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Perceived impact of paramilitary training on police recruit performance

Lauren Carol Nobles

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PERCEIVED IMPACT OF PARAMILITARY TRAINING ON POLICE RECRUIT PERFORMANCE

ABSTRACT

**Lauren Carol Nobles
Master's Degree of Human Resource Management
University of Richmond
2007
Robert S. Kelley, Ed.D**

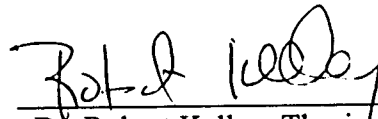
The topic of paramilitary policing within a police academy has been an exceedingly controversial topic within the Henrico County Division of Police. This study was completed to answer this research question: What is the perceived impact of paramilitary training on police recruit performance?

The controversy lies between a paramilitary structure of police recruit training and the current style of academy provided by Henrico County Division of Police. This study sought the opinions of police officers assigned to Uniform Patrol. The author wanted to reveal the style of police recruit training desired by current police officers to the Chief of Police and his Command Staff. Research exploring this topic was conducted through surveys and interviews.

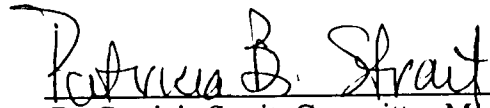
This research provided evidence that a majority of Henrico County police officers are in favor of a paramilitary style academy. The officers also agreed in using physical fitness as a means of punishment. A paramilitary academy will not breach the content taught in the academy, but it will increase self-confidence and discipline within police recruits. These efforts are conducted to create reputable, professional police officers.

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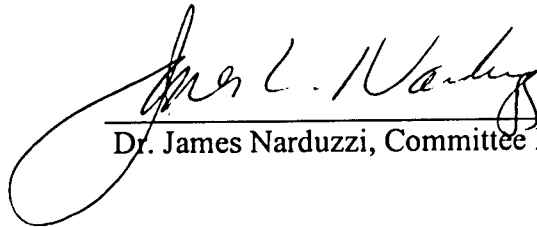
I certify that I have read this thesis and find that, in scope and quality, it satisfies the requirements for the degree of Master of Human Resource Management.

A handwritten signature in black ink, appearing to read "Robert Kelley", written over a horizontal line.

Dr. Robert Kelley, Thesis Advisor

A handwritten signature in black ink, appearing to read "Patricia B. Strait", written over a horizontal line.

Dr. Patricia Strait, Committee Member

A handwritten signature in black ink, appearing to read "James L. Narduzzi", written over a horizontal line.

Dr. James Narduzzi, Committee Member

PERCEIVED IMPACT OF PARAMILITARY TRAINING ON POLICE RECRUIT
PERFORMANCE

By

LAUREN CAROL NOBLES

B.S., Virginia Commonwealth University, 2002

A Thesis

Submitted to the Graduate Faculty

of the University of Richmond

in Candidacy

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MASTER'S DEGREE

of

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CHAPTER ONE: INTRODUCTION

Rationale for Selection

Reasons for selecting the specific topic.

Discussions of paramilitary training in police academies have been overheard frequently for the last few years at Henrico County Division of Police. Through general conversations, veteran officers seemed to complain that new police recruits graduated from the Henrico Police Basic Police Academy with less respect for their senior officers.

The 36th Basic Police Academy (October 2003 – April 2004) has been deemed as one of the last paramilitary style academies. These recruits were disciplined in a manner that was similarly organized to a military boot camp. All recruits were expected to be in formation by 0800 hours sharp, each day, with their shoes shined, uniforms properly creased, and no strings, lint, or other flaws. Each woman's hair was to be neatly tied in a bun, or cut short enough not to touch the shirt collar; men's hair was also not to touch the collar. Recruits were expected to stand at attention, and no one was to speak until spoken to by the training coordinator performing the inspection. Throughout the stages of the academy, each recruit was expected to keep watch over himself/herself as well as his/her academy-mates because, if one person made a mistake, everyone in the academy would be physically punished through push-ups, sit-ups, running, etc. For example, one recruit lost his pager one afternoon after physical training. He immediately told the training coordinator what had happened. The next morning, the recruit responsible for losing his pager stood at the front of the gym with the training coordinator, counting out-loud as the remaining recruits did fifty push-ups, in formation, as punishment for his mistake. This

may have been a bit harsh to some, but to police officers from the 36th Basic Police Academy and those academies previous, it taught the recruits respect for themselves and for each other; it also taught them how to look out for each other, as well as discipline.

Some recruits in the 36th Basic Police Academy had no previous military experience, so they were unsure of what to expect from an academy that was advertised as being “paramilitary.” However, with the discipline and respect the academy taught the recruits, they understood the militaristic methods of being broken down, just to be built back up. The paramilitary approach enabled training officers to mold these individuals into the type of police officers Henrico County prided itself on developing. Paramilitary training in the academy also helped Henrico County maintain the reputation for having the best officers for the job. Most police officers believed they were better police officers for having gone through a paramilitary type of training than if it were a “kindler, gentler”

Does a paramilitary style of training in the academy have a place in the future? The direct reasons behind straying from a paramilitary style of training within the Henrico Basic Police Academy were unknown. One possibility was the number of police recruits quitting the academy early on. Others believed it was due to the lack of encouragement, or actual discouragement, of a paramilitary style of teaching. This study hoped to answer this research question: What is the perceived impact of paramilitary training on police recruit performance?

Reasons for selecting organization.

The Henrico County Division of Police was chosen for this research because of the perception of its officers regarding the method of training in the academy. The

training that veteran officers received, and that new recruits will receive, all came from Henrico County Police Officers who were certified as General Instructors. There appeared to be a negative aura surrounding the new recruits as they graduated the academy because experienced Henrico officers had already lacked respect for them due to the absence of a paramilitary academy. They did not feel the recruits had *earned* their respect. This research hoped to encourage positive changes within the Henrico County Basic Police Academy.

Significance of the Topic

This topic was important to police officers, sergeants, and any person who worked directly with the Uniform Patrol Unit because, they were the ones who worked with the newly graduated police recruits. These recruits were said to be less respectful to their peers and senior officers. Hopefully, this research was able to speak for the veteran officers who felt the police academy was no longer paramilitary in its training, and who believed things had been made too easy for the recruits. It aspired to deliver accurate evidence of how Henrico County's police officers felt about training in the academy and working with the recruits.

Delimitations

This study obtained research from those in the Uniform Operations Unit. These officers were those that worked the road (beat officers) and had the most contact with newly graduated recruits. Some of these officers were also responsible for field training these newcomers. Research was gained from all shifts in Uniform Patrol – day shift, evening shift, and midnight shift. Surveys were distributed to officers only, no police

personnel ranking of sergeant or above. Interviews were also conducted with officers who had various levels of military experience, as well as officers with none. With this acquired information, this research hoped to accurately represent uniform officers' concerns and beliefs with the way the Henrico County Basic Police Academy was conducted.

Delimitations with this research were the lack of information and previous research regarding paramilitary policing in an academy setting. Most literature explained paramilitary policing as specialized units such as SWAT (Special Weapons and Tactics). There seemed to be a lack of information on the boot camp style training in a police academy.

Client

Henrico County Division of Police is a local law enforcement agency. Henrico County is adjacent to the City of Richmond, Hanover County, Chesterfield County, Charles City County, New Kent County, and Goochland County. Henrico County is approximately 245 square miles, and has a population of over 295,000 citizens. There are currently 531 sworn police officers. There are four majors, a lieutenant colonel, and a colonel that make up the Command Staff.

There are currently three districts within Henrico Police Department: South, Central, and West. Sometime during 2007, Henrico hopes to add a forth district (North). There are currently two headquarters – the Public Safety Building and Fair Oaks Substation – for all districts. Eventually, Henrico Police will have one headquarters per district (www.co.henrico.va.us/police/history.htm).

The first police officer in Henrico County was appointed on December 14, 1871. In 1908, the County Board of Supervisors suggested a mounted patrol unit. The “first major step toward today’s department was in 1915 when T. Wilson Seay was appointed the first Chief of Police.” Going from eight police officers in 1934, to almost 600 in 2006, the following mission statement has evolved (www.co.henrico.va.us/police/history.htm):

“Our mission, as a nationally accredited law enforcement agency, is to provide quality service to our citizens and community through honor, professionalism, commitment, compassion, and accountability”

(www.co.henrico.va.us/police/organization.htm).

Henrico County Division of Police is an ever-growing police department. It is constantly hiring due to the increase in civilian population. The current priority is recruiting new officers for the increased demand. Henrico Police is using every avenue necessary to maintain its standards and rise to the heightened need for police presence throughout the county.

