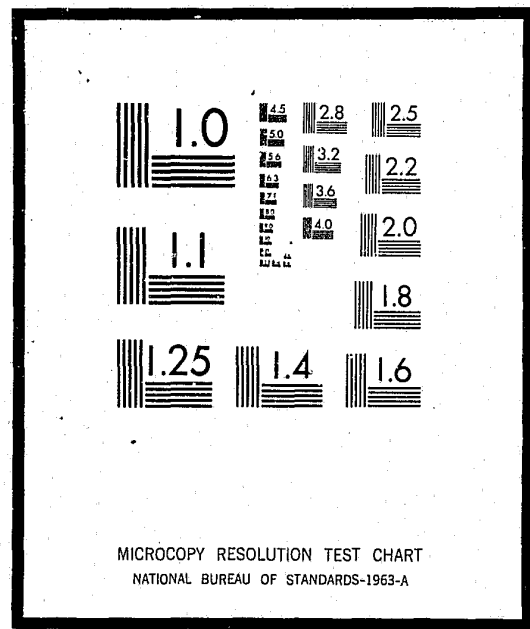


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Selection and Training Inventory for law enforcement agencies.

North Central Texas Council of Governments

Selection and Training Inventory for law enforcement agencies.

Instruction Booklet

Introduction

The Selection and Training Inventory for Law Enforcement Agencies is intended to assist in the selection and training of law enforcement personnel. The test, which may be administered, scored, and interpreted by any chief of police or personnel director, is designed to indicate positive qualities and not to diagnose abnormalities.

Test scores are not to be understood as singularly conclusive. When accompanied with interviews and background investigations, the test is useful as a device to show how the applicant measures against a department profile. Certain desirable attitudinal stances determined by the individual administering the test can be discovered.

Part I of the test suggests factors in the decision making processes of the applicant. A score based on appropriate decisions will rank the applicant against a high professional consensus. Part I also suggests "pro-Police" and "anti-Police" attitudes.

Part II measures six attitudinal factors essential to efficiency in law enforcement. The factors are designated as follows:

Factor A - Composure - How one views himself in an unusual situation.

Factor B - Acceptance/Rejection - Tolerance for "harmless" deviants.

Factor C - Self-Confidence - Willingness to act on one's own.

Factor D - Person Preference - Placing priorities on humanistic values.

Factor E - Optimism - A basic trust in the system to insure democratic ends.

Factor F - Impartiality - Treats all people alike within the framework of the law.

General Considerations

The test may be given either individually or to a group. It is suggested that you read the Test Booklet and Answer Sheet to familiarize yourself with the nature of the test questions and instructions prior to administering the test.

Each person taking the test should be provided with the following:

- 1 Test Booklet
- 1 Answer Sheet
- 1 Ordinary lead pencil with eraser

From this point on, certain parts of the instructions are printed in THIS DIFFERENT TYPE FACE and preceded by SAY. If you are administering the test to a group, these parts should be read to the group. If only one person is taking the test, you may also read these parts to that person or simply read these portions beforehand and use them informally as a guide.

Instructions for Administration

SAY: BEFORE LOOKING AT THE TEST BOOKLET, FILL IN THE IDENTIFYING DATA REQUESTED ON THE FRONT OF THE ANSWER SHEET. FILL IN ALL THE INFORMATION: YOUR NAME, DATE OF BIRTH, SOCIAL SECURITY NUMBER, AND THE NAME OF THE DEPARTMENT ADMINISTERING THE TEST.

When this has been completed,

SAY: NOW OPEN THE TEST BOOKLET AND READ SILENTLY THE INSTRUCTIONS ON THE FIRST TWO PAGES. DO NOT TURN TO THE QUESTIONS ON PAGE 3 UNTIL I TELL YOU TO DO SO.

You should also read the instructions if you have not already done so. When the instructions have been read,

SAY: YOU WILL HAVE 30 MINUTES TO COMPLETE BOTH PART I AND PART II OF THIS TEST. DO NOT STOP AFTER COMPLETING PART I. CONTINUE ON AND COMPLETE PART II. IF YOU FINISH BEFORE TIME IS CALLED, CHECK ALL OF YOUR WORK CAREFULLY. ARE THERE ANY QUESTIONS?

Answer any questions, then

SAY: ARE YOU READY TO BEGIN? NOW TURN THE PAGE AND BEGIN.

It is advisable to announce to the individual or group the amount of time remaining at five or ten minute

intervals during the test. When 30 minutes have elapsed,

SAY: STOP. CLOSE YOUR BOOKLETS. INSPECT YOUR ANSWER SHEET. BE SURE YOUR NAME IS ON THE SHEET AND THAT YOUR ANSWERS ARE LEGIBLE. IF YOU CHANGED ANSWERS, BE SURE THAT YOU HAVE COMPLETELY ERASED THE OLD ONES.

Allow sufficient time for this, then

SAY: PLACE YOUR COMPLETED ANSWER SHEET INSIDE YOUR TEST BOOKLET.

If you are administering the test to a group, it is advisable to count the Test Booklets to be sure that all have been returned.

Scoring

General Considerations

The test can be easily scored and interpreted by following the steps listed below. To score each test you will need the following:

- Completed Answer Sheet
- (1) Part I Scoring Card
- (6) Part II Scoring Cards (Factors A-F)
- (1) Profile Sheet

Instructions for Scoring Part I

Step 1. Turn to the Answer Sheet, Part I Answers, and count the number of times that the respondent has marked a response "BE" or "EB" and place the total in Box 1 of Part I located at the upper part of the Profile Sheet.

Step 2. Count the total number of times the respondent has marked a response "EW" or "WE." Place this total number in Box 2 of Part I on the Profile Sheet.

Step 3. Place the Part I Scoring Card over the Part I answers on the Answer Sheet so that the corners of the border on the Answer Sheet are aligned with the corner holes on the Scoring Card. The word "Responses" should be visible if it is properly positioned. The printed side of the Scoring Card should be facing you. To the right of each opening on this card is the letter "B" or "W." Each time a letter on the Answer Sheet

matches a letter next to it on the Scoring Card, count it as one (1). (Consider a "BE" or "EB" response as "B." Consider an "EW" or "WE" response as "W.")

Total the number of all matching responses. Place the total number of matching responses in Box 3 of Part I on the Profile Sheet. You are now through with the Part I Scoring Card.

Instructions for Scoring Part II

Step 1. Turn the Answer Sheet over for Part II Answers. Place the Part II Factor A Scoring Card over the Part II answers so that the corners of the border on the Answer Sheet are aligned with the corner holes on the Scoring Card.

Step 2. To the immediate right of each opening on this Scoring Card is a number, one (1) through four (4). When a darkened response appears in an opening on the Scoring Card, count the number beside the opening on the Scoring Card. For example, if a "2" appears next to a darkened response, count the answer "2," etc.

Step 3. Add these numbers and place the total in Box A of Part II on the Profile Sheet. You have now finished using the Part II Factor A Scoring Card.

Step 4. Using the Part II Factor Scoring Cards marked "B," "C," "D," "E," and "F," repeat Steps 1, 2, and 3 for each factor. When you have finished, the boxes under Part I and Part II of the Profile Sheet should have nine total scores entered (three in Part I and six in Part II). You have now finished using all of the Part II Factor Scoring Cards.

Step 5. On the Profile Sheet, circle the number appearing in Row 1 which corresponds to the total number entered in Box 1 of Part I. Repeat this procedure for the remaining boxes. When completed, you should have one number circled in each of the nine rows. Connect in sequence (Rows 1-9) all numbers by drawing a line beginning with the circled number in Row 1.

Interpretation

General Considerations

The Profile Sheet is designed to indicate where respondents fall in relationship to the population from which the norms were established. The shaded area of the Profile Sheet shows the average (modal) responses.

Scores within the shaded area are acceptable. Generally speaking, scores above the shaded area are preferable and scores far below the shaded area are undesirable. However, in some instances, scores that are very high are incompatible with the expected role of the police officer. Scores close to but still below the shaded area are not of a significant dimension.

A low score on any single factor should not be interpreted to disqualify an applicant, but should instead point up areas that need to be given special attention in training programs. It is important to remember that no single score in the test is singularly conclusive and that attention should be focused on the total profile of the respondent. Further, in most instances there are no right answers. It is combinations of answers that are significant.

Interpreting Part I

Column 1

Score: 12 or above

A respondent who scores 12 or above is unrealistically pro-police. To him the police can do no wrong. "The police do not make mistakes." This respondent is not likely to critically evaluate either personal or departmental weaknesses since they do not exist.

Score: 7 - 11

Scores between 7 and 11 are indicative of respondents who have an "in-group loyalty" and at the same time recognize that there is room for improvement. Respondents within the shaded area are amenable to constructive criticism and will be more likely to learn from new experiences rather than reinforce obsolete behavior patterns.

Score: 6 or below

Scores of 6 or below do not mean one is anti-police. They mean that the respondent sees more need for professionalism and education for those in law enforcement careers.

Column 2

Score: 5 or above

Scores of 5 or above in Column 2 indicate hostility toward the law enforcement profession. Persons scoring above the shaded area should be interviewed in depth as to why they are interested in pursuing a career in law enforcement. The higher one scores, the more anti-police the respondent is in his attitude.

Score: 2 - 4

Scores of 2, 3, or 4 indicate that the respondent sees some specific weaknesses in the criminal justice system but is not necessarily hostile to the system itself.

Score: 1 or below

Scores of 1 or 0 have no significance.

Column 3

Column 3 represents the degree to which a respondent agrees with professional opinion as to what should be done in specific situations. Though there are no absolutely right answers, there is a very high degree of consensus among professionals in law enforcement regarding preferable responses.

Interpreting Part II

Factor A

"Composure" as defined in Factor A has to do with the way in which the respondent sees himself in a situation of diversity. Factor A has little to do, as such, with behavior under stress. It should not be assumed that one's self-image is necessarily predictive of behavior in situations of stress. Self-images may be faulty. Extensive research, however, has suggested that a positive self-image is characteristic of the healthy personality.

Score: 15 or above

Scores of 15 or above suggest a very positive self-image. The respondent sees himself as being calm, deliberative, analytical, and rational in problem solving. This individual may be a bit unrealistic about himself.

Score: 13 - 14

Scores of 13 and 14 suggest a healthy self-image and a realistic awareness of the possibility of improvement.

Score: 9 - 12

Scores from 9 through 12 (the shaded area) suggest an acceptable self-image with a recognition of one's limitations but not to the point of exaggerating them. Any score above 9 indicates that the respondent is curious and is not likely to be threatened by superficial differences between himself and other people where customs, dress, and language differ from his own.

Score: 6 - 8

Scores of 6, 7, and 8 suggest feelings of self-conscious inadequacy and an uncomfortable awareness of the differences. These respondents are prone to feel conspicuous in socially abnormal situations.

Score: 5 or below

Scores of 5 or below suggest the respondent has strong feelings of inadequacy about himself and is uncomfortable in many situations. Low scores should not be interpreted to mean that the respondent is impulsive or irrational in situations of diversity.

Factor B

Factor B is an acceptance-rejection continuum. It involves judgments about particular kinds of people and symbols. "Acceptance" does not imply any particular social affinity for but rather a toleration of harmless deviations. Factor B does not specifically apply to racial minority groups but is directed essentially toward homosexuals, hippies, youth, the poor, the chronic alcoholic, and the symbols associated with these groups.

Score: 19 or above

Scores of 19 or above suggest strong humanitarian inclinations, a tendency for the respondent to identify with the social reject, such as

hippies, the poor, the chronic drunk, and long-haired youth and homosexuals.

