

A Need for Change: The Importance of Continued
Training and Education for Modern Day Police Officers

Michael K. McHenry

Criminal Justice Institute

Abstract

Since 9/11, the need for new and regular training for law enforcement personnel at all levels of government is ever increasing. Due to the high visibility of police officers and interaction with the public on a constant basis, police officers must practice situational awareness consistently throughout the day. This mindset underscores the need for routine application of training to ensure adequate investigative technique, officer safety, and efficiency. Law enforcement personnel have a responsibility to make certain they that are up-to-date on modern day training, formal education, and become knowledgeable in tactics used by the criminal element. Training and education is more than just sitting in a classroom and earning a certificate. It is also about applying this newfound knowledge and maintaining proficiency. This paper serves as a focal point for administrators at all levels of government and to see the benefits of regular training and advanced education to police organizations, supervisors, officers, and the public.

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Introduction

Knowledge is power. It is the foundation for establishing objectives and accomplishing goals. Without knowledge, one will be ineffective, unproductive, and unable to accomplish tasks at maximum efficiency. This goes with any profession, especially those fields that require the extensive interaction with human beings and the “darker” sides of human nature. Law enforcement is no different. Police officers have to be solid in their commitment to themselves, their department, and their community in order to effectively enforce the law and conduct investigations. These actions require intelligence, common sense, and diligence, all of which one cannot be born with but rather earned through experience and applied learning.

Schroeder and Lombardo (2007) focus on two differing aspects of law enforcement training and the benefits therein: the officer and the supervisor. (p. 166-169) Unfortunately, the authors do not emphasize the various ideas enough and only elaborate loosely. What is also missing is the larger piece of the same puzzle, which includes the *department* and the *community* itself. These four facets of the law enforcement agency make up the total body for which training and education are imperative for the future success of the entire department. This paper will focus on these four elements with a thorough explanation of why they are important and what the benefits are for the police department as a whole, the supervisors, the individual officers, and the impact on the citizens they serve.

Current Training Standards

Law enforcement officers in Arkansas begin their career with bare minimum requirements, such as being “21 years old, a U.S. citizen, show a valid driver’s license, have a

high school diploma or GED, no felony record, pass a psychological exam, and a physical given by a doctor before being hired by a law enforcement agency.” (Monier, 2010, para. 10) Though highly preferred, police applicants do not need extensive certifications or a background in law enforcement operations. After employment by a law enforcement agency, Arkansas officers can work full-time without going through any formal police academy for up to one year, with an option for an 8-month extension. (para. 5) Furthermore, firearm qualifications with most agencies in Arkansas are annual or biannual, with some officers needing several attempts to pass the basic qualification course.

A minimum number of required training hours (such as 40 hours per year) for a police officer cannot be the limit; it must be the *beginning*. A simple mathematical look at this example shows the following: there are 52 weeks in one year, and a police officer works 40 hours per week, then the officer is on-duty roughly 2080 hours per year. If an officer only acquires the bare minimum of training hours for his/her department in a given year, then the officer is only spending roughly 1.9% of their time in training throughout a year (this result is after the first year police cadets spend in their respective academies). According to hair stylist Diana Colclasure, “Arkansas hair dressers have to go through 2,000 hours of training and pass a state board exam before even picking up a pair of scissors.” (para. 8) The problem rests with current legislation regarding state law and the employment of police officers. Surrounding states such as Mississippi and Tennessee have laws requiring the successful completion of a state-approved academy before one’s employment as a police officer. Law enforcement organizations, as well as their leaders, must be more proactive in training to reduce liabilities and improve their workforce. With respect to both fields of study, the question stands: why would hairdressers have more stringent criteria than a law enforcement officer in Arkansas would?

