over fifty percent of all felony arrests do not result in convictions. What the present policies have led to is what is known as the "revolving door policy".. Frost's (1982) study showed that only a small number of officers, 12 percent, are responsible for over 50 percent of all convictions. Education of the detectives is crucial, especially in a free society, where individual liberties are constantly being balanced against the need to protect and enforce the criminal law. Louis Radelet (1977) stated that in a "democratic society, the conduct of the police officer is ideally the living expression of the rule of law, with all its values and potentialities".¹⁵⁰ Today, laws are more complex and there are more individuals willing to take the chance of violating the law, particularly in the area of narcotics where huge profits can be made from illegal drugs. There are defense attorneys able to question every decision made by a detective. And, as Det/Lt. Palmer stated, police agencies cannot wait 18 months before an investigator becomes productive.¹⁵¹

CHAPTER III

METHODOLOGY

John Van Maanen (1973) attempted to explain why it was difficult to observe and gather research information relating specifically to police:

To most police observers, isolationism, secrecy, strong in-group localities, sacred symbols, common language, and a sense of estrangement are almost axiomatic subcultural features underpinning a set of common understandings among police in general which govern their relations with one another as well as with the civilians [Bayley and Mendlesohn, (1969), President Commission, (1967), Sholnick, (1966)].¹⁵³

Van Maanen further explained:

If we are to gain insight into the so-called police problem, researchers must penetrate the official smoke screen sheltering virtually all departments and observe them directly...¹⁵³

PURPOSE:

The purpose of this study was to determine if there was a need to change the detective training and establish a basic detective course in Michigan, based on the perceptions of 27 selected criminal investigative detectives throughout Michigan. In addition, to determine what they perceived to be

the critical subjects that needed to be included in a curriculum designed for a basic detective course and how such a program could be implemented and financed.

ETHNOGRAPHIC RESEARCH:

Ethnographic research has gone by a variety of other names, phenomenology, symbolic interactionism, dramatory, qualitative analysis, and ethnomethodology.¹⁵⁴ Donald W. Dorr-Bremme (1983) states that "the essence of naturalistic/qualitative inquiry, from most points of view is the examination of phenomena in their naturally occurring context". According to Egon Guba (1978), Michael Patton (1980) and others, naturalistic/qualitative is ethnography and encompasses a holistic and inductive approach to:

...describe and explain a phenomena, situation, events and /or programs as wholes, paying attention to the context in which the activity occurs.¹⁵⁵

Michael Patton further explained:

In contrast to experimental designs which manipulate and measure the relationship among a few carefully selected and narrowly defined variables, the holistic approach to research design is open to gathering data on any number of aspects of the setting under study in order to put together a complete picture of the social dynamic of a particular situation or program.¹⁵⁶

According to Dorr-Bremme's, "Constitutive Ethnographic Theory", ethnography is the most powerful tool in those evaluations undertaken from the phenomenological perspective.¹⁵⁷ The researcher is the primary collector of the data and is immersed in the setting of the study. The most

important aspect is the face to face interviews conducted by the researcher is to acquire the participant's beliefs, values, ideas, perspectives, and context specific ideals as they relate to the "hows" of the phenomena. "How are they organized? How do they do what they regularly do?"¹⁵⁸

Patton (1980) stated, the investigator searches inductively for "pattern, themes, and categories in their data". Dorr-Bremme (1983) further state:

In the naturalistic or qualitative paradigm, these "recurring regularities in sources" (Guba & Lincoln, 1981;93) indicate directions for on-going inquiry and , in the final analysis of the data, constitute findings....

Usually, examples of patterns and categories from actual evaluation data are given, and the investigator is advised to look for ideas, actions, words, and phrases that recur and seem to logically dovetail... fundamentally, they seek patterns of co-occurrence among phenomena...patterns which display the system(s) of standards for perceiving, believing, evaluating and acting which group members are using in-site to organize their affairs. Thus, the greatest part of the constitutive-ethnographic evaluator's interviewing would be undertaken to elicit participant's descriptions and explanations of the program relevant to interactions in which they routinely engaged.¹⁵⁹

In ethnographic research it is not required to have a preconceived hypotheses. Ethnography is defined as:

...the work describing a culture. The essential core of this activity aims to understand another way of life from the natives point of view. Rather than studying people, ethnography means learning from the people (Spradley 1978, p3).¹⁶⁰

It is an acceptable method for a field researcher to utilize participant observation and interviewing in order to investigate a phenomena.

In field investigations, there is considerable value in the traditional use of informants and of participant observations...the informant technique provides almost the only way of getting at certain attitudes, personality characteristics, and other psychological attributes...¹⁶¹

According to Cusick (1983) it is necessary to portray and describe the reality of phenomena being studied. In such research there is no attempt to compare theory with a purpose of establishing significance.

Participant observation is an appropriate way to undertake studies of social subsystems or their components because the subsystem is itself a participative venture created and sustained by the members as they pursue their endeavors. According to the logic of the method, the researcher must not only witness and describe the events under study, but by conducting himself properly come to participate in the creation and sustenance of those events. Ideally, he will share the perspective of the participants, and come to understand the events just as they do. The result will be much more than a third-person account of the events; it will be a description and an interpretation of the events from the point of view of those who create and sustain them.¹⁶²

RATIONALE:

The rationale for the above methodology is appropriate for several reasons. First, the researcher is a participant in law enforcement and is accepted as a member of the law enforcement community. Secondly, the researcher has extensive knowledge and training in interviewing and observation

techniques. Third, the researcher has access to the population, knows the mores and norms, speaks the common language, and knows how to penetrate what might be deemed "smoke screens". And finally, as Cusick (1983) states:

A field study, after all, is only an individual's attempt to unravel and explain a human event, giving particular attention to the collective understandings of those who created the event. If the event is significant, and the account is intelligible and plausible, the result can be of value to those interested and involved in similar events. While such a defense is alarmingly simple, to deny it is to deny that one may attempt to understand and account for the actions of others or that another may learn from a written account of the attempt.¹⁶³

SOURCES OF DATA:

The personnel interviewed were selected from twelve different Michigan law enforcement agencies, widely dispersed geographically throughout the state in areas such as the Upper Peninsula, Upper Lower Michigan, Traverse City, Grand Rapids, Ionia, Lansing and the Detroit area of Michigan. The agencies were divided by size into large, medium, and small departments. A large department consisted of five hundred or more police officers; a medium department, one hundred to five hundred police officers; and a small department, less than one hundred police officers.

The rationale for selecting personnel from three different sized departments is to recognize the possible differences in individual perceptions that may exist among personnel, from a small one-man department with scarce

resources, a medium size department with limited resources, and a large department with the presumption of an unlimited amount of manpower, physical and financial resources. A proportionate number of selected personnel were chosen to represent each group.

In addition, the selected personnel criteria was further sub-divided into three separate groups based on the level of experience as a detective, and/or instructor of detectives. The experience level criteria was designated as: High Level - eight or more years of experience; Medium Level - three to eight years of experience; and Low Level - less than one year but not more than three years. It is also recognized that a possible difference may exist in the individual perceptions between highly experienced detectives and those detectives with less experience.

It was not the purpose of the researcher to measure differences that may or may not exist between the various law enforcement departments and/or the differences that may or may not exist based on the number of years of experience. However, if dissimilar perceptions were present in the individuals for the different sized law enforcement departments and/or the number of years of experience, identifying and recognizing these differences would be considered significant and the field or ethnographic method is considered to be the best method to detect and capture these differences.

An example of a large law enforcement organization is the Michigan State Police with 2,102 assigned troopers or the Detroit Police Department with 3,914, which is the largest police organization in the state. A medium sized department would be the Lansing Police Department, Lansing, Michigan, with 256 sworn officers. A small department would be represented by the Kentwood Police Department, Kentwood, Michigan, with 49 sworn officers.

DATA COLLECTION:

The preferred group of personnel for this study consisted of 27 selected law enforcement officers who were currently assigned and experienced as detectives. Each of the participants were provided an overview of the study prior to the initial interview. The overview included the purpose of the study and the general areas of questioning. The person to be interviewed was assured of confidentiality and also of the fact that they were under no obligation to participate and could withdraw from the study at any time. A consent form was obtained from the person prior to the interview.

The interviews were conducted in private and in person. Several telephone contacts were made after the interviews to determine if any additional information might be obtained. No additional information was obtained.

The interviews were tape recorded to ensure accuracy and were later transcribed and edited by the researcher. General questions were prepared in advance of the interview. The introductory questions started with background and biographical data type questions ensuring that the participant would know the answers and become comfortable responding to the researcher's questions. The biographical questions were followed up with the "grand tour" type questions described by Spradley (1980). The "grand tour" questions allow for the participant to expound on broad areas. These questions were followed by "mini tour" questions which required more detail and went into more specific facts. The researcher had a standard set of 40 questions which were asked of each participant (Appendix A). James P. Spradley (1980) described this method as "Selective Observations" which represents the narrowing of your focus and looking for the difference among the specific participants. Spradley recommends that as many specific questions as possible be written out in advance of the interview.¹⁶⁴ The questions were open-ended to allow respondents the greatest amount of freedom and latitude. Follow-up questions were asked whenever the researcher did not fully understand the response, or whenever the participant did not completely respond or understand the question that was asked.

LIMITATIONS:

The limitation of all field or ethnographic research studies is the tendency to draw generalization from the results. According to Cusick (1983):

It can be legitimately argued that their chief use is not for generalizability, but for refining concepts that may be used by others in the future for more precise forms of research.¹⁶⁵

He further explains that Weber (1949) denoted that abstracted generalizability in cultural sciences may not be a worthy goal. Weber explained that "knowledge of the universal or general is never valuable in itself", because it lacks site-specific information. Cusick argues that one can conclude from Weber that participant observation is among the most valuable type of research because it is site-specific information.¹⁶⁶

Another limitation may be argued based on the method of selection instead of a randomly selected group. The researcher intends to select members of the group based on their experience and expertise which is appropriate for such studies.

According to Glasser and Strauss (1970), from their book on "Theoretical Sampling":

Theoretical sampling is done in order to discover categories and their properties and to suggest their interrelationships into a theory. Random sampling is not necessary for theoretical sampling...The researcher who generates a theory need not combine random sampling when setting forth relationships that are suggested as hypotheses pertinent to direction of relationships, not tested as description of both direction and magnitude.¹⁶⁷

Cusick (1983) states that "it is not necessary that random selection assure representativeness, it is only necessary that the phenomenon be present in the site".¹⁶⁸

In support of the participant-interviewing techniques John Best (1977) in his book, "Research in Education", states:

With a skillful interviewer, the interview is often superior to other data-gathering devices...people are usually more willing to talk than write...certain types of confidential information may be obtained that an individual might be reluctant to put in writing. It is possible to seek the same information, in several ways, at various stages of the interview, thus providing a check of the truthfulness of the responses.

In areas where human motivation as revealed in reasons for actions, feelings, and attitudes is concerned, the interview can be most effective. In the hands of a skillful interviewer, a depth of response is possible, a penetration quite unlikely to be achieved through any other means.¹⁶⁹

Many critics of the ethnographic method tend to criticize the role of the researcher. Cusick (1983) agrees to the extent that it is appropriate to center on the researcher's role because it is from this role that the description and explanation originate. One of the major concerns is that the researcher will inject his personal bias into the results of the study. Cusick asserts that there is no theoretical measurement by which one can be assured the worth of any individual study. The worth lies with the "plausibility of the description presented".¹⁷⁰

SUMMARY:

In summary, every effort has been made to insure that the information presented accurately reflects the beliefs and attitudes of those persons interviewed. The participants were selected on the basis of their experience as practitioners as well as the fact that they were criminal investigators. The ethnographic method is the most reliable method of gathering the information, especially when dealing with police personnel, as Van Maanen (1973) suggested can be difficult. It's essential to "pierce the of official secrecy" because it's not necessarily the public image that some police administrators tend to promote. Greenwood (1975) revealed that "most police administrators knew little about the effectiveness or the day-to-day activities of their investigative units and even less about the practices of other departments".¹⁷¹ The purpose of using the ethnographic method is to determine what participating detectives believe as it relates to the research questions.

CHAPTER IV

ANALYSIS OF FINDINGS

OVERVIEW:

In this chapter the findings and results of the data collected are analyzed and presented. The purpose of this study is to determine if there is a need to change the detective training and establish a basic detective course in Michigan based on the perceptions of 27 selected criminal investigative detectives throughout Michigan. In addition, to determine what they perceived to be the critical subjects that need to be included in a curriculum designed for a basic detective course and how such a program could be implemented and financed.

This chapter will be divided into three parts: Demographics, Analysis of the Findings-Primary Research Questions, and Analysis of the Findings-Secondary Research Questions.

The demographics of the selected law enforcement officers who participated in this study are contained in Part I of this chapter. The demographics will be followed by an Analysis of the Findings-Primary Research Questions (Part II), and Analysis of the Findings-Secondary Research Questions (Part III). The researcher was able to draw on diverse backgrounds and, according to Dye (1982), it might be helpful to provide a profile of the selected personnel who participated in this

study. The law enforcement detectives were selected from various Michigan law enforcement agencies throughout the state of Michigan, representing small, medium, and large law enforcement agencies, with varying degrees of experience categorized as low, medium, and high levels. All of the selected personnel were currently in positions of detective/investigators at their respective agencies. It was assumed that detectives from a small department in the Upper Peninsula would have a different perception than a detective working in the City of Detroit. In a similar manner, it was assumed that a young, inexperienced detective might have a different perception than the older, seasoned detective.

The Analysis of the Findings-Primary Research Questions is contained in Part II. A summary of the findings is presented first, followed by a detailed analysis of the information relating to the Primary Research Questions. A number of excerpts from respondents' transcripts are presented, illustrating typical responses relating to specific questions from which a determination of their perceptions was based. First, is there a need to change current detective training practices? Secondly, does the State of Michigan law enforcement system need to establish a basic detective course of instruction in Michigan?

Each respondent's interview was tape recorded and a verbatim transcript prepared. Each transcript averaged approximately twenty pages or more per interview. Due to the voluminous amount of transcribed material, approximately 600 pages, excerpts were selected from a representative number of the respondents' answers to specific questions. A consolidated statement of the respondents' answers to pertinent questions is contained in Appendix B. Excerpts pertaining to each of the research questions follows immediately after the research findings. In addition, three samples of transcripts are contained in Appendices C, D, and E.

Each question will be repeated on the top of each page for the convenience of the reviewer. Each respondent will be identified by a numeric code, such as, Respondent 001. If follow-up questions had to be asked of a particular respondent, those follow-up questions will be identified by the question number and a lower case letter, such as, 35a, 35b, 35c, etc.

Part III, Analysis of Findings-Secondary Research Questions, will be presented in a similar manner to Part II. A summary of the findings will be followed by a detailed analysis. A number of excerpts from respondents' transcripts are presented (Appendix B) to illustrate typical responses relating to specific questions on which their perceptions were based. First, if a basic detective course is needed, what

type of curriculum would best meet this need? Secondly, how could a training program be implemented throughout the state? Thirdly, how could a program to provide training to all law enforcement departments in the state be financed? The findings for each question will be presented and analyzed in separate subsections as follows:

1. Curriculum
2. Implementing
3. Financing

PART I

DEMOGRAPHICS

The selected personnel consisted of twenty-seven detectives from 12 different law enforcement agencies in Michigan participated in the study. The mean age was 42.4 and the range was 33-55. The racial composition was twenty-one white males (77.8%), three white females (11.1%), two black males (7.4%), and one Hispanic male (3.7%), (Table 1). All of the participants had attended an accredited Michigan police academy.

TABLE 1				
RACIAL COMPOSITION OF SELECTED PERSONNEL				
	White	Black	Hispanic	Total
Male	21	2	1	24
Female	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total	24	2	1	27

The selected personnel from the various departments were closely divided with ten from small departments, nine from medium size, and eight from larger departments as indicated in Table 3.

TABLE 2		
DEPARTMENT SIZE		
Size	Number of Detectives	Percentage
Small	10	37.0%
Medium	9	33.3
Large	<u>8</u>	<u>29.7</u>
Total	27	100.0%

The number of years of experience as a detective for the selected participants was one area where an attempt was made to obtain representatives from three different levels. There were five officers (18.5%) with low level of experience (0-3 years), ten officers (37.0%) with medium level experience (3-8 years) and twelve officers (44.5%) with high level experience (8-23 years) as reflected in Table 2.

Table 3			
EXPERIENCE LEVEL OF DETECTIVES			
Level		Number of Detectives	Percentage
Low	(0-3 years)	5	18.5%
Medium	(3-8 years)	10	37.0
High	(8-23 years)	<u>12</u>	<u>44.5</u>
Total		27	100.0%

EDUCATION:

Another factor that might impact on the perceptions of the participants was their level of formal education. The educational level revealed that over ninety-two percent

(92.6%) had studied at the college level and seventy percent (70%) of those detectives had in excess of two years of college education. Forty-four percent (44.0%) had obtained a bachelor's degree or higher. Nine of the detectives had both an associate's and a bachelor's degree. Another fourteen point eight percent (14.8%) had graduate level studies. Seventeen percent (17.0%) had studied criminal justice as a major while attending college. Only two of the detectives had not pursued any higher level of education beyond the high school level.

TABLE 4
DETECTIVES' EDUCATIONAL LEVEL

	N	Percentage
High School:	27	100.0%
College:		
Bachelor's Degree	12	44.4
Graduate Work/Degree	4	14.8
Associate's Degree	5	18.5
More than 2 > 4 years	4	14.8
Less than 2 years	6	22.2

GENERAL POLICE EXPERIENCE:

The total years as a police officer tended to correspond with the total number of years as a detective. Four detectives had 0-10 years, eleven had 10-20 years, and twelve had 20-30 years of general police experience.

GENERAL DATA:

The marital status of the 27 detectives divulged that twenty-six were presently married with 2.3 children. Five of the detectives had been previously married and divorced. Only one had been married twice. Seven of the participants had prior military service. Six of the detectives had experience as a police instructor.

ANALYSIS OF FINDINGS:**PRIMARY RESEARCH QUESTIONS****PART II****RESEARCH QUESTIONS:**

1. Based on the perceptions of selected law enforcement personnel, determine if there is a need to change current detective training practices?
2. Based on the perception of selected law enforcement personnel, does the State of Michigan law enforcement system need to establish a basic detective course of instruction in Michigan?

SUMMARY OF FINDING:

Based on the participants' perceptions the following findings are summarized:

1. Eighty-eight point nine percent (88.9%) of the participants believe that current Michigan detective training needs to be changed.

2. **One-hundred percent (100%) of the participants believe that a basic detective course should be established in Michigan.**

RESEARCH FINDINGS:

Questions 35 and 36 were designed to elicit information from the participants to determine if a need existed to change the current detective training practices and if a need existed to establish a basic detective course of instruction in Michigan (Appendix B, Q-35, page 99; Q-36, page 106).

QUESTION 35:

Do you think there is a need to change the current detective training practices?

The first requirement was to determine, from the selected law enforcement detectives if they believed that there was a need to change the present training practice for detectives in Michigan.

The response to Question 35 is detailed in Table 1. Eighty-eight and nine tenths percent (88.9%) were in favor of changing the current Michigan detective training practices. Seventy percent (70%) were strongly in favor and used terms such as definitely and absolutely. Concerning those who were not in favor of changing the present system, two simply stated that it was not necessary.

TABLE 5					
QUESTION 35					
SHOULD CURRENT DETECTIVE TRAINING PRACTICES BE CHANGED?					
Department Size					
	Small	Medium	Large	Total	Percentage
Strongly Favored	8	6	5	19	70.4%
Favored	<u>1</u>	<u>2</u>	<u>2</u>	<u>5</u>	<u>18.5</u>
Total in Favor	9	8	7	24	88.9%
Not Favored	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>11.1</u>
Total	10	9	8	27	100.0%

EXCERPTS OF PARTICIPANTS' RESPONSES:

The participants were all asked the same basic questions and gave the following responses to Question 35 which are contained in Appendix B:

35. Do you think there is a need to change the current detective training practices?

Respondent 002:

Yeah, I think the training, like we've discussed here throughout the interview, there is no uniformity. I'd say that everyone should be required to go through at least the basic detective training which is really a part of our state police background. We are supposed to have that. I suspect that most detectives do, but I don't. It seems to sort of stop at that point. There's other training available and we do get some other training, but there is no mid-level detective training, per se. And there is no advanced level investigative skills available. Uniformly speaking, there are schools you can go to, like the Reid school and a school called SCAN, a written word type analysis. There are other schools that are available, but there is no certain stage in your career when you go to them. Sort of when you're available and when the training is ...

35. Do you think there is a need to change the current detective training practices?

Respondent 002 (Continued):

...available. If the two don't coincide, seems you missed it. I think that after two years you should have this training, absolutely. And maybe after four years, you should have more training at a more advanced level. And this should continue throughout your career and that just doesn't happen. As far as the way that they train you when you come here? Is that what you are talking about?

Respondent 003:

Yeah.

I think there is a need initially when they assign you, you know. What they need to do also is to send you to a basic school. I think that's important: the first thing before you start doing cases. Send you to basic school, give you an idea and then assign you to one of the better detectives and have him get you through the on-the-job training part of it. There is a need to do that now. And I don't know when they would send you to school. Probably when it became available or when they had money. I don't know how that works, so. I think it's probably. Initially. I could foresee what they could do is, that when you get on the list for detective or sergeant, that six months prior to that time they bring you up into that unit. They start and give you an idea. You may decide for yourself that you're cut out for this. And you may say it to them. And they can look at you and say is this guy qualified to do this or not qualified? Right now we don't do that. I think it is a real disservice to the people who are doing it and to the administration because they don't do that. Let people really know if they would be good or bad or in between. That could be a way they could improve it, I think.

35. Do you think there is a need to change the current detective training practices?

Respondent 007:

Well, there again, I don't know what they are for sure in Michigan. I can only speak for Chippewa County. I wish that we were more organized. And I wish there was a better plan to training, for the lack of a better term. Plan to train so that they knew that I felt confident, then we would be able to do something. It's not to say they don't most of the time, but they don't feel that I am. I'm sure that they must feel that or they wouldn't put me here.

- 35a. Are you talking about having a schedule type of training...

Sure.

- 35b. ...as you progress through your career?

Sure. Yeah. Like we said before, the only time you're not learning is when you think you've learned it all. And, if anybody has gotten there, I feel sorry for them.

- 35c. Uh huh.

Just. You can always learn.

Respondent 008:

I think it would be nice if they had a school that every new detective should and could attend before they are promoted to detective. That would give them at least a basic understanding of what they are going to be getting into and what they are going to be dealing with and how to deal with it.

Respondent 013:

Yes.

- 35a. Why is that?

I think all of us get stagnant. I think that the method and ways of doing things are being changed daily with more technology. I think that once you get in a detective position in a union...

35. Do you think there is a need to change the current detective training practices?

Respondent 013 (Continued):

...situation and there's no threat to your job, you get stagnant. I mean, if it's a breaking and entering, entering without permission, whatever, you still got the elements, you think that you can do the job. And once you've done so many of them you're so comfortable with it that you don't think there is any new technology to assist you there. And the longer you stay in the field, the further the gap spreads between the education desire.

Respondent 014:

Well, basically, there aren't any that I'm aware of. There should be some kind of an indoctrination period. Some kind of a certification that you can receive. It should be run by, as an arm of a police academy in this community. And I don't know if you are familiar how the police academies around here work. But, there are accredited police academies in a variety of locations. Like Detroit Police has it's own. There's one here at LCC. There's one at Ferris State. All those are accredited and if you complete a certain amount of hours you're certified to be a police officer. In the same light, I think that there are more directed, more specific, areas that can be helpful to an individual that has just been promoted to an investigator or a detective position. That's on top of all the other training that they have already received. But it's like this interrogation thing. I think you should do it. Absolutely. They should figure out crime scenes. I learned crime scenes by going to the crime scene. That's how you learn.

Respondent 016:

Yeah. I think our selection is wrong. I think, we're taking too young of people, wet behind the ears, inexperienced. They are getting by with it because there's still some old-time investigators up there that are taking these kids under their wings and saying well this is the way we're going to do it. But it's less and less.

35. Do you think there is a need to change the current detective training practices?

Respondent 016 (Continued):

As the old heads retire, you get less of that experience level up there and I think the quality is going to go down eventually and catch up with you, because they are inexperienced. The only way that you are going to overcome that is to send these people away for training. Be it the Michigan State Police. They have some good courses. Like we talked, interviewing and interrogation, I think, is important. There is so much crime scene investigation. There's a lot of good training that can be had by these new people. And it should be done. It should be more and more especially, seeing in our case anyway, that we are taking such young people.

Respondent 021:

Oh, yeah. There's no training. (Laughter) Except at the police academy. Like I mentioned earlier, you have to have the qualified people to begin with in the academy. And of course, once you get out of it, you have to keep current. Keep up on it.

35a. What are they doing now for the selection of people going to the academy?

For promotions, you mean?

35b. No, I mean, for taking, for rookies...

For rookies?

35c. ...just coming in? Are they just taking them off the street?

They just. They pretty much wiped out the Detroit population. They're into the suburbs. Because of so many years of this affirmative action with these women and blacks. It has been going on for so long, almost since I've been on here. Almost 25 years. They wiped, virtually, so they're hitting a lot of the suburbs. So the criteria is basically, there is no criteria. They have eliminated the height, weight, physical, age and they have dropped their standards quite a bit.

35. Do you think there is a need to change the current detective training practices?

Respondent 021 (Continued):

- 35d. Do they do the backgrounds on them?

Yeah. They still do the backgrounds on them. They make sure that you don't have felonies. At least, two felonies.

- 35e. At least two felonies?

No, but they do check on them. And they do go out and do the interviews with the neighbors and the recommendations that people, that the recruits give them. And they check their work place and their attendance and sick time and that kind of stuff. They do all that kind of stuff. But personally, I think, they're kind of lax on some of the people that come on here. They should never be policemen. Some of the women. Actually, I never worked with recruiting, so I don't know exactly what they look for. But the stuff that I mentioned is the stuff that they are supposed to look for, clearances and stuff like that. But in my case, I mean, there aren't too many highly qualified people still coming on.

Respondent 027:

Not in our department.

- 35a. How about the rest of the state?

Well, yeah. It wouldn't hurt. Some of them could use a complete revamping. Some of the departments, because they run the gamut. Some of them probably don't have any.

- 35b. Now, you mentioned that yours changed a couple of years ago with the change of the administration. Is it permanent now or is it changing with administrations? What if you have another administration?

No. The changes that have been made will stay there. They make way too much sense and were made in too much of an organized fashion to be changed again.