Score: 16 - 18

Scores of 16, 17, and 18 usually indicate respondents similar to those scoring above 18 but homosexuals are excluded from their list. Respondents scoring above 16 are not typical of police and would not be as likely to exercise firmness in dealing with offenders of the above types.

Score: 13 - 15

Scores of 13, 14, and 15 suggest a general acceptance of people but the toleration limit is narrower than for those scoring higher, even though there is an openness toward social change.

Score: 9 - 12

Scores in the shaded area (9 through 12) suggest a general agreement with socially accepted standards and rather strong feelings toward those who deviate.

Score: 5 - 8

Scores of 5 through 8 suggest overt hostility toward persons who are different. Respondents in this bracket insist that normal people are like themselves.

Score: 4 or below

Scores of 4 or below suggest an unnecessarily high rejection rate.

Factor C

Factor C is labeled "self-confidence" and is defined as assurance in one's ability to perform acceptably, to take initiative, and a willingness to make decisions on one's own.

Score: 24 - 25

Scores of 24 or 25 suggest a respondent who is reluctant to seek assistance when it is needed. He is independent and is probably precocious.

Score: 22 - 23

Scores of 22 and 23 suggest a high degree of self-confidence but a recognition that at times help may be needed. This respondent is likely to seek help at those times.

Score: 16 - 21

Scores in the shaded area (16 through 21) suggest a healthy self-confidence. The higher one's score is, the greater is the respondent's willingness to assume responsibility in decision-making.

Score: 11 - 15

Scores from 11 through 15 suggest that the respondent will be more dependent on institutional policy and advisement from superiors. Among younger applicants this may well be a desired trait.

Score: 10 or below

Scores of 10 or below suggest a lack of self-confidence and the inability of the respondent to assume a decision-making role.

Factor D

Factor D is labeled "person preference," designed as giving a high priority to humanistic values. The individual is held in high regard and is seen as more important than ideologies, institutions, and things. Human rights take precedence over property rights. Factor D involves qualities of initiative and cooperation in humanitarian causes but is not sentimentalism as such.

Score: 13 or above

Scores of 13 or above suggest that the respondent is sympathetic to the civil rights movement. He understands minority problems (black in particular) and has much social concern. He is likely to be more than passively sympathetic toward persons suffering social injustices.

Score: 10 - 12

Scores of 10, 11, and 12 suggest a preference

for persons above things but not to the point of national subordination. Minority group people are respected and appreciated as human beings.

Score: 6 - 9

Scores of 6 through 9 suggest that respondents are sympathetic to minority people but with some reservations.

Score: 4 - 5

Scores of 4 and 5 suggest a preference for the continuation of the status quo. Respondents in this bracket do not like or support social change and generally adhere to a form of the nineteenth century American work ethic suggesting that peoples' conditions are their own faults.

Score: 3 or below

Scores of 3 or below have no special significance and should not be understood as suggesting that the respondent is necessarily hostile or prejudiced toward blacks and other minority groups.

Factor E

Factor E may be thought of as democratic optimism. It involves the respondent's attitude toward the ideas of American democracy in particular as they apply to all citizens.

Score: 11 or above

Scores of 11 or above suggest a high degree of faith in American democracy as an effective system for implementing justice. Democracy is seen as a humanistic institutional arrangement which will only work when men make it work. Divine intervention is not expected to solve human problems.

Score: 9 - 10

Scores of 9 and 10 suggest that the respondent has less faith in the ability of man to solve the problems of democracy but neither does he expect God to intervene. Respondents in this bracket have considerable respect for and trust in the American political system.

Score: 5 - 8

Scores of 5 through 8 suggest that the respondent holds the American system in respect but interprets the system in terms of a pre-World War II society. The respondent in this bracket dislikes some of the trends in national political life. Supreme Court decisions, the civil rights movement, and the virtual elimination of capital punishment are likely to be ominous signs to the respondent in the shaded area.

Score: 4 or below

Scores of 4 or below suggest that the respondent is a religiously conservative person who sees the problems of democracy as solvable if people would "return to God." It should be pointed out that those scoring low in Factor E are not anti-democratic in the sense of having an allegiance to an alternative system such as communism or fascism. Those scoring low are probably more dedicated to maintaining national sovereignty and the old time virtues. The need of low respondents is for an understanding of the reasons behind the changes that have transpired in America in the past quarter of a century and a thorough study of the Declaration of Independence and the United States Constitution. This area probably represents one of the greatest weaknesses within the total program of American public education and law enforcement education programs.

Factor F

Factor F measures impartiality in the enforcement of law and a concern for justice for persons often excluded from due process. Leaders are to be respected, laws are to be followed, and rewards come to the obedient.

Score: 12 or above

Scores of 12 or above suggest that respondents hold to the idea that the law should be applied without discrimination. The city councilman's wife should be given a ticket for a violation. Many respondents in this group think that laws should be changed in keeping with the times but the existing law, if enforced, should be enforced across the board.

Score: 9 - 11

Scores of 9 through 11 suggest that the respondent would probably enforce the law unilaterally but respondents in this group usually manifest more hostility toward laws with which they do not agree. In these cases they would probably demonstrate laxity in enforcement toward everybody.

Score: 5 - 8

Scores of 5 through 8 suggest an impartial administration of law as it was. New laws reflecting social change are somewhat resented but such laws usually involve civil rather than criminal cases and the police have relatively little to do with their enforcement. However, the general attitude of this respondent is that people who do not like the present situation should not create problems for those who do.

Score: 4 or below

Scores of 4 or below have little significance other than scores in the next higher category since there is such a wide variety of combinations which the scores can represent.

The preparation of this material was financially aided in part through a grant from the Criminal Justice Division, Office of the Governor, State of Texas.

Selection and Training Inventory for law enforcement agencies.

Test Booklet

The Selection and Training Inventory for Law Enforcement Agencies is designed to identify personal qualities that contribute to effective law enforcement.

The Inventory is useful for screening and selecting law enforcement applicants. It can be used to determine areas in which officers can most profit from additional training. It can also be used to evaluate personnel for promotions or special positions within a department.

Read all of the instructions carefully and follow them exactly. Your ability to follow instructions is an important factor in effective law enforcement.

Do not write on this test booklet. Answer all questions on the answer sheet.

Instructions

In PART I eighteen situations involving a police officer are described. Following each situation are five suggested officer responses. Read each situation carefully. Do not alter the wording of any statement.

Using the spaces provided for PART I answers on the Answer Sheet, place a "B" after the officer response which you consider the best of the five. Place an "E" after the response you would expect an officer to make. Place a "W" after the worst of the five responses.

An illustrative situation is presented below.

Example A

Situation: An officer has just arrived at the scene of a minor automobile collision when an elderly lady approaches him and requests directions to a store that is unfamiliar to him.

Officer Responses To Situation.

1. Apologize and explain that you are not familiar with the store's location.
2. Explain that you are busy and cannot be bothered.
3. Suggest that she ask a passerby for directions.
4. Stop a passerby and ask for her.
5. Explain that you are not familiar with the store's location and suggest that she refer to a directory in a nearby phone booth.

Situation		Officer Responses
A	1 E	2 W 3 4 5 B

If, for example, you feel that the officer response #5 "Explain that you are not familiar with the store's location and suggest that she refer to a directory in a nearby phone booth" is the best of the five responses, you would place a "B" in space #5 as indicated above. If you feel that response #1 "Apologize and explain that you are not familiar with the store's location" is the response you would expect an officer to make, you would place an "E" in space #1. Similarly, you would place a "W" in space #2 if you feel that response #2 "Explain that you are busy and cannot be bothered" is the worst of the five responses. You should have one "B," one "E," and one "W" officer response for each situation.

You may place a "B" and "E" or "E" and "W" after a response if you feel that a particular response is

both the best and the expected or the worst and expected. The following is provided to illustrate this method of answering.

Example B

Situation: An officer clocks an automobile going 45 m.p.h. in a 30 m.p.h. zone. He can see that the driver is a young woman.

Officer Responses to Situation

1. Stop the automobile, inform her of the violation, and issue a citation.
2. Do nothing.
3. Stop the automobile, shout at her, and escort her to the station.
4. Stop the automobile and issue a warning ticket.
5. Stop the automobile, lecture her at length, then let her go.

Situation		Officer Responses
B	1 BE	2 3 W 4 5

If in this situation you feel that response #1, "Stop the automobile, inform her of the violation, and issue a citation" is both the best and the expected officer response, you would place a "BE" in space #1 as has been done above. A "W" would be placed in space #3 if you feel that response #3 "Stop the automobile, shout at her, and escort her to the station" is the worst of the five responses.

If, instead, you feel that response #3 is the worst response and the expected, you would place a "WE" in space #3. You would then complete answering the situation by selecting a "B" or best response and entering it in the proper answer space.

When you have finished all eighteen PART I situations, you should have recorded eighteen "B's," eighteen "E's," and eighteen "W's."

If you are presently employed as a police officer, you should not consider departmental policy in answering these questions.

PART II INSTRUCTIONS

PART II of this test consists of 68 statements. Listed on the PART II portion of the Answer Sheet are 68 numbers corresponding to the statements in PART II of the test booklet. Next to each number are six columns labeled

to indicate degree of agreement. Fill in the space beneath the column which best indicates your level of agreement with the statement.

Two examples of PART II statements and answers are presented below.

Example A

Statement: A police officer's job is hazardous.

Answer:

Strongly		Slightly	Slightly		Strongly
Agree	Agree	Agree	Disagree	Disagree	Disagree
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you strongly agree with the statement "A police officer's job is hazardous," you would fill in the space in the row beneath the response "Strongly Agree" as has been done above. If you feel differently about the statement, you would instead fill in the space in the row beneath the response that most accurately reflects the way you feel.

Example B

Statement: There should be no laws against child beating.

Answer:

Strongly		Slightly	Slightly		Strongly
Agree	Agree	Agree	Disagree	Disagree	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you strongly disagree with the statement "There should be no laws against child beating," you would fill in the space in the row beneath the response "Strongly Disagree" as has been done in this example.

Do not fill in more than one space for each statement. Respond to every statement and do not alter the wording of a statement.

You will have THIRTY MINUTES to complete both PART I and PART II of this test.

Do not turn this page until told to do so.

Part I Questions

Situation 1: A CITY COUNCILMAN'S WIFE IS STOPPED FOR RUNNING A STOP SIGN.

Responses:

1. Issue her a citation.
2. Tell her to take it easy and let her go.
3. Forget it.
4. Ask the Supervisor what to do.
5. Apologize for stopping her.

Situation 2: THREE CHICANOS ARE PICKETING A FOOD STORE AND THE MANAGER CALLS THE POLICE WHO COME TO THE FOOD STORE.

Responses:

1. Ask the pickets to leave.
2. Arrest the pickets on the grounds of being a public nuisance and interfering with private enterprise.
3. Advise the store manager of the pickets' right to be there.
4. Observe the pickets' behavior and report "no problem."
5. Call for the Sergeant to assist in a decision.

Situation 3: A DRUNK DESCRIBES HIS COMPANION'S CONDITION AS BEING AN EPILEPTIC SEIZURE.

Responses:

1. Assume the drunk is lying and arrest them both.
2. Call an ambulance.
3. Call a paddy wagon.
4. Stay with the companion until the seizure is over.
5. Call the rescue squad for assistance.

Situation 4: A YOUNGSTER HAS BEEN CAUGHT SHOPLIFTING A 10¢ CANDY BAR.

Responses:

1. Talk to the youngster and take him home.
2. Spank him.
3. Take him to the station and turn him over to the juvenile authorities.
4. Talk to the youngster's parents.
5. Take the youngster in the patrol car, but release him six blocks away.