There are four levels of competence in a specific skill and each with a varying degree of proficiency: (Borelli, 2010, para. 4)

1. **Unconscious Incompetent:** At this level, we quite literally do not know what we do not know. We are very ignorant of a skill and our lack of mastery of it.
2. **Conscious Incompetent:** At this level, we have been taught about the existence of a skill and how it is performed. However, we still are incapable of performing it. We have just become aware of our lack of that skill.
3. **Conscious Competent:** At this level, we are able to successfully demonstrate and complete a given skill with concentration and directed thought.
4. **Unconscious Competent:** At this level, the person can perform and demonstrate a skill without conscious thought; the officer recognizes the need to perform the skill and does so without consciously considering each step.

Borelli (2010) elaborates on how we get officers trained at maximum efficiency and proposes two ideas: spending training dollars and pushing the students. (para. 9) Departments must never reduce their training funds to compensate for anything. This is taking away the very essence of proper police work. If law enforcement officers do not adequately train and regularly update that knowledge, then most officers will have a skill proficiency at “conscious competent” with very few critical skills at the higher levels. At a minimum, most of the police skills we use on a day-to-day basis must be at “conscious competent” with the critical skills (firearms, defensive tactics, etc) being at “unconscious competent.”

Departmental Benefits

Law enforcement departments have a specific duty to “protect and serve” within their community or area. Law enforcement agencies range from local police departments patrolling the streets of America to federal agencies responding to national and even international criminal activities. These agencies have a responsibility to put forth 100% of their effort to combat

potential problems within their given geographic arena. Anything less than 100% results in grievances, liabilities, and a poor public profile, not to mention missed opportunities, distractions, and complacency. Law enforcement agencies can directly benefit in numerous ways so that not only does their public image improve but is also maintained through the acts of qualified officers that the public sees day-to-day. Public interaction is the key concept that police agencies revolve around and thereby is the most important. With that interaction, comes a need for accountability and responsibility, not only to that citizen, but also to the department, our fellow officer, and our self.

A specific department can increase its services to the community and decrease its vulnerabilities with an improved training curriculum. “The expectations for security professionals have changed dramatically. If your training methods and protocols have not kept pace, and if you have not updated your means of evaluating those procedures, then your training program could prove more of a liability than an asset.” (Villines, 2010, para. 3) Departmental training should be a fluid concept, meaning that it should adapt to the times, change with laws and regulations, and updated regularly. A training program is not set in stone. Constant training will improve officer conduct but also greatly develop their interpersonal skills throughout the department by improving competence, communications, and confidence. The idea focuses on moving the department forward with a foundation of loyalties in its staff and officers. The officers, through training and education, will see that their department is concerned about their future and taking appropriate measures to mitigate workplace problems while on duty.

The agency itself will also see fewer complaints, improved and detailed reports and documentation, and a higher degree of success with specialized services (crime scene investigation, fingerprinting, field training officer programs, etc). This also gives the department

a chance to assess and evaluate what the needs are for the department. For example, the department may see a group of officers interested in pursuing programs of interest, which may entail the establishment of a new division. Even though this may sound like more expenses for the department, it could lead to a much-improved and safer workforce. Lack of funds can be problematic as well. “Budgetary constraints can lead to inadequate training and equipment, which can cause unsafe working conditions.” (Pittaro, 2008, para. 1) Budget cuts within the department usually begin with training funds. Do police departments really want to cut the lifeline for improving the officers’ future? With today’s economy, police departments are cutting back due to reduced budgets. Pay raises are taken away, holiday bonuses are cut, and sometimes days off are required without pay. Agencies keep taking away from their officers and leaving them with the bare minimum. Through all of this, if training is the last thing left for officers to look forward to also disappears, where is the motivation now to “exceed expectations”? Inadequate training, insufficient training hours, or “doing the minimum required” can lead to interdepartmental problems such as low morale, ineffective and inefficient staff, and open the door to liabilities. Not only does this affect the department but the other staff as well. This reflects in excessive sick time use and inability to perform certain aspects of the job where reassignment may be necessary. If you are an administrator and you want to save money down the road in liability losses, increase your training budgets now. Failing to train officers properly and adequately is a potentially colossal liability issue, for the officer, department, and community. Sending officers to additional training on a regular basis may be the most cost-efficient decision a supervisor ever makes for police departments. The thought of paying a week’s salary to improve the workforce is much more appealing than paying millions for an avoidable mistake.