35. Do you think there is a need to change the current detective training practices?

Respondent 027 (Continued):

They weren't just changes for the sake of change. They were changed after everything was analyzed.

- 35c. So it was the structure?

Yeah, and we operate pretty economically. We take all of our available money. The last few years have been very, very hard with money in our department. That was kind of a driving factor behind helping us organize too. It forced us into a position to say, yeah, you only got so many dollars, so spend it wisely. And that's what we did. For instance, the homicide school that we are putting on, we're only sending those people to that homicide school that didn't go back in May of 91, which is the last homicide school.

- 35d. Now, are these schools once a year?

This one is going to be once a year. We are still improving our operations. This homicide school is something that is evolving over at Michigan State University through our people working with the people in the criminal justice system there. The lady that just came there from the DPD, you might know her, Audrey something is running their CJ program over there. And we have been working with her and Doctor Samson and some of the people that used to do his. For 14 years he used to do that investigations of violent death seminar. It was a forensic type of investigation seminar. And that's kind of evolving. And we're trying to put together a homicide investigation program using our old format from Crystal Mountain because it was so well accepted up there. This is going to be a yearly thing like our basic detective school. We expect that in a couple of years we will have nobody that hasn't gone through a hands-on, crime-scene detective school. We would like to run them all this year. We would like to go back up to Crystal Mountain and run everybody through it, but we don't have the bucks to do that. So, we have taken that money and organized our approach.

35. Do you think there is a need to change the current detective training practices?

Respondent 027 (Continued):

And hell, I'm really confident that we are gaining every month, that our people are better and better trained. And, as we get new people in, we structure them right into it through me and my counterparts.

There are seven of us around that control all of the field detectives, and our boss is Mike (Last Name) who does a good job of organizing and making sure that we have everybody going in the same direction. So, I'm tickled pink with our training program. With the money we got there, I don't believe there's a better program out there.

QUESTION 36:

Do you think that there is a need for a basic detective course in Michigan?

The results were unanimous as exhibited in Table 2. One hundred percent of all respondents unequivocally stated that a basic detective course was needed in Michigan. Sixty-six percent were strongly in favor of terms such as "definitely" and "absolutely". One respondent initially stated no but further questioning revealed that he was concerned about standards and certification being set by the state MLEOTC, which would determine who would be promoted to detective if the standards were accepted. He also expressed concerns related to detectives being required to achieve a minimum grade while completing the basic detective course.

TABLE 6					
QUESTION 36					
NEED for BASIC DETECTIVE COURSE					
	Department Size			Total	Percentage
	Small	Medium	Large		
Strongly Favored	6	7	5	18	67.0%
Favored	<u>4</u>	<u>2</u>	<u>3</u>	<u>9</u>	<u>33.0%</u>
Total in Favor				27	100.0%
Not in Favor	<u>0</u>	<u>0</u>	<u>0</u>		
Total	10	9	8	27	100.0%

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 004:

Yes.

36a. Strongly?

Yes. I would say yes, there. You have them for judges. You have them for mayors, and...

36b. I did not think about that.

...you know, your various professionals. And I feel that a detective is just as professional and there should be some type of basic school. I would probably say that it should be no less than a week long. Maybe three to five days, and a follow-up school with seminars, throughout the first year or two. But there definitely has to be some type of initial training.

36c. How long was your interview and interrogation course?

Three days.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 004 (Continued):

- 36d. Three days.

That's the basic course.

- 36e. If you put in interrogation with the other ones mentioned.

Well, one thing that I found, too. There should be a basic interview and interrogation course. But one thing I found out when I went to the Reid School, I had to make my mistakes first. I don't know if you have ever been to that Reid School, but you sit down and once you see how they elicit information and the techniques and the things that they utilize, you say, I can see where that would work. I could see where... that would work and I've been doing this all wrong. And in fact, the Reid School when I got transferred to Robbery and Homicide, I had read up on the Reid School. I had gone to a one day seminar at Michigan State through ASIS on the Reid School. And I was so infatuated with their technique that I came back and told the department about this school. I said, man, this is a basic school for any detective. I said, you have to go to this school. I didn't put in for it because it cost about \$500 to send a student to the school. So, I ask them if I could get the book for about \$30. No problem, they got me the book. In the meantime, while I was reading the book, they decided to send two people to the school. So, that ruffled my feathers. Anyway, I read the book from cover to cover. And in the meantime, I had been transferred to Robbery and Homicide.

Well, when I got to Robbery Homicide, they had a homicide that was being investigated. And, of course, I watched all of the detectives that were in Robbery Homicide. Again, I was like a fish out of water, because, man, I figured, working homicide, man, you're working the real heavy-duty crimes here. So I watched all our detectives. All our detectives are extremely business like. Very, very professional. Then I read the Reid School, and they, too, promoted professionalism. But they use themes and so forth and so on.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 004 (Continued):

Our detectives would call you in. They sit right down. They would be just like Joe Friday, just the facts, Ma'am. Whereas, the Reid School would sit down, get to know the person, gain their confidence, and develop themes.

- 36e. Well, we had a homicide that we were working. It was my first homicide, and they assigned me to a senior detective. And the rule of thumb is that if you don't solve a homicide within three days, the case gets extremely cold. Well, after two weeks, I had developed another suspect. It was a long shot.

He had a larceny warrant out for his arrest. We ended up arresting that individual. We go in and the senior detective that I worked with said, Jim, you developed this guy, we've been going two weeks, haven't come up with anything.

You developed him, you work him. So I came in and sat down, and I went into a completely different mode than the detective bureau, Robbery and Homicide people were using at that time. They went the professional business route. I utilized the Reid technique. I talked to the guy for 45 minutes before I even talked to him about the crime. Five minutes later, he told me he had shot the guy. And it was all due to that Reid technique. I developed a theme and plugged in all the parts and followed it fairly consistently.

- 36f. Well, what I was getting at. You were saying that the basic school should be a week. Would you cover report writing, interviewing techniques and, if so, is that a sufficient amount of time?

Well if you look at it that way. I think you have to have at least a basic week, maybe one day on interviewing and interrogation, one day on something else, because, basically, it's going to be just like walking. You can show various, it's intent. It's like showing a kid how to walk. You have to learn how to fall down and get back up and do it again. Then maybe go back and have a refresher course for two or three weeks. Not in two or three weeks, but sometime later.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 004 (Continued):

Maybe two or three months later. Now, you say, oh yeah, I know how that works, or why it doesn't work. But you definitely need a weeks' school, just initially.

Respondent 006:

Yeah.

36a. That's what you were just talking about?

Uh huh. Yeah. I don't know. You might know better than I. Does MLEOTC (Michigan Law Enforcement Officer Training Counsel) have standards for basics? I don't think they've ever established that. Well that could be a good place to start.

36b. Who is that now?

The Michigan Law Enforcement Officer Training Counsel, who set the standards for the basic certification for police officers. Maybe somewhere, they could look into the basic standards for promotion to "dick". Have them bring up the whole state, not just, you know.

Respondent 011 initially stated that he was not in favor of establishing a basic detective course but changed his response in answers to the follow-up questions. He initially objected because he did not like the grading system used in recruit training and felt that a change might represent the introduction of grades and standards which would be transferred into the training objectives and outcomes set by MLEOTC for detectives. The training objectives and outcomes might then be used as a determination for selection of detectives by a individual department. His verbatim answer is

long and drawn out but it contained some valid concerns relating to grading and MLEOTC's role in Michigan which are covered more extensively in a later section under Implementing-Basic Detective Course.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011:

I would say no.

36a. Why would you say that?

Just for the fact that I don't see any major problems stemming from the training that they have received from that particular department. Although there is some, you can perceive who is having continued problems. I don't know if it would be a seminar-type thing, or a written-type thing, if there is anything ever implemented. I wouldn't know how to answer that. I know some people who I think are totally incompetent being a detective, not in this department but in other departments. It would be nice to know that you could weed someone like that out, but I don't know how it could be done. I really don't.

36b. Well, when you came on board, how did they have the training program set up for you?

It wasn't a set program at all. It was a need for certain things. For instance, if I showed interest in, boy, I sure would like to learn how to interview children in CSC cases. The lieutenant or a sergeant would contact training and they would say do you have any classes in this particular field and they would assist that way. We have arson investigators here. They showed an interest in a certain field and they go after it.

36c. They might become a specialist then?

For instance, if one of the road officers stopped a guy, arrested him for whatever reason, lets say, for suspended ops, and they do a search incidental to an arrest and they find drugs in the car.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011 (Continued):

They find a large amount of money. They will call me because I handle all of the forfeitures. (Inaudible) forfeitures. If it was a house burning they are not going to call me because I'm not trained in arson. They are going to call Tom (Name). He's been trained in it properly and knows the arson. Everybody here has a certain specialty, I think, of what they can do.

- 36d. Okay, but when you came on board...

There was no set program.

- 36e. ...no set program or no school?

No.

- 36f. So what did they do? Did they put you with a senior detective?

When I came in, I had no partner. I came in, here's your keys, here's some complaints.

- 36g. You went right from road patrol to...?

Yeah. I had tons of questions. And I always contacted either one of the detectives or one of the command officers. I would say, "how do I do this". Trial and error. I can see small departments who have one detective and he's brand new at that job, who is he going to turn to? He has to learn it on his own. But there is no set program.

- 36h. Let me go back to the question then.

All right. We got off track there.

- 36i. Do you think that there is a need for a basic detective course in Michigan? I mean, wouldn't it have been easier if before you walked in, there was a course that...

It would have been helpful.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011 (Continued):

- 36j. ...you went to and you had your interviewing or some of the other things you mentioned, the crime scene, photography...

It would have been very helpful.

- 36k. These things for two to four weeks, or something like that before you?

It would have been great, but when the state get's involved it's a pass or fail type. I should say it's a percentage type of pass. You go to the police academy for 11 or 13 weeks. If you don't make the academy, you don't have a job. I guess what I'm saying is, if the officer is competent enough to get promoted, he should be competent to take that training. I guess I...

- 36l. Well I mean, if that's the hang up. That's an excellent point, though. But, when you say that it's up to the...?

That individual department.

- 36m. ...Okay, yeah. So that if they, I mean, they would have to work with the school, or whoever is providing the training. I mean, all the trainers could do is say, well these are the standards that we set. Or the Michigan Law Enforcement could set the standards.

Yeah.

- 36n. They say, well in the case he doesn't meet the standards, okay, lets say the standard is 70 or 75, something like that. And then all that they can do is go back to the department and say to your guy, we can't certify him, because of report writing or some other aspect or something. Y'know, he's fallen down, he's unable to grasp it or something. But then it would be the department's job for them to provide the remedial-type training to get him up to speed. It would be great to have a basic-type training. Don't get me wrong. Not that the state shouldn't get involved, but I don't know if the state should be the ones that are regulating it. I wouldn't have the answer to that.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011 (Continued):

It would be nice to know that there is, let's say, LCC or MSU. To say that we have an in-house training two to four weeks long and this is what it consists of for new detectives.

- 36o. Right.

Have a trial, I don't know. I don't know if you want to get MLEOTC involved in it or not. I don't know. (Inaudible) I could see someone.

- 36p. Well, would you prefer to see the training at the college level or LCC level? Like the outsiders?

No. I'm not saying that it shouldn't be regulated by MLEOTC. It might be better to say, okay, we're going to have three locations throughout the state that are going to offer this two-to-four-week class, maybe three times a year at different locations. Maybe MLEOTC just saying, these are the standards. These are the standards you should have in these classes, being a pass and fail type of situation, so it's doesn't put so much pressure on certain...

- 36q. Yeah. You have to keep, yeah.

Y'know, what I'm saying. It's uh...

- 36r. You lose sight of what...

Officers don't, anybody I should say, they don't want you to have at least a 70 percent. No one likes to hear at least a 70 percent, but that is a passing.

- 36s. The other way you can look at it, though in your selection program, you're talking about that you have to take a written test. Well, first of all, you have requirements to be a police officer. You got a written test. You have an oral test. So, your selection is pretty good to start with.

That's correct.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011 (Continued):

36t. So you're not picking some dud.

Right.

36u. So then it goes back to just like what you're talking about, pass/fail. And if you get a guy in there that the instructors really feel bad about, they can just say, well, hey, we just can't certify this guy, because he is totally screwed up. Y'know, I mean? I can see some...

Oh, I can see.

36v. ...podunk town where someone's brother or cousin.

Yeah. Then those are the types of people that should be weeded out.

36w. Yeah.

But were we to say that the department should weed out this person, 20 year veteran out.

36x. Uh, no, no, no. I see exactly what you're saying. That's a valid point, because after a guy's got 20 years. I've seen it. Because I'm in the Army Reserves, also. We go to courses. I went to one, a senior course for Warrant Officers and everyone in there had 20 some years, probably more experience than the instructors, and they gave us that. We had to have 85 percent to pass or fail the test. I mean, on a regular basis. And we were saying, you guys got to be kidding. And yeah, that's valid, it's really a good point.

But, having a basic program, I don't think that it could be done in any less than two weeks. Two weeks, though, I don't think that anything could be touched, what a detective needs to know, in two weeks times. Four weeks, probably. Three to four weeks, I would say, yeah. I think.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011 (Continued):

36y. What about having like a series?

Or even, yeah. Y'know. This day period, we're going to talk about interviewing and interrogations technique. I think, it would be a big response from the departments.

36z. But it's, pass/fail, the department's responsibility.

Yeah.

36aa. But more of the experience level going in at least they would do away with the pressure.

Right. The way the State Police does their police academy, or getting enrolled. Even considering the police academy. A couple of guys from here have been trying to get into the State Police for years. A white, male, you got to have, what did they say, a 96 or 97 percent. Now that puts a lot of pressure on them. But a lot of them do a good job, though.

36bb. They put a lot pressure on once they get in there just going through the academy.

Yeah.

36cc. I know exactly. When I went through, we had the same. It was a lot different back then. But, one course, one test with less than 70, you were gone. Y'know what I mean? We had guys that disappeared.

Like this department. I had time in the jail. I went to the police academy. And you had to have a 70 percent, at least, to pass. And I'm going, God darn, I hate this pressure. I hate it. I hate it. I graduated with an 88 percent but it's still that.

36dd. It made you miserable.

Well, it made me study, if nothing else.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 011 (Continued):

36ee. It still goes back to do you need all of that pressure.

There's a lot stress there.

Yeah, I do. I remember when I was promoted, it was like I'm a detective, now what. Y'know, what made me a detective? I was just a patrolman and now I'm a detective. What is it that I'm supposed to do better now as a detective than I did on patrol.

Respondent 012:

36a. What did they do when you...?

Well, when I first got in here the lieutenant was real good for trying to schedule me for as many different training seminars that I could go to. But, it takes a lot of time to go through these training seminars. But, on the other hand, if there was a month long training session where these people could come in and teach you narcotics. You could spend three or four days on interviewing and interrogating. You could spend days talking to experienced detectives that can tell you what to expect when you're working informants and how to judge their creditability and reliability and how to handle them. If you did that right from the beginning I think that you could get started a little easier. I think it's a real good idea.

36b. So, your lieutenant recognized that you needed...?

Oh, yeah.

36c. ...so he scheduled you right away?

But with these training dates, some of them might be six months in the future. I went to homicide investigation and that was a year later or whatever. It's not any fault of our training program. I mean, you can only go to what's... available and how much money they have at the time. And there was a basic detective school over at MSP, but I don't think that was in-depth enough. That was jammed at you real quick. Not a lot of time. I think if it could be ...

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 012 (Continued):

36d. Was it all detective training or was it ...?

I didn't think so. I thought a lot of it was crime scene processing. A lot of information as to what's available through MSP, through their different areas. All of it was kind of a lot of information to digest that quickly. It was one of those things, you got this thick book full of information and you came back and put it on your shelf. And you waited to go to the schools that were focused on those individual issues. If there was a program of duration...

36e. A more expanded?

...yeah, where you could actually, you know, for the next three or four days you're going to be working on narcotics, and that's it. You're going to learn everything that you can learn in that time frame on narcotics. That would be good. Then you would have the interrogation skills and the informants and surveillance. That would be kind of nice.

Respondent 016:

One basic. If it's a good course.

36a. Well, do you think that there is a need for basic training for your officers or any officers for detectives?

Yeah. If the Michigan State Police had, let's say, just just a one-week course down there on detective work, I think that they could make it very interesting and it would be helpful. Someplace where we could send our new people, yeah. I think that would help.

Yes.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 019 (Continued):

36a. If there was one, how would you envision it? How long or?

If I'm not mistaken the Michigan State Police, when they promote a trooper to the detective rank, they send him to, and I don't know how long the school is for, but they send him to a basic detective school. It maybe five weeks, ten weeks, I'm not sure. And in that school they refine some of the skills that they taught them in the academy and they also tell them they have to stop thinking like a trooper and start thinking more towards the detective way of thinking. I think something like that would definitely help any new detective coming into any department, or getting promoted within the department. How long it should be, I don't know. It would depend on how long the department could afford to have them away. Or, I don't know if they can do it, just assign him to a senior detective kinda thing. But, I think, every new detective should have some training.

Respondent 020:

Absolutely.

36a. And why do you say that?

Because there are so many agencies that take a patrol officer and put him or her into a detective situation with absolutely no training, particularly, because they need a detective. And while the basic skills, the basic ability, may be there, that ability has to be developed, the training has to be there and applied.

Respondent 021:

Oh, yeah. Sure. Something I'm sure that they got out already. I've seen fliers of the stuff, the different courses that are offered, that an individual can go to at some of these colleges. But they have to pay it out of their own pocket.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 021 (Continued):

First, they have to get permission. They pay it out of their own pocket and if they pass they get reimbursed. But, in a lot of the cases, people just don't have the time. Personally, I don't have the time to do it. And to dish out my own money and to get it back later, I can't afford that up-front money to begin with. Right now, I haven't seen too many people take advantage of these courses that are offered. And if you work arson, they got arson courses at different places some in different states. Sometimes the department will send you. I know when I worked commercial auto theft, they had classes. Good classes, well documented, well known classes that were for car theft. And occasionally they would send somebody. They had to get permission from the Chief, the Deputy Chief. And, they would send them and pay for the travel and hotel, but that's very rare, though. If they would fund some stuff like that, I think, and get paid for it while you're working, it can only benefit the people. It would benefit the department for one. And of course the officer.

- 36a. Right. How many detectives do you have?

Here?

- 36b. In Detroit?

Oh, in Detroit. Well, we're down quite a bit. And they just promoted a whole bunch a couple of months ago. Probably, about maybe 80 or 90, somewhere around there.

Respondent 025:

Yes.

- 36a. Why for the basic?

The basic provides a rookie detective a good basic school with a good understanding of what our job encompasses as well as where to go to get the information that you need. That should be incorporated into a basic school. You should be aware of what the capabilities of our...

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 025 (Continued):

...intelligence in the State Police has that they can draw upon. We should be aware of the Pats (Last Name) of this world, the Dennys (Last Name) of this world and the computer networks of this world. All of this stuff that they have available to them. All that information is good exposure. And there are a lot of departments, if you go to the middle or smaller departments, that are very focused or narrow-minded and not aware of all of the capabilities that they have available to them out there. And if every officer who becomes a detective and gets a week of basic school is exposed to these types of things, I think it's well worth the time. Obviously, after you're on the job awhile and you have a better understanding of the job, the advanced school. It may be a refresher to some people in some areas. And then in other areas it can open up new avenues of information. It's so changing. The rules of evidence in court, you know, is changing from day to day. New laws are coming into play. New technology is coming into play. So, I'm all for it. I don't think that you can get too much training. Certainly, I wouldn't say that a week of training a month is needed.

Respondent 027:

Oh yeah. I wish that every detective in the state of Michigan could come through our basic detective program. When they come into the ranks of a detective, I wish that they could all come through our program.

36a. When you talk about the basic detective course, are you talking about the basic detective plus the core?

Well, yeah. I wish that they could have the whole core.

36b. When you talk about the basic detective course, are you talking about the whole core?

No, I was talking about the basic detective school, because I think that is far more realistic.

36. Do you think that there is a need for a basic detective course in Michigan?

Respondent 027 (Continued):

I wish every detective in the state of Michigan could, as they become a detective, go into our next basic detective school. If I wanted to dream, I wish they could go to our whole core curriculum, every detective. I wish the whole state of Michigan could be taking their detectives out there and schooling them as we are schooling ours. In other words, you have a guy who has been a detective for ten years but he hasn't had SCAN, Scientific Content Analysis training. You know, not that it is necessary either. You can have a hell of a good detective without having SCAN training. But it just gives him the ability to analyze a written statement a lot better. He would be a better detective, when he's looking at a written document. So, I wish that they could all have that. The raid entry program, I wish that they could all go through that. They are all going into houses. They're all supervising uniformed people when they are approaching houses serving search warrants, or they got a felony warrant for somebody that they believe is in that house. God, I wish they all could have that training because you approach that house so much more efficiently and so much safer. I'm proud of our program that we got. That core curriculum I think would be great. And there are some departments that you will go to Pat, some of the county departments, that may have surpassed our core curriculum. I don't know. If there is, I would like to know about that and I'm should that my bosses would like to know about that. And I know that my boss already talked to you and said that when you put out a product we're going to benefit from that. Because, we may be able to say, yeah, we need to expand our core curriculum.

And maybe we will have a model right here in the state of Michigan. We have some damn fine county departments out here. Kalamazoo, Kent County, Oakland, Ingham County are all good.

ANALYSIS OF FINDINGS
SECONDARY RESEARCH QUESTIONS
PART III

RESEARCH QUESTIONS:

1. Based upon the perceptions of selected law enforcement personnel, if a basic detective course is needed, what type of curriculum would best meet this need?
2. Based on the perceptions of the selected law enforcement personnel, how could a training program be implemented throughout the state?
3. Based on the perception of selected law enforcement personnel, how could a program to provide training to all law enforcement departments in the state be financed?

SUMMARY OF FINDINGS:

1. The participants believe that any curriculum designed for a basic detective course should include the following: interview/interrogator; crime scenes; communications; report writing; basic investigator; criminal law/courts; street experience; and people skills.
2. Sixty-three percent (63%), a majority of the participants, believe that the MLEOTC should be the agency to implement any basic detective course.
3. Forty-eight point two percent (48.2%) of the participants believe that the Michigan 302 Funds should be used to finance the basic detective course.

RESEARCH FINDINGS:

Questions 38, 39, and 40 were designed to elicit information from the participants to determine what type of curriculum would best meet the need of a basic detective course, and how such a course would be implemented and financed.

CURRICULUM: BASIC DETECTIVE COURSE**QUESTION 38:**

If a basic detective course was offered, what type of curriculum would best meet this need?

The respondents were asked to enumerate several of the most important subjects and/or skills, that they believed should be included in any curriculum created for a basic detective course. They had a number of responses but only the top eight are listed in descending order of importance in Table 3. The list is based primarily on the accumulative frequency of responses to Question 38. Additional accumulative responses on the essential skills and training were also obtained from Questions 14, 27, and other questions throughout the interviews (Appendix B, Q-38, page 128; Q-14, page 16; Q-27, page 73).

TABLE 7
CURRICULUM: BASIC DETECTIVE COURSE

<u>Subject</u>	<u>Number</u>	<u>Percentage</u>
Interviewing/Interrogation	21	77.0%
Crimes Scenes	17	63
Communications	15	55
Report Writing	14	52
Basic Investigations	11	41
Criminal Law/Courts	10	37
Street Experience	7	26
People Skills ¹	7	26

QUESTION 38:

If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 005:

Well, I guess it would depend on what type of detective you are looking to educate. Some departments...

38a. I'm talking about basic.

Yeah, okay. Just a general training for everything. Once again, you have to get into the report writing, the interviewing, and interrogation. I do a lot of that. Crime scene understanding, even if it's not to the point of being a crime scene technician.

¹. People skills is meeting and dealing with a variety of people. The responding number also includes responses relating to dealing with police informants.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 005:

But understanding what is collected at a crime scene, what can be done with it. That type of thing. And did I say report writing. If I didn't, I'll beat that one to death.

- 38b. Well if it's that important.

It is. It's very important. Let's see, what else.

Respondent 006:

Definitely, report writing would be important. Interview and interrogation. Crime scene processing, rather than crime scene preservation. The uniform guys can do the preserving. They would have to have at least a few hours on any new technical things that can help you in crime scene processing. Interviewing and interrogation, crime scene processing, report writing, I think, would be wise, also. This would probably come in under interviewing, but a lot of people think that interviewing and interrogation is strictly for the suspects. But interviewing witnesses is important there too and complainants. And sometimes you just don't ask them the right questions. So, you want to concentrate on that because that's a big thing. If you don't get or don't solicit the information, you won't know what to ask the bad guy. I think that's important. People ought to look at that. I don't know. It's blank, my mind probably isn't going much further now. But, I didn't get into court room process. And then depending on what kind of assignment you're going to get, you might want the specialty assignments. If you're going to go on homicides, obviously, you're going to want to go work at the medical examiners for a couple of weeks, because these guys can help you.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 006 (Continued):

- 38a. What about program, testimony and stuff like that?

I think that's very important.

- 38b. Would that be under the process or would it be something separate?

Well, I think, if you're going to be a good dick, you're going to have to testify and that's important. Obviously, the best way to do it is just to go out and do it. But, just because you've been a patrol officer and you're going to be testifying about traffic tickets, and miscellaneous ordinances and traffic accidents, it's a lot different than constructing a crime scene and bringing someone through that. And it's important for a dick to be able to testify well. You don't want someone up there tongue tied.

So, verbal skills are crucial to be a good dick. You may not need them to be a good patrol officer, but you damn well better have them as a detective testifying to a jury, especially, in real technical cases. I think, it's a necessary skill. And something that should be emphasized in training.

- 38c. Any others?

No. Not right now. Burnt out, I think.

Respondent 007:

Do you want a list of things that.

- 38a. Four or five, or whatever comes to mind.

Yeah. Well, I would say that you want to address three or four major, at least potential crime scenes. Like your arson scene, your break-in, your larceny, B & E scenes, maybe, of course, homicides. We don't have a lot of homicides up here, but we get enough that it would be

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 007 (Continued):

nice to have a little of that underneath your belt that you felt that you can handle a homicide scene. Then, as you address each one of those you would want specifics as to how to approach that scene. One of the things that puzzles me, we have worked with the crime labs two or three different times and to listen to them talk, you wouldn't want to itemize every list in a whole big house, you just can't do that. So, I think, target an area for evidence relational to a scene or something. That would be good.