Situation 5: IT IS JULY 4th. SHOOTING FIREWORKS IS PROHIBITED IN THE JURISDICTION. TWO GROWN MEN ARE ENTERTAINING THEIR CHILDREN WITH FIREWORKS.

Responses:

1. Inform them that neighbors have reported them.
2. Issue a citation.
3. Discuss the violation and laugh it off.
4. Lecture them on the dangers of fireworks.
5. Criticize the complainant.

Situation 6: THE MAYOR WAS ARRESTED FOR DRUNKEN DRIVING THE NIGHT BEFORE. THE NEXT MORNING THE CHIEF REALIZES WHAT HAS HAPPENED AND CALLS THE OFFICER IN TO DISCUSS THE ARREST AND APPROPRIATELY TAKE CARE OF THE SITUATION.

Responses:

1. Call in the press and tell them the story.
2. Insist that the mayor is no better than any other citizen.
3. Resign from the department.
4. Go along with the Chief and tear up the ticket.
5. Do whatever is necessary to keep his job.

Situation 7: A POLICEMAN SEES A YOUNGSTER ILLEGALLY OPERATING A CIGARETTE MACHINE.

Responses:

1. Take the boy into custody for violating the law.
2. Talk to the proprietor of the establishment about a minor operating the machine.
3. Ignore it because it happens all the time.
4. Attempt to get the law changed through regular channels.
5. Notify the American Cancer Society about the violation.

Situation 8: A GROUP OF COLLEGE STUDENTS ARE SHOUTING "PIG" AND "FUZZ" AT AN OFFICER PATROLLING A FOOTBALL GAME.

Responses:

1. Walk away.
2. Get mad and make a confrontation.
3. Laugh about it and try to relate positively to the group.
4. Call for help.
5. Stay there and take the abuse.

Situation 9: A CHIEF IS DISCUSSING APPEARANCE IN A STAFF MEETING EMPHASIZING NO SIDEBURNS. ONE OFFICER HAS NEATLY TRIMMED, NARROW SIDEBURNS TO THE EARLOBE TOP.

Responses:

1. Insist that being made to cut his sideburns is a violation of his personal rights.
2. Have the sideburns cut as instructed.
3. Request permission for an exception to policy.
4. Circulate a petition urging a policy change.
5. Discuss the matter with the city manager.

Situation 10: A VW STATION WAGON, DECORATED WITH PEACE SYMBOLS AND FILLED WITH YOUNG ADULTS, IS STOPPED FOR A LICENSE CHECK. THE LICENSE IS CURRENT AND VALID.

Responses:

1. Try to detect the smell of marijuana.
2. Search the vehicle and occupants.
3. Check the license and let them go in a routine way.
4. Book them as suspicious characters.
5. Smile and tell them to "have a good time."

Situation 11: AN OFFICER APPEARS BEFORE THE COURT WITH A VIOLATOR, BUT THE JUDGE DISMISSES THE CASE ON A TECHNICALITY.

Responses:

1. Discuss the technicality with the Supervisor and see how similar situations can be avoided in the future.
2. Accuse the judge of favoritism for the criminal.
3. Fuss about the perversion of justice in the court.
4. Gripe to the other members of the force about the lack of cooperation with the police.
5. Try to catch the man again on a traffic violation.

Situation 12: AN OFFICER IS INVITED BY A FELLOW OFFICER TO ATTEND A POKER PARTY WHERE HE MIGHT WIN A GOOD BIT OF EXTRA CASH, SINCE TWO OF THE CITY'S BOOKIES AND SEVERAL WEALTHY CITIZENS ARE LIKELY TO BE THERE.

Responses:

1. Decline the invitation but keep quiet.
2. Decline the invitation but notify the Chief.
3. Accept the invitation.
4. Accept the invitation but give the location and time to the Chief so he can make a raid.
5. Decline the invitation and try to convince the other officer not to go.

Situation 13: TWO TEENAGERS ARE ARRESTED ON SUSPICION OF HOLDING MARIJUANA. THE BOY IS UNSHAVEN AND HAS SHOULDER-LENGTH HAIR. THE GIRL IS YOUNG AND DRESSED IN HIPPIE ATTIRE. THEY HAVE TWO MARIJUANA CIGARETTES IN THEIR POSSESSION. THE ARRESTING OFFICER RECOGNIZES THE GIRL AS THE DAUGHTER OF HIS WIFE'S BEST FRIEND.

Responses:

1. Let the girl go, arrest the boy for possession and dealing, and tell the girl's mother.
2. Take both kids downtown and charge them with possession of marijuana.
3. Give them both a stern lecture, confiscate the marijuana, and let them go.
4. Make a "deal" if they will inform on the "pusher" from whom they obtained the marijuana.
5. Call his wife for advice.

Situation 14: SEVERAL BLACK MEN ARE ARGUING WITH A WHITE MAN ON THE LAWN OF A LOW-INCOME HOUSING PROJECT. IT LOOKS AS THOUGH A FIGHT IS ABOUT TO START. INVESTIGATION FINDS THE BLACKS ARE COMPLAINING TO THE LANDLORD ABOUT UNSANITARY CONDITIONS AND FAULTY PLUMBING.

Responses:

1. Arrest the landlord for violating the housing ordinance.
2. Call for assistance.
3. Order the men to disperse and leave the landlord alone.
4. Advise the tenants of the procedures for filing a legal complaint and ask them to leave.
5. Ask the landlord to leave before he gets hurt, and offer to escort him to his car.

Situation 15: A POLICEMAN HAS BEEN SUMMONED TO THE SCENE OF A ROUTINE DISTURBANCE, BUT DOES NOT ARRIVE UNTIL 45 MINUTES AFTER THE INITIAL TELEPHONE CALL WAS MADE. BY THIS TIME THE CALLER IS MORE UPSET BY THE SLOWNESS OF THE RESPONSE THAN THE CAUSE OF THE CALL.

Responses:

1. Listen to the complaint against the police and make no comment.
2. Try to explain that the police are very busy tonight.
3. Apologize and blame the dispatcher or a radio breakdown or something else.
4. Tell the party that you were "on a coffee break" which was true.
5. Tell the party to "Go to Hell" and walk out.

Situation 16: A MAILMAN BEING ATTACKED BY A DOG HAS BEEN BITTEN, AND THE POLICE OFFICER HAPPENS TO BE DRIVING BY.

Responses:

1. Shoot the dog.
2. Kick at the dog and try to pull him away.
3. Rush the mailman to the hospital.
4. Try to find the dog's owner.
5. Call the dog catcher.

Situation 17: THE LOCAL NEWSPAPER HAS EXPLOITED THE STORY OF AN OFFICER INVOLVED IN A PROSTITUTION AND GAMBLING RING. THE CHIEF HAS BEEN ASKED TO PROVIDE A SPEAKER FOR A PTA MEETING WHERE THERE IS TO BE A QUESTION AND ANSWER PERIOD. THE SPEAKER IS ASKED ABOUT THE CORRUPTION IN THE POLICE DEPARTMENT.

Responses:

1. Refuse to discuss the situation because the case has not yet been tried.
2. Admit the corruption but minimize its scope.
3. Denounce the officer involved.
4. Denounce the press for its unfairness.
5. Tell a joke and ask for the next question.

Situation 18: A SCHOOL PRINCIPAL IS STOPPED ON A MINOR TRAFFIC VIOLATION BY OFFICER A. OFFICER B IS DRIVING BY AND RECOGNIZES THE PRINCIPAL. OFFICER B STOPS AND INTERVENES IN BEHALF OF THE PRINCIPAL. ANSWER THE QUESTION FROM THE STANDPOINT OF OFFICER A.

Responses:


1. Report to the Supervisor that officer B is butting in and interfering with other officers.
2. Say "Hello" to officer B and proceed as before.
3. Politely tell officer B to mind his own business.
4. Let officer B take over the case.
5. Do as officer B suggests.

Do not stop . . .

Turn the page and continue on to Part II Questions.

Part II Questions

INSTRUCTIONS. Read each of the following statements carefully and answer in accordance with Part II instructions.

1. The major trouble with today's young people is that they have been pampered.
2. Most people on welfare are lazy and immoral.
3. I almost always analyze a situation carefully before I act.
4. Most people are basically good and will do the right thing if they know what it is.
5. All able bodied adults should have to work for a living.
6. Communism is a sinister force which has infiltrated many American colleges.
7. The United States Supreme Court has generally made decisions in the best interest of the United States.
8. In an argument, I rarely lose my temper.
9. People are by nature untrustworthy.
10. I trust my own ability and judgment in most situations.
11. People tend to fall into distinct types.
12. The peace symbol  is the sign of the American chicken.
13. I get irritated with people who disagree with me.
14. In a democratic society women should have the same employment opportunities as men with similar education and experience.
15. It is always best to go "by the book" in making a decision.
16. People on welfare are shiftless and unreliable.
17. The Black Power movement is simply an effort to guarantee the Constitutional rights of minority groups.
18. Under stress, I often have trouble controlling my feelings.
19. The death of Martin Luther King was a national and world-wide tragedy.
20. When in doubt, I usually like to check with someone before I act.
21. There is probably only one "right" way to do things.
22. Most males who have shoulder-length hair are dirty also.
23. I am not easily upset.
24. The United States should sacrifice some of its sovereignty to the United Nations (or a similar organization) in the interest of world peace.
25. The main purpose of law is to protect the rights of the individual.
26. I find it easy to meet new people.
27. Most politicians are honest public servants.
28. People often say things they don't mean when they are upset.
29. Capital punishment should be abolished.
30. Competition is usually the reason for outstanding performance.
31. I rely on the opinions of others to guide my action.
32. Homosexuals should be free to satisfy their sexual needs with consenting adults without fear of intimidation or arrest.
33. Every once in awhile, I get angry over little things.
34. American Indians have been mistreated by the U.S. Government.
35. All qualified citizens should vote in every election.
36. My judgment is not as valuable as established rules in deciding on an action.
37. People who criticize the United States Government should be exiled from the country.
38. Peaceful protest is a basic right of all citizens.
39. The Civil Rights Movement represents the best in the American political tradition.
40. A good leader usually makes all the decisions for his group.
41. I like to visit new and different places.
42. Sex perverts are a menace to society and should be placed in either mental or penal institutions.
43. Strict law enforcement would cure most of America's difficulties.
44. Most of the problems of the world could be solved if people believed in God.
45. The rule of law is necessary for orderly progress in society.
46. I am more comfortable in my own circle of friends.
47. Black people have lower moral values and attitudes than white people.
48. I rarely show any of my feelings.
49. Most people are only as responsible as they have to be.
50. There are usually at least two sides to every question.
51. All laws should be enforced, including fair housing laws.
52. "Hippies" are basically sick people.
53. Showing emotion of any kind under strain is a sign of weakness.
54. I get the greatest satisfaction possible from helping others.
55. I can handle most situations I come in contact with.
56. Following established laws is the only decent way to live.
57. I am suspicious of shifty-eyed persons.
58. It is unmanly to be afraid.
59. Minority groups are often mistreated.
60. I am not afraid to ask others for help if I need it.
61. Honesty is always the best policy.
62. Not all people should be given the right to vote.
63. People who hold racial prejudice usually have good reasons.
64. Minority group people have fewer opportunities than other people.
65. I work best when I am on my own.
66. Wealth is almost always the product of hard work and common sense.
67. I like most people I meet.
68. A policeman must be able to act on instinct.

The preparation of this material was financially aided in part through a grant from the Criminal Justice Division, Office of the Governor, State of Texas.

