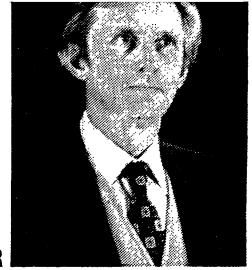




INTRODUCTION TO POLICE ADMINISTRATION

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Editorial Note:

About the Authors: Mr. V.M. Barlow, Q.P.M., A.F.A.I.M., J.P. progressed through the ranks of the Queensland Police Force and was appointed to the position of Assistant Commissioner of Police (Administration) where he served for some considerable time on that rank prior to his retirement. On a number of occasions he was Acting Commissioner of Police during the absence of the Commissioner. In 1971 he was awarded a Churchill Fellowship Scholarship which resulted in him undertaking a tour of the United Kingdom and United States of America where he studied Police Administration in those countries. Mr. Barlow, a long time financial member of the Australian Crime Prevention Council, was also the foundation Hon. Secretary of the Queensland Branch of the Council.

Mr C. Proctor, B.A. (Hons. Psych), M.A.Ps.S., M.A.C.E., F.A.I.M., is a qualified practicing psychologist with experience in both business and government, including a period as Principal (Academic) of the Queensland Police Academy before moving into private practice. In addition to having been a clinical psychologist working in psychiatric hospitals and clinics and other institutions, he has worked in the industrial area as a management consultant in Sydney, and was for some years Senior Staff Development Officer of the Queensland Public Service Board's Department. He was foundation Chairman of both the Queensland Branch of the Australian Institute of Human Relations and the Queensland Group of the Australian Institute of Training and Development. He is the author of "Management of Personnel in Australia" McGraw-Hill, Sydney, and is a member of the Australian Crime Prevention Council and the National Panel on General and Financial Administration of the Productivity Promotion Council of Australia.

Messrs Barlow and Proctor have kindly consented as co-authors of a manuscript on Police Administration to allow the Australian Crime Prevention Council to publish it by way of a series of articles. The manuscript has been modified in such a way to permit it to be printed in chapter form (on a different subject) within future issues of the A.C.P.C. Forum. Some of such articles have already been previously published in the Australian Police Journal with the written approval of Messrs Barlow and Proctor. In releasing same for reproduction within referenced publications they have retained total copyright. Therefore, this article, and others yet to follow, cannot be reproduced in any form without their prior written permission.

Authors's Note: In this series of articles the use of the words "he" or "policeman" is intended also to refer to "she" or "policewoman" except where reference to the male sex is specifically intended and clearly made. In addition the word "administrator" is used in relation to top levels of the Department where government policies and Cabinet and Ministerial Decisions are put into effect, while the words "manager" and "managing" are used below the highest departmental levels in relationship to day-to-day activities of "internal" administration. The word "supervision" is used to describe the situation in which a more senior person oversees the activities of less experienced or more junior persons, assisting them to learn and to perform to the best of their ability, and reports on their performance; i.e. an officer who is responsible for overseeing the activities of one or more persons with a view to helping them to be more effective, without necessarily being responsible for other aspects of "management".

CHAPTER I

RECRUITMENT AND TRAINING

In view of the responsibilities placed upon the policeman today, effective recruiting aims at getting into the Forces people of as high level as possible of stability and resourcefulness. Healthy motivations and sound attitudes towards one's fellow men and the well-being of the community, which are the mark of the mature and responsible person, are also essential.

Discriminating Police Forces customarily seek not only a very high standard of physical health and agility, but also as high a standard as possible in mental competence. A person of too low intelligence is unlikely to be able to understand orders

given to him, particularly when of an urgent or complex nature, and would not be able to comprehend the considerable amount of legal, social and psychological material required for study. In addition a person of limited mental capacity or one of too limited understanding of life may too easily be tricked and exploited by astute and unscrupulous persons.

It is often said that police recruiting does not seek Rhodes Scholars, but the Forces do require people of sufficient intelligence and interest to enable them to study effectively and learn from experience, and to benefit from both in on-going personal development.

Some employing authorities have found that a frank statement of job requirements, including problems and hazards involved, can be an effective method of increasing the flow of recruits, but care has to be taken that too much emphasis is not placed on elements such as excitement and danger in police recruitment advertising. While these elements may exist and while they may be legitimate attractions in advertising, undue emphasis may attract superficial or impulsive persons. In addition this may be misleading in that reality shows the greater part of the policeman's work to be characterised by hard trudging work and often considerable boredom. Emphasis in advertising can however be legitimately placed on "comradeship" and on the opportunity of participating in worthwhile work with responsible people.

In the process of recruitment, in addition to investigating a person's background, schooling and reputation, and giving a rigorous medical examination and a series of interviews, some Police Forces employ psychological tests to ensure that he has the required level of mental ability — ability to reason and to learn and to be able to deal with reasonably complex situations. In some cases temperament or personality tests are given to attempt to determine the likely makeup of the individual with a view to ensuring that his behaviour pattern is one which is appropriate to working in the Force.

Overseas experience has shown that psychological testing can enhance the likelihood of taking well-integrated, properly motivated and effective people into the Forces, and that psychiatric examination in addition can go a long way to ensuring that people with emotional instability or latent mental disturbance are prevented from entering.

These can be very controversial issues, but any method of selection which saves trouble and cost and human anguish at a later stage is economical and worthwhile in both financial and human terms.¹

This is all the more important since men and women may seek to join a Police Force for one or more of a variety of reasons; to —

- make life safe for others;
- prevent crime;
- catch criminals;
- gain benefit from misuse of authority and responsibility
- help "clean up" an area, a city or a situation;
- have authority and power over other people;
- be important;
- seek drama and colour in life;
- seek revenge for intimidation, cruelty, or violence inflicted on them, friends or family;
- contribute to an effective community life;
- guide young people into more constructive ways of life;

- satisfy a morbid interest in that which is criminal, perverted, vicious or fatal.

In its advertising a Force must be able to point to a reasonable level of salary, acceptable superannuation and other benefits, and reasonable chances of promotion as well as offering opportunities of doing a worthwhile job for the community. Police Forces compete directly with other government agencies, with business undertakings and the armed services, for alert and capable young men and women. Young people of good calibre who wish to advance in a career or better themselves in life are not likely to be attracted to any organisation, police or otherwise, which gives a low priority to study, learning, training and development and the setting and reaching of high standards of personal and professional competence.

Efforts to recruit appropriate persons are not likely to be effective if the reputation of the Force does not stand high in the eyes of the community. Parents, friends and relatives are reluctant to see their young people enter an organisation where they fear they may not be treated as worthwhile persons with the dignity of human beings, or may be too easily exposed to pressures within the Force to become involved in doubtful activities.

The "main specification" for a policeman in general terms is one of unusual nature, implying demanding circumstances. A policeman virtually needs to be somewhat like a military commando; he needs to be able to take orders and act as a member of a group but even more be able to show initiative and work independently. The greater proportion of his work time will be spent as an individual; his group experience is in the main gained in the larger group of the station or the smaller group of the patrol.²

To produce a person to meet this specification more than good recruitment is required. Appropriate and rigorous training is needed throughout the entire term of the person's service.

The aim of training should be to —

- ensure that existing knowledge is used with profit;
- communicate fresh knowledge;
- improve existing skills;
- add new skills;
- develop appropriate attitudes;
- encourage continuous self-development by the individual;
- encourage continuous staff development of and by managers and supervisors.

Training Begins at the Top

The Commissioner or Chief Commissioner is responsible for effective recruitment, selection, placement and development of members of the Department and Force. He is required to provide, within the limitations of time, money and establishment, sufficient initial training and later retraining to ensure that his people are kept at as high a peak of mental and professional competence as possible. He is confronted with the task of training and motivating all officers to give prompt and efficient service, free from favouritism and of such a kind that their job is done well and is seen by members of the public to be done well.

There is an obligation upon him to set a good example by his own interest in and desire for continuing improvement. One of his greatest responsibilities is to act as an example to Department and Force and nowhere is this more important than in training and personal development.

Where this is concerned the Commissioner has to keep himself continuously aware of the effect that changes are having on his Force, particularly in the attitudes and awareness of his men and women, and of the need for new skills to be developed to meet changing demands. He gives training and develop-

ment activities serious consideration, knowing that best planning is needed for best programming and implementation and for successful outcome, though this be expensive in terms of planning time and of time and money spent by training officers and of officers being trained.

One of his aims is to produce an awareness within the Force and Department that the interests of people therein, and of the public can be best served only by the highest possible level of alertness, competence and knowledge.

To carry out the Commissioner's aims, his administrators plan as far as possible for training to be given to all ranks, knowing that no officer, however senior or capable, has yet learnt all that there is to be learnt and that all persons need to have knowledge brought up to date or skills improved from time to time. Through time even senior men and women tend to forget the importance of appropriate motivation, of good record keeping, or the necessity of having an overall view and appreciation of Department operations. Senior officers may need to be brought up to date on recent techniques used in times of turbulence or disaster, and may need to be made aware from time to time of the current circumstances in which other or junior officers are required to work.

In police work as in other areas reluctance of senior people to accept the need for further learning for themselves can be a significant obstacle to obtaining best performance from a working unit. Many are hard to convince on the need for "refresher" activities; some are not convinced anything but exposure to the job is needed. Many Departments have relied in the past and still depend almost wholly upon experience to make effective policemen out of their recruits. But in view of an increasingly complex society with ever-growing mental and physical demands being placed upon the policemen and policewomen of today, formal training and continuing efforts at personal development are also essential in enabling them to cope with every-day demands as well as with the requirements of change.³

The Nature of Training

Training embraces many areas and activities. In addition to basic police duties and the necessary background of legal and other official knowledge it is highly desirable that training be given in principles of human relations. This enables a policeman to employ his accumulated experience and knowledge about people. Training can also embrace "efficiency" programs helping a senior officer to know how to use his own energies and the functions of his unit, section, or service group to best advantage.