CHAPTER TWO: RESEARCH OF THE LITERATURE

Duties of a Patrol Officer

Police officers are known for their ability to serve and protect – but how do they do it? What are a patrol officer's daily duties? Charles B. Saunders, Jr. (1970) lists the following "essential behavioral requirements:"

- 1) Conduct routine (sometimes monotonous) patrol yet be able to react quickly to an observed or dispatched situation.
- 2) Learn the area to be patrolled (i.e. locations of businesses, business hours, and "usual behavior patterns").
- 3) Engage in proactive policing to prevent crime. Be knowledgeable in various calls for service and resolution management. Take initiative to keep the peace (p. 22).
- 4) Make quick decisions, and be confident in your ability to follow through.
These situations may mean life or death.
- 5) Articulate whether an arrest is warranted or not, and types of force which involves "mature judgment."
- 6) Articulate suspicious behavior. Notice warning signs of a potential dangerous situation.
- 7) "Exhibit a number of complex psychomotor skills, such as driving a vehicle in normal and emergency situations, firing a weapon accurately under extremely varied conditions, maintaining agility, endurance, and strength, and showing

facility in self-defense and apprehension, as in taking a person into custody with a minimum use of force.”

- 8) Accurately perform necessary paperwork and record keeping.
- 9) Maintain professionalism.
- 10) “Endure verbal and physical abuse from citizens and offenders (as when placing a person under arrest or facing day-in and day-out race prejudice) while using only necessary force in the performance of his function.”
- 11) Maintain self-confidence when dealing with the public.
- 12) Maintain and restore order in social groups.
- 13) Become proficient in interviewing techniques for questioning suspects, victims, and witnesses.
- 14) “Take charge of situations.”
- 15) Be self-disciplined enough to work under loose supervision in most daily activities, and direct supervision where multiple officers may be involved.
- 16) Be exceptionally tolerable of stress.
- 17) “Exhibit personal courage in the face of dangerous situations which may result in serious injury or death.”
- 18) Be objective when listening to versions of what occurred at an incident.
- 19) “Maintain a balanced perspective in the face of constant exposure to the worst side of human nature.”

20) Exhibit a high level of integrity and act according to a code of ethics

(pp. 19-21).

These behavioral characteristics are included in all law enforcement agencies, no matter how big or small, no matter what type of area an officer works (i.e. rural, suburban, urban). Police officers are the first responders to all calls for service. "The abilities, skills, and intelligence of the men who answer such calls are of vital concern to every member of the community" (Saunders, 1970, p. 21).

Police professionalism.

It did not matter where a police officer worked; there were always citizens to communicate with, offenders to arrest, and victims to console. All of this needed to be accomplished with a high degree of professionalism that an officer learned in the academy. "One of the marks of a true profession is the inherent need for making value judgments and for exercising discretion based upon professional competence" (Saunders, 1970, p. 32).

The Police Academy

History.

Police academy training was historically focused around on-the-job training. Classroom training was relatively new to American police academies. The exact date marking the beginning of the police academy was unknown. However, "the year 1853 is marked by some as the origin of police training, since there is some evidence that some type of formal training was given to the police officers in New York City that year." Pennsylvania State Police established a training school in 1906, followed by Detroit

Police Department in 1911, with a training school specifically for recruits (Horn, 1939, p. 16). "As of 1974, forty-five states had implemented law enforcement standards and training programs." Most of these states required minimum standards of training (Horn, 1939, p. 20).

Purpose.

Recruits attended a basic training academy to prepare them for the duties of a police officer. The academy was "intended to transform the recruit from a citizen to police officer" (Violanti, 1993, p. 412). With the emergence of police work as a profession, "law enforcement demands an individual who is self-confident and courageous" (Miraglia, p. 1). The academy "plays a significant role in shaping the officer's attitudes and it is the beginning point for the occupational socialization of the officer" (Marion, 1998, p. 72).

Training.

The primary function of a police academy was to train recruits how to do the job of a police officer (Marion, 1998, p. 54). The classroom training repeated practical exercises performed in the academy, which aided the development of self-confidence and courage. Officers were required to participate in rigorous physical and mental training such as officer survival, defensive tactics, and firearms training. All training was repeated so recruits would become proficient in their skills, and muscle memory would help recruits apply their skills and knowledge as a police officer. "Recruits learn a skill by repetition until it becomes almost second nature. Through repeating and practicing the skill, the recruit can perform it by habit" (Marion, 1998, p. 66).

A Military Environment

More and more police departments took a paramilitary approach to training police recruits. “State and local police departments are increasingly accepting the military as a model for their behavior and outlook” (Weber, 1999, p. 1). Paramilitary was described as “similarly organized to military forces” (oxfordreference.com). “Police agencies have a rank structure, a chain of command, a set of rules and regulations all members must abide by and the need to form into divisions to accomplish the task(s) that are to be performed” (Satterfield, 1985, p. 69). Academies also focused on practical exercises to simulate real life situations that might happen outside of training. Just as military boot camps participated in combat drills, police academies used role players to portray dangerous situations to train recruits in officer survival and defensive tactics.

Merging military and police – a history.

The combining of military units and police departments took off in 1981 with the Military Cooperation with Law Enforcement Officials Act, which “authorized the military to ‘assist’ civilian police in the law enforcement of drug laws.” The most impact the military had on police training occurred with the promotion of training the police on military equipment and techniques (Weber, 1999, p. 4). “Speculating that the police could be anything but paramilitary denies existence of the inherent bond – historically, politically, and sociologically – between the police and military” (Kappeler *et al.*, 1997, p. 2). *Paramilitary* units in police departments were usually associated with specialized units, such as the S.W.A.T. (Special Weapons and Tactics) team, but it was also evident in the academy structure as a way to mold recruits into model police officers.

The military model.

A paramilitary approach to police academies encouraged recruits to take an aggressive approach with their training to become police officers (Cubellis *et al.*, 1997, p. 609). According to Kraska and Cubellis (1997), this approach was “becoming an integral part of contemporary policing in all departments serving localities with 25,000 or more people” (p. 620) and was used as a way to prepare recruits for a “hostile, crime-ridden, urban environment” (p. 618). The military model was “still a powerful force guiding the ideology and activities of American police” (p. 622).

A paramilitary academy created a “climate of order” (Cubellis *et al.*, 1997, p. 624). Greg Maraglia, Director of the Criminal Justice Training Center at Napa Valley College, California, stated, “A paramilitary model with uniforms, inspections, drill and ceremony, presided over by a tough drill instructor, has all the hallmarks of a disciplined environment” (p. 1). Uniform standards, and the inspections performed to ensure standard are being met, helped develop time management, organization, and attention to detail. The training coordinator (or drill instructor) might use physical exercise for punishment when an error was made. This type of discipline promoted self-confidence, self-discipline, and courage (p. 5). It also encouraged recruits to keep watch over each other, to make sure everyone was consistent and rising to the training coordinator’s exceptional standards. To achieve these goals, academies often used “physical discipline, additional work assignments, or verbal harassment as punishment for unacceptable behavior” (Marion, 1998, p. 58).

Boot camp.

A paramilitary basic police academy was often compared to a boot camp that United States military recruits participated in prior to service. Boot camps were used to break the recruit down, just to build them up again – but to a much higher standard. It was a way to uniformly mold individuals into the type of soldier they needed to be. How did this happen? Drill Instructors state:

- “We toughen them up.” – Physical and mental conditioning.
- “We demand obedience.” – Demerits for not following instructions.
- “We instill motivation.” – Working for a cause.
- “We insist on teamwork.” – Function as one unit.
- “We work them hard.” – No one is allowed to quit.
- “We keep them busy.” – No time is unaccounted for.
- “We honor tradition.” – Recitation of the mission statement at every inspection.

They lead by example. Drill Instructors were known for their abrasiveness towards recruits. However, these methods taught self-confidence, teamwork, hard work, and that the recruits were a part of something bigger than themselves. Boot camp “inculcate[d] discipline and regard for constituted authority, developing the ‘moral qualities’” of a good soldier (Bartlett *et al.*, 1998, p. 122).

CHAPTER THREE: ACTUAL RESEARCH

The Data Collection Process

This study was conducted to answer this research question: What is the perceived impact of paramilitary training on police recruit performance? The dependent variable was perceived recruit performance, operationalized by discipline and physical fitness. The independent variable was the training process used to achieve performance. The independent variable was measured through surveys and interviews, which were used to compare paramilitary recruit training and the current type of training used by the Henrico County Division of Police. The target population of the research was new police recruits involved in a training academy. The sample included current Henrico County police officers assigned to Uniform Patrol. These officers were asked to complete surveys, and some volunteered to participate in interviews. Surveys were completed by 125 police officers, and eleven interviews were conducted. The greatest threat to internal validity was the possible bias current officers had towards a paramilitary academy, leading to false answers within the survey. There is an expectation of external validity. These results may be used for designing the structure of any police academy nationwide.

Process.

The original survey was hand-delivered to each shift's informational briefing. All respondents were asked to fill out the survey; it was explained that any participation was voluntary. There was a cover letter attached to the front of the survey explaining that any participation meant the respondent understood it was voluntary and consented to use of the resulting information. The original survey consisted of 32 questions separated into

four sections: demographics, law enforcement experience, military experience, and a paramilitary academy. The University of Richmond's Institutional Review Board prior to conducting research approved both the cover letter and the survey.