Respondent 008:

My experience? I would say evidence collecting, law, a lot of the law. I think the photography should play a part of it. Case preparation. Court procedures. You can do a lot more involvement with the courts and that, y'know. A lot of things are kinda new, especially when your a detective bureau does things, such as extraditions and stuff like that.

It's totally different and we never dealt with it before. What else. Interviewing skills. Interrogation skills. Writing, report writing. (Inaudible).

Respondent 009:

I don't know. You're going to have to have investigative techniques, evidence, legal up-date, crime scene, homicide investigations, arson investigations. I think they ought to have a course which handles each type of crime that you could end up investigating. Because, it was like four or five years ago, that another detective went out (retired) and I have an arson or two to investigate. And I don't know anything about arson. I don't like arson. So, you just kinda work your way through it and then you might not know what you're doing but hope that you find out what you need to find out.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 009 (Continued):

Well, we got sent to a school, about five or six years ago, and the guy who taught it was so good. He taught us all kinds of things that I never even considered as being a way that you could work it to solve an arson.

And if we had some training in arson, then I might not have floundered around there for awhile for a couple of times that I had an assignment. So I think that you need some training in every single type of crime that you can end up investigating.

- 38a. Any other major areas? For a curriculum core?

No. More for gathering evidence (inaudible).

Respondent 010:

That would be the crime scene investigations. And the crime scene preservation, everything that we do there to advanced photography school. You have to have a couple sets of decent photos. We have someone who takes a photo and next week when we look at them, you don't have anything good to look at. So those two need to be included as far as curriculum, they're very important.

- 38a. You also mentioned interviewing?

Yeah. Uh huh.

Respondent 012:

I think that it's got to be comprehensive. It's got to cover several different areas. But, it has to be long enough in duration so that you can get into each area, instead of glossing over it. Otherwise, to me it's too much information in too short of a period of time. I think at least four to six weeks, if not longer. And then it should cover all the areas that I've talked about. All the way from crime scene to interviewing and interrogating to narcotics, auto thief, burglary, I mean just each section.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 012 (Continued):

I think if you can bring experts in on each section to tell you how to build a case and how to do different interviews for different cases would be really good.

Respondent 013:

Well, I think we changed water on me. You said basic and before you said advanced.

- 38a. Well I'm switching back.

A basic detective course?

- 38b. Yeah.

I don't know how to classify a basic detective course. I don't know what a basic course is.

- 38c. What do you think the guy needs when he's starting out.

Good interviewing techniques. Because if he makes mistakes out there in regards to trace evidence, and he develops a suspect. And if he has interviewing techniques. He can get the confession. And he can circumvent the mistakes on the onset.

But if he's got the good basic skills, at the onset, to pick up the trace elements available and he's got good interviewing techniques, he's got twice, 200 percent going for him. Because, if he can't get the interview, he can put him at the physical. If he gets the interview and the physical it's all over with and you're not even going to go to court.

- 38d. What other items do you think...?

In the basic?

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 013 (Continued):

38e. Uh huh. Interviewing?

Interviewing techniques, understanding, being mature, in what's going on in the country.

38f. This is what you would want to give. Here you are as the advanced (detective) and they're going to be looking to you for "what do I need to do the job?" What would you recommend after so many years experience?

Understanding the elements before you even start to do the case.

38g. The legal elements...?

The legal elements. If you understand the legal elements, it kinda forks out and branches, the work. You go to get that.

38h. What other items?

I guess, knowing the area where it (crime) went down at. Again going back to. I'm kinda rambling on. Going back to your confidential informants. Getting your information. Building your position. You should be able to make a telephone call within your county to any location and contact one person that's going to give you information. Either he can or he can't. Or he may go out and get it. You should have the capabilities. You should have a knowledge of where to go get it. I'm not telling (inaudible) or anything. I'm telling you that you should have the knowledge to go there and find what you need.

38i. So, how to develop informants, sources?

That's exactly right. Not only informants but business personnel. I don't know how to break it down. If you pull up on the scene and the garage door is still on, because they got an automatic door that raised it up and you were called there for a B & E, you would want to know who to go to find out how much time that light was in cycle. Because two minutes before, that guy could have left while you were there.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 013 (Continued):

Things along those lines. Not only technical things but general knowledge of things. And if you don't know, where to go find it. Is that too broad for you?

- 38j. Well, yeah. If you had more specific items like the interview, the elements?

Yeah.

- 38k. Developing CI's. What other basic? What does he need to do the job?

Good report writing. Good report writing. Don't say too much. You don't have to say too much. If you're going to write a book you're going to get crucified on the stand. If you're going to write a paragraph, you're going to have to think up there. Y'know, a defense attorney position. The worst thing he wants you to do is ramble on. He wants you to answer yes or no. If you have a paragraph there and you say what the situation was like. Now he's open for you to expound on what you were going to say. And he doesn't know what you're going to say and he don't like that. A defense attorney is not going to ask the question unless he knows the answer. Now you got him worried about you. (Inaudible).

Respondent 015:

For vice, the first thing they have to learn is how to work an informant. How to generate and how to use them. Actually, that would be beneficial for anybody. For any officer, whether you're working burglaries or. How a case is put together. Organization of it.

- 38a. Do you prepare the package when you take it down to the prosecutor's office?

Drafting search warrants. Evidence. The preparation or the preservation of evidence however you want to look at it.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 016:

Interview and interrogation. Crime scene. Let's say if you were going to talk about interviewing and interrogation, but I think you need to learn more people skills. Body language. That's all I can think of right now.

- 38a. Would you get into report writing and stuff like that?

Our detectives don't write that many reports. They just interview somebody and just write down what they say. The whole report from the original incident should be on your desk from the patrol officer.

Respondent 020:

What areas? Certainly, interviewing, interrogating. The difference between writing an investigative report and a street crime report. The follow-up type reports. And then you get into the specialty areas, surveillance. Again, depending on what type of assignments the individual goes to.

- 38a. Well, let's say for basic detective. Now, what should all of them, what would you want to see them come out of there with?

Basic detective, again: interview and interrogation skills; report writing skills; certainly, the elements of the law; crime scene work, definitely; photography; latent prints; gathering evidence; the chain of evidence; certainly, surveillance; some narcotics training is absolutely necessary; identification of narcotics. And I think something that should be included here, letting them know what's available to them as far as other agencies, the functions of other agencies, where they can go for help, that they are not an island out there. There are resources available to them, state-wide and federal side also.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 021:

Well, I think, I have touched on it before, crime scene, report writing, basic. Well those are two I can think of off the top of my head real quick. And, I've touched on that before.

- 38a. The interviewing?

Yeah. Interviewing.

I think, now a days, something that every detective should know about is the electronic devices and means of communications. We're talking about computers. We're talking about video equipment. We're talking about your telephones, your radio equipment. There is so much electronics. Right now there are so many advancements in electronics, in the electronic world. There are so many ways, so many things that we can use it for. The people that are making these decisions are going in a different direction.

If they would invest a little time and effort and look at some of the other benefits from some of this electronic equipment that they're coming out with. They've gone from a couple of years ago where you have the eight-track cassettes. Now you got a disk that you put in your computer and you have a whole encyclopedia on a little disk. And I think electronics is, right now, what should be looked at.

- 38a. What other items, and you have already mentioned a couple about communication skills? Setting up a course now, what would you like to see in a basic course if you had to take it for detectives? For training you? Or you were in charge of it. The course. What would you put in there as a core that you would want these guys to walk away with?

I would put in writing. It would have to be like a, I would call it, a composition course or whatever. But it would be on legal writing. Writing legal documents and explaining your thoughts in legal terms. English courses of course would be important.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Respondent 021 (Continued):

I think that there are basic rules of evidence that have to be taught and retaught. Other than the communications, those are probably the more important, in my opinion.

Respondent 024:

You would need a diversified curriculum. But it would certainly have to include classes in law. Classes in report writing. As we said, classes in investigative techniques. Classes in interrogation.

It may even be important to have classes in typing or computers, whatever your department is using. But I suppose that you should have classes in computer work so that you can access the LEIN system.

Well, I think, interview and interrogation, homicide investigation, crime scene. Some of the new things coming up are DNA. The capabilities of DNA. I think, fire investigation is real important, too. Although we have a specialized unit to investigate arson and fires, I think it would behoove a detective to learn the ins and outs of fire investigations, too. I think that would be real important. Drug investigations, I think that everybody has had drug experience. That changes too. It seems like every couple of years, a new drug comes out on the market. Now we're dealing with CAT. And, we have put together a pretty good video tape on CAT. This would be methamphetamine. So we put a little thing together on met labs and we're going to that. As they change, I think, they should be changed. The training should be up-dated to cover the new areas of legal and criminal activity.

IMPLEMENTING: A BASIC DETECTIVE COURSEQUESTION 39:

How would you envision a training program for detectives be implemented throughout the state?

The Michigan Law Enforcement Officer's Training Council (MLEOTC) received the greatest support from the respondents as being the most effective organization to implement a basic detective training course. The MLEOTC received sixty-six percent (66%) of the participant's responses as detailed in Table 4. They cited the fact that MLEOTC presently certifies all Michigan law enforcement officers and all in-service training presented in Michigan. They believed that it would be a logical extension for MLEOTC to provide certification for detective training. However, they also believed that the training should be conducted on a higher professional level with the core curriculum taught by college professors and/or very knowledgeable instructors. They also believe that minimum standards should be established.

One of the major reasons for recommending the MLEOTC regional facilities is that would cut down on the travel time. In addition, if three or four regional facilities were established, courses could be coordinated by MLEOTC. Courses could be offered several times during the year, at different facilities, to provide year-round coverage.

A centralized location such as, the MSP Training Academy, was selected by eighteen and half percent (18.5%) of the respondents. The centralized academy had some appeal because it would ensure inter-department training for all departments and bring the various backgrounds together from the different departments. The coordination of scheduling the classes would be easier and the core curriculum and would be consistent for all detectives.

The respondents also made the general comment that any basic detective course should be offered a minimum of three to four times a year. The length of the course that the respondents suggested varied from a one-week, basic introduction, to a ten-week, in-depth training. The course should also be mandatory and have minimum standards with a core curriculum. The class size should be limited to a small number of detectives. All detectives should be required to attend as soon as nominated and/or promoted to detective. One respondent felt that the Detroit Police Department could provide their own training in a regional facility shared with other metropolitan area police agencies (Appendix B, Q-39, page 138).

TABLE 8
IMPLEMENTING: BASIC DETECTIVE COURSE

	Small	Medium	Large	Total	Percentage
MLEOTC/Region	7	5	5	17	63.0%
Central/Region	3	2	0	5	18.5%
Central	<u>0</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>18.5%</u>
Percentage	10	9	8	27	100%

39. How would you envision a training program for detectives be implemented throughout the state?

Respondent 001:

Well, the state has a thing called the MLEOTC (Michigan Law Enforcement Training Council) and that's who certifies you as a police officer in the state. All police officers have to take the test, I think, except for some Detroit officers. I think they have their own. I can envision a school where all police officers, whether they are state, local or whatever attend a detective academy.

39a. How long?

I think a minimum of ten weeks, probably. I think the screening processes should be more selective. Sure, I made mention to another person who was here. He was not the smartest person in the world. He wasn't the most articulate, but I'll tell you what, he probably was the best detective in northern Michigan. And for ten years, everybody would say it. He had an Associates Degree through the Junior College and he also educated himself as far as fingerprints, drugs, and stuff like that.

39. How would you envision a training program for detectives be implemented throughout the state?

Respondent 002:

Well, for the MSP we have our Michigan State Police Academy right here in Lansing, MI, so its pretty convenient. And it probably should be. If it's not going to be inter-departmental, which is difficult to coordinate I'm sure, then at least on a departmental level. In my case, the state police, it probably should be handled at the state police training academy. It should be on a regular basis. These schools should be available and pretty much mandatory. When you reach this stage in your career, you haven't had this training and you need it. When it's available, you have to go.

Respondent 003:

Boy that's a tough question. I would hope that the training program would be initiated through either a university or a community college. That they have a core group of people and that basic standards would be set like they have for the basic police academy. But these standard, you would have to have to perform at a certain level. I think it should be associate that way rather than in house. I don't think in-house is going to get the job done. And I think it should be in a setting that is a school setting. Rather than, someplace, you know.

Respondent 004:

I think it would be done through the local police academies. There ought to be a core curriculum set up by MLEOTC. It could be done by local police academies, or done regionally.

39a. Michigan Law Enforcement Office Training Council.

Yeah.

39b. MLEOTC.

39. How would you envision a training program for detectives be implemented throughout the state?

Respondent 013:

Well, you mean from an instructor stand point or from? I don't think that a video tape is going to do it. You can't video tape a seminar. I think you have to have classroom seminars of crime scenes. I think I'm going to leave you right there for a second. My wife's cousin, first cousin, his name is Bobby Blackburn, and he is from Milwaukee, WI. He was the head of homicide up there. A homicide team. But when he retired he went and put on a homicide school. Each room he had a homicide set up in. And you as a detective, would come in and do that homicide scene. You would collect your evidence. You would do everything right there. Hands-on. That was good. And then after there would be a critique. You would make your presentation to the class. He would have a module of the homicide. What better way could you do it?

- 39a. Oh, yeah, sounds great. So, more like a practical exercise?

That's right. I can sit here and tell you all sorts of things in regards to blood or plasters, or the ways they're going to move, or anything like that. But you hit that crime scene. And your mind is going 150 miles an hour. And your adrenaline is pulled up. And there isn't one of us who hasn't done it. And you're sitting there, and you think you've had a rush, but you haven't had such a rush until you see what is in front of you. And you put that in front of a junior detective and sit back and let him go to work and critique him after he gets done and where he made his mistakes. He'll never make those mistakes after that. Never. (Inaudible).

Respondent 017:

Regionally?

Respondent 018:

I don't understand the question.

39. How would you envision a training program for detectives be implemented throughout the state?

Respondent 018 (Continued):

39a. We're talking about the whole state of Michigan now.

How would you train all of the detectives in the State of Michigan? How would you envision that? Should they be taught by the Michigan State Police? At the academy? Do they do it...?

It would be nice if they had one set format. I know it would be nice if they had one set format. That would be wonderful if everyone could come together, at one location, have one set of guidelines that would apply...

39b. The same curriculum for all?

Yeah. School. I think that would be wonderful. Because everyone is coming from (inaudible) different backgrounds and different cities. The problem in that is you gain the knowledge but maybe only because they are different. And the bad aspect of that is that sometimes you clash. So, my method is better and the other person says their method is better, because they are not familiar with each other.

39c. Have you found as a female detective, that they are treating you any different or that it's tougher or easier?

It's pretty tough for a female in this profession. You have to, the guys, they have their (inaudible). They have their bonding. A female is different in this profession. Because they will look at another female and say, I don't want to talk to her now. With the guys it's, yeah, come on let's do some bonding. The girls don't quite trust each other. I found that necessary. It's different. I get along with practically everyone. But, there are a few people that I don't like and I like some others more. (Inaudible). I don't know if it's because they work so hard to get where they are at and (inaudible).

39. How would you envision a training program for detectives be implemented throughout the state?

Respondent 018 (Continued):

- 39d. Is it more competition? Or is it that females are more aggressive because they had to do more to get where they are at, to strive to achieve their goals?

I don't know if aggressive is the term. They're pretty aggressive. But the men are pretty aggressive, too. (Inaudible).

- 39e. Well, then do you have anything, any suggestions how the females, wanting to be detectives, y'know, what would you suggest? What would you put in the training program? How would you treat that?

Respondent 023:

See if I understand your question correctly.

- 39a. This would be for all detectives, in all departments.

Are you asking me should they be required to take a course?

- 39b. Well, no. How would you establish it? Where would it be taught? How would you teach everybody? Would they be required to come to the course?

I think that would be the problem with establishing their own training. No, I take that back. I would think that every department would have a uniform set of rules that they would go by on instructions. And teach all of the officers basically the same. That way we can help one another. Where if you do it that way, your department's way, and I do it this way. That's not going to get it. If it applies for one it should apply for the others, because we're all doing the same work. So, I would keep it uniform and I would make it so that everyone would benefit from it.

- 39c. Would they be required to go to the course, or no?

Yes. I would make it mandatory because you can't get enough training. I don't care what it is.

39. How would you envision a training program for detectives be implemented throughout the state?

Respondent 018 (Continued):

39d. How long of a course would you have for a basic?

There is only so much that you can teach. I would have a two-week course. You're talking 80 hours of investigative skills.

FINANCING: A BASIC DETECTIVE COURSE

QUESTION 40:

How would such a program to train detectives for all enforcement agencies in the state be financed?

The question of financing was the most difficult area for most of the respondents. As detailed in Table 5, approximately, forty-eight percent (48.2%) suggested that the present Michigan 302 Funds be used to finance any program to establish a basic detective course. The funds are collected primarily through the traffic court as part of the fines imposed on all traffic citations. Five dollars of each fine is diverted to the 302 Funds. The law specifically requires that these funds be used for in-service training of participating law enforcement agencies and their personnel. The funds are distributed twice a year to participating agencies. A 60 percent general-purpose grant is given to each agency on a per officer, pro-rated basis in June of each year. The remaining 40 percent is distributed in January of each

year on a need-basis type grant. The use of the funds is restricted to advanced in-service training of an agency's police officers and or training equipment. Only agencies responsible for issuing motor vehicle traffic tickets are permitted to participate in the program. The funds are distributed through the MLEOTC which has been given the authority to establish and set standards for basic law enforcement and in-service training of Michigan law enforcement officers.

Other respondents were divided between federal and state grants, local tuition, and/or matching grants between local, state, and federal. One suggested adding a \$.50 increase to ticket, or a dollar registration fee for a Michigan Driver's License. Only one respondent did not offer an answer.

Some detectives commented that the funding should be legislated to ensure mandated annual funding of the program. One noted that there was a hidden cost to the failure of having such a program. The cost of providing a basic detective training was cheaper in the long run because if a criminal investigation was improperly conducted, the community and the jurisdiction will spend more money trying to correct the mistake than paying for the initial training (Appendix B, Q-40, page 143).

TABLE 9
FINANCING - BASIC DETECTIVE COURSE

	Small	Medium	Large	Total	Percentage
Mich-302 Funds	5	6	2	13	48.2%
Federal	1	1	2	4	14.8%
State	3			3	11.1%
Local	1		1	2	7.4%
Matching	0	2	2	4	14.8%
No choice	—	—	<u>1</u>	<u>1</u>	<u>3.7%</u>
Total	10	9	8	27	100.0%

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Respondent 001:

I have no idea. I think society is going to have to. We law enforcement officers are probably the lowest paid public servants that we have. You take utility workers, Michigan Consumers, anything, they're paid a lot more, especially up here. You take a Farmington Hills patrol officer, he's paid quite well. But, I think the public should have to pay for what they get. Basically, in a lot of areas the public is not paying for what they get. Certainly, the officers aren't getting paid for what they do in some areas. I think, a police officer, whether here or in Lansing, should be equal to each other as for the benefits and certain types of pay. Basically, that is what the sheriff's departments do.

40a. More like state civil service pay?

I thoroughly believe that's right. If you are hired as a civil servant, whether township officer or a lieutenant in the sheriff's department, you should get the same benefits as other persons. I really disagree with the fact that down state officers work a lot harder.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Respondent 001 (Continued):

I know I have a cousin in the Lansing PD and a nephew in the Lansing PD. They don't work harder. Up here, we have to be more diversified. But, a regular officer has to be more diversified than any police officer down there. Before I was a detective I would go from a barking dog to a homicide. Their officers may do that, but then as soon as he calls somebody else, or by the time he gets there, somebody else is on the way. But, in our case, that officer will investigate because there is no one else. I think they are more specialized down there. They can afford to be.

- 40b. On 40-60 programs?

We have 302 Funds. The majority goes to Kirtland Community College. They put on the training. A lot of other agencies do that. Kirtland basically gives the seminar, hires the instructor.

That is kind of disheartening when you talk about pay and things like that. My nephew, when he started with the Lansing PD, he started at \$3,000 less than what I made with 15 years experience. A year later, he was making \$10,000 more than I did as a 17 year Lieutenant.

Respondent 006:

Well, you know, it's sure out of my bailee wick, here. I know years ago, and this got basterized somewhat, but there was a portion of every traffic ticket written in the state of Michigan was to go for in-service training for police officers. And I think that's still in effect. I forget what Act it was, the number. And you know, why not. Another possible source of revenue would be that forfeiture action within the state of Michigan. Maybe a percent or two, going into a training fund. Maybe I better run for council with that line of bullshit.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Respondent 007:

A good question. I personally don't think, for instance, the city police here have two detectives and the county has one. Other departments, of course, have a lot more than that. But, there are lot of bigger counties that when you talk about the money involved, it does seem to me that it would be too big of a burden for the counties to finance.

- 40a. Training?

...to send me to a school, or to a couple of schools throughout the year is a minimal cost. Even if they paid for everything. I don't see where the municipality, or the county, or whatever, which the officer comes from, is going to suffer too big of an expense. Seeing to it that a detective is trained, or any other officers for that matter. Maybe I'm naive, but I don't see that training is a big cost of county money in any county of the state. Maybe I'm wrong.

Respondent 008:

Right. (laughter). I think that some of it could come out of the 302 Funds that departments are given. I think that each could give a percentage to finance it and run a school once or twice a year, and have it paid through the 302 funds.

- 40a. Are the 302 Funds the ones that are from traffic tickets or something?

No. I think 302 is a subsidy that the state gives for on-going training, I believe. That's what I was lead to believe.

- 40b. How does your department handle, fund your training, when you say that you don't have a problem going to schools and so forth?

302 Funds.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Respondent 008 (Continued):

40c. So, they put in for a grant for it?

I believe, and it's my understanding, and I don't get into the administration aspect of our department, but it was my understanding that they are given so much money to use for on-going training. And if you don't use that money, you lose it. Y'know what I mean? Say you're given \$20,000 a year for on-going training, if you don't use that \$20,000 a year, that portion that you don't use, you don't get the following year.

40d. Oh.

I believe that's the way it works, at least in our department.

40e. So, if you use it you get more?

Right. You can put in, I don't know how much they put in, I don't know how much they get. But, I know a lot of our training comes out of the 302 funds.

Respondent 011:

I believe that there are monies out there now, that are made through tickets citations. I don't know why they couldn't raise the revenue through tickets. Maybe \$.50 a ticket, I think that's what they get now.

Respondent 012:

40a. A percentage?

Or a certain percentage. I think it could be done with fines and cost, with tickets and such. The police are so scrutinized by the public and media anyway, especially in today's world. They want the best, I guess we'll all have to pay for it, one way or another. This is one way of doing it.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Respondent 012 (Continued):

I think most of our training is financed by the 302 funding that we have, grant money and partially through the department. They've got to have an interest in spending the money on their people. I don't think the department should bear the entire cost. I think there should be some grant money available from the state or the feds.

Respondent 015:

I don't know, ticket revenue. Drug forfeiture. Tuition.

Respondent 016:

Boy! Even that surcharge on the ticket, I think that all goes to training and stuff. If you don't have enough money, you could always raise that a couple of bucks.

Respondent 019:

I think that it could be financed right through the state. Seeing that the state requires the certification of police officers, I think that it should also have certification for detectives.

Respondent 022:

I would say that the federal government has a responsibility to assist in that.

Respondent 025:

There are those funds available that are set aside for law enforcement training. I can't think of the fund that is available. Other than that, I feel that the expense could be handled by the departments that are sending people. There are funds out there and I can't think what they are.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Respondent 025 (Continued):

40a. The 302?

The 302, that's what I'm trying to say, yeah. Yeah. The use of the 302 funds and then it comes down to the individual departments.

Respondent 026:

(Laughter) Good question. The number one issue right now is money. The departments are having a pretty hard time putting officers on the road right now and I think that training is taking a back seat, at least the last couple of years. Our department is just starting to come forward with some new training things. We have a detective convention that is usually scheduled once a year. All detectives, all of the State Police detectives, meet. That was cancelled this year, or in 93, because of budget constants. It would be nice if the federal government, if there was matching funds out there. Say, if the state or the local agency is willing to put "x" amount of dollars for police training, the feds would be willing to match it.

Respondent 027:

It's very difficult to get training funds, to get any funds these days. The primary problem I see is that agencies are worried about how are they going to put officers on the road against training.

Well, I don't know that either. I'm not a finance person. I'm not a budget-type person.

SUMMARY:

Briefly reviewing the findings presented in Chapter IV, the participants clearly demonstrate that they strongly believe there is a need to change the present system and establish a Basic Detective Course. The present system is a "hodge-podge" of individual two to three day in-service courses that are open to both patrol officers and detectives with no prerequisites and/or minimum qualification level. Due to the short duration, these courses tend to be a lecture-type method with no interaction or substantive practical exercises. These courses do teach important subjects and methods to the officers but are not targeted specifically to the detectives. The emphasis is on the patrol officer whose in-service training is mandated. For those detectives fortunate enough to be allowed to attend an in-service training course, they are restricted and are only permitted to attend when their availability coincides with the time the course is being offered, and if their particular agency has funds available to send them to the training. The participants observed that there is no systematic, planned, and/or organized method in place to train detectives. They further stated that there is no mid-level or advanced detective training. They believe that all detectives could benefit from a Basic Detective Course followed by sequential advanced courses. They also indicated that the course should be comprehensive and the curriculum should concentrate on what detectives need to know

in order to perform their functions as detectives. Practical exercises should be utilized to demonstrate proper methods to the detectives to insure that mistakes are made in the training environment and not in an actual situation. The participants believe that MLEOTC should implement and fund the detective course through 302 Funds as well as set the standards and certify the course. The Basic Detective Course should be compulsory for every detective.

The conclusion and discussion of these findings will be presented in greater detail in Chapter V, followed by recommendations, additional reflections, and implications for further research.

CHAPTER V

CONCLUSIONS AND DISCUSSION

OVERVIEW:

In this chapter conclusions which are drawn and based on the results of the findings presented in Chapter IV are offered. The conclusions will be presented in a succinct numeric format, listed by the corresponding research question, with an addendum of brief observations supporting the analysis. The conclusions will be followed by a more detailed discussion of the Primary and Secondary Research Questions. The purpose of this study was to determine if there was a need to change the detective training and establish a basic detective course in Michigan based on the perceptions of 27 selected criminal investigative detectives throughout Michigan. Additionally, this study determined what they believed to be the critical subjects that need to be included in a curriculum designed for a basic detective course and how such a program could be implemented and financed.

