

# Law Enforcement Selection

## Research Summaries

Michael G. Aamodt



POLICE EXECUTIVE  
RESEARCH FORUM

*Law Enforcement Selection: Research Summaries*

Copyright © 2004 Michael G. Aamodt  
All rights reserved

Police Executive Research Forum  
Washington, D.C.  
USA · 2004

ISBN: 1-878734-85-7

# Introduction

Ten years ago, I began a quest to find the relevant research conducted on law enforcement selection and then conduct a series of meta-analyses (quantitative reviews) to determine the validity of methods used to select law enforcement personnel. Though the project took longer than anticipated, it is now nearing completion. The outcome of the project is a set of three books, two of which are completed and a third which should be ready within a year. The first book, *Research in Law Enforcement Selection*, contains the results of the meta-analyses on the various methods used to select law enforcement personnel and was published in July, 2004 by BrownWalker Press ([www.BrownWalker.com](http://www.BrownWalker.com)). This book, *Law Enforcement Selection: Research Summaries*, contains summaries of the over 300 studies used to conduct the meta-analyses. A PDF version of this book can be obtained without cost from my website ([www.radford.edu/~mamodt/riles.htm](http://www.radford.edu/~mamodt/riles.htm)) or from the Police Executive Research Forum website ([www.policeforum.org](http://www.policeforum.org)). The book in progress, *Hiring Law Enforcement Personnel*, is an applied, non-technical guide to the best hiring practices.

This book provides a reference source for individuals interested in law enforcement selection. It contains statistical summaries of over 300 theses, dissertations, journal articles, and conference presentations that have investigated the validity of methods used to select law enforcement personnel. These methods include education requirements, cognitive ability, background variables (e.g., military experience), personality tests, assessment centers, and interviews. The aim of the book is to include enough information about a study that the reader will not need to consult the original source—an advantage when many of the original sources such as theses and dissertations can be difficult to obtain. Each summary contains complete citation information as well as information about the sample, the predictors and criteria used in the study, and the essential findings of the study.

If I have done my job properly, summaries of all journal articles, theses, and dissertations relevant to this topic from 1970–2003 are in this book. To find studies relevant to this project, studies older than 1970 and more recent than June, 2003 were included when found but inclusion outside of the years 1970-2003 would not be considered exhaustive. To find relevant studies, the following sources were used:

- *Dissertation Abstracts Online* was used to search for relevant dissertations. Interlibrary loan was used to obtain most of the dissertations. When dissertations could not be loaned, they were purchased from the University of Michigan dissertation service.
- *WorldCat* was used to search for relevant master's theses, dissertations, and books. *WorldCat* is a listing of books contained in many libraries throughout the world and was the single best source for finding relevant master's theses.
- *PsycInfo*, *InfoTrac OneFile*, *ArticleFirst*, *ERIC*, *Periodicals Contents Index*, *Factiva*, *Lexis-Nexis*, and *Criminal Justice Abstracts* were used to search for relevant journal articles and other periodicals.
- Hand searches of the *Journal of Police and Criminal Psychology*, *Journal of Criminal Justice*, *Journal of Police Science and Administration*, *Police Quarterly*, and *Public Personnel Management*.
- Reference lists from journal articles, theses, and dissertations were used to identify other relevant material.

Keywords used to search in electronic databases included combinations of occupational terms (e.g., police, law enforcement, sheriff) with predictors (e.g., education, personality, MMPI, CPI,

cognitive ability, IQ, military), methods (e.g., validity, relationship, predicting), and criteria (e.g., academy, performance, grades, commendations, discipline)

The search for documents finally stopped when computer searches failed to yield new sources and no new sources from reference lists appeared. To be included in this book, a study had to be an empirical investigation of the validity of a selection method applied to a law enforcement sample and had to include data. There were hundreds of articles on the topic of police selection that did not include data and these were not summarized.

For many of the studies, the statistics reported in the article or dissertation were converted from such statistics as chi-squares, *t*-tests, and *F* values into correlations (*r*) so that they would be easier for the reader to interpret. The formulas listed in Wolf (1986, p. 35) were used to convert a variety of statistics into correlations. When such conversions were made, they were noted in the summary. Some dissertations included raw data and when necessary, these data were entered into the computer and reanalyzed to provide relevant information.

My plan is to periodically update this book to include new research. If you know of a study that I did not include, please feel free to email me or send me a copy of the study so that it can be included in future editions. If you are the author of a study included in this book and do not want that study included, let me know and it will be removed in future editions. My contact information is:

Dr. Mike Aamodt  
Department of Psychology  
Radford University  
Radford, VA 24142-6946  
(540) 831-5513  
maamodt@radford.edu

When citing this book, please use the following:

Aamodt, M. G. (2004). *Law enforcement selection: Research summaries*. Washington, D.C.: Police Executive Research Forum.

## **Acknowledgements**

I would like to thank my wife Bobbie and son Josh for their support in working on this 10-year project. My guess is if they never hear the words “meta-analysis” or “police selection” again they wouldn’t complain. I would like to also thank Bud Bennett and his interlibrary loan staff at Radford University. Bud’s hard work and patience in getting other libraries to send dissertations, theses, and articles is much appreciated and this project could not have been completed without his help. Finally I would like to thank my colleagues in the Society for Police and Criminal Psychology for their support and encouragement throughout this project and to Radford University for granting me a one-semester sabbatical to finish the book.

## **References**

Aamodt, M. G. (2004). *Research in law enforcement selection*. Boca Raton, FL: BrownWalker Press. (ISBN 1-58112-428-7)

Wolf, F. M. (1986). *Meta-analyses: Quantitative methods for research synthesis*. Beverly Hills, CA: Sage.

---

# The Prediction of Use of Deadly Force by Police Officers in Simulated Field Situations

Rebecca Leslie Aadland  
California School of Professional Psychology, Los Angeles

---

**Citation:**

Aadland, R. L. (1981). *The prediction of use of deadly force by police officers in simulated field situations*. Unpublished doctoral dissertation, California School of Professional Psychology, Los Angeles.

**Essential Finding:**

- Study compared officers who used deadly force (n=35), had received complaints about excessive force (n=34), and who received commendations for using use-of-force restraint (n=35)
- Younger and less experienced officers fired more shots during a shooting simulation

**Subjects:**

N 104  
 Dept. Los Angeles Police Department  
 Gender 100% were men  
 Age  $M = 32.58$   
 Tenure  $M = 8.55$  years

**Independent Variables**

Self-esteem (Rosenberg Self-Esteem Scale)  
 Locus of Control  
 Androgyny (Bem Sex Role Inventory)  
 Demographics  
 Occupational attitudes

**Dependent Variables:**

Shooting Performance

**Findings**

Variable	Reliability		Total Number of Shots	Number of Out-of-Policy Shots
	Internal	Test-Retest		
Prior shooting history			- .15	.04
Age			- .21*	-.04
Job experience			- .23*	-.05
Military experience			-.05	-.08
Attitudes toward				
Prosocial violence			-.30*	-.21*
Department's shooting policy			.02	-.25*
Value of job to society			.17	.02
Importance of job to officer			-.05	-.07
Job's effect on home life			-.04	.04
Job satisfaction			.10	.03
Self-esteem (general)	.92	.85	.07	.08
Self-esteem (job specific)			-.05	.04
Androgyny (Bem)	.86	.89	.04	.01
Locus of control	.70	.72	.01	-.04

## Aadland (1981) continued

Variable	Commendation		Complaint		Shooting		Total Group	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Age	32.71	5.43	33.00	4.27	32.00	3.71	32.58	4.51
Job experience	7.89	4.11	8.91	3.43	8.85	3.70	8.55	3.75
Military experience (years)	2.80	3.17	3.51	3.71	2.15	2.31	2.83	3.14
Attitudes toward								
Prosocial violence	2.43	1.46	2.40	1.26	2.53	1.52	2.45	1.41
Department's shooting policy	5.71	2.42	6.03	2.38	5.38	2.34	5.71	2.37
Value of job to society	1.60	0.98	1.91	1.01	1.62	1.21	1.71	1.07
Importance of job to officer	13.06	2.90	14.54	2.65	12.71	3.32	13.44	3.04
Job's effect on home life	9.31	2.34	9.14	3.10	9.74	2.67	9.39	2.70
Job satisfaction	5.43	2.63	6.20	2.39	5.15	2.58	5.60	2.55
Self-esteem (general)	35.94	2.90	35.71	3.20	36.24	2.72	35.96	2.93
Self-esteem (job specific)	2.40	1.35	2.26	1.24	2.18	0.94	2.28	1.19
Androgyny (Bem)	21.71	12.24	19.89	14.5	18.32	15.48	19.99	14.06
Locus of control	6.77	3.99	7.49	3.74	6.50	3.77	6.92	3.82

---

# Relationship Between Education Level and Cadet Performance in a Police Academy

Michael G. Aamodt  
Radford University

William Flink  
Central Shenandoah Regional Criminal Justice Training Academy

---

**Citation:**

Aamodt, M. G., & Flink, W. (2001). Relationship between educational level and cadet performance in a police academy. *Applied HRM Research*, 6(1), 75-76.

**Essential Findings:**

- Education was significantly correlated with academy performance

**Sample**

N	301 cadets attending a regional law enforcement academy serving approximately 50 small to moderate law enforcement agencies in Virginia
Gender	89% were men, 11% were women
Race	Approximately 95% were White

**Predictor Information**

The predictor in the study was the cadets' level of education. Education was coded in three ways. The first was the number of years of education. For example, a high school graduate would receive a code of 12, a person with an associate's degree a code of 14, and a person with a bachelor's degree a code of 16. The second approach coded education on the basis of degree type. The coding for this approach is as follows:

- 1 = GED
- 2 = High School Diploma
- 3 = Some college, but no college degree
- 4 = Associate's degree
- 5 = Associate's degree and current work toward a bachelor's degree
- 6 = Bachelor's degree
- 7 = Master's degree

The third approach coded education based on the receipt of a college degree. Degree codes 1-3 were coded as 0 and degree codes 4-7 were coded as 1.

**Criterion Information**

The criterion measure was the average of 20 tests taken during the 16 weeks the cadets were in the academy. The internal reliability of the exams was .90. Because the average GPAs ranged from 88.3 to 95.5 across the 10 academy classes (overall average was 92.3), cadet grades in each class were standardized by subtracting the cadet's average from the class average and dividing by the class standard deviation.

## Findings

Correlations with Academy Performance		
Predictor	Raw Academy GPA	Standardized Academy GPA
Education		
Years of school	.20*	.34*
Education level	.17*	.32*
College degree (0=no, 1=yes)	.15*	.31*
Criminal justice major (0=no, 1=yes)	-.05	-.04
Sex (1=male, 2=female)	-.04	.03

Mean GPA by Education Level			
Education level	N	Raw GPA	Standardized GPA
GED	0		
High school diploma	105	91.61 <sup>a</sup>	-.37 <sup>a</sup>
Some college	88	92.22 <sup>ab</sup>	-.07 <sup>b</sup>
Associate's degree	24	92.78 <sup>ab</sup>	.38 <sup>c</sup>
Associate's degree +	5	93.67 <sup>ab</sup>	.58 <sup>c</sup>
Bachelor's degree	74	93.06 <sup>b</sup>	.38 <sup>c</sup>
Master's degree	5	94.26 <sup>ab</sup>	.78 <sup>c</sup>

Note: Means in a column are significantly different if they do not share the same superscript



---

## Personality Differences Between Police and Fire Applicants

Michael G. Aamodt & Wilson W. Kimbrough  
 Radford University & University of Arkansas

---

**Citation:**

Aamodt, M. G., & Kimbrough, W. W. (1985). Personality differences between police and fire applicants. *Journal of Police and Criminal Psychology, 1*(1), 10-13.

**Essential Findings:**

- Police and fire applicants had different personality patterns

**Subjects:**

N                    91 police applicants and 35 fire fighter applicants  
 Dept                Fayetteville, Arkansas Police and Fire Departments

**Independent Variables**

Job (police or fire)

**Dependent Variables:**

MMPI Scores  
 TEI Scores

**Findings:**

Test/Scale	Mean Test Scores		t	P <
	Police	Fire		
MMPI				
L	52.79	51.34	0.89	.40
F	50.88	50.85	0.01	.99
K	58.74	54.14	2.45	.02
Hypochondriasis (Hs)	50.22	46.37	2.29	.02
Depression (D)	51.34	53.00	-0.98	.33
Hysteria (Hy)	53.81	50.89	1.82	.07
Psychopathic deviate (Pd)	58.07	55.03	1.51	.13
Masculinity-Femininity (Mf)	54.48	53.77	0.41	.69
Paranoia (Pa)	51.62	54.37	-1.25	.22
Psychasthenia (Pt)	52.63	53.02	-0.23	.82
Schizophrenia (Sc)	53.25	50.68	1.13	.26
Hypomania (Ma)	57.12	58.57	-0.70	.49
Social introversion (Si)	47.70	50.54	-1.90	.05
Trait Evaluation Index				
Social orientation	11.14	12.51	-2.15	.03
Compliance	17.03	18.98	-3.21	.001
Benevolence	20.29	23.11	-2.87	.005
Elation	10.63	12.69	-3.23	.001
Personal adequacy	18.03	16.56	2.46	.02
Adaptability	13.98	14.87	-1.50	.13
Sincerity	17.85	15.92	2.94	.003
Masculinity	11.19	10.15	1.79	.07
Femininity	11.33	12.78	-2.60	.01

---

## Development of a Police Selection Battery: A Ten-Year Follow-Up

Michael G. Aamodt & Wilson W. Kimbrough  
Radford University & University of Arkansas

---

### Citation:

Aamodt, M. G., & Kimbrough, W. W. (1990). *Development of a police selection battery: A ten year follow-up*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Albuquerque, New Mexico.

### Essential Findings:

- There was little relationship among various predictors of police performance
- Applicants who failed the MMPI scored as well as other applicants on all other tests and interviews

### Subjects:

N 221 police applicants  
Dept Fayetteville, Arkansas Police Department  
Gender 90.3% were men, 9.7% were women  
Race White=98.6%, African American=1.4%  
Age  $M = 26.15$  (range 20-59)

### Independent Variables

Civil Service Commission Interview  
Police Department Interview  
MMPI (pass/fail)  
Nationally validated police test (Police Career Index)  
Locally validated police selection battery  
Cognitive ability (Wonderlic Personnel Test)

### Findings

Correlations among the seven battery components								
Predictor	Mean	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Civil service interview	21.38		.62*	.19	.05	-.10	.00	.18
2. Police department interview				.60*	.09	-.05	.00	.09
3. Nationally validated police test					.13	.30	.00	-.16
4. Locally validated police test						.22	.28	-.07
5. Cognitive ability (Wonderlic)	21.38						.15	.00
6. Physical agility test (0=fail, 1=pass)	88.10							.15
7. MMPI (0=fail, 1=pass)	83.10							

Correlations between MMPI scales and the seven components of the testing battery								
MMPI Scale	Mean n=173	(1) n=173	(2) n = 84	(3) n=87	(4) n=73	(5) n=173	(6) n = 35	(7) n=173
L	53.09	- .10	- .01	.20	- .09	- .30*	.15	.07
F	49.65	.01	.06	- .31*	.13	- .13	.00	.21*
K	59.22	- .06	.11	.46*	.19	.10	.17	.02
Hs	49.15	- .11	.01	.06	.25*	- .12	.53*	.28*
D	50.45	- .09	- .21*	.12	.07	- .17*	.51*	.20*
Hy	54.16	.04	.24*	.39*	.17	.08	.29	.19*
Pd	56.97	- .06	.04	.21	.25*	.07	- .03	.27*
Mf	54.08	.01	.15	- .13	.28*	.12	.38*	.19*
Pa	52.54	- .03	.10	.07	.16	.09	.02	.26*
Pt	52.07	- .02	- .07	.06	.23*	- .07	.43*	.18*
Sc	52.49	- .07	.06	.12	.16	- .01	.28	.33*
Ma	56.79	- .02	.08	.04	.14	.08	.13	.11
Si	46.86	- .21*	- .33*	- .39*	- .13	- .27*	- .16	.02

---

## A Study of Police Candidate Selection

Aurelius A. Abbatiello  
Chicago Civil Service Commission

---

### Citation:

Abbatiello, A. A. (1969). *A study of police candidate selection*. Paper presented at the 77<sup>th</sup> Annual Convention of the American Psychological Association, Washington, D.C.

### Essential Finding:

- Significant correlations between cognitive ability and academy performance

### Subjects:

N 274  
Dept. Chicago Police Department  
Gender 100% % were men  
Education < HS diploma=23.9%, HS diploma = 52.5%, >12<sup>th</sup> grade = 23.6%  
Academy length 14 weeks

### Independent Variables

Civil Service Exam

### Dependent Variables:

Academy Performance

### Findings

	Civil Service Test	Academy Grades	Instructor Ratings
Civil Service Test	(.92)	.35*	.25*
Academy Grades	.35*		.47*
Instructor Rankings	.25*	.47*	
Otis Test of Mental Ability	.62*		

---

# Relationship between the Performance Perspectives Inventory's Conscientiousness Scale and Job Performance of Corporate Security Guards

Joseph D. Abraham & John D. Morrison, Jr.  
A & M Psychometrics, LLC

---

## Citation

Abraham, J. D., & Morrison, J. D. (2003). Relationship between the Performance Perspectives Inventory's Conscientiousness scale and job performance of corporate security guards. *Applied H.R.M. Research*, 8(1), 45-48.

## Essential Findings

- Conscientiousness was significantly correlated with performance of security guards

## Sample

N        55 corporate security guards  
 Dept    A security company in the southeastern United States  
 Sex      66% were men and 34% were women  
 Race    White = 18%, African American = 77%, Hispanic = 4%, Unknown = 1%  
 Age      *M* = 42

## Independent Variable

Personality (Performance Perspectives Inventory)

## Dependent Variable

Supervisor ratings of performance

## Findings

Variable	Reliability		Performance	Demographic Variable			
	Alpha	Test-retest		Education	Sex	Race	Age
Overall Job Performance	.90	n/a	n/a	.14	.01	.05	.08
PPI Scale							
Conscientiousness	.88	.92	.30*	.16	-.01	.28*	.07
Achievement focus	.83	.73	.07	.22	.05	.35*	-.11
Diligence	.79	.89	.32*	.02	.26	.35*	-.16
Initiative	.72	.78	.28*	.05	.00	.21	.05
Organization	.75	.88	.17	.08	-.08	.09	.11
Thoroughness	.80	.81	.30*	.26	-.19	.09	.29*
Agreeableness	.78	.90	-.03	.21	.04	-.02	-.17
Extraversion	.79	.89	.20	.17	-.26	-.07	-.07
Openness	.84	.87	.13	.37**	-.18	.27	-.31*
Stability	.85	.86	.12	.23	.05	.33*	-.13

---

---

# The Effect of Professionalism on Police Job Performance: An Empirical Assessment

Owusu-Ansah Agyapong  
Florida State University

---

**Citation:**

Agyapong, O.A. (1988). *The effect of professionalism on police job performance: An empirical assessment*. Unpublished doctoral dissertation, Florida State University.

**Essential Finding:** Education was negatively correlated with most measures of performance

**Subjects:**

N 112  
 Dept. Medium sized police department in Florida (324 full-time personnel)  
 Gender 79% were men, 21% were women  
 Race White = 84.3 %, African American = 15.7%  
 Age  $M = 33.7$   
 Tenure  $M = 7.2$  years  
 Education  $M = 14.7$

**Independent Variables**

Education (number of years)

**Dependent Variables:**

Patrol Performance

**Findings:**

Performance Dimension	Education	Gender (1=m, 2=f)	Age	Race (1=W, 2=NW)	Years on Force
Work attitude	- .19	- .15	.07	- .26	.11
Control of conflict	- .37	- .22	.15	- .17	.22
Problem solving	- .29	- .28	.19	- .38	.38
Relationship with citizens	- .23	- .04	.15	- .15	.25
Task performance (non stress)	.07	.09	- .08	.06	.05
Task performance (stress)	.03	- .07	.07	- .02	.07
Citizen Commendations	.08	.05	- .25	- .20	- .13
Self-initiated activity	.03	- .04	- .12	- .28	- .15

---

# An Analysis of the Relationship Between Higher Education and Complaints Initiated Against Police Officers

Joel J. Allen, Jr.  
Michigan State University

---

## Citation:

Allen, J. J. (1996). *An analysis of the relationship between higher education and complaints initiated against police officers*. Unpublished master's thesis, Michigan State University.

## Essential Findings:

- Education not related to the *type* of complaints filed

## Subjects:

N 295 internal affairs investigations  
Gender 92% were men, 8% were women  
Race White=83.5%, African American=15%, other=1.5%  
Education HS=27.8%, some college=19.3%, college degree=19.3%, ma=1.4%

## Independent Variables

Education

## Dependent Variables:

Type of complaint

## Findings:

Complaint type	No College Degree		College Degree	
	N	%	N	%
Discrimination	15	6.4	7	11.5
Ethics	36	15.4	7	11.5
Use of force	43	18.4	14	23.0
Insubordination	7	3.0	2	3.3
Property	9	3.8	4	6.6
Substance abuse	8	3.4	1	1.6
Traffic	12	5.1	3	4.9
Verbal	63	26.9	17	27.9
Weapons	6	2.6	2	3.3
Other	35	15.0	4	6.6

Chi-square (9) = 6.71,  $p < .667$

---

---

# The Relationship Between Gender, Ethnicity, Age, and Personality Traits Among Police Officers

Dolly A. Allison  
California School of Professional Psychology

---

**Citation:**

Allison, D. A. (1991). *The relationship between gender, ethnicity, age, and personality traits among police officers*. Unpublished doctoral dissertation, California School of Professional Psychology.

**Essential Finding:**

- No substantial gender differences, some racial and age differences

**Subjects:**

N                            3,257 applicants to a large southeastern police department  
 Gender/Race            79.1% were men, 29% were White  
 Age                         Mean = 25 (range = 18 - 59)

**Independent Variables**

Race and Gender

**Dependent Variables:**

Personality (16-PF)

**Findings: Mean Stanine Scores**

16PF Scale	White		African American		Total (n=3,257)
	Women (n=129)	Men (n=834)	Women (n=553)	Men (n=1,761)	
Outgoing	4.7	4.2	4.5	4.1	4.3
Bright	5.3	5.2	4.3	4.3	4.5
Emotionally stable	5.6	5.8	4.8	5.1	5.3
Dominant	5.5	5.7	5.4	5.7	5.6
Happy-go-lucky	4.6	4.4	3.6	3.7	3.9
Conscientious	5.6	5.5	5.3	5.2	5.3
Venturesome	5.6	5.2	5.3	5.4	5.3
Tender-minded	4.2	3.1	4.0	3.4	3.5
Suspicious	4.6	4.4	5.0	4.7	4.7
Imaginative	3.6	3.0	3.5	3.4	3.3
Shrewd	3.1	3.5	4.7	4.4	4.2
Apprehensive	3.2	3.1	3.2	3.0	3.1
Q1: Experimenting	3.3	3.4	3.0	3.1	3.2
Q2: Self-sufficient	4.4	4.2	4.2	4.2	4.2
Q3: Controlled	6.1	6.2	6.6	6.7	6.5
Q4: Tense	3.0	2.9	3.1	3.0	3.0



---

## Development of Physical Ability Tests for Police Officers: A Construct Validation Approach

Richard D. Arvey, Timothy E. Landon, Steven M. Nutting, & Scott E. Maxwell  
University of Minnesota, Minneapolis Civil Service, & University of Notre Dame

---

**Citation:**

Arvey, R. D., Landon, T. E., Nutting, S. M., & Maxwell, S. E. (1992). Development of physical ability tests for police officers: A construct validation approach. *Journal of Applied Psychology*, 77(6), 996-1009.

**Essential Findings:**

- Physical agility demonstrated significant construct and criterion validity

**Subjects:**

N                    115 officers in the Minneapolis, Minnesota Police Department  
Gender            83.5% were men, 16.5% were women  
Age                  $M = 35.4, SD = 8.8$

**Independent Variables**

Physical agility

**Dependent Variables:**

Overall performance rating  
Supervisor rating of "control of conflict"  
Supervisor ratings on specific physical abilities

**Findings:**

---

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Grip strength	.34*	.37*	.51*	.50*	.47*	.09	.24*	.06	.10	.03
Dummy wrestling	.31*	.18	.31*	.33*	.24*	.20*	.17	.26*	.24*	.19*
Dummy drag	.17	.21*	.17	.29*	.23*	.20*	.24*	.26*	.24*	.17*
100-yard dash	.25*	.04	.24*	.21*	.23*	.37*	.28*	.38*	.40*	.40*
Obstacle course	.19*	-.02	.20*	.18	.20*	.43*	.29*	.50*	.42*	.40*
Sit-ups	.14	-.13	.09	.04	.09	.38*	.22*	.43*	.37*	.40*
Bench dips	.12	.02	.14	.03	.12	.38*	.25*	.31*	.32*	.32*
1-mile run	.18	-.05	.11	.10	.14	.38*	.34*	.43*	.43*	.35*
Lean body weight	.10	.31*	.44*	.43*	.33*	-.11	.01	-.09	-.11	-.21*
Body fat composition	-.33*	-.14	-.36*	-.34*	-.32*	-.50*	-.33*	-.51*	-.56*	-.56*
Gender (1=male, 2=female)	-.38*	-.34*	-.57*	-.51*	-.49*	-.10	-.24*	-.16	-.18	-.11
Age	.04	.36*	.12	.16	.06	-.17	-.07	-.23*	-.18	-.22*
Overall performance (1)		.31*	.67*	.64*	.71*	.52*	.60*	.41*	.53*	.52*
Handling Conflict (2)			.45*	.48*	.44*	.18	.12	.02	.12	.03
Wrestling (3)				.85*	.87*	.52*	.56*	.46*	.53*	.47*
Lifting and carrying (4)					.88*	.51*	.53*	.40*	.52*	.43*
Pushing & pulling (5)						.54*	.59*	.43*	.51*	.47*
General physical fitness (6)							.71*	.77*	.72*	.72*
Endurance (7)								.67*	.70*	.61*
Running (8)									.73*	.70*
Climbing (9)										.80*
Crawling and balancing (10)										

---

---

## A Longitudinal Predictive Study of Success and Performance of Law Enforcement Officers

Stanley P. Azen, Homa M. Snibbe, & Hugh R. Montgomery  
University of Southern California & Los Angeles Department of Personnel

---

**Citation:**

Azen, S. P., Snibbe, H. M., & Montgomery, H. R. (1973). A longitudinal predictive study of success and performance of law enforcement officers. *Journal of Applied Psychology, 57*(2), 190-192.

**Essential Findings:**

- Cognitive ability positively related to career advancement
- MMPI and Kuder Interest Survey related to other aspects of performance

**Subjects:**

N                    95  
Dept.                Los Angeles County Sheriffs Department  
Gender              100% were men

**Independent Variables**

Cognitive ability  
MMPI  
Kuder Vocational Preference Record

**Dependent Variables:**

Patrol Performance

**Notes**

- Article only presented data on the best predictors
- F values were converted to correlations (r) for the table below

**Findings:**

Predictor	Criterion		
	Rank Status	Supervisor Ratings	Auto Accidents
Cognitive ability	.26*		
MMPI – Hy	.20*		
MMPI – Ma			.31*
MMPI – D			-.20
Kuder Mechanical Interest	.25*	.24*	

---

## Predictors of Resignation and Performance of Law Enforcement Officers

Stanley Azen, Homa Snibbe, Hugh Montgomery, Joseph Fabricatore, Howard Earle

---

### Citation:

Azen, S. P., Snibbe, H. M., Montgomery, H. R., Fabricatore, J., & Earle, H. (1974). A longitudinal predictive study of success and performance of law enforcement officers. *American Journal of Community Psychology, 1*(2), 79-86.

### Essential Findings:

- Academy peer ratings related to FTO ratings
- MMPI Pt scale related to FTO ratings
- MMPI Mf scale related to tenure

### Subjects:

N 100  
Dept. Los Angeles County Sheriffs Department  
Gender 100% were men

### Independent Variables

MMPI  
Edwards Personal Preference Schedule

### Dependent Variables:

Patrol Performance

### Notes

- Article only presented data on the best predictors
- F values were converted to correlations (r) for the table below

### Findings

	Tenure	Correlations with Field Training Ratings	
		Authoritarian Training	Nonauthoritarian Training
N	100	42	26
Previous military experience	.27*		
MMPI – Mf	-.22*		
MMPI - Pt		-.36*	
EPPS Introception Scale	-.27*		
Academy peer rankings		.40*	.73*

---

## Psychological Assessment of Patrolman Qualifications in Relation to Field Performance

Melany E. Baehr, John E. Furcon, Ernest C. Froemel  
University of Chicago

---

**Citation:**

Baehr, M. E., Furcon, J. E., & Froemel, E. C. (1968). *Psychological assessment of patrolman qualifications in relation to field performance*. Washington, D.C.: Law Enforcement Assistance Administration

Baehr, M. E., Saunders, D. R., Froemel, E. C., & Furcon, J. E. (1971). The prediction of performance for Black and White police patrolmen. *Professional Psychology*, Winter, 46-57.

**Essential Findings:**

- A battery of tests predicted police performance across a variety of criteria

**Subjects:**

N                    367 police officers  
 Dept                Chicago Police Department  
 Gender             100% were men  
 Race                69% were White, 31% were African American

**Independent Variables**

Cognitive ability  
 Motivation (Personal History Index)  
 Vocational interest (Work Interest Index)  
 Creativity (Cree Test, AC Test of Creative Ability)  
 Social insight (Test of Social Insight)  
 Temperament (EPPS, Temperament Comparator)

**Dependent Variables**

Supervisor ratings – paired comparisons  
 Supervisor ratings – performance appraisal scale  
 Tenure  
 Awards  
 Complaints  
 Disciplinary actions  
 Number of arrests made  
 Times absent

**Findings**

- This study correlated a variety of test scores with performance. Unfortunately, the publication did not provide the correlations between the individual test scores and performance. Instead, the report listed the multiple R for each criterion, all of which were highly significant.
- The table below shows the correlations among the eight criteria

	1	2	3	4	5	6	7	8
1. Paired comparison rating		.64	.12	.33	.08	-.19	.36	-.14
2. Performance appraisal	.66		.17	.23	-.07	-.28	.06	-.07
3. Tenure	.16	.22		-.23	.10	.08	-.01	.03
4. Awards	.27	.24	.07		.11	-.04	.11	-.05
5. Complaints	.02	.08	.13	.27		.29	.42	.02
6. Disciplinary actions	-.10	-.04	.34	.18	.48		.09	.09
7. Arrests made	.19	.21	.05	.48	.23	.23		-.08
8. Times absent	-.06	-.04	.20	.01	.12	.34	.01	

Note: Correlations above the diagonal are for Group 1 (n=175) and correlations below the diagonal are for Group 2 (n=192)

---

## Personality Trait Differences Between Successful and Non-Successful Police Recruits at a Typical Police Academy and Veteran Police Officers

David Earl Balch  
United States International University

---

**Citation:**

Balch, D. E. (1977). *Personality trait differences between successful and non-successful police recruits at a typical police academy and veteran police officers*. Unpublished doctoral dissertation, United States International University.

**Essential Findings**

- Successful recruits scored higher on K, Hs, Pd, Pt, Sc, and Ma scales of MMPI and consistency and achievement scales of the EPPS and lower on F and Mf scales than did recruits who failed the academy

**Subjects**

N 50 veteran officers (5-10 years experience) and 100 cadets  
 Department Rio Hondo Police Academy (Whittier, CA)  
 Gender 100% were men  
 Academy length 12 weeks (510 hours)

**Independent Variables**

MMPI  
 Edwards Personal Preference Schedule (EPPS)

**Dependent Variables**

Passed Academy (0=no, 1 = yes)

**Findings**

Note: There appear to be problems with the failed-academy scores on the scales that include a k correction

	Academy Performance				
	Veteran Officers	Passed Academy	Failed Academy	<i>t</i> value	Correlation
Sample Characteristics					
N	50	50	50		
Age		23.14	25.08		
MMPI Scale					
L	48	48	48	0.53	.05
F	45	46	50	2.32*	-.23
K	59	60	56	2.15*	.21
Hs	52	50	39	8.96*	.67
D	53	51	51	0.13	.01
Hy	55	55	54	0.74	.07
Pd	58	58	48	3.50*	.33
Mf	53	53	57	2.27*	-.22
Pa	53	50	51	0.98	.10
Pt	50	52	38	13.85*	.81
Sc	52	53	40	10.85*	.74
Ma	55	58	53	8.12*	.63
Si	46	45	47	1.33	.13

Sample Characteristics	Veteran Officers	Academy Performance		<i>t</i> value	Correlation
		Passed Academy	Failed Academy		
N	50	50	50		
EPPS Scale					
Consistency	12.66	11.34	10.50	2.21*	.22*
Achievement	17.64	17.06	15.50	3.90*	.37*
Deference	11.66	12.40	12.43	0.05	.00
Order	12.59	12.60	13.05	0.62	-.06
Exhibition	14.86	15.48	15.25	0.37	.04
Autonomy	14.36	11.62	12.13	0.59	-.06
Affiliation	10.57	12.98	11.93	1.28	.13
Intracception	14.77	14.68	15.55	1.01	-.10
Succorance	8.32	9.36	10.15	0.96	-.10
Dominance	19.59	16.64	16.25	0.46	.05
Abasement	10.11	12.38	11.80	0.60	.06
Nurturance	10.16	13.34	13.18	0.17	.02
Change	15.39	14.20	15.43	1.35	-.14
Endurance	16.11	16.16	16.33	0.18	-.02
Heterosexuality	22.89	18.80	18.50	0.25	.03
Aggression	15.41	12.46	12.56	0.11	-.01

---

# Stress and Police Officer Performance: An Examination of Effective Coping Behavior

Stephen R. Band & Caroline A. Manuele  
F.B.I. & Fordham University

---

## Citation:

Band, S. R., & Manuele, C. A. (1987). Stress and police officer performance: An examination of effective coping behavior. *Journal of Police and Criminal Psychology*, 3(3), 30-42.

## Essential Findings:

- Self-coping efficacy was significantly correlated with patrol performance

## Subjects:

N 60 uniformed police officers  
Dept Urban police department  
Gender 100% were men  
Race 95% were White, 5% were Hispanic  
Age  $M = 31.45$  (range 22-43)

## Independent Variables

Self-esteem (Tennessee Self-Concept Scale)  
Self-coping efficacy (Self-Coping Inventory)

## Dependent Variables:

Patrol Performance

## Findings

Test	Performance Ratings			Maladaptive Coping	Education
	Supervisor 1	Supervisor 2	Self-Rating		
Self-esteem (SE)	.02	.01	.41*	-.55*	
Self-coping efficacy	.32*	.30*	.50*	-.52*	.25*
Productive	.38*	.29*			
Active	.18	.19			
Flexible	.19	.28*			
Maladaptive coping	-.25	-.12	-.36*		
Self-appraisal of competence	.23	.15			

---

# The Relationship of Personality Styles to Police Job Performance

Doreen E. Banks  
California School of Professional Psychology

---

**Citation:**

Banks, D. E. (1988). *The relationship of personality styles to police job performance*. Unpublished doctoral dissertation, California School of Professional Psychology.

**Essential Finding:**

- Several scales of the Millon Clinical Multiaxial Inventory (MCMI-I) were related at significant, but small, levels to the number of complaints received

**Subjects:**

N                            365 metropolitan police officers in a southeastern city  
 Gender/Race            88.5% were men, 58.1% were White  
 Experience              Mean tenure = 11.96 years (range 2.61 - 29.32)

**Independent Variables**

Personality (MCMI-I)

**Dependent Variables:**

Number of complaints

**Findings**

MCMI Scale	Mean	Correlations with Complaints		
		Total Complaints	Internal Complaints	External Complaints
Schizoid	31.82			
Avoidant	27.79			.10*
Dependent	42.20		-.10*	
Histrionic	62.15			
Narcissistic	68.21			
Antisocial	63.24			
Compulsive	65.47	-.15*	-.12*	-.14*
Passive aggressive	28.66	.11*		
Schizotypal	37.41	-.09*	-.14*	.17*
Borderline	37.39		-.09*	
Paranoid	60.91			
Anxiety	51.09	-.11*	-.18*	
Somatoform	52.64	-.15*	-.19*	
Hypomanic	36.43			
Dysthymic	51.04	-.14*	-.18*	
Alcohol abuse	34.00			.10*
Drug abuse	54.88			.09*
Psychotic thinking	40.33			
Psychotic depression	30.79			
Psychotic delusion	51.76			



# The Relationship Between Education and Police Work Performance

Carmine R. Baratta  
University of Baltimore

## Citation:

Baratta, C. R. (1998). *The relationship between education and police work performance*. Unpublished master's thesis, University of Baltimore.

## Essential Findings:

- Study tracked the careers for 15 years of 188 police officers who graduated the academy in 1979. Results showed few differences between officers with college degrees and officers without college degrees.

## Sample

N 188 police academy graduates  
Gender 85.6% were men and 73.4% were white  
Age  $M = 24.2$   
Education  $M = 13.5$  years, HS=41.5%, some college=36.4%, BS=23.9%

## Independent Variable

Education (1=HS, 2=some college, 3=bachelor's degree)

## Dependent Variables

Use of force, awards and commendations, discipline problems, absenteeism

## Findings

	% with zero				Correlation with Education	
	Total	HS	College	BS	r	Chi-Square
Accidents (0, 1, 2+)	54.8	59.0	44.6	62.2	.02	5.95
Use of Force Measures						
Use of force incidents (0, 1+)	71.3	71.8	63.1	82.2	-.07	4.78
Use of spray incidents (0, 1+)	92.6	94.9	89.2	93.3	.04	1.69
Use of hands/fists incidents (0, 1+)	88.3	85.9	86.2	95.6	-.11	3.02
Use of baton incidents (0, 1+)	84.6	80.8	84.6	91.1	-.11	2.34
Use of gun incidents (0, 1+)	82.4	87.2	72.3	88.9	.01	7.12
Good Performance Measures						
Medals awarded (0, 1+)	68.1	57.7	73.8	77.8	-.18*	6.82
Ribbons awarded (0, 1+)	41.4	37.2	36.9	55.6	-.13	4.83
Commendation letters (0, 1+)	77.1	75.6	80.0	75.6	-.01	0.47
Problems						
Sustained complaints (0, 1+)	28.2	31.4	26.6	20.2	-.08	1.39
Light discipline actions (0, 1+)	44.1	42.3	44.6	46.7	-.03	0.30
Moderate discipline actions (0, 1+)	56.9	59.0	46.2	68.9	-.05	5.84
Severe discipline actions (0, 1+)	90.4	85.9	90.8	97.8	-.16*	4.67
Absenteeism						
Line of duty injuries (0, 1+)	45.7	46.2	46.2	44.4	.01	0.04
Non-line of duty sick leave (0, 1+)	31.9	30.8	35.5	28.9	.01	0.60

Note: Tabular data from the thesis were entered into SAS to compute the correlations for this chart

---

# A Study to Predict the Performance of Cadets in a Police Academy Using a Modified CLOZE Reading Test, a Civil Service Aptitude Test, and Educational Level

Christine Barbas  
Boston University

---

**Citation:**

Barbas, C. (1992). *A Study to Predict the Performance of Cadets in a Police Academy Using a Modified CLOZE Reading Test, a Civil Service Aptitude Test, and Educational Level*. Unpublished doctoral dissertation, Boston University.

**Essential Findings:**

- Education, reading, and cognitive ability were significantly related to the final grade in the police academy

**Subjects:**

N	50
Gender	87.3% were men, 12.7% were women
Race	White=88.7%, African American=9.9%, Asian=1.4%
Age	$M = 28.18$
Education	$M = 14.09$ years, Range = 10-17
Academy length	16 weeks
Academy GPA	$M = 91.94$ , $SD = 3.47$

**Independent Variables**

Education (years)  
Reading (specially developed reading test)  
Cognitive Ability (locally developed Civil Service Exam)

**Dependent Variables:**

Final grade in the academy

**Findings**

Variable	Mean	SD	Education	Reading	Cognitive Ability	Academy Grades
1. Education	14.09	1.57		.30*	.33*	.35*
2. Reading	79.40	10.41		(.92)	.52*	.69*
3. Cognitive ability	96.04	3.49				.63
4. Final academy grade	91.94	3.47				

Note: The raw data for the study are contained in Appendix B of the dissertation

---

## Predictive Validation of the MMPI for Small-Town Officers Who Fail

Curt R. Bartol  
Castleton State College

---

### Citation:

Bartol, C. R. (1991). Predictive validation of the MMPI for small-town police officers who fail. *Professional Psychology: Research and Practice*, 22(2), 127-132.

### Essential Finding:

- Significant negative correlations between MMPI L, Pd, and Ma scales and patrol performance

### Subjects:

N 600  
Dept. Various small town departments in Vermont  
Race 100% were white  
Gender 89% were men, 11% were women

### Independent Variables

MMPI

### Dependent Variables:

Patrol Performance

### Findings:

MMPI Scale	Mean	Overall Performance	Job Knowledge	Judgment	Dealing with the Public	Responsiveness to Supervision
L		-.09*	-.11*	-.10*	-.05	-.11*
F		-.01	.05	.04	.03	.02
K		.06	-.02	.06	.04	.05
Hs						
D						
Hy		.06	-.02	.01	.06	.09*
Pd		-.16	-.03	-.04	-.11*	-.15*
Mf						
Pa						
Pt						
Sc						
Ma		-.18	-.03	-.10	-.08	-.18*
Si						

---

## Psychological Characteristics of Small-Town Police Officers

Curt R. Bartol  
Casteleton State College

---

**Citation:**

Bartol, C. R. (1982). Psychological characteristics of small-town police officers. *Journal of Police Science and Administration*, 10(1), 58-63.

**Essential Finding:**

- Below-average cops had higher Mf scores than average and above average cops.

**Subjects:**

N 102  
 Dept. Various small town departments in Vermont (small < 40,000, most were < 5,000)  
 Race 100% were white  
 Gender 100% were men  
 Age Mean = 23.4 (range 20-38)

**Independent Variables**

MMPI

**Dependent Variables:**

Patrol Performance

**Findings:**

MMPI Scale	Patrol Performance						Total		Correlation
	Above Average		Average		Below Average		Raw	T-Score	
	Raw	T Score	Raw	T Score	Raw	T-Score			
Sample size	36		42		24		102		60
L	3.72	48.88	4.05	50.15	3.16	46.64	3.72	48.88	.11
F	3.11	50.33	2.61	49.22	3.33	50.99	2.96	49.92	- .03
K	16.05	57.10	17.80	60.60	15.50	56.00	16.64	58.28	.05
Hs	11.00	49.00	11.95	51.85	13.33	54.99	12.11	52.22	- .29
D	17.72	52.44	17.95	52.90	18.00	53.00	17.88	52.76	- .03
Hy	18.00	53.00	20.42	56.84	20.67	57.36	19.63	55.63	- .24
Pd	20.22	53.44	21.42	55.84	24.83	63.66	21.80	56.60	- .46
Mf	23.72	56.44	24.05	57.10	28.33	65.66	24.94	58.88	- .41
Pa	9.67	54.34	9.57	54.71	10.00	56.00	9.71	55.13	.05
Pt	24.5	54.00	24.33	53.66	27.20	59.40	25.00	55.00	- .27
Sc	23.78	52.56	24.38	53.76	25.70	56.40	24.66	54.32	- .15
Ma	17.50	51.50	19.71	57.13	22.17	63.34	19.74	57.22	- .47
Si	21.78	46.78	21.52	46.52	20.33	45.33	21.33	46.33	.09

---

## Women in Small-Town Policing

Curt R. Bartol, George T. Bergen, Julie S. Volckens, & Kathleen M. Knoras  
Casteleton State College

---

### Citation:

Bartol, C. R., Bergen, G. T., Volckens, J. S., & Knoras, K. M. (1992). Women in small-town policing. *Criminal Justice and Behavior*, 19(3), 240-259.

### Essential Finding:

- K Scale of the MMPI significantly predicted performance of female police officers

### Subjects:

N	60
Dept.	Various small town departments in Vermont (small < 40,000, most were < 5,000)
Race	100% were White
Gender	50% were women, 50% were men (men were a matched sample)
Age	Mean = 33

### Independent Variables

MMPI

### Dependent Variables:

Patrol Performance

### Findings:

MMPI Scale	Correlation with Patrol Performance
L	- .19
F	.00
K	.24*
Hs	.03
D	- .08
Hy	.03
Pd	.05
Pa	.02
Pt	- .18
Sc	.00
Ma	.02
Si	.13

---

# The Changing Cop: A Longitudinal Study of Psychological Testing Within Law Enforcement

Alan W. Benner  
Saybrook Institute

---

**Citation:**

Benner, A. W. (1991). *The changing cop: A longitudinal study of psychological testing within law enforcement*. Unpublished doctoral dissertation, Saybrook Institute (now called the Saybrook Graduate School in San Francisco).

**Essential Finding:**

- Officer's scores on several MMPI and CPI scales changed after 12 years
- Several MMPI and CPI scales differentiated officers who remained after 12 years from those who left (mostly due to discipline or performance problems)

**Subjects:**

N                    44 police officers  
 Dept.                Various small town departments in Vermont (small < 40,000, most were < 5,000)  
 Race                 White=70%, African American=13%, Asian=9%, Hispanic=7%, Other=1%  
 Gender              93.2% were men, 6.8% were women  
 Military service   18% had military experience

**Independent Variables**

**Dependent Variables:**

MMPI  
CPI

**Findings**

MMPI Scale	Entire Department	Pre-Post Comparison Sample				Officers Who Left	Sample v. Officers Who Left	
	Pre-test	Pre-Test	Post-Test	Pre-Post		Pre-Test		
	N=96	N=44	N=44	N=44		N=46	df = 88	
	Mean	Mean	Mean	t-value	p. <	Mean	t	r
L	51.52	51.49	48.91	- 1.97	.06	55.14	2.24	.23*
F	48.43	48.15	50.13	2.19	.03	48.24	0.10	.01
K	57.13	56.94	56.33	- 0.41	.68	61.31	2.79	.29*
Hs	49.26	48.91	53.25	3.21	.003	52.30	2.79	.29*
D	51.33	50.51	56.26	4.09	.000	51.07	0.36	.04
Hy	54.82	52.34	55.82	3.34	.002	57.43	3.77	.37*
Pd	58.92	55.25	58.50	2.06	.05	58.60	1.82	.19
Mf	57.97	58.91	58.80	- 0.08	.93	57.87	- 0.54	- .06
Pa	52.67	50.21	53.77	2.45	.02	54.25	2.69	.28*
Pt	53.41	51.59	54.80	2.11	.04	54.14	1.84	.19
Sc	54.84	53.43	54.81	0.96	.34	55.36	1.50	.16
Ma	60.57	57.54	56.65	- 0.56	.58	60.63	1.51	.16
Si	45.03	46.67	50.02	2.59	.01	42.73	- 2.93	- .30*

CPI Scale	Entire Department	Pre-Post Comparison Sample				Officers Who Left	Sample v. Officers Who Left	
	Pre-test	Pre-Test	Post-Test	Pre-Post		Pre-Test		
	N=93	N=43	N=43	N=43		N=43	df = 84	
	Mean	Mean	Mean	t-value	<i>p.</i> <	Mean	<i>t</i>	<i>r</i>
Do	56.00	56.31	54.08	- 1.13	.27	55.87	0.21	.02
Cs	51.26	51.82	50.39	- 0.84	.41	54.73	1.80	.19
Sy	53.86	54.61	49.10	- 3.87	.000	56.20	0.87	.09
Sp	59.18	59.83	58.36	- 1.00	.32	58.32	- 0.86	- .09
Sa	55.57	55.22	52.44	- 1.88	.07	55.95	0.73	.08
Wb	53.70	53.43	51.07	- 1.57	.12	58.01	2.56	.27*
Re	47.13	46.96	44.16	- 2.10	.04	49.95	1.60	.17
So	52.91	50.43	47.98	- 2.17	.04	53.78	1.73	.19
Sc	54.62	51.39	52.91	0.84	.41	57.02	2.76	.29*
To	52.35	52.12	50.58	- 1.25	.22	57.11	2.96	.31*
Gi	55.57	54.34	50.38	- 2.11	.04	60.38	2.71	.28
Cm	53.55	53.89	55.56	1.15	.26	53.19	- 0.38	.04
Ac	55.47	56.01	55.30	- 0.43	.67	60.24	- 2.29	- .24*
Ai	53.40	56.83	57.29	0.32	.75	57.96	0.62	.07
Ie	51.34	52.70	50.64	- 1.42	.16	55.24	1.62	.17
Py	57.75	56.56	56.22	- 0.21	.83	58.55	1.14	.12
Fx	48.83	48.27	50.13	1.20	.24	52.39	1.76	.19
Fe	47.21	45.00	45.77	0.50	.62	48.71	1.99	.21*

---

# The Effects of Education on Police Values and Performance: A Multivariate Analysis of an Explanatory Model

Richard R. Bennett  
University of Michigan

---

**Citation:**

Bennett, R. R. (1978). The effects of education on police values and performance: A multivariate analysis of an explanatory model. In Wellford, Charles (Ed) *Quantitative Studies in Criminology*. Beverly Hills, CA: Sage.

**Essential Findings:**

- Education was negatively related to performance

**Subjects:**

N                                    103  
Dept.                                Four medium sized southern municipal departments (range 329-1000 sworn personnel)

**Independent Variables**

Education  
Value similarity (Rokeach Value Survey)

**Dependent Variables:**

Patrol Performance (field training)

**Notes**

- The article included a path-analytic model
- The coding in the model may have been wrong. The zero-order correlation between education and SES in Table 1 was a -.22 (which doesn't make sense) but was shown as positive in Table 4. Could the same be true of the educational variable? Also, how can education and major be correlated?

**Findings:**

	(1)	(2)	(3)	(4)	(5)	(6)
1. Field training performance		-.20		-.14		
2. Education			-.34*	-.20	-.24*	-.22*
3. Criminal justice major				.07	.04	-.13
4. Value similarity with department					.69*	-.04
5. Reference group affiliation						-.12
6. Socioeconomic status						



---

## Truncated Component Regression, Multicollinearity and the MMPI's Use in a Police Officer Selection Setting

Ira H. Bernstein, Lawrence S. Schoenfeld, & Raymond M. Costello  
University of Texas at Arlington and University of Texas at San Antonio

---

### Citation:

Bernstein, I. H., Schoenfeld, L. S., & Costello, R. M. (1982). Truncated component regression, multicollinearity and the MMPI's use in a police officer selection setting. *Multivariate Behavioral Research, 17*, 99-116.

### Essential Finding:

- MMPI dimensions were significantly correlated with performance

### Subjects:

N 91

### Independent Variables

MMPI

### Dependent Variables:

Patrol Performance

Academy Performance

### Notes

- Factor analysis revealed five MMPI factors  
Factor I (general pathology): Hs, Pd, Pa, Pt, Sc, Ma  
Factor II (bipolar): Hy, Hs, K, Ma(-)      Factor III (introversion): Si  
Factor IV: Pa, MF, L(-), K(-)      Factor V: F-K
- All criteria except for academy score, sick days, and disciplinary days were dichotomized

### Findings:

Criterion	MMPI Factor				
	I	II	III	IV	V
Academy score	-.29*	.22*	.08	.09	-.18*
Sick days	.07	.02	-.05	-.02	.05
Disciplinary days	-.13	.01	.18*	.06	.25*
Disciplinary actions	-.17	.04	-.02	.12	.15
Citizen complaints	-.19*	-.02	.06	.04	.32*
Grounded complaints	-.17	.09	.06	-.01	.19*
Auto accidents-chargeable	.10	.06	-.04	-.07	.15
Auto accidents-unavoidable	-.05	.00	-.13	.17	.15
Injuries	-.11	-.13	-.23	.03	.33*

---

# The Prediction of Police Academy Performance and On-the-Job Performance From Police Recruit Screening Measures

Francis David Bertram  
Marquette University

---

**Citation:**

Bertram, F. D. (1975). *The prediction of police academy performance and on-the-job performance from police recruit screening measures*. Unpublished doctoral dissertation, Marquette University

**Essential Findings:**

- Civil service exam highly correlated with most ratings
- Physical agility test negatively correlated with most ratings

**Subjects:**

N                            51 (of 532 applicants, 51 entered academy)  
Race                        Black= 19.6% of cadets and 10.7% of applicants, White 81.4% and 89.3% respectively

**Independent Variables**

Civil Service Exam ( $\alpha = .90$ )  
Physical Agility Test

**Dependent Variables:**

Field Training Performance  
Year 1 Patrol Performance

**Findings**

	Civil Service Exam	Physical Agility	Oral Interview
Academy Field Training Ratings			
Appearance	.17	- .02	.09
Attitude	.31*	- .40*	.15
Ability to learn	.46*	- .39*	.36*
Self-confidence	.18	- .45*	.07
Willingness to work	.26*	- .33*	.16
Job knowledge	.35*	- .37	.17
Work quality	.42*	- .22	.31*
Work quantity	.39*	- .46*	.17
Reliability	.23	- .39*	.17
Eagerness to learn	.19	- .33*	.15
Median Rating	.29*	- .39*	.17
Patrol Performance Ratings			
Aggressiveness & initiative	- .05	- .28*	.11
Ability	.35*	- .13	.15
Conduct	.48*	- .05	.18
Judgment	.30*	- .23	.07
Temperament	.30*	- .23	.07
Appearance	.16	.05	.26*
Physical condition	.13	.09	.27*
Reliability	.29*	.01	.10
Median Rating	.30	- .02	.13

## Parameters in the Prediction of Police Officer Performance

Larry Beutler, Alan Storm, Patricia Kirkish, Forrest Scogin, & John A. Gaines  
University of Arizona College of Medicine

**Citation:**

Beutler, L., Storm, A., Kirkish, P., Scogin, F., & Gaines, J. A. (1985). Parameters in the prediction of police officer performance. *Professional Psychology: Research and Practice*, 16(2), 324-335.

**Essential Finding:**

- Significant correlations between MMPI scales and patrol performance

**Subjects:**

N                      65 officers from two college police departments and one urban police department  
Gender                92.2% were men, 7.8% were women  
Age                     $M = 27$

**Independent Variables**

MMPI

**Dependent Variables:**

Patrol Performance

**Findings:**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Vehicle reprimands			.03	-.22	.11	.17	-.05		
2. Force reprimands			.02	-.04	.27*	.26*	.02		
3. Continuing education				.15	.04	.06	.13		
4. Commendations					-.01	.15	.01		
5. Grievances						.20	.05		
6. Suspensions							.17		
7. Referrals for counseling									
8. Supervisor rating of interpersonal ability									.39*
9. Supervisor rating of technical proficiency									
Gender (1=male, 2=female)								-.30	
Eysenck lie scale		.28*							
Shipley IQ						.32*			
Bender Gestalt		-.24				-.28	.12		.23
MMPI Scale									
L									
F									
K									
Hs		-.27							
D					-.32				
Hy									
Pd	-.18								
Mf									
Pa									.23
Pt	.25								
Sc									
Ma									
Si									

---

## Changing Personality Patterns of Police Officers

Larry E. Beutler, Paul D. Nussbaum, & Keith E. Meredith  
University of Arizona College of Medicine

---

**Citation:**

Beutler, L.E., Nussbaum, P. D., & Meredith, K. E. (1988). Changing personality patterns of police officers. *Professional Psychology: Research and Practice*, 19(5), 503-507.

**Essential Finding:**

- Significant correlations between MMPI scales and patrol performance

**Subjects:**

N                    25 officers who took the MMPI at the beginning and end of a 2-year interval  
 Department      University of Arizona campus police  
 Gender            100% were men  
 Race                100% were white  
 Age                 *M*=32.64 at the beginning of the interval

**Independent Variables**

Time interval

**Dependent Variables**

MMPI Score

**Findings**

	Personality Scores				Tenure	
	Start of Career	2 Years Later	Significant Difference?	4 Years Later	Quit Prior To 4 years	Still employed At 4 years
Sample Size	25	25		11	14	11
MMPI Scale						
L	48.36	49.80	No	51.91	46.93	50.18
F	49.20	50.76	No	52.64	49.36	49.00
K	59.76	60.60	No	62.55	58.14	61.82
Hs	50.60	51.12	No	57.00	49.50	52.00
D	50.64	50.36	No	53.82	49.14	52.55
Hy	58.36	56.72	No	62.73	56.50	60.73
Pd	58.00	59.88	No	64.27	56.29	60.18
Pa	54.52	55.40	No	61.91	52.21	57.45
Pt	51.80	50.88	No	55.27	51.71	51.91
Sc	52.52	52.28	No	54.73	53.00	51.91
Ma	58.76	59.20	No	54.91	58.14	59.55
Si	45.48	44.76	No	42.27	47.50	42.91
MAC	22.52	25.16	Yes	27.09	21.50	23.82

---

# Personality Testing and Police Selection: Utility of the “Big Five”

Jonathan Black  
New Zealand Police Headquarters

---

## Citation:

Black, J. (2000). Personality testing and police selection: Utility of the “Big Five.” *New Zealand Journal of Psychology*, 29(1), 2-9.

## Summary and Essential Findings:

- Cognitive ability significantly predicted performance in the academy
- Many of the “Big 5” personality factors were related to academy performance
- Cognitive ability (11%) and conscientiousness (6%) together accounted for 17% of the variance in academy performance

## Subjects

N 284  
Dept Royal New Zealand Police College  
Gender 66% were men, 34% were women  
Race 82% were white  
Age  $M = 28$

## Independent Variable

Personality (NEO PR-R)  
Cognitive ability (P1/Pq Higher Test)  
KR20 = .92

## Dependent Variable

Academy performance  
 $M = 83.3\%$ ,  $SD = 4.2\%$   
Academy Length = 26 weeks

## Findings

	Mean	SD	Correlation with Performance
Academy Performance	832.89	41.84	
Cognitive Ability	6.34	1.39	.33*
Neuroticism	74.76	18.42	-.16*
Anxiety	13.97	4.16	-.10
Angry hostility	10.56	3.89	-.11
Depression	11.61	4.45	-.12
Self-consciousness	14.53	4.15	-.07
Impulsiveness	15.43	4.30	-.17*
Vulnerability	8.71	3.41	-.17*
Extraversion	123.30	15.71	.16*
Warmth	23.81	3.35	-.02
Gregariousness	19.42	4.20	.05
Assertiveness	17.43	4.43	.19*
Activity	19.19	3.73	.24*
Excitement seeking	20.61	4.12	.07
Positive emotions	22.74	4.05	.07
Openness	111.94	15.74	.10
Fantasy	16.89	4.31	.02
Aesthetics	15.82	5.65	.01

Feelings	21.17	3.66	.06
Actions	17.50	3.86	.05
Ideas	18.29	4.81	.24*
Values	22.20	3.41	.05
Agreeableness	124.00	14.62	.11
Trust	20.14	3.93	.18*
Straightforwardness	20.73	4.49	.07
Altruism	24.47	3.12	.06
Compliance	18.58	3.92	.06
Modesty	19.48	3.98	.02
Tender-mindedness	20.59	3.16	.01
Conscientiousness	125.05	18.60	.27*
Competence	22.45	3.50	.23*
Order	18.84	4.26	.20*
Dutifulness	23.42	3.80	.21*
Achievement striving	20.67	4.09	.22*
Self-discipline	21.59	4.32	.25*
Deliberation	18.25	4.24	.14*

---

## The MMPI Good Cop/Bad Cop Profile in Identifying Dysfunctional Law Enforcement Personnel

T. H. Blau, John T. Super, & Len Brady  
Manatee County Sheriff's Office

---

### Citation:

Blau, T. H., Super, J. T., & Brady, L. (1993). The MMPI good cop/bad cop profile in identifying dysfunctional law enforcement personnel. *Journal of Police and Criminal Psychology*, 9(1), 2-4.

### Summary and Essential Findings:

- Article tested the validity of the good cop/bad cop MMPI profile (T scores less than 60 on Hy, Hs, Pd, and Ma scales and T scores less than 70 on all other scales indicate "good cop")
- Results indicated the good cop/bad cop profile to be useful ( $r = .76$ )

### Subjects:

N 30  
Dept Manatee County (Florida) Sheriff's Office  
Age Range 20-45 years

### Independent Variables

MMPI

### Dependent Variables:

Patrol Performance: supervisors chose top and bottom  
15 officers

### Findings:

MMPI Rating	Actual Performance		Total
	Best	Worst	
No apparent problems (no scales > 60)	9	0	9
Borderline (1-3 scales > 60)	6	6	12
Serious problems (all 4 scales > 50 or any scale > 70)	0	9	9
TOTAL	15	15	30

---

# The Prediction of Police Officer Performance Utilizing the MMPI

Janet H. Blunt  
University of Central Florida

---

## Citation

Blunt, J. H. (1982). *The prediction of police officer performance utilizing the MMPI*. Unpublished master's thesis, University of Central Florida

## Essential Findings

- Some significant correlations between the MMPI and supervisor weekly ratings during the probationary period

## Subjects

N 45 applicants to a medium police department in Florida  
27 newly hired police recruits who completed the academy  
Academy length 12 weeks

## Independent Variables

MMPI

## Dependent Variables:

Group 1: Successfully completed field training  
Group 2: Supervisor ratings during field training

## Findings

Performance Measure	MMPI Scales						
	L	K	Hs	Paranoia	Depression	Ma	Pd
Mean t-score	54			52	52	57	
Pass-fail status (n=45)	-.17	-.11	-.13	-.09	.04	-.01	.04
Ratings (n=27)							
Appearance	.07			-.14	.20	-.38	
Knowledge	-.32			.10	-.50	.03	
Driving under stress	-.64			.48	-.19	.08	
Report writing	-.43			.29	-.05	.03	
Performance Dimensions							
Performance under stress	-.24	-.14	-.09	.24	-.23	-.12	-.23
Relationships & attitude	-.06	-.25	-.17	.00	-.07	-.07	-.07
General Knowledge	-.24	-.32	-.20	.15	-.43	-.10	-.43
Report writing	-.31	-.27	-.21	.29	-.23	.02	-.23
Field performance	-.11	-.17	-.05	.26	-.16	-.09	-.16



---

## Predicting Success in Academy Training: The POST Reading and Writing Test Battery

Norman C. Boehm, Richard Honey, & John Kohls  
California Commission on Peace Officer Standards and Training

---

### Citation:

Boehm, N. C., Honey, R., & Kohls, J. (1983). Predicting success in academy training: The POST reading and writing test battery. *Police Chief*, 50(10), 28-31.

### Essential Findings:

- Cognitive ability positively related to academy performance ( $r = .38$ )

### Subjects:

N 219  
Academy length 600 hours (15 weeks)

### Independent Variables

Cognitive ability: Civil Service Exam tapping reading and writing

### Dependent Variables:

Academy Performance

### Findings

Test Category	Number in top50% of class	Number in bottom 50% of class
+1 Standard deviation	26	7
Mean	58	32
- 1 standard deviation	30	31
- 2 standard deviations	5	20
- 3 standard deviations	1	9

Note: Data from Table 2 in the article were entered into the computer to compute a correlation coefficient ( $r = .38$ )

# Police Integrity: Use of Personality Measures to Identify Corruption-Prone Officers

Jennifer O'Connor Boes, Callie J. Chandler, & Howard W. Timm  
BDM Federal Corporation & PERSEREC

## Citation

Boes, J. O., Chandler, C. J., & Timm, H. W. (1997). *Police integrity: Use of personality measures to identify corruption-prone officers*. Monterey, CA: Defense Personnel Security Research Center.

## Essential Findings

- Investigated relationship between personality and integrity violations across a national sample using developmental and hold out samples
- No consistent correlations involving the MMPI, CPI, IPI, or 16-Pf
- Education correlated - .05 with violations (0 = no, 1 = yes)

## Subjects

	<i>Developmental Sample</i>	<i>Cross Validation Sample</i>
N	586	292
Gender	91% were men	94% were men
Age	<i>M</i> = 31	<i>M</i> = 30
Race	White=55%	White=50%

## Independent Variables

MMPI, CPI  
16-PF, IPI, Education

## Dependent Variables

Integrity violations

## Findings: Correlations with Violator Status (0=violator, 1=non violator)

	MMPI			MMPI-R	MMPI-2
	Developmental	Hold Out	Full Sample	Full	Full
MMPI Scale	N = 395	N = 194	N = 589	N = 182	N = 43
L	-.10*	.09	-.04	-.06	-.32*
F	-.04	-.04	-.04	.01	-.01
K	-.02	.07	.01	-.05	-.17
Hypochondriasis	-.01	-.09	-.04	.01	.31*
Depression	-.03	-.05	-.04	.09	.03
Hysteria	-.05	.02	-.03	-.08	.24
Psychopathic deviate	-.07	-.11	-.09*	-.08	.12
Masculinity-Femininity	.02	-.09	-.02	.00	-.02
Paranoia	-.02	-.11	-.05	.07	.00
Psychasthenia	.06	-.06	.02	.12	.15
Schizophrenia	-.02	-.11	-.05	.06	.20
Hypomania	.04	-.09	.01	-.06	-.13
Social introversion	-.05	-.01	-.03	.02	.11

	MMPI			MMPI-R	MMPI-2
	Developmental	Hold Out	Full Sample	Full	Full
MMPI Scale	N = 395	N = 194	N = 589	N = 182	N = 43
Welsh's A	.03	-.06	-.01	.17*	.13
Welsh's R	-.03	.02	-.01	-.05	.00
Physical malfunctioning	-.09	.17*	-.11*	-.05	.24
Brooding	.10	.12	.10*	.13	.11
Psychopathic Deviate					
Pure	-.08	-.21*	-.12*	-.01	.19
Non-overlapping	-.07	-.19*	-.11*	-.03	.16
Obvious	-.07	-.18*	-.11*	.03	.25
Subtle	-.04	-.05	-.04	-.12*	.24
Authority Problems	-.06	-.16*	-.09*	-.11	-.04
Paranoia (Obvious)	-.05	-.11	-.07*	.11	.34*
Alcoholism stress	-.10	-.16	-.12*	-.02	.27
Threatened assault	.06	.00	.04	-.02	.42*
Depression					
Suicidal ideation	.04	.03	.04	.08	-.34*
Obvious	.03	-.04	.01	.17*	n/a
Wiggins depression	.02	-.02	.01	.21*	.31
Substance abuse	-.02	-.16	-.04	-.03	.35*
Problematic anger	.05	-.02	.03	-.07	.39*
Bizarre sensory exp	-.01	-.08	-.03	.08	.33*
Imperturbability	.02	-.01	.01	.04	-.41*
Mental confusion	-.04	-.22*	-.10*	-.02	-.17
Sexual concern	.01	-.25*	-.07	-.03	.11
Somatic symptoms	.05	-.17*	-.02	-.04	.26
Poor morals	.08	-.08	.02	.18*	n/a
Ego inflation	.07	-.02	.04	-.19*	.04
Lie purified	-.11*	.04	-.06	-.05	n/a
Inhibition of aggression	-.12*	.02	-.07	-.07	.32

CPI Scale	CPI - I			CPI - 2		
	Developmental N = 87	Hold out N = 49	Full N = 136	Developmental N = 146	Hold out N = 78	Full N = 224
Dominance	-.11	.08	.03	-.04	-.17	-.09
Capacity for status	.01	.11	.04	-.20*	-.06	-.15*
Sociability	-.08	.04	-.05	-.06	.05	-.02
Social presence	-.05	-.09	-.07	-.03	-.09	-.06
Self-acceptance	-.02	.10	.03	-.09	-.11	-.10
Well-being	.04	.23	.10	-.13	.14	.00
Responsibility	.00	.11	.04	.04	.15	.09
Socialization	.11	.05	.09	-.02	.12	.04
Self-control	.18	.07	.14	-.11	.13	-.02
Tolerance	.16	.15	.16	.00	.06	.02
Good impression	.12	.18	.14	-.10	.28*	.04
Communality	.01	.02	.02	.04	.18	.10
Ach via conformity	.03	.00	.02	-.06	.14	.02
Ach via independence	.14	.13	.14	-.06	.22*	.04
Intellectual efficiency	.08	-.08	.02	.00	-.08	-.04
Psych mindedness	.16	.09	.13	.01	.20	.08
Flexibility	.12	.14	.13	.01	.02	.01
Femininity	.09	-.05	.04	-.02	.19	.06
Independence	-.01	.34*	.12	.06	-.08	.00
Empathy	.02	.03	.02	-.05	-.05	-.05
Law enforcement			.22*			-.05
Narcissism			-.21*			-.03
Optimism			.23*			-.03
Awareness			-.19*			.08
Baucom Femininity			.14			.13*

Education Level	Violators		Non-Violators		N	D score
	N	%	N	%		
GED	18	64.3	10	35.7	28	.27
High school diploma	137	53.3	120	46.7	257	.05
Some college	206	49.3	212	50.7	418	-.03
Bachelor's degree	66	48.5	70	51.5	136	-.05
Some graduate	1		2		3	
Master's degree	0		1		1	
Ph.D.	1		0		1	
TOTAL	429	50.8%	415	49.2%	844	r = -.05

16-PF Scale		Developmental	Hold out	Full Sample
		N=64	N=33	N=97
A	Warm	- .03	- .13	- .06
B	Abstract	.08	- .08	.03
C	Stable	.17	.02	.12
E	Dominant	.01	- .11	- .04
F	Enthusiastic	.03	- .28	- .07
G	Conscientious	.04	.10	.06
H	Bold	- .09	- .28	- .15
I	Tender minded	- .08	- .20	- .11
L	Suspicious	- .03	.04	.00
M	Imaginative	- .10	- .22	- .14
N	Shrewd	.01	- .22	- .07
O	Apprehension	.04	.15	.08
Q1	Experimenting	- .03	- .09	- .05
Q2	Self-sufficiency	.10	.07	.09
Q3	Lax to socially precise	- .05	.03	- .02
Q4	Relaxed to Tense	- .14	.11	- .03
FG	Fake good	- .10	.04	- .06
FB	Fake bad	- .11	.12	- .03
ADJ	Adjustment	.24	- .20	.07
TP	Tough poise	.24	.22	.23*
<b>IPI Scale</b>				
AL	Alcohol use	.06	- .22	- .01
DG	Drug use	- .05	.08	- .02
TL	Trouble with the law	- .10	- .29	- .13
JD	Job difficulties	- .22	.07	- .12
AA	Absence abuse	- .11	.15	- .02
GD	Guardedness	- .10	.12	- .03
SA	Substance abuse	.17	- .08	.09
AS	Antisocial attitudes	.20	- .24	.07
HP	Hyperactivity	.20	- .17	.08
RT	Rigid type	.06	- .11	- .01
UE	Unusual experiences	.09	.00	.06
FC	Family conflicts	- .02	- .32	- .09
US	Undue suspiciousness	.08	- .04	.04
LA	Lack of assertiveness	- .26*	- .02	- .19
LO	Loner	- .26	.00	- .17

---

# The MMPI and IPI as Predictors of Suitability of Law Enforcement Applicants

Randy Borum  
Florida Institute of Technology

---

## Citation:

Borum, R. (1991) *The MMPI and IPI as predictors of suitability of law enforcement applicants*. Unpublished doctoral dissertation, Florida Institute of Technology.