The sections were described as follows:

- Section One – Demographics – was used to determine who the survey respondents were. Questions such as race, age, gender, education gave a picture of officers assigned to Uniform Patrol.
- Section Two – Law Enforcement Experience – was used to find out each officers' level of experience in the general field. There were also more specific questions used to learn about their experience with the Henrico County Division of Police.
- Section Three – Military Experience – was used to gain information on who in Uniform Patrol had military experience, and if so, which branch of service.
- Section Four – A Paramilitary Academy – was used to find out how these officers in Uniform Patrol felt about their academy, the current Henrico Police Academy, and the expectations and potential of a paramilitary police academy.

Throughout the survey, respondents were asked to respond to five-point Likert scales: Strongly Disagree, Disagree, No Opinion, Agree, and Strongly Agree. There were also several questions requesting a more specific response, such as questions of gender, age, military experience, and particular branch of military. Only four questions were allowed open-ended responses. Finally, there was one question that required placing answers in rank order, as they were characteristic to a recruit in a police academy. The survey cover letter, survey questionnaire, and actual responses are included in Appendix I.

Interviews.

Interviews were conducted with eleven officers in Uniform Patrol. The University of Richmond's International Review Board approved the interview questions

before conducting any investigation. Five officers were interviewed that had no military experience (one did graduate from the Virginia Military Institute, a paramilitary college) and six officers with military experience. These officers represented day, evening, and midnight shifts and all districts of Uniform Patrol in the Henrico County Division of Police. Interviewing these officers allowed further explanation for their beliefs on having a paramilitary police academy for the Division. Participation was voluntary, and the results will remain anonymous. The interview questions and responses are included in Appendix II.

The Data Results

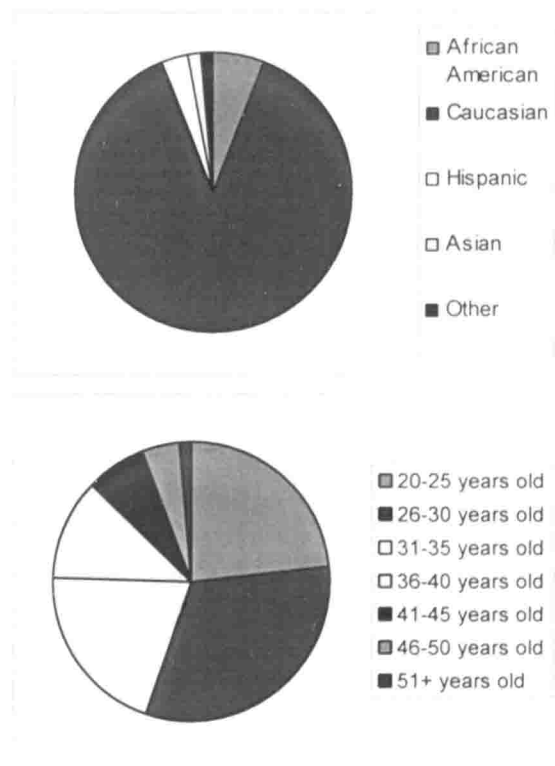
The survey was hand-delivered to approximately 125 officers in Uniform Patrol at the weekly informational briefing at Division I and II headquarters. In circumstances where there was briefing at both headquarters on the same day at the same time, another officer attended that briefing, handed out the surveys, and gave a brief description with instructions to return the survey after completion. A total of 71 respondents completed and returned the survey (56.8%).

Once the deadline for completion expired, the surveys were collected and the results were manually entered into an Internet database on SurveyMonkey.com. This survey program was used to assist in filtering, or cross tabulating, the data collected. It also provided an easy to read breakdown of the total survey results.

Demographic analysis.

As previously stated, there were 71 respondents to the survey (a 56.8% response rate). The results of the survey included the percentages that were calculated from the 71

respondents. Sixty-one respondents (88.4% of the 71 respondents) claimed to be male, and eight (11.6%) claimed to be female. Four respondents (6%) claimed to be African American, 59 (88.1%) reported Caucasian, two (3%) reported Hispanic, one (1.5%) reported Asian, and one (1.5%) described himself/herself as Other. Sixteen respondents (23.2%) claimed to be twenty to 25 years old, 22 (31.9%) claimed to be 26 to 30 years old, fourteen (20.3%) claimed to be 31 to 35 years old, eight (11.6%) claimed to be 36 to 40 years old, five (7.2%) claimed to be 41 to 45 years old, three (4.3%) claimed to be 46 to 50 years old, and only one (1.4%) claimed to be 51 or over.



Question 4 separated respondents by their highest level of education. Only seven respondents (10.3%) reported to have nothing over a High School Diploma or GED. Twenty-one respondents (30.9%) reported some college, but had not achieved a specific

degree. Eleven (16.2%) reported an Associate's Degree. Twenty-eight (41.2%) reported a Bachelor's Degree, and one (1.5%) reported a Master's Degree.

The remaining two questions in the Demographics Section of the survey were specific to the Henrico County Police Academy. Thirty-six survey respondents (52.2%) were twenty to 25 years old when they **started** the police academy. Seventeen (24.6%) were 26 to 30 years old. Nine (13%) were 31 to 35 years old. Five (7.2%) were 36 to 40 years old. Two (2.9%) were 41 to 45 years old. No respondents claimed starting the academy after age 45.

At one time in the history of the police academy in Henrico County Division of Police, there was the option of attending a modified academy for certified law enforcement officers. These modified academy recruits only went through a six to eight week academy instead of the full six months. The structure was intended to simply orient these officers on Virginia Laws and the Division's policies and procedures. Five respondents (7.2%) attended a Modified Police Academy; 64 of the respondents (92.8%) attended a full-term, Basic Police Academy.

Respondents with law enforcement experience.

A greater percentage of the survey respondents (25 respondents or 36.2%) reported having one to five years of law enforcement experience. This included being a law enforcement officer for jurisdictions other than Henrico County. Only four respondents (5.8%) had 21 years or more. Thirty-four respondents (49.3%) had one to five years experience being a Henrico County Police Officer, while only two (2.9%) had 21 or more years with Henrico. Sixteen (23.2%) had worked as a law enforcement

officer for another jurisdiction. Fifty-three (76.8%) had been a police officer only with Henrico.

Respondents with military experience.

Before giving the survey, the author believed more respondents would have military experience. However, only nineteen respondents (26.8%) reported having military experience (current or previous). Several (nine respondents or 47.4%) specified military experience in the Army, with the least respondents (one respondent or 5.3%) in the Coast Guard. Eight respondents (42.1%) reported having one to five years of military experience. Seven (36.8%) had six to ten years of military experience. Three (15.8%) had eleven to fifteen years of military experience, and only one respondent (5.3%) had sixteen to twenty years of military experience.

A paramilitary academy.

The last section of the survey gave statements for the respondents to answer on a scale to their levels of agreement to disagreement. Eight characteristics of a paramilitary academy were asked to be ranked in order of importance. Since was the primary focus of the research, Table 1 shows a breakdown of the responses for this particular section of the survey.

After reviewing the data, the following statements were filtered from the summary data:

- Police academies should be paramilitary in style (Question 16).
- Henrico County Police has a paramilitary style academy (Question 17).
- Your academy was paramilitary (Question 18).
- I wish my academy used a more paramilitary approach to training (Question 19).

- Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment (Question 23).

These questions/statements were answered with the following response choices: Strongly Disagree, Disagree, No Opinion, Agree, and Strongly Agree. The following questions were compared to the aforementioned filtered statements:

- What is your gender?
- What is your age?
- Are you currently serving in the military, or do you have prior military experience?
- What is your highest level of education?
- How many years have you been a Henrico County Police Officer?
- Police academies should be paramilitary in style.

A brief description of comparisons and percentages can be found in Tables 2 - 6. Please note additional comments at the bottom of each section.

Filtered results by gender.

The most noticeable difference in answers regarding the filtered questions/statements came with gender. Both male and females agreed that police academies should be paramilitary in style. Surprisingly, six female respondents (75%) disagreed that Henrico County Police has a paramilitary style of academy, while 31 male respondents (53.5%) agreed that the academy is paramilitary. The female respondents (eight total) were divided equally regarding their academy being paramilitary (50% disagreed, 25% agreed, and 25% strongly agreed). Forty male respondents (69%) agreed their academy was paramilitary. A majority of males (62.1%) and females (62.5%) wished their academy used a **more** paramilitary approach to training. Furthermore,

82.7% of males and 87.5% of females believed physical training was an effective means of punishment.

Filtered results by age.