Each policeman and policewoman, whether newly entered or long experienced, has an obligation to become and be kept increasingly competent in report writing and general communication as well as in practical police work in the field. All personnel have to be aware of the need for economy and to record financial elements and transactions, and senior officers need to be trained in at least a basic knowledge of financial administration. A knowledge of budgeting is helpful to all officers and is desirably gained quite early in their career; even though a junior officer may not be responsible for budgeting some insight into the demands placed upon his senior in this area helps him to understand another aspect of management, useful when taking up his own responsibilities in the future, as well as improving attitudes within the work team.

Training needs to be given in the principles of planning so that each policeman learns early in his professional career how to organise his own activities, his own reading and studies, and his own personal life to best advantage. This builds a foundation for later competence as a supervisor and as a manager and perhaps an administrator. Later is too late for him to learn basic principles of organising himself and others.

All officers need to be able to take inventory of material and equipment so that all types of clerical, machine and technical aids are listed, branded and catalogued. Force members can be helped by being given the opportunity wherever possible to gain insight into business, industrial and government operations so that they are aware of what activities take place in their district, region or State. Contacts made here are useful in emergency situations when a police officer is aware of services which might be available to assist him and knows the person who has the authority to make these services available. This help can take the form of communication from a distant place, engineering guidance or support, provision of machinery, persons or services voluntarily lent, or guidance in scientific, educational, geographical or other matters.

In addition to formal training programs development of serving personnel is helped by —

- on-the-job training where advice and experience of supervisors and senior workmates is communicated to more junior persons;
- external study courses and/or use of police libraries;
- visits to police centres of special interest e.g. technically or in some unusual or outstanding form of work;
- special advice and guidance given in the use of technical equipment;
- communication of basic knowledge of special squads and sections in the Force, and counter disaster activities, so that even junior constables are aware of what is required of the Force in times of emergency or special need.

Linking Recruitment and Training

A clear statement on needs and activities in training and recruitment areas was made by the New Zealand Commissioner in an article on "Developments in Police Training".⁴

"Because of the increased complexities of the community itself and the growing variety of life styles in New Zealand, it is essential that the Police task be conducted with the maximum skill, tolerance and understanding of social and individual needs; this function and its responsibilities must be carried out under the law with tact, discretion and fairness to all. In order to achieve these high standards, police training and recruitment should employ strategies to attract and develop a highly skilled and ethnically representative cross-section of the community at large. It is to this end that the training directorate has addressed its efforts over recent years.

Thus, if the man on the beat looks a little different, seems a little different, it may not be simply because he is wearing a new-style uniform — one in which he feels more comfortable; it is to some extent the result of recent modifications in Police selection and training procedures. And the Police Department has certainly been making changes!

In 1975, the Police, in conjunction with the New Zealand Council for Educational Research, undertook the development of a new Police Entrance Test. On 1st March, 1980, N.Z.'s thirty-three Police Recruiters began using the new test for the selection of recruits and cadets. So far, it has been working very well indeed. From my Department's point of view, the test is easier to administer than the previous one, indicates more effectively the applicants who are likely to succeed during the training process and on the beat, and reduces marking time by 75 per cent.

Although considerable research has been put into the test's development and it has been painstakingly standardised through the use of modern statistical methods, a follow-up study is being conducted this year to ensure that any defects are remedied quickly.

The most important change in Police training methods has

been the introduction of a personalised system of instruction modelled on the work of Frederick Keller. It consists of the conversion of training material into a series of study units with detailed instructions concerning the study required, and a set of objective examination questions which demand a score of 85% or more, before the student can pass on to the next unit.

When a Constable has graduated from the Police College and taken up his duties, his training is continued by the completion of twenty study units before he is appointed permanently as a policeman. The study must be completed within the first two years of service.

Despite the high standard required of such a system, it is proving popular with the eight hundred young policemen at present studying for their permanent appointments, and has been introduced, in a modified form, into the Behavioural Studies section of the Police College training program.

Like many other large organisations, we recognise the "continuing education" principle and conduct our training on its basis. That is, training and education are seen as lifelong processes of learning and adaptation. In practice, this means it is no longer acceptable for men to be trained merely at the commencement of their careers. In addition to on-the-job training, refresher and promotion training must be given at appropriate intervals, and finally there must be some preparation for retirement provided by the employer.

For these reasons we have introduced progressively periodic refresher training for most of our members and, in 1976, introduced pre-retirement course for men and women approaching the end of their service.

Despite the value of training course however, I believe that staff learn best and become better practitioners through self-development and discovery, by building on what is already known, and through positive coaching in real situations and working on real problems within the context of the everyday environment — in fact, through the medium of on-the-job training. In comparison, the classroom which lends itself to discussing "what" should be done, deals less effectively with the "how" of the situation. It is the job situation, with all its in-built pressures and challenges, which provides the main seed-bed for an employee's development.

We therefore strive for policies, structures and schemes which will ensure such development, which will permeate all operations and make the personal and professional growth of our members natural, attractive and satisfying.

By improving and constantly re-assessing its training procedures and programmes, my Department hopes to improve the service it provides to the public, and to ensure that a police career is happy and rewarding for those who undertake it."

STAFF TRAINING AND DEVELOPMENT

The Training Pattern comprises, for each course or segment—

- assessing needs, and resources in relation to needs;
- planning the training activity;
- conducting the activity;
- evaluating the activity;
- developing an improved activity.

Assessment of needs arises from analysis of defects and requirements in the working situation, revealed by reports, requests and submissions from experienced officers, as well as by research findings. These needs are best described in writing with a view to determining —

- how they should be met;
- who should meet them;
- when and where they should be met.

Assessment of resources is needed to assess the feasibility of the exercise — are appropriate resources available or obtainable? These can fall into three areas —

- financial — accommodation, course staffing, visiting

lecturers, training aids and materials, printing, transport and other services;

- physical — adequate and appropriate rooms, facilities and equipment, privacy and quietness;
- human — trainers, visiting specialist speakers, support staff, catering, co-operation from other organisations.

Training is an expensive undertaking. It is costly in terms of money spent on accommodation and equipment, on the number of staff required to mount a successful program, as well as in the form of salaries and other costs relating to people being trained.

Few people outside the professional training situation realise that in the training process —

- there is at least a five to one, often a ten to one relationship of preparation to delivery on a course in terms of hours of work.
- there is a need for a low ratio of student to instructor; it is held at best training programs as distinct from formal lecture groups should contain between 8 to 15 people with the ideal number at 12. Expediency and economic demands cannot always enable numbers to be held down to this but attempts should be made wherever possible.
- a limited number of subjects should be taken by any one instructor or lecturer; there is a point of no return reached if the one lecturer takes too frequent or unending sessions or subjects. The lecturer himself becomes weary, course members can tire of the sight of his face, the sound of his voice and of his particular approach. Within the space of one day any one lecturer should deal with half the number of sessions for that day as maximum and should not appear too regularly or frequently day after day.
- provision must be made for a considerable amount of background activity on the telephone, transporting material and training aids, and for the possible shortage of staff caused by illness or leave. There must in fact be one apparently superfluous training person so that these provisions can be planned for and coped with, i.e. with flexibility built into planning and organising.

It is essential that in addition to considerable amounts of money being spent, the most effective trainers as well as lecturers from outside and within the Department are used and that the training situation should be thoroughly understood and best methods employed.

Officers in the Department who are not policemen and who are administrators or specialists can be used as visiting speakers on training programs and every opportunity made to convey their learning and their ideas to officers studying on those programs. This not only provides a broad range of knowledge and skills, but helps to stimulate trainees' interest in other activities.⁵

One of the costs of the training exercise arises from the fact that it is essential that at any time in an effective training centre there be in existence —

- (1) a senior trainer who is also a trainer of trainers;
- (2) a group of trainers;
- (3) trainer(s)-in-training;

PLANNING THE ACTIVITY

In widest terms, as for a Department, "adequate planning for training" includes several important considerations. Amongst the most critical are: organisational goals, purposes, objectives and plans; scientific and technological changes; the nature of organisational operations; the composition of the work force; the capabilities of the training staff; and the facilities available for training.⁶

In day-to-day terms there is need to look at —

- the persons to be trained — when and from where;
- the pattern and content of the program;
- accommodation and services;
- techniques and situations required;
- lecturers, visiting speakers, aids and equipment,

ending in the production of a concise but comprehensive training statement, beginning with aim and purpose and concluding with a detailed timetable and action program.

Preparing for the Activity revolves around making practical arrangements or planning to be put into action, making provision for all eventualities. A familiar saying about training predicts that if it is possible for something to go wrong which will cause maximum confusion, it most certainly will go wrong. Experienced trainers have learned to give heed to this wisdom.

The preparation and conduct of the training activity, like the planning itself, should be in the hands of experienced and competent trainers. A trainer can be of two kinds —

- (1) a person who teaches specific skills in his own area of knowledge and expertise;
- (2) a person who is experienced in and capable of organising a training program containing a number of subjects or topics, involving a number of staff trainers and visiting lecturers.

In the first of these categories the trainer is required to know well the material or tasks which he is teaching to others and to be aware of the level at which his trainees stand at the point of his taking over, and to be able to adapt his approach and methods accordingly, establishing a learning atmosphere and inducing his trainees to think, explore, discuss and challenge. His aim is to leave them "tuned in" to new knowledge, understanding, and skill.

