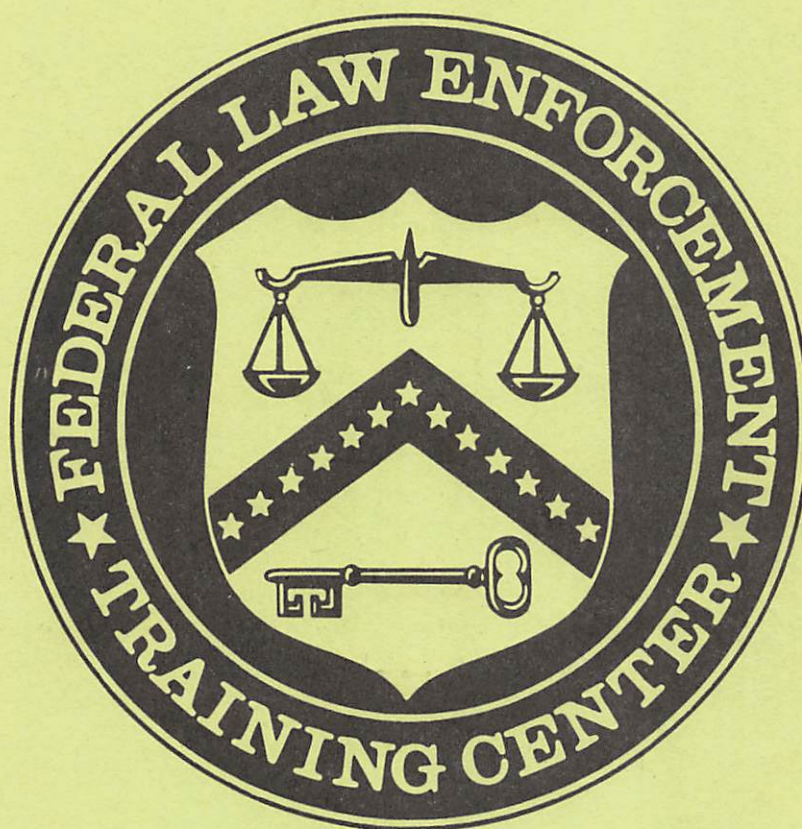


FEDERAL LAW ENFORCEMENT TRAINING CENTER

Department of the Treasury



POLICE TRAINING PROGRAM

BEHAVIORAL SCIENCE BRANCH

**NATIONAL PARK SERVICE/LAND MANAGEMENT
NINE WEEK PROGRAM STUDENT HANDOUTS**

This booklet contains selected Behavioral Science Branch material, e.g., articles, group and individual exercises, plus general information as it relates to the branch subjects. Your Behavioral Science instructor will advise you of the proper handouts to use during class.

The subject matter, Behavioral Science, is intended to provide you with a positive conceptual framework, which should aid you in interacting in a professional effective manner. The material herein is by no means all conclusive, and should not be viewed as a total means of passing the Behavioral Science segment of your examination. The material is a reinforcer to the instructors classroom presentations as it relates to a given area of instruction. Also, the material within this booklet is not intended to supplant or modify the students' departmental or agency rules and regulations.

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NATIONAL PARK RANGERS/LAND MANAGEMENT

9 Week Program

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ORIENTATION

By BARBARA BENNETT

Motivational Hang-ups Of the Police Mystique

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What motivates a cop? Why do so many cops lose enthusiasm after a few years on the job? Why do some become cynical, sarcastic or badge heavy? What motivates the cop who doesn't succumb, the one who becomes known for his energy, sensitivity, and skill? How does one cop stay fresh and another go sour? These were some of the questions my students and I had asked back when we were first formulating the ideas of the police mystique, which so subtly holds many police officers down.¹ We found some answers when we applied Maslow's theory of human motivation to police officers on the job.

Maslow believed that human needs can be arranged into a sort of motivational ladder. The rungs of this motivational ladder form a hierarchy. They are arranged in a very systematic, successive and graded order. That means, if a cop is to become motivated by the higher order human needs, he/she must first satisfy the needs on each of the consecutive lower rungs. For example, a cop is not apt to be motivated by his need to have people like him when he is worried about his physical safety. He is not likely to become motivated by his need to do a job well if he's hung up

by boredom. This is important because each rung of the motivational ladder has to be basically satisfied before the next higher rung can become activated. This prerequisite is what often hangs up police officers.

Let's examine how police officers can get hung up by the lower motivational rungs.

1. Basic Needs

The basic need rung is the lowest rung on the motivational ladder. It's the first step. All humans (cops included) must have these basic physiological needs met before they can become activated by the higher need groups. Basic needs include food, air, water, clothing, shelter, and the need to be actively involved with one's environment. This last need is the one that hangs up many police officers. The long hours of solitary sitting, waiting, watching, and patrolling can begin to cripple an officer's motivation. Boredom sets in. Some officers let boredom beat them. They fail to use their time in a constructive or creative way. They don't plan, study, relate, create or get involved. They get hooked on the lowest motivational rung of the ladder. The winners are the cops who

actively beat the boredom, allowing themselves to proceed to the next motivational rung.

2. Safety and Security

This second motivational rung goes beyond today's needs and makes us concerned with our needs for tomorrow. We may very well have our present basic needs met (e.g., a steady income, home, food and clothing), but what would happen if we lost our job tomorrow? Panic! Again we'd be activated by our most basic needs. Not only do we need to be safe and secure at the moment, but we also need to feel safe and secure about our future. We need to be free of the fear of physical and psychological danger. This task becomes particularly difficult for police officers. For one thing, cops are more likely than the average citizen to find themselves in dangerous situations. Searching a dark warehouse or handling a domestic quarrel is a bit more dangerous than fighting commuter traffic! When a cop actually does find him/herself in a dangerous situation (perhaps 10 to 40 percent of the time depending on job and location), he/she gets thrown back to the lowest motivational rung. This cop needs to protect his life to survive. He may display hostile, aggressive or fighting behaviors. These are appropriate at that moment. But the hooker comes when some cops learn to utilize this hostile, aggressive, "hard-ass" behavior all of the time. Then it is no longer appropriate. Aggressive behavior actually inhibits an officer's effectiveness and prevents him from learning new and better ways of handling difficult situations. What causes this motivational hang-up? It is the fear of potential danger. A cop gets hit on the head once during a domestic squabble and he begins to fear getting hit again on the next call, or maybe on a twenty-fifth call. Safety motivates him. He may begin to think, aggression saved me once; I'll use it every time.

The war stories that are told among police officers, describing the most violent and heinous crimes, serve to further reinforce the fear of potential physical danger. But what about the effects of psychological danger? Psychological danger can motivate a cop on a much more subtle level. If a cop becomes too educated or too different or too specialized, he can become labeled as one of the "assholes." And as one cop put it, "I'm not going to take any chances. I don't need any enemies. I'm just gonna keep my mouth shut at work. If I go down on the street, I want to make sure my support gets there fast." There are other reasons too for a cop to keep his/her mouth shut. As another cop put it, "It's best to keep a low profile. Don't make any waves. If you do, you might as well forget about promotion." The fear of losing one's job



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or the chance of promotion are potent motivators. Many cops get locked into this safety-security motivational level.

3. Need to Belong

The need-to-belong rung is an especially potent motivator for police officers. Cops, like all other humans, are social animals. They need to develop strong, meaningful relationships with other people. The atmosphere of present policing frequently makes this need fulfillment difficult. Cops often work alone or in pairs. They are kept out of policy-making decisions. Their suggestions and ideas are usually ignored or frustrated by red tape. Technical roll calls fail to build group morale. Unskilled supervisors fail to build group cohesiveness and a sense of belonging. The cop's human need to belong, to be liked, and to be accepted gets ignored by the system. So cops will usually meet their belonging need in other ways. Their belief in brotherhood becomes strong. The pressure to be one of the guys is persistent. Yet the prevailing attitudes — such as keep your mouth shut, don't get involved, don't let it show, and don't be an asshole — sabotage most efforts for cops to come out and be themselves as people. Many cops feel pressured into conforming. If they don't choose to unwind with a few drinks with the guys after work, they are not considered part of the "in" group. It is very difficult after playing the closed game at work to open up and be personally intimate at home. Emotional withholding severs relationships. Many cops get divorced. Many others commit suicide, an ultimate expression of alienation. Lots of cops end up getting stuck on the need-to-belong rung. The winners are the cops who can be themselves and still be accepted by the group. They are the ones who can then proceed to the next motivational level.

4. Esteem

Once a cop has actually become an accepted member of the group, he/she finds that membership alone is not sufficient. It is even more rewarding to be an especially recognized member within the group. This special recognition gets satisfied in various ways: (1) by feeling good about ourselves as people, (2) by having others feel good about us, and (3) by feeling useful.

We need, first of all, to have a good opinion of ourselves. It is important that our positive self-concept be a realistic evaluation. For example, it is more difficult for a cop who is not really being himself, who is just playing a role, just "doing the job," or "biding time" until retirement to really feel good about himself and his accomplishments. Second, we need to have other people feel good about us on a gut level. Cops especially need to be

recognized by other cops. When this recognition is not genuinely forthcoming, a cop may get attention in less functional ways. One cop may get labeled as "nuts." He's the one who will "do anything." Another may become known as "an animal." Still another becomes the "joker" or the "smart ass" or the impeccable dresser. These "styles" draw attention. A cop can become known; he/she can stand out from the pack. The need to be recognized by other people is sometimes so powerful that it generates criminal behavior in our society. For example, a pimp gains status through his pimpmobile, his classy wardrobe, and his ability to flash money around. An unsuccessful businessman may embezzle to buy his self-esteem via various status symbols (e.g., big house, three cars, winter vacations, and a country club membership).

Cops can't buy their self-esteem, but they can gain it by style. Finally, if we are to fulfill our needs for self-esteem, we need to feel that we are making some mark on the world. Lots of cops get bogged down here. It is hard to feel effective when suspects get home before victims, when citizens yell names and make gestures, and superiors rarely give credit for a job well done. A sergeant from our class was surprised when he decided to praise a few officers during roll call for a job they had done well the night before. After a few moments of silent disbelief, there was a round of spontaneous applause from the force. It's too bad that positive recognition is so surprising. Good ideas often get shot down and good work gets ignored.

How much job motivation can come from promotions based on best scores and politics? Many cops give up. They end up feeling cynical, useless, and down. The winners are the cops who are true to themselves, who win genuine respect from other people, and who, despite discouragements, make a meaningful contribution on the job. Because of the policing environment, there are usually only a few police officers who become activated by this motivational level. But those who make it this far get a chance at the top. They are in a position to become influenced by the fullest of human motivators.

5. Self-actualizing

The self-actualizing level is probably the most difficult level to explain and the most difficult level for most cops to attain. Self-actualizing means doing the very best that one is capable of doing. The self-actual-

izing person is constantly utilizing his/her total talents. This takes lots of energy. A person can't get hung up by boredom or the need to be one of the guys. Self-actualizing is really an ongoing process. It is a style of functioning, a mode of operation. Self-actualizing behavior never ends. You never get there. It is not a matter of earning lots of money, winning the key to the executive washroom, or being successful in our cultural terms. Self-actualizing is living and performing at our very best, whether we choose to be a mechanic, a musician, a teacher, a probation officer or a cop!

Maslow studied self-actualizing people. He referred to them as the mental health champions of the world, the truly "together" people. Maslow discovered that self-actualizing people share some common characteristics. They feel good about themselves as people. They are confident, vital, and involved. Self-actualizing people are actively concerned about the world. They accept and respect people's differences. Self-actualizing people are autonomous, perceptive, and spontaneous. They are largely free from the need to impress other people.

Does all this sound easy? How many of us could claim the same? Would you feel comfortable reading "The Liberated Man" at the station? Do you voice your opinion when the rest of the gang feels differently? Can you comfortably turn down an unreasonable request from a friend? Can you reject the "semi-retirement" concept of working days? Would you refuse a job offer for double the salary if you disliked the job that was offered? In reality, most of us are not the free-wheeling individualists we'd like to think we are. Most of us are functioning below our top level.

Our goal then is to begin functioning more and more from the top motivational rungs. In this way, we not only will reap the greatest motivational rewards, but we will activate our desire to become self-actualizing. Psychologists believe that the desire to realize our fullest potential is more than just a lofty ideal. They believe we all are pre-wired, or programmed, to be self-actualizing people.² This means our urge to grow is built in; it's intrinsic. We are sort of like the seed that is programmed through nature to produce a flower. Humans are programmed to master their environment, to develop their fullest potentialities, i.e., to bloom. When we do not live full out, we have allowed ourselves to become snafued by our environment. Unlike the seed that finds itself without sun and water and can do nothing about it, we humans can. We can actively shape our environment. We can learn to import the nutrients we need. The true winner is the cop who learns to do just this. He's the cop who actively controls his environment rather than letting his environment hold him down. ★

¹Bengett, Barbara. "The Police Mystique." *The Police Chief*, April, 1978.

²Kohlberg, L., LaCross, J., & Ricks, D., "The Predictability of Adult Mental Health From Childhood Behavior," *Handbook of Child Psychopathology* (New York: McGraw-Hill, 1970), and White, R.W., "Motivation Reconsidered: The Concept of Competence," *Psychological Review*, 1959, pp. 297-333.

PARTICIPANT WORKSHEETS

Before Seeing the Film

EXERCISE NO. 1

Below are 18 statements of "wants" or "needs." Please check the five "needs" you feel are most important to you. (Note! Put the check mark on the line preceding the statement.)

Example: ☐ ☒ Steady employment

- ☐ — Steady employment
- ☐ — Respect for me as a person
- ☐ — adequate rest periods or coffee breaks
- ☐ — Good physical working conditions
- ☐ — Opportunity to do quality work
- ☐ — Getting along well with others on the job
- ☐ — Receiving good pay
- ☐ — Chance for promotion
- ☐ — Pensions and other security benefits
- ☐ — Opportunity to do interesting work
- ☐ — Knowing what is going on in the organization
- ☐ — Feeling my job is important
- ☐ — Being told by my superiors when I do a good job
- ☐ — Attending staff meetings
- ☐ — Large amount of freedom on the job
- ☐ — Opportunity for self-development and improvement
- ☐ — Chance to work without direct or close supervision
- ☐ — Fair vacation arrangements

Now you are ready to see the film: MASLOW'S HIERARCHY OF NEEDS.

After Seeing the Film:

Note: Many teachers and scholars have interpreted the HIERARCHY OF NEEDS as a highly rigid and structured theory. However, Maslow himself, a devoted humanist, accepted the uniqueness of every person. He was fully aware of the fact that a strict interpretation of his "Need Hierarchy" would not, and in fact could not, describe every individual. He felt that the needs in the Hierarchy could be relatively independent of each other—higher order needs, for example, may coexist with lower level needs. In other words, it's possible to have unsatisfied safety needs with a need for self-actualization (growth) at the same time.

EXERCISE NO. 2

Now that you are familiar with MASLOW'S HIERARCHY OF NEEDS, refer to the 18 statements of wants, or needs, on the previous page. Try to determine where each of the 18 statements fit in Maslow's Hierarchy: is the statement an example of a Physiological (P), Security (S), Love/Social (L), Esteem (E) or Self-Actualization (S/A) need? Place the letter representing each need category in the box opposite the statement.

Example:

☐ S/A

Opportunity for Self Development

After you've completed this exercise, you will be ready for Exercise No. 3.

EXERCISE NO. 3

Now refer back to your own "five most important needs." (Exercise 1). How many of your needs were physiological? How many were safety? Count the number of times you selected each category and place the number in the appropriate space on the next page.

The resulting profile should tell you something about yourself. Can you make any deductions from it?

Number of times you checked
each need category

Physiological (P)	
Security (S)	
Social (L)	
Esteem (E)	
Self Actualization (S/A)	

Now you may wish to reflect on your own score: What needs did you find most important? What does this mean to you? Does your response to the ranking exercise really reflect those needs that are important to you? Which of your needs have been more or less satisfied? Do your needs change in importance with time and circumstances?

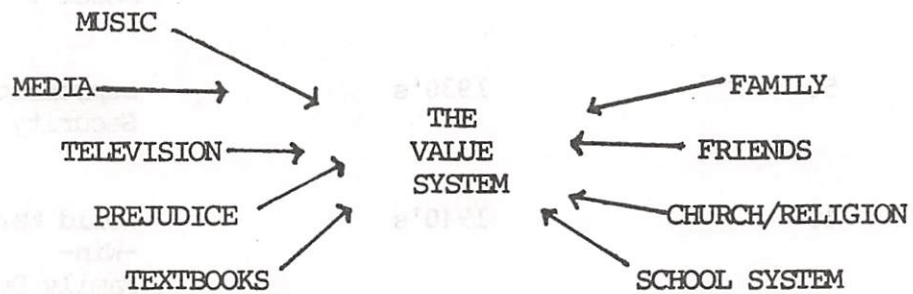
MASLOW'S HIERARCHY OF NEEDS does not answer these questions for you; it takes on meaning only in the context of your own personal experience.

VALUES

FLETC
HUMAN RELATIONS BRANCH

"WHAT YOU ARE IS WHERE YOU WERE WHEN" - DR. MORRIS MASSEY

VALUE PROCESSING SYSTEM



VALUE STAGES

AGE GROUP

1-2-3-4-5-6-7

8-9-10-11-12-13

(About 10 - "This is the way the world should be")

14-15-16-17-18-19-20

21 and over

VALUE PERIOD

Imprinting period

Modeling

Socialization

Significant emotional events
may influence value changes.

GUT LEVEL VALUES

<u>CURRENT AGE</u>	<u>WHEN VALUE PROGRAMMED</u>	<u>INFLUENCE FACTOR</u>
60	1920's	World War I Close Family Flappers Model T
50	1930's	Depression Security
40	1940's	World War II -Win- Family Decay Mobility
30	1950's	Affluence Indulged Kids Dr. Spock Television Hair Permissiveness
20	1960's	Space Program Bad Guy - Heroes Civil Rights Kennedys Vietnam War Computers Significant Emotional Event
10	1970's	Jaded Expectations Watergate

WHO SHOULD SURVIVE?

An atomic attack has occurred. The following eleven persons--the only humans alive on earth--are in an atomic bomb shelter. It will take two weeks for the external radiation to drop to a safe level; however, the supplies in the shelter can only sustain seven persons for two weeks, at a very minimum level. In brief, only seven of the eleven people can survive.

1. Dr. Dane: Thirty-seven; white; no religious affiliation; Ph.D. in history; college professor; good health; married; one child (Bobby); active; enjoys politics.

2. Mrs. Dane: Thirty-eight; white; Jewish; A.B. and M.A. in psychology; counselor in mental health clinic; good health; married; one child (Bobby); active in community.

3. Bobby Dane: Ten; white; Jewish; special education classes for four years; mentally retarded; I.Q. 70; good health; enjoys his pets.

4. Mrs. Garcia: Thirty-three; Spanish-American; Catholic; ninth-grade education; cocktail waitress; prostitute; good health; abandoned as a child; in foster home as a youth; attacked by foster father at age twelve; ran away from home; returned to reformatory; stayed until sixteen; married at sixteen; divorced at eighteen; one child three weeks old (Jean).

5. Jean Garcia: Three weeks old; Spanish-American; good health; still nursing.

6. Mary Evans: Eight; black; Protestant; third grade; good health.

7. Mr. Newton: Twenty-five; black; atheist; starting last year of medical school; suspected homosexual activity; good health; seems bitter concerning racial problems; wears hippie clothes.

8. Mrs. Clark: Twenty-eight; black; Protestant; college graduate; electronics engineer; married; no children; good health; enjoys sports; grew up in ghetto.

9. Mr. Blake: Fifty-one; white; Mormon; B.S. in mechanics; very handy; married; four children; good health; enjoys outdoors and working in his shop.

10. Father Frans: Thirty-seven; white; Catholic; college plus seminary; priest; active in civil rights; criticized for liberal views; good health; former college athlete.

11. Dr. Gonzales: Sixty-six; Spanish-American; Catholic; doctor in general practice; two heart attacks in past five years, but continues to practice.

THE PROBLEM: Which of the eleven persons in the bomb shelter should survive?

OBSERVERS

This should be more than a record of who said what to whom. Be specific; observe, listen and evaluate critically. Ask yourself if your partner successfully demonstrated the Rogerian Technique. If done properly, this exercise requires the application of a wide gamut of devices by your partner.

Did your partner:

1. Delay his or her emotional reaction and act rationally to determine a solution of the problem?

2. Appear conscious of abstracting?

3. Ask questions to break through sweeping, general statements?

4. Summarize and evaluate the previous speaker accurately?

5. Engage in "by-passing" (not listening to what had been said previously)?

6. Exhibit open-mindedness toward the rest of the group and their ideas?

Observer's name: _____ Observed whom: _____

THE FALL-OUT SHELTER PROBLEM

Situation: Your group are members of a department in Washington, D.C. The United States has been involved in a nuclear war. You receive a desperate call from a group in your jurisdiction. It seems there is only enough space, air, food and water in their fall-out shelter for six people for a period of three months, which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves, they are likely to become irrational and begin fighting. So they have decided to leave the decision to your group. They will abide your decision. You will have only a short time to make your decision before you go to your own shelter. It is entirely possible that the six people you choose might be the only six people left to start the human race over again.

Procedure: The class is divided into small groups. Your group is to evaluate the situation and select six people from the list below to occupy the fall-out shelter. You should attempt to reach a consensus.

Here is all you know about the ten people:

1. A 16-year-old girl of questionable emotional stability; Jewish; a high school drop-out; pregnant.
2. Policewoman with gun; recipient of award for valor; unable to have children; Masters in Criminal Justice.
3. A Baptist minister; 75 years old; white; Doctor of Theology.
4. A 36-year-old female; black; physician; known to be a confirmed racist.
5. Olympic athlete; all sports; foreign auto salesman; 65 years old; agnostic.
6. Famous historian - author; 42 years old; female; Marxist.
7. A 26-year-old male; law student; homosexual.
8. Hollywood starlette; singer; dancer
9. Bio-chemist; atheist.
10. Bio-chemist's 25-year-old wife; spent the last nine months in a mental hospital; still heavily sedated. They refuse to be separated.

DIAGNOSING ORGANIZATION IDEOLOGY

Roger Harrison

Organizations have patterns of behavior that operationalize an ideology—a commonly held set of doctrines, myths, and symbols. An organization's ideology has a profound impact on the effectiveness of the organization. It influences most important issues in organization life: how decisions are made, how human resources are used, and how people respond to the environment. Organization ideologies can be divided into four orientations: *Power* (a), *Role* (b), *Task* (c), and *Self* (d). The items below give the positions of the four orientations on a number of aspects of organization structure and functioning and on some attitudes and beliefs about human nature.

Instructions. Give a "1" to the statement that best represents the dominant view in your organization, a "2" to the one next closest to your organization's position, and so on through "3" and "4." Then go back and again rank the statements "1" through "4," this time according to *your* attitudes and beliefs.

