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**Calm in the face of death: A training program for maximizing  
performance in crisis situations**

Lewinski, William Joseph, Ph.D.

The Union for Experimenting Colleges and Universities, 1988

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CALM IN THE FACE OF DEATH:  
A TRAINING PROGRAM  
FOR  
MAXIMIZING PERFORMANCE IN CRISIS SITUATIONS

William J. Lewinski, Ph.D.

A Contextual Paper On  
A Two Part Social Action Project  
Submitted in Partial Fulfillment  
Of the Requirements  
For the Degree of  
Doctor of Philosophy  
In  
Police Psychology

Union Graduate School  
Cincinnati, Ohio  
September, 1988

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## ACKNOWLEDGEMENTS

During my doctoral program, there have been several people who have been very supportive in many different ways.

Dr. Penn has been truly outstanding, with her creative and scholarly contributions, as well as her encouragement, support and understanding. Drs. Russell and Gilmartin have provided a deeply appreciated level of personal and professional support. Their encouragement of me to rise to the level of peer has been a very heartening factor. I wish to thank Dr. Harold McAbee for his many hours of reading drafts and his many suggestions and support. I wish to thank the peers on my committee, Ms. Virginia Zeeb and Dr. Richard Borden for their support and encouragement.

John Linhoff made a major contribution to my work with the donation of the use of his colour photo lab, staff, and production facilities. He truly is a good friend.

Dave Allan helped out with the production of the video, as well as the organization and technical aspects of the slide presentation. His support as a colleague and friend is much appreciated.

## ABSTRACT

Initially, I observed that police officers in general were not well trained for, nor functioned well, in crisis situations. I also observed that those officers who performed well reminded me of successful athletes while those police officers who performed poorly exhibited characteristics of unsuccessful athletes. Because Olympic and professional athletes are always pushing the limit and trying to increase their peak performance in competition, I thought some of their training techniques, particularly the psychological ones, would have transferability to police work.

I searched the literature of both Russian and American sports psychology, as well as that of the Japanese martial arts. This search was done for those techniques from these sources that might be used as training techniques by police officers to facilitate peak performance in crisis situations.

Several factors were extracted from each. A slide presentation was developed to teach these factors, and a trial course was created to explore the effect of using these techniques in a classroom setting.

The slide presentation was then presented to the FAA(Federal Aviation Administration) Skymarshalls at the FAA base in Los Angeles, a Conference for the Emergency Care Workers of South Central Minnesota which was sponsored by



the Medical Emergency Joint Powers Board, and the Bloomington Rescue Squad in Minneapolis, Minnesota. A very favourable reception was received at each presentation.

I believe the slide presentation and lecture are now ready for marketing as an in-service training program for police officers and others whose work involves peak performance in crisis situations.

## INTRODUCTION

This paper is the contextual component of a two part social action project. It is written as a supporting document to the other components of the social action project - a slide presentation, and a 40 hour course. This paper will include a statement of the problem that the social action project focused upon, a literature review which explains the historical context for the social action project, the development of the theoretical context which undergirds the social action project, a description of the two parts of the social action project - the slide presentation and the 40 hour class, the evaluations of the two part social action project, a summary, and the recommendations for further research.

My awareness of the need for this particular social action project arose out of my observations on the current status of the training and performance of police officers, particularly the aspects related to performance under high stress conditions. While training law enforcement students at Mankato State University and observing commissioned police officers in the course of their duties, e.g. building searches, felony stops, handcuffing techniques, unarmed tactics, high speed pursuits, etc., I had a chance to observe and analyse the nature of their tasks. I was able to distinguish several factors involved in these duties,

Including complex psychomotor skills, the influence of confidence levels, possession of conflict resolution skills, fluctuating levels of physical and emotional intensity, the influence of training programs, and other performance variables that were highly reminiscent of the performance of athletes under competition. I also observed that some officers seemed to perform these duties very competently and instinctively, almost like professional athletes, while other officers were quite incompetent and a hazard to themselves and others. I also observed the similarity between police officers' physiological and psychological responses to the danger in their duties, and the responses of martial artists and other athletes who continually faced conflict, fear, danger, frustration, defeat, anxiety and victory.

I further observed that many of the officers who were not "successful" in their duties also had many of the same characteristics that I have observed in athletes who were also "unsuccessful." These officers had a general, diffuse, high level of anxiety while performing the required tasks. They were also overly concerned with the end result (winning or losing, dying, rewards, recognition, etc.) instead of the tasks at hand. They had an inability to maintain psychological and visual focus and intensity. Ironically when a focus was achieved, such as visual focus, it was an inappropriate focus that resulted in tunnel vision and a

blocked view of the full perceptual field. These officers were also very dissatisfied with themselves, spoke disparagingly of their work and self, and often labelled themselves their worst critic.

Further, the inappropriate or inadequate response styles of both the "unsuccessful" athlete and the "unsuccessful" officer frequently resulted in "under-reaction" or "over-reaction." In the athlete, over-reacting or under-reacting can be harmful to the outcome of the game, and sometimes physically dangerous as well. Unfortunately in the case of law enforcement personnel, over-reaction or under-reaction can be even more serious, possibly resulting in death, either theirs or that of someone else.

Another characteristic that both the "unsuccessful" athlete and the "unsuccessful" police officer share is that they both functionally collapse or "choke" in proportion to the level of stress under which they are placed.

The "successful" police officer and the "successful" athlete also appear to share many similarities. They are both confident and competent. They are also flexible in their approaches to stress and crisis, and able to selectively use appropriate tactics. In many ways, their behavior is almost instinctive, in that little thought or analysis is necessary for them to function appropriately in crisis or highly intense situations.

The comparison between police work and athletics, breaks down however at several points, one of the main ones being the training that is undergone in preparation for their separate roles. The police officer, after a short period of intense training, competes almost dally, with very little if any effort made at further training. The professional athlete on the other hand trains intensely, dally, with only infrequent competition. This difference, means that athletes, in contrast to police officers have a chance to continually prepare for their given tasks, they constantly analyse tactics, techniques, skills, etc., as they search constantly for errors, and new training techniques to decrease errors and increase performance. This effort, plus the long history of athletics, has led to a considerable body of knowledge on training methods to enhance performance.

Another separate but complimentary source of information on training and operational methods to enhance performance in law enforcement is the Japanese martial arts. As Hearn (1959)<sup>1</sup> has pointed out, "The whole of authentic Japanese history is comprised of one vast episode: the rise and fall of the military power." The innermost fibre of the Japanese nation, from the dawn of its recorded history, was imbued with the warrior's ideas, ethics, and sense of mission.<sup>2</sup> Also, though the Japanese held a fanatical loyalty to the clan, and particularly the emperor or shogun, the

evolution of the samurai warrior was an individual process. Up until the wholesale adoption of the musket in the 17th century, the Japanese fought in groups, but had no group tactics per se. They were not armies, but individuals who went to the battles in groups, and faced their opponents man to man. The conflict was always individual whether it was on the field of battle or on a deserted country road. <sup>3</sup>

Also, the Japanese warlord always had standing armies. Nitobe (1975)<sup>4</sup> notes that the samurai usually numbered about two million. These armies in turn were constantly training in the individual skills of war. Furthermore, these armies recruited and maintained the "sensei." This was an individual who, whether they were following a natural and spontaneous inclination to combat or adapting knowledge gained in other fields of study to the resolution of the problems of armed and unarmed confrontations, spent the major part of his life immersed in the warrior's ways and problems. He experimented with its weapons, tested the techniques and strategies of the various specialties, in real combat, and devised new styles and effective ways for dealing with that dramatic event of interpersonal combat, in which a man could easily lose his life. (Musashi, one noted Japanese swordsman and sensei, fought in 52 duels, killing all of his opponents.<sup>5</sup>) Most importantly, the sensei taught what he learned to others. He also established clearly defined schools, organized students and transmitted records

of his own experience. In this way his ideas were preserved, practised, and improved upon through the ages. Each generation of instructors built upon the last. Often these sensei were the most naturally talented men in an area. They were also frequently well trained, having spent approximately 15 to 20 years under the tutelage of an older sensei before setting out to establish their own schools.<sup>6</sup>

The training methods used by the samurai, certainly developed outstanding, physical, martial arts skills, however, centuries of experience in the art of combat, had also confronted the Japanese warrior and his sensei with a series of demanding questions, such as: When should an opponent be engaged? How was he (and one's self) to be controlled? What type of energy was to be used and how was it to be employed to the best advantage? What was the warrior's motivation, and how could it be utilized or destroyed?<sup>7</sup> All of these questions involved psychological factors which when dealt with appropriately, provided the Japanese warrior with an effective source of power, and justified the use of this power in a manner, calculated to provide the warrior with controlled determination, calmness, and clarity of purpose, as well as the moral justification to sustain him in combat.<sup>8</sup>

It seemed to me, that this particular psychological set - effective use of interpersonal power, clarity of thought in combat, controlled determination, moral justification,

etc. - is a characteristic that would be an asset for today's police officer to possess. Inverseley, if today's police officer does not develop and possess these attributes to at least a minor degree, disastrous consequences can ensue.

Scharf and Binder,<sup>9</sup> note some of the consequences that can occur if police officers do not have these attributes, and consequently make poor decisions or act in an inappropriate fashion. They observed that the Miami and Chattanooga riots of 1980 and 1982 as well as 84 of the 136 major urban riots of the 1960's were precipitated by the perceived abuse of police force. The police world is rampant with examples of poor decisions particularly those made while the police officer was in a crisis situation.<sup>10,11,12,13,14</sup> While police administration has effectively used formal policies<sup>15,16</sup> and other procedures, such as skill training, to help officers become more physically effective in crisis situations,<sup>17</sup> they have literally ignored the psychological or intrapsychic factors.

My particular intent in this paper is to explain how the training methods, both the contemporary ones found in modern sports psychology, and the historical ones found in the Japanese martial arts tradition, formed the context for the development of my own theory of peak performance training. My particular focus in the development of my theory was the psychological techniques that would



facilitate peak performance under high stress conditions. This interest and the information I acquired, eventually led to the development of a theoretical training program, which subsequently led to the development of the social action project.

In this paper I will also explain the creation of the social action project, which is a training program that utilizes classroom instruction and a slide presentation to teach the principles of peak functioning in a crisis situation. The goal of the project is to enhance the opportunity for police officers to have optimum psychological performance during crisis situations. It was intended that this course would reduce the opportunity for the inappropriate over-reaction or under-reaction that is so life threatening and so hazardous in crisis situations in law-enforcement.

## CHAPTER ONE:

REVIEW OF THE LITERATURE AND RELEVANT THEORIES

In essence, I had two sources of information for my project demonstrating excellence. The primary source was my review of the literature. The secondary source was my own extensive life experiences, both in the martial arts and in western sports. The latter include the information I have received from lectures, class presentations, discussions, and interviews both with karate experts, sports psychologists, athletic medical specialists, seasoned police officers, athletes, etc.

In my review of the literature, I was particularly interested in that part of sports psychology that related to training to achieve "peak performance." By "peak performance," I mean the individual's ability to bring his/her major physical and psychological resources to bear on the activity of the moment. I further focused on that portion that related to "psychological conditioning," such as attitude formation, creating expectations of success, and establishing a sense of personal power.

I also reviewed the literature on martial arts training, particularly the material that is available from Japan. The Japanese, with their code of the warrior (Bushido), and the extensive inter-relationship between budo (training for war) and zen, have developed a very sophisticated method of psychological training for combat.

Very little of this is available in English, but I reviewed what I could find, and added what I have learned in over 21 years of participation in the art of karate. This personal component is important, since many of the oriental martial arts have little written history in English, but even in Japan the major reliance was upon an extensive oral history and modelling for the communication of their information and skills. Traditionally, the Japanese sensei (teacher) did not explain why something was to be done. He only commanded it and it was done. Subsequently, many students who later became teachers, particularly in the United States, also simply commanded things to be done a certain way without understanding the rationale, or if they did understand the rationale, they were unable to articulate it. The sensei only commanded it and it was done. Part of the justification for this instructional methodology was the belief that students learned more completely about the martial arts if they experienced the arts, in an insightful, intuitive fashion, rather than a rational, cognitive one.<sup>18</sup> Subsequently, my own years of experience in the martial arts has provided me with an extensive opportunity to observe, experience, and interpret some of this training.

### SPORTS PSYCHOLOGY

In the 1976 Olympics, the Russians won more gold medals than did any other country, the East Germans came second, while the United States was third.<sup>19</sup>

The athletic achievement of the Eastern Block countries was so outstanding, the immediate suspicion was the Russians had used prohibited drugs such as steroids. The Russians and East Germans denied this and claimed that the millions of dollars they had put into pioneering sports psychology was responsible for their impressive victories.<sup>20</sup>

Certainly the Russians were not the first to use psychological training methods to enhance athletic performance. I recall from my high school education, that the Spartans who were marvelous soldiers, and whose battle at Thermoplae against the Persians ranks as one of the most courageous acts in the history of the human race, apparently used their military training, both physical and psychological, to facilitate the peak performance of their athletes in the early Olympic games in Athens. Unfortunately I could find no literary source that delved into these early psychological training methods.