The second category of trainer requires knowledge in general terms of a range of subjects without needing to be or perform as a specialist, and needs to possess skills in drawing up programs which —

- are related to the needs of the Force and Department;
- are related to the needs of the trainees
- are designed to arouse interest and promote learning;
- provide a variety of learning experiences, and
- are efficiently organised.

The latter is not possible if —

- arrangements with lecturers, trainers, group discussion leaders have not been made and later confirmed;
- arrangements to assist these participants with visual aids and materials and transport have not been made;
- "before course" checks have not been made on material aids and transport ordered;
- appropriate "briefing" has not been given to trainees with the result that they come ill prepared in knowledge, awareness or material needed.

Trainers must possess qualifications which include skills to enable them to achieve the desirable end mentioned above in both organising and in personal relationships, and also —

- have a knowledge of the personnel area with personnel requirements and approaches, and
- training techniques and benefits to be expected from these;
- a wide knowledge of what skills can bring learning to trainees and who possesses such skills;
- the competence to organise and conduct a program to budget;
- the skill and competence to keep a group of people interested participants during a training program, particularly when this is of a residential nature.

Implicit in this skill and competence is the ability to use clear and helpful methods of explanation and instruction, making quite clear the implications of material and the steps

through which skills are learnt, giving praise when deserved and constructive advice instead of destructive criticism.

Increasingly people involved in the second and wider category of training are coming to be referred to as staff development officers, and are required to have a significant level of educational achievement as well as experience. Possession of a certificate or higher level qualification in psychology or personnel work is particularly appropriate and desirable.

The Activity Itself

The job of the senior trainer here can be very detailed. In addition to whatever lecturing and discussion leading he himself does, each day he is required, or requires an appointed member of staff to check facilities, aids, equipment, handouts, transparencies and charts to ensure that training rooms are properly set up and that equipment is ready to hand and operating efficiently. He also has to ensure that material is cleared away after each lecture or discussion situation so that the environment is ready for the next session.

In the background, in addition to taking and making relevant phone calls he is responsible for checking or having others check printed material to see that it is correctly reproduced, collated, punched and in correct order and ready for each session with appropriate aids and equipment. When a program is of residential nature, there are added involvements in the form of accommodation and provisioning, providing evening activities and services and personal support for people away from home.

In the training centre itself, best training can be achieved through a variety of methods —

- formal lectures with or without visual aids and handouts;
- lectures followed by discussion between lecturer and group;
- lecture or presentation followed by small groups in "syndicate" discussion, with presentation of results to larger group where appropriate;
- project work in the form of small group exercise on given topics, including prepared case studies and in-basket exercises;
- individual assignments nominated, or of personal choice, related to training program or course of study;
- using techniques such as group discussion or "brainstorming" or role playing.

Role playing is a particularly useful practical situation when a trainer wishes trainees to understand the experiences and attitudes of people involved in particular situations, through requiring them to "play the part" of such people in those circumstances. It can be particularly useful in understanding minority groups of domestic situations or the plight of distressed people or people in emergencies. Usually insight and increased understanding result, unless there is a counter-effect of powerful prejudice.

Best training endeavours to bring to light prejudice or misunderstanding with a view to putting enlightenment in their place, although this is not easy. It has been found that prejudice can only be effectively countered by establishing a stronger prejudice in its place, with a favourable attitude developed in place of antagonism. Encounter group work and transactional analysis have been used for this purpose.⁷

In the discussion-leading situation the group leader has clearly in mind objectives to be achieved which may be to solve a problem, how best to use equipment or how to bring about co-work between units or groups. He needs to be well informed on the matter or take pains to become informed, particularly on problems involved. He opens the discussion with a clear statement of the aim of the activity and encourages the expression of opinions and ideas, re-stating these where necessary to clarify issues and encourage further think-

ing and discussion.

The leader guides the discussion to give every person in the group an opportunity to express himself and to keep the conversation from straying from the main issue. If he himself is challenged, or asks a question, he endeavours to direct that back to the group for discussion, answer or solution. He summarises discussion, emphasises relevant and important points and assists the groups as far as possible to arrive at a consensus or conclusion, or where appropriate to formulate plans to put group decisions into action.

Evaluating the Activity

At the end of the course the leader attempts to evaluate the possible success of the course through his own assessment and that of his trainers and visiting speakers, and most importantly, from the comments or questionnaire answers given by the trainees. If he is effectively supported by a training section or by a research department or team within the Department follow-up information will be gained from questionnaires or reports from supervisors and officers in charge of sections to estimate the extent and manner in which people returning to work from course attendance have been influenced, as judged by their behaviour and their attempts to put training into effect.

If training has been successful a number of consequences should be obvious —

- a more noticeable interest in reading and discussion on the part of members while on the course;
- improved communication between those members while on the course, and later between them and their colleagues back at work;
- improved or newly-gained skills evident on the work scene, or improved relationships;
- signs that the returning course member has had his interest aroused to the degree that he recommends the training, suggests the starting of related activities such as discussion or part-time training groups, or he himself voluntarily undertakes some form of study or course of reading;
- signs of his being more of a "self-starter" in his daily work with an improved attitude towards work, his superiors and life in general.

To carry out evaluation of training methodically and comprehensively is without doubt one of the most difficult exercises in the area of human activity, ranking with staff appraisal in difficulty. Any complete audit of training activities must range from the philosophy behind training and the objective set for it through the activity itself to likely effects and benefits; it is in itself a sizeable and significant research project.⁸

¹ For further material on psychological testing for selection see pp 423-4 'Police in Australia: Development, Functions, Procedures'. Kerry L. Milte, Thomas A. Webber, Butterworths, Sydney, 1977, pp 39-48 'People and Organisations'. W.J. Byrt. 1971 and pp 37-41 FJ 'Management of Personnel in Australia'. Craig Proctor. 1977, both published by McGraw-Hill Sydney.

² This matter is discussed further in the United States Advisory Commission on Criminal Justice Standards and Goals 1973.

³ For further reading see Chapter 8 'On-the-Job Training', in 'Effective Supervision in the Police Service', R.J. Allen, McGraw-Hill, U.K., 1978.

⁴ Article by Commissioner K.B. Burnside, 'State Service Commission of New Zealand Newsletter', September 1977.

⁵ See pp 125-7 'Police in Australia: Development, Functions, Procedures', Kerry L. Milte, Thomas A. Webber, Butterworths, Sydney, 1977. For further reading see pp 147-153 'Management of Personnel in Australia'. C. Proctor, McGraw-Hill, Sydney, 1977.

⁶ See p 295 in 'Personnel Management', Part 14 of 'Local Government Police Management', ed. Bernard L. Garmire, The International City Management Association, U.S.A., 1977.

⁷ See 'Management of Personnel in Australia', Craig Proctor, p. 20-25, McGraw-Hill, Sydney, 1977.

⁸ For further material on training see pp 295 f in Part 14 'Personnel Management' in 'Local Government Police Management', ed. Bernard L. Garmire, The International City Management Association, U.S.A., 1977.

CHAPTER II PROFESSIONALISM AND ETHICS

One of the manifestations of professional as distinct from non-professional activity is that it is not or cannot be, or should not be done wholly by a set of standardised procedures. Initiative, determination and judgment are involved in getting the job done.

Initiative and judgment can only be exercised by reasonably intelligent, interested and mature people who have had communicated to them an understanding of the requirement of their task, the procedures which they should use and the skills which they must employ.

Requirements of a profession could be stated to be that:¹

1. there be an awareness of the nature of the demands upon the members of the profession, in both working and personal life;
2. the members of the profession accept the need to acquire relevant knowledge and skills and to adopt a pattern of behaviour which helps them to carry out their tasks and discharge their responsibilities appropriately and effectively;
3. there is a sense of obligation to the profession and its clients as well as to the employees and associates. As a part of this obligation there is an adherence to a set of guidelines, the pattern of behaviour mentioned in 2;
4. there is an obligation on the member of the professional group to display initiative when it is required, undertaking required tasks without instruction or direction;
5. all of this is against a wider background of a sense of responsibility to one's fellows, to the community and to mankind.

Effective professional performance would appear to be one which;—

(a) is centred on the nature and the requirements of the task to be done;

(b) causes minimum antagonism, conflict and delay.

The behaviour involved in this performance would not be:—

(a) inconsistent with the efficiency of a person or a group;

(b) indicative of submissiveness or "tamelessness", but rather directed in a constructive manner.

Police work can claim to be professional for all these reasons and also since it is meaningful in the social scene; together with health and education it is one of the basic work areas relating to the well-being of people in communities, and joins health in being essential to survival. The policeman is a "real" professional, in that he is charged with grave responsibilities and must make decisions and stand by the consequences of those decisions, which will often involve property and human life as well as the likelihood of legal action.

An essential part of being a "professional" is being willing to learn and continue to learn. A policeman has an unparalleled opportunity for learning about humanity, about people's occupations, interests, activities and ways of life. Through observation and through interaction with other people, through discussion with experienced policemen and through work contacts with criminal and near-criminal people, and with reputable people as witnesses and sources of information,

a policeman is in a position to gather information and knowledge, and through organising this to make himself a good practising psychologist.