Scoring Card

Part II

Factor E

██████████ 3

██████████ 1

██████████ 4

██████████ 1

██████████ 2

██████████ 1

██████████ 1

██████████ 1

██████████ 1

Scoring Card

Part II

Factor A

██████ 2

██████ 1

██████ 1

██████ 3

██████ 2

██████ 4

██████████ 1

██████ 3

Scoring Card

Part II

Factor B

[REDACTED] 4

[REDACTED] 4

[REDACTED] 3

[REDACTED] 1

[REDACTED] 1

[REDACTED] 4

[REDACTED] 1

[REDACTED] 1
[REDACTED] 2

[REDACTED] 1

Scoring Card

Part II

Factor C

[REDACTED] 4

[REDACTED] 4

[REDACTED] 1

[REDACTED] 1
[REDACTED] 3

[REDACTED] 1
[REDACTED] 4

[REDACTED] 2

[REDACTED] 1

[REDACTED] 1

[REDACTED] 3

Scoring Card

Part II

Factor D

[REDACTED] 1

[REDACTED] 3

[REDACTED] 2

[REDACTED] 1

[REDACTED] 2

[REDACTED] 1
1

[REDACTED] 4

Scoring Card

Part II

Factor F

[REDACTED] 1
[REDACTED] 2

[REDACTED] 1

[REDACTED] 3

[REDACTED] 1

[REDACTED] 2

[REDACTED] 3

[REDACTED] 1

[REDACTED] 3

Scoring Card

Part I

Answer Sheet

NAME _____

SOCIAL SECURITY NUMBER _____

DATE OF BIRTH _____

SEX _____

DEPARTMENT _____

DATE _____

Blacked-out text with responses:

- [Redacted] B
- [Redacted] W
- [Redacted] W
- [Redacted] W
- [Redacted] B
- [Redacted] B
- [Redacted] B
- [Redacted] W
- [Redacted] B
- [Redacted] B

Blacked-out text with responses:

- [Redacted] B
- [Redacted] B
- [Redacted] W
- [Redacted] B
- [Redacted] B
- [Redacted] W
- [Redacted] B
- [Redacted] B

Part I Answers

Situation	Responses	Situation	Responses
1	1 2 3 4 5	10	1 2 3 4 5
2	1 2 3 4 5	11	1 2 3 4 5
3	1 2 3 4 5	12	1 2 3 4 5
4	1 2 3 4 5	13	1 2 3 4 5
5	1 2 3 4 5	14	1 2 3 4 5
6	1 2 3 4 5	15	1 2 3 4 5
7	1 2 3 4 5	16	1 2 3 4 5
8	1 2 3 4 5	17	1 2 3 4 5
9	1 2 3 4 5	18	1 2 3 4 5

Profile Sheet

Box Row	Part I Factors			Part II Factors					
	1	2	3	A	B	C	D	E	F
1	20	or more			22				
2	19	10		17	21	25	15	15	17
3	18	9	18	16	19		14	14	16
4	17	8		15	18	24	13	13	15
5	16	7		14	17		12	12	14
6	15	6	17	13	16	23	11	11	14
7	14	5		12	15		10	10	13
8	13	4		11	14	22	9	9	12
9	12	3		10	13		8	8	11
10	11	2	16	9	12	21	7	7	10
11	10	1		8	11	20	6	6	9
12	9		15	7	10	19	5	5	8
13	8			6	9	18	4	4	7
14	7		14	5	8	17	3	3	6
15	6			4	7	16	2	2	5
16	5		13	3	6	15	1	1	4
17	4		12	2	5	14	0	0	3
18	3		11	1	4	13			2
19	2		10		3	12			1
20	1		9		2	11			0
21	0		8		1	10			0
22			7		0	9			0
23			6			8			0
24			5			7			0
25			4			6			0
26			3			5			0
27			2			4			0
28			1			3			0
29			0			2			0
30						1			0
31						0			0
32						or less			0

NAME _____

SOCIAL SECURITY NUMBER _____

DATE OF BIRTH _____

SEX _____

DEPARTMENT _____

DATE _____

SELECTION AND TRAINING INVENTORY

FOR

LAW ENFORCEMENT AGENCIES

Final Progress Report

A Final Report to the North Central Texas

Council of Governments

from: Dr. Robert M. Platt

re: Contract for the Development of an
Instrument to Aid in the Recruitment,
Selection, Training and Career
Development of Law Enforcement Personnel.

On January 26, 1971 a contract was negotiated between the North Central Texas Council of Governments and Robert M. Platt for the development of an instrument to aid in the recruitment, selection, training and career development of law enforcement personnel. The project was designed to proceed through seven sequential steps and would be subject to review by the Council at intermediate points. Progress reports were submitted to the Council on March 4, 1971, and June 8, 1971. This final report reviews the entire project on a step by step basis.

Step 1.

The purpose of this phase will be to determine the present status of police recruitment and screening practices. This phase shall be undertaken and completed between December 28 and January 15. CONTRACTOR will attempt to visit all law enforcement agencies within the North Central Texas Council of Governments' criminal justice planning responsibility. CONTRACTOR shall visit these agencies for the following purposes:

- (1) To solicit the participation of the agency in the project.
- (2) To gather information on recruitment and screening methods presently employed.
- (3) To interview police officers and chiefs as part of Step 2 (described hereafter) of the project.

Preparation for CONTRACTOR'S visit to each agency will be by a letter of introduction sent from the COUNCIL to each participating agency.

COUNCIL agrees that the essential provisions of Step 1 will have been successfully met if CONTRACTOR successfully contacts a substantial number of those agencies within the previously designated jurisdiction.

In order to introduce the project to the law enforcement agencies of the area, each department received a letter from the Criminal Justice Planning Office of the North Central Texas Council of Governments explain-

ing the project. In the next few weeks more than eighty political units of the region were visited in behalf of the project. The March 4, 1971 progress report provides details on each of these visits. Conclusions reached as a result of the visits are as follows:

- 1. The major techniques used in the selection of law enforcement personnel in the NCTCOG region are background investigations and personal interviews.
- 2. Though the screening procedures have worked fairly well, all chiefs of police recognized inherent weaknesses in the methods presently employed.
- 3. Too much responsibility in the screening process, especially in the smaller departments which are limited by time and money, is dependent upon the subjective judgment of the chief.
- 4. Only six departments within the region use anything that they would describe as psychological testing.
- 5. Over ninety per cent of the chiefs interviewed said they would use a thirty minute, paper and pencil test to aid in the screening and selection process if such a test were available.

Step 2

The purpose of this step shall be to discover and define those desirable personality characteristics which should be incorporated into the Instrument design for effective recruitment, selection, training, and career development. To accomplish those aims, CONTRACTOR agrees to:

- (1) Conduct in-depth interviews of approximately thirty (30) minutes in duration with fifty (50) law enforcement officers or individuals in law enforcement related capacities from the previously described jurisdictions. It is estimated that in determining the criteria to be measured in the Instrument fifty (50) police officers selected from throughout the various position levels will be interviewed by the CONTRACTOR to determine how these officers view themselves and their role.
- (2) Employ information gathered from the aforesaid interviews with the assistance of CONTRACTOR'S consulting psychologist to develop categories, operationally defined, to be incorporated into the Instrument.
- (3) Critically analyze the Instrument prior to administering the pre-test phase. The analysis shall be conducted by CONTRACTOR'S Law Enforcement Consultant(s).

To facilitate matters, CONTRACTOR will conduct approximately fifteen (15) of the scheduled interviews in the periphery of the previously described jurisdictions during Step 1 and the remaining thirty-five (35) during the actual Step 2 time period.

The details of Step 2 including a list of the persons interviewed are included in the March 4 progress report. The content of the interviews, confirmed by a careful review of the literature available, suggest several things about law enforcement today. Foremost is the notion that the profession is in transition. Those qualities that once made for an effective police officer may have to be modified to meet the demands of current society. Recurring themes in the interviews suggest four statements that illustrate these changes.

1. Today both education and training are needed.
2. Today men must be able to swallow their pride.
3. Today policemen must be more flexible.
4. Today the policeman must recognize that he is part of a team and not an independent operator.

The following statements made by chiefs of police provide further clues as to just what qualities should be sought in police applicants.

"Police business is people business."

"A good police officer must be comfortable in his situation."

"Police should treat people as citizens."

"A man who is upset is releasing frustration, not attaching an officer per se."

"The policeman's job is getting along with people."

"Some officers talk too much outside the department."

"An officer must like what he is doing."

"A policeman can't have a chip on his shoulder."

"A policeman must believe in law as such."

"Law enforcement must be a profession not a job."

"A good officer is open and amenable to change."

"A good officer is service oriented."

With the preceding ideas and their implications in mind, it was recognized that any meaningful screening instrument must include indices on the self image of the applicant, basic attitudes toward law and dimensions of interpersonal relationships as affected by attitudes. Consequently five continuum categories were operationally defined and an attempt was made to intuitively build these into an instrument, to be statistically tested for validity and reliability.

The five initial categories were as follows:

1. Rigid - Open

Applicants scoring high would tend to be "flexible" in attitude,

"understanding toward others," "susceptible to change," democratic in spirit. One scoring high would be amenable to changes in departmental policy. He would be more likely to be imaginative and innovative in his response to particular situations using his own judgment.

One scoring low in this category would tend to be authoritarian in demeanor, conservative in social outlook, prejudiced toward others who differ from himself (more ethocentric), more certain about his opinions and traditional in values. A respondent scoring low would be one who would have to be told but would adhere to the book in doing his job. He would be prone to defend his action on the basis of the written or explicit policy.

2. Rejecting - Accepting

The higher scores in this category would indicate "a basic trust in his fellow men," "compassion," "friendliness" and "an ability to see the other side." Higher scores would correlate with the ability to work with minority groups with less perceptual bias.

Low scores would suggest "hostility," "one who would tend to lecture to others" or "set others straight," one who would be inclined to "tell others off," one who might have a "chip on his shoulder" or a "heavy badge" or one for whom the "gun might go to his head." The one scoring low will basically be one who does not like himself. Since he cannot accept himself, he is unable to accept others. This is really an alienated man who compensates for his own inadequacies through role playing. To him the badge and the gun are not accoutrements of the profession, but are symbols for personal aggrandizement.

3. Excitable - Composed

High scores in this category would indicate that one "is comfortable in difficult situations," "thick skinned in the presence of insult," less subject to "impulsive" action, exercising self control.

Low scores would suggest aggressiveness, "hot headedness," "over-zealousness," "hasty decision making," "over eagerness," "low boiling point," "impulsiveness." A respondent scoring low would likely be a habitual voice raiser and probably given to excessive profanity. He would be particularly prone to strong arm lower class and minority group members.

4. Realistic - Idealistic

High scores in this category would indicate altruism, some naivete, a general service orientation, high personal goals, and a high social conscience. One scoring high would be critical of the use of excessive force. He would usually favor the under-dog and would tend to excuse others on the basis of their being unfortunate victims of circumstances.

Lower scores would suggest a tendency toward pessimism, a recognition of personal limitations, a pragmatic concern with the realm of the probable rather than the possible.

5. Self Reliant - Dependent

High scores in this category suggest a person who sees himself as "part of a team." He would be less likely to criticize his peers and supervisors. He would be cooperative and would be more likely to call for assistance than to go it on his own. Lower scores suggest an independence of spirit and a leaning toward leadership roles.

With the five categories as defined above, the project was ready for Step 3. At that time, the first progress report was submitted to NCTCOG.

After reviewing the report, it was moved by the Council's Executive Board that the project be continued.

Step 3 - Development and Pre-Test of the Instrument

Relying on the information discovered through Steps 1 and 2, the CONTRACTOR will design a preliminary instrument focusing on:

- (1) The respondents' self image
- (2) The respondents' assumptions about man
- (3) The respondents' concept of law per se
- (4) The respondents' motivations for seeking a career in law enforcement
- (5) The respondents' perception of the police image

Following the completion of Step 3, CONTRACTOR shall provide COUNCIL with a detailed written report of the findings of Steps 1 through 3.