Existing Organization Ideology	Participant's Preferred Organization Ideology
--------------------------------------	---

1. A good boss is:

- — a. strong, decisive and firm, but fair. He is protective, generous, and indulgent to loyal subordinates.
- — b. impersonal and correct, avoiding the exercise of his authority for his own advantage. He demands from subordinates only that which is required by the formal system.
- — c. egalitarian and capable of being influenced in matters concerning the task. He uses his authority to obtain the resources needed to complete the job.
- — d. concerned with and responsive to the personal needs and values of others. He uses his position to provide satisfying and growth-stimulating work opportunities for subordinates.

2. A good subordinate is:

- — a. compliant, hard working, and loyal to the interests of his superior.
- — b. responsible and reliable, meeting the duties and responsibilities of his job and avoiding actions that surprise or embarrass his superior.
- — c. self-motivated to contribute his best to the task and is open with his ideas and suggestions. He is nevertheless willing to give the lead to others when they show greater expertise or ability.
- — d. vitally interested in the development of his own potentialities and is open to learning and to receiving help. He also respects the needs and values of others and is willing to help and contribute to their development.

3. A good member of the organization gives first priority to the:
 - _____ a. personal demands of the boss.
 - _____ b. duties, responsibilities, and requirements of his own role and to the customary standards of personal behavior.
 - _____ c. requirements of the task for skill, ability, energy, and material resources.
 - _____ d. personal needs of the individuals involved.
4. People who do well in the organization are:
 - _____ a. shrewd and competitive, with a strong drive for power.
 - _____ b. conscientious and responsible, with a strong sense of loyalty to the organization.
 - _____ c. technically effective and competent, with a strong commitment to getting the job done.
 - _____ d. effective and competent in personal relationships, with a strong commitment to the growth and development of people.
5. The organization treats the individual as:
 - _____ a. though his time and energy were at the disposal of persons higher in the hierarchy.
 - _____ b. though his time and energy were available through a contract with rights and responsibilities for both sides.
 - _____ c. a co-worker who has committed his skills and abilities to the common cause.
 - _____ d. an interesting and worthwhile person in his own right.
6. People are controlled and influenced by the:
 - _____ a. personal exercise of economic and political power (rewards and punishments).
 - _____ b. impersonal exercise of economic and political power to enforce procedures and standards of performance.
 - _____ c. communication and discussion of task requirements leading to appropriate action motivated by personal commitment to goal achievement.
 - _____ d. intrinsic interest and enjoyment to be found in their activities and/or by concern and caring for the needs of the other persons involved.
7. It is legitimate for one person to control another's activities if:
 - _____ a. he has more authority and power in the organization.
 - _____ b. his role prescribes that he is responsible for directing the other.
 - _____ c. he has more knowledge relevant to the task.
 - _____ d. the other accepts that the first person's help or instruction can contribute to his learning and growth.

8. The basis of task assignment is the:

- ___ ___ a. personal needs and judgment of those in authority.
- ___ ___ b. formal divisions of functions and responsibilities in the system.
- ___ ___ c. resource and expertise requirements of the job to be done.
- ___ ___ d. personal wishes and needs for learning and growth of individual organization members.

9. Work is performed out of:

- ___ ___ a. hope of reward, fear of punishment, or personal loyalty toward a powerful individual.
- ___ ___ b. respect for contractual obligations backed up by sanctions and loyalty toward the organization or system.
- ___ ___ c. satisfaction in excellence of work and achievement and/or personal commitment to the task or goal.
- ___ ___ d. enjoyment of the activity for its own sake and concern and respect for the needs and values of the other persons involved.

10. People work together when:

- ___ ___ a. they are required to by higher authority or when they believe they can use each other for personal advantage.
- ___ ___ b. coordination and exchange are specified by the formal system.
- ___ ___ c. their joint contribution is needed to perform the task.
- ___ ___ d. the collaboration is personally satisfying, stimulating, or challenging.

11. The purpose of competition is to:

- ___ ___ a. gain personal power and advantage.
- ___ ___ b. gain high-status positions in the formal system.
- ___ ___ c. increase the excellence of the contribution to the task.
- ___ ___ d. draw attention to one's own personal needs.

12. Conflict is:

- ___ ___ a. controlled by the intervention of higher authorities and often fostered by them to maintain their own power.
- ___ ___ b. suppressed by reference to rules, procedures, and definitions of responsibility.
- ___ ___ c. resolved through full discussion of the merits of the work issues involved.
- ___ ___ d. resolved by open and deep discussion of personal needs and values involved.

13. Decisions are made by the:

- — a. person with the higher power and authority.
- — b. person whose job description carries the responsibility.
- — c. persons with the most knowledge and expertise about the problem.
- — d. persons most personally involved and affected by the outcome.

14. In an appropriate control and communication structure:

- — a. command flows from the top down in a simple pyramid so that anyone who is higher in the pyramid has authority over anyone who is lower. Information flows up through the chain of command.
- — b. directives flow from the top down and information flows upwards within functional pyramids which meet at the top. The authority and responsibility of a role is limited to the roles beneath it in its own pyramid. Cross-functional exchange is constricted.
- — c. information about task requirements and problems flows from the center of task activity upwards and outwards, with those closest to the task determining the resources and support needed from the rest of the organization. A coordinating function may set priorities and overall resource levels based on information from all task centers. The structure shifts with the nature and location of the tasks.
- — d. information and influence flow from person to person, based on voluntary relationships initiated for purposes of work, learning, mutual support and enjoyment, and shared values. A coordinating function may establish overall levels of contribution needed for the maintenance of the organization. These tasks are assigned by mutual agreement.

15. The environment is responded to as though it were:

- — a. a competitive jungle in which everyone is against everyone else, and those who do not exploit others are themselves exploited.
- — b. an orderly and rational system in which competition is limited by law, and there can be negotiation or compromise to resolve conflicts.
- — c. a complex of imperfect forms and systems which are to be re-shaped and improved by the achievements of the organization.
- — d. a complex of potential threats and support. It is used and manipulated by the organization both as a means of self-nourishment and as a play-and-work space for the enjoyment and growth of organization members.

INDIVIDUAL AND GROUP PROFILES

Sums of Ranks

	a. Power Orientation	b. Role Orientation	c. Task Orientation	d. Self Orientation
Existing Organization Ideology				
Participant's Preferred Organization Ideology				

Tally of Lowest Scores of the Group Members

	a. Power Orientation	b. Role Orientation	c. Task Orientation	d. Self Orientation
Existing Organization Ideology				
Participant's Preferred Organization Ideology				

HELPING PROFESSIONS INVENTORY SCORING GUIDE

This guide has been prepared to see if you projected some difficulty in working with specific clienteles listed on the Helping Professions Inventory.

The thirty types of individuals listed on the inventory can be grouped into five categories: ethnic/racial, social problems, religious, physically/mentally handicapped, and political. You are to transfer your check marks from the Helping Professions Inventory to this form.

If you notice a concentration of checks (a) within a specific category of individuals or (b) under any specific question, this may indicate a conflict that could hinder you from rendering professional help.

Categories	Question No. 1	Question No. 2	Question No. 3	Question No. 4
Ethnic/Racial				
1. Oriental-American				
6. Mexican-American				
11. American Indian				
16. Italian-American				
21. Black American				
26. White Anglo-Saxon American				
Social Problems				
2. Unmarried Expectant Mother				
7. Family Deserter				
12. Prostitute				
17. Homosexual				
22. Drug Pusher				
27. Alcoholic				

Categories	Question No. 1	Question No. 2	Question No. 3	Question No. 4
Religious				
3. Jew				
8. Catholic				
13. Christian Scientist				
18. Atheist				
23. Jehovah's Witness				
28. Mormon				
Physically/Mentally Handicapped				
4. Amputee				
9. Senile Senior Citizen				
14. Cerebral Palsied Person				
19. Blind Person				
24. Mental Retardate				
29. Person with a Facial Disfiguration				
Political				
5. Neo-Nazi				
10. John Bircher				
15. Black Panther				
20. Communist				
25. Ku Klux Klansman				
30. Student for a Democratic Society				

PERSONAL VALUES

Your life and personal conduct are determined by your personal values. Values regulate, discipline, and shape your life and your relations with others; they build inner character and outer personality.

Listed below are examples of concepts that may be a part of your value structure. Included are the ten commandments, some of the basic laws for preservation of order in any society, and personal values that shape your life.

Each group select the five most important values and then put them in the order of their importance. You should be able to support your conclusion with valid reasons.

Do not simply vote to select the most important five. Discuss and reach agreement. After all, these values are the basis upon which you personally conduct your life; many people give up their lives to protect their personal values. Now is your opportunity to not only support your own convictions but to influence the values of others.

1. All people regardless of race, color, or creed should be treated equally.
2. Democracy expresses the will of the people and should, therefore, be preserved at all costs, including the interest and participation of all the people.
3. Believe in God.
4. Excesses in any form should be excluded from one's life -- Excesses in eating, recreation, even work are examples.
5. Regardless of the criminal or immoral behavior of others, they are human beings and should be treated with compassion, respect, and appropriate dignity.
6. One should refrain from lying, stealing or cheating.
7. No other Gods must be placed before the one you believe in.
8. Rights and feelings of others should be respected.
9. The very process of swearing is dependent on degrading verbal symbols and converting language into ugliness; it should be avoided.

10. A sound set of personal ethics and standards must be established for proper conduct and success in one's working career.
11. You should not aspire toward achieving material possessions at the expense of others.
12. Abstinence of drugs, marijuana, or alcohol should be practiced because the use of these, besides their potential dangers, weaken the individual's self-discipline and eventually lead to the deterioration of personal values.
13. In business, industry, government and the social environment women should be treated on an equal basis with men.
14. Any deliberate extinction of human life such as capital punishment, war, or "mercy killing" should be viewed as murder and unjustifiable as a human act.
15. Jesus Christ must be accepted in one's life.
16. To exist with others the rules and laws of governing society must be observed even though one does not agree with all of them.
17. The name of the Lord should not be used in vain.
18. Murdering humans is wrong. In fact, it is wrong for all forms of life. Therefore killing and tormenting animals is wrong. This might be summed up on one basic statement: "Respect all life."
19. One must be personally responsible for one's body and mind and maintain both in as healthful a manner as possible.
20. The family unit is the core of any society and one's first concern must be for the welfare of one's own family, including the respect for one's father and mother.
21. Others have a right to express their viewpoints openly and freely even if such viewpoints differ with the best interests of the majority.
22. Any responsible society cares for it's young, old and helpless. An individual must be concerned and devote time, effort, or money toward these concerns.
23. One should not conduct one's self in a manner unbecoming to human dignity.

**INTERPERSONAL
COMMUNICATIONS**

FIVE COMPONENTS CONTRIBUTING TO EFFECTIVE INTERPERSONAL COMMUNICATIONS

Five interpersonal components offer clear distinctions between good communicators and poor communicators. These components are Self-Concept, Listening, Clarity of Expression, Coping with Angry Feelings, and Self-Disclosure.¹

SELF-CONCEPT

The most important single factor affecting people's communication with others is their self-concept—how they see themselves and their situations. While situations may change from moment to moment or place to place, people's beliefs about themselves are always determining factors in their communicative behavior. The self is the star in every act of communication.

Everyone has literally thousands of concepts about himself: who he is, what he stands for, where he lives, what he does and does not do, what he values, what he believes. These self-perceptions vary in clarity, precision, and importance from person to person.

Importance of the Self-Concept

A person's self-concept is who he is. It is the center of his universe, his frame of reference, his personal reality, his special vantage point. It is a screen through which he sees, hears, evaluates, and understands everything else. It is his own filter on the world around him.

A Weak Self-Concept

A person's self-concept affects his way of communicating with others. A strong self-concept is necessary for healthy and satisfying interaction. A weak self-concept, on the other hand, often

distorts the individual's perception of how others see him, generating feelings of insecurity in relating to other people.

A person with a poor view of himself may have difficulty in conversing with others, admitting that he is wrong, expressing his feelings, accepting constructive criticism from others, or voicing ideas different from those of other people. In his insecurity he is afraid that others may not like him if he disagrees with them.

Because he feels unworthy, inadequate, and inferior, he lacks confidence and thinks that his ideas are uninteresting to others and not worth communicating. He may become seclusive and guarded in his communication, negating his own ideas.

Forming the Self-Concept

Even as a person's self-concept affects his ability to communicate, so his communication with others shapes his self-concept. As man is primarily a social animal, he derives his most crucial concepts of self from his experiences with other human beings.

Individuals learn who they are from the ways they are treated by the important people in their lives—sometimes called "significant others." From verbal and nonverbal communication with these significant others, each person learns whether he is liked or not liked, acceptable or unacceptable, worthy of respect or disdain, a success or a failure. If an individual is to have a strong self-concept, he needs love, respect, and acceptance from significant others in his life.

Self-concept, then, is a critical factor in a person's ability to be an effective communicator with others. In essence, an individual's self-concept is shaped by those who have loved—or have not loved—him.

¹The five components are based on Dr. Millard J. Bienvenu's Interpersonal Communication Inventory, included in the Instrumentation section of this *Annual*.

LISTENING (two way process)

Most communication education has focused on skills of self-expression and persuasion; until quite recently, little attention has been paid to listening. This overemphasis on the skills of expression has led most people to underemphasize the importance of listening in their daily communication activities.

However, each person needs information that can be acquired only through the process of listening.

Listening, of course, is much more intricate and complicated than the physical process of hearing. Hearing is done with the ears, while listening is an intellectual and emotional process that integrates physical, emotional, and intellectual inputs in a search for meaning and understanding. Effective listening occurs when the listener discerns and understands the sender's meaning: The goal of communication is achieved.

The "Third Ear"

Reik (1972) refers to the process of effective listening as "listening with the third ear." An effective listener listens not only to words but to the meanings behind the words. A listener's third ear, Reik says, hears what is said between sentences and without words, what is expressed soundlessly, what the speaker feels and thinks.

Clearly, effective listening is not a passive process. It plays an active role in communication. The effective listener interacts with the speaker in developing meaning and reaching understanding.

Several principles can aid in increasing essential listening skills.

1. The listener should have a *reason or purpose* for listening.
2. It is important for the listener to *suspend judgment* initially.
3. The listener should *resist distractions*—noises, views, people—and focus on the speaker.
4. The listener should *wait before responding* to the speaker. Too prompt a response reduces listening effectiveness.
5. The listener should *repeat verbatim* what the speaker says.

6. The listener should *rephrase in his own words* the content and feeling of what the speaker says, to the speaker's satisfaction.
7. The listener should *seek the important themes* of what the speaker says, by listening through the words for the real meaning.
8. The listener should use the time differential between the rate of speech (100-150 words per minute) and the rate of thought (400-500 words per minute) to *reflect* upon content and to *search* for meaning.
9. The listener should *be ready to respond* to the speaker's comments.

CLARITY OF EXPRESSION

Effective listening is a necessary and neglected skill in communication, but many people find it equally difficult to say what they mean or to express what they feel. They often simply assume that the other person understands what they mean, even if they are careless or unclear in their speech. They seem to think that people should be able to read each other's minds: "If it is clear to me, it must be clear to you, also." This assumption is one of the most difficult barriers to successful human communication.

-message sent is message received

A "Longer" Board

Satir (1972) tells of a family ruckus that occurred when the father sent his son to the lumber yard for a "longer" board. The child thought he knew what his father wanted and dutifully went to the lumber yard, but the "longer" board he brought back was still three feet too short. His father became angry and accused the boy of being stupid and not listening. The father had simply assumed that since *he* knew what he meant by "longer," his son would also know. He had not bothered to make himself clear or to check his meaning with his son.

The poor communicator leaves the listener to guess what he means, while he operates on the assumption that he is, in fact, communicating. The listener, in turn, proceeds on the basis of what he guesses. Mutual misunderstanding is an obvious result.

To arrive at planned goals or outcomes—from accomplishing the mundane work of everyday

life to enjoying the deepest communion with another person—people need to have a means for completing their communication satisfactorily.

An Effective Communicator

A person who can communicate his meaning effectively to others has a clear picture in his mind of what he is trying to express. At the same time he can clarify and elaborate what he says. He is receptive to the feedback that he gets and uses it to further guide his efforts at communication.

COPING WITH ANGRY FEELINGS

A person's inability to deal with anger frequently results in communication breakdowns.

Suppression

Some people handle their anger by suppressing it, fearing that the other person would respond in kind. Such people tend to think that communicating an unfavorable emotional reaction will be divisive. They may become upset even when others merely disagree with them.

I may, for example, keep my irritation at you inside myself, and each time you do whatever it is that irritates me, my stomach keeps score . . . 2 . . . 3 . . . 6 . . . 8 . . . until one day the doctor pronounces that I have a bleeding ulcer, or until one day you do the same thing that you have always done and my secret hatred of you erupts in one great emotional avalanche.

You, of course, will not understand. You will feel that this kind of over-charged reaction is totally unjustified. You will react angrily to my buried emotional hostility. Such a failure to cope with anger can end in homicide.

Expression

Expression of emotions is important to building good relationships with others. People need to express their feelings in such a manner that they influence, affirm, reshape, and change themselves and others. They need to learn to express angry feelings constructively rather than destructively.

The following guidelines can be helpful.

1. *Be aware of your emotions.*

2. *Admit your emotions.* Do not ignore or deny them.
3. *Own your emotions.* Accept responsibility for what you do.
4. *Investigate your emotions.* Do not seek for a means of rebuttal to win an argument.
5. *Report your emotions.* Congruent communication means an accurate match between what you are saying and what you are experiencing.
6. *Integrate your emotions with your intellect and your will.* Allow yourself to learn and grow as a person.

Emotions cannot be repressed. They should be identified, observed, reported, and integrated. Then people can instinctively make the necessary adjustments in the light of their own ideas of growth. They can change and move on with life.

SELF-DISCLOSURE

Sidney Jourard, author of *The Transparent Self* (1971) and *Self-Disclosure* (1971), says that self-disclosure—the ability to talk truthfully and fully about oneself—is necessary for effective communication. Jourard contends that an individual cannot really communicate with another person or get to know that person unless he can engage in self-disclosure.²

Indeed, this is a mutual process. The more I know about you, and the more you know about me, the more effective and efficient our communication will be.

A person's ability to engage in self-revelation is a symptom of a healthy personality. Powell (1969) puts it this way:

I have to be free and able to say my thoughts to you, to tell you about my judgments and values, to expose to you my fears and frustrations, to admit to you my failures and shames, to share my triumphs, before I can really be sure what it is that I am and can become. *I must be able to tell you who I am before I can know who I am. And I must know who I am before I can act truly, that is, in accordance with my true self* [p. 44].

WHEN AS IMPORTANT

²See the Self-Disclosure Questionnaire in the Instrumentation section of this Annual.

It can be argued that an individual will understand only as much of himself as he has been willing to communicate to another person.

Blocks to Self-Revelation

To know themselves and to have satisfying interpersonal relationships, people must reveal themselves to others. Yet self-revelation is blocked by many. For example (Powell, 1969):

Powell: "I am writing a booklet, to be called *Why Am I Afraid to Tell Who I Am?*"

Other: "Do you want an answer to that question?"

Powell: "That is the purpose of the booklet, to answer the question."

Other: "But do you want *my* answer?"

Powell: "Yes, of course I do."

Other: "I am afraid to tell you who I am, because if I tell who I am, you may not like who I am, and it's all that I have [p. 12]."

This conversation from real life reflects the fears and doubts that many people have—that they are not totally acceptable to others, that parts of themselves are unlovable, that they are unworthy. Cautious, ritualized communication behavior is the result.

Dynamics of Trust

The dynamics of fear can be exchanged for the dynamics of trust. No one is likely to engage in much self-disclosure in a threatening situation. Self-disclosure can be made only in an atmosphere of good will. Sometimes it takes one person's risk of self-disclosure to stimulate good will

in other people. Trust begets trust; self-disclosure generates self-disclosure. The effective communicator is one who can create a climate of trust in which mutual self-disclosure can occur.

Being an effective communicator, then, is based on these five basic components: an adequate self-concept; the ability to be a good listener; the skill of expressing one's thoughts and ideas clearly; being able to cope with emotions, such as anger, in a functional manner; and the willingness to disclose oneself to others.

Myron R. Chartier

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SELF CONCEPT

Finish the following incomplete sentences. Don't spend a great deal of time thinking about the most appropriate way to finish them; be as spontaneous as possible.

1. I get angry at myself when _____

2. I like myself best when _____

3. I feel ashamed when _____

4. I trust myself when _____

5. When I fail, I _____

6. I feel encouraged when _____

7. I puzzle myself when _____

8. I'm pleased with myself when _____

9. I get down on myself when _____

10. I feel confident when _____

11. When I violate my own principles, I _____

12. When I succeed, I _____

13. It troubles me when I _____

14. I'm most at peace with myself when _____

15. I feel good about myself when _____

16. When I don't understand myself, I _____

17. I get depressed when _____

18. I am buoyed up when _____

19. I get annoyed with myself when _____

20. When I take a good look at myself, I _____

21. When I think of what others have told me about myself, I _____

Review the ways you have completed the sentence stems, and see if you can identify characteristic ways you feel about yourself. How do you feel about the way you feel about yourself? How do your feelings about yourself facilitate or interfere with your involvement with others?

INTERPERSONAL RELATIONSHIP RATING SCALE

John L. Hipple

Participant _____ Observer _____

Complete this form quickly without thinking too much about each item.

For each of the following items, circle the number that best describes the degree to which the statement fits the participant.

Example:

In this example the rater feels that the participant is average in wealth.