A Recommendations section will follow the discussion of the Primary and Secondary Research Questions. Additional Reflections subsection discusses supplementary information that was collected but did not relate directly to the Primary and Secondary Research Questions. The participants provided additional observations and meaningful insights on a number of different recurring themes relating to issues associated with

detectives' functions and operations. The last subsection will be devoted to Implications for Future Research and will contain information relating to: indexing of arrest and clearance rates, conviction rates, and the policy of "train and transfer". The study will conclude with a brief summary of Chapter V.

CONCLUSIONS

1. **There is a need to change the current training procedures for detectives in Michigan and establish a basic detective course in Michigan.**
 - Presently there is no plan or system to provide appropriate training to Michigan detectives.
 - In-service training presently consists of a number of unrelated 2-3 day seminar courses being offered with no coordination as to prerequisites for prior courses, progression of subject matter, and/or experience level of the attending officer.
 - An overall plan should be formulated by a committee of currently assigned Michigan detectives, with the cooperation of the MLEOTC, to address the present in-service training for detectives.
2. **A basic detective course should be established by the Michigan law enforcement system in Michigan.**
 - A basic detective course should be established and mandatory attendance required for all detectives. Newly-appointed detectives should be required to attend the course within one year of their assignment.

- A basic detective course should be specifically related to how a detective conducts an investigation from the initial incident report to testifying in court.
 - The course should be germane to basic criminal investigations typically conducted by detectives.
 - The duration of the basic detective course should be a minimum of five to ten weeks.
 - The basic detective course could be broken down into a number of shorter phases of two to three weeks in duration.
3. The curriculum for a basic detective course should include courses similar to those offered by other agency courses, a discussion of which is contained later in this chapter. Emphasis should be placed on the following subjects.
- Emphasis should also be placed on interviewing and interrogation with practical exercises using outside actors playing the different parts and should be video taped and critiqued jointly by students and instructors.
 - Crime scenes should be developed with practical exercises.
 - Legal review of the fundamentals of law and specifically to Michigan laws, with the emphasis on the necessary elements needed to establish a criminal conviction in a court of law "beyond a reasonable doubt".
 - Report writing which stresses the importance of being able to articulate and explain in writing how the evidence and witnesses relate to particular violations.

- The basic investigative fundamentals should be emphasized covering the different types of investigations normally encountered by detectives.
 - Emphasis should be placed on the developing and gathering of information and evidence used in a criminal investigation.
4. The implementing of a basic detective course should be through the Michigan Law Enforcement Officer's Training Council (MLEOTC).
- MLEOTC presently has the authorization to set standards and certify a basic detective course.
 - The location of the basic detective school should be centrally/regionally located and staffed with a full-time faculty.
 - MLEOTC has several approved training facilities, including colleges and universities, where a basic detective course could be offered.
 - A basic detective course should be offered at least four times a year.
 - The participants recommended that the basic detective course should be taught at the university or college level by qualified and knowledgeable instructors. MLEOTC has several certified college locations. These types of locations would assure that sufficient staff and/or facilities could be maintained to insure that stability and high standards of such a program and curriculum are maintained.

5. The funding for a basic detective course should be obtained through the present system utilizing Michigan 302 Funds and controlled by the MLEOTC.
 - Michigan 302 Funds have already been earmarked for special purpose training, such as, a basic detective course.
 - Additional funding may have to be obtained to acquire additional MLEOTC staff and provide for part-time and/or overtime pay for replacement officer's salary to cover the man-hours lost by the detective attending the course for an extended period.

DISCUSSION

PRIMARY RESEARCH QUESTIONS:

1. Based on the perceptions of selected law enforcement personnel, determine is there a need to change current detective training practices?
2. Based on the perceptions of selected law enforcement personnel, does the State of Michigan law enforcement system need to establish a basic detective course of instruction in Michigan?

PRIMARY RESEARCH QUESTIONS

The participants clearly stated that a need existed to change the current detective training in Michigan. More importantly, they unanimously agreed that a basic detective course should be established in Michigan.

The study was designed assuming that the selected detectives, from different sized police departments, with

different backgrounds and experience levels would have differing insights as to what the training needs were as they related specifically to detectives. It was also anticipated that those from large departments would have different needs than individuals from smaller departments. There is a legendary mythical belief among law enforcement personnel that the salty, old, meaner-than-a-junk-yard-dog detective would be the last person to say that there was a need for additional training. In reality, the older, more seasoned detectives were some of the strongest proponents for the need to change the present system and establish a basic detective course. The like-mindedness of the detectives acknowledging that a basic course was needed was a real surprise. More surprising was their unanimity despite their diverse backgrounds and experiences. Whether they were a generalist detective from a one-man post or a specialist detective from Detroit's narcotic or homicide, they were all convinced that a basic detective course was needed in Michigan. They were also united in their belief that a more systematic approach was needed to provide in-service training in an organized manner. The participants revealed that some detectives had no problem obtaining additional training while others have not gone to training in five years or longer. The Detroit Police Department is a special case bordering on the unreal where their detectives have not received any in-service training, with the exception of firearms and special narcotics units, for as long as 25

years. All of the Detroit Police officers interviewed as part of this study asserted that there was no substantial training after the basic police academy. Larry Nevers and Walter Budzyn, both Detroit Police detectives with more than twenty years of experience, were convicted in August 1993 of killing Malice Green in Detroit. The murder trial received national news coverage. But one of the underlying causes was disclosed by Larry Nevers in an interview after he was convicted. Nevers asserted that he was a detective with the Detroit Police Department for 25 years and never received any police training after he graduated from the academy. He suggested that the Malice Green killing might not have occurred if he had received additional in-service training especially in the area of current state-of-the-art arrest and take-down procedures.

SIGNIFICANCE OF JOB STRESS AND THE LAW:

The respondents unanimity speaks to a much larger problem that untrained detectives are confronted with every day. The problem is job stress. They realize more than anyone the tremendous pressure that they are under to accomplish the sometimes impossible task of conducting investigations involving serious crimes of every kind and dominion (Respondent 011, page 80, Q-36ee). If they make a critical mistake during the investigation of a serious crime, everyone will know about it. To a certain degree everyone is watching

the progress of their cases: the victims, the subject, their commanding officer, the prosecutors, the defense attorneys, fellow officers, and many times the news media, and the general public. Critical mistakes may prohibit a guilty party from being charged and/or tried for the violation. And, it is especially true when it involves victim-type crimes, such as murder, rape, assault, and/or child sexual abuse. No detective wants to wait for the perpetrator to commit a series of crimes before they are brought to justice. The detectives are the ones who see the brutality and the damage inflicted on innocent victims and their families. The Federal Bureau of Investigation (FBI), Institutional Research and Development Unit, has conducted a long-term analysis of the state and local law enforcement training needs in the United States for a number of years. In 1985, surveys were sent to 2,693 law enforcement agencies throughout the United States asking these agencies to list the top training priorities for each agency. The number one priority for training was Handling Personal Stress. The second top priority was Maintaining Physical Fitness.¹⁷² Physical fitness is recognized as one of the best methods available to reduce personal stress. The participants were asked if physical fitness should be included as a requirement for selection of a detective. Most respondents stated that it should not be a requirement. The personal appearance of a detective was an important consideration when

dealing with the public but they believed that this should be personal matter (Appendix C, D & E, Q-34).

The review of the literature, as reflected in Chapter II, revealed that our forefathers designed our government to be governed by educated electors. They made the judicial and law enforcement systems difficult by placing safe guards such as the Bill of Rights in the Constitution and specifically designed these rights to guarantee that police powers would not be easily applied. To err was to err in favor of the citizen, not the government. However, police officers and especially detectives, witness the criminal element taking advantage of any weakness in our judicial system by employing technicalities and high-priced attorneys who might not be the seekers of truth.

The importance of the Bill of Rights was demonstrated recently with the live coverage of the O.J. Simpson murder case and subsequent court proceedings. For several weeks, all of our daily news was filled with stories relating to the O.J. Simpson case. Several basic points became very vivid while watching the defense prepare their case for trial during the preliminary hearing phase. First, detectives have to make quick decisions on the scene which later will be challenged. Some critical decisions had to be made within a matter of minutes. The detectives had to decide, "do they go over the wall at O.J. Simpson's house"? Or, do they wait for four or five hours until they have sufficient probable cause to get a

search warrant? The detectives at the scene knew that they had two murdered people, one of whom happened to be Simpson's ex-wife. They also had two of O.J. Simpson's children at the home of the murder scene. The detectives stated that they knew that O.J. Simpson did not live far away from the murder scene. When the detectives arrived at Simpson's residence they could not get anyone to respond to the bell at the gate. They found a vehicle parked on the street with blood on the door. They now had a decision to make. Simpson could have been another victim of a crime, or he could have been seriously injured during the commission of the crime as the perpetrator. In either case, he could have been inside the residence bleeding to death. If the detectives failed to act and Simpson was injured inside the house, they would have been criticized and possibly brought up on charges of failing to act. More importantly, they did act, and from that point on, every decision they made and everything they did during the investigation came under the scrutiny of the courts by the defense attorneys, who put the detectives' actions and motives on trial. Every action was being second-guessed with questions. Why did they go to O.J. Simpson's house in the first place? Why did they go over the wall? Why did they search the outside of the house? Was it legal for them to obtain permission of O.J. Simpson's daughter, who was living at the residence, to conduct a search of the residence for Simpson? Did they conduct an indepth search, or was it a

cursory type of search? Why did they later obtain a court ordered search warrant after they had already searched the house? Why did they use certain words and phrases in drafting their affidavit for the search warrant? Why did it take four to five hours to get a search warrant? Defense attorneys also requested the detectives' personnel files in an attempt to discover if there was anything in their past performance that they could use to discredit the detective's present testimony. The defense attorneys hired private investigators to scrutinize every aspect of the investigation and discover any weaknesses that could be exploited, including detectives' personal lives.

It has also been shown that little has been done to improve the general techniques used by detectives, especially during the last 25 years since the Presidential Commission on Law Enforcement in 1967. While criminals use every legal and illegal means at their disposal, detectives are losing ground because either they were never taught the skills or the techniques have been changed since they were last trained or taught. Respondent 024 provided his personal philosophy of crime and detective work:

Seriously, police work and investigations, is not rocket science and it's not brain surgery. You don't have to be a whiz to be successful at basic police work. I doubt that basic police work has changed over the centuries. Basic police work is the same. Crime is the same. It's just, scientific advancement may make the tools that are used and how you accomplish the crime that has changed. Crime is based on some very basic emotions and instincts, I believe, and solving them

can be done the same way. So, I think, that some basic things... I think that you can certainly refine certain things to help you become a good police officer and a good investigator. I think it's something that you can't be taught. I do think there are people who have an inbred skill at it. But I do believe it is something that you can learn.¹⁷³

CURRENT-BASIC DETECTIVE COURSES:

Currently, there are very few basic detective courses offered in the United States. The Michigan State Police (MSP), the Los Angeles Police Department, and the New York City Police Department currently have basic detective courses for their detectives. The MSP has an excellent one-week overview of the different detective functions and tasks. According to MSP, Course Director, Det/Lt. Palmer, the school's primary goal is to inform the detectives where they can go to get help from different state and federal agencies (Appendix F). One of the participants (Respondent 012, Appendix D, page 10) who attended this school explained that the school had too much general information and not enough specific information on how to conduct different investigations.¹⁷⁴ The MSP basic detective course curriculum is designed to include mandatory subjects in the morning and give students an choice in the afternoon sessions of selecting two of the three different courses offered each day. The mandatory course includes: narcotics, 4th Amendment, criminal profiling, legal aspects of interviewing and interrogation, arson investigation, LEIN for field investigation, fingerprint

identification, intelligence sub unit, forensic pathology, investigations of violent death, and child abuse investigations. The optional courses are offered each day in the afternoon sessions and the students are allowed to choose two of the three courses such as, auto theft, photography, and major cases (Appendix F: attachments).

The MSP basic detective course is not designed to teach detectives specific methods or develop investigative skills. According to Det/Lt. Palmer, MSP, the primary objective is to make detectives aware of some of the pitfalls in the more serious investigations. He believes that it is more important to make the detectives aware of the various agencies that are available and that might be able to help them while conducting different investigations. The basic detective course is just one "core" course in the MSP basic detective training program. A MSP newly promoted detective will be expected to take several core courses within the first year after being promoted. The other core courses are more specific in design. The interviewing and interrogation course is a four-day course devoted to teaching the detectives the various techniques that can be used when interviewing a witness and/or suspect. The method of instruction is the lecture method. There are no practical exercises requiring that student participation be incorporated into the core courses.

The Los Angeles Police Department (LAPD), conducts a two-week basic detective school which every detective of that department is required to attend within twelve months after being appointed to the position of detective. Det. Roger Gripe, Director, Detective Training Unit, (Appendix G), explained that the LAPD basic detective course curriculum contains 35 different subjects which include, interviewing and interrogation, report writing, and how to conduct basic investigations. LAPD's detectives are also required to attend a 24-hour course in review of investigative procedures. Specific courses are also mandatory for detectives being assigned to specialized crime units such as homicide, auto theft, sexual assault, and narcotics. In addition, detectives are encouraged to attend a special school for interviewing and interrogation. However, the course is limited in number and is only offered once a year.

Police Officer Giovanni Porcelli, Instructor/Course Coordinator, Specialized Training Unit, New York City Police Department (NYPD), (Appendix H), explained that NYPD conducts a mandatory, three-week, basic detective school. The course is required for all NYPD detectives. The course is offered five times a year and is limited to fifty detectives. Newly promoted detectives are required to attend the course within the first year after being promoted. The course curriculum contains approximately 50 different subjects. Thomas Cusanelli, Executive Office, Detective Bureau Training

Division, stated that NYPD has three separate detective bureaus, the Detective Bureau (DB), the Narcotic Bureau (NB), and the Organized Crime Bureau (OCB). The OCB is responsible for gambling, vice, some narcotics, etc. Detectives assigned to OCB are police officers on temporary assignment for two to four years and are known as "White Shield". When they are promoted to full detective, "Gold Shield", they are assigned to the DB and NB. After their three-week basic course they receive an additional one-week introduction detective course at DB. They receive additional instruction after they are assigned to their specific unit (Appendix J).

CURRICULUM

SECONDARY RESEARCH QUESTIONS

The assumption was made that if the respondents believed that a basic detective course needed to be established in Michigan, then additional research questions would have to be determined:

1. Based upon the perceptions of selected law enforcement personnel, if a basic detective course is needed, what type of curriculum would best meet this need?

DISCUSSION:

The participants offered eight main topics which they believe should be included in any basic detective course of study which include: interviewing and interrogation, crime scenes, communications, report writing, basic investigator, criminal law and courts, street skills, and people skills. The one consistent, recurring theme revealed by the participants and considered to be the most important skill to be acquired by a detective was the ability to conduct interviews and interrogations. Interviewing was judged to be the number one function of a detective and was considered to be his/her "bread and butter". Steven G. Brandl (1991) found that the most common activity performed by detectives working burglary and robbery investigations was the interviewing of victims and the second most common activity was interviewing other witnesses and suspects.¹⁷⁵ As stated earlier, the FBI's, Institutional Research and Development Unit conducted a long-term analysis of the state and local law enforcement training needs in the United States. The survey discovered that the third overall priority listed by the 2,693 agencies was how to conduct Interviews/Interrogations.¹⁷⁶ The report disclosed several other courses listed in the top 14 training priorities which apply to detectives. These include: 4) Collect, Maintain, and Preserve Evidence; 8) Investigate Conspiracies; 9) Develop Sources of Information; 10) Search Persons, Dwellings, and Transportation Conveyance; 11) Search,

Photograph, and Diagram Crime Scenes; 12) Hostage Negotiator; 13) Testify in Criminal, Civil, and Administrative Cases; 14) Write Crime/Incidence Reports. Several of these courses are common to all police officers while others were more specifically directed at detectives and investigators.¹⁷⁷ Cohen and Chaiken (1987) related that studies have shown that successful investigations are dependent on detectives' ability to prepare legible, concise, accurate, comprehensible, and complete reports.¹⁷⁸

IMPLEMENTATION

SECONDARY RESEARCH QUESTIONS

2. Based on the perceptions of the selected law enforcement personnel, how could a training program be implemented throughout the state?

There appeared to be a general agreement among the participants that the Michigan Law Enforcement Officers Training Council (MLEOTC) could and should be given the responsibility for implementing a basic detective course in Michigan.

MLEOTC's governing board consists of three representatives from the Michigan Sheriff's Association, three representatives from the Michigan Chiefs of Police, one

representative from the Detroit Police Department, three representatives from the various police unions, one representative from the Attorney General's Office, and one representative from the Michigan State Police.

William Nash, Chief, Employment Standards Section, MSP (MLEOTC) and Raymond Beach, Chief, Field Services, MSP (MLEOTC), (Appendix I), are the directors for MLEOTC's standards and procedures in Michigan. Both Nash and Beach agree that there is a need to establish a basic detective course for Michigan detectives. They explained that there were no insurmountable obstacles in developing standards for such a course but that the overriding problem and concern would be the financing of such a program.

The present MLEOTC standards only apply to certifying Michigan's basic police officers. The present standards require 472 hours of instruction in basic police procedures, and an additional 80 hours of advanced police training to be received within three years after completing the basic course.

MLEOTC receives its authority from Public Act 203, 1965, as amended, to establish and set the standards for the basic course requirements and also for all in-service training of Michigan law enforcement personnel. The law further authorizes MLEOTC to set categories or classifications of in-service training programs and minimum courses of study and attendance requirements. MLEOTC conducts ongoing evaluations of training programs to assure a sustained level of quality

training. MLEOTC's approved training schools are located at five four-year colleges, seven community colleges, and six regional police academies throughout the state of Michigan.

According to Nash and Beach, a special basic detective course could be offered and certified by MLEOTC. Presently, MLEOTC does certify special courses such as, the Arson Investigator Course and Firearms Instructors Course. The basic police officer's course could serve as the foundation for a basic detective course curriculum and could be expanded in critical areas specifically needed for detectives. Nash and Beach also explained that the present certification program for recruit training was approved by the Training Council on a five-year voluntary basis until all of the agencies became comfortable with the program. They suggested that a program for a basic detective course might be instituted utilizing a similar method. They reemphasized that the major obstacle to such a program would be the added cost related to paying for replacement officers while the detective was in training for an extended period of time.

FINANCING

SECONDARY RESEARCH QUESTIONS:

3. Based on the perceptions of selected law enforcement personnel, how could a program to provide training to all law enforcement departments in the state be financed?

The MSP basic detective school is primarily financed by Michigan's 302 Fund and administered by MLEOTC. The Michigan 302 Fund appears to be the best method to finance a Michigan basic detective course.

Mr. Nash and Mr. Beach (Appendix I), pointed out that the key to establishing a basic detective course is the funding issue. Some method of funding has to be devised to pay the overtime pay for the officers who are filling in for the detective who are attending the training. Each department has limited manpower and each officer's time is built into the department's overall operational plan.

The funding for the basic courses is received from the participating agencies. MLEOTC and all in-service training funding is derived from fines levied on traffic tickets. The funds are known as 302 Funds. The funds are collected primarily through the traffic courts as part of the fines imposed on traffic citations. Five dollars of each fine is diverted to the 302 Fund. The law specifically requires that these funds be used for in-service training of participating law enforcement agencies and their personnel. Only agencies responsible for issuing motor vehicle traffic tickets are permitted to participate.

Several suggestions were made by the respondents as to how revenues could be raised to pay for the additional cost associated with providing a basic detective course. The additional cost is related to substitution or overtime pay for

a replacement officer while the detective is attending the course. One suggestion was to assess a \$.50 fee per traffic ticket issued. Another suggestion was to assess a one-dollar fee for a Michigan Driver's License.

RECOMMENDATIONS

The following recommendations are made based on the finding of this study:

1. A Basic Detective Course should be established to assist Michigan detectives.
2. An advanced detective training program should be an extension of the basic detective course. It should be supplemented with a well-planned, organized, incremental, and progressive in-service continuing education program.
3. The courses should be mandated and the MLEOTC should set the standards and certify all detective training courses as part of an overall detective comprehensive educational plan.
4. A audit and review of the existing programs and oversight authority should be implemented by the MLEOTC Executive Board to determine if the present method of providing in-service training is being properly carried out by participating agencies.
5. The suggestions advocated and outlined in the conclusion section should be incorporated into any detective training program.

This researcher does believe that the participants have shown that there is a genuine need for a Basic Detective Course and it is possible to implement and finance this course through existing MLEOTC procedures. It is intuitively obvious that newly-assigned, and/or temporarily-assigned detectives would benefit the most from this training. This researcher also finds that the study is important because the detectives interviewed not only believe that newly-assigned detectives could benefit a Basic Detective Course but that all detectives could benefit from this course of study. Detectives are being placed under tremendous pressure to perform a critical role in our society. Both the detectives and our society incur serious consequences if detectives do not performed their roles correctly. Detectives would benefit directly from attending a Basic Detective Course from which advanced training would be a natural extension. The one unknown is whether or not legislation would be necessary to resolve a pay issue related to the salaries of substitute officers needed as replacements for the detectives who would attend a basic detective course. This issue could and should be addressed by MLEOTC's executive board. The above recommendations are based on the findings that most of the participants believe that any advanced detective training should be an extension of a basic detective course with a well-planned, organized, incremental, and progressive in-service for a continued education program (Appendix B, Q-37, page 122). The participants also pointed

out that detective course should be taught by experience and knowledgeable instructors and not by someone who is just putting in time or by someone who's only qualification is that they are available. The participants are not looking for an introductory type course but an indepth course of study that will teach them how to perform the functions of a detective. Conducting an interview while investigating an auto accident or issuing a citation to a motorist cannot be equated to conducting interviews of witnesses, victims, and perpetrators of serious crimes. The word "serious" denotes the difference. Mistakes made while enforcing minor violations can and are usually overcome with little or no serious consequences. In a major investigation the detective may only get one opportunity to conduct an interview with key witnesses and/or suspects. Every effort should be made to conduct these interviews properly the first time. Interviewing methods and techniques is just one of the many detective functions that have been developed and can be taught to assist detectives to do it right the first time. There is an axiom that states, "You perform the way to train". The question has to be asked, "why should the public and victims of crimes have to wait several years for a detective to acquire the knowledge, when a possible solution is presently available?" It is also recommended that the MLEOTC should get involved in the oversight of the training presently being provided to Michigan law enforcement agencies. The Detroit Police Department (DPD)

detectives interviewed asserted that no essential training has been provided to DPD's detectives for over twenty years. It is unconscionable that DPD detectives do not receive any training since they receive the largest amount of 302 Funds.

ADDITIONAL REFLECTIONS

SUMMARY:

In this subsection a number of additional themes were developed while gathering the information related to the Primary and Secondary Research Questions. The participants conveyed a number of beneficial insights into issues concerning detectives' functions and operations that were not directly related to the research questions. This information will be presented in this subsection and Implications for Future Research.

COOPERATION WITH THE PROSECUTOR'S OFFICE:

The participants related that, overall, they did not have a problem submitting cases to their prosecutor's office recommending prosecution. But each of the participants had examples of individual problems that they had experienced with their prosecutor's office. Several mentioned that at the prosecutor's level the cases and issues become political. The prosecutor's office is concerned with re-election and the

public perception of certain cases. The participants expressed concerns with the method of plea bargaining. One detective arrested an individual for possession of a concealed weapon. When he appeared at court for the initial hearing the prosecutor's office had reduced the charge to attempt to possess a weapon. Another participant expressed his belief that in the large cities such as Detroit, the prosecutor's office is overwhelmed by the sheer volume of cases to be processed. He explained that there are no advance meetings with the assistant prosecutors to discuss the pending case. The first time that they usually see the assistant prosecutor is when they arrive at court for the bond or preliminary hearing. The participants complained that the prosecutor's office wants to have several violations so that they can enter into a plea bargain and be able to give something to the defendant in exchange for his plea. Another observation that they made was that the assistant prosecutors assigned to the various prosecutor's offices have their own preferences on different types of violations that they like to prosecute. The investigator should get to know each assistant and determine what his/her likes and dislikes are. Some assistants are assigned as special prosecutors for special cases like narcotics. They also noted that most prosecutors demand a higher quality of case reports than the detectives would like to give (Appendix B, Q-31, page 87; Q-32, page 93).

DETECTIVE'S FUNCTION:

The respondents also described the detective's function as the person who takes the initial incident report of an alleged crime, usually from the patrol officers, and follows up on every available lead. He/she conducts: searches of the crime scenes, in-depth interviews of witnesses, and identifies and interrogates possible suspects. They arrange the pertinent facts in a chronological order and reduce and describe the facts accurately in a written report. He/she makes sure that the evidence and witnesses support the allegations and makes a written and/or oral presentation to the prosecutor. He/she processes the case through the court system. As one respondent stated, "detectives' work isn't worth anything if it doesn't go to court" (Appendix B, Q-10, page 4; & Q-12 pg 11).

GOOD DETECTIVES:

When asked to define a "good detective" and what they believed were the essential qualities exhibited by successful detectives, the respondents offered numerous qualities. Several recurring themes were developed. The respondents describe a "good detective" as a police officer who possesses common sense, works in plain clothes, is a curious, inquisitive person, has good written and oral communication skills, is a good listener, is skilled at interviewing and interrogations, has good knowledge of the criminal law, is

highly self motivated, accepts responsibility, is an extremely hard worker, recognizes what evidence is necessary to prove the legal elements of a case, and is tenacious as a bulldog when it comes to solving crimes (Appendix B, Q-15 & Q-29, pages 21 & 80, Q-13, page 13).

CAN ANYONE FUNCTION AS A DETECTIVE?:

The respondents answered the above question with a resounding "no". They explained that anyone could be called a detective but how successful he/she would be depends on the individual's desire, knowledge, and expertise. They described detectives as being individuals who possess the following characteristics: patience, good interviewing skills, educated, self motivated, self starters, working with minimum supervision, assuming responsibility, having people skills, and most importantly, one who has good communication skills, both oral and written.

POLICE OFFICER'S FUNCTION:

The respondents were asked to describe the function of a uniformed police officer. They described the police officer's function as being primarily one of community protection and maintenance of law and order. They also interpreted the police officer's role as being multi-faceted with new responsibilities being added all the time. The second primary

function of a police officer is one of service to the public/community. Other themes that they described were of deterrence and apprehending criminals, listening to people and being held to a higher standard than the public (Appendix B, Q-8, page 3).