All of the above characteristics (1-5) shall be operationally defined and eventually will be correlated with such sociological factors as age, education, military experience, years in police work, occupation of father, place of youth, and other factors deemed relevant by the CONTRACTOR or COUNCIL.

Prior to the initiation of the pre-testing phase of Step 3, extensive professional criticism will be secured through competent consultants in human behavior and law enforcement to reduce or otherwise minimize CONTRACTOR bias and provide additional criteria deemed important by the consultants. The Instrument in mimeographed form will then be submitted to at least fifty (50) officers. In most instances, the Instrument will be submitted individually although it may also be submitted to small groups of five (5) officers or less. The officers will then discuss the Instrument with the CONTRACTOR, noting any ambiguities, omission, or specific validities they may find.

In accord with the findings in Step 1 and 2 of the project a preliminary instrument was developed. The instrument consisted of three parts. Part I included thirty background questions on the socio-demographic variables of the respondent. Included were items on age, education, military experience, marital status, religion, employment, etc. Part II consisted of responses to twenty situations involving police officers. Part III consisted

of one-hundred thirty items to be answered on a four-point Likert scale from Strongly Agree to Strongly Disagree.

The three-part instrument was designated as the "Preliminary Form" of the PA-TI (Police Applicant-Training Inventory). The instrument was then administered to over 250 persons. Two hundred twenty-seven usable questionnaires were completed. About thirty were discarded due to incomplete data, the respondents' not following instructions, or omitted questions. Respondents to the initial questionnaire represented sixteen departments. One hundred forty-one usable questionnaires came from the Dallas Police Department.

In addition to the normal responses, respondents were asked to mark statements that were ambiguous, misleading, or unclear. Respondents were also asked to underline words which they did not understand.

Part II of the pre-test was submitted to twenty-five long time specialists in criminal justice. The specialists included upper level administrative personnel of the Dallas Police Department, staff members of the Texas Criminal Justice Council, Office of the Governor, as well as the Criminal Justice Planning Staff and Regional Police Academy Faculty of the North Central Texas Council of Governments.

The administration of the pre-test to more than 400 respondents set the stage for Step 4 in the project.

Step 4.

On the basis of the pre-test, the Instrument will be revised and refined with the assistance of CONTRACTOR'S professional consultants. The instrument will then be coded for computer analysis using eighty (80) column IBM cards (or by another means mutually agreeable to COUNCIL and CONTRACTOR).

Part II of the preliminary edition of the instrument was revised in keeping with the recommendations of both the respondents and the panel of specialists. The basic content and structure of Part II remain intact.

Part III, however, was subjected to considerable revisions. Two sets of completed questionnaires were subjected to a statistical technique known as factor analysis. Respondents for the two sets totalled 227. One set consisted of 141 completed questionnaires from the Dallas Police Department. The other set consisted of eighty-six responses from several departments. On the basis of factor analysis and the categories established as important in Step 2, Part III of the instrument was reduced to sixty-eight statements. Details of statistical procedures supporting the arrangements are provided in the STILEA Manual.

After studying the results of the computer-programmed factor analysis, the consultant suggested that a six point scale on Part III of the instrument might yield a better statistical correlation. Consequently, an answer sheet with a six point scale was provided for those to whom the instrument was later administered. Though the items included in the test were identical, the options for responding varied and there is no way of determining how the earlier respondents would have marked their answers had they been given more choices.

A second deviation from the original plan resulted from the factor analysis. It was initially intended that a polarity continuum for five factors make up the content of Part III of the instrument. Careful study of the six clusters from fifty-three statements in Part III does not lend itself to polarity factors in every case. This, however, does not in any

way detract from the usefulness of the instrument. Many psychological tests are designed to measure a single trait. If a high score indicates that trait, a low score may suggest the absence of the trait but not necessarily the presence of its opposite. The final form of Part II of the STILEA measures six factors instead of five, but only two involve continuum polarities.

Step 5.

The revised Instrument will be administered to one thousand (1,000) police officers from the previously defined jurisdictions.*

The revised instrument in printed form (see attached copy) was administered to over 700 respondents from fifteen departments.

For statistical and comparative purposes the respondents were broken into thirteen groups according to the following schema.

1. Members of a small department (1-50 officers)		42
2. Members of a medium size department (51-100 officers)		44
3. Members of a large department (over 100 officers)		310
4. Patrol Division Personnel		199
5. Non-Patrol Division Personnel		111
	A	B
6. 25 years of age and under	52	68
7. 26-30 years of age	70	111
8. 31-40 years of age	50	107
9. Over 40 years of age	27	110

*Since Parts II and III of the pre-test were administered to more than 400 respondents and data are available from these, it was not deemed necessary to secure 1,000 responses to the revised instrument. The original proposal was to pre-test only 50 officers.

Step 6.

The data obtained from the one thousand (1000)* respondents will provide the basis for the standardization of the Instrument through computer analysis. Personality and attitudinal variables detected and delineated in the test will be correlated with sociological factors. Statistical tables of validity and reliability will be included in the final report.

The technical data of Step 6 are contained in the STILEA Manual. Apart from the technical data, the following descriptive account seems more appropriate for this report.

Part I of the STILEA consists of brief descriptions of twenty situations involving a police officer. The respondent is to select from five possible responses what he considers to be the best response, the worst response, and the expected response.

Part I was submitted to a group of long experienced specialists in criminal justice to determine the most applicable answers. There was a surprisingly high degree of consensus among these specialists. In only two situations, (1) and (16), were the responses so spread as to be inconclusive. In ten instances there was an agreement of ninety per cent or higher. In five instances there was an agreement of between 80 and 90 per cent. In the other three instances the agreement was 65, 70, and 75 per cent respectively.

The intent of Part I of the instrument is to evaluate the judgment of the applicant in terms of best police practices and to get an indication of the applicant's attitude toward the law enforcement profession. For the former, departmental policies and attitudes may vary from the expert opinion and conceivably a chief might establish his own criterion. Expert opinion, however, should never be completely disregarded. Training should reinforce the expert opinion for those who score high and provide corrective instruction for those who score low.

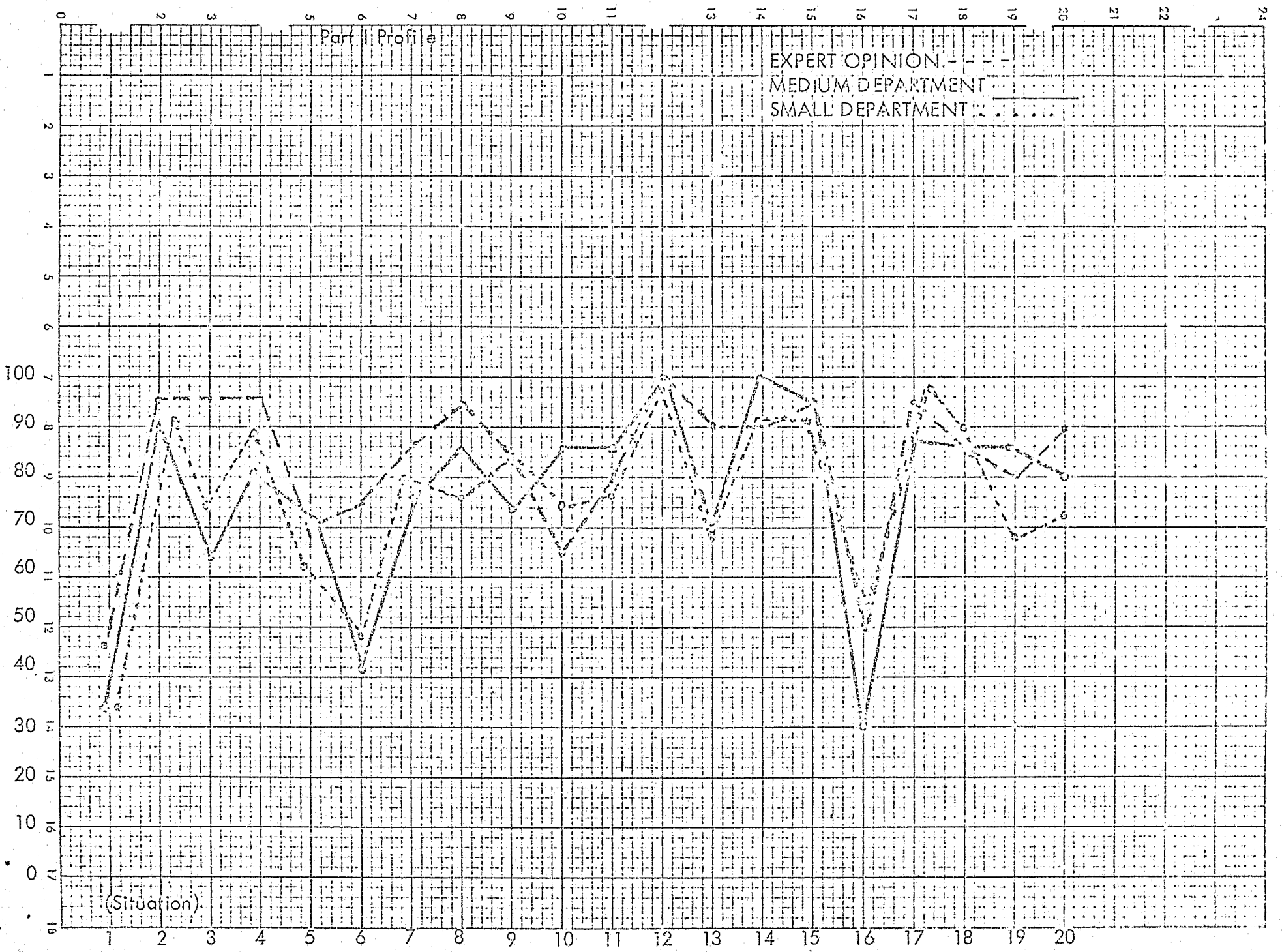
No statistical technique has been established to determine correlations between incidents. Graph 1 shows a high degree of correspondence between the expert opinion and two departments. The blue line represents expert opinion, the red line a small department, and the brown line a middle size department. The vertical axis represents the per cent responding to the best answer according to expert opinion.

Respondents to Part I may mark a single response both B (best) and E (expected), or W (worst) and (E). If there are fewer than five B-E combinations, the respondent does not hold the police in very high regard. Nine is a modal response to B-E combinations. If more than 12 B-E combinations occur the naivete of the respondent is suggested. A more realistic view is that the police can and do err in judgment and in response to situations.

Part II of the STILEA consists of sixty-eight statements concerning basic attitudes about the self, others, institutions, and human nature. Respondents are required to mark their answers on a six point Likert-type scale from "strongly agree" to "strongly disagree."

All of the statements included within a single category were selected on the basis of Factor Analysis on Varimax Rotation for five factors, seven factors, eight factors, nine factors, and fifteen factors. On the basis of factor analysis fifty-five of the sixty-eight statements were selected for the six components of Part II. Correlation Matrices have been determined for every statement in Part II. Of the fifty-five statements used in the six categories only two do not correlate at the .2 level of significance or higher.

The six factors to be measured in Part II are labeled Composure, Acceptance-Rejection, Self Confidence, Person Preference, Optimism, and Impartiality.



"Composure" as defined in Factor A involves the self-image of the respondent in a situation of diversity. One scoring high tends to be more analytical and rational in problem solving. He is curious and is not likely to be threatened by superficial differences between himself and other people. He is more apt to be calm, deliberative, and outgoing than the low scorer.

A low score does not mean that one is impulsive and irrational. Factor A has little to do with behavior under stress. The concern of Factor A relates more to the situations perceived as involving stress. The individuals scoring higher are less likely to be threatened in an ambiguous situations or where customs, dress and language differences are present.