Training and education improve the overall effectiveness and efficiency of the department. If officers begin to realize that their skills are not improving and education does not seem to be a priority for the department, then the officer may get what I call the “Grass is Greener Mentality.” This state of mind is the process by which an officer’s morale and motivation becomes stagnant and the officer begins to justify the act of looking for a new job at a different agency where they may apply their skills and talents in a useful manner where proactive learning and training is encouraged. Apathy sets in and the officer may think, “Since the department does not care about my training then I don’t care about the department,” resulting in skewed loyalties, inefficiency, and ineptitude. This realization shows that departments should focus on retention, because losing an officer and the years of experience they have with the department will only hinder the agency that much more in the long term. The idea is to focus on retaining those officers with long-term potential so that they remain committed to their respective department. Retention should emphasize training and education for the officers and placing a key interest to officer motivations. Retention is a need for the department due to the extensive amount of resources already applied to build the officer to who he is today. Furthermore, this department then becomes the “greener side” that other officers from other departments want to come to, thereby increasing a higher qualified applicant pool for future reference.

Another key area where training and advanced education for your officers will benefit is employee engagement. This practice shows that officers are more office-friendly due to newly acquired motivations. Although interdepartmental relations and morale is important, it is not the sole basis for creating this environment. “The goal of employee engagement is *not* employee engagement itself—it is a better-functioning organization.” (Axelrod, 2010, para. 12) Whereas

improving the communications of the agency through interdepartmental training and educational seminars is imperative, agencies should focus on the effectiveness of the team, which should be the overall strategy for the entire department.

Supervisor Benefits

Supervisors at all levels are the grease of the department, keeping the parts moving in sync and operating smoothly. This is why police organizations must be preparing these individuals as leaders for their teams and the eyes and ears of senior level command staff. Supervisors, especially those on the front lines, are the key men and women, which prepare those officers for advancement. The rising officers will be taking their place one day so it is critical to prepare them early in their career. Supervisors benefit from advanced education because it prepares them for difficult situations that arise. No one wants to see someone promoted just because he/she has “seniority.” Consequently, it is promotional mistakes that bring problems into the department, due to lack of supervisory experience, leadership, technical expertise, or interpersonal skills, all of which are required of supervisors. “People want leaders who understand them and the work they do. They do not want leaders who are missing in action.” (Axelrod, 2010, para. 6) Supervisors must know what is going on with their team through personal contact and genuineness. A supervisor must be able to have the pulse of his team at all times and be available when needed. It is these characteristics, as well as others, that make a leader in the department. Motivated leaders want more of their team and their subordinates, including those officers that want to learn more and devote their time to applications that further the team. These supervisors are the ones that encourage and inspire those under them to do more. In this way, officers must see their leaders as proactive and supportive of their aspirations for self-improvement.

According to Schroeder & Lombardo (2006), supervisors directly benefit in other areas as well: better knowledge of subordinates, “extra time,” increased potential for career advancement, and keep abreast of latest developments. (p. 169) Supervisors become involved with their subordinates in ways that does not occur between most personnel. For example, if a fellow officer should have depression problems or suffering from a substance abuse issue, they can request assistance from their supervisor for placement in an Employee Assistance Program (EAP). This builds confidence on both ends. It shows the supervisor that the officer is willing to approach someone for help and confide in them should they have a problem and it shows the officer that people are willing to help should they have issues in their life arise. Supervisors who properly train their subordinates do not have to check on their people because they have confidence in the fact that they can perform their duties with little to no assistance. This allows supervisors to have extra time to tackle other issues they would normally not have time to do. Micromanaging from supervisors is a problem in most organizations anyway, due to insecurity, control issues, or other matters. Supervisors also know whom the subordinates are to call on for promotions in the future. In the future, supervisors can be content with the fact that whoever takes their place can be trusted and efficient. Supervisors who personally oversee the training of their subordinates will also see proficiency in areas and weaknesses in others, which will allow them to work closer with that officer so that they improve. Lastly, training others also improves the supervisor’s skills because of the simple fact that what you want to pass on you must know yourself. This is the same principle as learning from someone extremely gifted in certain areas. This not only adds to the supervisor’s confidence and state-of-mind but to the officer as well.