Continuing education forms part of every professional person's life. In its fullest sense this is a combination of three areas of activity:—

- formal qualifications, the qualification decided by professional requirement, and the nature of the studies wholly determined and structured by other people, i.e. in educational institutions;
- formal learning, where a person chooses a course of study which is provided by others but chosen by the person; these would be courses or subjects in the area of adult education, appropriate to personal or professional development, but not leading to examination or bestowal of qualification;
- informal learning, which is done by personal choice and is directed wholly by the person. The "learnings" here result from personal interest, from a need to acquire knowledge or skills in areas in which the person feels deficient. They are gained from observation, discussion with others, personally directed reading of newspapers, magazines, books and periodicals, and from informative material provided by radio, film and television.

For best professional competence all three are desirable; the third may well accompany the other two and continue after they have been left behind.

Successful administrators know that the on-going educative process fights apathy, prevents rigidity, brings personal satisfaction and "self-improvement", brings about greater awareness of the wider environment and openness to change, and contributes to health and well-being.

Milte speaks positively on the matter of education in relationship to the police scene:—²

"Although it must be conceded that mere formal qualifications will not make a person a good policeman, it might equally be asserted that the educated person is more likely to be the good policeman of the future, for he will be able to cope with the added demands of the police function. Education will enable the policeman to face the world with greater confidence which in turn would increase public respect to a point comparable to that of other professions."

In addition to specific training in police techniques and procedures members of the Forces will increasingly need to acquire knowledge in a number of areas, particularly those of sociology, criminology and psychology, and those of:—

- history — to understand the origins or causes of social movements of current times;
- economics — to know the pressures which exist in the communities, and which are placed upon people;
- science — to understand the technical developments in the wider national and international scene as well as within the Force itself;
- public relations — to understand the complex set of implications of this segment of human relationships.

Increased knowledge brings increasing confidence, developing additional skills makes an officer more competent and gives him further confidence. It is the confident officer, resting on a sure foundation of his developing knowledge and skills, who is more likely to deal effectively with a stressful or emergency situation or demanding periods of heavy responsibility.

Since his studies and learnings will emphasise the need for co-operation and understanding, he will be all the more effective in his relationships with the public and with his fellow officers at all levels.

The increased confidence and feeling of security is reflected in his bearing and in his improving handling of situations and people, and in its turn helps to raise the status of both officer

and force in the eyes of the community.

PROFESSIONALISM AND ETHICS

“... the police administrator of today, through the use of good reputation, knowledge of the community, professional awareness, and the skills of compromise and effective communication, is in an excellent position to use a communities' very necessary politics to the advantage of the community and his department. If however, the police administrator finds himself in a position where he is forced to compromise himself, personally or professionally, he must be prepared to resist the pressures and take a stand on the issue which may call for him to place his job on-the-line. I feel that each time a police administrator fights back in these instances, whether he wins or loses, society as a whole benefits and law enforcement is moved one step closer to true professionalism.”³

ETHICS AND ETHICAL PROBLEMS

Experienced administrators are always conscious of the fact that the matter of ethics is closely interwoven with all activities of policemen and policewomen.⁴

“Ethics” may be described as a set of principles or a code of conduct which lays stress on what is “good” and “bad”. Instead of these value-laden words “constructive” or “beneficial” might be preferable.

Some writings on the subject of ethics tend to give the impression that this has little to do with the real world and has little practical relevance, or cannot be applied easily in a practical sense. This is far from the truth. It could be said that a pattern or code of ethics arises from a pattern of behaviour which is accepted by members of a group. This behaviour would come about as the result of a complex set of elements within those people, in the interaction between them, and from the requirements of the work situation. These elements would provide the set of rules, the pattern of conduct or “code of ethics” which is seen by that group to be the right and proper way of behaving.

Such a group can be a profession, a trade group, a sporting group, a government Department, a Church or a Police Force.

A person could be said to have an obligation to adopt an ethical pattern of behaviour with regard to his own life, his association with family, friends and workmates, the work task, the Force, the public and the community. While patterns of behaviour or codes of ethics differ considerably from country to country and area to area, the laws of the land tend to make for a common pattern of behaviour with marked similarity from country to country. Most Police Forces are likely to accept and attempt to abide by very similar ethical guidelines.

A code of ethics is necessary to make clear the limits of behaviour and provide a set of guidelines to follow. Every profession accepts and endeavours to adhere to a set of high ethical standards which is aimed at ensuring good service in the area in which its responsibilities lie. These standards are an ideal to which professional persons are expected to work to reach; they constitute a set of rules which the professional person attempts not to break. Adherence to such rules is a form of discipline and training and helps to achieve personal development as well as professional competence.

The question of ethical standards in relation to professional activity has a long tradition, stretching back at least to Hippocrates in the 4th Century B.C., the Greek father of medicine who drew up the most famous of all professional codes.

Probably the best known code of police ethics is that of the International Association of Chiefs of Police.

LAW ENFORCEMENT CODE OF ETHICS

“AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to service mankind, to safeguard the lives and property, to protect the innocent against deception, the weak against

oppression or intimidation, and the peaceful against violence or disorder, and to respect the Constitutional rights of all men to liberty, equality and justice.

I WILL keep my private life unsullied as an example to all, maintain courageous calm in the face of danger, scorn or ridicule, develop self-restraint, and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favour, malice or ill-will, never employing unnecessary force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession ... law enforcement.”

Various States in Australia and New Zealand have modifications of these words but the principles remain much the same.

President Calvin Coolidge is reputed to have said:—

“The duties which a police officer owes to the State are of a most exacting nature. No one is compelled to choose the profession of a police officer, but having chosen it, everyone is obliged to perform its duties and live up to the high standard of its requirements.”

Standards are particularly important in a police force, where so much hangs upon the behaviour of each and every officer, and where the public assesses the worth of the Force by the standards of behaviour and performance set by any and every policeman and policewoman. Each failure to adhere to standards, whether it becomes public knowledge or whether it is known only by one's colleagues, or only by oneself, constitutes some degree of loss or damage to the profession.

Unethical behaviour takes place when a person does something for his or her own satisfaction or advantage, ignoring the rights of those to whom the person has an obligation. The satisfaction or advantage may not necessarily be of financial kind, it may be related to obtaining possessions or to gaining status or a rating in the eyes of others, or gaining the favour of influential people inside or outside the force.

Conflict is an ever-present part of police life to a far greater extent than in most people's existence. In addition to the conflict with which policemen are required to deal between others, as in domestic disputes, they find themselves in conflict with other people while preserving law and order. There can be conflict between personal inclinations and the requirements of the job, certain tasks are found distasteful, or action has to be taken against people with whom they may personally sympathise. There can be pressure to please an important person by refraining from taking action against him or his friends, or by using authority against his opponent, or by showing unlawful bias or favour.

Personal integrity of a high order is necessary for the best policeman. He is required to demonstrate moral courage in holding to his convictions, believing them to be correct, no matter what the consequences are likely to be.

He is frequently in the position of being offered and having to accept or reject favours. Where these favours are large and are to be done for a person or a group in business, political or criminal life, the conflict may be great.

However, when grateful people or people who are pro-police sincerely offer gifts or discounts, the task of making an

ethical decision becomes a difficult one. Should one accept – even once?

Acceptance of a gift, or a product or item at discount, may on the first occasion be taken as an act of courtesy, but repetition tends to give the appearance of payment for services rendered and puts the recipient under an obligation. It can be difficult for a policeman or policewoman to determine at what point normal courtesies can be accepted without offending sincere people, and past which it is not advisable to accept any gift or service.

Some police officers have endeavoured to solve this problem by believing in accepting a sincere gesture, but that recurrence is likely to be, or become, unethical.

Another school of thought feels strongly that not even a sincere gesture in tangible form should be accepted, recognising that it is difficult to “knock back” a sincere gesture from a supportive or grateful person, but holding that this must be done in the best interests of police work. Refusing such a favour needs considerable diplomacy and tact so that the person who is making the offer does not feel slighted or offended. The answer may lie in a careful explanation that the nature of one’s calling prevents one from taking such favours no matter how inexpensive they may be or how sincere is the reason for the offer.⁵

One of the difficulties which the younger policeman faces is to avoid being unduly influenced by an overbearing or dissatisfied senior person who attempts to convert the junior person to his own way of thinking and behaving. Even where this thought and behaviour may not be of criminal kind or even dubious in nature, it may take something away from the less experienced person’s understanding of his job, from pride in his task and the Force, and lead to shoddy work and poor attitudes.

He can be placed in a situation where he may feel compelled to make a statement of his non-acceptance of ideas and attitudes or his non-agreement to go along with doubtful practices. In some circumstances he may find himself placed in a situation where he has to report a senior person to a yet more senior officer. This is fraught with difficulties and in some cases dangers, because of the power of authority or the threat of personal retaliation by the person who is reported. There is an obligation on the higher-level person to whom the report is made to handle such a set of circumstances as discreetly as possible.

To make a stand of this kind may be a further extension of the stand which a non-drinker has to make when under pressure from hard-drinking associates, or where a person of strong moral principles is living in circumstances which exert considerable pressure upon him to indulge in what he would regard as dubious or immoral, financial, sexual or other practices.

So dependent is the human being on the support of his environment and his “peer” group, that to make such a stand is difficult and means having to accept being ostracised, and, at least for some period of time, “a loner”, until such time as antagonism may be replaced by acceptance or even reluctant admiration.

In essence the choice often has to be made between being comfortable within oneself (in relationship with one’s principles and “way of life”), on the one hand, and on the other hand acceptance from one’s associates and those around one. According to whichever has the strongest influence on the person, will he or she move in that direction.