In response to police academies should be paramilitary in nature, all ages agreed, except the one respondent who claimed being 51 years of age or older. Fifteen respondents claimed being twenty to 25 years old. Thirteen of those (66.7%) agreed that Henrico County Police currently has a paramilitary academy. Twenty-two respondents claimed being 26 to 30 years old. Ten respondents in that age range (45.5%) disagreed. Fifty percent of the fourteen respondents who claimed to be 31 to 35 years old disagreed that Henrico has a paramilitary academy. The respondents who claimed 36 to 40 years of age were a 50/50 split. Five respondents claimed being 41 to 45 years old, with three (60%) believing Henrico has a paramilitary academy. Of the three respondents who claimed 46 to 50 years of age, two (60%) disagreed. The one respondent 51 years of age or older agreed that Henrico County Police's academy is paramilitary. A majority of all age ranges agreed their police academy was paramilitary in style. With exception of the twenty to 25 year old respondents (who were evenly divided) and the 51+ years old respondent, those who claimed ages 26 to 50 wished their academy used a **more** paramilitary approach to training. All age ranges claimed physical training was an effective means of punishment, with the exception of the respondent 51 years of age or older.

Filtered results by military experience.

There was no real significance to respondents having military experience or no military experience. The only differentiation came with this statement from the survey: Henrico County Police has a paramilitary style academy. Twenty-eight respondents (53.9%) who claimed no military experience agreed that Henrico County Police has a paramilitary style academy. Ten respondents (52.7%) who claimed to have military experience disagreed with the aforementioned statement.

Filtered results by levels of education.

Again, no real significance was discovered with various educational levels and a paramilitary academy. There was an exception - those with only a high school diploma or G.E.D. (five respondents, 71.5%) agreed that Henrico County has a paramilitary style academy. All other questions/statements were agreed to regardless of educational level.

Filtered results by length of experience being a Henrico County Police Officer.

A definite significance in the data collected was found with officers who reported having less than one year of experience to ten years, as opposed to those officers who claimed more than eleven years of service. This significance was detected in regards to Henrico County Police having a paramilitary style academy and whether the respondents believed their academy was paramilitary. Nine respondents (56.3%) who claimed to have less than one year with Henrico Police agreed the Division currently has a paramilitary style academy; four (25%) disagreed. Nineteen respondents (55.9%) who claimed one to five years of service agreed Henrico has a paramilitary style academy; twelve (35.3%) disagreed. There is no real significance for those who claimed six to ten years of service – five respondents (41.7%) agreed, and six (50%) disagreed. Notably, 100% (2

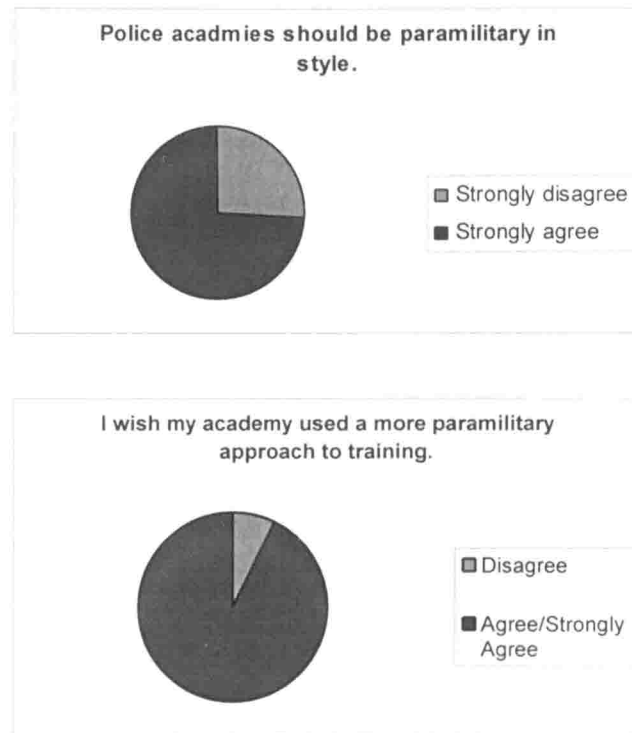
respondents) who reported eleven to fifteen years of service disagreed that Henrico has a paramilitary style academy. Two respondents (66.6%) who claimed sixteen to twenty years of service disagreed with the current academy style being paramilitary. Finally, those respondents who claimed over twenty years of service (2, 100%) also disagreed. The remaining results separated by years of service showed an overall favorable response to their police academies being paramilitary in style, and wished their academy was more paramilitaristic, and believed physical training was an effective means of punishment.

Filtered results by: "Police academies should be paramilitary in style."

There were twelve respondents (17.4%) who claimed to strongly disagree that police academies should be paramilitary in style. Of those, eight respondents (66.7%) strongly disagreed or disagreed that Henrico County Police currently has a paramilitary academy. Seven respondents (58.4%) strongly disagreed or disagreed that their academy was paramilitary. On a conflicting note, eight respondents (66.7%) who claimed police academies should not be paramilitary wished their academy has used a more paramilitary approach to training. Furthermore, ten (83.3%) agreed or strongly agreed physical training was an effective means of punishment.

Thirty-four respondents (49.3%) strongly agreed police academies should be paramilitary in style. Thirteen of those respondents (38.3%) strongly disagreed or disagreed Henrico County Police has a paramilitary style academy. Twenty respondents (58.8%) agreed or strongly agreed the academy is paramilitary. Seven respondents (20.6%) strongly disagreed or disagreed their academy was paramilitary; 25 (73.5%) agreed or strongly agreed. Two respondents (5.9%) disagreed, wishing their academy

used a more paramilitary approach to training, while 26 (76.5%) agreed or strongly agreed. Only one respondent (2.9%) disagreed physical training was an effective means of punishment. Thirty-two respondents (94.1%) who agreed that police academies should be paramilitary in style also believed physical training was an effective means of punishment.



Interview Results

Interviews were conducted with eleven Division members assigned to Uniform Patrol. Each interviewee had military, college experience, or both. There was representation from day, evening, and midnight shifts. The actual interview responses are located in Appendix III. After the survey data was reviewed and the results were

compared to the interviews, the respondents' opinions of a paramilitary academy seemed most important and will be discussed further.

Nonmilitary interviews.

Five interviews were conducted with officers in Uniform Patrol with no military experience. Years of experience varied from one to ten years of service. All interviewees had some college level of education. Two respondents, who acknowledged having no military experience, were adamant in their beliefs that a paramilitary academy should be the rule rather than the exception. They stated:

- “[The police academy] should absolutely be more like a boot camp. The more strict guidelines put on recruit the better officers they will become.”
- “I look back now and think I am the way that I am in part because of my [paramilitary] style of training...I suspect we are all better officers because of the training we received. I believe the academy should be pretty structured, and there should be a good amount of discipline. I don't think it needs to be as rigid as a military boot camp, but I disagree with the 'kindler and gentler' philosophy that I have heard discussed by some academy staff over the years.”

Military interviews.

Six interviews were conducted with officers in Uniform Patrol with military experience. These officers' experiences included the United States Marine Corps, Army, and Coast Guard. Three interviewees achieved Bachelor's Degrees, and one had three years of college experience. When discussing the benefits of boot camp, many responses mentioned becoming a better person, gaining respect for authority, increasing confidence, and appreciating discipline. One officer stated a paramilitary structure in a police academy was beneficial because, “It prepares those who have never [been a police

officer] before. It gives recruits the skills needed for this stressful job. It weeds out the weak.” Another stated the Henrico County Police Academy needed to be “more strict, demand respect to other officers and academy instructors, include more physical training, and conduct harder uniform and equipment inspections.”

The Summary of Results

After analyzing these results, it can be concluded that a majority of the respondents were in favor of a paramilitary style academy for the Henrico County Division of Police. Years of service influenced officers’ perceptions of the current style of training in the academy in comparison to their own. As the years of service with Henrico County Police increased, the percentage of respondents agreeing that the Division currently has a paramilitary academy decreased. In addition, 100% of the respondents with sixteen or more years of service agreed that their academy was paramilitary. A majority of respondents with fewer than sixteen years of service also agreed, but less significantly. Most notable were the responses received from those who strongly disagreed or strongly agreed that police academies should be paramilitary in style. Regardless of that particular statement, all respondents wished their academy used a more paramilitary approach to training and believed physical training was an effective means of punishment. The interview results will be used to provide exact examples to Division staff members when disseminating the information.

The next chapter describes the application of these results. This includes dissemination of the information discovered, as well as plans to meet with various levels

of the Henrico County Division of Police to explore changes in structure and policy within our police academy training.

CHAPTER FOUR: APPLICATION

Dissemination

It will be extremely important that survey results be reported to the participants since they were an integral part of the research. The results of this study will be disseminated in two phases. No information will be reported until after defending this research to other students in the School of Continuing Studies at University of Richmond. These students were key players to this entire process and have given continued valuable information on various topics throughout this degree program. Their reactions to the collected data and suggestions regarding will be welcomed. Once discussion has been terminated, the immediate results will be reported at the informational briefings held by Uniform Operations. The information achieved through discussion with the author's classmates will be shared and any other suggestions from the Division's officers in Uniform Patrol will be encouraged. In addition to Uniform Patrol, these results will be provided to the Training Unit for discussion with the training coordinators and training staff.

Furthermore, the combined information and research results will be provided to the Division staff members. The Training Unit, which has been very encouraging of this study, will be invited to meet with the Chief of Police, Deputy Chief, and Assistant Chiefs to discuss some ideas of implementation. The author will promote open discussions where ideas regarding change can be considered.