A. Wealth of participant.

Very poor — 1 — 2 — 3 — (4) — 5 — 6 — 7 — Very rich

1. Ability to listen to others in an understanding way.

Low — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High

2. Awareness of the feelings of others.

Unaware — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Aware

3. Tolerance of differences in others.

Low — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High

4. Tendency to trust others.

Quite Suspicious — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Very Trusting

5. Tendency to seek close personal relationships with others.

Low — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High

6. Tendency to build on the previous ideas of others.

Infrequent — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Frequent

7. Ability to influence others.

Low — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High

8. Reaction to expression of affection and warmth from others.

Low tolerance — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High tolerance

9. Reaction to the opposing opinions of others.

Low Tolerance — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High tolerance

10. Reaction to conflict and antagonism from others.

Low tolerance — 1 — 2 — 3 — 4 — 5 — 6 — 7 — High tolerance

11. Reaction to others' comments about his behavior.

Reject — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Welcome

12. Willingness to discuss his feelings and emotions with others.

Unwilling — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Willing

13. Level of his self understanding.

Doesn't know self — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Knows self a great deal

14. Level of his self esteem.

Very low — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Very high

15. Level of his giving love.

Cold — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Warm and affectionate

16. Level of his openness.

Reveals little of self — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Reveals much of self

17. Degree of peace of mind.
Restless and Dissatisfied — 1 — 2 — 3 — 4 — 5 — 6 — 7 — At peace with self
18. Level of his aspiration.
Very low — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Very high
19. Level of his physical energy.
Tires easily — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Vital and resilient
20. Degree of versatility.
Can do only a few things well — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Can do many things well
21. Degree of innovativeness.
Likes the status quo — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Very creative and inventive
22. Level of anger expression.
Represses it Consistently — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Expresses it openly
23. Clarity in expressing thoughts.
Quite vague — 1 — 2 — 3 — 4 — 5 — 6 — 7 — Very clear
24. Degree of independence.
Very little — 1 — 2 — 3 — 4 — 5 — 6 — 7 — A great deal

SELF-CONFIDENCE

ANOTHER GREAT ATTITUDE — SELF-CONFIDENCE

POINTS TO REMEMBER

You have been discussing attitudes towards yourself and the importance of attaining self-confidence. You may have realized that:

1. It is rather difficult to meet yourself face-to-face and evaluate your inner attitudes about yourself.
2. It is especially difficult to discuss your feelings about yourself with others.
3. If you can bring your self-concept into the open it could be a valuable first step in analyzing who you are, what you can do, and where you are going.
4. When asked to list your strengths and weaknesses you may have discovered that you listed more weaknesses than strengths.
5. Perhaps your attitudes about yourself are being affected more by your weaknesses than by your strengths.
6. You may have taken for granted many of the strengths and natural abilities you have and ignored them in your day-to-day thinking about yourself.
7. People who succeed in life generally build on their strengths and ignore their weaknesses.
8. People who fail do so, often, by dwelling on their weaknesses, analyzing themselves into ruts, saying, "What's the matter with me?" or "Why can't I do anything right?" They end up lacking confidence in themselves.
9. The way you "verbalize" affects the way you think and act. Words have a hypnotic effect on you. What you are today is, really, the way you have hypnotized yourself with words all of your life.
10. By the words you use people get their first impressions of you. People judge your intelligence, your capability, your personality by your words.
11. Words are the bonds of interpersonal relationships. They are the links of mutual understanding. By words you mold the feelings for others and yourself.
12. Your mind and body react to words. Kipling said that words are the most powerful drugs used by mankind.
13. Words are either your masters or your servants. They control you or you control them. The choice is yours. Your mind, your life, your body, your day-to-day existence, whether it be brilliant success or dismal failure is determined by words.
14. When you use negative words they become your masters. They cause you to do negative things.
15. Words used positively build up your self-confidence, your success, your day-to-day living, even your health.



INTERPERSONAL COMMUNICATION INVENTORY

Millard J. Bienvenu, Sr.

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your interpersonal relationships. It will enable you to better understand how you present and use yourself in communicating with persons in your daily contacts and activities. You will find it both interesting and helpful to make this study.

Directions

- The questions refer to persons *other than your family members or relatives*.
- Please answer each question as quickly as you can according to the way you feel *at the moment* (not the way you usually feel or felt last week).
- Please do not consult anyone while completing this inventory. You may discuss it with someone after you have completed it. Remember that the value of this form will be lost if you change *any* answer during or after this discussion.
- Honest answers are very necessary. Please be as frank as possible, since your answers are confidential.
- Use the following examples for practice. Put a check (✓) in *one* of the three blanks on the right to show how the question applies to your situation.

	Yes (usually)	No (seldom)	Some- times
Is it easy for you to express your views to others?	_____	_____	_____
Do others listen to your point of view?	_____	_____	_____

- The **Yes** column is to be used when the question can be answered as happening *most of the time* or *usually*. The **No** column is to be used when the question can be answered as *seldom* or *never*.

The **Sometimes** column should be marked when you definitely cannot answer **Yes** or **No**. Use *this column as little as possible*.

- Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way *you* feel *at the present time*. Remember, do not refer to family members in answering the questions.

	Yes (usually)	No (seldom)	Some- times
1. Do your words come out the way you would like them to in conversation?	_____	_____	_____
2. When you are asked a question that is not clear, do you ask the person to explain what he means?	_____	_____	_____
3. When you are trying to explain something, do other persons have a tendency to put words in your mouth?	_____	_____	_____
4. Do you merely assume the other person knows what you are trying to say without your explaining what you really mean?	_____	_____	_____
5. Do you ever ask the other person to tell you how he feels about the point you may be trying to make?	_____	_____	_____
6. Is it difficult for you to talk with other people?	_____	_____	_____
7. In conversation, do you talk about things which are of interest to both you and the other person?	_____	_____	_____
8. Do you find it difficult to express your ideas when they differ from those around you?	_____	_____	_____
9. In conversation, do you try to put yourself in the other person's shoes?	_____	_____	_____
10. In conversation, do you have a tendency to do more talking than the other person?	_____	_____	_____
11. Are you aware of how your tone of voice may affect others?	_____	_____	_____
12. Do you refrain from saying something that you know will only hurt others or make matters worse?	_____	_____	_____
13. Is it difficult to accept constructive criticism from others?	_____	_____	_____
14. When someone has hurt your feelings, do you discuss this with him?	_____	_____	_____
15. Do you later apologize to someone whose feelings you may have hurt?	_____	_____	_____
16. Does it upset you a <i>great deal</i> when someone disagrees with you?	_____	_____	_____
17. Do you find it difficult to think clearly when you are angry with someone?	_____	_____	_____
18. Do you fail to disagree with others because you are afraid they will get angry?	_____	_____	_____
19. When a problem arises between you and another person, can you discuss it without getting angry?	_____	_____	_____
20. Are you satisfied with the way you settle your differences with others?	_____	_____	_____
21. Do you pout and sulk for a long time when someone upsets you?	_____	_____	_____
22. Do you become very uneasy when someone pays you a compliment?	_____	_____	_____

	Yes (usually)	No (seldom)	Some- times
23. Generally, are you able to trust other individuals?	_____	_____	_____
24. Do you find it difficult to compliment and praise others?	_____	_____	_____
25. Do you deliberately try to conceal your faults from others?	_____	_____	_____
26. Do you help others to understand you by saying how you think, feel, and believe?	_____	_____	_____
27. Is it difficult for you to confide in people?	_____	_____	_____
28. Do you have a tendency to change the subject when your feelings enter into a discussion?	_____	_____	_____
29. In conversation, do you let the other person finish talking before reacting to what he says?	_____	_____	_____
30. Do you find yourself not paying attention while in conversation with others?	_____	_____	_____
31. Do you ever try to listen for meaning when someone is talking?	_____	_____	_____
32. Do others seem to be listening when you are talking?	_____	_____	_____
33. In a discussion is it difficult for you to see things from the other person's point of view?	_____	_____	_____
34. Do you pretend you are listening to others when actually you are not?	_____	_____	_____
35. In conversation, can you tell the difference between what a person is saying and what he may be feeling?	_____	_____	_____
36. While speaking, are you aware of how others are reacting to what you are saying?	_____	_____	_____
37. Do you feel that other people wish you were a different kind of person?	_____	_____	_____
38. Do other people understand your feelings?	_____	_____	_____
39. Do others remark that you always seem to think you are right?	_____	_____	_____
40. Do you admit that you are wrong when you know that you are wrong about something?	_____	_____	_____

Total Score

INTERPERSONAL COMMUNICATION INVENTORY SCORING KEY AND NORMS

Instructions: Look at how you responded to each item in the ICI. In front of the item write the appropriate weight from the table on this page. For example, if you answered "Yes" to item 1, you would find below that you get three points; write the number 3 in front of item 1 in the inventory and proceed to score item 2. When you have finished scoring each of the forty items, add up your total score. You may wish to compare your score to the norms listed below.

	Yes	No	Sometimes
1.	3	0	2
2.	3	0	2
3.	0	3	1
4.	0	3	1
5.	3	0	2
6.	0	3	1
7.	3	0	2
8.	0	3	1
9.	3	0	2
10.	0	3	1
11.	3	0	2
12.	3	0	2
13.	0	3	1
14.	3	0	2
15.	3	0	2
16.	0	3	1
17.	0	3	1
18.	0	3	1
19.	3	0	2
20.	3	0	2

	Yes	No	Sometimes
21.	0	3	1
22.	0	3	1
23.	3	0	2
24.	0	3	1
25.	0	3	1
26.	3	0	2
27.	0	3	1
28.	0	3	1
29.	3	0	2
30.	0	3	1
31.	3	0	2
32.	3	0	2
33.	0	3	1
34.	0	3	1
35.	3	0	2
36.	3	0	2
37.	0	3	1
38.	3	0	2
39.	0	3	1
40.	3	0	2

Means and Standard Deviations for the ICI

Age Groups

17-21

Males

Mean 81.79
S.D. 21.56
N. 53

Females

Mean 81.48
S.D. 20.06
N. 80

22-25

Mean 86.03
S.D. 14.74
N. 38

Mean 94.46
S.D. 11.58
N. 26

26 and up

Mean 90.73
S.D. 19.50
N. 56

Mean 86.93
S.D. 15.94
N. 45

All Age Groups
by Sex

Mean 86.39
S.D. 19.46
N. 147

Mean 85.34
S.D. 18.22
N. 151

All Age Groups;
Males and Females
Combined

Mean 85.93
S.D. 19.05
N. 296

COMMUNICATIONS

LISTENING TO OTHERS

1. WANT TO LISTEN. Almost all problems in listening can be overcome by having the right attitudes. Remember, there is no such thing as disinteresting people—only disinterested listeners.
2. ACT LIKE A GOOD LISTENER. Be alert, sit straight, lean forward if appropriate, let face radiate interest.
3. LISTEN TO UNDERSTAND. Do not just listen for the sake of listening; listen to gain a real understanding of what is being said.
4. REACT. The only time a person likes to be interrupted is when applauded. Be generous with your applause. Make the other person feel important. Applaud with nods, smiles, comments, encouragement.
5. STOP TALKING - You can't listen while you are talking. Communicate; do not take turns talking.
6. EMPATHIZE WITH OTHER PERSON. Try to put yourself in his place so that you can see what he is trying to get at.
- ★ 7. ASK QUESTIONS. When you don't understand, when you need further clarification, when you want him to like you, when you want to show you are listening, but don't ask questions that will embarrass him or show him up.
8. CONCENTRATE ON WHAT HE IS SAYING. Actively focus your attentions on his words, his ideas, and his feelings related to the subject.
9. LOOK AT THE OTHER PERSON. His face, his mouth, his eyes, his hands, will all help him communicate with you. Helps you concentrate, too. Makes him feel you are listening.
10. SMILE APPROPRIATELY. But don't overdo it.
11. LEAVE YOUR EMOTIONS BEHIND (if you can). Try to push your worries, your fears, your problems away. They may prevent you from listening well.
12. GET RID OF DISTRACTIONS. Put down any papers, pencils, etc. you have in your hands; they may distract your attention.

13. GET THE MAIN POINTS (the big story). Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important, but usually are not the main points. Examine them only to see if they prove, support, define the main ideas.
14. SHARE RESPONSIBILITY FOR COMMUNICATION. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand, and if you don't, ask for clarification.
15. REACT TO IDEAS, NOT TO PERSON. Don't allow your reactions to the person influence your interpretation of what he says. His ideas may be good even if you don't like him as a person, or the way he looks.
16. DON'T ARGUE MENTALLY. When you are trying to understand the other person, it is a handicap to argue with him mentally as he is speaking. This sets up a barrier between you and speaker.
17. USE THE DIFFERENCE IN RATE. You can listen faster than he can talk, so use this rate difference to your advantage by; trying to stay on right track, think back over what he has said. Rate difference: speech rate is about 100 to 150 words per minute; thinking: 500.
18. DON'T ANTAGONIZE SPEAKER. You may cause the other person to conceal his ideas, emotions, attitudes by antagonizing him in any of a number of ways; arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him.
19. AVOID HASTY JUDGMENTS. Wait until all the facts are in before making any judgments.
20. LISTENING IS FUN! Develop this attitude. Make a game of seeing how well you can listen.

When I ask you to listen to me
and you start giving advice,
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why I shouldn't
feel that way, you are trampling on my
feelings.

When I ask you to listen to me
and you feel you have to do something to
solve my problem, you have failed me,
strange as that may seem.

Listen! All I asked was that you listen,
not talk or do -- just hear me.

Advice is cheap: 10 cents will get you both Dear Abby
and Billy Graham in the same newspaper.

And I can do for myself. I'm not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need
to do for myself, you contribute to my fear
and inadequacy.

But, when you accept as a simple fact that I do
feel what I feel, no matter how irrational,
then I can quit trying to convince you and can
get about the business of understanding what's
behind this irrational feeling.
And when that's clear, the answers are
obvious and I don't need advice.

Irrational feelings make sense when we understand
what's behind them.

Perhaps that's why prayer works, sometime, for some
people -- because God is mute, and he/she doesn't give
advice or try to fix things. "They" just listen and
let you work it out for yourself.

So please listen and just hear me. And, if you want to
talk, wait a minute for your turn, and I'll listen to you.

Ralph Roughton, M.D.

COMMUNICATION BARRIERS

Definition

A communication barrier is something we *say* or *do* that:

- Makes the other person less willing to communicate.
- Unnecessarily irritates the other person.
- Causes the other person to become defensive.

1. Making premature comments and evaluations
2. Making statements that are too general or excessively firm
3. Interrupting others
4. Mishandling being interrupted and not being understood
5. Talking too much
6. Repeatedly telling others what to do
7. Talking down to people
8. Asking loaded questions
9. Administering punishment through sarcasm
10. Placing emphasis on blame
11. Arguing
12. Displaying irritating listening habits

1. interpersonal distrust (fear-vulnerability)
2. alienation
3. gap (generation, racial, 17 culture, religious)
is common/life experiences

RISK

SHARING

THE JONES-MOHR LISTENING TEST: FORM A

Directions: There are thirty items in this form of the test. A statement is read aloud twice on the tape, each time with the same intended meaning. Below each statement on the test form are four phrases. You will have ten seconds to mark the phrase that represents the intended meaning of the statement. Circle the letter to the left of the phrase you select. Do you have any questions?

1. *Let's go see him again.*
 - A. I just can't wait.
 - B. I'd like to get something from him.
 - C. I never want to see him again.
 - D. I really enjoy seeing him.
2. *Ah, I just can't seem to get involved.*
 - A. I wish I were different.
 - B. I don't want to get involved.
 - C. ... but I want to get involved.
 - D. I'm really kind of bored.
3. *Gee! It's good to see you again.*
 - A. I really don't enjoy this.
 - B. I'm happy to see you.
 - C. I like you.
 - D. It's about time ...
4. *It's nice to be together again.*
 - A. I've missed you so much.
 - B. It makes me feel at peace.
 - C. ... but I liked it better without you.
 - D. I'm glad you're home.
5. *Yeah, I can really get off on that idea.*
 - A. I like it, but I'm confused.
 - B. I'm just as neat as you.
 - C. I don't want to do it.
 - D. That inspires me.
6. *She makes me jittery.*
 - A. I wish she liked me more.
 - B. ... but I'm always that way.
 - C. I don't like her.
 - D. I'm nervous around her.
7. *I could have crawled into a hole.*
 - A. I felt so ashamed.
 - B. He made me so mad at him.
 - C. It really didn't bother me.
 - D. I was really embarrassed.
8. *I'll talk to you again tomorrow.*
 - A. I sure hope not.
 - B. I'm too sad to talk now.
 - C. (Simple statement.)
 - D. I'd like to get rid of you.
9. *You're really a fine person.*
 - A. I feel I have to say this.
 - B. Too fine, in fact.
 - C. So why not do something for me?
 - D. I admire you.
10. *I'm sure I can handle it.*
 - A. Don't bother me.
 - B. I'm quite confident of that.
 - C. I have a few doubts.
 - D. ... but you can't.
11. *And I hope I never see you again.*
 - A. You can't treat me that way. I'm insulted.
 - B. Please come back.
 - C. You've hurt me.
 - D. You've made me angry.
12. *I can't get up for any more studying.*
 - A. I can't stand any more.
 - B. I'm becoming apathetic toward it.
 - C. ... unless I have to.
 - D. I hate to study.
13. *I'd rather not see her.*
 - A. You understand, don't you?
 - B. Can't she keep away from me?
 - C. She disgusts me.
 - D. I'm just too good for her.
14. *I'm going to stick this thing out until it's over.*
 - A. I'm determined not to quit.
 - B. I've just got to finish.
 - C. ... even though it may kill me.
 - D. Nobody calls me a quitter.
15. *You're so fun to be with.*
 - A. You're crazy.
 - B. I'm happy when I'm around you.
 - C. ... but I'm no fun.
 - D. I can't stand you.
16. *I can't smile or laugh.*
 - A. ... so just leave me alone.
 - B. I'm confused.
 - C. I feel stagnant.
 - D. I feel really sad.
17. *I'm real glad you're here.*
 - A. I'm angry because it took you so long.
 - B. I'm surprised to see you.
 - C. ... so when are you going to leave?
 - D. It's a relief to see you.
18. *I didn't think it would end.*
 - A. It made me nervous.
 - B. I knew it was temporary.
 - C. I regret its ending.
 - D. I was surprised when it ended.
19. *You're becoming very important to me.*
 - A. She's not important anymore.
 - B. I'm frustrated that the time goes so fast when we're together.
 - C. I love you very much.
 - D. I'm jealous of him.
20. *I've been waiting for two hours.*
 - A. I've been afraid to be alone.
 - B. I was worried about you.
 - C. How long have you waited?
 - D. I'm really impatient with you.

21. *It's important for me to be close to him.*
 A. That way I get what I want.
 B. ... but I'd rather be close to you.
 C. I love him.
 D. I can't survive without him.
22. *It was quiet and still, then she walked in.*
 A. I hate her.
 B. Everyone respected and admired her.
 C. We were all very afraid.
 D. I was afraid of what she might do.
23. *I'm ready for anything Dad might ask.*
 A. I'll do whatever he says.
 B. I'm confident I can handle it.
 C. He threatens me.
 D. ... and I'll get back at him.
24. *I wish you wouldn't have pointed me out.*
 A. Thank you for pointing me out.
 B. You've got a lot of gall.
 C. Why don't you mind your own business.
 D. You embarrassed me.
25. *Nothing has gone right today.*
 A. I'm feeling depressed.
 B. ... but I'm looking forward to tomorrow.
 C. ... and it's your fault.
 D. I'm really confused.
26. *I think we'd better stop working together.*
 A. I'm too tired today.
 B. I'm getting irritated with you.
 C. ... and start playing.
 D. I'd rather work with someone else.
27. *I'm very excited for you.*
 A. ... but not all that excited.
 B. You upset me with all your excitement.
 C. Your mother is not.
 D. I'm happy for you.
28. *She doesn't have any time for me.*
 A. I'm better than her.
 B. I feel guilty for being so selfish.
 C. I'm jealous because she spends all her time with him.
 D. I feel sorry for myself.
29. *Would you please sit still?*
 A. ... you're making me nervous.
 B. I'm getting impatient with you.
 C. I'm frustrated and need you to sit still.
 D. ... don't you dare move.
30. *I thought I'd done well.*
 A. I'm mad that you don't agree.
 B. I feel good.
 C. I'm very upset.
 D. I'm surprised that I didn't do well.



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NUMBER
 CORRECT

FORM A

Name
 Group
 Date

The Jones-Mohr Listening Test

John E. Jones
 Lawrence Mohr

THE JONES-MOHR LISTENING TEST: FORM B

Directions: There are thirty items in this form of the test. A statement is read aloud twice on the tape, each time with the same intended meaning. Below each statement on the test form are four phrases. You will have ten seconds to mark the phrase that represents the intended meaning of the statement. Circle the letter to the left of the phrase you select. Do you have any questions?

1. *She's always in my way.*
 - A. I wish I could avoid her.
 - B. I don't like her.
 - C. That makes me angry.
 - D. I hate her.
2. *The things that man does . . .*
 - A. He irritates me.
 - B. I really admire him.
 - C. It's to my benefit to be angry.
 - D. He amuses me.
3. *You turn my stomach.*
 - A. You make me sick.
 - B. You irritate me.
 - C. You're disgusting.
 - D. I wish I could avoid you, always.
4. *Just get out of my sight.*
 - A. I've lost another friendship.
 - B. I'll get even with you.
 - C. I hate you.
 - D. I'm afraid to be alone.
5. *My God, I couldn't face them now.*
 - A. They're too critical of me, I'm afraid.
 - B. I'm not capable enough.
 - C. They all know I lied to them.
 - D. I'm ashamed to face them.
6. *He just takes so much time to finish anything.*
 - A. I'm better than he is because I get things done.
 - B. Boy, is he stupid.
 - C. I get irritated because he is so slow.
 - D. It bothers me that he is so meticulous.
7. *I'm sorry she hasn't called.*
 - A. I pity you.
 - B. . . . but I really don't care.
 - C. Ha! Ha! She called me.
 - D. Don't worry about it.
8. *Let's sit quietly for a while.*
 - A. I'm really content now.
 - B. Please calm down.
 - C. I need to calm myself.
 - D. I'm bored with this talk.
9. *This just isn't right for us.*
 - A. Maybe it's OK for you, but not for me.
 - B. I feel sad that this isn't working.
 - C. . . . but sometimes I'm not sure.
 - D. I liked you better before.
10. *Would you please shut up.*
 - A. Your voice gets on my nerves.
 - B. You only confuse me.
 - C. Let me talk.
 - D. You're frustrating me.
11. *I just can't seem to do it the way I want.*
 - A. I feel ignorant.
 - B. So get out of my way.
 - C. I really don't care about it anyway.
 - D. I'm frustrated.
12. *I feel that it was quite an accomplishment, and I did it all myself.*
 - A. I'm surprised that I did that.
 - B. That'll show them.
 - C. I'm proud of myself.
 - D. I'm so exceptional I can't believe it.
13. *I'm glad to have found you.*
 - A. I guess I'm glad.
 - B. I'm worried you might leave now.
 - C. I'm content now that you're back.
 - D. . . . but don't cling to me so much.
14. *I'm really happy to see you.*
 - A. You make me happy.
 - B. I need to see you more often.
 - C. . . . because I don't have anything else to do.
 - D. I'm not happy to see you.
15. *I had a great day with you.*
 - A. . . . but it wasn't what I expected.
 - B. . . . but I'm very tired.
 - C. . . . but it could have been better without you.
 - D. I enjoyed being with you.
16. *Can you believe it?*
 - A. I don't believe it.
 - B. I'm really excited.
 - C. The nerve of the people . . .
 - D. It discourages me.
17. *Can't you keep out of my business?*
 - A. I can't stand being around you.
 - B. This is a very private matter.
 - C. I'm capable of making it by myself.
 - D. I resent your interference.
18. *We can be together every day now.*
 - A. . . . but every day is the same.
 - B. . . . just my bad luck.
 - C. I'm happy that we can.
 - D. I'm glad he's not in your life anymore.
19. *If I hear one more word out of you . . .*
 - A. I really don't like you at all.
 - B. You irritate me.
 - C. I'm tired today.
 - D. . . . I'll leave you alone.
20. *Am I glad to see you.*
 - A. Not really, I wish you'd go.
 - B. I hope you can help me.
 - C. I'm mad because you left me here alone.
 - D. . . . but she's not very glad.

21. *I don't have time to spend with you.*

- A. I'm not up to being with people.
- B. You bore me.
- C. I'd rather do anything else.
- D. You bother me a lot.