The extensive Russian interest in sports psychology began in the early 1950's.<sup>21</sup> Garfield(1984) states that Alexander Roman's basic research as part of the Soviet space program provided the foundation for the development of

sports psychology. Romen experimented with the use of techniques from yoga to teach cosmonauts to control psychophysiological processes while in space. He focused on the learning of methods for voluntarily controlling bodily functions such as heart rate, temperature, and muscle tension as well as emotional reactions to the stressful situations the cosmonauts might encounter.<sup>22</sup>

Although the Russians began to focus on developing specific skills for peak performance in the 1950's they first became interested in this area from their study of Holocaust survivors of World War II. They observed that these survivors, in spite of the most heinous treatment by their captors, possessed an ability to tap into hidden reserves, to find renewed strength to go on. Garfield (1984) observes that this affirmation of the potential of hidden reserves prompted the Russians to begin to probe the mental and physical characteristics not only of these survivors but also of high achievers, such as athletes, musicians, dancers and artists. Their research led to the discovery of one common trait: the ability to extend themselves far beyond the abilities of the average person.<sup>23</sup>

The Russians by the late 1970's had spent decades looking at two training elements in peak performance: the psychological - the meaning, purpose, or significance of the activity, determination, perseverance, etc.; and the psychophysiological - relaxation and muscle control

techniques, the effect of imaging on muscle coordination patterns, etc.<sup>24</sup> Garfield (1984) without providing any sources, notes that the Russians, by the late 1970's had been able to formulate not only training methodologies for peak performance, but had researched their effectiveness. He quotes one study, from an unidentified source that involved four matched groups of Soviet, world-class athletes. The training regimens for these athletes, were as follows:

Group I - 100 percent physical training

Group II - 75 percent physical training, 25  
percent mental training

Group III - 50 percent physical training,  
50 percent mental training

Group IV - 25 percent physical training  
75 percent mental training

When the Russians compared the four groups shortly before the 1980 Winter Games in Lake Placid, Group IV had shown significantly greater improvement than Group III, with Groups II and I following, in that order. The Russians had apparently used this study to illustrate to Garfield the effectiveness of their mental conditioning techniques.<sup>25</sup>

Garfield appears to be one of the chief conveyors of Russian sports psychology into American culture. In his text Garfield (1984) lists the following training techniques that the Russians had found to be effective: Identifying and

evaluating volition, goal setting, translating goals into mental images, voluntary relaxation, developing primary skills for controlling concentration and physical intensity, breathing for peak performance, autogenic training, mental rehearsal, using mental imaging to perfect performance, creating expectations of success, letting go - turning over the controls to one's internal peak performer.<sup>26</sup>

Garfield's list of activities are supported by Raiport's (1980) paper on the use of sports psychology in hockey in the Soviet Union. It is also supported by the extensive work that has occurred in the area of sports psychology in the United States.

Thomas Tutko was the first psychologist in the United States to work exclusively with sports teams.<sup>27</sup> Initially his work with professional teams in the early 1960's was chiefly focused on negative aspects, in that he attempted to correct impairments, versus achieving maximum effectiveness. Tutko's first book, for instance, was written in 1968, and was entitled Problem Athletes and How to Handle Them<sup>28</sup>. It wasn't until 1972 that he wrote his first book on athletic motivation.<sup>29</sup> This was consistent with the pattern of publications in the area of sports psychology and psychological training for peak performance. A few publications started to appear in the early 1970's, with texts such as Lawther's Sport Psychology (1974),<sup>30</sup> expanded to Leonard's text, The Ultimate Athlete, (1975),<sup>31</sup> but also

became sport specific with texts like Gallwey's, (1974) The Inner Game of Tennis.<sup>32</sup> By the mid 1980's, Garfield (1984) had written his text, Peak Performance, Mental Training Techniques of the World's Greatest Athletes,<sup>33</sup> Gauron (1984) had written one he entitled Mental Training for Peak Performance,<sup>34</sup> Kauss (1980) had written Peak Performance,<sup>35</sup> and Morehouse (1977) had written Maximum Performance.<sup>36</sup>

All of these texts basically supported the training list that Garfield provided from the area of Russian sport psychology. All provide research evidence from American or western researchers, to support the Russian list; from Jacobsen's (1938) work in relaxation,<sup>37</sup> Maslow's early work on peak experiences,<sup>38</sup> the Green's (1977) work on autogenic and biofeedback training,<sup>39</sup> plus examples from sport or technique specific research. The later research, besides providing a verification of the activities on Garfield's list, provides varying methodology for the application of the techniques on the list. This is not surprising, as Garfield (1984) has observed that the direction of research in this area in the United States has been dictated by the Russian work. He has also noted that the Russian work was influenced, in turn, not only by their own research activities, but by the thousands of years of work in this area by the Asian cultures. The Russians specifically examined Buddhist meditation and yoga techniques for body and mind control.<sup>40</sup>



Although the direction of the research in sports psychology and peak performance experiences in the United States was determined by the earlier pioneering efforts of the Russians, the United States, by the 1970's, possessed a wealth of information and research on the training procedures used by the Russians.

The following are examples of the level of American interest and preparation in the areas the Russians had found significant.<sup>41</sup>

Goal Setting, and Translating Goals Into Mental Images:

Goal Setting, goal setting techniques, and volition, or the act of striving toward goals, has been a theme of major concern in the West and United States for years. The early work of Alfred Adler,<sup>42</sup> and particularly Frankl's work (1955) on holocaust survivors,<sup>43</sup> attests to that interest. Basically, Frankl found that those who had a meaning or a purpose in surviving, survived, those who had no purpose, gave up, got sick, and died. His work is a testimony to the value of the human spirit.<sup>44</sup> Besides the contribution of his concept of "will to meaning," Frankl also notes specifically in regard to athletic competition,<sup>45</sup> that being overly concerned with victory rather than the quality of the performance significantly detracts from the performance. He goes on to further state that the best way to improve

performance is to make an effort to surpass one's previous best.

I first became aware of the value of goal setting, when I was in elementary school. I read Roger Bannister's book The Four Minute Mile (1954). In that book, Bannister described the commitment he and his training partner, John Landy, had to the achievement of the impossible, the running of a four minute mile. Without a talented, dedicated, hard working man having that strong ambition, it might never have been achieved. What impressed me, even at that time, was that the strong goal orientation had a much bigger impact on shaping the training program, and the thought processes, than it did on the actual running of the race.<sup>46</sup>

#### Voluntary Relaxation:

Edmund Jacobsen published the first major scientific body of work in the world on the subject of relaxation in 1934.<sup>47</sup> The basic principle of Jacobsen's relaxation technique is the systematic contraction and relaxation of muscles. The goal of the practitioner is to study the perception of tension induced by the contraction, and then to turn the self induced tension off and study the sensation of relaxation. The practitioner is to continue training the contraction/relaxation process until he/she becomes adept enough at the process to release muscular tension without first initiating a contraction. Jacobsen included

visualization and breathing as part of his relaxation response, but it only served a very minor supportive role.<sup>48</sup> It wasn't until Benson's (1974) work that the use of breathing exercises came into prominence as a main form of relaxation.<sup>49</sup>

Jacobsen's work was extended in the early 1970's, with the work of the Greens, (1971) who studied Yogis at the Menninger Clinic in Topeka Kansas.<sup>50</sup> Elmer Green informed me, in a personal conversation in 1971, that they had not discovered, only scientifically recognized, the impact of meditation and yoga, and specifically cognitive control on biological functioning. It was a big step toward western use of "self-control" techniques.

Simultaneously in 1969 in the clinical psychological area, Wolpe burst upon the psychological scene with his work in "systematic desensitization."<sup>51</sup> In this method, Wolpe first taught his patients to relax, using an abbreviated form of Jacobsen's technique. He also combined the physical exercises and experiences with visual imaging of relaxing scenes, and breathing. In the breathing exercises, he would have the person visualize the spot of tension, and then on each exhalation the person made while in the relaxed state, the person would visualize the tension being drawn from the muscles, into the lungs, and then exhaled out of the body. Wolpe then paired the relaxed stages, systematically, with anxiety-evoking images that the client created in his/her

own imagination. His basic premise was that a person could not simultaneously be relaxed and tense. The more relaxed a person was, the less tense they would be, the more tense they were, the less relaxed they would be. Wolpe found that by getting the client to create a hierarchy of anxiety inducing experiences, the client could imagine him/herself in a low level, anxiety-inducing situation, and while keeping that image strongly in his/her mind, practise the relaxation exercises, until he/she was able to remain relaxed while still having the image strongly fixed in his/her mind. Wolpe found that the new relaxed state would be paired with the image, eliminating the anxiety, in a paradigm reminiscent of Pavlov's classical conditioning. The patient would sequentially match the levels of the anxiety-evoking images with the relaxed state, until eventually the patient could be totally, physically, immersed in the circumstances that they feared the most, and yet be in a calm, relaxed, controlled condition. The relaxation had conquered the fear.<sup>52</sup>

I had used systematic desensitization in clinical work in 1971 to 1973, and so am fairly familiar with it. In 1972, I even created my own relaxation tapes. I used these tapes and systematic desensitization as part of the training in relaxation in the classroom component of my social action project.

I was very surprised not to find a mention of Wolpe per se, or the phrase "systematic desensitization", in any of the published works on peak performance. However, every text that had a chapter on, or mentioned "relaxation," used Jacobsen's techniques, visual imaging of relaxing conditions, and breathing, combined in a systematic fashion with anxiety inducing images and circumstances. It seems that Wolpe's work found its way into sports psychology without his being given credit for it.

#### Breathing for Peak Performance -

When we are tense, anxious, or frightened, we develop a high, rapid, thoracic breathing style, that approximates shallow panting (DSM III, 1987).<sup>53</sup> Each of the experts on relaxation, Jacobsen (1934),<sup>54</sup> Wolpe (1969),<sup>55</sup> Green, (1969)<sup>56</sup> and Benson (1974)<sup>57</sup> advocates a method of breathing called "abdominal" breathing, to counter this emphasis. The usual statement accompanying this instruction is that a full breath of air helps a person relax. Benson (1974) goes so far as to mention that deep belly breathing counters the anxiety that brings about shallow breathing.<sup>58</sup> I think this explanation has some merit, but I would like to extend the explanations a little further. For, I have found several additional explanations as to why breathing helps promote relaxation and peak performance:

1. The first explanation is very similar to the explanations provided above, in that practicing physiological patterns that correlate with a relaxing condition will induce relaxation, but only if the level of stress doesn't over-ride the skill level of the practitioner.<sup>59</sup>
2. The sympathetic arousal system, or flight/flight system, is an all or nothing system. In other words, all of the system is stimulated, simultaneously, or the whole alarm response is compromised. The one part of the alarm system that involves both conscious and unconscious control is the breathing system. If we can consciously gain control of our breathing, and induce a pattern similar to a relaxed, or sleeping state (diaphragmatic breathing), then we can compromise the whole, unconscious, flight/flight response. It is the most direct method to consciously intervene in the sympathetic, arousal, response.<sup>60</sup>
3. The bodily system that competes for control with the sympathetic system, is the parasympathetic system.<sup>61</sup> The parasympathetic system is unlike the sympathetic, in that its response systems are fragmented, allowing for partial stimulation of the relaxation response.<sup>62</sup> A plexus, or bundle of nerve fibres that stimulate the parasympathetic nervous

system are located above the stomach cavity, just below the diaphragm.<sup>63</sup> With deep diaphragmatic breathing, we not only can help shut down the arousal system, but we can directly, manually, stimulate the parasympathetic system to promote relaxation.

4. When athletes or police officers have spoken to me about situations that induced fear or trauma, they frequently spoke of the first or one of the first symptoms they experienced as a constriction of the chest and a change in their breathing. They felt that not only was the situation they were in out of control, but so was their body. This sense of betrayal by their body, and loss of control is the beginning of the panic and the trauma process.<sup>64</sup> The development of diaphragmatic breathing skills can not only relax a person's body, but can return a sense of control and strength, not only over themselves, but will also extend to a sense of control over the circumstances they are in, thus alleviating or reducing the extent of trauma experienced.

Autogenic Control - Autogenic training occurs when the client repeats various verbal phrases or suggestions, either silently or aloud. These suggestions usually relate to the client's physiological status, such as "my breathing is

relaxed and regular." The goal of the suggestions is to increase or decrease whatever physiological activity they are focused upon. When the suggestions are used in conjunction with each other, they can induce an overall sensation of relaxation and calmness.<sup>65</sup> The suggestions, ironically appear to be more effective if the client, while repeating the verbal phrases, doesn't make too much of a direct effort to achieve their outcome.

Elmer Green was apparently influenced in his work in biofeedback and autogenics, by the work of Johanness Schultz in the 1930's, and one of Schulte's students, Wolfgang Luthe.<sup>66</sup> The autogenic training as implemented by Green was a supplement to the biofeedback training with sophisticated instrumentation such as electromyographs (used to measure muscular tension) and sensitively calibrated thermistors.<sup>67</sup>

#### Mental Rehearsal (Creating Expectations of Success) -

Mental rehearsal is the process of going through an activity in one's thoughts, without intentionally involving external muscular activity. I remember being very impressed by a study I read about 25 years ago. The study was reported in an athletic journal I was reading, while waiting in my high school track coach's office in 1962. I cannot currently find the source for this study. As I remember it, the study basically was structured as follows: A freshman class in beginning basketball, at a university, was divided into



three groups. Each group was tested at the beginning of the quarter and at the end of the quarter on their ability to shoot "free throws." The treatment for group 1 was to go home and return to class only when the quarter was over for their post-testing. The treatment for group 2 was to come to class and practise shooting baskets. The treatment for group 3 was to come to class and spend as much time "thinking" about shooting baskets as group 2 had spent in actually shooting baskets. The results at the end of the instruction period were: no increase in scores for treatment group 1, (the group that didn't do anything). Group 2 and group 3 each increased their scores significantly with no statistically discernible difference between them. In karate, we say, "If you cannot see it in your mind's eye, it cannot be done."