After all information has been exchanged - and suggestions have been made, denied, and/or accepted for the police academy - any new information will again be

reported at the informational briefings on each shift of Uniform Patrol. These follow-up conferences will be conducted to supplement previously released information, providing officers with the Command Staff's response to the survey results. Any further information on this study will be continuously updated to the Uniform Operations Unit, including any changes made to the police academy caused by their participation in this research.

Implementation: Tactics and Strategies

It was concluded that the Henrico County Division of Police's uniform patrol officers seek a more paramilitary academy. Several officers were extremely encouraging in their interviews, and eager to help implement changes in the police academy.

Observe the military.

The author indicates it is essential to observe various military training exercises with a training coordinator and some of the training staff. This would give the Division some information on paramilitary training and how to implement these exercises into the training academy. There are several police officers that have offered their assistance in this study. This assistance will be accepted, especially from those who have military experience and still have connections to their previously assigned bases. A visit to those military bases will be arranged in an effort to observe training firsthand. Viewing some training activities involved in Boot Camp would also be beneficial. An officer with military experience, the training coordinator, and the training sergeant would need to attend this observation. If there were any type of drill sergeant manual given to drill instructors in the military, a copy would be advantageous.

Observation of a paramilitary college.

There are some officers who have an educational background at a paramilitary college. Some have held positions at these schools, which are similar to that of a drill instructor. Also, some have been in charge of conducting physical training. These survey participants will be asked to provide contact information of school representatives. These representatives will be asked to schedule time to observe some of their paramilitary training activities on campus. As previously stated, a copy of an instructor manual needs to be obtained, should one exist.

Writing a manual.

Once the military and college training exercises have been observed, a meeting needs to be conducted with officers having previous military experience and/or paramilitary college graduates who are now police officers. Training coordinators and staff, as well as the Chief of Police, would be invited to attend this meeting. These Division representatives would work together to write a manual for the police academy training coordinators to use when training new recruits. This would distinguish certain standards of procedure to unify the training command. The manual would include certain exercises to implement into a training academy. These specifics cannot be discussed this early into the implementation cycle. The observation of military and paramilitary practices would be essential to the construction of this manual.

Become a training coordinator.

Becoming a training coordinator would enable all goals to be implemented by the author personally. This would allow the author to follow this study through to completion. The author has contemplated requesting a transfer to the Training Unit, once a position becomes available.

Evaluation

As with all research studies, any changes as a result of the study would need to be evaluated. The Division would need to remain open to ideas and willing to change if certain actions are not working. There should be a constant awareness of what is working, and what should be modified – especially in a police training academy, where a recruit's training is so important to survival. At the very least, evaluations should be made after each academy graduated.

CHAPTER FIVE: CONCLUSION

Summary

The research described above addressed the perceived impact of paramilitary training on police recruit performance. It explored whether a paramilitary environment should be present in a police academy, or if the current style of academy used in the Henrico County Division of Police is appropriate. Though there was not much literature written about this subject, some was found promoting the benefits of the military structure in training recruits. The Henrico County Division of Police has over time decreased the paramilitary style of training in their Basic Police Academy, much to the dismay of current police officers. The focus on the manual research (i.e. surveys and interviews) was conducted with respect to the Uniform Patrol Unit. These officers were the first to have contact with newly graduated recruits and might have been in charge of field training.

According to the literature, there are essential behavioral requirements of police officers. These include conducting routine patrol, learning the geographical area being patrolled, being proactive, making quick decisions, self-discipline, and integrity. These characteristics are introduced in a police academy. The first glimpse of a police academy occurred in 1853 in New York City, New York. Now, having a police academy to turn citizens into police officers is commonplace. The purpose of a police academy is to prepare recruits for the duties of a police officer. This is accomplished through physical and mental training, including classroom activities and practical exercises. Combining police training with the military has been in existence since 1981 with the Military

Cooperation with Law Enforcement Officials Act, where police officers joined soldiers in the fight against drugs. Instilling military-like training in police training has made a significant impact on specialized units, such as the SWAT team, as well as recruits' training. This style of training better prepared recruits for what they could expect after graduation and gave them the needed self-confidence, discipline, and courage needed for this field of work.

The biggest downfall in this process was the lack of literature related to paramilitary training specifically with police academies. Most research explains paramilitary police units being specialized units within a police department such as SWAT (Special Weapons and Tactics). Another disappointment came with data collection. Although a 56.8% return rate for the surveys is reasonable, you can never have too many respondents for a better picture.

Data collection was an important part of the process. It was used to determine how Henrico County patrol officers felt about the Basic Police Academy. This was accomplished through a 32 questions survey, as well as interviews of eleven officers. Several demographic questions were asked in the survey, as well as military, law enforcement, and educational experience. These questions discovered who the Uniform Patrol Unit represents. All research material was approved through the University of Richmond's International Review Board, prior to distribution.

Once the survey and interview results were received, it was concluded that a majority of the respondents were in favor of a paramilitary police academy. The greater part of the respondents wished their police academy used a more paramilitary approach to

training and agreed that physical training was an effective means of punishment. The results represented gender, race, those with and without military, law enforcement, and various educational backgrounds. Regardless of the diversity in respondents, it was concluded a paramilitary academy in Henrico County was still desired among the Uniform Patrol Unit.

It is understood that the overall content of an academy should not change whether it was paramilitary in style, or less intense. But with a paramilitary academy, there would be an increased emphasis on discipline, respect, and self-confidence. Enforcing paramilitary exercises in the Henrico County Police Basic Police academy was in the hearts and minds of the current officers. It was not only about what is taught about policies, procedures, and laws, but also how it was taught, the philosophy that was used, and how civilians were molded into police officers. A paramilitary structure encouraged quick decision-making, mature judgment, articulation in others' behavior, self-discipline, and professionalism.

Applying the information obtained will include dissemination of the research to the participants and the command staff employed by Henrico County Division of Police. Implementation of the author's findings will include observing training exercises at military bases as well as paramilitary colleges. These observation results will be used to construct a manual for training coordinators to use in order to parallel academy training to the military. In the future, the author may ask for a transfer request to become a training coordinator. This will give her first hand experience of applying the research results and implementing new ideas.

Personal Learning

What the author learned most from this adventure was the history of the partnership between military and police, as well as the beginning of formalized police training. As mentioned in the literature review, the exact date of the first police academy is unknown, but there was evidence formal training existed as early as 1853 in New York. The Pennsylvania State Police started the first training school in 1906. Since 1974, 45 out of 50 states have implemented programs for recruit training. The author was also unaware that there was actual legislation encouraging the merging of military and police. This was established in 1981 by the Military Cooperation with Law Enforcement Officials Act.

The data collection process was probably the most beneficial process in this learning experience. It was just last semester that the author took a class on how to conduct research with surveys. She is much more confident in her ability to use surveys to represent the respondents' opinions and disseminate the results accurately without the help of others.

APPENDIX I

Survey Cover Letter

Survey Questionnaire

**HERICO COUNTY DIVISION OF POLICE
SURVEY COVER LETTER**

Dear Survey Respondent,

I am a graduate student at the University of Richmond. I am writing my thesis on the effects paramilitary training has on police academies. I am trying to obtain as much information as possible to represent the thoughts and beliefs of Henrico County Police Officers on this matter. The final product will be submitted to the Chief of Police in an effort to produce the best police officers through our academy. A complete analysis of the information, as well as the results from the survey, will be available by December 2006.

Your participation in this survey is completely voluntary and confidential. By completing this survey, you will be giving consent to use the information provided. If you would like to participate in an interview regarding this topic, please contact me. However, please do not put any personal information on the survey to ensure anonymity.

Sincerely,

Lauren C. Nobles
Officer First Class
Henrico County Division of Police

HENRICO COUNTY DIVISION OF POLICE

SURVEY: A PARAMILITARY ACADEMY, IS THERE A PLACE FOR IT IN OUR FUTURE?

DEMOGRAPHICS

What is your gender?

☐ Male ☐ Female

What is your race?

☐ African American ☐ Caucasian ☐ Hispanic ☐ Asian ☐ Other

What is your age range?

☐ 20 to 25 ☐ 26 to 30 ☐ 31 to 35 ☐ 36 to 40 ☐ 41 to 45 ☐ 46 to 50 ☐ 51 and over

What is your highest level of education?

☐ High School Diploma/GED ☐ Some college ☐ Associate's Degree
☐ Bachelor's Degree ☐ Master's Degree ☐ Other

How old were you when you started the Police Academy with Henrico Police?

☐ 20 to 25 ☐ 26 to 30 ☐ 31 to 35 ☐ 36 to 40 ☐ 41 to 45 ☐ 46 to 50 ☐ 51 and over

Which type of an academy were you in?

☐ Basic Police Academy ☐ Modified Academy

LAW ENFORCEMENT EXPERIENCE

How many years of law enforcement experience do you have?

☐ Less than 1 ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 or more

How many years have you been a Henrico County Police Officer?