The pressures on a policeman which lead to his behaving in other than an ethical manner may also arise within himself, brought about by his own resentment at real or imagined unfair treatment by senior officers or members of the community, or by a strong desire for property or money, or they may result from an attempt to satisfy unreasonable demands made

at home or by an extravagant marital partner, by gambling or excessive consumption of alcohol, or by trying to “keep up” with the Jones’ ”.

Corruption is not confined to police forces, but because to most people the policeman is a symbol of the law and an object of trust, it is dismaying and alarming to the average citizen to encounter police corruption. To him this strikes at the very heart of his own safety and protection. If the policeman is dishonest what hope is there for a reasonable and decent life?

POLICE CORRUPTION

The likelihood of corruption occurring within a police force is always present. The more corrupt a community, the more corrupt will be its police force. In its turn:—

“Police corruption does particular damage in the following ways:—⁶

1. it undermines the confidence of the public;
2. it destroys respect for the law;
3. it undermines departmental discipline;
4. it harms police morale.”

The corrupt police officer spends a substantial part of his time in such activities and is therefore not employing his skill and experience legally and effectively for the benefit of the Force and the public. His negligence may lead to damage and even disaster for property and people.

Police corruption embraces a wide range of undesirable actions and involvements, including giving inadequate return for salary, drunkenness, receiving significant gratuities in the form of free services or goods or substantial discounts, exercising unwarranted influence, and exceeding authority, and more serious crimes, which would include giving false evidence and being involved with organised crime.

So many incidental opportunities come the way of the policeman to take unto himself money or property which belongs to people deceased, injured or apprehended, that police officers frequently face considerable and frequent temptation and conflict. It can be easy for an officer to excuse guilt when he finds money on the person or property of criminals or unscrupulous or well-off people, the taking of which may never be noticed or could never be proved.

Experience in America shows that the area of vice is the most likely one in which police officers may benefit from illegal gratuities or be tempted to indulge in extortion. There tends to be little public interest in the area of so called “victimless crimes” such as gambling and prostitution. It is also an area in which criminal operations tend to be very profitable and where attempts to corrupt police officers are seen by unscrupulous operators to be worth the risk.

The Knap Commission, established in May, 1970, to look into corruption in the New York Police Force, produced a comprehensive report highlighting problems within a police force. This report described corrupt or unscrupulous policemen as falling into two basic categories, those of the “meat eaters” and “grass eaters”. The “meat eaters” are those who in a deliberate and calculated manner exploit the possibilities of their authority and their contact with moneyed sources, while the “grass eaters” simply accept whatever comes their way. The report considered that the first group make a lot of money but represents a small percentage of all corrupt policemen, while the second group represent a greater percentage, being corrupt even though they do not take large gratuities or amounts of graft.

The report saw the “grass eaters” as being at the heart of the problem, since their considerable numbers tended to give corruption an air of respectability, and enable a very strong peer group pressure to be exerted on policemen of greater integrity. This leads to a situation where the honest police officer must become dishonest to lead a relatively untroubled

life, even perhaps to stay alive.

In whatever country their efforts to offset or minimise corruption within their Forces, administrators endeavour to achieve certain basic requirements. These include best possible recruitment, selection, and as good a standard of education and life awareness as possible; adequate monetary rewards in the shape of sufficient salary and overtime possibilities, training beginning with acceptance in student days of moral values, and alerting officers to the ease with which insidious influences may affect them.

Any person is more likely to possess an ethical outlook if his upbringing and early experiences have laid stress on how desirable this is. In the work situation he or she is more likely to perform in an ethical manner if awareness and interest has been roused, and if the need for a continuing professional outlook and performance is accepted on entering the work area. This is further strengthened by appropriate training by guidance and support from experienced and senior people, and by the support given by colleagues and associates who also hold strong ethical views. Ethical development can be produced through appropriate selection, allocation, supervision and direction, with clear and appropriate objectives giving a vision of the whole enterprise, wider than section or department, or even the Force itself.

The better trained and more efficient a Force, the less likelihood there will be of significant corruption, since the sense of achievement and knowledge of a standard of excellence is in itself a source of considerable satisfaction. This needs to be given continuing support by best possible relationships between police and community. For this the public needs to have or have presented to it a constant awareness of police activities and problems. It is essential that the (Chief) Commissioner himself be a person of undoubted integrity.

Administrators have to be continually aware of the presence and likely spread of dishonesty and support of criminal elements on the part of some police officers. Experience has shown that once this starts to spread within a Force it becomes extremely difficult to eradicate and may continue indefinitely. Unremitting crime intelligence and efforts to set up a situation of good management and good morale are required to ensure that this organisational disease does not increase its hold and influence. While responsible senior members of any Force must protect their subordinates from unfair and undue attacks and pressures, they are also required to be alert to the delinquency of those subordinates.

"Police administrators . . . will need to better appreciate the absolute need for tact and understanding when dealing with the public and be ruthless in removing from their ranks the aggressive, brutal, and unduly officious officer. Quality of police personnel must become a paramount ideal."⁷

Many authorities are reluctant to set up internal investigation units, but most police departments find that this is one of the essential ways to combat the rise and presence of corruption amongst police personnel.

One American authority gives the primary objectives of such investigations as being protection of the employee, removal of unfit personnel and correction of procedural problems. This authority considers that the most effective way to ensure that a Department remains honest is through good leadership and by using a system of accountability at all levels to ensure that support is given to the honest police officer and discouragement to those who may consider or resort to corruption, and stresses the fact that therefore proper selection and hiring of recruits is an integral element of anti-corruption measures.⁸

An Australian writer sees the ombudsman as relevant in this matter.

" . . . the activities of policemen on duty escape this scrutiny. This is largely because the actions of the police are subject to avenues of legal redress. There is also a feeling in some circles that the threat of ex-post scrutiny of his actions might be an unfair hindrance to the police officer, who has often to make a snap decision and so cannot be expected to consider all the alternatives open to him. What is really needed to cover cases such as this is a system of police tribunals, but failing that, it would be better to give the ombudsman coverage of all police activities, if only so that complaints from aggrieved citizens could be directed to the right channels."⁹

An eminent police authority has proposed a Draft Code of International Police Ethics:—¹⁰

"A Police Officer is both a citizen and a law enforcement officer who, on behalf of his fellow-citizens, prevents crime, preserves the public peace, protects persons and property, and detects and apprehends offenders.

It is the tradition of the police profession to be helpful to all beyond the call of duty.

A Police Officer is a servant of the law.

Honesty in thought and deed should characterise a police officer's official and private life.

A Police Officer must be impartial and fair to all people, whatever their social position, race or creed.

A Police Officer must be incorruptible.

A Police Officer should have a compassionate respect for the dignity of the individual and behave to all with courtesy, self-control, human understanding and tolerance.

A Police Officer must never use more force than necessary to accomplish a legitimate purpose nor may he ever subject anybody to any form of cruel, inhuman or degrading treatment.

A Police Officer should strive continually to increase his professional skills. In so doing, the officer should seek to gain ever-greater insight into society and human nature. A Police Officer must execute the laws and regulations of his jurisdiction and obey orders given pursuant to such laws and regulations.

Matters of a confidential nature coming to the attention of a police officer should be kept secret unless the performance of duty requires otherwise.

A Police Officer's conduct as a citizen should be exemplary."

¹ This material is adapted from "Ethics and the Profession" — Patterns of Behaviour", C. Proctor, R.I.P.A. (Qld). 11th Annual Seminar — "Government Service as a Profession", September, 1977.

² "Police in Australia: Development, Functions, Procedures," Kerry L. Milte, Thos. A. Webber, Butterworths, Sydney, 1977 pp 422-423.

³ "Political pressure, integrity, and the Professional Police Administrator," Edward D. Daniel in Police Chief, May, 1977, International Assoc. of Chiefs of Police Inc.

⁴ This material is adapted and expanded from a lecture on "Police Ethics" by (then) Constable P.J. Byrnes B.A., S.T.L. and from a paper "Ethics and the Profession, Patterns of Behaviour" delivered by C. Proctor at the R.I.P.A. (Qld) 11th Annual Seminar, September, 1977.

⁵ This topic, together with many others, is discussed in "Police Ethics", David A. Hansen, Charles C. Thomas, 1973: the implications of the Law Enforcement Code of Ethics are clearly expressed in "You and the Law Enforcement Code of Ethics", Allen P. Bristow, Davis Publishing Coy. Inc., California, 1975 (copyright by Police Research Assoc., Waltheria, California 90505). See also the (U.S.) National Advisory Commission on Criminal Justice, Standards & Goals.

⁶ Page 66 "Corruptive Influence", Murphy, "Local Government Police Management" Ed. Bernard L. Garmire. The International City Management Association, U.S.A., 1977.

⁷ Page 56 "Police in Australia: Development, Functions, Procedures" Kerry L. Milte, Thos. A. Weber, Butterworths, Syd., 1977.

⁸ "Corruptive Influences", Patrick V. Murphy, Part 1 Section 4, p. 86 of "Local Government Police Management," Ed. Bernard L. Garmire, International City Management Association, 1977. For further reading see "The Literature of Police Corruption", Anthony E. Simpson, McGraw-Hill Police Series, McGraw-Hill U.K., 1977.

⁹ Page 94, "An Introduction to Australian Administration," Kenneth Wiltshire, Cassell Aust., 1975. (See also "The Australian Law Reform Commission Report No. 1 "Complaints against Police".)

¹⁰ page 97 "You and the Law Enforcement Code of Ethics", Allen P. Bristow, Davis Publishing Co. Inc., 1975.

CHAPTER III DISCIPLINING OTHERS

The aim of "discipline" training should be to produce a well-trained, efficient and self-reliant Police Officer.