A significant number of successful American athletes have used mental rehearsal for most of their career. Jack Nicklaus has said the he never hit a shot, not even in practise, without having a very sharp, in-focus picture of it in his head.<sup>68</sup> Fran Tarkenton who quarterbacked the Minnesota Vikings during the late 60's and early 70's would go through every game in his head for days before it was actually played.<sup>69</sup> Arnold Schwarzenegger has said, "A pump when I see the muscle I want, is worth ten with my mind drifting."<sup>70</sup> Race car driver Jimmy Stewart has commented

that the driver who fails to master mental rehearsal "doesn't have it."<sup>71</sup>

It is clear, that western athletes have been successfully using mental rehearsal for a number of years.

Two additional pieces of information are important in the use of mental rehearsal. The action-oriented mental holographs that the athletes create in their minds directly stimulate nerve impulses to all the muscles of the body that would actually be involved in the execution of the imagined move.<sup>72</sup> I have personally, for years, used this principle in working with athletes who are rehabilitating and unable to perform an actual move, and also with my karate students. Mental imaging of a kata, or movement pattern, significantly increases the actual performance of a move.<sup>73</sup>

The second piece of vital information is that negative thoughts, or images of failure, also have the same programming effect on neuromuscular coordination patterns, but only if they can interfere with the imaging of successful movements or actions.<sup>74</sup> It is up to us to build correct or incorrect coordination patterns.

Letting Go - Abraham Maslow said "the will does not interfere. It is held in abeyance. It receives and doesn't demand. We cannot command the peak experience. It happens to us."<sup>75</sup> As Maslow pointed out, the peak experience cannot be forced. To get it to happen, the athlete has to learn to

"let go," or to create an attitude of non-interference. Impediments to "letting go" are the athletes trying too hard, worrying about past mistakes, being overly concerned about the outcome of the game or play, and being overly aroused or excited. I remember Bob Beamon, in an interview, describe the state of mind he had, as he was running down the runway, to jump over 29 feet in the Mexico Olympics. He said he "floated" down the runway. There was no thought and no effort, it was like he was running on a cloud.

It appears that cognitive control hampers action. A lot of the neuromuscular coordination patterns are stored in the area of the mid and lower brain stem. If the control of the left hemisphere is shut off, by means of meditation, a concentrated focus on the present, or some other mechanism, the lower and mid brain stem is free to function as effectively as it is able to, without the intrusion of conscious thought. The action is therefore quicker, more instinctive, stronger, more decisive.

My point in providing the western historical context for these training principles is that these principles of training do belong to us, they are part of our heritage, our language and our thought patterns. Therefore, they can be used by us quite readily, and without much effort made adaptable to the training of police officers.

### JAPANESE MARTIAL ARTS

My main focus in looking at the traditions of the East, and specifically Japanese Budo tradition, or the tradition of the Japanese warrior, is to explore the Japanese development of those inner powers, which allowed a man (the martial skills were traditionally practised by men in Japan) to face a skilled and mentally independent swordsman and remain calm, prepared to fight, and moreover fight well with courage and power, even if it resulted in his death. Some of this is due to the reputed fact that the Japanese samurai practised his swordsmanship 4 to 6 hours per day for all of his adult life. This certainly provided a strong primary skill foundation, but a large part of the samurai's fighting ability came from the value placed by him on the training of his "inner mind".<sup>76,77</sup>

For instance, virtually every samurai master recognized the primary importance of mental independence in controlling combat.<sup>78</sup> Moreover, they all emphasized that the mind had to be free of any attachment, whatever it's source or nature. The mind had to be removed from the disturbing influence of the "external" circumstances of combat, such as a conscious awareness of the sword as a separate entity from the warrior.<sup>79</sup> As Suzuki points out, "when the mind is concerned with the sword you become your own captive. This is all due to your mind being arrested by something external

and losing its mastership."<sup>80</sup> Neither attitudes, gestures, nor techniques were to be allowed to influence or limit the mind's independence.

In the case of swordsmanship, for instance, when the opponent tries to strike you, your eyes at once catch the movement of his sword and you may strive to follow it. But as soon as this takes place, you cease to be master of yourself and you are sure to be beaten. This is called stopping.<sup>81</sup>

A phrase that I heard repeatedly in the karate dojo, was "think too much of the strike, or the end result and you will lose".

Both this mental independence and its concomitant stability in facing combat, with all of the external and internal implications, were considered to be the foundation of combat, for they allowed a man to anticipate a strategic event or deal with it as it was actually unfolding.

Webster-Doyle, in speaking about karate training, phrases it this way:

The yoi or ready stance is the most important stance in the art of karate. In this stance, one is alert, aware, attentive. A space is created in this attention, a space where one is not in reaction psychologically, so there is no fear. It seems that fear is present only when one is inattentive.<sup>82</sup>

The Japanese developed an entire theory concerned with this type of awareness, which they claim was developed and derived from inner centralization or focusing in the "hara" (the lower abdomen).<sup>83</sup> The Japanese claim that once this centralization, or "haragei" has been developed, the mind can perceive and evaluate the general and the particular,

the farthest and the closest in full independence.<sup>84</sup> This capacity of the mind to concentrate all its powers of perception upon a single object, while remaining aware of the elements surrounding that object would be a truly valuable skill for a police officer.

Takuan, a legendary Japanese swordsman, expressed it this way:

Suppose ten men are opposing you, each in succession ready to strike you with a sword. As soon as one is disposed of, you will move on to another without permitting the mind to 'stop' with any. However rapidly one blow may follow another, you leave no time to intervene between the two. Every one of the ten will thus be successively and successfully dealt with. This is possible only when the mind moves from one object to another without being 'stopped' or arrested by anything.<sup>85</sup>

In regard to how this would function with a single opponent, Takuan goes on to explain:

No doubt you see the sword about to strike you, but do not let your mind 'stop' there. Have no intention to counterattack him in response to his threatening move, cherish no calculating thoughts whatever. You simply perceive the opponent's move, you do not allow your mind to 'stop' with it, you move on just as you are.<sup>86</sup>

This principle of mental independence reached its apex in the theory and practise of swordplay, with the removal of the most human and most paralyzing obstacle to peak performance: Preoccupation with one's own subjective survival. It had long been known that a man who, through disciplined training, had relinquished any desire or hope for survival and had only one goal - the destruction of his enemy - could be a worthy opponent and a truly formidable

fighter who neither asked nor offered any quarter once his weapon had been unsheathed. Such total concentration and determination could, in its extreme forms, resemble the intensity of the fanatic or the "insane." Suzuki expresses this concept in this fashion:

The Hagakure (military classic) emphasized very much the samurai's readiness to give his life away at any moment, for it states that no great work has ever been accomplished without going mad - that is, when expressed in modern terms, without breaking through the ordinary level of consciousness and letting loose the hidden powers lying further below. These powers may be devilish sometimes, but there is no doubt that they are superhuman and work wonders.<sup>87</sup>

Yamaoka Tesshu, a great teacher of the sword gave some general indications as to how the samurai could achieve this singleminded state of wonderous and superhuman determination. He advised:

Do not fix your mind on the attitude your rival assumes nor have it riveted on your own attitude or your own sword. Instead, fix your mind on your own 'saika-tanden' (that part of the belly situated beneath the navel) and do not think either of dealing a blow at your opponent or of the latter dealing a blow at you. Cast aside all specific designs and rush to the attack the moment you see your enemy in the act of brandishing his sword over his head.<sup>88</sup>

Harrison illustrated this point with his narrative of an experience he had with a Jodoka (practitioner of Judo) named Matsumara:

Sitting on his knees with his back to me and his hands together, he made his mind blank of any conscious thought. The idea was that I was to remain behind him for as long a time as I desired. Then with all the speed and power I could muster I was to grab him by the throat and pull him backwards. I sweated it out for two or three minutes without making a move. Then

I put all the power and speed I could into the effort. My next step was to get up from my back where I landed in front of him. His explanation was that the action was not conscious, but rather sprang from the seat of reflex control, the tanden, or second brain. These things are not taught in the Judo College.<sup>89</sup>

The functional purpose of haragei was to create mental independence, the power to act or react and the creation of suppleness and yet stability in the samurai's response to threat. Haragei was traditionally developed through the disciplines of concentration and seated meditation, but in my review of the literature, specifically Lowry's text "And Brave Men, Too,"<sup>90</sup> I observed many instances of men who had haragei, but who did not practise meditation or concentration as a specific activity. Lowry interviewed every living Congressional Medal of Honor recipient from the Vietnam War. Lowry says these men had "courage, fear, and sheer endurance." The samurai would say they had haragei, but they had it not because of their specific martial training, but because as one recipient said, "We had a job to do and we did it."<sup>91</sup> They had the ability to focus on the task at hand, sublimating their own fear of death for the safety of their comrades, their own safety, the death of the enemy, or some other highly motivating force. Their life experience had led them to the place in time where they could concentrate all of their energy on a given effort without any thought or regard for anything, but the activity of doing what must be done.



This matches an observation that I have made as I have toured the United States, lecturing on Post Critical Incident Trauma. This country is full of brave police officers who have risen dramatically above their circumstances, to accomplish outstanding goals. These officers and soldiers have come to their accomplishments through a particular set of fortuitous circumstances, which are as of now, not well documented. The samurai on the other hand were able to train millions to reach the same or higher levels of peak performance.

The samurai were able to create these accomplishments through the Zen training that was available in their culture. The Zen emphasis on simplicity and self-control, full awareness at every moment and tranquility in the face of death was very attractive to the samurai. Suzuki, relates an incident which occurred in 1582, that resulted in an increased interest in Zen on the part of the samurai. In that year, a Japanese warlord named Nobunaga had his troops attack and burn the Erin-je monastery. Rather than surrender to the warlord, the Zen abbot, Kaisen, led his monks into the flames with the famous words: "For a peaceful meditation, we need not go to the mountains and streams; when thoughts are quieted down, fire itself is cool and refreshing." The Japanese samurai who even at that time were aware of the combat significance of meeting death with

indifference and even contempt, apparently marveled at the fashion in which the Zen monks made a sport of death.<sup>92</sup>

The medieval samurai began to practise Zen. They practised to live their lives as one complete, total Zen experience, that is, intensely, wholeheartedly, without reserve - as if they might die in the next instant. For instance, they had a ritual of putting on clean underwear every morning. This in itself is not startling, but when the samurai clothed his loins in clean underwear, it was an exercise that bore with it an acute awareness of death and a preparation for it "that day." They had a belief that it was sacrilegious to die in less than perfect underwear, but more importantly, the putting on of new underwear was a part of the prayer and purification ceremony with which every samurai started each day.<sup>93</sup>

This awareness of death did not lead to a foolish self sacrifice, nor a narcissistic exploitation of sensual pleasures, nor depression and despair, rather through the guidance of Zen, the samurai concentrated upon and consecrated himself wholly to each day, as if it were his last. They were also able to concentrate wholeheartedly on the moment and a specific activity, such that even if a sword strike was to result in a samurai's death, he took it perfectly, focusing only on the moment and the immediate action. Nitobe says the samurai believed it was appropriate

"to die when it is right to die, to strike when it is right to strike."<sup>94</sup> Deshimaru says:

It is a blessing of the martial arts and of Zen that they permit us a mitigation if not a transformation of time. 'Yesterday' and 'tomorrow' become less important. We turn more of our attention for 'the present moment' and 'a lifetime.' Thus we are relieved of undue concern with certain urgencies of this culture: fast food, quick results, fast temporary relief, ten easy lessons.<sup>95</sup>

An example of the samurai's fearlessness in the face of death is provided by Nitobe. He quotes from Mitford's Tales of Old Japan, about a seppuku (ritual suicide) that Mitford observed.

...One of the three attendants' officers then came forward, bearing a stand of the kind used in the temple offerings, on which wrapped in paper, lay the wakizashi, the short sword or dirk of the Japanese, nine inches and a half in length, with a point and an edge as sharp as a razor's. This he handed, prostrating himself, to the condemned man, who received it reverently, raising it to his head with both hands, and placed it in front of himself.

After another profound obeisance, Taki Zensaburo, in a voice which betrayed just so much emotion and hesitation as might be expected from a man who was making a painful confession, but with no sign of either in his face or manner, spoke as follows: -

'I and I alone, unwarrantably gave the order to fire on the foreigners at Kobe, and again as they tried to escape. For this crime I disembowel myself, and I beg you who are present to do me the honor of witnessing the act.'

Bowing once more, the speaker allowed his upper garments to slip down to his girdle, and remained naked to the waist. Carefully, according to custom, he tucked his sleeves under his knees to prevent himself from falling backward; for a noble Japanese gentleman should die falling forwards. Deliberately, with a steady hand he took the dirk that lay before him; he looked at it wistfully, almost affectionately; for a moment he seemed to collect his thoughts for the last time, and then stabbing himself deeply below the waist in the left-hand side, he drew the dirk slowly across

to his right side, and turning it in the wound, gave a slight cut upwards. During this sickeningly painful operation he never moved a muscle of his face. When he drew out the dirk, he leaned forward and stretched out his neck; an expression of pain for the first time crossed his face, but he uttered no sound. At that moment, the kaishaku (aide or honored friend), who, still crouching by his side, had been keenly watching his every movement, sprang to his feet, poised his sword for a second in the air; there was a flash, a heavy, ugly thud, a crashing fall; with one blow the head had been severed from the body.