One of the other benefits of training allows those under the supervisor, as well as those above, to see that the supervisor themselves are committed to the future of their staff and the overall

impact of the department. It is through training and follow-up assessments that ensure the officers are aware, practicing, and maintaining their skills, training, and education. Stan Slap, CEO for an international consulting firm for organizational behavior, states the following: (Slap, 2010)

Without emotional commitment from managers, a company can't ever realize the dream of being a self-structuring, self-protective system. Problems never fully stop, opportunities are never fully leveraged, and, even on the best days with the biggest wins, the executive team is a little on edge amongst itself about confidently predicting the future. The company remains constantly vulnerable and expends tremendous resources, even in a mature state, focused on survival.

It is the responsibility of supervisors, and others tasked with employee management, to become emotionally committed to their staff and department. It is through *engaged* commitment to the agency and peers alike that supervisors will overcome problems. In law enforcement, it is not about surviving; it is about *winning*. "Surviving" has a different meaning than "winning." One who simply survives may have been lucky and avoided serious circumstances, possibly with no "lesson learned." On the contrary, one who wins overcomes all obstacles and walks away from the incident intact and experienced. Law enforcement agencies do not want to survive a lawsuit based on lack of training issues; they want to win it. On the same note, officers never want to survive a deadly encounter; they want to win it.

Officer Benefits

Officers receive the greatest benefit to training and advanced education, through either specialized law enforcement schools or a college education. This training not only allows them to stay up-to-date with new laws and legislation but also remain sharp with new police tactics and evolving trends in criminal activities. Schroeder and Lombardo (2006) have listed several

benefits to subordinates advancing their training: “increased security, becoming more productive, being identified as upwardly mobile, experiencing self-motivation, and improvement in morale.” (p. 168) Officers realize that there is a need to keep motivated in the course of their duties and therefore taking these classes will make them more secure and confident in their ability to perform their jobs. Officers also increase their productivity by utilizing their newly acquired skills and talents to enhance their experiences, which ultimately boosts their self-esteem and self-motivation. Proactive, trained officers within the department are also “upwardly mobile,” meaning they may be excellent candidates for promotions due to their proactive approach to learning and applying these skills to their positions.

Officers who show that they have the potential to learn new skills and devote themselves to certain training areas prove that they are committed to their job and the department. Richard Axelrod (2010) defines this type of engagement as a “psychological state in which employees feel a vested interest in the company’s success and are both willing and motivated to perform to levels that exceed the stated job requirements.” (p. 31) This is exactly the style of dedication that law enforcement agencies want to see in all of their employees. Once officers feel that they are not getting the satisfaction they desire with their department then it only increases the chances for using their skills in a department that encourages them to be proactive in improving themselves. Once officers realize that their skills are not being used to their maximum potential then the department’s retention rate decreases and turnover increases. Maintaining the training needs and the motivations of officers is a key concept for reducing these problems and enhancing the workforce. Engagement improves employee morale, productivity, and most importantly, happiness.

Albert Einstein once stated, “The greatest tragedy in life is when that which lives inside a man has died while the rest lives on.” Rightfully applicable to police officers, this simple statement shows how important it is to maintain healthy motivations and aspirations in this field. Not only do police officers have to deal with the darker side of human nature throughout the day, *every day*, but we also have to maintain a strong relationship with our coworkers and family. Training aids an officer in learning new methods for stress management, build leadership, and improve relations among peers and family. Training can help officers deal with traumatic events that happen in the line of duty.