The disciplined officer accepts difficulties, orders, hard work and reprimand as an integral part of the hard practicality of police life and work. He feels less resentment and hostility or is able to deal with it better than does the poorly-disciplined person who is more likely to carry a grudge and sabotage the efforts of the working group, and resist the efforts of his superiors to guide, direct and develop him.

Experienced police administrators know that discipline comes about through a series of "happenings", the taking of an oath and the wearing of a uniform, undertaking certain duties and responsibilities with a clear understanding of well-expressed objectives, with good communication in every aspect of the supervisory and training situation.

All of this enables the person to achieve a form of "self discipline" arising out of the possession of knowledge and skills and promoting confidence and self-reliance.

Since not all officers achieve this desired state, and since those who do are still human and prone to error, breaches of conduct inevitably occur.

It is essential that the breach which is giving concern to the supervisor or manager be discussed at an early stage with the apparent offender, who:—

1. may not have realised that he had committed an offence, being in a state of tiredness, confusion or personal upset;
2. may not have known that the breach was observed or reported;
3. may appear unrepentant and sullen or defiant;
4. must be given a chance to explain.

Breaches are particularly likely to happen when rules and regulations are not clearly set up, clearly displayed and well explained. But even when all this is done, in a busy life it is easy for busy people to forget, or make "honest" mistakes. This fact has to be borne in mind by every superior who deals with a breach of rules or regulations. An experienced and competent police supervisor accustomed to noting and analysing behaviour on the part of any person, externally watchful for infringement of laws and rules and regulations, always bears in mind that not all acts are knowingly done or clearly deliberate; and that this applies to his own staff as well as members of the public.¹

Rules which are written for people to follow need to be brief, clear, concise and not capable of being misunderstood. The language should desirably be very simple and have as few multi-syllable words as possible. If any technical word is used it must be one which is well known to all ranks, or it must carry with it an explanation or definition. It cannot be assumed that any particular word or phrase is known to all ranks until this has been proven by enquiry and investigation.

Competent managers know that rules should not be petty, or be enforced for petty reasons; neglect of minor office procedures for instance should not lead to on-the-spot disciplining of an officer who has come in tired, frustrated and jangled from a difficult and over-long shift of duty.

Disciplining is thus not something which is done mechani-

cally, particularly if it is based on ideas which the supervisor has picked up from his earlier background or from unthinking acquaintances. Best discipline can only be brought into existence as a result of understanding:—

- the purpose of discipline;
- techniques of disciplining;
- one's own role in the disciplinary process;
- human motivation;
- human reactions;

together with:—

1. a clear understanding of the goals of the organisation, preferably stated in the form of written objectives;
2. a clear set of rules and regulations communicated to all in simple understandable form;
3. appropriate training and supervision leading to a clear understanding of these rules and regulations and how they may be obeyed;
4. provision for concerns and dissatisfactions to be identified and voiced or submitted, with ready and effective investigation into these;
5. recognition of effective performance.

To assist in motivating his staff and ensuring a disciplined body of men, the *commissioned officer* ensures that his non-commissioned officers take every opportunity of motivating staff members appropriately and that the four following elements are not overlooked:—

1. Recognising all staff members as individuals, knowing them by name and being courteous towards them regardless of rank; being a good listener whenever this is required; showing awareness of their rights as individual human beings; taking the opportunity wherever possible to talk to junior officers in their own work situation and taking an interest in what they are doing.
2. Giving every man and woman the protection for rights and privileges that they have the right to expect as persons and as police officers. This protection should include being a barrier against any unwarranted pressures from within or from outside the force.
3. Giving credit where credit is due, particularly for work done. Credit should be given not only in the form of praise to a person or his immediate supervisor but also by ensuring that the supervisor also acknowledges the work done by the person. The effect of a compliment is enhanced by paying credit either in writing or in the presence of other persons, particularly the man's supervisor.
4. Insisting on supervisors correcting errors as they occur or as soon as they are found to have been made. This must however involve the proper procedure for such matters — telling the subordinate why it is wrong and what should be done.

The experienced officer knows when it is appropriate to give reproof to or discipline a staff member, and to what degree, in person or through written reprimand. If he is at a high level and wishes disciplinary action to be taken by a lower-level supervisor, he then indicates to that officer what seems to him to be the most appropriate approach, but leaves it to that supervisor to "on the spot" make the decision on which method is most likely to be effective.

CHAPTER IV STRESS IN POLICE LIFE

Disciplining can be achieved by effective persons using appropriate methods of supervision and training. It can be a positive type of disciplining or a "negative" approach which uses threat or punishment. A positive approach is usually to be preferred. However, "negative" discipline may at times be appropriate when used upon persons who are not influenced by other approaches or who are temporarily in a state of mind which makes those other approaches temporarily ineffective. Forceful people can need a forceful approach to bring them to an awareness and acceptance of their deficiencies or misconduct. The experienced and skilled supervisor knows which type of discipline is appropriate to particular persons and circumstances.

Where an outright breach of the law is concerned, the senior person must know the proper steps to take in making a formal complaint or charge, and he must know the rights which the offending person possesses in the matter.

The Disciplinary Interview

This must:—

1. be held away from the sight and hearing of all other persons;
2. take place only when sufficient and correct facts are obtained;
3. be held as soon as possible after the offence or lapse.

The interviewer must:—

1. give every opportunity for the person being interviewed to state his case;
2. adopt a reasonable though official attitude from the start, with as much relaxation and objectivity as possible;
3. make a decision, but a fair and reasonable one, taking a firm stand where this is needed, or giving helpful advice and counsel if that is the requirement.

Whether in disciplinary or counselling interviews or in circumstances of general discussion (particularly when fact finding) the ability to listen and hear what the other person is saying and is trying to say, is essential.

Listening requires many . . . things including:—

- a) to stop talking and provide the speaker with your whole undivided attention;
- b) to put the individual at ease and to show him that you are interested in him and his conversation;
- c) to remove distractions and to be extremely patient;
- d) to be tolerant, even-tempered and avoid argument and criticism at all times;
- e) to put yourself in the other person's position and endeavour to see the ideas and decisions through his eyes and against his particular environmental background if possible;
- f) to know your own bias and prejudice and if possible, to detect it and its causes in others;
- g) to listen with sympathy and understanding and endeavour not to interrupt but if so, then with tact and courtesy;
- h) to observe closely reactions, motions, gestures, tone of voice, inflections of speech, facial expressions and what the person does.

(He may answer questions, ask questions, offer opinions, regard it as important, or otherwise, seem annoyed, agree to help, act emotionally, etc.)

It is equally important to listen, ask and interpret as it is to tell, inform and command. Attentive listening can result in adequate response leading to the effective adjustment of problems. Before deciding if you agree with someone make sure you understand what he is trying to say.²

There is today sufficient evidence from experience and research to show that police work is a "high-stress" occupation, with a high level of human cost for serving officers and their spouses and families, and with inevitable disadvantage to the community as a result.

Recent enquiries held in Victoria, the Northern Territory and Queensland, resulted in pay rises for serving members. While these are no doubt helpful in everyday living, and constitute official recognition of the stress elements in police work and life, they can at best be a compensation but neither cure nor prevention.

The amount of concern felt by authorities about the problem of stress within the police areas was highlighted by the appearance in 1978 of the first issue of a Journal entitled "Police Stress", published by the International Law Enforcement Stress Association,¹ with the Editorial Board headed by, and the first article, "The Stress of Police Work", written by Dr. Hans Selye, long famous internationally for his work on stress.

A significant amount of space in the issues of this Journal is devoted to the stress experienced by women, both as officers in a police service and as wives at home, and also to male spouses.

Through working long hours in difficult circumstances and working hard to maintain his personal and professional 'image', in hardening himself to cope with aggression and alienation and the sights and sounds of brutality, degradation and violence, the police officer finds it increasingly difficult to meet the demands of being son or daughter or husband or wife with appropriate warmth and flexibility.

In the case of the male officer, his wife, unable to enter into his experiences particularly if unable to understand the stresses placed upon him, and his reactions to them, can in time become disinterested or unsympathetic, and she and their children become gradually more distant from him.

Increasingly across the world police forces are providing or moving to provide counselling and other personal help for members and their spouses from police officers, pastoral counsellors, psychologists and psychiatrists and welfare sections, in an effort to reduce the unhappiness and strain involved in such circumstances, and promote more constructive environments and relationships.²

Professor Selye's article begins with the words "It is generally accepted . . . that some occupations are more likely to cause stress-related maladies . . . than others. Police work is one such occupation. Unlike most professions, it ranks as one of the most hazardous, even exceeding the formidable stresses and strains of air traffic control."

An article by M.J. Davidson and A. Veno, 'Police Stress in Australia: a Current Perspective', in *The Australian and New Zealand Journal of Criminology*, September, 1979, indicates the range of research done to date, including research and writing by well-known Australian writers, and considers the matter of police stress in relation to the police role and community relations, and job dissatisfaction and looks at stress indicators.

Two factors emerge as significant:—

1. Despite the amount of work done by researchers and writers to date, there is too little basic practical data on the nature and degree of stress and the particular relationship of stress to police functioning and the impact it has on individual persons and that this is particularly so in Australia.

The authors point out it is critical to determine the sort of steps which can be taken to alleviate police stress and therefore improve the functioning of individual police members, and consequently, to provide for better police-com-

1. See pp. 105-107. "Effective Supervision in the Police Service, R.J. Allen, McGraw-Hill U.K. 1978.

2. From the Officer's Course, Australian Police College Lecture on Communication.

munity relations.