## Essential Findings:

- Study looked at the differences in MMPI and IPI scores of law enforcement applicants considered by psychologists to be suitable, marginally suitable, and unsuitable for police work
- Agreement between MMPI recommendation and clinician recommendation was 61.02% and agreement between IPI recommendation and clinical recommendation was 67.8%

## Subjects:

N 354 applicants for law enforcement positions in Michigan  
Gender 83.9% were men, 16.1% were women  
Race White=88.1%, African American=9.3%, Hispanic = 1.1%, Asian=.8%, Other=.6%  
Age  $M = 26.13$ ,  $SD = 5.48$ , Range = 19 to 46

## Independent Variables

Psychological suitability

## Dependent Variables:

MMPI & IPI scores

## Findings

MMPI Scale	Psychologist's Judgment of Suitability		
	Suitable (n=206)	Marginal (n=91)	Unsuitable (n=57)
L	53.59	54.79	55.17
F	48.35	50.08	50.28
K	65.98	64.86	63.86
Hs	50.82	51.45	51.93
D	49.86	52.06	52.83
Hy	56.65	56.85	56.63
Pd	59.00	61.13	62.60
Mf	56.62	56.19	56.49
Pa	53.63	53.84	55.18
Pt	54.27	54.37	54.56
Sc	54.98	55.55	57.09
Ma	56.24	58.02	59.95
Si	43.22	44.32	44.91

IPI Scale	Psychologist's Judgment of Suitability		
	Suitable (n=206)	Marginal (n=91)	Unsuitable (n=57)
Gd	44.63	43.95	45.53
Al	47.34	48.66	52.00
Dg	45.44	46.69	48.23
Dv	54.30	54.43	57.07
Jd	44.07	47.64	50.68
Tl	45.69	49.33	50.79
Aa	42.31	45.02	46.18
Sa	48.17	51.28	54.37
As	43.77	46.15	47.75
Hp	46.06	48.81	50.97
Rt	45.41	46.80	48.02
Ta	47.81	48.85	51.30
Ic	45.77	48.82	48.77
Tp	47.97	49.40	51.14
An	45.52	47.42	47.86
Ph	45.81	47.04	47.79
Ob	44.17	44.32	47.75
De	43.37	45.90	46.65
Lo	43.83	45.20	45.90
Ue	43.41	44.80	45.95
La	51.83	52.37	51.93
Id	44.18	47.23	48.23
Us	42.22	42.43	46.55
Fc	44.08	45.48	49.51
Sc	45.17	46.42	47.60
Sp	45.49	46.92	49.33

MMPI Predicted	Psychologist's Judgment			Correct Classification Rate
	Suitable	Marginal	Unsuitable	
Suitable	93.7%	80.2%	63.2%	61.02%
Marginal	3.4%	12.1%	15.8%	
Unsuitable	2.9%	7.7%	21.1%	
IPI Predicted				
Suitable	92.2%	61.5%	52.6%	67.8%
Marginal	5.8%	30.8%	8.8%	
Unsuitable	1.9%	7.7%	38.6%	

---

## The Impact of Higher Education on Police Officer Work Habits

Matthew D. Bostrom  
Hamline University

---

**Citation:**

Bostrom, M. D. (2003). *The impact of higher education on police officer work habits*. Unpublished doctoral dissertation, Hamline University.

**Essential Finding:**

- Very little relationship between education and accidents ( $r = .07$ ), discipline problems ( $r = .03$ ), commendations ( $r = .05$ ) and absenteeism ( $r = -.01$ )

**Subjects:**

N 452  
 Dept. St. Paul (MN) Police Department  
 Gender 81.9% were men, 1.18% were women  
 Race White=85.2%, Black=7.7%, Hispanic=3.5%, Asian=2.2%, Native American=1.3%  
 Age  $M = 39.44$   
 Tenure  $M = 12.18$  years  
 Education HS = 15.1%, Associates = 49.1%, Bachelors = 28.5%, Graduate degree = 4.4%

**Independent Variable**

Education

**Dependent Variable (3-year period)**

Vehicle accidents  
 Discipline  
 Commendations  
 Absenteeism (number of hours missed)

**Findings**

Variable	Mean	Correlations with Criteria				
		Education	Accidents	Discipline	Commendations	Absenteeism
Education	14.40		.07	.03	.05	-.01
Accidents	0.25	.07				
Discipline	0.37	.03				
Commendations	1.59	.05				
Days absent	5.26	-.01				
Sex (0=male, 1=female)	0.18	.10	-.04	-.06	.00	.25
Race (0=white, 1=minority)	0.15					
Age	39.44	-.22	-.14	-.11	.13	-.07
Tenure	12.18		-.16	-.14	.13	-.09

Note: Correlations were obtained by entering tabular data from the dissertation into Excel



**Means by Education Level**

Education Level	N	Accidents		Discipline		Commendations		Sick Leave Hours	
		M	SD	M	SD	M	SD	M	SD
High school	74	.108	.313	.297	.567	1.65	1.68	98.46	93.25
Associate's	222	.293	.530	.405	.697	1.54	1.64	114.81	119.44
Bachelor's	129	.271	.527	.403	.702	1.43	1.57	118.38	127.59
Master's	19	.211	.419	.211	.535	2.58	1.87	77.58	87.38
Total	444	.252	.497	.375	.671	1.57	1.65	111.16	116.53

**Means by Race**

Race	N	Accidents		Discipline		Commendations		Sick Leave Hours	
		M	SD	M	SD	M	SD	M	SD
White	385	.244	.487	0.333	0.624	1.55	1.67	109.99	116.30
African American	35	.343	.591	0.543	0.701	2.31	1.76	125.09	123.91
Hispanic/Latino	16	.188	.403	0.625	0.457	1.38	1.26	103.75	69.13
Asian	10	.400	.700	1.000	1.247	1.00	1.70	144.95	173.75
Native American	6	.167	.408	0.167	0.408	2.00	0.89	85.53	99.43

---

## Personality and Demographic Characteristics of Road Deputies and Correctional Officers

Duncan N. Bowen, Jr.  
Florida Institute of Technology

---

**Citation:**

Bowen, D. N. (1984). *Personality and demographic characteristics of road deputies and correctional officers*. Unpublished doctoral dissertation, Florida Institute of Technology.

**Essential Findings:**

- Police and fire applicants had different personality patterns

**Subjects:**

N                    159 (65 correctional officers, 94 road deputies)  
 Dept                Brevard County (FL) Sheriff's Department  
 Gender             100% were men  
 Race                White=90%, African American=8.7%, Hispanic=1.3%  
 Age                  $M = 28$

**Independent Variables**

Position

**Dependent Variables:**

MMPI Scores

**Findings (mean T-Scores):**

---

MMPI Scale	Successful Applicants		Rejected Applicants	
	Corrections Officers (n=39)	Road Deputies (n=62)	Corrections Officers (n=26)	Road Deputies (n=32)
L	57.76	53.00	56.84	51.50
F	49.87	49.16	54.57	49.40
K	60.53	61.22	59.65	61.34
Hypochondriasis	50.10	49.83	50.84	51.56
Depression	51.25	50.95	53.92	53.43
Hysteria	55.38	55.88	54.80	58.09
Psychopathic deviate	57.46	58.79	60.69	60.93
Masculinity	54.82	54.08	54.23	58.56
Paranoia	50.84	50.93	50.26	54.18
Psychasthenia	51.38	51.37	53.34	53.53
Schizophrenia	52.97	51.95	53.26	53.03
Hypomania	57.53	58.54	58.65	55.81
Social introversion	46.66	45.22	49.88	44.34

---

---

# Psychological Screening for High-Risk Police Specialization

Trudy Nan Boyce  
Georgia State University

---

**Citation:**

Boyce, T. N. (1988). *Psychological screening for high-risk police specialization*. Unpublished doctoral dissertation, Georgia State University.

**Essential Findings:**

- MMPI did not predict performance of officers in specialized units (e.g. SWAT, Narcotics)

**Subjects:**

N	71 (SWAT=12, tactical anti-crime=22, narcotics=18, vice=4, intelligence=6, organized crime=9)
Dept	Large metropolitan police department
Gender	85.9% were men, 14.1% were women
Race	White=46%, African American=54%
Age	$M=34.3$
Education	$M=15.4$

**Independent Variables**

MMPI  
CAQ

**Dependent Variables:**

Supervisor's forced distribution (rankings)

**Findings:**

Variable	Correlation with Supervisor Rankings
MMPI Scale	
Hs	.13
Pt	.14
Sc	.15
CAQ Scales	
E	.08
I	.09
D6	.10
Demographics	
Race (1=white, 2=Black)	- .06
Sex (1=male, 2=female)	- .13
Military experience (0=no, 1=yes)	.26
Education	.17
Age	.14
Years of police experience	.14
Height	.16

Note: Univariate F's from the tables in the dissertation were converted to the r's in the above table

---

# Improving the Prediction of Police Officer Performance from Screening Information

Charles M. Bozza  
United States International University

---

## Citation

Bozza, C. M. (1990). *Improving the prediction of police officer performance from screening information*. Unpublished doctoral dissertation, United States International University.

## Essential Findings:

- The author found that the combination of 11 of the 556 MMPI items significantly predicted supervisor ratings (items 134, 166, 216, 225, 263, 340, 386, 414, 422, 439, 554)
- The reliability of the scale, called the “Performance Scale,” was .61

## Subjects:

N                      67 officers in the Irvine, CA Police Department  
 Gender                86.6% were men, 13.4% were women  
 Race                    White=91%, minority=9%  
 Age                      $M = 26.7, SD = 5.14$   
 Education              $M = 13.95, SD = 1.53$

## Independent Variables

Personality (MMPI)  
 Hiring status (lateral hire or new hire)

## Dependent Variables:

Supervisor ratings of performance

## Findings

- Annual ratings of performance were averaged over the tenure of the officer as 21 of the officers had only one annual rating and 6 of the officers had 6 or 7 annual ratings
- Raw scores were converted into T scores and k-corrections added

MMPI Scale	Mean Raw Score	Mean T Score	Correlation with Performance (r)
L	5.52	54.56	
F	1.76	47.60	
K	22.49	69.00	- .28
Hs	0.91	52.32	
D	17.24	51.48	
Hy	21.18	58.36	
Pd	13.25	57.75	
Mf	24.42	57.84	
Pa	9.37	54.11	
Pt	3.51	57.00	
Sc	10.67	69.40	
Ma	15.30	57.40	
Si	16.54	40.64	
Es	52.34		
MAC	22.19		
O-H	15.67		
Performance Scale			.38
Hiring status (0=new, 1=lateral)			.42

---

# Psychological Screening for Narcotics Officers and Detectives

Adrienne C. Bradford  
Miami University of Ohio

---

**Citation:**

Bradford, A. C. (1991). *Psychological screening for narcotics officers and detectives*. Unpublished doctoral dissertation, Miami University of Ohio.

**Essential Finding:**

- Neither the CAQ nor the Hilson Personal Profile predicted performance of narcotics detectives and officers

**Subjects:**

N	93 (68 narcotics detectives and 25 narcotics officers)
Dept.	Large southeastern metropolitan police department
Gender	84.9% were men, 15.1% were women
Race	White=44.1%, African American=51.6%. Hispanic=1.1%, other=3.2%
Age	$M = 34.7$

**Independent Variables**

CAQ  
Hilson Personal Profile

**Dependent Variables:**

Performance (paired comparison supervisor ratings)

**Findings:**

---

	Mean	Correlation with Performance	R
16-PF			.33
Outgoing	5.7	.09	
Bright	6.3	-.13	
Calm	5.9	.03	
Dominant	6.2	.05	
Happy-go-lucky	4.8	-.04	
Conscientious	6.3	.14	
Venturesome	5.9	-.13	
Tender-minded	5.0	-.08	
Suspicious	5.3	-.02	
Imaginative	4.1	-.04	
Shrewd	4.9	.01	
Apprehensive	4.4	-.09	
Experimenting	4.2	.08	
Self-directed	6.1	.08	
Disciplined	6.7	-.12	
Tense	4.6	.03	

	Mean	Correlation with Performance	R
CAQ			.39
Hypochondriasis	4.4	-.02	
Suicidal depression	4.3	-.10	
Agitation	5.0	-.11	
Anxious depression	4.5	-.10	
Low energy depression	3.9	-.04	
Guilt and resentment	4.3	.08	
Socially introverted	4.7	.08	
Paranoia	5.9	.02	
Psychopathic deviate	6.0	-.04	
Schizophrenia	4.3	.12	
Psychasthenia	4.5	-.02	
Psychological inadequacy	3.9	-.15	
Hilson Personal Profile			.45
CA	59.5	-.09	
AH	57.7	-.02	
SQ	57.1	.03	
EX	51.2	-.08	
PO	59.5	-.01	
SE	55.4	-.10	
CO	54.7	.15	
SW	52.7	.11	
FE	48.8	.16	
DR	50.8	.23	
PST	48.6	-.06	
GO	49.3	.04	
AX	52.1	-.02	
Hilson Career Satisfaction Index			.30
DN	56.2	.08	
SY	43.4	-.14	
DA	47.3	.07	
IS	47.1	.05	
DH	47.7	.08	
EA	54.7	-.07	
AG	46.9	.06	
DS	52.7	.14	
RC	48.9	.11	
DJ	48.8	.04	

---

## Hypervigilance and Cynicism in Police Officers

JoAnne Brewster  
James Madison University

---

**Citation:**

Brewster, J. (1996). Hypervigilance and cynicism in police officers. *Journal of Police and Criminal Psychology, 10*(4), 7-9.

**Essential Findings:**

- Significant relationship between cynicism and stress
- No significant relationships between hypervigilance and stress

**Subjects:**

N                                39  
 Dept                            Small rural police department (45 personnel)  
 Gender                        87% were men, 13% were women  
 Age                               $M = 36.2$  (range 22-28)

**Independent Variables**

WAIS-R Picture Completion Subscale  
 MMPI-2 Paranoia and Cynicism scales

**Dependent Variables:**

Stress (Police Stress Questionnaire)

**Findings:**

	Correlations with Self-Reported Stress					
	Mean	Inherent	External	Personal	Agency	Total
MMPI-2						
Paranoia	48.24					
Cynicism	55.53	.21	.47*	.40*	.44*	.47*
WAIS-R						
Picture completion	9.59					
Full-Scale IQ	99.41					
Verbal IQ	100.28					
Performance IQ	98.62					
Police Stress Questionnaire						
Inherent (I)						
External (E)						
Personal (P)						
Agency (A)						
Total (T)						

# Relationship Between IQ and First-year Overall Performance as a Police Officer

JoAnne Brewster & Michael Stoloff  
James Madison University

## Citation

Brewster, J., & Stoloff, M. (2003). Relationship between IQ and first-year performance as a police officer. *Applied H.R.M. Research*, 8(1), 49-50.

## Essential Findings

- IQ correlated significantly with supervisor ratings of performance after one year on the job ( $r = .38$ )

## Sample

N 71 new police officers  
 Department Two small police departments in Virginia  
 Gender 85% were men, 15% were women  
 Race 93% Caucasian, 6% African American, 1% Hispanic  
 Age  $M = 26.3$ ,  $SD = 4.4$   
 Education  $M = 14.4$  years,  $SD = 1.5$

## Independent Variable

Cognitive Ability (WAIS)

## Dependent Variable

Supervisor ratings of performance after one year  
 (3-point scale: 3=exceptional, 2=average,  
 1=much improvement needed)

## Findings

- Thirty-eight percent of the 71 officers were placed in the Exceptional category by their supervisors, 56% were rated as Average, and 6% were placed in the Much Improvement Needed category.

Correlations between IQ and performance ratings							
IQ Scale	Test Scores				Reliability from Manual		Correlation with overall performance rating
	M	SD	Low	High	Test-retest	Internal	
Full Scale	106.3	10.7	84	128	.96	.98	.38*
Verbal	107.0	10.8	87	133	.96	.97	.43*
Performance	104.2	11.2	76	128	.91	.94	.19
Demographic							
Years of education							.00
Sex (1=male, 2=female)							-.02



---

## Using the Good Cop/Bad Cop Profile with the MMPI-2

JoAnne Brewster & Michael Stoloff  
James Madison University

---

### Citation:

Brewster, J., & Stoloff, M. L. (1999). Using the good cop/bad cop profile with the MMPI-2. *Journal of Police and Criminal Psychology*, 14(2), 29-34.

### Essential Findings:

- Tested the validity of a scoring system for the MMPI, called the Good Cop/Bad Cop Profile. With this system, candidates with T scores greater than 60 on the Hs, Hy, PD, and MA scales or greater than 65 on any of the four scales would be predicted to have “serious problems.” Candidates with a T score of greater than 60 on one to three of the scales would be considered borderline.
- In this study, the Good Cop/Bad Cop Profile significantly predicted police performance ( $r = .44$  when data are entered into SAS,  $r = .54$  when Chi-Square is converted into  $r$ )

### Subjects:

N 39  
Dept Small rural police department (45 personnel)  
Gender 87% were men, 13% were women  
Race 92% were white  
Age  $M = 36.2$  (range 22-28)  
Average tenure  $M = 11.5$  years, Range = 2 to 28 years

### Independent Variables

MMPI-2

### Dependent Variables:

Supervisor ratings of performance

### Findings

MMPI-2 Prediction	Supervisor Performance Rating			Total
	No apparent problems	Borderline	Serious Problems	
No apparent problems	12	1	1	14
Borderline	7	1	0	8
Serious possible problems	6	6	5	17
TOTAL	25	8	6	39
$X^2(4) = 11.21, p < .024$				

---

# Evaluating the Use of the Assessment Center Process for Entry-Level Police Officer Selection in a Medium Sized Police Agency

Max Bromley  
University of South Florida

---

**Citation:**

Bromley, M. (1996). Evaluating the use of the assessment center process for entry-level police officer selection in a medium sized police agency. *Journal of Police and Criminal Psychology, 10*(4), 33-40.

**Essential Findings:**

- Assessment center ratings not related to probationary performance
- Assessment center ratings significantly related to performance after one year

**Subjects:**

N 94  
Dept Ocala (FL) Police Department (198 personnel)  
Gender 85% were men, 15% were women  
Race White=80%, African American=19%, Hispanic=1%  
Age  $M = 35$  (range 22-53)  
Education hs=85%, aas=3.8%, ba=11.3%

**Independent Variables**

Assessment Center Scores

**Dependent Variables:**

Job Performance (after 1 year)

**Findings:**

Assessment Center Dimension	Correlations with Performance After One-Year of Service	
	r	R
Decisiveness	.23*	
Stress tolerance	.24*	.24
Interpersonal relationships		.27
Judgment		.31
Perception		.34
Writing skills		
Organizing		
Oral communication		
Adaptability		

---

## Acceptable vs. Marginal Police Officers' Psychological Ratings: A Longitudinal Comparison of Job Performance

Gwendolyn V. Brown  
Florida International University

---

**Citation:**

Brown, G. V. (1996). *Acceptable vs. marginal police officers' psychological ratings: A longitudinal comparison of job performance*. Unpublished doctoral dissertation, Florida International University.

**Essential Findings:**

- No significant performance differences between applicants rated psychologically acceptable and those rated psychologically marginal.

**Subjects:**

N                    233 officers hired between 1987 and 1990  
 Dept                Large department in Florida  
 Gender/Race      82.0% were men, White=18.9%, Black=31.8%, Hispanic=49.4%

**Independent Variables**

Psychological evaluation  
 (MMPI, CPI, Otis-Lennon Ability, Rorschach,  
 Background questionnaire, clinical interview)

**Dependent Variables:**

Academy & patrol performance

**Findings:**

---

	n	Acceptable		Marginal		F	r
		Mean	SD	Mean	SD		
Academy Performance							
Academy G.P.A.	221	88.35	2.70	87.62	3.28	.59*	.05
Supervisor's rating	221	5.53	.65	5.49	.73	.11*	.02
Field Training							
Average ratings	219	3.08	.23	3.06	.24		.04
Final ratings	219	3.14	.41	3.10	.55		.05
Probationary Ratings							
Average ratings	203	3.32	.31	3.28	.23		.07
Final ratings	203	3.47	.44	3.37	.38		.12
Annual Evaluations							
Year 1	188	3.68	.50	3.65	.44		.03
Year 2	188	3.76	.47	3.71	.50		.05
Year 3	188	3.84	.47	3.84	.53		.00
Year 4	188	3.94	.54	3.88	.55		.11

	n	Acceptable		Marginal		t	r
		Mean	SD	Mean	SD		
Objective Measures							
Commendations	199	21.26	12.82	18.52	12.17	1.45	.10
Awards	199	.53	1.31	.45	1.65	.34	.02
Reprimands	199	1.78	1.81	1.74	1.83	.14	.01
Sick hours	199	207.09	148.30	194.40	117.86	.65	.05
Citizen complaints	199	3.53	3.60	3.81	4.05	-.46	-.03

\* The F and r values have been adjusted for the covariates of race, sex, education, and age

Percent employed during the 5 <sup>th</sup> year				
	Acceptable	Marginal	Total	N
Yes	84.0	85.9	84.5	197
Resigned	4.9	1.4	3.9	9
Terminated	11.1	12.7	11.6	27
Total	69.5	30.5		233

---

## Police Brutality, Authoritarianism, and Locus of Control

William R. Burwell  
Illinois Institute of Technology

---

**Citation:**

Burwell, W. R. (1983). *Police brutality, authoritarianism, and locus of control*. Unpublished doctoral dissertation, Illinois Institute of Technology.

**Essential Findings:**

- College-educated police officers had an higher external locus of control than lesser educated officers
- Authoritarian (F Scale) scores did not differ on the basis of education or amount of police experience

**Subjects:**

N                    124  
Dept                Chicago (IL) Police Department

**Independent Variables**

Education  
Police experience

**Dependent Variables:**

Authoritarianism  
Locus of control

**Findings:**

---

	Education			Police Experience		
	No College	College	Effect size (d)	< 15 years	> 15 years	effect size (d)
Locus of Control	9.39	11.43	.61	10.46	10.36	.00
Authoritarianism	4.10	3.83	-.39	3.86	4.07	-.30

---

Note: High scores on the locus of control scale indicate an external locus

# Effect of College Education on Police Behavior: Analysis of Complaints and Commendations

Stephen E. Buttolph  
East Tennessee State University

### Citation

Buttolph, S. E. (1999). *Effect of college education on police behavior: Analysis of complaints and commendations*. Unpublished master's thesis, East Tennessee State University

### Essential Findings

- No relationship between education and complaints or commendations

### Sample

N 116 officers in a southeast police department in a city of 40,000  
 Sex 91.4% were men, 8.6% were women  
 Race 96.4% were White  
 Age  $M = 36.4$  (range 21 – 65)  
 Experience  $M = 10.7$  years (range 1-32 years)  
 Education HS=33.6%, < 2 years college=12.1%, > 2 years=24.1%, bachelor's=30.2%

### Independent Variables

Education (no B.A. vs B.A. or higher)

### Dependent Variables:

Complaints (0, 1+)  
 Commendations (0, 1+)

### Findings

	Educ	Exp	Sex	Race	Rank	(7)	(8)	(9)	(10)	(11)
1. Age	-.23*	.90*	-.02	.13	.59*	-.11	.01	-.07	.02	.11
2. Education		-.28*	-.07	-.01	.00	-.01	-.02	-.09	-.13	.05
3. Experience			-.11	.14	.59*	-.06	-.07	.00	.02	.12
4. Sex (1=m, 2=f)				.05	-.09	.05	.01	.07	.01	-.02
5. Race					.09	-.19*	-.32*	-.26*	.05	.06
6. Rank						-.03	-.05	-.02	.06	.03
7. Citizen complaints							.29*	.66*	.13	-.09
8. Department complaints								.84*	.02	.06
9. Total complaints									.07	.02
10. Citizen commendations										-.01
11. Department commendations										

Codes: Gender (1=male, 2 = female)  
 Race (1=Black, 2=white, 3=other)  
 Education (0 = no degree, 1 = bachelor's degree)

---

## Relationships Between MMPI-2 Validity Scales and NEO PI-R Experimental Validity Scales in Police Candidates

Alison A. Caldwell-Andrews  
University of Kentucky

---

### Citation

Caldwell-Andrews, A. A. (2000). *Relationships between MMPI-2 validity scales and NEO PI-R experimental validity scales in police candidates*. Unpublished doctoral dissertation, University of Kentucky.

### Essential Findings

- Study provided MMPI-2 means for 100 police applicants
- 60% were recommended for hire, 20% recommended with reservations, and 20% not recommended

### Subjects

N	100 police applicants in Kentucky
Gender	85% were men, 15% were women
Age	<i>M</i> = 26, Range 21 to 40
Education	<i>M</i> = 14.78 years
Race	White = 88%, African American = 10%, Hispanic = 2%

### Findings

MMPI Scale	Caldwell-Andrews 100 Applicants		Hargrave et al. (1994) 166 Officers with 8 years experience	
	Mean	SD	Mean	SD
<b>Validity &amp; Clinical Scales</b>				
L	57.60	10.86	50.41	8.39
F	44.66	4.24	46.45	8.38
K	62.27	7.10	56.22	9.42
Hs	48.12	5.15	49.09	8.52
D	44.98	5.81	46.23	8.22
Hy	50.12	6.25	49.54	8.13
Pd	51.55	6.05	50.10	7.64
Mf	44.45	11.16	48.32	8.95
Pa	47.88	6.73	50.04	9.12
Pt	47.17	6.17	47.71	7.82
Sc	46.46	5.50	47.36	7.20
Ma	48.20	7.23	49.97	8.57
Si	39.77	6.13	45.37	9.31
<b>Faking Good Scales</b>				
Edwards Social Desirability	35.34	2.09		
Positive mental health	28.56	2.40		
Superlative scale	39.12	7.15		
Test-taking defensiveness	16.09	2.21		
Positive malingering	14.29	3.32		
Other deception	18.61	4.48		

NEO Scale	Caldwell-Andrews		Schinka (1997)	
	100 Applicants		N = 200	
Big 5 Dimension	Mean	SD	Mean	SD
Neuroticism	37.90	8.34		
Extraversion	57.42	8.20		
Openness	45.50	7.08		
Agreeableness	54.63	7.41		
Conscientiousness	56.65	7.38		
Validity Scale				
Positive presentation management	63.61		49.9	
Negative presentation management	43.65		50.2	
Inconsistency	43.90		50.3	

Correlations with Fake-Good Scales	
MMPI-2 Fake-Good Scales	Correlation with NEO PPM
L	.42
K	.30
Edwards social desirability scale	.16
Positive mental health	.15
Superlative scale	.26
Test-taking defensiveness	.34
Positive malingering	.43
Other deception	.44
Wiggins' social desirability scale	.40



# The Relationship of Reading Comprehension and Educational Achievement Levels to Academy and Field Training Performance of Police Cadets

Earl Emil Campa  
Texas A&M University

**Citation:**

Campa, E. E. (1993). *The relationship of reading comprehension and educational achievement levels to academy and field training performance of police cadets*. Unpublished doctoral dissertation, Texas A&M University.

**Essential Finding:**

- Reading comprehension was significantly related to academy and FTO performance
- Education was significantly related to academy performance

**Subjects:**

N                    561 cadets in Sample 1 (HS/GED required) and 260 cadets in Sample 2 (Required to have 60 college hours)

Dept.                Houston, Texas Police Department

Gender:            87.8% were men, 12.2% were women

Race                White=60.0 %, African American=21.6%, Hispanic=17.2%, Asian=1.3%

Education         Sample 1: *M* = 24.82, Sample 2: *M* = 104.98

Academy           960 hours (24 weeks)

**Independent Variables**

Education (college hours)

Reading Comprehension Test ( $\alpha = .88$ )

**Dependent Variables:**

Academy Performance Sample 1: *M*=82.63, *SD*=7.18  
Sample 2: *M*=88.01, *SD*=4.71

FTO Performance

**Findings:**

	Mean	Academy Average	Firearms Average	Driver Average	Defensive Tactics	FTO Performance
Sample 1						
Reading comprehension	17.50	.45*	.32*	.15*		.14*
College hours	24.82	.29*			.14*	
Race (1=white, 2=nonwhite)		-.35*	-.28*	-.31*		-.15*
Sex (1=male, 2=female)			-.46*	-.23*	-.45*	-.10*
Age					-.19*	
Academy academic average	82.63					.20*
Academy driver average						.14*
Sample 2						
Reading comprehension	21.94	.33*	.33*	.16*		.19*
College hours	104.98					
Race (1=white, 2=nonwhite)		-.36*	-.43*	-.33*		-.18*
Sex (1=male, 2=female)			-.51*	-.35*	-.45*	
Age						
Academy academic average	88.01					.20*
Academy driver average						.13*

---

# Personality Characteristics of Police Applicants: Comparisons across Subgroups and with Other Populations

Bruce N. Carpenter & Susan M. Raza  
University of Tulsa

---

## Citation

Carpenter, B. N., & Raza, S. M. (1987). Personality characteristics of police applicants: Comparisons across subgroups and with other populations. *Journal of Police Science and Administration*, 15(1), 10-17.

## Essential Findings

This article compared MMPI means of men and women applicants and applicants to small, medium, and large police departments. The results indicated that women scored higher on the Pd, Mf, and Ma scales and that applicants to small departments scored higher on Hs and applicants to large departments scored lower on Ma.

## Subjects

N 257 applicants to departments in a Southwest state  
Sex 92.2% were men, 7.8% were women  
Age  $M = 30.0$ . Range = 19-60

## Independent Variable

Sex

## Dependent Variable

MMPI Scores

## Results: MMPI Means

MMPI Scale	Men (n=237)	Women (n=20)
L	53.55	53.80
F	44.95	44.80
K	55.26	55.75
Hs	48.43	49.95
D	47.49	45.35
Hy	50.71	47.60
Pd	54.23	58.80
Mf	47.90	55.45
Pa	48.72	48.45
Pt	48.31	50.95
Sc	49.53	52.70
Ma	53.52	58.60
Si	44.43	44.30

---

## Relations among Criteria of Police Performance

Wayne F. Cascio & Enzo R. Valenzi  
Florida International University

---

**Citation:**

Cascio, W.F., & Valenzi, E. R. (1978). Relations among criteria of police performance. *Journal of Applied Psychology*, 63(1), 22-28.

**Essential Finding:**

- Study looked at the relationship among objective and subjective performance criteria
- Minority officers ( $M = 64.3$ ,  $SD = 14.5$ ) received lower supervisor ratings ( $d = .20$ ) than white officers ( $M = 67.3$ ,  $SD = 15.0$ ).

**Subjects:**

N	952
Dept.	Dade County (FL) Public Safety Department
Sex	95.7% were men, 4.3% were women
Race	White = 83.5%

**Findings:**

Performance Measure	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Personnel complaints		.26	.51	.64	.25	.35	.33	.01	-.05
2. Internal reviews	.40		.47	.66	.25	.81	.39	-.05	-.27
3. Use of force reports	.47	.35		.55	.13	.57	.39	-.05	-.21
4. Exonerated cases	.72	.61	.49		.30	.71	.47	-.03	-.15
5. Commendations and awards	.21	.25	.02	.31		.21	.27	-.07	-.19
6. Physical force allegations	.46	.71	.44	.69	.18		.35	.00	-.16
7. Injuries	.16	.16	.21	.21	.14	.18		.00	-.22
8. Times sick per year	-.06	-.03	-.03	-.06	-.04	-.04	.26		-.16
9. Performance rating	.06	.06	-.04	.07	.12	.08	.07	.00	

Correlations for minorities (n=147) are above the diagonal and correlations for whites (n=795) are below the diagonal

## Formal Education and Police Officer Performance

Wayne F. Cascio  
Florida International University

**Citation:**

Cascio, W.F. (1977). Formal education and police officer performance. *Journal of Police Science and Administration*, 5(1), 89-96.

**Essential Finding:** Education was positively related to performance

**Subjects:**

N 940  
 Dept. Dade County (FL) Public Safety Department  
 Race White=87.8%, African American=6.4%, Hispanic=5.9%  
 Education: High School=48%, some college=36%, bachelor's degree=16%

**Independent Variables**

Education  
 Cognitive ability (correlates .37 with education)

**Dependent Variables:**

Police Patrol Performance

**Findings**

Correlations with Education					
	Officer Race			Total (N=940)	Cognitive ability
	White (n=825)	Black (N=60)	Hispanic (N=55)		
Overall performance				.27	.06
Injuries					
Number of injuries	- .19	- .28	- .19	- .20	
Injuries by assault	- .15	- .17	- .15	- .15	
Accidents					
Number of preventable accidents	- .08	- .40	- .23	- .11	
Number of disciplinary actions	- .17	- .20	- .10	- .17	
Number of exonerated cases	- .20	- .14	- .06	- .19	
Use of Force					
Number of use of force reports	- .12	- .08	.01	- .11	
Number of physical force allegations	- .13	- .24	- .06	- .13	
Disciplinary Investigations					
Number of internal reviews	- .12	- .19	- .05	- .12	
Number of legal investigations	- .13	- .08	- .04	- .12	
Number of cases not sustained	- .09	- .01	.02	- .07	
Number of unfounded cases	- .11	- .03	.05	- .10	
Complaints					
Number of discourtesy allegations	- .09	- .09	- .13	- .08	
Number of personnel complaints	- .14	.01	- .04	- .12	
Number of false arrest allegations	- .13	- .24	- .06	- .13	
Number of sick times per year	- .15	- .17	- .15	- .15	
Commendations and awards	- .18	.23	- .12	- .15	

---

## Urban Police Applicant MMPI Score Differences Due to Employment Classification and Gender

Dale Cauthen  
Oklahoma State University

---

**Citation:**

Cauthen, D. (1987). *Urban police applicant MMPI score differences due to employment classification and gender*. Unpublished doctoral dissertation, Oklahoma State University.

**Essential Findings:**

- Discriminant analysis indicated that applicants passing the interview process scored differently on L, Pd, Pa, and Hs than did applicants failing the department interview process.

**Subjects:**

N 479 police applicants in a large (400,000) city in the southwest  
 Gender: 68.1% were men, 31.9% were women  
 Age:  $M = 26$   
 Race White=73.9%, African American=20.0%, Hispanic=1.5%, Native American=2.5%  
 Education:  $M = 14.9$  years

**Independent Variables**

Passed or failed department interview

**Dependent Variables:**

MMPI Scores

**Findings:** Mean raw scores

MMPI Scale	Passed Interview Process		Failed Interview Process		Total (n=314)
	Raw (n=157)	T Score	Raw (n=157)	T Score	
L	4.39	50.87	5.40	54.20	52.54
F	2.36	48.72	2.48	48.96	48.84
K	17.65	60.30	18.47	61.94	61.12
Hs	10.61	48.22	11.08	49.24	48.73
D	16.28	48.84	16.69	50.67	49.76
Hy	18.49	53.98	19.28	55.28	54.63
Pd	20.72	54.44	22.02	57.06	55.75
Mf	20.65	54.30	22.32	53.64	53.97
Pa	8.08	50.24	8.90	51.80	51.02
Pt	23.94	52.82	24.26	53.52	53.17
Sc	23.27	51.54	23.64	52.28	51.91
Ma	20.28	58.56	19.52	56.56	57.56
Si	20.99	45.98	20.58	45.58	45.78

Note: Raw scores were converted to T scores using the MMPI tables

---

# Relationship Between Pre-employment Psychological Evaluations and Academy and Probationary Performance

Susan B. Cave & Eric Westfried  
New Mexico State Police

---

**Citation:**

Cave, S. B., & Westfried, E. (2001). *Do scores on pre-employment psychological evaluations correlate with final academy scores?* Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Austin, Texas.

Cave, S. B., & Westfried, E. (2002). *Linkage between pre-employment evaluations, academy performance, and first year job performance ratings with a state police agency.* Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Orlando, FL.

**Essential Findings:**

- Study examined the relationship between academy and probationary performance and scores on a pre-employment clinical evaluation that used an IQ test, background questionnaire, Inwald Personality Inventory, Personality Assessment Inventory, and a personal interview.
- The clinical evaluation correlated .20 with academy grades and .09 with probationary performance.

**Subjects:**

N 92 state police troopers  
Dept. New Mexico State Police  
Gender: 91% were men, 9% were women  
Age:  $M = 27$  (range 20-48)  
Race White=56%, Black=6%, Hispanic=32%, Native American=5%  
Academy 16 weeks

**Independent Variables**

Clinical evaluation

**Dependent Variables:**

Probationary Performance (1-4 scale)

Academy Performance

**Findings**

Variable	Descriptive Statistics		Academy Performance		Probationary Performance	
	Mean	SD	N	r	N	r
Clinical evaluation	2.97	.32	92	.18	72	.09
Academy performance	87.58	5.67			72	.07
Probationary performance	2.97	.12				

---

# A Study of the Relationship Between Critical Thinking Levels and Job Performance of Police Officers in a Medium Size Police Department in North Carolina

Darl H. Champion  
North Carolina State University

---

**Citation:**

Champion, D. H. (1994). *A Study of the Relationship Between Critical Thinking Levels and Job Performance of Police Officers in a Medium Size Police Department in North Carolina*. Unpublished doctoral dissertation, North Carolina State University.

**Essential Findings:**

- Education was positively related to police performance
- No relationship between critical thinking (Watson Glaser) and police performance

**Subjects:**

N 189 patrol officers  
 Dept. Medium size department in the south (size=250)  
 Gender: 83.6% were men, 16.4% were women  
 Age:  $M = 34.8$  (range 22-59)  
 Race White=69.8%, Black=23.8%, Hispanic=1.1%, Native American=2.1%, Asian=2.6%  
 Education: HS=18.5%, some college=39.2%, Associate's=15.5%, BA=21.7%, MA=2.1%  
 Academy 500 hours (12.5 weeks)

**Independent Variables**

Education  
 Watson Glaser Critical Thinking Test ( $\alpha = .76$ )

**Dependent Variables:**

Patrol Performance  
 Academy Performance

**Findings:**

	Mean	SD	Performance	Critical thinking	Academy score
Education level			.17*	.15*	.20*
Criminal justice major (0=no, 1=yes)			-.16*	.09	.03
Critical thinking	51.91	8.52	.01		
Age			.33*	.00	.03
Length of service			.61*	-.07	
Gender (1=male, 2=female)			-.14	.04	-.15*
Race (1=white, 2=nonwhite)			-.23*	-.20*	-.10
Academy score	85		.01	.52*	
Patrol performance rating				.01	

Note: Performance ratings were made several years after the officers had been on the job

---

# Personality Style of Chicago Police Officers: A “Big Five” Personality Study

Aaron D. Chatman  
Roosevelt University

---

## Citation

Chatman, A. D. (2001). *Personality style of Chicago police officers: A “big five” study*. Unpublished master’s thesis, Roosevelt University (Chicago, IL).

## Essential Finding

Male officers are less neurotic and open than a normative sample. Female officers are less agreeable, neurotic, and extraverted than a normative sample.

## Subjects

N 35 police officers  
Dept Chicago Police Department  
Sex 70% were men, 30% were women  
Race 90% were African American  
Age  $M = 33$ ,  $SD = 4.27$ , range = 25-52

## Independent Variable

Sex

## Dependent Variable

Personality (NEO-PI-R)

## Findings: Means

Scale	Men		Women	
	Mean	SD	Mean	SD
Neuroticism	42.8	3.67	46.1	5.67
Extraversion	51.6	2.63	47.1	4.29
Openness	38.6	2.91	50.5	3.99
Agreeableness	52.0	3.77	40.6	4.31
Conscientiousness	52.2	4.32	53.1	4.23



---

# An Exploration of Stress in Police Officers: A Study of the Predictive Value of Pre-Employment Psychological Measures in the Development of Stress Reactions in a Sample of Ontario Police Officers

Jacqueline Ann Cimbura  
University of Toronto

---

**Citation:**

Cimbura, J. A. (1999). *An exploration of stress in police officers: A study of the predictive value of pre-employment psychological measures in the development of stress reactions in a sample of Ontario police officers*. Unpublished master's thesis, University of Toronto.

**Essential Finding:**

- Low K and High Ma scores on the MMPI-2 were related to occupational stress

**Subjects:**

N 102 new police officers  
 Department Ontario, Canada  
 Gender 55.9% were men, 44.1% were women  
 Race White=94%, African American=2%, Hispanic=1%, Asian=1%, Other=1%  
 Age  $M = 27$ ,  $SD = 3.7$ , Range = 22-40

**Independent Variables**

Personality (MMPI-2)

**Dependent Variables**

Stress (Occupational Roles Questionnaire)  
 Stress (Psychological Strain Questionnaire)

**Findings: Correlations**

MMPI Scale	Mean	Occupational Stress	Psychological Strain
L	61.73		
F	57.88		
K	42.46	-.30*	-.38*
Hs	47.00	.05	-.07
D	42.50		
Hy	46.81		
Pd	50.29	.13	.08
Mf	43.09		
Pa	47.07		
Pt	46.31		
Sc	46.67		
Ma	51.83	.34*	.15
Si	37.52		
R (Repression)		-.10	-.09
A (Anxiety)		-.09	.08

---

## Comparison of Ratings and Field Performance Data in Validating Predictions of Patrolman Performance: A Five-Year Follow-up Study

Willard Clopton, Jr.  
University of Cincinnati

---

**Citation:**

Clopton, W. (1971). *Comparison of ratings and field performance data in validating predictions of patrolman performance: A five-year follow-up study*. Unpublished master's thesis, University of Cincinnati.

**Essential Finding:**

- Cognitive ability predicted performance in the academy and the academy predicted on-the-job performance

**Subjects:**

N                    55 (27 recruited in 1964 and 28 in 1965)  
Dept.                Cincinnati, Ohio P.D.  
Gender:             100% were men

**Independent Variables**

Cognitive ability (AGCT)

**Dependent Variables:**

Supervisor Ratings of Patrol Performance (year 5)  
Objective activity data (year 5)  
Academy performance (22-week academy)

**Findings:**

Variable	1964 Recruit Group (n=27)			1965 Recruit Group (n=28)		
	Supervisor ratings	Objective activity	Academy Score	Supervisor Ratings	Objective Activity	Academy Score
Performance Measure						
Academy score	.43*	.52*		.26	.21	
Objective activity		.78*			.38*	
Selection Method						
Cognitive ability	.14	.22	.69*	-.46*	.14	.16
Clues test	.26	.18	.51*	-.14	-.04	.32
Foot patrol test	.07	-.04	.28	-.25	-.19	.22
Oral interview	-.01	.08	.13	-.19	.13	.20
Clinical judgment	.18	.06	.44*	-.02	.33	.22
MMPI police officer scale	-.22	-.03	.03	-.04	.00	.26
Note: Clinical judgment took into consideration MMPI, Rorschach, cognitive ability, situational interview, clues test, and foot patrol test scores						
Note: MMPI Police Officer Scale was developed by Mills but never published						

---

## Police Background Characteristics and Performance

Bernard Cohen & Jan M. Chaiken  
Rand Institute

---

**Citation:**

Cohen, B., & Chaiken, J. M. (1973). *Police Background Characteristics and Performance*. Lexington, MA: Lexington Books.

**Essential Findings:**

- Education and cognitive ability negatively related to problem behaviors
- Preemployment problem behaviors were correlated with problem behaviors as an officer

**Subjects:**

N                    1,608 male officers  
 Dept.                New York City Police Department  
 Race                 White=92.2 %, black=6.2%, Hispanic=1.55%  
 Education:         <HS=4.7%, GED=25%, HS=47.6%, some college=21%, A.A.S.=0.7%, BA=1.0%  
 IQ                    M=104.4 for white officers and 102.3 for African American officers

**Independent Variables**

Background variables

**Dependent Variables:**

Performance problems

**Findings:**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Education	-.08		-.07					
Academy score			-.13		-.13		.16	.37
Field training score						-.14		
IQ (Otis)								
Civil Service Exam score								.68
Employment disciplinary record		.10						
Age			-.14					-.18
Traffic summonses					.08		.10	
Military discipline				.23		.12		
Arrest history								
Court appearances			.09	.11				
Background rating		-.20	-.11			-.14		
Criteria								
1. Civilian complaints						.56		
2. Departmental charges			.28	.41	.78	.82		
3. Times sick					.29			
4. Harassment						.37		
5. Substantiated complaints								-.20
6. Total complaints								
7. Awards								
8. Career advancement								

---

# Personality and Demographic Characteristics as Predictors of Burnout in Female Police Officers

Susan Barnett Colegrove  
California School of Professional Psychology, Berkeley

---

**Citation:**

Colegrove, S.B.. (1983). *Personality and demographic characteristics as predictors of burnout in female police officers*. Unpublished doctoral dissertation, California School of Professional Psychology, Berkeley

**Essential Finding:**

- Higher scores in anxiety and external locus of control were related to burnout for a group of 194 women in law enforcement occupations

**Subjects:**

N 194 female officers in a variety of police departments  
 Age *M* = 30.9, Range = 18 to 55  
 Race White=82.1%, Black=8.7%, Hispanic=4.1%, Asian=2.6%, Native American=1.0%, Other=1.5%  
 Education HS=3.1%, some college=34.5%, college degree=47.7%, graduate degree=13.3%

**Independent Variables**

State-Trait Anxiety Inventory (Spielberger)  
 Internal-External Locus of Control (Rotter)

**Dependent Variables:**

Burnout (Maslach Burnout Inventory)

**Findings**

Predictor	Means		Burnout Factor	
	Sample	Norms	Emotional Exhaustion	Personal Accomplishment
Age	30.87		-.12	.04
Years Married	2.75		-.08	.02
Number of children	0.58		-.07	.01
Income			.11	.01
Education level			-.02	.05
Time employed			.05	-.01
Self-acceptance	56.86	50.00	.01	.11
State anxiety	33.12	39.39	.46*	-.28*
Trait anxiety	34.18	38.22	.53*	-.31*
External locus of control	8.55	8.42	.25*	-.34*

---

## Personality Characteristics of Successful Versus Unsuccessful Police Officers

James R. Cope  
Florida Institute of Technology

---

**Citation:**

Cope, J. R. (1981). *Personality characteristics of successful versus unsuccessful police officers*. Unpublished doctoral dissertation, Florida Institute of Technology.

**Essential Finding:**

Successful officers were brighter and less imaginative than unsuccessful officers.

**Subjects:**

N                    100 (50 successful, 50 unsuccessful; terminated, asked to resign) police officers  
Department       12 departments in Tennessee

**Independent Variables**

Personality (16-PF)

**Dependent Variables:**

Police Patrol Performance

**Findings:**

16 P.F. Scale	Mean Stanine Score		t	r
	Successful Officer	Unsuccessful Officer		
Outgoing	4.82	5.32	- 1.39	- .14
Bright	6.34	4.42	2.42*	.24*
Calm	4.98	5.58	- 0.91	- .09
Dominant	6.40	5.96	1.00	.10
Happy-go-lucky	6.06	5.44	1.63	.16
Conscientious	4.92	4.68	0.54	.05
Venturesome	5.62	4.94	1.76	.17
Tender-minded	5.50	5.86	- 1.01	- .10
Suspicious	6.86	8.30	- 0.71	- .07
Imaginative	4.86	5.90	- 2.72*	- .27*
Shrewd	5.44	5.96	- 1.41	- .14
Apprehensive	5.82	5.96	- 0.51	- .05
Q1: Experimenting	6.02	6.24	- 0.64	- .06
Q2: Self-sufficient	6.06	6.18	- 0.47	- .05
Q3: Controlled	6.30	4.78	1.33	.13
Q4: Tense	6.14	6.46	0.91	- .09

---

# Using Education, Academy, and Field Training Scores to Predict Success in a Colorado Police Department

Waldo H. Copley  
Colorado State University

---

**Citation:**

Copley, W. H. (1987). *Using education, academy, and field training scores to predict success in a Colorado police department*. Unpublished doctoral dissertation, Colorado State University.

**Essential Finding:**

- Significant correlation between education and academy performance
- Significant correlations among academy, FTO, and patrol performance

**Subjects:**

N	36
Dept.	Medium sized police department in Colorado
Gender:	88.9% were men, 11.1% were women
Prior police experience	$M = 33.4$ months
Academy length	13 weeks
Academy average	$M = 95.51$ , $SD = 2.14$
Education	$M = 14.00$ , $SD = 1.58$ , Range = 12 to 17 years

**Independent Variables**

Years of Education

**Dependent Variables:**

Academy Performance  
FTO Performance (40 days)  
Patrol Performance (after 2 years)

**Findings: Correlations**

Variable	(2)	(3)	(4)	(5)	(6)	(7)
1. Education	.49*	.01	.30	.46*	.00	-.07
2. Academy score		.40*	.50*	.99*	.12	-.09
3. Field training score			.37	.46*	-.01	.03
4. Supervisor's rating				.48*	.22	-.09
5. Training score						
6. Gender (1=male, 2=female)						-.26
7. Months of previous police experience						

Note: The training score is the Academy Score + FTO Score

Note: The correlations with gender and previous police experience were obtained by entering the raw data from Appendix II into the computer

---

# The Psychological Suitability of Police Officer Candidates

David M. Corey  
The Fielding Institute

---

## Citation:

Corey D.M. (1988). *The psychological suitability of police officer candidates*. Unpublished doctoral dissertation, The Fielding Institute.

## Essential Finding:

- Used discriminant analysis to find MMPI items that predicted performance on 13 measures of patrol performance
- Each of the 13 criteria was significantly related to clusters of MMPI items

## Subjects:

N 172  
Dept. Two police departments and two sheriff's offices  
Gender: 85.5% were men, 14.5% were women  
Age  $M = 21$   
Race White=75.6%, Black=7.0%, Hispanic=13.4%, Asian=3.5%, Native American=.6%

## Independent Variables

MMPI

## Dependent Variables:

Negative performance indicators

## Findings

High Cost Behavior	R <sup>2</sup>	Number of items
Turnover	.65	29
Involuntary termination	.67	21
Citizen Complaints		
Total	.25	11
Physical abuse	.23	15
Verbal abuse	.23	15
Miscellaneous	.37	17
Internal affairs investigations	.26	10
Disciplinary Actions		
Number	.30	14
Days fined	.35	15
Worker's Compensation Claims		
Number filed	.20	11
Days lost	.40	17
Sick leave use	.42	17
Aggregate measure of high cost behavior	.61	29

## Validation of the IPI and MMPI as Predictors of Police Performance

Jose M. Cortina, Mary Doherty, Neal Schmitt, Gary Kaufman, & Richard Smith  
Michigan State University & Michigan State Police

**Citation:**

Cortina, J. M., Doherty, M. L., Schmitt, N., Kaufman, G., & Smith, R. G. (1992). The "Big Five" personality factors in the IPI and MMPI: Predictors of police performance. *Personnel Psychology, 45*, 119-140.

Cortina, J. M., Doherty, M. L., Schmitt, N., Kaufman, G., & Smith, R. G. (1991). *Validation of the IPI and MMPI as predictors of police performance*. Paper presented at the annual meeting of the Society for Industrial-Organizational Psychology.

**Essential Finding:**

- MMPI and IPI were significantly related to performance after being placed into "Big 5" categories

**Subjects:**

N 314  
Dept. Michigan State Police recruits  
Gender/Race 72.6% were men - 69% were white

**Independent Variables**

MMPI  
Inwald Personality Inventory  
Cognitive ability

**Dependent Variables:**

Academy Performance (22-week academy)  
Field Training Performance

**Validity Findings:**

	Academy grades	Peer ratings	Academy rating	Turnove r	Field training
Civil service exam	.62*	.32*	.40*	-.13	.30*
MMPI					
Neuroticism (Hy, D, Pt)	-.28*	-.16	-.24*	.27*	-.19*
Extroversion (Si)	-.17*	-.04	-.23*	.21*	-.07
Openness to experience (Mf)	-.15*	-.19*	-.07	.11	-.11
Agreeableness (Pa)	.00	.06	-.01	.05	-.01
Conscientiousness (Pd, Mac)	-.20	-.17*	-.17*	.17*	-.09
IPI					
Neuroticism	-.21	-.22*	-.23*	.19*	-.15*
Extroversion	-.04	-.12	-.16*	.19*	-.01
Openness to experience	.11	-.04	-.15*	.09	-.09
Agreeableness	-.30*	-.17*	-.19*	.17*	-.19*
Conscientiousness	-.18*	-.17*	-.14*	.09	-.21*
Criteria					
Academy grades		.32*	.41*	-.27*	.40*
Peer ratings			.29*	-.36*	.34*
Overall academy rating				-.18*	.29*
Turnover					-.36*
Field training performance					



---

# Validation of a Preemployment MMPI Index Correlated with Disciplinary Suspension Days of Police Officers

Raymond M. Costello & Sandra L. Schneider  
University of Texas at San Antonio

---

## Citation

Costello, R. M., & Schneider, S. L. (1996). Validation of a preemployment MMPI index correlated with disciplinary suspension days of police officers. *Psychology, Crime & Law*, 2, 299-306.

## Summary and Essential Findings

- The purpose of the study was to determine if a measure of aggression (the Husemann Index – a combination of MMPI scales F + Pd + Ma) would predict the number of days that police officers were suspended.
- The index correlated .22 with the number of days suspended
- Optimal cutoff score for the index was 192

## Subjects

N 107 police officers (96 non-problem officers, 11 problem officers)  
Dept. City in the southwestern U.S.

## Independent Variables

MMPI Husemann Index

## Dependent Variables:

Days of disciplinary suspension

## Findings

- Problem officers were defined as the 10% of officers with the highest number of days suspended
- Husemann Index correlated .22 with number of days suspended
- Accuracy rate was 81% using the cutoff score of 192

Husemann Index Score	Problem Officers	Non-problem Officers
< 192	6	82
192+	5	14

---

## Applicants' Fraud in Law Enforcement

Raymond M. Costello, Sandra L. Schneider, & Lawrence S. Schoenfeld  
University of Texas at San Antonio

---

**Citation:**

Costello, R. M., Schneider, S. L. & Schoenfeld, L. S. (1993). Applicants' fraud in law enforcement. *Psychological Reports*, 73(1), 179-183.

**Summary and Essential Findings:**

- Police officers with F-K scores less than -16 (in T score differences) had more disciplinary problems than officers with scores higher than -15 ( $r = .25$ ).

**Subjects:**

N                                    200  
Dept.                                San Antonio (TX) Police Department

**Independent Variables**

MMPI F-K index

**Dependent Variables:**

Days of disciplinary suspension

**Findings:**

	Days of Disciplinary Suspension	
F-K difference in T scores	0-9	9-100
Score lower than -17	13	7
Score higher than -16	164	16
Chi-square = 15.24, $p < .001$		

---

# Time-Related Effects on MMPI Profiles of Police Academy Recruits

Raymond M. Costello & Lawrence S. Schoenfeld  
University of Texas at San Antonio

---

**Citation:**

Costello, R. M., & Schoenfeld, L. S. (1981). Time-related effects on MMPI profiles of police academy recruits. *Journal of Clinical Psychology, 37*(3), 518-522.

**Summary and Essential Findings:**

- This study looked at the systematic changes in MMPI scores across applicant testings
- Scores were relatively stable
- Applicants scored highest on Pd, Ma, and K

**Subjects:**

N 1,119  
Dept. San Antonio (TX) Police Department

**Independent Variables**

Age, Cohort

**Dependent Variables:**

MMPI Scores

**Notes:**

- The means in the table below were taken from a graph and might be a few decimal points off

**Findings**

MMPI Scale	Mean
L	51.5
F	51.0
K	56.0
Hs	48.5
D	52.0
Hy	54.0
Pd	57.0
Mf	53.0
Pa	50.5
Pt	51.0
Sc	51.0
Ma	57.5
Si	48.0

---

## Police Applicant Screening: An Analogue Study

Raymond Costello, Sandra Schneider, Lawrence Schoenfeld, & Joseph Kobos  
University of Texas at San Antonio

---

### Citation

Costello, R. M., Schneider, S. L., Schoenfeld, L. S., & Kobos, J. (1982). Police applicant screening: An analogue study. *Journal of Clinical Psychology, 38*(1), 216-221.

### Summary and Essential Findings

- Compared MMPI scores of officers rated unacceptable (23 of 424 officers) with those of 46 exceptional officers (no disciplinary problems and several citizen commendations) and 92 typical police officers matched for length of service.
- The MMPI Goldberg Index (L + Pa + Sc – Hy – Pt) was used to determine psychological fitness. The cutoff for this index is 60 (a high score is considered a sign of psychosis)
- Unacceptable officers had higher Goldberg scores than exceptional officers,  $t(67) = 2.41, r = .28$

### Subjects

N                      161 officers  
Dept.                 San Antonio (TX) Police Department

### Independent Variables

MMPI Goldberg Index

### Dependent Variables

Performance (acceptable v. exceptional)

### Findings

	Officer Performance Category		
	Unacceptable	Intermediate	Exceptional
Performance Measures			
Disciplinary actions	1.30	0.39	0.00
Days suspended	11.9	0.38	0.00
Citizen complaints	2.22	0.87	0.00
Commendations	0.48	0.43	1.28
MMPI Goldberg Index			
Mean	48.26	44.41	41.32
Standard deviation	12.15	12.57	11.01

Goldberg Score	Officer Performance Category			Total
	Unacceptable	Intermediate	Exceptional	
> 60	6	13	1	20
< 60	17	79	45	141
Total	23	92	46	161

---

# The Effects of Tenure on Police Officer Personality

Harold D. Cottle, Jr. and Gary G. Ford  
Stephen F. Austin State University

---

## Citation

Cottle, H. D., & Ford, G. G. (2000). The effects of tenure on police officer personality. *Journal of Police and Criminal Psychology, 15*(1), 1-9

## Summary and Essential Findings

- After at least five years on the job, scores on the F and depression scales of the MMPI increased and scores on the L scale decreased for officers in both a mid-size and small police department

## Subjects

N 23 veteran officers from a mid-sized department and 19 veteran officers from a small police department in Texas  
Tenure  $M = 10.5$ ,  $SD = 3.5$ , minimum = 5 years

## Independent Variables

Tenure (prehire v. posthire)

## Dependent Variables

MMPI & MMPI-2 scores

## Findings

MMPI Scale	Mid-Sized Department (n=23)			Small Department (n=19)		
	Prehire	5+ Years Later	t-test	Pre-hire	5+ Years Later	t-test
L	56.91	52.35	- 2.45*	53.21	47.79	- 2.76*
F	42.65	46.35	2.67*	41.11	49.53	3.42*
K	60.83	57.74	-1.87	55.74	50.42	-1.83
Hs	46.35	51.26	2.79*	47.05	52.21	1.81
D	45.26	49.96	2.10*	44.26	52.11	3.24*
Hy	48.00	51.43	1.61	46.32	49.21	2.32*
Pd	48.52	51.78	1.64	48.47	52.58	1.82
Mf	47.09	49.26	1.26	39.79	41.79	0.98
Pa	43.52	49.13	2.94*	44.63	48.05	1.29
Pt	47.26	49.87	1.36	47.05	50.74	1.52
Sc	46.48	48.30	1.08	46.11	51.84	2.58*
Ma	47.83	47.78	-0.03	47.95	49.89	1.18
Si	41.78	46.96	2.90*	45.37	50.16	1.63

---

# MMPI Performance Related to Length of Service for Public Safety Employees

Laura Barrington Cowan  
Purdue University

---

## Citation:

Cowan, L. B. (1991). *MMPI performance related to length of service for public safety employees*. Unpublished doctoral dissertation, Purdue University.

## Essential Findings:

- This study looked at cross-sectional and longitudinal changes in MMPI scores. Few changes in scores or profiles were observed.

## Subjects:

N 133 police officers and 66 firefighters  
Gender 100% were men

## Independent Variables

Age, Cohort

## Dependent Variables:

MMPI Scores

## Notes:

- The means in the table below were taken from a graph and might be a few decimal points off

## Findings:

---

MMPI Scale	Police	Fire	Psychological Classification		
Sample size	111	51			
L	50	54	Normal	107	48%
F	46	46	Intermediate		25%
K	59	61	Neurotic	10	
Hs	48	49	Characterological	24	
D	49	50	Psychotic	15	
Hy	57	56	Indeterminate	4	
Pd	56	56	Unclassifiable	3	
Mf	59	54	Elevated	27%	
Pa	52	51	Neurotic	18	
Pt	53	51	Characterological	26	
Sc	53	51	Psychotic	13	
Ma	59	58	Indeterminate	4	
Si	44	43			

---

Group/Classification	Years of Service				Total
	0-6	7-13	14-19	20+	
Police (n = 244)	%	%	%	%	%
Normal	62	51	41	52	50
Neurotic	4	13	17	19	13
Character disorder	29	23	26	10	24
Psychotic	6	14	16	19	13
Firefighter (n = 260)					
Normal	51	45	29	31	39
Neurotic	9	19	26	35	21
Character disorder	25	21	30	27	26
Psychotic	16	15	16	8	15

Group/Classification	Years of Service			Total
	0-6	7-13	14+	
Police	%	%	%	%
Changed from elevated to normal	27	20	13	23
Stayed normal	32	38	25	34
Changed from normal to elevated	25	21	38	24
Stayed elevated	16	21	25	19
Fire				
Changed from elevated to normal	13	20		14
Stayed normal	43	40		43
Changed from normal to elevated	28	10		25
Stayed elevated	15	30		18

---

## Height Standards and Policing: Rationale or Rationalization?

John A. Culley  
SUNY - Albany

---

**Citation:**

Culley, J. A. (1987). *Height standards and policing: Rationale or rationalization?* Unpublished doctoral dissertation, SUNY - Albany.

**Essential Finding:**

Height was correlated with several ratings of performance but not with objective measures.

**Subjects:**

N                      302 NYPD officers  
Gender                84% were men, 16% were women

**Independent Variables**

Height

**Dependent Variables:**

Police Patrol Performance

**Findings**

	Height	Gender	(b)	(c)	(d)
Activity Levels					
Moving violations issued (a)	.01	- .07	.18*	.11	.12*
Felony arrests made (b)	.08	- .07		.27*	.37*
Misdemeanor arrests made (c)	- .06	- .05			.10
Confrontational arrests made (d)	.00	- .03			
Performance Rating					
Size-up and defuse situation	.15*				
Determine cause of conflict	.12*				
Ability to resolve without arrest	.05				
Driving ability	.20*				
Select to give information	.11*				
Take lead in handling	.12*				
Influence peers	.12*				
Skill in describing situations	.05				
Skill in determining cause of event	.12*				
Semantic Differential Checklist					
Hardhearted	.15*				
Unsympathetic	.11*				
Indecisive	.03				
Friendly	.03				
Supportive	.03				
Challenging	.09				
Personal	.02				
Listening skill	.04				
Skill in describing situations	.05				

---



---

# An Investigation of Police Officer Background and Performance: An Analytical Study of the Effect of Age, Time in Service, Prior Military Service, and Educational Level on Commendations

Jeffrey D. Dailey  
Sam Houston State University

---

### Citation

Dailey, J. D. (2002). *An investigation of police officer background and performance: An analytical study of the effect of age, time in service, prior military service, and educational level on commendations*. Unpublished doctoral dissertation, Sam Houston State University.

### Essential Finding

- Education was positively related to commendations and promotions

### Subjects:

N 489 police officers  
 Department Police department for a large city (pop 260,000) in the eastern U.S.  
 Sex 90.8% were men, 9.2% were women  
 Race White=89.8%, African American=8.8%, Hispanic = 1%, Asian=1%  
 Age  $M = 30.57, SD = 9.01$   
 Education HS=21.5%, < 60 hours of college =12.3%, Associate's degree=18.4%  
 Bachelor's degree = 43.6%, MA/JD = 2.9%

### Independent Variables

Education  
 Military service

### Dependent Variables:

Commendations

### Findings: Correlations

	Commendations	Promotions	(1)	(2)	(3)	(4)	(5)
Military Service							
1. Years in the military	-.04			.64*	-.13	-.15	
2. Commendations in the military							
3. College hours	.18*	.29*				.04	
4. Years of police experience	.36*	.53*					.89*
5. Age	.33*						
Police Promotions	.36*						

# The Relationship of Personality Variables to Suitability for Police Work

Robert Edmund Daley  
Florida Institute of Technology

## Citation

Daley, R. E. (1978). *The relationship of personality variables to suitability for police work* Unpublished doctoral dissertation, Florida Institute of Technology.

## Essential Finding

- MMPI not related to absenteeism or discipline problems

## Subjects:

N 1,000 New York City Police Officers (n = 571 for validity coefficients)  
Sex 100% were men  
Age  $M = 25.11$ , Range = 21- 36  
Education  $M = 12.59$

## Independent Variables

MMPI

## Dependent Variables:

Police Patrol Performance

## Findings

MMPI Scale	Mean	Job Related Absence		Other Absence		Serious Discipline?	Fired?
		Incidents	Days	Incidents	Days		
L	57.00	.01	.06	-.01	.05	.02	.06
F	46.51	.02	-.01	.02	-.01	.02	-.01
K	60.57	-.05	-.03	-.09	-.04	-.03	-.01
1 Hs – Hypochondriasis	50.20	.01	-.05	.06	-.06	.00	.04
2 D – Depression	52.44	-.01	-.02	-.04	-.02	-.01	.05
3 Hy – Hysteria	54.43	-.04	-.04	-.09	-.05	-.01	.03
4 Pd – Psychopathic deviate	56.35	.01	-.03	-.02	-.04	-.05	-.01
5 Mf – Masculinity/femininity	52.78	.10	.02	.03	-.02	.10	-.02
6 Pa – Paranoia	48.33	.05	-.04	-.07	-.03	.09	-.03
7 Pt – Psychasthenia	50.90	.03	-.04	-.01	-.06	-.04	-.01
8 Sc – Schizophrenia	53.01	.01	-.06	-.04	-.08	.00	.02
9 Ma – Hypomania	57.49	.11	.02	-.08	-.04	.05	-.02
0 Si – Social Introversion	44.10	-.04	-.02	-.01	.01	-.01	.01
Cognitive Ability							
Otis IQ Test	104	.06	-.02	-.02	-.05	-.05	-.13
Army Beta	107	-.01	.01	.08	.06	-.19	-.03
Education	12.39	.02	-.01	-.06	-.07	-.01	-.04
Performance Measures							
P1. Number of absences due to job related injury			.45	.10	-.01	.21	.07
P2. Days lost due to job related injury				.08	.05	.17	-.01
P3. Number of absences due to other illness/injury					.45	.00	-.03
P4. Days lost due to other illness or injury						.02	-.02
P5. Serious disciplinary infraction (0=no, 1=yes)	10.5%						
P6. Fired (0=no, 1 = yes)	1.2%						

---

# The Effect of a College Degree on Police Absenteeism

Edward D. Daniel  
Missouri Department of Public Safety

---

**Citation:**

Daniel, E. D. (1982). The effect of a college degree on police absenteeism. *The Police Chief*, 49(9), 70-71.

Daniel, E. D. (1980). *The effect of a college degree on police employee attendance*. Unpublished educational specialist thesis, Central Missouri State University.

**Essential Findings:**

- College educated officers missed significantly fewer days of work

**Subjects:**

N                    890  
Dept.                Eight police departments in Missouri  
Education:        High school or some college=70%, BA=30%

**Independent Variables**

Education

**Dependent Variables:**

Patrol Performance

**Notes**

- Means but not standard deviations were given in the published article and the thesis.

**Findings:**

	No Bachelor's degree	Bachelor's degree
N	267	623
Average number of hours absent	52.5	22.11

---

# An Exploratory Examination of Pre-employment Psychological Testing of Police Officer Candidates with a Hispanic Surname

Mark L. Dantzker & Diamantina Freeberg  
University of Texas Pan American & University of Texas Brownsville

---

## Citation:

Dantzker, M. L., & Freeberg, D. (2003). An exploratory examination of pre-employment psychological testing of police officer candidates with a Hispanic surname. *Journal of Police and Criminal Psychology, 18*(1), 38-44.

## Essential Findings

- 92.8% of Hispanic applicants passed a psychological exam using the MMPI, Guildford Zimmerman Temperament Survey, and a psychological interview
- Applicants who failed the psychological exam had higher scores on the Pd, PA, and Sc scale than did applicants who passed the exam

## Subjects

N	319 Hispanic police candidates
Dept	Police department in Texas
Sex	91.5% were men, 8.5% were women
Race	100% were Hispanic
Age	$M = 25.43$ , range = 18 to 44 years
Education	$M = 13.46$ years

## Independent Variable

MMPI

## Dependent Variable

Passed psychological evaluation

## Findings

MMPI Scale	Exam Status		Total	F value	$P <$
	Pass	Fail			
L	56.88	53.87	56.66	1.78	.18
K	58.22	59.17	58.57	.10	.75
D	51.71	51.30	51.68	.05	.82
Pd	53.45	58.70	53.83	7.07	.008
Pa	47.37	53.61	47.82	12.29	.001
Sc	49.62	53.22	49.88	4.48	.04

---

# The Predictive Validity of a Police Officer Selection Program

Neil Bingham Davidson  
Portland State University

---

**Citation:**

Davidson, N. B. (1975). *The predictive validity of a police officer selection program*. Unpublished master's thesis, Portland State University.

**Essential Findings:**

- Cognitive ability predicted performance in the cross-validation group

**Subjects:**

N                    205 officers with at least 3 years tenure with the Portland, OR police department  
 Sex                    100% were men  
 Age                    M=23.9, SD=2.8  
 Education            GED=7%, HS=38%, 1 year college=29%, 2 years=16%, 3 years=6%, Bachelor's=4%

**Selection Information**

	Reliability	Took	Passed
Written exam	.74	2,597	1,464
Physical agility test			
Oral interview	.60	968	549
Medical exam		426	250
Psychological exam		426	250
Appointed to department		254	

**Independent Variables**

Cognitive ability (IPMA test:  $\alpha = .74$ )  
 Interview  
 Psychological evaluation

**Dependent Variables:**

Patrol Performance (after 3 years)

**Findings**

	Validation Group (n=137)				Cross-Validation (n=68)			
	Written	Interview	Psych	Performance	Written	Interview	Psych	Performance
Cognitive ability		.09	.20**	.13		.15	.12	.21*
Interview			.27**	.00			.29*	.13
Psychological				.15				.06
Performance Evaluation								

---

## Relationship between Cognitive Ability and Background Variables and Disciplinary Problems in Law Enforcement

Robert D. Davis & Cary D. Rostow  
Matrix, Inc.

---

### Citation:

Davis, R. D., & Rostow, C. D. (2003). Relationship between cognitive ability and background variables and disciplinary problems in law enforcement. *Applied H.R.M. Research*, 8(2), 77-80.

### Essential Findings:

- Cognitive ability ( $r = -.09$ ) and education ( $r = -.10$ ) were negatively related to being terminated for cause

### Sample

N	1,987 police officers (7.8% had been fired for cause)
Dept	A variety of law enforcement agencies in the Southeast
Sex	85.3% were men, 14.7% were women
Race	White = 75.4%, African American = 22.8%, Hispanic = 0.9%, Asian=0.4%, Other=0.6%
Age	$M = 30.18$ , $SD = 8.43$ , Range = 17 to 77
Education	$M = 13.34$ , $SD = 1.95$ , Range = 5 to 21

### Independent Variables

Cognitive ability (Shipley)  
Education (years)  
Military experience (0=no, 1=yes)  
Background problems

### Dependent Variables

Fired for cause (0=no, 1=yes)

### Findings

Predictor	Mean	N	Correlation with being fired for cause
Cognitive ability	100.49	861	-.09*
Education	13.34	1,987	-.10*
Military experience (0=no, 1=yes)	.29	1,987	-.02
Bad credit (0=no, 1=yes)	.23	1,987	-.05*
Fired from previous job (0=no, 1=yes)	.15	1,987	-.04
Arrest record (0=no, 1=yes)	.18	1,987	.02
Number of traffic citations	.53	1,987	.01
Sex (0=male, 1=female)	.15	1,987	.01
Age	30.18	1,987	.00

Correlations among variables								
Predictor	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Sex								
2. Age	.02							
3. Education	.12	-.07						
4. Bad credit?	-.14	.15	-.09					
5. Fired from previous job?	-.02	-.07	-.06	.14				
6. Arrest record?	-.05	.05	-.02	.11	.12			
7. Traffic citations received	.03	-.11	.06	.01	.05	.06		
8. Previous military experience	-.17	.18	-.03	-.04	-.01	-.06	-.01	
9. Cognitive ability	.09	.04	.35	-.08	.01	.05	-.07	.05

Note: N = 2,919 for all correlations except those involving cognitive ability (n=1,627)

# An Investigation into the Usefulness of the MMPI and MMPI-2 in Municipal and State Police Candidate Selection

Robert D. Davis, Cary D. Rostow, James B. Pinkston, & Leah M. Cowick  
Matrix, Inc.