☐ Less than 1 ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 or more

Have you ever worked as a law enforcement officer for another jurisdiction?

☐ Yes ☐ No

If yes, which one(s). _____

MILITARY EXPERIENCE

Are you currently serving in the military, or do you have prior military experience?

☐ Yes ☐ No

If yes, which branch?

☐ Army ☐ Navy ☐ Marines ☐ Coast Guard ☐ Air Force

Are/Were you:

☐ Active/Full-time ☐ Reserves

How many years experience do you have with the military?

☐ Less than 1 ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ 16 to 20 ☐ 21 or more

A PARAMILITARY ACADEMY

A training academy is responsible for developing certain characteristics in police recruits. Listed below are seven characteristics of a paramilitary academy. Please rank in order of importance these eight listed characteristics (1 being of most importance, 8 being of least importance)

- ___ Discipline
- ___ Respect
- ___ Dedication
- ___ Leadership
- ___ Motivation
- ___ Promptness
- ___ Thoroughness
- ___ Teamwork

Police academies should be paramilitary in style.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Henrico County Police has a paramilitary style academy.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Your academy was paramilitary.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

I wish my academy used a more paramilitary approach to training.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

A paramilitary approach to training has a negative effect on learning.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Paramilitary academies teach respect.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Paramilitary academies encourage teamwork.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Practical exercises are an effective means of teaching police recruits.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

Do you wish you had more opportunities for practical exercises in your academy?

☐ Yes ☐ No ☐ No opinion

Police recruits should spend more time practicing Officer Survival.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

How much time should be allotted for Officer Survival in the academy?
 _____ (i.e. one day, one week, etc.)

Police recruits should spend more time on firearms training.

☐ Strongly Disagree ☐ Disagree ☐ No opinion ☐ Agree ☐ Strongly Agree

How much time should be allotted for firearms training in the academy?
 _____ (i.e. one day, one week, etc.)

Did your academy participate in a Ropes Course, or some other similar team building exercise?

☐ Yes ☐ No

If so, do you feel it encouraged teamwork within your academy?

☐ Yes ☐ No ☐ No opinion

Please list any other areas of training within the academy you wish you spent more time on. If there are none, please state "None."

APPENDIX II

Interview Questions

Interview Reponses

INTERVIEW QUESTIONS

1. What is your military experience?

a. If you have military experience, what was your overall impression of Boot Camp?

i. What do you believe the purpose of Boot Camp was?

ii. Were there any similarities between Boot Camp and your

academy?

iii. What are some things you believe that are present in Boot Camp

that should be implemented into a police academy?

b. If you have no military experience, do you believe the police academy

should have been more/less like Boot Camp?

2. What is your educational background?

a. Was any school you attended paramilitary?

- i. What types of paramilitary activity did you engage in?
 - ii. What was the purpose of those activities?
- 3. What police academy were you in?
- 4. Do you feel your academy was paramilitary?
 - a. If so, do you think that type of structure was beneficial?
 - b. Why or Why not?
- 5. What are the top five characteristics of a good police recruit?
 - a. Do you feel like these characteristics can be trained in a paramilitary academy?
 - b. Why or Why not?

INTERVIEW QUESTIONS

Interview No. 1

1. What is your military experience?

A: United States Coast Guard Reserve.

a. If you have military experience, what was your overall impression of Boot Camp?

A: It was a difficult but very rewarding experience. It gave me confidence to push myself further than I ever have or would have.

i. What do you believe the purpose of Boot Camp was?

A: To prepare you for stressful situations that you might encounter while performing my duties as a member of the U.S. Coast Guard.

ii. Were there any similarities between Boot Camp and your academy?

A: Yes, some.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: The overnight aspect of boot camp that creates an isolated environment was a good aspect because it did not allow for outside distractions.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Not applicable.

2. What is your educational background?

A: Four-year degree from Longwood University. B.S. in Sociology with a concentration in Criminal Justice.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 30th Basic.

4. Do you feel your academy was paramilitary?

A: Yes, to an extent.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: We had a regular inspection and PT, but I think that the academies now appear to be easier and less militant.

5. What are the top five characteristics of a good police recruit?

A: Honesty, intelligence, physical fitness, team player, ability to make a decision.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes.

b. Why or Why not?

A: Because in a military environment people who do not have the characteristics would not successfully finish the academy.

INTERVIEW QUESTIONS

Interview No. 2

1. What is your military experience?

A: Marine Reserves.

a. If you have military experience, what was your overall impression of Boot Camp?

A: I hated it at first, but now when I look back I understand that every part of it was directed toward individual reasons.

i. What do you believe the purpose of Boot Camp was?

A: To break down and rebuild. To establish the recruits will and motivation.

ii. Were there any similarities between Boot Camp and your academy?

A: Some.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Respect for authority of the command structure.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Not applicable.

2. What is your educational background?

A: College Degree.

a. Was any school you attended paramilitary?

A: Fork Union Military Academy.

i. What types of paramilitary activity did you engage in?

A: Drill team.

ii. What was the purpose of those activities?

A: Discipline and teamwork.

3. What police academy were you in?

A: 55th Basic Hanover Academy and the 1st Henrico Modified.

4. Do you feel your academy was paramilitary?

A: I feel the modified had enough paramilitary for the level that the experienced officers needed.

a. If so, do you think that type of structure was beneficial?

A: For some people and for others it is not.

b. Why or Why not?

A: If you have never experienced any military training it can be very overwhelming to the individual.

5. What are the top five characteristics of a good police recruit?

A: Common sense! Respect for others, the will to learn, self-confidence and a team player.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes and no.

b. Why or Why not?

A: Team work and respect can be taught as well as self confidence can be established Common sense is just life experience. The most difficult officer to train is a book smart person who analyzes situations and can't make a rash decision.

INTERVIEW QUESTIONS

Interview No. 3

1. What is your military experience?

A: 13 years in the Army.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Extremely challenging. Mentally and physically hard.

i. What do you believe the purpose of Boot Camp was?

A: It was to instill discipline, prep soldiers to adapt to stress, make them physically fit, and familiarize soldiers with procedures, how to operate military equipment, and military courtesy.

ii. Were there any similarities between Boot Camp and your academy?

A: Yes, in all aspects. However, the military did not stress the risk of death as much in the police academy.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Everything; especially physical fitness and adapt and overcome to an ever-changing environment.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Not applicable.

2. What is your educational background?

A: Three years of college.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: Basic – Hampton Roads Academy of Criminal Justice. Second Modified Academy – Henrico Police.

4. Do you feel your academy was paramilitary?

A: Basic – Yes, but not nearly as much as it should be. Modified – No, and I don't feel it should be, because modified officers already have the basic skills needed and have experience on the job.

a. If so, do you think that type of structure was beneficial?

A: At the basic level, yes.

b. Why or Why not?

A: It prepares those who have never done this job before. It gives recruits the skills needed for this stressful job. It weeds out the weak.

5. What are the top five characteristics of a good police recruit?

A: Integrity, discipline, good moral and ethical character, dedication to the laws of the land, and physical and mental health.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes.

b. Why or Why not?

A: The pressure of having to perform at peak performance is essential in this occupation. Many recruits have no clue how demanding this job is. In a paramilitary environment is the only way to prepare them. If you compare military vets to the average college student, the vets will always out perform.

INTERVIEW QUESTIONS

Interview No. 4

1. What is your military experience?

A: 23 years active duty USMC. Boot camp three times while enlisted. Two six-week boot camps as an officer.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Good, trains everyone to think and react the same way. Gives a good foundation to follow on training.

i. What do you believe the purpose of Boot Camp was?

A: Develop esprit de corp. Ensure recruits have the physical and mental toughness to accomplish the assigned mission. To impart basic knowledge.

ii. Were there any similarities between Boot Camp and your academy?

A: Yes. Besides the yelling, they tested to see if the individual can handle mild stress, if they could PT, and if they could grasp basic police learning.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: A graduated program of increased responsibility. Split it up into three phases, as you progress through the phases you are treated more like an officer and less like a recruit.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Not applicable.

2. What is your educational background?

A: Not applicable.

a. Was any school you attended paramilitary?

A: Not applicable.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 43rd.

4. Do you feel your academy was paramilitary?

A: Yes, but in a limited way.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: I would like to see it more paramilitary. Saluting. More history. Creating more pride in the agency.

5. What are the top five characteristics of a good police recruit?

A: Honor, professionalism, commitment, compassion, accountability.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: No.

b. Why or Why not?

A: They can be refined, but if you don't have them you will never get them.

INTERVIEW QUESTIONS

Interview No. 5

1. What is your military experience?

A: USMC.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Great experience to allow the basic recruit soldier the necessary skills to function basic military skills.

i. What do you believe the purpose of Boot Camp was?

A: To initiate the recruit soldier with the basic skills of military life.

ii. Were there any similarities between Boot Camp and your academy?

A: The basic police recruit training academy functions in the same manner as a military style boot camp. It provides the recruit officer with the foundation (building blocks) to function as a basic patrol officer.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: I think the current training agenda for the basic police academy are sufficient.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Not applicable.