2. There are many overseas reports of collaboration between police and social scientists which suggest that police-community relationships can be essentially improved, and these authors suggest that the time is right in Australia for such interactions to be occurring between these two groups so that the problem can be examined and analysed with a view to reducing the sad human cost involved.

They justify this proposal, which would undoubtedly consume considerable time, effort and money, by stating that "we are talking about families being broken apart through stress; we are talking about suicide at potentially twice the rate of the nearest occupational group; we are talking about a group of people who have to resort to excessive alcohol use to dull the pains of life".

While the more gruesome, worrying and frightening aspects of a police officer's field life can undoubtedly cause stress, particularly upon those officers not adequately equipped to withstand it, there are many other elements of life which can work to his disadvantage.

These are not necessarily all found within traditional reasons, for stress often given in addition to the above e.g. shift-work, long hours, boredom, steady trudging work and extensive work often done with little results, and the disappointments of being unable to bring an offender to justice, or in an offender released by the courts back into the community.

Attention has been drawn of recent years to the likely severe effects of alienation upon an officer and his family, when he is made to feel different or is regarded with antagonism, distrust or hatred by members of the public, often for emotional and irrational reasons, when he becomes the scapegoat for peoples' fears and antagonism towards authority in general. Attention should also be directed towards the eroding effect of having to work with the knowledge of or in association with, other officers he knows to be corrupt or inefficient. In any aspect of life a conflict between the ethical standards and values of the individual person and persons around him, or the organisation with which he is working, can be a continuing source of strain.

Long periods spent in working with a person or persons of difficult or abrasive personality or suffering the repetitive and continuous assaults of an unduly aggressive, uncertain or personally hostile superior, can wear down and blunt the edge of the purpose of even the most determined and dedicated man or woman. Also stressful can be long-term frustration experienced when endeavouring to display initiative, to persuade authority to accept one's suitability for a chosen speciality; the effort of attempting to gain recognition for work done and success displayed. Getting acceptance as a person whose outlook, interests, and ambition may be larger and more promising than 'stock size' can lead to resentment and opposition from less enthusiastic, less insightful and able or less ambitious persons.

Even the strongest persons depend upon the support of others and of circumstances to enable them to perform to their best level continuously through time; loss of support of persons and circumstances can in time weaken confidence and the energetic pursuit of professional and personal goals. Frequent movement from area to area, particularly with a sequence of 'unsupportive' people and environment, particularly likely to be experienced in States of vast size or in regions which are 'depressed' socio-economically or threatened by racial or other social tensions, can impair the happiness of the family and dim the enthusiasm of the officer.

As has been pointed out in an earlier article in this series ("Professionalism and Ethics", Chapter II), conflict is an ever-present part of police life to a far greater extent than in most peoples' existence, and the policeman is required to demonstrate moral courage to a high level in supporting the law, even

at times against the trend of his own personal beliefs, as can occur in the case of street demonstrations and victimless crimes.

In a comprehensive book on decision-making based on a study of stress and written by two professors of psychology, an American and an Australian, the comment is made about conflict that:—

"The symptoms of stress that are often observed at the time of making a difficult decision include feelings of apprehensiveness, a desire to escape from the distressing choice dilemma, and self-blame for having allowed oneself to get into a predicament where one is forced to choose between unsatisfactory alternatives."³

Difficulties have increased during recent years with society in a state of transition and change, where conservative law-abiding people within the community look to the police for protection from and to control social upheaval.

Other elements to be considered relate to *recruitment* and *promotion*. Has Officer A. become alcoholic through unfortunate pressures placed upon him in the course of his duties, or because he has been wrongly placed vocationally? Would he have become alcoholic in any case, whatever the job he had taken in the community? Police work in these circumstances may be wrongly blamed as the basic cause of the person's condition. In any walk of life inappropriate vocational placement is a ready source of stress; performance is likely to be poor or less than desirable, health may be impaired, and the person may suffer in self-esteem and in the eyes of others. This would appear to apply with even greater force in circumstances involving considerable responsibility, in being very much in the social and legal firing-line in 'police work'.

Too low standards of recruitment, inadequate induction and insufficient training can increase, for both person and organisation, stresses which otherwise may not be significant and are essential and primary areas for investigation in any attempt at stress reduction. (The place of intelligence, motivation, ability and personal and group development has been explored in previous articles in this series).

As far as promotion is concerned a quote from a U.K. policeman author is appropriate:—

"A common source of individual stress occurs when someone who has the wrong set of personal traits is promoted".⁴

Experience shows that resultant stress is not confined to the individual person, that resultant pressures are generated by that person's insecurities, by vacillating or aggressive compensating behaviour, by his or her faulty or inadequate decision making, and inability to set an example for junior persons to follow.

Stress in Relation to the Person

Care has to be taken in data gathering and interpretation; an executive in business who spends significant amounts of his time in over-long lunch hours and talking in offices and corridors is no more convincing when talking about how work adversely affects his home life than a police officer spending long periods at the local pub and complaining that shift work keeps him away from his family. The man who spends his time at home but who does not seek help from services available in Department or community to prevent himself from being unduly preoccupied, tense, irritable and unco-operative, is distorting the picture to some degree when he claims that police pressures are affecting his family life.

It would be misleading to make a blanket assertion that police work and life was unduly stressful for all policemen, and at all times. Compensating satisfactions may help to prevent a person from being seriously affected by the pressures of his job:—

- consciousness of holding authority;
- the feeling of being in the 'front line';

- being a responsible person in the community; and
- being in the public eye.

Certain elements in police work which may be stressful for many may be in fact supportive for others.

Other compensating factors may be:—

- a supportive wife and family and happy family environment;
- a supportive work group and work mates;
- an essential liking for and a desire to be involved in police work; and
- the occasional achievement, the frequent helping act.

Whether stress affects a person or not therefore depends upon that person as much as it does upon the pressures placed upon him. Whether stress is harmful to a person tends to depend on:—

- the type and degree of pressures placed upon him or her, i.e. are they harmful to *this* person;
- the amount of pressure involved;
- the person's equipment in the sense of physical fitness and mental health, and appropriate attitude toward life and its difficulties; and
- the compensations or 'balancing out satisfactions' (as above).

Research of methodical and detailed nature and extensive degree is required to identify those stresses which tend in general to be disadvantageous to the human being, those elements within a person which are likely to respond readily to or yield under the weight of pressure, to the person's disadvantage.

Since research indicates that effective recruitment by itself is not enough,⁵ the question of *training* persons to cope with heavy, repetitive or mounting stress needs earnest consideration.

In addition to that training which communicates knowledge and develop skills, persons facing stress can be helped to develop appropriate attitudes and techniques to lessen or keep to a minimum likelihood of their being adversely affected by the pressures which they experience.

Awareness training for police officers on the topic of stress would focus on the nature and degree of stress likely to be experienced, the effects stress can have upon the human person, and ways of meeting the problem and functioning as effectively as possible with minimum impairment to health and efficiency.

"Training in stress awareness assists students in realizing that before a person can solve a problem, the person must recognize that there is a problem. Therefore trainees are familiarised with the various sources of stress as well as the numerous results of stress."⁶

This is one of the areas in which social scientists can be employed to be of significant assistance to the police services, in addition to medical support. Since the 'problem' is in fact not a problem only for policemen and policewomen and their families and for Departments, but is also a matter of concern for the total community, it seems logical and constructive to make use of 'civilian' skills and knowledge in the service of police work. There is a noticeable reluctance in Australian police ranks to allow civilian 'experts' to assist in police work. This seems to be based on a misunderstanding that such people will be or will presume to be doing 'police work'.

This attitude ignores the fact that such persons are not equipped to do police work, and are not seeking to do so, but have knowledge and techniques likely to be of assistance in areas not only of forensic and general science, but also of recruitment, training, counselling, public relations and improved personal and organisational performance. Many police officers have to forego the luxury of feeling that they may lose face or the privilege of being the only people who should be involved in or concerned with police work, if such a state of affairs is brought into being. The urgency of increasing world-wide

social pressures with rising incidence of crime and violence leaves no room for parochialism or professional insularity.

The four goals for research and training set for a combined enterprise in Michigan were:—

1. A means by which police officers could learn to recognise and understand their own tensions and predict subsequent personal reactions.
2. A learning experience that would improve a command officer's ability to recognise dangerously high tension levels in subordinates and develop his skill with practical means of lowering such tension levels.
3. Consistent with number two provide instructional material that would assist police officers to recognise dangerously high tension levels in antagonist groups.
4. Provide basic skills for intervening in confrontational situations as a police professional."⁷

Departmental Responsibility

There is a strong responsibility on the shoulders of administrators in their policy making and in carrying policy decisions into action, and of managers in everyday direction and control of others to ensure that, as far as humanly possible, those persons are built up to cope with pressures, and pressures are kept relevant to the person's competence to bear them.

The health of a police officer is more likely to remain at a high level if he belongs to an organisation which gives him personal and professional support through a high level of 'morale' because it stands well in the eyes of the public, and if he is given worthwhile activity. Positive and knowledgeable leadership can make a significant contribution to personal well-being; inflexible insensitive administration, management and supervision can be destructive. Supervisors in particular are placed in a situation where they have responsibility for monitoring the progress of the officers for whom they are responsible, noting those danger signs which indicate that assistance is needed, be it change or modification of tasks, quiet supportive enquiry and assistance, or referral to health or counselling authorities:—

"Police officers, like all human beings, have both physiological and psychological limitations. Officers must be educated to understand that they are not supermen and should not regard themselves as such lest their expectations exceed their abilities. The organisation must create a climate and mood where officers will not be ashamed or afraid to seek professional help when psychological distress occurs anymore than they would hesitate to seek help when physical injury or disease strikes.