FORMAL TRAINING:

Seventy percent (70%) of the detectives interviewed did not receive any formal training when they were promoted to detectives (Appendix B, Q-25, page 63). They went directly from the uniformed division into the detective bureaus. Some received "on-the-job" (OJT) training. The OJT varied considerably from department to department. Some newly-appointed detectives had training officers (detectives) to whom they could go. For others, the OJT consisted of a couple of days, or hours and still others received no training whatsoever. One of the major criticisms of the OJT method is that if the training officer lacks the experience and/or knowledge, or has bad work habits, these traits will be passed on to the new detective. As described by Det/Lt. Palmer, MSP, it took approximately 18 months before a newly transferred patrol officer was able to make the transition from the uniformed division to become a productive member of the state narcotics investigative units. The amount of time was reduced to six months when a basic training course was introduced.

Det/Lt. Palmer stated that law enforcement cannot afford 18 months waiting for an investigator to become productive (Appendix F).

TRANSITION PHASE:

The respondents were asked how long the transition period was from the time that they were promoted to a detective until they felt that they had obtained some "level of confidence" where they knew what they were doing when they conducted an investigation (Appendix B, Q-27, page 73). They related that the normal period ranged from a minimum of six months to two years (Appendix D, Q-41 to Q-45, pages 17-21).

One respondent, who received no training at all when he became a detective, recounted that he walked into the detective bureau and was handed a stack of cases. His first criminal investigation as a detective involved a child who was sexually abused. He later received specialized training in Child Sexual Conduct (CSC) cases, but only after he complained that he could not conduct any more CSC cases without the training (Appendix C, Q-11, page 5; Q-25, page 10). He further explained that the CSC cases were the hardest investigations that any detective would encounter. This fact was reaffirmed by many of the other participants. A child cannot be interviewed in the same manner as an adult. The ramifications to both the child and the family are of monumental proportions. If a social worker or a patrol

officer misinterprets what the child is trying to say it may have disastrous effects on the child and the family.

Respondent 001 offered the following observation of the importance of interviewing children and young people:

Some people, I think, are good at certain things and not good at others. I found that a lot of people and most police officers can ask the correct questions at a major crime scene, like major fatal accidents, or even a homicide in certain cases, but when you start dealing with children on sexual abuse, or anyone on sexual abuse, or criminal sexual abuse, or sexual exploitation or abuse, it takes a certain knack to talk to a younger person, males and females, and most police officers can't do that. And some persons just could not stand it (Appendix B, Q-11, page 5).

Most people think of family sexual abuse when they hear of child sexual conduct cases. A recently released study by the United States Department of Justice revealed that one fourth (1/4) of all female rape victims were under the age of ten. Sixty-eight percent of the female rape victims were under the age of eighteen. The report further states that 20 percent of the females under 12 were raped by their fathers, 46 percent were attacked by relatives, and 50 percent were assaulted by friends and acquaintances. Only four percent of the children were attacked by a stranger.¹⁷⁹

PROMOTION AND ASSIGNMENT TO DETECTIVE:

Questions 16 through 23 is a series of questions designed to determine the methods and decision criteria used by the various law enforcement agencies to select and promote

officers to the position of detective and investigator (Appendix B, Q-16, page 24). Most participants reported that their individual agencies use a variation and/or combination of a written test, oral panel interview, and officer's evaluations to qualify officers for promotions to detective.

There are two generally assumed basic tenets associated with the selection and promotion of most detectives. First, the person has to be a sworn police officer. Secondly, the officer considered for the promotion has to be a member of the particular agency making the promotion. Officers selected for promotion or assignment to a detective position are not normally selected from outside of the agency. If the agency is a small department, ie. 50 officers or less, the selection pool will be limited to the size of the organization. If the department is a large department other constraints may exist in accordance with department regulations and/or union contracts, etc. A small department may not have any procedures except those established by the current chief.

Cohen and Chaiken (1987) discussed the procedures for selecting candidates for the position of detective:

Although procedures for identifying qualified candidates to be hired as police officers are gradually becoming increasingly standardized throughout the nation - virtually no meaningful guidance is currently able to law enforcement administration on how to select detectives who will perform well. For example, the Commission on Accreditation for Law Enforcement Agencies has formulated 940 standards of police organization and management, but not one of them specifically discusses how to identify qualified officers for investigative assignments.¹⁸⁰

The typical method described by the participants tends to involve the successful passing of a written test, followed by an oral panel interview and a review of the candidates' evaluations and service records. The results of a written test are used by the larger agencies to qualify a candidate for both the position of detective and sergeant/supervisor. After the candidate successfully passes the written test, he/she is scheduled for an appearance before an oral interview panel. The oral interview panel may be an "inside or an outside" panel. An "inside panel" usually consists of in-house supervisory staff officers from the individual department. An "outside panel" usually consists of panel members from outside of the agency. The members may be drawn from other police agencies, or other municipal governmental agencies, such as, city management, the Board of Water and Light, representatives of the school district, etc. Candidates who appears before the panel receives a grade which is added to his/her written test score. The candidate's evaluations and service records are reviewed and additional points awarded. Some departments also award several points for seniority. All of the qualified candidates are then listed on a qualifying roster and submitted to the Chief or Promotion Board for actual selection (Appendix B, Q-16, page 24).

The above mentioned procedures are not standardized and a wide variation may and does actually exist from agency to agency. The participants also mentioned other criteria that

were used by their parent agencies to select candidates. Some agencies use the number of arrests, traffic tickets, sick leave and citations as determining factors of an officer's qualifications and/or dependability. When asked what they believed was the most important factor in their individual promotion to detective, most of the participants stated that past work experience was considered one of the most important aspects, especially temporary assignments as investigators to specialized units, such as narcotics and vice (Appendix B, Q-17, page 26; Q-18, page 31; Q-20, page 40). Many participants believed that affirmative action was also a consideration used by their departments in making the determination for selection of detectives. None could confirm that affirmative action criterion were actually used, but suspected that it played a part in their department's selection process (Appendix B, Q-21, page 44). The Detroit Police Department's (DPD) past promotional policy had been based on a qualifying written test that was used for the selection process for promotion to the positions of detectives and sergeants. Assignments were arbitrarily selected by the administration with a certain number of promoted officers going to the detective division and others going to positions of sergeants in the uniformed division. The participants stated that the affirmative action court order, issued years ago concerning the promotional practices of DPD with regards to minorities and females, was to be rescinded. The new promotional policy was to promote

the most qualified person with the highest written test scores first, regardless of race or sex. At the time this research information was being gathered the promotional policy was that any officer could be promoted as long as they passed the written test with a minimum score of 70. Any officer could be promoted regardless of his/ her position on the official roster. An officer could be ranked 500 and be promoted before the officer listed as number-one with the highest written test score. These promotions were known as "charter promotions" whereby the mayor could promote any officer whom he determined was needed in a specific job or duty. DPD had also done away with the official title and rank of detective and replaced it with that of investigator. An officer did not have to be promoted to the rank of investigator to be assigned to that position. The participants also described the selection process whereby promotions were based on a quota of, one white officer, one black officer, one white female, and one black female officer (Appendix B, Q-20, page 44). It should be noted that the described quota method above is what the participant perceived to be the method that was used by DPD.

Cohen and Chaiken (1987) found that one of the most successful predictor of investigative skills is the Civil Service Exam Verbal Ability.

The exams are designed to measure the cognitive abilities of the capacity to know, perceive, and think. These traits lead in turn, to creativity, abstract reasoning, memory, and intelligence, all

of which are considered vital for recreating crimes scenes, pursuing crime leads, and organizing crime information logically and clearly.¹⁸¹

One criticism raised by several of the participants was that the written test only shows that a person is a good exam taker, but may not be indicative of how good a detective he/she would make.

And just because you took an exam and were a good exam taker, doesn't necessarily mean that you're a good police officer. You may know how to study for an exam but couldn't find a bleeding elephant in a snow storm (Appendix B, Q-21, page 45).

The participants also explained that the best uniformed police officers do not necessarily make the best detectives. They explained that when an officer is in uniform he/she has the visible authority of the police when asking questions and/or seeking help from citizens. The detective, on the other hand, is working in plain clothes and has to sell him/herself to the public before they will obtain cooperation. Some detectives never make the mental transition from uniform to plain clothes and continue to wear their authoritative badge on their chest when dealing with the public.

IMPLICATIONS FOR FUTURE RESEARCH

OVERVIEW:

In this subsection there are a number of questions and issues that have been raised which would lend themselves to

areas where research is lacking. Three themes identified in this study as possible areas for further research are: indexing of arrest and clearance rates; conviction rates as apposed to arrest rates to determine how effective the police officers and/or detectives are in solving crimes; and the policy of temporary assignments known as "train and transfer" and their impact on society.

INDEXING ARREST AND CLEARANCE:

One of the underlying themes developed is that the functions of a detective are not the same as those of a patrol officer. The patrol officer who normally arrives first at the scene of the crime or incident plays a vital role in securing the scene and interviewing witnesses before they have a chance to be disbursed. Many times the patrol officers are able to obtain the identity of a potential suspect while at the scene. This is considered to be a critical element in determining whether a case is initiated and subsequently successfully prosecuted. The definition of when a case is solved is the main question. The Rand Study conducted by Peter W. Greenwood, et.al. (1975) defined that a case is solved at the point when the police identify the suspect, whether or not the case needed additional work to establish the facts to prove guilt in a court of law.¹⁰² The RAND Study conducted by Jan Chaiken, Peter Greenwood, and Joan Petersilia (1976) claimed that the main job of an investigator is to "locate the

perpetrator, take him into custody, and assemble the facts needed to present charges in court."¹⁸³ They also stated that investigators were only responsible for solving 2.7 percent of all serious crimes and that the remaining 97.3 percent of "cleared crimes" will be cleared no matter what the investigators do.¹⁸⁴ Paradoxically, they later explained that the most important activity of an investigator is the post-arrest investigation.¹⁸⁵

John Eck (1983) found:

...that cases most likely to be solved were those in which substantial information was provided by the patrol officer who had conducted the preliminary investigation.¹⁸⁶

An arrest can be made on "probable cause" that a crime has been committed and the person arrested is suspected of committing the crime. To obtain a conviction in a criminal trial it requires that clear and convincing evidence be presented to show "beyond a reasonable doubt" that the accused/suspect committed the crime. It is a long way from identifying a potential suspect to proving in a court of law that this person is in fact the one who committed the crime "beyond a reasonable doubt". Most experienced prosecutors in Michigan are not going to issue an arrest warrant unless they are convinced that the investigator has sufficient evidence to prove his/her case in a court of law (Appendix C, 6c & 6d, page 3). Chaiken, et.al., (1976) defined serious crimes to be homicides, rape, assaults with great bodily injury, robbery, or first-degree burglary. Chaiken further explained that in

order to conduct investigations of serious crimes a more intensive effort is necessary and investigators need to be better trained:

These crimes warrant special investigative efforts that could be best provided by major offenses units, manned by investigators who are well-trained and experienced in examining crime scenes, interpreting physical evidence, and interrogating hostile suspects and fearful witnesses...investigative positions that require special skills and training.¹⁸⁷

All of the detectives who participated in this study were involved in conducting investigations of crimes, characterized by the Chaiken (1976) study as being serious crimes, even though they may not have been assigned to a specialized investigative unit. For the participating detectives, whether they were assigned to small or large agencies, the bottom line was not whether an arrest was made, but whether a conviction of the guilty individual was obtained in a court of law.

The participating detectives defined the function of a patrol officer as an officer who protects the community, prevents crime, and maintains a level of communication with the people he/she serves, as "community policing" implies. He/she make the arrest of a suspect at the scene of a crime based on "probable cause" that there is reasonable grounds for presuming that a crime has been committed, and that the suspect is the person responsible for committing the crime.¹⁸⁸ However, as previously cited, Chaiken, et.al. (1976) explained, the most important activity of an investigator is the post-arrest investigation.¹⁸⁹

CONVICTION RATE:

Manning writes that the crime indexes are used by the policy as a "symbolic barometer of their effectiveness".¹⁹⁰ One of the major points of confusion in the literature relating to criminal investigations is the determination as to when is a case/crime is considered solved. The underlying problem is determining how efficient the investigator is. This is usually measured by determining how much time was devoted by the detective to solving the case. If the definition is, as suggested by Peter Greenwood et.al., (1975), that a case is "solved" when the police know the identity of the perpetrator(s), the amount of time expended on a case will be minimal.¹⁹¹ It also gives credence to the argument that detectives are not really necessary because many times patrol officers obtain the name of possible suspects at the scene of a crime. The participating detectives define a case as being solved when a determination is made in a court of law as to the guilt or innocence of a perpetrator. A case is closed when there are no more leads to follow, but it is not solved. The participants explained that one of the qualities that separates a "good detective" from an ordinary detective is his/her tenacity and the trait of always looking for another door to open in order to solve a case. However, if the definition for solving a case is the ability to identify a possible perpetrator, then the contention can be made that permanent detectives are not necessary and the burden is

shifted to the prosecutor to determine how to obtain a conviction of the possible perpetrator. Most prosecutors are under-staffed and over burdened with pending prosecutions. Prosecutors are not investigators. They review the facts and evidence to determine if a prosecution can be sustained in a court of law. If they determine that there is insufficient evidence to sustain a conviction the case will be returned to the police for further investigation, or it remains suspended in a pending status until it dies from a statutory problem or disinterest. An interesting area to investigate would be the measurement of conviction rates of police officers and/or detectives to determine how effectively they are enforcing the laws.

TRAIN AND TRANSFER:

The participants further explained that all persons presently holding positions of detective do not possess all of the skills needed to do their job. They believe however, that this is due primarily to the lack of specific training (Appendix B, Q-23, page 50). The participant noted that the present trend is to assign an officer to temporary positions of detectives for a period of three years or less. These positions are referred to as "train and transfer" positions. They further explained that what is needed is consistency and stability. When an investigator is transferred out of a detective's position that he/she has held for three years, all

of the experience and knowledge he/she has acquired is lost because this type of knowledge is not utilized in the patrol division. When the detective is replaced with a new officer the learning process starts all over again (Appendix B, Q-23, page 50). Cohen and Chaiken (1987) stated that in most agencies it is unlikely that a detective will be transferred back to patrol once he has been promoted to detective. However, there is the opposite extreme where officers are never promoted to detectives, and/or assignments are never permanent. One department that they had studied had a rigid three year maximum tour even for supervisors.¹⁹² The claimed advantage of having officers rotated into the detective bureaus is that more officers get an opportunity to obtain the experience and exposure to more in-depth investigations. But, the disadvantage as expressed by the participants far outweigh the limited advantages. As demonstrated by the participants in this study one of their major concerns is the lack of training detectives receive. In addition, the "transition phase" as described by the participants covers a period of six months to two years. Det/Lt. Palmer also described the transition phase of narcotic officers to be a minimum of 18 months.¹⁹³ The temporarily-assigned detective is at a distinct disadvantage for several reasons. First, there is limited or no training provided. Secondly, all detectives in the department utilizing temporary positions lack sufficient in-depth knowledge and the OJT training if it

exists, may be compared to the metaphor of the "blind leading the blind". Thirdly, it is suspected that many of the officers will lack the motivation to fully immerse themselves in learning all of the complicated and advanced techniques of detective's work because they know that they will eventually be transferred back to patrol. Respondent 025 provided some insight into the transition period when he was asked about the transition from the uniformed division:

Well, I'd say, three or four months in narcotics before I became comfortable under that particular area. When I went to the AG office, the Attorney General's Office, it was a whole different type of work and probably was six months to a year. Then when I came out here, it was a completely different type of work. Even to this day, I still go on scenes where I don't feel comfortable. And I think, that's good though. You get to the point where you think, yeah, this is a suicide and there's no problem. But there's a lot of things that I don't feel comfortable with. It's probably not what you're looking at though. For me personally, because of my assignment to the Lansing Post, as a detective sergeant coming out of intelligence, it was probably a couple years before I started having a little bit of confidence, enough confidence where I felt comfortable (Appendix E, Q-43).

The temporary investigator is only beginning to acquire the basic knowledge after three years and usually does not become proficient and/or effective as an investigator in such a short period of time, especially involving investigations of the more serious types of criminal investigations.¹⁹⁴

SUMMARY:

In conclusion, the following findings and recommendations are summarized:

1. A Basic Detective Course should be established with a mandatory requirement for all Michigan detectives and/or investigators.
2. An overall plan should be formulated with emphasis being placed on advanced detective educational programs with a progressive curriculum. The advanced certification could be obtained by attending an advanced detective course and/or by an equivalent series of courses that detectives can build upon.
3. The basic detective course should be a comprehensive course of study relating to how successful investigations are actually conducted. Emphasis should be placed on interviewing and interrogation, crime scenes, law, report writing, synthesizing evidence and witnesses with specific violations, and developing and gathering information and evidence used in criminal investigations.
4. MLEOTC should be responsible for implementing and setting the standards and certifying all courses. Courses should be offered through one or more of the existing MLEOTC accredited facilities.
5. The courses should be funded through existing 302 Funds which are currently available.
6. Advanced detective courses and in-service courses should be planned and organized as a normal extension of the Basic Detective Course and be mandated for detectives at periodic intervals throughout their careers.

7. MLEOTC should have the oversight authority to set the standards and certify all detective training for Michigan law enforcement agencies.

To a certain extent, this study corroborated Brian Frost's (1982) study in which he determined that 12 percent of the 10,200 police officers that he studied were responsible for over half of all convictions in seven different jurisdictions included in the study. More astonishing was the fact that 22 percent of the officers did not have one single arrest that resulted in a conviction. The question has been asked, "Do we need more police officers?" Bob Trojanowicz, Michigan State University, stated that police bodies, in and of themselves, do not solve the problem or prevent crime.¹⁹⁵ The question should be asked, "what are the 1,224 officers doing that the other 88 percent, approximately 9,000 officers, are not doing?" Perhaps there are innate and instinctive abilities that some detectives and police officers have that cannot be taught to everyone. However, this researcher believes that there are methods and techniques that can be taught and used to raise the effectiveness and competency level of all detectives. Instead of additional police bodies, maybe our society would be better served with more efficiently trained officers, especially detectives.

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APPENDIX A

QUESTIONNAIRE

**IN RE: DETECTIVE TRAINING FOR THE STATE OF MICHIGAN
 LAW ENFORCEMENT AGENCIES**

CODE:

DATE:

TIME:

PLACE:

ADVICE:

WAVIER:

DEPARTMENT:

NUMBER OF OFFICERS:

BIOGRAPHICAL

DOB:

POB:

Marital Status:

Prior Marriages:

Children:

EDUCATION

High School:

Junior College:

Technical School:

College:

Graduate Course:

Military:

Police Academies:

WORK EXPERIENCE

1. **Present**
2. **Prior Police Experience**
3. **Military Experience**
4. **Other Work Experience**

DETECTIVE EXPERIENCE

INSTRUCTOR EXPERIENCE

GENERAL QUESTIONS

1. **Total Number of Years of Police Experience?**
2. **Number of Years as a Detective?**
3. **Experience as a Police Instructor?**
4. **Do you think that your civilian education assisted you in becoming a police officer? Detective?**
5. **Do you think that your prior work experience assisted you or helped prepare you for your work as a police officer? Detective?**
6. **As an experienced detective for a number of years, have you developed or formulated, a personal philosophy as it relates to the American criminal justice system?**

7. Why did you want to become a detective?
8. What do you consider to be the main function of a police officer?
9. Open
10. What do you consider to be the main function of a detective?
11. Can anyone perform the function of a detective?
12. Is the term investigator and detective synonymous?
13. How would you define a detective?
14. What basic qualifications should a detective possess?
15. How do good detectives differ from the ordinary detective?
16. How is an officer promoted, or assigned, to a detective position within your department?
17. What is the criteria used by your department in selecting an officer for promotion to detective?
18. How did you receive your promotion to detective?
19. What do you believe were the major factors contributing to your promotion to detective?
20. Is there any distinctions made for rating females and/or other minority candidates for promotions to detectives?
21. In your opinion, are the best persons usually selected for the position of detective?

22. Have you had an opportunity to work with other detectives from your own agencies and/or other agencies?
23. Do you believe that the detectives assigned to the various detective functions, such as, B/E's, robberies, etc., presently possess all of the skills needed to be good or qualified detective?
24. As an experienced police officer and detective, are you satisfied with the training that you received from your agency?
25. Did you receive any specific training when you were promoted to detective?
26. Could improvements be made to the present training received by detectives in Michigan?
27. What are some of the essential skills or training that a detective should receive?
28. Do you believe that other law enforcement agencies that you are familiar with receive the same level of training for their detectives as your department?
29. What do you believe are the essential qualities exhibited by a successful detectives?
30. Are you satisfied with the quality of your departments investigative reports?
31. Are you satisfied with the prosecution case acceptance level from the local or state's prosecutors office that you have to work with?
32. Have you or your agency had difficulties presenting cases for acceptance to your prosecutor's office.

33. Do you know of other agencies that appear to have better training programs for their detectives or investigators?
34. Should physical fitness be included in the criteria for selection of detectives?
35. Do you think there is a need to change the current detective training practices?
36. Do you think that there is an need for a basic detective Course in Michigan?
37. Do you believe that Michigan detectives could benefit from an advance detective course?
38. If a basic detective course was offered, what type of curricula would best meet this need?
39. How would you envision a training program for detectives be implemented throughout the state?
40. How would such a program to train detectives for all enforcement agencies in the state be financed?
41. Is there anything else that I should have asked you that I didn't ask you?

APPENDIX B

APPENDIX B
CONSOLIDATION OF EXCERPT ANSWERS

Due to the voluminous amount of data contained in Appendix B it is exorbitantly cost prohibitive to publish this information. This information will be provided upon request at a nominal charge for copying and mailing. Please, send all request to:

PATRICK P. HEALEY
4440 Eastway Dr.
Okemos, MI 48864

APPENDIX C

QUESTIONNAIRE

IN RE: **DETECTIVE TRAINING FOR THE STATE OF MICHIGAN
LAW ENFORCEMENT AGENCIES**

CODE: 005

DATE: 11-23-93

TIME: 1600

PLACE: East Lansing Police Department

ADVICE: Yes

WAVIER: Yes

DEPARTMENT: East Lansing Police Department

NUMBER OF OFFICERS: 56

BIOGRAPHICAL

DOB: 07-25-60

POB: Kalamazoo, MI

Marital Status: Yes

Prior Marriages: None

Children: 1

EDUCATION

High School: Comstock High School

Junior College: Kalamazoo Community
College

Technical School: None

College: Western Michigan University,
AA/CJ

Graduate Course: None

Military: None

Police Academies: Kalamazoo Valley Community
College

WORK EXPERIENCE

1. Present

Police Officer with East Lansing for eight years.

2. Prior Police Experience

Coldwater Police Department - 1 year
Lawton Police Department - 1 year
Mattawan Police Department - part time

3. Military Experience

None

4. Other Work Experience

A mechanic for a Chevrolet dealer in Plainwell, MI -1
year
Security guard in a mall - 3 years

DETECTIVE EXPERIENCE

Assigned to the East Lansing Police Department,
Detective Bureau in March 1988, for three years.
After that assignment went back to road patrol and
recently was reassigned back to the DB for a month
to help the detectives catch up on cases.

INSTRUCTOR EXPERIENCE

None

GENERAL QUESTIONS

1. Total Number of Years of Police Experience?

10 years

2. Number of Years as a Detective?

8 years

3. Experience as a Police Instructor?

None

4. Do you think that your civilian education assisted you in becoming a police officer? Detective?

Oh, yes. Yes.

4a. Why is that?

Well of course I'll have to talk about the CJ classes, I took, mainly. Basically, it just gave me a general idea as to what the job was about. And there was some practical work too, as far as crime scene investigation, that sort of thing.

5. Do you think that your prior work experience assisted you or helped prepare you for your work as a police officer? Detective?

Yeah. My work as a mall security guard. I got involved in arrests, and assisting the sheriff's department in that particular area, different problems that occurred in the mall there.

6. As an experienced detective for a number of years, have you developed or formulated, a personal philosophy as it relates to the American criminal justice system?

Yeah, I'll say I have.

6a. What is it?

Well, unfortunately for the amount of work that goes into solving cases, very little is done, as far as the criminal is concerned.

6b. You mean, as far as punishment?

The punishment, yeah. The rehabilitation is almost non-existent.

- 6c. Can you expand on that? I take it you are not in favor.

Well, yeah, to bring it back even further. I know of particular cases that we work. Quite often, in order to even get a warrant for someone, you have to basically bring your report down to the prosecutor's office with you to have the case proven. Of course the warrant is supposed to be issued with probable cause. Basically, if you can bring a case down there that can't be proven beyond a reasonable doubt, at the time you request the warrant, nine out of ten times, you're not going to get the warrant.

- 6d. So you have to make your case to the prosecutor first?

Right. And of course there are exceptions to that rule. Especially, if it is a high publicity case. But for the most part, in order to close a case without getting a warrant you have to have it proved beyond a reasonable doubt. Which is what you are supposed to do in court of course. But it seems that we have to do that before we even get a warrant for a person.

7. Why did you want to become a detective?

Well basically, when I got into law enforcement, it's one of those things that I always wanted to do. That was my one goal that I had set.

8. What do you consider to be the main function of a police officer?

Basically, to assist the citizen with what kind of problem, that they might have. Not necessarily criminal but different problems arise that we can assist them in. And if we can assist them we try to.

- 8a. More of community policing?

Yeah. It's community oriented I suspect.

9. Open

10. What do you consider to be the main function of a detective?

The detectives, here at least, investigate crimes. Doing the follow up work on criminal reports which have already been taken by a road officer.

11. Can anyone perform the function of a detective?

I wouldn't say anyone, no.

- 11a. Could you expand on that?

Well you have to be pretty good at communication skills. I think, that you have to be able to talk to different people in different situations. In sexual assault cases, which, of course, you're dealing with high emotions, quite often. And you have to be able to deal with that. If you're not able to deal with it, you're not going to be able to work the case effectively.

- 11b. You also get involved with children's sexual abuse cases?

Yes. Yeah.

- 11c. Are they different?

Oh, oh yeah. Well, pretty much every case is different. You know, some kids will be able to come in here, five years old, and be able to tell you all about a sexual abuse type case. And it's not a problem for them. Others, it's very difficult for them and you have to get the information. You have to know how to get it out. Well, one of the things I used to do was I had a little toy basketball net that I had in my office. And with little boys, especially, we have them shoot baskets for awhile before. (Telephone interruption).

- 11d. You were saying that you would have them shoot baskets before?

Yeah, that's one thing I did. It was a good ice breaker for some kids because they just plain didn't want to talk about the incident. And you have to build up rapport with them. And that was always a good one.

- 11e. Well, anything else as to why anyone cannot perform as a detective? You remarked about having communication skills and other skills?

Of course, you have to have basic writing skills. You have to write a lot of reports. Probably, ninety percent of it though, is communication skills.