**Citation:**

Davis, R. D., Rostow, C. D., Pinkston, J. B., & Cowick, L. M. (1999). An investigation into the usefulness of the MMPI and MMPI-2 in municipal and state police candidate selection. *Journal of Police and Criminal Psychology, 14*(1), 100-106.

**Essential Findings:**

- A few scales on the MMPI differentiated candidates who passed the selection interview for those who didn't and candidates who passed the academy from those who didn't

**Subjects:**

Dept                      Candidates for positions with a municipal police department and the state police in Louisiana

	<u>Municipal Police 1</u>	<u>Municipal Police 2</u>	<u>State Police</u>
N	392	79	215
Sex	91.6% were men	89.9% were men	93.5% were men
Age	<i>M</i> = 28.8	<i>M</i> = 29.1	<i>M</i> = 28.3
Race	74.6% were white	81% were white	80% were white
Test	MMPI	MMPI-2	MMPI-2

**Findings**

	Municipal Police – MMPI				Municipal Police – MMPI-2				State Police – MMPI-2			
	Pass		Fail		Pass		Fail		Pass		Fail	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
L									59.03	11.0	65.2	25.6
F	50.43	5.0	57.54	8.8	42.91	5.1	71.2	19.2	41.77	4.0	46.8	3.4
Pd	59.22	7.8	68.73	10.8								
Pd1									46.87	5.5	43.6	3.1
Pd2					49.93	7.0	69.0	8.9				
Mf3	51.86	13.0	61.27	13.4								
Ma					48.69	8.3	64.6	14.1	48.18	6.6	68.8	12.6
Ma1	49.53	7.5	55.00	9.8								
Ma3									56.54	8.0	60.2	7.8
Sc2												
Si6	45.66	9.8	58.46	17.1								
Org	42.68	6.0	52.46	10.4								
Mac4									48.91	6.5	48.4	9.9
Hea3									49.12	6.4	44.8	4.4
Do									51.81	6.9	56.0	7.0
Vrin									39.08	6.7	48.8	9.4
Hea1									46.08	5.0	44.0	0.0



<b>State Trooper Academy</b>				
	Pass Academy		Fail Academy	
MMPI-2 Scale	Mean	SD	Mean	SD
SC4	43.03	2.7	46.52	5.0
MT	39.17	3.8	43.65	7.1
DEP1	44.58	4.5	45.87	6.2
ASP2	49.18	8.7	46.26	9.5

# Entry-Level Police Candidate Assessment Center: An Efficient Tool or a Hammer to Kill a Fly?

Kobi Dayan, Ronen Kasten, & Shaul Fox  
Israeli Police and Bar-Ilan University

## Citation

Dayan, K., Kasten, R., & Fox, S. (2002). Entry-level police candidate assessment center: An efficient tool or a hammer to kill a fly? *Personnel Psychology*, 55(4), 827-849.

## Essential Findings

- Cognitive ability and assessment center scores predicted academy and on-the-job performance
- Academy performance predicted on-the-job performance (measured 2-4 years after academy)

## Subjects

N                                712 applicants to the Israel police force, 585 of whom passed the selection process  
Age                              Range = 22 to 28

## Independent Variables

Cognitive ability (test-retest = .71)  
Assessment center ratings

## Dependent Variables

Academy performance  
Supervisor and peer ratings of job performance

## Findings

	Final Academy Ratings	Academy Peer Ratings			On-the-Job Performance		
		Dimensions Mean	Future Job Success	Aggressiveness	Special Supervisor Evaluation	Periodic Peer Evaluation	Periodic Supervisor Evaluation
Sample Size	413	494	496	496	413	423	420
Coefficient alpha	.91	.95			.93	.90	.92
Paper-and-Pencil Tests							
General intelligence	.19*	.11*	.26*	.01	.14*	.09	.10*
Language mastery	.23*	.12*	.21*	.00	.12*	.02	.20*
Assessment Center							
Simulations score	.25*	.06	.30*	.06	.17*	-.03	.17*
Peer ratings							
Enthusiasm	.23*	.09*	.29*	.14*	.14*	-.01	.11*
Self-control	.08	.23*	.28*	-.11*	.14*	.15*	.09
Teamwork	.18*	.22*	.33*	.08	.15*	.03	.12*
Future job success	.19*	.19*	.35*	.11*	.19*	.09	.13*
Academy Performance							
Final Score		.23*	.35*	-.02	.12*	-.06	.20*
Academy dimensions			.49*	-.51*	.30*	.39*	.21*
Future job success				-.11*	.24*	.10*	.19*
Aggressiveness					-.09	-.21*	-.03
On-the-Job Performance							
Special supervisor eval						.16*	.22*
Periodic peer evaluation							-.08

---

# The Relationship Between Eysenckian Personality Variables and Ratings of Job Performance and Promotion Potential of a Group of Police Officers

David Dean  
Ball State University

---

**Citation:**

Dean, D. (1974). *The relationship between Eysenckian personality variables and ratings of job performance and promotion potential of a group of police officers*. Unpublished doctoral dissertation, Ball State University.

**Essential Findings:**

- Officers were given a personality test and a mental ability test. The mental ability test was given twice, 30 days apart. In the first testing, officers were told to take their time and be accurate. In the second testing, the stress condition, subjects were timed and encouraged to work fast.
- No significant relationship between personality and job performance

**Subjects:**

N                    33 officers with at least two years experience from a small police department  
 Sex                 100% were men  
 Age                  $M = 32.9$ , Range=24 to 64

**Independent Variables**

Personality (Eysenck Personality Inventory)  
 Cognitive ability (Primary Mental Abilities Test)

**Dependent Variables**

Ratings of job performance  
 Ratings of promotion potential

**Findings**

Correlations											
Personality	Mean	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Extraversion	11.85									.04	-.07
2. Neuroticism	7.88									-.22	-.16
Cognitive Ability											
Verbal											
3. Unstressed											
4. Stressed	21.73	-.14	-.33							.06	.22
5. Stress-unstress difference		-.07	-.17							.09	.01
Numerical											
6. Unstressed											
7. Stressed	14.12	.01	.05							-.37	-.13
8. Stress-unstress difference		.01	.07							-.03	-.27
Performance Measures											
9. Performance Rating	48.67									(.72)	.85
10. Promotion Potential	43.42										(.56)

---

# Raising the Age and Education Requirements for Police Officers: Will Too Many Women and Minority Candidates be Excluded?

Lisa Kay Decker & Robert G. Huckabee  
Indiana State University

---

### Citation

Decker, L. K., & Huckabee, R. G. (2002). Raising the age and education requirements for police officers: Will too many women and minority candidates be excluded? *Policing: An International Journal of Police Strategies & Management*, 25(4), 789-802.

### Essential Findings

- Increasing education requirements would reduce the pool of minority applicants but would eliminate 75% of the officers who failed to complete the probationary period
- Raising the minimum age from 21 to 25 would do little to reduce the number of cadets failing to complete the probationary period
- Education (< 4 year degree, 4 year degree or higher) correlated .07 (corrected to .11 for dichotomous nature of criterion and predictor) with successfully completing the probationary period. This correlation was computed from the data provided in the article

### Subjects

N                            190 officers over a five-year period (20 failed to complete the probationary period)  
 Department            Indianapolis, Indiana P.D.  
 Sex                            82.1% were men, 17.9% were women  
 Race                        79.5% were white and 20.5% were African American  
 Age                          $M = 27.14$ , range = 21 to 43  
 Education                HS =20%, some college=45.3%, bachelor's degree=32.1%, master's degree=2.6%

### Independent Variables

Education

### Dependent Variables

Completed probationary period

### Findings

Percentages						
Degree	Race and Sex				Total %	N
	WM	BM	WF	BF		
GED	0.0	6.9	0.0	0.0	1.1	2
High school diploma	20.5	17.2	8.3	30.0	18.9	36
Some college	42.5	48.3	50.0	60.0	45.3	86
Four-year degree	35.4	24.1	33.3	10.0	32.1	61
Post-graduate	1.6	3.4	8.3	0.0	2.6	5
Sample Size	127	29	24	10		190

Education	Probationary Period	
	Did not Complete	Successfully Completed
No four-year degree	15	109
Four-year degree	5	61

---

# Education and the Police: A Study of the Relationship Between Higher Education and Police Officer Performance

Vincent Del Castillo  
John Jay College

---

**Citation:**

Del Castillo, V. (1984). *Education and the police: A study of the relationship between higher education and police officer performance*. Unpublished master's thesis, John Jay College.

**Essential Findings:**

- Better educated officers performed better in the academy and received significantly fewer sustained disciplinary charges during their 18-month probationary period.

**Subjects:**

N	160 transit police officers hired in October, 1981. This group was a sample from the 456 officers hired that year.
Age	$M = 24.46$ , Range (21 – 33)
Education	No college = 36.6%, College = 63.4%
Academy length	6 months

**Independent Variable**

Education

**Dependent Variables**

Academy performance  
Field training performance

**Findings**

Performance Measure	Correlation with Education	Means		P level
		CJ Major	Other Major	
Academy Performance				
Class standing (rank)	-.21*	168.50	116.90	.174
Commendations	.08	1.86	1.85	.991
Derogatory reports	-.11	0.79	1.25	.330
Class evaluation	.12	3.21	3.25	.940
Patrol Performance				
Sustained disciplinary charges	-.16*	.14	.10	.772
Suspension days	-.03	.00	.60	.249
Civilian complaints: Unnecessary force	.07	.07	.25	.219
Civilian complaints: Improper action	-.04	.00	.15	.186
Commendations	.03	.29	.25	.888
Probation evaluation	.07	3.36	3.40	.909
Absenteeism				
Sick leave incidents	-.14*	3.50	3.75	.805
Sick leave days	-.11	7.64	7.20	.900
Sick leave abuser	-.19*	0.07	0.00	.336
Job-related injuries	.02	0.50	0.95	.188
Activity				
Arrests	.01	7.50	17.15	.025
Summonses	.02	302.64	364.60	.423
Juvenile reports	.05	6.36	20.05	.050

---

# MMPI-2 in Police Officer Selection: Normative Data and Relation to the Inwald Personality Inventory

Paul Detrick, John T. Chibnall, & Martin Rosso  
Florissant Psychological Services

---

## Citation:

Detrick, P., Chibnall, J. T., & Rosso, M. (2001). Minnesota Multiphasic Personality Inventory-2 in police officer selection: Normative data and relation to the Inwald Personality Inventory, *Professional Psychology: Research and Practice*, 32(5), 484-490.

## Essential Findings:

- Study provided MMPI-2 norms for new and veteran police officers
- New and veteran MMPI-2 profiles did not differ

## Sample

N 467 officers hired by 18 police departments in the St. Louis, MO area  
Gender 92.1% were men, 7.9% were women  
Race White=91.9%, Minority=8.1%  
Age  $M = 27.6$   
Experience Men averaged 2.9 years and women .7 of a year

## Findings: Mean MMPI-2 Scores (k corrected)

	Men		Women	
	Veteran Men	Recruit Men	White	Minority
Sample Size	198	232	34	3
MMPI-2 Scale				
L	61.3	61.6	60.0	67.7
F	41.7	41.3	43.3	45.7
K	64.6	62.9	63.1	64.3
Hs	50.3	48.7	47.1	49.3
D	46.6	45.7	43.2	44.3
Hy	52.0	49.8	48.4	46.3
Pd	52.0	51.0	52.1	48.7
Mf	41.0	40.6	61.1	58.7
Pa	48.2	47.0	46.9	49.7
Pt	48.4	48.2	46.8	45.7
Sc	48.1	47.0	48.0	53.7
Ma	46.5	48.8	47.9	51.7
Si	40.4	40.9	40.6	43.0

**Correlations between the MMPI-2 and the Inwald Personality Inventory (IPI)**

IPI Scale	L	F	K	HS	D	Hy	Pd	MF	PA	Pt	Sc	Ma	Si
Guardedness	.64	-.04	.30	.13	.05	.04	-.14	-.15	-.08	.06	.09	-.09	-.01
Alcohol	-.26	.01	-.22	-.09	-.12	-.14	.00	-.08	.08	-.15	-.06	.15	-.20
Drugs	-.18	.05	-.12	-.06	-.09	-.06	.07	.00	.11	-.02	-.04	.19	-.16
Driving violations	-.05	.08	.01	.01	.00	.04	.16	-.04	-.02	-.02	.01	-.08	.00
Job Difficulties	-.20	.20	-.22	-.01	-.05	-.04	.05	.02	.04	-.04	-.07	.16	-.04
Trouble with the Law	-.27	.21	-.22	-.02	.00	-.10	.13	.05	.09	-.02	-.01	.17	.05
Absence Abuse	-.27	.17	-.27	-.03	.02	-.05	.01	.02	.01	-.02	-.10	.16	-.03
Substance Abuse	-.28	.03	-.34	-.11	-.14	-.16	-.09	.00	-.02	-.18	-.10	.31	-.14
Antisocial Attitudes	-.32	.12	-.60	-.29	-.09	-.42	-.24	.00	-.21	-.25	-.28	.30	.18
Hyperactivity	-.45	.02	-.59	-.29	-.16	-.35	-.18	.10	-.06	-.25	-.24	.32	.02
Rigid Type	-.26	-.02	-.46	-.27	-.16	-.31	-.17	.04	-.10	-.27	-.26	.21	.06
Type A	-.33	.05	-.56	-.31	-.05	-.37	-.20	.18	-.14	-.19	-.29	.16	.19
Illness Concerns	-.21	.10	-.29	-.01	.01	-.09	-.03	.17	.04	.03	-.06	.16	.09
Treatment Programs	-.13	.08	-.13	-.06	-.02	-.01	.05	.15	.14	.06	.01	.07	.03
Anxiety	-.25	.15	-.40	-.09	.20	-.17	-.05	.18	.02	.03	-.16	.11	.22
Phobic Personality	-.26	.16	-.39	-.14	.14	-.23	-.12	.20	-.05	.05	-.11	-.03	.39
Obsessive Personality	-.22	.09	-.48	-.17	.07	-.31	-.17	.06	-.08	-.15	-.26	.17	.20
Depression	-.30	.19	-.47	-.11	.18	-.19	-.04	.26	-.05	-.01	-.11	.11	.25
Loner Type	-.17	.14	-.27	-.03	.12	-.17	-.15	.14	-.11	-.06	-.11	-.06	.42
Unusual Experiences	-.12	.15	-.31	-.04	.04	-.21	-.07	.13	.01	.00	.02	.22	.20
Lack of Assertiveness	-.03	.14	-.05	.02	.21	-.02	-.02	.10	.01	.19	.02	-.23	.32
Interpersonal Difficulties	-.31	.15	-.49	-.17	.01	-.30	-.14	.12	.08	-.17	-.16	.11	.22
Undue Suspiciousness	-.27	.06	-.57	-.27	-.06	-.43	-.27	.07	-.20	-.20	-.31	.30	.17
Family Conflicts	-.18	.23	-.26	-.13	.00	-.10	-.02	.18	.03	-.02	-.07	.15	.09
Sexual concerns	-.06	.05	-.22	-.08	-.02	-.10	-.05	.09	.03	-.01	-.01	.04	.07
Spouse/mate Conflicts	-.22	.05	-.24	-.02	.10	-.09	-.06	.10	.04	-.02	-.08	.04	.08

---

# A Cross-Validated Comparison of Models for the Prediction of Academy Performance and Job Tenure of Police Officer Recruits

Gary S. Dibb  
University of Hawaii

---

**Citation:**

Dibb, G. S. (1978) *A cross-validated comparison of models for the prediction of academy performance and job tenure of police officer recruits*. Unpublished doctoral dissertation, University of Hawaii, Honolulu.

**Essential Findings:**

- Cognitive ability was significantly correlated with academy performance
- Education was significantly correlated with academy performance

**Sample**

N	163 officers in the Honolulu, HI Police Department who completed the academy in 1976
Gender	93.3% were men, 6.7% were women
Race	White=42.5%, Asian-American=55.2%, Other=2.3
Age	<i>M</i> = 26.96 (SD = 5.54)
Academy	26 weeks

**Findings**

Background Variable	Academy Grades	Turnover within 5 years
High school grades	.55*	- .09
Cognitive ability	.37*	- .10
Years of education	.20	
Veteran status	- .18	- .03
Personal references	- .13	.25
Indebtedness	.03	
Traffic citations	.17	
Drinking	- .02	
Credit rating		.18
Criminal record		.11

Note: The validity of years education was computed by taking the t-value of 2.60 from Table 18 in the dissertation, and then converting it to an r of .20.



---

# The Utility of the Oral Interview Board in Selecting Police Academy Admissions

William G. Doerner  
Florida State University

---

## Citation

Doerner, W. G. (1997). The utility of the oral interview board in selecting police academy admissions. *Policing: An International Journal of Police Strategies & Management*, 20(4), 777-785.

## Essential Findings

- Oral boards were conducted for applicants wanting to attend the academy, but who were not “sponsored” by a law enforcement agency
- The oral board showed no adverse impact
- The size of the board was not related to interview ratings
- 96% of non-sponsored cadets passed the academy compared to 83% of sponsored cadets

## Subjects

N 244 cadets in one of five academy classes in Florida

## Independent Variables

Demographics

## Dependent Variables

Oral Board Scores

## Findings

Oral Board Ratings	Median Interrater Reliability	Recruit Race	Recruit Gender	Board Size	Rater Gender
Appearance	.34	-.06	-.10	.09	.13*
Self-confidence	.44	.03	-.05	.07	.07
Self-expression	.27	.06	.03	.09	-.03
Understanding	.46	.09	-.13*	-.07	-.05
Comprehension	.44	.03	-.04	.07	-.01
Background	.38	.05	.14*	-.01	.01
Overall Rating	.37	.06	.00	.10	-.02

Note: Gender (1=male, 2 = female)

---

# Interpersonal Effectiveness of Police Officers: A Comparison of the California Psychological Inventory and the Behavioral Police Assessment Device

Kelley S. Dolan  
California School of Professional Psychology - Berkeley

---

**Citation:**

Dolan, K. S. (1989). *Interpersonal Effectiveness of Police Officers: A Comparison of the California Psychological Inventory and the Behavioral Police Assessment Device*. Unpublished doctoral dissertation, California School of Professional Psychology - Berkeley .

**Essential Finding:**

- No relationship between B-PAD and scores on the California Psychological Inventory

**Subjects:**

N 55 (27 applicants, 28 incumbent officers) from a Northern California police department.  
 Gender/Race Applicants (81.5% men, 66.7% White) - Incumbents (85.7% men, 89.3% White)  
 Age Applicants (Mean = 28, range 21 - 37) - Incumbents (Mean = 28, range 24-45)

**Independent Variables**

CPI (test-retest = .83)

**Dependent Variables:**

B-PAD (Interrater = .71, rate-rerate = .80)

**Findings:**

CPI Scale	B-PAD
Do: Dominance	.15
Cs: Capacity for status	.03
Sy: Sociability	-.04
Sp: Social presence	.00
Sa: Self-acceptance	.02
Wb: Well-being	.16
Re: Responsibility	.11
So: Socialization	.20
Sc: Self-control	.16
To: Tolerance	.15
Gi: Good impression	.20
Cm: Communality	-.02
Ac: Achievement via conformance	.04
Ai: Achievement via independence	.22
Ie: Intellectual efficiency	-.18
Py: Psych mindedness	.02
Fx: Flexibility	.11
Fe: Femininity	-.04

# Police Discretion in Traffic Law Enforcement

Steven C. Dolezal  
Pacific Graduate School of Psychology

---

## Citation:

Dolezal, S. C. (1992). *Police discretion in traffic law enforcement*. Unpublished doctoral dissertation, Pacific Graduate School of Psychology (Palo Alto, CA).

## Essential Finding:

- Study looked at the relationship between officer personality and traffic stop leniency (defined as the number of warnings issued divided by the total number of traffic stops)
- Stability of officer leniency was .82 across years and .84 across shifts
- Personality was not related to officer leniency

## Subjects:

N 52 police officers  
Department Three small police departments in Northern California  
Gender 92.3% were men, 7.7% were women  
Age  $M = 36, SD = 7.85$

## Independent Variables

Personality (CPI)

## Dependent Variables

Traffic stop leniency

## Findings

CPI Scale	Mean	Correlation with leniency ratio
Dominance	56.4	.06
Capacity for status	54.9	-.11
Sociability	54.5	-.01
Social presence	57.7	-.03
Self-acceptance	53.4	.17
Well-being	56.1	.03
Responsibility	49.5	.05
Socialization	50.5	-.05
Self-control	56.4	.02
Tolerance	57.0	-.04
Good impression	56.0	.12
Communality	56.2	.13
Ach via conformance	59.0	.13
Ach via independence	59.1	.02
Intellectual efficiency	56.7	-.02
Psychological mindedness	58.5	-.02
Flexibility	55.0	.03
Femininity	43.6	-.06
Police Effectiveness Scale	51.3	.11
Age		.27

---

# Personality Characteristics and Demographic Variables as Predictors of Job Performance in Female Traffic Officers

Kay R. Dorner  
United States International University

---

**Citation:**

Dorner, K. R. (1991). *Personality characteristics and demographic variables as predictors of job performance in female traffic officers*. Unpublished doctoral dissertation, United States International University.

**Essential Finding:**

- Education and two CPI scales significantly correlated with performance ratings.

**Subjects:**

N 103 female traffic officers in a large western state  
 Gender/Race 100% were women, White=75.7%, Hispanic = 8.7%, Black = 5.8% , Asian = 8.7%  
 Age 30.5 (range 22 - 46)  
 Education hs=40.6%, aa=27.7%, ba=27.7%, ma=4.0%  
 Experience Mean = 5 years (range > 1 - 16)

**Independent Variables**

Education  
CPI

**Dependent Variables:**

Ratings of Patrol Performance (alpha = .87)

**Findings:**

Variable	Correlation with Performance
Education	.24*
CPI Scale	
Do: Dominance	- .08
Cs: Capacity for status	- .12
Sy: Sociability	- .18*
Sp: Social presence	- .06
Sa: Self-acceptance	- .24*
Wb: Well-being	.12
Re: Responsibility	.00
So: Socialization	.07
Sc: Self-control	.09
To: Tolerance	.00
Gi: Good impression	.03
Cm: Communality	.10
Ac: Achievement via conformance	.05
Ai: Achievement via independence	.10
Ie: Intellectual efficiency	.10
Py: Psych mindedness	.15
Fx: Flexibility	- .09
Fe: Femininity	.12

Variable	Correlation with Performance
CPI Scale	
v.1	.15
v.2	.02
v.3	.00

Education level	N	Performance Rating	
		Mean	Sd
High school	41	56.0	4.5
Associate's degree	28	58.4	5.9
Bachelor's degree	28	60.5	6.0
Master's degree	4	63.3	4.5

---

## Higher Education for Police Officers

Rose Rita Dorsey  
University of Mississippi

---

### Citation:

Dorsey, R. R. (1994). *Higher education for police officers: An analysis of the relationships among higher education, belief systems, job performance, and cultural awareness*. Unpublished doctoral dissertation, University of Mississippi.

### Essential Findings:

- Education was positively related to performance
- Education was negatively related to dogmatism

### Subjects:

N 213  
Dept. Memphis (TN) Police Department  
Gender: 74.6% were men, 25.4% were women  
Race White=60.1 %, African American=39%, Hispanic=.9%  
Education: HS=4.7%, some college=26.2%, AAS=40.5%, BA=27.7%, MA=0.9%

### Independent Variables

Education  
Dogmatism

### Dependent Variables:

Patrol Performance (probationary period)

### Findings:

---

	Performance	Dogmatism
Education	.12	- .14*
Dogmatism	-.15	
Age	.27*	-.07
Length of Service	.33	-.05

---

n=213 \* r is significant at the .05 level or better

Note: correlations with individual performance dimensions are available

---

# Screening of Police Applicants: A Replication of a 5-Item MMPI Research Index Validity Study

Penelope Wasson Dralle & Rebecca M. Baybrook  
Louisiana State University & City of New Orleans

---

**Citation:**

Dralle, P. W., & Baybrook, R. M. (1985). Screening of police applicants: A replication of a 5-item MMPI research index validity study. *Psychological Reports, 57*,1031-1034.

**Summary and Essential Findings:**

- This study looked at the validity of 5 MMPI items in predicting police performance.
- The 5-item scale did not predict employment decisions
- Blacks scored better on the index than did whites, men and women scored equally

**Subjects:**

N	356 cadets
Dept.	New Orleans Police Department
Gender	85.9% were men, 14.1% were women
Race	51.3% were white

**Independent Variables**

MMPI

**Dependent Variables:**

Hiring decisions

**Notes:**

- The five MMPI items in the scale were:
  - I seldom worry about my health (T)
  - I am an important person (F)
  - What others think of me does not bother me (T)
  - I think I'd like the work of a building contractor (F)
  - A large number of people are guilty of bad sexual conduct (F)

**Findings:**

---

	Scale Score
Gender	- .11
Race (1=white, 2=black)	- .22*
Police recommendation to hire	- .14
Psychiatric recommendation	- .13
Final employment status	- .09

---

---

## The Selection of Patrolmen

Philip H. DuBois & Robert I. Watson  
Washington University

---

**Citation:**

DuBois, P. H., & Watson, R. I. (1950). A longitudinal predictive study of success and performance of law enforcement officers. *Journal of Applied Psychology*, 34(1), 90-95.

**Essential Findings:**

- Cognitive ability positively related to academy grades
- Mechanical comprehension related to academy performance and marksmanship

**Subjects:**

N                    129  
 Dept.                St. Louis Police Department  
 Gender              100% were men  
 Academy length   22 weeks

**Independent Variables**

Cognitive ability  
 Vocational interests (SVIB)

**Dependent Variables:**

Patrol Performance  
 Academy Performance

**Findings:**

---

	Criterion			
	Academy Grade (n=72)	Academy Grade (n=57)	Supervisor Ratings (n=129)	Marksmanship (n=129)
Cognitive ability				
In-house test	.39*	.50*	.03	.08
Army General Classification Test	.54*	.50*	.10	.15
Writing sample	.23*	.30*	.08	-.06
Bennett Mechanical Comprehension	.28*	.29*	.10	.27*
Minnesota Paper Form Board	.38*	.29*	.04	.26*
Vocational Interest (police interest)	-.09	-.12	-.01	.12
Screening Board Rating	.01	.11	-.03	.06

---



---

## Education's Role in the Quest for Professionalism

John F. Duignan  
Pennsylvania State Police

---

### Citation:

Duignan, J. F. (1978). Education's role in the quest for professionalism. *The Police Chief*, 45(8), 29.

### Essential Findings:

- Education was negatively related to complaints ( $r = -.06$ )

### Subjects:

N 1,588  
Education: High school or some college=96.9%, Bachelor's degree=3.1%

### Independent Variables

Education

### Dependent Variables:

Patrol Performance

### Notes

- Data were reported for a Rand Institute study
- Data in table were used to compute a chi-square (6.69) and then an  $r$  ( $r = -.06$ )

### Findings:

---

	< B.A.	B.A.
	_____	_____
N	1538	50
# receiving complaints	369	4
complaint percent	24	8

---

# MMPI and CPI as Predictors of Performance for a Municipal and a State Police Agency

Joseph DeWayne Elam  
University of Oklahoma

**Citation:**

Elam, J. D. (1983). *Minnesota Multiphasic Personality Inventory and California Psychological Inventory as predictors of performance for a municipal and a state police agency*. Unpublished doctoral dissertation, University of Oklahoma.

**Essential Finding:**

- Some significant correlations with performance for the CPI and MMPI

**Subjects:**

N 99 police recruits and 85 highway patrol recruits  
 Dept. Oklahoma City PD and Oklahoma Highway Patrol  
 Gender: 82.8% were men, 17.2% were women

**Independent Variables**

MMPI  
CPI

**Dependent Variables:**

Academy Performance  
FTO Performance

**Findings:**

	Oklahoma City Police				Oklahoma Highway Patrol			
	Mean	Academy P/F	Academy GPA	FTO	Mean	Academy P/F	Academy GPA	FTO
MMPI								
L		-.32	-.46*	1.03		-.22	-.47*	
F		-.29	-1.43			-.36		-3.36
K		.41*	.27*	-.52			.47*	.97
Hs		-.49*				.12		
D						-.19	.18	
Hy		.13	-.15	.41		.19	-.20	
Pd		-.15		-.46		.11		2.26
Mf								
Pa		.41*	.17					5.88*
Pt			-.08	-.77			-.17	
Sc		-.41*		1.23			-.29	
Ma							.30*	.89
Si								
CPI								
Do	56		.17*	.48	57		.20*	
Cs	49	.23			52		.12	7.86*
Sp	59	.34*			55			
Sa	60	-.47*			59			
Fx	50			.87	48	.21*		3.57*
Ac	55	.58*			59	.23		
Gi	49	-.30*	-.06		55		-.23*	-1.53
Ie	54		.07		55	.16		-3.87*
Ai	52	-.22	.19*		54			
Fe	44		-.21*		48	.27*		

Note: The numbers in the table are beta-weights, not correlation coefficients

---

# Development of a Comprehensive Selection Procedure for a Medium Sized Police Department

Katherine W. Ellison  
Montclair State College

---

## Citation:

Ellison, K. W. (1986). Development of a comprehensive selection procedure for a medium-sized police department. In Reese, J. T. & Goldstein, H. A. (Eds). *Psychological services for law enforcement*, pp 23-27. Washington, D.C.: U.S. Government Printing Office.

## Essential Findings:

- Cognitive ability test (Civil Service Test) developed on the basis of a job analysis correlated highly with academy performance

## Subjects:

N	7 cadets attending police academy in New Jersey
Department	Montclair, New Jersey Police Department (100 sworn officers)
Hiring info	Applied = 496
	Took test = 200
	Interviewed = 34
	Passed interview = 16
	Final hired = 7

## Independent Variable

Civil Service Exam  
Panel interview (structured, situational, 5 members)

## Dependent Variable

Academy performance

## Findings

- Cognitive ability test correlated .92 with academy grades for 7 cadets entering academy
- Cognitive ability test correlated .89 with academy grades for 30 cadets from other jurisdictions

# Applying Keirsey's Temperament Types to Identify Domestic Aggressors Among Law Enforcers

Iris Margarita Escudero  
Temple University

**Citation:**

Escudero, I. M. (1998). *Applying Keirsey's temperament types to identify domestic aggressors among law enforcers*. Unpublished doctoral dissertation, Temple University.

**Essential Findings:**

- Personality and stress did not differentiate officers who committed domestic violence from those who did not. The only significant variable was the number of personal problems reported by the officer.

**Subjects:**

N	115 military police officers and 50 members of the Puerto Rico Police Department
Gender	Military police (92.2% were men), Puerto Rico P.D. (74% were men)
Race	White = 21.8%, Hispanic = 57%, African American = 17.6%, Asian = .7%, Native American = 3%
Age	$M = 30.07, SD = 7.71$
Education	GED=1.2%, HS = 3.6%, 1 year college=19.4%, AAS=56.4%, 3 years college=17.0%, B.A.= 2.4%

**Independent Variable**

Use of domestic violence

**Dependent Variables**

Keirsey's Temperament Sorter  
Family of Origin Questionnaire (measures family dynamics)  
Social Readjustment Rating Scale (measures stress)  
Personal Problems Checklist for Adults

**Findings**

Dependent Measure	Group	Aggression Category		Chi-square
		Aggressor	Non-aggressor	
Keirsey Temperament Sorter	STJ	12	75	.89
	Other	15	63	
Social Readjustment	Low stress	14	97	3.10
	High stress	13	41	
Personal Problems	Low	17	129	20.64*
	High	10	9	
Family Dysfunction (Mean)	Military	14.99	18.99	
	Police	13.83	12.71	
	Total	14.35	17.40	
Gender	Male	26	117	
	Female	1	21	
Age	Mean	28.41	30.40	
Years in service	Mean	7.44	9.18	
Children	Yes	18	104	
	No	9	34	

---

## The Police Personality: Type A Behavior and Trait Anxiety

Barry J. Evans, Greg J. Coman, & Robb O. Stanley  
 Monash University, Australian Federal Police, & University of Melbourne

---

**Citation:**

Evans, B. J., Coman, G. J., & Stanley, R. O. (1992). The police personality: Type A behavior and trait anxiety. *Journal of Criminal Justice, 20*, 429-441.

**Summary and Essential Findings:**

- Article investigated changes in personality over time
- Results indicated that senior officers were more competitive, conscientious, responsible, cynical, aloof, independent, tough minded, and authoritarian than junior officers

**Subjects:**

N	271
Dept	Several Australian police agencies
Gender	81.5% were men, 18.5% were women
Age	<i>M</i> = 34.3
Length of Service	<i>M</i> = 12.0

**Independent Variables**

Length of service

**Dependent Variables:**

Type A Behavior  
 State anxiety

**Findings:** Mean test scores (in percentiles)

---

Test/Scale	Years Service			F	p <
	1-5	6-11	12+		
<b>Jenkins Activity Survey (percentile means)</b>					
Type A	45	45	43	.28	.76
Speed	45	60	50	2.74	.07
Job involvement	50	45	50	2.00	.14
Hard driving and competitive	40	45	55	8.38	.001
<b>State Trait Anxiety Scale</b>					
Trait anxiety (raw score means)	35.5	35.7	32.7	4.59	.01

---

---

## Predicting Performance of Police Officers Using the Sixteen Personality Factor Questionnaire

Joseph Fabricatore, Stanley Azen, Sarah Schoentgen, & Homa Snibbe  
A.T. Kearney Inc., University of Southern California, & UCLA

---

**Citation:**

Fabricatore, J., Azen, S., Schoentgen, S., & Snibbe, H. (1978). Predicting performance of police officers using the Sixteen Personality Factor Questionnaire. *American Journal of Community Psychology*, 6(1), 63-69.

**Summary and Essential Findings:**

- Article tested the validity of the 16-PF (personality test) in predicting supervisor ratings, preventable accidents, and reprimands of Sheriff's Deputies
- Results indicated small correlations between some 16-PF scales and performance

**Subjects:**

N                         333  
 Dept                    Los Angeles County Sheriff's Office  
 Age                     Range 20-39 years  
 Race                    100% were white

**Independent Variables**

Personality (16-PF)

**Dependent Variables:**

Patrol Performance (reprimands, preventable accidents)

**Findings: (correlations)**

Variable	Criterion				
	(1)	(2)	(3)	(4)	(5)
Criteria					
1. Paired comparison ratings		.17*	-.08	-.11*	
2. Supervisor's ratings			-.02	-.07	
3. Preventable accidents				-.03	
4. Reprimands					
5. Overall performance score					
16-PF Scores					
E: Dominance	.26*				
I: Tough-minded		-.24*			-.12*
O: Self-assured			-.28*		
G: Rule conscientiousness				.27*	

---

# An Investigation of Police Performance Utilizing Mental Ability Selection Scores, Police Academy Training Scores, and Supervisory Ratings of the Job Performance of Patrol Officers

Richard L. Feehan  
Georgia Institute of Technology

---

### Citation

Feehan, R. L. (1977). *An investigation of police performance utilizing mental ability selection scores, police academy training scores, and supervisory ratings of the job performance of patrol officers*. Unpublished doctoral dissertation, Georgia Institute of Technology.

### Essential Finding

- Cognitive ability significantly correlated with academy performance ( $r = .55$ )
- Cognitive ability not related to supervisor ratings of patrol performance (median  $r = .04$ )

### Subjects

N                    227 police officers from 16 consecutive academy classes  
 Dept.                Atlanta Police Department  
 Gender              87.2% were men, 12.8% were women  
 Race                 White=72.2%, African American=27.8%

### Independent Variables

Cognitive Ability (Otis-Lennon)

### Dependent Variables:

Patrol Performance  
 Academy Performance

### Findings: Correlation Coefficients

	Academy Average	Supervisor Ratings of Job Performance							
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Cognitive Ability	.55	.10	.06	.00	-.01	.02	-.04	.00	.18
Academy Class Average		.12	.09	.16	.15	.12	.08	.15	.19
Performance Ratings									
1. Job knowledge			.81	.72	.69	.66	.74	.73	.73
2. Judgment				.75	.71	.69	.77	.75	.65
3. Initiative					.87	.71	.82	.71	.64
4. Dependability						.79	.83	.70	.60
5. Demeanor							.82	.68	.66
6. Attitude								.77	.62
7. Relations with others									.64
8. Communication									

---

## Police Officers' Receptivity to Community Policing

Nancy K. Ferrell  
East Texas State University

---

### Citation:

Ferrell, N. K. (1994). *Police officers' receptivity to community policing*. Unpublished doctoral dissertation, East Texas State University.

### Essential Findings:

- Education was positively related to positive attitudes toward community policing
- 48.1% of officers were favorable about community policing compared to 33.1% who were unfavorable

### Subjects:

N 548  
Dept. Austin (TX) Police Department  
Gender: 86% were men, 14% were women  
Age:  $M = 38.1$   
Race White= 71.7%, Black=8.4%, Hispanic=13.7%, Native American=1.8%, Asian=1.1%  
Education: HS=27.6%, some college=35.4%, AAS=8.6%, BA=22.4%, MA=6%

### Independent Variables

Education

### Dependent Variables:

Attitude toward community policing

### Findings:

---

Positive attitude toward community policing

---

Education	.11*
Age	.06
Gender	.07
Race	.06
Years of service	.05
Rank	.18*

---

n=548 \* r is significant at the .05 level or better

Note: F values listed in the dissertation were converted to correlations



---

# A Study of Relationships Between College Education and Police Performance in Baltimore, Maryland

James C. Finnigan  
Lakeland Community College

---

## Citation

Finnigan, J. C. (1976). A study of relationships between college education and police performance in Baltimore, Maryland. *The Police Chief*, 43(8), 60-62.

Finnigan, J. C. (1974). *A study of the relationship between college education and police performance in the Baltimore, Maryland Police Department*. Unpublished master's thesis, Youngstown State University.

## Essential Findings:

- Education was positively related to performance
- Criminal justice majors performed equally to other majors, social science majors outperformed business majors
- Military service was negatively related to performance
- IQ was positively related to performance

## Sample

N	538
Dept.	Baltimore Police Department

## Independent Variables

Education  
Major

## Dependent Variables:

Patrol Performance  
Academy Performance

## Notes

- No data were provided in the article or thesis. Variables were only listed as being significantly related or not significantly related
- The conclusions in the article appear to be based on solid data and data analysis.

## Findings

---

## The Prediction of Police Performance Using the MMPI and CPI

Patricia R. FitzGerald  
Saint Louis University

---

### Citation

FitzGerald, P. R. (1986). *The prediction of police performance using the MMPI and CPI*. Unpublished doctoral dissertation, Saint Louis University.

### Essential Finding

- Responsibility scale of CPI was negatively related to sick days, disciplinary actions, and citizen complaints

### Subjects

N 90 police officers  
 Dept. 6 departments in the St. Louis, MO area  
 Gender 86.7% were men, 13.3% were women  
 Race White=88.9%, African American=11.1%  
 Education  $M = 14.18$ ,  $SD = 1.58$  (33% had Bachelor's degrees)  
 Tenure  $M = 3.11$  years,  $SD = 1.85$ , range = 4 months to 8 years

### Independent Variables

Personality (MMPI, CPI)

### Dependent Variables:

Patrol Performance (6 months – 8 years)

### Findings (Beta Weights)

MMPI Scale	Mean Test Score	Performance Measure					
		Average Sick Days	Questionable Sick Days	Disciplinary Actions	Citizen Complaints	Sustained Complaints	Vehicle Accidents
L							
F							
K							
HS	46.75	- .23					
D							
Hy							
Pd	56.43						
Mf							
Pa							
Pt	49.04						
Sc	50.22						
Ma	55.10						
Si							

CPI Scale	Mean Test Score	Performance Measure					
		Average Sick Days	Questionable Sick Days	Disciplinary Actions	Citizen Complaints	Sustained Complaints	Vehicle Accidents
Dominance	61.36		-.24				
Capacity for status	53.98			.30			
Well-being	56.05						
Responsibility	52.75	-.35	-.30	-.35	-.23		
Self-control	55.70		-.35				
Tolerance	55.12						
Good impression	54.74		.38				
Communality	55.75			-.21			
Ach via conformance	60.45						
Ach via independence	57.68						
Intellectual efficiency	56.45						
Psych mindedness	59.23						

---

# The Use of Regression Analysis in Police Patrolman Selection

J. T. Flynn & M. Peterson  
University of Connecticut

---

## Citation

Flynn, J. T., & Peterson, M. (1972). The use of regression analysis in police patrolman selection. *Journal of Criminal Law*, 63(4), 564-569.

## Essential Findings

- Cognitive ability, interview scores, and training & experience ratings were all positively correlated with academy grades
- The  $R^2$  for the three variables was .57

## Subjects

N	38
Dept.	Police department in a medium-sized (200,000) northeast city
Sex	100% were men
Academy length	6 months

## Independent Variables

Cognitive ability (test-retest reliability = .32)  
Training & experience rating  
Oral interview

## Dependent Variable

Academy Grades

## Findings

Variable	Mean	Oral Evaluation	T&E Rating	Academy Grades
Cognitive ability	85.6	.12	.19	.30
Oral evaluation			.59	.35
Training & experience rating				.53
Academy grades				

---

# Police Officer Selection Validation Project: The Multijurisdictional Police Officer Examination

J. Kevin Ford & Kurt Kraiger  
Michigan State University & University of Colorado-Denver

---

**Citation:**

Ford, J. K., & Kraiger, K. (1993). Police officer selection validation project: The multijurisdictional police officer examination. *Journal of Business and Psychology*, 7(4), 421-429.

**Essential Findings:**

- Cognitive ability was positively related to performance ( $r=.20$ ) and negatively to problems ( $r=-.19$ )
- Cognitive ability was positively related to academy performance ( $r=.65$ )

**Subjects:**

N	913
Dept.	Several law enforcement agencies
Academy length	18 weeks

**Independent Variables**

Cognitive Ability: Multijurisdictional Police officer Examination  
 Test-retest reliability = .84, Internal reliability = .95, Alternate forms reliability = .76

**Dependent Variables:**

Performance Ratings (internal reliability = .94)  
 Complaints/problems (internal reliability = .64)  
 Academy Performance (internal reliability = .82)

**Findings**

---

	(1)	(2)	(3)	(4)	(5)	(6)
Cognitive ability (1)	.84*					
Academy performance (2)		.65*				
Performance ratings (3)			.20*	-.19*		
Complaints/problems (4)			.26*	-.13	.02	-.57*
Tenure (5)			.94*	-.20*	.11	-.34*
Race (6)					.54*	-.20*
						.01

---

Note: Sample sizes are 144 for all coefficients except for the cognitive ability/performance correlation which is a combination of several studies from Table 2 in the article and is 913.

---

## An Analysis of the Personality Characteristics of Undergraduate Criminal Justice Majors and Their Field Counterparts

Brian E. Forschner  
The Ohio State University

---

**Citation:**

Forschner, B. E. (1981). *An analysis of the personality characteristics of undergraduate criminal justice majors and their field counterparts*. Unpublished doctoral dissertation, Ohio State University.

**Essential Finding:**

Some personality differences between police officers, police cadets, and corrections officers

**Subjects:**

N                    100 (40 police officers, 44 police cadets, 23 corrections officers, 94 students)  
 Dept.                Small departments in Ohio  
 Gender              Police - 95% men, Police cadets - 91% men, Corrections - 65% men, Students - 51% men

**Independent Variables**

Occupation

**Dependent Variables:**

Personality (16-PF)

**Findings:**

---

16 P.F. Scale	Mean Stanine Score		
	Police Officers (n=40)	Corrections Officers (n=23)	Police Cadets (n =44)
Outgoing	4.7	5.2	5.0
Bright	5.6	6.7	6.6
Calm	5.3	6.1	6.3
Dominant	6.7	6.5	6.3
Happy-go-lucky	5.8	6.0	6.7
Conscientious	6.0	5.1	5.7
Venturesome	5.8	5.4	6.0
Tender-minded	5.4	6.5	5.1
Suspicious	5.8	5.5	4.7
Imaginative	3.8	5.9	4.9
Shrewd	5.8	6.0	5.5
Apprehensive	5.6	4.5	5.0
Q1: Experimenting	5.0	5.6	5.1
Q2: Self-sufficient	6.2	6.3	5.5
Q3: Controlled	5.6	5.9	6.3
Q4: Tense	6.0	5.9	4.7

---

# The Use of Biographical Information to Determine Skill Levels as Measured in an Assessment Center

Mark Ryan Foster  
University of Georgia

## Citation

Foster, M. R. (1995). *The use of biographical information to determine skill levels as measured in an assessment center*. Unpublished doctoral dissertation, University of Georgia.

## Essential Findings

- Biodata items and similar assessment center ratings were uncorrelated
- Biodata scores and assessment center ratings were significantly related to job performance ratings for a group of police supervisors

## Subjects

N 339 officers who completed a promotional assessment center  
Dept Two medium-sized police departments and a state police agency in the South

## Independent Variables

Biodata questionnaire  
Assessment center (promotional)

## Independent Variables

Supervisor ratings of performance

## Findings

Correlations with Performance Ratings								
	Performance Dimension							Overall
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Assessment Center Dimension								
1. Perception	.16	.10	.19	.20	.22*	.08	.11	.11
2. Decisiveness	.19	.17	.23*	.23*	.35*	.19	.23*	.24*
3. Judgment	.16	.20	.21*	.25*	.26*	.12	.10	.18
4. Oral communication	.29*	.20	.31*	.34*	.36*	.27*	.30*	.33*
5. Written communication	.32*	.36*	.40*	.38*	.40*	.33*	.25*	.38*
6. Leadership	.26*	.24*	.27*	.32*	.30*	.20	.24*	.28*
7. Organization & Planning	.19	.18	.28*	.35*	.31*	.21*	.23*	.27*
Overall	.27*	.26*	.32*	.35*	.37*	.23*	.24*	.31*
Biodata Dimension								
1. Perception	-.03	-.02	-.02	-.03	.17	.09	.05	.04
2. Decisiveness	-.03	-.06	-.05	.11	.05	.08	.12	.04
3. Judgment	.02	.04	.08	.01	.19	.14	.15	.11
4. Oral communication	-.18	-.10	-.10	.12	-.11	-.01	-.10	-.10
5. Written communication	.09	.06	.07	.07	.19	.09	.11	.10
6. Leadership	-.05	-.01	-.05	-.02	.10	.10	.08	.03
7. Organization & Planning	.05	.12	.15	-.10	.11	.08	.28*	.27*

Correlations with Biodata Dimensions							
	Biodata Dimension						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Biodata Dimension							
1. Perception	(.79)	.14*	.70*	.68*	.48*	.40*	.39*
2. Decisiveness		(.64)	.23*	.10	.10	.21*	.23*
3. Judgment			(.82)	.74*	.58*	.61*	.64*
4. Oral communication				(.80)	.39*	.38*	.35*
5. Written communication					(.69)	.55*	.62*
6. Leadership						(.89)	.78*
7. Organizational & Planning							(.87)

Note: Coefficient alphas are in the diagonal

Correlations with Assessment Center Dimensions								
	Assessment Center Dimension							Overall
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Assessment Center Dimension								
1. Perception		.74	.79	.53	.42	.75	.79	
2. Decisiveness			.81	.75	.26	.84	.80	
3. Judgment				.63	.41	.69	.79	
4. Oral communication					.22	.69	.69	
5. Written communication						.27	.46	
6. Leadership							.80	
7. Organizational & Planning								
Biodata Dimension								
1. Perception	-.06	.03	-.03	.01	-.14*	-.06	-.06	-.06
2. Decisiveness	.08	.11*	.07	.13*	.04	.12	.11*	.11*
3. Judgment	-.02	.08	.00	.07	.03	-.02	.02	.03
4. Oral communication	-.06	-.03	-.09	-.04	-.08	-.09	-.08	-.07
5. Written communication	.02	.13*	.13*	.15*	.22*	.05	.14*	.15*
6. Leadership	.02	.14*	.14*	.12*	.17*	.09	.11*	.14*
7. Organizational & Planning	-.03	.13*	.12*	.12*	.13*	.04	.10	.11



---

# An Examination of Attitudinal Differences Between Policewomen and Policemen

Louis W. Fry and Sue Greenfeld  
Texas A&M University

---

**Citation:**

Fry, L. W., & Greenfeld, S. (1980). An examination of attitudinal differences between policewomen and policemen. *Journal of Applied Psychology*, 65(1), 123-126.

**Essential Findings:**

- Male and female police officers did not significantly differ on job satisfaction, commitment, role conflict, or role ambiguity

**Subjects:**

N                    549 police officers  
Dept                Large Midwestern police department  
Gender             96.4% were men, 3.6% were women (529 men, 20 women)

**Independent Variables**

Gender

**Dependent Variables:**

Job satisfaction (Minnesota Satisfaction Questionnaire)  
Organizational commitment  
Role conflict and ambiguity  
Job induced anxiety

**Findings:**

---

	Internal Reliability	Mean Scores		F	Effect size (d)
		Men	Women		
Job satisfaction	.89	68.5	72.9	2.09	- .12
Organizational commitment	.89	67.3	69.7	.37	.00
Role conflict	.83	28.2	25.5	1.59	.11
Role ambiguity	.80	12.5	14.3	2.76	- .14
Work anxiety	.84	20.7	18.9	1.68	.11

---

---

# Psychological Assessment of Military Federal Agents Using the MMPI-2

Ann P. Funk  
Florida State University

---

## Citation

Funk, A. P. (1997). *Psychological assessment of military federal agents using the MMPI-2: A closer look at employment selection and performance prediction*. Unpublished master's thesis, Florida State University.

## Essential Findings

- MMPI-2 scales (HS, Hy, Pd, and Pa) were significantly correlated with problem behaviors and the K and SC scales were positively correlated with performance ratings

## Sample

N 133 military special agents (116 "unscreened" and 17 "screened")  
Sex 89% were men, 11% were women  
Race White = 84%, African American = 11%, Other = 5%  
Age  $M = 29.6$ , Range = 23-39  
Education  $M = 14.34$  years

## Independent Variables

MMPI-2

## Dependent Variables

Performance ratings ( $\alpha = .94$ )  
Commendations/awards  
Complaints/disciplinary actions

## Findings

MMPI-2 Scale	Screened Mean	Unscreened Mean	Commendations & Awards	Complaints & Problems	Performance Rating
L	56.94	59.25	-.01	.14	-.12
F	40.41	41.25	-.03	.07	-.11
K	58.00	61.32	.10	.15	.22*
Hs	46.00	47.83	.15	.24*	.11
D	44.00	44.44	.09	.11	-.08
Hy	45.88	47.91	.11	.29*	.06
Pd	47.65	49.62	.19	.23	.15
Mf	42.35	42.46	.02	.03	-.13
Pa	42.29	45.86	.04	.23*	-.01
Pt	43.77	46.04	.09	.03	.18
Sc	42.47	46.19	.10	.07	.21*
Ma	49.35	48.23	-.07	-.09	.00
Si	42.00	41.54	.03	.01	-.06
Mean of clinical scales	44.58	46.01	.13	.20*	.05
Es-K	1.94	-0.78	-.13	-.11	-.12
Immaturity	35.12	35.20	.02	.10	-.06

Note:  $N = 102$  for correlations

---

## A Comparison of Police and Criminal Personality Characteristics as Measured by the MMPI

Dale Ray Fuqua  
Eastern Illinois University

---

### Citation

Fuqua, D. R. (1975). *A comparison of police and criminal personality characteristics as measured by the MMPI*. Unpublished master's thesis, Eastern Illinois University.

### Essential Finding

- Criminals scored significantly higher than police officers on the Ma and L scales of the MMPI

### Subjects

	Police	Criminals
N	20	20
Gender	100% were men	100% were women
Age	$M = 31.6$	$M = 29.4$
Education	$M = 12.25$	$M = 11.6$

### Independent Variables

Police officer or criminal

### Dependent Variables

MMPI Scores

### Findings

MMPI Scale	Police	Criminal	$t$
L	37.00	48.00	2.23*
F	65.00	74.00	1.71
K	49.55	47.40	0.96
Hs	57.40	61.10	0.91
D	60.75	63.95	0.63
Hy	56.55	59.20	0.76
Pd	72.05	80.80	1.85
Mf	58.30	59.45	0.49
Pa	63.05	67.80	1.16
Pt	63.55	64.65	0.28
Sc	67.60	79.25	1.83
Ma	64.75	72.95	2.11*
Si	56.10	56.15	0.01

---

# Reliability and Validity of the Oral Interview Board in Police Promotions: A Research Note

Larry K. Gaines & Bruce R. Lewis  
Eastern Kentucky University & Arizona State University

---

**Citation:**

Gaines, L. K., & Lewis, B. R. (1982). Reliability and validity of the oral interview board in police promotions: A research note. *Journal of Criminal Justice, 10*, 403-419.

**Essential Findings:**

- Study looked at the reliability and validity of a five-person oral-interview board for promotions in a state police force
- There was much disagreement among raters

**Subjects:**

N 161 troopers applying for promotion  
Department State police

**Oral Board Information**

Purpose Promotion to sergeant, lieutenant, and captain  
Number of members 5  
Number of dimensions 8  
Structured questions No  
Structured answer key No

**Findings**

Dimension	Reliability	
	Rater	Board
Appearance	.36	.72
Education and Training	.51	.84
Work History	.40	.77
Self-appraisal	.42	.78
Motivation	.47	.82
Critical thinking	.47	.82
Presentation	.49	.83
Potential for responsibility	.49	.83
Total score	.51	.84

---

## Correlation Studies Using Entry Scores, Training Test Results, and Subsequent Job Performance Ratings of Students of the Security Police Academy, Lackland AFB, Texas

Clara Rose Garber  
Brigham Young University

---

### Citation

Garber, C. R. (1983). *Correlation studies using entry scores, training test results, and subsequent job performance ratings of students of the security police academy, Lackland AFB, Texas*. Unpublished doctoral dissertation, Brigham Young University.

### Essential Findings

- Cognitive ability significantly predicted both academy and on-the-job performance

### Sample

N                      691  
Department        Four classes of cadets attending the air force security police academy in 1983

### Independent Variables

Armed Forces Qualification Test (AFQT)

### Dependent Variables

Academy grades  
Academy performance ratings  
On-the-job supervisor ratings

### Findings

	AFQT		Final Grades		Performance Training Evaluations	
	N	r	N	r	N	r
Academy Performance						
Final grades	691	.41*				
Performance training evaluations	474	.08*				
On-the-Job Performance						
Supervisor evaluations	378	.09*	378	.15*	258	-.05

---

# The Predictive Validity of Psychological Testing in Law Enforcement

Jennifer F. Gardner  
University of Alabama

---

## Citation:

Gardner, J. F. (1994). *The predictive validity of psychological testing in law enforcement*. Unpublished master's thesis, University of Alabama.

Gardner, J., Scogin, F., Viperman, R., & Varela, J. G. (1998). The predictive validity of peer assessment in law enforcement: A 6-year follow-up. *Behavioral Sciences and the Law*, 16, 473-478.

## Essential Findings:

- Education was significantly correlated with performance in an officer's 6<sup>th</sup> year on the job
- Peer rankings in the academy were correlated with 6-year retention ( $r = .40$ )

## Subjects:

N	23 police officers in their sixth year on the job (graduated the academy in 1987)
Department	12 police departments in Alabama
Age	M = 30.8
Education	M = 13.7 years of education
Sex	67% were men, 33% were women
Race	67% were white, 33% were African American

## Independent Variables

Cognitive Ability (Shipley Institute for Living)  
Education (number of years)  
MMPI  
Inwald Personality Inventory

## Dependent Variables:

Supervisor Ratings  
Sick leave  
Grievances  
Commendations  
Reprimands

## Findings

---

	Mean	Supervisor Ratings	Sick Days	Grievances Filed	Commendations	Written Reprimands
Years of Education	13.7	.41*	-.24	-.08	-.15	.03
Cognitive Ability						
Vocabulary		.07	.37	.33	-.24	.06
Abstraction		.21	-.01	.07	-.22	.06
IQ		.16	.25	.33	-.28	.08
Verbal/Abs Ratio		.22	-.23	-.07	.01	-.02
MMPI						
L		.16	-.23	-.27	.22	-.25
F		-.23	.13	.21	-.12	.13
K		.13	.34	-.21	.06	.07
HS		.09	.00	.27	-.36	-.08
D		.21	-.14	-.08	-.18	-.13
Hy		-.07	-.26	.07	-.05	.07

Pd	.10	.23	.05	-.25	.14
Mf	.26	.23	.15	.01	-.05
Pa	-.06	.04	-.01	-.51*	.01
Pt	.14	-.03	.02	-.23	-.13
Sc	.02	-.11	.10	-.23	-.12
Ma	.01	.02	.49*	-.33	.01
Si	-.29	.20	.28	.29	-.15
Mm	.07	.13	.07	.14	.21
Oh	.23	.17	.23	-.09	-.04

Note: The correlations in this table were obtained by inputting the raw data provided in the thesis into SAS. The Scogin et al. (1993) articles uses the same testing dataset but correlates test scores with ratings in the first year on the job.

---

# A Study of the Relationship of Selected Educational Factors to Police Performance

David Geary  
University of Nevada, Reno

---

**Citation:**

Geary, D. (1979). *A study of the relationship of selected educational factors to police performance*. Unpublished doctoral dissertation, University of Nevada, Reno.

**Essential Finding:**

- Officers with a Bachelor’s degree had fewer suspensions and reprimands than officers with a high school education
- Criminal justice majors performed the same as non-criminal justice majors

**Subjects:**

N	380
Dept.	Dade County Department of Public Safety (FL) and Baltimore (MD) Police Department
Gender:	95.8% were men, 4.2% were women
Race	White=89%, African American=9%, Hispanic=2%
Age	<i>M</i> = 29.6 (range 21-52)
Education	High school diploma=33%, Bachelor’s degree = 67%

**Independent Variables**

Education (HS vs. bachelor’s)  
Dogmatism

**Dependent Variables:**

Patrol Performance

**Notes:**

- The data from the tables in the dissertation were entered into the computer to obtain the correlation coefficients below. The data from the two departments were standardized and combined.

**Findings:**

---

	Education	Criminal Justice Major (0=no, 1=yes)	Dogmatism
Supervisor ratings	.09	- .01	.07
Commendations	- .09	.06	
Reprimands	- .12*	.04	
Suspensions	- .20*	.02	

---



---

# Psychological, Personality, and Biographical Variables Related to Success as a Hostage Negotiator

Morris Gelbart  
University of Southern California

---

## Citation

Gelbart, M. (1978). *Psychological, personality, and biographical variables related to success as a hostage negotiator*. Unpublished doctoral dissertation, University of Southern California.

## Essential Finding

- CPI did not distinguish successful from unsuccessful hostage negotiators

## Subjects

N                    44 hostage negotiators and 59 officers not selected to be negotiators  
Age                     $M = 36.03$   
Education             $M = 15.23$

## Independent Variables

CPI  
Taylor Manifest Anxiety Scale  
Pd scale of the MMPI

## Dependent Variables

Hostage negotiator performance

## Findings

	Selection Status		Negotiator Performance		Top v. Bottom Comparison	
	Rejected	Selected	Top Half	Bottom Half	<i>t</i> value	Correlation
CPI Scale						
Dominance	60.64	66.52	65.63	67.41	- 0.77	- .12
Capacity for status	55.56	57.50	57.27	57.73	- 0.22	- .03
Sociability	56.66	60.36	60.45	60.27	0.09	.01
Social presence	61.73	64.55	66.41	62.68	1.62	.24
Self-acceptance	62.51	63.57	63.95	63.18	0.40	.06
Well being	55.02	56.41	56.86	55.95	0.43	.07
Responsibility	45.98	47.16	45.41	48.91	- 1.49	- .22
Socialization	48.07	48.70	47.32	48.09	- 0.39	- .06
Self-control	51.73	50.54	50.73	50.45	0.10	.01
Tolerance	52.98	56.86	56.86	56.86	0.00	.00
Good impression	51.05	53.00	53.86	52.14	0.57	.09
Communality	54.37	55.75	56.50	55.00	0.80	.12
Ach via conformance	58.46	59.14	59.14	59.14	0.00	.00
Ach via independence	58.61	59.86	60.68	59.05	0.65	.10
Intellectual efficiency	54.71	59.18	59.45	58.91	0.26	.04
Psych mindedness	59.95	60.77	60.77	60.77	0.00	.00
Flexibility	53.37	54.86	56.09	53.64	0.75	.11
Femininity	44.42	42.89	42.64	43.14	- 0.19	- .03
Taylor Manifest Anxiety	5.90	4.34	3.91	4.77	- 0.81	- .12
MMPI Pd Scale	14.58	15.05	15.14	14.95	0.23	.03

---

# The California Personality Inventory Test as a Predictor of Law Enforcement Officer Job Performance

Michael F. X. Geraghty  
Florida Institute of Technology

---

## Citation

Geraghty, M. F. (1986). *The California Personality Inventory test as a predictor of law enforcement officer job performance*. Unpublished doctoral dissertation, Florida Institute of Technology.

## Essential Finding

### Subjects

N 140 officers hired between 1979 and 1983  
Age 29.0 (range 18 - 54)

### Independent Variables

Education  
CPI

### Dependent Variables:

Ratings of Patrol Performance

## Findings:

---

Variable	Mean	Performance
Age		-.03
Education		.09
CPI		
Interpersonal Class I	55.89	.03
Dominance (Do)	58.40	.02
Capacity for status (Sc)	52.36	.02
Sociability (Sy)	55.16	.03
Social presence (Sp)	56.47	.01
Self-acceptance	58.14	.01
Sense of well being (Wb)	54.82	.04
Intrapersonal Class II	52.72	.09
Responsibility	48.51	.17*
Socialization	51.36	.00
Self-control (Sc)	54.03	.03
Tolerance	51.48	.14*
Good impression (Gi)	54.00	.03
Communality	56.94	.06

Variable	Mean	Performance
Achievement Orientation Class III	54.00	.08
Achievement via conformance (Ac)	56.48	.10
Achievement via independence (Ai)	53.23	.08
Intellectual efficiency	52.29	.04
Interest Orientation Class IV	50.71	.04
Psychological mindedness (Py)	56.56	.07
Flexibility (Fx)	48.81	.08
Femininity (Fe)	46.76	.08
Total profile score	53.33	.06

#### Multiple Regression Results

Variable	R
CPI Responsibility	.167
Education	.238

---

## Validation Demystified: Personnel Selection Techniques That Work

Vesta S. Gettys & Joseph D. Elam  
Oklahoma Department of Public Safety

---

### Citation:

Gettys, V. S., & Elam, J. D. (1985). Validation demystified: Personnel selection techniques that work. *The Police Chief*, April, 41-43.

Elam, J. D. (1983). *Minnesota Multiphasic Personality Inventory and California Psychological Inventory as predictors of performance for a municipal and a state police agency*. Unpublished doctoral dissertation, University of Oklahoma.

### Essential Finding:

- Capacity for status, self control, tolerance, intellectual efficiency, and flexibility scales of the CPI were found to correlate significantly with patrol performance
- Pa scale of the MMPI significantly related to performance
- Regression of the five CPI and one MMPI scale resulted in an R of .56 ( $p < .001$ )

### Subjects:

N	81
Dept	Municipal police department in Oklahoma
Age	Range 21-43

### Independent Variables

MMPI  
CPI

### Dependent Variables:

Patrol Performance (6 month mark)

### Notes:

- No statistical data provided in article

### Findings:

---

# Personnel Selection Procedures and Their Relationship with Academy Training and Field Performance of State Traffic Officers

Robert J. Giannoni  
California State University, Sacramento

---

**Citation:**

Giannoni, R. J. (1979). *Personnel selection procedures and their relationship with academy training and field performance of state traffic officers*. Unpublished master's thesis, California State University, Sacramento.

**Essential Findings:**

- Cognitive ability was significantly correlated with academy performance and field training performance
- Board interview scores were significantly correlated with field training performance
- Academy grades were significantly correlated with field training performance

**Sample**

N 354 cadets attending one of five California Highway Patrol academies from 1977-1978  
Gender 90% were men, 10% were women  
Race White=85.2%, African American=5.9%, Hispanic=6.9%, Other=2%  
Education HS=11.9%, some college=88.1%  
Age  $M = 26$   
Academy 20 weeks, Average test score 88.77 (sd=3.79)

**Independent Variables**

Cognitive ability (Civil Service Exam)  
Board Interview

**Dependent Variables**

Academy grades  
Field training ratings (4 month)

**Findings**

---

	Academy grades (n = 354)	Field Training Ratings (n = 309)
Cognitive ability	.43*	.17*
Board interview	.08	.12*
Academy grades		.30*

---

# Personality Profiles of Police Officers: Differences in Those That Complete and Fail to Complete a Police Training Academy

Michelle L. Gonder  
University of North Carolina-Charlotte

## Citation

Gonder, M. L. (1998). *Personality profiles of police officers: Differences in those that complete and fail to complete a police training academy*. Unpublished master's thesis, University of North Carolina-Charlotte.

## Essential Findings

- Some significant correlations between personality and academy graduation

## Subjects

N 291 cadets attending a police academy between 1993 and 1997  
 Gender 79.4% were men, 20.6% were women  
 Race White = 63%, African American=8%, Hispanic=1%, the rest are unknown  
 Age  $M = 27.5$ , Range = 21 to 49  
 Education HS=36.1%, some college=22.3%, AAS=11.3%, BA=30%  
 Academy length 12 weeks  
 Graduation 56 of the 291 officers did not complete the academy (19.2% failure rate)

## Independent Variables

MMPI, CPI, IPI

## Dependent Variables:

Academy graduation (0=no, 1=yes)  
 Clinician's recommendation

## Findings

MMPI Scale	Mean MMPI Scores		t score	Correlation with Academy Graduation	Correlation with Clinician's Recommendation (1=best, 5=worst)
	Completed Academy	Didn't Complete Academy			
L	66.00	64.07	0.95	.06	.12
F	44.34	43.63	0.78	.05	.18
K	65.62	66.34	-0.65	-.04	
Hs	54.29	54.71			
D	49.11	48.70			
Hy	54.82	53.82			.17
Pd	59.30	60.91			.15
Mf	50.42	52.71			.16
Pa	51.30	51.61			
Pt	53.66	54.09			.16
Sc	54.84	55.00			.15
Ma	51.34	49.95			
Si	46.17	47.80			
Pd+Pt+Mf+Ma+Hs+Hy	54.37	53.97	0.39	-.02	
Demographic					
Military (0=no,1=Y)				.11	
Gender (1=M, 2=F)				-.14	
Education level				-.15	

CPI Scale	Mean CPI Scores		t score	Correlation with Academy Graduation	Correlation with Clinician's Recommendation (1=best, 5=worst)
	Completed Academy	Didn't Complete Academy			
Dominance	60.70	60.80	- 0.08	- .01	- .15
Capacity for status	56.62	56.52			- .13
Sociability	57.26	56.54	0.74	.04	- .16
Social presence	57.24	57.80			- .29
Self-acceptance	55.52	55.48	0.03	.00	- .24
Independence	60.59	62.94			
Empathy	50.02	56.88			
Responsibility	54.51	54.93			
Socialization	55.22	55.54			
Self-control	62.02	62.96			.13
Good impression	64.82	65.84			.13
Communality	51.79	53.45			- .27
Well-being	59.39	60.57	- 1.41	- .08	
Tolerance	59.99	60.95			
Ach via conformance	61.57	61.25			
Ach via independence	60.69	62.63	- 1.67	- .10	
Intellectual efficiency	57.27	57.11	0.16	.01	
Psych mindedness	59.95	62.20			
Flexibility	52.94	54.96			
Femininity	43.91	44.50			

IPI Scale	Mean IPI Scores		t score	Correlation with Academy Graduation	Correlation with Clinician's Recommendation (1=best, 5=worst)
	Completed Academy	Didn't Complete Academy			
Guardedness	42.87	40.69			
Alcohol	52.97	53.00	- 0.02	.00	
Drugs	49.21	48.14	0.84	.06	.17
Driving violations	54.47	54.17	0.31	.02	.15
Job difficulties	44.18	43.33	0.69	.05	.20
Trouble with the law	44.58	45.86	-1.11	- .08	.27
Absence abuse	43.64	44.07			
Substance abuse	45.47	44.12			
Antisocial attitudes	42.57	41.40			.17
Hyperactivity	44.91	44.38	0.41	.03	
Rigid type	42.82	45.52			
Type A	47.64	48.83			
Illness concerns	46.24	48.81			.18
Treatment programs	52.65	54.93			
Anxiety	48.48	47.93			
Phobic personality	45.76	44.79			.18
Obsessive personality	45.54	46.45			
Depression	44.35	44.48	- 0.12	- .01	.28
Loner type	42.64	43.07			.15
Unusual experiences	43.21	43.36			.15
Lack of assertiveness	51.73	53.00			
Interpersonal difficulty	43.87	45.43			.21
Undue suspiciousness	42.37	43.38			
Family conflicts	43.67	46.74			
Sexual concerns	45.71	47.71			.17
Spouse/mate conflicts	45.92	46.57			.19

---

# The Prediction of Trainability Using a Work Sample Test and an Aptitude Test: A Direct Comparison

Michael E. Gordon & Lawrence S. Kleiman  
University of Tennessee

---

**Citation:**

Gordon, M. E., & Kleiman, L. S. (1976). The prediction of trainability using a work sample test and an aptitude test: A direct comparison. *Personnel Psychology, 29*, 243-253.

**Essential Finding**

- Both cognitive ability and work samples were significantly related to academy performance

**Subjects**

N 101 cadets attending one of three police academies in a large Southeastern city  
 Age  $M = 23.89$   
 Academy length 20 weeks

**Independent Variables**

Cognitive ability (Otis-Lennon)  
 Work Sample

**Dependent Variables:**

Academy Grades

**Findings: Correlations with Academy Grades**

	Academy Class			
	1974-3	1974-4	1975-1	1974 Combined
Sample size	29	27	45	56
Academy Final Exam				
Mean	81.1	95.8	91.8	
SD	5.6	3.8	5.0	
Cognitive Ability	.33	.15	.56*	.21
Work Sample	.52*	.72*	.64*	.51*
Cognitive Ability + Work Sample			.77*	.65*



---

# The Utility of the MMPI in Assessing the Personality Patterns of Urban Police Applicants

Judah I. Gottesman  
Stevens Institute of Technology

---

## Citation

Gottesman, J. I. (1974). *The utility of the MMPI in assessing the personality patterns of urban police applicants*. Unpublished doctoral dissertation, Stevens Institute of Technology.