22. *Do what you want to do.*

- A. ... just let me do what I want.
- B. You disgust me.
- C. ... but I want you to do this.
- D. I don't care what you do.

23. *Things have been going real well.*

- A. ... finally.
- B. I'm content, satisfied.
- C. I don't have much to say.
- D. Times are hard.

24. *Oh, I just feel good all over.*

- A. Things are reasonably good.
- B. I wish you did.
- C. I hope it lasts.
- D. I'm delighted.

25. *Oh, do you think you can fix it?*

- A. ... like the last thing you broke.
- B. Oh, I'm so relieved.
- C. I'm frustrated by my attempts.
- D. It was your fault anyway.

26. *I've got to see you one more time.*

- A. You're important to me.
- B. I'm determined to see you.
- C. Don't leave me.
- D. I'm desperate.

27. *No, that's much too hard.*

- A. I can't do it.
- B. Don't do it like that.
- C. That scares me.
- D. It's a bore.

28. *Well, sure you can stay at my place.*

- A. I'd like you to leave early tomorrow, though.
- B. ... but can't you stay at your place?
- C. ... but not your friend.
- D. I'd be glad to have you stay.

29. *I've tried it four times already.*

- A. I'm frustrated at having done it so many times.
- B. It's your turn to do it.
- C. I'm not going to do it again.
- D. Please believe me, I have tried.

30. *It's so good to see you.*

- A. I'm irritated that you haven't been over sooner.
- B. I really missed you.
- C. I really don't care to see you.
- D. I'm happy to see you.



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NUMBER
CORRECT

FORM B

Name

Group

Date

The Jones-Mohr Listening Test

**John E. Jones
Lawrence Mohr**

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CLARITY OF EXPRESSION IN INTERPERSONAL COMMUNICATION

Myron R. Chartier

"Why can't people get things straight?" is a question often asked when communication breaks down. Since many factors contribute to a lack of clarity in communication, no easy answers are available.

FAULTY ASSUMPTIONS

Misunderstandings between persons can occur because of faulty assumptions people make about communication. Two such faulty assumptions are (1) "*you*" always know what "*I*" mean and (2) "*I*" should always know what "*you*" mean. The premise seems to be that since people live or work together, they are or should be able to read each other's minds. Some people believe that since they are transparent to themselves, they are transparent to others as well. "Since I exist, you should understand me," they seem to be saying. Persons who make this assumption often presume that they communicate clearly if they simply say what they please. In fact, they often leave the persons listening to them confused and guessing about the message being communicated. Misunderstanding is common because clarity of communication does not happen.

A third assumption often made is that communication happens naturally, like walking across a room. The communication process, however, is complex, and achieving a correspondence between messages sent and messages received is difficult. Some people ascribe to a "conveyor belt" theory of communication—meaning moves from one head to another with 100-percent accuracy. The shortcoming of a "conveyor belt" theory of communication, however, is that it suggests that meanings are inherent in the words used or messages sent. However, the meaning one person has is never identical to that which another person has because meanings are in people's minds, not in the words they use. Total accuracy in communication would require that two persons have an identical history of shared experiences. Only then could they perceive exactly the same meaning for a given message. Given the reality of different life experiences, this is impossible.

A DEFINITION OF CLARITY

"Getting things straight" is a difficult communication task; yet people must communicate clearly with each other in order to receive information to accomplish the mundane tasks of life and to experience the depths of dialogue with another person.

Fortunately, absolute clarity is unnecessary; *effective communication is accomplished when the amount of clarity or accuracy achieved is sufficient for handling each situation adequately.* According to information theorists, the purpose of communication is to reduce uncertainty. Total accuracy in communication would lead to an absence of uncertainty. However, uncertainty can never be totally eliminated. Accurate or clear communication, then, is designed to reduce uncertainty in a given situation to a point where necessary understanding can occur.

Certain practical principles and guidelines for reducing uncertainty and increasing the accuracy and clarity in interpersonal communication can be suggested. To achieve greater clarity in

speaking, the individual should have the desire to do so and want to understand the communication process more completely. The communicator can try to analyze and shape his message according to the following factors: sending and receiving, the communication context, encoding a message, and communication channels. Of course, the degree of clarity achieved in a given situation is likely to result from the combined effects of several of these factors. Since communication is a process, the factors being considered are interrelated, making it difficult to differentiate one from another.

SENDING AND RECEIVING

Several principles and guidelines are observable in any attempt to send a clear message from one person to another. These guidelines can be seen in terms of pictures, attitudes, skills, and the frame of reference.

Pictures

A person needs to have a clear picture of what he hopes to communicate to another individual. The preacher needs a proposition to help him know what he is trying to accomplish with a sermon. The teacher needs instructional objectives to help him know what he wants his pupils to learn. The administrator needs both short- and long-range objectives to help him plan organizational goals and interpret them to his colleagues. Well-stated goals or objectives aid the effective communicator in developing a clear picture of what he wants to say.

This first guideline is particularly valid when dealing with complex, ambiguous, or vague topics. If a topic or idea is unclear to the person sending the message, its lack of clarity is likely to be magnified by the person trying to understand it. Although there are times when a person may find interpersonal communication helpful in clarifying the pictures in his own head, it is imperative that the communicator first be clear about his ideas before he attempts to convince or influence others, give data, or share feelings.

Attitudes

Accuracy in communication varies with the attitudes of the communicators toward their topic. If a person's attitudes are very positive or very negative, the resulting communication tends to be less accurate. Indeed, persons often organize data according to their biases.

Communication clarity is also influenced by the attitudes of the communicators toward each other. It seems reasonable that communication between people who respect or love each other would be more accurate. However, research indicates that accuracy is inversely correlated with either positive or negative attitudes that the communicators hold toward each other. Thus, an analysis of the extent of one's positive or negative attitudes toward the topic and toward the listener is important for clarity and accuracy of communication.

Communication Skills

Clarity of communication is also influenced by the extent to which those listening and those sending are aware of their communication skills. It is possible to evaluate the assumptions one holds about his ability to communicate messages. Persons with careless speech communication habits are often convinced that they are successful communicators because they are able to open their mouths and utter a stream of words. Actual skills in interpersonal communication, however, are quite different. An accurate assessment of one's own communication weaknesses and strengths is important. Often, strengths can be maximized and weaknesses improved. One person may have

a sparkling personality that aids him in communication. Another may have a way with words. Yet another may be able to communicate in such a way that others feel he understands them.

The communicator should also try to assess the listening skills of the person receiving the message. Good "hearing" is not necessarily good "listening." As listening is an active rather than a passive process, people's poor listening habits often take the form of daydreaming, defensiveness, inattention, etc.

Psychological Frame of Reference

Because communication is a function of shared or common meanings, meaning does not occur simply because words are spoken. Words have no meaning in and of themselves. Meaning is what people attribute to words; meanings lie within the experiences and feelings of persons. Thus meanings are within people.

Each person is unique. What he is has been determined by his individual experiences and choices in or with his family, friends, school, church, and culture. Each person has his own set of perceptions, thoughts, feelings, and behaviors. This uniqueness has a profound impact upon the success or failure of communication.

It is impossible to know what another person is sensing or feeling. Because a listener can only guess about the communicator's meaning, it is essential that the person speaking avoid basing his communication on unexamined assumptions about that person.

To assess what he is communicating, the sending person needs to know the psychological frame of reference of the person receiving the message. How does the listener see, feel, and act with respect to others and the world? The psychological frame of reference of a child is quite different from that of an adult. Persons from Maine see life differently than do people from California. Some people prefer to quench their thirst with Pepsi-Cola rather than 7-Up; others choose Dr. Pepper. Some people like Henry Kissinger; others intensely dislike him.

People respond quite differently to the words they hear. One person may react warmly to the words "Jesus saves," while another person may become angry and hostile, and yet another may be indifferent and display no strong sentiment. Indeed, what is clear and rational to one person may seem vague and ridiculous to someone else.

A person can increase the clarity of his communication by constantly trying to place himself inside the psychological framework of the other person. He must try to see the communicative situation from the listener's point of view. If the person communicating understands the other person, he can make his communication more relevant to this person's self-understanding and needs.

COMMUNICATION CONTEXT

A second set of factors affecting the clarity of communication is the context in which communication occurs. Is the setting an office, someone's home, or the golf course? Communicating with a professor in his office is altogether different from communicating with a friend at the bowling alley. The rules in the two situations are distinctly different.

The context of communication is important in determining the amount of accuracy needed or possible between persons in a given situation. How much clarity can be achieved is somewhat determined by the persons' communication skills, the number of communication channels available to the person sending, how much repetition he can incorporate into his message, and the nature of the relationship between the persons communicating. Attempting to communicate with a person in another room presents more difficulties for the clarification process than does speaking face-to-face. In short, the speaker needs to develop a realistic expectation for the degree of clarity obtainable in a given context.

ENCODING A MESSAGE

In order to make ideas clear, an individual must encode his message in order to reduce the amount of uncertainty the other person experiences in hearing that communication. Encoding is the process of translating ideas into a message appropriate for delivery. Once ideas are encoded into messages, they become the potential information that can reduce ambiguity in the other person's mind and produce a clearer picture. There are seven principles for increasing the accuracy and clarity of the messages persons use to communicate.

1. Principle of Relevance

Make the message relevant in the terms of the listening party. The most difficult task related to encoding a message is to assemble it in such a way that the words used accurately reflect the picture one intends and, at the same time, fall within the other person's psychological frame of reference. If a listener is to comprehend the sender's message, he must be able to relate the information he is receiving to what he already knows. Therefore, it is important that the message be presented in a context that says to the listener, "This is important and significant for you." This can be done by using the words of the listening person rather than one's own to encode a message. Such a strategy in communication requires adaptability and flexibility in communication behavior, so that, whether speaking to a child, a teenager, an adult, or persons from different cultural and subcultural backgrounds, the communicator employs appropriate behaviors for sending a clear message.

Just as the encoding of a message should be relevant to the person to whom one is speaking, so should it be appropriate to the situation or the context. The content of a conversation in the privacy of a home is not necessarily appropriate for a discussion at a church committee meeting. Even if the topic were the same in both situations, the message would very likely be encoded quite differently.

2. Principle of Simplicity — K.I.S.S.

Reduce ideas to the simplest possible terms. The communicator should employ as few words as possible to communicate his ideas to a listener. Simplicity of language and economy of words are helpful in facilitating clarity of communication. Generally, the simpler the words, the more likely they are to be understood. However, simplicity really relates to the experience of the person receiving the message. What is simple to one person is complex to another. Theological material that is easily understood by the student of theology may seem quite complicated when presented to the layman in a Sunday morning sermon. The effective communicator calculates the extent to which material must be simplified if it is to be understood by those listening, and he uses the principle of simplicity to make sending messages more successful.

3. Principle of Definition — Stay away from jargon.

Define before developing, explain before amplifying. Even simple terms can be unclear. Where would a person go, for example, if someone said, "I'll meet you at the side of the building"? Terms more complicated than "side" increase the need for definition and explanation. The use of jargon also creates problems of clarity for those not acquainted with the words. Unfamiliarity with jargon may cause a person to become confused and frustrated in his efforts to understand. He may even stop trying. Unfamiliar or exceptional terms or concepts need to be defined and explained before they are used to make the communicator's message as clear as possible.

4. Principle of Structure

Organize a message into a series of successive stages. Texts on public speaking emphasize the importance of making apparent the order or structure of a message. A well-organized speech, it is said, will increase the audience's understanding. However, there is little research evidence to support such a contention, especially in regard to face-to-face dialogue. Indeed, most people will structure the message in accordance with their own patterns of thinking even as they listen, regardless of how well a message is organized.

What is important is the clarity of thought and the expression of individual parts. In interpersonal communication it is probably best to develop one idea at a time. A message can be "packaged" into a series of stages, with one stage completed before the next is introduced.

Furthermore, the communicator can help the person listening by not overloading him with information. When persons are asked to comprehend too much, they tend to forget or become confused. By developing one idea at a time and taking one step at a time, the person speaking can facilitate accuracy in communication.

5. Principle of Repetition

Repeat the key concepts of the message. The principle of repetition is important. Very important. The words "very important" were repetitive. They repeated the idea of the second sentence in a slightly different manner in order to make the concept clearer. Repetition is particularly important in oral communication, where words are spoken only once. Obviously a communicator should not repeat everything he says since it would bore the listener. However, the person speaking needs to use enough repetition to ensure clear reception of his ideas. Some possible strategies: (a) repeating key ideas, (b) restating difficult ideas, (c) recycling ideas wherever feedback indicates they are weak or misunderstood, and (d) using examples, synonyms, analogies, or periodic summaries. In short, a person should use intentional repetition in his attempts to achieve clarity.

6. Principle of Comparison and Contrast

Relate new ideas to old ideas; associate the unknown with the known. The principle of comparison and contrast is essential to the achievement of clear communication, as understanding comes most often through association—the perception of similarities and differences among objects, events, and people. A person can understand a new, unknown idea more clearly if he is able to relate it to an old, known one.

Discriminating between those elements that rightfully belong to an idea and those that do not will help a listener understand a concept. Comparison helps individuals to identify the similarities in two or more ideas. Contrast helps to point out the differences in two or more ideas. When accurate discriminations occur, clarity in communication emerges: the sharper the discrimination, the greater the clarity.

Helpful devices for presenting comparisons and contrasts include the use of models, metaphors, analogies, and explanations.

7. Principle of Emphasis

Focus on the essential and vital aspects of the communication. Since the transitory nature of interpersonal communication makes it highly susceptible to loss of information, attention should be given to the essential and vital aspects of a message. Communication goals and key points should be sharply focused so as not to submerge the message in details and make it vague, ambiguous, and blurred. The impact of the significant points of a communication can be heightened by speaking louder, using a different tone of voice, pausing, or using various other techniques to captivate the listener. *Reinforcing and underscoring ideas help in developing such impact.* For example: *this last principle is an important one—remember it and use it.*

Communication strategies based on these principles for developing or sending a message will result in a more accurate correspondence of ideas between persons.

COMMUNICATION CHANNELS

Once a message is constructed for sending to another person, it must be sent through a communication channel. Several factors related to communication channels affect clarification in the speaking-listening process. Four of these are discussed here.

Channels Available

An important aspect of communication that affects accuracy and clarity is the number of channels available for sending a message. For example, in a letter only one channel—the written word—is in use. Face-to-face interaction, however, utilizes several channels, e.g., body tension, facial expressions, eye contact, hand and body movements, relative positions of each person, vocal sounds accompanying a verbal message, etc.

To communicate clearly, a person should be aware of the various channels available to him and utilize as many of them as possible. When messages are sent through more than one channel, repetition is increased. As repetition increases, uncertainty is reduced, and the chances for clarity are increased. It is important, however, that whenever multichannel communication occurs, the messages be consistent across all channels or the results will be confusing for the listener.

Feedback

An awareness and use of feedback is important to the communicator. Feedback, which is a term from cybernetic theory, is an essential element in any control process. This phenomenon can be observed in the operation of a self-adjusting camera in which a built-in light meter measures the amount of illumination in the environment and automatically adjusts the camera accordingly. In a comparable manner, feedback can be used to correct and adjust meanings and thus increase communication clarity. A person sending a message should elicit feedback following his communication attempts in order to determine whether the picture received was the one transmitted. On the basis of this feedback, the next step in the communication process can be taken. The following conversation between Joe and Sally is an example of feedback as purposive correction:

Joe: "Feedback is a process of correcting inaccuracy in communication."

Sally: "Do you mean that feedback is simply a process of correcting errors?"

Joe: "Not exactly, although that is a part of what I mean. Feedback is a way of being sure that what I say to you is adequately perceived by you."

Sally: "Now you're really getting complicated. What does 'adequately perceived' mean?"

Joe: "Well, I think 'adequately perceived' means that you understand the idea as I would like for you to understand it."

Sally: "Oh, then you mean that feedback is a device for checking whether or not I got the idea you wanted me to get."

Joe: "Exactly."

Sally: "Do you think I used feedback effectively?"

Joe: "Well, how do you feel about it?"

In the same way that communication clarity can be increased by using a variety of available channels, a number of feedback channels can also be an aid to accuracy.

Noise

Communication accuracy is affected by "noise," a term frequently used to refer to any disturbance that interferes with the sending of a message. Although noise may occur in almost any aspect of the

communication process, such interference appears often as an obstruction in the channel between two interacting persons. The interfering noise may be other people talking, the whir of a vacuum cleaner, or the sound of a lawn mower coming through an open window. The greater the noise, the more difficult it becomes to communicate clearly. For this reason it is important for the communicator to find ways of eliminating or reducing sources of distracting noise.

Speed and Pacing

Clarity of communication is related to how much information a channel can carry and a listener can receive at one time. Because the oral channel requires those listening to depend heavily on their memories for comprehension, it is less effective than other channels for handling large amounts of verbal information. Effective lecturers know that it is the rare audience that can absorb more than one or two new ideas. In contrast, the written channel can carry much more verbal information, as it allows individuals to reconsider the material. Therefore, the speed of oral communication must be determined by the listening persons' rate of comprehension. The communicator should pace his message according to the information-processing capacities of the channel and the hearers.

A SUMMARY OF GUIDELINES FOR CLEAR INTERPERSONAL COMMUNICATION

A person wishing to achieve greater clarity in his interpersonal communication should find the following guidelines helpful.

The communicator seeking to improve his communication clarity should:

1. Have a clear picture of what he wants the other person to understand.
2. Analyze the nature and magnitude of his attitudes toward both the topic and the person with whom he is communicating.
3. Assess his own communication skills and those of the person listening.
4. Seek to identify himself with the psychological frame of reference of the person receiving his ideas.
5. Develop a realistic expectation for the degree of clarity obtainable in a given context.
6. Make the message relevant to the person listening by using that person's language and terms.
7. State his ideas in the simplest possible terms.
8. Define before developing and explain before amplifying.
9. Develop one idea at a time, take one step at a time.
10. Use appropriate repetition.
11. Compare and contrast ideas by associating the unknown with the known.
12. Determine which ideas need special emphasis.
13. Use as many channels as necessary for clarity.
14. Watch for and elicit corrective feedback in a variety of channels.
15. Eliminate or reduce noise if it is interfering.
16. Pace his communication according to the information-processing capacities of the channel and the person listening.

.....

"I know you believe that you understand what you think I said, but I am not sure that you realize that what you heard is not what I meant."

.....

What is clear to you is clear to you and not necessarily to anyone else.

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DEALING WITH ANGER

Anger is the first emotion human beings experience and the last one we learn to manage effectively. As early as four months of age, the human infant's vague feelings of distress differentiate into recognizable anger; for many of us, a lifetime is spent in denying, suppressing, displacing, or avoiding this troublesome emotional experience. Because anger usually occurs within an interpersonal context, it is a frequent group phenomenon and presents a management challenge to all concerned.¹

Anger happens when we perceive an external event (object or person) as threatening or when we experience the frustration of unmet expectations. Although anger seems to be a response to something outside of us, it most often is an *intrapersonal* event: we make ourselves angry. But because anger is so unpleasant and human beings are so adept at projection, we usually attempt to locate the source of our anger outside ourselves with statements such as "You make me angry," "You have irritating habits," "You bother me."

ANGER AND THREAT

When we perceive an external event as threatening to our physical or psychological well-being, a cycle of internal movements is initiated. As the perception is formed, assumptions are made internally about the possible danger of the threat. The assumption is then checked against our perceived power of dealing with the threat. If we conclude that the threat is not very great or that we are powerful enough to confront it successfully, a calm, unflustered response can occur. But if we conclude that the threat is dangerous or that we are powerless to handle it, anger emerges in an effort to destroy or reduce the personal threat and to protect our assumed impotency. The anger cycle can be graphically represented. (See Figure 1.)

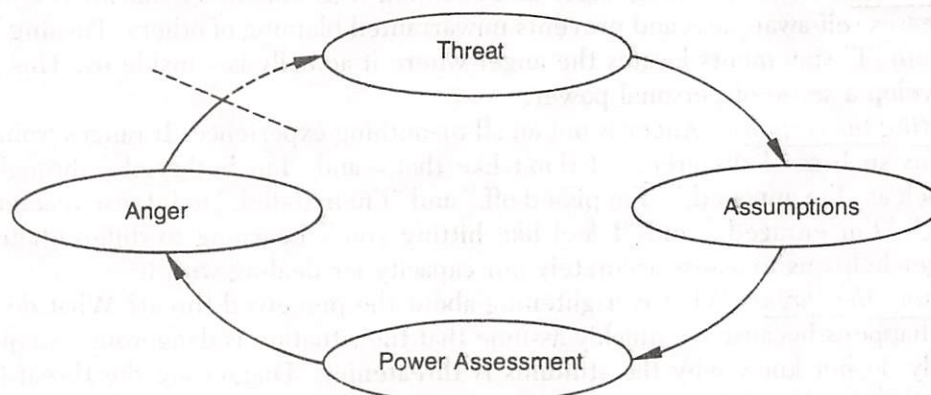


Figure 1. The Anger Cycle

Resentment and Expectations

In the Gestalt view, anger is resentment, an experience accompanying a demand or expectation that has not been made explicit. Unanswered demands or unmet expectations are frustrating; they become another kind of threat, which trips off the anger cycle within us.

¹ For a useful instrument dealing with anger, see the "Inventory of Anger Communication" by Millard J. Bienvenu, Sr., in the Instrumentation section of this *Annual*.

Maladaptive Expressions of Anger

Unlike most other feelings, anger has no specific body organs for expression.² Physiologically, anger is accompanied by an increase in blood pressure and muscle tightness; psychologically, there are impulses to say aggressive words, strike out, commit violence. But the expression of anger can be so terrifying and threatening that, rather than express it outwardly, we sometimes turn it inward, against ourselves. This short-circuiting of the anger cycle produces distortions of another magnitude: anger turned inward is experienced as guilt; guilt produces feelings of depression, incompetence, helplessness, and, ultimately, self-destruction.

Another common way to short-circuit the anger cycle is to vent the feeling, not at the perceived threatening event, but at someone or something else that is convenient. We are angry at the traffic jam, but we snap at an innocent spouse. The children consistently refuse to meet our expectations, but we kick the dog. We are angry at the group leader, but we complain about the food. Such displacement of angry feeling serves to ventilate but not to resolve: the anger cycle still lacks closure. When displacement becomes generalized to the system, the government, or the state of Western culture, we begin to see the whole world as hostile and we develop a wrathful, attacking behavior style.

Expression of anger can lead to violence; turning it inward produces depression. Displacement is ultimately ineffective and can damage innocent third parties. Repeated failure to close the anger cycle can produce a hostile, cynical, negative view of reality. And even though anger usually occurs in an interpersonal context, it is not an interpersonal event, but self-generated. We make ourselves angry, and there is no one else who can honestly be blamed. Suffering the anger often seems to be the only alternative.

DEALING WITH PERSONAL ANGER

The obvious way to eliminate anger from our lives is to become so personally secure that nothing threatens us. Short of that level of self-actualization, the procedures described here may help.