2. What is your educational background?

A: Not applicable.

a. Was any school you attended paramilitary?

A: Not applicable.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 18th Basic Academy.

4. Do you feel your academy was paramilitary?

A: Yes. Our training coordinators even wore drill instructor hats as opposed to the current style that the Division officers are issued.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: It matures recruits to the real life, and subjects the individual to scenarios that he/she may be faced with as a patrol officer.

5. What are the top five characteristics of a good police recruit?

A: Motivation, maturity, integrity, professionalism, dedication.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes.

b. Why or Why not?

A: It has been successful throughout the years in the military and police academy.

INTERVIEW QUESTIONS

Interview No. 6

1. What is your military experience?

A: Six years active duty Army. Then joined Army National Guard in July 2006.

a. If you have military experience, what was your overall impression of Boot Camp?

A: It was a great experience; I felt it was more of an accomplishment than getting my B.S. from Radford. The first two weeks were hell week – they took everything away from you and broke you down – then they taught you discipline and principles, and morals. And made you work hard physically and emotionally to accomplish your tasks by yourself and as a team. It made you look at life a lot different and not take so many things for granted. By the end, I was a much different person – a better person.

i. What do you believe the purpose of Boot Camp was?

A: To make you a more well rounded person. To have discipline when dealing with stressful situations, and to learn how to deal with things by yourself and as a team. It was a life learning experience. It made you realize that sometimes you can look at a situation in many different ways. It made you realize that morals and principles are to be followed for good results.

ii. Were there any similarities between Boot Camp and your academy?

A: I don't believe so – with the exception of standards. There were standards to be followed, but the disciplinary actions were not tough if the standards weren't followed.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Needs to be more strict. More respect to officers teaching classes and to academy staff. Harder inspections on equipment. More physical training. More group exercises that build teamwork. More stress.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Not applicable.

2. What is your educational background?

A: Bachelor's Degree in Criminal Justice from Radford, and a minor in psychology.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 34th.

4. Do you feel your academy was paramilitary?

A: No.

a. If so, do you think that type of structure was beneficial?

A: Not applicable.

b. Why or Why not?

A: Not applicable.

5. What are the top five characteristics of a good police recruit?

A: Honesty, discipline, works well with others, good work ethics, got to have some life experience; can't be out of college with no experience to what the world is like.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes, all but the life experience.

b. Why or Why not?

A: I think with a good “structure to the T” curriculum these characteristics could be taught. I think they need to learn other things than just the basics to police work. There need to be team building missions and projects. I think more should be expected in discipline. I think that rewards should be involved to make people want to work harder and learn. Like in the military, you get passes for good work. There should be something they want to work hard for besides graduation. Because, at almost 30 weeks it becomes too routine to take shortcuts – we all did it. They need to have some unexpectedness and new obstacles. It’s what we deal with on the road everyday.

INTERVIEW QUESTIONS

Interview No. 7

1. What is your military experience?

A: Not applicable.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Not applicable.

i. What do you believe the purpose of Boot Camp was?

A: Not applicable.

ii. Were there any similarities between Boot Camp and your academy?

A: Not applicable.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Not applicable.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: More like Boot Camp. More discipline and teach respect.

2. What is your educational background?

A: Associate's Degree from Hilbert College.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 34th.

4. Do you feel your academy was paramilitary?

A: Semi-paramilitary. More than what they are doing now.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: Teaches discipline, command structure, and organization.

5. What are the top five characteristics of a good police recruit?

A: Honesty, commitment, dependable, respectful, and common sense.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Honesty – No. Commitment – Probably. Dependable – No. Respectful – Yes. Common sense – No.

b. Why or Why not?

A: Respect: through structure and discipline, you gain more respect for job and coworkers.

INTERVIEW QUESTIONS

Interview No. 8

1. What is your military experience?

A: Paramilitary College.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Not applicable.

i. What do you believe the purpose of Boot Camp was?

A: Not applicable.

ii. Were there any similarities between Boot Camp and your academy?

A: Not applicable.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Not applicable.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: It should absolutely be more like boot camp. The more strict guidelines put on recruits the better officers they will become. A lax environment in the academy promotes the same lax attitude with officers on the street.

2. What is your educational background?

A: I have a B.A. from the Virginia Military Institute, 2003.

a. Was any school you attended paramilitary?

A: Yes.

i. What types of paramilitary activity did you engage in?

A: We attended three formations a day – morning, noon, and night. In those formations we had uniform inspections everyday.

ii. What was the purpose of those activities?

A: The purpose of formation was to get me there on time and have a structured way of life. This taught us time management. The inspections everyday taught me to have pride in myself and in the uniform I was wearing.

3. What police academy were you in?

A: 34th.

4. Do you feel your academy was paramilitary?

A: At times.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: I believe a police department should be more paramilitary. When you are in a profession where you wear a uniform, you represent everyone else who wears the badge. Promoting a paramilitary environment in the academy helps promote a professional police department. In the paramilitary surrounding you learn to look the part – for instance, you learn to tuck in your shirt, polish your gun belt, and clean your gun. If things were more strict, the police department would not lose as many people due to all the little problems that come with a lax environment.

5. What are the top five characteristics of a good police recruit?

A: Honorable, hard working, disciplined, respectful, and leader.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes and no.

b. Why or Why not?

A: I think you can train someone on being more disciplined, hard working, and respectful. However, leadership is not taught, it's within. I think some people have it and others don't. I feel the same for being honorable; you have it or you don't.

INTERVIEW QUESTIONS

Interview No. 9

1. What is your military experience?

A: None.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Not applicable.

i. What do you believe the purpose of Boot Camp was?

A: Not applicable.

ii. Were there any similarities between Boot Camp and your academy?

A: Not applicable.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Not applicable.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Indifferent. Mine was kind of like a boot camp.

2. What is your educational background?

A: College degree in Administration of Justice.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 23rd.

4. Do you feel your academy was paramilitary?

A: Yes.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: Organizes you into following chains of command – if you have no military experience.

5. What are the top five characteristics of a good police recruit?

A: Honesty, dedication, punctuality, accountable for your actions (be up front if you forget your equipment at home), team player.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: Yes, to some degree.

b. Why or Why not?

A: You can't teach someone to be honest – that comes from a long time ago.

INTERVIEW QUESTIONS

Interview No. 10

1. What is your military experience?

A: None, but I grew up around the military, because my dad worked for the Department of Defense.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Not applicable.

i. What do you believe the purpose of Boot Camp was?

A: Not applicable.

ii. Were there any similarities between Boot Camp and your academy?

A: Not applicable.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Not applicable.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: My academy was pretty rigid because (then) Lt. Alberta was in charge of it. He told us from the beginning that it was going to be like a military Boot Camp. He was going to break us down and then build us back up so that we would be the kind of officers he wanted us to be. I look back on it now and think I am the way that I am in part because of that style of training. I am not aware of any of the guys in my academy having any major discipline problems. The one guy in the class who was the goofiest had some issues, but I believe they were minor. I suspect we are all better officers because of the training we received. I believe the academy should be pretty structured, and there should be a good amount of discipline. I don't think it needs to be as rigid as a military boot camp, but I disagree with the "kindler and gentler" philosophy that I have heard discussed by some academy staff over the years. I have heard it said that we need to be nicer to keep people from leaving. But, I believe that without a background based on

discipline and structure, we see discipline problems crop up once these officers begin working the streets with little supervision.

2. What is your educational background?

A: I have completed all but a thesis for a Master's Degree.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 27th.

4. Do you feel your academy was paramilitary?

A: Definitely.

a. If so, do you think that type of structure was beneficial?

A: Definitely.

b. Why or Why not?

A: What was referred to in a previous question.

5. What are the top five characteristics of a good police recruit?

A: Alert and attentive, committed to purpose, willing and able to work with others, and interested in learning.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: If you don't already have some of those traits, then I don't think you're going to develop them in the type of academies like we have.

b. Why or Why not?

A: I think only a military Boot Camp provides the environment to take a person with a discipline problem and fix him/her. I still feel strongly, though, that if you have the intestinal fortitude to stand tall though a paramilitary academy, you are less likely to cause the types of discipline issues and complaints to I.A. that we are seeing today.

INTERVIEW QUESTIONS

Interview No. 11

1. What is your military experience?

A: None.

a. If you have military experience, what was your overall impression of Boot Camp?

A: Not applicable.

i. What do you believe the purpose of Boot Camp was?

A: Not applicable.

ii. Were there any similarities between Boot Camp and your academy?

A: Not applicable.

iii. What are some things you believe that are present in Boot Camp that should be implemented into a police academy?

A: Not applicable.

b. If you have no military experience, do you believe the police academy should have been more/less like Boot Camp?

A: Less..

2. What is your educational background?

A: B.S. in Physical Education.

a. Was any school you attended paramilitary?

A: No.

i. What types of paramilitary activity did you engage in?

A: Not applicable.

ii. What was the purpose of those activities?

A: Not applicable.

3. What police academy were you in?

A: 42.