It should not be assumed that one's self-image is necessarily predictive of behavior in situations of stress. Self-images may be faulty. Extensive research, however, has suggested that a positive self-image is a characteristic of the mentally healthy personality.

Factor B scores are scaled on a Rejection/Acceptance polarity continuum. Components of Factor B are value judgments about particular kinds of persons and symbols. The highest mean for Factor B was scored by respondents over 40 years of age. This suggests that the more experience one has in a law enforcement career, the more tolerant one becomes of "peculiar" people.

"Acceptance" does not imply any particular social affinity for but rather a toleration of harmless aberrations. The lower one scores on Factor B the more likely he is to be suspicious of others. Unwarranted suspicion can often be communicated beneath the level of words and frequently does preclude the possibility of meaningful interaction.

The statements of Factor B do not include references to ethnic or racial

minority groups but is limited to "homosexuals," "hippies," youth, the poor and symbols associated with them. Individuals scoring above 16 are atypical of police and are better suited to personnel or public relations work rather than being in positions where firmness is demanded. Individuals scoring below 6 should be carefully screened and queried as to their reasons for going into police work.

Factor C provides a Self Confidence rating. Higher scores suggest individuals who assume greater personal responsibility in decision making. Medium ranged scores indicate persons who are more dependent on institutional policy and advisement from superiors. Persons scoring below 10 are likely to be overly dependent on the judgments of others. They will be so fearful of doing wrong that it will effect their decision making processes. Young men scoring above 22 may be overly self confident.

Factor D represents Person Preference. The respondent scoring high is especially aware of social factors contributive to minority status. Institutions per se are subordinated to the unique particulars making up a situation. Very low scores indicate a tendency toward legalism. This factor involves qualities of initiative and cooperation in humanitarian causes but not sentimentalism as such.

Factor E, labeled "Optimism," reflects the degree of trust one has in the basic ideals and institutions of democratic government. Persons scoring high have confidence in the integrity of public officials. They recognize the positive aspects of the existing social order with its legal processes and existing institutions. Though there is room for improvement, the picture is not all bad. In the language of contemporary youth, those scoring higher would be inclined to think they could "make the scene better." An element of

idealism is included in Factor E but it is not a naive liberalism, nor is it an escape through divine intervention. It is an implicit trust in men working together to improve the human condition.

Factor F labeled "Impartiality," indicates a kind of "institutional conservatism." A key to understanding Factor F in contrast to Factor D is item 36 which appears in both factors. In Factor D, person preference, statement thirty-six correlates negatively suggesting that situations alter cases. In Factor F the statement correlates positively suggesting the necessity of stability and equitable treatment under law. Leaders are to be respected, law is to be observed and rewards come to the obedient. Within the framework of the previous statement, the respondent with a higher score tends to be theoretically impartial in the administration of justice. Respondents scoring low would be prone to show more favoritism to friends.

RECOMMENDATIONS:

- On the basis of the research completed at this time it is recommended:
1. That the instrument be printed by the Council of Governments as revised.
 2. That the instrument be made available to all departments in the region for a one year period.
 3. That after using the instrument and answer sheet for their own purposes, all departments forward all answer sheets or a Xerox copy thereof to the researcher for further validation and reliability research.

4. That the Criminal Justice Planning Office convene a meeting of chiefs of police or personnel officers for the purpose of explaining the usefulness and limitations of the existing instrument with the researcher present to answer questions.
5. That the instrument be validated against other tests for parallel traits in accord with the recommendations of the Committee on Test Standards of the American Psychological Association.
6. That permission be given the researcher to administer the instrument to departments outside of the region in an effort to make comparative studies for validation purposes.
7. That all precautionary conditions of the original contract concerning confidential data, copyright, etc. continue to be binding on further research.
8. That a statement be affixed to the cover of the STILEA explaining the limitations of the instrument at this stage of development, in keeping with the policies established by the American Psychological Association and contained in the manual, Standards for Educational and Psychological Tests and Manuals.

Respectfully submitted

Robert M. Platt

SELECTION AND TRAINING INVENTORY
FOR
LAW ENFORCEMENT AGENCIES

Technical Report

The Selection and Training Inventory for Law Enforcement Agencies¹ (STILEA) and this accompanying Manual have been constructed with the author's awareness of the principles set forth in Standards for Educational and Psychological Tests and Manuals published by the joint committees on Test Standards of the American Educational Research Association, the National Council on Measurement in Education and the American Psychological Association, Inc. (Hereafter referred to as Standards). The STILEA and related documents are the result of a research project initiated by the Criminal Justice Planning Office of the North Central Texas Council of Governments. The initial phase of the project involved making a study of present recruiting, screening and employing practices of the municipal law enforcement agencies of the region. Special attention was directed toward the role of law enforcement personnel focusing attention on personality and attitudinal characteristics compatible with that role. A progress report submitted to NCTCOG March 4, 1971 reported the research findings.

On the basis of this research, NCTCOG extended the project to include the development of a test that could be used in screening applicants and training personnel for effectively filling law enforcement roles. The test was to supplement rather than replace current screening practices. The test was to center on positive qualities rather than the diagnosis of weaknesses.

The test was to be structured so that chiefs of police or personnel administrators could administer and score the test and interpret the results. The instructions for administering and interpreting the test were to be in simple language capable of being understood by non-professional

persons. Within the preceding guidelines the STILEA was developed.

The STILEA consists of the test booklet containing Parts I and II, an answer sheet with questions of socio-professional interest on the obverse, a profile sheet weighing respondent scores against specific norms, and Instructions for Administering, Scoring and Interpreting the STILEA. The preceding materials are available through the Criminal Justice Planning Office, North Central Texas Council of Governments, P. O. Box 5888, Arlington, Texas 76011

In keeping with the recommendations of the Standards, the STILEA is being distributed for research use only.² Those using the instrument operationally are requested to send a Xerox copy of the answer sheet of each respondent to the Criminal Justice Planning Office of NCTCOG for further validation studies. Departments using the STILEA may make further practical observations on the usefulness of the instrument. Psychologists or independent research agencies desiring to conduct research of their own on the STILEA should contact the Criminal Justice Planning Office of NCTCOG.

USES OF THE STILEA

The STILEA is a Level A instrument as defined in Standards, i.e., it can be administered, scored and interpreted with the aid of the instructional manual by a "responsible, educated, non psychologist."³ The administrator should become familiar with the content and structure of the instrument giving particular attention to the operational definitions of the respective traits.

In the screening of applicants the STILEA should be administered and scored prior to the interview. Respondent scores can provide a basis for the content interview. The applicant's motivations for going into police work, general attitudes toward law, and the applicant's self-image may be discussed in the interview. Where departmental norms are available, the interviewing officer may evaluate applicants in terms of departmental preferences rather than external norms.

According to the criteria established in the initial stage of research reported in the March 4, 1971 progress report, effective law enforcement is not the result of a single factor but rather a cluster of factors. Applicants may be generally strong but weak in one or two areas. These weaknesses should in and of themselves not be considered sufficient for rejecting a candidate on the basis of the STILEA performance. Only as it is coupled with other existing screening practices does the STILEA become useful.

Areas of low performance on the STILEA may be strengthened through the training programs. This is particularly appropriate in the field of human relations. The perspective of specialist opinion, the literature of the profession and supervisory preferences should be considered in applying scores to needs in training programs.

A third use of the instrument is in the evaluation of existing training programs, recruit schools and seminars. In such programs the participant should be given the STILEA at the beginning of the program and retested at the end. Any noticeable differences in the respondent's profile then suggests the direction of influence resulting from the learning experience. Variations may include retesting one month or six months after the program ends thus indicating some long range enduring effects of the program.

VALIDITY

PART I

Part I of the STILEA consists of brief descriptions of twenty situations involving a police officer. The respondent is to select from five possible responses what he considers to be the best response, the worst response, and the expected response.

Part I was submitted to a group of experts to determine the most appropriate answers. The experts consisted of specialists in criminal justice and law enforcement education from across the state.⁴ There was a surprisingly high degree of consensus among the experts. In only two situations, (1) and (16), were the responses so spread as to be inconclusive. In ten instances there was an agreement of ninety per cent or higher. In five instances there was an agreement of between 80 and 90 per cent. In the other three instances the agreement was 65, 70, and 75 per cent respectively.⁵

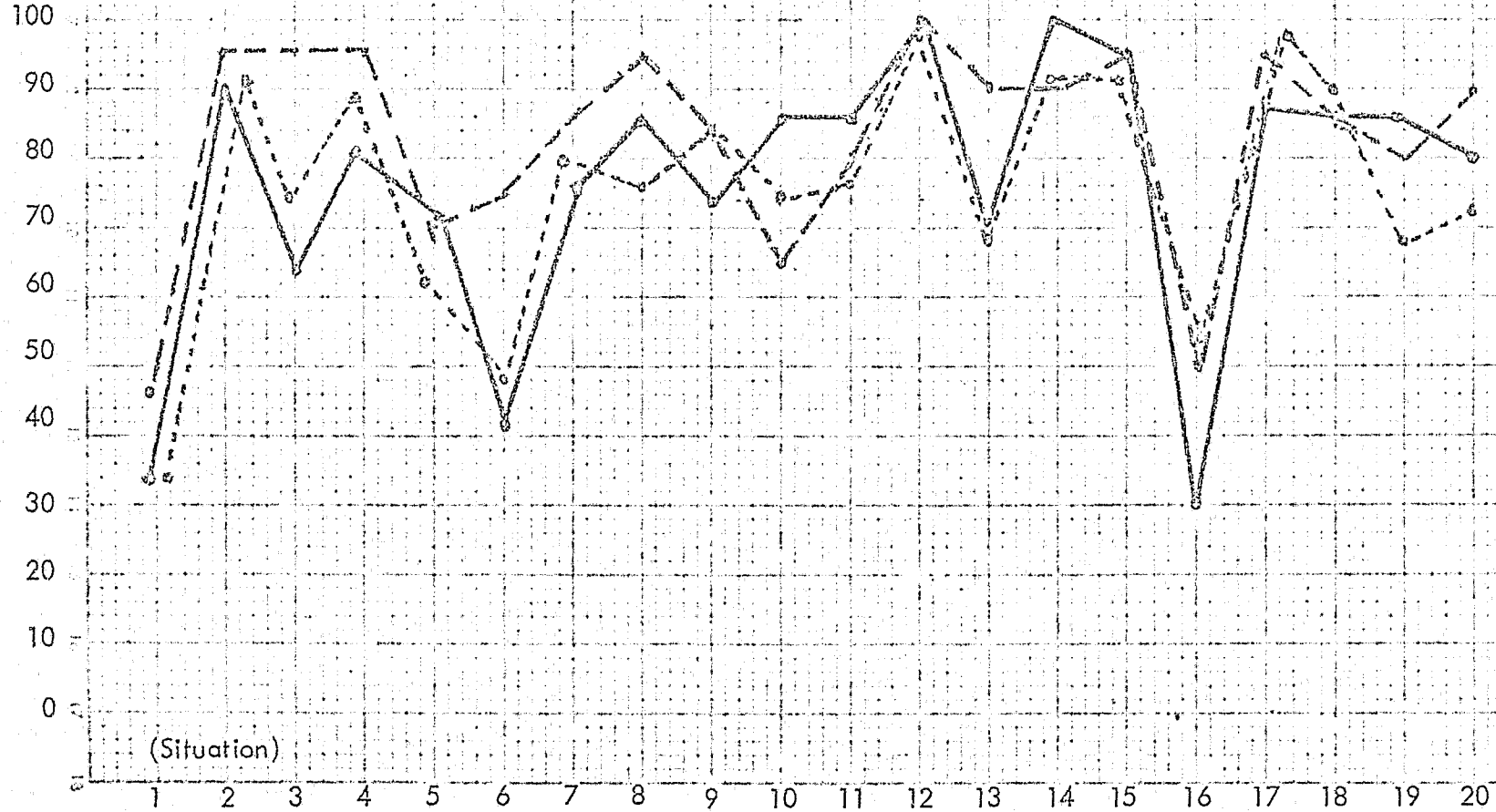
The intent of Part I of the STILEA is to evaluate the judgment of the applicant in terms of best police practices and to get an indication of the applicant's attitude toward the law enforcement profession. For the former, departmental policies and attitudes may vary from the expert opinion and conceivably a chief might establish his own criteria. Expert opinion, however, should never be completely disregarded. Training should reinforce the expert opinion for those who score high and provide corrective instruction for those who score low.