1. Owning anger. Acknowledging anger and claiming it as our own behavior is a helpful first step. It increases self-awareness and prevents unwarranted blaming of others. Turning blame and attribution into "I" statements locates the anger where it actually is—inside us. This procedure can help develop a sense of personal power.

2. Calibrating the response. Anger is not an all-or-nothing experience. It ranges from relatively mild reactions such as "I disagree," "I don't like that," and "I'm bothered," through medium responses such as "I'm annoyed," "I'm pissed off," and "I'm irritated," to intense reactions such as "I'm furious," "I'm enraged," and "I feel like hitting you." Learning to differentiate between levels of anger helps us to assess accurately our capacity for dealing with it.

3. Diagnosing the threat. What is frightening about the perceived threat? What do I stand to lose? Anger happens because we quickly assume that the situation is dangerous—so quickly that we frequently do not know why the stimulus is threatening. Diagnosing the threat frequently reveals that it is simply a difference in values, opinion, upbringing, or styles of behaving.

4. Sharing the perceived threat is a way to make the internal anger cycle a public or interpersonal event. It diffuses the intensity of feeling and clarifies our perceptions. It permits us to receive feedback and consensual validation.

5. Forgiveness involves letting go of the anger and cancelling the charges against the other—and ourselves. Forgiving and forgetting cleans the slate and is a way of opening yourself to future transactions. Forgiveness is a magnanimous gesture that increases personal power.

²Bodily responses during anger and in sexual arousal are nearly indistinguishable; the only difference is that in sexual arousal, rhythmic muscular movement, tumescence, and genital secretion or ejaculation may occur.

DEALING WITH ANOTHER'S ANGER

In interpersonal situations, we often respond to another person's anger, whether or not we have occasioned it, by threatening or frustrating behavior. It frequently happens that we receive another's anger just because we happen to be there. Laura Huxley, in her aptly titled book *You Are Not the Target* (1963), views the anger of another as negative energy that is dumped on us, just as ocean waves dump their energy on the beach.

Anger from another has high potential for hooking us into what is essentially someone else's problem. If we view another's anger as threatening, we start the anger cycle in ourselves, and then we have our anger to deal with, as well as the other person's. To be angry simply because someone else is angry makes no sense, but it frequently happens anyway. Contagion is a usual by-product of intensity.

Anger from another, if responded to appropriately, can increase interpersonal learning and strengthen a relationship. The following steps may be helpful.

1. Affirm the other's feelings. An old Jules Feiffer cartoon devotes nine panels to one character building up his anger toward another. Finally, he verbally confronts the other with "I hate you, you son of a bitch!" The other character replies, "Let us begin by defining your terms." To affirm another's anger is to acknowledge that you are receiving it and to express a willingness to respond. To disallow another's anger usually heightens its intensity. *VENT feelings*

4. Acknowledge your own defensiveness. Let the other person know what you are feeling. Acknowledge that your own tenseness may lead to miscommunication and distortion. Develop an awareness of the impact of received anger on your body. *KEEP CALM*

2. Clarify and diagnose. Give and request specific feedback. Distinguish between wants and needs. Check expectations. Discover together who owns what in the situation. When interpersonal needs and wants are out on the table, the resolution of anger becomes more probable.

5. Renegotiate the relationship. Plan together how similar situations will be dealt with in the future. Contracting to practice new behavior may help eliminate the sources of friction. Acknowledge regret and exchange apologies if that is warranted. Agree on a third-party mediator to help if the two of you are getting nowhere.

Anger does not disappear if we refuse to deal with it; it continues to grow within us. If we deal with anger directly, the discomfort and unpleasantness are compensated by the new learning and self-strengthening that occur. If we deal with it indirectly, we easily trap ourselves into polarization, passivity, "gunnysacking," name-calling, blaming, gaming, and viewing ourselves and our adversary as weak and fragile. Anger is not the worst thing in the world. It is a powerful source of energy, which, if creatively and appropriately expressed, leads to personal growth and improved interpersonal functioning.

SUGGESTED ACTIVITIES

The following activities may be useful in learning to deal with anger.

1. Data can be collected on the methods group members use to deal with anger. Statements beginning with "When I'm angry, I . . ." and "I resent . . ." can be classified and used to begin a discussion on anger management and conflict resolutions.

2. A structured fantasy is helpful for members to identify their ogres about anger and anger expression.

3. Anger-producing situations can be role played.

4. The group members can express anger nonverbally (sounds, grunts, gestures, etc.) to determine the intent, impact, and after-effects of expressing anger.

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STRESS

Turning Inward

The Police Officer Counselor

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If there is one call which evokes an immediate response of assistance from all police officers, it is the broadcast that a fellow officer is in trouble and needs help. It is almost as if a separate emergency switch exists inside every officer which is specially reserved for this type of call. When the switch is activated, police officers rally to the aid of one of their own to a degree unlike any other profession. Such a response is a tribute to the tremendous bond of brotherhood among police officers; they all face the stark realization that at any particular moment "that call could be for me." This common identity and awareness of mutual problems may be a relatively untapped resource for dealing with serious *personal* problems associated with the policing job, as well as the professional dangers.

The Problem

Many police officers are in trouble today and need help. The trouble is caused by stress overload, and the

need is as urgent as the patrol car broadcast requesting assistance. Current literature on the police profession abounds with articles discussing police personal problems, such as divorce, alcoholism, and suicide. The April 1978, issue of *The Police Chief* is devoted to an examination of the "Pitfalls of Policing." Its editorial declares:

*"The impact of psychological stress appears to be reaching crisis proportions and manifests itself in forms of behavior ranging from reduced job effectiveness to suicide, an act constituting the ultimate loss for the officer's family as well as for the department and the community."*¹

A recent and controversial book by a police psychiatrist claims that 35 percent of the police officers presently employed are psychologically unsuited for their jobs. Not only are they unfit for duty, according to Dr. Edward E. Shev, a San Francisco area police psychiatrist, but they are dangerous.

Dr. Shev goes on to say that an additional 60 percent of today's police officers, although basically sound from the psychiatric point of view, are often

in need of some sort of guidance in order to recognize their personal weaknesses and to overcome the adverse effects of job pressures.²

Psychologists from the National Institute for Occupational Safety and Health have been studying the effects of job stress on police officers for several years. They conclude that:

*"... police work becomes one of the few jobs which has a potent adverse effect on the total life of the worker. That is, the policeman's job affects his own personal social life, his family's social life, his children's perception of him as a father, etc."*³

The job makes great demands on the mental, emotional, and physical capabilities of the officer—demands that are all too often so stressful that they begin to destroy the individual.

There has been a great deal of research conducted on the occupation of the police officer in recent years; the results of much of this research sug-

gest several major stress problem areas which are associated with the law enforcement profession.

The Problem Areas

One major stress area involves the basic philosophical question, "What is the role of the police in today's society?" Most of those who have analyzed the police role have noted that on the street level the job is fraught with contradictions and inconsistencies.⁴ Except for general statements like "enforce the law and maintain order," the duties of the police officer depend upon such diverse factors as the oath of office, the law, court decisions, departmental policy, informal quota systems, the political climate, community pressures, commonsense, and the personality of the chief of police.⁵ However, police officers who patrol the street find that legalistic solutions to human problems are often inappropriate, and commonsense solutions are frequently second guessed.

The role conflict and ambiguity inherent in the job itself are compounded by the distorted, fictionalized media image of the police officer, creating unreal expectations in both citizens and recruits. Many new police officers are genuinely confused and mistaken about the nature of the job. Dr. Martin Reiser, Los Angeles, Calif., Police Department psychologist, refers to one "macho" form of mistaken role identity as the "John Wayne Syndrome."⁶ With approximately 39 percent of prime time television based on law enforcement themes,⁷ the public is constantly being bombarded with the tough, aggressive "super cop," an image in contrast with the helpful, friendly, professional officer that modern training academies are trying to graduate today.

A second major problem area concerns the environment in which the police officer must function successfully. The nature of his work takes the officer into sections of the jurisdiction where he is most likely to experience frustration and anxiety in his interactions with people. Even after considerable training and street experience, an officer may often feel ill at ease and disoriented when handling

calls in these areas. He tries to deal with serious matters among people who possess a life style and value system different from his own, and because of this, may suffer from a condition which sociologists term "culture shock." Cultural shock, applied to police work by Victor Strecher in his book, *The Environment of Law Enforcement*,⁸ is the discomfort one feels when he moves from one culture to another and cannot accurately interpret, predict, and influence the behavior of those around him. There is a general loss of familiar cues and symbols, such as words, gestures, facial expressions, customs, etc. This discomfort and social strangeness often predispose the person (in this case, the officer) to the development of negative attitudes about the people, and he begins to anticipate unpleasant interactions with those persons who are unlike himself.

Harvard University Professor James Q. Wilson describes it as follows: "The working environment of the police is not only charged with emotion and suspicion, it is often, in the eyes of the police, hostile and uncooperative."⁹

Real and perceived threats from the outside mix with the interdependence and mutual support from inside the police profession to encourage formation of a separate police subculture. The policeman's world can become insulated from the outside world by a cohesive, high-identity peer group which can exert powerful influence over the officer's conduct and behavior.

Another area of concern deals with the officer's personal life. The job can dominate his life, both on duty and off. Time spent away from home slowly increases, and many police officers become so absorbed in their work that they become a kind of "workaholic."

Shift work and the police subculture combine to limit an officer's friends to associates only. "Shop talk" commands conversation at work and home, and spouses find themselves competing with what appears to be their mates' first love—the job. Add to these problems the officer's greater temptation for sexual infidelity, the development of what appears to be a coldness and hardness in personality, limited family interaction (especially with the children), insensitive "interrogation" techniques used in discussions with family members, and increased use of alcohol and drugs, and marriages become strained to the breaking point.¹⁰

Police departments researching marriage failures among their officers find widely varying results. Dr. Martin Reiser reported in 1972 that the Seattle, Wash., Police Department discovered 60 percent of its officers were divorced during the first 3 years on the force. In contrast the Los Angeles, Calif., Police Department experienced a 5 percent divorce rate during the first 3 years on the job, and found 21.1 percent of the total force in divorced status.¹¹

The Salt Lake City, Utah, Police Department was said to have a 4 percent divorce rate. The Tacoma, Wash., Police Department has been reported as having 82 percent of its force divorced, and the San Jose, Calif., Police Department estimated its divorce rate to be between 50 and 70 percent.¹² Another survey reported divorce rates in police departments in Baltimore, Md., as 17 percent; in Santa Ana, Calif., as 27 percent; and in Chicago, Ill., as 33.3 percent.¹³ Despite what emphasis one wishes to place upon such statistics, most experts would agree that a stable family relationship is a significant contributing factor to a successful law enforcement career;¹⁴ an unstable relationship would most likely have the opposite result.

A fourth area of stress overload for police officers is the situational crisis. Many officers experience trauma after being involved in a highly charged situation, such as a shooting. Some

find it difficult to cope with certain instances of injury and death, and there are numerous occasions when police officers become very depressed by instances of victimization, injustice, and public apathy. Some officers get too deeply and personally involved in certain cases, while those involved in undercover assignments experience intensely stressful ordeals. The situational crisis is a critical, high-stress time when the officer urgently needs help.¹⁵

In addition to these major problem areas, police officers are frustrated by numerous organizational factors, ranging from poor equipment to lack of administrative support.¹⁶ Some officers cannot adjust to a department's disciplinary action; others who are disillusioned are often tempted to take advantage of corruption opportunities.¹⁷ After a prolonged period of time in frustrating and apparently hopeless conditions, many officers experience "burn-out"¹⁸ and culture fatigue,¹⁹ finding it difficult to cope with the boredom and inactivity of some assignments.

One study reported by Wayne C. Richard and Ronald D. Fell reveals police officers in the State of Tennessee to have an incidence of health problems somewhat higher than other occupations.²⁰ (See Hans Selye's "Diseases of Adaption.")²¹ They also have significantly higher rates of premature deaths than the general population and rank third among occupations in suicide rates.²²

The kinds of personal problems confronting police officers range from mild maladjustments to severe disturbances. As with the general population, the majority of these problems do not require hospitalization or intensive psychotherapy; however, most do require attention and assistance for successful resolution.

Programs

In an attempt to meet the psychological needs of their officers, police

departments have instituted a variety of programs. Probably one of the first attempts to help the troubled officer was the inclusion of a police chaplain in the department. The chaplain was usually a local priest, minister, or rabbi who voluntarily worked with the agency in an effort to care for the spiritual needs of the officers. He was available to offer guidance and assistance to officers and their families during troubled times, and also aided police with some of their duties, such as delivering death messages. Today, many police chaplains are involved in counseling, and are generally considered to be a very valuable asset to the department. But, the increase in police personal problems suggests that an additional dimension in counseling is needed.

Most major police departments have initiated psychological service units staffed by psychologists and other mental health professionals. While being on the department payroll and under the direction of the chief, they still possess a certain amount of autonomy. Many of these units have offices apart from the police department so that police officer clients do not risk embarrassment and loss of privacy when seeking assistance, and flexible hours for greater availability to officers and members of their families. Contact is usually on a voluntary basis; however, many police administrators also encourage supervisors to refer officers with problems. Counseling in the unit is conducted on a confidential basis—in accordance with professional ethics and with no report furnished to the department administrators.

In addition to counseling, many psychological service units participate in a wide range of administrative and operational functions, such as recruit selection, screening and promotion boards, training programs, research projects, liaison with mental health agencies, management consultations, and field emergencies (suicide, hostage, etc.). Some are also involved in the psychological profiling of criminals and the use of hypnosis as an investigative aid.

Department psychologists have noted a number of problems in their work with police,²³ one of which is

maintaining client confidentiality. Some police administrators want feedback on problem officers, or occasionally, an officer may be dangerous and his condition should be communicated to his superiors. Police psychologists say the best way to handle these problems is to establish clear ground rules with the department administration, as well as with the client officer early in the relationship.

Another problem involves the acceptance of the psychologist by the officers. Police psychologists note they are initially distrusted by officers and suggest the psychologist accompany officers on patrol to gain insight into the job and acceptance from the officers. Dr. S. A. Somodevilla, Chief Psychologist of the Dallas, Tex., Police Department's Psychological Services Unit, also recommends that the unit be made up of a blend of officer psychologists and civilian psychologists.²⁴ For most police departments, a psychological services unit staffed by full-time professionals is an impossibility, since it is far too expensive.²⁵

A relatively new and interesting program to aid officers having interpersonal problems on their beats is called the Action Review Panel. When police officers are the subject of a given number of citizen complaints, are involved in frequent physical confrontations, or have other negative police-citizen encounters, they are referred to a panel of their peers—police officers selected to serve on the board because they experience minimum social friction yet are very effective on the street. The board officers must enjoy a sound reputation and high credibility among the line officers. Meetings of the board are strictly confidential and nonpunitive in nature. The peer officers try to analyze cases in which the officer has been involved, while pointing out, tactfully, that they all do the same job. They discuss how to handle problem situations and present alternatives and commonsense techniques to the officer experiencing difficulty.

"The police experience which [the police officer counselor] holds in common with his client would give him valuable insight and might make him more acceptable to the client than an outside psychologist."

The Oakland, Calif., Police Department pioneered this approach and claims a great deal of success with it.²⁶ On the other hand, the Kansas City, Mo., Police Department experimented with a form of peer panel and determined it to be largely nonproductive.²⁷

Other attempts to set up programs to help police officers with problems have been oriented toward specific problem areas; many major police departments have programs designed to aid the alcoholic. These programs are often begun and staffed by rehabilitated police officer alcoholics and are usually associated with national treatment associations.

If police departments seeking help for troubled officers do not have "in-house" programs, they are forced to refer their troubled officers to community mental health facilities or private counselors. There is limited research concerning the success of such referrals, but initial efforts suggest that police officers are reluctant to utilize community mental facilities for their own problems. Although police officers seem to experience a great deal more stress and resultant emotional problems than the average person, they do not appear to seek help at mental health centers at greater than average rates.²⁸

There are many problems involved in the referral of troubled officers to outside mental health professionals. First, a police officer is a member of a subculture which says that he must handle his own problems. Emotional problems are frequently perceived as weaknesses and therefore become threats to the macho self-image of "the crime fighter." Secondly, the officer may be reluctant to go for counseling where many of his own "street people" may be occupying seats next

to him. Then, there is the general distrust of behavioral scientists which seems to stem from the fact that behavioral scientists and law enforcement representatives have too often been on opposite sides of the great law enforcement debates of our times, i.e., punishment, rehabilitation, social disorder, civil disobedience, etc.

The Need

Literature reflects that a large number of police officers have job-related personal problems which adversely affect their job performance and personal lives. The majority of these problems are not of the major mental illness variety and probably would not require long-term psychotherapy. Enlightened police administrators from large departments are responding to this need with a variety of programs, but many police officers go unaided because of lack of funds, unavailability of trained counselors, and reluctance to turn to community mental health resources.

A Potential Solution

Police departments could set up "in-house" counseling programs utilizing their own officers who are properly trained in counseling skills. Selected police officers, perhaps with undergraduate degrees in the behavioral sciences, could go to local colleges and universities, enroll in counseling programs, and begin to learn the urgently needed skills. Courses designed to address special police problems could also be established, modeled after modern schools of education which offer student development courses for education counselors to aid them in

understanding specific student problems. Gary S. Belkin, professor of counseling at Long Island University, offers a definition of practical counseling for education which could easily be altered to fit the needs of the police agency.

*"Practical counseling may be defined as the total counseling process, underlined by a coherent philosophy and self-awareness, practiced with a commitment to the client's total growth, and encompassing face-to-face interviews, group processes, school services, testing programs, extracurricular activities, vocational and educational information, and anything else which contributes to the client's development and fulfillment as a person."*²⁹ [Italics Omitted]

Belkin distinguishes between counseling and psychotherapy in the summary of the first chapter in his book.

*"Counseling and psychotherapy, although often used interchangeably, were shown to have different meanings in their operational senses. Both do treat emotional, adjustment, and behavioral problems, and both vary in the degree of intensity, depending upon the practitioner. But while psychotherapy is built upon a comprehensive theory of personality, a psychopathology, and a specific corpus of techniques, counseling is built upon an underlying philosophy of life, including theories of value, knowledge, and reality. In this respect, we may consider counseling as a broader discipline than psychotherapy, since it treats the whole person in the context of his interpersonal and experiential environment, whereas psychotherapy concentrates on the symptomatic, neurotic, or pathological aspects of the personality."*³⁰

There are some departments which have attempted this approach; the Boston, Mass., Police Department is one example. Its counseling unit began as an alcoholic counseling program. Soon police officers with other kinds of personal problems began seeking the assistance of the alcoholic program counselors (three police officers who are rehabilitated alcoholics themselves). As more nonalcoholic clients sought help, the need to learn greater counseling skills became apparent. The officers contacted the Boston University Counselors Education Program, and a course of study was set up to teach the counseling officers a variety of counseling techniques.³¹ Today, the Boston Police Department's "Stress Program" is well-established and is helping hundreds of fellow officers through difficult times.

As with any new venture, setting up such a program would entail a number of problems both for the university and for the police department. But little by little, the problems would be worked out and the benefits would be tremendous.

Such a counseling program would be in reach of most police budgets. The police officer counselor could apply his new found knowledge to a variety of common police problems. He could assist in training programs in areas such as crisis intervention, use of community resources, dealing with police personal stress, etc., and could set up peer review panels from the counseling perspective. The police experience which he holds in common with his client would give him valuable insight and might make him more acceptable to the client than an outside psychologist. Finally, the police officer counselor could refer clients to nonpolice counselors and psychotherapists when necessary and also serve to smooth out some of the distrust and suspicion which might arise in the formation of that relationship.

Reaching a greater number of these troubled police officers would be of great benefit to the police department and to the community. But most of all, the call for assistance of a police officer in trouble would be answered as it has been in the past, by one of his own.

FBI

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For these Cretan widows, as for all adults, the death of a spouse is life's greatest stress.

stress is
cumulative

Social Readjustment Rating Scale

Rank	Life event	LCU value
1.	Death of spouse	100
2.	Divorce	73
3.	Marital separation	65
4.	Jail term	63
5.	Death of close family member	63
6.	Personal injury or illness	53
7.	Marriage	50
8.	Fired from job	47
9.	Marital reconciliation	45
10.	Retirement	45
11.	Change in health of family member	44
12.	Pregnancy	40
13.	Sex difficulties	39
14.	Gain of new family member	39
15.	Business readjustment	39
16.	Change in financial state	38
17.	Death of close friend	37
18.	Change to different line of work	36
19.	Change in number of arguments with spouse	35
20.	Mortgage over \$10,000	31
21.	Foreclosure of mortgage or loan	30
22.	Change in responsibilities at work	29
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Wife begins or stops work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personal habits	24
30.	Trouble with boss	23
31.	Change in work hours or conditions	20
32.	Change in residence	20
33.	Change in schools	20
34.	Change in recreation	19
35.	Change in church activities	19
36.	Change in social activities	18
37.	Mortgage or loan less than \$10,000	17
38.	Change in sleeping habits	16
39.	Change in number of family get-togethers	15
40.	Change in eating habits	15
41.	Vacation	13
42.	Christmas	12
43.	Minor violations of the law	11

A yardstick for personal stress

Although stresses affect each individual uniquely, their relative importance is remarkably uniform, as psychiatrists Thomas H. Holmes and Richard Rahe found in compiling the Social Readjustment Rating Scale (right). But some surprises turn up in its ranking of the impact of 43 common experiences on a numerical scale of Life Change Units. For example, the death of a close friend, usually considered extremely stressful, ranks well below such events as retirement or an illness in the family. On the other hand, certain joyful events, such as a marriage or a marital reconciliation, prove to be far more stressful than financial catastrophes like bankruptcy or the foreclosure of a mortgage.

While 5,000 subjects in Europe, the United States, Central America, Oceania and Japan agreed generally upon the

ranking of the 43 stressful events, differences between cultures did appear. Among the punctilious Japanese, minor violations of the law did not rank at the bottom of the scale but near the middle, and an actual jail sentence ranked second on their stress list.

Special circumstances within a culture also had an effect. For interviews of college athletes, the scale omitted such events as pregnancy and retirement, substituting others with surprisingly high LCU values; among them were "Being dropped from the team" (LCU value, 52) and "Troubles with the head coach" (35 LCUs). But in all groups, everywhere, the scale proved to have a grim usefulness as a tool for predicting stress-related illness: the higher an annual LCU score, the greater the likelihood of such illness.

Symptoms of Stress

PAD 5

It's important to learn to recognize your own signs of stress. If you are experiencing some or any of the symptoms below, you should heed the warnings that your body may be giving you. Of course, stress is only one of the possible causes of these symptoms.