The psychological problems of police officers are a management problem as well as a serious personal problem for the officer who is affected. A more concerted effort is needed to identify, assist, and support the officer in need of professional psychological assistance. This is a responsibility that can no longer be ignored. Management must strive to improve psychological services to police officers in all departments through better communication, better education and a more enlightened attitude toward the officer experiencing severe emotional trauma."⁹

In Police Stress Vol.No.3 1979 an article by B. Swanton, the Senior Research Engineer of the Australian Institute of Criminology argues that police health and safety maintenance programs are desirable on economic grounds, and states that such programs are subject to two basic administrative considerations — accorded high priority and made the responsibility of the senior administrator, and the need for performance objectives to be stated and evaluation measures be specified.

A proper balance of time, effort and attention paid to both personal life and work life will help to keep an officer in the healthy zone. Unfortunately because of work demands this is often difficult for administrators to provide. Managers and

supervisors should however be ready to pass on guidance in health practices; this may form part of counselling. Since policemen and policewomen struggle continually against the worst elements of life all possible support needs to be given them to survive, to perform effectively and to remain healthy. As far back as 1972 a very senior police authority was writing:—

“Since there is an inherent conflict between the emergent personality need of the police officer and his role requirements, and since there are many other sources of conflict, confusion and stress related to the performance of the police role, and since the effects of these stress producing conditions may be cumulative, I submit that there is a necessity for police officers to have the services of a qualified counsellor readily accessible throughout their careers . . .

Police officers should be helped to attain a stage of personal and social development where they can look honestly at themselves. There is a need for a greater measure of self-acceptance of one's own capacities, motivations, and attitudes. A level of reasonable harmony should exist between a man's social and vocational environment. Also, there should be a capacity to include a greater proportion of experience as part of the self. In the case of this goal I think of the richness of the police experience and the potential this experience has in creating an expansive sense of self. And lastly, to the point of the whole discussion, the police officer should be helped to cope with the extreme and varied forms of stress which originate within his working environment.”¹⁰

Personal Responsibility

Professor Selye is of the opinion that:—

“Every policeman must learn to measure the stress level at which he can function best and then not go either above or below that. By careful self observation, he can gradually develop an instinctive feeling that tells him when he is running above or below the stress level that corresponds to his own nature. In practice, no refined chemical tests or monitors can do more for him.

It is important, indeed it is vital, for policemen to learn how to handle their emotional tensions — to know and accept their physical and emotional limitations. All this is easier said than done. But understanding is the first step.”¹¹

He goes on to say that as they reach better understanding of the common emotional and physical stresses and are able to recognise them instead of trying to ignore them, they will begin to see a reduction in those illnesses that “strike out at them through their own inner conflicts”.

In the broader sense also a great deal of responsibility for good or bad health is in the person's own hands. Since stress and lifestyle are very closely related, if a person eats, drinks and smokes too much and begins too many mornings suffering from excesses of the previous day or evening, he must expect a decline both in his competence and in the regard in which people hold him. A police officer cannot afford to accept too extensively and without question the standards set up by people around him for being “a good bloke” and a “real man”, his intake of liquor and other personal indulgences may need to be controlled, measured against a practical assessment made of what is good sense in the light of how he is placed in his job and in the community around him.

If an officer had dependents, he is under an obligation to give due attention to them; to give all his energy and attention to his job (except in emergency circumstances) is unwise and deprives them of this attention, which in turn is vital for their happiness and well-being.

In the person's own functioning in relationship to the pressures placed upon him and the circumstances in which he operates, relevant elements appear to be:—

- the personality and stability of the person;
- the nature of the stress to which he is exposed;
- the degree to which he is exposed; and
- the frequency of stress to which he is exposed.

A person who has not been fortunate in building up a sound personality and who has unsuspected flaws therein and who is exposed to what is for him worrying stress, and where that stress is severe and frequent will almost certainly be damaged in health and his performance impaired.

On the other hand a person who is fortunate in having a sound foundation in personality, and who thus can cope with undue pressure, or who through training has learnt techniques enabling him to cope, can withstand considerable stress over a period of time without this handicapping health or performance.

In learning to cope with the harmful effects of undue stress the initial process is one of becoming aware of or being led to the awareness of the existence of a personal difficulty or handicap, and recognising this, and its implications in the person's life. The second phase is where the person grapples with the emotional upsets involved in accepting the situation, and with feelings of loss of self-esteem and develops a willingness to “do something about it”.

The difficulties involved in proceeding through these phases are highlighted by the painful fact that even today despite widespread information promoted by medical authorities on the necessity for early treatment for cancer and heart attacks, many people can be found reluctant to report “early warning symptoms” and obtain help. This tendency is frequently more obvious in regard to a personal problem or behaviour difficulty, where the person affected, despite the suffering involved and the effect on other people can nonetheless be reluctant to have the situation brought to his or her attention and be defensively aggressive in denial or rejection of any suggestion of there being anything wrong.

The third phase in coping with stress is one of action where a program, with appropriate professional help, is mounted and is pursued with persistence.

Techniques employed for the relief of stress external to formal medical treatment can be relaxation techniques, allied where appropriate to hypnosis, a planned program of recreational activities, the use of encounter groups for self-awareness and self-discovery, yoga, transcendental meditation, biofeedback, or the use of prayer and spiritual life and exercises.

One of the important learnings undergone by a person facing the need to deal with stress which is threatening to overwhelm him or her, or is in fact so doing, is to learn a set of indicators e.g. ‘symptoms’ which indicate that a healthy level of tension sufficient to stimulate but not to harm the person has been passed and that there is undue pressure being placed upon the person. These indicators are a warning that a more relaxed approach to work and life needs to be adopted and that ‘anti-stress’ techniques need to be put into operation. These signs can include outright medical illness, a facial ‘tic’ or twitching, a tendency to undue irritability or a compulsion to excessive eating, drinking or indulgence in sexual satisfactions, or undue preoccupation with an absorbing interest, with insufficient attention being paid to recreation, friends or family.

There are circumstances where relaxation techniques alone may be insufficient to help and the person may need to consult a psychologist or psychiatrist to help examine the influences of the past to see the part played by them in present performance, to develop awareness of causes of anxieties, hostility or depression, and develop attitudes and techniques helpful in leading a more effective and less stressful existence.¹²

In summary the answers to undue stress in police life may

be due in major degree in a wide range of factors from improved accommodation, facilities, equipment, and support services in general, constructive and determined efforts to increased levels of recruitment and training and to improved relationships between police and the community, to provision of welfare and counselling services, and of training in awareness of the nature of stress, the types of pressures which are placed upon people engaged in police work, and in understanding ways of coping with stress with minimum disadvantage to the person and impairment to his personal and family relationships, with real support from administration and community.

FOOTNOTE

In addition to publishing 'Police Stress', described as "a magazine dedicated to law enforcement officers throughout the world", the objectives of the International Law Enforcement Association are:—

- To unite in a common cause all parties concerned with the problem of law enforcement stress.
- To offer a variety of training programs and educational experiences related to countering the hazard of law enforcement stress.
- To complement professional training in the area of police stress.
- To endeavour to establish working programs throughout all countries, thereby improving services offered to law enforcement officers and the communities they serve.
- To promote friendship and brotherhood between all those interested in offering their services to counter the problem of police stress.
- To co-ordinate and exchange new counselling techniques and treatment modalities used in the diagnosis and treatment of stress.
- To obtain a broader understanding of all stress, its origin and its effects.
- To identify alternatives for stress reduction.
- To assist law enforcement agencies in establishing stress programs.
- To improve the image of the law enforcement officer through stress awareness seminars.

Details of activities of persons and groups in relationship to health and stress in Australia and New Zealand are given in "Down-under", in 'Police Stress', Vol.1 No.3 1979.

To be continued

1. Published quarterly by Gibson Graphics, Inc. Bedford Massachusetts. E.g. see "A Training Program for the Police Officer's Spouse", "Police Stress," Vol.1 No.3: For women in the Police Force, Vol.1 No.4 1980.
2. 'Decision-Making' Irving L. Jarvis and Leon Mann, The Free Press (Macmillan), 1977, p.47.
3. P.86 'Police Management Handbook', R.S. Bunyard, McGraw Hill Book Co. (U.K.) Ltd. 1979.
4. Davidson and Veno state that "... even with American stringent psychological police selection, Stern (1962) reported a high rate of ulcers and heart attacks among American police.
5. "Stress Training for Federal Police", Wm. Horn in "Police Stress", Vol.1 No.1 1978.
6. The Police Year Book 1973, "Police Officer's Stress Research", p.183; International Association of Chiefs of Police.
7. See "Improving Psychological Services to Police Officers: a Management Problem". Caretti and Green, in "Police Stress" Vol. No.1 1978, and "Psychological Services for Police", John C. Stratton, Journal of Police Science and Administration, March, 1980.
8. "Improving Psychological Services to Police Officers: a Management Problem"; Caretti and Green, 'Police Stress', Vol.1 No.1 1978.
9. From 'Remarks by James W. Sterling on 'Functions of Police in Modern Society'; from the Year Book U.S.A. 1973, International Association of Chiefs of Police.
10. From 'The Stress of Police Work' by Hans Selye, 'Police Stress', Vol.1 No.1 1978.
11. 'Overcoming Anxiety: Relaxation is not Enough', R.M. Spillane, 'Human Resource Management Australia', August 1978, Journal of the Institute of Personnel Management Aust.



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