No statistical technique has been established to determine correlations between incidents. Graph 1 shows a high degree of correspondence between the

Part I Profile:

EXPERT OPINION - - - -
MEDIUM DEPARTMENT _____
SMALL DEPARTMENT

GRAPH I



expert opinion and two departments. The blue line represents expert opinion, the red line a small department and the brown line a middle size department. The vertical axis represents the per cent responding to the best answer according to expert opinion.

Respondents to Part I may mark a single response both B (best) and E (expected), or W (worst) and (E). If there are fewer than five B-E combinations, the respondent probably does not hold the police in very high regard. Nine is a modal response to B-E combinations. If more than 10 B-E combinations occur the naivete of the respondent is suggested. A more realistic view is that the police can and do err in judgment and in response to situations. Though the data on Part I provide an empirical foundation for the most appropriate answers, the conclusions and applications are based on logical analysis.⁶

PART II

Part II of the STILEA consists of sixty-eight statements concerning basic attitudes about the self, others, institutions and human nature. Respondents are required to mark their answers on a six point Likert-type scale from "strongly agree" to "strongly disagree."

All of the statements included within a single category were selected from one hundred thirty statements on the basis of factor analysis on Verimax Rotation for five factors, seven factors, eight factors, nine factors, and fifteen factors. On the basis of the factor analysis, fifty-five of the sixty-eight statements are the components for the six factors of Part II.

Only six of the statements are applicable to more than one factor. Table 1. indicates the number of statements for each factor, the range of scores for each set of statements as indicated by the Verimax Rotation Factor Analysis, the difference within each range and the quartile scope for each category.

TABLE 1

Factor	Number of Statements	Range		Difference	Quartile Scope
		Lowest	Highest		
A	8	421	646	225	56.3
B	10	435	681	242	60.5
C	11	400	515	115	28.8
D	8	429	567	138	34.5
E	9	395	661	266	66.5
F	9	363	679	316	79.

Respondent scores for each factor are based upon the aggregate of responses figured according to the following formula.

Upper quartile statements are valued at +4

Third quartile statements are valued at +3

Second quartile statements are valued at +2

Lower quartile statements are valued at +1

Since the scoring key places all negative numbers on the disagree side of the score sheet, all scoring numbers for the respondent are positive. The only exception is for Factor E in which all statements have reflected answers.

The total range of scores on all six factors is from 363 to 681. 335 is usually considered the minimal limit in factor analysis. On four categories the lower limit is four hundred or higher.

Correlation Matrices have been determined for every statement in Part II of the STILEA. Of the fifty-five statements used in the six categories only two do not correlate at the .2 level of significance or higher.

In the original arrangement of statements prior to factor analysis an item consistency based on intervals of five was followed. 65.4% of the statements used in the final instrument were validated by item discrimination indices through the factor analysis and support the internal consistency of Part II.⁷ The following tables indicate the correlations and the commonalities of each of the six categories.

Correlation Matrix for
Factor A - Based on Statements
13 and 23

Item	Significance	
	on 13	on 23
	-.220	.382
8	-.207	.267
13	1.000	-.233
18	.227	.302
23	.233	1.000
26	.265	.308
33	.261	
37	.337	-.214

Commonalities above the .2 level for seven of eight statements,
(3, 8, 18, 26, 37).

Correlation Matrix for
Factor B - Based on Statements
9 and 52

Item	Significance	
	on 9	on 52
2	.293	.377
6	.322	.357
9	1.000	.303
12		.496
22	.252	.379
32	-.229	-.245
42	.247	
52	.303	1.000
57	.208	.207
58	.247	.431

Commonalities above the .2 level for eight of ten statements.

Correlation Matrix for
Factor C - Based on Statements
10, 21, 36, 55, and 60

Item	Significance				
	on 10	on 21	on 36	on 55	on 60
10	1.000	-.236	-.230	.374	.257
20		.236			
21	-.236	1.000	.235		
28			-.227		.283
31	-.304	.245	.355	-.203	
36	-.230	.235	1.000	-.279	-.285
41				.299	.271
54		.222			
55	.374		-.279	1.000	.252
60	.257		-.285	.252	1.000
65	.226			.358	

Commonalities above the .2 level on eleven statements.

3 statements with 4 correlates. (10, 31, 36)

2 statements with 3 correlates. (55, 60)

3 statements with 2 correlates. (21, 41, 64)

2 statements with single correlates. (20, 54)

Correlation Matrix for
Factor D - Based on Statements
31, 36, 48, and 59

Item	Significance			
	on 31	on 36	on 48	on 59
15		.262	-.340	-.280
24	-.237			
30				
31	1.000	.355	-.255	
36	.355	1.000		
48	.255		1.000	.232
59			.232	1.000
64		-.291	.393	.211

Commonalities above the .2 level on eight statements.

2 statements with 3 correlates. (15, 64)

2 statements with 2 correlates. (31, 48)

3 statements with single correlates. (24, 36, 59)

1 statement uncorrelated. (30)

Correlation Matrix for
Factor E - Based on Statements
27 and 44

Item	Significance	
	on 27	on 44
7	.261	-.265
22	-.326	.230
27	1.000	-.235
29		-.233
32		-.290
39	.313	
44	-.235	1.000
49	-.255	.258
64		-.237

Commonalities above the .2 level for five of nine statements.

(7, 22, 49)

Correlation Matrix for
Factor F - Based on Statements
53, 66 and 67

Item	Significance		
	on 53	on 66	on 67
26	.275		
36	.230	.208	.287
40	.219	.269	
46			
51			.238
53	1.000	.368	
62		-.216	-.370
66	.368	1.000	1.000

Commonalities above the .2 level on eight statements.

- 1 statement on 3 correlates. (36)
- 3 statements on 2 correlates. (40, 62, 66)
- 4 statements on single correlates. (26, 51, 53, 67)
- 1 statement uncorrelated. (46)

Departments using the STILEA and other tests are urged to compare results for validation purposes. Research conducted along such lines should be reported to the Criminal Justice Planning Office of NCTCOG.

RELIABILITY

The STILEA in its preliminary form has been submitted in part to more than one thousand respondents. Part II was satisfactorily completed by 797 respondents presently employed in law enforcement agencies. Respondents have been classified by age, years of experience in law enforcement, size of department, education and other socio-economic variables.

The following tables indicate the means (M) and the standard deviations (σ) for each item within each factor for two groups tested. When rounded to the nearest tenth, nineteen means were identical, twenty-one varied by one tenth or less, and none had more than two tenths of a variation. Comparative means were not available for two statements.

Factor Analysis on
PART II

FACTOR A

ITEMS	N=68	N=141	Item Discrimination Index	Instrument Value Ascribed		
<u>M</u>	<u>S</u>	<u>M</u>	<u>S</u>			
3	2.9	.50	2.9	.53	.548	3
8	2.6	.67	2.8	.63	.457	1
13	2.1	.51	2.1	.46	-.556	3
18	2.1	.56	2.1	.50	-.478	2
23	3.1	.49	3.0	.51		
26	2.9	.53	3.0	.53	.654 .441	4 1
33	2.8	.50	2.7	.59	-.526	2
37	2.0	.57	2.0	.60	-.413	1

Factor Analysis on
Part II

FACTOR B

ITEMS	N=68	N=141	Item Discrimination Index	Instrument Value Ascribed		
	<u>M</u>	<u>M</u>				
2	2.4	.76	2.4	.69	-.632	4
6	3.1	.72	3.0	.82	-.627	4
9	1.9	.65	2.0	.56	-.588	3
12	2.2	.91	2.1	.86	-.457	1
22	2.2	.73	2.2	.68	-.456	1
32	2.0	.90	1.8	.74	.457	1
42	3.0	.77	3.2	.66	-.439	1
52	2.3	.70	2.1	.57	-.681	4
57	2.3	.68	2.3	.58	-.435	1
58	2.0	.74	1.9	.53	-.535	2

Factor Analysis on
Part II

FACTOR C

ITEMS	N=68		N=141		Item Discrimination	Instrument Value Ascribed
	<u>M</u>		<u>M</u>			
10	3.3	.46	3.2	.47	.418	1
20	2.9	.46	2.9	.54	-.416	1
21	1.9	.58	2.1	.53	-.477	3
28	3.3	.58	3.2	.57	.409	1
31	2.0	.54	2.1	.44	-.400	1
36	2.2	.57	2.4	.53	-.491	4
41	3.2	.52	3.2	.47	.515	4
54	3.2	.57	3.1	.55	.402	1
55	3.2	.41	3.0	.35	.515	4
60	3.2	.47	3.2	.46	.441	2
65	3.0	.58	2.8	.56	.469	3

Factor Analysis on
Part II

FACTOR D

ITEMS	N=68		N=141		Item Discrimination Index	Instrument Valued Ascribed
	<u>M</u>		<u>M</u>			
15	2.1	.61	2.2	.55	-.506	3
24	2.0	.96	1.9	.82	.445	1
30	3.1	.65	3.2	.64	-.470	1
31	2.0	.54	2.1	.44	-.443	1
36	2.2	.57	2.4	.53	-.429	1
48	2.4	.58	2.4	.57	.517	2
59	2.8	.57	2.8	.65	.493	2
64	2.4	.73	2.4	.80	.612	4

Factor Analysis on
Part II

FACTOR E ITEMS	N=68		N=141		Item Discrimination Index	Instrument Value Ascribed
	<u>M</u>		<u>M</u>			
7	2.4	.73	2.4	.87	.576	3
22	2.2	.73	2.2	.68	-.462	2
27	2.3	.72	2.4	.67	.456	1
29	1.4	.69	1.3	.62	.403	1
32	2.0	.90	1.8	.74	.397	1
39	2.1	.60	2.2	.66	.410	1
44	2.8	.84	2.8	.74	-.661	4
49	2.7	.56	2.6	.51	-.416	1
64	2.4	.73	2.4	.80	.395	1

Factor Analysis on
Part II

FACTOR F ITEMS	N=68		N=141		Item Discrimination Index	Instrument Value Ascribed
	<u>M</u>		<u>M</u>			
26	2.9	.53	3.0	.55	.382	1
36	2.2	.57	2.4	.53	.365	1
40	2.0	.58	2.2	.58	.515	2
46	3.0	.55	3.0	.39	-.363	1
51	2.7	.62	2.9	.64	.426	1
53	2.0	.57	2.0	.51	.523	3
62	2.4	.89			.400	1
66	2.4	.71			.679	4
67	2.9	.42	3.0	.47	.461	2

INDIVIDUAL FACTOR INTERPRETATION

Individual factor interpretation of Part II is based on respondents comprising 13 distinct groups designated hereafter as 1-5 and 6 a, b - 9 a, b.