4. Do you feel your academy was paramilitary?

A: Yes.

a. If so, do you think that type of structure was beneficial?

A: Yes.

b. Why or Why not?

A: Some people in the academy really needed discipline.

5. What are the top five characteristics of a good police recruit?

A: Discipline, honesty, integrity, physical fitness, good work ethic.

a. Do you feel like these characteristics can be trained in a paramilitary academy?

A: No.

b. Why or Why not?

A: I think you have them already.

TABLES

TABLE 1

Survey Analysis (Unfiltered): A training academy is responsible for developing certain characteristics in police recruits. Listed below are eight characteristics of a paramilitary academy. Please rank in order of importance these eight listed characteristics (1 being of most importance, 8 being of least importance).

	1	2	3	4	5	6	7	8	Average
Discipline	60%	24%	6%	8%	2%	0%	0%	0%	1.68
Respect	6%	27%	23%	23%	3%	10%	5%	3%	3.53
Dedication	11%	16%	8%	15%	21%	13%	13%	2%	4.18
Leadership	8%	5%	13%	11%	20%	10%	13%	20%	5.10
Motivation	2%	5%	16%	15%	18%	26%	10%	8%	5.02
Promptness	0%	2%	10%	7%	12%	12%	20%	38%	6.35
Thoroughness	0%	2%	7%	7%	13%	21%	34%	16%	6.15
Teamwork	13%	19%	18%	16%	13%	10%	6%	5%	3.76

Through computing the response averages, the total survey respondents report the following characteristics in rank of importance for a police academy:

Most Important – 1 = Discipline
 2 = Respect
 3 = Teamwork
 4 = Dedication
 5 = Motivation
 6 = Leadership
 7 = Thoroughness
 Least Important – 8 = Promptness

TABLE 2**How long have you been a Henrico county police officer?**

Henrico County Police has a paramilitary style academy.

	< 1 year	1 – 5 yrs	6 – 10 yrs	11-15 yrs	16-20 yrs	> 20 yrs
Disagree	25%	35.5%	50%	100%	66.6%	100%
Agree	56.3%	55.9%	41.7%	0%	33.3%	0%

Your academy was paramilitary.

	< 1 year	1 – 5 yrs	6 – 10 yrs	11-15 yrs	16-20 yrs	> 20 yrs
Disagree	25%	23.5%	33.3%	50%	0%	0%
Agree	62.4%	67.6%	66.6%	50%	100%	100%

I wish my academy used a more paramilitary approach to training.

	< 1 year	1 – 5 yrs	6 – 10 yrs	11-15 yrs	16-20 yrs	> 20 yrs
Disagree	25%	8.8%	8.3%	0%	33.3%	0%
Agree	37.6%	73.6%	58.3%	100%	33.3%	100%

Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.

	< 1 year	1 – 5 yrs	6 – 10 yrs	11-15 yrs	16-20 yrs	> 20 yrs
Disagree	25%	0%	16.7%	0%	33.3%	0%
Agree	68.8%	94.2%	75%	100%	66.7%	100%

- Disagree (combined Strongly Disagree/Disagree)
- Agree (combined Agree/Strongly Agree)

TABLE 3

Police academies should be paramilitary in style.**Strongly Disagree**

	Strongly Disagree/Disagree	Agree/Strongly Agree
Henrico Co. Police has a paramilitary academy.	66.7%	8.3%
Your academy was paramilitary.	58.4%	33.3%
I wish my academy used a more paramilitary approach to training.	25%	66.7%
Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.	0%	83.3%

Strongly Agree

	Strongly Disagree	Strongly Agree
Henrico Co. Police has a paramilitary academy.	38.3%	58.8%
Your academy was paramilitary.	20.6%	73.5%
I wish my academy used a more paramilitary approach to training.	5.9%	76.5%
Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.	0%	94.1%

TABLE 4**What is your highest level of education?**

Police academies should be paramilitary in style.

	H.S./GED	Some Coll.	Associate's	Bachelor's	Master's
Disagree	0%	19%	30%	18.5%	
Agree	85.7%	81%	70%	74%	100% (1)

Henrico County Police has a paramilitary style academy.

	H.S./GED	Some Coll.	Associate's	Bachelor's	Master's
Disagree	14.3%	42.9%	45.5%	46.4%	
Agree	71.5%	47.7%	45.5%	42.8%	100% (1)

Your academy was paramilitary.

	H.S./GED	Some Coll.	Associate's	Bachelor's	Master's
Disagree	14.3%	42.9%	0%	25%	
Agree	71.5%	52.4%	90.0%	71.4%	100% (1)

I wish my academy used a more paramilitary approach to training.

	H.S./GED	Some Coll.	Associate's	Bachelor's	Master's
Disagree	0%	9.5%	18.2%	18.5%	
Agree	85.7%	66.7%	72.7%	48.1%	100% (1)

Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.

	H.S./GED	Some Coll.	Associate's	Bachelor's	Master's
Disagree	0%	9.6%	9.1%	14.3%	
Agree	100%	90.5%	63.7%	82.1%	100% (1)

- Disagree (combined Strongly Disagree/Disagree)
- Agree (combined Agree/Strongly Agree)
- Only one respondent claimed having a Master's.
 - No survey respondent had higher than a master's degree.

TABLE 5**Military experience**

Police academies should be paramilitary in style.

	No military experience.	Previous or current military
Disagree	20%	21.1%
Agree	78%	73.7%

Henrico County Police has a paramilitary style academy.

	No military experience.	Previous or current military
Disagree	36.5%	52.7%
Agree	53.9%	36.8%

Your academy was paramilitary.

	No military experience.	Previous or current military
Disagree	21.2%	36.9%
Agree	71.2%	57.9%

I wish my academy used a more paramilitary approach to training.

	No military experience.	Previous or current military
Disagree	15.3%	5.6%
Agree	61.5%	66.7%

Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.

	No military experience.	Previous or current military
Disagree	11.5%	5.3%
Agree	82.7%	89.5%

- Disagree (combined Strongly Disagree/Disagree)
- Agree (combined Agree/Strongly Agree)

TABLE 6**What is your age range?**

Police academies should be paramilitary in nature.

	20-25	26-30	31-35	36-40	41-45	46-50	51+
Disagree	13.4%	18.2%	23.1%	25%	20%	0%	100%
Agree	86.7%	72.8%	69.2%	75%	80%	100%	0%

Henrico County Police has a paramilitary academy.

	20-25	26-30	31-35	36-40	41-45	46-50	51+
Disagree	26.6%	45.5%	50%	50%	20%	66.7%	0%
Agree	66.7%	40.9%	35.7%	50%	60%	33.3%	100%

Your academy was paramilitary.

	20-25	26-30	31-35	36-40	41-45	46-50	51+
Disagree	13.3%	40.9%	21.4%	37.5%	0%	0%	0%
Agree	73.3%	59%	71.5%	62.5%	60%	66.7%	100%

I wish my academy use a more paramilitary approach to training.

	20-25	26-30	31-35	36-40	41-45	46-50	51+
Disagree	26.7%	9%	7.1%	0%	20%	0%	100%
Agree	26.6%	63.6%	85.7%	87.5%	60%	100%	0%

Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.

	20-25	26-30	31-35	36-40	41-45	46-50	51+
Disagree	13.4%	13.6%	7.1%	0%	0%	0%	100%
Agree	80%	77.3%	92.8%	100%	80%	100%	0%

- Disagree (combined Strongly Disagree/Disagree)
- Agree (combined Agree/Strongly Agree)
- Only one survey respondent claimed being 51 or over in age.

TABLE 7

What is your gender?

Police academies should be paramilitary in style.

	Male	Female
Disagree	17.2%	37.5%
Agree	79.3%	62.5%

Henrico County Police has a paramilitary academy.

	Male	Female
Disagree	34.4%	75%
Agree	53.5%	25%

Your academy was paramilitary.

	Male	Female
Disagree	22.4%	50%
Agree	69%	50%

I wish my academy used a more paramilitary approach to training.

	Male	Female
Disagree	13.7%	12.5%
Agree	62.1%	62.5%

Physical training (i.e. push-ups, sit-ups, running, etc.) is an effective means of punishment.

	Male	Female
Disagree	10.3%	12.5%
Agree	82.7%	87.5%

- Disagree (combined Strongly Disagree/Disagree)
- Agree (combined Agree/Strongly Agree)
- Of the **female** respondents, 50% have military experience.
- Of the **male** respondents, 24.1% have military experience.

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ABOUT THE AUTHOR

Lauren Carol Nobles is a police officer with the Henrico County Division of Police. She has been employed there since October 2003. Thus far, she has been assigned to Uniform Patrol and Personnel Unit. Lauren Nobles achieved a Bachelor's of Science in Criminal Justice from Virginia Commonwealth University in 2002. Prior to her law enforcement career, she was a paralegal, and a hotel manager.

PLEDGE

On my honor I hereby affirm that this work was created by me, the writings and conclusions are entirely my own, I actually completed the surveys and/or interviews (where appropriate), made all the observations noted, and all ideas from others are properly cited and referenced.

Signed: 