## Essential Findings

- Study provided MMPI means for 203 newly hired police cadets
- 19.2% would not have been recommended based on their MMPI scores

## Subjects

N 203 cadets in an urban police department in New Jersey  
Gender 100% were men  
Age  $M = 24.64, SD = 3.01$   
Education  $M = 11.61, SD = .75$

## Findings

	Current Study	Mills et al. (1964)
	N = 203 Cadets	N = 89 Cadets
MMPI Scale	Mean	Mean
L	50	54
F	48	48
K	61	62
Hs	49	49
D	51	52
Hy	55	55
Pd	60	57
Mf	51	51
Pa	49	50
Pt	51	51
Sc	51	51
Ma	56	54
Si	43	45
F – K	- 16.28	- 16.51

---

## Predicting Police Officer Effectiveness

Michael C. Gottlieb & Charles F. Baker  
Southern Methodist University

---

### Citation:

Gottlieb, M. C., & Baker, C. F. (1974). Predicting police officer effectiveness. *The Journal of Forensic Psychology, 6*, 35-46.

Baker, C. F. (1974). Predicting police officer effectiveness. Unpublished master's thesis, Southern Methodist University.

**Essential Finding:** Academy score significantly related to performance

### Subjects:

N 70 patrol officers with at least three years of service. 36 of the officers had been rated poor to marginal and 34 had been rated outstanding.  
Age  $M = 23.89$

### Independent Variables

Education  
Cognitive ability  
MMPI

### Dependent Variables:

Patrol Performance

### Findings:

Variable	Performance
Age	.15
Prior military (0=no, 1=yes)	.00
Education	-.20
Academy score	.42
Cognitive ability	.15
MMPI	
L	-.39
F	-.32
K	.13
Hs	-.05
D	.07
Hy	.04
Pd	-.10
Mf	.01
Pa	.17
Pt	-.09
Sc	-.16
Ma	-.19
Si	.05

---

---

# California Psychological Inventory Manual

Harrison G. Gough  
University of California, Berkeley

---

## Citation

Gough, H. G. (1975). *California Psychological Inventory manual*. Palo Alto, CA: Consulting Psychologists Press.

## Essential Finding

- Test manual provided means for police officers and corrections officers
- The two groups differ on many scales

## Subjects

N 88 police officers and 223 corrections officers

## Findings

CPI Scale	Police Officers (n=88)			Corrections Officers (n=223)		
	Mean	SD	T Score	Mean	SD	T Score
Do	33.0	4.5	62.0	27.7	5.6	51.4
Cs	21.4	2.6	53.2	18.9	4.0	48.7
Sy	28.2	3.2	57.6	24.2	5.1	49.4
Sp	38.3	4.0	57.6	33.9	5.6	49.8
Sa	22.7	2.4	57.4	20.1	3.8	52.3
Wb	40.3	3.6	56.6	37.9	4.5	50.8
Re	32.9	3.3	53.8	30.4	5.0	48.8
So	37.7	3.9	51.7	36.1	5.0	49.2
Sc	35.7	5.3	56.4	32.1	7.1	51.2
To	25.8	4.0	51.0	22.1	4.9	48.2
Gi	24.0	5.8	57.0	20.0	6.6	50.0
Cm	26.7	1.4	56.8	26.2	2.5	54.8
Ac	32.2	2.8	60.4	27.9	4.5	50.8
Ai	22.1	4.0	58.2	18.1	4.0	48.3
Ie	42.4	3.8	56.8	38.5	5.2	48.0
Py	13.6	2.1	53.6	11.2	2.4	50.8
Fx	9.4	3.6	44.2	7.9	3.8	46.7
Fe	15.8	3.2	48.6	16.4	3.2	50.2

---

## A Longitudinal Approach to the Study of the Police Personality: Race/Gender Differences

Larry A. Gould  
Northern Arizona University

---

### Citation

Gould, L. A. (2000). A longitudinal approach to the study of the police personality: Race/Gender differences. *Journal of Police and Criminal Psychology, 15*(2), 41-51.

### Essential Finding

- After 42 months on the job, police officers became more suspicious, angry, cynical, and depressed than they were when they first started the job
- 339 officers started the academy and 320 (94.4%) were still on the job 42 months later

### Subjects

N                      320 police officers  
 Gender                79.7% were men, 21.3% were women  
 Race                    67.2% were white, 32.8% were African American

### Independent Variables

Gender & Race

### Dependent Variables:

Personality Scores

### Findings

MMPI-2 Dimension	White Men	Black Men	White Women	Black Women
Paranoia	(n=181)	(n=74)	(n=34)	(n=31)
Baseline	10.6	9.5	8.5	9.8
42 months	13.5	11.1	8.9	14.9
Percent change	27.4	16.8	5.3	52.0
Anger				
Baseline	6.4	4.8	5.6	5.6
42 months	7.4	7.1	6.2	8.5
Percent change	13.6	47.9	10.0	53.1
Cynicism				
Baseline	11.9	12.5	11.2	14.2
42 months	13.6	16.9	12.6	19.4
Percent change	14.4	35.7	12.7	36.9
Depression				
Baseline	19.8	18.8	19.7	21.6
42 months	22.0	24.5	20.0	28.9
Percent change	11.1	30.5	1.7	33.7
Dominance				
Baseline	14.8	14.2	14.1	14.4
42 months	16.0	14.9	16.8	13.0
Percent change	7.8	5.2	19.1	- 9.4
Overcontrolled Hostility				
Baseline	13.0	15.8	14.4	14.7
42 months	14.0	17.5	14.7	17.0
Percent change	7.6	10.4	2.3	15.9

---

# Does the Stereotypical Personality Reported for the Male Police Officer Fit that of the Female Police Officer?

Larry A. Gould & Steve Funk  
Northern Arizona University

---

**Citation**

Gould, L. A., & Funk, S. (1998). Does the stereotypical personality reported for the male police officer fit that of the female police officer? *Journal of Police and Criminal Psychology, 13*(1), 25-39.

**Essential Finding**

- Men and women police cadets had similar MMPI-2 profiles

**Subjects**

N                    47 cadets attending a multi-jurisdictional police academy in the south  
 Gender            76.6% were men, 23.4% were women  
 Age                 $M = 30.93$   
 Academy length 9 weeks

**Independent Variables**

Gender

**Dependent Variables:**

MMPI-2 Scores

**Findings**

MMPI-2 Scale	Men (N = 36)		Women (N = 11)	
	Mean Raw Score	Closest T Score	Mean Raw Score	Closest T Score
L	4.45	54	5.33	58
F	6.87	57	5.12	56
K	12.90	45	13.19	46
Hs	7.09	53	5.80	47
D	19.06	52	21.56	52
Hy	19.56	46	19.00	43
Pd	18.61	51	17.20	50
Mf	22.45	43	31.20	62
Pa	10.78	52	10.00	49
Pt	12.44	47	15.44	52
Sc	15.93	54	14.72	53
Ma	19.67	53	19.89	57
Si	27.00	51	26.13	48
Content Scale				
OH	13.45	53	14.38	53
GM	35.20	45	30.86	54
GF	25.89	47	34.86	45
Anger	15.38	83	4.75	47
Cynicism	14.35	57	14.57	57

---

## Personality Differences Between Women Police Recruits, Their Male Counterparts, and the General Female Population

Larry A. Gould & Marie Volbrecht  
Northern Arizona University & University of South Dakota

---

### Citation

Gould, L. A., & Volbrecht, M. (1999). Personality differences between women police recruits, their male counterparts, and the general female population. *Journal of Police and Criminal Psychology, 14*(1), 1-8.

### Essential Finding

- Men and women recruits differed significantly on the Ma scale of the MMPI-2

### Subjects

N                    104 patrol officers  
Gender            82.7% were men, 17.3% were women

### Independent Variables

Gender

### Dependent Variables:

MMPI-2 Scores

### Findings

MMPI-2 Scale	Men (N = 86)		Women (N = 18)	
	Mean Raw Score	Closest T Score	Mean Raw Score	Closest T Score
Hs	12.66	50	12.63	44
D	18.70	51	20.28	49
Hy	15.06	38	15.39	36
Pd	22.72	48	23.14	51
Mf	22.54	44	33.63	55
Pa	9.69	48	9.00	45
Pt	26.29	49	26.17	47
Sc	26.67	50	24.94	48
Ma	21.08	51	18.22	51
Si	26.34	50	26.50	49
Content Scale				
Anx	6.94	53	6.25	50
Frs	4.86	54	6.94	51
Obs	5.22	50	4.50	48
Dep	5.58	54	5.94	52
Hea	6.08	53	5.31	50
Biz	3.10	54	1.50	47
Ang	5.68	49	5.00	47
Cyn	11.84	52	11.31	53
Asp	8.96	51	6.81	52
Tpa	8.54	49	6.00	45
Lse	4.06	51	3.75	48
Sod	7.86	50	7.13	49
Family	6.22	53	7.25	53
Wrk	7.57	51	7.75	49
Trt	6.14	54	4.25	49

---

# A Descriptive Investigation of Demographic Variables among State Troopers and the Relationship between Personality Profiles and Class Rank in the Louisiana State Police Academy

W. Lloyd Grafton  
University of Southern Mississippi

---

### Citation

Grafton, W. L. (1997). *A descriptive investigation of demographic variables among state troopers, and the relationship between personality profiles and class rank in the Louisiana State Police Academy*. Unpublished doctoral dissertation, University of Southern Mississippi.

### Essential Finding

- Cadets with a extroverted personality did better in the academy than those with an introverted personality
- Most common personality type was ISTJ followed by ESTJ

### Subjects

N                    26 cadets attending the Louisiana State Police Academy in 1992  
 Gender            90% were men, 10% were women  
 Race                White=74%, African American=26%  
 Age                  $M = 22.2, SD = 5.25$ , Range = 21 to 45  
 Education          $M = 15.0, SD = 2.05$   
 Academy length 6 weeks

### Independent Variables

Myers-Briggs Type Indicator

### Dependent Variables

Academic rank in the academy

### Findings

- A few of the standard deviations were incorrectly reported in the dissertation

Personality Type	Frequency	Academy Class Rank		Cognitive Ability		Education	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
ESTJ	7	17.86	11.95	79.57	4.35	16.00	76.00
ISTJ	11	23.20	7.97	79.50	4.20	14.40	2.17
Other	8	20.17	13.16	74.55	20.65	13.33	4.60
ESTP	2						
ESFP	1						
ISFJ	1						
ISTP	3						
INTP	1						

---

# Narcissistic Personality Styles and their Effects on Job Functioning in Police Officers

Linda Joyce Grayson  
California School of Professional Psychology, Los Angeles

---

## Citation

Grayson, L. J. (1986). *Narcissistic personality styles and their effects on job functioning in police officers*. Unpublished doctoral dissertation, California School of Professional Psychology, Los Angeles.

## Summary and Essential Findings

- Narcissism was not related to supervisor ratings or internal affairs complaints

## Subjects

N	332
Dept.	Department in a large southeastern city
Gender	100% were men
Race	White=64.1%, African American=35.3%, other=0.6%
Age	$M = 32.9$ , Median = 33, Range = 21 to 57
Experience	$M = 11$ years, Median = 6 years, Range = 3 to 29 years

## Independent Variables

Millon Clinical Multiaxial Inventory (MCMI)  
Narcissism (KR-20 = .81, test-retest = .85)

## Dependent Variables

Patrol performance

## Findings

MCMI Scale	MCMI Scores		Correlations with Patrol Performance	
	Mean	SD	Supervisor Ratings	Complaints
Schizoid-Asocial	32.39	22.02		
Avoidant	27.03	23.07		
Dependent-Submissive	41.61	20.97		
Histrionic-Gregarious	60.40	19.64		
Narcissistic	67.25	19.94	.03	.06
Antisocial-Aggressive	63.44	20.18		
Compulsive-Conforming	65.91	15.94		
Passive-Aggressive	28.05	22.18		
Schizotypal	36.81	20.50		
Borderline	36.48	20.35		
Paranoid	61.11	15.94		
Anxiety	49.33	24.21		
Somatoform	52.45	20.60		
Hypomanic	34.73	26.68		
Dysthymic	50.92	23.69		
Alcohol abuse	34.04	19.74		
Drug abuse	55.08	19.50		
Psychotic thinking	39.81	21.36		
Psychotic depression	29.00	22.27		
Psychotic delusions	52.83	19.82		



---

# The Relationship Between Police Officers' Level of Education and Work Performance

Joseph R. Graziano  
Southern Illinois University at Carbondale

---

**Citation:**

Graziano, J. R. (1995). *The relationship between police officers' level of education and work performance*. Unpublished doctoral dissertation, Southern Illinois University at Carbondale.

**Essential Findings:**

- Education significantly related to supervisor ratings of performance on some dimensions.

**Subjects:**

N                    65 police officers with at least two years experience  
 Department      Two Midwest police departments in towns with a population < 50,000  
 Gender            93.8% were men, 6.2% were women  
 Race                White=83.1%, African American=15.4%, Hispanic=1.5%  
 Education        HS=16.9%, some college=12.3, 60 hours=20.0%, AAS=23.1%, BA=27.7%

**Independent Variables**

Education

**Dependent Variables:**

Supervisor ratings

**Findings**

---

Performance Dimension	College	Non-college	df	<i>t</i>	<i>r</i>
Attendance & punctuality	5.02	4.94	63	.20	.03
Personal appearance	5.32	5.21	63	.47	.06
Report writing	5.17	4.79	63	1.62	.20
Traffic & criminal patrol	5.35	4.89	63	1.47	.18
Cooperation & teamwork	5.57	5.05	63	1.81	.22
Conducts thorough investigations	5.41	5.00	63	1.59	.19
Respect for departmental property	5.09	4.89	63	.74	.09
Neighborhood safety surveillance	5.17	4.95	63	.85	.11
Maintenance of skills and knowledge	5.22	4.79	63	1.95	.24
Performance under stress/emergencies	5.46	4.84	63	2.27*	.27*
Citizen relations	5.41	5.04	63	1.31	.16
Overall performance evaluation	5.29	4.95	63	1.92	.24

---

---

# The Nelson-Denny Reading Test as a Predictor of Police Recruit Training Success and the Impact of Basic Reading Skill Levels Over a Six-Year Period

John T. Greb, Jr.  
Florida Atlantic University

---

## Citation:

Greb, J. T. (1982). *The Nelson-Denny Reading Test as a predictor of police recruit training success and the impact of basic reading skill levels over a six-year period.* Unpublished doctoral dissertation, Florida Atlantic University.

## Essential Findings:

- Cognitive ability was significantly related to performance
- Women (76.8%) completed the academy at a lower rate than did men (90.8%)
- Blacks (70.6%) completed the academy at a lower rate than did whites (93.3%) and Hispanics (89.3%)

## Subjects:

N 1,395 police recruits (1,231 completed the academy, 164 did not)  
Department State of Florida  
Gender: 81.4% were men, 18.6% were women  
Race white=58.8% (n=820), Hispanic=23.5% (n=328) black=17.7% (n=247)

## Independent Variables

Cognitive ability

## Dependent Variables:

Academy grades (16-week academy)

## Notes

- Correlation for academy graduation was determined by converting the chi-square values found in the dissertation tables 6-8

## Findings

Cognitive Ability Scale	Academy Grades	Academy Graduation
Nelson-Denny Vocabulary	.52*	.20*
Nelson-Denny Reading Comprehension	.50*	.17*
Nelson-Denny Total	.55*	.18*

---

## Validation of a Short Aggression Inventory for Law Enforcement

Byron E. Greenberg, Matt Riggs, Fred B. Bryant, & Bryan D. Smith  
Virginia Commonwealth University, Loma Linda University, Loyola University

---

### Citation

Greenberg, B. E., Riggs, M., Bryant, F. B., & Smith, B. D. (2003). Validation of a short aggression inventory for law enforcement. *Journal of Police and Criminal Psychology, 18*(2), 12-19.

### Essential Finding

- A short version of the Buss-Perry Aggression Scale (12 items) significantly correlated with citizen complaints and use of force
- 25% of the sample had been in an officer-involved shooting

### Subjects

N                      252 law enforcement personnel from several California agencies  
Age                     $M = 35.4$  years (range = 21 to 59)  
Tenure                 $M = 10.9$  years (range = 3 months to 36 years)

### Independent Variables

Aggression

### Dependent Variables:

Citizen complaints  
Use of force

### Findings: (correlations)

Variable	Aggression Factor			
	Anger	Hostility	Physical Aggression	Verbal Aggression
Performance Measure				
Excessive force complaints	.03	.07	.25*	.05
Citizen complaints about discourtesy	.07	.11	.02	.23
Discharged weapon during an incident	.08	.12	.16*	.02
Number of shooting incidents	.18*	.15	.16*	.05
Number of years in law enforcement	.18*	.12	-.03	.03
Somatic complaints	.11	.17*	-.03	.03
Social desirability	-.34*	-.23*	-.31*	-.45*
Aggression Factor				
Anger		.25	.33	.48
Hostility			.18	.29
Physical aggression				.37
Verbal aggression				

---

# A Study of Relationships Between Levels of College Education and Police Patrolmen's Performance

Gerald R. Griffin

---

**Citation:**

Griffin, G. R. (1980). *A study of relationships between levels of college education and police patrolmen's performance*. Saratoga, CA: Century Twenty One Publishing.

**Essential Findings:**

- Education was positively related to patrol performance

**Subjects:**

N 70  
Dept. Medium sized (n=100) Midwestern city police department  
Gender: 97% were men, 3% were women  
Race White=98.5 %, African American=1.5%  
Education: <hs=4.3%, hs=57.1%, some college=30%, aas=2.9%, ba=4.3%, ma=1.4%  
Age  $M = 30.5$  (range=23-46)

**Independent Variables**

Education (none, some, aa, ba, ma)

**Dependent Variables:**

Patrol Performance (probationary period)

**Findings:**

Variable	N	Performance	Tenure
Age	70	-.25	
Tenure	70	.47	
Total college hours	70	.13	-.07
Criminal justice major (0=no, 1=yes)	55	.24	
Overall GPA	53	.01	
Education level when joined the force	70	-.27	-.34
Education level now	70	.06	

---

## Correlates of Police and Correctional Officer Performance

Tracy Lee Griffith  
Florida State University

---

**Citation:**

Griffith, T. L. (1991). *Correlates of police and correctional officer performance*. Unpublished doctoral dissertation, Florida State University.

**Essential Finding:**

- Neither the MMPI nor Inwald Personality Inventory (IPI) predicted police performance
- The IPI, but not the MMPI, predicted correctional officer performance

**Subjects:**

N	216 road patrol officers and 374 correctional officers
Dept.	Agencies in Florida
Gender	92.6% of patrol officers and 85.4% of correctional officers were men
Race	White=81%, African American =16%, Hispanic=2%, Asian=.5%
Education	< hs = .7%, hs or ged=50%, some college=44%, ba=5%, ma=.5%, unknown=.5%

**Independent Variables**

MMPI  
IPI

**Dependent Variables:**

Patrol Performance

**Findings:** (correlation coefficients)

	Police Performance	Corrections Performance
MMPI	-.06	-.04
IPI	-.07	-.05
MMPI + IPI	-.07	-.05
<b>Significant IPI Scales</b>		
Critical items		.13*
Guardedness		-.14*
Job difficulty		-.12*
Substance abuse		-.12*
Antisocial attitudes		-.15*
Hyperactivity		-.12*
Rigid type		-.12*
Unusual experiences		-.11*
Undue suspiciousness		-.12*
Family conflicts		-.12*

Note: F values from dissertation Table 6 were converted into correlations (r)

---

## Predictors of Police Assaults

Richard F. Griffiths & Quannah P. McDaniel  
Radford University

---

### Citation:

Griffiths, R. F., & McDaniel, Q. P. (1993). Predictors of police assaults. *Journal of Police and Criminal Psychology, 9*(1), 5-9.

### Essential Findings:

- Trait anger was positively related to number of times assaulted as a police officer

### Subjects:

N	227 police officers
Department	11 small police departments in Southwest Virginia
Age	$M = 35$ (range 21-67)
Police experience	$M = 11$ years (range 1-34)
Education	HS=25%, some college 49%, more than two years=31%, ma=5%

### Independent Variables

Anger (Spielberger Trait Anger Scale)  
Education  
Physical size (height, weight)

### Dependent Variables:

Number of times assaulted

### Findings:

Background Variable	Correlation with number of times assaulted
Anger	.25*
Education	-.06
Age	-.20*
Height	-.06
Weight	-.13*
Military experience	.09
Police experience	-.14

---

# The Police Applicant Test: A Predictive Validity Study

Gerald Gruber  
Public Service Commission of Canada

---

**Citation:**

Gruber, G. (1986). The police applicant test: A predictive validity study. *Journal of Police Science and Administration*, 14(2), 121-129.

**Essential Findings:**

- Cognitive ability was positively related to academy performance ( $r=.24$ )
- Cognitive ability was positively related to patrol performance ( $r=.19$ )

**Subjects:**

N	802
Dept.	Calgary, Canada Police Service
Gender:	89% were men, 11% were women
Age:	$M = 23.8$
Reliability	Academy grades=.80, performance ratings=.44, $Test_{KR20}=.86$
Range restriction	Study SD = 8.05, unrestricted SD=14.45

**Independent Variables**

Cognitive ability (in house)

**Dependent Variables:**

Patrol Performance (after at least 2 years experience)  
Academy Performance

**Findings:**

---

	n	Correlation with Cognitive Ability	
		Uncorrected	Corrected
Gender (male=1, female=2)	800	.09	
Education	800	.25*	
Academy score	50	.24*	.50*
Patrol performance	63	.19	.49*
Firearms qualification score	42	.05	.11
Human relations	60	.01	.02
Traffic laws and investigation	60	.22	.42*
Report writing	58	.25	.48*
Bylaws and statutes	60	.33	.60*
Rules of evidence	60	.30	.55*
Criminal law	60	.31	.57*

---

---

## Pre-Academy Placement in the Washington State Patrol: Factors Associated with Academy and Job Performance

Richard F. Hamack  
Central Washington University

---

### Citation

Hamack, R. F. (1988). *Pre-academy placement in the Washington State Patrol: Factors associated with academy and job performance*. Unpublished master's thesis, Central Washington University.

### Essential Findings

- Education, writing skills, and police experience (number of months spent with the Highway Patrol prior to entering the academy) were significantly related to academy performance

### Sample

N 255 Washington State Highway Patrol cadets entering the academy 1982-1987  
Academy length 17 weeks

### Independent Variables

Pre-academy experience  
Writing skills  
Education

### Dependent Variables

Academy grades (above/below median)  
Academy completion (yes/no)  
1<sup>st</sup> year supervisor performance ratings

### Findings

- Chi-square values from thesis tables were converted to correlation coefficients for some of the variables

Predictor	Academy Completion		Academy Grades		Supervisor Ratings	
	N	r	N	r	N	r
Months of pre-academy experience	249	.17*	217	.32*	87	.03
Age	251	-.21*				
Education	255	-.23*	219	.21*		
Writing skills test			157	.36*		



---

## TAV Selection System and State Traffic Officer Job Performance

Richard O. Hankey, Robert R. Morman, Phyllis Kennedy, & Harold L. Heywood  
California State College, Los Angeles

---

### Citation:

Hankey, R. O., Morman, R. R., Kennedy, P. K., & Heywood, H. L. (1965). TAV selection system and state traffic officer job performance, *Police*, March-April, 10-13.

### Essential Finding

- The article looked at the validity of a test battery developed on the basis of Karen Horney's theory involving movement toward people (T), away from people (A), and against people (V)
- Several scales were significantly related to performance of state traffic officers

### Subjects:

N	45 traffic officers in California
Gender	100% % were men
Education	$M = 13.6, SD = 1.4$
Age	$M = 31.7, SD = 5.2$
Experience	$M = 4.8 \text{ years}, SD = 3.4$

### Independent Variables

TAV

### Dependent Variables:

Rankings of Overall Job Performance (Interrater = .82)  
Job Proficiency Ratings (Interrater reliability = .76)

### Findings

For this study, the rankings seem to have been converted such that a positive correlation indicates that a high test score is associated with a high level of performance

---

	Internal Reliability	Job Proficiency	Personal Character	Supervisor Ranking
Criteria				
Supervisor Ranking	.82	.77	.81	(.82)
Job Proficiency Rating	.76	(.76)	.50	.77
Personal Character Rating	.93	.50	(.93)	.81
Demographics				
Age		.06	.13	.14
Education		.16	.18	.23
Experience		.15	.26	.23
Adjective Check List				
Toward People (T)	.89	.03	.10	.15
Away from People (A)	.88	.16	.05	.04
Against People (V)	.96	.36*	.09	.23
Preferences				
Toward People (T)	.83	.33*	- .06	.29*
Away from People (A)	.89	.19	- .05	.00
Against People (V)	.88	.28*	- .02	.18

	Internal Reliability	Job Proficiency	Personal Character	Supervisor Ranking
<b>Proverbs and Sayings</b>				
Toward People (T)	.88	.10	- .04	.03
Away from People (A)	.85	.11	- .06	- .04
Against People (V)	.86	.19	.00	.03
<b>Judgments</b>				
Toward People (T)	.86	.15	- .03	- .24
Away from People (A)	.83	.15	- .05	- .30*
Against People (V)	.88	.15	- .02	- .02

---

## Personality Correlates in a Role of Authority: The Police

Richard O. Hankey  
University of Southern California

---

### Citation:

Hankey, R. O. (1968). *Personality correlates in a role of authority: The Police*. Unpublished doctoral dissertation, University of Southern California.

### Essential Findings:

- No significant relationships between personality (Guilford-Zimmerman Temperament Survey) and either academy or patrol performance
- Cognitive ability and education were significantly related to academy performance

### Subjects:

N	801
Dept	Los Angeles Police Department
Gender	100% were men
Education	GED=11.1%, HS=52.6%, 1 yr=15.1%, 2yrs=11.1%, AA=2.9%, 3+ yrs=5.2%, BA=1.9%
Age	M=23.96 (range 20-32)
Academy length	26 weeks

### Independent Variables

Personality (Guilford-Zimmerman Temperament Survey)  
Cognitive ability (Wonderlic, CA Test of Mental Maturity)  
Education

### Dependent Variables

Academy performance  
Patrol performance

### Findings:

---

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Criteria										
Academy										
(1) peer ratings		.46*	.47*	.23*	.03	-.05	.00	-.06	-.08*	-.09*
(2) instructor's ratings			.58*	.22*	.07	.03	-.03	-.06	-.06	-.04
(3) overall class rank				.29*	.09*	-.01	-.04	-.08	-.11*	-.04
Patrol Performance										
(4) performance ratings					.26*	.13*	.13*	-.18*	-.14	.01
(5) department commendations						.05	.09*	.02	.02	.04
(6) citizen commendations						.14*	.05	.03	.03	
(7) other commendations								.01	.04	-.06
(8) disciplinary incidents								.36*	.18*	
(9) number of days suspended										.06
(10) reprimands										
Cognitive Ability										
Wonderlic	.02	.01	.28*	.06	-.04	-.02	-.01	-.12*	.04	.03
CTMM	.04	.03	.29*	.02	-.03	-.06	-.02	-.06	-.02	-.04
Education level	.08	.11*	.20*	.04	-.03	.00	.01	-.05	.00	-.02

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Personality										
G - General activity	.03	.07	.05	.10*	.07	.00	.03	.01	.04	-.03
R - Restraint	.03	.01	.01	.08	-.04	-.05	-.02	-.04	-.13*	-.03
A - Ascendance	-.02	.01	-.01	.00	.01	-.02	-.02	.02	.05	.00
S - Sociability	.06	.02	.00	.03	.03	.03	.05	.03	.05	-.03
E - Emotional stability	.06	.00	.09*	.06	-.04	.01	.00	-.04	-.01	-.09*
O - Objectivity	.09*	-.01	.05	.09*	-.01	.00	.00	-.07	-.06	-.06
F - Friendliness	.10*	.06	.03	.06	-.03	.05	.00	-.04	-.07	-.03
T - Thoughtfulness	-.06	-.02	-.06	-.05	-.01	-.03	-.02	.00	-.04	-.07
P - Personal relations	.10*	.05	.10*	.12*	-.07	.01	.05	-.05	.00	-.07
M - Masculinity	.09*	.02	.10*	.07	-.03	-.08	-.03	-.07	-.02	.00
Demographics										
Age	.08	.03	-.03	.06	.05	.00	.08*	-.03	-.01	-.02
Military experience	.07	.06	.00	.08	.03	.02	.04	-.01	.02	-.01
Previous police exp.	.07	.03	.08	-.04	.03	-.05	.00	.05	.01	-.01

Note: Overall class rank in the academy includes 40% written tests, 10% daily quizzes, 15% physical conditioning, 15% gunnery, 15% instructor evaluation, and 5% peer evaluation

---

# Using the MMPI and CPI to Screen Law Enforcement Applicants: A Study of Reliability and Validity of Clinician's Decisions

George E. Hargrave  
California Highway Patrol

---

**Citation:**

Hargrave, G. E. (1985). Using the MMPI and CPI to screen law enforcement applicants: A study of reliability and validity of clinician's decisions. *Journal of Police Science and Administration*, 13(3), 221-224.

**Essential Findings:**

- Two Clinicians' evaluations agreed 70% of the time with the MMPI and 84% of the time with the CPI
- Clinician's evaluations using the MMPI were accurate 73% of the time compared to the baserate of 62.5% and clinicians' evaluations using the CPI were accurate 67% of the time
- The correlation computed from the tabular data indicates that MMPI evaluations correlate .43 with success on the job. A similar correlation could not be computed for the CPI data.

**Subjects:**

N                    146 California Highway Patrol Academy Cadets  
 Gender            79% were men, 21% were women  
 Race                63% were white  
 Age                  $M = 24.8$   
 Education        HS diploma =60%, Associate's degree = 26%, Bachelor's degree = 14%

**Independent Variables**

MMPI (n=72)  
 CPI (n=74)

**Dependent Variables:**

Clinician accuracy

**Task**

- Two clinicians were given MMPI or CPI profiles of academy cadets and asked to independently look at the profiles and "predict" whether the person would be successful in the academy.

**Notes**

- The numbers appearing in the article table for the CPI do not appear to be correct and were corrected for the table below

**Findings:**

	Actual Failure		Actual Success		Total	
	N	%	N	%	N	%
MMPI (r = .43)						
Predicted failure	17	23.6	9	12.5	26	36.1
Predicted success	10	13.9	36	50.0	46	63.9
Total	27	37.5	45	62.5	72	
CPI (r = .27)						
Predicted failure	13	17.6	11	14.9	24	32.4
Predicted success	14	18.9	36	48.6	50	67.6
Total	27	36.5	47	63.5	74	

---

## Screening Law Enforcement Cadets with the MMPI: An Analysis of Adverse Impact

George E. Hargrave  
California Highway Patrol

---

**Citation:**

Hargrave, G. E. (1987). Screening law enforcement cadets with the MMPI: An analysis of adverse impact. *Journal of Police and Criminal Psychology*, 3(1), 14-19.

**Essential Findings:**

- Clinician's ratings of acceptability based on the MMPI did not result adverse impact.
- Ratings from two clinicians were in agreement 87% of the time

**Subjects:**

N 271  
 Dept. California Highway Patrol  
 Gender 68% were men, 32% were women  
 Race White=78%, African American=9%, and Hispanic=13%  
 Age *M* = 25.8  
 Education High school = 62%, associate's = 19%, bachelor's degree = 18%

**Independent Variables**

Race

**Dependent Variables:**

Clinician's MMPI ratings

**Findings:**

---

	White (n=211)		Hispanic (n=35)		Black (n=25)	
	Mean	SD	Mean	SD	Mean	SD
L	52.4	7.0	56.1	8.3	55.4	7.6
F	51.8	6.7	52.7	5.3	53.5	5.4
K	59.2	8.4	60.9	10.0	58.8	7.2
Hs	50.2	7.2	51.7	6.5	50.3	5.9
D	52.8	8.9	54.1	8.3	51.5	7.5
Hy	54.6	6.3	54.7	8.2	54.9	5.8
Pd	57.5	8.8	58.3	9.2	51.1	9.3
Mf	56.2	9.5	55.7	6.7	54.9	5.8
Pa	55.7	7.8	53.3	7.4	51.1	6.1
Pt	54.5	9.4	54.9	7.8	51.2	8.3
Sc	54.4	9.5	56.0	9.4	56.3	8.1
Ma	57.0	9.6	61.1	7.9	60.7	9.2
Si	49.5	8.4	48.6	7.7	49.4	8.5
% evaluated acceptable	74.88%		65.71%		72.00%	

---

---

# Use of the California Psychological Inventory in Law Enforcement Officer Selection

George E. Hargrave & Deirdre Hiatt  
Occupational Psychological Services

---

**Citation:**

Hargrave, G. E., & Hiatt, D. (1989). Use of the California Psychological Inventory in law enforcement officer selection. *Journal of Personality Assessment* (2), 267-277.

**Essential Finding:**

- Some significant correlations between CPI scales and instructor ratings of psychological suitability.
- Peer and instructor ratings correlated .66

**Subjects:**

N                            579 police cadets from three agencies in California  
 Gender/Race            81% were men, 70% were White, 14% Hispanic, 9% Black, 8% other.  
 Age                         M = 25  
 Education                High school = 59%, associate's degree = 23%, bachelor's degree = 18%

**Independent Variables**

CPI

**Dependent Variables:**

Academy instructor ratings of psychological suitability  
 Discipline problems

**Findings:**

---

CPI Scale problems)	Psychologically unsuitable	Psychologically suitable	r (suitability)	r (discipline)
sample size	73	506	579	90
Dominance (Do)	52.0	54.5	.08	
Capacity for status (Sc)	48.7	49.6	.03	
Sociability (Sy)	49.6	51.9	.08	
Social presence (Sp)	51.4	54.4	.11*	
Self-acceptance	53.3	55.0	.06	
Sense of well being (Wb)	48.9	51.9	.10*	- .23
Responsibility (Re)	46.1	47.9	.07	- .08
Socialization (So)	51.1	52.8	.07	- .27
Self-control (Sc)	54.2	54.0	.00	- .30
Tolerance (To)	48.9	51.0	.07	- .20
Good impression (Gi)	54.5	53.1	- .05	- .16
Communality (Cm)	49.3	53.1	.14*	- .16
Achievement via conformance (Ac)	52.1	55.2	.12*	
Achievement via independence (Ai)	54.2	55.7	.06	
Intellectual efficiency	48.2	50.6	.08	
Psych mindedness	55.3	55.7	.02	
Flexibility	49.8	49.0	- .03	
Femininity	47.8	47.3	.02	
Empathy (Em)	45.8	47.7	.07	
Independence In)	47.9	50.2	.11*	
Management potential (Mp)	47.8	55.2	.09*	
Work orientation (Wo)	53.0	55.2	.09*	
Leadership Potential Index (LPI)	52.1	54.5	.11*	
Social Maturity Index (SMI)	48.9	50.6	.08	
Police Effectiveness Index (PPE)	51.7	50.2	- .09*	

---

---

## Law Enforcement Selection with the Interview, MMPI, and CPI: A Study of Reliability and Validity

George E. Hargrave & Deirdre Hiatt  
California Highway Patrol

---

**Citation:**

Hargrave, G. E., & Hiatt, D. (1987). Law enforcement selection with the interview, MMPI, and CPI: A study of reliability and validity. *Journal of Police Science and Administration*, 15(2), 110-117.

**Essential Findings:**

- Clinician ratings had low, but significant correlations with academy performance

**Subjects:**

N	105 cadets
Dept.	California Highway Patrol
Gender	69% were men, 31% were women
Race	White=78%, Hispanic=13%, African American=8%, other=8%
Age	<i>M</i> = 25.7
Education	High school or GED = 64%, Associate's = 23%, Bachelor's degree or more = 13%
Reliability	clinicians interview ratings=.76, clinician's test interpretation ratings=.82

**Independent Variables**

MMPI, CPI

**Dependent Variables:**

Academy Performance

**Findings:**

---

	Academy Attrition	Instructor Ratings	Peer Evaluations	Composite
Clinician's interview ratings	.14	.23*	.11	.27*
Clinician's test interpretations	.17	.23*	.23*	.30*
Combined clinician ratings	.23*	.18	.20	.25*
<b>MMPI</b>				
L				.20*
F				-.24*
<b>CPI</b>				
Sp				.24*
Cm				.24*
Le				.20*
Work orientation				.22*
Leadership index				.22*

---



---

## F+4+9+Cn: An MMPI Measure of Aggression in Law Enforcement Officers and Applicants

George E. Hargrave, Deirdre Hiatt, & Tim W. Gaffney  
Occupational Health Services

---

**Citation:**

Hargrave, G. E., Hiatt, D., & Gaffney, T. W. (1988). F+4+9+Cn: An MMPI measure of aggression in law enforcement officers and applicants. *Journal of Police Science and Administration*, 16(3), 268-273.

**Essential Findings:**

- Specialized combination of four MMPI scales significantly predicted aggressiveness in police officers

**Subjects**

N	104 state traffic officer applicants in California - 52 were "aggressive" as they were in two or more fist fights in past 2 years - 52 were matched nonaggressive applicants who had been in no fights
Gender/Race	81% were men, 72% were White, 19% Hispanic, 9% African American
Age	<i>M</i> = 25
Education	HS/GED = 77%, AA=16%, BA+ = 7%

**Independent Variables**

MMPI

**Dependent Variables:**

Aggressiveness

**Findings:**

---

		actual		
	predicted	aggressive	nonaggressive	chi-square
F+4+9 (applicants)	aggressive (score > 164)	29	21	2.47
	nonaggressive	23	31	
F+4+9 (cops)	aggressive	7	3	2.74
	nonaggressive	5	9	
F+4+9+Cn (applicants)	aggressive (score > 214)	31	18	6.52*
	nonaggressive (score < 215)	21	34	
F+4+9+Cn (cops)	aggressive (score > 214)	8	2	6.17*
	nonaggressive (score < 215)	4	10	

Hargrave, Hiatt, & Gaffney (1988) continued

	n	F	Pd(4)	Ma(9)	Cn	F+4+9+Cn
Highly aggressive officers	12	51.6 (4.9)	60.0 (8.3)	59.0 (8.7)	52.7 (7.7)	223.3 (19.1)
Highly aggressive applicants	52	52.0 (6.2)	59.7 (9.1)	59.1 (10.1)	48.6 (9.3)	219.4 (21.8)
Mildly aggressive applicants	882	50.6 (5.5)	59.0 (8.6)	57.9 (9.0)	45.6 (9.8)	213.1 (19.7)
Nonaggressive officer controls	12	48.7 (3.3)	56.5 (9.5)	52.5 (7.6)	44.3 (8.1)	202.0 (13.9)
Nonaggressive applicant controls	52	49.6 (4.2)	58.0 (7.8)	56.6 (7.8)	44.0 (9.1)	208.1 (16.6)
Nonaggressive applicants	500	49.7 (4.4)	57.6 (7.7)	56.1 (8.1)	43.2 (9.8)	206.6 (16.5)
ANOVA (df=5, 1502)		3.65*	2.17*	3.93*	6.99*	11.58*

---

## A Comparison of MMPI and CPI Test Profiles for Traffic Officers and Deputy Sheriffs

George E. Hargrave, Deirdre Hiatt, & Tim W. Gaffney  
California Highway Patrol

---

**Citation:**

Hargrave, G. E., Hiatt, D., & Gaffney, T. W. (1986). A comparison of MMPI and CPI test profiles for traffic officers and deputy sheriffs. *Journal of Police Science and Administration*, 14(3), 250-258.

**Essential Findings:**

- Traffic officers and sheriff's deputies had different personality profiles. Little to no relationship between personality and ratings of academy performance.

**Subjects:**

N                    242 sheriff's deputies and 442 highway patrol officers in California  
 Gender/Race      83% were men, 70% were White, 13% Hispanic, 8% Black, 9% other  
 Age                Mean = 24.8  
 Education        HS/GED = 57%, AA=24%, BA+ = 19%

**Independent Variables**

CPI & MMPI Scores

**Dependent Variables:**

Academy instructor's ratings of emotional suitability

**Findings:**

---

Test	Traffic Officers		Sheriff's Deputies		t between traffic and sheriff's scores
	Mean	validity	Mean	validity	
N	336		121		df = 455
CPI Scale					
Dominance	54.1	.10	57.0	.01	2.84*
Capacity for status	49.4	.09	50.4	.12	1.01
Sociability	51.4	.10	54.1	.13	2.91*
Social presence	53.3	.12	55.6	.15	2.23*
Self-acceptance	54.9	.10	57.0	.07	2.22*
Well-being	50.5	.14	52.6	.06	2.06*
Responsibility	47.3	.10	48.2	.05	.99
Socialization	52.0	.08	52.1	.00	.09
Self-control	53.0	.05	54.1	-.06	1.10
Tolerance	50.3	.12	50.9	.08	.54
Good impression	52.0	.01	53.3	.02	1.14
Communality	52.5	.10	52.7	.03	.31
Ach via conformance	53.9	.15	56.3	.13	2.48*
Ach via independence	56.1	.10	53.8	.14	2.34*
Intellectual effectiveness	49.9	.10	51.6	.06	1.49

Test	Traffic Officers		Sheriff's Deputies		t between traffic and sheriff's scores
	Mean	validity	Mean	validity	
Psych mindedness	55.4	.05	55.7	-.06	.34
Flexibility	50.3	-.05	47.9	.18	2.21*
Femininity	48.0	.07	46.3	-.01	1.74
Empathy	47.2	.07	48.6	.05	1.37
Independence	49.6	.13	51.7	.00	2.67*
Managerial interests	49.2	.16	51.2	.08	1.99*
Work orientation	54.0	.13	55.4	.11	1.58
Leadership	54.2	.14	55.9	.11	2.15*
Social maturity	50.8	.05	50.4	.11	.41
MMPI Scales					
L	52.8	-.15	52.0	-.09	.93
F	52.3	-.10	50.4	-.02	3.33*
K	58.4	.04	61.2	.02	3.19*
Hs	50.2	-.04	49.5	-.05	1.16
D	52.4	-.04	49.8	-.19	3.14*
Hy	54.2	.02	54.8	.06	.75
Pd	56.3	-.04	56.9	-.04	.63
Mf	57.2	.09	55.2	-.03	2.23*
Pa	55.3	.02	52.9	-.04	2.98*
Pt	54.4	-.03	53.1	-.12	1.58
Sc	54.2	-.05	54.2	-.06	.08
Ma	58.2	-.01	58.3	.00	.17
Si	49.9	-.13	46.3	-.17	4.04*
Factor A	43.1	-.01	40.2	-.09	3.60*
Factor R	50.3	.02	49.4	-.14	.97
Ego strength (Es)	58.5	.08	61.3	.00	3.61*
Mac	50.9	-.11	52.6	.05	1.69
Lower back pain (Lb)	54.4	.04	52.7	-.03	1.63
Caudality (Ca)	46.3	-.04	43.9	-.05	2.90*
Dependency (Dy)	44.2	-.05	40.9	-.10	3.76*
Dominance (Do)	58.5	.13	59.8	.12	1.56
Responsibility (Re)	53.5	.07	54.2	-.03	.95
Prejudice (pr)	44.0	-.11	42.0	-.10	2.54*
Status (St)	58.4	.12	59.7	.05	1.94*
Control (Cn)	47.7	.10	46.5	.06	1.15

---

## Differences in Entry Level Test and Criterion Data for Male and Female Police Officers

George E. Hargrave, James M. Norborg, & Lynda Oldenburg  
California Highway Patrol

---

**Citation:**

Hargrave, G. E., Norborg, J. M., & Oldenburg, L. (1986). Differences in entry level test and criterion data for male and female police officers. In Reese, J. T. & Goldstein, H. A. (Eds). *Psychological services for law enforcement*, pp 35-42. Washington, D.C.: U.S. Government Printing Office.

**Essential Findings:**

- Women were rated lower on most measures of academy performance but not FTO performance

**Subjects:**

N                    596 cadets attending law enforcement academies throughout California  
 Sex                80.7% were men, 19.3% were women  
 Race              66.8% were white  
 Age                 $M = 24.9$   
 Education        High school diploma=58%, Associate's degree=24%, B.A. or higher=18%

**Independent Variable**

Sex

**Dependent Variable**

MMPI  
 CPI  
 Law Enforcement Academy Questionnaire

**Findings (Approximate mean scores taken from charts)**

MMPI (N=310)			CPI (N=311)	
Scale	Men	Women	CPI Scale	Mean
L	51	52	Do	55
F	51	52	Cs	49
K	60	60	Sy	52
Hs	52	48	Sp	54
D	53	50	Sa	55
Hy	55	52	Wb	50
Pd	56	59	Re	46
Mf	58	54	So	50
Pa	55	53	Sc	52
Pt	55	52	To	50
Sc	55	54	Gi	52
Ma	58	58	Cm	51
Si	48	50	Ac	54
			Ai	54
			Ie	50
			Py	55
			Fx	50
			Fe	45

<b>Correlations among criteria</b>					
Criterion	Class Standing	Peer Ratings	Instructor Ratings	FTO Ratings	Sex
Academy Performance					
1. Class standing		.55	.27	.19	- .41
2. Peer ratings			.70	.61	- .15
3. Instructor ratings				.31	- .10
FTO Ratings					- .01
Resigned from training					.22

Note: Sex coded (1=male, 2=female)

# The Use of the Clinical Analysis Questionnaire in the Selection of Police Officers: A Validation Study

Rion Hart  
Florida State University

**Citation:**

Hart, R. (1981). *The use of the Clinical Analysis Questionnaire in the selection of police officers: A validation study*. Unpublished doctoral dissertation, Florida State University.

**Essential Finding:**

- Use of the CAQ resulted in a success rate of 76.4% compared to the baserate success of 78.1%

**Subjects:**

N 415  
 Dept. Houston, Texas PD  
 Gender 89.2% were men (78.6% of men and 73.33% of women were successful;  $r=-.04$ )

**Independent Variables**

CAQ

**Dependent Variables:**

Academy Performance (16-week academy)

**Findings (discriminant function coefficients for successful academy performance):**

	White men	Black men	Hispanic men	Women
16-PF				
Warm				-.39*
Bright		-.93*		
Emotional stability			.87*	.63*
Dominance				-1.17*
Impulsivity		-1.01*		
Conformity	.42*	-.43*	.57*	
Boldness	-.36*			-1.80*
Sensitivity		.64*	.49*	.89*
Suspiciousness		.66*		
Imagination		.38*	.35*	
Shrewdness	.25*	-.33*		
Insecurity	.88*			-1.06*
Radicalism	.29*	.54*		
Self-sufficiency		-.36*		
Self-discipline				.31*
Tension	.75*			
Extraversion				2.11*
Clinical Scales				
Hypochondriasis	.25*			-.57*
Suicidal depression				-1.80*
Agitation				-.50*
Anxious depression				-.77*
Low energy depression			.76*	
Guilt and resentment	-.27*			
Paranoia		.70*		
Psychopathic deviate	-.22*	-.32*	-.60*	
Schizophrenia	-.44*	-.53*		-.73*
Psychological inadequacy			-.45*	1.33*
Psychasthenia		-.43*		.77*

---

# Retaking Ability Tests in a Selection Setting: Implications for Practice Effects, Training Performance, and Turnover

John P. Hausknecht, Charlie O. Trevor, & James L. Farr  
 Pennsylvania State University

---

**Citation:**

Hausknecht, J. P., Trevor, C. O., & Farr, J. L. (2002). Retaking ability tests in a selection setting: Implications for practice effects, training performance, and turnover. *Journal of Applied Psychology, 87*(2), 243-254.

**Essential Findings:**

- Cognitive ability significantly related to academy performance
- Oral presentation skills significantly related to academy performance
- The validity of tests retaken by applicants was at the same level as applicants who took the test only once

**Subjects:**

N 1,515 law enforcement cadets  
 Dept Large law enforcement agency in the eastern U.S.  
 Sex 97% were men, 3% were women  
 Race 91% were white  
 Age  $M = 32.07$   
 Academy length 20 weeks

**Independent Variables**

Oral communication (role play exercise)  
 Cognitive Ability (Civil Service Exam: vocabulary & reading)

**Dependent Variables:**

Academy grades ( $M = 81.69, SD = 7.23$ )  
 Job turnover ( $M = .06, SD = .23$ )

**Findings:**

---

	1	2	3	4	5	6	7
1. Age							
2. Gender (1=m, 2=f)	-.02						
3. Race (1=white, 2=minority)	-.01	.01					
4. Tenure	.20	-.14	-.17				
5. Cognitive ability	-.17	-.02	-.22	-.02			
6. Oral communication	-.02	.01	-.13	.04	.26		
7. Academy performance	-.02	-.17	-.19	.24	.27	.16	
8. Job turnover	.00	.15	.13	-.73	-.13	-.06	-.29

---

Note: Age and gender were recoded to be consistent with other studies  
 Correlations > .08 are significant at the .01 level



---

## Note on Concurrent Validation of the Personality Assessment Inventory in Law Enforcement

J. Ray Hays  
University of Texas Medical School, Houston

---

### Citation

Hays, J. R. (1997). Note on concurrent validation of the Personality Assessment Inventory in law enforcement. *Psychological Reports, 81*, 244-246.

### Essential Finding

- Applicants for police positions had elevated scores on the L, K, Pd, and Ma scales of the MMPI
- Scores on the Personality Assessment inventory (PAI) were all in the normal range

### Subjects

N	9 applicants to the University of Texas campus police
Sex	89% were men, 11% were women
Age	$M = 28.4, SD = 5.6$
Education	$M = 14.9, SD = 1.2$
Race	White = 44.4%, African American = 33.3%, and Hispanic = 22.2%

### Findings

MMPI		PAI	
Scale	Mean	Scale	Mean
L	60.1	Inconsistency	41.3
F	52.1	Negative impression	45.6
K	59.1	Positive impression	63.2
Hs	48.6	Infrequency	49.8
D	52.1	Depression	39.6
Hy	56.8	Somatic complaints	42.0
Pd	59.6	Antisocial features	44.2
Mf	57.9	Borderline features	41.2
Pa	53.9	Paranoia	42.5
Pt	51.0	Anxiety	42.0
Sc	51.6	Schizophrenia	39.8
Ma	58.6	Mania	45.9
Si	55.0	Anxiety related disorders	42.2
		Alcohol problem	44.7
		Drug problem	45.2
		Aggression	44.4
		Suicidal ideation	44.1
		Stress	43.6
		Nonsupport	42.1
		Treatment rejection	59.1
		Dominance	54.3
		Warmth	54.7

# The Use of Hardiness and Other Stress-Resistance Resources to Predict Symptoms and Performance in Police Academy Trainees

Karen L. Helrich

California School of Professional Psychology, San Diego

## Citation

Helrich, K. L. (1985). *The use of hardiness and othe stress-resistance resources to predict symptoms and performance in police academy trainees*. Unpublished doctoral dissertation, California School of Professional Psychology, San Diego.

## Essential Findings

- Education and low social-desirability significantly related to academy GPA
- Stress resistant personalities had fewer physical and psychological symptoms

## Subjects

N 96 police academy cadets (San Diego PD and Los Angeles PD)  
 Gender 75.5% were men, 24.5% were women  
 Race White=62%, African American=15%, Hispanic=15%, Asian=2%, Other=6%  
 Age  $M = 25$ , Range = 19 to 37  
 Education HS/GED=9%, 1-2 years college=38%, 2-4 years college=34%, Over 4 years=19%

## Independent Variables

Hardiness Scale (Kobasa, 1979)  
 Demographics  
 Marlowe-Crowne Social Desirability Scale  
 Supportive Relationship Index  
 Hassles Scale (Kanner et al., 1981)  
 Coping Responses Scale

## Dependent Variables

Physical & psychological symptoms  
 Academy GPA (16 week academy)  
 Academy supervisor performance evaluation

## Findings

	Reliability		Physical & Psychological Health			Academy Performance		
	Alpha	Test Retest	Physical Symptoms	Psychological Symptoms	Total Symptoms	Academy GPA	Supervisor Evaluation	Effective Behavior
Stress Personality								
Hardiness	.82	.73	-.25*	-.10	-.17	.11	.24*	.27*
Coping			-.21*	-.33*	-.28*	.06	.06	-.01
Support	.97	.69	-.10	-.05	-.05	-.05	.01	.11
Hassles		.79	.42*	.32*	.36*	-.12	-.21*	-.30*
M-C SDS	.88	.89	-.15	-.27*	-.25*	-.22*	.02	-.01
Demographics								
Age			-.11	-.14	-.18	.21*	.12	.10
Education			-.10	-.07	-.09	.28*	-.01	.10
Regression R <sup>2</sup>			.28	.30		.56	.14	.24
Internal reliability			.80	.69				

---

## Criterion-Related Validity of Personality and Aptitude Scales

Norman D. Henderson  
Oberline College

---

### Citation:

Henderson, N. D. (1979). Criterion-related validity of personality and aptitude scales: A comparison of validation results under voluntary and actual test conditions. In Charles D. Spielberger (Ed.). *Police Selection and Evaluation: Issues and Techniques*. New York: Praeger Publishers.

### Essential Findings:

- Cognitive ability significantly predicted supervisory ratings

### Subjects:

N 385 (151 in sample A and 234 in sample B)  
Dept Cleveland, Ohio Police Department

### Independent Variables

Personality (16-PF)  
Cognitive Ability

### Dependent Variables:

Supervisor ratings (Sample A was first year ratings)  
Peer ratings (Sample A was first year ratings)

### Findings:

---

Variable	Supervisor Ratings		Peer Ratings	
	Sample A	Sample B	Sample A	Sample B
16-PF Scale				
G Responsibility	.03	.03	.08	.05
H Social boldness	.07	-.01	.05	.08
Q3 Self-control	.12	-.08	.10	.01
Q4 Anxiety	.13	.00	.20*	.07
e Assertiveness	.08	.09	.12	.06
COMPOSITE PERSONALITY	.20*	.10	.27*	.12
Cognitive Ability				
Cattell Culture Fair Intelligence Test	.17	.19*	.03	.08
Verbal ability (SRA)	.08	.09	.06	.03
Numerical ability (SRA)	.18	.24*	.16	.11
COMPOSITE ABILITY	.22*	.31*	.17	.13

---

---

# The Temporal Stability of the National Police Officer Selection Test

Michael S. Henry & Fred M. Rafilson  
Stanard and Associates & Illinois Institute of Technology

---

## Citation:

Henry, M. S., & Rafilson, F. M. (1997). The temporal stability of the national Police Officer Selection Test. *Psychological Reports, 81*, 1259-1265.

## Essential Findings:

- The Police Officer Selection Test (POST) demonstrated acceptable test-retest reliability
- 69.6% of applicants passed both times they took the test, 12.8% failed both times, 17.5% failed once and passed once

## Subjects:

N 1,215 police officer candidates  
Gender 91% were men, 9% were women  
Race White = 87.2%, African American = 5.3%, Hispanic = 3.4%, Asian = 1.5%  
American Indian = .6%, other/missing = 2.1%

## Results

Time Interval (months)	Test-Retest Reliability Coefficients				Total Score	n
	Test Dimension					
	Math	Reading	Grammar	Report		
0-1	.71	.57	.78	.52	.82	149
2-3	.71	.78	.66	.54	.87	67
4-5	.66	.59	.66	.41	.80	149
6-7	.63	.54	.58	.53	.75	100
8-9	.67	.63	.68	.12	.75	82
10-11	.66	.61	.68	.60	.84	128
12-13	.84	.61	.55	.42	.82	67
14-15	.61	.54	.72	.65	.81	93
16-17	.60	.57	.70	.28	.75	54
18-19	.64	.35	.77	.35	.69	54
20-21	.74	.68	.73	.68	.86	31
22-23	.78	.35	.40	.51	.78	36
24-25	.83	.65	.71	.58	.83	65
26-27	.69	.31	.65	.27	.80	44
28-29	.44	.74	.56	.73	.56	7
30-31	.59	.43	.54	.58	.78	20
32+	.74	.43	.70	.67	.85	69

# Police Entry Tests and their Predictability of Score in Police Academy and Subsequent Job Performance

L. R. Hess  
Marquette University

**Citation**

Hess, L. R. (1972). *Police entry tests and their predictability of score in police academy and subsequent job performance*. Unpublished doctoral dissertation, Marquette University.

**Essential Findings**

- Cognitive ability significantly correlated with academy performance
- No significant correlations between MMPI scales and academy and patrol performance

**Sample**

N 122 (100% were men, 96% were white, mean age=27, mean education=12.4 years)  
 Dept Cincinnati Police Department  
 Reliability AGCT (test-retest=.80, odd-even with Spearman correction=.97)

**Independent Variables**

MMPI  
 Cognitive ability (AGCT)  
 Oral interview

**Dependent Variables**

Patrol Performance  
 Academy Performance (22-week academy)

**Notes:**

- Clinical psychologist's ratings were made with knowledge of cognitive ability test. In comparing the clinician's ratings to cognitive ability, cognitive ability was better able to predict academy performance.

**Findings:**

MMPI Scale	Mean	Academy	First year	Other year	Commendations	Discipline	Peer Ratings
			Supervisor Ratings	Supervisor Ratings			
Cognitive ability		.38*	-.12	-.10	.03	-.01	.12
Academy score			.24*	.11	-.02	.01	.12
Oral interview		.14	.12	.05	.05	-.11	-.01
Clinical psychologist		.31*	.10	.18	.05	-.06	.14
MMPI							
L	52	-.18	-.12	.00	-.06	.16	-.09
F	49	-.08	.00	.00	.19	-.05	-.19
K	66	-.04	-.05	-.04	.06	.06	-.05
Hs	50.5	-.12	.01	.03	.09	.05	-.02
D	51.0	-.12	-.01	.00	.07	.00	.12
Hy	57.0	-.04	-.05	-.08	.07	.07	-.10
Pd	61.0	.00	-.08	-.03	.21	.02	-.04
Mf	51.0	.18	-.02	-.14	-.08	-.13	-.05
Pa	52.0	.13	.04	-.13	.06	-.04	-.06
Pt	53.0	.03	.02	-.14	.13	-.04	-.05
Sc	54.0	.00	.00	-.11	.16	-.03	-.02
Ma	55.0	.07	.06	.01	-.09	-.06	.00
Si	44.0	.07	.00	.06	-.09	.02	.19

---

# A Follow-Up Study of the Prediction of Police Officer Performance on Psychological Evaluation Variables

Thomas Heyer  
Minnesota School of Professional Psychology

---

**Citation:**

Heyer, T. (1998). *A follow-up study of the prediction of police officer performance on psychological evaluation variables*. Unpublished doctoral dissertation, Minnesota School of Professional Psychology.

**Essential Findings:**

- Education was positively related to supervisor ratings
- A few scores on the clinical inventory correlated with performance ratings

**Subjects:**

N                                75 police officers in Minnesota  
 Gender:                        86.6% were men, 13.4% were women  
 Age:                             Range = 21 - 48  
 Race                             white= 82.6%, black=6.7%, Hispanic=1.3%, Asian=9.3%  
 Education:                    All officers had at least 2 years of college

**Independent Variables**

MMPI-2  
 California Psychological Inventory (CPI)  
 Edwards Personal Preference Schedule (EPPS)  
 Locus of Control  
 Shipley Institute for Living Scale  
 Writing Sample  
 Interview

**Dependent Variables**

Supervisor ratings of performance  
 Citizen complaints  
 Sick days  
 Vehicle accidents

	Mean	Supervisor Rating	Citizen Complaints	Sick Days	Vehicle Accidents	Worker's Compensation Claims
Education		.20			-.19	
MMPI-2 Scale						
L	53.93	.27*				
F	42.89					
K	64.12					
HS	47.45					
D	41.76					
Hy	49.75	.27*				
Pd	55.48					
Mf – male	41.00					
Mf – female	60.71					
Pa	49.13					
Pt	47.31				.22*	
Sc	48.63		.20*		.24*	.20*
Ma	48.77					
Si	37.91		-.21*			

CPI Scale	Mean	Supervisor Rating	Citizen Complaints	Sick Days	Vehicle Accidents	Worker's Compensation Claims
Dominance	63.68					
Capacity for status	56.81					
Sociability	60.27					
Social presence	63.53					
Self-acceptance	60.21					
Well being	56.33					
Responsibility	51.40					
Socialization	50.94					
Self-control	54.13	.25*				
Tolerance	58.82	.24*				
Good impression	55.88					
Communality	56.40				- .20	
Ach via conformity	60.62					
Ach via independence	57.40					
Intellectual efficiency	58.18					
Psych mindedness	60.55					
Flexibility	56.48					
Femininity	42.29					

---

## MMPI Profiles of Problem Peace Officers

Deirdre Hiatt & George E. Hargrave  
Occupational Health Services

---

**Citation:**

Hiatt, D., & Hargrave, G. E. (1988). MMPI profiles of problem police officers. *Journal of Personality Assessment*, 52(4), 722-731.

**Essential Findings:**

- Several MMPI scales predicted problem police performance

**Subjects:**

N 106 officers (53 problem, 53 nonproblem)  
 Gender 88.7% were men, 60.4% were White, 18.9% were Black, 13.2% were Hispanic  
 Education HS=17%, some college=73.6%, graduated from college=9.4%  
 Age Mean = 27.6 (problem), 26.3 (nonproblem)

**Independent Variables**

MMPI

**Dependent Variables:**

Patrol Performance

**Findings:**

---

MMPI Scale	Patrol Performance				r
	Nonproblem (n=53)		Problem (n=53)		
	Mean	Scale > 65	Mean	Scale > 65	
L	53.3	3	50.5	3	.19*
F	48.1	0	50.7	1	- .30*
K	63.6	21	61.5	20	.15
Hs	49.9	0	50.5	3	- .05
D	50.5	1	51.2	3	- .04
Hy	56.1	0	56.7	8	- .05
Pd	57.8	8	58.6	9	- .05
Mf	55.8	5	59.4	16	- .23*
Pa	49.9	0	53.1	6	- .22*
Pt	51.3	1	52.4	5	- .08
Sc	52.8	3	54.9	5	- .14
Ma	55.4	6	59.3	17	- .23*
Si	43.3	0	44.7	1	- .11
TOTAL		48		95	

---



---

## Predicting Job Performance Problems with Psychological Screening

Deirdre Hiatt & George E. Hargrave  
Occupational Health Services and California Highway Patrol

---

**Citation:**

Hiatt, D., & Hargrave, G. E. (1988). Predicting job performance with psychological screening. *Journal of Police Science and Administration*, 16, 122-125.

**Essential Findings:**

- Some significant correlations between personality and performance.

**Subjects:**

N 55 urban police officers - 15 of which had been determined to be psychologically unsuitable for hire but were hired anyway.

**Independent Variables**

CPI  
MMPI

**Dependent Variables:**

Patrol Performance

**Findings:**

---

CPI Scale	Patrol Performance		
	Satisfactory	Unsatisfactory	r
n	31	24	
Dominance	55.9	59.6	-.17
Capacity for status	52.2	53.1	-.05
Sociability	54.4	53.4	.06
Social presence	56.7	55.0	.08
Self-acceptance	53.1	54.3	-.03
Well-being	54.2	53.8	.03
Responsibility	51.7	49.6	.12
Socialization	54.4	52.0	.19
Self-control	56.7	54.0	.17
Tolerance	54.7	51.7	.17
Good impression	58.4	59.5	-.05
Communality	52.2	55.3	-.20
Achievement via conformance	60.2	57.8	.17
Achievement via independence	57.8	51.9	.29*
Intellectual efficiency	54.0	49.1	.22
Psychological mindedness	58.3	56.3	.10
Flexibility	50.0	46.0	.16
Femininity	50.3	46.7	.23

MMPI Scale	Patrol Performance		r
	Satisfactory	Unsatisfactory	
n	31	24	
L	52.4	53.0	-.03
F	49.8	52.2	-.20
K	62.1	60.4	.11
Hs	50.0	50.7	-.05
D	50.7	54.0	-.20
Hy	54.6	54.6	.00
Pd	56.4	60.0	-.19
Mf	55.9	57.4	-.08
Pa	50.2	55.4	-.31*
Pt	52.2	54.0	-.13
Sc	53.7	56.6	-.16
Ma	54.6	62.0	-.36*
Si	45.6	46.1	-.04
Psychologist's rating Based on MMPI, CPI, FIRO-B, incomplete sentences blank, clinical interview			.37*
Psychologist's rating	Satisfactory	Unsatisfactory	
Suitable	27	13	
Unsuitable	4	11	
chi-square (1) = 7.40, P < .001			

# Assessment of Police Officer Recruiting and Testing Instruments

Taiping Ho  
Ball State University

**Citation:**

Ho, T. (1999). Assessment of police officer recruiting and testing instruments. *Journal of Offender Rehabilitation, 29*(3/4), 1-23.

Ho, T. (2001). The interrelationships of psychological testing, psychologists' recommendations, and police departments' recruitment decisions. *Police Quarterly, 4*(3), 318-342.

**Essential Findings:**

- Many of the variables used to test applicants were highly correlated

**Subjects:**

N 420 applicants  
 Department Asheville, NC police department  
 Sex 81.2% were men, 18.8% were women  
 Race White=86.4%, Nonwhite = 12.9%, unknown = 0.7%  
 Education GED = 6.2%, HS = 49.3%, AAS = 18.6%, BA = 24.3%, MA = 0.2%, unknown = 2.1%

**Variables**

Cognitive ability (Wonderlic, Brief Intelligence Test) Agility Test  
 Personality (CPI, Inwald Survey 5) Medical Screen  
 Psychological interview Polygraph Test  
 Panel interview

**Results: Correlations**

Variable	% passing	Variable									
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Minnesota clerical test	80.1										
2. Wonderlic Personnel Test	54.9	-.03									
3. Brief Intelligence Test	54.9	-.04	.93*								
4. CPI	73.9	.05	.78*	.76*							
5. Inwald Survey 5	90.2	.03	.79*	.77*	.96*						
6. Psychologist's recommendation	70.5	.04	.80*	.78*	.98*	.96*					
7. Panel oral interview	83.1	.02	.74*	.73*	.85*	.84*	.86*				
8. Agility Test	88.1	.20*	-.42*	-.42*	.33*	.31*	.36*	.35*			
9. Medical exam/drug test	88.8	.18*	-.28*	-.27*	.27*	.24*	.29*	.26*	.56*		
10. Polygraph test	90.1	.02	-.24*	-.22*	.24*	.22*	.26*	.19*	.36*	.61*	.28*
Police Department's decision							.20*	.34*	.27*	.29*	
Race (1=white, 2=nonwhite)							-.21*				-.11*
Gender (1=male, 2=female)							-.08				-.02
Age							.14				.04
Education							.17				.06
Previous police experience							.07				.07
Military experience							.11				.03
Previous drug use							-.16*				-.10*
Previous criminal charge							-.24				-.14



## Hofer (continued)

	Police Applicants		Convicted Felons	
	Atlanta	Other Departments	Men	Women
CAQ				
Hypochondriasis	4.29	4.16	4.17	4.20
Suicidal depression	4.49	4.24	5.01	4.75
Agitation	5.07	5.41	6.15	5.25
Anxious depression	3.94	3.92	4.09	5.07
Low energy depression	3.90	3.64	4.29	4.34
Guilt and resentment	4.59	4.30	4.12	5.48
Socially introverted	4.48	4.13	5.06	4.49
Paranoia	5.86	4.94	4.91	4.39
Psychopathic deviate	6.56	6.64	6.27	5.75
Schizophrenia	4.64	4.19	4.78	4.41
Psychasthenia	5.28	4.72	4.62	4.48
Psychological inadequacy	4.35	4.00	4.56	5.26
Culture Fair Intelligence Test	35.60 (5.37)	36.61 (5.10)	32.45 (7.19)	29.84 (6.88)

---

## Personality Characteristics of Highly Rated Policemen

Robert Hogan  
Johns Hopkins University

---

### Citation:

Hogan, R. (1971). Personality characteristics of highly rated policemen. *Personnel Psychology*, 24, 679-686.

### Essential Findings:

- Personality significantly correlated with performance

### Subjects:

N 141 academy cadets and 42 police officers with one year of experience  
Dept. Maryland State Police  
Gender/Age 100% were men - Mean age = 23.6 (range 21-31)

### Independent Variables

CPI

### Dependent Variables:

Academy Performance (interrater reliability = .66)  
(internal = .93)  
Patrol Performance

### Findings:

---

CPI Scale	Academy Ratings	Patrol Performance
Dominance	.23*	.19
Capacity for status	.14	.13
Sociability	.20*	.20
Social presence	.07	.07
Self-acceptance	.22*	.27*
Well-being	.17*	.37*
Responsibility	.16	.30*
Socialization	.12	.24
Self-control	.02	.53
Tolerance	.16	.28
Good impression	.01	.45*
Communality	.03	.03
Achievement via conformance	.11	.55*
Achievement via independence	.20*	.32*
Intellectual efficiency	.30*	.51*
Psychological mindedness	.04	.36*
Flexibility	-.04	.02
Femininity	-.14	.06
Empathy	.09	.13
Equation		.42
(20.21 - .47* Sp+.68*Sa+.33* Ai+.68*Ie)		

---

---

## Personological Correlates of Police Effectiveness

Robert Hogan & William Kurtines  
Johns Hopkins University

---

**Citation:**

Hogan, R., & Kurtines, W. (1975). Personological correlates of police effectiveness. *The Journal of Psychology, 91*, 289-295.

**Essential Findings:**

- Successful officers were high in functional intelligence, achievement motivation, and social poise

**Subjects:**

N	116
Dept.	Oakland (California) Police Department
Gender	100% were men

**Independent Variables**

CPI

**Dependent Variables:**

Academy Performance  
Patrol Performance

**Findings:**

- No correlation coefficients were provided so the table below indicates the directions of significant correlations

---

	Academy Grades
CPI	
Capacity for status	+
Achievement via independence	+
Intellectual efficiency	+
Tolerance	-
Responsibility	-
Psychological mindedness	-
Leadership index	r = .41

---

---

## Comparative Analysis of Selected Predictors of Police Officer Job Performance

Aprile Matthews Holland  
Georgia State University

---

**Citation:**

Holland, A. M. (1980). *Comparative analysis of selected predictors of police officer job performance*. Unpublished doctoral dissertation, Georgia State University.

**Essential Findings:**

- Assessment center scores were not significantly related to supervisor, peer, or subordinate ratings of police performance

**Subjects:**

N	98 police members of a police department (6 chiefs and captains; 8 lieutenants, 19 sergeants, 53 patrol officers, 12 detectives)
Gender	95.9% were men, 4.1% were women
Education	HS diploma = 31.9%, some college = 46.4%, Bachelor's degree = 10.3%

**Independent Variables**

Assessment center ratings  
Personal Values Questionnaire  
Miner Sentence Completion Scale  
Biodata

**Dependent Variables:**

Supervisor ratings (paired comparison)  
Peer ratings (paired comparison)  
Subordinate ratings (paired comparison)

**Findings**

Interrater Agreement			
	Supervisor Ratings	Peer Ratings	Subordinate Ratings
Supervisor ratings	.79 (n = 97)	.46 (n = 97)	.50 (n = 32)
Peer ratings		.68 (n = 98)	.66 (n = 33)
Subordinate ratings			.87 (n = 31)

Correlations with Assessment Center Dimensions				
Assessment Center Dimension	N	Rating Source		
		Superior	Peer	Subordinate
Problem Analysis	38	-.04	-.08	
Quality of ideas	38	-.08	-.14	
Decision making	38	.13	.11	
Written communication	38	.08	.15	
Oral communication	38	-.08	-.11	
Leadership	38	-.03	-.07	
Perceptiveness	38	.04	.02	
Interpersonal relationships	38	-.04	-.08	
Total Score	38	-.01	-.04	



<b>Correlations with Minor Sentence Completion Scale</b>			
Dimension	Rating Source		
	Superior (n=97)	Peer (n=97)	Subordinate (n=33)
Authority figures	.08	-.04	-.07
Competitive games	.10	-.02	.00
Competitive situations	.05	-.10	-.05
Assertive role	-.08	-.01	.21
Imposing wishes	.12	.07	.13
Standing out from the group	.03	-.13	-.17
Routine administrative functions	.00	-.17	-.21
Item Score	.07	-.11	-.05

---

## Personality Patterns among Correctional Officer Applicants

Terrill R. Holland, Richard B. Heim, & Norman Holt  
California Department of Corrections

---

### Citation

Holland, T. R., Heim, R. B., & Holt, N. (1976). Personality patterns among correctional officer applicants. *Journal of Clinical Psychology, 32*(4), 786-791.