12. Is the term investigator and detective synonymous?

I would think so. Yeah, from our stand point, yeah. In fact we were called investigators, at one point. They did away with that.

- 12a. Well can you describe how you're set up here? Your system is set up?

The detective bureau here?

- 12b. Becoming a detective?

Well, what we have here is, you have to have four years on the department and you put in a letter for it. It's reviewed by the Chief and the detective bureau lieutenant and the Deputy Chief. Usually, you have an interview with the Chief and the Deputy Chief. And then he picks one of the individuals who put a letter in for the particular spot. And, it's a three year rotating basis. When I first came to the detective bureau, I actually put in for what was called the special emphasis team. Which was kind of like an undercover. They did drugs and stuff like that. That was three officers and a sergeant. However, due to cut backs, that got split up. And so it went. To get into that team, you only had to have two years in. At that particular time, I think I had three, so they just incorporated me into the detective bureau, at that time.

- 12c. Did you actually go into the drugs and special emphasis unit?

It worked out for about two months and then the team split up because of the budget cuts or whatever. So they did away with that team.

13. How would you define a detective?

Detective?

13a. What is a detective to you?

Someone who investigates a crime. Boy, sometimes they're not crimes. Investigates an incident to an end, till there are no further leads or the incident is solved.

14. What basic qualifications should a detective possess?

They should have basic police skills, understand how the road patrol works, how complaints are taken. Some criminal, or some crime scene investigation background, is always important. Of course, good communication skills. A lot of it is learning different agencies which are able to assist you in your investigation. Like the State Police, who help us with their AFIS. Different types of labs. The guy who investigates fraud, of course, knows every banker in town. It's very important for you to build those contacts that can help you out working those cases.

15. How do good detectives differ from the ordinary detective?

I think, the good detectives just basically care a lot more. Here, there are the ones that are willing to work a little bit harder on a case. To some, it may not appear like that at first. There's a lead to work on, they might just close it out. Where a better detective will take a little bit deeper look at it. Maybe check a little bit harder, and see if there is something to work on.

16. How is an officer promoted, or assigned, to a detective position within your department?

You just apply for it. And you get picked by the Chief.

- 17. What criteria is used by your department in selecting an officer for promotion to detective?**

Well, you have to have four years with the department as an officer. They look for people who have put in for seminars, such as crime scene investigations, interviewing and interrogation, report writing that sort of thing. People who may have made an effort to build their skills. Which would be accepted as a detective.

- 17a. Are these seminars that you are talking about taken prior to becoming a detective?**

Sure.

- 17b. Would you have time off to attend these or would you have to do it on your own?**

No, you're paid. What they do is, these seminars come up quite often here in this area, because of the Lansing Community College puts a lot of them on. Michigan State University puts on a lot of seminars. They post them and anybody in the department can sign up for them. And then it's up to the training officer to decide who can and can't go.

- 17c. Any other criteria that they use for what they are looking for?**

Other than, obviously, who's performed well as an officer.

- 18. How did you receive your promotion to detective? Is it a promotion going to detective?**

It is not a promotion. It's a lateral transfer.

- 19. What do you believe were the major factors contributing to your promotion to detective?**

Well I had, as I mentioned before, put in for a lot of schools, which would assist me in being a detective. Also, like I said before, I didn't actually put in for detective. I actually put in for the other slot which I got and I just fell into the detective slot. But I think, even to get

into that first spot, mainly I worked hard as an

officer. I was a hard worker. And I did go to schools, which I thought would assist me as a detective. And, I think, they reward you somewhat for being a hard worker also.

20. Is any distinction made for rating females and/or other minority candidates for promotions to detectives?

No.

21. In your opinion, are the best persons usually selected for the position of detective?

Yeah, for the most part. I've seen cases where some people can be a real hard worker on the road and they do a good job on the road. But the particular skills that are needed back here in the detective bureau, such as report writing, they might lack it a little bit and it hurts them. It's actually hurt them to come back to detective bureau.

- 21a. It hurt them as far as their careers?

Yeah, I would say so. They did shine so well as a officer, road officer, but they didn't acquire the skills, as a detective. And so, they weren't looked at as being that great of an officer any more.

22. Have you had an opportunity to work with other detectives from your own agency and/or other agencies?

Oh, yeah. Yeah.

- 22a. Around the area?

Yeah.

23. Do you believe that the detectives assigned to the various detective functions, such as, B/E's, robberies, etc., presently possess all of the

skills needed to be a good or qualified detective?

Well, I know, at with least us, you don't get any specific training in any particular, any type of crime. When you come back here you're assigned to work a particular, certain crime. Just recently, they bring people back, maybe two weeks prior to their being an actual investigator. Up until then, basically, you came back here and you were given a stack of reports. So go to work.

23a. So one day you're a patrol officer and the next you're detective?

Yep.

24. As an experienced police officer and detective, are you satisfied with the training that you received from your agency?

I originally wasn't, especially, in my particular assignment. I was assigned to work sexual assaults and also handled protective services referrals from social services, which include, of course, your child sexual assaults, child neglect, that type of thing. And I didn't have any training. And so I complained and they ended up sending me to school.

25. Did you receive any specific training when you were selected or promoted to detective?

Yeah. Then I was sent to some different schools and sexual assault and child abuse, that type of thing.

25a. This is, like you said though, this is after you complained?

Right.

25b. Maybe, you made an argument why you should get the training?

Right. Yeah.

25c. Where did you go to school for it?

For the, for this type of training? Well, actually I went a few different places. I had some with the Michigan State Police. Some of it

was put on by the Michigan Sheriff's Association. That was in St. Clair. where I had that training. I had some here at LCC.

25d. How long?

Couple of them were like a week long type course. And I went to couple others that were just a couple of days.

26. Could improvements be made to the present training received by detectives in Michigan?

Oh yeah. Yeah, definitely. At one time, I believe, somebody, I'm not sure who it was, put on a basic detective school. I think it might have been the Michigan State Police. Then, I think, a detective over at Michigan State University might have belonged to that. But I don't think that anyone from our department went. And of course, if you're sent to training, you're taking out of the job. So, it's a vicious circle here.

27. What are some of the essential skills or training that a detective should receive?

Well, it depends. I suppose they could get more specific, depending on what type of crimes you're going to be working on. I know a lot of the guys that work the property crimes and the robbery and that sort of stuff, informants. stuff a lot, which from what I've been able to see are a real pain in the neck. And fortunately, in my particular field I don't work with them. But that's one thing. Dealing with those types of people. Of course, interviewing and interrogation, crime scene work. Even if you're not actually the crime scene technician, you have to know, what's been collected and know what can be done with it. What's going to happen to it and how you can use it. And report writing would help quite a bit.

28. Do you believe that other law enforcement agencies that you are familiar with receive the same level of training for their detectives as your department?

Yeah, from what I can see. As far as I know anyway.

29. What do you believe are the essential qualities exhibited by a successful detective?

I would say for the most part, it is personalities. They are more driven, I guess you would say. They're just harder workers. Some work until there is just absolutely, no more they can do with it or they solve the case. Rather than setting it aside and waiting until the person who made the report quits bothering them anymore.

30. Are you satisfied with the quality of your department's investigative reports?

For the most part. Of course, some people are better report writers than others.

- 30a. You mentioned report writing. Does your department, do you get an additional, does everybody, the police officers, do you get special classes in report writing?
Or is it strictly for the road?

No. They have report writing seminars that come open quite often. And of course you can sign up for them and a lot of times they just try to run, even if you don't sign up, they'll try to run people through those.

- 30b. Just a vast group?

Yeah.

31. Are you satisfied with the prosecution case acceptance level from the local or state prosecutors office that you have to work with?

For the most part, no.

31a. That was what you were talking about before.

Yeah.

31b. You have to go down and prove your case.

Of course, I might be a little spoiled because I work down at Branch County. That's where Coldwater is at, very rural and very conservative and their case load is smaller. So they were willing to work a little more. Of course, there wasn't nearly as much plea bargaining, that sort of stuff going on.

31c. And here?

They take a look at them. And if the case is solved when you hand it to them, they'll run it on through the process. But if it's not, forget about it.

32. Have you or your agency had difficulties presenting cases for acceptance to your prosecutor's office.

Most of us who have been back here for awhile, of course there are a lot of Assistant Prosecutors.

32a. Right.

Usually, you get somebody you know down there. And you work with them for the most part. What they do each day, they assign prosecutors to screen cases. And then sometimes, if you have somebody in custody, you have to go down there and see. However, sometimes, it's a toss of the coin, because, you don't know who you're going to get. Sometimes, as soon as you see who is screening the cases, you know whether you're going to get your warrant or not, especially at night. In the field, I had one person there that I worked with almost exclusively.

32b. They specialize.

Yeah.

32c. And a lot of them don't like those type of cases?

Yeah.

- 33. Do you know of other agencies that appear to have better training programs for their detectives or investigators?**

Well LPD detectives all seem to have, that's the Lansing Police Department. I think they have more of a field training type thing. When they get in, they're not just handed cases and say go to work. They work with somebody for awhile, before they actually go on their own. And I think, they also have a program where, I'm not sure if it's when you're a rookie, you go back there for six months, or something. Just so you know what's going on.

- 33a. Like a transfer type deal?**

Basically, for them it's kind of a just a training type thing. They're just helpers. They don't actually investigate cases. But it gives them a little insight as to how they actually work.

- 33b. Type of work?**

Yeah, yeah.

- 34. Should physical fitness be included in the criteria for selection of detectives?**

Well, my personal opinion is that physical fitness should be an included criteria for everything. It's real important to be in somewhat good shape.

- 35. Do you think there is a need to change the current detective training practices?**

Yes.

- 36. Do you think that there is a need for a basic detective course in Michigan?**

Yeah. I believe that someone has one going. I'm pretty sure it's the Michigan State Police. I remember seeing an advertisement years ago, and I've not seen it since.

- 36a. Do you think that everyone would benefit from it?**

Oh, yeah.

- 37. Do you believe that Michigan detectives could benefit from an advanced detective course?**

I think that it should be more specialized though, as to whatever you're going to be working at. Where the other one could be a lot more general.

- 38. If a basic detective course was offered, what type of curriculum would best meet this need?**

Well, I guess it would depend on what type of detective you are looking to educate. Some departments...

- 38a. I'm talking about basic.**

Yeah, okay. Just a general training for everything. Once again, you have to get into the report writing, the interviewing and interrogation. I do a lot of that. Crime scene understanding, even if it's not to the point of being a crime scene technician. But understanding what is collected at a crime scene, what can be done with it. That type of thing. And did I say report writing. If I didn't, I'll beat that one to death.

- 38b. Well if it's that important.**

It is. It's very important. Let's see, what else.

- 39. How would you envision a training program for detectives be implemented throughout the state?**

Well, I would think that you would have some sort of seminar type program, similar to the ones they have here at Michigan State or Lansing Community Credit Union, Lansing Community College. And a two week course or whatever. Eight hour type days, in which different people who have expertise in different types of things, teach each aspect of the course.

39a. Do you think that two weeks would be enough?

For a basic? I would think two weeks would be enough, probably. I would think so. Of course I might change my mind later.

39b. What I was thinking, you mentioned report writing, interviewing, would you have enough time for everything that you...?

Yeah, I would think so. What I' m looking at in a report writing school is one or two days long and you do that in there and the interviewing and interrogation, one or two days, Your photography and all that sort of stuff can be clustered into the crime scene stuff. And of course, crime scene. I went to a crime scene investigator's school which was a two week course, just on that stuff. But that has stuff that would really be necessary, like collecting evidence at an accident scene, that sort of stuff. Of course, some people might have detectives actually working accident scenes, I don't know. I think, that would be pretty uncommon, though.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

Oh boy, I think you would do it through MLEOTC. And I know they get money. However, they fund their other courses mainly through grants and, of course, there is a fee, usually from the department that sends an officer through the school, usually not that much.

41. Is there anything that I have not asked you or anything that you might want to comment on?

No, other than I think it's a good idea, that they have some sort of training. Even more than a training course, because just like the police academy, you can only learn so much in the classroom. But, it's basically a field type training program. We have a field type training program for our road officers before they go out

on the road.

42. Is there anything else that I should have asked you concerning detective training that I neglected to ask you?

No.

What I'll do is I'll leave you my card and if you think about something in the next couple of days, or something. I'll give you a call back. I know it's tough catching you without you having a chance to think about it.

The interview was terminated.

APPENDIX D

QUESTIONNAIRE

**IN RE: DETECTIVE TRAINING FOR THE STATE OF MICHIGAN
 LAW ENFORCEMENT AGENCIES**

CODE: 012
DATE: 12-09-93
TIME: 10:45 a.m.
PLACE: Ingham County Sheriff's Dept.
ADVICE: Yes
WAVIER: Yes
DEPARTMENT: Ingham County Sheriff's Dept.
NUMBER OF OFFICERS: 175

BIOGRAPHICAL

DOB: 05-06-61
POB: Los Angeles, CA
Marital Status: Yes
Prior Marriages: No
Children: 2

EDUCATION

High School: Dansville High School
**Junior College: Lansing Community College AA/Pre/Pol
Adm**
Technical School: None
College: Ferris State University, BS/CJ 1982
Graduate Course: None

Military: No
Police Academies: Ferris State University

WORK EXPERIENCE

1. Present
Detective Ingham County Sheriff's Department - 4 years
2. Prior Police Experience
Delhi Township Police Department - 6 Years
3. Military Experience
None
4. Other Work Experience
Ingham County Jail Correction Officer - 6 Months
Reserve Police Officer, Mason, MI while in college
for two years.

DETECTIVE EXPERIENCE

Ingham County Sheriff's Department

INSTRUCTOR EXPERIENCE

Fire Arms Instructor

GENERAL QUESTIONS

Some of these questions may not apply to you because they are sort of general for the whole population. If we are going through and you think of something that you want to add, or think is pertinent, or you want to ask, or you think that I should have asked, as a follow-up or something like that, just jump right in and tell me then. Don't wait until the end because what I have found is people will forget by the time we get to the end of it. Y'know, they'll say, "gee, I had a point".

1. Total Number of Years of Police Experience?

10 1/2

2. Number of Years as a Detective?

4 Years

3. Experience as a Police Instructor?

Fire Arms Instructor

4. Do you think that your civilian education assisted you in becoming a police officer? Detective?

Yes.

4a. You have already mentioned Ferris State.

When you look at the time frame of law enforcement. You remember back in 1983, there was a lot of lay-offs and things. And that helped me get in the door. Having an education. It wasn't like years ago, where they hire you and put you through an academy. I thought it was a prerequisite to even get hired.

5. Do you think that your prior work experience assisted you or helped prepare you for your work as a police officer? Detective?

No.

6. As an experienced detective for a number of years have you developed or formulated a personal philosophy as it relates to the American criminal justice system? It's kind of tough, I know. What is your personal philosophy of the American Criminal Justice System?

I think the Criminal Justice System, the word system, is not a very good word to describe it. I don't think it's very systematic at all.

6a. How would you?

I think it's three distinct areas that don't work as a system. I don't think that they work as a system very well to be honest with you.

6b. What are they?

I don't think that the law enforcement and the judicial and the corrections departments work very well together.

6c. So, where do you think is the main, or is the problem that they don't work together?

I think that there is a real problem because I think that law enforcement is doing their job. We're arresting the people and we're putting them in jail. We're trying to. And then the court system claims that they don't have any place to put them. And the corrections people feel that the court system, in some instances, are sentencing people to too long of sentences, because they don't have the room. And law enforcement is upset because the judicial system isn't sentencing people long enough. And they're giving them all these alternatives sentences. I think there is a lot of friction between all three groups. A lot of frustration and a lot friction. I think the system is not real smooth.

7. Why did you want to become a detective?

I look at it as advancement in the department. I looked at being more involved in more serious crime or more priority type crime versus writing tickets and making drunk driving arrest. Being able to follow through with a case versus just taking the report and passing it on. I had an interest in getting involved in in-depth investigations. Being able to do a variety of things versus being limited to the follow up like they do on patrol. It was also considered a promotion in the department. I thought that it would be helpful on the career path and to be quite blunt and honest, when Delhi Township was taken over by the Sheriff's Department, we all applied for three positions, deputy, detective and sergeant. And I scored number one on both the sergeant and detective list and when they offered me a job, this is the one they offered. I kinda got a promotion out of the deal.

8. **What do you consider to be the main function of a police officer?**

To respond to any and all emergency dispatched. To act according to the situation, whether it's to protect a person, or to investigate, or report a crime. To be very thorough in getting information and compiling information. Report writing and to continue the follow up and all the way through the court procedures.

9. **Open**

10. **What do you consider to be the main function of a detective?**

Maybe I'm confusing the issues.

I thought you...

Probably not. The main function of a detective in our department is simply to react to complaints that are generated, that are made to the department. We simply do follow up investigations and do interviews and interrogations and seek warrants. I think a detective should be doing some proactive work. I think we should be out trying to initiate new complaints. I would like to see a little more surveillance. Just a little more proactive than reactive. Generally, in our department we are more reactive in nature. We respond to the pieces that are assigned to us. We go out and do follow up. We investigate them. We do our interviews and our interrogations. We don't do a lot of crime scene investigations. Patrol does that for the most part. My feeling of detective work is that there should be some proactive. We should be going out and seeking out informants, seeking out new sources of crime activities, in addition to just investigating of complaints that patrol takes.

11. **Can anyone perform the function of a detective?**

No. Absolutely not.

- 11a. **Why not?**

I think that detectives have to have extremely good communications skills. I think a background in

psychology is helpful. I think that you've got to have a desire to stick with a case. You've got to be very self motivated to go out and dig. You've got to be willing to do a lot of paper work, a lot of reports. And I think you've got to have some abilities when it comes to interviewing and interrogation. You've got to have some skills. You've got to be more than just a reactionary. You have to go and have some self thinking. You've got to have some planning, some organization skills. But, I think the number one skill that a detectives has got to have is communications. If you can't sit down and talk to people and sort out who's telling you the truth and who's not telling you the truth. If you can't read verbal and nonverbal behavior. If you're not able to plan which people you need to talk to first, which order you need to talk to them. A lot of organizational skills, and a lot of communication skills.

12. Is the term investigator and detective synonymous?

I don't think so, because I think a patrol officer can be an investigator. I think, that a detective should be involved also. Like I said earlier, going out and detecting crime. Going out and getting involved in some proactive work. Whether it's setting, y'know, generating informants and obtaining intelligence for other crimes and starting investigations that didn't exist. I think that's what really separates a detective from an investigator.

13. How would you define a detective?

Boy, an experienced police officer with skills in interviewing and interrogating, with very good knowledge of the criminal law and procedure, the ability to process crime scenes and should have the ability to evaluate and act on intelligence information. And be able to develop informants and generate new cases. That's basically what I think a detective should be able to do.

14. What basic qualifications should a detective possess?

I think you need to show a record of high productivity in patrol. Do you mean to be considered to become a detective or are you looking at education?

- 14a. Whatever you think they should possess to do the job.

I think they should have a minimum of an Associates Degree. I think they should have a training in interviewing and interrogation and demonstrate the ability to do that. They need good communication skills, and a lot of self motivation. That goes along with productivity. If you're considering to promote somebody, I think you really got to look at what they do on the street as a police officer. Basic qualifications, I think he should have five years of police experience. I think five years of police experience is necessary.

15. How do good detectives differ from the ordinary detective?

I guess that goes back to what I was talking about earlier. You can have people who just investigate what they are assigned, and basically will try to close out cases. Or, you can have investigators that will dig, and they will find a way to make the case. They are very self motivated. They are not satisfied with a dead end. They try to find solutions to come up with a witness or the evidence to make the case. And like I said earlier, I think what separates a good detective from an ordinary detective is someone who can go out and generate his own work, generate intelligence information for the future and initiate new cases. I also think being able to balance your case load is important. Good relationship with the prosecutor's office makes the difference between the exceptional and the ordinary.

16. How is an officer promoted, or assigned, to a detective position within your department?

There is a written test and an oral board. And the candidates are selected from the top 60 percent of the people who pass the written test and the oral board. You have to have, I believe, three years of experience to take the written test. Two or three, I'm not sure.

- 17. What criteria is used by your department in selecting an officer for promotion to detective? So you need three years?**

I think you need three years, that's my understanding. It's been four years like I said since I've taken it. You're asking me, for our department, what criteria is used. Yeah, I haven't been involved in selecting detectives, but my understanding, from my oral board is that they look at your patrol record, they look at your evaluations. They also look at your communication skills and your knowledge of criminal law and procedure.

- 18. How did you receive your promotion to detective?**

I scored number one on the written test and apparently passed the oral board.

- 18a. You were saying something about Delhi was taken over by (Ingham County Sheriff's Department)?**

And at that time there were a lot of movements within the department and we at Delhi had three people assigned to the detective bureau. One was a lieutenant, one sergeant and one was a deputy assigned in there and none of those people were detectives when the switch was made. And there were some other positions that were jockeyed around. So, as it turned out there were two or three detective positions available, and I got one of them.

- 19. What do you believe were the major factors contributing to your promotion to detective?**

My past work record. I was considered the highest self initiated patrol officer at Delhi Township. I generated more officer complaints than any other patrolman there. I think, at that time, my bachelor's degree made a difference. They considered that I had a background in psychology, sort of a minor in psychology, and my communication skills and the oral board. I was told that it made a difference.

20. Is any distinction made for rating females and/or other minority candidates for promotions to detectives?

Yes there is.

- 20a. What is that?

My understanding is that in this department they are making an effort to promote minorities, including females, to both sergeants and detective positions. The administration has made that very clear. It's hard for me to say this on a detective question because we haven't promoted any since us. Gary Barnyard, is the only one. But recently, we had a sergeant that was promoted with only four years experience and no college degree. And she was promoted over me and another officer and I had ten years in at the time and a bachelor degree and the rank of detective. She had the rank of deputy. So I know that is a criteria in the department.

- 20b. She only had four years?

Yeah. No bachelors and she was a deputy. But that's really referring to the sergeant's. I guess I would have to go to the general overall promotion policy in the last...

- 20c. Is to bring them up?

Yeah. They've made that very clear.

21. In your opinion, are the best persons usually selected for the position of detective?

Well, like I have said, there hasn't been any promotions. There has been one promotion since I've been in here, so it's hard for me to evaluate that.

- 21a. One promotion in the last four years?

Right. To detective, yeah.

- 21b. Well, concerning the people that you have here, or in your association with other detectives, other departments, do you think that the best people are being selected for these positions?

The only experience I can go on is what I have here. And, when I look at the selections that were made, I would have to answer no. I'm being totally honest with you now. I have to answer no. I can think of one in particular that was an appointment made for another reason.

- 21c. Well is that recent? Well, you said that you were the only one in the last years, but is this going back a number of years?

No. No, this is going back to when we were promoted.

- 21d. Okay.

22. Have you had an opportunity to work with other detectives from your own agency and/or other agencies?

Yes.

- 22a. What were some of those?

I've worked with Lansing detectives. I've worked with the State Police detectives, Livingston County. Just recently I've worked with some Detroit area, Wayne PD, Tri-County Metro Narcotics, FBI, DEA.

23. Do you believe that the detectives assigned to the various detective functions, such as, B/E's, robberies, etc., presently possess all of the skills needed to be a good or qualified detective?

Yes.

24. As an experienced police officer and detective, are you satisfied with the training that you received from your agency?

Yes I am. They are making efforts to send us to the training that we need. I wish that I would have had more of the interrogation/interview training right when I was first assigned in here. You come in and you're kinda relying on the experience that you had in patrol. And, since I've gone to some of these other schools, I guess I wish I could have had that right at the beginning. I think that's real important. I don't think that you can get too much of that. You pick up more and more. Even if it's a different style you can kinda pick and choose which parts.

- 24a. That you liked?

Yeah. Recently, I went through the Reid technique.

- 24b. Oh, you went through it?

I liked that. It's, I've been using it. You got to really work at it. It's going to take me a long time to get really, really good at it, but I like it. I think it's going to work.

25. Did you receive any specific training when you were promoted to detective?

Yes. I went through the basic detective school at MSP. I've been to a lot of training, surveillance school, narcotic school, auto thief.

- 25a. This all right after you became, promoted to detective?

You mean initially right after I got promoted or within the first couple of years?

- 25b. Well within ...

The basic detective school I went to.

26. **Could improvements be made to the present training received by detectives in Michigan?**

I think so.

27. **What are some of the essential skills or training that a detective should receive?**

I think and this may not come across right, but I think that report writing skills should be up graded. I think you should know as a detective that you've got to provide a lot more information in the best report writing style that you can. The big difference is between taking a patrol report and the compiling an investigative report as a detective. The interviewing and interrogating skills, you need a lot of schooling in that. Crime scene processing, y'know, we don't do a lot of it, surveillance, narcotics, handling informants.

28. **Do you believe that other law enforcement agencies that you are familiar with receive the same level of training for their detectives as your department?**

I would say that in the smaller departments that the people who act as investigators may not be detectives. But, they are considered, by their departments as their version of a uniformed detective. I don't think they receive nearly as much training as we have. The Lansing Police Department is well trained. The Michigan State Police, I think, is well trained. When I start looking at the departments that we support in Ingham County, such as Mason and Leslie, where they have officers that are designated as investigators, I don't think they get the training.

29. **What do you believe are the essential qualities exhibited by a successful detective?**

Patience. Determination. Highly self motivated. Organized. At times aggressive. Talking about qualities, you're talking more like...

- 29a. **No. Patience, determination, self motivation.**

...personality characteristics things like that.

30. Are you satisfied with the quality of your department's investigative reports?

Are you talking about reports that come from patrol or the ones we turn out?

- 30a. Both.

I am not satisfied with ones we receive from patrol. I have found that there is a lot of important information that is not included and then they will come up to us later and say, "oh, and I got this, this and another thing". I am very satisfied with the reports that I do. Sometimes I've been told that maybe they are a little lengthy but when I go to trial six months later, I have all the details I need to testify to.

31. Are you satisfied with the prosecution case acceptance level from the local or state's prosecutors office that you have to work with?

Yes.

- 31a. Will they accept the case or will they issue a warrant for you?

Generally, yes. At times, I think, they're a little more interested in what they call the "platter jobs" where everything is all laid out and we can take it in and somebody is going to plea to it. I do get frustrated at times, when you got a good circumstantial case where you feel that there is enough probable cause to prove it and they'll say they don't want to do it. There has been those cases, but that's an exception. That's not general or not usual.