- ☐ Nervous tic
- ☐ Muscular aches (especially the neck, shoulders, back, or legs)
- ☐ Increased appetite or loss of appetite (or overeating or not eating)
- ☐ Increased smoking or chain-smoking
- ☐ Inability to sleep or nightmares
- ☐ Increased sweating
- ☐ Stuttering
- ☐ Nausea or stomach pain
- ☐ Grinding teeth
- ☐ Headache, dizziness
- ☐ Low-grade infections
- ☐ Rash or acne (especially on face or back)
- ☐ Desire to cry or crying
- ☐ Constipation or diarrhea
- ☐ Frigidity or impotence
- ☐ Loss of sex drive
- ☐ High blood pressure
- ☐ Dry mouth or throat
- ☐ Irritability or bad temper
- ☐ Lethargy or inability to work
- ☐ Cold, clammy, or clenched hands
- ☐ Sudden bursts of energy
- ☐ Finger-tapping, foot-tapping, pencil tapping
- ☐ Depression
- ☐ Fear, panic, or anxiety
- ☐ Hives
- ☐ Coughing
- ☐ Excessive snacking
- ☐ Nagging
- ☐ Fatigue
- ☐ Pacing
- ☐ Frowning, wrinkling forehead
- ☐ Restlessness
- ☐ Unnecessary hand-waving, making wild gestures

Other Symptoms:

Score Yourself on the Life Change Scale

What events have happened to you in the past 12 months?

Event Rank	Event Value	Happened (✓)	Your Score	Life Event
1	100			Death of spouse
2	73			Divorce
3	65			Marital separation
4	63			Jail term
5	63			Death of close family member
6	53			Personal injury or illness
7	50			Marriage
8	47			Fired from job
9	45			Marital reconciliation
10	45			Retirement
11	44			Change in health of family member
12	40			Pregnancy
13	39			Sex difficulties
14	39			Gain of new family member
15	39			Business readjustment
16	38			Change in financial state
17	37			Death of close friend
18	36			Change to different line of work
19	35			Change in number of arguments with spouse
20	31			Mortgage over \$10,000
21	30			Foreclosure of mortgage or loan
22	29			Change in responsibilities at work
23	29			Son or daughter leaving home
24	29			Trouble with in-laws
25	28			Outstanding personal achievement
26	26			Wife begin or stop work
27	26			Begin or end school
28	25			Change in living conditions
29	24			Revision of personal habits
30	23			Trouble with boss
31	20			Change in work hours or conditions
32	20			Change in residence
33	20			Change in schools
34	19			Change in recreation
35	19			Change in church activities
36	18			Change in social activities
37	17			Mortgage or loan less than \$10,000
38	16			Change in sleeping habits
39	15			Change in number of family get togethers
40	15			Change in eating habits
41	13			Vacation
42	12			Christmas
43	11			Minor violations of the law

This scale shows the relative weight that can be attributed to stress-producing situations. For example, the death of a spouse is a great deal more stress-producing than a change in sleeping habits. After you have added up your score, take a close look at it. If your score is high, you are under a lot of stress. Try to think of ways you could decrease your score. Circle those checked events over which you have some control. Consider the importance to you of exercising control over these events.

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Run—to Protect Citizens and Yourself

By

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Part I

Why Running?

Police garages are glutted with the sleek chariots of today's centurions. Where once the beat was walked by the solitary blue coat, the police car now carries the officer. Tires have replaced the shoe leather and the call-box has given way to the walkie-talkie. Computers access information from central files at the touch of a finger. Everywhere you look in the modern police department, pneumatic tubes and electronics have reduced the amount of work the police have to do

physically, except when the officer has to physically intervene to protect his own life or that of a citizen.

"There are numerous occupations that depend upon physical fitness for the proper performance of duty and law enforcement is such a profession."

There are numerous occupations that depend upon physical fitness for the proper performance of duty and law enforcement is such a profession. It is not only a factor but also a necessity—one that could mean the dif-

ference between life and death and the welfare of the citizenry.¹ Most Federal, State, and local agencies require trainees at their academies to pass certain physical fitness tests which meet minimum standards of preparedness to carry out the duties of law enforcement. After the initial exposure at the training centers, however, policemen and law enforcement personnel are often left to their own devices to sustain their levels of fitness.

When an officer needs to respond in an all-out effort to save a life, the success rate of the performance of that duty is directly proportionate to the

"When an officer needs to respond in an all-out effort to save a life, the success rate of the performance of that duty is directly proportionate to the fitness level of the officer; namely, cardiorespiratory endurance, muscular strength, flexibility, speed, agility, and optimal body composition."

fitness level of the officer; namely, cardiorespiratory endurance, muscular strength, flexibility, speed, agility, and optimal body composition. Perhaps the most devastating thing that can be done to a heart is to take it from its resting state and hurl it to maximum output. When football players move from the bench into action without proper warmup, the results are pulled muscles. The heart is also a muscle supported by coronary arteries, which can rupture when put to the strain of sudden all-out performance without prior conditioning, and immediate all-out performance is the very activity that every policeman must be ready to do. During these times of maximum exertions, the heart is put under unusual stress, and it is not unusual to hear of an officer having a heart attack under these circumstances. According to Dr. Tom Collingwood, formerly with the Dallas, Tex., Police Department, law enforcement has had a high incidence of heart disease for some time.²

Body composition has a very important effect on physical conditioning. Having the proper ratio of body fat to total body weight is necessary for maintaining top performance by the police officer. Optimal body weight will improve speed, agility, endurance, and cardiovascular response. Body weight is also related to incidence of heart disease.³ It is estimated that over 80 million Americans today are overweight. The first place a person turns when he is overweight is to his diet. While that approach is certainly helpful, it does not answer the problem entirely. Dr. Jean Mayer, who has been described by some as the "super-

star of America's nutrition," stated in an article in *U.S. News and World Report* that the best evidence suggests that it is not the eating but rather the total lack of exercise of so many Americans that causes weight problems.

"Our big problem is exercise—the fact that since 1900 Henry Ford started mass producing automobiles, and principally since World War II we have produced an enormous amount of labor-saving devices for both industry and the home. The physical activity of men and later of women has dropped drastically since 1900. For most people, inactivity is the single most important factor in their slowly accumulating weight over the years. In other words, most people who have a weight problem at age 45 would not have had a weight problem in 1630 when they would have walked everywhere, split wood, tilled their fields, and so on."⁴

"[I]n 1850, human muscles provided nearly 33 percent of the energy used by workshops, factories, and farms. Today, the comparable figure is less than 1 percent. . . ."

Dr. Richard O. Keelor, Director of Program Development for the President's Council on Physical Fitness and Sports explains that "In 1850, human muscles provided nearly 33 percent of the energy used by workshops, fac-

tories, and farms. Today, the comparable figure is less than 1 percent. . . ." The consequences of unfitness and disuse include heart disease, stroke, hypertension, and premature aging. Keelor states, "Experiments have shown that prolonged bed rest or chair rest can transform a robust young man into a feeble fellow with weak muscles and the unsteady gait of an old man." Sedentary work tends to have the same effects. Though the ravages are not quite so rapid, they are nonetheless as fatal, and often mistaken for the normal ravages of time and therefore much more insidious. The effects of inactivity go beyond the victim.⁵

The loss to American industry for sedentary-related diseases, such as heart problems and low back disability, is an astronomical \$50 billion per year⁶ and the law enforcement community is not immune. In a recent study conducted by the International Association of Chiefs of Police, back pain, permanent injury in the line of duty, and heart and cardiovascular diseases represented over 50 percent of early retirements (see chart).⁷ The costs associated with early retirements are devastating to police department budgets.

It is generally accepted by the medical profession and the public that a better state of physical fitness is usually associated with a lower occurrence of heart disease. Physical fitness tests administered by the Dallas Police Department revealed that the average Dallas police officer scored lower in cardiovascular efficiency than the accepted average for the general American population. So, it stands

POLICE DISABILITY RETIREMENTS*

	CITY SIZE: 100,000 plus		25,000 to 99,999		2,500 to 24,999		State Agencies		County Agencies	
	I		II		III		IV		V	
	N	%	N	%	N	%	N	%	N	%
Back Trouble	90	22.6	4	16.0	0	—	20	22.7	0	—
Permanent Injury In Line of Duty	88	22.1	6	24.0	1	25.0	18	20.4	0	—
Heart Attack	70	17.6	2	8.0	2	50.0	13	14.8	2	33.3
Psychological/Psychiatric Reasons	35	8.8	3	12.0	1	25.0	7	8.0	1	16.7
High Blood Pressure	23	5.8	1	4.0	0	—	4	4.5	0	—
Terminal Disease	12	3.0	0	—	0	—	4	4.5	2	33.3
Permanent Injury Off-Duty	14	3.5	1	4.0	0	—	0	—	0	—
Circulatory Disease	11	2.8	1	4.0	0	—	2	2.3	0	—
Arthritis	6	1.5	1	4.0	0	—	5	5.7	0	—
Lung Disease	8	2.0	1	4.0	0	—	2	2.3	0	—
Stroke	2	0.5	0	—	0	—	1	1.1	0	—
Diabetes	1	0.2	0	—	0	—	1	1.1	1	16.7
Peptic Ulcer	1	0.2	1	4.0	0	—	0	—	0	—
Liver Disease	0	—	0	—	0	—	1	1.1	0	—
Other	37	9.3	4	16.0	0	—	10	11.4	0	—
Total	398	99.9	25	100	4	100	88	99.9	6	100

* Clifford Price, et al, "Physical Fitness Programs For Law Enforcement Officers," an LEAA study, International Association of Chiefs of Police, 1977.

to reason that police officers, who may be less physically fit and who often experience far more stress and strain than the average citizen, are

more likely candidates for heart problems than the average citizen.⁸

In the early 1960's, the American Heart Association studied popula-

tions in Framingham, Mass. and Albany, N.Y., to identify common characteristics of individuals with heart disease. Subsequent research has

RISK CHART

The purpose of this game is to give you an estimate of your chances of suffering heart attack.

The game is played by making squares which—from left to right—represent an increase in your Risk Factors. These are medical conditions and habits associated with an increased danger of heart attack. Not all risk factors are measurable enough to be included in this game.

Rules

Study each Risk Factor and its row. Find the box applicable to you and circle the large number in it. For example, if you are 37, circle the number in the box labeled 31-40.

After checking out all the rows, add the circled numbers. This total—your score—is an estimate of your risk.

If You Score

6-11—Risk well below average.

12-17—Risk below average.

18-24—Risk generally average.

25-31—Risk moderate.

32-40—Risk at a dangerous level.

41-62—Danger urgent. See your doctor now.

Heredity

Count parents, grandparents, brothers, and sisters who have had heart attack and/or stroke.

Tobacco Smoking

If you inhale deeply and smoke a cigarette way down, add one to your classification. Do not subtract because you think you do not inhale or smoke only a half-inch on a cigarette.

Exercise

Lower your score one point if you exercise regularly and frequently.

Cholesterol or Saturated Fat Intake Level

A cholesterol blood level is best. If you can't get one from your doctor, then estimate honestly the percentage of solid fats you eat. These are usually of animal origin—lard, cream, butter, and beef and lamb fat. If you eat much of this, your cholesterol level probably will be high. The U.S. average, 40 percent, is too high for good health.

Blood Pressure

If you have no recent reading but have passed an insurance or industrial examination, chances are you are 140 or less.

Sex

This line takes into account the fact that men have from 6 to 10 times more heart attacks than women of childbearing age.

identified a number of factors which appear to predispose a person to heart attack. The alarming fact is that these risk factors have been identified with the working population and because of their epidemic proportion, *the need for action* is emphatic.⁹

The Michigan Heart Association has produced a simple but effective test which can calculate one's risk and

susceptibility for a heart attack, the Risk Chart.¹⁰ The various risk factors are of two types, those we have control over and those we do not. It is reminiscent of the old prayer, "God grant me the courage to change the things I can change, the serenity to accept the things I cannot change, and the wisdom to know the difference." The risk factors we cannot control are

RISKO

AGE	10 to 20 1	21 to 30 2	31 to 40 3	41 to 50 4	51 to 60 6	61 to 70 and over 8
HEREDITY	No known history of heart disease 1	1 relative with cardiovascular disease Over 60 2	2 relatives with cardiovascular disease Over 60 3	1 relative with cardiovascular disease Under 60 4	2 relatives with cardiovascular disease Under 60 6	3 relatives with cardiovascular disease Under 60 7
WEIGHT	More than 5 lbs. below standard weight 0	-5 to 15 lbs. standard weight 1	6-20 lbs. over weight 2	21-35 lbs. over weight 3	36-50 lbs. over weight 5	51-65 lbs. over weight 7
TOBACCO SMOKING	Non-user 0	Cigar and/or pipe 1	10 cigarettes or less a day 2	20 cigarettes a day 4	30 cigarettes a day 6	40 cigarettes a day or more 10
EXERCISE	Intensive occupational and recreational exertion 1	Moderate occupational and recreational exertion 2	Sedentary work and intense recreational exertion 3	Sedentary occupational and moderate recreational exertion 5	Sedentary work and light recreational exertion 6	Complete lack of all exercise 8
CHOLESTEROL OR FAT % IN DIET	Cholesterol below 180 mg.% Diet contains no animal or solid fats 1	Cholesterol 181-205 mg.% Diet contains 10% animal or solid fats 2	Cholesterol 206-230 mg.% Diet contains 20% animal or solid fats 3	Cholesterol 231-255 mg.% Diet contains 30% animal or solid fats 4	Cholesterol 256-280 mg.% Diet contains 40% animal or solid fats 5	Cholesterol 281-308 mg.% Diet contains 50% animal or solid fats 7
BLOOD PRESSURE	100 upper reading 1	120 upper reading 2	140 upper reading 3	160 upper reading 4	180 upper reading 6	200 or over upper reading 8
SEX	Female under 40 1	Female 40-50 2	Female over 50 3	Male 5	Stocky male 6	Bald stocky male 7

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A Quick Scorecard on 14 Sports and Exercises**

	Exercise													
	Jogging	Bicycling	Swimming	Skating (Ice or Rolling)	Handball/Squash	Skiing-Nordic	Skiing-Alpine	Basketball	Tennis	Calisthenics	Walking	Golf*	Softball	Bowling
Physical Fitness														
Cardiorespiratory endurance (stamina)	21	19	21	18	19	19	16	19	16	10	13	8	6	5
Muscular endurance	20	18	20	17	18	19	18	17	16	13	14	8	8	5
Muscular strength	17	16	14	15	15	15	15	15	14	16	11	9	7	5
Flexibility	9	9	15	13	16	14	14	13	14	19	7	8	9	7
Balance	17	18	12	20	17	16	21	16	16	15	8	8	7	6
General Well-Being														
Weight control	21	20	15	17	19	17	15	19	16	12	13	6	7	5
Muscle definition	14	15	14	14	11	12	14	13	13	18	11	6	5	5
Digestion	13	12	13	11	13	12	9	10	12	11	11	7	8	7
Sleep	16	15	16	15	12	15	12	12	11	12	14	6	7	6
Total	148	142	140	140	140	139	134	134	128	126	102	66*	64	51

*Ratings for golf are based on the fact that many Americans use a golf cart and/or caddy. If you walk the links, the physical fitness value moves up appreciably. See comments of individual panelists.

**Courtesy of "MEDICAL TIMES."

Here's a summary of how seven experts rated various sports and exercises. Ratings are on a scale of 0 to 3, thus a rating of 21 indicates maximum benefit (a score of 3 by all 7 panelists). Ratings were made on the basis of regular (minimum of 4 times per week), vigorous (duration of 30 minutes to one hour per session) participation in each activity.

age, heredity, and sex. Weight and exercise, however, are conditions that can be changed, and by following a system for positively influencing those risk factors, the heart disease risk for policemen can be considerably reduced.

A total physical fitness program should deal with the entire spectrum of fitness: Cardiovascular endurance, strength, flexibility, and diet. But unquestionably, the most important conditioning factor is cardiovascular endurance, for without a strong heart the rest is academic.¹¹

Recently, at the behest of the President's Council on Physical Fitness and Sports, a group of 7 experts on physical fitness value rated 14 popular forms of exercise. The physicians discussed the components of fitness: Cardiorespiratory endurance, muscular strength and endurance, flexibility, balance, and related factors of weight control, muscle definition, digestion,

and sleep. Each of the sports and other forms of exercise (jogging, walking, calisthenics, etc., were considered "forms of exercise" as opposed to "sports") were evaluated in terms of regular participation and vigorous activity, which were defined as a minimum of 4 times a week and a duration of not less than a half hour of activity at each session. (See A Quick Scorecard on 14 Sports and Exercises.) In their study, jogging (or running) topped the list in terms of the above-mentioned factors with bicycling and swimming in second and third places.¹²

But why running? What will it do for you? Physically, running will lower your pulsebeat and (generally) your blood pressure as it strengthens your heart. It will control your weight mildly (you burn some 100 to 125 calories per mile, which over a year can be 10 to 20 pounds), tone your muscles, increase your circulation,

and simply make you physically more attuned and confident. Mentally, it is a stress release.¹³

Dr. Thaddeus Kostrubala, the Director of Psychiatry at Mercy Hospital and Medical Center in San Diego, Calif., discovered the therapeutic implications while running himself. After running for an extended period of time (40 minutes), Kostrubala discovered a meditative sense of serenity that was psychologically uplifting. He then decided to substitute running therapy in the treatment of his patients in lieu of drugs. The results were remarkable, and his list of successes is impressive. Depression and stress are particularly curbed by running according to Dr. Kostrubala.¹⁴ Running is vital to the police officer, not only for physical reasons, but perhaps also for psychological ones.

(Next Month: Motivation, Equipment, and Techniques.)

FOOTNOTES

¹ James E. Klinzing, Ph. D., "A Proposal to Study Police Physical Fitness Status and Develop Standards of Physical Fitness" (unpublished paper), 1977, p. 1.

² Thomas R. Collingwood, Ph. D., "A Comparison of Policeman versus Offender Fitness or Why He Got Away," *The National Consortium of Education*, Vol. 1, Number 6, 1974, p. 1.

³ Klinzing, op. cit., p. 1.

⁴ "President's Council of Physical Fitness and Sports (PCPFS) Newsletter," October 1976, p. 4.

⁵ Richard O. Keelor, Ph. D., "Testimony to Council and Price Hearings on Health Care Costs," Chicago, July 1977, pp. 3-4.

⁶ Stephen D. Gladis, "Running is Good for Business," *Runners World Magazine*, September 1977, p. 54.

⁷ Clifford Price, et al., "Physical Fitness Programs for Law Enforcement Officers," an IEAA study, International Association of Chiefs of Police (IACP), 1977, pp. 143-148.

⁸ Donald A. Byrd, "Impact of Physical Fitness on Police Performance," *The Police Chief*, December 1976, pp. 30-32.

⁹ Dr. F. N. Epstein, "The Epidemiology of

Coronary Heart Disease," *Journal of Chronic Diseases*, Vol. 18, November 1965.

¹⁰ Michigan Heart Association, "RISKO" 1969.

¹¹ James F. Fixx, *The Complete Book of Running*, Random House, New York City, 1977, p. 157.

¹² C. Carson Conrad, "How Different Sports Rate in Promoting Physical Fitness," *Medical Times* (Reprint).

¹³ "President's Council on Physical Fitness and Sports (PCPFS)," *Research Digest*, Series 7, No. 1, January 1977, p. 18.

¹⁴ N. R. Kleinfeld, "Running: The New High," *New Times*, October 1976, pp. 58-62.

Stress and The Weaker Sex

by
Officer Cynthia Thomas
Detroit Police Department

My first year as a police officer was spent in constant battle with men who refused to accept women on patrol. This was complete with practical jokes, calling in sick, sexist remarks, and some who just outwardly refused to work with women. There were days when some of the female officers left the precinct cursing, crying, but stubbornly returning the next day to face the same harassment, they had vowed and swore they didn't need, or have to take.

Acceptance was a long hard fight and I was proud to be one of the pioneers. After we had proven we didn't need a male to hold our hand or a compass to find our way back to the station, and we weren't afraid of dark alleys, rats, or our own shadows, we were almost trusted.

Two other females and myself were assigned as regular partners, in the first all female car. We were called "The pussy-posse," or "Gizzie's Angel's," after the supervisor in charge of us. Our car worked out second highest in arrests and tickets on our shift. If one female left the car, she was replaced with another, this all female car was maintained for about 1 1/2 years.

Two years later my debut as an actress came, when I was the first female assigned to the precinct morality squad. I was a decoy on the famous Woodward Ave., a two mile stretch of, as Donna Summer puts it, "Bad girls, and boys," whichever you prefer (Men's Lib). For one year I listened to "Toot-toot-Beep-beep." Propositions, ranging from a blow-job in the bushes for a dollar and change, to a lizard squeeze for \$20.00. Also topless bars, where I sat for hours with the crew, thinking about my shopping list, since it wasn't my month for girls!

The morality squad proved to be a very imaginative job. I was hired as a masseuse at a massage parlor, a go-go dancer at a topless bar, and an Avon lady. Soon I became one of the "Boys". I didn't blush at the dirtiest jokes, could swear like a sailor, became a two fist drinker, and a confidant to my partners. However, all good things must come to an end, the hours

"Two other females and myself were assigned as regular partners in the first all-female car. We were called 'the Pussy-posse' or 'Giz-zie's Angels.'"

quickly affected my personal and social life. A drink and a quickie is not just confined to males. This bizarre form of existence ended when you charge your friends for drinks, and tell your boyfriend you charge \$20.00 for a straight-lay!

After I had left the cleansing of morals to others, I became accident investigator. My two male partners, one of whom I had never worked with, the other I remember having worked with very vividly. It was during my rookie stage, when I spent the longest four hours of my career with him. He drove like a Hollywood stunt-man hell bent on destruction, with the speed of



Cynthia Thomas has been a police officer for over four years. She has performed a variety of duties as a police officer and is presently working from a squad car. Officer Thomas won The Detroit News' August Police Officer of the Month award, given in recognition of exceptional service performed on or off duty, for her display of bravery that is outlined in the following story.

Mario Andretti. Over railroad tracks and curbs at 80 MPH, and smoking a cigar that seemed especially rolled for the occasion.

"For one year, I listened to 'Toot-toot-Beep-beep,' and propositions ranging from a blow-job in the bushes for a dollar and change to a 'lizard-squeeze' for \$20.00"

I had a headache that lasted for two days. Months after that, we worked together again on a strike detail. He remarked as we exited the car and walked toward a group of not less than 20 strikers, none under six foot and 240 pounds: "Look at those guys and look what they send me here with," (you guessed I'm not six-foot and 240 pounds!) After a few brief words, it was made clear that I would fight as hard and as long as he would. He replied with a "Ya, sure you will!" look on his face. That put a crack in the ice between us then, and now we would be working together everyday! He turned out to be one of the most understanding and caring partners I've had.

My other partner and I would share a very unique experience. The day every police officer knows will come for some, but not for most, the day of reckoning with yourself and what your badge represents.

On June 1, 1979, the third shift, my partner and I assigned to our regular car 11X (accident car.) At approximately 11:30 P.M. with only a half an hour to safety, a run comes out, "Family Trouble, Ex-Husband refuses to leave!" This run was given to another car assigned to the north end of the precinct. 11X volunteered to backup since we were at the south end of the precinct, we arrived first.