### Essential Finding

- Applicants for correctional officer positions have elevated scores on the K, Pd, and Ma scales of the MMPI
- Cluster analysis revealed 5 clusters of MMPI profiles

### Subjects

N 359 correctional officer applicants in California  
Sex 100% were men

### Selection Information

Applicants	409
Survived cognitive ability screen	359
Hired (survived interview, psych screen)	89 (21.8% selection ratio)
After 4 years	
Left	29
Promoted	16
In original position	44

### Findings

MMPI Scale	Overall (N=359)	Cluster				
		Type I (N=122)	Type II (N=27)	Type III (N = 57)	Type IV (N=100)	Type IV (N=53)
L	53.56	52.34	64.96	48.86	57.36	48.42
F	50.17	48.89	52.37	49.61	48.82	55.13
K	60.21	56.24	62.81	60.93	68.52	51.60
Hs	49.65	45.65	52.19	48.46	55.41	48.00
D	51.60	49.29	51.81	49.65	55.65	51.26
Hy	55.61	51.25	55.41	57.65	60.89	53.57
Pd	58.73	51.71	56.26	57.75	65.35	64.72
Mf	55.05	51.01	55.74	62.72	53.23	59.19
Pa	50.87	45.38	51.41	56.46	52.69	53.77
Pt	52.31	46.02	53.63	54.30	56.42	56.26
Sc	52.81	46.23	54.41	53.82	57.32	57.55
Ma	58.95	55.83	59.15	59.65	55.34	72.09
Si	44.79	45.92	48.26	41.33	43.63	46.34

---

# Personality Characteristics of Successful Police Sergeant Candidates

James F. Hooke & Herbert H. Krauss  
University of Georgia

---

**Citation:**

Hooke, J. F., & Krauss, H. H. (1971). Personality characteristics of successful police sergeant candidates. *Journal of Criminal Law, Criminology, and Police Science*, 62(1), 104-106.

**Essential Findings:**

- Successful sergeant candidates scored lower on K, Pa, and Si scales of the MMPI than average patrol officers

**Subjects:**

N 37 Kansas City, MO officers who passed the sergeant's exam  
Gender 100% were men  
Age Mean = 33.33 years (range 26-46)  
Police Experience Mean = 8.7 (range 4-20)

**Independent Variables**

Status (sergeant v patrol)

**Dependent Variables:**

MMPI

**Findings:** MMPI Scores (raw scores were converted to T scores)

MMPI Scale	Successful Sgt. Candidates (n=37)		Matched Patrolmen (n=37)	
	Raw	T	Raw	T
L	2.67	45.01	3.24	46.96
F	2.97	49.94	3.51	51.53
K	17.19	59.38	14.76	54.54
Hs	11.92	51.84	13.24	54.72
D	17.08	51.16	18.00	53.00
Hy	19.89	55.89	19.43	55.43
Pd	22.65	58.95	22.38	58.14
Mf	22.40	58.20	22.65	58.95
Pa	8.59	51.77	7.38	48.14
Pt	23.65	64.95	23.84	65.52
Sc	23.68	52.36	22.59	50.59
Ma	19.73	57.19	20.22	58.44
Si	20.43	45.43	25.03	50.03

---

# Relationship of College Education to Police Officer Job Performance

Michael Kent Hooper  
Claremont Graduate School

---

**Citation:**

Hooper, M. K. (1988). *Relationship of college education to police officer job performance*. Unpublished doctoral dissertation, Claremont Graduate School.

**Essential Findings:**

- Cognitive ability related to academy performance and FTO performance
- No significant relationships for education

**Subjects:**

N 129  
 Dept. Los Angeles (CA) Police Department  
 Gender: 85% were men, 15% were women  
 Race: White=60%, African American=10%, Asian=5%, Hispanic=25%  
 Age:  $M=28.88$  (range 22-42)  
 Education: High school diploma=37.2%, associate's=22.5%, bachelor's=40.3%  
 Academy length 26 weeks

**Independent Variables**

Education  
 Cognitive ability

**Dependent Variables:**

Patrol Performance  
 Academy Performance ( $M=82.78$   $SD=5.41$ )

**Findings:**

---

	Education	Cognitive Ability	Military	CJ Major	Age	(2)	(3)	(4)	(5)	(6)
Academy performance	.17	.62*	.14	-.07	.13	.04				
Overall patrol performance (2)	.00	.10	-.08	.06	-.09					
Commendations (3)	-.10	.04	-.10	.04	-.06	.27*				
Complaints (4)	-.05	-.05	.07	-.11	.00	-.23*	.05			
Sick time (5)	-.03	-.01	.15	-.11	.19*	-.34*	-.06	.51*		
Report Writing (6)	.03	-.05	.06	-.03	-.12	.03	-.21	.00	-.04	
Probationary evaluation (7)	-.08	.19*	.13	.05	-.20*	.23*	.07	-.05	.08	-.22*

---

n=122 \* r is significant at the .05 level or better

Note: Raw data were included in dissertation and were entered into the computer to get above correlations.

---

# Assessing the California Psychological Inventory for Predicting Police Performance

Preston L. Horstman  
University of Oklahoma

---

**Citation:**

Horstman, P. L. (1976). *Assessing the California Psychological Inventory for predicting police performance*. Unpublished doctoral dissertation, University of Oklahoma.

**Essential Findings:**

- Sense of well-being significantly related to patrol performance

**Subjects:**

N 40 police officers  
Dept. Metropolitan police department in Oklahoma  
Gender/Race 87.5% were men, 80% were White  
Age  $M = 23.8$  (range 21-31)

**Independent Variables**

CPI

**Dependent Variables:**

Patrol Performance (taken after 2 years on the force)

**Findings:**

---

CPI Scale	Performance Ratings
Dominance	
Capacity for status	
Sociability	
Social presence	
Self-acceptance	
Responsibility	.29
Socialization	
Self-control	.28
Tolerance	.22
Ach via conformance	.23
Ach via independence	.24
Intellectual effectiveness	
Psych mindedness	
Flexibility	
Femininity	
Sense of well-being	.41*
Good impression	
Communality	

---

---

## Validity of the California Psychological Inventory for Police Selection

Guo Shwu-Jen Hwang  
North Texas State University

---

**Citation:**

Hwang, G.S. (1988). *Validity of the California Psychological Inventory for Police Selection*. Unpublished master's thesis, North Texas State University.

**Essential Findings:**

- Significant relationships between CPI scores and academy performance
- Significant relationships between CPI scores and supervisor ratings

**Subjects:**

N                    206  
 Dept.              Large metropolitan city in the Southwest  
 Age                  $M = 25.90$  (range 20-45)  
 Gender:            100% were men

**Independent Variables**

CPI

**Dependent Variables**

Academy Grades  
 Supervisor ratings

**Findings:**

CPI Scale	Mean	Academy (n=206)	Supervisor Ratings (n=110)	Commendations (n=98)	Reprimands (n=98)
Dominance	59.25	.15*	-.03	.11	.04
Capacity for status	54.38	.18*	.10	.16	.00
Sociability	56.70	.13	.05	.03	-.03
Social presence	57.93	.14*	.10	.00	-.08
Self-acceptance	57.66	.10	-.11	-.02	.05
Responsibility	52.66	.22*	.13	.01	.11
Socialization	54.19	.02	.01	.02	-.11
Self-control	56.89	.02	.06	-.12	-.07
Tolerance	54.82	.35*	.21*	.12	-.09
Achievement via conformity	59.67	.19*	.19*	-.04	-.04
Achievement via independence	55.79	.42*	.16	.05	-.06
Intellectual effectiveness	56.13	.35*	.04	-.06	.00
Psych mindedness	57.58	.26*	.15	.05	.08
Flexibility	48.53	.26*	.10	-.05	-.16
Femininity	46.56	-.21*	.11	-.27*	-.01
Sense of well being	56.49	.26*	.04	.00	-.03
Good impression	56.85	.02	.06	-.01	-.10
Communality	56.83	.09	.02	-.04	-.14

## Five-Year Follow-up of Department Terminations as Predicted by 16 Preemployment Psychological Indicators

Robin E. Inwald  
Hilson Research

**Citation:**

Inwald, R. E. (1988). Five-year follow-up of department terminations as predicted by 16 preemployment psychological indicators. *Journal of Applied Psychology*, 73(4), 703-710.

**Summary and Essential Findings:**

- Use of either the IPI or MMPI, the two used together, or the two together plus a clinical interview did not exceed the baseline accuracy rate
- The addition of a clinical interview reduced, rather than increased, the validity of the IPI and MMPI

**Subjects:**

N                            219 (191 officers who remained on the job after five years and 28 who were terminated)  
 Dept.                        Large urban police department  
 Race                         White=38%, African American=38%, Hispanic=22%, missing info=2%

**Independent Variables**

IPI and MMPI

**Dependent Variables:**

Tenure/Termination

**Findings:**

	Accurate Predictions		Inaccurate Predictions		Overall Accuracy %	Correlation
	PF/AF	PS/AS	PS/AF	PF/AS		
Baseline		191.0	28.0		87.2	
Clinical Evaluations						
IPI only	7.0	178.5	21.0	11.5	84.9	.27
MMPI only	1.5	180.5	26.5	10.5	83.1	.03
IPI & MMPI	7.0	178.5	21.0	12.5	84.7	.22
IPI, MMPI, & clinical interview	12.0	155.0	16.0	36.0	76.3	.19
Statistical Evaluations (regression)						
IPI	19.0	130.0	9.0	61.0	68.0	.25
MMPI	19.0	113.0	9.0	78.0	60.3	.18
IPI & MMPI	21.0	129.0	7.0	62.0	68.5	.19
Statistical Evaluations						
Number of IPI items endorsed	16.0	143.0	12.0	48.0	72.6	
Number of critical IPI items endorsed	17.0	147.0	11.0	44.0	74.9	

Notes

1. Critical items are those IPI items that clinical psychologists selected as being useful
2. Data from the two clinicians were combined for this chart, thus a .5 indicates disagreement among clinicians
3. The correlations were obtained by entering the chart data into SAS and computing the correlations
4. PF=predicted failure, AF=actual failure, PS=Predicted Success, AS=Actual success

---

## Predicting the Performance of Government Security Personnel with the IPI and MMPI

Robin E. Inwald & Albert L. Brockwell  
Hilson Research, Inc.

---

### Citation

Inwald, R. E., & Brockwell, A. L. (1991). Predicting the performance of government security personnel with the IPI and MMPI. *Journal of Personality Assessment*, 56(3), 522-535.

### Essential Finding

- Several scales of the MMPI and IPI were correlated with performance.
- Classification accuracy of the MMPI was 69.7%, IPI, was 74.3%, and the two together was 77.2% All three figures are worse than the base rate of 86.9%

### Subjects

N 307 security personnel working for a federal government agency  
Sex 305 were men (99.3%) and 2 were women (0.7%)

### Independent Variables

MMPI  
IPI

### Dependent Variables

Performance rating after 9-12 months on the job

**Findings** (Data from Table 1 in the article were converted to correlation coefficients)

MMPI Scale	Correlation with Performance
L	.15
F	-.35
K	.20
Hs	.06
D	-.14
Hy	.07
Pd	-.23
Mf	-.19
Pa	-.16
Pt	-.10
Sc	-.26
Ma	-.25
Si	-.11
Mac	-.28



IPI Scale	Correlation with Performance
Guardedness (GD)	.12
Alcohol (Al)	-.17
Drugs (Dg)	-.05
Driving violations (DV)	-.15
Job difficulties (JD)	-.15
Trouble with the law (TL)	-.16
Absence abuse (AA)	-.14
Substance abuse (SA)	-.22
Antisocial attitudes (AS)	-.27
Hyperactivity (HP)	-.25
Rigid type (RT)	-.06
Type A (TA)	-.07
Illness concerns (IC)	-.16
Treatment programs (TP)	-.07
Anxiety (AN)	-.10
Phobic personality (OB)	-.11
Obsessive personality (OB)	-.12
Depression (De)	-.23
Loner (LO)	-.19
Unusual experiences (UE)	-.30
Lack of assertiveness (LA)	-.01
Interpersonal difficulties (ID)	-.23
Undue suspiciousness (US)	-.34
Family concerns (FC)	-.24
Sexual concerns (SC)	-.08
Spouse conflicts (SP)	-.20

	Actual Performance				Correlation
	Unsuccessful		Successful		
	N	%	N	%	
Baserate	40	13.1	267	86.9	
Predicted Performance					
IPI					r = .18
Unsuccessful	18	5.8	57	18.6	
Successful	22	7.2	210	68.4	
MMPI					r = -.01
Unsuccessful	9	2.9	62	20.2	
Successful	31	10.1	205	66.8	
IPI & MMPI					r = .29
Unsuccessful	23	7.5	53	17.3	
Successful	17	5.5	214	69.7	
Note: The numbers in this table were compiled from Table 2 in the article and the correlations were computed by taking the frequencies from the table and entering them into Excel					

---

# The IPI and MMPI as Predictors of Academy Performance for Police Recruits

Robin E. Inwald & Elizabeth J. Shusman  
Hilson Research, Inc.

---

**Citation:**

Inwald, R. E., & Shusman, E. J. (1984). The IPI and MMPI as predictors of academy performance for police recruits. *Journal of Police Science and Administration*, 12(1), 1-11.

**Essential Findings:**

- MMPI and IPI significantly predicted several academy criteria

**Subjects:**

N 329  
 Dept. Urban police department  
 Gender 100% were men  
 Race White=80%, African American=12%, Hispanic=8%  
 Age  $M = 23$ (range 19-32)  
 Education HS or GED=45%, some college=37%, college degree=17%, other=1%

**Independent Variables**

IPI  
MMPI

**Dependent Variables:**

Academy Performance

**Notes**

- F values were converted to correlations (r) for the individual MMPI scales in the table below

**Findings:**

	Lateness	Absences	Injuries	Derelictions	Times on restricted duty	Negative reports	Positive reports	Supervisor's rating
MMPI								
L								
F		-.06						
K			.09					
Hs								
D								
Hy						.12*	.07	
Pd		.11		.21*				
Mf		-.07	.12*		.09			
Pa					.04			.10
Pt			.02		.02			
Sc								
Ma								
Si								
Overall	.27*	.18*	.18*	.24*	.17*	.19*	.17*	.26*
IPI	.33*	.29*	.33*	.31*	.29*	.29*	.27*	.28*
IPI + MMPI	.39*	.36*	.37*	.38*	.34*	.33*	.35*	.37*

---

# Personality and Performance Sex Differences of Law Enforcement Officer Recruits

Robin E. Inwald & Elizabeth J. Shusman  
Hilson Research, Inc.

---

**Citation:**

Inwald, R. E., & Shusman, E. J. (1984). Personality and performance sex differences of law enforcement officer recruits. *Journal of Police Science and Administration*, 12(3), 339-347.

**Essential Findings**

- Women more likely than men to be absent ( $r = .15$ ) and late
- Men more likely than women to have disciplinary interviews ( $r = -.04$ ) and leave the job ( $r = .13$ )
- IPI was more accurate than MMPI but neither was more accurate than the base rate

**Subjects**

N	905 corrections officers
Gender	82.7% were men, 17.3% were women
Race	Men White = 45%, African American = 35%, Hispanic = 20%
	Women White = 12%, African American = 75%, Hispanic = 13%
Age	$M=26$ (range 19-33) for mean and $M = 26$ (range 20-35) for women
Education	Men HS or GED = 52%, some college = 38%, college degree = 10%
	Women HS or GED = 40%, some college = 45%, college degree = 15%

**Independent Variables**

Personality (IPI, MMPI)

**Dependent Variables:**

Probationary Performance

**Findings**

- Note: The correlations in Tables 1, 3, & 4 were not in the original article but were computed by entering the frequency data from the tables into SAS

<b>Table 1: Gender Differences in Performance Measures</b>		
Performance Measure	Men	Women
Absenteeism	$r = .15$	
1 or 2 absences	84%	67%
3 or more absences	16%	32%
Lateness		
1 or 2 times	84%	61%
3 or more times	16%	39%
Disciplinary interviews	$r = -.04$	
None	77%	81%
1 or more	23%	19%
Tenure	$r = .13$	
Fired	7%	4%
Resigned	20%	9%
With department after one year	73%	87%

IPI Scale	Correlation with success/failure Status	
	Men (n=596)	Women (n=143)
Trouble with the law	-.17*	
Antisocial attitudes	-.14*	
Guardedness	-.04	
Absence abuse	-.14*	.04
Treatment programs	.03	
Illness concerns	-.04	
Undue suspiciousness	-.08	
Rigid type	-.13*	.08
Obsessive type	-.06	
Lack of assertiveness		.18*
Anxiety		-.06
Phobias		.16
Alcohol abuse		.09
Loner		-.09

Note: Success was defined as being employed after one year and failure was defined as being fired. Correlations were obtained by converting the F from the article into a correlation coefficient

Men						
IPI Only	Predicted Performance			% Accurate Predictions	Base Rate of Success	Correlation
	Failure	Success	Total			
Actual Performance						
Success	147	398	545			
Failure	34	17	51			
Total	181	415	596	72%	91%	.24
<b>MMPI Only</b>						
Actual Performance						
Success	207	338	545			
Failure	34	17	51			
Total	241	355	596	62%	91%	.16
<b>IPI and MMPI</b>						
Actual Performance						
Success	149	396	545			
Failure	38	13	51			
Total	187	409	596	73%	91%	.28

<b>Men</b>						
<b>IPI Only</b>	Predicted Performance			% Accurate Predictions	Base Rate of Success	Correlation
Actual Performance	Failure	Success	Total			
Success	24	112	136			
Failure	6	1	7			
Total	30	113	143	83%	95%	.36
<b>MMPI Only</b>						
Actual Performance						
Success	48	88	136			
Failure	6	1	7			
Total	54	89	143	66%	95%	.22
<b>IPI and MMPI</b>						
Actual Performance						
Success	11	125	136			
Failure	7	0	7			
Total	18	125	143	92%	95%	.60

---

# A Predictive Validity Study of Police Officer Selection

Edmund A. S. Jayaraj  
Southern Connecticut State University

---

**Citation:**

Jayaraj, E. A. S. (1984). *A predictive validity study of police officer selection*. Unpublished master's thesis, Southern Connecticut State University.

**Essential Findings:**

- Education and cognitive ability predicted performance in the academy
- The multiple R for education and cognitive ability was .65
- Education added incremental validity over cognitive ability
- Physical agility was not related to academy performance

**Subjects:**

N 29 police cadets for a department located in the Northeast  
Education HS=44.8%, some college= 17.2%, AAS=20.7%, BA=17.2%, MA=0%  
Academy length 17 weeks

**Independent Variables**

Cognitive Ability  
Education  
Physical Agility  
Related Experience

**Dependent Variables:**

Academy Performance

**Findings:**

---

	1	2	3	4	5	6
1. Cognitive Ability	—	-.08	.60	.60	.19	.55
2. Physical Agility			.01	.04	-.34	-.20
3. Education1				.98	.32	.63
4. Education2					.23	.60
5. Experience (0=no, 1=yes)						.38
6. Academy Grades						

---

Note: This table was generated by entering the raw data from the thesis into SAS, and then generating the correlation coefficients. Because the author had initially coded education as 1=HS, 2=AAS, 3=BA, 4=MA, and 5=other, we recoded the data such that other was treated as missing data for the variable Education1 and other was treated as some college and recoded as 1=Hs, 2=some college, 3=AAS, 4=BA, and 5=MA for Education2.

## Development and Validation of Trooper Physical Ability and Cognitive Ability Tests

P.R. Jeanneret, J.R. Moore, B. R. Blakley, S. L. Koelzer, & O. Menkes  
Jeanneret & Associates

**Citation:**

Jeanneret, P. R., Moore, J. R., Blakley, B. R., Koelzer, S. L., & Menkes, O. (1991). *Development and validation of trooper physical ability and cognitive ability tests: Final report submitted to the Texas Department of Public Safety*. Houston, TX: Jeanneret & Associates.

**Essential Findings:**

- Cognitive ability significantly predicted academy and overall on-the-job performance

**Subjects:**

N 178 Texas Department of Public Safety troopers  
 Gender 90.4% were men, 9.6% were women  
 Race 64% were white, 21% were black, 12% were Hispanic, and 3% were other

**Findings:**

	Mean	Alpha	Performance Dimension						Licensure Test
			1	2	3	4	5	6	
Rating Dimensions				.68*	.70*	.55*	.38*	-.36*	.14
1. Written communication					.70*	.61*	.22*	-.26*	.12
2. Oral communication						.72*	.27*	-.34*	.17*
3. Comprehension of information							.23*	-.30*	-.02
4. Overall job performance									
Training (24-week academy)									
5. Class average									
6. Class standing								-.90*	.08
Licensure Test (7)									-.05
Cognitive Ability									
Reading comprehension A	19.9	.66	.34*	.30*	.30*	.20*	.58*	-.54*	.09
Reading comprehension B	20.2	.66	.33*	.25*	.35*	.17*	.61*	-.59*	.22*
Writing skills A	21.0	.62	.21*	.18*	.18*	.09	.55*	-.53*	.08
Writing skills B	20.0	.58	.23*	.20*	.16*	.12	.61*	-.57*	.10
SRA adaptability			.33*	.22*	.22*	.16*	.66*	-.59*	.11
Cognitive total score			.36*	.26*	.28*	.18*	.76*	-.70*	.16*
Physical Ability Tests									
Grip	109.9		.04	-.05	-.03	-.08	.05	.03	.11
Arm lift	93.9		.01	.01	-.01	.06	.08	-.07	-.08
Shoulder	126.7		-.01	-.05	-.01	.03	.07	-.06	-.14
Torso	238.5		.00	.00	.01	.10	.04	-.04	-.22*
Grip + Arm + Torso	442.4		.01	.01	.00	.05	.06	-.04	-.12
Grip + Arm + Shoulder + Torso	569.1		.01	-.02	.00	.05	.06	-.04	-.13
Long jump (inches)	79.0		-.09	-.02	-.07	.01	.07	-.09	-.05
Sit-ups (1 minute)	46.5		-.08	.05	.00	.02	.18*	-.16*	.08
VO <sub>2</sub> Max	45.5		-.15*	-.06	-.12	-.06	.03	-.03	-.06

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Rating Dimension										
1. Strength		.62	.30	.38	.79	.23	.36	-.33	-.08	-.23
2. Endurance			.56	.56	.72	.45	.15	-.29	-.05	-.23
3. Flexibility				.45	.50	.29	-.05	-.01	-.07	-.24
4. Coordination					.60	.54	.09	-.08	.07	-.20
5. Overall physical ability						.40	.28	-.23	-.04	-.30
6. Overall job performance							.14	.02	.04	-.09
Work Simulations										
7. Defensive shove								-.42	-.01	-.26
8. Dummy drag									.19	.34
9. Scale transport										-.09
10. Pursuit										
Physical Ability Tests										
Grip	.34	.12	-.06	.05	.18	-.08	.22	-.30	-.34	-.11
Arm life	.55	.32	.07	.23	.47	.06	.50	-.43	-.10	-.31
Shoulder	.55	.26	-.01	.14	.37	.03	.54	-.38	-.09	-.27
Torso	.47	.15	-.04	.13	.29	.10	.44	-.30	-.05	-.24
Grip + Arm + Shoulder	.53	.21	-.03	.15	.35	.05	.46	-.38	-.15	-.26
G + A + S + Torso	.55	.23	-.02	.15	.36	.05	.50	-.39	-.14	-.27
Long jump	.42	.26	.17	.10	.33	.01	.31	-.32	-.25	-.42
Sit-ups	.12	.14	.26	.23	.24	.02	-.01	-.11	-.03	-.24
VO <sub>2</sub> MAX	.33	.29	.41	.23	.39	-.06	.10	-.17	-.18	-.31



---

# Police Officer Selection and Retention: A review of the Attributes of Candidates and the Implications for Selection

David Lee Johnson  
University of Louisville

---

## Citation:

Johnson, D. L. (1997). *Police officer selection and retention: A review of the attributes of candidates and the implications for selection*. Unpublished master's thesis, University of Louisville.

## Essential Findings:

- Due to the way the analysis was conducted and reported, there are no real findings

## Subjects:

N 344 applicants to the St. Cloud (MN) Police Department; 39 were hired  
Gender: 82.4% of those hired were men, 17.6% were women  
Race White=50.3%, Minority=49.7%  
Age  $M = 23$  (range = 19 to 43)  
Education <HS = 8%, HS = 9% 14 years = 42%, 16 years = 41%  
Military service 14% had military service

## Independent Variables

MMPI  
Police Career Index  
Oral Interview  
Background Check

## Dependent Variables

Hire status  
FTO Performance

## Findings

Employment Process	Number
Requested Application	599
Completed Application	344
Completed Civil Service Interview	73
Background investigation conducted	69
Hired	36

---

## Vocational Interests, Personality, and Effective Police Performance

John A. Johnson & Robert Hogan  
The Johns Hopkins University

---

**Citation:**

Johnson, J. A., & Hogan, R. (1981). Vocational interests, personality, and effective police performance. *Personnel Psychology*, 34(1), 49-53.

**Essential Findings:**

- Vocational interests predicted some aspects of police performance

**Subjects:**

N	50 police officers and 38 police cadets for a department located in a Baltimore suburb
Gender	76% of officers and 95% of cadets were men
Race	94% of officers and 100% of cadets were white

**Independent Variables**

Vocational Interest (Holland Self-Directed Search)

**Dependent Variables:**

Patrol Performance  
Academy Performance

**Findings:**

---

	Correlations with Criteria					
	Mean	(1)	(2)	(3)	(4)	(5)
Police Officers (n=50)						
Realistic	32.3	-.17		.18	.14	.01
Investigative	23.5	.06		-.07	.15	.03
Artistic	19.0	-.29*		-.08	.34*	-.16
Social	32.7	-.11		.03	.30*	.23
Enterprising	27.9	.05		-.01	.17	.22
Conventional	22.4	.21		.15	-.08	-.05
Cadets (n=38)						
Realistic	34.2		-.07			
Investigative	27.4		-.17			
Artistic	18.9		-.22			
Social	32.4		-.05			
Enterprising	27.2		.01			
Conventional	22.4		.23			
Criteria						
Academy Grades (1)	84.0			.42*	-.58*	.03
Academy Ratings (2)	5.0		(.82)*			
Patrol Performance (3)	6.5			(.92)*	-.23*	.26*
Complaints (4)	0.5					.08
Letters of Appreciation (5)	2.7					

---

---

# The Effects of Higher Education/Military Service on Achievement Levels of Police Academy Cadets

Thomas A. Johnson  
Texas Southern University

---

**Citation:**

Johnson, T. A. (1998). *The effects of higher education/military service on achievement levels of police academy cadets*. Unpublished doctoral dissertation, Texas Southern University.

**Essential Findings**

- Education was related to academy performance, scores on the state licensing exam, and firearms performance

**Subjects**

N 273 cadets in the Houston, TX police academy  
 Gender 82% of the cadets were men, 18% were women  
 Race White=46%, African American=24%, Hispanic=23.5%, Asian=6%, Pacific Islanders=.5%  
 Age Range = 21 to 35 years  
 Academy length 960 hours (24 weeks)

**Independent Variables**

Education  
Military service

**Dependent Variables:**

Academy Performance

**Findings**

To compute the correlations for the table below, standard deviations were obtained by dividing the total sums of squares in the ANOVA table by the total degrees of freedom and then taking the square root. The difference in group means was then divided by the standard deviation to create a d score. The d score was then converted into a correlation coefficient.

The results are confounded in that the no college and <59 hours of college groups had military experience but the >59 hours of college group did not.

Dependent Variable	Amount of College			SD	F ratio	Correlation	
	No college	< 59 college hours	> 59 college hours			From overall F	> 59 hours compared to no college
State Licensing Exam score	72.93	75.10	75.54	6.77	3.49*	.11	.19
Academy Average	84.72	86.18	87.16	4.88	5.99*	.15	.24
Driving Skills Average	85.18	84.09	83.17	7.37	1.04	-.06	-.13
Firearms Average	84.60	86.02	88.16	8.15	3.81*	.12	.21

---

# Race and Police Officers' Perceptions of their Job Performance: An Analysis of the Relationship between Police Officers' Race, Educational Level, and Job Performance

Suman Kakar  
Florida International University

---

**Citation:**

Kakar, S. (2003). Race and police officers perceptions of their job performance: An analysis of the relationship between police officers' race, education level, and job performance. *Journal of Police and Criminal Psychology*, 18(1), 45-56.

**Essential Findings:**

- There were racial differences in self-rating of performance on 6 of the 40 dimensions
- Education level was positively correlated to self-ratings of performance

**Subjects:**

N 134  
 Dept. Dade County Police  
 Gender 68.2% were men, 31.8% were women  
 Race 48.8% were white, 23.04 % were African American. 28.11% were Hispanic  
 Age  $M = 37.8$   
 Tenure  $M = 9.45$   
 Education HS = 23.04%, associate's degree = 22.58%, 2+ years of college = 30.41%, bachelor's degree = 23.96%

**Independent Variables**

Education  
Race

**Dependent Variables:**

Self-ratings of performance

**Findings:**

<b>Relationship between self-ratings and education after controlling for years of experience</b>		
	F value from Table 3	Equivalent Correlation
Ability to take right action without any help from supervisor	61.16	.57
Manage extra work	70.45	.60
Deal with angry community member	75.25	.61
Accept suggestions	113.44	.69
Willingness to accept change	95.10	.66
Report colleagues' illegal activity	94.59	.66
Report colleagues' unethical activity	144.66	.73
Decision making in the absence of clear guidelines	63.35	.58
Work with deadlines	124.85	.71
Challenging situations	63.80	.58
Perform other than assigned area	81.17	.63
Knowledge of federal laws	126.20	.71
Accept responsibility for personal mistakes	85.91	.64
Leadership	113.36	.69

Problem solving	59.71	.57
Deal with stressful situations	18.27	.36
Knowledge of state laws	99.25	.67
Take advice from juniors	34.28	.46
Deal with wrong accusations	66.79	.59

Racial differences in self-ratings of performance	Black (n= 50)		Hispanic (n=61)		White (n = 106)	
	Mean	SD	Mean	SD	Mean	SD
Performance dimension						
Ability to take right action without any help from supervisor	3.29	.65	3.33	1.39	3.26	.99
Manage extra work	2.96	.84	3.01	.78	3.00	.54
Deal with angry community members*	3.31	.50	3.10	.84	2.96	.75
Accept suggestions	2.12	.53	2.52	.73	2.12	.45
Willingness to accept change	3.54	.65	3.35	.67	3.49	.37
Report colleagues' illegal activity	3.52	1.22	3.43	1.19	3.26	.83
Report colleagues' unethical activity	3.72	1.02	3.68	1.32	3.30	.37
Decision making in the absence of clear guidelines	3.96	1.05	3.88	1.07	3.52	.97
Work with deadlines	2.47	.76	2.75	.98	2.68	.83
Challenging situations	3.15	.63	3.09	.99	3.19	.72
Job satisfaction	2.36	1.45	2.78	1.02	2.94	.99
Satisfaction with the department*	2.06	.89	2.14	.99	3.12	.98
Knowledge of federal laws	3.44	.64	3.55	.72	3.26	.79
Knowledge of state laws	3.54	.65	3.33	.67	3.89	.32
Knowledge of department regulations	3.79	.62	3.71	.80	4.36	.50
Accept responsibility for personal mistakes	3.39	1.17	3.53	.76	3.69	1.48
Leadership*	3.62	.64	3.22	.84	4.42	.51
Problem solving	4.12	1.04	4.18	.89	4.52	.70
Collegiality	2.89	.33	2.39	.49	3.00	.67
Deal with stressful situations	3.25	.60	3.68	.82	3.31	.95
Police oneself	2.50	.77	2.98	1.22	2.21	1.23
Take advice from juniors	2.98	.90	2.67	1.01	2.23	.98
Deal with wrong accusations	3.32	.74	3.39	.82	2.83	1.20
Arrest report writing	3.99	.89	3.69	.92	4.15	.79
Ability to appear as a witness*	3.25	.60	3.01	.40	4.00	.42
Self-image	3.12	1.01	3.93	.99	4.47	.77
Reprimands/suspensions	2.62	.49	1.70	.46	2.78	.42
Awards	2.22	.42	2.34	.46	2.45	.23
Community projects	1.27	.45	1.22	.42	1.10	.32
Decision making*	3.33	.48	3.01	.58	4.05	.97
Ability to handle emergency responses	3.01	.30	3.45	.46	3.83	.50
Ability to do extra work	3.04	.68	2.98	.78	3.07	.45
Ability to perform in other areas	3.04	.35	3.63	.77	3.23	.44
Use public contacts for departmental use	1.56	.23	1.23	.30	1.34	.23
Use public contacts for personal use	1.16	.38	1.45	.35	1.20	.12
Support from fellow officers*	2.54	.50	2.91	.70	3.68	.58

\* indicates statistically significant racial differences in mean rating

---

## Self-Evaluations of Police Performance: An Analysis of the Relationship Between Police Officers' Education Level and Job Performance

Suman Kakar  
Florida International University

---

**Citation:**

Kakar, S. (1998). Self-evaluations of police performance: An analysis of the relationship between police officers' education level and job performance. *Policing: An International Journal of Police Strategies and Management*, 21(4), 632-647.

**Essential Findings:**

- Education level was positively correlated to self-ratings of performance

**Subjects:**

N 110  
 Dept. Dade County Police  
 Gender 73.6% were men, 26.4% were women  
 Race 40% were white, 19% were African American. 41% were Hispanic  
 Age  $M = 35.26$   
 Tenure  $M = 9.41$   
 Education HS = 30.9%, some college = 52.7%, Bachelor's degree = 16.4%

**Independent Variables**

Education

**Dependent Variables:**

Self-ratings of performance

**Findings:**

Education differences in self-ratings of performance	High School (n= 34)		Some College (n=58)		Bachelor's (n = 18)	
	Mean	SD	Mean	SD	Mean	SD
Performance dimension						
Ability to take right action without any help from supervisor*	2.20	.64	3.29	1.43	4.22	1.00
Manage extra work*	2.11	.88	3.06	.77	3.77	.55
Deal with angry community members*	1.91	.51	3.13	.83	3.66	.77
Accept suggestions	2.11	.53	2.42	.80	2.12	.46
Willingness to accept change*	2.50	.66	3.41	.68	3.83	.38
Report colleagues' illegal activity*	2.05	1.23	3.17	1.19	4.33	.84
Report colleagues' unethical activity*	1.79	1.09	3.39	1.23	4.83	.38
Decision making in the absence of clear guidelines*	2.32	.47	3.00	1.03	4.00	.97
Work with deadlines*	2.38	.49	3.18	.85	3.80	.98
Challenging situations*	2.16	.63	3.00	.97	3.69	.79
Job satisfaction	2.35	1.57	2.68	1.05	2.77	1.00
Satisfaction with the department	2.16	.92	2.04	1.00	2.11	.99
Knowledge of federal laws*	2.26	.87	3.06	.89	3.45	.47
Knowledge of state laws*	2.50	.66	3.41	.65	3.88	.32
Knowledge of department regulations*	3.29	.72	3.61	.79	4.29	.51
Accept responsibility for personal mistakes*	2.49	1.14	3.43	.81	3.79	1.35
Leadership*	2.64	.65	3.29	.82	4.38	.50
Problem solving*	2.09	.60	3.47	1.06	4.19	.86

Collegiality	1.91	.45	2.19	.57	3.08	.68
Deal with stressful situations*	1.20	.54	1.86	.87	2.22	.88
Police oneself*	2.47	.75	2.36	1.25	3.01	1.05
Take advice from juniors*	1.97	.58	2.45	1.1	3.03	1.00
Deal with wrong accusations*	1.64	.77	3.36	.64	3.83	.38
Arrest report writing*	2.87	.91	3.47	.90	4.01	.68
Ability to appear as a witness*	2.13	.61	3.00	.40	4.02	.51
Self-image	2.11	1.00	1.89	.98	1.36	.86
Reprimands/suspensions	1.60	.50	1.67	.46	1.77	.42
Awards	1.21	.49	1.32	.45	1.01	.21
Community projects	1.20	.50	1.23	.41	1.08	.30
Decision making*	2.39	.47	3.00	.55	4.02	.91
Ability to handle emergency responses	3.00	.30	3.15	.51	3.76	.50
Ability to do extra work	2.01	.70	2.81	.68	3.66	.55
Ability to perform in other than trained area	2.01	.53	2.36	.68	3.19	.68
Use public contacts for departmental use	1.49	.23	1.19	.30	1.27	.22
Use public contacts for personal use	1.09	.32	1.39	.54	1.18	.12
Support from fellow officers*	2.47	.51	2.87	.70	3.80	.53
* indicates statistically significant differences in mean ratings						

---

## Police Officer Higher Education, Citizen Complaints, and Departmental Rule Violations

Victor E. Kappeler, Allen D. Sapp, & David L. Carter  
Eastern Kentucky University, Central Missouri State University,  
Michigan State University

---

**Citation:**

Kappeler, V. E., Sapp, A. D., & Carter, D. L. (1992). Police officer higher education, citizen complaints, and departmental rule violations. *American Journal of Police*, 11(2), 37-54.

**Essential Findings:**

- Officers with four-year degrees had significantly fewer complaints than officers with no degree
- Education was not related to rule violations

**Subjects:**

N 120  
 Dept. Medium-sized police department in a Midwest college town  
 Gender 84% were men, 16% were women  
 Race 88% were white  
 Age  $M = 37.5$ , Range = 22 – 66  
 Tenure  $M = 10.3$ , Range = 1 to 30  
 Education B.S.=71%, Two years of college but no degree=29%

**Independent Variables**

Education (B.S. vs. some college)

**Dependent Variables:**

Citizen Complaints  
 Rule Violations

**Findings:**

Dependent Measure	None	4-year degree	Total N	r
	%	%		
Number of Complaints				-.275
< 3	77	95	108	
3+	22	5	12	
Total N	35	85	120	
Rudeness Complaints				-.214
None	80	94	108	
One or more	20	6	12	
Total	35	85	120	
Rule Violations				.050
None	89	85	103	
One or more	11	15	17	
Total	35	85	120	



---

## Rorschach Responses, Strong Blank Scales, and Job Satisfaction Among Policemen

Solis L. Kates  
Michigan State College

---

**Citation:**

Kates, S. L. (1950). Rorschach responses, Strong Blank scales, and job satisfaction among policemen. *Journal of Applied Psychology*, 34, 249-254.

**Essential Findings:**

- Moderate correlation between interests and job satisfaction
- Significant correlation between Rorschach rating and job satisfaction

**Subjects:**

N	25
Dept.	New City Police Department
Gender	100% were men

**Independent Variables**

Vocational Interest (Strong Vocational Interest Blank)  
Rorschach (Klopfer scoring, Munroe evaluation)

**Dependent Variables:**

Job Satisfaction

**Findings:**

---

	Correlations with Criteria	
	Job Satisfaction	Occupational Level
Police Interests	.35	- .74*
Rorschach		
Munroe scores	.47*	- .26
Color: Movement	.03	- .47*
CF: FC	- .02	.12
FC	- .03	.61*
FM:M	.00	.00
M	.00	- .52*
Total color	.52*	- .58*
Fc	.00	- .25
F%	.20	- .30
Popular	- .51*	.29
Dd	.29	.10
W:M		- .60*
W:M (M>W)		.62*

---

---

# Construct-Related Evidence of Validity for the Inwald Personality Inventory and its Usefulness for Predicting Police Officer Performance

Brad S. Kauder & Jay C. Thomas  
Pacific University

---

## Citation

Kauder, B. S. (1999). *Construct-related evidence of validity for the Inwald Personality Inventory and its usefulness for predicting police officer performance*. Unpublished doctoral dissertation, Pacific University (Forest Grove, OR).

## Essential Findings

- Study reported means for the IPI and the MMPI-2
- In general, IPI did not predict probationary performance

## Subjects

N 149 police officers in Oregon  
Gender: 88% were men, 12% were women  
Race: White=92%, African American=2%, Hispanic=3%, Asian=2%, Other=1%  
Age:  $M = 29.9, SD = 6.33$   
Education:  $M = 13.74, SD = 1.63$   
Academy length 8 weeks

## Independent Variables

Inwald Personality Inventory (IPI)  
MMPI-2

## Dependent Variables:

Probationary performance (3 months)

## Findings

MMPI-2 Data (N=149)		Correlations with Probationary Ratings (N=30)		
MMPI-2 Scale	Mean	Driving	People	Overall
L	58.28	-.06	-.12	-.11
F	42.87	-.26	-.23	-.30
K	62.97	.34	.22	.27
Hs	49.35	.43	.36	.46
D	44.97	.33	.21	.26
Hy	52.24	.16	.14	.11
Pd	52.97	.18	.00	.11
Mf	43.48	-.06	.05	-.03
Pa	49.21	.04	.08	.02
Pt	48.08	.43	.21	.34
Sc	48.01	.20	-.02	.14
Ma	48.36	.06	.09	.10
Si	39.49	.25	.30	.26

Note: N=63 for Mf means

IPI Data (N = 149)		Correlations with Probationary Ratings (N = 30)		
IPI Scale	Mean	Driving	People	Overall
Guardedness	42.01	-.06	-.11	-.11
Alcohol use	53.31	.08	-.08	.03
Drug use	50.19	-.19	-.18	-.22
Driving violations	54.20	-.09	-.18	-.14
Job difficulties	55.43	.02	-.09	.03
Trouble with the law	46.63	-.18	-.20	-.18
Absence abuse	46.34	.17	.18	.23
Substance abuse	47.47	-.12	-.11	-.13
Antisocial attitudes	43.61	.11	.16	.10
Hyperactivity	45.41	-.17	-.10	-.17
Rigid type	43.07	-.04	-.03	-.13
Type A	46.42	-.27	-.28	-.29
Illness concerns	46.97	.10	.16	.15
Treatment programs	58.72	-.16	-.14	-.22
Anxiety	46.44	.01	-.07	.02
Phobic personality	46.13	.05	.07	.07
Obsessive personality	44.06	-.25	-.27	-.31
Depression	44.05	.24	.32	.28
Loner	43.39	.23	.21	.19
Unusual experiences	42.95	.51	.39	.52
Lack of assertiveness	53.64	.14	.17	.22
Interpersonal difficulties	44.62	.24	.26	.25
Undue suspiciousness	41.34	-.01	-.09	-.07
Family concerns	46.06	.40	.35	.36
Sexual concerns	46.51	-.11	-.19	-.16
Spouse conflicts	46.79	-.02	.01	-.12
Acting out composite	46.05	-.15	-.20	-.20

Correlations between IPI and MMPI Scales													
IPI Scale	MMPI Scale												
	L	F	K	Hs	D	Hy	Pd	Mf	Pa	Pt	Sc	Ma	Si
Guardedness	.69	-.19	.32	-.03	.14	-.01	-.23	-.04	-.02	.02	.02	-.08	-.13
Alcohol use	-.23	.16	-.26	-.05	-.12	-.09	.08	-.06	.00	-.10	-.13	.08	-.06
Drug use	-.16	.00	-.11	.00	-.01	-.02	.17	.05	-.08	-.02	-.03	-.07	.10
Driving violations	-.08	.02	.09	.04	-.01	.10	.15	-.17	.07	-.02	.16	-.11	-.04
Job difficulties	-.31	.11	-.31	-.02	-.18	-.13	-.01	.00	-.09	-.04	-.15	.20	.07
Trouble with the law	-.29	.17	-.15	-.06	-.18	-.04	.37	-.14	.10	-.05	-.01	.08	-.04
Absence abuse	-.37	.11	-.39	.02	-.09	-.10	.08	.02	-.09	.01	-.10	.21	.08
Substance abuse	-.42	.07	-.46	-.21	-.28	-.28	-.04	.00	-.01	-.18	-.30	.26	-.04
Antisocial attitudes	-.35	.16	-.55	-.22	-.17	-.30	-.16	-.15	-.22	-.27	-.26	.23	.19
Hyperactivity	-.40	.18	-.67	-.30	-.24	-.30	-.14	-.03	-.13	-.27	-.43	.20	.14
Rigid type	-.16	.23	-.45	-.31	-.09	-.35	-.27	-.16	-.22	-.31	-.28	.04	.32
Type A	-.24	.25	-.62	-.20	-.12	-.30	-.16	-.06	-.11	-.22	-.27	.14	.32
Illness concerns	-.32	.32	-.37	.18	.14	.10	.17	-.05	-.07	.11	.03	.07	.32
Treatment programs	-.20	.24	-.06	-.04	-.05	.08	.25	.14	-.10	-.01	.10	-.05	.10
Anxiety	-.21	.14	-.30	-.11	.16	-.08	.10	-.07	-.07	.01	-.07	-.04	.22
Phobic personality	-.26	.37	-.52	-.18	.05	-.28	-.10	.00	-.18	-.21	-.17	-.04	.57
Obsessive personality	-.26	.16	-.58	-.29	-.03	-.36	-.12	-.15	-.07	-.24	-.28	.12	.27
Depression	-.30	.22	-.54	-.07	.07	-.10	.10	.17	-.09	-.10	-.12	.06	.43
Loner	-.13	.37	-.29	-.02	.21	-.07	-.10	.18	-.15	-.11	.05	-.17	.63
Unusual experiences	-.15	.13	-.24	-.03	.10	-.11	.00	.06	-.15	.01	.10	.18	.32
Lack of assertiveness	-.08	.16	-.16	.25	.29	.13	.06	.06	.08	.10	.07	-.18	.47
Interpersonal difficulties	-.31	.38	-.50	-.15	.00	-.16	-.04	.06	-.12	-.15	-.09	.00	.43
Undue suspiciousness	-.22	.23	-.63	-.24	-.09	-.34	-.28	-.13	-.23	-.17	-.25	.28	.29
Family concerns	-.18	.30	-.18	.01	.00	.01	.25	.23	.02	.09	.25	.12	.20
Sexual concerns	-.10	.05	-.17	.03	-.04	-.12	-.09	.29	-.03	.00	.08	.02	.15
Spouse conflicts	-.17	.29	-.36	-.12	.02	-.10	.09	.14	-.03	-.08	-.06	.03	.16
Acting out composite	-.27	.02	-.68	-.68	-.17	-.61	-.27	-.03	-.40	-.37	-.34	.10	.26

Note: N for all correlations = 149, except N = 63 for the MMPI-2 Mf scale and N = 30 for the IPI Acting Out Composite.

---

# Predicting Performance on the Basis of Social Background Characteristics: The Case of the Philadelphia Police Department

Oluyemi Kayode  
University of Pennsylvania

---

**Citation:**

Kayode, O. (1973). *Predicting performance on the basis of social background characteristics: The case of the Philadelphia Police Department*. Unpublished doctoral dissertation, University of Pennsylvania

**Essential Findings**

- Education related to performance and awards

**Subjects:**

N                    198 police officers  
 Dept.               Philadelphia Police Department  
 Gender:            100% were men  
 Race:               84.8% white, 15.2% African American  
 Education:        < high school = 31.3%, high school or greater = 68.7%

**Independent Variables**

Education  
 Background  
 Interview ratings

**Dependent Variables**

Probationary Performance  
 Career advancement  
 Job Performance

**Findings**

Correlations with Probationary Ratings					
	Relationship with People	Attitude	Learning Ability	Work Habits	Fitness
Education			.12		
Military service (0=no, 1=yes)	-.08				
Disciplined in military?			-.09		
Arrest record (0=no, 1=yes)					-.10
Character investigation rating	.08	.00			
Interview Ratings					
Ability			.03	.11	
Attitude			.14		.09
Race (0=black, 1=white)	.10	.11	-.11		
Age when joining force	.11				
Number of residences				.18	
Married (0=no, 1=yes)	.08	-.11			
Note: Percentages in dissertation tables were converted to chi-squares and then to correlations					

### Correlations with Probationary Performance and Later Performance

	Career Advancement	Awards	Times Absent	Discipline Charges	Commendations	Performance Rating	Tenure
Relationship with People				-.16			
Attitude		-.18			.12		
Learning ability	.04						
Work habits	-.08				-.13		
Overall fitness				-.12			

### Correlations with Performance Following the Probationary Period

	Career Advancement	Awards	Times Absent	Discipline Charges	Commendations	Performance Rating	Tenure
Education (0<HS, 1=HS or more)	.12	.22		.03		-.16	.13
Interview Ratings						.11	
Ability					-.08	.11	
Attitude	.15	.15	.11	.04		.15	
Military Record							
Was in military						-.15	
Was disciplined in military				-.02	-.09		
Arrest record	.11	.09			-.13	-.08	
Rating by previous employer	.11		.11	.23	.15	.12	
Reason for leaving previous employment			.16	.12			
Number of previous jobs	.11				.15		.18
Character rating		.12	.12		.12		
Race (0=black, 1=white)	.05			-.20		.17	.07
Age when joining force				.12	.11	.09	.26
Number of residences	.12	.12					
Marital status				.11			.23

---

# Assessing the Effect of College Education on Police Job Performance

Prahlad Ray Kedia  
University of Southern Mississippi

---

**Citation:**

Kedia, P. R. (1985). *Assessing the effect of college education on police job performance*. Unpublished doctoral dissertation, University of Southern Mississippi

**Essential Findings:** No significant correlations involving education

**Subjects:**

N 150 patrol officers and sheriffs  
Dept. Monroe (LA) PD and Quachita Parish (LA) Sheriff's Department  
Gender: 92% were men, 8% were women  
Race: 87% white, 12% African American, 1% other  
Age:  $M = 33.44$  (range 22-53)  
Education: HS=17%, 1-60 hrs=20%, 61-100 hrs=16%, 101-130 hrs=4%, BA=33%, MA=6%

**Independent Variables**

Education: Degree

**Dependent Variables:**

Police Patrol Performance

**Findings**

	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Education	.17	.10	-.05	.07	-.10	-.02	-.20	-.08	-.09
2. Commendations		.39*	.02	.19		.12	.10	.16	.03
3. Injuries			.10	.26*		.18	-.05	-.04	-.05
4. Absenteeism				.00		-.03	.20	.31*	-.06
5. Complaints						.28*	-.06	.00	.01
6. Performance ratings							.29*	.10	.25*
7. Improper use of firearms							-.07	.01	-.13
8. Age								.80*	.40*
9. Tenure in department									.15
10. Military experience									

---

# Personality Characteristics of Suburban Police Recruits and their Compatibility with Traditional Police Management Theory

James B. Keith  
Governors State University

---

**Citation:**

Keith, J. B. (1993). *Personality characteristics of suburban police recruits and their compatibility with traditional police management theory*. Unpublished master's thesis, Governors State University (University Park, IL).

**Essential Finding:**

- Police officers significantly differed from the general population on 15 or the 16 16-PF scales.

**Subjects:**

N                      67 police officers from 9 small departments in northeast Illinois  
Gender                100% were men

**Independent Variables**

**Dependent Variables:**

Personality (16-PF)

**Findings:** Mean Raw Scores

16-PF Scale	Mean Raw Score	Equivalent Stanine Score
Outgoing	11.49	
Bright	8.20	
Calm	20.16	
Dominant	14.07	
Happy-go-lucky	16.64	
Conscientious	15.53	
Venturesome	20.09	
Tender-minded	7.20	
Suspicious	5.43	
Imaginative	11.31	
Shrewd	9.52	
Apprehensive	6.00	
Q1: Experimenting	6.88	
Q2: Self-sufficient	9.00	
Q3: Controlled	16.44	
Q4: Tense	6.41	



---

## Intelligence and the Selection of Police Recruits

Dennis Jay Kenney & Steuart Watson  
University of Nebraska-Omaha & University of Nebraska-Lincoln

---

### Citation

Kenney, D. J., & Watson, S. (1990). Intelligence and the selection of police recruits. *American Journal of Police*, 9(4), 39-64.

### Essential Findings

- Cognitive ability was related to academy performance ( $r = .61$ ), oral interview scores ( $r = .54$ ), and an overall rating of applicants prior to being hired ( $r = .62$ )
- Average IQ was 97.3; women had a higher IQ ( $M = 105$ ) than men ( $M = 96$ ) and whites had a higher IQ ( $M = 105$ ) than African Americans ( $M = 89$ )

### Subjects

N 36 cadets attending a police academy  
Dept. Midsize southeastern city  
Gender: 86.1% were men, 13.9% were women  
Race White= 50%, African American=44.4%, Hispanic=5.6%  
Age Median = 25, Range = 21 to 37  
Education HS = 36%, some college=39%, BA=22%

### Independent Variables

Cognitive ability (WAIS)

### Dependent Variables

Academy test scores  
Selection interview scores

### Findings: Correlations

WAIS	Written Exam	Oral Interview	Applicant Rating
Full scale IQ	.61*	.54*	.62*
Verbal IQ	.51*	.55*	.58*
Performance	.58*	.42*	.53*
VCDQ	.54*	.58*	.64*
Information	.52*	.38*	.52*
Digit Span	.29	.33*	.34*
Vocabulary	.56*	.62*	.68*
Arithmetic	.28	.31	.30
Comprehension	.40*	.55*	.55*
Similarities	.27	.31	.33
Picture completion	.46*	.28	.36*
Picture arrangement	.30	.23	.28
Block design	.57*	.28	.42*
Object assembly	.50*	.28	.42*
Digit symbol	.03	.24	.16

---

## Demographic, Occupational, and Personality Variables as Correlates of Reported Satisfaction in Police Marriages

Jacqueline Cercek Kirkland  
University of Nevada, Reno

---

### Citation

Kirkland, J. C. (1987). *Demographic, occupational, and personality variables as correlates of reported satisfaction in police marriages*. Unpublished doctoral dissertation, University of Nevada, Reno.

### Essential Findings

- This study was included because it reported Adjective Check List means for a group of police officers

### Subjects

N 89 police officers in San Jose, CA  
 Gender: 100% were men  
 Race: White=66.3%, African American=1.1%, Hispanic=11.2%, Asian=2.2%, Other=19.1%  
 Age:  $M = 36$

### Independent Variables

Personality (Adjective Check List)  
 Biographical data

### Dependent Variables

Marital satisfaction

### Findings

General Data	ACL Means		Correlation with Marital Satisfaction	
	Group 1 (n=55)	Group 2 (n=34)	Paired Group	Unpaired Group
# Adjectives checked	49.34	52.21		-.44
# positive adjectives checked	53.60	52.59	.38	
# negative adjectives checked	45.07	45.94	-.34	
<b>Dimensions</b>				
Communality	48.67	50.06		
Achievement	54.44	53.50		
Dominance	56.69	55.50		
Endurance	53.62	53.91		
Order	54.24	54.59		
Intraception	50.74	49.32	.34	
Nurturance	51.34	51.76	.39	
Affiliation	52.60	53.23	.45	
Heterosexuality	53.94	51.62		
Exhibitionism	51.44	49.94		
Autonomy	50.49	49.26	-.29	
Aggression	52.07	51.56	-.29	
Change	46.38	44.50		
Succorance	41.62	42.86		
Abasement	42.02	44.62		
Deference	48.02	50.18		

Counseling readiness	44.69	46.73		
Self-control	49.54	50.71		
Self-confidence	55.62	53.41		
Personal adjustment	53.09	53.97	.42	
Ideal self	56.14	54.15	.33	
Creative personality	50.04	45.44		
Military leadership	52.56	53.62	.27	
Masculinity	56.36	53.32		
Femininity	46.38	49.73		

Note: Paired group (Group 1) was one in which both spouses returned the marital satisfaction questionnaire.  
The Unpaired group was one in which one of the spouses did not return the questionnaire.

---

# Ability and Personality Factors Moderating the Relationships of Police Academy Training Performance with Measures of Selection and Job Performance

Lawrence S. Kleiman  
University of Tennessee, Knoxville

---

## Citation

Kleiman, L. S. (1978). *Ability and personality factors moderating the relationships of police academy training performance with measures of selection and job performance*. Unpublished doctoral dissertation, University of Tennessee, Knoxville.

## Essential Finding:

- Cognitive ability highly correlated with academy performance ( $r = .70$ )
- Cognitive ability correlated with patrol performance ( $r = .14$ )

## Subjects:

N	218 police officers who completed the academy over a 3-year period
Gender	89% were men, 9% were women
Race	54% were white, 45% were African American, 1% was other
Education	HS = 30.3%, some college = 45.4%, Bachelor's degree = 24.3%
Academy length	8 weeks for sessions 39-42, 12 weeks for session 38

## Independent Variables

IQ (Otis-Lennon –  $M = 98.81$ )  
MMPI  
Physical agility test

## Dependent Variables:

Academy performance  
Physical fitness exam  
On-the-job supervisory ratings

## Findings

	N	IQ	Academy		MMPI Scales		Physical Fitness Exam
			Average	Fitness	Pd	Pt	
Otis-Lennon	211		.70	.10			
Physical agility test	145	.10					.40
Academy Performance							
1. Academic average		.70		.13	-.09	-.11	
2. Physical fitness							
Supervisor Ratings		.14			-.16	-.02	
Initiative			.17				
Dependability			.08				
Demeanor			.02				
Attitude			.17				
Composite			.10				
Job knowledge			.07				
Judgment			.12				
Relations with others			-.03				
Communications			.18				
Composite			.08				

<b>Comparison of Graphic Rating Scale Format and Behavioral Checklist Format</b>										
	Reliability	<b>Graphic Rating Scale</b>								
		JK	Judge	Init	Depen	Dem	Attitude	Relat	Comm	TOTAL
Reliability										.55
<b>Behavioral Checklist</b>										
Job Knowledge		<b>.40</b>	.27	.69	.46	.06	.42	.18	.56	
Judgment		.37	<b>.34</b>	.60	.46	.08	.46	.38	.58	
Initiative		.37	.29	<b>.79</b>	.45	.11	.60	.24	.50	
Dependability		.35	.26	.61	<b>.37</b>	.09	.55	.33	.47	
Demeanor		.15	.05	.45	.24	<b>.23</b>	.35	.12	.34	
Attitude		.23	.17	.61	.32	.16	<b>.58</b>	.38	.44	
Relations with others		.29	.21	.39	.38	.08	.41	<b>.54</b>	.41	
Communication		.22	.31	.48	.34	.11	.35	.21	<b>.54</b>	
TOTAL	.59									<b>.82</b>

---

## An Examination of the Relationship Between Police Training Academy Performance and Job Performance

Lawrence S. Kleiman and Michael E. Gordon  
University of Tennessee at Chattanooga

---

**Citation:**

Kleiman, L. S., & Gordon, M. E. (1986). An examination of the relationship between police training academy performance and job performance. *Journal of Police Science and Administration*, 14(4), 293-299.

**Essential Finding:**

- Cognitive ability highly correlated with academy performance ( $r = .70$ )
- Cognitive ability correlated with patrol performance ( $r = .14$ )

**Subjects:**

N	132 officers in a large southern city
Gender	93% were men, 7% were women
Race	63% were white
Age	$M = 27.8$
Academy length	12 weeks

**Independent Variables**

IQ (Otis-Lennon)  
MMPI Pd Scale

**Dependent Variables:**

Academy Performance  
Patrol Performance (interrater reliability=.57)

**Findings:**

---

	Academy Performance	Patrol Performance
	_____	_____
Cognitive ability	.70*	.14
MMPI Pd Scale	- .09	- .16
Patrol Performance	.10	.57*

---

---

## Police Personality Change as Measured by the MMPI: A Five-Year Longitudinal Study

John Warren Klopsch  
Fuller Theological Seminary

---

### Citation

Klopsch, J. W. (1983). *Police personality change as measured by the MMPI: A five-year longitudinal study*. Unpublished doctoral dissertation, Fuller Theological Seminary.

### Essential Findings

- The MMPI scores of sheriff's deputies did not change after five years

### Sample

N	150
Dept	Los Angeles County Sheriff's Department
Gender	86% were men, 14% were women
Race	White=72%, Black=7%, Hispanic=17%
Education	High school diploma=11%, some college=69%, Bachelor's degree=20%
Age	$M = 25.3$ (range 20-35)

### Independent Variables

### Dependent Variables

Personality (MMPI) change

### Findings

---

	Testing		
	Pre-hire	5 years later	<i>t</i>
MMPI			
L	50.68	50.82	.23
F	49.45	51.29	- 3.47
K	61.73	59.87	2.98
Hypochondriasis	49.66	51.77	- 3.27
Depression	51.31	52.58	- 1.58
Hysteria	55.46	56.50	- 1.74
Psychopathic deviate	57.05	55.76	1.51
Masculinity	55.07	55.01	.10
Paranoia	51.00	52.42	- 1.89
Psychasthenia	52.03	52.34	- .47
Schizophrenia	56.75	55.11	2.40
Hypomania	53.49	52.73	1.04
Social introversion	45.03	47.34	- 4.35*
MMPI Research Scales			
A	38.93	40.79	3.78*
Es	62.39	60.43	- 1.95
Do	61.50	60.85	1.31

---

---

# The Relationship Between the Selection Process and On-the-Job Performance of Albuquerque Police Officers

Ronald M. Knights  
University of New Mexico

---

### Citation

Knights, R. M. (1976). *The relationship between the selection process and on-the-job performance of Albuquerque police officers*. Unpublished doctoral dissertation, University of New Mexico.

### Essential Findings

- Cognitive ability predicted academy grades

### Sample

N	40 officers with 22 months of tenure
Dept	Albuquerque, New Mexico Police Department
Gender	95% were men, 5% were women
Age	Range 21-34
Academy length	15 weeks (601 hours)
Academy GPA	$M = 83.42$ , $SD = 4.69$ , Range = 73.9 – 91.3

### Independent Variables

Cognitive ability (KR-20 = .91)  
Psych evaluation (MMPI)  
Oral interview score

### Dependent Variables

Performance ratings after 22 months  
Academy grades

### Results

The raw data were included in the dissertation on page 60. When these data were entered into SAS to compute missing coefficients, many of the coefficients reported in the dissertation did not agree with those from our analysis. As a result, both sets of correlations are listed below.

---

	Performance Ratings	Academy Grades	Oral Board Ratings	Psychological Evaluation
<b>Reanalyzed Results</b>				
Cognitive Ability	.23	.81*	.22	- .07
Psychological Evaluation	.30	.12	.12	
Oral Board Ratings	.05	.18		.12
Performance Ratings		.37*	.05	.30
<b>Original Results</b>				
Cognitive Ability	.23	.85*		
Psychological Evaluation	.38*			
Oral Board Ratings	.44*			
Performance Ratings		.27		

---



---

## Police Officer Candidate MMPI-2 Performance: Gender, Ethnic, and Normative Factors

Alfred D. Kornfeld  
Eastern Connecticut State University

---

### Citation:

Kornfeld, A. D. (1995). Police officer candidate MMPI-2 performance: Gender, ethnic, and normative factors. *Journal of Clinical Psychology, 51*(4), 536-540.

### Essential Finding:

- Police applicants had elevated K and low Mf, Si, and F scores on the MMPI-2

### Subjects:

N 84 applicants  
Dept. Four towns ranging in size from 15,000-60,000  
Gender: 90.5% were men, 9.5% were women  
Race: White=86.9%, Black=4.8%, Hispanic=6%, Asian=2.4%

### Independent Variables

Ethnicity

### Dependent Variables:

MMPI-2 Scores (T-scores)

### Findings:

---

	Mean T-Scores		
MMPI-2 Scale	White men (n=61)	Minority men (n=11)	White women (n=12)
L	56.90	53.45	60.00
F	39.79	38.27	39.50
K	62.48	58.83	64.60
Hs	48.10	40.18	44.80
D	42.10	40.45	37.80
Hy	49.38	47.18	46.50
Pd	49.37	46.09	49.00
Mf	39.39	43.00	64.20
Pa	47.97	50.36	40.80
Pt	46.07	47.00	44.10
Sc	45.21	44.91	45.30
Ma	46.10	46.91	46.40
Si	38.36	35.64	38.60

---

# The Performance of College-Educated Police: A Study of Self-Rated Police Performance Measures

John T. Krimmel  
Trenton State College

**Citation:**

Krimmel, J. T. (1996). The performance of college-educated police: A study of self-rated police performance measures. *American Journal of Police*, 15(1), 85-95.

**Essential Finding:**

- Officers with college degrees rated themselves as being better performers than did officers without college degrees

**Subjects:**

N                    205 officers from 2 police departments  
 Gender:            97.6% were men, 2.4% were women  
 Race:                white=98%, minority=2%  
 Age                  M = 41  
 Education          HS=45%, AAS=24%, BA=23%, MA=8%

**Independent Variables**

Education (Degree/No degree)

**Dependent Variables**

Self-ratings of performance

**Findings**

Department/Performance Dimension	Degreed		Not Degreed		t-value	Correlation
	Mean	SD	Mean	SD		
Howell Township						
Knowledge of rules	4.71	.61	4.10	.77	2.52	.35
Use of safety practices	4.46	.64	4.00	.83	2.13	.30
Ability to accept change	4.20	.94	3.63	.78	2.02	.29
<b>MEDIAN CORRELATION</b>						<b>.30</b>
Bucks County						
Utilize employee contacts	4.06	.83	3.75	.68	2.23	.18
Knowledge of the law	4.30	.67	3.91	.65	2.23	.18
Preparedness for court	4.34	.69	4.00	.67	2.66	.21
Quality of work assignments	4.27	.63	3.97	.65	2.68	.21
Problem solving ability	4.27	.55	4.00	.71	2.50	.20
Level of arrest analysis	4.02	.71	3.75	.74	2.12	.17
Confidence with supervisors	3.62	1.1	3.13	1.1	2.42	.19
Quality of written work	4.34	.84	3.85	.77	3.35	.26
Quality of oral presentations	4.11	.83	3.73	.88	2.67	.21
Self-image	4.16	.72	3.87	.80	2.18	.17
Arrest report quality	4.34	.72	3.87	.73	3.66	.28
Investigative report quality	4.18	.79	3.86	.75	2.30	.18
International relationships	4.16	.69	3.76	.79	3.10	.24
<b>MEDIAN CORRELATION</b>						<b>.20</b>
<b>OVERALL MEDIAN CORRELATION</b>						<b>.21</b>

---

## The Validity of the Interview in Police Officer Selection

Frank J. Landy  
Pennsylvania State University

---

### Citation:

Landy, F. J. (1976). The validity of the interview in police officer selection. *Journal of Applied Psychology*, 61(2), 193-198.

### Essential Findings:

- Interview scores (uncorrected) were not related to performance but interview scores corrected for direct restriction of range were related to performance

### Subjects:

N 57  
Dept. Dade County (Florida) Public Safety Department

### Independent Variables

Panel interview

### Dependent Variables:

Patrol Performance

### Notes

- The interviews were conducted by a 3-person panel and were based on the results of a job analysis. Ratings were made on 9 dimensions (3 factors) at the completion of the interview.

### Findings:

---

	Correlation with Supervisor Rating			
	Professional Maturity	Technical Competence	Demeanor	Communication
Overall interview recommendation				
Uncorrected	.06	- .12	.12	.13
Corrected	(.07)	(- .15)	(.15)	(.16)
Interview factor				
Manifest motivation				
Uncorrected	- .12	.25	.22	.15
Corrected	(- .16)	( .33)*	(.29)*	(.19)
Communication				
Uncorrected	.09	.12	.17	.10
Corrected	(- .11)	( .16)	(.22)	(.13)
Personal stability				
Uncorrected	.12	.19	.17	.25
Corrected	(.16)	( .26)*	(.21)	(.34)*

---

# Personality Differences Between Law-Enforcement Officers and Master's Level Psychology Students

Leah D. Laskowski  
Texas A&M University, Kingsville

## Citation

Laskowski, L. D. (1998). *Personality differences between law-enforcement officers and master's level psychology students*. Unpublished master's thesis, Texas A&M University, Kingsville.

## Essential Finding

- Police are less warm and sensitive and more dominant, vigilant, private, tough-minded, and rule-conscious than are psychology graduate students

## Subjects

	<i>Law Enforcement Sample</i>	<i>Graduate Student Sample</i>
N	30	30
Dept	Kingsville, TX Police Department	Psychology graduate students
Sex	90% were men, 10% were women	20% were men, 80% were women
Age	Range = 24 – 55	Range = 23 – 50

## Findings: Scores on the 16-PF

16-PF Scale	Police Officers		Graduate Students		F	p <
	Mean	SD	Mean	SD		
Warmth	4.47	1.74	6.70	1.62	26.50	.000*
Reasoning	5.30	1.66	5.83	1.91	1.33	.254
Emotional stability	6.27	1.62	6.00	1.68	0.39	.534
Dominance	6.50	2.15	5.00	2.20	7.16	.010*
Liveliness	6.27	1.31	6.13	1.38	0.15	.703
Rule-consciousness	6.30	1.53	4.93	1.89	9.44	.003*
Social boldness	6.73	2.18	5.87	1.68	2.98	.090
Sensitivity	3.80	1.27	6.90	1.58	69.96	.000*
Vigilance	6.60	2.03	5.20	1.86	7.75	.007*
Abstractness	5.23	1.68	5.67	1.95	0.85	.360
Privateness	5.60	1.79	4.30	2.05	6.82	.011*
Apprehension	3.97	2.14	4.80	2.19	2.22	.141
Openness to change	5.10	2.07	5.90	1.69	2.69	.107
Self-reliance	5.40	2.21	5.53	1.68	0.07	.793
Perfectionism	4.93	1.95	4.67	1.83	0.30	.586
Tension	5.70	1.80	5.23	1.83	0.86	.358
Extraversion	5.70	2.04	6.43	1.52	2.49	.120
Anxiety	5.00	1.84	4.97	2.03	0.00	.947
Tough-mindedness	7.00	1.55	4.43	1.78	35.52	.000*
Independence	6.50	1.87	5.37	1.83	5.63	.021*
Self-control	5.53	1.50	4.77	1.65	3.53	.065
Impression management	47.30	29.46	50.20	27.97	0.15	.697
Infrequency	61.17	16.89	61.33	15.86	0.00	.969
Acquiescence	53.30	32.75	48.13	28.29	0.43	.516

---

# Personal Characteristics of Peace Officers: Modal Traits, Self-selection, and Organizational-selection Factors in a Variety of Law Enforcement Categories

Sherrill A. Leake  
University of California, Davis

---

## Citation:

Leake, S. A. (1988). *Personal characteristics of peace officers: Model traits, self-selection, and organizational-selection factors in a variety of law enforcement categories*, unpublished doctoral dissertation, University of California at Davis.

## Summary and Essential Findings:

- Dissertation looked at the average MMPI and CPI scores of peace officers

## Subjects:

N Two samples of applicants: 583 for this study and 426 from Gottesman (1969) study

## Independent Variables

CPI  
MMPI

## Dependent Variables:

## Findings

MMPI Scale	Current Study (n=583)			Gottesman (1969) Data (n=426)		
	Mean	SD	Nearest T Score	Mean	SD	Nearest T Score
L	4.57	2.04	51	4.54	2.27	51
F	3.44	1.63	51	3.02	2.20	50
K	20.99	4.05	65	18.30	4.35	61
Hs	11.93	2.14	50	11.11	2.16	49
D	18.02	2.89	53	16.87	3.20	49
Hy	21.08	3.09	58	19.16	4.54	55
Pd	22.77	3.30	60	22.90	3.62	60
Mf	28.23	7.11	65	23.49	4.34	55
Pa	9.81	2.24	55	8.96	2.44	53
Pt	25.10	3.02	54	24.41	3.66	53
Sc	24.53	3.34	54	24.53	5.41	54
Ma	19.09	3.28	55	20.63	3.61	59
Si	19.83	6.35	44	20.15	5.96	45

---

## Characteristics of Successful Campus Police Officers

Dennis W. Leitner & William E. Sedlacek  
Southern Illinois University & University of Maryland

---

**Citation:**

Leitner, D. W., & Sedlacek, W. E. (1976). Characteristics of successful campus police officers. *Journal of College Student Personnel*, July, 304-308.