A dead silence followed, broken only by the hideous noise of blood throbbing out of the inert heap before us, which but a moment before had been a brave and chivalrous man....<sup>96</sup>

The samurai were fearless in the face of death, yet to hasten it or court it, was cowardice. The bushido teaching was that the samurai must bear and face all calamities and adversities with patience and a pure conscience.<sup>97</sup> They followed and were encouraged in their suffering by Mencius' teaching:

When heaven is about to confer a great office on anyone, it first exercises his mind with suffering and his sinews and bones with toil; it exposes his body to hunger and subjects him to extreme poverty; and it confounds his undertakings. In all these ways it stimulates his mind, hardens his nature, and supplies his incompetencies.<sup>98</sup>

True honor therefore was found in following heaven's way, even if it involved death, whereas, taking one's life to avoid whatever adversities heaven had in store, for the samurai, was considered cowardly indeed.

Beyond the ability to fearlessly face death, the greatest contribution of Zen to the samurai was the development of an intuitive, as opposed to a cognitive, rational mode of perceiving and responding. For Zen,

Intuition was always the direct way to reach the truth.<sup>99</sup>  
 For the samurai, intuition was needed to respond immediately to the promptings of a dangerous condition - without hesitating to reflect, let alone weigh any doubts.

Deshimaru gets very specific about the kind of activity that leads to the level of concentration and intuitive functioning that the samurai were able to achieve. He says:

I have nothing against sports, they train the body and develop stamina and endurance. But the spirit of competition and power that presides over them is not good, it reflects a distorted vision of life. The roots of the martial arts is not there...  
 In the spirit of Zen and Budo everyday life becomes the contest. There must be an awareness of every moment - getting up in the morning, working, eating, going to bed. This is the place for mastery of self.<sup>100</sup>

Throughout the lifelong process of living each day to it's fullest, there is an inexorable shift in emphasis in the martial arts from brute strength and basic skill to exquisite intuition and a "realization of the spirit in the end."<sup>101</sup> Paradoxically, for the samurai, the fearlessness in the face of death was accompanied by the most elevated of social values and sensitivities. Nitobe, for instance, observes that for the samurai "Etiquette perfectly harmonized the total being with himself and his environment, and expressed mastery of the spirit over the flesh."<sup>102</sup> Nitobe's whole text is an illustration of how the samurai both developed, used, and were themselves constrained by the higher values of bushido, such as courage, loyalty, patience, benevolence, and honor. As Wester-Doyle observes

about karate, "The art of karate as an art of self-defense is an ethical approach to the resolution of conflict, because it is a discipline that develops the confidence to neutralize hostility by alternative, non-violent means."<sup>103</sup> It appears that when one has faced one's own death, and also has the capacity to totally commit his/her being to an action, that one is then possibly truly free, to face other courses of action. Morihei Uyeshiba, the founder of Aikido, admirably demonstrated this process or approach. In 1969, I saw a home movie made of Uyesiba sparring in his dojo in Japan. He was over eighty years old and quite frail, but fought four, young, well trained men in their twenties. He defeated them soundly. This in itself is outstanding. What makes the victory stellar is that he accomplished this feat blindfolded. Uyeshiba, though a Buddhist, also received in his lifetime, the Catholic Church's highest award for his spirituality and contributions to peace.

The Russians and Americans then, according to the Japanese, have missed the main focus. The Russians and Americans have gone for the "instant relief," by focusing upon the basic skill training and overt athletic success (a goal). The Japanese have gone for the long term by focusing on the lifelong practise of their skill (a process) and immersing the activities within a mystical or religious, as

well as, an ethical context. I think there are benefits for the police world in both approaches. Certainly most police officers can utilize the skill training techniques researched by the Russians and Americans. Certain officers would be more interested in putting these activities and their work within a more ethical and spiritual or cosmic frame.

Besides the training techniques developed by the Japanese for the samurai, the Russians and Americans for athletes, there are some other techniques that Scharf and Binder have found important for police officers. Scharf and Binder have noted that pre-event decision making, and near-real simulations in decision making, have resulted in more accurate and more appropriate shooting decisions by police officers.<sup>104</sup> By pre-event decision making Scharf and Binder mean that the police officer knows and accepts the conditions under which shooting someone is appropriate or not appropriate. The officer knows the laws, the department policies, the constraints of the community, and as one officer told me, he knows God's law (meaning that he had several shooting decisions to make in his career, had the legal justification to do so, but exercised restraint, because he could control the situation in ways other than by taking someone's life). According to Scharf and Binder, the more clearly officers see the options and know when to exercise those options, the more effective they will be.<sup>105</sup>

In pre-service law enforcement training, like that provided at a university, many of the students have not considered issues like the use of deadly force. If someone were to draw a gun on them at this point, there would be many cognitive decisions they would have to make before pulling the trigger on their own weapon, or many would reacte blindly in a panic. On the other hand, if they have considered the options beforehand, and specifically if in a given situation they have made decisions about tactical options, their reaction times are quicker and their decisions are more appropriate. The chances of a blind, impulsive, emotional reaction occuring are minimized. Therefore, in any training program it would be important to include near real scenarios, to provide for pre-event decision making. In this kind of exercise, the officer would come to know the various parameters of the situation, and his/her capacity to make the required judgements. The officer as well would gain the experience of actually making the judgement.



CHAPTER TWO:  
CONTEXT FOR THE DEVELOPMENT OF  
THE TWO PART SOCIAL ACTION PROJECT

It has been my observation, that police officers receive very little training for the many complex, sophisticated tasks they are required to perform and the many grave judgements they are called upon to make. The training they receive is skill-based and task-oriented. The training that is done is frequently good training. The main problem is that it is fragmented, incomplete, not directed at all of the elements that need to be covered, and frequently does not take into account the emotional or psychological status of the officer. For instance, one of the recent advances in teaching shooting decisions is the Firearms Training System (FATS). FATS is an interactive training device. Life size human figures are projected onto a screen. The figures are engaged in various activities that either are criminal or will lead to criminal events. The projection device is connected to a computer so the operator can make the figures respond to the officer's commands. The officer, who faces the projection screen, has a laser pistol with which he/she is to shoot at the figures if the conditions are legally appropriate, and the life of someone else and/or the life of the officer him/herself are

theoretically in danger. Because of the cost, each local officer gets one, half-hour "training" session on the FATS.

A local officer who had just been through the "training" session on FATS described his session for me. He literally was in a state of panic as he was making his judgements. He was sweating profusely, couldn't think clearly, his gun hand was shaking. He got a score for his performance, a poor one, which was later removed from his file by his supervisor - in case of legal problems, in the event he was later involved in a shooting.

This officer, his supervisor, and his department believe that he had just undergone "training" in shooting decisions.

Instead, I believe the officer had a very informative "test" of his capacity to make shooting decisions. The "test" provided some opportunities for learning, and, as such, had some training benefits. What is clear from the "test" is that the officer vitally needs to improve his control over himself and his psychological capacity to make critical decisions before he makes any real-life shooting decisions, or any other high-stress decision. The tragedy for this officer is that there are no training programs currently available to him that will facilitate his capacity to make decisions in crisis situations, such as shooting decisions, decisions made while in high speed pursuit, while being confronted by a violent person, etc. He will continue

to remain a victim to his emotions, to his belief systems about himself, to his overwhelming fear of failure, to incomplete police training procedures.

Not all officers react to FATS as this officer did, but that is not the issue. What is the issue is that even very expensive training systems in law enforcement frequently leave out the human or psychological element in performance, and when they do include it, it is only done in lecture format where the officer is a passive recipient. I believe that the training in law enforcement could make a significant stride forward if it included in a more active, systematic fashion, training in the psychological or intrapsychic factors of performance.

As illustrated in the literature review section of this document, many psychological and intrapsychic training techniques are currently available in our culture and only need to be adapted to a law enforcement setting. Their source, as indicated in the previous section, comes from sports and clinical psychology and the Eastern martial arts, specifically the Japanese systems. Within the law enforcement community, I have heard criticisms of the suggestion that cognitive or psychologically based training techniques can be utilized in conjunction with skill based training. The criticisms are two-fold. One is that police officers tend to be critical of "all that 'oooooooo' bullshit." Also, police officers are "doers" rather than "thinkers."

They are action-oriented people who tend not to be "cerebral." They would rather do something than think or read about it. Police officers however are impressed with sports. They admire and envy successful athletes. Some officers are burned-out and pessimistic, have no interest in training, and don't admire or envy anyone. However, I have found most police officers to be excited about using both the physically and psychologically based training techniques of their favourite professional sports team. The more entertaining, active and experientially-based these techniques are, the more they like them. They also tend to be more enthusiastic if the version of the techniques are designed just for the police.

I believed it would be possible to develop a training program that would be attractive to commissioned police officers, that would involve the latest in psychologically-based training techniques from both eastern and western traditions, that would be both academically and experientially based, and that could significantly facilitate the officers' psychological performance in crisis situations such as shooting situations.

My goal was to create a program such as the above to accomplish the following:

1. create a theoretically sound, but interesting slide presentation encapsulating the principles of the program,

which would also be taught and used in the classroom portion of the project;

2. have a trial run of this program at Mankato State University, under the course title "Human Factors in Law Enforcement;"

3. begin to market this program for police officers and others involved in crisis situations.

## CHAPTER THREE

### SOCIAL ACTION PROJECT

#### PART I

#### Design of the Slide Presentation

The slide presentation is presented in the video accompanying this contextual paper. With the help of David Allan, an expert in visual media from Mankato State University, I videotaped the slide presentation within the context of a lecture on shooting decisions that I gave to a Police Stress class at Mankato State University. The videotape of the presentation is included mainly to show my committee the actual content and quality of the slides and the accompanying presentation, and also to serve as an illustration of a possible future use of the slide presentation to other audiences.

The slide presentation was designed with two purposes in mind. One was to serve as an encapsulation of the training principles utilized in the full course entitled "Human Factors". It also serves within this context to provide a multi-sensory approach to conveying the principles covered in the full course. Because I was able to use photos from real life situations to illustrate the points and principles, it also serves to illustrate, clarify, and

emphasize for pre-service students the points and principles that I wish to make.

The second purpose in creating the slide presentation was to create a multi-sensory training device that I can use to provide in-service training classes for police officers and others interested in peak performance. I divided the slide presentation into independent units that could be individually presented or combined in different ways for various groups. After the introduction, the slide presentation has 5 separate units:

1. Eastern and Western Perspectives
2. Physiological and Psychological Aspects
3. 5 Stages In A Shooting Decision
4. Achieving Maximum Effectiveness
5. Training Tactics

Examples of how these units can be combined are the following. In June of 1987, I presented a speech to the Bloomington Rescue Squad in Bloomington, Minnesota (a suburb of Minneapolis). They were interested in improving their performance in accident rescue. I used units 1, 2, 4, and 5. All of the information provided was relevant to peak performance during accident rescue. In October of 1986, I presented the slide show to FAA Skymarshalls with my adjunct professor, Dr. Kevin Gilmartin. The Skymarshalls were interested in post-shooting trauma. I presented all of the

5 units, but focused in unit 3 on the implications for post shooting trauma. I also used the first two units at a presentation on Peak Performance for The Emergency Care Conference of South Central Minnesota Emergency Medical Services Joint Powers Board. I was the invited main speaker at this conference.

Although the slide presentation is illustrated by the accompanying video, I will provide a synopsis of the contents:

#### Introduction

Using computer graphics, I have created a title slide and a topic slide for the course of the lecture. Another set of slides in this unit develops the three components of peak performance (competence, confidence, and coping with fate). The elements of competence and confidence are component parts of successful performance in any area, but so is the flexibility that is required to deal with the unknown. The samurai for instance, strove to end every conflict as quickly as possible. The goal of this haste, was to eliminate the possibility of any extraneous variable entering the conflict, such as "luck."

#### Eastern and Western Perspectives

This section has only a couple of slides. One depicts children dismantling a weapon in a middle-eastern village. The other is a split slide with a photo of Jonestown on one



side and a photo of the Ayatolla Khomenel on the other. These slides provide me with the opportunity to present various cultural perspectives on life, death, training, etc. Under this section, I also discuss the difference between voluntary commitment and coercion, as well as the action potential that lays in total commitment.

#### Physiological and Psychological Aspects

This series of slides are a progressive sequence that help illustrate the physiological and psychological factors that contribute to or impede critical incident decision making. The main slides are entitled:

- Values
- Physical Conditioning
- Training
- Attitudes
- Experiences
- Awareness

I have included these components because the research that I have conducted indicates that all are significant factors in critical incident decision making, such as that which occurs in shooting situations. Each of these variables are reflected in a series of sequential slides that depict individuals in various activities that involve or reflect various aspects of these variables.

### 5 Stages In A Shooting Decision

This series of slides is also a sequence that helps illustrate the various factors, chiefly professional and contextual, that impact upon a shooting decision. One of the sequences highlights the four kinds of shooting decisions and also allows me to focus on the various kinds of traumatic reactions that might occur from each kind of decision. The 5 stages that are emphasized are:

1. Anticipation and Interpretation of Information
2. Engaging the Opponent
3. Exchange of Information
4. Final Decision
5. Outcome and Reactions

### Achieving Maximum Effectiveness

This sequence illustrates the psychological factors necessary for peak performance:

1. Volition and Mission
2. The Mind of A Winner - awareness
  - anticipation
  - concentration
  - control of emotions
3. Skill Levels - Interpersonal
  - physical
  - weapon
4. Discrimination of Real vs. Apparent

Under the slides entitled "Volition and Mission," I have an opportunity to talk about the role of the components of motivation - will and purpose, in both training for and performing in crisis situations.