Upon arrival, we spoke with a woman and man on the porch. The man never spoke, the woman stated she had called but the problem was over and they were leaving. Both my partner and I jumped to the wrong conclusion, the man with her wasn't her ex-husband...as the couple walked toward their car and we approached ours, a man came running from the house and grabbed the woman by the arm. She began pleading with us to make him let her go. Both my partner and I asked the man to let her go, and our request was met with a look of defiance as he tightened his grip. We approached with a final plea, my partner at-

tempted to break his grip and, with one motion, he attached his grip to my partner's chest without breaking his death grip on his pleading ex-wife as the three of them fell over into 2 1/4 foot high hedges.

His ex-wife freed herself as his attention became focused on my partner. At one point my partner wrestled with and was astraddle him. I was straddled across his legs, with the deceiving thought he was under control. My partner asked me to request the initial car to hurry up, and as I rose up in a half-crouched position, I was kicked so hard that I could have been the perfect field goal as I landed over and out of the hedges

"This bizarre form of existence ended when you charge your friends for drinks, and tell your boyfriend you charge \$20.00 for a straight lay!"

By the time I had managed to advise the dispatcher that we needed assistance, the positions had changed, he was on top of my partner. I began striking him about the shoulders and head with a three cell flashlight, when I hear "He's trying to get my gun!" then I heard "He's got my gun!!!" Still striking him (which resulted in a fractured skull) a shot rang out. Then my partner's voice "I've been shot," and his attacker still over him.

I reached for my gun, and felt an empty holster! There, in one second, my body and mind filled with numerous emotions. Then, I looked straight down at the ground and spied my gun! It almost seemed to glow. As I bent down to retrieve my one and only hope, a second shot went off. In the same moment as I was coming up with my gun, I realized he was rising up off my partner. I could hear my partner's voice, "He's got my gun!! He's got my gun!!!"

I raised the barrel of my gun to his neck point blank and fired one shot. He fell over, my partner pushed from underneath him, he had been shot in the left arm, the wound was thru and thru. At that moment, the sound of the sirens seemed miles away. Our dispatcher was notified of the situation, the first car in sight seemed to be moving in slow motion, and in my mind, what seemed to have taken hours to occur, had actually happened in only a few minutes.

My partner was taken to the hospital by a scout car, and I was taken to homicide to finish making statements. My immediate

"He's trying to get my gun." Then I heard, "He's got my gun!!!"... a shot rang out, then my partner's voice "I've been shot!!!" and his attacker still over him."

thoughts were with my partner and his with me, so much until they let him call me at homicide from the hospital. He thanked me and told me how grateful he was; I wanted to cry, but I realized that I still had work to do.

The man died approximately 6 1/4 hours later. After returning to the homicide section at 9:00 A.M. for the usual routine, I headed straight for the hospital. I took him a plant, and the best thing that I had ever seen was my partner sitting up in bed, ALIVE! We talked, but not really the way we wanted to because of other visitors.

Something was missing, two men could pat each other on the back and have a few beers, but how do you explain to your wife that you're going out with your female partner for a few beers. After a couple of days, we were alone; we talked and embraced, crying in each other's arms over the fact that we were both alive. The thoughts of his buying a new house he hadn't moved into, his wife and children; he was simply glad to be alive and able to enjoy them. That in itself was reward enough, but I also realized that I had saved my partner, myself, and maybe a few other lives in the line of duty, and that I had functioned as a police officer, not a female.

"And then I looked straight down at the ground and saw my gun; it seemed to glow. As I bent down to retrieve it, a second shot went off. I could hear my partner screaming "He's got my gun, he's got my gun!" I raised the barrel of my gun to his neck and fired point blank."

These things outweigh any honors or awards I received from the department or from the local newspapers. Every officer daydreams about the day he or she is faced with a life and death situation and they wonder how they'll react. All the dress rehearsals can't begin to equal the actual performance. During the shuffle of paperwork after a fatal shooting, you begin to feel that you are only a number without feelings.

Management and peers may not be concerned, but you and I both know that police officers are not noted for their tact among each other. One comment that stuck out was a comment made by a black officer: "How could you kill one of your own to save a honkie?" In my mind, one truth I had come to grips with was that on the street, you belong to a family of blue, not black, white, female, etc..

Fists and bullets are not prejudice! The public only sees authority and it happens to be blue. If you don't like a

"How could you kill one of your own to save a honkie?" In my mind, one truth I learned early was the fact that on the street, you belong to a family of blue, not black, white, male, female, etc."

fellow officer, that's a personal problem. The job is only for eight hours, you don't have to take anyone home with you, sleep with them or support them, all you have to do is work with them. The very person you dislike may be the only one available when you call in "Officer in Trouble."

My situation was different because it was male-female, black-white, but the feelings are the same. Males have a macho ego to uphold, and a female's ego extends to her femininity. Does the fact that you carry a gun, have killed a man, make you any less feminine? Or does the fact that you have proven you can protect yourself as well as your male partner make you less of a woman or him less of a man? No!! It proves only one thing; two police officers, two human beings accomplished the fantastic feat of surviving. Both then need compassion, friendship, support, and understanding, none of which are restricted to only males or females, only blacks or whites.

"The department and some male officers played down the fact that I had saved my partner as well as myself, and through psychotherapy for both my partner and myself, this has been made a reality for both of us. The stigma of a black-female saving a white-male has caused unnecessary strain on both of us."

My other partner came by my home and to the hospital everyday, giving both of us the above mentioned things. The department and some male officers played down the fact that I had saved both myself and my partner, and thru psychotherapy for both my partner and myself, this has been made a reality for both of us. The stigma of a black-female saving a white-male has caused unnecessary strain on both of us. **Lesson: Life, Death and Stress know no color or sexual barriers.**



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Coping With Stress

Corrective action to reduce stress in police work, both at the individual and departmental levels, is highly dependent on a clear realization of the problem. A thorough understanding of the causes of and reactions to on-the-job stress must precede individual and agency efforts in reducing such stress. Since many of the factors that produce stress in police work are uncontrollable, the police world must look within itself for ways of coping with the pressures of the profession.

Police officers begin their careers as healthy persons. Often they must pass rigid physical and psychological testing to qualify for police work. Yet as an occupational group, the health of police officers deteriorates rapidly. Certainly, the profession has associated risks of injury and death that partially explain why police officers suffer an early history of ill health. But there are other occupations, such as fire-fighting, that are also dangerous yet whose practitioners do not display the health problems experienced by police officers. Why then do so many officers develop serious health problems at a relatively early age? Indeed, why are so many officers required to retire early?

Occupational stress is thought to be the cause of many health problems encountered by police officers. The effect of such stress on officers can be likened to the slow eroding processes found in nature, such as sea waves hitting a shoreline. Gradually, stress wears down the physical and emotional health of many police officers. Additionally the effects of this stress may eventually affect the officer's co-workers and his family significantly.

Because of the potential physical and emotional problems resulting from improperly handled stress, it is important to examine common indicators of and reactions to stress. Awareness of these reactions and their early warning signs are important for both patrol officers and supervisors since quick detection can prevent additional problems.

Reactions to Stress

Some of the common defense mechanisms used by everyone to cope with stress include laughing, crying, cursing, boasting, overactivity, and day-dreaming. When tensions are not reduced by one of these activities, stress continues to build. At first the individual will probably react by being extremely nervous. Increased tension, an overabundance of emotion, and excessive worry

often are accompanied by minor bodily dysfunction. If the conflicts are resolved, this condition is quickly reversible; however, if such reactions are ignored, the individual can experience serious emotional and physical illness.

When tension is not relieved, the individual experiences growing discomfort, anxiety, and feelings of uselessness. Guilt and fears intensify. There is a steadily increasing inability to perform work or relate with others, which may be concealed at great inner cost to the individual. Some officers may cope by displaying bravado and recklessness; or utilizing defense mechanisms such as mental blocking or fantasy. With other officers, the aggression caused by stress is directed to socially accepted forms of activity such as gambling, becoming overly generous, acting overly friendly or enthusiastic but with frequent mood changes.

As dysfunction due to stress continues to increase, aggression may no longer be directed inward but may be directed toward others. There may be suspiciousness, hypersensitivity and over-activity. Responses will be speeded up — increased activity and rapid speech. Impaired judgment becomes apparent to everyone including the individual.

Finally as stress builds, controls are no longer effective. The individual becomes temperamental and possibly violent. The individual no longer attempts to live up to expectations and in severe cases may become manic, depressed, schizophrenic, or paranoid.

Some of the more specific but less extreme stress reactions researchers have found among police officers include repression of emotion, displacement of anger, isolation, and unspoken fears.

REPRESSION OF EMOTION: From the beginning of their law enforcement careers, police officers are trained to control their emotions under all conditions including extremely stressful events that natu-

rally elicit emotion from humans. In time of action, police officers must avoid showing anger, disgust, weakness, or sadness. Officers learn to stifle these emotions because of the necessity to make clear-headed, split-second decisions. This attitude enables officers to face their work — battered children, hit-and-run victims, belligerent drunks, homicide victims, and, perhaps most stressful of all, hostile citizenry.

Eventually any show of emotion, even when off duty, may make a police officer uncomfortable. He may build a psychological wall that prevents emotions from affecting him. Sometimes the officer cannot lower his emotional defenses regardless of circumstances, and he carries the robot-like image home where his family must cope with a man who is more "police officer" than husband or father. While it may appear that officers have rid themselves of all emotion, in truth they only hide emotions.

DISPLACEMENT OF ANGER: Law enforcement agencies have a basic paramilitary structure. Orders, often given during emergencies, are accepted without the opportunity of debate in most cases. When an assignment is given, police officers often do not have time to question its reasonableness, disagree with specific instructions, or refuse to act as told — even though they may question the directive. Thus, supervisors may become a serious source of anger at times, but such anger cannot be vented within the police agency.

Unexpressed disagreement with supervisors is not the only source of this type of frustration. The ability to say or do what is felt, to act out the emotions freely, is also limited in dealing with the public. No matter how disgusting or abusive some people may be, the officer's anger and all his emotions have to be under tight control. He must remain calm and objective, keeping a continual guard on his emotions.

ISOLATION: Most police contacts are made either in emergency situations or under conditions where citizens may resent the presence or symbolic authority of the police. As a result, many police officers gradually come to consider all citizens as obstacles in performing their duties. At that point, all citizens are perceived as potential threats to the well-being of the officer. With such an attitude, police officers find it difficult to communicate with anyone outside of the profession.

Even within the family unit, police officers are often unable to express their true feelings. These officers believe that only fellow officers can understand and appreciate their problems. Accordingly, an officer's concern about his frustrations, abilities, and possible errors on the job are discussed only with other officers.

The police officers who share important feelings only with other officers receive feedback and direction from only one source, a source whose views are usually the same. Thus the police officer is not ex-

posed to different ideas or perspectives. In turn, the officer's family comes to view him as a one-dimensional person.

UNSPOKEN FEARS: The almost continuous psychological stress that some police officers experience on the job is often complicated by an inability or unwillingness to discuss openly their personal feelings. Although officers may talk about occupational and personal problems among themselves, two subjects are often ignored in their discussions: fear of injury or death, and personal feelings of sympathy and pity for the deprived and victimized whom they encounter each day. Officers feel uncomfortable talking about these matters among themselves because others may interpret these concerns as an indication of oversensitivity and weakness.

Officers are frequently reluctant to discuss these matters with family members, too. Officers sometimes believe that the details of anxiety-provoking workday experiences, if expressed at home, will create problems for their spouses. Often-cited examples of the types of events that officers tend to withhold are tragic situations such as accidents or deaths, particularly those that involve young children, threats on their lives, and hostile reactions from within the community.

When officers feel that they cannot express their intense personal feelings at work or at home, they may misdirect these feelings, typically in a destructive manner, toward others or they may not express themselves about the matter in any fashion. In either case, the officer's inability to release his feelings constructively will lead to anxieties and increase his problems.

Warning Signs

Stress has a cumulative effect upon the person. Job stress can affect one's personality, one's job performance, one's health, and one's home life. Before stress-associated health problems appear, certain personality characteristics and behavior patterns may signal an officer's inability to deal with the stress of the job. The items in the following list are possible but not absolute indicators of excessive stress.

- ... Abrupt change in typical behavior pattern
- ... Rapid mood changes
- ... Overly suspicious
- ... Excessive use of alcohol
- ... Overhostility
- ... Extreme defensiveness
- ... Frequent illness
- ... Excessive nervous habits
- ... Accident prone
- ... Taking of unnecessary chances
- ... Obsessive about working
- ... Sleep disturbances
- ... Decrease in work performance
- ... Depression
- ... Use of excessive violence

Reducing Stress

Police agencies can no longer ignore the effects of stress on officers. Police work is becoming a more demanding profession. Heavy emphasis is now placed on an officer's ability to interact effectively with the general public as well as the criminal element. The officer's role is multifaceted, which produces stress that requires both new defenses and treatments. Pragmatically, the early disability retirement so often connected to the stress of the job is beginning to "break" local budgets in some areas of the country. So for both practical and humanistic reasons, stress is a job-related factor in police work that must be neutralized.

Many suggestions for reducing stress have been made, including the following:

1. More efficient pre-employment screening to weed out those who cannot cope with a high-stress job.
2. Increased practical training of police personnel on stress including the simulation of high-stress situations.
3. Training programs for spouses so that they can better understand potential problems.
4. Group discussions where officers and perhaps their spouses can ventilate and share their feelings about the job.
5. A more supportive attitude by police executives toward the stress-related problems of patrol officers.
6. A mandatory alcoholic rehabilitation program.
7. Immediate consultation with officers involved in traumatic events such as justifiable homicides.
8. Complete false arrest and professional liability insurance to relieve the officer of having to second guess his decisions.
9. Provision of departmental psychological services to employees and their families.

All of the preceding methods for reducing stress require a firm individual and departmental commitment. For example, it is obvious that officers would not express their true feelings (item 4) if they believed that what they said during group sessions could be used to limit their professional opportunities.

THE INDIVIDUAL: Individual officers must assume partial responsibility for actively trying to reduce the stress that they experience on the job. Physical exercise has been noted as a highly effective stress reducer although it does require dedication and initially discomfort.

All types of exercises are of value; however, aerobic exercises (those that involve the sustained exchange of oxygen in the body) such as jogging and swimming are considered most effective. Exercises that are not aerobic in nature, such as weight lifting, although of value provide fewer benefits to one's cardiovascular system.

Physical exercise is emotionally beneficial because it provides an outlet to release built-up tension. The specific benefits include greater relaxation, increased participation in family and social activities, and improved work attitudes and performance.

Proper diet is another effective method of reducing stress. Because of the job demands of policing, officers often eat irregularly, and the food consumed is frequently deficient in nutrients. Eating the proper amounts of nutritious foods, perhaps supplemented by use of vitamins, can help to reduce the effects of stress and improve job performance.

A third effort officers can make to decrease the impact of stress is to increase their self-understanding and knowledge of others. A better understanding of one's own motivations and behavior usually reduces the stress associated with interpersonal conflict. Officers need to better understand their reactions to a variety of stressful situations such as family disturbances. A sense of knowledge of and confidence in oneself significantly assists the police officer who must act quickly, decisively, and lawfully.

An individual's overall, general level of self-esteem has a strong influence on how well he copes with particular frustrations and threats. High overall self-esteem leads to better ability to cope constructively with frustrations and threats, while a lower level leads to less ability. High-esteem persons are less prone to anxiety. When they are frustrated, they are more likely to direct aggression at the source of their aggression, rather than at alternative targets.

A person with low self-esteem not only has to attempt to solve the frustrating problem with which he is faced, but must also prevent any further loss of self-esteem. The latter task sometimes gets to be more important than the problem-oriented one, and the low self-esteem person defends himself by hostility, withdrawal, excessive assertiveness in the use of power, or insulting behavior. As the threat increases his anxiety, his thinking may become rigid and his solution of the problems at hand become less effective. On the other hand, the high self-esteem person is less diverted by a need to protect his self-esteem and can work more directly on the problem at hand. He approaches it with more confidence because his past experience has shown him that he can and does solve problems effectively. He can act directly on the problems, and has little need to withdraw from them.

Self-esteem is not a fixed quality in a person. No matter how secure a person is, there are going to be times when he feels blue, when he questions himself, when things happen that shake him up. A person's self-esteem may hover at lower levels on some days and higher on others. In fact, with extreme changes in life situations, a person's self-esteem can take remarkable nosedives or it may soar. New assignments, arrests, and case solutions can all have an influence on the police officer's self-esteem.

THE AGENCY: Since stress cannot be eliminated from police work, law enforcement agencies should implement programs that assist officers throughout their careers in coping with the effects of stress. Perhaps most important is the attitude of police administrators. They should exhibit genuine concern for their personnel, recognize that police work is very stressful, acknowledge that an officer who suffers from stress is not "sick" or too "weak" for

the job, and maintain realistic expectations of the officers they manage. The most damaging approach of administrators is to try to foster a "superman" image of the department where the significance of stress and human limitations is ignored or falsified.

Appropriate and comprehensive training is an extremely important factor in reducing stress within an agency. Whether such training is general for patrol work or specialized for investigations, an understanding of the specific stresses of the job should be imparted to police officers. Such training increases the ability of police officers to tolerate specific stress factors as well as adapt to the more general anxieties of the job. For example, training can focus on the procedures to be followed in high-stress crises such as family disturbances so that officers react with a full understanding of the stress that they and the conflicting parties are experiencing. An understanding of the causes and effects of stress gives the police officer greater control over himself and others.

Law enforcement marriages have inherent stresses that can create specialized difficulties that do not exist in other marriages. Unless the couple can develop some special means of coping, have better than average communication and understanding, and work together on their problems, their marriage probably will not be successful and rewarding to both parties. These special stresses and strains extend to the children as well. A special training program designed to increase the spouse's understanding and awareness of law enforcement activities will help in coping with family problems.

Provision of a counseling program for officers and their spouses is another method agencies may wish to consider as part of a stress reduction program. Psychologists familiar with law enforcement pressures can be used to discuss confidentially the job-related and marital problems of officers. Such programs provide an effective means of relieving the stress that officers experience on the job and at home. Such counseling is designed to assist all officers. Those who participate in therapeutic sessions should not be considered as being weak, sick, or unfit for duty. In fact, when counseling is effective, these officers are among the most fit in any department.

Knowing that one can discuss personal issues in confidence is a release for any individual who is troubled about a personal issue. Being able to "talk it out" enables the officer to reduce tension and feelings of being different or strange. The ability to clarify one's thoughts and emotions is extremely important. The psychologist can help the officer to discuss his doubts, fears, and feelings openly and honestly without having the officer feel uncomfortable.

The roles of supervisory personnel and the psy-

chologist must remain clear. The supervisor's role is to assist with personal problems. A supervisor can suggest that an officer seek the assistance of an agency's psychologist. Also, he can make an official departmental referral to the psychologist. When this occurs, the supervisor should describe to the psychologist the officer's work problems. However, the supervisor cannot expect to have access to the confidential information discussed by the officer and psychologist.

The Female Officer

Although the biological and social stresses stemming from the job are the same regardless of sex, female officers sometimes feel additional pressures. The rapidly increasing number of female officers assuming patrol duties requires recognition of the unique stresses that females in police work frequently encounter.

The female police officer often must perform her duties in an atmosphere of skepticism about her ability to physically and emotionally deal with the rigors of patrol work. Peer group influence is one of the greatest pressures operating within the police organization. The desire to be considered as a "good officer" by one's peers is a strong motivating force and acts as a defense mechanism. It bolsters and supports the individual officer's esteem and confidence which then allows the officer to tolerate higher levels of anger, hostility, and abuse from external sources.

For the female officer, attaining the approval of her peers may be a very frustrating task. She must surmount the prejudices stemming from societal influences depicting the female as the "weaker sex." Like her male counterpart, she must also overcome her doubts as to her ability to perform her duties effectively.

It is generally held that men and women exhibit different ways of expressing their feelings. Typically, a woman's expression of feelings is typically overt or externalized, while a man's feelings are more covert or internalized. There is no room in police work for extremes of emotional expression; however, there can be a balance between the patterns of men and women. There has to be some kind of behavioral outlet for feelings that are initially internalized. Male officers should not allow their emotional feelings and frustrations to build up to the point that when feelings are finally externalized they are uncontrollable. On the other hand, female officers cannot become emotional in crisis situations. Also, female officers must not equate emotional stability with unresponsive coldness. Normal human expressions of feelings, within reason, are certainly desirable within police work.

Discussion Guide

1. The effects of stress on officers can have legal ramifications with which agencies must become familiar. For example, in some jurisdictions, governmental immunity has been abolished and the governmental body can be held directly liable for a police officer's acts under the doctrine of "respondent superior," a legal theory that holds an employer liable for employee misconduct. Officer misconduct resulting from extreme stress would be included. Discuss the legal ramifications of stress in the areas of civil liability and workers' compensation.

A. Civil Liability

... The threat of civil liability hangs over the head of every officer and increases the stress commonly associated with policing.

... Police stress can result in psychological stress reactions that lead to police misconduct and subsequent civil liability.

... Stress related civil suits can include actions for false arrest, false imprisonment, malicious prosecution, assault and battery, defamation of character, invasion of privacy, use of excessive force, and negligence.

... A defendant officer can be liable if the plaintiff can prove by a preponderance of the evidence that:

- (1) the officer had a duty to act or that the officer's legal duty required him to refrain from doing a certain act;
- (2) the plaintiff suffered a legal injury by the officer's failure to comply with his duty.

B. Workers' Compensation

... While workers' compensation laws vary from state to state, the general rule is that workers will be compensated for any unexpected and sudden wrenching or breaking of a part of a bodily structure or for any failure of a vital bodily function that is brought about by the conditions of employment, or by the exertions of the worker during the performance of his duties.

... Such an injury is considered accidental even without an external and accidental happening.

... If the exertion or the conditions accelerate and aggravate or contribute to a preexisting infirmity, the general rule still applies in many jurisdictions.

... A disability caused by emotional stress or by anxiety may be compensable when the emotional stress was engendered by the nature of the employment and the working conditions.

... Some jurisdictions are viewing certain diseases caused by police stress as "occupational diseases" and thereby include them within the coverage of workers' compensation statutes.

... An occupational disease is one caused by employment conditions that create a risk of incurring the disease greater than the risk prevalent in employment and living conditions in general.

2. Research findings show that employees who have a high degree of participation in decisions which affect their work generally produce positive attitudes toward their work and high productivity. Although such participation is no panacea for improving employee morale, it is generally held that high participatory management is desirable. Discuss some of the positive effects of participation in decisions.

A. High Productivity

- ... low absenteeism
- ... low turnover
- ... high performance

B. Good Working Relations With

- ... immediate supervisor
- ... colleagues
- ... subordinates

C. Good Psychological State

- ... high job satisfaction
- ... high self-esteem
- ... low job-related threat
- ... low anxiety
- ... low depression
- ... low alienation

D. Good Health

- ... few sickness absences
- ... few doctor visits

E. High Self-utilization

- ... high use of professional skills and abilities
- ... high use of administrative skills

F. Positive Attitude Toward Work

- ... prefers to take on more work
- ... commitment to work
- ... innovates

G. Favorable Work Environment

- ... low role ambiguity
- ... responsibility for people
- ... responsibility for things

Acknowledgment

Dr. John G. Stratton, Director of Psychological Services for the Los Angeles County Sheriff's Department, provided valuable assistance in the preparation of this Training Key.

questions

The following questions are based on material in this Training Key. Select the best answers.