**Summary and Essential Findings:**

- Article tested the validity of seven personality tests in predicting the performance of 52 campus police officers
- Results indicated that regressions including all tests significantly predicted all criteria

**Subjects:**

N	52 University of Maryland Campus Police officers
Gender	84% were men, 16% were women
Race	84% were white
Education	M=13.3 years

**Independent Variables**

CPI  
Personal History Index

**Dependent Variables:**

Patrol Performance

**Note:**

- All tests were entered into two separate regression equations with only 26 subjects each. Thus the resulting analysis is suspect. In the article relationship directions rather than validity coefficients were provided.

**Findings:**

---

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Criteria									
Tenure (1)		-.05	.09	-.17	-.22	.21	.19	-.13	-.11
Commendations (2)			-.28	-.13	.05	.45	.38	.04	.07
Reprimands (3)				.09	.01	-.25	.09	-.10	-.11
Absenteeism (4)					.07	-.19	-.11	.01	.04
Ideal officer (5)						.21	.36	.19	.77*
Promotions (6)							.67*	.01	.41
Peer ratings (7)								.05	.46
Self-ratings (8)									.36
Supervisor rating (9)									
Authoritarianism (California F Scale)			-					+	+
Negative racial attitudes		+	+		+	+		-	+
Good impression					+				+
Drive			+					-	
Interest in family activities	-		-	+					

---

---

# Predictors of Graduation from a Police Training Academy

David Lester  
Richard Stockton State College

---

**Citation:**

Lester, D. (1979). Predictors of graduation from a police training academy. *Psychological Reports*, 44, 362.

**Essential Finding:**

- Education was positively related to academy graduation ( $r = .19$ )

**Subjects:**

N 260  
Age  $M = 24.3$   
Academy length 20 weeks

**Independent Variables**

Education

**Dependent Variables:**

Academy Graduation

**Findings:**

Variable	Correlation with Academy Graduation
Education	.19*
Military experience	.04
Marital status	.01
Race	-.26*

---

## Graduation From a Police Training Academy: Demographic Correlates

David Lester  
Richard Stockton State College

---

### Citation:

Lester, D. (1985). Graduation from a police training academy: Demographic correlates. *Psychological Reports*, 57, 542.

### Essential Finding:

- White cadets and male cadets were more likely to complete the academy than were nonwhite or female cadets

### Subjects:

N                    209  
Age                     $M = 23.0$

**Independent Variables**  
Race and gender

**Dependent Variables:**  
Academy Graduation

### Notes:

- Chi-squares were converted to correlations ( $r$ )
- Percentages given in article don't seem right

### Findings:

	Race		Sex	
	White	Nonwhite	Men	Women
Percent graduating	84	65	100	84
Chi-square from article	9.62		18.84	
Correlation ( $r$ )	-.22*		-.31*	



---

# Development of an MMPI Subscale as an Aid in Police Officer Selection

Madeline Levine  
California School of Professional Psychology, Berkeley

---

## Citation

Levine, M. (1979). *Development of an MMPI subscale as an aid in police officer selection*. Unpublished doctoral dissertation, California School of Professional Psychology, Berkeley.

## Essential Finding:

- Eight items from the MMPI significantly distinguished successful police officers from failures ( $t, 228=3.00, p < .01, r = .19$ )

## Subjects

N 248 police officers in 8 departments in Northern California  
Gender 100% were men  
Race White=87.5%, Black=2.0%, Hispanic=7.3%, Asian=19.4%, Other=2.0%  
Education HS=19.4%, 1 year college=20.0%, AAS=28.6%, 3 years=6.1% BA=15.3%, MA=1.6%

## Independent Variables

MMPI

## Dependent Variables:

Patrol performance

## Findings

- Eight items from the MMPI significantly distinguished successful police officers from failures ( $t, 228=3.00, p < .01$ ). This equates to a correlation of .19.
- Reliability of the scale was .31 (Alpha)

	Performance Level	
Score	Success	Failure
0	7.8%	6.0%
1	21.7%	12.0%
2	31.1%	24.0%
3	22.8%	24.0%
4	10.6%	18.0%
5	6.1%	10.0%
6	0.0%	6.0%

MMPI Item	Failure Group Response
I think a great many people exaggerate their misfortunes to gain sympathy and help from others	True
I think most people would lie to get ahead	True
I do not blame a person for taking advantage of someone who lays himself open to it	True
At parties I am more likely to sit by myself or with just one other person than to join in with the crowd	True
I love to go to dances	False
I used to like hopscotch	False
Christ performed miracles such as changing water into wine	False
I sometimes find it hard to stick up for my rights because I am so reserved	True

---

## Predicting Police Failures

Ruth J. Levy  
San Jose (CA) City Health Department

---

### Citation:

Levy, R. J. (1967). Predicting police failures. *Journal of Criminal Law, Criminology, and Police Science*, 58(2), 265-276.

### Essential Findings:

- Education was positively related to performance ( $r = .23$ ,  $n = 848$ )
- Education was negatively related to tenure ( $r = -.30$ ,  $n = 1,632$ )

### Subjects:

N 2,014  
Dept. 14 law enforcement agencies in California  
Gender: 100% were men

### Independent Variables

Education

### Dependent Variables:

Patrol Performance

### Findings:

#### Notes

- Data from the published tables were entered into SAS to compute a correlation coefficient
- Levy had three groups, failures who left, non-failures who left, and officers who stayed. The performance variable was determined by comparing the failures v. non failures and the tenure by comparing the non-failures who left to the currents.

	Left as failure	Left as nonfailure	Stayed employed
Education			
< High school	23.26%	13.08%	63.55%
High school	17.42%	16.16%	66.42%
1 year college	19.57%	22.55%	57.87%
2 years college	23.14%	26.27%	50.59%
3 years college	20.25%	35.44%	44.30%
4 or more years	14.63%	53.17%	32.20%
No traffic violations	12%	7%	20%
No criminal conviction	49%	53%	75%
2 or more marriages	32%	12%	11%

---

## Personality Profiles of Police Candidates

Maurice Lorr & Stephen Strack  
Catholic University of America and U.S. Department of Veteran's Affairs

---

### Citation

Lorr, M., & Strack, S. (1994). Personality profiles of police candidates. *Journal of Clinical Psychology*, 50(2), 200-207.

### Essential Findings

- Study reported mean scores for a few of the 16-PF scales

### Subjects

N	Two samples of 275 police candidates from several departments
Gender	85.8% of Sample 1 and 83.3% of Sample 2 were men
Age	Sample 1: $M = 25.9$ , Range = 20 – 48 Sample 2: $M = 26.5$ , Range = 19 – 59
Race	Sample 1: White=37.1%, African American=60.0%, Hispanic=2.5%, Other=0.4% Sample 2: White=38.5%, African American=59.5%, Hispanic=1.8%, Other=0.4%

### Independent Variable

Sample

### Dependent Variable

16-PF Scores

### Findings (Means)

Variable	Sample 1	Sample 2
IQ		
Crystallized	103.7	104.2
Fluid	110.2	110.1
16-PF Second Order Scales		
Extroversion	5.9	6.0
Anxiety	3.9	3.8
Tough Poise	7.0	6.9
Independence	6.3	6.2
Control	7.1	7.2

---

## The Police and Higher Education

Barry L. Madden  
University of Louisville

---

**Citation:**

Madden, B. L. (1990). *The police and higher education: A study of the relationship between higher education and police officer performance*. Unpublished master's thesis, University of Louisville.

**Essential Finding:** Education was positively related to performance

**Subjects:**

N 102  
Dept. Louisville (KY) Police Department  
Gender: 79% were men, 21% were women  
Race White=84 %, African American=16%  
Age  $M = 26$   
Education: HS=48%, some college=36%, BA=16%

**Independent Variables**

Education  
Gender  
Race  
Age

**Dependent Variables:**

Academy Performance

**Findings**

	Performance	Sex	Race	Age
Education	.33*	.18*	- .14	- .24*
Sex (1=male, 2=female)	- .10		.05	
Race (1=white, 2=nonwhite)	- .55*		- .16	
Age	.06			

Note: Age has been partialled from the correlations with performance (Madden Table 8)

---

## Which College Major is Best for the Street Cop?

John D. Madell & Paul V. Washburn  
Los Angeles Police Department & Cal State L.A.

---

### Citation:

Madell, J. D., & Washburn, P. V. (1978). Which college major is best for the street cop? *The Police Chief*, 45(8), 40-42.

### Essential Findings:

- Other than receiving fewer commendations, criminal justice majors performed equally to other majors

### Subjects:

N                    46  
Dept.                Los Angeles Police Department  
Major:                Business=9, liberal arts=16, police science=21

### Independent Variables

Education  
Major

### Dependent Variables:

Patrol Performance

### Notes

- Data from tables were entered into the computer and reanalyzed to yield chi-squares and correlations
- The N listed in the article was not consistent with the percentages in the tables.

### Findings:

---

	Business	Liberal Arts	Police Science	Chi- Square	r (not cj v. cj)
N	9	16	21		
% rated outstanding	44.4	62.5	61.9	.94	.06
% with sustained disciplinary action	11.1	6.3	19.0	.21	.03
% receiving commendations	66.7	56.3	38.1	8.15*	-.41
% involved in preventable traffic accidents	22.2	12.5	9.5	.91	-.10

---

---

## The Predictive Validity of On-the-Job Performance of Policemen from Recruitment Selection Information

Kay Mandel  
University of Utah

---

### Citation

Mandel, K. (1970). *The predictive validity of on-the-job performance of policemen from recruitment selection information*. Unpublished doctoral dissertation, University of Utah.

### Essential Finding

- No consistent relationships between MMPI scores and on-the-job performance

### Sample

N 114  
 Dept. Salt Lake City Police Department  
 Sex 100% were men  
 Age  $M = 24.4$  (range 21 – 33)  
 Education: GED=1.8%, hs=43.4%, some college=27.4%, 3-4 years of college=27.5%

### Independent Variables

Background Information  
MMPI

### Dependent Variables:

Patrol Performance

### Findings

	Sick Days	Accidents	Citations & Suspensions	Performance Rating	Commendations	Present Rank
MMPI Scale						
L	.06	- .02	- .08	- .03	.04	- .03
F	.02	.09	.03	.10	.09	- .21*
K	- .03	.10	.05	- .06	.04	- .04
HS	- .15	.02	.12	- .01	.03	- .12
D	- .14	- .19	.15	- .16	.11	.25*
Hy	- .09	- .01	.02	.02	- .09	- .02
Pd	- .04	.12	.13	.01	- .01	.05
Mf	- .08	- .07	- .13	- .09	.07	.07
Pa	.03	.06	.04	- .07	.03	- .13
Pt	- .10	.05	.09	- .03	.06	.06
Sc	- .03	.18	.15	.05	.03	- .10
Ma	.04	.06	- .03	.02	- .05	- .07
Si	.01	- .06	.05	- .07	.17	.05

Criterion	Sick Days	Accidents	Citations & Suspensions	Performance Rating	Commendations	Present Rank
Average # of Sick Days		.15	-.04	.13	.11	.13
Accidents	.15		.16	.24	-.17	-.36
Citations & Suspensions	-.04	.16		-.07	.02	-.07
Performance Rating	.13	.24	-.07		.28	-.52
Commendations	.11	-.17	.02	.28		-.28
Present Rank	.13	-.36	-.07	-.52	-.28	

---

# Validating the Selection of Deputy Sheriffs

Stewart H. Marsh

---

**Citation:**

Marsh, S. H. (1962). Validating the selection of deputy sheriffs. *Public Personnel Review*, 23, 41-44.

**Essential Findings:**

- Highly intelligent officers (97th percentile) were 92.5% likely to be highly successful compared to 71% of officers with lower intelligence scores
- Officers scoring below 55 on the MMPI Hy scale were most likely to be successful
- Officers scoring above 55 on the MMPI Ma scale and lower than 50 on the MMPI-D scale were most likely to be involved in automobile accidents
- Officers scoring below 30 on the Kuder Mechanical Interest scale and higher than 50 on the Kuder social service scale were most likely to be involved in automobile accidents
- No relationships between Kuder Preference Record and performance
- Officers who scored high in the academy were most likely to succeed on the job

**Subjects:**

N	547
Dept.	Los Angeles County Sheriffs Department
Reliability	Interrater reliability of supervisor ratings was .60

**Independent Variables**

Cognitive ability  
MMPI  
Kuder Vocational Preference Record

**Dependent Variables:**

Patrol Performance

**Notes**

- No statistics or data were provided in the article

**Findings:**



---

# Using Judgment and Personality Measures to Predict Effectiveness in Policework: An Exploratory Validation Study

George Mass  
Ohio State University

---

## Citation

Mass, G. (1980). *Using judgment and personality measures to predict effectiveness in policework: An exploratory validation study*. Unpublished doctoral dissertation, Ohio State University.

## Essential Finding

- A few significant correlations between personality scales and performance ratings
- Situational judgment test correlated significantly with performance

## Sample

N 18 officers from two small departments in Ohio (n=28 for means)  
Sex/Race 100% were white men  
Age Range 21 – 51

## Independent Variables

Video-based situational judgment test  
California Psychological Inventory (CPI)  
MMPI  
Vocational Interest (Holland Vocational Preference Inventory)

## Dependent Variables:

Patrol Performance

## Findings

Correlations with Vocational Interest (Holland Vocational Preference Inventory)			
VPI Scale	Mean	Performance Rating	Overall Evaluation
Realistic	6.11	-.05	-.08
Investigative	6.18	.40*	.52
Social	3.46	.29	.30
Conventional	2.61	-.06	-.08
Enterprising	3.61	.12	.06
Artistic	2.64	.43*	.36
Self-control	6.18	.01	.16
Masculinity	9.89	-.30	-.35
Status	6.61	.07	.21
Infrequency	4.07	-.32	-.42
Acquiescence	12.79	.19	.20

<b>Correlations with CPI and Situational Judgment Test</b>			
	Mean	Performance Evaluation	Overall Effectiveness
Situational Judgment Test		.38	.44*
CPI Scale			
Dominance (Do)	54.82	.24	.30
Capacity for status (Cs)	47.71	.33	.48*
Sociability (Sy)	50.71	.12	.25
Social presence (Sp)	57.29	.02	.14
Self-acceptance (Sa)	56.96	.23	.31
Sense of well being (Wb)	47.29	.20	.29
Responsibility (Re)	43.50	.31	.41*
Socialization (So)	46.61	.01	.13
Self-control (Sc)	46.61	.11	.28
Tolerance (To)	48.14	.43*	.53*
Good impression (Gi)	41.71	.08	.30
Communality (Cm)	58.18	.26	.37
Achievement via conformity (Ac)	50.79	.37	.45
Achievement via independence (Ai)	51.68	.29	.45
Intellectual efficiency (Ie)	47.64	.28	.44
Psychological mindedness (Py)	56.25	.09	.13
Flexibility (Fx)	51.68	-.16	-.09
Femininity (Fe)	44.82	.33	.28

MMPI Scale	Mean	Performance Rating	Overall Effectiveness
L	47.83	-.21	-.02
F	52.61	-.43*	-.52*
K	53.78	.06	.23
1 Hs – Hypochondriasis	50.83	-.42	-.29
2 D – Depression	52.11	-.36	-.30
3 Hy – Hysteria	52.94	-.10	.05
4 Pd – Psychopathic deviate	56.67	-.50*	-.41*
5 Mf – Masculinity/femininity	53.56	-.03	-.07
6 Pa – Paranoia	55.17	-.45*	-.50
7 Pt – Psychasthenia	51.28	-.39	-.38
8 Sc – Schizophrenia	53.50	-.61*	-.57
9 Ma – Hypomania	57.60	-.32	-.42
0 Si – Social Introversion	52.22	.00	-.15
A	45.83	-.13	-.24
R	47.78	-.03	-.12
Es – Ego Strength	58.22	.22	.34
Lb – Lower back pain	50.17	-.26	-.13
Ca – Caudality	50.50	-.19	-.30
Dy – Dependency	48.28	-.18	-.34
Do – Dominance	56.89	.14	.11
Re – Responsibility	49.06	.35	.50*
Pr – Prejudice	45.56	-.18	-.33
St – Status	56.50	.12	.22
Cn – Control	52.28	-.39	-.43*
Wb	45.72	-.30	-.37

### Correlations Among Dependent Variables

	Performance Measurement									
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Number of total arrests		.43	.93	-.56	.18	-.79	-.45	-.71	-.06	-.15
2. Number of misdemeanor arrests			.07	-.04	-.02	-.03	.17	-.20	.23	.22
3. Number of traffic arrests				-.60	.21	-.86	-.56	-.70	.13	.07
4. Percent of arrests contested					-.55	.83	.80	.59	-.10	-.13
5. Percent of arrests resulting in a conviction						-.53	-.66	-.56	.34	.35
6. Total number of sick leave days taken							.86	.71	-.42	-.41
7. Number of single-day sick leave								.66	-.53	-.56
8. Number of Single day sick leave with regular days off									.06	.07
9. Performance Rating	-.06	.23	.13	-.10	.34	-.42	-.53	.06		.92
10. Overall Effectiveness Rating	-.15	.22	.07	-.13	.35	-.41	-.56	.07		
11. Situational judgment	.49	-.13	.59	-.88	.82	-.87	-.93	-.73		

---

## Characteristics of Successful Policemen and Firemen Applicants

Joseph Matarazzo, Bernadene Allen, George Saslow, & Arthur Wiens  
University of Oregon

---

### Citation:

Matarazzo, J. D., Allen, B. V., Saslow, G., & Wiens, A. N. (1964). Characteristics of successful policemen and firemen applicants. *Journal of Applied Psychology*, 48(2), 123-133.

### Essential Findings:

- Police and fire applicants had different personality patterns

### Subjects:

N	116 police applicants and 127 fire fighter applicants
Dept	Portland, Oregon Police and Fire Departments

### Independent Variables

MMPI  
WAIS

### Dependent Variables:

Personality profile

### Findings:

---

	Mean Test Scores	
	Police	Fire
WAIS		
Verbal IQ	112.2	112.0
Performance IQ	111.9	112.0
Full Scale IQ	112.9	112.8
Taylor Manifest Anxiety Scale	6.0	6.3
Cornell Medical Index	5.4	4.5
MMPI (police n=35, fire n=49)		
L	55	50
F	48	50
K	68	67
Hypochondriasis	52	49
Depression	54	48
Hysteria	55	53
Psychopathic deviate	65	63
Masculinity	54	53
Paranoia	53	53
Psychasthenia	52	52
Schizophrenia	53	53
Hypomania	53	53
Social introversion	45	46

---

---

# Effects of Differential Work Experience on Personality Characteristics in Police Officers and Deputies

Bonnie L. Matthews  
California Graduate Institute

---

## Citation

Matthews, B. L. (1993). *Effects of differential work experience on personality characteristics in police officers and deputies*. Unpublished doctoral dissertation, California Graduate Institute.

## Essential Findings

- Compared MMPI and 16-PF scores prior to and after two years on the job for patrol officers and jailers
- After two years, officers became more assertive and suspicious, less warmhearted, and scored lower on the psychopathic deviate scale

## Subjects

	<b>Patrol Officers</b>	<b>Jailers</b>
N	39	41
Gender	89.7% were men	75.6% were men
Age	$M = 31.05, SD = 6.55$	$M = 28.41, SD = 4.65$
Experience	$M = 26.84, SD = 9.84$	$M = 26.95, SD = 7.98$ months
Education	$M = 13.33, SD = 1.23$	$M = 14.15, SD = 1.59$

## Independent Variables

Time (pre, post)  
Occupation (jailor, patrol)

## Dependent Variables:

MMPI Scores  
16-PF Scores

## Findings

	Jailers		Patrol Officers		Combined		F
	Before	After	Before	After	Before	After	
MMPI Scale							
Pd	16.14	15.58	17.79	15.38	16.95	15.48	8.77*
Pa	8.75	9.09	8.64	9.02	8.70	9.06	1.50
16-PF Scale							
Suspiciousness	4.68	6.41	3.94	5.71	4.32	6.07	16.32*
Warmhearted	10.51	9.04	11.30	9.30	10.90	9.17	24.11*
Assertiveness	12.53	14.41	14.87	15.20	13.67	14.80	6.05*
Follow Rules	15.80	14.78	14.82	14.66	15.32	14.72	3.15

---

# The Relationship of MMPI and Biographical Data to Police Selection and Police Performance

George Stephen Matyas  
University of Missouri - Columbia

---

## Citation:

Matyas, G. S. (1980). *The relationship of MMPI and biographical data to police performance*. Unpublished doctoral dissertation, University of Missouri – Columbia.

## Essential Findings:

- Few significant relationships between MMPI scores performance
- Few significant relationships between education and performance

## Subjects

N	160 police officers and 90 rejected applicants
Dept.	Elizabeth, New Jersey
Sex	100% were men
Race	91.9% were white
Age	23.83 for officers and 25.78 for rejected applicants
Education	High school diploma=57.8%, some college=33.6%, college degree=8.6%

## Independent Variables

MMPI  
Education

## Dependent Variables

Supervisor ratings of patrol performance (Interrater reliability for 121 performance ratings was .85)  
Commendations  
Sick days  
Auto accidents  
Injuries  
Disciplinary actions

## Findings (Matyas, 1980)

### Correlations with performance ratings

	Mean	Ratings	Commendations	Tenure	Discipline	On-duty Injuries	Auto Accidents	Days Sick	Times Sick
<b>MMPI</b>									
L	54.25	-.08	-.03	-.06	-.03	.01	.00	-.08	.12
F	49.07	-.08	-.20*	-.01	.14	-.12	-.03	.07	.09
K	62.05	-.14	-.19	-.09	-.03	-.16	-.18	-.19	-.12
Hs	49.17	.19	-.32*	-.20*	-.05	-.24*	-.15	-.20*	-.11
D	50.91	-.25	-.13	-.12	-.18	-.26*	-.16	-.05	.03
Hy	55.67	-.16	-.29*	-.18	-.14	-.15	-.14	-.12	.04
Pd	57.51	-.04	-.23*	-.10	.14	-.12	-.19	-.13	-.09
Mf	53.20	-.12	-.23*	-.31*	-.04	-.21*	-.15	.00	-.06
Pa	50.14	-.08	-.18	-.14	.09	-.14	-.12	-.12	-.17
Pt	50.23	-.08	-.26*	-.23*	-.10	-.30*	-.14	-.17	-.22*
Sc	51.50	-.13	-.31*	-.16	.03	-.28*	-.14	-.14	-.19
Ma	55.60	.07	-.06	.01	.12	.04	.13	.17	-.01
Si	43.87	.02	-.02	-.05	.11	.00	-.05	-.05	-.09
<b>Biodata</b>									
Education		.11	-.16	-.20*	-.20*	-.19	-.23*	-.11	-.18
Age		.06	-.08	-.15	-.19	-.16	-.17	-.04	-.07
Race		-.03	-.03	.07	-.14	.05	.01	.06	.02
Number of jobs		-.03	.00	-.15	.28*	.04	.03	.06	.06
Number of debts		-.09	.01	-.06	.03	.08	-.04	.14	.09
Amount of debt		-.02	.00	-.04	.01	.08	-.04	.21*	.17
Military discipline		-.02	-.04	.21*	-.01	.12	.11	.15	.26*
Employment discipline		-.05	-.02	-.16	.13	-.09	-.07	-.07	-.09
School discipline		-.15	-.10	-.23*	.12	-.12	-.11	-.12	-.11
Military service		.02	-.06	.17	-.12	.01	.15	.05	.06
Arrests		.06	.01	.16	.26*	.01	-.10	-.03	-.07
Summons		.16	.11	.20*	.37*	.13	.06	-.07	-.06
Court appearances		.15	.14	.17	.35*	.13	.01	-.02	-.02
Traffic citations		.02	.07	.23*	.06	.10	.12	.11	.15

---

## A Study of the Prediction and Measurement of Police Performance

John A. McAllister  
Northwestern Connecticut Community College

---

### Citation:

McAllister, J. A. (1970). A study of the prediction and measurement of police performance. *Police*, March-April, 258-64.

### Essential Finding:

- Cognitive ability highly correlated with academy survival ( $r = .34$ )

### Subjects:

N                    465  
Dept                New York Police Department

### Independent Variables

IQ (Otis-Lennon)

### Dependent Variables:

Academy Survival

### Findings:

	Correlation with Academy Survival
Cognitive ability	.34*



---

# Relationship of Personal History to Success as a Police Patrolman

William A. McConnell  
Colorado State University

---

## Citation

McConnell, W. A. (1967). *Relationship of personal history to success as a police patrolman*. Unpublished doctoral dissertation, Colorado State University.

## Summary and Essential Findings

- Study used the horizontal percent method to create a 57 item biodata instrument (from 61 original items)
- The instrument correlated .44 with a hold-out sample

## Sample

N	97 (65 in the derivation sample, 32 in the hold-out sample)
Dept.	Four medium sized police department in Colorado
Education	< HS=12.3%, HS diploma=53.8%, >HS diploma=30.8%
Internal reliability	Biodata instrument=.91 (split-half with Spearman-Brown correction)

## Independent Variables

Background

## Dependent Variables

Patrol Performance

## Findings

---

	Performance
Education (< HS, HS, > HS)	.05
Previous military service (0=no, 1=yes)	- .24
Times fired from previous jobs	- .22
Number of traffic tickets	.07
Number of auto accidents	.07
Previous police experience	- .08
Age	.16

---

Note: Correlations were obtained by entering the frequency data from Appendix III into the computer

---

# The Quality Control of Community Caretakers: A Study of Mental Health Screening in a Sheriff's Department

Leah B. McDonough & John Monahan  
San Mateo County Mental Health Services

---

## Citation:

McDonough, L. B., & Monahan, J. (1975). The quality control of community caretakers: A study of mental health screening in a sheriff's department. *Community Mental Health Journal*, 11(1), 33-43.

## Essential Findings:

- CPI flexibility and well-being scales best predictors of patrol performance ratings

## Subjects:

N 372 applicants, 91 of whom were hired (24.5% selection ratio)  
Department San Mateo's Sheriff's Department  
Gender 100% were men

## Independent Variables

CPI  
MMPI

## Dependent Variables:

Patrol Performance

## Findings

Criterion	Variables in Equation	Multiple R
Overall rating	CPI-Socialization, CPI-Flexibility, CPI-Well being	.41
Use of authority	College, Youngest child, MMPI-Ma	.50
Initiative	CPI-Flexibility, MMPI-L, CPI-Responsibility	.48
Competence	CPI-Flexibility, MMPI-L, Clinical evaluation	.50
Routine	CPI-Flexibility, CPI-Well being, MMPI-Hy	.54
Self-control	CPI-Flexibility, Clinical eval, CPI-Well being	.49
Public Relations	CPI Flexibility, Clinical eval, CPI-Well being	.52
Empathy	IQ, MMPI-Ma, Youngest child	.45
Loyalty	College, CPI Flexibility, CPI-Responsibility	.47
Adaptability	CPI-Flexibility, CPI-Well being, Clinical eval	.48

---

# Assessment of Some Personality Traits that Show a Relationship to Academy Grades, Being Dismissed from the Department, and Work Evaluation Ratings for Police Officers in Atlanta, Georgia

Orin Lewis McEuen  
Fielding Institute

---

### Citation

McEuen, O. L. (1981). *Assessment of some personality traits that show a relationship to academy grades, being dismissed from the department, and work evaluation ratings for police officers in Atlanta, Georgia*. Unpublished doctoral dissertation, The Fielding Institute.

### Essential Finding

- Cognitive ability and personality predicted academy grades and being forced to resign/being fired

### Subjects

N	111 police officers in Atlanta (1,405 applied, 111 were hired)
Gender	77.5% were men, 22.5% were women
Tenure	6 – 18 months
Age	<i>M</i> = 24.8
Academy length	12 weeks

### Independent Variables

IQ (Culture Fair Intelligence Test)  
16-PF  
Clinical Analysis Questionnaire

### Dependent Variables:

Academy Performance  
Termination for cause (0=no, 1=yes)  
Probationary supervisory ratings

### Findings

	Test-Retest Reliability	Academy Grades	Academy Completion	Terminated	Probationary Performance
Intelligence	.73	.46		- .22	
Academy Grades				- .23	- .06
16-PF		.56			
G. Conscientious				- .22	
CAQ		.51		.43	.60
Schizophrenia					
Worthlessness					

---

# A Field Study of the Relationship Between the Formal Education Levels of 556 Police Officers in St. Louis, Missouri, and their Patrol Duty Performance Records

Thomas J. McGreevy  
Michigan State University

---

### Citation

McGreevy, T. J. (1964). *A field study of the relationship between the formal education levels of 556 police officers in St. Louis, Missouri, and their patrol duty performance records*. Unpublished master's thesis, Michigan State University.

### Summary and Essential Findings

- The purpose of the study was to determine the relationship between education and patrol performance over a 28-week period from August, 1960 to March, 1961
- Education was not related to the number of citations issued

### Sample

N                                 556 police officers  
 Dept.                            St. Louis (MO) Police Department  
 Education                      < HS = 40.1%, HS Diploma = 48.4%, Some College = 11.5%

### Independent Variables

Education (years)

### Dependent Variables

Activity (Citations issued, business checks)

### Findings: Average Number of Daily Citations Written

Criterion	Years of Education										Total
	7	8	9	10	11	12	13	14	15	16	
Sample size	5	58	26	95	39	269	29	19	10	6	556
Parking meter citations	.45	.16	.12	.11	.05	.18	.47	.10	.12	.03	.17
Other parking citations	1.16	.33	.33	.11	.28	.40	.42	.40	.56	.28	.38
Hazardous traffic violations	.03	.17	.24	.21	.20	.25	.34	.21	.37	.19	.24
Other traffic violations	.06	.05	.08	.09	.05	.11	.10	.07	.10	.04	.09
Business checks	17.9	26.6	21.8	22.5	26.3	23.8	31.2	20.2	17.1	17.5	24.0
Business interviews	.16	.60	.45	.66	.92	.66	.74	.94	.48	.63	.67
Ordinance violation notices	.000	.003	.008	.004	.004	.010	.037	.005	.006	.000	.009
Curfew notices issued	.015	.005	.002	.006	.004	.007	.004	.004	.006	.003	.006
Vehicles stopped	.16	.38	.52	.63	.31	.67	.77	.49	.83	.32	.60
Pedestrians questioned	.26	.41	.37	.47	.29	.57	.86	.52	.59	.26	.52
Field interrogation cards	.34	.47	.41	.51	.34	.65	1.04	.50	.96	.21	.59
Performance Index	82	123	105	111	120	120	158	102	98	82	118

Criterion	Means			Correlations	
	< HS	HS Diploma	College	Education	Years on Force
Sample size	223	269	64	556	556
1. Parking meter citations	.16	.20	.37	.04	.03
2. Other parking citations	.34	.40	.40	.04	- .04
3. Hazardous traffic violations	.19	.26	.25	.12	- .17
4. Other traffic violations	.06	.10	.09	.11	- .14
5. Business checks	23.57	23.55	25.01	.01	.00
6. Business interviews	.71	.69	.81	.05	.05
7. Ordinance violation notices	.00	.01	.02	.08	- .07
8. Curfew notices issued	.01	.01	.01	.03	- .05
9. Vehicles stopped	.49	.68	.59	.10	- .23
10. Pedestrians questioned	.44	.58	.74	.09	- .12
11. Field interrogation cards	.51	.67	.64	.08	- .18
12. Years on the Force				- .54	
Parking Citations (1+2)	.50	.60	.76	.05	.01
Traffic Citations (3+4)	.26	.36	.34	.14	- .19
Parking + Traffic Citations	.76	.96	1.11	.09	- .06
Investigations (9+10+11)	1.45	1.94	1.97	.11	- .21
Ordinance citations (7+8)	.01	.02	.03	.08	- .08
Note: The raw data were included in the thesis. The means and correlations in this table were generated by entering the data into SPSS.					

---

## Psychological Test Validity for Selecting Law Enforcement Officers

Joyce I. McQuilkin, Vickey L. Russell, Alan G. Frost, & Wayne R. Faust  
Middle Tennessee State University

---

### Citation

McQuilkin, J. I., Russell, V. L., Frost, A. G., & Faust, W. R. (1990). Psychological test validity for selecting law enforcement officers. *Journal of Police Science and Administration*, 17(4), 289-294.

### Essential Findings

- Cadets doing well in the academy scored high on conforming/compulsive and self-criticism, and low on asocial, narcissism, and wanted-control
- Officers doing well in the probationary period scored high on wanted-control, and low on wanted-affection and expressed affection

### Subjects

N	143
Dept.	Police department in a large southeastern city (500,000)
Sex	85% were men, 15% were women
Age	$M = 26$ , Range = 18 to 41
Education	$M = 13$ years

### Independent Variables

Tennessee Self-Concept Scale (TSCS)  
Millon Multiaxial Clinical Inventory (MMCI)  
FIRO-B  
Test of Social Insight (TSI)  
Wilson Drivers Selection Test (WDST)

### Dependent Variables:

Academy Performance  
Patrol Performance

### Findings

Criteria	Significant Predictors		Model R
	Test	Scales	
Academy Performance			
Grades	MMCI	CC (+), AS (-), N (-)	.43
	TSCS	SC (+)	
	FIRO-B	WC (-)	
Class Rank	MMCI	CC (+), AS (-), N (-)	.37
	FIRO-B	WC (-)	
Probationary Performance			
Commendations	FIRO-B	WA (-)	.31
	TSCS	TF (+)	
Reprimands	FIRO-B	WC (-)	.21
Suspensions	FIRO-B	EA (+)	.21
Auto accidents	FIRO-B	WC (-)	.17
Injuries	MMCI	CC (-), AS (+), N (+)	.45
	TSCS	NDS(-), SC(-)	
	TSI	Pass (+)	
Re-employment	TSCS	NDS(+), D(-), TC(-), TPOS(-)	.43
	MMCI	CC(-)	

---

## Background Factors and Police Performance

Robert Michael Mealia  
SUNY-Albany

---

### Citation

Mealia, R. M. (1990). *Background factors and police performance*. Unpublished doctoral dissertation, State University of New York, Albany.

### Essential Finding

- Education was positively related to performance ( $r = .15$ )
- Cognitive ability was significantly related to performance ( $r = .19$ )
- Preemployment problems correlated negatively with performance

### Subjects

N 500  
Dept. New York City Police Department  
Race White=86.6%, African American=8.8%, Hispanic=4.6%  
Education: GED=15.8, HS=54.4%, some college=26.8%, associate's=1%, bachelor's=2%

### Independent Variables

Education  
Cognitive ability  
Background problems

### Dependent Variables

Patrol Performance in 7<sup>th</sup> year

### Findings

Predictor	Correlation
Cognitive ability	.19*
Education	.15*
Prior military experience	-.09
Felony arrests	-.48*
Misdemeanor arrests	-.28*
Juvenile delinquency arrests	-.29*
Traffic tickets	-.19*
Parking tickets	-.11
Auto accidents	-.21
Discipline problems in military	-.18*
Number of prior jobs	-.14*
Mean months in prior jobs	.15*
Job related discipline problems	-.29*
Negative comments from prior employers	-.29
Rating from background investigator	-.47*
Race (1=white, 2 = minority)	-.24*
Age	-.14*

Education Level	N	Performance d-score
GED	79	- .10
High School Diploma	272	- .03
Some College	134	.08
Associate's Degree	5	.04
Bachelor's Degree	10	.41



---

## Screening of Police Applicants: A 5-Item MMPI Research Index

Elizabeth M. Merian, David Stefan, Lawrence S. Schoenfeld, & Joseph C. Kobos  
Trinity University and University of Texas at San Antonio

---

### Citation:

Merian, E. M., Stefan, D., Schoenfeld, L. S., & Kobos, J. C. (1980). Screening of police applicants: A 5-item MMPI research index. *Psychological Reports, 47*, 155-158.

### Summary and Essential Findings:

- This study looked at the validity of 5 MMPI items in predicting police performance.
- The 5-item scale significantly predicted performance ( $r = -.47$ )

### Subjects:

N                      125  
Dept.                 San Antonio (TX) Police Department

### Independent Variables

MMPI

### Dependent Variables:

Patrol Performance (supervisory ratings)

### Notes:

- The five MMPI items in the scale were:
  - I seldom worry about my health (T)
  - I am an important person (F)
  - What others think of me does not bother me (T)
  - I think I'd like the work of a building contractor (F)
  - A large number of people are guilty of bad sexual conduct (F)

### Findings:

---

	Scale Score					
	0	1	2	3	4	5
Police Performance	—	—	—	—	—	—
Unacceptable	0	1	2	10	6	4
Intermediate	1	5	19	10	8	3
Acceptable	5	14	16	7	3	1

---

Note:  $r = -.47$

---

## Psychological Characteristics of Reserve Police Officers

Gary F. Meunier, Tanya Koontz, & Robert Weller  
Ball State University and Muncie (IN) Police Department

---

### Citation:

Meunier, G. F., Koontz, T., & Weller, R. (1995). Psychological characteristics of reserve police officers. *Journal of Police and Criminal Psychology, 11*(1), 57-59.

### Essential Findings:

- MMPI profile of reserve police officers similar to profile of regular police officers

### Subjects:

N	159 applicants for reserve officer training
Dept	Muncie (Indiana) Police Department
Gender	91.8% were men, 8.2% were women
Age	$M = 25.0$ (range 20-50)

### Independent Variables

MMPI  
Wonderlic Personnel Test

### Dependent Variables:

Average scores

### Findings:

---

	Mean
Wonderlic Personnel Test	20
MMPI	
L	51
F	51
K	58
Hypochondriasis	51
Depression	55
Hysteria	54
Psychopathic Deviate	59
Masculinity-Femininity	54
Paranoia	51
Psychasthenia	54
Schizophrenia	55
Hypomania	62
Social introversion	47

---

---

## Effects of Education Level on Performance of Campus Police Officers

John E. Michals and James M. Higgins  
Radford University

---

**Citation:**

Michals, J. E., & Higgins, J. M. (1994). *Effects of education level on performance of campus police officers*. Paper presented at the annual graduate conference in Industrial/Organizational Psychology and Organizational Behavior, Chicago, IL.

**Essential Findings:**

- Education was positively related to report writing and communication skills
- Education was negatively related to discipline problems

**Subjects:**

N                    165  
 Dept.                16 college campus police departments in Virginia  
 Education:        HS=38%, some college=24.7%, AAS=17.3%, BA=20%

**Independent Variables**

Education

**Dependent Variables:**

Patrol Performance

**Findings:**

---

	Education	Experience	(2)	(3)	(4)
Overall performance	.14	.05	.60*	.63*	-.52*
Report writing (2)	.32*	.04		.56*	-.29*
Communication skills (3)	.25*	.07			-.32*
Discipline problems (4)	-.04	.11			
Experience	-.12				

---

n=165    \* r is significant at the .05 level or better

Note: correlations with individual performance dimensions are available

---

# Predicting Police Performance for Differing Gender and Ethnic Groups: A Longitudinal Study

Alice Mills  
California School of Professional Psychology

---

**Citation:**

Mills, A. (1990). *Predicting police performance for differing gender and ethnic groups: A longitudinal study*. Unpublished doctoral dissertation, California School of Professional Psychology.

**Essential Finding:**

- Significant correlations between 16-PF and tenure, complaints, and commendations but not supervisor evaluations.

**Subjects:**

N                      753 officers hired between 1977 and 1982  
 Gender/Race        87% were men, 37.5% were White  
 Age                    Mean = 26.9

**Independent Variables**

Personality (16-PF)  
 Cognitive ability (Culture Fair Intelligence Test)

**Dependent Variables:**

Tenure, Complaints,  
 Commendations, Supervisor ratings

**Findings:**

---

16 P.F. Scale	Mean	Tenure	Complaints	Commendations
Sample size		753	720	430
Culture Fair Intelligence	105.6	.08*	.10*	
16-PF				
Outgoing	4.2			
Bright	4.5	.14*	-.12*	
Calm	5.3	-.09	.17*	
Dominant	5.7			
Happy-go-lucky	4.0	-.10*		
Conscientious	5.5	.09*	-.18*	
Venturesome	5.6			
Tender-minded	3.5	-.10*	-.10*	-.13*
Suspicious	4.6	-.08*		
Imaginative	3.4	-.10*		-.15*
Shrewd	4.1	-.08*	.11*	
Apprehensive	3.0			
Q1: Experimenting	3.2			
Q2: Self-sufficient	4.2			-.12*
Q3: Controlled	6.5		-.15*	
Q4: Tense	3.0	-.15*	.14*	.11*

---

---

## Personality Characteristics of Effective State Police Officers

Carol J. Mills & Wayne E. Bohannon  
Franklin and Marshall College & Johns Hopkins University

---

**Citation:**

Mills, C. J., & Bohannon, W. E. (1980). Personality characteristics of effective state police officers. *Journal of Applied Psychology*, 65(6), 680-684.

**Essential Findings:**

- Significant relationship between several CPI scores and ratings of performance.

**Subjects:**

N                    49 Maryland State Police Officers with 1 year of experience (1978/79)  
 Gender            100% were men  
 Age/Education    Mean = 25 years (range 20-35) - Education    Mean = 13 years (range 12-18)

**Independent Variables**

California Psychological Inventory

**Dependent Variables:**

Supervisor rating of performance during 1st year  
 - Interrater reliability = .78

**Findings:**

---

CPI Scale	Mean	Supervisor Ratings	
		Leadership	Suitability
Dominance	55.55	.02	- .02
Capacity for status	53.14	.15	.01
Sociability	50.28	- .02	- .14
Social presence	50.41	.24	.16
Self-acceptance	51.17	- .01	- .07
Well-being	51.02	.24	.14
Responsibility	45.29	.07	.05
Socialization	45.94	.17	.26*
Self-control	54.08	.23	.08
Tolerance	46.07	.33*	.26*
Good impression	53.15	.02	- .12
Communality	51.68	.19	.32*
Ach via conformance	53.55	.07	- .03
Ach via independence	47.13	.32*	.31*
Intellectual effectiveness	47.16	.43*	.27*
Psych mindedness	53.29	.01	- .02
Flexibility	46.74	.25	.39*
Femininity	31.03	- .20	- .09
Leadership Equation (14.13+.372Do+.696Sa+.345Wb-.133Gi+.274Ai)	54.69 (raw)	.15	.20
Police Equation (20.21-.47Sp+.68Sa+.33Ai+.68Ie)	49.44 (raw)	.43*	.45*

---

---

## The MMPI and the Prediction of Police Job Performance

Marcia C. Mills & John G. Stratton  
Los Angeles County Sheriff's Department

---

### Citation:

Mills, M. C., & Stratton, J. G. (1982). The MMPI and the prediction of police job performance. *FBI Law Enforcement Bulletin*, February, 10-15.

### Essential Finding:

- No significant relationships between MMPI scores and academy performance or patrol performance.

### Subjects:

- No subject information given

### Independent Variables

MMPI

### Dependent Variables:

Patrol Performance

Academy Performance (26-week academy)

### Findings:

- No statistical data were given. Article quoted "*A comparison of successful and unsuccessful groups as all three states (entry, academy, and field) showed no useful differences in MMPI scores.*"....."*There were a few significant but weak relationships between MMPI measures and successful policing defined by entrance into the academy, graduation from the academy, retention in field, and behaviorally anchored supervisory ratings.*"

---

## Situational Tests in Metropolitan Police Recruit Selection

Robert B. Mills, Robert J. McDevitt, & Sandra Tonkin  
University of Cincinnati

---

**Citation:**

Mills, R. B., McDevitt, R. J., & Tonkin, S. (1966). Situational tests in metropolitan police recruit selection. *Journal of Criminal Law, Criminology, and Police Science*, 57(1), 99-106.

**Essential Findings:**

- Cognitive ability was positively related to academy performance ( $r = .60$ )

**Subjects:**

N 42  
Dept. Cincinnati, Ohio Police Department  
Academy length 22 weeks

**Independent Variables**

Cognitive ability (Army General Classification Test)  
Situational exercises

**Dependent Variables:**

Academy Performance

**Findings:**

---

	(1)	(2)	(3)	(4)	(5)
Academy performance (1)		.60*	.38*	.14*	.09
Cognitive ability (2)			.11	.21	-.05
Situational Exercises					
Clues test (3)				.10	-.06
Foot patrol test (4)					-.15
Pistol marksmanship test (5)					

---

---

## Multiple Relationships of TAV Selection System Predictors to State Traffic Officer Performance

Robert R. Morman, Richard O. Hankey, Harold L. Heywood, & Phyllis Kennedy  
California State College, Los Angeles

---

### Citation:

Morman, R. R., Hankey, R. O., Heywood, H. L., & Kennedy, P. K. (1965). Multiple relationships of TAV selection system predictors to state traffic officer performance, *Police*, July-August, 41-44.

### Essential Finding

- The article looked at the validity of a test battery developed on the basis of Karen Horney's theory involving movement toward people (T), away from people (A), and against people (V)
- Two scales measuring movement against people were significantly related to performance of state traffic officers

### Subjects:

N	38 traffic officers in Los Angeles
Gender	100% % were men
Education	$M = 13.2, SD = 1.3$
Age	$M = 31.6, SD = 4.1$
Experience	$M = 4.8 \text{ years}, SD = 3.3$

### Independent Variables

TAV

### Dependent Variables:

Arrest Performance (Hours worked per arrest)  
Rankings of Overall Performance (Interrater = .78)

### Findings

---

	Internal Reliability	Hours per Arrest	Supervisor Ranking
Criteria			
Supervisor Ranking	.78		
Demographics			
Age		.39*	.01
Education		.03	- .13
Experience		.32	.16
Adjective Check List			
Toward People (T)	.90	.12	.06
Away from People (A)	.80	.06	- .08
Against People (V)	.86	- .05	.06
Preferences			
Toward People (T)	.73	- .08	- .06
Away from People (A)	.88	.11	- .31
Against People (V)	.78	.23	- .39*



	Internal Reliability	Hours per Arrest	Supervisor Ranking
	-----	-----	-----
Proverbs and Sayings			
Toward People (T)	.86	.09	- .16
Away from People (A)	.85	.07	- .16
Against People (V)	.81	.10	- .20
Judgments			
Toward People (T)	.78	.05	- .16
Away from People (A)	.82	.18	- .29
Against People (V)	.83	.22	- .40*

---

---

## Predicting State Traffic Officer Performance with TAV Selection System Theoretical Scoring Keys

Robert R. Morman, Richard O. Hankey, Phyllis Kennedy, & Harold L. Heywood  
California State College, Los Angeles

---

**Citation:**

Morman, R. R., Hankey, R. O., Kennedy, P. K., & Heywood, H. L. (1965). Predicting state traffic officer performance with TAV selection system theoretical scoring keys, *Police*, May-June, 70-73.

**Essential Finding**

- The article looked at the validity of a test battery developed on the basis of Karen Horney's theory involving movement toward people (T), away from people (A), and against people (V)
- Several scales were significantly related to performance of state traffic officers

**Subjects:**

N                    62 traffic officers in California  
 Gender            100% % were men  
 Education         $M = 12.2, SD = 0.6$   
 Age                 $M = 32.3, SD = 4.6$   
 Experience        $M = 4.1 \text{ years}, SD = 3.0$

**Independent Variables**

TAV

**Dependent Variables:**

Rankings of Overall Performance (Interrater = .78)

**Findings**

For this study, the rankings seem to have been converted such that a positive correlation indicates that a high test score is associated with a high level of performance

Test	Scale	Internal Reliability	Correlation with Supervisor Ranking
Criterion	Supervisor Ranking	.78	
Demographics	Age		.14
	Education		.20
	Experience		.27*
Adjective Check List	Toward People (T)	.91	.20
	Away from People (A)	.80	.09
	Against People (V)	.90	.29*
Preferences	Toward People (T)	.91	.07
	Away from People (A)	.90	.03
	Against People (V)	.93	.11
Proverbs & Sayings	Toward People (T)	.89	.29*
	Away from People (A)	.88	.28*
	Against People (V)	.90	.26*
Judgments	Toward People (T)	.77	.34*
	Away from People (A)	.77	.19
	Against People (V)	.71	.23

---

## Predicting State Traffic Cadet Academic Performance from Theoretical TAV Selection System Scores

Robert R. Morman, Richard O. Hankey, Harold L. Heywood, & Rogers Liddle  
California State College, Los Angeles

---

### Citation:

Morman, R. R., Hankey, R. O., Heywood, H. L., & Liddle, R. (1966). Predicting state traffic cadet academic performance from theoretical TAV selection system scores, *Police*, July-August, 54-58.

### Essential Finding

- The article looked at the validity of a test battery developed on the basis of Karen Horney's theory involving movement toward people (T), away from people (A), and against people (V)
- Several scales measuring movement against people were significantly related to academy instructor ratings
- No scales were related to academy grades

### Subjects:

N                    78 cadets in Los Angeles  
 Gender            100% % were men  
 Education         $M = 13.3, SD = .69$   
 Age                 $M = 26.2, SD = 1.99$   
 Academy length 16 weeks

### Independent Variables

TAV

### Dependent Variables:

Academy Performance ( $M=84.9, SD=3.9$ )

### Findings

---

	Internal Reliability	Academy Grades	Instructor Rating
Adjective Check List			
Toward People (T)	.89	- .14	.02
Away from People (A)	.89	- .08	.07
Against People (V)	.92	- .07	.26*
Preferences			
Toward People (T)	.85	- .18	.18
Away from People (A)	.91	- .08	.19
Against People (V)	.89	- .11	.24*
Proverbs and Sayings			
Toward People (T)	.87	.02	.06
Away from People (A)	.84	- .04	.16
Against People (V)	.83	- .19	.25*
Judgments			
Toward People (T)	.88	- .10	.07
Away from People (A)	.85	- .05	.07
Against People (V)	.85	- .10	.17
Personal Data			

Toward People (T)	.46	- .11	.08
Away from People (A)	.57	- .08	.22*
Against People (V)	.65	- .08	.17
Sales Reactions			
Toward People (T)	.84	- .03	.00
Away from People (A)	.81	- .13	.04
Against People (V)	.88	- .11	.13

---

---

## Academy Achievement of State Traffic Officer Cadets Related to TAV Selection System Plus Other Variables

Robert R. Morman, Richard O. Hankey, Phyllis K. Kennedy, & Ethel M. Jones  
California State College, Los Angeles

---

### Citation:

Morman, R. R., Hankey, R. O., Kennedy, P. K., & Jones, E. M. (1966). Academy achievement of state traffic officer cadets related to TAV selection system plus other variables, *Police*, July-August, 30-34.

### Essential Finding

- The article looked at the validity of a test battery developed on the basis of Karen Horney's theory involving movement toward people (T), away from people (A), and against people (V)
- There were no significant correlations with academy performance

### Subjects:

N                    109 cadets in Los Angeles  
 Gender            100% were men  
 Education         $M = 13.1, SD = 1.0$   
 Age                 $M = 26.2, SD = 2.5$   
 Academy length 16 weeks

### Independent Variables

TAV

### Dependent Variables:

Academy Performance ( $M=85.8, SD=3.4$ )

### Findings

Test	Scale	Internal Reliability	Correlation with Academy Grades
Adjective Check List	Toward People (T)	.89	-.15
	Away from People (A)	.82	.00
	Against People (V)	.88	-.08
Preferences	Toward People (T)	.79	-.03
	Away from People (A)	.89	.11
	Against People (V)	.90	.07
Proverbs & Sayings	Toward People (T)	.87	-.07
	Away from People (A)	.88	-.03
	Against People (V)	.81	-.01
Judgments	Toward People (T)	.75	.02
	Away from People (A)	.74	.04
	Against People (V)	.76	-.02
Personal Data	Toward People (T)	.28	-.17
	Away from People (A)	.48	.02
	Against People (V)	.71	.00
Demographic	Age		-.07
	Previous Police Exp		.13
	Education		.11

---

## Predicting Police Officer Performance Using the Inwald Personality Inventory: An Illustration from Appalachia

Diane W. Mufson & Maurice A. Mufson  
Marshall University School of Medicine

---

### Citation

Mufson, D. W., & Mufson, M. A. (1998). Predicting police officer performance using the Inwald Personality Inventory: An Illustration from Appalachia. *Professional Psychology: Research and Practice*, 29(1), 59-62.

### Essential Finding

A regression analysis indicated that elevated scores on driving violations and lack of assertiveness and low scores on Type A Behavior were related to poor officer performance.

### Subjects

N	33 police officers
Dept	Huntington, WV Police Department
Sex	90.9 % were men, 9.1% were women
Race	94% were White, 3% were African American, and 3% were Hispanic

### Independent Variables

Personality (Inwald Personality Inventory)

### Dependent Variables

Supervisor ratings of performance

### Findings

A regression analysis indicated that elevated scores on driving violations ( $z = 2.765$ ) and lack of assertiveness ( $z = 2.134$ ) and low scores on Type A Behavior ( $z = -2.704$ ) were related to poor officer performance.

---

# An Evaluation of the Predictors Used to Select Patrolmen

Jewel E. Mullineaux  
Baltimore City Service Commission

---

**Citation:**

Mullineaux, J. E. (1965). An evaluation of the predictors used to select patrolmen. *Public Personnel Review*, 16, 84-86.

**Essential Findings:**

- Cognitive ability was positively related to academy performance ( $r = .73$ )

**Subjects:**

N	50
Dept.	Baltimore, MD Police Department
Gender	100% were men
Academy length	440 hours (11 weeks)

**Independent Variables**

Cognitive ability (Army General Classification Test)

**Dependent Variables:**

Academy Performance

**Findings:**

---

	Correlations with cognitive ability
Academy Overall Average	.73*
Spelling during the academy	.56*
Board interview prior to academy	.46*

---

---

# Predicting Police Officer Performance from a Psychological Screening Battery

Wayman C. Mullins and Michael McMains  
Southwest Texas State University and San Antonio Police Department

---

**Citation:**

Mullins, W. C., & McMains, M. (1996). Predicting patrol officer performance from a psychological assessment battery: A predictive validity study. *Journal of Police and Criminal Psychology, 10*(4), 15-25.

Mullins, W. C. (1990). *Predicting police officer performance from a psychological screening battery*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology.

**Essential Findings:**

- Cognitive ability was positively related to performance on a state licensing exam ( $r = .50$ )

**Subjects:**

N 64 police academy cadets (41 completed the academy)  
Dept. San Antonio Police Department  
Academy length 24 weeks

**Independent Variables**

Cognitive ability (Shipley-Hartford- Verbal)

**Dependent Variables:**

Score on State licensing test

**Notes:**

- In the published article, results from other tests (MMPI, Motivational Analysis Test) were reported. However, the directions of the relationships were not listed so the results are not listed below.

**Findings:**

---

	Correlations with license exam score
Cognitive ability (Shipley verbal)	.50*

---



# The Influence of Education on Police Work Performance

David Bruce Murrell  
Florida State University

**Citation:**

Murrell, D. B. (1982). *The influence of education on police work performance*. Unpublished doctoral dissertation, Florida State University.

**Essential Finding:**

- Education was significantly related to performance ratings and peer ratings

**Subjects:**

N 603 (large urban department) and 137 (smaller, rural department) officers employed for at least one full year  
 Dept. Two departments in the Southeast  
 Gender: 99% were men, 1% were women  
 Education City East: HS=175, Some College=150, Associate's=150, Bachelor's=128  
 Rural West: HS=52, Some College=17, Associate's=34, Bachelor's=34

**Independent Variables**

Education

**Dependent Variables:**

Patrol Performance

**Findings**

Criteria	City East (n = 603)				Rural West (n = 137)			
	GPA	Military	CJ Major	Education	GPA	Military	CJ Major	Education
Patrol Performance								
Commendations	.24*	.14	.08	-.03	.10	.16	.13	-.05
Suspensions	.04	-.02	.01	-.04	-.11	.07	.01	-.13
Reprimands	-.07	-.13	.00	-.13	-.24*	-.03	-.38*	.12
Performance ratings	.19*	.11	-.09	.19*	-.18	-.24*	-.01	.42*
Complaints	-.06	-.06	-.03	-.07	-.04	-.02	.12	.04
Sick leave	-.09	-.03	-.05	-.11	.10	-.07	.04	-.14
Promotional test scores	-.10	-.11	-.07	.26*	.16	-.08	.12	.13
Peer ratings	.10	.08	-.01	.13	.18	.25*	.03	.42*
Firearm discharges	-.02	-.03	.02	.01				
Felony arrests	.11	.20*	-.03	.08	.00	.01	.09	.00
Misdemeanor arrests	.22*	.26*	-.02	.09	.14	.19	.04	-.11

---

	City East (n = 603)					Rural West (n=137)				
	(2)	(3)	(4)	(5)	(6)	(2)	3)	(4)	(5)	(6)
1. Commendations	.36	-.14	.18	-.01	-.04	-.06	-.03		.07	.03
2. Suspensions		-.01	.05	.00	.00		.21		.15	.54
3. Reprimands			-.31	.01	.08					
4. Performance evaluation				-.04	-.10				.29	.17
5. Complaints					-.01					.53
6. Sick leave										

---

---

## The K Scale (MMPI) and Job Performance

Bob Neal  
Peace Officer Resource Associates

---

**Citation:**

Neal, B. (1986). The K scale (MMPI) and job performance. In Reese, J. T. & Goldstein, H. A. (Eds). *Psychological services for law enforcement*, pp 83-90. Washington, D.C.: U.S. Government Printing Office.

**Essential Findings:**

- Study correlated the MMPI scores of 12 officers with supervisor ratings of performance.
- A few of the scales correlated significantly with a few of the 10 rating dimensions

**Subjects:**

N                                    12 officers in a small suburban police department in Minnesota  
Sex                                   91.7% (11) were men, 8.3% (1) were women

**Independent Variable**

MMPI

**Dependent Variable**

Supervisor ratings

**Findings**

MMPI Scale	Descriptive Statistics				Correlations with Performance					
	Mean	SD	Low	High	Report Writing	Skill Level	Judgment	Grooming	Traffic Enforcement	Overall
L	52.83	7.87	40	66	-.62					
F	48.08	2.11	46	53		-.55	-.64			
K	67.83	5.52	57	75		.55		-.51		
Hs	50.42	5.02	41	57						
D	46.33	4.72	41	56		.61	.89			.64
Hy	54.56	6.75	44	64						
Pd	56.25	8.58	43	74	.56					
Mf	54.73	10.30	43	73					-.54	
Pa	52.00	8.61	35	65						
Pt	50.83	5.29	42	60						
Sc	53.50	5.47	44	61						
Ma	60.67	6.60	53	73						
Si	38.92	5.14	32	50						

---

## Predictive Validity of the Clinical Analysis Questionnaire in the Pre-Employment Selection of Police Officers

Yvette M. Nemeth  
University of South Alabama

---

### Citation

Nemeth, Y. M. (2001). *Predictive validity of the Clinical Analysis Questionnaire in the pre-employment selection of police officers*. Unpublished master's thesis, University of South Alabama.

### Essential Finding

- Thesis provided applicant means for the Clinical Analysis Questionnaire
- Only the Intelligence Factor of the 16-PF differentiated applicants who completed the academy and were hired from those who did not

### Subjects

N                    182 applicants to two police departments in Georgia (93 were employed, 89 had left)  
 Gender            90.2% were men, 9.8% were women  
 Race                White=47.8%, African American=48.9%, Other=3.3%  
 Age                 Range = 20 to 42

### Independent Variables

Department  
 Employment Status (employed, gone)

### Dependent Variables:

Clinical Analysis Questionnaire

### Findings

16-PF Scale	Department		Employment Status	
	Cobb County	DeKalb County	Still Employed	Not Employed
	Mean (n=43)	Mean (n=139)	Mean (n=93)	Mean (n=89)
A Warmth	5.98	6.32		
B Intelligence	6.59	5.97	6.64	5.60
C Emotional stability	6.75	6.78	6.95	6.57
E Dominance	6.39	6.53		
F Impulsivity	5.05	5.14		
G Conformity	7.05	6.93		
H Boldness	6.57	6.72		
I Sensitivity	5.32	5.48		
L Suspiciousness	5.09	4.76	4.83	4.88
M Imagination	4.09	4.16	4.10	4.19
N Shrewdness	5.02	5.31		
O Insecurity	4.39	3.70		
Q1 Radicalism	4.16	3.86	3.88	4.00
Q2 Self-sufficiency	4.98	4.99		
Q3 Self-discipline	7.50	7.99	7.91	7.83
Q4 Tension	4.05	3.81		
MD Defensive	6.80	7.01		

---

# A Study of the Personality Characteristics of Successful Policemen

Stephen Nowicki, Jr.  
Purdue University

---

**Citation:**

Nowicki, S. (1966). A study of the personality characteristics of successful policemen. *Police, 10*, 39-41.

**Essential Finding:**

- Officers had elevated scores on K, Pd, and Ma clinical scales and Dominance (Do), ego strength (Es), and Social Status (St) research scales of the MMPI

**Subjects:**

N                                27  
Dept.                        Three suburban police departments (population about 30,000)  
Gender:                    100% were men  
Age                              $M = 26$

**Independent Variables**

**Dependent Variables:**

MMPI Scores (t scores)

**Findings:**

---

MMPI Scale	Mean T-Scores
L	49.07
F	48.48
K	61.41
Hs	50.74
D	50.63
Hy	53.96
Pd	56.74
Mf	53.74
Pa	53.52
Pt	51.00
Sc	50.00
Ma	55.63
Si	45.52
Dominance (Do)	63.00
Ego strength (Es)	62.48
Social status (St)	60.78
Re	54.48
Cn	52.81
Pr	42.44

---

---

# The Relationship Between Minnesota Multiphasic Personality Inventory (MMPI) Profiles of Police Recruits and Performance Ratings in their Rookie Year

Melissa Ann Ofton  
Abilene Christian University

---

**Citation:**

Ofton, M. A. (1979). *The relationship between Minnesota Multiphasic Personality Inventory (MMPI) profiles of police recruits and performance ratings in their rookie year*. Unpublished master's thesis, Abilene Christian University.

**Essential Finding:**

- MMPI, IPI, and cognitive ability predictive of patrol performance.

**Subjects:**

N 51 police officers from the Abilene, TX police department  
Sex 100% were men

**Independent Variables**  
MMPI

**Dependent Variables**  
Supervisor Ratings in Year 1 (reliability = .79)

**Findings**

---

MMPI Scale	Mean	Correlation with Performance Ratings
HS	50	-.26
D	59	
Hy	45	-.38*
Pd	55	
Mf	56	
Pa	49	-.27
Pt	58	
Sc	53	
Ma	52	
Si	62	.24

---

# The Big-Five Factors and Hostility in the MMPI and IPI: Predictors of Michigan State Trooper Job Performance

John Joseph Palmatier  
Michigan State University

**Citation:**

Palmatier, J. J. (1996). *The big-five factors and hostility in the MMPI and IPI: Predictors of Michigan State Trooper job performance*. Unpublished doctoral dissertation, Michigan State University.

**Essential Finding:**

- MMPI, IPI, and cognitive ability predictive of patrol performance.

**Subjects:**

N 301 Michigan State Troopers  
 Gender: 73% were men  
 Race white=69.4%, black=24.4%, Hispanic=3.3%, Asian=1.6%, Native American=1.3%  
 Age  $M = 25.92$  (range = 20-37)  
 Education HS diploma=14.6%, some college=46.2%, Associate's=28.6%, Bachelor's=10.6%  
 Academy length 22 weeks

**Independent Variables**

Personality (MMPI, IPI)  
 Civil Service Test ( $M=93.99$ ,  $SD=4.97$ )

**Dependent Variables:**

Academy Grades ( $M=89.11$ ,  $SD = 4.21$ )  
 Supervisor Ratings (reliability = .80)  
 Patrol Activity  
 Tenure (0=quit, 1=stay)

**Findings:**

	GPA	Patrol Ratings	Patrol Activity	Tenure
Sample size	231	174	174	301
Criteria				
Academy GPA		.25*	.22*	.26*
Patrol ratings			-.02	
Patrol activity				
Civil service exam	.60*	.16*	.30*	.28*
Gender (1=m, 2=f)	.21*	.07	.14	.10
MMPI Scales				
L	-.20*	-.07	.02	-.03
F	-.19*	-.14	-.10	-.17*
K	.18*	.15	.11	.15*
Hs	-.12	-.16*	.10	-.11*
D	-.09	-.06	.01	-.22*
Hy	.02	-.05	.16*	-.04
Pd	-.04	-.09	.13	-.11*
Mf	-.06	-.02	.04	-.10
Pa	.00	-.17	.01	-.02
Pt	-.07	-.17*	.00	-.18
Sc	-.18*	-.21*	-.08	-.08
Ma	-.25*	-.09	-.19*	-.11
Si	-.17*	-.15*	-.10	-.22
Mac	-.23	-.03	-.04	-.12

	GPA	Patrol Ratings	Patrol Activity	Tenure
Sample size	231	174	174	301
IPI Scale				
Guardedness (GD)	- .10	- .09	- .07	.01
Alcohol use (Al)	- .06	.03	.00	.01
Drug use (Dg)	- .20*	- .02	.02	- .04
Driving violations	- .10	.00	- .04	- .14*
Job difficulties	- .22*	- .28*	- .12	- .12*
Trouble with the law	- .27*	- .19*	- .03	- .13*
Absence abuse	- .21*	- .27*	- .08	- .16*
Substance abuse	- .12	- .18*	- .06	- .02
Antisocial attitudes	- .25*	- .24*	- .13	- .14*
Hyperactivity	- .18*	- .15	- .10	.09
Rigid type	- .11	- .10	- .12	- .07
Type A personality	- .13*	- .10	- .15	- .07
Illness concerns	- .21*	- .19*	- .11	- .19*
Treatment programs	- .02	- .01	- .03	- .02
Anxiety	- .10	- .11	- .06	- .18*
Phobic personality	- .10	- .22*	- .07	- .18*
Obsessive personality	- .21*	- .15	- .08	- .05
Depression	- .15*	- .15	- .11	- .20*
Loner type	- .04	- .22*	- .03	- .19*
Unusual experiences	- .31*	- .14	- .18*	- .24*
Lack of assertiveness	- .01	- .03	.04	- .13
Interpersonal difficulties	- .19*	- .23*	- .12	- .09
Suspiciousness	- .30*	- .17*	- .15	- .14
Family conflicts	- .23*	- .09	- .12	- .17*
Sexual concerns	- .15*	- .21*	- .09	- .15*
Spouse conflicts	- .16*	- .07	.07	- .22*



---

# Academic Professionalism in Law Enforcement

Bernadette J. Palombo

---

**Citation:**

Palombo, B. J. (1995). *Academic Professionalism in Law Enforcement*. New York: Garland Publishing.

**Essential Findings:**

- Education was positively related to commendations and professionalism
- Education was negatively related to citizen complaints

**Subjects:**

N 397  
Dept. Los Angeles Police Department  
Gender: 89% were men, 11% were women  
Education: High school diploma and no college = 37.4%

**Independent Variables**

Education (no college, some, aa, ba, ma)

**Dependent Variables:**

Patrol Performance (probationary period)

**Findings**

	Mean	Commendations	Citizen Complaints	Professional Attitude
Education		.16*	-.23*	.18*
Commendations	3.04		-.15*	.24*
Citizen complaints	0.57			-.29*

---

# The Relationship Between Recruit School Evaluations and Future Job Performance in Predicting Job Success in for Michigan State Police Troopers

William John Parviainen  
Michigan State University

---

## Citation

Parviainen, W. J. (1979). *The relationship between recruit school evaluations and future job performance in predicting job success for Michigan sate police troopers*. Unpublished master's thesis, Michigan State University.

## Essential Findings

- Ratings of performance in the academy significantly predicted performance during the probationary period

## Subjects

N 103 new officers who completed one of 7 Michigan State Police academies  
Gender 100% were men

## Independent Variables

Ratings of academy performance

## Dependent Variables

Ratings of probationary performance

## Findings

	Interrater Reliability	Correlation with Supervisor Ratings of Probationary Performance
Academy Dimension		
Attitude		.31
Image		.32
Academic ability		.20
Experience		.17
Marksmanship ability		.06
Performance Ratings		
Peer Ratings	.78	.71
Supervisor Ratings	.88	

---

## Predicting the Effects of Military Service Experience on Stressful Occupational Events in Police Officers

George T. Patterson  
New York University

---

### Citation

Patterson, G. T. (2002). Predicting the effects of military service experience on stressful occupational events in police officers. *Policing: An International Journal of Police Strategies & Management*, 25(3), 602-618.

### Essential Findings

- Military experience was not related to stress
- Educated and higher ranking officers perceived greater organizational work event stress
- Experienced officers perceived lower stress from enforcement-related work activities

### Subjects

N 233 police officers  
 Dept. Mid-size police department in Northeastern U.S.  
 Sex 89% were men, 11% were women  
 Race White=72%, African American=15%, Hispanic=11%, Asian=1.7%  
 Age  $M = 38$   
 Police experience  $M = 11$   
 Military 23% had prior military experience, averaging seven years

### Independent Variables

Military experience  
 Education

### Dependent Variables

Organizational work events (Police Stress Survey)  
 Field work events (activity)

### Findings: Correlations

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Education		-.28*	-.10	.15*	.21*	.22*	.06	.03
2. Military experience (years)			.09	.06	.03	.02	-.07	.00
3. Police experience (years)				.39*	-.08	-.04	-.36*	-.28*
4. Police rank					.26*	.26*	-.06	-.04
Organizational work events								
5. Number						.96*	.33*	.36*
6. Perceptions of stress							.31*	.39*
Field work events (activity)								
7. Number								.94*
8. Perceptions of stress								

---

# The Relationship Between Educational Attainment and Police Performance

Diana S. Peterson  
Illinois State University

---

**Citation:**

Peterson, D. S. (2001). *The relationship between educational attainment and police performance*. Unpublished doctoral dissertation, Illinois State University.

**Essential Findings:**

- Education was not related to use of force, complaints, or arrests made
- More highly educated officers with more satisfied with their department bus less satisfied with their careers in law enforcement

**Subjects:**

N 370 police officers  
 Department Seven medium-sized police departments in the Midwest  
 Sex 88.1% were men, 11.9% were women  
 Race White = 86.8%, African American = 7.6%, Hispanic = 2.2%, Asian = 1.6%, Native American = 1.9%  
 Age  $M = 34.83, SD = 8.37$   
 Tenure  $M = 9.62, SD = 7.74$   
 Education HS/GED = 10.8%, some college = 27%, AAS=11.6%, 3-4 years college=10.0%  
 BA=30.3%, bachelors+ = 8.4%, graduate/law degree = 1.9%

**Independent Variables**

Education

**Dependent Variables**

Use of force incidents  
 Citizen complaints (previous year)  
 Arrests (past 30 days)  
 Job satisfaction

**Findings: Correlations**

Variable	Mean	Force	Complaints	Arrests	Job Satisfaction	
					Department	Career
Education		-.06	-.04	.06	.11*	-.08*
Age	34.83	-.13*	.04	-.15*	-.37*	-.20*
Use of force incidents	9.72			.34*		
Citizen complaints	0.78			.13*		
Arrests	9.72				.12*	
Satisfaction with the department						.55*
Satisfaction with career						

Note: Correlations for education were computed by computing the F values listed in the dissertation into rs

---

# A Quantitative Analysis of Dynamic Performance Measurements of a Southern Police Department

Supachoke Pibulniyom  
University of Mississippi

---

**Citation:**

Pibulniyom, S. (1984). *A quantitative analysis of dynamic performance measurements of a southern police department*. Unpublished doctoral dissertation, University of Mississippi.