Constant training also helps enhance the officer and the team as a whole, which better prepares the department for surprise incidents. Ken McGlynn, director of security for Howard Community College in Columbia, MD, says, “Knowing that an emergency situation could arise at any moment, it is even more important that security personnel be as experienced and trained as possible.” (Villines, 2010, para. 19) This sharpness of mind only advances an officer’s knowledge about special situations and prepares them for anything. An good example is that of a toolbox. Mechanics need certain tools to do specific jobs within their shops. If they do not have the tools and attempt to do the job anyway, then it can cause disastrous results and then they are accountable for civil actions as well as a ruined reputation. A police officer’s “shop” is that of the community and requires special “tools” as well. These tools can range from interpersonal skills, officer safety concerns, and knowledge of laws and departmental policy. Officers remain familiarized with these aspects through regular training and education. Not only will the officer learn from the instructor during these events but from his peers as well. Comparing “war stories” and departmental tactics from across the state or nation will only benefit the officer and his home department. Training goes far beyond that of the officer; it also

affects his/her coworkers, his family, and the community. Regular training and education reduces stress, thereby improving one's self-confidence in their ability to perform their duties.

Pittaro (2008) shows there are several stressful factors that affect law enforcement officers, all of which revolve around the mental state: (Pittaro, 2008, para. 1)

Research strongly suggests and most people would agree that a certain amount of stress is evident in most, if not all, professions; however, law enforcement has the dubious honor of being recognized as one of the most stressful professions in the world. The harmful effects and debilitating impact of stress, particularly chronic stress, can lead to a multitude of physical, emotional, psychological, and behavioral problems that not only affect the individual officer, but also the officer's family, partner, fellow officers, and of particular interest, the community with which the officer has sworn to serve and protect are also at risk.

Regular training will help law enforcement officers by reducing organizational strain, increasing mental awareness, and focusing the officer in appropriate outlets for thought and progression while learning new avenues for time management, officer safety, and situational awareness. Even though officers know to leave work at work and home at home, it is inevitable to bring one with the other. Understanding this simple concept of the law enforcement frame-of-mind allows supervisors to schedule training classes for those that may need to build on communications, interpersonal relationships, and organizational improvement. Not only does this approach help the officer at work, but potentially in his home environment as well. After all, if an officer is having personal problems, then they will assuredly have work-related problems before long.

Lastly, officers need some kind of challenge in their environment or they will lose their enthusiasm and drive. Challenges afford the officer a chance to rekindle a hidden away aspiration that may greatly enhance them and their environment, thereby increasing productivity

and reducing stress. Richard Axelrod makes the following distinction about the need for challenges: (Axelrod, 2010, para. 19)

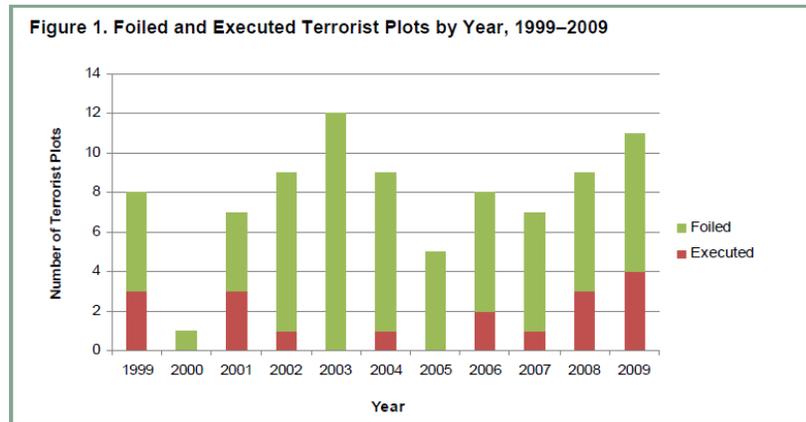
Challenges engage people. When your job requires slightly more skills than you possess, you work actively to develop those skills. By allowing people to stretch themselves and work on projects perhaps previously reserved for those above them, employees will likely feel they have more status—or, at the least, more of a stake—in the organization.

Axelrod makes a clear point with respect to how challenges are useful in organizations. When employees, especially officers, feel that they are a part of the organization, then they are more willing to apply themselves. This feeling of security will show them that they are a member of the team rather than a third thumb. Officers want the chance to prove themselves, especially those that are young and motivated. These officers need to pursue interests so that they not only become more valuable to the agency, but also become an asset to the team with any newly acquired skills abilities. Developing officers in various aspects of law enforcement operations is always beneficial due to improved knowledge and expertise, which will be an added quality for future reference and promotional opportunity.