In the section entitled "Mind of A Winner," I discuss the intellectual and psychological attributes necessary for an accurate perception of the crisis situation. I also present the elements that facilitate "self-control," or inversely, I present tactics and techniques that prevent the development of "panic" in crisis situations.

Under the section entitled "Skill Levels," I discuss the various types of skill levels and the interaction of these skill levels in human performance.

The subsection entitled "Discrimination of Real vs. Apparent" provides me with an opportunity to discuss the reasons for and the impact of perceptual and cognitive distortions in crisis situations, as well as the implementation of tactics and techniques to minimize these distortions.

### Training Tactics

In the creation of training tactics for police officers for peak effectiveness, based upon the influence of the Russian and American sports psychology, the Japanese bushido, and Scharf and Binder's work on police shootings, I have determined that the elements discussed below are

essential. Also, when I present these principles in a lecture, I illustrate their use by selecting police-specific activities. In lectures, I may also speak only about the principles in the training tactics per se and discuss the application of the principles to specific activities that would benefit the group with which I am working. I may also have the group with which I am working go through exercises in the classroom or in the field that are related to the following training principles.

1. Exercise - I call this unit exercise but it basically includes:
  - the honing of the physical or motor component of the psychomotor skills.
  - physical exercise.
  - nutrition.
  - psychogenic training.
  - stress control.
  - building self-confidence.
  - breathing, etc.
2. Relaxation - this also includes psychogenic training but is more expansive and includes a range of activities, for example:
  - Jacobsen's relaxation techniques.
  - techniques for controlling the activity of the sympathetic nervous system.
  - meditation.

- building the hara.
  - cognitive intervention training.
  - other stress reduction techniques.
3. Concentration - this involves:
- role and function of perceptual distortions
  - training techniques to facilitate perception of the real information.
4. Visualization - this involves:
- mental rehearsal
  - mental imaging to perfect performance.
  - maintaining peak performance feelings of success.
5. Positive Verbalization - this unit allows me to emphasize:
- goal setting
  - the impact of cognitive belief systems
  - verbal tactics for enhancing goal directedness
6. Pre-Event Decision Making - this slide provides me with the opportunity to lecture on:
- long term decision making.
  - the various kinds of critical decisions associated with specific occupations.
  - moral, legal, departmental, societal contexts of decisions.
  - short term decision making:

- the need to anticipate and be prepared for situation and character specific response patterns.
- 7. Role of Skill Practise - this provides an opportunity to speak about the need to develop a solid foundation of physical and mechanical skills that lay a foundation for peak performance. I also talk about the opportunity that "support skills" create, eg. the role of verbal skills in shooting decisions.
- 8. Simulations in Decision Making - This allows me to talk about the need for, or to practise "near-real" training.

## PART II

### Design of the Classroom Component

The main training program was a 40 hour classroom course that I taught at Mankato State University. This was a training course in the psychological aspects of peak performance under crisis conditions. The course itself communicated two types of information. The first type of information was the approach utilized by the Russians and Americans to achieve excellence in athletics. The second was the approach used by the Japanese to enhance the performance of their samurai on the field of combat.

Because I structured the course as mainly an experiential exercise in the development of peak performance in crisis situations, it became important to spend time on the individual student's approach to crisis situations and how they each could go about risking and changing that approach to make it more effective. The training techniques used were all of those articulated by Garfield,<sup>106</sup> however these techniques were utilized in a variety of circumstances that elicited actual anxiety. The main experiences were two trips on "The Ropes Course." The ropes course is a series of various configurations of rope bridges suspended at 30-40 feet in the air. They are arranged in a sequence of increasing complexity and difficulty.

I selected the ropes course as the chief experiential component because it appears to generate at least a little bit of fear in almost everyone and in many people it generates a great deal of fear. Since it takes some elementary skill and concentration to proceed through the course, it provided students with an opportunity to observe the effect of fear on both process and technique. It also provided students with an opportunity to practise the training techniques necessary to achieve peak performance and to evaluate the impact of these training techniques on skill levels, as well as the psychological aspects of stress. The course also required team work and forced to the surface issues such as cooperation and interpersonal

trust levels and other elements necessary for effective performances in law enforcement. The final reason I picked the ropes course was that it was conveniently located on the campus at Mankato State University.

The students were also involved in group training and processing. The students initially, in a classroom, practised many of the training techniques in a group and then processed the results of this training. They then switched to individual practise at home which was recorded in their journals. The Journal also served to help the students reflect upon their training and served as a recording instrument for their thoughts and feelings as they progressed through the course.

To assist in the transferring of this information and skills to real-life situations, I focused in the classroom on different fear-inducing situations in law enforcement and examined how the training techniques we were using could be transferred by the student to other real-life situations. I spent approximately 10 hours in the classroom on shooting situations and shooting decisions. I also focused on oral boards (a pre-employment oral interview), and court-room testimony as areas that require "peak performance" in law enforcement, yet generate a great deal of anxiety and poor performance in most police officers. Each student was also required to participate in a simulated oral board interview. They were to practise for this simulation by using the



exercises learned in class, to record their practise sessions in their Journal, and then to participate in the oral board interview in a successful fashion. Some of the information that was shared with the students regarding their performance in oral boards is included in Appendix A.

The classroom activities were conducted in the following sequence:

1. Presentation of the slide presentation on the overall nature of the course and the training techniques.
2. Introduction to the Zen approach to crisis training.
3. Introduction to "sports psychology" and the concept of "peak performance," as well as the training processes articulated by the Russians and Americans. Garfield's text Peak Performance (1984), Deshimaru's (1982) text, The Zen Way to the Martial Arts, and Hanh's The Miracle of Mindfulness (1975) were used as texts to support the lecture material in this section.
4. Practise with the physiological and psychological components of "peak performance," such as imaging, muscular relaxation, and breathing techniques.
5. The Ropes Course - an experiential exercise in fear control, team work, and self-concept.

6. Further practise with the cognitive and physiological components of peak performance, focusing on performance on the ropes course as the training goal.
7. A second attempt on the ropes course.
8. Summation and evaluation of the ropes course experience.
9. Extending the application of the course concepts and training principles to other areas of high stress in law enforcement. The practise component focused on the activities of "oral boards" and "court testimony." Scharf and Binder's (1983), The Badge and the Bullet, was used during this section.
10. Successful participation in a mock oral board interview.

I used the following texts in this course:

1. Garfield, C. (1984). Peak Performance, Warner Books, New York.
2. Deshimaru, D. (1982). The Zen Way to the Martial Arts. Dutton. New York.
3. Hanh, T. (1975). The Miracle of Mindfulness. Beacon. Boston.
4. Scharf, P. & Binder, A. (1983). The Badge and The Bullet. Praeger. New York.

Peak Performance by Garfield was selected because it not only is a good source of background information on peak performance, but also because each chapter of the text has exercises the students can use to develop in their own performance. Also, each chapter has examples explaining how the principles can be applied to the business world. Although the application to the business world is not relevant to the purpose of this course, I found this feature attractive because I thought it would facilitate the students' thinking about the transferability of the information to other settings.

Deshimaru's text, The Zen Way to the Martial Arts, was selected because it emphasised many of the training principles that I found useful from the Japanese perspective. It particularly was helpful for showing the students how to "let go."

Hanh's text on The Miracle of Mindfulness was selected because of the clarity with which it explained "moving" or "living meditation." The applicability of this principle to police work is that it facilitates a clearer perception of the entire sensory world in which the person is involved. This facilitates not only clearer perception but concentration and focus as well.

Scharf and Binder's text, The Badge and the Bullet, was selected because it was the best text available on shooting decisions.

My own supplemental lecture information was provided in the classroom regarding court testimony and oral boards. I also had a police chief from a nearby community (Fairmont), and a lawyer from Mankato assist me on the oral board panel.

#### EVALUATION COMPONENTS FOR THE COURSE

##### My Evaluation

The course was an exciting project upon which to work. The students enjoyed the class since it consisted largely of independent readings, discussions, and experiential activities that challenged them both intellectually and emotionally. It was vastly different from the average course at Mankato State University.

I observed that the students acquired techniques to increase their competence in crisis areas. Also, each student appeared to find a specific technique or group of techniques that were most to his/her liking and subsequently most effective for them. In general, the students were most attracted to the works of Sharf and Binder and Garfield, and subsequently found their most useful techniques coming from sports psychology. Some students really could not comprehend what Deshimaru had to say about Zen and the Martial Arts. Most students did find Deshimaru interesting. Some students were able to utilize the Zen concepts to supplement the techniques from Garfield. Overall, I

received a very poor response to Hanh's text. It is solely devoted to Buddhist meditation techniques that facilitate awareness and clarity of perception.

The evidence for the students' increased facility in the use of the training techniques was vastly apparent on the second trip on the ropes course. Every single student significantly increased the speed with which he/she traversed the course, subjectively expressed much more confidence while on the course, and demonstrated an obvious feeling of accomplishment after completing the course - as if they had beaten the course. Every student also noted a significant increase in his/her ability to do the skill tasks required on the course, as well as their overall enjoyment while traversing the ropes. One student did the whole ropes course blindfolded. He was inspired by a story in Deshimaru's book about a blind man who traversed a gulch by walking along a narrow log, but the sighted man who could see the bottom of the gulch and anticipated his own falling to the bottom could not traverse the gulch.<sup>107</sup> This student, inversely, wanted to use the blindfold as a challenge. Most of the other students took time to relax and enjoy the scenery from the heights of the course. It was really a joy to see people face their fears and overcome them.

Most of the students in the course were just completing their academic work at the university, while some have gone

on to the skills course which is the equivalent of the police academy in Minnesota. One student, who is currently working, faced a shooting decision within a few weeks of becoming employed. It turned out to be a "don't shoot" situation, but he claims that if he had not had the course on peak performance and not been prepared to handle the situation, he would have pulled the trigger.

The trial run of the course indicated some weaknesses which will have to be altered when the course is conducted for in-service programs for police departments. I am going to have to take the concepts presented by Deshimaru<sup>108</sup> and Hanh<sup>109</sup> and present them in a lecture format, framed in a western context. I have already altered this component for the presentations done for the Bloomington Rescue Squad and the Emergency Care Conference of South Central Minnesota Emergency Medical Services Joint Powers Board. The audience appeared to understand and accept the concepts much better than the students who read the original text.

The ropes course is helpful, but of limited use for generalizing and applying the training concepts to police work. If I am to use the program effectively for in-service police officers, I will have to use something like a combat training course, FATS machine, building searches with actors as armed suspects hiding in the buildings, or whatever else is available in the department for which I am conducting the in-service training. Also, the issues that generate

specific concerns for departments or officers will have to be specifically addressed in the program.

The slide presentation is well done and serves its purpose as a support for a lecture conveying the concepts of the course. I will update and modify some of the activity photos as time goes on.

### Student Evaluations

The students' evaluations were all positive despite the fact that their comments were not connected to the grade they received. The full evaluations are in Appendix B, but some of the comments are presented below:

"After experiencing the results of mental training, I have no question about its efficiency." (Becker)

"This course helped me identify my weaknesses and do something about them."... "I have a greater awareness of what has to be done and how I should do it." (Eggert)

"While going through the ropes course the first time, I was very scared at certain points, and it really slowed down my progress, (it was a mental block). After I prepared myself for what was to come the next time through the ropes course, I was able to go through the course without notable fear. I used my mental preparation techniques (visualization, etc.) remained calm and relaxed, and I didn't allow any outside thoughts or mental blocks to impede

what I needed to accomplish." (Lind). (Lind is now employed as peace officer in Tempe, Az.)

"This class built up my confidence in myself and in my getting the job done." (Paul)

"There is no way of coming out of this class without being changed for the better." (Lamers)

The students enjoyed the course and subjectively felt that they had benefitted by taking it.



## CHAPTER FOUR

### SUMMARY

Initially, I observed that police officers in general were not well trained for nor functioned well in crisis situations. I also observed that those officers who performed well had many of the characteristics of successful athletes while those police officers who performed poorly exhibited many of the characteristics of unsuccessful athletes. Because Olympic and professional athletes are always pushing the limit and trying to increase their peak performance in competition, I thought some of their training techniques, particularly the psychological ones, would have transferability to police training. My intention was to apply these training techniques to law enforcement in an attempt to improve the performance of police officers under stressful conditions that in many ways also approximated the conditions of athletic competition.

I searched the literature from both Russian and American sports psychology as well as the Japanese martial arts. This search was done to extract those techniques from these sources that might be used as training techniques by police officers in order to facilitate peak performance in crisis situations.

Several factors were extracted from each of these areas. A slide presentation was developed to teach these factors and a trial course was created to explore the effect of using these techniques in a classroom setting.

The slide presentation was then presented to the FAA Skymarshalls at the Federal Aviation Administration base in Los Angeles, a Conference for the Emergency Care Workers of the South Central Minnesota by the Emergency Medical Services Joint Powers Board, and the Bloomington Rescue Squad in Minneapolis, Minnesota. A very favourable reception was received at each presentation.

I believe the slide presentation and lecture format are now ready for marketing as an in-service training program for police officers and other professionals who have to maximize their physical and psychological performance in high stress situations.

## CHAPTER FIVE

### RECOMMENDATIONS FOR FUTURE RESEARCH

There is a need for future development and research in three areas.