Quarles, C. L. (1984). *A correlation of police productivity with educational level, age, and seniority of officers in a southern police department*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Little Rock, AR.

Note: These two studies have the same database and identical findings.

**Essential Findings:**

- Education was positively related to arrest performance
- Age and length of service were negatively related to arrest performance

**Subjects:**

N                    135 patrol officers  
 Dept.                Medium size (n=300) department in the south  
 Education:        HS=33.3%, 2yrs=25.2%, 3yrs=9.6%, 4yrs=11.9%, BA=15.6%, MA=3.7%

**Independent Variables**

Education  
 Age

**Dependent Variables:**

Patrol Performance  
 - Arrests

**Findings:**

---

DV=Arrest Performance	r	R
	-----	-----
Educational Level	.34*	.010
Age	-.52*	.009
Length of service	-.51*	- .615
Police union membership (0=no, 1=yes)	-.16	- .018
Religious orientation (0=extrinsic, 1=intrinsic)	-.18*	.001
Stress	-.15	.004
Job satisfaction	.44*	.025
Morale	.23*	.006
Political belief(0=liberal, 1=conservative)	- .08	.000

---

n=135            \* r is significant at the .05 level or better

---

# Pre-Employment Factors That Determine Success in the Police Academy

Keith Otis Plummer  
Claremont Graduate College

---

## Citation:

Plummer, K. O. (1979). *Pre-employment factors that determine success in the police academy*. Unpublished doctoral dissertation, Claremont Graduate College.

## Essential Finding:

- Significant correlation between college units, oral board scores, and cognitive ability and academy graduation
- Significant negative correlation between marijuana use and academy graduation

## Subjects:

N	131
Dept.	Los Angeles County Sheriff's Department
Gender:	81% were men, 19% were women
Race	White=68.6%, Black=14.6%, Hispanic=14%, Asian=.7%, Native American=.7%
Age	<i>M</i> = 25
Education	HS diploma=50.4%, AA=34.4%, BA=14.5%, MA=.7%

## Independent Variables

Education  
Military experience  
Background  
Civil Service Written Exam  
MMPI

## Dependent Variables:

Academy Graduation (20-week academy)

## Notes:

- The data from the tables in the dissertation were entered into the computer to obtain the correlations below.

## Findings

---

	Correlation with Academy Graduation
Education	.13
College units	.21*
Military experience (0=no, 1=yes)	-.12
Oral board score	.43*
Written score	.20*
Prior marijuana use (0=no, 1=yes)	-.25*
Gender (1=male, 2=female)	.05

Plummer (1979) continued

MMPI	Mean	Correlation with Academy Graduation
L	50	.00
F	51	.00
K	60	.10
Hs	49	-.05
D	50	.00
Hy	54	-.10
Pd	57	-.12
Mf	56	-.15
Pa	50	-.12
Pt	52	-.08
Sc	52	.00
Ma	57	.03
Si	46	.00

---

Note: MMPI means are T scores. Correlations were obtained by comparing converting the mean T-scores to d scores using a standard deviation of 10 and then converting the d scores to correlations (r)

# An Exploratory Analysis of the Relationship Between Social Background Factors and Performance Criteria in the Michigan State Police

James Michael Poland  
Michigan State University

## Citation

Poland, J. M. (1976). *An exploratory analysis of the relationship between social background factors and performance criteria in the Michigan State Police*. Unpublished doctoral dissertation, Michigan State University.

## Essential Finding:

- Data collected in 1975 from two academy cohorts: 1964 and 1969 graduates
- Few significant correlations between background variables and police performance

## Subjects

	1964	1969
N	93	106
Education	12.5 Years	12.6 Years
High school	65.6%	49.0%
Some college	31.2%	42.5%
Bachelor's	3.2%	8.5%
Dept.	Michigan State Police	
Academy length	16 weeks	

## Independent Variables

Education  
Military service

## Dependent Variables

Awards  
Accidents  
Times used weapon  
Times assaulted

## Findings

Performance Variable	Background Factor			
	Education	Military	Traffic Tickets	Auto Accidents
1964 (n = 93)				
Complaints				
Awards		.04		
Auto Accidents				
Times assaulted		-.13		
Times used weapon	-.12			.32
Sick days			.19	
1969 (n = 106)				
Complaints	-.11			.22
Awards				
Auto Accidents	-.10	-.15	.27	
Times assaulted				
Times used weapon				
Reprimands				.21
Academy Score	.30			



---

# An Evaluation of the Predictive Validity of the MMPI as it Relates to Identifying Police Officers Prone to Engage in the Use of Excessive Force

William P. Powers  
Adler School of Professional Psychology

---

## Citation

Powers, W. P. (1996). *An evaluation of the predictive validity of the MMPI as it relates to identifying police officers prone to engage in the use of excessive force*. Unpublished doctoral dissertation, Adler School of Professional Psychology.

## Essential Finding

- MMPI did not correlate with complaints of use of excessive force. However, because the study did not include officers with few or no complaints (they only included those with 6 or more complaints though the department mean was .3), little confidence can be placed in the results.

## Sample

N 75 police officers in a Midwestern police department who had at least 6 excessive use of force complaints  
Gender: 100% were men  
Race white=33.3%, black=48%, Hispanic=16%, Asian=1.3%, Native American=1.3%

## Independent Variables

MMPI

## Dependent Variables

Complaints of excessive force  
Arrests made

## Findings

	Mean Score	Complaints	Arrests Made
Arrests made		.03	
MMPI Scale		.15	
L	54.08		
F	48.85		
K	63.24	.11	
HS	50.87		
D	53.44		
Hy	55.43		
Pd	58.60		
Mf	55.45		.20
Pa	52.04		
Pt	52.96		
Sc	54.23	.18	
Ma	57.68		
Si	44.60		

---

# The California Psychological Inventory and Police Selection

George Pugh  
Forensic Assessment and Community Services

---

**Citation:**

Pugh, G. (1985). The California Psychological Inventory and police selection. *Journal of Police Science and Administration*, 13(2), 172-177.

**Essential Finding:**

- Capacity for Status scale of the CPI predicted performance after two years on the job and Well-being and Responsibility predicted performance after 4 years on the job.

**Subjects:**

N 61 officers in the City of Edmonton (Canada) Police Department  
Gender 95.1% were men, 4.9% were women  
Age Mean = 23.2

**Independent Variables**

CPI

**Dependent Variables:**

Supervisor ratings (interrater reliability = .58, .62, .87)

**Findings:**

---

CPI Scale	Validity after	
	2 years	4.5 years
Dominance (Do)	.11	.16
Capacity for status (Sc)	.24*	.14
Sociability (Sy)	.08	.03
Social presence (Sp)	.17	.12
Self-acceptance	.04	-.04
Sense of well being (Wb)	.08	.23*
Responsibility (Re)	.08	.30*
Socialization (So)	.07	.22
Self-control (Sc)	.07	.17
Tolerance (To)	.17	.15
Good impression (Gi)	.11	.16
Communality (Cm)	.12	.08
Achievement via conformance (Ac)	.14	.18
Achievement via independence (Ai)	.04	.14
Intellectual efficiency	.17	.08
Psych mindedness	.03	.03
Flexibility	-.04	-.02
Femininity	.11	.12

---

---

# Entry-Level Police Selection: The Assessment Center is an Alternative

Joan Pynes & H. John Bernardin  
Florida Atlantic University

---

## Citation:

Pynes, J., & Bernardin, H. J. (1992). Entry-level police selection: The assessment center is an alternative. *Journal of Criminal Justice, 20*, 41-52.

Pynes, J., & Bernardin, J. J. (1989). Predictive validity of an entry-level police officer assessment center. *Journal of Applied Psychology, 74*(5), 831-833.

Pynes, J. (1988). *The predictive validity of an assessment center for the selection of entry-level law enforcement officers*. Unpublished doctoral dissertation, Florida Atlantic University.

## Essential Findings:

- Cognitive ability was positively related to academy ( $r = .32$ ) and patrol ( $r = .12$ ) performance
- Assessment center scores were positively related to academy ( $r = .14$ ) and patrol ( $r = .20$ ) performance
- Academy performance correlated significantly with patrol performance ( $r = .24$ )

## Subjects:

N 275  
Dept. Large southeastern city  
Gender 82.5% were men, 17.5% were women  
Race White=20%, Hispanic=58.9%, African American=21.1%  
Academy length 16 weeks

## Independent Variables

Cognitive ability (SRA Writing Skills Test)  
Assessment center scores

## Dependent Variables:

Academy performance  
Police patrol performance

## Findings

Variable	Academy		FTO Performance		Patrol Performance	
	N	r	N	r	N	r
Academy overall average			150	.27*		.21*
Cognitive ability	150	.32*	150	.08	51	.19
Assessment center	199	.14*	204	.24*	68	.23*
Vocational interest		.02		-.01		.08
Brown-Carlson Listening Comprehension		.18		.01		.14

---

## Seven Criterion-Related Validity Studies Conducted with the National Police Officer Selection Test

Fred Rafilson and Ray Sison  
Illinois Institute of Technology and Loyola University of Chicago

---

**Citation:**

Rafilson, F., & Sison, R. (1996). Seven criterion-related validity studies conducted with the national Police Officer Selection Test. *Psychological Reports, 78*, 163-176.

**Summary and Essential Findings:**

- This article reported the results of seven validation studies
- Significant correlations between cognitive ability and academy performance
- Significant correlations with specific dimension ratings

**Subjects:**

N	875
Dept	A variety of law enforcement agencies
Gender	80.5% were men, 19.5% were women

**Independent Variables**  
Cognitive ability

**Dependent Variables:**  
Academy Performance (12-week academy)  
Supervisor Ratings

**Findings:**

---

	n	Criterion	Math	Reading	Grammar	Writing	Total
Study 1	88	Academy performance	.31*	.53*	.42*	.40*	.55*
Study 3	98	Academy performance	.47*	.45	.20*	.34*	.54*
Study 4	186	Academy performance	.45*	.43*	.34*	.24*	
Study 5	33	Academy performance					.34 [.77]
Study 6	186	Academy performance	.44*	.43*	.40*	.42*	.58*
Study 2	38	Report writing ratings					.31* (.58)
Study 7	246	Critical thinking ratings					.22 (.32)

---

Note: Correlations in parentheses have been corrected for unreliability, those in brackets have been corrected for direct restriction of range

---

# **Behavioral Police Assessment Device: The Development and Validation of an Interactive, Preemployment, Job-Related, Video Psychological Test**

Randy Rand  
University of San Francisco

---

## **Citation:**

Rand, R. (1987). *Behavioral Police Assessment Device: The development and validation of an interactive, preemployment, job-related, video psychological test*. Unpublished doctoral dissertation, University of San Francisco.

## **Summary and Essential Findings:**

- Dissertation describes the development of the B-PAD; a situational selection device for law enforcement.
- Interrater reliability and intrarater reliability (rate-rerate) were both .99 (based on a sample of 10 officers' scores)
- Coefficient alpha was .90
- There was a small, but significant, difference between rookies' scores ( $M = 24.66$ ,  $SD = 8.02$ ) and veterans' scores ( $M = 32.40$ ,  $SD = 7.39$ ),  $t = 2.74$ ,  $r = .21$ .

## **Subjects:**

N	30 police officers (15 with < 3 years experience, 15 with > 6 years experience)
Dept	Several departments from Marin County, California
Gender	100% were men
Race	93% were White, 7% were Hispanic

## **Independent Variables**

Police Experience

## **Dependent Variables:**

B-PAD Scores

## **Findings:**

---

## Correlations Between Hand Test Variables and Patrolman Performance

Thomas M. Rand & Edwin E. Wagner  
University of Akron

---

### Citation:

Rand, T. M., & Wagner, E. E. (1973). Correlations between Hand Test variables and patrolman performance. *Psychological Reports, 37*, 477-478.

### Essential Findings:

- Several Hand-Test scales predicted police officer performance. The Hand Test is a projective personality test.

### Subjects:

N	42 police officers
Department	Cuyahoga Falls, Ohio
Age	$M = 32.2, SD = 8.7$
Tenure	$M = 6.9$ years
Gender	100% were men

### Independent Variable

Personality (Hand Test)

### Dependent Variable

Performance rankings (Interrater agreement = .91)

### Findings

Variable	Rho
Affection	- .09
Dependence	- .40*
Communication	.03
Exhibition	.05
Direction	.08
Aggression	- .31*
Active	.31*
Passive	- .05
Tension	- .01
Crippled	- .01
Fear	- .31*
Description	.07
Fail	- .05
Bizarre	.10
Interpersonal	- .30*
Environmental	.37*
Maladjustment	- .09
Withdrawal	.03
AIRT	.18
High-Low	.15
Pathology	- .03

---

# Predicting Difficult Employees: The Relationship Between Vocational Interest, Self-Esteem, and Problem Communication Styles

Bobbie L. Raynes  
Radford University

---

**Citation:**

Raynes, B. L. (1997). *Predicting difficult employees: the relationship between vocational interest, self-esteem, and problem communication styles*. Unpublished master's thesis, Radford University.

Raynes, B. L. (2001). Predicting difficult employees: the relationship between vocational interest, self-esteem, and problem communication styles. *Applied H.R.M. Research*, 6(1), 33-66.

**Summary and Essential Findings:**

- Study examined "Difficult Employees" using 3 police departments
- Correlated personality and interest scores with ratings of police performance and supervisor ratings of aggressive (e.g., yelling, sniping, gossiping) difficult behaviors and passive difficult behavior (e.g., saying yes all the time, not talking at meetings)
- No real relationship between performance and vocational interest or personality

**Subjects:**

N                            168  
Dept                        Three medium-sized police departments in Virginia

**Independent Variables**

Vocational Interest (Aamodt Vocational Interest Inventory)  
Personality (Employee Personality Inventory)  
Self-esteem  
Self-monitoring

**Dependent Variables:**

Performance ratings  
Difficult behaviors (e.g., gossip whining, yelling)

**Findings:**

Variable	Performance Ratings	Problem Communication Style	
		Aggressive	Passive
Employee Personality Inventory			
Thinking (openness)	- .05	.01	- .05
Directing (extraversion)	.06	.08	- .08
Communicating (extraversion)	- .09	.14	.00
Soothing (agreeableness)	.06	- .16*	.05
Organizing (conscientiousness)	.02	- .04	.03
Radford Self-Esteem Inventory	.02	.06	.01
Self-Monitoring Scale	- .08	.15*	- .14

Variable	Performance Ratings	Problem Communication Style	
		Aggressive	Passive
Aamodt Vocational Interest Inventory			
Clerical	- .09	- .17*	- .06
Customer Service	- .16*	- .17*	- .06
Science	- .13	- .09	.14
Analysis	- .07	- .03	.06
Sales	- .13	- .10	.07
Agriculture	- .05	- .05	.11
Transportation	- .08	- .12	.21*
Trades	- .03	.00	.04
Protection (fire and police)	- .09	- .10	.00
Helping	- .16*	- .17*	- .04
Leading	- .05	- .04	- .08
Consumer Economics	- .14	- .09	.05
Creative	- .14	.03	- .01
Total Interest Score	- .16*	- .12	.06



# Personality Profiles of Successful and Unsuccessful Police Promotional Candidates Administered the California Psychological Inventory

Susan Rae Reischl  
California State University, Long Beach

## Citation

Reischl, S. R. (1977). *Personality profiles of successful and unsuccessful police promotional candidates administered the California Psychological Inventory*. Unpublished master's thesis, California State University, Long Beach.

## Essential Findings

- CPI did not distinguish officers who were promoted from those were not promoted

## Subjects

N	38 candidates for promotion
Department	Redondo Beach, CA & Anaheim, CA police departments
Education	100% were men

## Independent Variables

CPI

## Dependent Variables

Promotion status

## Findings: Mean CPI Scores

CPI Scale	T Score for total sample	Approximate T Score		Raw Scores	
		Promoted	Not	Promoted	Not Promoted
Dominance	63	61	66	32.73	35.19
Capacity for status	55	53	57	20.45	21.96
Sociability	55	53	57	26.09	27.74
Social presence	39	39	39	38.64	38.89
Self-acceptance	60	63	58	24.18	22.16
Sense of well being	54	53	56	38.45	39.96
Responsibility	51	50	52	30.82	31.89
Socialization	54	54	53	39.00	38.44
Self-control	51	51	52	32.00	32.44
Tolerance	55	54	55	24.91	25.59
Good impression	50	47	52	18.00	21.48
Communality	58	59	57	27.36	26.74
Achievement via conformance	60	59	60	31.82	32.19
Achievement via independence	63	69	57	26.55	21.48
Intellectual efficiency	55	53	57	40.46	42.50
Psychological mindedness	60	59	60	13.46	13.74
Flexibility	53	55	51	10.82	9.19
Femininity	44	42	45	13.36	14.24
<b>Sample Size</b>	38	11	27	11	27

---

# Personality Characteristics of Supercops and Habitual Criminals

George C. Reming  
Los Angeles Police Department

---

**Citation:**

Reming, G. C. (1988). Personality characteristics of supercops and habitual criminals. *Journal of Police Science and Administration*, 16(3), 163-167.

**Summary and Essential Findings:**

- Used a "home grown" personality test to determine differences between supercops, average cops, criminals, and average citizens
- Supercops were defined as those who had produced above the 90th percentile for the last 3 months in self-initiated felony arrests
- Results indicated that supercops were more similar to criminals than to average cops

**Subjects:**

N 100 (25 supercops, 25 average cops, 25 criminals, 25 citizens)  
Dept Los Angeles Police Department

**Independent Variables**

Supercop/Criminal category  
(personality)

**Dependent Variables:**

Score on Reming's Response Disposition

**Findings:**

---

	Reming Response Disposition	Age	% Married	Years of Education
Super cops	38.12 <sup>a</sup>	28	48	13
Criminals	35.04 <sup>a</sup>	25	40	11
Average cops	22.80 <sup>b</sup>	30	76	14
Average citizens	23.36 <sup>b</sup>	31	80	13
F	36.28*			

---

---

# The RBH Law Enforcement Candidate Record Technical Report

Richardson, Bellows, & Henry

---

## Citation

Richardson, Bellows, & Henry (1989). *The RBH Law Enforcement Candidate Record technical report*. Washington, D.C.: Author

## Essential Findings

- Cognitive component significantly related to performance ratings ( $r = .16$ )
- Combination of biographical component and cognitive component correlated .33 with performance ratings

## Subjects

N 7,553 police officers and state troopers  
 Gender 88% were men, 12% were women  
 Race White=71.3%, African American=22.4%, Hispanic=6.2%  
 Age  $M = 33.15, SD = 7.86$

## Independent Variables

Cognitive ability  
 Biodata

## Dependent Variables

Supervisor ratings of performance

## Findings

Cognitive	Consortiums I and II		Consortium III	
	Duty Ratings	Ability Ratings	Duty Ratings	Ability Ratings
Verbal	.11	.13		
Math	.09	.12		
Spatial	.10	.10		
Scanning	.10	.09		
Recall	.11	.12		
Recall + Verbal	.15	.18		
Recall + Verbal + Scanning	.16	.18		
Cognitive + Biodata	.28	.29	.33	.30
Rater Reliability	.50	.54	.51	.55
N	3,076	3,076	4,477	4,477

Performance Ratings by Sex and Race			
Demographic	N	Mean	SD
Race			
White	3,170	6.17	1.05
Black	996	5.84	1.09
Hispanic	277	5.91	1.05
Sex			
Male	3,913	6.09	1.07
Female	564	6.05	1.05

---

# An Analysis of the Relationships Among Higher Education, Belief Systems, and Job Performance of Patrol Officers

Roy R. Roberg  
University of Nebraska - Omaha

---

**Citation:**

Roberg, R. R. (1978). An analysis of the relationships among higher education, belief systems, and job performance of patrol officers. *Journal of Police Science and Administration*, 6, 336-344.

Roberg, R. R. (1977). A study of the relationships among higher education, open-closed belief systems and job performance of nonsupervisory patrol personnel. Unpublished doctoral dissertation, University of Nebraska.

**Essential Finding:**

- Education was positively related to performance
- Higher educated officers were less dogmatic
- Less dogmatic officers were higher performers

**Subjects:**

N 118  
 Dept. Lincoln (NE) Police Department (294 personnel)  
 Gender: 97.5% were men, 2.5% were women  
 Age  $M=26$  (range 21-42)  
 Years of service  $M=3.7$  years (range 1-15)  
 Education: Hs=12.7%, 1-60 hrs=36.4%, 61-124 hrs=23%, Bachelor's=27.1%

**Independent Variables**

Education  
Dogmatism

**Dependent Variables:**

Patrol Performance

**Findings:**

---

	Mean	SD	Sgt.'s Rating of Performance	Dogmatism
Education			.17*	- .28*
Dogmatism	135.36	26.32	- .26*	.83*
Sgt.'s rating of performance	57.34	6.25	.86*	
Lt.'s rating of performance			.55*	

---

n=118

\* r is significant at the .05 level or better



---

# The Relationship of Higher Education to Oklahoma Highway Patrol Troopers' Performance

Jim Roberts  
University of Oklahoma

---

## Citation:

Roberts, J. (1984). *The relationship of higher education to Oklahoma Highway Patrol Troopers' performances*. Unpublished doctoral dissertation, University of Oklahoma.

## Essential Findings:

- Education was significantly related to scores on a job-knowledge test

## Subjects:

N 150 Highway Patrol Troopers in Oklahoma representing a stratified sample of 497 troopers  
Education Of the 497 troopers, HS/GED=25.4%, 13 years=13.3%, 14 years=26.5%  
15 years=15.3%, 16 years=19.5%

## Independent Variables

Education

## Dependent Variables:

Score on a job-related knowledge test

## Results

- The raw data were reanalyzed using SAS
- The correlation between education and knowledge was .25
- The standard deviations in the table are from the SAS output and differ from those reported in the dissertation

Years of Education	N	Mean	Standard Deviation	d Score
12	30	71.10	5.35	- 0.46
13	30	73.27	6.58	- 0.08
14	30	74.26	5.25	0.09
15	30	74.46	5.54	0.12
16	30	75.63	5.28	0.33
TOTAL	150	73.75	5.75	

---

## Prediction of Job Performance Dimensions: Police Officers

W.W. Ronan, T. L. Talbert, & G. M. Mullet  
Georgia Institute of Technology

---

### Citation

Ronan, W. W., Talbert, T. L., & Mullet, G. M. (1977). Prediction of job performance dimensions: Police officers. *Public Personnel Management*, May-June, 173-180.

### Essential Findings

Study investigated how well the components of a test battery correlated with four measures of performance. Significant regression equations were obtained for each of the four criteria. Unfortunately, the article did not list individual correlations.

### Subjects

N 183 police officers

### Independent Variables

Conscientiousness  
Aggressiveness  
Emotional stability  
Perceptual speed  
Bruce Test of Social Insight  
Cognitive ability (IPMA test)  
Oral directions test  
SRA Non-verbal reasoning test

### Dependent Variables

Job knowledge measures  
Supervisor ratings of performance  
Negative work history (e.g., absenteeism, complaints)  
Physical agility tests

### Findings

Criteria	(1)	(2)	(3)	(4)
1. Job knowledge		-.13	-.94	-.06
2. Supervisor ratings			-.10	.08
3. Work problems				-.04
4. Physical agility				
5. Peer ratings		.12		
Regression of 20 test variables (R)	.57	.42	.25	.18
Regression of 50 biodata items (R)	.54	.35	.53	.48

# Consolidation of Law Enforcement Basic Training Academies: An Evaluation of Pilot Projects

John E. Rose  
Northern Arizona University

**Citation:**

Rose, J. E. (1995). *Consolidation of law enforcement basic training academies: An evaluation of pilot projects*. Unpublished doctoral dissertation, Northern Arizona University, Flagstaff, AZ.

**Essential Findings:**

- Education and cognitive ability were significantly related to academy performance
- In a regression, cognitive ability (reading) accounted for 34.5% ( $p < .001$ ) of the variance and education accounted for an additional 2.3% ( $p < .007$ )
- Criminal justice majors performed no better than other majors
- Mean reading grade level for the cadets was 14.52 on the Nelson-Denny ( $SD = 2.30$ )

**Subjects:**

N 203 graduates of the police academy  
 Dept. Arizona Law Enforcement Training Academy, Arizona  
 Gender: 88% were men, 12% were women  
 Race: 71% White, 2.5% Black, 9.4% Native American, 13.3% Hispanic, 3% Asian  
 Education GED=2.5%, HS=17.2%, 12-32 college hours=15.3%, 33-64 hours=14.3%, AA=7.9%, 65-95 hours=7.9%, 96-124 hours=3.5%, BA=28.1%, MA=3.5%  
 Other: 40% had prior military experience  
 Academy 585 hours (15 weeks), mean score=91.6,  $SD=3.52$

**Independent Variables**

Education: Degree, major  
 Cognitive Ability: Nelson Denny Reading Test  
 Prior Military and Law Enforcement Experience

**Dependent Variables:**

Police Academy Performance: Exam Scores

**Findings:**

	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Academy Performance (1)	.39*	.59*	.01	.00	-.45*	-.07	.04	.08
Education (2)		.42*	-.20*	-.03	-.25*	.00	-.02	-.04
Cognitive Ability (3)			.10	.06	-.29*	.16*	-.05	.01
Prior Military Experience (4)				-.16*	.07	.25	-.05	.02
Gender (1=male, 2=female) (5)					.08	-.02	-.09	.04
Race (1=white, 2=minority) (6)						-.03	.00	.05
Age (7)							-.21*	.04
Major (0=not CJ, 1=CJ) (8)								.02
Prior Law Enforcement Exp. (9)								

n=203

\* r is significant at the .05 level or better

Note: The dissertation contained the original data that we entered into SAS to create the above table and conduct the regression analysis



---

# Determination of the Predictive Validity of the Assessment Center Approach to Selecting Police Managers

Joyce D. Ross  
San Diego State University

---

**Citation:**

Ross, J. D. (1980). Determination of the predictive validity of the assessment center approach to selecting police managers. *Journal of Criminal Justice*, 8, 89-96.

**Essential Findings:**

- Assessment center was a valid predictor of supervisor performance ( $r = .47$ )

**Subjects:**

N	49 police managers in five departments who were applying for promotion to lieutenant or captain
Department	Three small police departments and two large sheriffs' departments in California

**Assessment Center Information**

Number of dimensions	6 individual and 1 group (group appraisal of promotability)
Dimensions	Technical knowledge, interpersonal skills, writing skills, verbal skills, analytic skills, and versatility (all are weighted equally)
Ratings	Each dimension rated on a 100-point scale
Activities	Leaderless group discussion, written exercise, background, interview, and two personality tests
Assessors	Law enforcement managers

**Findings**

- The correlation between the assessment center total score and performance on the job was .47

---

## The MMPI-2 and Satisfactory Police Academy Performance: Differences and Correlations

Cary D. Rostow, Robert D. Davis, James B. Pinkston, & Leah M. Corwick  
Matrix, Inc.

---

### Citation

Rostow, C. D., Davis, R. D., Pinkston, J. B., & Corwick, L. M. (1999). The MMPI-e and satisfactory academy performance: Differences and correlations. *Journal of Police and Criminal Psychology, 14*(2), 35-39.

### Summary and Essential Findings:

- Several MMPI-2 scales correlated significantly with academy GPA

### Subjects:

N                      95 cadets at a state police academy in Louisiana

### Independent Variables

MMPI-2

### Dependent Variables:

Academy GPA  
Academy graduation

### Findings

MMPI Scale	Correlation with Academy Grades
Si	.23
Anx	.21
Dep	.24
Lse	.28
Sod	.21
Wrk	.22
D1	.30
Hy3	.34
Hy4	.21
Sc4	.33
A	.24
Pk	.21
Ps	.22
Trin	.31
Mt	.37
SI3	.26
Dep1	.23
Lse1	.28
Lse2	.25
Trt1	.30

# The Relationship of the MMPI and the Wollack Alert/PAF for Police Applicant Selection

Faye E. Rounds  
East Carolina University

## Citation

Rounds, F. E. (1989). *The relationship of the MMPI and the Wollack Alert/PAF for police applicant selection*. Unpublished master's thesis, East Carolina University.

## Essential Finding

- Compared MMPI scores with a test used to select police officers

## Subjects

N                    53 officers in the Greenville, NC police department  
 Gender            75.5% were men, 24.5% were women  
 Race                White=58.5%, Minority=41.5%  
 Age                 Range = 21 to 36 years

## Independent Variables

MMPI Scores  
 Wollack Alert/PAF scores

## Dependent Variables

## Findings

MMPI Scale	MMPI Mean		ALERT Correlations			Correlations with PAF Scales					
	Raw	T Score	Composite	Read	Write	Race	Force	Authority	Flexibility	Maturity	Composite
L	5.10	53.30	.01	-.06	.09	-.07	.28	.07	.21	.11	.20
F	3.35	51.05	.04	-.01	.12	-.15	-.27	-.17	.03	.13	-.13
K	17.86	60.92	.43	.32	.27	.25	.40	.37	.17	-.17	.32
Hs	11.47	50.41	.26	.14	.21	.03	.14	.17	.27	-.05	.18
D	16.67	50.01	.11	.08	.19	.05	.11	-.01	.17	.18	.13
Hy	19.51	55.51	.37	.22	.31	.02	.27	.05	.25	.17	.25
Pd	22.35	58.05	.22	.24	.28	.03	-.04	.16	-.11	.16	.07
Mf	26.65	68.30	.10	.03	.28	.10	-.01	.01	.02	.14	.08
Pa	9.14	57.42	.30	.11	.22	-.05	-.10	.06	.22	.13	.09
Pt	24.45	53.90	.31	.39	.38	-.02	.16	.32	.02	-.01	.15
Sc	24.76	54.52	.27	.20	.26	-.08	-.15	.08	.11	.10	.02
Ma	20.80	59.60	-.18	-.09	-.04	-.28	-.36	-.13	-.05	.06	-.24
Si	20.69	45.69	-.09	.06	.22	-.24	-.10	-.14	-.20	.17	-.15
Ego Strength	48.29		.10	.25	.22	.05	.30	.14	.17	-.21	.14
Ma Anxiety	8.12		-.25	-.18	-.03	-.24	-.40	-.15	-.14	.13	-.26
Anxiety	9.04		-.30	-.31	-.25	-.24	-.39	-.20	-.08	-.10	-.33
Repression	17.37		.22	.10	.19	-.04	.37	.06	.25	-.06	.19
Back Pain	10.55		.07	.19	.10	-.03	.30	.07	.14	.13	.20
Prejudice	8.27		-.37	-.34	-.25	-.13	-.31	-.27	-.18	.06	-.26
OC Hostility	13.98		-.23	-.01	-.07	-.24	.17	.00	-.06	.00	-.03
Dependency	17.65		-.25	-.18	-.11	-.17	-.38	-.11	-.18	-.01	-.28
Control	23.86		-.32	-.18	-.10	-.01	-.25	-.13	-.14	-.07	-.20
Dominance	17.47		.13	.20	.16	.05	.14	.21	.12	-.28	.07
Repression	25.18		-.36	-.28	-.24	-.26	-.41	-.22	-.14	.04	-.32
Caudality	7.47		-.32	-.24	-.11	-.27	-.40	-.26	-.21	.05	-.35

MacAndrew	23.47		-.24	-.21	-.27	-.15	-.22	.08	-.02	.03	-.06
Social Status	21.45		.17	.41	.12	.26	.28	.40	.23	-.13	.33
College mal	6.86		-.35	-.15	-.11	-.28	-.38	-.18	-.17	.09	-.29
Social Resp	21.20		-.08	-.06	.03	-.02	.30	.19	-.01	.06	.18
PAF Scales											
Race	15.76		.42	.22	.23						
Force	13.64		.49	.64	.37	.24					
Authority	16.06		.36	.40	.19	.40	.34				
Flexibility	12.72		.35	.44	.33	.07	.49	.15			
Maturity	12.69		.25	.16	.46	.18	.19	-.08	.10		
Composite			.62	.57	.51	.61	.75	.58	.59	.50	
ALERT											
Composite											
Reading			.91								
Writing			.92	.67							

---

## Program for Psychological Assessment of Law Enforcement Officers: Initial Evaluation

Dennis P. Saccuzzo, Gwendolyn Higgins, and Denis Lewandowski  
Middle Tennessee State University

---

**Citation:**

Saccuzzo, D. P., Higgins, G., & Lewandowski, D. (1974). Program for psychological assessment of law enforcement officers: Initial evaluation. *Psychological Reports, 35*, 651-654.

**Essential Findings:**

- Police applicant MMPI profile was the typical 439 (high Pd, K, Ma)
- Interest profiles were flat (range 30th-60th percentile) with social service at the 85th percentile for the metropolitan sample and 78<sup>th</sup> percentile for the non-metropolitan sample

**Subjects:**

N	196
Dept.	Nashville, TN Police Department (n=104) and a non-metropolitan PD (n=92)
IQ	$M = 102.33$
Age	$M = 25.91$ years
Gender	100% were men

**Independent Variables****Dependent Variables:**

MMPI Scores  
Kuder Preference Record Scores

**Notes:**

- Data from Figure 1 in the article were used to list T scores
- There was a mistake in the article as no Si scores were listed

**Findings:**

---

MMPI Scale	Mean T Score
L	54
F	48
K	59
Hs	48
D	47
Hy	54
Pd	56
Mf	51
Pa	48
Pt	50
Sc	50
Ma	52
Si	not listed

---

---

# Police Officers: The Relationship of College Education to Performance

B. E. Sanderson  
Los Angeles Police Department

---

## Citation:

Sanderson, B. E. (1977). Police officers: The relationship of college education to performance. *The Police Chief*, 44(8), 62-63.

Sanderson, B. E. (1976). *Police officers: The relationship of college education to job performance*. Unpublished master's thesis, California State University at Los Angeles.

## Essential Findings:

- College educated officers had significantly fewer absences
- College educated officers were more likely to be the top 25% of performers
- College educated officers missed significantly fewer days due to job related injuries
- College educated officers received significantly fewer complaints
- College educated officers were more likely to be promoted

## Subjects:

N 117 male officers who graduated the academy in 1965 and were still active in 1975  
Dept. Los Angeles Police Department  
Education: HS=88.0%, two years college=12.0%, Bachelor's=0% (during academy)

## Independent Variables

Education

## Dependent Variables:

Patrol Performance

Academy Performance (rank order split into 5 groups)

## Notes

- Means but not standard deviations were given in the published article and thesis
- Data from thesis Table 4 were entered into computer to obtain r for academy performance

## Findings:

---

	H.S.	A.A.	B.A.	correlation
N				
Avg days absent	40.3	26.3	18.4	
Avg. injured-on-duty days	30.0	28.9	18.0	
Disciplinary action				
Percent promoted	24.4	35.3	78.5	
Rated in top 25% of academy performance	24.0	46.0	n/a	.14

---

# Personality Constructs and California Psychological Inventory Subscales as a Predictor of Job Difficulty in Police Officers

Charles Dean Sarchione  
University of North Carolina, Greensboro

## Citation

Sarchione, C. D. (1995). *Personality constructs and California Psychological Inventory Subscales as a predictor of job difficulty in police officers*. Unpublished master's thesis, University of North Carolina, Greensboro.

## Essential Finding

- CPI successfully classified officers with disciplinary problems from those without
- Officers involved with critical incidents were not different from the control officers

## Subjects

N 252 patrol officers employed at 13 agencies  
 Gender 90% were men, 10% were women  
 Race White=80.6%, African American=17.5%, Hispanic=1.6%, Native American = 0.3%  
 Age  $M = 25$   
 Education  $M = 14$

## Independent Variables

Personality (CPI)

## Dependent Variables

Job Difficulties

## Findings

CPI Scale	Disciplinary (n=91)		Critical Incident (n=26)		Control Group (n=126)		Control-Discipline Correlation
	Mean	SD	Mean	SD	Mean	SD	
Responsibility	51.78	8.12	57.65	5.22	56.01	6.25	- .28
Socialization	55.73	7.91	58.11	6.52	58.78	4.87	- .23
Self-control	57.91	7.32	60.38	5.85	60.46	7.00	- .17
Tolerance	52.00	8.93	57.11	6.97	55.41	7.89	- .20
Well-being	55.34	8.29	58.96	4.39	57.30	6.12	- .14
Dominance	60.22	8.15	63.38	8.13	61.15	8.99	- .05
Capacity for status	52.83	8.82	56.08	7.91	53.97	7.48	- .07
Sociability	55.93	7.56	58.65	6.49	55.79	6.92	.01
Social-presence	55.23	8.65	55.88	6.77	55.38	7.37	- .01
Self-acceptance	56.35	7.12	57.46	7.00	56.34	6.73	.00
Good Impression	59.47	9.30	63.69	7.48	60.43	8.85	- .05
Communality	54.76	7.63	57.08	4.53	56.69	5.49	- .12
Ach via conformance	60.01	6.29	62.31	4.50	61.50	5.27	- .13
Ach via independence	53.80	8.97	56.73	6.66	57.60	7.45	- .23
Intellectual efficiency	52.78	8.52	55.65	6.32	55.30	6.81	- .16
Py	55.67	7.15	57.27	5.43	57.89	7.15	- .15
Flexibility	46.67	9.41	50.46	9.76	49.55	9.51	- .15
Femininity	45.08	8.88	46.53	9.93	47.14	8.62	- .12
Law Enforcement	51.58	4.73			52.68	3.03	- .14
Social Maturity Index	50.27	2.57			51.82	2.17	- .31

---

## Prediction of Dysfunctional Job Behaviors Among Law Enforcement Officers

Charles D. Sarchione, Michael J. Cuttler, Paul M. Muchinsky, &  
Rosemary O. Nelson-Gray  
University of North Carolina, Greensboro

---

### Citation

Sarchione, C. D., Cuttler, M. J., Muchinsky, P. M., & Nelson-Gray, R. O. (1998). Prediction of dysfunctional job behaviors among law enforcement officers. *Journal of Applied Psychology*, 83(6), 904-912

### Essential Finding

- CPI successfully classified officers with disciplinary problems from those without
- Life history problems were related to on-the-job problems

### Subjects

N 218 patrol officers employed at 13 agencies  
Gender 90% were men, 10% were women  
Race White=78.9%, African American=20.2%, Hispanic=0.9%

### Independent Variables

Personality (CPI)  
Life history

### Dependent Variables

Job Difficulties

### Findings

CPI Scale	Disciplinary (n=109)		Control Group (n=109)		t-value	Equivalent r
	Mean	SD	Mean	SD		
CPI Scale						
Responsibility	51.95	7.73	56.24	5.83	4.62	.30
Socialization	55.78	7.82	58.86	4.66	3.52	.23
Self-control	57.95	7.45	60.83	6.64	3.00	.20
Life History						
Work index	0.92	1.50	0.13	0.46	- 5.28	- .34
Drug use index	0.95	1.33	0.58	0.85	- 2.46	- .17
Criminal index	0.62	0.89	0.25	0.58	- 3.54	- .23



---

## A Comparison of Three Police Applicant Groups Using the MMPI

Susan J. Saxe & Martin Reiser  
Los Angeles Police Department

---

**Citation:**

Saxe, S. J., & Reiser, M. (1976). A comparison of three police applicant groups using the MMPI. *Journal of Police Science and Administration*, 4(4), 419-425.

**Essential Findings:**

- Successful and unsuccessful LAPD officers differed on MMPI scores

**Subjects:**

N 196  
Dept. Los Angeles Police Department  
IQ  $M = 105$   
Age  $M = 24$  years

**Independent Variables**

MMPI Scores

**Dependent Variables:**

Retention in LAPD

**Notes:**

- t-values from the article Table V were converted to r's
- norms from the Dahlstrom articles were used to convert MMPI raw scores to t-scores
- Means for North Jersey were cited from the Gottesman (1969) unpublished study

**Findings: (correlations with performance)**

---

	Mean for Successful Applicants (n=100)	Mean for all LAPD Applicants (n=296)	Mean for North Jersey Applicants (n=203)	correlation with performance (n=196)
L	56.74	54.59	50.10	.17*
F	46.63	46.96	45.80	.00
K	62.60	60.83	58.73	.20*
Hs	50.03	49.21	49.56	.00
D	51.99	51.87	51.48	.03
Hy	58.28	57.31	55.06	.17*
Pd	56.28	54.80	58.83	.07
Mf	52.16	52.51	50.80	.05
Pa	52.67	51.80	48.48	.21*
Pt	52.97	52.23	51.16	-.15*
Sc	54.76	53.72	51.11	-.07
Ma	55.37	55.17	55.97	-.01
Si	42.42	43.17	42.46	-.09

---

# Relationship Between Police Academy Performance and Cadet Level of Education and Cognitive Ability

Stephen J. Scarfo  
Radford University

**Citation:**

Scarfo, S. J. (2002). Relationship between police academy performance and cadet level of education and cognitive ability. *Applied H.R.M. Research*, 7(1), 24.

**Essential Findings:**

- Education and cognitive ability were significantly related to academy performance
- In a regression analysis, education did not add incremental validity to cognitive ability
- The type of degree did not matter as criminal justice majors performed at similar levels as other degree holders

**Subjects:**

N 152 graduates of the police academy in 1996  
 Dept. Fort Worth, Texas  
 Gender: 85% were men, 15% were women  
 Race: White=79.6%, African American=6.6%, Hispanic=10.5%, Other=3.3%  
 Age:  $M = 25.13$ ;  $SD = 3.74$ , range = 20-41  
 Education HS diploma=11.8%, Associate's=9.2%, Bachelor's=11.8%, Master's=1.3%  
 Other: 32% had prior military experience

**Independent Variables**

Education  
 Degree  
 College hours  
 Cognitive Ability  
 Civil Service Exam  
 Prior Military Experience

**Dependent Variables:**

Police Academy Grades (24-week academy)

**Findings:**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Academy Average (1)		.25*	.31*	.51*	-.40*	-.05	.06	.06	-.08
Degree (2)			.59*	.26*	-.08	-.07	.03	-.09	-.05
College Hours (3)				.37*	-.12	-.11	-.07	-.16*	.07
Cognitive Ability (4)					-.18*	.04	-.09	-.20*	-.14
Race (1=white, 2=minority) (5)						-.13	-.04	.04	.01
Gender (1=male, 2=female) (6)							.02	-.22*	-.04
Age (7)								.27*	.01
Prior military (8)									-.02
CJ Major (0=no, 1=yes) (9)									

n=152 \* r is significant at the .05 level or better

**Academy GPA by Type of College Degree**

Type of Degree	N	Mean	SD	d-score
High School Diploma	118	89.81 <sup>a</sup>	3.79	-.13
Associate's Degree	14	91.16 <sup>ab</sup>	2.70	.24
Bachelor's Degree	20	92.62 <sup>b</sup>	2.91	.63
Total	152	90.29	3.69	

---

## Use of the Armed Services Vocational Aptitude Battery to Predict Training Outcomes in Female Military Police Trainees

George R. Schaller  
Auburn University

---

**Citation:**

Schaller, G. R. (1990). *Use of the Armed Services Vocational Aptitude Battery to predict training outcomes in female military police trainees*. Unpublished doctoral dissertation, Auburn University.

**Essential Finding:**

- Significant correlation between education and training performance for military police trainees ( $r=.32$ )
- Significant correlation between cognitive ability and training performance

**Subjects:**

N	721 trainees
Dept.	U.S. Army Military Police
Gender:	100% were women
Education	<HS=1.4%, GED=3.9%, HS=80.4%, < 1 year college=5%, 1 year college=3.3%, 2 years of college=6%
Race	White=88.5%, African American=9.8%, other=1.7%

**Independent Variables**

Education  
Cognitive ability (AFQT)

**Dependent Variables:**

Academy Performance (16-week academy)

**Findings:**

	Academy Training Performance	
	Chi-Square	Correlation
Education	72.83*	.32*
Armed Forces Qualification Test (AFQT)		
Total Score		.25*
Work knowledge		.15
Paragraph comprehension		.18
Arithmetic reasoning		.23*
Numerical operations		.09
Coding speed		.10
Mathematics knowledge		.15
Electronics information		.10
Mechanical comprehension		.11
Verbal		.18

# The Use of the Law Enforcement Selection Inventory in the Selection of Communication Officers: A Concurrent Validity Study

Matthew John Schelling  
Radford University

**Citation:**

Schelling, M. J. (1993). *The use of the Law Enforcement Selection Inventory in the selection of communication officers: A concurrent validity study*. Unpublished master's thesis, Radford University.

**Essential Findings:**

- Due to small sample size, neither personality nor cognitive ability was significantly related to performance of communications officers

**Subjects:**

N	21 communications officers with at least 6 months of tenure
Department	Roanoke County Police Department (Virginia)
Sex	33% were men and 67% were women
Race	100% were white
Age	<i>M</i> = 34, Range 21 – 58

**Independent Variables**

Personality (Employee Personality inventory - EPI)  
Cognitive Ability (Law Enforcement Selection Inventory - LESI)  
Education

**Dependent Variables**

Supervisor ratings of performance  
Self-ratings of performance  
Job Satisfaction  
Organizational Commitment

**Findings**

<b>Correlations with performance ratings and organizational commitment</b>			
Predictor	Performance Ratings		Organizational Commitment
	Supervisor	Self	
Employee Personality Inventory			
Thinking (openness)	-.11	-.31	-.21
Directing	.05	.18	.07
Communicating (extroversion)	.15	.05	.24
Soothing (agreeableness)	-.22	-.23	-.22
Organizing (conscientiousness)	.16	.36	.12
Law Enforcement Selection Inventory			
Math	.21	.21	-.16
Vocabulary	-.07	.19	.06
Grammar	.26	.03	.13
Logic	.02	.30	.12
Total	.20	.27	.12
Education	-.41	-.22	-.02
Sex (1=male, 2=female)	.20	-.14	.02
Age	-.11	-.24	-.07

Correlations with Job Satisfaction							
Predictor	Job Descriptive Inventory (JDI) Facet					Faces Scale	Job in General
	Work	Supervision	Pay	Promotions	Coworkers		
Employee Personality Inventory							
Thinking (openness)	-.15	-.18	-.01	-.19	-.32	-.12	.11
Directing	-.22	.17	.02	-.01	-.33	.09	.05
Communicating (extroversion)	-.05	-.21	.16	.07	-.06	.29	-.06
Soothing (agreeableness)	.01	-.06	-.12	-.02	.25	-.25	-.22
Organizing (conscientiousness)	.39	.35	.00	.18	.46	.03	.18
Law Enforcement Selection Inventory							
Math	-.26	-.21	.10	.31	-.18	.22	-.23
Vocabulary	-.08	-.13	.44	.19	-.09	.07	.18
Grammar	-.25	.06	.39	.25	.43	.34	-.04
Logic	.07	-.16	.17	.06	-.10	.38	.02
Total	-.19	-.12	.44	.29	.15	.49	-.03
Education	-.17	-.13	-.14	-.19	-.25	-.08	.07
Sex (1=male, 2=female)	-.20	-.03	.05	-.13	.29	-.06	-.33
Age	-.29	-.04	.00	-.06	.19	-.03	-.08

Correlations among Criteria										
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Performance Ratings										
1. Supervisor		.38	.16	.07	.18	-.06	.02	.36	.16	.19
2. Self			.35	.30	-.07	-.15	-.06	.29	.37	.47
3. Organizational Commitment (OCQ)				.69	.24	.34	.53	.37	.62	.49
Job Satisfaction										
4. JDI-Work					.09	.12	.28	.45	.41	.59
5. JDI – Supervision						.23	.26	.25	-.20	.01
6. JDI – Pay							.66	.13	.47	.32
7. JDI – Promotions								.03	.43	.11
8. JDI – Coworkers									.34	.27
9. Faces scale										.50
10. Job-in-General (JIG) Scale										

---

## Screening Police Applicants: A Study of Reliability with the MMPI

Lawrence S. Schoenfeld, Joseph C. Kobos, & Ivan R. Phinney  
University of Texas, San Antonio & Trinity University

---

### Citation:

Schoenfeld, L. S., Kobos, J. C., & Phinney, I. R. (1980). Screening police applicants: A study of reliability with the MMPI. *Psychological Reports, 47*, 419-425.

### Essential Findings:

- No relationship between MMPI scores and police performance
- Clinicians agreed about 67% of the time

### Subjects:

N	424
Dept.	San Antonio, TX Police Department
Experience	All officers had at least three years but less than 12 years experience

### Independent Variables

MMPI

### Dependent Variables:

Clinician reliability

### Task

- Two clinicians were given MMPI profiles of actual police officers. Half of the profiles were from officers considered to have acceptable performance and half were from officers considered to have unacceptable performance. The clinicians were asked to independently look at the profiles and "predict" whether the officer would make an acceptable officer.

### Findings:

- Rate-rater reliabilities were 93% for clinician 1 and 91% for clinician 2
- Interrater agreement between the two judges was 67%
- With an actual base rate accuracy of 50%, clinician 1 had an accuracy rate of 55% and clinician 2 an accuracy rate of 49%. Neither clinician was better than chance at using MMPI profiles to predict performance.

---

# A Study of the Validity of the Entrance Examination for the Position of Patrolman Under the Guidelines Established by the EEOC

Donald Joseph Schroeder  
John Jay College

---

## Citation

Schroeder, D. J. (1973). *A study of the validity of the entrance examination for the position of patrolman under the guidelines established the Equal Opportunity Employment Commission*. Unpublished master's thesis, John Jay College.

## Essential Finding

- Civil service exam scores were positively related to the number of commendations received but not to supervisor ratings of patrol performance or chronic use of sick leave.

## Subjects

N 140 patrol officers  
Department New York City Police Department  
Gender 100% were men  
Race White=87%, African American=7.4%, Hispanic=5.6%

## Independent Variables

Civil Service Exam

## Dependent Variables:

Patrol Performance (supervisor ratings)  
Commendations (number)

## Findings: Correlations

	N	Civil Service Score	Patrol Performance
Patrol Performance	108	.03	
Commendations	108	.20*	
Left department	140	.12	
On chronic sick list	108	-.02	
Race (Minority=0, White=1)	108	.24*	-.11

Note: Correlations with race and chronic sick list were computed using the data in Tables 7 & 8 in the thesis



---

# Male and Female Corrections Officers: Personality and Rated Performance

J.M. Schuerger, K. F. Kochevar, & J. E. Reinwald  
Cleveland State University

---

**Citation:**

Schuerger, J. M., Kochevar, K. F., & Reinwald, J. E. (1982). Male and female corrections officers: Personality and rated performance. *Psychological Reports, 51*(1), 223-228.

**Essential Findings:**

- Several 16-PF scales predicted corrections officer performance

**Subjects:**

N 105 corrections officers  
Tenure Average tenure was about one year  
Gender 78.6% were men, 21.4% were women

**Independent Variable**

Personality (16-PF)

**Dependent Variable**

Performance ratings

**Findings**

	Mean	SD	Correlation with Performance Rating
N of officers	105	105	.84
16-PF Scale			
Outgoing	4.8	2.0	-.06
Bright	4.8	2.1	.27
Emotionally stable	6.0	2.1	.22
Assertive	5.7	2.0	.02
Surgent	4.5	2.0	.11
Conscientious	7.0	1.7	.24
Bold	6.0	2.0	-.05
Tender-minded	5.2	2.1	.08
Suspicious	5.2	1.9	-.08
Imaginative	5.2	1.6	.16
Closed-mouthed	5.9	1.9	.10
Worrisome	4.8	2.1	-.18
Experimenting	5.4	1.7	-.20
Self-sufficient	5.9	1.8	.18
Controlled	7.0	2.2	.16
Tense	4.6	2.0	-.03

---

## The Relation of Peer Assessment to Future Law Enforcement Performance

Joseph E. Schumacher, Forrest Scogin, Kim Howland, & John McGee  
University of Alabama

---

### Citation:

Schumacher, J. E., Scogin, F., Howland, K., & McGee, J. (1992). The relation of peer assessment to future law enforcement performance. *Criminal Justice and Behavior*, 19(3), 286-293.

### Essential Findings:

- Peer assessment predicted job performance

### Subjects:

N	82 at the University of Alabama Law Enforcement Academy
Dept.	Various departments in Alabama
Gender	75.4% were men, 24.6% were women
Race	White=66.7%, African American=33.3%
Age	$M=30.3$ , $SD=7.6$
Education	$M = 13.6$ , $SD = 1.7$
Academy Length	7 weeks

### Independent Variables

Academy peer rankings

### Dependent Variables:

Job Performance after one year  
Objective performance data

### Findings

---

	Peer Rankings	Instructor Rankings
Supervisor ratings of performance	.37*	.36*
Retention	.33*	.27*
Absenteeism	.32*	.30*
Recognitions	ns	ns
Reprimands	ns	ns
Instructor rankings	.61*	

---

---

## Predictive Validity of Psychological Testing in Law Enforcement Settings

Forrest Scogin, Joseph Schumacher, Jennifer Gardner, & William Chaplin  
University of Alabama

---

### Citation:

Scogin, F., Schumacher, J., Gardner, J., & Chaplin, W. (1995). Predictive validity of psychological testing in law enforcement settings. *Professional Psychology: Research and Practice*, 26(1), 68-71.

### Essential Finding:

- Study entered a large number of personality variables into a regression to predict police performance
- Each of the regressions was statistically significant

### Subjects:

N	82 cadets attending the University of Alabama Law Enforcement Academy
Academy Length	7 weeks
Race	White = 67%, African American = 33%
Gender	76.8% were men
Age	$M = 30.1$ years, $SD = 7.4$
Education	$M = 13.6$ years, $SD = 1.6$

### Independent Variables

Personality (MMPI, IPI)  
Cognitive ability (Shipley)

### Dependent Variables:

Performance

### Findings

- Lower performance appraisal scores indicate higher performance
- Negative performance data were dichotomized such that any officer receiving a reprimand or complaint was placed into one group and officers never receiving a reprimand or complaint were placed into another group
- Positive performance data were dichotomized such that any officer receiving a merit increase or commendation were placed into one group and officers never receiving a merit increase or commendation were placed into another group.
- The regressions used way too many variables given the small number of subjects.

---

	Negative Performance	Positive Performance	Supervisor Ratings
MMPI	ns	ns	$R = .49^*$
IPI	$R = .70^*$	ns	$R = .70^*$
Shipley	ns	ns	$R = .39^*$

---

---

# **A Study of the Potential Use of the Mann Attitude Inventory in the Selection of Police Recruits**

James A. Sendo  
Michigan State University

---

## **Citation**

Sendo, J. A. (1972). *A study of the potential use of the Mann Attitude Inventory in the selection of police recruits*. Unpublished doctoral dissertation, Michigan State University.

## **Essential Findings**

- The study looked at the relationship between a measure of control and academy performance and found no relationship between the Mann Attitude Inventory and academy or patrol performance
- Officers' average score on the Mann (13.25) was in the normal range

## **Subjects:**

N                                    171 cadets in the Michigan State Police (85 completed the academy, 86 did not)  
   25 corporals and sergeants in the Michigan State Police  
   72 recruits in the Detroit, MI police academy  
   42 State Police officers

## **Independent Variables**

Personality (Mann Attitude Survey)

## **Dependent Variables:**

Police Academy Graduation (22-week academy)

## **Findings**

- The dissertation compared each of the 63 items of the MAI to academy graduation rather than correlating an overall score. Thus no overall validity coefficients were available.
- 4 items were related to academy graduation at the .10 level
- 6 items differentiated cadets who passed the academy from those who were promoted
- 11 items differentiated cadets who failed the academy from those who were promoted

---

## Police Selection: A Predictive Study

Barbara Alyne Serko  
Florida School of Professional Psychology

---

### Citation:

Serko, B. A. (1981). *Police selection: A predictive study*. Unpublished doctoral dissertation, Florida School of Professional Psychology.

### Essential Finding:

- Vocational interests did not predict performance
- Department means indicated an "exceptionally healthy" profile of energetic, responsible, ascendent, sociable, emotionally stable, hyposensitive, friendly, reflective, tolerant, and masculine

### Subjects:

N 62  
Dept. Broward County, Florida Sheriff's Department  
Gender 100% were men

### Independent Variables

Personality (Guilford Zimmerman Temperament Survey)  
Interest (Kuder Preference Record)

### Dependent Variables:

Performance

### Findings

---

	Mean percentile	Correlation with Performance
Guilford-Zimmerman Temperament Survey		
General activity	57.14	- .12
Restraint	74.32	.04
Ascendance	70.77	-.03
Sociability	70.29	-.11
Emotional stability	78.53	-.14
Objectivity	71.87	-.01
Friendliness	68.59	.09
Thoughtfulness	66.79	-.09
Personal relations	67.85	-.17
Masculinity	69.85	.03
Kuder		
Preference for groups	77.68	-.06
Preference for familiar and stable situations	47.51	.21
Preference for working with ideas	58.66	-.23
Preference for avoiding conflict	46.00	.00
Preference for directing others	73.90	-.17

---

---

## Predictive and Discriminative Validity of Various Police Officer Selection Criteria

Aaron M. Shaffer  
University of California, Irvine

---

### Citation

Shaffer, A. M. (1996). *Predictive and discriminative validity of various police officer selection criteria*. Unpublished master's thesis, University of California, Irvine.

### Essential Finding

- Dominance scale of the Edwards Personal Preference Schedule significantly predicted some aspects of patrol performance

### Subjects

N	106 patrol officers
Age	19 – 60 years
Gender	82.1% were men, 17.9% were women
Race	White=63.7%, African American=1.2%, Hispanic=20.9%, Other = 14.2%

### Independent Variables

Personality (Edwards Personal Preference Schedule)

### Dependent Variables:

Patrol Performance

### Findings

- Academy attended was either Rio Hondo (1) or Sheriff's Academy (0)
- Created several prediction scales using the EPPS and MMPI
  - Interaction skills = [(Dominance + Aggression) ÷ 2] – Deference
  - Organizational compatibility = Pd + K

	Patrol Performance Criteria					
	Damage Claims	Traffic Accidents	Commendations	Citizen Legal Complaints	Personnel Complaints	Supervisor Ratings
High School GPA		-.24			-.22	
Academy Attended		-.20			-.35	
Traffic accidents prior to hire		.26	-.19			
EPPS Scale						
Dominance	-.24	.20				
Achievement						
Interception						
New EPPS Scale						
Interaction skills		.28				
New MMPI Scale						
Organizational Compatibility						
Interview ratings of communication			.31			
Variety of hobbies				-.28		

---

# Psychiatric Examination of Law Enforcement Officer Candidates Over a 10-Year Period

Stanley Shapiro  
SUNY – Stony Brook

---

**Citation:**

Shapiro, S. (1981). Psychiatric examination of law enforcement officer candidates over a 10-year period. *Comprehensive Psychiatry*, 22(3), 312-319.

**Essential Findings:**

- Article describes the number of candidates who failed the psychological exam in Nassau County, NY from 1970-1979.
- Applicants who passed initial MMPI screen (n=427) then completed a clinical interview, draw-a-picture test, Rorschach, and Bender-Gestalt. Those who failed this assessment met with a psychiatrist to discuss the reasons for the failure to determine if the results could be interpreted in a more positive light.

**Subjects:**

N                      4,249 applicants

**Findings**

---

Number of applicants	4,249	
Applicants referred for further consideration	427	
Passed psychological testing		231
Failed psychological testing		196
Referred for further psychiatric examination (196)		
Rejected by psychiatrist		61
Considered doubtful by psychologist		135
Rejected by civil service commission		123
Considered acceptable by civil service commission		73

---

---

## A Descriptive Study of Police Officers in Selected Towns of Northwest Arkansas

David Paul Shaver  
University of Arkansas

---

**Citation:**

Shaver, D. P. (1980). *A descriptive study of police officers in selected towns of northwest Arkansas*. Unpublished doctoral dissertation, University of Arkansas.

**Essential Findings:**

- Some significant correlations between personality and performance

**Subjects:**

N                    31 police officers in three small towns in Northwest Arkansas  
Gender            97% were men, 3% were women

**Independent Variables**

CPI, POI  
Cognitive ability (Cognitive Ability Test)

**Dependent Variables:**

Supervisor ratings of performance  
Commendations, reprimands, arrests

**Findings:**

---

	Mean	JK	J	I	D	Dm	A	R	C	Overall
CPI										
Dominance	57.22	.14	.00	-.07	-.06	.03	.20	.03	.05	.06
Capacity for status	49.32	.10	.15	-.02	-.12	-.06	.08	-.01	-.01	-.02
Sociability	52.77	.04	.08	-.08	-.08	-.07	.13	.04	-.02	-.03
Social presence	56.45	.02	.14	-.02	-.09	-.02	.00	.02	.10	-.05
Self-acceptance	59.48	.08	.18	.09	-.33*	-.19	-.23	-.09	.19	-.11
Sense of well being	52.16	.19	.13	-.01	.12	.14	.05	.03	.08	.17
Responsibility	47.45	-.07	.17	.02	.16	.00	.23	-.07	-.17	.02
Socialization	51.58	.01	.18	.08	.30*	.12	.20	.16	-.02	.18
Self-control	50.39	.12	.06	.05	.16	-.05	.03	-.08	-.18	.11
Tolerance	49.58	.12	.01	.02	.42*	.15	.28*	.20	.00	.28
Good impression	48.23	.00	-.05	-.15	.09	-.09	-.13	.01	.25	.01
Communality	57.00	.17	.46*	.29	.21	.18	.18	.19	.25	.33*
Ach via conformity	52.58	-.14	-.13	-.25	.20	.09	.21	.01	-.24	-.04
Ach via independence	53.48	-.05	-.12	-.18	.19	.02	.27	.09	-.31*	.00
Intellectual efficiency	51.00	-.09	-.07	-.13	.09	.08	.07	.07	-.11	-.10
Psych mindedness	54.58	.16	.15	.02	.28	.08	.05	-.03	.01	.14
Flexibility	52.97	.02	.09	.08	.06	-.15	-.01	.00	-.25	.00
Femininity	45.55	.08	.20	.04	.02	-.22	-.02	-.09	-.17	-.01



	Mean	JK	J	I	D	Dm	A	R	C	Overall
IQ										
Verbal	104.10	.00	-.10	-.03	.05	.11	.15	.21	.12	.03
Quantitative	98.29	-.18	-.15	-.06	-.01	.10	.01	-.01	.04	-.09
Nonverbal	98.61	.03	.01	-.22	-.02	.17	-.03	.00	.12	.01
Social Insight Test		.24	.25	.00	.08	.03	.06	.05	.10	.25
Personal Orientation Inventory										
Inner directed	48.68	.17	.31	.36	.04	-.02	.01	-.12	.19	.08
Self-actualizing value	53.84	.04	.15	.47*	.11	-.01	-.18	-.11	-.01	.06
Existentiality	44.16	-.02	.07	.22	-.02	.07	.19	-.04	-.01	.01
Feeling reactivity	49.06	.22	.07	.22	-.02	.07	-.19	-.04	-.02	.01
Spontaneity	53.16	.45*	.41*	.58*	.05	-.02	.03	.11	.28	.30*
Self-regard	57.58	.29	.34*	.41*	.27	.03	.14	.10	.07	.30*
Self-acceptance	46.84	.04	.27	.06	.06	-.01	.05	-.17	.07	.02
Nature of man	49.61	.08	-.01	.19	.38*	.42*	.30	-.02	.05	.26
Synergy	53.16	-.03	.28	.28	.17	.02	.07	-.11	-.03	.08
Accept of aggression	48.32	.15	.43*	.22	-.20	-.20	-.20	-.18	.23	-.02
Capacity for intimate contact	47.97	.25	.26	.40*	.04	.03	.12	-.01	.25	.13
T1:T2		.15	.22	.32*	.29	.38*	.30	.14	.06	.30*
O:I		.25	.35*	.39*	.00	.00	-.02	-.22	.12	.12

	Commendations	Reprimands	Arrests
Performance Ratings			
Job knowledge (JK)	.67*	-.21	.03
Judgment (J)	.31*	.13	.22
Initiative (I)	.37*	.03	.28
Dependability (D)	.20	-.21	.20
Demeanor (Dm)	.19	-.18	.03
Attitude (A)	.12	-.13	-.18
Relations with others (R)	.32*	-.24	.15
Communication (C)	.39*	-.36*	.08
Overall (O)	.49*	-.19	.11
Objective Data			
Commendations		.06	.23
Reprimands			.44*
Demographics			
Age	-.14	.07	.02
Education	-.03	.19	.14
# times married	-.02	.34*	-.14
# of children	-.06	.23	.14
# times hospitalized	.04	-.10	.15
Military service	.11	-.05	-.15
# years living in present city	-.26	-.07	.28
# of prior jobs	.01	-.15	-.24
# drinks per day	.08	.10	.05
# of citations received	-.06	-.16	-.22

	Commendations	Reprimands	Arrests
Cognitive Ability			
Verbal IQ	.00	-.07	-.02
Quantitative IQ	.03	-.03	.07
Nonverbal IQ	.01	-.28	-.20
CPI			
Do	.14	.00	.03
Ds	.24	.16	.13
Sy	.12	-.09	.27
Sp	-.02	.08	.15
Sa	.08	-.09	.16
Wb	.16	-.12	-.09
Re	.09	.21	-.02
So	.04	-.10	-.09
Sc	.29	-.09	-.16
To	.22	-.08	.07
Gi	.21	-.15	-.22
Cm	-.12	.08	.05
Ac	.06	.20	.05
Ai	.06	.04	.05
Ie	.06	.04	.13
Py	.21	.17	.29
Fx	.11	.42*	.32*
Fe	-.22	.23	-.12
Social Insight Test	.18	.14	.22
Personal Orientation Inventory			
T1:T2	.14	.15	.31*
O:I	.23	.16	.04
I	.15	.10	.14
Sav	.08	-.07	.06
Ex	.05	.34*	.15
Fr	.23	-.01	.04
S	.55*	.26	.20
Sr	.34	-.19	.01
Sa	-.14	.17	.01
Nc	.03	-.30	-.06
Sy	-.03	.10	.03
A	.11	.36*	.22
C	.22	.04	.16

---

---

## Effectiveness of the MMPI in Differentiating Ideal from Undesirable Police Officer Applicants

James H. Shaw  
Olympia, WA

---

**Citation:**

Shaw, J. H. (1986). Effectiveness of the MMPI in differentiating ideal from undesirable police officer applicants. In Reese, J. T. & Goldstein, H. A. (Eds). *Psychological services for law enforcement*, pp 91-95. Washington, D.C.: U.S. Government Printing Office.

**Essential Findings:**

- Study compared the MMPI scores of 75 officers rated as “ideal” with the MMPI scores of 52 officers rated as undesirable by five supervisors. Ideal officers scored significantly lower on five of the scales.
- Study also had 7 clinical psychologists evaluate the profiles of 15 ideal and 15 undesirable officers and indicate the performance category (ideal or undesirable) represented by each of the profiles. Two clinical psychologists had accuracy rates of 60%, one at 57%, two at 53%, and two at 50%.

**Subjects:**

N 132 officers with at least 3 years of experience  
Academy length 400 hours (10 weeks)

**Independent Variable**

MMPI

**Dependent Variable**

Supervisor ratings

**Findings**

MMPI Scale	Ideal Officers (N=75)		Undesirable Officers (N=52)		d	r
	M	SD	M	SD		
L	50.2	9.4	51.6	6.6	-.18	-.09
F	48.4	3.5	49.0	3.3	-.18	-.09
K	62.4	8.0	65.5	7.9	-.39*	-.20
Hs	49.3	6.0	51.7	6.9	-.38*	-.19
D	49.3	5.9	52.4	6.7	-.48*	-.24
Hy	56.1	7.1	56.9	4.9	-.13	-.06
Pd	55.5	7.4	59.6	9.7	-.48*	-.24
Mf	54.8	7.1	54.9	7.0	-.01	.00
Pa	52.7	6.2	51.6	7.8	.16	.08
Pt	50.8	6.5	53.8	7.3	-.43	-.21
Sc	51.2	6.2	55.0	8.1	-.54*	-.27
Ma	54.5	8.6	54.4	8.5	.01	.00
Si	42.4	6.3	43.7	6.1	-.21	-.10

Note: The d score was created by taking the difference between the two means and dividing by the average of the standard deviations)

---

## Psychological Need Structures of Law Enforcement Officers

Charles Sheppard, Cindy Bates, John Fracchia, and Sidney Merlis  
Central Islip State Hospital

---

### Citation:

Sheppard, C., Bates, C., Fracchia, J., & Merlis, S. (1974). Psychological need structures of law enforcement officers. *Psychological Reports, 35*, 583-586.

### Essential Findings:

- Study provided scores on the Edwards Personal Preference Schedule for 33 officers

### Subjects:

N 33 police officers fro 3 New York departments who were attending college courses  
Gender 100% were men  
Education:  $M = 13.4$  years,  $SD = 1.1$ , range 12 to 15 years  
Age  $M = 33.8$ ,  $SD = 5.3$ , range 24 to 44

### Independent Variables

Officer vs. non-officer status

### Dependent Variables:

Personality scores (Edward Personal Preference Schedule)

### Findings

EPPS Scale	Police	Adult Men	College Men
Achievement	16.9	14.8	15.7
Deference	12.4	14.2	11.2
Order	11.8	14.7	10.2
Exhibition	15.1	12.7	14.4
Autonomy	14.5	14.0	14.3
Affiliation	12.3	14.5	15.0
Intraception	14.8	14.1	16.1
Succorance	11.9	10.7	10.7
Dominance	16.1	14.5	17.4
Abasement	11.2	14.6	12.2
Nurturance	12.4	15.6	14.0
Change	14.5	13.8	15.5
Endurance	12.5	16.9	12.7
Heterosexuality	20.2	11.2	17.4
Aggression	13.7	13.0	12.8
Consistency	11.6	11.3	11.5

## Higher Education and Police Use of Deadly Force

Lawrence W. Sherman & Mark Blumberg  
SUNY – Albany & Central Missouri State University

**Citation:**

Sherman, L. W., & Blumberg, M. (1981). Higher education and police use of deadly force. *Journal of Criminal Justice*, 9, 317-331.

**Essential Findings:**

- No relationship between education and the use of deadly force

**Subjects:**

N                    473 police officers from the Kansas City, MO Police Department  
 Gender            100% were men  
 Education        GED or HS diploma = 64.1%, 1-3 years of college = 30.4%, 4 years of college = 5.5%

**Independent Variables**

Education

**Dependent Variables:**

Use of deadly force

**Findings**

Education Level	Fired Weapon		Shooting Justified		Citizen Behavior Prior to Shooting			
	% No	% Yes	% Yes	% No	Assault officer with gun	Other assault on officer	Flee from officer	Other
At Appointment								
GED/HS	66.5	61.5	75.8	24.2	36.1	17.2	32.8	13.9
1-3 yrs college	29.3	31.6	71.9	28.1	40.2	13.4	29.3	17.1
4+ yrs college	4.2	6.8	76.2	23.8	39.4	21.2	24.2	15.2
(N)	473		303		295			
( $X^2$ )	2.19		.54		2.39			
<p><math>p &lt;</math></p>	.33		.76		.88			
r	.07		.04		n/a			
In 1979								
GED/HS	45.8	48.0	79.0	21.0	38.3	18.3	31.3	12.2
1-3 yrs college	29.9	27.0	68.1	31.9	41.5	15.4	21.5	21.5
4+ yrs college	24.3	25.0	72.1	27.9	33.3	14.5	42.0	10.1
(N)	373		256		249			
( $X^2$ )	.39		2.93		9.12			
<p><math>p &lt;</math></p>	.82		.23		.17			
r	-.03		-.11		n/a			
Changes in Education								
No increase	67.8	73.5	76.8	23.2	39.1	16.8	28.5	15.6
1-3 yrs increase	21.5	17.3	67.4	32.6	44.4	19.4	22.2	13.9
4+ yrs increase	10.7	9.2	68.0	32.0	23.5	11.8	58.8	5.9
(N)	373		256		249			
( $X^2$ )	1.47		2.25		14.42			
<p><math>p &lt;</math></p>	.48		.32		.02			
r	-.06		-.09		n/a			

---

# The Relationship Between Higher Education and Job Satisfaction: A Study of Municipal Police Officers in Two Cities

Charles W. Sherwood  
University of New Haven

---

**Citation:**

Sherwood, C. W. (1994). *The relationship between higher education and job satisfaction: A study of municipal police officers in two cities*. Unpublished doctoral dissertation, University of New Haven, Connecticut.