1. In attempting to minimize stress within a police agency, police administrators should not:

- (a) Show concern for personnel; this simply fosters weakness on a police force.
- (b) Encourage personnel to freely express their feelings about the job.
- (c) Foster a "superman" image that officers feel compelled to imitate.
- (d) Establish structured programs whose purpose is to increase self-understanding.

2. In addition to the stresses that male police officers experience, female officers

- (a) Must overcome the skepticism that exists within most police agencies.
- (b) Must overcome inferior physical capability.
- (c) Must surpass the performance of male officers.
- (d) Must resign themselves to limited career opportunities.

3. Individual police officers can help to reduce personal stress by

- (a) Proper diet.
- (b) Physical exercise.
- (c) Self-awareness.
- (d) All of the above.

answers

1. (c) Administrators should not expect police officers to function as robots.

2. (a) Many people within and outside of law enforcement do not want females to serve as officers.

3. (d) All of these activities can help to alleviate the effects of stress.

have you read . . . ?

Legal Points. International Association of Chiefs of Police, 11 Firstfield Road, Gaithersburg, MD 20760.

Each issue of the *Legal Points* narrows in on an aspect of law. Two recently published *Legal Points* discuss the legal aspect of police stress.



HOW TO LIVE WITH STRESS

In recent years researchers have concluded that stress can contribute to various medical problems--heart disease, high blood pressure, ulcers, asthma, headaches, and more. Even the common cold is sometimes included in the list. The theory is that stress breaks down your body's natural defense mechanisms and you fall prey to every virus that comes along.

Basically, stress is too much of a good thing. Faced with a crisis--emotional or physical--the human body has a fairly standard reaction: arousal hormones pour into the blood stream; the heart beats faster; blood sugar rises; the lungs suck in more oxygen, and so on. This is the "flight or fight" response that primes the body for action--and in some circumstances it can save your life. But if a crisis drags on and this demand on the body continues, the strain can be considerable. Serious illness may result.

tunnel vision
focused mental attention
digestion slows or ceases
BP ↑
muscle tense

STRESS
RESPONSE →

Not everyone reacts to stress the same way, however. Some people handle it much better than others--and stress researchers are trying to find out why. Dr. Hans Selye, a Canadian who pioneered the study of stress, thinks some people are actually stress seekers. "There is the racehorse type of person and there is the turtle," he says. "The difference is inborn. If you force a turtle to run like a racehorse, it will die; if a racehorse is forced to run no faster than a turtle, it will suffer." Every person has to find his own best stress level, the highest level of activity that is pleasant for him.

Stress has earned an unsavory reputation among law enforcement officers, and relieving it is big business. Pharmaceutical companies offer numerous drugs to alleviate tension; special clinics promise stress relief; meditation, biofeedback, and yoga are suggested routes to tranquility.

Drugs and alcohol are not the answer as they have obviously adverse side effects. Ignoring the problem is certainly not the answer as the effects of stress are cumulative, and the likelihood is great that you will eventually succumb. There are a variety of techniques available for helping us cope with stress, some appropriate and some not so appropriate. Here are some techniques for handling stress considered as appropriate by leading stress researchers:

#3
1. Learn to use leisure activities to relieve stress. Research indicates that some of us react to stress mentally, some physically and some with a combination of both. Knowing which way you express it can help you select a method for relieving it. If a crisis (argument, frustration, etc.) leaves you with a headache, the best stress reliever is an activity which distracts your mind--read a book, play chess, do a crossword puzzle. But, if a crisis leaves you jittery with fingers drumming and legs squirming, a brisk walk, a long swim, or some other strenuous exercise should restore tranquility. If you have both reactions to stress, try a physical activity that requires concentration, such as tennis.

2. Practice worry control. Leave your job problems at work. Worry control is equally important when you have a problem you can't do anything about. Deliberately turning off worries may seem an impossible task, but it can be done. Hobbies and human contact can be great distractions and so can physical activity as it burns off the excess energy generated by stress.

3. If a particular worry keeps nagging you, ask yourself "What is the worst that can happen?" Too often, we "awfulize" the worst that can happen out of perspective and make the consequences seem far worse than they actually might be. By putting the consequences of the worst that can happen into proper perspective, we rationalize the problem and alleviate stress.

4. Set priorities, especially if you're juggling dozens of tasks during your day. Start each day by listing what you have to do. Write "A" beside the most urgent, "B" beside the less urgent, and "C" beside those which can be postponed indefinitely. Setting priorities not only enables you to get the most important things done, it also makes you feel in control.

5. Remind yourself that some things are worth doing poorly. This may be a hard principle to accept--especially if you grew up on the maxim "Anything worth doing is worth doing well;" but it can be valuable. When the alternative is not

getting around to a task at all, it's often better to do a less than perfect job. Just getting a chore checked off your list can do a lot to relieve stress.

6. Put your money where your time is, if possible. Pay someone to perform the time-consuming chores you really don't have time to do.

7. If your schedule seems to keep you continually tired, set aside some self-indulgence time every day, even if its only fifteen minutes a day. Consider that time as important as other daily duties; don't give it up except in dire emergencies. You might spend the time doing yoga, relaxation exercises or reading. The important thing is for it to feel like a luxury.

8. If you've had a number of major changes in your life within the past year, don't overstress yourself by adding more. Research indicates that any major change--a promotion, a marriage, a divorce, a death in the family--can be stressful. The cumulative effect of too many changes in a short time can make you sick. Delay any major changes up to a year after you experience such an event, if at all possible.

9. Try to minimize hassles in your life by revamping attitudes. These hassles might include an argument with your spouse, a commute in heavy traffic, an overload of work, or friction with a co-worker. Studies have shown that these small everyday hassles can be as harmful in their cumulative effect as a major life crisis. If you can identify situations in your life that leave you feeling uptight, you may be able to erase that source of stress by changing the way you view it. If you're compulsive about being punctual, for example, the next time you feel tense because you're running behind schedule, ask yourself what's the worst that can happen if you're late. Usually the consequences aren't that terrible.

10. Pay attention to your uplifts, the small, ordinary things that make you feel good. Some examples of uplifts might be a compliment, getting enough sleep, feeling healthy, daydreaming or exercising. Some researchers believe these uplifts are what sustain us and help to maintain a balance with the hassles.

11. After weathering a tense situation, try to analyze the way you coped. People often develop habitual patterns of coping in particular situations. Sometimes a habitual response doesn't work well, but you need to be aware of the alternatives before you can break out of it. Let's say you've lost your temper. Afterward, you might concentrate on what you have to do next, go over the problem in your mind to try to understand it, get involved in another activity to take your mind off it, continue as if nothing happened, concentrate on something good that may come out of the argument, or go to sleep. Obviously, the best response varies with the individual.

12. Try to listen to what you're telling yourself when struggling with a problem. Thoughts can be slippery; it sometimes helps to think out loud. You may find yourself listening more carefully while doing this and be better able to determine the real problem within the set of facts you present yourself.

13. Remind yourself that not everyone has to like you. At times it's vital to be able to do without the good opinion of others. Only children need constant love as they are so vulnerable to and dependent upon the adult world for sustenance.

#1 14. Try exercising regularly. Some physiologists say strenuous exercise helps rid the body of harmful stress hormones, and many people find that exercise does take the edge off anxiety. Keeping physically fit also makes you better able to withstand stress. If we did the simple things we know we should do--getting enough sleep, not drinking too much, smoking very moderately (if at all), and exercising daily--we'd decrease the risk of stress-related illnesses just because the body would be in better shape. The body totals up the insults.

Program

- aerobic

- muscular strength + tone

- flexibility

15. If everything seems to be going wrong, take control of your life in a new way. Finish some chore you've been putting off, learn a new sport or hobby, take up meditation, or revamp your wardrobe. Give yourself the satisfaction of knowing you are in control of some part of your life.

#2 NUTRITION

16. If you're suffering from anxiety, depression, headaches, or other stress-related symptoms, consider getting outside help. A physician, psychologist or other counselor might be able to help you. A course in meditation training can also help relieve stress and slow the tempo of your days.

17. If you've found that your busy world has separated you from your religious ties, take some time out and restore these ties. Religion provides stress coping mechanisms in several ways--meditation in prayer, separation from problems, self-confidence--to mention a few. And these might be of significant benefit to you.

These suggested coping mechanisms are not all inclusive but they do offer you a starting point. Try the one most attractive to you or try several and test their results. Should you find some successful, then you're on your way to appropriately coping with stress.

FIRST AID
FOR YOUR
MENTAL HEALTH

TALK IT OUT - FIND A LEVEL-HEADED PERSON YOU CAN TRUST.

ESCAPE FOR AWHILE - FIND A SPOT OF PEACE AND QUIET.

WORK OFF YOUR ANGER - PITCH INTO EXERCISE OR HOBBIES.

GIVE IN OCCASIONALLY - ADMIT THAT YOU CAN BE WRONG.

DO SOMETHING FOR OTHERS - IT TAKES YOUR MIND OFF YOURSELF.

TAKE THINGS ONE AT A TIME - SHUN THE SUPERMAN URGE.

GIVE YOURSELF A PAT ON THE BACK FOR THE THINGS YOU DO WELL -

BUT DON'T TRY TO BE PERFECT.

GO EASY WITH CRITICISM - OTHERS HAVE VIRTUES, TOO.

GIVE THE OTHER FELLOW A BREAK - COOPERATION IS CONTAGIOUS.

MAKE YOURSELF AVAILABLE - OFTEN OTHERS ARE ONLY WAITING FOR
YOU TO MAKE THE FIRST MOVE.

SCHEDULE YOUR RECREATION - ESSENTIAL TO GOOD PHYSICAL AND
MENTAL HEALTH.

TELL SOMEONE YOU CARE.

BE ABLE TO LAUGH AT YOURSELF - AND SMILE, SMILE, SMILE.

WORDS FOR CALORIE COUNTERS

Do you have a weight problem? Have you ever tried to diet, and then V-ROOM! gained back most of the weight you lost? Worrying about weight is a popular diversion for Americans, and frankly, many people should be concerned about their weight.

The problem is *what* and *how much* to eat. Certain foods have more calories than other foods, so you should eat smaller or fewer portions of high-calorie foods. The calories in a pie aren't any more fattening than the calories in an apple—there are just more of them in the pie.

You should choose your calories for the "nutritional company" they keep—that is, pick foods which in addition to calories provide some of the vitamins, minerals, and protein you need. The Guide can help you to do this. Use it when selecting foods—keeping a cautious eye on the fifth group—Fats-Sweets-Alcohol—whose main contribution is calories.

If you are trying to control your weight, follow these guidelines:

1. Cut down on high-fat foods such as margarine, butter, highly marbled or fatty meats, and fried foods. Salad dressings, cream sauces, gravies, and many whipped dessert toppings are also high in fat.

2. Cut down on sugary foods such as candies; soft drinks and other sugar-sweetened beverages such as ades and punches; jelly, jam, sirups, honey; fruit canned in heavy sirup; pies, cakes, and pastries.

3. Cut down on or eliminate alcoholic drinks.

4. Cut down on portion sizes. Portions of some foods, such as meats, are hard to estimate. For example, a 3-ounce serving of cooked lean meat without bone is equivalent to a 3- by 5/8-inch hamburger pattie. What is your usual portion size?

5. Use whole milk or whole-milk products (most cheeses and ice cream) sparingly. Lowfat and skim-milk products, such as ice milk and skim-milk cheeses, provide fewer calories than their whole-milk counterparts.

6. Select cooking methods to help cut calories. Cook foods with little or no added fat and avoid deep-fat fried foods, which are high in calories because of the fat absorbed during cooking. For meat and poultry, trim off visible fat; either broil or roast on a rack. If braised or stewed, drain meat to remove fat. For fish, broil or bake. For vegetables, steam, bake, or boil; for an occasional change, stir-fry in a small amount of vegetable oil.

7. Be sure to count the nibbles and drinks enjoyed during social events and throughout the day as part of your day's calorie allotment.

Calorie Countdown¹

Calorie Countdown illustrates how foods vary in calories. Use it to help you select foods. If you need another serving from the Milk-Cheese group, for example, but want to take it easy on calories, choose ice milk rather than a milkshake. Other examples show how added fats, sugars, sauces, and other ingredients increase calories. Three calorie levels are shown for each type of food.



Lower	In-Between	Higher
1 cup raw vegetable salad without dressing (40) ¹	3/4 cup raw vegetable salad with 1 tablespoon French dressing (95)	1/2 cup potato salad (125)
1/2 cup cooked cabbage (15)	1/2 cup coleslaw (60)	2 rolls stuffed cabbage (260)
1 medium baked potato (95)	2/3 cup mashed potatoes prepared with milk and butter (125)	1/2 cup hashed brown potatoes (170)
1 medium raw apple (80)	1 sweetened baked apple (160)	1/8 of 9-inch apple pie (300)
1/2 cup fresh citrus sections (40)	1/2 cup jellied citrus salad (120)	1/2 cup lemon pudding (145)
1/2 cup cooked green beans (15)	1/2 cup stir-fried green beans (35)	1/2 cup green bean-mushroom casserole (70)
1/2 cup diced fresh pineapple (40)	1/2 cup canned pineapple chunks in natural juice (70)	1/2 cup canned pineapple chunks in heavy sirup (95)

¹Calorie values are shown within parentheses.

Calorie Countdown,¹ Con't.

BREAD CEREAL Group

Lower	In-Between	Higher
1 cup plain corn flakes (95) ¹	1 cup sugar-coated corn flakes (155)	1/2 cup crunchy cereal (See recipe p.42) (280 to 290)
1/2 cup steamed or boiled rice (85)	1/2 cup fried rice without meat (185)	1/2 cup rice pudding (235)
1 slice of bread (55 to 70)	1 corn muffin (125)	1 Danish pastry (275)
1/2 cup cooked noodles (100)	6 cheese ravioli with sauce (175)	1 cup lasagna (345)

MILK CHEESE Group

Lower	In-Between	Higher
1/2 cup (single dip) ice milk (95)	1/2 cup (single dip) ice cream (135)	1 cup vanilla milkshake (255)
1 oz. Cheddar cheese (115)	1 cup cheese souffle (260)	1 cup macaroni and cheese (430)
8 fl. oz. carton plain lowfat yogurt (145)	8 fl. oz. carton vanilla flavored yogurt (195)	8 fl. oz. carton yogurt with fruit or 2 dips frozen yogurt (225 to 240)

MEAT Poultry Fish BEANS Group

Lower	In-Between	Higher
2 oz. broiled chicken (95)	1/2 fried chicken breast (2-3/4 oz.) or 2 drumsticks (2-1/2 oz.) (160 to 180)	8 oz. individual chicken pot pie (505)
3 oz. lean hamburger (without bun) (185)	3 oz. regular hamburger (without bun) (235)	3-1/2 oz. cheeseburger (without bun) (320)
3 oz. lean roast beef (205)	3 oz. Swiss steak (315)	2/3 cup beef stroganoff over noodles (525)
2-1/2 oz. broiled cod with butter or margarine (120)	2-1/2 oz. fried, breaded ocean perch (160)	2-1/2 oz. baked stuffed fish (1/2 cup bread stuffing) (325)
1/2 cup boiled navy beans (95)	1 cup navy bean soup (170)	1 cup baked navy beans (310)
3 oz. boiled shrimp (100)	3 oz. fried breaded shrimp (190)	1/2 cup shrimp Newburg (285)

FATS SWEETS ALCOHOL Group

Lower	In-Between	Higher
1 teaspoon sugar (15)	2 tablespoons pancake sirup (120)	12 fl. oz. cola (145)
12 fl. oz. light beer or 3-1/2 fl. oz. dry wine (85 to 95)	12 fl. oz. regular beer or 3-1/2 fl. oz. sweet wine (140 to 150)	Tom Collins—1 fl. oz. gin & 6 fl. oz. Tom Collins mix (195)
3 oz. popsicle (70)	1/2 cup (single dip) sherbet (135)	1.2 oz. milk chocolate candy bar (175)

¹Calorie values are shown within parentheses.

Calorie Countdown Menus

The menus that follow illustrate how different foods can be added to a 1,200-calorie diet for an adult (the average calorie level provided by the suggested servings of the first four food groups) to increase the calorie level to 1,800 and 2,400 calories.

Note that in all diets both lowfat and whole milk are used. As the calorie level increases, larger or

additional servings from each of the five groups are added. For example, while the amount of meat and cheese remains the same for lunch at the three calorie levels, the amount of meat at dinner is increased. Strawberries and angelfood cake are added to dinner in the 1,800-calorie menu and ice milk enhances this dessert in the 2,400-calorie menu. More snacks are included at the highest calorie level. These snacks, of course, can be eaten any time.

1200 calories

Breakfast

Orange juice, 1/2 cup
Bran flakes with
raisins, 1/2 cup
Milk, whole, 1/2 cup
Whole-wheat toast, 1 slice
Coffee/Tea

Lunch

Sandwich:
Ham, 2 ounces
Cheese, 1 slice (1 oz.)
Lettuce
Tomato, 1/2 medium
Enriched bread, 2 slices
Apple, 1 medium
Coffee/Tea

Dinner

Beef roast, 3 ounces
Baked potato, 1 medium
Broccoli, 1/2 cup
Milk, skim, 1 cup

Snacks

Cucumber slices,
1 small cucumber
Carrot sticks, 3-4 strips
(2-1/2" to 3" long)

1800 calories

Orange juice, 3/4 cup
Bran flakes with
raisins, 1/2 cup
Milk, whole, 1/2 cup
Whole-wheat toast, 1 slice
Jelly, 2 tsp
Coffee/Tea

Sandwich:
Ham, 2 ounces
Cheese, 1 slice (1 oz.)
Lettuce
Tomato, 1/2 medium
Enriched bread, 2 slices
Salad dressing, 2 tsp
Apple, 1 medium
Coffee/Tea

Beef roast, 4 ounces
Baked potato, 1 medium
Broccoli, 1/2 cup
Roll, 1
Margarine, 1 tsp
Milk, lowfat (1%), 1 cup
Angelfood cake (1/16),
with strawberries, 1/2 cup

Peach, fresh, 1 medium

2400 calories

Orange juice, 1 cup
Bran flakes with
raisins, 1/2 cup
Milk, whole, 1/2 cup
Whole-wheat toast, 1 slice
Jelly, 1 tbsp
Coffee/Tea

Sandwich:
Ham, 2 ounces
Cheese, 1 slice (1 oz.)
Lettuce
Tomato, 1/2 medium
Enriched bread, 2 slices
Salad dressing, 2 tsp
Apple, 1 medium
Plain cookies, 4
Coffee/Tea

Beef roast, 5 ounces
Baked potato, 1 medium
Broccoli, 1/2 cup
Roll, 1
Margarine, 2 tsp
Milk, lowfat (2%), 1 cup
Angelfood cake (1/12),
with strawberries, 1/2 cup
and ice milk, 1/3 cup

Peach, fresh, 1 medium
Fruit-flavored yogurt, 1 cup
Banana, 1 small

NUTRITIONAL VALUES HANDOUT

	CALORIES	CARBOHYDRATES (grams)	PROTEINS (grams)	FATS (grams)
<u>ARTHUR TREACHERS</u>				
(fish, chips, coleslaw)				
3-piece dinner	1100	91	38	65
2-piece dinner	905	83	28	51
<u>BURGER CHEF</u>				
Hamburger	250	23	12	12
Cheeseburger	304	24	14	17
Double Hamburger	325	28	20	15
Double Cheeseburger	434	24	24	26
Big Shef	535	41	25	30
Super Shef	600	39	29	37
Skipper's Treat	604	39	29	37
Rancher Platter	640	44	30	38
Mariner Platter	680	85	32	24
French fries	187	25	3	9
Milkshake, Chocolate	310	48	9	9
<u>BURGER KING</u>				
Hamburger	290	29	15	13
Hamburger with cheese	350	30	18	17
Double meat hamburger	420	30	25	22
Double meat hamburger with cheese	530	32	30	31
Whopper	630	50	26	36
Double Beef Whopper	850	52	44	52
Whopper with cheese	740	52	32	45
Double Beef Whopper with cheese	950	54	50	60
Whopper Jr.	370	31	15	20
Whopper Jr. with cheese	420	32	18	25
Whopper Jr. with double meat	490	33	25	29
Whopper Jr. double meat pattie with cheese	550	34	28	34
Whaler	550	44	23	31
Whaler with cheese	650	45	28	40
Steak Sandwich	540	58	35	19
Onion Rings	270	29	3	16
French Fries	210	25	3	11
Milk Shake, Choc.	340	57	8	10
Milk Shake, Vanilla	340	52	8	11

	CALORIES	CARBOHYDRATES (grams)	PROTEINS (grams)	FATS (grams)
<u>KENTUCKY FRIED CHICKEN</u> (fried chicken, mashed potato, coleslaw, rolls)				
3-piece dinner				
Original	830	61	50	43
Crispy	1070	74	54	62
2-piece dinner				
Original	595	51	35	28
Crispy	665	40	37	40
<u>LONG JOHN SILVER</u> (fish, chips, coleslaw)				
3-piece dinner	1190	100	55	63
2-piece dinner	955	89	38	50
<u>MCDONALD'S</u>				
Hamburger	260	31	14	9
Cheeseburger	306	31	16	13
Quarter Pounder	418	33	26	21
Quarter Pounder with cheese	518	34	31	29
Big Mac	550	44	21	32
Filet-O-Fish	402	34	15	23
French fries	211	26	3	11
Egg McMuffin	352	26	18	20
Pork Sausage	184	trace	9	17
Scrambled Eggs	162	2	12	12
Shake, Chocolate	364	60	11	9
<u>PIZZA HUT</u> (cheese pizza)				
individual				
thick crust	1030	143	71	19
thin crust	1005	128	61	28
½ of 13-inch				
thick crust	900	113	65	21
thin crust	850	103	50	26
1 slice (1/8 of pie)	225	26	12½	6½
½ of 15-inch				
thick crust	1200	148	83	31
thin crust	1150	144	66	35

	CALORIES	CARBOHYDRATES (grams)	PROTEINS (grams)	FATS (grams)
<hr/>				
<u>SUBMARINE, HERO, GRINDER</u> (8-inch sandwich)				
Italian cold cuts	620	60	36	26
Roast Beef	600	55	46	22
Tuna	700	55	41	34
 <u>TACO BELL</u>				
Bean Burrito	343	48	11	12
Beef Burrito	466	37	30	21
Beefy Tostaka	291	21	19	15
Bellbeef	221	23	15	7
Bellbeef with cheese	278	23	19	12
Burrito Supreme	457	43	21	22
Combination Burrito	404	43	21	16
Enchirito	454	42	25	21
Pintos 'n Cheese	168	21	11	5
Taco	186	14	15	8
Tostada	179	25	9	6

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