The first is in the area of police performance in critical incidents. Certainly there is a burgeoning amount of data in the frequency of activities in this area, but even that elementary data may not be all that clear. For instance, during the 1970's and 1980's the prevailing information provided to police officers was that "domestics" were highly inflammable situations that presented a tremendous hazard to police officers. There certainly was a considerable amount of statistical evidence for this provided by the FBI and the National Institute of Justice (NIJ). Two years ago, NIJ decided to cull out all the information that went into the domestic assault category and simply isolate the information related to assaults against a police officer while that officer is engaged in intervention activity between two adults living in the same residence. The resulting information was a surprise to everyone. Though "domestics" are still considered a hazard to police officers, the actual possibility of assault in a "domestic" dropped to one-third of what it was thought to have been.

My contention is that we need more information on the nature of critical incidents that effect law enforcement, as well as the factors within the police officers themselves, police training procedures, department policies, legal constraints, etc., that shape an officer's specific response in a given situation.

There also is a need for continuing research in the second area of training factors that influence peak performance. The field as a separate area of study in Western society is quite young. Peak performance training, as it applies to the area of law enforcement, is still in the conceptual stage.

The third area that is open for continuing study is the application to police training of the principles derived from the analysis of the components of peak performance. Here is a very basic example. It is clear that adrenaline causes the muscles controlling the lens of the eye to contract. This flattens and elongates the lens. This in turn creates clearer visual perception at a distance, but blurs objects that are close up. Is that even a needed or valued response? When police officers are in critical situations is the flattened lens an asset or a liability? To prevent this from happening, is it possible to condition just the muscles controlling the lens of the eye so they are not impacted upon by adrenaline, or is it necessary to block the adrenaline response at its source? What training

techniques are helpful for doing either activity and how effective are they? Will all police officers be able to use the same training system and achieve the desired results? These are questions that are just being asked.

Certainly there is a need for research into all three areas; the nature of critical incidents in law enforcement, factors involved in peak performance, and training techniques for bringing about a higher level of functioning in police officers.

Because my Project Demonstrating Excellence was created based upon research conducted in the above three areas, it is clear that there is the same need for research to extend the information and effect of this project.

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**APPENDIX A**



MEMORANDUM

SAMPLE

STEARNS  
COUNTY

TO: Candidates

FROM: The Stearns County Civil Service Commission

RE: The Oral Board Interview: A Guide for the Candidate

COURT HOUSE  
P.O. BOX 548  
ST. CLOUD, MN. 56302

The oral board interview is an important phase in the process of promoting the most qualified persons to positions of greater responsibility. It provides an opportunity to objectively evaluate personal characteristics and qualifications that are difficult, if not impossible, to measure in a written examination. Because it also represents an opportunity for you to express your own ideas and suggestions concerning your career field, it is important for you to make the best impression possible. This guide is designed to help you understand and prepare for your interview.

Purpose of the Interview:

The oral board interview represents an attempt to assess your ability to apply all your knowledge and experience to problems likely to be encountered in the position you are seeking. It is not designed to confuse, deceive, or entrap you. Tricky and misleading questions will not be asked. Often there are no "right" or "wrong" answers to the questions posed. The oral board members are more interested in your ability to analyze the questions, formulate an organized solution, and present your answer in a clear and understandable way.

The Oral Board Members:

The members of the oral board are professionals in the field of public safety and personnel, and Civil Service Commission members who have demonstrated their competence both in management and supervision in their own agencies and in personnel assessment situations. They know the problems that confront modern public safety officers and administrators and have had a wide range of experiences in the public safety field.

The board consists of three to five members, none of whom is a member of the Stearns County Sheriff's Department. At least one of these three is a representative of the Stearns County Civil Service Commission, while the others are representatives of "outside" public safety jurisdictions.

Occasionally, a limited number of representatives of the community will be invited to participate in the interviews. While they will not attempt to assess your professional skills, they will evaluate your abilities and attitudes in regard to particular local concerns.

The board members rate you individually on a number of dimensions. These ratings are then averaged, weighted, and compiled with scores on the written examination and whatever other information is available (as determined by Stearns County) to arrive at your final score. Comparative performance is more important in this final score than any particular number or percentile. Standardized scores are used to assure that each component of the process receives the weight that has been assigned in advance.

*"An Equal Opportunity Employer"*

The Interview:

The panel will be introduced to you, and each board member's present position will be briefly described. You may ask additional questions to gain some familiarity with their background and experience if you wish. If by accident you should be personally acquainted with any member of the board, you may request that member to be excused, if you feel that he would not be able to evaluate you fairly. No penalty will accrue in that event.

Questions will be presented in random fashion. Since the interview is relatively unstructured and time is usually limited, you should expect the questions to jump from one topic to another. Although the same general areas of discussion will be covered in interviewing each candidate, the specific details may vary.

The questions posed will cover a number of salient topics relevant to the position or rank you are seeking. Comments should be directed toward self-appraisal of your experience on the force and your qualifications for the position. Your evaluation of existing and foreseeable problems within the Stearns County Sheriff's Department and community will be probed. Hypothetical situations concerning leadership, determination of goals and priorities, conduct of community relations, and handling of community problems may be presented to you for comment. These questions will be structured to include situations that must be dealt with at the rank you are seeking. In addition, other questions will inquire into your thoughts about the concept of the function of the public safety institution in modern society, both at the present time and in the near future.

Remember that the oral board is interested in both what you have to say and how you say it. Make sure you understand the question being asked; if you are uncertain of a question, ask for it to be rephrased or clarified.

Think before you answer. Although time is limited, the board members realize the necessity for careful consideration before replying to an especially difficult question.

After your interview is concluded, it would be well to remember that you are in a competitive situation. Other candidates, some of whom may be friends, may seek your impressions and reactions. In fairness to both yourself and to them, you should decline to offer any advice.

Additional Suggestions:

1.) Be honest

This is most important. The board members want to see you and get to know you. They are not trying to trip you up or embarrass you in any way. Answer the questions presented to the best of your ability and say what you really believe, not what you think they want to hear or what the "book" answer might be.

2.) Be attentive

When a board member asks a question, give him your undivided attention. In answering the question, direct your comments to the person who asked it, but do not ignore the other board members.

3.) Relax

This is not an inquisition. It is a careful evaluation of your abilities in relation to those of the other candidates for the same position. Speak with candor but not disrespect. Be courteous. Organize what you want to say. It is up to you to present the best impression possible. Although occasionally you may feel you are being badgered, this occurs only when board members are confused or unsure of your comments; it is not done for the purpose of embarrassing or confusing you unnecessarily.

MINNEAPOLIS PERSONNEL DEPARTMENT  
CIVIL SERVICE COMMISSION

ORAL EXAM CANDIDATE INFORMATION

**IMPORTANT: IF YOU PLAN TO KEEP THIS INTERVIEW APPOINTMENT, PLEASE CALL 348-4112 BY 1-22-13 1985. IF WE DO NOT HEAR FROM YOU, WE WILL ASSUME THAT YOU ARE NO LONGER INTERESTED AND SOMEONE ELSE WILL BE SCHEDULED IN YOUR PLACE.**

Oral examinations are given whenever they are the best way to measure the qualifications and personal characteristics needed for a certain job. They are not the same as job interviews because they are more structured. That is, all the people in an oral exam are asked the same questions in the same order so that a fair rating is given to all applicants. Another way they are different from job interviews is that there are more people involved — usually a panel of three experts in the field ask the questions of each candidate individually, and each examiner decides on a score based on how the applicant answered the questions. The examiners follow a rating guide prepared by the Personnel Department indicating the most important qualifications needed to perform the duties of the job. After the exam a final score is based on an average of the three independent examiner scores. Another way that oral examinations are different from job interviews is the fact that they are tape recorded. This is done for your protection and because we are legally required to do so.

TIPS TO HELP YOU DO YOUR BEST ON YOUR ORAL EXAMINATION

The two most important things to remember to do your best in the oral exam (or any part of your job-seeking for that matter) are:

1. BE PREPARED
2. BE POSITIVE

BEFORE THE TEST: PREPARE

1. FIND OUT AS MUCH AS POSSIBLE ABOUT THE JOB. You can do this by reading the job announcement carefully, or calling someone in the Personnel Department.
2. When you know enough about the job, KNOW YOURSELF! What skills, experience, training, or talents help you qualify for this job? What can you use as "selling points?" Be very specific. Which of the job duties listed on the announcement have you performed on previous jobs? What training or life experiences will help you do the job, or show that you can do it? What positive personal qualities make you qualified or interested in this job? Have you done volunteer work that gave you experience in this field or would show your interest in this type of work? Did the classes you took in school help prepare you for this work? If so, in what way? It is a good idea to write these things down as you think of them so that you can review this information right before the oral exam. This will help you remember the important things you want to say in the interview.
3. Now that you know about the job, and what you have to offer, try to IMAGINE SOME OF THE QUESTIONS THAT MIGHT BE ASKED. You can be fairly certain that they will ask a question about your background and how it has helped qualify you for the job. Other kinds of questions you might be asked could be knowledge questions; situational questions (what would you do if...?); organizational questions (How would you do this?); pressure-handling questions (If this happened, what would you do?); problem-solving questions (If you had this problem, how would you solve it?); or opinion questions (such as "What do you think makes a person a good supervisor?"). In many cases there is no right or wrong answer and there may be several acceptable responses. Once you have thought of some possible questions, it would be very helpful to do a practice exam by having a friend or relative ask you the questions.

4. **TAKE GOOD CARE OF YOURSELF ON EXAM DAY.** Get a good night's sleep, avoid alcohol and excessive amounts of coffee. Eat well and stick to foods you are used to eating. If possible, allow a little extra time to relax before the exam. Feeling well will help keep nervousness under control.
5. **DRESS NEATLY AND APPROPRIATELY.** Neatness and cleanliness will show the examiners that you care about getting the job. Avoid being "flashy" — lean toward the conservative in clothing, make-up, hairstyle, etc. You want the examiners to focus on your qualifications, NOT on your appearance!
6. **BE ON TIME.** Be sure to allow enough time for parking, late buses, and finding the building or exam room. The examiners might think you are not dependable if you show up late!

#### **WHILE YOU'RE WAITING**

1. If you have to wait for the interview, try to **RELAX**. If necessary try deep breathing to calm yourself. Take in a deep breath, hold it for a few seconds and then exhale slowly. Do this several times and you'll be amazed at how it relaxes you!
2. Use the extra time to review the notes you prepared when you evaluated your assets. **GIVE YOURSELF A PEP-TALK** about all the good things you have to offer the employer.

#### **DURING THE ORAL EXAM**

1. **BE POSITIVE AND SELL YOURSELF.** Concentrate on the positive things you have to offer, not the negative. Avoid the common mistakes of saying negative things about former jobs, co-workers, supervisors, etc. Don't point out your short-comings or potential problems. The examiners want to know your good points and how you are qualified for the job!
2. When answering the questions, **KEEP IN MIND WHAT THE EXAMINERS ARE LOOKING FOR.** The Personnel Department has asked them to use a "rating guide" indicating four or five of the personal characteristics most important to perform the duties of the job successfully. Some examples of the kinds of qualities that might be evaluated are communication skills, self-expression, confidence, leadership, supervisory ability, attitudes, motivation, flexibility, creativity, etc. By carefully reading the job announcement, you should be able to determine the kinds of qualities they will be evaluating for the particular job for which you have applied.
3. **DON'T ASSUME THE EXAMINERS KNOW ANYTHING ABOUT YOU.** They probably don't know much about you and have not seen your application. Therefore, it is very important that you answer all the questions completely.
4. **LISTEN CAREFULLY TO THE QUESTION BEFORE YOU START THINKING OF YOUR ANSWER.** If you don't understand the question, ask the examiner to repeat it. Many applicants need to hear a question twice, especially if it is a long or complicated question. It's better to ask for a repeat than to answer the wrong question.
5. **THINK BEFORE YOU ANSWER A QUESTION.** Take a few moments to think about your answer before you speak. Don't feel that you have to start talking immediately to fill the silence. The examiners will appreciate a well-thought-out answer. Don't feel rushed. Plenty of time has been allowed for your exam. Depending on the level of the position and the number and complexity of the questions, we usually allow between 15 and 40 minutes per candidate.
6. **ANSWER EACH QUESTION COMPLETELY.** The examiners are limited to asking a certain set of questions. So, it is up to you to give them all the information they need to see if you are qualified for the job. However, stick to the questions that are asked and avoid rambling on about unrelated things. Don't worry if your answers seem kind of short. A long, wordy answer isn't always better than a short, complete, and to-the-point answer.

7. DON'T GIVE NEEDLESS INFORMATION, especially personal or negative information.
8. DON'T TRY TO FAKE IT. If you don't know the answer to a question, be honest about it.
9. BE ALERT. CHEERFUL AND INTERESTED. This will let the examiners know that you are sincerely interested and motivated. However, it's okay to be a little nervous. Chances are the examiners are a little nervous too!
10. Don't just give a history of where you worked and when if you are asked to tell about yourself and your background as it relates to the job. TELL HOW YOUR EXPERIENCE, TRAINING AND TALENTS QUALIFY YOU FOR THE JOB! This is where your preparation will really pay off! This is your chance to tell the examiners all the positive qualifications you can bring to the job.
11. GOOD EYE CONTACT IS IMPORTANT. It makes you appear alert and interested. If you are uncomfortable about looking people in the eye, try this trick: focus on the tip of the examiner's nose, or on the middle of his or her forehead. It will seem like you are looking them in the eye. Direct your answers to all the examiners, not just the one who asked the question.
12. DON'T SMOKE OR CHEW GUM EVEN IF YOU ARE GIVEN PERMISSION TO DO SO.
13. DON'T GET UPSET IF THE EXAMINERS DON'T GIVE YOU ANY "FEEDBACK" ON WHAT THEY THINK OF YOUR ANSWERS. They may be trying to maintain a "poker face" to avoid influencing your answers and to make the exam fair to everyone.
14. REMEMBER: YOU HAVE MORE CONTROL THAN YOU THINK. The examiners are looking for the positive things you have to offer. Be sure to tell them everything they need to know to realize that you are well-qualified for the job!