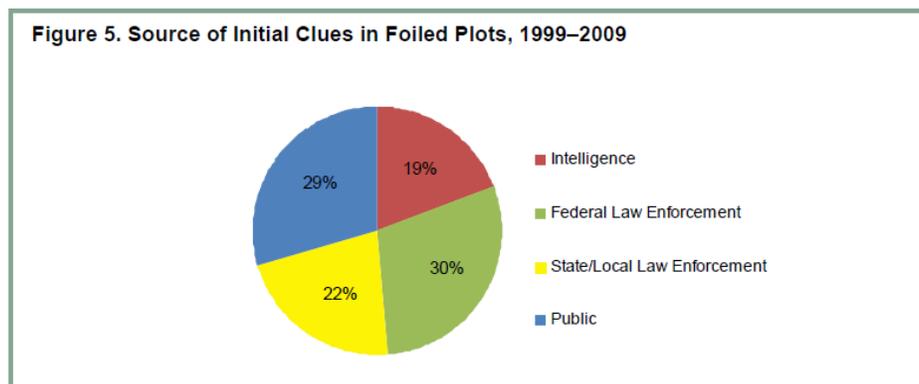
Community Benefits

The benefits are clear when looking at a community where professionally trained and formally educated police officers serve in an official capacity; reflected in lower grievances filed against officers, fewer complaints and lawsuits, faster response times, and properly detailed investigations. All of these aspects increase public trust and confidence within the department and reflect highly upon the officers. Communities learn through these behaviors that the police officers in their area are capable, competent, and dependable which result in improved police-community relations and support. On a national scale, a study conducted by Institute for

Homeland Security Solutions (2010) between 1999-2009 shows what factors contributed to the disruption of 86 terrorist plots within the U.S. (Figure 1).



The study shows the importance of collaboration between the public and law enforcement agencies. In Figure 5 of the study, the data reveals that over 80% of the plots were “discovered via observations from law enforcement (state, local, federal) and the general public.” The study further shows that over 75% of the plots’ tactics were to use “mass shootings or bombings.” (Strom, 2010, p. 6)



Just by looking at the aforementioned graphs, it clearly shows that police officers are saving the communities and making the public feel safer. This can only be attributed to good police work and detailed investigations. One of the major recommendations of the study is the awareness of the need for training and education for law enforcement officers in areas outside the “scope of their duties.” This information reflects a deep obligation for police agencies to improve their workforce through extensive training and education. Agencies must also think outside the box when preparing the training material and/or seminars. The training curriculum must include not only law enforcement topics, but also other areas that the officer may come across, such as bomb recognition, terrorist activity, and how to process these investigations for federal authorities. The study clearly states the objective for law enforcement departments to “recognize the importance of law enforcement and the general public in preventing attacks, and support them through investments in education and reporting.” (Strom, 2010, p. 18) Police agencies must acknowledge the benefits of community involvement and education (through public awareness, town meetings, local media, etc) because it represents more eyes and ears in the population. The public is one of the most powerful assets to fighting criminal activity in the community.

Every law enforcement agency in the nation has a responsibility to the people they serve. In this regard, each state has an obligation to its constituents to protect and serve with professionalism, maturity, and efficiency. The State of Arkansas has set itself aside from most, if not all, other states when it comes to making advanced training available to their law enforcement agencies. The establishment of the Criminal Justice Institute (CJI), a division of the University of Arkansas System, assists police officers and leaders with this endeavor. Available to Arkansas law enforcement, CJI offers free police training and assistance. The goals of the school have been unwavering since 1997 and work to provide the following: (www.cji.edu)

- Quality law enforcement education and training free of charge and at accessible locations
- Specialized programs designed to enhance the job performance of law enforcement personnel
- Opportunities to complete professional certifications and associate degrees in Crime Scene Investigation and Law Enforcement Administration
- Educational resources to assist in law enforcement research and professional development
- Access training and technical assistance in new law enforcement technologies
- Free publications designed to keep law enforcement personnel aware of the latest news, management trends, and legal decisions in the Arkansas criminal justice community

Each state must adopt similar proactive measures to ensure that their law enforcement personnel remain adequately trained and regularly updated, as well as prepare them for the future in all aspects of police work. CJI's partnerships with accredited colleges across the state have shown that the importance of formal education and advanced training is paramount for the success of enforcing and maintaining the law within the communities.