1. Members of a small department (50 members)	42	
2. Members of a medium size department (100 members)	44	
3. Members of a large department	310	
4. Patrol Division Personnel	199	
5. Non-Patrol Division Personnel	111	
6. 25 years and under	a 52	b 68
7. 26-30 years of age	70	111
8. 31-40 years of age	50	107
9. Over 40 years of age	27	110

FACTOR A

The eight statements which comprise Factor A provide a score on a "Composure" Scale ranging from 0 to 17. For the 13 groups tested, means ranged from 9.27 to 10.83. All groups but two, 7a and 8a, had bi-modal distributions peaking at 14 and 9 or 8. The exceptions were the age group between ages 30 and 40 which peaked at 12 with 60% of the scores below 12, and the 25 to 30 age group which also peaked at 12 with 57% of the scores below 12.

"Composure" as defined in Factor A involves the self-image of the respondent in a situation of diversity. The one scoring high on the scale is more analytical and rational in problem solving. He is curious and is not likely to be threatened by superficial differences between himself and other people. He is more apt to be calm, deliberative, and outgoing than the low scorer.

A low score does not mean that one is impulsive and irrational. Factor A has little to do with behavior under stress. The concern of Factor A relates more to the situations perceived as involving stress. The individuals scoring higher are less likely to be threatened in an ambiguous situation or where customs, dress or language differences are present.

It should not be assumed that one's self-image is necessarily predictive of behavior in situations of stress. Self-images may be faulty. Extensive research, however, has suggested that a positive self-image is a characteristic of the healthy personality.

FACTOR B

Factor B consists of ten statements concerned with the severity of judgments about others. The factor could be thought of as an Acceptance (high)-Rejection (low) continuum. Each of the statements comprising Factor B are value judgments about particular kinds of people and symbols. Scores on Factor B range from 0-22. The mean for the thirteen groups of respondents is 10.11. The higher scores are characteristic of older respondents. This suggests

that the more experience one has in a law enforcement career the more tolerant one becomes of "peculiar" people. "Acceptance" does not imply any particular social affinity for but rather a toleration of harmless aberrations. The lower one scores on Factor B the more likely he is to be suspicious of others. Unwarranted suspicion can often be communicated beneath the level of words and frequently does preclude the possibility of meaningful interaction.

The statements of Factor B do not include references to ethnic or racial minority groups but are limited to "homosexuals," "hippies," youth, the poor and symbols associated with them. The lowest mean score on Factor B was by the respondents under 25 years of age. Individuals scoring above 16 are atypical of police and are better suited to personnel or public relations work rather than being in positions where firmness is demanded. Individuals scoring below 6 should be carefully screened and queried as to their reasons for going into police work.

FACTOR C

Factor C consists of eleven statements designed to measure "self-confidence." The highest possible score is 25 but the range has a lower limit of seven. The highest mean, 19.26, was scored by group 9 consisting of officers over 40 years of age. The lowest mean 17.29 was for group 6 b, officers under 25.

"Self-confidence" in factor C suggests a realistic self-image recognizing personal limitations. It does not suggest a braggadocio demeanor or a "let me at them" attitude.

Scores between 15 and 20 indicate a cautious degree of self-confidence within the framework of established policy. Those scoring 21 or above assume greater individual responsibility in decision making. Scores between 10 and 25 reflect more dependency on institutional policy and advisement from superiors. Persons scoring below 10 on Factor C are likely to be overly dependent on the judgments of others. They will be so fearful of doing wrong that it will effect the decision making process. Young men scoring above 22 may be overly self-confident.

FACTOR D

Factor D consists of eight statements with a composite score of fifteen and is labeled "person preference." Person preference means that humanistic values have a high priority.

Scores above 9 suggest that the respondent is especially aware of social factors contributive to minority status. The higher one scores in Factor D, the more likely the individual is to identify with the underdog or the socially disadvantaged person.

For the high scorer, institutions and policies are subordinated to the unique particulars making up a situation. Very low scores indicate a tendency toward legalism. Factor D involves qualities of initiative and cooperation in humanitarian causes but not sentimentalism as such.

FACTOR E

Factor E is contained in ten statements with a total score of 16. Labeled an "optimism scale" the score reflects a degree of trust in the

basic ideals and institutions of democratic government.

Those scoring above 7 have a basic trust in man and his ability to act properly if given the opportunity. Respondents with high scores are committed to the underlying integrity of the American political system. Their confidence is more in man than in divine intervention. Scores below 5 suggest a desire for greater restraint to be placed upon individuality and a more clearly defined "morality" to which all persons should conform.

FACTOR F

Factor F is made up of nine statements with a maximum score of 16. The key to understanding the components of Factor F lies in the meaning of statement number thirty-six when contrasted to the same statement in Factor D. In Factor D, person preference, statement thirty-six correlates negatively suggesting that situations alter cases. In Factor F the statement correlates positively suggesting the necessity of stability and equitable treatment under law. Factor F thus involves a kind of "institutional conservatism" which places implicit trust in the feasibility of the existing social order. Leaders are to be respected, law is to be observed and rewards come to the obedient. Within the framework of the previous statement, the respondent with a higher score tends to be theoretically impartial in the administration of justice. Respondents scoring low would be prone to show more favoritism to friends.

ADMINISTERING AND SCORING

The directions for administering and scoring the STILEA are contained in The Administration Manual for the STILEA. All of the essential criteria applicable to the instrument as contained in Standards E1 and E2 have been met.

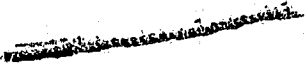
NORMS

The norms established and incorporated into the profile sheet are based upon respondents presently employed in municipal law enforcement agencies in the criminal justice planning region of NCTCOG. The two large departments participating in the study were the Dallas Police Department with 141 usable questionnaires and the Fort Worth Police Department with 310 usable questionnaires. The department with between 50 and 100 officers was the Arlington Police Department and the Department with fewer than 50 officers was the Grand Prairie Police Department. The age group categories consisted of officers from twenty departments within the region.

The local dimension of these norms should be noted. Though the norms are based on 797 different respondents, they are all within the Dallas Fort Worth Standard Metropolitan Area.

Footnotes

All footnotes refer to sections of Standards for Educational and Psychological Tests and Manuals, 1966, American Psychological Association, Inc. 1200 Seventeenth Street, N. W., Washington, D.C. 20036.

1. B 1.1 and B 1.11
 2. B 2.1
 3. B 3.
 4. C 3.1 For specific credentials of persons acting as experts write Dr. Robert M. Platt 6604, Anglin Rd., Fort Worth, Texas 76119.
 5. C 3.11
 6. C 3.3
 7. C 2.
- 

APPENDIX A

Factor Components with Item Discrimination Indices and
Values Ascribed

Factor A - Based on Factor 2 on 8 Factor Rotation

COMPOSURE

3. I almost always analyze a situation carefully before I act. .489	+2
8. In an argument, I rarely lose my temper. .442	+1
13. I get irritated with people who disagree with me. -.565	+3
18. Under stress, I often have trouble controlling my feelings. -.479	+2
23. I am not easily upset. .646	+4
26. I find it easy to meet new people. .421	+1
33. Every once in awhile, I get angry over little things. -.549	+3
37. People who criticize the United States Government should be exiled from the country. -.434	+1

Range on 8 items .421 - .646
 .421 - .477 = 1
 .478 - .534 = 2
 .535 - .591 = 3
 .592 - .646 = 4

Total value of Factor A = 17

Factor B - Based on Factor 5 on 8 Factor Rotation

ACCEPTANCE/REJECTION

2. Most people on welfare are lazy and immoral. -.632	+4
6. Communism is a sinister force which has infiltrated many American colleges. -.627	+4
9. People are by nature untrustworthy. -.588	+3
12. The peace symbol is the sign of the American chicken. -.457	+1
22. Most males who have shoulder length hair are dirty also. -.456	+1
32. Homosexuals should be free to satisfy their sexuals needs with consenting adults without fear of intimidation or arrest. -.457	+1
42. Sex perverts are a menace to society and should be placed in either mental or penal institutions. -.439	+1
52. "Hippies" are basically sick people. -.681	+4
57. I am suspicious of shifty-eyed persons. -.435	+1
58. It is unmanly to be afraid. -.535	+2

Range on 9 items .435 - .681
 .435 - .4965 = 1
 .4965 - .558 = 2
 .558 - .6205 = 3
 .6205 - .681 = 4

Total value of Factor B = 22

Factor C - Based on Factor 3 on 7 Factor Rotation

SELF-CONFIDENCE

10. I trust my own ability and judgment in most situations. .418	+1
20. When in doubt, I usually like to check with someone before I act. -.416	+1
21. There is probably only one "right" way to do things. -.477	+3
28. People often say things they don't mean when they are upset. .409	+1
31. I rely on the opinions of others to guide my action. -.400	+1
36. My judgment is not as valuable as established rules deciding on an action. -.491	+4
41. I like to visit new and different places. .515	+4
54. I get the greatest satisfaction possible from helping others. .402	+1
55. I can handle most situations I come in contact with. .515	+4
60. I am not afraid to ask others for help if I need it. .441	+2
65. I work best when I am on my own. .469	+3

Range on 9 items .400 - .515
 .400 - .429 = 1
 .429 - .458 = 2
 .458 - .487 = 3
 .487 - .515 = 4

Total value of Factor C = 25

Factor D - Based on Factor 4 on 8 Factor Rotation

PERSON PREFERENCE

15. It is always best to go "by the book" in making a decision. -.560	+3
24. The United States should sacrifice some of its sovereignty to the United Nations (or a similar organization) in the interest of world peace. .445	+1
30. Competition is usually the reason for outstanding performance. -.470	+1
31. I rely on the opinions of others to guide my actions. -.443	+1
36. My judgment is not as valuable as established rules deciding on an action. -.429	+1
48. I rarely show, any of my feelings. .517	+2
59. Minority groups are often mistreated. .493	+2
64. Minority group people have fewer opportunities than other people. .612	+4

Range on 8 items .429 - .612
 .429 - .475 = 1
 .475 - .520 = 2
 .521 - .566 = 3
 .567 - .612 = 4

Total value of Factor D = 15

Factor E - Based on Factor 6 of 7 Factor Rotation

OPTIMISM

7. The United States Supreme Court has generally made decisions in the best interest of the United States. .576	+3
22. Most males who have shoulder length hair are dirty also. -.462	+2
27. Most politicians are honest public servants. .456	+1
29. Capital punishment should be abolished. .403	+1
32. Homosexuals should be free to satisfy their sexual needs with consenting adults without fear of Intimidation or arrest. .397	+1
39. The Civil Rights Movement represents the best in the American political tradition. .410	+1
44. Most of the problems of the world could be solved if people believed in God. -.661	+4
49. Most people are only as responsible as they have to be. -.416	+1
64. Minority group people have fewer opportunities than other people. .395	+1

Range on 9 items	.395 - .661
	.395 - .461 = 1
	.461 - .528 = 2
	.528 - .594 = 3
	.594 - .661 = 4

Total value of Factor E = 16

Factor F - Based on Factor 7 of 7 Factor Rotation

IMPARTIALITY

26. I find it easy to meet new people. .382	+1
36. My judgment is not as valuable as established rules in deciding on an action. .365	+1
40. A good leader usually makes all the decisions for his group. .515	+2
46. I am more comfortable in my own circle of friends. -.363	+1
51. All laws should be enforced, including fair housing laws. .426	+1
53. Showing emotion of any kind under strain is a sign of weakness. .523	+3
62. Not all people should be given the right to vote. -.400	+1
66. Wealth is almost always the product of hard work and common sense. .679	+4
67. I like most people I meet. .461	+2

Range on 9 items	.363 - .679
	.363 - .442 = 1
	.442 - .521 = 2
	.521 - .600 = 3
	.600 - .679 = 4

Total value of Factor F = 16

END