#### WRAPPING UP THE ORAL EXAM

1. Toward the end of the exam, you may be asked if you have any questions or comments. THIS IS YOUR GOLDEN OPPORTUNITY to give a brief recap of your qualifications, indicate your interest in the job, and add any other important information you couldn't squeeze into your previous answers. AVOID QUESTIONS ABOUT VACATIONS, PAY, BENEFITS, ETC. Those can be discussed later at the job interview with the hiring department.
2. If you are a person with a visible physical handicap, this is your chance to let the examiners know that your disability will not prevent you from doing the job — EMPHASIZE YOUR ABILITIES AND HOW YOU CAN ADAPT TO THE DEMANDS OF THE JOB!
3. BEFORE YOU LEAVE, THANK THE EXAMINERS FOR TAKING THE TIME TO INTERVIEW YOU AND LET THEM KNOW THAT YOU ARE INTERESTED IN THE JOB!

#### WHAT YOUR ORAL EXAM MEANS TO YOUR TOTAL FINAL SCORE

This varies according to the particular position you applied for. Some jobs require only an oral examination, which counts as your total score (100%). Other positions have a combination of a written or practical test and an oral exam, and in these cases, the oral exam carries a certain weight, such as 40, 50, or 60%. In promotional exams, other factors are weighted into the final score such as efficiency ratings and seniority ratings. You can find out how much the oral exam counts for each position by looking at the Job Announcement.

## HOW SOMEONE FINALLY GETS THE JOB

First of all, you must pass each part of the exam (written, practical, oral, etc.) with a score of at least 70% on each part. Then, you and all the other candidates are ranked in order of the highest score to lowest score, with the highest being ranked Number 1, the second highest being ranked Number 2, and so on. At this time, Veteran's Preference points\* are added to the scores of those who are eligible. Your score and rank will then be sent to you in the mail.

When an employee is needed for a particular job vacancy, the names of the top three people on the eligible list are sent to the department with the opening. The department will interview those three people, and will choose the one person who they think best fits the needs of the particular vacancy, and will offer him or her the job. The other two candidates will have their names returned to the top of the eligible list and will be considered for any future openings.

### \*NOTE ON VETERAN'S PREFERENCE - YOU MUST BRING YOUR DD214 TO THE PERSONNEL DEPARTMENT TO RECEIVE VETERAN'S PREFERENCE POINTS.

To qualify for Veteran's Preference on an open examination, an applicant must have been separated under honorable conditions from any branch of the armed forces of the United States and served on active duty; and be a citizen of the United States. Spouses of deceased veterans and spouses of disabled veterans who are unable to work are also entitled to Veteran's Preference under the above-mentioned provisions. A marriage license and a death certificate or disability rating form are required in such cases. On these open exams, disabled Veterans will have 10 points added to a passing score; other Veterans, 5 points.

To qualify for Veteran's Preference on a promotional exam, you must be entitled to disability compensation for a permanent, service-connected disability rated at 50% or more. A spouse of a deceased disabled veteran, or spouse of a disabled veteran who is unable to qualify because of the disability is also eligible for Veteran's Preference. Qualified disabled veterans are given a five (5) point preference that is added to their passing score. These points, however, are added only if the person has never been promoted since first entering the public service for the City.

Because job offers may be made immediately following the scoring of the examination, it is important that applicants file their Veteran's Preference claims with the Personnel Department receptionist before the day of the examination. Claims may be filed at any time during the life of the eligible list (up to two years). However, to be considered for the first hiring from the list, you are encouraged to file your claim before the exam.

**THIS BROCHURE WAS DESIGNED TO FAMILIARIZE YOU WITH THE ORAL EXAMINATION PROCEDURES USED BY THE CITY OF MINNEAPOLIS. WE HOPE THAT YOU WILL FIND IT USEFUL IN PREPARING FOR YOUR ORAL EXAM.**

CITY OF MINNEAPOLIS  
PERSONNEL DEPARTMENT  
CIVIL SERVICE COMMISSION  
312 - 3RD AVENUE SOUTH  
MINNEAPOLIS, MINNESOTA 55415  
(612) 348-2282

An Affirmative Action-Equal Opportunity Employer

Revised: 11/81

APPENDIX B



## Final Paper

How do I see myself performing in a crisis situation? I answered this question earlier in the quarter without ever having been in one. Since then, I have been, and my projection was incredibly accurate! Early in the paper I said, "I can get the job done, and do it correctly, but it can always be done better." I also said later, "If the situation deals with feelings or emotions etc. (i.e. a person threatens suicide) I can see myself failing." The crisis situation I was involved in was a threatened suicide, and I performed just about like I predicted. Because of this crisis, and certain things I learned in this course, I see myself performing differently. To begin with, almost automatically I see myself becoming the leader. I am going to be in the role of making the decisions, and have people turn the responsibilities over to me. As I predicted, my instincts can and should be trusted. I will be able to get the job done, live with my decisions, and learn from my mistakes. Earlier, I said I would perform "adequately". Now

I see myself performing "good".  
Certainly a little experience under my belt helps, but what I learned in this class about the power of the mind also contributed greatly. From the slide show, and the training tactics, and the shooting decisions, to Zen and Peak Performance, I learned that it all goes back to being in touch with yourself, your emotions, and your capabilities, and having a positive attitude and be willing to learn! This course helped me to better do all that, and also to identify my weaknesses and do something about them. Right now, I have a greater awareness of what has to be done, and how I should do it than I did in the fall. I have started to apply that to every area of my life, and I can see an improvement already. So in answer to your question: How do I see myself performing in a crisis situation? I plan on being "great!"

In this paper we are to respond to the question of how we perceive ourselves in a crisis situation now compared to when we first started the human factors course. I will also try to explain how the things I have learned has made me more prepared for my career and life.

First of all, I see myself doing a much better and more efficient job when a crisis arises. One reason for this is that I now have the knowledge to know that I must concentrate on the crisis at hand and not worry about other things. I must get the job done. The mental training that I used in preparing for the ropes course and the mental training I will further use throughout my life has helped and will help immensely. At first I wasn't sure if mental training worked but after experiencing its results I have no question about its efficiency.

I feel the mental training gave me an added edge the second time through the ropes course. I may have already possessed some characteristics that helped me through the ropes course such as having a positive attitude, being confident of my physical capabilities, and having the volition of going up and getting through that course. But I know there is always room for improvement.

Two terms stick in my mind that I learned from this class; volition and shin. To me these terms are fairly synonymous and they also seem to be two of the most important ideas one should possess in order to be effective in a crisis situation. I think I have these two traits but along with it I know I need to learn more about myself in order to control these emotions better. I sometimes see myself as just seeing a crisis situation and going out to "kick some ass" to get it done. I have to control my recklessness

and not let my head burn while my hair is on fire. Also, I can truthfully see myself reacting better in a crisis situation and not worrying about my life. Life is too short to go around worrying about death - it's a waste of time. I'm not saying I never think about death, I do, but not to the point where I dwell on it. I believe abt in the statement that if we think or fear for our life in a crisis situation that we will have a higher chance of dying. I also believe that we should live each day as though it were our last for there may be no tomorrow.

The second stressor or crisis situation which I faced was the oral board review. For me this was tougher than the ropes course because I, not intentionally, did not have the training and competence nor the confidence to get the job done. I did prepare for this with mental training and a mock session with a friend, but no way did it give me the prepared state to be as successful as I wanted to be. This was the first real oral board I had and I really didn't have the experience to do a good job. I feel experience is the best teacher. I do feel that I was somewhat aware, fairly anticipatory, I did concentrate and controlled my emotions but not to the level which I will hopefully gain someday. I thought this exercise was a real good crisis situation for me and what I learned after the session and the feedback I got was the most beneficial part of it. I now know what I need to do and what I need to change and I realize that it will take some time and practice, but that's ok, I'm fairly patient.

All in all, I believe these training techniques

we have covered and the crises we have faced have given me the tools to prepare for other crisis situations such as the shooting decisions we covered in the first half of the course. I know I will have to train physically and mentally to prepare myself for as much a peak performance as I can achieve. Even if I don't reach peak performance in a shooting situation I know if I hadn't prepared myself the outcome may be much different and I could be dead.

This course has given me the tools I need to prepare myself for crisis situations and for having a better life. I realize that I am the only one who can prepare for my destiny and I wish more people would take this course for I see only positive things resulting from it. The ideas covered in the course are not easy to achieve, but good things seldom are.

beginning  
OF  
YEAR

Ken: Christensen

Q. How do you perceive yourself in functioning in crisis sit. now?

A. I don't know for sure I also don't think any amount of "teaching" will help much. I believe only experience and how well a person performs under stress will be the most influential factor. I think I would act rationally in a life or death situation. I wouldn't think of all things I should say or do, but I don't think I would panic and fall all to ~~pieces~~ pieces. Not panicking and being able to talk calmly and not escalating to sit. will probably do alot of good most of the time.

The thing that worries me the most is becoming emotionally involved. Seeing things that people do to each other and becoming angry or upset and not functioning as well. I hope I can learn to keep a good aesthetic distance.

Q. Now how do you think you would perform in a crisis situation?

I think that I would focus in on one certain aspect of the situation then expand to the other activities and resources around me, for example if a man is holding a gun on me lock on to that gun and already have made the decision of what to do if he begins the motions of firing the gun. (either pull my trigger or live out of the path of the bullet which ever is better at the time). Then begin to expand know where other people are, look for cover and find out what the cause of the problem is. And at the same time try to remain relaxed, so I won't panic.

In the first paper I said no amount of "training" or "teaching" will help in a crisis situation. I don't believe that anymore. I still believe that it's hard to train for a crisis situation.

over

↓

Going up on the ropes was an attempt to cause fear in me and it did, but not on the same level as a crisis situation. It can't be done without breaking the law. But I believe it did give me a chance to use methods in controlling our fear. First time I went up on the ropes it was so miserable out that I just concentrated on getting through but the second I was able to take time and try these different methods and see if they work, and they did.

I don't know if I'll be able to use them in a real crisis situation (no way until it happens) but at least I have them if I can and that's more than I had before this class.



# HUMAN FACTORS

469-82-4875  
THOMAS WAGNER

I now wonder if my first paper on "How I would react in a crisis situation" was really alright. I believe now after going through your class I would do a lot of things different. I feel I would be able now to handle a lot of different situations because of the material you have presented to us in class. Going into this class I was very confident I was the one to handle any situation or crisis, but suddenly I realized I was definitely in for a big surprise, even after the first class period was over (the first hour) I knew there was a lot of information I could find and learn about. At the time I overlooked any information given to me by friends and colleagues. But when you have an instructor that has been known for his ability and research (ex. slide show), you have to get off your high horse and let yourself be taught too. A lot of people would say I am a cocky guy, but if someone would spend the time to get to know me, ex. Dave Lind, they would realize that I am not that way at all. I find myself to be a very confident person instead of cocky, but I might define the two different than someone else. I guess that's why I was very confident when it came to the ropes course, simply because athletics is an area in which I have excelled in with my career in wrestling and college football. As relating to my goals in Law Enforcement I will someday work in the investigating field, whether it be in the Air Force or (B.C.A.) I know I have to work my way up and prove myself that's why I set these long term goals, that I know someday will be achieved. Secondly, the Oral Boards we all went through helped me realize I could be just as good when it came to doing things without having to do it physically. I found out through the handout you gave us and just experience in how

easy I can do it. I will say both experiences ropes course and oral boards helped me learn about myself, but the oral boards were the most helpful simply because that was the area I was worried about most. After learning experience I am just as confident in this area now. This will lead into the next area I would like to go into.

The two books Zen and Peak Performance helped me realize there are helpful texts out there, just use all your resources and find them. First, Zen helped me use meditation as a use of relaxation. Zen made me aware of the possible tactics I could use in different situations. Not only has meditative relaxation helped, but using meditation in prayer. It is a great way to relax and focus on your goals. This is a awesome way to relate to God. Peak Performance was the book I could really understand. It dealt with mental training techniques of greatest athletes around the world. I know now how important it is to practice and use discipline not only in my athletics but when I do become a police officer.

In overall closing, I would like to talk about the Lewenski slide show. The three areas I found were all important and significant, but one that really hit home was "fate". Fate to me before entering into your class was up to the Lord, but now you have made me realize that it is important to have an open mind and how important the role fate actually plays in our lives.

Page #

IN THIS PAPER, I WILL BE ATTEMPTING TO SUMMARIZE WHAT I HAVE LEARNED IN THE COURSE HUMAN FACTORS. IN THE ANALYSIS I WILL USE MY BEHAVIOR IN A CRISIS SITUATION, I WILL THEN EXAMINE HOW I FEEL I WOULD ACT IF FACED WITH THE SAME SITUATION AGAIN. THIS PAPER WILL THEN EXAMINE CONCERNS AND LESSONS LEARNED FROM THE EXERCISES ON THE ROAD COURSE AND THE PARTICIPATION IN AN ORAL INTERVIEW.