32. Have you or your agency had difficulties presenting cases for acceptance to your prosecutor's office.

Yes, there have been times. They seem to want to have 100 percent. They seem to want to enter, issue warrants, not on probable cause or whether or not the case could reasonably be tried by a jury, but more on a 100 percent conviction rate. We see that sometimes. That's frustrating sometimes.

- 33. Do you know of other agencies that appear to have better training programs for their detectives or investigators?**

I don't know of any agency that has specific training program for detectives. Our agency doesn't have a specific program. It's all through the training division.

- 33a. On this one, what I'm asking is generally for all of your training.**

I think MSP has a pretty good program. That is the only one in the area that I can think of that would be superior to the training that we get.

- 34. Should physical fitness be included in the criteria for selection of detectives?**

For the type of work we do I would have to say no. As it relates to appearance, I think it's helpful for the detective to appear to have good physical appearance. I think it makes a difference. I guess other than physical appearance.

- 35. Do you think there is a need to change the current detective training practices?**

Well, there is always room for improvement. I think that everyone in here should go through the Reid Interrogation School. Yeah, I think that everyone should go through the interrogation school. And, I think that there should be more firearms training for detectives. I think that when you get into the detective bureaus sometimes your gun becomes like a ton, you've got to put it in your pocket. You have to have it with you. There tends to be some lackness in street survival stuff. You get in here and some people tend to think they're not really a cop any more. But all of a sudden you're in a bad situation and you don't have street sense any more. So, I think that detectives should be included in up-date tactical training and street type survival training.

36. Do you think that there is an need for a basic detective course in Michigan?

Yeah, I do. I remember when I was promoted, it was like I'm a detective, now what. Y'know, what made me a detective? I was just a patrolman and now I'm a detective. What is it that I'm supposed to do better now as a detective than I did on patrol.

- 36a. What did they do when you...?

Well, when I first got in here the lieutenant was real good for trying to schedule me for as many different training seminars that I could go to. But, it takes a lot of time to go through these training seminars. But, on the other hand, if there was a month long training session where these people could come in and teach you narcotics. You could spent three or four days on interviewing and interrogating. You could spent days talking to experienced detectives that can tell you what to expect when you're trying working informants and how to judge their creditability and reliability and how to handle them. If you did that right from the beginning I think that you could get started a little easier. I think it's a real good idea.

- 36b. So, your lieutenant recognized that you needed...?

Oh, yeah.

- 36c. ...so he scheduled you right away?

But with these training dates, some of them might be six months in the future. I went to homicide investigation and that was a year later or whatever. It's not any fault of our training program. I mean, you can only go to what's available and how much money they have at the time. And there was a basic detective school over at MSP, but I don't think that was in-depth enough. That was jammed at you real quick. Not a lot of time. I think if it could be ...

- 36d. Was it all detective training or was it ...?

I didn't think so. I thought a lot of it was crime scene processing. A lot of information as to what's available through MSP, through their different areas. All of it was kind of a lot of information to digest that quickly. It was one of those things, you got this thick book full of

information and you came back and put it on your shelf. And you waited to go to the schools that were focused on those individual issues. If there was a program of duration...

36e. A more expanded?

...yeah, where you could actually, you know, for the next three or four days you're going to working on narcotics, and that's it. You're going to learn everything that you can learn in that time frame on narcotics. That would be good. Then you would have the interrogation skills and the informants and surveillance. That would be kind of nice.

37. Do you believe that Michigan detectives could benefit from an advanced detective course?

Yeah. I'm one, I'm a firm believe that you can't get too much training. Anyone who says that they know it all, well. An advanced detective course I think would be good because you could get into the advanced interrogation skills. You could get into your homicide investigations, you can learn a lot from people that have been through it.

37a. Do you think that some of the old time detectives might have that attitude, though?

Oh, yes. Very much so.

37b. They already know it all?

Very much so. You see that. I went to one school, have you ever heard of LSI?

37c. Yes.

Scientific Content Analysis (SCAN), It's an interrogation school. We brought that back. Tom Wright and I went to it. And we got hooted on and howled on and it was ridiculous. You take them in and (bang on the table) you get that confession out of them. There, I see resistance to new techniques. But then in other areas, I think that...

37e. They look forward to it?

Yeah. Yeah.

- 38. If a basic detective course was offered, what type of curriculum would best meet this need?**

I think that it's got to be comprehensive. It's got to cover several different areas. But, it has to be long enough in duration so that you can get into each area, instead of glossing over it. Otherwise, to me it's too much information in too short of a period of time. I think at least four to six weeks, if not longer. And then it should cover all the areas that I've talked about. All the way from crime scene to interviewing and interrogating to narcotics, auto thief, burglary, I mean just each section. I think if you can bring experts in on each section to tell you how to build a case and how to do different interviews for different cases would be really good.

- 39. How would you envision a training program for detectives be implemented throughout the state?**

I think that the Michigan State Police has an excellent facility to do that or the regional police academies could do it. But I don't think that it should be a recruit type school. It should be on a professional level, obviously. Other options would be large departments that have the facilities, that are able to do it. I think the class size should be limited. So that there is enough attention. I think that 30 to 50 students is more than enough.

- 39a. That's quite a few.**

Yeah, I'm saying that if you go beyond that 30, or beyond that 50 students, I don't think that you get the anything out of it. It would be nice if the class size, ideally, I think the class size should be 10 to 15.

- 39b. What you're saying it's more like MSU...**

Well, that basic detective school that I went to, there was a lot of people at that school.

39c. Oh, really.

Yeah, There was at least, I think, there was at least 50 there. It's kinda, each person comes in and you listen to them talk and it's kinda difficult.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

I think most of our training is financed by the 302 funding that we have, grant money and partially through the department. They've got to have an interest in spending the money on their people. I don't think the department should bear the entire cost. I think there should be some grant money available from the state or the feds.

41. Is there anything that I should have asked you that I haven't asked you?

Is this the end of the interview?

41a. Close.

(Laughter) Well I didn't really get into earlier on the first couple of questions, I was answering them yes and no. At the very beginning when you were talking about what qualifies people to be a detective or other detectives. Personally, I think that education makes a difference. I think you'll find that people who have some education are better able to relate with members of the community. I think that a background of psychology, is advantageous. At least having some psychology classes, I think it really helps you understand different people. Why they do the things that they do. I just don't think that I answered that very thoroughly at the beginning. But I think that I guess...

41b. That would be the one, what would make a better detective than the ordinary ones.

I think so. A better candidate and a better candidate when you're promoting somebody.

42. How long were you on after you got promoted to detective? How long was it before you really felt like you were comfortable? You knew what you were doing?

That you felt, that you could go out and handle it?

By myself without?

- 42a. Yeah.

Oh, I would say that it was probably, I think you go from one level to another. You know, after about six months in here I felt like I could go out and do this. And then you come across a situation, oh, boy, this is difficult. I have go back in and ask for help. But I think that after two years I felt like I've been through enough of the different training programs and had worked enough cases where I felt pretty good. Certainly, I could work alone a lot sooner than that but when you talk about when you really feel like now you're a real detective. If you get a couple of years under you, you feel like you're on your way. You've seen enough. You've done enough interviews and interrogations that you really feel comfortable of knowing when someone is lying to you. Where you need to go next in your investigation. Instead of scratching your head about who do I call in first out of this group of people. Where do I start with this. Now, as soon as you get your case in and you look it over and you can see this is where I need to start. This is where I want to be at the end. This is what I need to do to get there. I think that after about two years I really felt confident.

43. Is there anything else now that you think that we should have gotten into that we didn't?

Well, I think that in some departments there is no advantage in becoming a detective. That in some departments they are making it investigators. So, what you end up getting is and this is one thing they would like to do here, we've been told, they would like to have some positions in here like that. You lose pay and your overtime is gone. You lose your holiday pay. You don't get holiday pay because you're working week days and you have these holidays off. So financially, when other people that I would consider to be qualified to be a detective, they say I can't afford to take the pay cut. Even though it's a promotion and the base pay is higher, it's not high enough to...

43a. To cover their overtime.

...no. Not to cover their overtime or their holiday pay. They're working 12 hour days.

43b. Is that like, what do they call it, transfer and. There is a term I heard for that, to transfer somebody in just for, they're saying to give him experience, but then they move him back out.

Yeah. A lot of departments are doing it. It's a temporary assignment as investigators. And I think what happens when that goes on, East Lansing for example. You're in there for two years. Now they get in there and they just start to develop some informants. They just start really getting a handle, like I talked about in that second year. Somewhere in there you really start feeling good. You start to feel like this is what I do. You don't have the traffic ticket mentality where you write the ticket and you don't have to deal with them any more. You start thinking in the future. Maybe I'll treat this individual suspect fairly different, a little differently because I know in the future if I need some information from him, I know that I can get it. Just when you start developing your technique and your contacts with all of the other detectives, you're back in patrol. You know. I think it's a flaw in the system. I don't like the way that's happening, I don't like that.

43c. So you think that you need a consist, long term?

I think you need to be in there for awhile.

44. How long do you think that it takes to really become, what you considered to be in your mind, a good detective?

You know, the ones that you look up to?

Well, that really varies from person to person. But, I think that if you're going to have temporary assignments as detectives, you should have at least five years in there. Otherwise, in the first year you're learning so much. You're going through all this training, you're developing. In your second year, you're really making some progress. By the time you finish your second year, you're really into it and bam, you're back on the road. Or maybe

even in a three year assignment, well now you got maybe a year and half where you're really productive. And then you get all that training, it will make you a better patrol officer but on the other hand, where does all the intelligence go. Where's all the contacts? Where's all the informants? All the training that you have received and all the specialized areas, and you go back to going out and taking name and what was stolen. All that expertise is gone. It's gone back to patrol. Now, in our department, everybody that has any, if you get promoted in here and you don't plan on staying here your whole career, you're going to get all this training and expertise and you're going to feel really good. But what are you trying to do? You would like to make sergeant because for your family you like the extra \$6,500 pay raise. So now you take your detective that you have invested all of your time and money and training on. And he's got all of this experience now where he can go out to a shooting scene or any major crime scene, and take over and work it and have very little supervision, because there is very little supervision in here. Then what happens is they want to get promoted to sergeant and you lose all that.

45. What do you have to do, go back to sergeant?

Yeah, you're going back to patrol as a sergeant. There is one detective sergeant position in here. And the primary reason that people would want that sergeant's position in this department, is the pay.

45a. Right.

There is such a pay disparity. I don't know, I don't know if it exists. I know that it doesn't exist in the State Police because all of their detectives are detective sergeants and I think that's appropriate. I really think even if you don't have the supervisory responsibility, you're working the major cases, the high profile cases for your department.

45a. So you should have some incentives to keep the guys?

Yeah.

45b. Bring in and keep them.

Keep them in there if their experience is good. If you're a sergeant, detective sergeant, and maybe you're not so hot at DB, then they can move you out of here and put somebody in here that is very motivated and isn't burned out. See, you have that lateral ability. I don't know if that's related to what you're studying. But, if you're going to invest this much training in somebody in DB, if you're going to put him through all this schooling, only for a temporary assignment for two to three years, or only till he gets promoted to sergeant where he can make more money, then what's the point? If you're trying to develop career detectives, then I think that's outstanding. But there are some people who will come in here and because of the hours and because of the type work they are doing, they will never want to leave.

46. What's your hours primarily?

We work days. We're working...

46a. Eight to four thirty, or five?

We're working eight to six. We got 10 hours.

46b. What about overtime?

Very little. That's why they have us on days. They don't want to pay us, they don't want to pay any court time. They're very strict on overtime. So, for a young aggressive officer that comes in here they tell you this is a good career move. Well now I like it. The longer you're in here, the more you like it. The more you get acclimated to this type of work, I think. You don't have to deal with the slobbering drunks, y'know. You get to deal with the bad guys. You get to deal with the big cases. You get to go out. And it's fun. It's challenging and it's fun. The longer I'm here the less I really like to go back to patrol. But that's where the advancement is. That's where the pay is. You got to think of your family. So I'm thinking, if I get promoted out of here, all that education and expertise, when I go to patrol as a patrol sergeant, that's lost. You know, they have talked about it in our department. The Sheriff

would like to see it be like MSP, that our detective sergeant position be permanent because then I would never leave.

- 46c. Well, is he promoting that then? That's what he wants?

He hasn't promoted it. He's in favor of it. But, I guess my point would be that if you're going to spend all this time, the basic detective school, y'know, getting in it. I think that's real necessary. I think you got to have it even if you're only in here for two years. I think the turn around would be well worth it. I think it would get you to that point where you feel comfortable a lot sooner. If you're spreading this training out over, say it takes two years to get to auto thief school, to get to homicide school, to get to the various interview and interrogation schools, you're getting it at different times. Where if you can get a nice block of it right there at the beginning to get you going and supplement it with the other training programs. I think that.

47. Any other items?

Well I hope that I helped.

48. The thing that I was going to tell you is that I'm going to give you my card. Okay. So if you do think of something, because a lot of times you will think of things after I leave.

Yeah. Some of the questions kinda threw me a little.

Well I'll terminate it now.

APPENDIX E

QUESTIONNAIRE

**IN RE: DETECTIVE TRAINING FOR THE STATE OF MICHIGAN
 LAW ENFORCEMENT AGENCIES**

CODE: 025

DATE: 02-02-94

TIME: 11:15 a.m.

**PLACE: Michigan State Police
 Post 11**

ADVICE: Yes

WAVIER: Yes

DEPARTMENT: Michigan State Police

NUMBER OF OFFICERS: 2100

BIOGRAPHICAL

DOB: 03-29-49

POB: Lansing, Michigan

Marital Status: Yes

Prior Marriages: No

Children: 3

EDUCATION

High School: Grand Ledge High School

**Junior College: Lansing Community College
 AA/LEA 1971**

Technical School: None

College: University of New Mexico - 2 years
Michigan State University

Graduate Course: None

Military: None

Police Academies: Michigan State Police Academy

WORK EXPERIENCE

1. Present
Detective Sergeant assigned to the Lansing Post since 1985.
2. Prior Police Experience
None
3. Military Experience
None
4. Other Work Experience
Fischer Body, Lansing and summer jobs.

DETECTIVE EXPERIENCE

Trooper detective for three years as an undercover officer in narcotics. Five years assigned to the Attorney General's office as a detective sergeant. Worked primarily white collar crime but also death investigations. Eight years assigned to the Lansing Post.

INSTRUCTOR EXPERIENCE

Two years at Lansing Community College, Criminal Justice. The course is criminal investigations.

GENERAL QUESTIONS

1. Total Number of Years of Police Experience?
23 years

2. Number of Years as a Detective?

16 years

3. Experience as a Police Instructor?

2 years

4. Do you think that your civilian education assisted you in becoming a police officer? Detective?

Quite frankly, no.

4a. And why do you say that?

Well I only had two or three courses in criminal justice, juvenile delinquency and police administration. And there isn't anything in my college curriculum that helped prepare me for the job that I'm doing now, other than learning how to develop good habits. Study habits and work habits. But, certainly, I didn't have any law courses. When I started the police academy, I didn't know the difference between a felony and a misdemeanor. I couldn't give you a definition of the two. No knowledge like that. Looking back, if I think of a couple of my English classes, accounting, maybe that's helped me in some areas of my investigations. But really very small. Yeah.

5. Do you think that your prior work experience assisted you or helped prepare you for your work as a police officer? Detective?

I would say that I didn't learn any educational skills, but certainly it broadened the horizon. Not ordinarily being exposed to it, but working on the line at a factory, you encounter all kinds of people.

6. As an experienced detective for a number of years, have you developed or formulated, a personal philosophy as it relates to the American criminal justice system?

I probably don't have a lot of those. I just look at when you get to the whole big picture. In my role, I have a very defined role, and that is to

collect the evidence and prepare the best prosecutable cases possible. And other than that, no I don't have role in the system. I've certainly developed, like you probably have opinions.

6a. Well, what is your opinion, that's what I asked?

The system is not working, the way it's set up right now. It has greatly to do with the fact that two things that I've seen that should really be corrected. Suspects should not be allowed to hide behind attorneys and not give statements, like they can now. The whole idea of the system should be to find the person who perpetrated the crime and punishment him for it. The system shouldn't be set up to protect the people who perpetrated the crime. And I see it as a major flaw in the system right now. What I'm saying to you, people should be compelled to give statements to the police if the police can demonstrate that they have knowledge or involvement in a crime. I'm not saying that they should have rights. But certainly have an attorney present to make sure that the statements are accurately taken. And the police are not punishing the individual. That's my personal opinion. People should not be allowed to hide behind attorneys. The whole idea is to find out who perpetrated the crimes and punish the proper people. But it's not set up like that right now.

6b. What is the second item?

The second item has to do with the correction side of it. We have to make prison a non pleasant place. The way it is set up right now, prison is not an unpleasant place to be. Maybe it is for some people, like you or I it would be. But for some people it's better conditions than what they would normally be exposed to. And it's not considered a tremendous hardship to go back to prison. Until the day comes that it should be something to discourage you. When you can go to prison and get three meals and play all the basketball you want in the world. And get into weight training and play card games all day long, and with no responsibilities, other than have a good time. Something is wrong. And my personal feeling is that they have too much play time, too many freedoms. Hell, they've got prisons in our unit. What they got, right up here in Ionia,

prisons with nice gymnasiums, tennis courts, baseball fields, movie theaters. I have a problem with that. There is not very much there to discourage a prisoner to not want to go back.

7. Why did you want to become a detective?

I'm trying to think what it was initially. I guess the thing that interested me about police work after I got into it was these high profile crimes. Y'know, the criminal. I was more interested in the criminal than traffic and I wanted to be involved. I wanted to be the guy who ramrods. Y'know, get myself into ramroding some of these high profile crimes. Not because of the viability aspect but just because of the interest. And, I felt that after I was in this department a few years, I could do it better than what I see a lot of guys who were doing it. It's just my nitch. To me, it is the more challenging part of police work. It is more challenging than anything else.

8. What do you consider to be the main function of a police officer?

To provide that security to the public. That security, that someone is there to protect them. To give the public confidence that they can move around and feel that they don't have to lock themselves in the house. Obviously, we're not doing such a good job. But I think, that is the role, the main role, of the police officers.

9. Open

10. What do you consider to be the main function of a detective?

The main function of a detective is to put together the best investigation that one can to insure the proper prosecution.

11. Can anyone perform the function of a detective?

No.

11a. Why do you say that?

Because most of my job that is going to be done, all of the different things that I have to do seem to center around one thing. If one does not have the capabilities to communicate with people, good people skills, communication skills, your job as a detective is going to be a lot tougher. And it seems to me that people who are successful at doing the work that I do are the ones who have these communication skills. Those ones that can convince people to give them the information that the detective desires. And can use the psychology aspect, a salesmen aspect, and use the acting aspect. Y'know, convert all of these skills and get the information that they have, or that they need. That's the most important thing about my job. As you well know, there's a certain amount that is something that can't be taught very easily. Something that's got to be kind of a natural thing. In my opinion, there's a lot of people who have the job that I do, that don't have those skills if they need to get that information. And there are a lot of people in some departments with different jobs that have those skills that I would like to see in detective work. But, anyone just can't come in the door. If you don't have the ability to communicate and the other people skills, you're not going to be nearly as effective as you can be.

12. Is the term investigator and detective synonymous?

Yes.

13. How would you define a detective?

One who conducts interviews, collects evidence and prepares criminal investigations for prosecution.

14. What basic qualifications should a detective possess?

People skills.

14a. Which includes what you were talking about?

Communications.

14b. Communications.

Knowledge. That would include knowledge of criminal law. Knowledge of crime scenes. Processing. A wealth of contacts. Knowing where to get the information that you need. Not necessary knowing all of the information that I'm going to need, but knowing that the Pat (Last Name) of this world exist and what they are capable of doing for me. Knowing that the detective that was just in here exists and what he's capable of, how he's capable of helping me. Y'know, we all have contacts. And to know where to go to get the information.

I'm sure there is something else. And I teach this in my class and I even covered this last night. I don't know how to put it in one little paragraph. But basically, I tell the students, the more you can expand your horizons, the better police officer you're going to be. And by expanding your horizons and knowing a little about the particular ethnic groups. If you have hobbies, you have several interests. If you are educated in several different areas. The more that you can expand your horizons the better chance you have to find neutral ground when you encounter someone that you need the information from. You know, if I got a background in raising grapes and I'm with an immigrant worker, now I can sit down and talk to this person, about, "hey, I used to work in the vineyard. I used to take all those pots out there and stick them under the plants. Do you still do that"? You see what I mean, the more you expand your horizons and have an understanding of the people, and different jobs, the better chance you have of finding neutral ground with the people that you deal with. Once you get on that neutral ground you got a chance to get that information. See I don't know how you can (inaudible).

14c. Establish rapport?

Establish rapport. Have it expanding your knowledge and understanding of ethnic backgrounds, different careers, jobs out there, history, anything. And I told them, too many people get too focused. Y'know, I like to work out at the gym and I want to do police work. And I know police work and I like to go to the gym. I like to go to the bar. I like to go to the ball game. Don't limit

yourself to such a small horizon. The more information and more knowledge that you can develop.

15. How do good detectives differ from the ordinary detective?

Good detectives throw ego into a closet and lock it up. The average detectives think that they know it all and they don't need to learn and they aren't going to be nearly as effective.

16. How is an officer promoted, or assigned, to a detective position within your department?

As a trooper we write the sergeant examination. And that examination is scored from two different angles, the same examination. You will receive a score as a uniformed sergeant and you will receive a score from that examination as a detective sergeant. And your name goes on two different lists. Obviously, the questions on the exam are weighted. You know, one way or the other. And so you have two lists that you are put on, that you receive scores on, and they are broken down into bands. Each one is listed first band, second band and third band. And when we have openings come up, the new way of doing it now is, the management will approach people that are in the top band. Whatever band they happen to be in. And ask them if anybody has an interest in this position. Anyone who is interested may apply for it. And you will be interviewed or you're selected.

- 16a. How long is the score good for?

Till they write the next exam.

- 16b. Is there a standard of one year, two years?

No it's not. I think that it's about two to three years.

- 16c. Do you also have oral boards that you have to go through?

Or is it strictly the exam?

To get into the detective level, it is strictly the examination. But that's not to say that if a job opened up and several people are competing for it,

they may ask for interviews. It kind of varies. But there really is not any consistency. We have jobs open up and they know this person wants it. And this is who the people in that particular area want and they grab him. Others, maybe 15 people will submit for a job. They'll look at the 15 people and maybe select seven or eight, or three, and have them come in. They'll do an interview with them and then select the person.

17. What criteria is used by your department in selecting an officer for promotion to detective?

I think that you just answered it. Yeah, I did. I don't think there really is a set criteria. I think they like to evaluate the candidates, and put the proper candidates in the right positions. But it doesn't go like that. Sometimes there is no rhyme or reason how people wind up in our department. We've had people, like I can lateral into uniform rank if I wish to and vice-versa. And sometimes, in an attempt to escape moving one person and the expense that goes along when they're replacing one another, the meals, hotels and lodging, for putting up one person. Sometimes they'll take someone that doesn't really fit the position at the same work site and move them in.

17a. This is so that they don't have to pay?

Yeah.

18. How did you receive your promotion to detective?

Well, I wrote the first test that I became eligible to write. And I was in the first band in both the uniformed sergeant list and detective sergeant list. I turned down a uniformed promotion because I wanted to get into the detective area, and because they knew me in intelligence where I did my narcotics work. They promoted me right into a our narcotics. Well, not right into. Actually, I left intelligence. In our narcotics we're in it for no longer than three years and then they move you out. And I was out about six months, when this position came open in narcotics. Well, I think it came open in intelligence, the group at the Attorney

General's Office, and so I got my promotion that way. I was not interviewed for it. They called me up and asked me if I wanted to go.

19. What do you believe were the major factors contributing to your promotion to detective?

The major factor, well, the people who eventually promoted me into a detective sergeant position, had an opportunity to watch me in narcotics for two to three years, as a trooper detective. And so they got to know me. I think it's because of the way I presented myself, and my work ethics.

20. Is any distinction made for rating females and/or other minority candidates for promotions to detectives?

Do you mean, are they give advantages? I think they are. I mean, I think that the department wants to show a well balanced department. There are minorities in all positions of the department. So, I think there have been occasions, in my humble opinion, where blacks have been promoted to detective sergeant positions. Not necessarily because they were the best candidate for it, but we wanted to show that we had representation of both sexes and all races in the ranks. On the other hand, I know that we had white males promoted to the detective sergeant positions that had no business becoming a detective sergeant. So, it isn't strictly a quota thing. I know that the department wants to show that we have 105 post detectives and you don't want to have 105 white male post detectives. We have blacks. We have some women.

21. In your opinion, are the best persons usually selected for the position of detective?

No.

- 21a. And that's what you were saying?

Yeah. But, I think that they do want to show that they have a diversity of post detectives, through the post detectives. And sometimes that means that the unqualified person gets the job. But, like

I said, we've got white males that ended up as a lateral transfer from uniformed sergeant to detective that were promoted. And I have known some of these people that don't have clue. They never did an outstanding job as a trooper in criminal investigations. Their people skills are lacking and there is no way they should be a detective.

22. Have you had an opportunity to work with other detectives from your own agency and/or other agencies?

Yes.

- 22a. What were some of them?

Who were?

- 22b. Some. Yeah. The agencies.

I got tied up. You name it. All three counties right here. I bet you that I've worked with detectives from probably 15 to 20 sheriff's departments, who I jointly worked some cases with. And, many police departments. I bet you I could tell you, if I had to write a list down, including federal agencies, 40 different agencies, that sometime or another in the last, since 1980. I've worked cases with.

23. Do you believe that the detectives assigned to the various detective functions, such as, B/E's, robberies, etc., presently possess all of the skills needed to be a good or qualified detective?

That's a hard one for me to answer, we don't have a robbery, burglary, homicide division. We're the "jack of all trades". What you see here at this post whatever comes down, we do have specialized units, like narcotics, auto theft, organized crime. And I have to go back to the previous answer, my opinion of what people should possess before they take this job. The skill issue is not necessarily the opinion of the people that promote them. I can't emphasis enough the skills in communications, and throwing away the ego. Not only in our

department but I see the same thing in other departments. And the good detectives all seem to have the same feeling about it.

24. As an experienced police officer and detective, are you satisfied with the training that you received from your agency?

I am happy. Yes, I am happy with one exception. I'm very happy with the training that our department provides.

- 24a. What is the one exception?

The one exception, I'm getting into the file to see here. I suggested to the Director here, a few years ago, that they should get all of us post detectives together for a three day seminar on an annual basis. And I suggested to the Director different topics that should be covered. Because, like all agencies, we've been exposed to some training that is really not applicable to what we do. Let's look at some areas that we should be looking at. And one of the things that I suggested is let's bring into the seminar, detectives from our own agencies or other agencies that have been involved in a high profile case, or whatever.