New York City Police Department Study

Eterno (2008) conducted one of the most fascinating and in-depth studies in law enforcement history regarding the benefits of training and formal education in police officers. The study deals with a sample of 258 academy candidates with the New York Police Department in 1988-1989, each grouped into three categories of 86 persons each, characterized in the following manner: (1) cadets (equivalent of an auxiliary/reserve officer program with college education), (2) college graduates with no previous experience, and (3) those with only high school/GED backgrounds.

(Eterno, 2008, p. 4) At the end of the academy, all of these officers were hired and their progress followed, documented, and compiled to show the following data.

Beginning with rank, the study shows that cadets outperformed the other two groups on the civil service exam, sergeant's exam, and seem to rise faster in rank through the years, with college graduates coming in next. Eterno (2008) feels this "may be due to familiarity with the job and the civil service system" through previous training with the department. A second factor evaluated was the use of sick time. Sick time can be a serious waste of funds and resources for a police department, especially during peak times of the year. In the study, college graduates used the least amount of sick time, with high school/GED graduates using the most. Again, this shows better performance through education and training. Eterno (2008) theorizes that this may imply that since cadets are more familiar with the policies, then they may be able to use more and get away with it. The third factor was accumulation of Central Personnel Index (CPI) points. These points are a quantitative way for a department to see how much discipline that an officer has received. A large amount of CPI points is a good indication of poor performance. Poor performance includes complaints, unnecessary force, etc. The study shows that college graduates had the fewest points followed by cadets. High school/GED graduates had twice the amount of points than the other two groups. Next, the effect of education and training shows to have an impact on arrest records, including social interaction. College graduates show to have the most arrests, most notably misdemeanors. Cadets follow closely but have more felony arrests. High school/GED graduates have the fewest arrests, mostly violations, and most likely due to lack of knowledge and laws and departmental procedures. What is interesting about this statistic is that even though the high school/GED group had the fewest arrests, they had more civilian complaints too. On the other hand, compared to the other two groups, college graduates

had the most arrests but *fewest* complaints. Lastly, another area includes that of accidents with department vehicles. College graduates had the fewest accidents followed by cadets; high school/GED graduates had the most. (Eterno, 2010, 6-10)

This study has clear and convincing research that shows “college education is a critical component for officers in a post 9/11 environment.” (Eterno, 2010, p. 12) Living in a post 9/11 society has changed the training curriculum of law enforcement throughout the U.S. Now, police officers learn about terrorism and cultural awareness. These small steps are moving in the right direction for law enforcement to practice situational awareness, even during “routine” traffic stops.

Summary

Training builds better leaders through self-improvement, self-motivation, and self-confidence. “It’s not *what* leaders’ do that’s important—it’s *why* they do it. Leadership is a motivation.” (Slap, 2010, 35) People become the products of their environment. This simple concept illustrates the need for the law enforcement environment to be competent, trained, and regularly informed. We, as officers, are not the same as when we began our careers. (D. Conroy, personal communication, November 16, 2010) This clearly shows that law enforcement officers evolve as years in this field increase. The criminal element also evolves. Just like the military’s philosophy of “adapt and overcome,” officers must do the same in daily operations that require common sense and a solid background in police education. Officers must stay on the cutting edge of technology and information so that any incident that crosses our paths, we will be prepared and ready. Again, the tactics we used ten years ago will not work today and will not work ten years from now. Police departments must remain comprehensive in the pursuit of new

tactics to combat the criminal element and prepare their officers mentally to be vigilant in the line of duty.

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