I WAS INVOLVED IN A SITUATION THIS SUMMER IN PHOENIX, AZ WHICH I WOULD CLASSIFY AS A CRISIS SITUATION. I WAS WORKING WITH THE PHOENIX POLICE DEPARTMENT, NARCOTICS DETAIL. WE HAD RECEIVED INFORMATION THAT TWO MEXICAN MALES WOULD BE HOLDING APPROXIMATELY 5 OZ OF HEROIN. WE KNEW THAT THEY WOULD BE IN A PARTICULAR LOCATION AT A SPECIFIC TIME AND BE DRIVING A PARTICULAR VEHICLE. WE WENT TO THIS LOCATION AND WAITED FOR THE MALES TO ARRIVE.

THE SUSPECTS DID ARRIVE AFTER APPROXIMATELY ONE HALF HOUR. WE THEN ATTEMPTED TO DO A STREET JUMP ON THESE INDIVIDUALS. AS THEY ATTEMPTED TO DRIVE OUT OF A PARKING LOT WE CUT THEM OFF WITH OUR VEHICLE. THE SECOND VEHICLE OF OUR PARTY CUT THEM OFF IN THE REAR. WE THEN APPROACHED THE SUSPECT VEHICLE AND WERE TOLD TO STOP. THE DRIVER ATTEMPTED TO RUN US OVER. WE THEN ATTEMPTED TO SUBDUCE

Page #2

THE OCCUPANTS OF THE VEHICLE, I WAS INSIDE THE DRIVER'S SIDE WINDOW. I WAS ATTEMPTING TO REACH THE GEAR SHIFT WHICH WAS ON THE STEERING COLUMN. I NEXT THINK I KNEW A 9MM PISTOL WAS BEING WAIVED AT ME.

AT THIS POINT, I FROZE. I WANTED TO SAY SOMETHING, BUT COULD NOT. I COULD NOT SAY HOW LONG IT WAS FROM THE TIME I SAW THE WEAPON UNTIL I DID SAY "HE'S GOT A GUN." IT WAS MOST LIKELY ONLY A SECOND OR TWO, BUT IT SEEMED LIKE FOREVER. I THEN STRUCK THIS INDIVIDUAL IN THE FACE AREA WITH MY FLASHLIGHT. HE WAS THEN PULLED FROM THE VEHICLE AND HANDCUFFED. I THINK IT WAS NOT UNTIL I WAS UNLOADING THE SUSPECT WEAPON AND AS DETECTIVE SAID TO ME, "SCARED BUDDY?" THAT I FULLY REALIZED WHAT HAD JUST HAPPENED. IF I HAD BEEN A SUREN OFFICER THIS WOULD HAVE BEEN A SHOOTING SITUATION.

MY ACTIONS, IN THIS CASE, WERE NOT AT THEIR ULTIMATE LEVEL. I WAS NOT EXPERIENCING PEAK PERFORMANCE. I FIND THE REASONS BEHIND THIS IN THE FACT THAT I HAD NOT BEEN EXPOSED TO THIS TYPE OF SITUATION IN THE PAST AND LACKED THE PROPER TRAINING AND KNOWLEDGE OF HOW TO HANDLE THE SITUATION AND GET THE JOB DONE.

Page #3

I NOW FEEL THAT I ~~BE~~ POSSESS THE SKILLS AND THE KNOWLEDGE WHICH WOULD ALLOW ME, AS AN OFFICER, TO DEAL WITH THIS SITUATION EFFECTIVELY AND EFFICIENTLY. FIRSTLY, I FEEL THAT HAVING GONE THROUGH IT, AND NOT ONLY HAVING TO RELY UPON FANTASIES OF MY MIND, I AM ABLE TO DEAL WITH THE ACUTE STRESS WHICH THIS TYPE OF SITUATION BRINGS. I KNOW WHAT IT IS LIKE. SECONDLY, I HAVE DONE SOME PRE EVENT DECISION MAKING, OR ONE COULD CALL THIS POST EVENT DECISION MAKING. I KNOW WHAT I WILL DO NEXT TIME.

I FEEL THAT GOING THROUGH THE ROPES COURSE WAS A VERY GOOD THING TO DO. ALTHOUGH I DID NOT PERCEIVE A GREAT DEAL OF STRESS FROM THE COURSE, I REALIZED THAT OTHERS DID. I FURTHER REALIZE THAT I WILL HAVE STRESS IN SOME TYPE OF SITUATIONS AS A LAW ENFORCEMENT OFFICER WHICH MAY AFFECT MY ABILITY TO PERFORM REQUIRED DUTIES OF THE JOB.

TO ANSWER THE QUESTION: WHAT DID THE ROPES COURSE TEACH ME? IS TO SAY, NO TYPE OF FEAR IS TOO LARGE TO OVERCOME ALL STRESS FROM FEARS LIES WITHIN OUR MINDS AND EACH ONE OF US HAS THE ABILITY TO DEAL WITH IT.

THE ROPES COURSE ALSO TAUGHT ME NOT TO SHOW OVERT SIGNS OF CONFIDENCE AROUND POLICE OFFICERS. THIS MAY CAUSE THEM CAUSE

PAGE #4.

TO VIEW SOMEONE WHO DOES THIS AS COOL.

PARTICIPATING IN THE ORAL INTERVIEW TAUGHT ME SOME VALUABLE ITEMS ALSO. I FEEL THAT IT WILL BE MOST HELPFUL TO ME DUE TO THE FACT THAT I WILL BE FACING AN ORAL BOARD IN THE FUTURE. I FEEL THAT IT WILL ALLOW ME TO HANDLE THE QUESTIONS WHICH WILL BE ASKER OF ME WITH DILEGENCE AND PROFESSIONALISM, BOTH IN TERMS OF CONTENT AND FORM. I FEEL THAT I WILL NOT BE AS NERVOUS AS I WOULD HAVE OTHERWISE. I WILL BE ABLE TO SPEAK WITH GREATER EASE AND GRACE.

OVERALL, IN MY OWN CASE, THIS COUSE HAS BEEN A VERY SELF FULFILLING REWARDING EXPERIENCE. IT HAS SHOWN ME THAT WHEN A JOB NEEDS TO BE DONE WE MUST PUT OTHER THINGS ASIDE AND DO THIS JOB, ANY ONE CAN OVER COME THEIR FEARS, AND WHEN I AM NERVOUS AND HAVE FEAR I CAN STEP ASIDE OF THESE FEARS AND ACCOMPLISH GOALS.

HUMAN FACTORS

FINAL

ANDREW J. LAMERS

In my most recent crisis situation, which happened about a week ago, I was working security and noticed a lady pass out at her dining table. I kept good control of my actions and noticed how calm my voice was while I talked to the patient. When someone who had more experience with these situations but the same skill level arrived, I stayed in the position of controlling the situation until someone with more expertise and higher skill level arrived.

Some things that may have added to the improved performance are having been in similar situations, use of relaxation on my part, and being able to use the information and knowledge that I have been taught in a pressure situation. The idea of familiarity to the crisis, is something discussed in class. It does have a strong bearing on how we act. When we are first on a new job, we are always asking questions. Once we get use to the tools of the trade and the environment, we are able to work much more effectively. It's like giving directions to a stranger in town. When you have lived in the town for quite some time, you are able to tell them how many blocks or stop lights or even distinguishing land marks. However, if you are relatively new to the area, your discription of how you give directions will be much less colorful and descriptive. As for relaxing, it wasn't something I thought through. My relaxed attitude and calm appearance just took over. I don't think the relaxation techniques had alot to do with this, because we have not been practicing that long, but it



possibly had some small influence. As a relaxed person in a similar situation, the information of my education easily came to mind.

When in a medical crisis, there are certain questions that need to be answered for assessment of the patients condition. I believe my own personal debriefing had alot to do with my response. After each medical response, I took a little time out and ran the response through my mind. By doing this, I was able to criticize my reactions and actions. Each time I would find something I should have been doing differently and then I would try and be prepared to act differently the next time. The debriefing after the ropes course works the same way; you find flaws in your performance and you work to overcome those flaws. An example of this is how I didn't remember the view from the towers. The second time up there I purposely remembered that view and I didn't cling to the tower poles nearly as much as I had the first time.

There was a difference the second time we went up on the ropes course. The group, as a whole, seemed to be paying less attention to the person on the course. Which could be a dangerous situation, but, everyone who went up on the course seemed to be more confident about what they were doing. Whether this confidence was sensed by the others in a particular group and that had an effect on the fact that people were paying less attention, I do not know. However, I do suspect a correlation there. An experienced police officer is most likely keeping a closer eye on the rookie in

any situation, than he is if the other officer were as experienced also.

I believe that, in time, the relaxation techniques will aid us in staying calm in the crisis situation. If not, it may certainly help with headaches and getting some restful sleep. The opportunity to challenge a fear is something that can really be exhilarating. It is also something I hope to get more of an opportunity to do. Someone may say they have not changed their reaction to crisis situation, but I am sure that there is no way of coming out of this class without some change for the better.

Steve Paul

Before this class (and Stress, PERP), I wasn't in complete control of how I react physically and emotionally in response to a crisis situation, whether the crisis involved me or other people. I let fear, anxiety and stress control me and most of this was created out of falsely perceived cause.

Now I am more aware of what causes the problems that caused me to lose control of my reactions in a crisis. I've handled the two times through the ropes course and the practice interview a lot better than if I hadn't taken them in conjunction with the class. I understand fear more now, what it can do to me and what it can do for me. I won't take a simple, safe and reasonable task such as interview and let myself create unnecessary fear and anxiety and let it work against me.

I'm not going to worry so much about fate or not taking a chance doing something just because I might goof-up and think everyone will ridicule me. I now know that I shouldn't let my ego get in the way of getting the job done.

I see now that being competent, practised and highly skilled helps to make your actions more automatic and less time is required for having to make time consuming decisions and thoughts that could interfere with performance. My self confidence has been built up as well increased awareness, so I feel I can handle crisis situations much better now than before the class.

I have learned a considerable amount from this class both in book knowledge and personal experience. I am more aware of some of the important items that enable me to handle crisis situations and normal situations a lot better. This information will be a good base to keep practicing what I learned to further improve my skills.

This class built up my confidence in myself and in my getting the job done. Competence also plays a big part in success as well as confidence. I now know the importance of mental and physical conditioning as sufficient, quality training to enhance my decision making and performance especially under pressure. I understand guilt now, what good and bad it can do for people, as well as what lack of guilt can mean.

Values and experiences were stressed in their importance in shaping our decisions and reactions. I already knew this but didn't know exactly why or how. Training tactics of concentration, exercise, relaxation, visualization and positive verbalization are very important in improving our responses to normal and crisis situations. I can continue practicing these skills long after this class for years to come to continually improve myself.

Another important part of the class was on volition and mission, getting the job done, and knowing what has to be done to accomplish it. I have to develop the mind of a winner, a will and purpose.

Other topics discussed I have never had in any other class were the five stages of shooting decisions, and the ZEN experience, as well as the tying in of explanations of little things like blushing, sense of belonging, feelings of security and self esteem. I'm not as self critical anymore and have a more positive outlook now.

SUMMATION PAPER

Human Factors  
Mr. William Lewinski

by  
David J. Lind  
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12-3-86

When fall quarter started I was asked to answer the question of how I perceived myself dealing with a crisis situation. I wasn't real sure of what to say because I had never been put into a situation that would have been considered an actual crisis, so as I answered the question I could only speculate what my response might be. I felt I would be able to handle the situation effectively as long as I remained calm, kept my goal in mind, and didn't put up any mental blocks which would slow me down.

After reading these first three sentences, I probably sound like I would be able to handle most crisis situations. Well, I've never been able to pull the wool over your eyes, Mr. Lewinski, you always seem to bring out the point I am trying to get across, so here goes.

The first major point that has changed for me in my perception of how I would handle a crisis situation would be my overall mental attitude. There is no way that you can be able to complete any crisis situation unless you have an attitude or belief that tells you that you can do it. To better explain what is meant, you can look at Zen and Peak Performance. Both these books showed in great detail and with numerous examples how important the mental aspect of any situation (crisis or not) can be. Zen brought out how you have to get into yourself and once that is achieved, you can get into the problems at hand. Peak Performance best explains mental preparation by the books cover, "Mental Training Techniques...." Both these books tied

in with your slide show on confidence, competence, and fate; and our class discussion on how others handle mental preparation in crisis situations really gave me what I thought to be the only conclusion I could reach, everybody is going to have their own mental preparation techniques, and if each person uses his or her own resources, they can and will obtain the ultimate mental preparation before the situation arises.

My next aspect of dealing with a crisis situation would have to be to remain calm. I couldn't really substantiate this aspect until after going through the ropes course the first time. While going through the ropes course the first time, I was very scared at certain points, and it really slowed down my progress (it was a mental block). After I prepared myself for what was to come the next time through the ropes course, I was able to go through the course without any notable fear. I used my mental preparation techniques (visualization, etc.), remained calm and relaxed, and I didn't allow any outside thoughts or mental blocks to impede with what I needed to accomplish.

Finally, all this was tied together by me keeping my goal in mind. While doing the ropes course or going through oral boards, I always tried to remember what I wanted out of the activity or crisis. During the ropes course, I wanted to stay alive and not allow fate a chance to play a part in the ropes breaking or something going wrong. During the oral boards, I kept in mind that twenty other people were trying for the same job I was. This attitude or belief that I had to keep my goal