What I was looking for when I suggested it in this letter was, at the time one our detectives out of the Yipsilanti Post, was involved in that deal where I think, some Escorse Police Officers were killed responding to a hotel burglary. The family was held and that type of thing. And he ran a task force down there. Skip (Last Name) that's the type of thing where you bring Skip in to us. For an hour, an hour and half, two hours. And let us know the pit falls that he ran into. Dealing with the media, the other departments, getting the tip center set-up. Maybe it took a long time. Those are the kinds of things that are going to be real beneficial to us. We had another case, to use an example, where our detective found out that we had access to aerial photography through satellites going over. Give us exposure to that type of thing. And it's doesn't have to be our department. Bring in somebody, though, that has handled a unique case and sit down and bounce it off to us.

Because that's what I find myself benefiting from. I hear this guy tell me about this and this and that. And it helps me prepare for the same type of thing. So the training that they did provide us, it did get us together for three years in a row on annual basis, for three days. Then the funds dried up. They had to rob Peter to pay Paul to put in the driving track over here. So they had to rob our training money to do that, I'm told. So they did have a school but they haven't had a school since. So, from that stand point, I say a school where all of us get together. That to me is important, and I'm sure that you understand that. I mean, sometimes the factor of camaraderie or getting to meet people that you talk to on the phone. You know how important that is. When I call them up in Marquette now and talk to somebody that I met with, you can get a lot more done that way.

24a. The networking?

Yeah. That's one word that fits well for it. Right.

25. Did you receive any specific training when you were promoted to detective?

Yes.

25a. And what was that?

It was called basic detective school.

25b. And how long was that?

I think it was a week.

25c. Did you find that beneficial?

Yes.

26. Could improvements be made to the present training received by detectives in Michigan?

Yes.

27. What are some of the essential skills or training that a detective should receive?

Well, going hand in hand with what I just told you, I think that cases with an unusual twist or high profile cases are very good training for other detectives to find out how this went together. Because, we are all in situation where we can be exposed to it someday. You don't do the typical burglary or CSC cases and not deal with them. The next thing, you got two police officers down or a real high profile like IGA, or like the Bennigan's homicide out here a few years ago, where two people got killed. And it's like pandemonium. It's nice that I know what to do and I feel comfortable with it. But before that happened I wouldn't have felt comfortable with coming in. Okay, this is what I do, I call CID and get the tips that are going. And I get it going. That kind of thing we need more of. And one other type of training that they have given us which I really think is great is the REID'S Interrogation School. That is great training. And I think everyone that I have talked to has said that was one of the best training. That should be for sure. And our department is getting everyone through that, the REID School.

28. Do you believe that other law enforcement agencies that you are familiar with receive the same level of training for their detectives as your department?

No.

29. What do you believe are the essential qualities exhibited by a successful detective?

Going back to knowledge, people skills, and what would be a good way to phrase it, throw away the ego, minimize your ego.

30. Are you satisfied with the quality of your department's investigative reports?

No, I have to say no, but I may be expecting too much. I do overall. I've had an opportunity to review reports from many departments. Overall from what I see, generally speaking, troopers make better report writers than the average officers and

deputies from other departments. I don't think that it is emphasized nearly enough in the department. The quality of report writing should be higher. And our department has taken steps to do so. I think it's safe to say that I don't think you will find that any detective that is worth his hoot, is ever going to say that he is qualified. Yeah, I'm satisfied with the quality of reports that my officers do.

31. Are you satisfied with the prosecution case acceptance level from the local or state's prosecutors office that you have to work with?

Yeah, I'm satisfied with that. Y'know, Pat, it goes on the individual basis. If we have 16, 18 troopers that work the road, we have four or five that are absolutely crummy report writers, four or five that are that acceptable and four or five that are outstanding. And so, our department I can say stacks up with other agencies. And I think, on the same par with them. So I would have to say I am. I may be contradictory when I say, I'm not satisfied with the quality that they are doing, but comparatively speaking the prosecutors accept our trooper reports on the same parity as other departments.

32. Have you or your agency had difficulties presenting cases for acceptance to your prosecutor's office.

No. Again there are exceptions to that. We have some troopers, like I said, that are not very good at it. But I know the three detectives that work in this office never had a problem with it.

33. Do you know of other agencies that appear to have better training programs for their detectives or investigators?

No. I guess the problem is I can't think of them right off hand. It's just something that I don't get much exposure to. I think that Lansing and the counties that we deal with right around here, the detectives and I don't know, what the federal agencies really do, what kind of training they have and get exposed to. Other than that I know that our training just supersedes any training of any

other detective working the city or county level in this area who I deal with the most. I don't think the emphasis is on training in the county and city departments as much as it is in ours.

34. Should physical fitness be included in the criteria for selection of detectives?

Yes, but there shouldn't be anyone held to extremes, I don't think. Certainly, appearance is important. And obviously a frail, sickly looking person or a grotesquely overweight person, is going, it's one more hurdle that person has to overcome to be respected. It's needed.

35. Do you think there is a need to change the current detective training practices?

Not overhaul, but there should be some modifications. Sounds like an answer like a politician. Like I said there's a lot that is very good. But I think they could modify some of it.

36. Do you think that there is a need for a basic detective course in Michigan?

Yes.

36a. Why for the basic?

The basic provides a rookie detective a good basic school with a good understanding of what our job encompasses as well as where to go to get the information that you need. That should be incorporated into a basic school. You should be aware of what the capabilities of our intelligence in the State Police has that they can draw upon. We should be aware of the Pats (Last Name) of this world, the Dennies (Last Name) of this world and the computer networks of this world. All of this stuff that they have available to them. All that information is good exposure. And there are a lot of departments, if you go to the middle or smaller departments, that are very focused or narrow minded and not aware of all of the capabilities that they have available to them out there. And if every officer who becomes a detective and gets a week of

basic school is exposed to these types of things, I think it's well worth the time. Obviously, after you're on the job awhile and you have a better understanding of the job, the advanced school. It may be a refresher to some people in some areas. And then in other areas it can open up new avenues of information. It's so changing. The rules of evidence in court, you know, is changing from day to day. New laws are coming into play. New technology is coming into play. So, I'm all for it. I don't think that you can get too much training. Certainly, I wouldn't say that a week of training a month is needed.

37. Do you believe that Michigan detectives could benefit from an advanced detective course?

Yes.

38. If a basic detective course was offered, what type of curriculum would best meet this need?

Two things would be the most basic. Number one, first hand knowledge of personal experience. And this is why I say bring in detectives who have been involved in situations and explain how they went about setting up an investigation. The second thing would be to expose these detectives to all of the legal avenues out there that they can go to get information that they may not have been aware of. I mean, a whole week could be exposed to that. What are capabilities the Pat (Last Name) of this world have and what does it take to get information from the social service computer system. What can the Secretary of State's computer system provide you. This type of information. Where to go to get the information that you need. There are a lot of detectives out there, the detective that just left the office here, sometimes we chat and there things that he doesn't know. Where to go to get the information. I just encountered something the other day after 22 years on this job. A month ago I learned, for the first time, that the FBI has the capabilities in their lab to examine the lead content of a shell in a specific ammunition box and compare it to the content of an unknown shell and determine if it was made in the same batch of lead. In other words they give you a high probability that it came from the same box of ammunition.

I didn't know that this capability existed. So here I got 22 years on the job and I learned that for the first time. There are a lot of things where I know where to go to get the information that I need, that I know the guy in the next office doesn't know. Or even the guy in the next chair. So, more exposure for beginning and advanced detectives have. That type of information.

38a. How about specific courses like this REID?

REID? Absolutely.

38b. Any others like that? Any specific topics?

I'm just drawing a blank right now. I've had a SCAN, which is a one week or least a four day course, and their advanced SCAN which is a three day. That is a tough course. And it's good exposure to be aware that it's there. And it's something that detectives should be exposed to. Not everybody is going to take it and use it. But for those that do and become good at it, it's very helpful. SCAN and REID are the things that cross my mind now.

38c. You mentioned crime scenes?

Yeah. Crime scene processing, now to some agencies may be a good school for them. But, quite frankly, in my department, when you get promoted to detective we should already have a good understanding on how to process a crime scene. You don't have to be an expert at it but certainly know or have a good understanding of it already.

38d. I was thinking of all detectives?

All detectives, well.

38e. Going from uniform to detective?

I guess, I'm...

38f. What would you like to see? If you were putting it together, what would you like to see?

Regarding crime scene processing?

- 38g. No. For detectives? If you were setting up a basic course. It doesn't have to be a week. As long as you want.

I would say. A school patterned after the REID. Training patterned after the REID'S Interrogation. Certainly, the first hand knowledge of bringing in the detectives that have been involved in cases. Explain to them how you get around some of the pitfalls you're going to encounter. And the third thing, did I cover communication? Communications and people skills situation. Then, there are other areas that you can get into. You might want to have an hour branched off into the gypsies.

- 38h. Specific?

Yeah, specific. There are the motorcycle gangs. This is the area of the state that we know they frequent. They have camps, they have houses, this is what our intelligence tells us how they operate. You can really get done in an hour in auto theft. Hey, if your department is experiencing some stolen cars think of this. Have your officer find out from every person who has their car stolen, if within the last month it's been into a repair shop. Has it been in having a stereo being put in. We have found, and I learned when I was in narcotics running with bikers that they were running a nice scam where people were leaving their cars at shops. Some of these bikers had their friends that worked there, just take the keys and go out and have a set made. Grab the information off the registration in the glove box. Wait 30 day and go steal the car. I mean, I never would have thought when I was a trooper to ask the people if they had their car in a shop in the last 30 or 40 days. Just passing on information like that.

39. How would you envision a training program for detectives be implemented throughout the state?

I guess, if money was no problem, it would be nice to put these schools at different geographic locations. I personally like the idea of when I get with other State Police detectives, run a school with 100 people, three days, four days, five days whatever it is, with the people in my department so I get to know them first. I feel like I would like to have this training like this

yearly training with our own department. But thinking as departments is a whole issue. They should have the opportunity to expose their people to some type of training.

40. How would such a program to train detectives for all enforcement agencies in the state be financed?

There are those funds available that are set aside for law enforcement training. I can't think of the fund that is available. Other than that, I felt that the expense could be handled by the departments that are sending people. There are funds out there and I can't think what they are.

- 40a. The 302?

The 302, that's what I'm trying to say, yeah. Yeah. The use of the 302 funds and then it comes down to the individual departments.

41. Is there anything else that I should have asked you that I didn't ask you?

I can't think of any right now. Regarding the training?

42. When you first became a detective, how long did it take you to be up and running and comfortable after you were promoted?

The truth of the matter, I'm still not comfortable.

43. How about when you went into narcotic? You made that transition from uniform?

Well, I'd say, three or four months in narcotics before I became comfortable under that particular area. When I went to the AG office, the Attorney General's Office, it was a whole different type of work and probably was six months to a year. Then when I came out here, it was a completely different type of work. Even to this day, I still go on scenes where I don't feel comfortable. And I think, that's good though. You get to the point where you think, yeah, this is a suicide and there's no problem. But there's a lot of things

that I don't feel comfortable with. It's probably not what you're looking at though. For me personally, because of my assignment to the Lansing Post, as a detective sergeant coming out of intelligence, it was probably a couple years before I started having a little bit of confidence, enough confident where I felt comfortable.

44. You know the thing that you are hitting on is that there is a transition period between...

Right.

...and what I was getting at is that there is a transition period from uniformed to detective.

Okay.

45. Was it a big leap, a quantum leap to go from uniformed to?

It wasn't for me. The quantum leap I was experiencing, if I were doing the job now would be going back to the uniformed. That's what I hear from most detectives when they make the transition from detective back to the uniformed, as a uniformed sergeant, or he gets promoted to a uniformed lieutenant. That to me is a bigger transition.

We are used to walking around and people are not paying particular attention to us. Going into restaurants, bowling allies, into the federal building where nobody would give you the time of day. All of sudden you're wearing a uniform or driving down the road in uniform, everybody's got their attention on you. And from what I understand the mere fact that you're going from comfortable clothes to uniform clothes you're generally the center of attention. Wherever you are and that kind of thing.

The job responsibilities are so different. Going from paper pushing, bean counting and that type of thing there's no pressure. Not nearly the pressure as if you are truly a detective and you are up and running and involved in major cases.

I'm glad that this potted into my mind here. We had people leave the detective ranks and go into uniformed sergeant ranks, lateral. When you finish your uniformed sergeant job at midnight or 4 PM you're done. You go home and you start a new day the next day. There is not the ongoing cases there to deal with. You just start a new day the next day.

When you are doing this job (detective), if you are truly involved with the job, and you try to do the best job, this is a 24 hour a day job. It's 24 hours a day. I mean, if you got any major cases going. This case that I took this call on, it's mind boggling. And I find that so much of my time at night was donated to thinking about this case. Making plans, taking work home, I would never do if I was a uniformed sergeant.

So when you leave this, when you make it from uniform to detective, it's a gradual transition. After doing this job awhile and then you make the transition back to uniform, it's like the world is off your shoulders.

45a. Any other things?

I'll probably get back to you and give you some time to think about it, because I know I'm sort of catching you cold.

I sure have talked a lot.

I'll terminate the interview.

APPENDIX F

MEMORANDUM OF INTERVIEW

IN RE: Basic Detective Training for Michigan
Law Enforcement

DATE: February 14, 1994

TIME: 2:00 p.m.

PLACE: Michigan State Police
221 W. Lake Lansing Road
Suite 102, Asher Crt.
East Lansing, MI 48823

PRESENT: ANDY PALMER, Detective/Lieutenant
PATRICK P. HEALEY

SUBJECT: MSP Detective Training Program

DET/LT ANDY PALMER is the Commander, Training Unit, Michigan State Police (MSP), Investigative Services. He has been a member of the MSP for 23 years and has been a detective for 19 of those years. He served approximately three years on the Road Patrol, four years as a Post Detective, six years as an Undercover Narcotics Detective, two years as a Supervising Detective and four years in his current position. He is responsible for all of the training for MSP Detective and Investigative personnel.

DET/LT PALMER started a training program for his narcotic undercover officers on his own in 1985 or 1986. The narcotic units established across Michigan are normally based on a joint task force concept. MSP provides the supervising officers and the participating local police units provide the personnel who are assigned on a three year temporary basis.

After completing three years the local officers are replaced with a newly-assigned officer from the parent organization. DET/LT PALMER recognized that it was taking one to two years for a newly-assigned officer to began performing at peak proficiency. He introduced a training program to get the newly-assigned officers performing more quickly and believed that they have now reduced the time to six months before an officer is at peak proficiency. After demonstrating that the training could increase the proficiency and decrease the necessary time before an officer became productive, the training was expanded to all Michigan joint narcotic units.

After assuming command for all training of Detectives and Investigators, DET/LT PALMER applied the same knowledge learned from his narcotic training programs. He also incorporated several existing programs into a detective training program.

MSP offers a 40 hour, Basic Detective Course, once a year at the MSP Training Academy. The course is opened to outside police agencies. The class size is not limited and may have between 93 to 105 or more officers attending. MSP policy is to assure that all newly-promoted MSP detectives attend this course within their first year. All other MSP Detectives are rotated through the training program as soon as possible. The basic detective school is followed up with several required "core" courses which are also provided once a year. The core courses consist of the REID Interviewing & Interrogation (4 days); LSI/SCAN Scientific Analysis Course (4 days); Raid Entry (3 days); and the Management Supervisor Development (5 days). In addition MSP is trying to add the Homicide Course (3 days) to the core courses. All MSP Detectives will be required to attend the basic and core courses. Newly assigned detectives will be required to attend these courses within their first year after being promoted.

The basic detective course curriculum consists of ten basic subjects that include: Narcotics; 4th Amendment/Search Warrants; Criminal Profiling; Legal Aspect of Interviewing and Interrogation; Arson Investigation; Law Enforcement Intelligence Network (LEIN); Fingerprint Identification (FIST); Intelligence; Forensic Pathology/ Investigation of Violent Death; and Child Abuse Investigations. The basic subjects are scheduled each morning. Each afternoon the students are given the option of selecting two of three independent subjects that are offered as electives. The elective subjects include: Auto Theft; 35mm Camera; Documents; Crime Scene; Technical Service/Surveillance; Handling Informants; and Blood Serology & Trace Evidence.

DET/LT PALMER believes that detective training should be mandated by the Michigan Law Enforcement Officers Training Council (MLEOTC) in order for it to be effective.

Presently, MSP is able to provide their training through 302 Funds. The 302 Funds are legislatively mandated and distributed to all Michigan State Law Enforcement agencies who have the authority to regulate traffic. The funds are obtained by a percentage of every traffic ticket fine being allocated to the 302 fund. The funds are distributed as an equal share based on a percentage of the number of police officers assigned to a department. The larger departments receive a larger share. Sixty percent of the department's

allocated share is distributed in September of each year. These funds are discretionary funds and it is up to the department to decide how the funds are to be spent on training. In January of each year, the remaining forty percent is released in the form of specific grants on a need basis to individual departments.

DET/LT PALMER believes that if a basic detective training program was established there should be one central training facility. The 302 Funds could be paid directly to the facility and the various departments would be given credits at the training facility. The credits would be based on the equal share percentages paid to each department.

A centralized facility is necessary to ensure the standards are met and all detectives are receiving the same information and quality of training.

Patrick P. Healey

APPENDIX G

MEMORANDUM OF TELEPHONE INTERVIEW

IN RE: Basic Detective Course

DATE: May 24, 1993

PARTY: DET. ROGER GRIPE
 Detective Training Unit
 Investigative Analysis
 Los Angeles Police Department
 (212) 485-2676

Patrick P. Healey

SUBJECT: LAPD Basic Detective Course

DET. Gripe was informed that I was attending Michigan State University graduate program and wanted to obtain some information on LAPD's Detective Training Course. Det. Gripe provided the following information.

All newly-promoted detectives are required to attend the Basic Detective Course within 12 months of being promoted to the position of detective. The Basic Detective Course is a two-week (80 hour) course which covers 35 different topics. Some of the subjects include: Interviewing and Interrogation (12 hours); Interviewing Witnesses (2 hours); and Report Writing (7 hours). Det. Gripe stated that he would send me a copy of the course schedule which would include all of the courses offered (See Attachment). The course is designed to be an introduction type course to the investigative process and how to handle different criminal investigations. After the detectives have attended the Basic Detective Course he/she must complete an additional 24 hours of in-service training on the investigation process and making them aware of possible mistakes that could be made while conducting these types of investigations.

The Detective also receives specific training from the individual unit to which they are assigned. The Detective Training Unit also provides other courses which are mandatory for certain specialized detectives. Homicide detectives are required to attend a 40 hour course on how to conduct the basic type of homicide investigation. Other courses offered include: Sexual Assaults; Auto Theft; Interviewing & Interrogation; and Detective Supervisor School.

Patrick P. Healey

APPENDIX H

MEMORANDUM OF INTERVIEW

IN RE: Basic Detective Training Course

DATE: May 15, 1993

PARTY: Giovanni Porcelli, Police Officer
Instructor/Course Coordinator
Criminal Investigation Course
Specialized Training Unit
Police Academy City of New York
(212) 477-9280

Patrick P. Healey

SUBJECT: New York City Police Department (NYPD)
Criminal Investigation Course
Basic Detective Course

Police Officer Porcelli is an instructor and course coordinator for the NYPD Basic Criminal Investigation Course. He explained that he had worked a number of years in narcotics before his assignment to the Police Academy. Porcelli stated that NYPD has approximately 31,000 police officers. He believes that NYPD has approximately 2,000 officers assigned as regular detectives.

The Criminal Investigation Course is a basic detective training course which is offered five times a year. The course is a three-week mandatory course for all newly-appointed detectives. The class size is limited to 50 to 60 students. The detectives are required to attend the course within the first year of their promotion to detective. The course is generally an overview of approximately 50 subjects (See Attachment). The course format is guest speakers who usually lecture for one to two hours. The detectives are to receive further specialized training when they report to their assigned division, such as, the Detective Bureau or the Narcotics Bureau.

The Criminal Investigation Course is scheduled to increase the number of courses offered per year to seven and increase the class size to 75. The reason for the increase was to retrain current detectives because it was found that detectives were having difficulty transferring from one investigative unit to

another. Some detectives did not have basic investigative skills. There are three separate detective bureaus within NYPD. The Organized Crime Bureau (OCB) handles the lower level type crimes of vice, gambling, auto theft, street level narcotics, etc. and is staffed with detectives who are on temporary assignments as investigators. These positions are filled with police officers who are assigned on a temporary basis for a period of two to four years. After their assignments to OCB many of the officers are promoted and transferred over to the regular Detective Bureau and/or the Narcotics Bureau. In the Narcotics Bureau the basic case is a buy/bust type case. The detectives assigned to the Narcotics Bureau have to be retrained when they transfer to the general Detective Bureau because they lack the basic detective skills associated with other types of criminal investigations where they do not have an informant giving them the basic probable cause. Narcotic type investigations are not necessarily easy cases to investigate but are different than the other criminal type investigations. Narcotic type cases tend to have informants who are involved in the criminal activities or are knowledgeable about the activity and are able to provide probable cause and/or significant leads for the investigators. Other criminal investigations do not normally have the cooperation of co-defendants or knowledgeable individuals to assist them in their investigations and have to rely on basic investigative techniques.

The Police Academy has no authority over the Detective and Narcotics Bureaus and cannot direct what courses should be taught to the detectives assigned to these bureaus. After the detectives attend the Criminal Investigation Course they receive specific training by the bureaus.

Patrick P. Healey

APPENDIX I

MEMORANDUM OF INTERVIEW

IN RE: MICHIGAN BASIC DETECTIVE SCHOOL

DATE: March 24, 1994

PLACE: Michigan Law Enforcement Officer's Training Council (MLEOTC)
Michigan State Police Training Academy
7426 North Canal Road
Lansing, Mi 48913

PRESENT: WILLIAM NASH, Chief, Employment Standard Section, Michigan State Police
RAYMOND BEACH, Chief, Field Services, Michigan State Police
PATRICK P. HEALEY

SUBJECT: MLEOTC Standard and Procedures

MR. NASH and MR. BEACH were informed that I was conducting a study based on the perceptions of selected Michigan Detectives to determine if there is a need to establish a basic detective course in Michigan.

MR. NASH and MR. BEACH both agreed that they believed that there was a need for a basic detective course for Michigan detectives. The major problem would be the financing of such a program. MLEOTC has not developed any standards relating to the training of detectives. The present MLEOTC standards only apply to certifying Michigan basic police officers. The present standards require 472 hours of instruction in basic police procedures, and an additional 80 hours of advanced police training is to be received within three years after completing the basic course.

MLEOTC receives its authority from Public Act 203, 1965, as amended, to establish and set standards for the basic course requirements and also for all in-service training of Michigan law enforcement personnel. The law further authorizes MLEOTC to set categories or classifications of in-service training programs and minimum courses of study and attendance requirements. MLEOTC conducts on-going evaluations of training programs to assure a sustained level of quality training. MLEOTC approved training schools are located at five separate four year colleges, seven community colleges and six regional police academies throughout the state of Michigan.

MLEOTC's governing board consists of three representatives from the Michigan Sheriff's Association, three representatives from the Michigan Chiefs of Police, one representative from Detroit Police Department, three representatives from the various police unions, one representative from the Attorney General's Office and one representative from the Michigan State Police.

The funding for the basic course is received from the participating agencies. MLEOTC and all in-service training funding is derived from civil traffic tickets. The funds are known as 302 Funds. The funds are collected primarily through the traffic courts as part of the fines imposed on traffic citations. Five dollars of each fine is diverted to the 302 Fund. The law specifically requires that these funds be used for in-service training of participating law enforcement agencies and their personnel. Only agencies responsible for issuing motor vehicle traffic tickets are permitted to participate.

MR. NASH and MR. BEACH pointed out that the key to establishing a basic detective course is the funding issue. Some method of funding has to be devised to pay for overtime pay for officers who will have to make up for the officer's time who is in training. Each department has limited manpower and each officer's time is built into the department's overall operational plan.

A special basic detective course might be certified by MLEOTC. Presently MLEOTC does certify special courses such as the Arson Investigator Course and Firearms Instructors. The basic police officer's course could serve as the foundation for a basic detective course and expand on the critical areas needed specifically for detectives.

PATRICK P. HEALEY

APPENDIX J

MEMORANDUM OF TELEPHONE INTERVIEW

IN RE: BASIC DETECTIVE COURSE

DATE: September 16, 1994

PARTY: DET. THOMAS CUSANELLI
Executive Officer
Detective Bureau Training Division
New York City Police Department (NYPD)
(212) 374-5549

Patrick P. Healey

SUBJECT: NYPD Detective Training

Det. Cusanelli stated that the NYPD has three separate detective bureaus, Detective Bureau (DB), Narcotics Bureau (NB), and the Organized Crime Bureau (OCB). NYPD has approximately 31,000 police officers and there are approximately 5,000 detectives assigned to the three different bureaus. The OCB is responsible for the investigation of the lower level criminal investigations relating to vice, gambling, narcotics, etc. The investigators assigned to OCB are police officers assigned to the division for temporary assignments of two to four years. These detectives are normally referred to as "white shield" detectives because they have not been promoted to the rank of detective. After their initial assignments, members of the OCB, "white shield" detectives are promoted to the rank of detective and receive their gold badges.

All detectives have to attend a three-week basic detective course at the Police Academy. After the detective is assigned to the Detective Bureau they receive a one-week introduction course to the DB which is conducted by the DB Training Division. Det. Cusanelli stated that he believes that a similar type course is conducted by the NB for newly-assigned detectives to that bureau also. DB detectives also receive a mandatory two-day in-service, semi-annually. The individual detectives are selected to work in divisions within the DB that include: Homicide; Precinct detectives, who are considered to be more of a generalist detective; District

Attorney Squad; Department of Investigation/Corruption; Central Investigation Resource & Development; Major Crimes; Career Criminal Unit; Arson & Bomb; Joint Bank Robbery Task Force; Missing Person; Special Fraud; and Terrorist; just to name of few.

The subjects selected for in-service training are usually determined after the Chief of Detectives and other command officers decide what strategy the department will emphasize during the coming year. The most recent class related to the Chief's emphasis on getting guns off of the street. The training division developed the specific subjects to be taught, such as laws related to firearms, searches and seizures, different investigative techniques, etc. The classes usually have detectives with a mix of experience levels from new detectives to guys with 25 years experience.

Patrick P. Healey