**Essential Findings:**

- Education was not related to job satisfaction
- Criminal justice majors were no more satisfied than other majors

**Subjects:**

N 414 (response rate of 45.35%)  
 Dept 1. a medium sized department in a Connecticut city (100,000 - 200,000)  
 Dept 2. a medium sized department in a New York city (100,000 - 200,000)  
 Gender: 88.4% were men, 11.6% were women  
 Race White=82.9%, Black=9.2%, Hispanic=4.1%, other=3.8%  
 Education: HS=26.8%, 1 year college=16.4%, 2 years=16.4%, 3 years=9.4%,  
 BA=21.5%, >BA=9.4%  
 Age *M* = 39.6 (range 23-68)

**Independent Variables**

Education (years of formal education)

**Dependent Variables:**

Job satisfaction  
 Minnesota Satisfaction Questionnaire  
 Job Diagnostic Survey

**Findings:**

---

Satisfaction Dimension	Reliability	Education	CJ Major
Achievement	.80	-.10*	.06
Growth	.85	-.05	.04
Advancement		-.03	-.02
Autonomy	.85	-.05	.02
Responsibility	.72	-.02	.05
Overall Satisfaction		-.04	.03
<b>Demographics</b>			
Age			.18*
Tenure			.24*

---

---

## A Cross-Validation Study of Police Recruit Performance as Predicted by the IPI and MMPI

Elizabeth J. Shusman, Robin E. Inwald, and Hilary F. Knatz  
Hilson Research, Inc.

---

**Citation:**

Shusman, E. J., Inwald, R. E., & Knatz, H. F. (1987). A cross-validation study of police recruit performance as predicted by the IPI and MMPI. *Journal of Police Science and Administration*, 15(2), 162-169.

**Essential Findings:**

- The Inwald Personality Inventory (IPI) significantly predicted a variety of criteria

**Subjects:**

N                    698 urban police officers (421 in the analysis sample, 277 in cross-validation sample)  
 Age                *M* = 24 (range 19-34)  
 Gender            100% were men  
 Race               Analysis sample: white=73%, black=14%, Hispanic=13%  
                       Cross validation sample: white=77%, black=12%, Hispanic=10%, other=1%

**Independent Variables**

MMPI  
IPI

**Dependent Variables:**

Supervisor ratings of Academy performance  
 Absences (<3, >2)  
 Tardiness (<3, >2)  
 Number of disciplinary problems

**Findings:**

Criterion	Percentage of Correct Decisions					
	Validation Sample			Cross-Validation Sample		
	IPI	MMPI	IPI + MMPI	IPI	MMPI	IPI + MMPI
Absenteeism	.67	.59	.67	.63	.56	.63
Tardiness	.77	.70	.76	.70	.75	.74
Derelictions	.70	.65	.76	.73	.60	.75
Restricted duty	.67	.66	.68	.57	.58	.60
Negative reports	.66	.55	.64	.57	.56	.59
Positive reports	.61	.57	.64	.57	.52	.57
Overall rating	.61	.50	.64	.53	.43	.59
Final rating	.74	.69	.87	.72	.55	.70

Correlations between IPI, MMPI, and Criteria								
	Criteria							
	1	2	3	4	5	6	7	8
IPI	.20	.32	.22	.16	.34	.25	.18	.30
MMPI	.05	.14	.18	.22	.20	.17	.13	.22
IPI + MMPI	.20	.35	.31	.27	.34	.29	.25	.47
1. Absences		.12	.11	.17	.15	.03	.01	.08
2. Times late			.29	.13	.65	.01	.16	.36
3. Derelictions				.05	.30	.08	.09	.14
4. Restricted duty					.13	.14	.10	.07
5. Negative reports						.13	.15	.25
6. Positive reports							.23	-.34
7. Overall evaluation								.09
8. Final rating								



---

# Correction Officer Job Performance as Predicted by the IPI and MMPI

Elizabeth J. Shusman, Robin E. Inwald, and Beth Landa  
Hilson Research, Inc.

---

**Citation:**

Shusman, E. J., Inwald, R. E., & Landa, B. (1984). Correction officer job performance as predicted by the IPI and MMPI: A validation and cross-validation study. *Criminal Justice and Behavior*, 11(3), 309-329.

**Essential Findings:**

- Inwald Personality Inventory (IPI) and MMPI were able to predict performance at about equal levels
- The addition of the MMPI to the IPI did not add incremental validity

**Subjects:**

N 716 urban correction officer recruits (665 remained, 51 were terminated)  
Age  $M = 25$  (range 19-33)  
Gender 100% were men  
Race Remaining officers: White=45%, Black=34%, Hispanic=19%, other=2%  
Terminated officers: White=21%, Black=61%, Hispanic=18%

**Independent Variables**

MMPI  
IPI  
Education  
Background problems

**Dependent Variables:**

Remaining/Terminated  
Absences (<3, >2)  
Tardiness (<3, >2)  
Number of disciplinary interviews (0, >0)

**Findings:**

---

	Percentage of Correct Decisions Using		
	IPI	MMPI	IPI+MMPI
Retention	73%	63%	73%
Absenteeism	65%	62%	67%
Tardiness	65%	64%	67%
Disciplinary interviews	62%	59%	65%

---

**Demographic variables by Tenure Status** (retained, terminated)

	Retained %	Terminated %	r
Education			.08
HS	.55	.67	
1-3 years of college	.35	.31	
B.A. or higher	.10	.02	
Marital Status			
Single	.54	.55	
Married for the first time	.38	.31	
Separated, divorced, remarried	.08	.14	
Background			
Arrested at least once	.22	.33	-.07
Military experience	.31	.61	-.16
Trouble in the military	.06	.29	-.72
Had collected welfare	.06	.12	-.06
Fired at least once from job	.15	.24	-.06

**IPI Correlations with Tenure** (2=terminated, 1=retained)

IPI Scale	r (converted from F's in the article)
Rigid type	.12
Alcohol	.08
Substance abuse	.13
Job difficulties	.12
Trouble with the law	.16
Antisocial attitudes	.12
Hyperactivity	.11
Absence abuse	.12
Family conflicts	.08
Spouse/mate conflicts	.08
Unusual experiences/thoughts	.08

---

## Psychological Needs of Professional Police Personnel

William E. Simon, Veronica Wilde, & Robert M. Cristal  
Southampton College

---

### Citation:

Simon, W. E., Wilde, V., & Cristal, R. M. (1973). Psychological needs of professional police personnel. *Psychological Reports, 33*, 313-314.

### Essential Findings:

- Study provided scores on the Edwards Personal Preference Schedule for 29 officers

### Subjects:

N                    29 police officers from a New York county police department who were taking an introductory psychology college course  
Gender            100% were men  
Experience         $M = 6.59$ ,  $SD = 5.66$  years

### Independent Variables

Officer vs. non-officer status

### Dependent Variables:

Personality scores (Edward Personal Preference Schedule)

### Findings

EPPS Scale	Police	Adult Men	College Men
Achievement		14.8	15.7
Deference	12.97	14.2	11.21
Order	12.41	14.69	10.23
Exhibition	15.21	12.75	14.4
Autonomy		14.0	14.3
Affiliation	11.83	14.51	15.00
Intracception	13.62	14.1	16.12
Succorance		10.7	10.7
Dominance	14.72	14.5	17.44
Abasement	12.10	14.59	12.2
Nurturance	13.00	15.67	14.0
Change	17.14	13.87	15.5
Endurance	14.10	16.97	12.7
Heterosexuality	20.45	11.21	17.65
Aggression	14.83	13.06	12.79
Consistency		11.3	11.5

---

## Psychiatric Screening of Police Candidates

Harold Smelson  
Elizabeth, New Jersey

---

### Citation

Smelson, H. (1975). Psychiatric screening of police candidates. *The Journal of the Medical Society of New Jersey*, 72(3), 213-216.

### Essential Findings

- Article describes the psychological evaluation of police officers over an 11-year period. 25% of the applicants failed the psychological assessment

### Subjects

N                      450 applicants for law enforcement positions in New Jersey from 1963 to 1974  
Sex                    100% were men

### Evaluation Procedure

Background information, life history, MMPI scores, and 45-minute psychiatric interview are used to determine suitability for hire.

### Findings

Number of applicants evaluated	450
Number of applicants passing evaluation	338
Number of applicants not recommended	112
Schizophrenic reactions	2
Psychoneurotic reactions	2
Psychophysiological disorders	2
Personality disorders	3
Alcoholism	3
Behavioral patterns and other characteristics	100

---

# Relationship Among Police Officer Characteristics and Work-Related Accidents

Danielle L. Smith  
Southern Illinois University - Edwardsville

---

**Citation:**

Smith, D. L. (2001). *Relationship among police officer characteristics and work-related accidents*. Unpublished master's thesis, Southern Illinois University - Edwardsville.

**Essential Findings:**

- Officers with high self-esteem had few accidents than officers with lower self-esteem

**Subjects:**

N                            42 police officers  
Department            Four small community and university police departments

**Independent Variables**

Risk Taking (Sensation Seeking Scale)  
Chronic Self-Destructiveness Scale  
Self-esteem (Coopersmith, 1967)  
Organizational Commitment Questionnaire

**Dependent Variables**

Accidents (1 year period)  
Near accidents (1 year period)

**Findings**

Variable	Mean	N	Reliability		Correlations				
			Internal	Test-Retest	(2)	(3)	(4)	(5)	(6)
1. Risk-taking	16.87	42	.75	.72	.21	.15	.26	-.15	.07
2. Chronic self-destructiveness	160.14	42	.91	.90		-.35*	-.33*	.16	.14
3. Self-esteem	40.55	42	.82	.88			.56*	-.41*	-.33
4. Organizational commitment	74.07	42	.91	.63				-.09	-.31
5. Near Accidents	2.88	42	.80						.25
6. Recorded accidents	0.80	25							

---

# The Effects of Training and Education on Police Attitudes and Performance: A Preliminary Study

Dennis C. Smith & Elinor Ostrom  
New York University & Indiana University

---

**Citation:**

Smith, D. C., & Ostrom, E. (1974). The effects of training and education on police attitudes and performance: A preliminary study. In Jacob, Herbert (Ed.). *The Potential for Reform of Criminal Justice*. Beverly Hills, CA: Sage Publications.

**Essential Findings:**

- Amount of police training not positively related to police or citizen attitudes
- Number of college credits related significantly, but weakly, to police and citizen attitudes

**Subjects:**

N                      712 police officers and 3,903 citizens from 45 neighborhoods  
Dept.                 29 St. Louis area police departments

**Independent Variables**

College education (credits)  
Weeks of police training

**Dependent Variables:**

Police attitudes  
Citizen attitudes

**Findings**

---

	Weeks of police training	Officer education
<b>Officer Attitudes</b>		
Favors increased use of force	- .03	- .11
Probable cause restrictions reduce police effectiveness	.08	- .15
Supreme Court decisions harmful	- .03	- .19
Protest and dissent are not justified	.07	- .14
Approves of lateral entry into command	.00	.16
Military model is a good police model	- .01	- .04
<b>Citizen Attitudes</b>		
Police service is outstanding	- .10	.04
Response time is rapid	- .12	.07
Crime is increasing in neighborhood	.10	- .09
Police community relations are outstanding	- .05	.00
Police treat all citizens equally	- .01	.02

---

---

## Relationship Between Education, Experience, and Police Performance

Scott M. Smith & Michael G. Aamodt  
Radford University

---

### Citation:

Smith, S. M., & Aamodt, M. G. (1997). The relationship between education, experience, and police performance. *Journal of Police and Criminal Psychology*, 12(2), 7-14.

### Essential Findings:

- Education was positively related to performance
- Education was not related to performance in the first two years but was significantly related after two years of experience

### Subjects:

N 299  
Dept. Several small police departments in Virginia  
Gender: 96.1% were men, 3.9% were women  
Age:  $M = 36.3$  (Range 24-63)  
Education: High School=37.1%, some college=28.8%, AAS=16.1%, BA=12.7%, MA=2.0%

### Independent Variables

Education

### Dependent Variables:

Patrol Performance

### Findings:

---

	Education	Experience	Gender	Age
	_____	_____	_____	_____
Overall performance	.24*	-.02	-.03	-.07
Communication skills	.22*	.02	.02	-.11
Report writing	.25*	-.10	.00	-.24*
Public Relations	.22*	.06	.14*	.01
Response to new training	.29*	-.09	.02	-.20*
Arrests	.03	-.16*	-.05	-.23*
Decision making ability	.20*	.12	-.14*	.01
Level of commitment	.17*	-.04	.03	-.11
Discipline	-.01	.13*	-.06	.09
Accidents	.08	-.02	-.01	-.12*

---

n=299 \* r is significant at the .05 level or better

---

# Predicting Police Officer Performance: The Development of Screening and Selection Procedures Based on Criterion-Related Validity

Harry C. Spaulding  
University of South Florida

---

**Citation:**

Spaulding, H. C. (1980). *Predicting police officer performance: The development of screening and selection procedures based on criterion-related validity*. Unpublished master's thesis, University of South Florida.

**Essential Findings:**

- Cognitive ability and interest in the military predicted academy performance
- Interests did not predict patrol performance

**Subjects:**

N                    264 police cadets at seven Florida academies  
 Gender:            84% were men, 16% were women  
 Race                White=79%, Minority=21%  
 Academy length 16 weeks

**Independent Variables**

Cognitive Ability (Nelson-Denny)  
 Interest (Strong Interest Inventory)

**Dependent Variables**

Academy performance  
 First-year job performance ratings  
 Success/failure status after 2 years

**Findings:**

---

	Academy Average			Instructor Ratings of Suitability		
	WM	MM	F	WM	MM	F
<b>Sample Size</b>	167	55	42	153	45	39
<b>Cognitive Ability</b>						
Vocabulary	.40*	.63*	.49*	.32*	.26*	.15
Comprehension	.22*	.52*	.46*	.11	.34*	.30*
Vocabulary + Comprehension	.37*	.55*	.38*	.26*	.29*	.17
Reading rate	.24*	.32*	.12	.21*	.10	-.08
	Supervisor Ratings			Success/Failure at 2 Years		
	WM	MM	F	WM	MM	F
<b>Sample Size</b>				160	50	38
<b>Cognitive Ability</b>						
Vocabulary	.21*	.45*	-.08	.12	.26*	.31*
Comprehension	.10	.35*	-.12	.21*	.14	.36*
Vocabulary + Comprehension	.18	.40*	-.05	.17	.14	.44*
Reading rate	.05	.33	-.01	.08	.14	-.16



	Academy Average			Instructor Ratings of Suitability		
	WM	MM	F	WM	MM	F
<b>Sample Size</b>	167	55	42	153	45	39
<b>Vocational Interest</b>						
General Occupational Themes						
Realistic	.13	.06	.20	.28*	.32*	.22
Investigative	.22*	.02	.44*	.36*	.14	.17
Artistic	.15	.08	.17	.30*	.23	.11
Social	.16	.05	.14	.23*	.30*	.12
Enterprising	.05	.10	.03	.06	.33*	.00
Conventional	.14	.00	-.08	.17*	.29*	-.01
Special Scales						
Academic orientation	.22*	-.02	.41*	.38*	.17	.10
Introversion-Extroversion	-.10	-.12	-.11	-.26*	-.44*	-.02
Occupational Scales						
Police Officers (m)	.09	-.01	.23	.31*	.33*	.26
Highway patrolmen	-.01	-.04	.12	.11	.22	.24
Army officers (f)	.36*	.03	.23	.36*	.20	.05
Navy officers (m)	.31*	.08	.41*	.36*	.22	.28
Army officers (m)	.25*	.05	.41*	.38*	.22	.21
Air force (m)	.21*	.08	.35*	.32*	.25	.26
Basic Interest Scales						
Agriculture	.07	.10	.32	.23*	.14	.34*
Nature	.12	-.01	.46*	.31*	.20	.35*
Adventure	.08	.24	.08	.22*	.41*	.00
Military activities	.11	.01	.05	.19*	.16	.19
Mechanical	.15	.11	.18	.19*	.30*	.25
Science	.15	-.09	.40*	.29*	.21	.36*
Mathematics	.12	.01	.26	.24*	.13	.06
Medical science	.11	-.12	.29	.25*	.17	.16
Medical service	-.05	-.06	.00	.04	.28*	.06
Music	.08	.15	.03	.15*	.25*	-.08
Art	.14	.08	.08	.22*	.30*	.12
Writing	.16	.07	.24	.26*	.34*	.06
Teaching	.15	.04	.09	.20*	.43*	.07
Social service	.16	.02	.04	.10	.29*	-.01
Athletics	.05	.07	.20	.28*	.31*	.22
Domestic arts	.08	.11	.18	.12	.28*	.36*
Religious	.02	.02	-.11	.11	-.07	.23
Public speaking	.03	-.01	.14	.15*	.32*	-.08
Law/politics	.15	-.14	.27	.13	.21	.01
Merchandising	.00	.11	.04	.04	.25*	.05
Sales	-.18	.05	-.10	-.14	.14	.01
Business management	.10	.08	.14	.13	.36*	.14
Office practices	.00	-.08	-.29	.04	.23	-.06

	Supervisor Ratings			Success/Failure at 2 Years		
	WM	MM	F	WM	MM	F
<b>Sample Size</b>				160	50	38
<b>Vocational Interest</b>						
General Occupational Themes						
Realistic	-.09	.08	-.08			
Investigative	-.07	.13	-.08			
Artistic	-.19*	-.12	-.12			
Social	-.04	.06	.12			
Enterprising	-.11	.11	.04			
Conventional	.15	.14	.16			
Special Scales						
Academic orientation	-.05	.09	.00	.08	.14	.30
Introversion-Extroversion	.10	-.14	.01			
Occupational Scales						
Police Officers (m)	-.08	.11	-.08	.11	.14	.16
Highway patrolmen	-.03	.07	.01	.08	.14	.16
Army officers (f)	.07	.25	-.20	.13	.14	.20
Navy officers (m)	.05	.08	-.12			
Army officers (m)	.01	.25	-.15	.14	.14	.29
Air force (m)	.03	.03	-.16			
Basic Interest Scales						
Agriculture	-.05	.11		.08	.21	.34*
Nature	-.06	.01		.08	.14	.40*
Adventure	-.20*	.30*		-.15	.14	.16
Military activities	.09	.04				
Mechanical	-.08	-.01				
Science	-.04	.08				
Mathematics	-.02	.00				
Medical science	-.15	.01				
Medical service	-.15	.11				
Music	-.18*	-.10				
Art	-.14	-.20				
Writing	-.11	.04		.08	.14	.27
Teaching	-.01	.04				
Social service	-.07	.10				
Athletics		-.15	.11			
Domestic arts	-.07	-.18				
Religious	-.06	-.15				
Public speaking	-.07	-.06				
Law/politics	.02	.11				
Merchandising	-.10	.11				
Sales	-.06	.03				
Business management	-.06	.21				
Office practices	-.13	.06				

---

## Selection of Effective Law Enforcement Officers: The Florida Police Standards Research Project

Charles D. Spielberger, Harry C. Spaulding, Margie T. Jolley, & John C. Ward  
University of South Florida

---

**Citation:**

Spielberger, C. D., Spaulding, H. C., Jolley, M. T., & Ward, J. C. (1979). Selection of effective law enforcement officers: The Florida police standards research project. In Charles D. Spielberger (Ed.). *Police Selection and Evaluation: Issues and Techniques*. New York: Praeger Publishers.

Spielberger, C. D., Spaulding, H. C., Ward, J. C., & Vagg, P. R. (1981). *The Florida Police Standards Research Project: The Validation of a Psychological Test Battery for Selecting Law Enforcement Officers*. Tampa, Florida: University of South Florida.

**Essential Findings:**

- Cognitive ability significantly predicted academy and FTO survival

**Subjects:**

N 211  
 Dept Several Florida law enforcement agencies  
 Sex 160 white men, 43 women  
 Academy length 16 weeks

**Independent Variables**

Personality  
 Cognitive Ability (Nelson-Denny)

**Dependent Variables:**

Academy & FTO survival (0=failed, 1=passed)  
 Job Performance Ratings (1 year)

**Findings:**

---

Variable	Academy & FTO Survival		1-year performance ratings		
	white men (n=168)	women (n = 43)	white men (n = 149)	minority men (n = 49)	women (n = 30)
<b>Nelson-Denny Scores</b>					
Vocabulary	.16	.27			
Comprehension	.16	.49*		.33	
Total (V+C)	.21*	.32*	.14*		
Reading rate	.25*	n/a			
<b>Vocational Interest (SCII)</b>					
Conventional	.14				
Military activities	.14				-.30
Navy officer			.11		
Army officer					-.19
Office practices	.14				
Police officer	.15				
Highway patrol	.05				
Social			.07		
Domestic arts			.04	-.26	
Adventure				.28	
Medical services					-.17

Variable	Academy & FTO Survival		1-year performance ratings		
	white men (n=168)	women (n = 43)	white men (n = 149)	minority men (n = 49)	women (n = 30)
Personality (CPI)					
Dominance	.19*	.25			
Capacity for status	.17*	.33*			
Sociability	.24*	.27			
Sense of well being		.53*			
Responsibility	.13	.37*	.14		
Self-control		.35*			
Tolerance	.15	.64*			
Good impression					
Communality		.28			.16
Achievement via conformance	.18*	.45*	.12		
Achievement via independence	.08	.48*	.12		
Intellectual efficiency	.16*	.40*			
Psychological mindedness	.08	.40*			
Self-acceptance				.22	
Socialization				.21	
Flexibility					-.25
Femininity					.26
Trait Anxiety (STAI)		-.27		-.33	

Note: t values from tables were converted to correlations

---

# Comparing Personality Profiles of Law Enforcement Officers and Criminals Based on the MMPI and MMPI-2

Travis A. Sprenger  
Emporia State University

---

**Citation:**

Sprenger, T. A. (1997). *Comparing personality profiles of law enforcement officers and criminals based on the MMPI and MMPI-2*. Unpublished master's thesis, Emporia State University, Kansas.

**Essential Findings:**

- Criminals scored higher than police on 8 MMPI scales

**Subjects:**

N                      31 patrol officers  
Age                    18 to 40 years  
Gender:                96.8% were men, 3.2% were women

**Independent Variables**

Cop or Criminal

**Dependent Variables:**

MMPI Score

**Findings**

MMPI Scale	Police	Criminals	Significance Level
L	50.29	54.40	.064
F	45.82	59.23	.000*
K	61.39	56.23	.011*
1. Hypochondriasis	51.26	53.90	.200
2. Depression	48.03	60.37	.000*
3. Hysteria	58.77	56.20	.202
4. Psychopathic deviate	56.87	65.57	.004*
5. Masculinity-femininity	53.54	56.00	.349
6. Paranoia	54.58	60.33	.004*
7. Psychasthenia	52.23	60.57	.018*
8. Schizophrenia	50.84	62.20	.000*
9. Hypomania	54.39	60.07	.022*
0. Social introversion	45.94	51.97	.015*

# Validity and Fairness of the Police Officer Written Exam: Research Findings

Oscar Spurlin & Carla Swander  
Ergometrics and Applied Personnel Research

## Citation

Spurlin, O., & Swander, C. (1987). *Validity and fairness of the police officer written exam: Research finding*. Seattle, WA: Public Safety Civil Service Commission.

## Essential Finding

- Cognitive ability significantly predicted academy and patrol performance

## Subjects

N 175 patrol officers  
 Tenure 3 - 45 months, Median = 19 months  
 Gender 83.3% were men, 16.7% were women  
 Race White=78.1%, African American=8.9%, Hispanic=2.1%, Asian = 8.9%  
 Range restriction Population SD=7.4, Restricted SD = 3.3, Ratio = 2.2

## Independent Variables

Cognitive Ability (Civil Service Exam)

## Dependent Variables:

Patrol Performance (Interrater = .57)  
 Academy Performance (11-week academy)

## Findings

	N	Interrater Reliability	Cognitive Ability	Academy Performance		Tenure	Male – female d score
				Academic Average	Overall Average		
Academy Performance							
Overall academic average	189		.44*				-.09
Overall average	189		.37*				.47
Patrol Performance Dimension							
Overall performance	175	.57	.37*	.27*	.25*	.12	.66
Dependability	175	.38	.12			.08	.54
Appearance	175	.39	.24*			.08	.41
Productivity	175	.31	.12			.17	.83
Vehicle operation	168	.42	.21*			.17	.31
Investigative skills	172	.38	.21*			.15	.53
Working under supervision	175	.46	.23*			.03	.56
Getting along with peers	174	.35	.14			-.05	.63
Public relations	175	.44	.20*			.04	.41
Oral communication	172	.35	.26*			.19*	.44
Written communication	172	.45	.27*			.20*	.23
Decision making	175	.32	.20*			.20*	.56
Control/working under stress	175	.38	.29*			.07	.71
Technical knowledge	175	.44	.33*			.25*	.30
Male – Female d score	1575		-.07				
White – Black d score	1357		1.01	.88	.56		
White – Hispanic d score	1326		0.43				

# The Utility of Biographical Data in Predicting Job Performance: Implications for the Selection of Police Officers

Thomas Gordon Staff  
University of Toledo

**Citation:**

Staff, T. G. (1992). *The utility of biographical data in predicting job performance: Implications for the selection of police officers*. Unpublished doctoral dissertation, University of Toledo

**Essential Findings:**

- Academy grade significantly related to patrol performance (r = .28)
- Cognitive ability significantly related to academy performance (r = .36)
- Pre-employment problems significantly related to patrol performance

**Subjects:**

N 156 patrol officers  
 Dept. Large police department in the North central US  
 Gender: 70.5% were men, 29.5% were women  
 Race: 70.5% white  
 Education M = 14 years  
 HS Diploma= 24.7%, 1-2 years of college = 31.2%, 3-4 years = 23.4%, BA = 20.1%

**Independent Variables**

Education  
 Preemployment problems  
 Cognitive ability

**Dependent Variables:**

Police Patrol Performance (after 3 years)  
 Academy Performance (20-week academy)

**Findings (correlations)**

	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(11)	(14)
1. Patrol performance	.28*	-.22*	-.23*	-.41*						-.22*
2. Academy grades	-.09	-.17*	-.17*	-.16*		-.33*	-.36*	-.17*	.05	-.14*
3. Pre-employment discharges			.34*	.34*		.19*	.23*	.23*	.04	
4. Pre-employment discipline				.23*		.15*	.22*	.17*	-.05	
5. Defaults and civil judgments						.41*	.41*	.19*	-.04	
6. Education						-.18*	-.14*			
7. Reprimands										
8. Disciplinary actions										
9. Suspensions										
10. Citations/peer awards	.13				-.16*					
11. Preemployment traffic tickets						.26*	.21*		.14*	
12. Criminal justice major							-.14*	-.16*		
13. Cognitive ability	.36*	.04	-.13	-.01					.15*	-.16*
14. Sex (1=male, 2=female)	-.14*									
15. Race (1=white, 2=minority)	-.50*									
N = 156 * r is significant at the .05 level or better										

---

# The Relationship of Job Performance to Personal Characteristics of Police Patrol Officers in Selected Mississippi Police Departments

Alan Ray Stafford  
University of Southern Mississippi

---

## Citation

Stafford, A. R. (1983). *The relationship of job performance to personal characteristics of police patrol officers in selected Mississippi police departments*. Unpublished doctoral dissertation, University of Southern Mississippi.

## Essential Findings

- Correlation between education and performance was .11 after holding all other variables constant

## Subjects

N	78 officers in three Mississippi police departments
Gender	96% were men, 4% were women
Race	White = 76%, African American = 20%, Other = 4%
Age	Median age is under 30
Experience	Median years of experience is 0-4
Education	No HS diploma = 8%, HS or GED = 14%, 3-64 college hours = 36%, 65-128 college hours = 28%, some graduate school = 14%

## Independent Variables

Education  
Experience

## Dependent Variables

Supervisor ratings of performance

## Findings

Performance Dimension	Alpha	Sex & Race		Performance Dimension							
		Female?	White ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Appearance	.79	-.07	.17		.29	.26	.32	.08	-.02	.35	.41
2. Cooperation	.92	-.14	.24			.77	.52	.33	.34	.41	.84
3. Interest	.90	.00	.01				.46	.23	.27	.25	.91
4. Public contact	.88	.04	.32					.47	.42	.59	.78
5. Judgment	.78	.05	.16						.56	.40	.56
6. Driving ability	.86	.06	.09							.29	.58
7. Writing ability	.73	.03	.31								.65
8. Overall Job Performance	.93	-.01	.24								



	N	Performance Dimension							Total	
		Appearance	Cooperation	Interest	Public Contact	Judgment	Driving Ability	Report Writing	Mean	D score
Education										
< High School	6	12.00	15.67	31.33	19.33	8.66	25.67	14.17	126.83	- .30
High School	11	12.09	16.82	32.27	20.64	8.36	25.36	14.64	130.18	- .03
3-64 college hours	28	12.25	15.89	31.04	20.43	8.43	25.00	16.29	129.32	- .10
65-128 hours	22	12.86	16.55	32.32	21.14	8.23	24.09	16.27	131.45	.07
Some grad school	11	12.82	18.36	37.73	19.73	8.18	23.55	16.72	134.09	.29
Total	78									
Mean		12.46	16.54	32.11	20.47	8.35	24.64	15.95	130.53	
SD		1.36	2.74	4.78	2.59	1.20	2.49	2.53	12.49	
Experience										
0 - 4 years	42	12.29	15.67	31.33	20.00	8.14	24.48	15.86	130.19	- .03
4 - 8 years	22	12.86	16.91	21.64	21.64	8.50	24.36	16.73	133.14	.21
8 - 12 years	4	12.50	18.75	21.75	21.75	9.25	26.25	15.75	140.25	.78
12 - 16 years	3	12.00	17.00	21.33	21.33	8.33	25.00	16.67	133.00	.20
Over 16 years	7	12.43	13.00	18.57	18.57	8.57	25.43	13.86	117.71	- 1.03

	Correlation with overall performance (holding all other variables constant)
Education	.11
Experience	.31
Age	.09
Sex	.04

---

## Prediction of Performance on the RCMP Physical Ability Requirement Evaluation

Heidi I. Stanish, Terry M. Wood, & Phil Campagna  
Dalhousie University & Oregon State University

---

**Citation:**

Stanish, H. I., Wood, T. M., & Campagna, P. (1999). Prediction of performance on the RCMP physical ability requirement evaluation. *Journal of Occupational and Environmental Medicine, 41*(8), 669-677.

**Essential Findings:**

- Men (90% passed) performed better than women (47% passed) on the RCMP physical agility test
- The Physical Ability Requirement Evaluation (PARE) consists of two components. The first is an obstacle course and the second is an exercise simulating a physical struggle with a suspect. The two components are run back to back with no break in between.

**Subjects:**

N                                    48  
 Gender                            44% were men and 56% were women  
 Education                        HS=17%, some college=73.6%, graduated from college=9.4%  
 Age                                    *M* = 23.9 for men and 23.0 for women

**Results**

Variable	Men			Women		
	Mean	SD	Correlation with PARE	Mean	SD	Correlation with PARE
BMI, kg/m <sup>2</sup>	23.9	2.7	- .40	22.8	3.4	.27
1-RM bench press, kg	81.5	21.1	- .46	43.9	8.0	- .47
1-RM leg press, kg	257.7	58.4	- .32	172.8	44.5	- .32
70-lb bench press (number in 30 sec)	31.4	8.6	- .66	15.3	7.9	- .51
40 meter sprint (seconds)	5.9	0.4	.51	7.1	0.6	.47
Vertical jump (cm)	44.9	10.2	- .32	34.9	4.7	- .26
Long jump (cm)	230.0	20.0	- .30	180.0	20.0	- .49
Push-ups (number)	39.0	14.0	- .62	21.0	11.0	- .47
Sit-ups (number in one minute)	47.0	10.0	- .45	43.0	13.0	- .41
Agility run (seconds)	21.2	1.5	.64	23.4	2.9	.65
1.5-mile run (minutes)	11:24	2:08	.50	13:20	2:59	.64
PARE Obstacle course (minutes)	3:45	0:42		5:41	1:37	
Passing score for obstacle course (PARE) is 4:45						

---

## Use of the Kuder Preference Record with Police Officers

David M. Sterne  
Veterans Administration Hospital, Vancouver, Washington

---

### Citation

Sterne, D. M. (1960). Use of the Kuder Preference Record, Personal, with police officers. *Journal of Applied Psychology*, 44(5), 323-324.

### Essential Findings

- Education significantly related to performance ( $r = .28$ )
- Occupational interest not related to performance

### Subjects

N                                49  
 Gender                        100% were men  
 Age                               $M = 40.4$ , Range 27 to 66  
 Education                     $M = 11.4$ , Range 7 to 16 years

### Independent Variables

Kuder Vocational Preference Record - Personal

### Dependent Variables:

Patrol Performance

### Notes

- Education and Kuder scores were correlated with supervisor ratings of overall performance and ratings of the officers' behavior in each of the Kuder scale areas (e.g. Does the officer work well in groups?). Each officer was rated by seven supervisors

### Findings

	Mean	Performance	Supervisor Ratings				
			(A)	(B)	(C)	(D)	(E)
Reliability of performance scale (Intraclass)		.89	.71	.59	.69	.90	.84
Education	11.4	.28			.43*		
Kuder Preference Record							
A. Preference for being active in groups	33.53						
B. Preference for working in stable conditions	40.53						
C. Preference for dealing with ideas	29.57				.31*		
D. Preference for avoiding conflict	30.92						
E. Preference for directing others	49.06						.47*



---

## A Comparison of Psychological Characteristics of Standout Police Officers and Oregon Police Academy Trainees

Carl W. Stevenson  
Oregon State University

---

**Citation:**

Stevenson, C. W. (1991). *A comparison of psychological characteristics of standout police officers and Oregon police academy trainees*. Unpublished doctoral dissertation, Oregon State University.

**Essential Finding:**

- Compared to academy cadets, standout police officers had higher intellectual orientation and lower levels of depression, boredom, psychasthenia, and psychoticism.

**Subjects:**

N	148 (123 academy cadets, 25 standout officers)
Dept.	Oregon Police Academy and several municipal police agencies in Oregon
Gender:	96% of standout officers and 86.2% of academy cadets were men
Age:	Mean age was 29.38 for cadets and 38.52 for standout officers ( $t=9.03, p < .001$ )
Education:	HS=8%, some college=48%, BA=44%, MA=8%,

**Independent Variables**

**Dependent Variables:**

CAQ  
16-PF  
Cognitive Ability (Wonderlic Personnel Test)

**Findings**

---

	Academy Cadets	Standout Officers	<i>t</i>
Cognitive Ability (Wonderlic)	23.97	24.72	.64
16 PF Scales			
A Warmth	4.47	4.48	- .02
B Intelligence	6.09	7.28	- 3.15*
C Stability	6.20	5.80	1.07
E Dominance	6.52	7.00	- 1.30
F Impulsivity	6.10	5.68	1.10
G Conformity	5.99	6.32	- 1.01
H Boldness	5.63	6.04	- .93
I Sensitivity	4.91	4.64	.65
L Suspiciousness	4.89	4.96	.20
M Imagination	4.60	4.44	.39
N Shrewdness	5.96	6.08	- .29
O Apprehensiveness	4.77	4.56	.60

	Academy Cadets	Standout Officers	t
Q1 Experimenting	4.91	4.76	.35
Q2 Self-sufficiency	6.49	6.36	.32
Q3 Self-discipline	6.47	6.84	- 1.06
Q4 Tension	5.23	4.96	.69
FG Faking Good	5.83	6.20	- .97
FB Faking Bad	4.26	3.84	.83
CAQ Scales			
D1 Hypochondriasis	4.01	3.52	1.53
D2 Suicidal depression	4.07	3.48	1.75
D3 Agitation	5.91	6.08	- .47
D4 Anxious depression	4.70	4.40	.76
D5 Low energy depression	4.09	3.20	2.64*
D6 Guilt and resentment	4.33	3.60	1.74
D7 Boredom and withdrawal	5.19	4.60	1.63
PA Paranoia	5.41	4.24	3.07*
PP Psychopathic deviation	6.30	6.48	- .49
Sc Schizophrenia	4.41	3.76	1.50
As Psychasthenia	4.92	4.28	1.94*
Ps Psychological inadequacy	4.12	3.52	1.69
TP Tough Poise	6.71	6.73	- .05
IN Independence	5.83	5.45	1.06
DP Depression	4.04	3.08	3.21*
AX Anxiety	4.70	4.89	- .52
NE Neuroticism	4.79	5.07	- .88
PM Psychoticism	5.13	4.04	2.87*
SO Sociopathy	4.89	5.13	- .81

---

Note: Mean 16-Pf and CAQ scores are STEN scores - a standard score with a mean of 5.5 and a standard deviation of 2.0

---

## Improving Selection Outcomes with the Use of Situational Interviews: Empirical Evidence from a Study of Correctional Officers for New Generation Jails

Mary K. Stohr-Gillmore, Michael W. Stohr-Gillmore, & Nannette Kistler  
New Mexico State University & Washington State University

---

### Citation

Stohr-Gillmore, M. K., Stohr-Gillmore, M. W., & Kistler, N. (1990). Improving selection outcomes with the use of situational interviews: Empirical evidence from a study of correctional officers for new generation jails. *Review of Public Personnel Administration, 10*(2), 1-18.

### Essential Findings

- Interviews with situational questions were more valid than interviews without situational questions

### Subjects

N	69 correctional officers
Department	Spokane County (WA) Jail
Gender	75% were men
Race	Approximately 92% were white
Age	$M = 40.0$

### Independent Variables

Type of interview

### Dependent Variables

Academy performance (11-week academy)  
Supervisor ratings

### Findings: Correlations

	Interview Type		Military Experience
	Situational Questions	No Situational Questions	
N	33	36	36
Interrater reliability (median)	.65	.63	
Criterion			
Academy performance	.16	.11	.37
On-the-job training performance (15 days)	.35	.14	.20
Performance rating (summer 1988)	.19	.15	- .19
Performance rating (fall 1988)	.39*	- .04	- .16

---

# Assessing Police Applicants: A Further Look at MMPI and Rorschach Data

Carla Gayle Strassle  
University of Tennessee

---

## Citation

Strassle, C. G. (1997). *Assessing police applicants: A further look at MMPI and Rorschach data*. Unpublished master's thesis, University of Tennessee, Knoxville.

## Essential Finding

- On the basis of the Rorschach, police applicants were not people oriented, had a more action oriented coping style moderated by a vacillation in problem solving, were committed to individuality of self, lacked awareness of affective needs, and had a tendency toward mood fluctuations

## Subjects

N	53 police applicants
Department	Knoxville, TN Police Department
Gender	77% were men, 23% were women
Race	White=75.6%, African American=19.5%, Hispanic 2.4%, Asian=2.4%
Age	Mean = 25
Education	Mean = 14 years

## Independent Variables

Rorschach

## Dependent Variables

## Findings

Rorschach Category	Kappa	Applicant Mean	Norm Comparison	
			t	Chi-square
Total Responses		21.06	- 1.95	
M			- 8.93*	
Active responses			- 6.90*	
EB				26.30*
Popular responses	.90		- 10.40*	
X+% responses			- 14.61*	
Xu% responses			6.70*	
Lambda		1.00	4.78*	
Location	.96			
DQ	.89			
Determinants	.87			
FQ	.80			
Pairs	.93			
Content	.85			
Cognitive special forces	.74			
Other special forces	.86			



---

# Psychological Characteristics of Successful SWAT/Tactical Response Team Personnel

John T. Super  
Manatee County (FL) Sheriff's Office

---

**Citation:**

Super, J. T. (1995). Psychological characteristics of successful SWAT/tactical response team personnel. *Journal of Police and Criminal Psychology, 11*(1), 60-63.

**Essential Findings:**

- Successful SWAT/tactical personnel scored higher in Socialization, V2 and Femininity on the CPI

**Subjects:**

N                    34 SWAT team members  
 Dept.              Manatee County Sheriff's Office  
 Age                 *M* = 33 (range 26-45)  
 Gender:            100% were men

**Independent Variables**

CPI  
 FIRO-B  
 Wonderlic Personnel Test

**Dependent Variables**

Supervisor ratings

**Notes:**

- F values from Table 2 in the article were converted to correlations (r) for the table below

**Findings:**

---

Test/Scale	Mean Percentile	Raw scores for most successful	Raw scores for less successful	Correlation with Performance
Wonderlic Personnel Test		22.0	20.7	.19
FIRO-B				
+ Inclusion		4.0	2.3	.43
++ Inclusion		2.8	2.1	.14
+ Control		2.9	2.6	.08
++ Control		1.3	1.2	.07
+ Affection		3.2	2.8	.12
++ Affection		4.0	3.1	.24

## Super (continued)

Test/Scale	Mean percentile	Raw scores for most successful	Raw scores for less successful	Correlation with Performance
CPI				
v.1 Internality		14.2	11.9	.28
v.2 Norm favoring		25.4	21.6	.52*
v.3 Self-realization		36.6	33.4	.26
Dominance	63	26.2	25.9	.03
Capacity for status	52	17.1	16.3	.18
Sociability	53	21.4	21.1	.16
Social presence	54	27.0	26.6	.05
Self-acceptance	54	20.0	18.7	.32
Independence	58	21.1	20.3	.18
Empathy	53	22.1	19.8	.34
Responsibility	51	23.3	23.2	.00
Socialization	53	32.7	28.7	.51*
Self-control	53	21.5	19.9	.23
Good impression	56	22.1	19.3	.37
Communality	55	35.8	34.9	.23
Well-being	53	33.9	31.7	.36
Tolerance	50	20.2	18.0	.32
Achievement v. conformance	54	28.2	26.9	.20
Achievement v. independence	52	22.8	22.6	.04
Intellectual effectiveness	49	29.7	28.2	.24
Psychological mindedness	54	16.6	15.8	.19
Flexibility	47	13.0	12.5	.10
Femininity	40	10.2	7.7	.52*

---

## Validity of the New Mexico Police Selection Battery

Michael A. Surrette, Michael G. Aamodt, & Gerald Serafino  
University of Wisconsin-Platteville and Radford University

---

**Citation:**

Surrette, M. A., Aamodt, M. G., & Serafino, G. (1990). *Validity of the New Mexico Police Selection Battery*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Albuquerque, NM.

**Essential Findings:**

- The MMPI and CPI were not valid predictors of supervisor ratings of first-year police performance.

**Subjects:**

N	130 officers
Dept	A variety of law enforcement agencies in New Mexico
Gender	95% were men
Race	71% were white
Age	<i>M</i> = 27.9

**Independent Variables**

MMPI  
CPI  
Inwald  
Shipley Institute of Living Scale

**Dependent Variables**

Supervisor ratings of patrol performance  
in the first year

**Findings:**

MMPI Scale	Mean MMPI Score		N	Correlation with Performance
	Raw Score	T Score		
L	4.40	51.20	129	-.02
F	2.50	49.00	129	-.08
K	17.61	60.22	129	.02
Hs	10.41	47.82	129	.06
D	17.02	51.04	129	.08
Hy	18.87	54.74	129	.02
Pd	21.43	55.86	129	-.08
Mf	23.07	55.14	129	.04
Pa	9.06	56.18	129	.14
Pt	22.32	48.64	129	-.01
Sc	21.70	48.14	129	-.03
Ma	19.41	56.23	129	-.05
Si	21.69	46.69	129	.18*
Good cop/bad cop scoring	2.19		129	.03
Clinical evaluation of MMPI	2.98		129	.07
Goldberg Index			129	.04
Husemann Index			129	-.10
Gonder Index			129	.00
Factor 1: Hs+Pd+Pa+Pt+Sc+Ma			129	.01

Factor 2: Hy + Hs + K – Ma			129	.07
Factor 3: Si			129	.18*
Factor 4: Pa + Mf – L – K			129	.07
Factor 5: F-K			129	-.04

CPI Scale	CPI Mean Score		N	Correlation with Performance
	Raw Score	T Score		
Do	25.59	55	100	.00
Cs	19.88	51	100	.03
Sy	25.74	52	100	-.04
Sp	36.95	55	100	-.07
Sa	21.00	55	100	.00
Wb	39.03	54	100	-.09
Re	30.56	49	100	.00
So	39.00	54	100	-.04
Sc	35.33	55	100	.12
To	24.04	52	100	-.11
Gi	23.20	55	100	.06
Cm	26.67	56	100	.03
Ac	30.52	56	100	.07
Ai	20.00	53	100	.02
Ie	40.75	54	100	-.05
Py	12.50	56	100	-.01
Fx	8.19	47	100	.02
Fe	15.11	47	100	.10
Law enforcement scale		51.44	100	.02
Clinical evaluation of CPI	2.86		96	.17
IPI Scale				
Guardedness		47.47	30	-.23
Alcohol use		45.43	30	.30
Drug use		46.80	30	.12
Driving violations		54.87	30	.01
Job difficulties		43.33	30	-.21
Trouble with the law		47.46	30	.25
Absence abuse		41.10	30	-.17
Substance abuse		48.00	30	-.19
Antisocial attitudes		47.90	30	.03
Hyperactivity		47.83	30	-.02
Rigid type		49.50	30	.24
Type A		52.13	30	.08
Illness concerns		45.43	30	.06
Treatment programs		48.03	30	.20
Anxiety		47.50	30	-.06
Phobic personality		48.43	30	.10
Obsessive personality		50.13	30	-.06
Depression		44.13	30	.12
Loner		49.07	30	.40
Unusual experiences		44.83	30	.25
Lack of assertiveness		50.90	30	.02
Interpersonal difficulties		47.93	30	.12
Undue suspiciousness		46.67	30	.09

Family concerns		43.23	30	-.03
Sexual concerns		46.87	30	.12
Spouse concerns		48.27	30	-.08
Clinical IPI evaluation	3.23		30	-.40
Clinical Interview	3.40		125	.09
Sex (1=male, 2=female)			130	-.09
Race (1=white, 2=nonwhite)			130	-.03
Age			130	.03
Shipley Institute for Living Scale	106.23		129	-.02
Nelson Denny Reading Ability	6.66		128	.05

---

## Personality of Law Enforcement Officials: A Comparison of Law Enforcement Officials' Personality Profiles Based on Size of Community

Michael A. Surrette, Joseph M. Ebert, Michael A. Willis, & Tara M. Smallidge  
Springfield College

---

**Citation:**

Surrette, M. A., Ebert, J. M., Willis, M. A., & Smallidge, T. M. (2003). Personality of law enforcement officials: A comparison of law enforcement officials' personality profiles based on size of community. *Public Personnel Management, 32*(2), 279-285.

**Essential Findings:**

- Officers from rural departments scored higher in thinking (openness to experience), officers from campus police departments scored higher in soothing (agreeableness), and officers from urban departments scored higher in organizing (conscientiousness) than did the other departments.

**Subjects:**

N                            40 officers (11 urban, 15 rural, 14 campus)  
 Department            Three police departments in the Eastern U.S.  
 Gender                    97.5% were men

**Independent Variables**

Type of police department (urban, rural, campus)

**Dependent Variables**

Scores on the Employee Personality Inventory (EPI)

**Findings:**

EPI Dimension		Department Type		
		Urban	Rural	Campus
	N	11	15	14
Thinking	M	6.36	7.46	6.57
	SD	1.50	2.00	1.91
Directing	M	4.90 <sup>a</sup>	6.80 <sup>b</sup>	5.42 <sup>ab</sup>
	SD	1.86	2.00	1.91
Communicating	M	8.09	7.13	6.92
	SD	2.30	2.61	2.73
Soothing	M	8.36 <sup>a</sup>	8.66 <sup>a</sup>	11.42 <sup>b</sup>
	SD	3.32	1.71	2.73
Organizing	M	12.27 <sup>a</sup>	9.93 <sup>b</sup>	9.64 <sup>b</sup>
	SD	1.67	2.15	3.02
<b>Note:</b> Means within a row not sharing the same superscript are significantly different from one another				

---

# The Iowa Law Enforcement Personnel Study: Prediction of Law Enforcement Job Performance from Biographical and Personality Variables

Michael Gerard Sweda  
University of Iowa

---

**Citation:**

Sweda, M. G. (1988). *The Iowa law enforcement personnel study: Prediction of law enforcement job performance from biographical and personality variables*. Unpublished doctoral dissertation, University of Iowa.

**Essential Findings:**

- The MMPI did not predict performance at levels exceeding those expected by chance

**Subjects:**

N	190 officers
Dept	A variety of law enforcement agencies in Iowa
Gender	100% were men
Race	White=98.9%, other=1.1%
Age	<i>M</i> = 29.5

**Independent Variables**

MMPI

**Dependent Variables**

Supervisor ratings of patrol performance  
Objective patrol data

**Findings:**

---

	Mean T	Correlations with Performance Ratings								
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MMPI Scale										
L	49.67									
F	50.74					-.17*	-.18*			-.18*
K	60.73									
Hs	51.50									
D	52.04									
Hy	56.84									
Pd	59.98				-.19*					
Mf	57.75	.19*	.19*							
Pa	56.54									
Pt	55.77									
Sc	55.48									
Ma	56.81									
Si	47.37									
Demographics										
Previous police experience		.18*	.19*							.19*
Number of children						-.18*				

---

Performance Ratings (Landy and Farr Rating Scale)

Job Knowledge (1)    Judgment (2)    Initiative (3)    Dependability (4)    Demeanor (5)    Attitude (6)  
Relations (7)    Communication (8)    Composite Total (9)

---

## Validating State Police Trooper Career Performance with the Sixteen Personality Factor Questionnaire

Michael R. Swope  
Wayne State University

---

### Citation

Swope, M. R. (1989). *Validating state police trooper career performance with the Sixteen Personality Factor questionnaire*. Unpublished doctoral dissertation, Wayne State University.

### Essential Findings

- Linear combinations of 16-PF scores and demographic variables significantly predicted several aspects of job performance

### Subjects

N 67 state police troopers in Michigan  
 Gender 80.6% were men, 19.4% were women  
 Race White=62%, African American=31.8%, Hispanic=6%  
 Age Range = 23 to 31  
 Education HS=58.2%, 2 years of college=17.9%, Bachelor's=20.9%, Master's=1.5%

### Independent Variables

Personality (16-PF)

### Dependent Variables:

Academy grades (quartile)  
 Patrol performance

### Notes

No correlation matrix was included in the dissertation. The mix of demographic variables and 16-PF scores in the regressions make the multiple correlations meaningless.

### Findings

16-PF Factor	Academy Performance (n=28)		SD from Test Manual	Correlation
	1 <sup>st</sup> Quartile Mean	4 <sup>th</sup> Quartile Mean		
A: Warmth	4.50	5.36		
B: Intelligence	7.07	4.93		
C: Stability	6.64	6.00		
E: Dominance	5.86	4.64		
F: Impulsivity	6.21	6.79		
G: Conformity	6.07	6.50		
H: Boldness	5.71	6.29		
I: Sensitivity	4.43	5.79		
L: Suspiciousness	4.36	4.43		
M: Imagination	5.14	4.08		
N: Shrewdness	5.29	6.93		
O: Apprehensiveness	5.21	4.93		
Q1: Experimenting	4.43	5.72		
Q2: Self-sufficiency	7.14	5.43		
Q3: Self-discipline	5.57	6.07		
Q4: Tension	5.64	5.43		
QI	5.75	6.11		
QII	5.15	5.09		
QIII	7.58	5.54		
QIV	5.45	4.48		



16-PF Factor	Activity (n=22)		SD from Test Manual	Correlation
	< 500	> 599		
A: Warmth	5.25	5.64		
B: Intelligence	5.88	5.93		
C: Stability	5.88	6.71		
E: Dominance	5.13	5.14		
F: Impulsivity	6.50	6.43		
G: Conformity	6.13	6.36		
H: Boldness	6.13	5.57		
I: Sensitivity	4.25	4.93		
L: Suspiciousness	4.63	4.57		
M: Imagination	5.13	4.36		
N: Shrewdness	5.50	6.71		
O: Apprehensiveness	5.25	5.00		
Q1: Experimenting	5.00	4.71		
Q2: Self-sufficiency	6.88	5.57		
Q3: Self-discipline	6.00	6.23		
Q4: Tension	6.13	5.00		
QI	6.00	5.89		
QII	5.50	4.93		
QIII	7.09	5.67		
QIV	5.19	4.70		

16-PF Factor	Absences (n=33)		SD from Test Manual	Correlation
	< 12	> 16		
A: Warmth	5.05	4.82		
B: Intelligence	6.10	6.09		
C: Stability	6.48	6.18		
E: Dominance	5.29	6.00		
F: Impulsivity	6.10	6.55		
G: Conformity	6.62	5.91		
H: Boldness	5.95	5.64		
I: Sensitivity	4.81	5.18		
L: Suspiciousness	4.71	5.55		
M: Imagination	4.43	4.09		
N: Shrewdness	6.14	5.36		
O: Apprehensiveness	4.67	5.64		
Q1: Experimenting	4.76	5.36		
Q2: Self-sufficiency	6.24	6.46		
Q3: Self-discipline	6.29	5.00		
Q4: Tension	5.24	5.91		
QI	5.77	6.00		
QII	4.90	5.66		
QIII	6.28	6.56		
QIV	4.94	5.41		

16-PF Factor	Vehicle Accidents (n=39)		SD from Test Manual	Correlation
	None	1 or more		
A: Warmth	4.59	4.59		.00
B: Intelligence	6.82	5.23		
C: Stability	6.41	6.18		
E: Dominance	4.77	5.55		
F: Impulsivity	6.53	6.05		
G: Conformity	5.82	6.69		
H: Boldness	5.35	5.91		
I: Sensitivity	4.35	5.50		
L: Suspiciousness	4.71	4.77		
M: Imagination	4.53	4.32		
N: Shrewdness	6.35	5.86		
O: Apprehensiveness	5.18	5.14		
Q1: Experimenting	4.94	5.09		
Q2: Self-sufficiency	6.29	6.36		
Q3: Self-discipline	6.71	6.05		
Q4: Tension	5.29	5.77		
QI	5.48	5.74	3.73	
QII	5.00	5.33		
QIII	6.62	6.17		
QIV	4.69	5.01		

# Performance Prediction of Public Safety and Law Enforcement Personnel

Joseph E. Talley and Lisa D. Hinz  
 Duke University & University of Louisville

## Citation

Talley, J. E., & Hinz, L. D. (1990). *Performance prediction of public safety and law enforcement personnel*. Springfield, IL: Charles C. Thomas.

## Summary and Essential Findings:

- Education and cognitive ability were significantly related to performance for white men. Inconsistent results with the MMPI.

## Subjects:

N 208 public safety officers at Duke University  
 Gender 88.5% were men, 11.5% were women  
 Race White=66.3%, African American=35.7%  
 Tenure  $M = 38.34$  months,  $SD = 45.56$ , range = 1 to 228

## Independent Variables

Education  
 Cognitive ability (Otis-Lennon – reliability = .94)

## Dependent Variables:

Supervisor ratings of performance (82% agreement)

## Findings: Correlations with Supervisor Ratings of Performance

	White men		Black men		White women		Black women		TOTAL	
	N = 121		N = 63		N = 17		N = 7		N = 208	
	r	Mean	r	Mean	R	Mean	r	Mean	r	Mean
Education	.18*	13.6	.09	14.5	.50*	14.2	.29			
Prior military experience	-.09	47.9	-.17	39.7	-.03	17.6		0.0	-.09	41.3
Age	-.18*	27.9	-.05	25.8	.19	24.4	-.79*	26.3		
Race (1=white, 2=black)									-.08	
Sex (1=male, 2=female)									-.21*	
MMPI Subscales										
Ego inflation	.21*									
Imperturbability	-.15									
Authority problems	.15									
Familial discord	-.13				.53*					
Defective inhibition			.27*							
Self-alienation							-.77*			
MMPI Scale										
L			-.26*							
K	.07						.82*			
Ma			-.14							
Otis-Lennon (IQ)	.18*	108.5		97.5		110.3		92.4		

Note: Signs reversed from article so that positive correlations indicate higher performance

---

## A Longitudinal Study of Personality Change in Urban Police Officers: Educational Implications

Carolyn Marie Tenerowicz  
Cleveland State University

---

### Citation

Tenerowicz, C. M. (1992). *A longitudinal study of personality change in urban police officers: Educational implications*. Unpublished doctoral dissertation, Cleveland State University.

### Essential Finding

- Study compared the personalities of 79 police officers prior to academy training, at the end of academy training, and again after the completion of 18 months of police work
- Results indicated that officers became more aggressive, defensive and impulsive and less nurturing and orderly

### Subjects:

N                    79 officers from a large urban police department (n=1,700) in Ohio  
 Sex                84.8% were men, 15.2% were women  
 Age                 $M = 27$ , Range = 22 to 42  
 Academy length 17 weeks

### Independent Variables

Time interval

### Dependent Variables:

Personality Research Form (Jackson, 1989)

### Findings (Mean Standard Scores)

- Note: Many of the analyses in the dissertation seem to be incorrect.

PRF Scale	Recruit (n=74)	Rookie (n=79)	Veteran (n=62)	Significant change?
Abasement (Ab)	48	45	42	No
Achievement (Ac)	56	51	50	No
Affiliation (Af)	56	55	54	No
Aggression (Ag)	42	49	52	Yes, increased (F=10.76)
Autonomy (Au)	39	43	42	No
Change (Ch)	40	46	43	No
Cognitive structure (Cs)	56	51	50	No
Defence (De)	42	46	48	Yes, increased (F= 3.74)
Dominance (Do)	54	54	54	No
Endurance (En)	54	49	51	No
Exhibition (Ex)	52	52	52	No
Harm avoidance (HA)	51	49	50	No
Impulsivity (Im)	42	49	49	Yes, increased (F=7.02)
Nurturance (Nu)	58	56	55	Yes, decreased (F=7.02)
Order (Or)	55	50	50	Yes, decreased (F=6.16)
Play (Pl)	46	52	50	Yes, increased (F=10.48)
Sentience (Se)	41	42	42	No
Social recognition (Sr)	46	46	45	No
Succorance (Su)	51	49	49	No
Understanding (Un)	45	42	42	No
Infrequency (In)	45	60	60	No
Desirability (Dy)	65	55	54	Yes, decreased (F=8.36)

---

# The MMPI/MMPI-2 Immaturity Index as a Predictor of Police Performance

Raymond R. Tesauro  
Tennessee State University

---

**Citation:**

Tesauro, R. R. (1994). *The MMPI/MMPI-2 Immaturity Index as a predictor of police performance*. Unpublished doctoral dissertation, Tennessee State University.

**Essential Findings:**

- Study investigated the validity of the MMPI Immaturity Index (L + Pd + Ma)
- No significant correlations between the MMPI Immaturity Index and field training performance

**Subjects:**

N                                    46 police recruits completing their field training  
Department                    Clarksville, TN & Franklin, TN

**Independent Variables**

MMPI

**Dependent Variables**

Supervisor ratings of FTO performance

**Findings: Correlations and Multiple Correlations**

Rating Dimension	N	L	Pd	Ma	Immaturity Index (n=33)
Attitude					
Acceptance of feedback	46	.18	-.12	.00	.26
Attitude toward police work	46	.17	-.17	-.05	.24
Knowledge					
City ordinances	46	.05	.00	-.08	.33
Criminal procedure codes	45	-.04	-.05	.00	.21
Performance					
Driving skill	46	.15	.00	.03	.22
Field performance	46	-.12	-.06	.07	.18
Interview/interrogation skill	35	-.08	.06	.14	.23
Officer safety	46	-.05	-.12	.04	.18
Control of conflict: voice	45	-.08	-.06	.07	.14
Control of conflict: physical skill	43	-.07	.03	.04	.10
Problem solving/decision making	46	-.06	-.15	-.03	.10
Relationships					
With citizens in general	46	.06	-.11	.09	.21
With other ethnic groups	35	.02	-.01	.09	.14
With other department members	46	-.03	-.14	-.01	.15

Note: First four columns are from Table 18 in the dissertation. The R<sup>2</sup> from the table were converted to rs for this table.

---

# Use of Pre-employment MMPI Scores in Predicting Domestic Violence Perpetration in a Large Metropolitan Police Department

Michael J. Tiburzi  
Loyola College

---

## Citation

Tiburzi, M. J. (1996). *Use of pre-employment MMPI scores in predicting domestic violence perpetration in a large metropolitan police department*. Unpublished master's thesis, Loyola College.

## Summary and Essential Findings

- MMPI scores did not differentiate officers investigated for domestic violence from those who were not investigated

## Subjects

N 114 officers (57 had been investigated for domestic violence)  
Dept. Baltimore Police Department  
Gender 100% were men  
Race White=37%, African American=63%

## Independent Variables

MMPI

## Dependent Variables:

Investigated for domestic violence

## Findings

MMPI Scale	Domestic Violence		No Domestic Violence		d score	F
	Mean	SD	Mean	SD		
Hs	47.05	6.07	48.04	6.65	- .16	
D	48.89	6.19	47.91	5.90	.16	0.04
Hy	46.11	7.75	47.46	7.31	- .18	
Pd	50.39	8.54	50.75	8.21	- .04	0.06
Mf	48.46	11.54	44.67	11.41	.33	1.77
Pa	43.28	6.85	45.44	7.83	- .29	
Pt	45.32	6.87	47.18	6.89	- .27	
Sc	46.09	6.67	47.89	7.80	- .25	
Ma	53.86	7.99	51.89	7.08	.26	0.31
Si	45.42	5.92	43.19	5.44	.39	

---

# The Predictive Value of Biographical Data: An Analysis of Using Biodata to Predict Short Tenure or Unsuitability of Police Officers

Harold Douglas Tidwell  
University of Texas - Arlington

---

**Citation:**

Tidwell, H. D. (1993). *The predictive value of biographical data: An analysis of using biodata to predict short tenure or unsuitability of police officers*. Unpublished doctoral dissertation, University of Texas - Arlington.

**Summary and Essential Findings:**

- 17-item biodata questionnaire not very successful in predicting tenure and eligibility to be rehired

**Subjects:**

N	205
Dept.	Dallas, Texas Police Department (2,900 officers)
Gender	80% were men
Race	White=49%, black=36%, Hispanic=13%, other=2%
Age	$M = 26$

**Independent Variables**

Background

**Dependent Variables:**

Patrol Performance

**Findings:**

---

	Tenure	Eligible for Rehire
Education	-.09	.22
Race (1=non black, 2=black)	-.20*	-.12
Traffic tickets	.16*	.14

---

# The Person-Job Fit: Implications of Selecting Police Personnel on the Basis of Job Dimensions, Aptitudes, and Personality Traits

Brenda A. Tomini  
University of Windsor

**Citation:**

Tomini, B. A. (1995). *The person-job fit: Implications of selecting police personnel on the basis of job dimensions, aptitudes and personality traits*. Unpublished doctoral dissertation, University of Windsor.

**Summary and Essential Findings:**

- No real relationships between personality, cognitive ability, and performance.

**Subjects:**

N	151 police officers from several departments in Canada - 28.4% from small towns (pop < 8,000), 23.8% from medium towns (pop < 22,000), and 32.4% from large towns (pop > 22,000 & less than 77,000)
Gender/Race	66.2% were men, 100% were White
Age/Experience	Mean experience = 28.2 months (range 12-45)

**Independent Variables**

GATB (test-retest=.90)  
16-PF

**Dependent Variables:**

Patrol Performance (alpha=.98)  
Job Satisfaction (MSQ alpha = .84)

**Findings:**

Variable	n	Mean	Patrol Performance	Overall Job Satisfaction
GATB	151			
General learning ability		104.97	.09	.17
Verbal aptitude		102.81	.05	.09
Numerical aptitude		106.57	.12	.20*
16PF Second Order Factors	136			
Extroversion		7.29	-.12	.03
Anxiety		4.02	.14	.00
Tough poise		6.95	-.06	.06
Independence		6.07	-.16	.15
Control		6.94	-.01	.03
Adjustment		7.33	-.17	.03
Leadership		7.91	-.14	.04
Creativity		4.78	.03	-.03
Minnesota Satisfaction Questionnaire	150			
Overall satisfaction			.08	
Sex (1=male, 2=female)			-.17	
Police psychologist's rating of fit			.07	.12

---

# An Evaluation of Police Academy Training Upon Selected Recruits and its Relationship to Job Performance

Lewis P. Tompkins  
Rollins College

---

**Citation:**

Tompkins, L. P. (1986). *An evaluation of police academy training upon selected recruits and its relationship to job performance*. Unpublished master's thesis, Rollins College, FL.

**Summary and Essential Findings:**

- Cognitive ability and academy performance were related to subsequent performance

**Subjects:**

N 125 cadets attending 11 academy classes between 1982 and 1984  
Gender 93.6% were men, 6.4% were women  
Race 85% were White, 15% were African American  
Age  $M = 30$   
Education  $M = 12.6$

**Independent Variables**

Education  
Cognitive ability  
Academy performance

**Dependent Variables:**

Supervisor ratings of on-the-job performance  
using two different evaluation instruments

**Findings**

	Supervisory Rating Form	
	Albany Form	Atlanta Form
Age	.33*	.49*
Education	.04	.12
Cognitive ability	.23*	.10
Academy performance	.19*	.10



# Personality, Achievement, and Attrition: Validation in a Multiple-Jurisdiction Police Academy

Bruce W. Topp & Carol Anne Kardash  
University of Missouri

**Citation:**

Topp, B. W., & Kardash, C. A. (1986). Personality, achievement, and attrition: Validation in a multiple-jurisdiction police academy. *Journal of Police Science and Administration*, 14(3), 234-241.

**Summary and Essential Findings:**

- Significant relationships between 16-PF scales and graduation from the police academy.

**Subjects:**

N	95 recruits enrolled in 3 academy classes in the southwest
Gender	81.9% were men, White=59.6%, Hispanic = 19.1%, Native American = 19.1
Age	Mean = 27.7 (SD = 5.5), 50% had previous police experience
Education	No college = 25%, Associate's or Bachelor's degree = 20%

**Independent Variables**

16-PF

**Dependent Variables:**

Academy graduation (0=no, 1=yes)

**Findings:**

16-PF Scale	Graduates		Drop-outs		Correlation with	
	Raw	Sten	Raw	Sten	Graduation	Academy Score
Sample size	66		28		94	65
Education Level						.39*
A Outgoing	9.21		7.39		.38*	
B Intelligent	4.39		4.28		.04	
C Stable	8.94		6.71		.40*	
E Assertive	5.26		4.39		.17	
F Impulsive	6.48		6.39		.02	
G Conscientious	8.88		8.43		.11	
H Venturesome	7.44		5.50		.34*	
I Tender	4.59		4.50		.01	
L Skeptical	4.92		5.50		- .13	
M Imaginative	4.65		3.89		.16	
N Shrewd	4.24		5.14		- .18	
O Apprehensive	4.20		6.07		- .31*	
Q1 Experimenting	6.20		5.32		.17	
Q2 Self-sufficient	3.67		4.54		- .17	
Q3 Controlled	9.14		7.93		.27*	.33*
Q4 Tense	4.04		5.50		- .28*	

# College Education and Police Job Performance: A Ten-Year Study

Donald M. Truxillo, Suzanne R. Bennett, & Michelle L. Collins  
Portland State University

**Citation:**

Truxillo, D. M., Bennett, S. R., & Collins, M. L. (1998). College education and police job performance: A ten-year study. *Public Personnel Management*, 27(2), 269-280.

**Summary and Essential Findings:**

- Education and cognitive ability predicted on-the-job performance 10 years after hire

**Subjects:**

N 94 police officers hired between 1980 and 1982  
Education High school = 76%, Associate's degree = 6%, Bachelor's degree = 18%

**Independent Variables**

Education  
Cognitive ability

**Dependent Variables:**

Supervisor ratings after 10 years on the job  
Reprimands and suspensions over a 10-year period

**Findings:**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(13)
Job Performance									
1. Reprimands		-.26*	-.07	-.30*	-.19	-.18	-.20	-.11	
2. Suspensions			-.24*	-.03	-.21	-.19	-.28*	-.23	
3. Rank				.31*	.24*	.22	.52*	.26*	
4. Job knowledge				(.59)	.50*	.33*	.35*	.35*	
5. Quality					(.67)	.62*	.54*	.45*	
6. Volume						(.69)	.61*	.39*	
7. Dependability							(.69)	.60*	
8. Cooperation								(.62)	
Education									
9. Two-year degree	-.16	.04	.34*	.24*	.00	.08	.23*	-.07	.26*
10. Four-year degree	-.22	.05	.40*	.26*	.16	.13	.24*	-.01	.22
11. Criminal justice major	-.07	-.02	.13	.27*	.22	.10	.18	.11	.18
12. Years of school	-.06	.04	.35*	.25*	.01	-.02	.09	-.12	.19
13. Cognitive ability	-.37*	-.31*	.14	.25*	.08	.05	.12	.13	

Note: Coefficients in parentheses are coefficient alphas

---

## MEAS Police Officer Examination

Thomas A. Tyler  
Merit Employment Assessment Services, Inc.

---

**Citation:**

Tyler, T. A. (1989). *Executive summary: MEAS police officer examination*. Flossmoor, IL: Merit Employment Assessment Services, Inc..

**Essential Finding:**

- Cognitive ability significantly related to academy and patrol performance

**Subjects:**

N                      78, 119, and 70 patrol officers

**Independent Variables**

Cognitive ability (MEAS Police Officer Exam)

**Dependent Variables:**

Academy Performance  
Patrol Performance

**Notes:**

- The findings listed below are from promotional literature sent by the company.

**Findings:**

---

	N	Correlation with Cognitive Ability
	_____	_____
Academy Performance	119	.46
<b>Study 1</b>		
Patrol Performance (peer ratings)	78	.32
Supervisor ratings	78	.28
<b>Study 2</b>		
Peer ratings	70	.26
Supervisor ratings	70	.44

---

---

# The Prediction of Job Failure: A Study of Police Officers Using the MMPI

Elizabeth Ann Uno  
California School of Professional Psychology - Berkeley

---

## Citation

Uno, E. A. (1979). *The prediction of job failure: A study of police officers using the MMPI*. Unpublished doctoral dissertation, California School of Professional Psychology-Berkeley.

## Summary and Essential Findings

- MMPI did not differential officers who were successful from those that were failures
- Failures were defined as those who were terminated, resigned under unfavorable conditions, or were still employed but who would not be rehired. Success was defined as officers remaining with the department who would be eligible for rehire.

## Subjects

N 248 police officers from 8 departments near San Francisco  
Gender 100% were men  
Race White=87.5%, Black=2.0%, Hispanic=7.3%, Asian = 1.2%, Native American = .4%  
Age  $M = 24$ , Range (18 to 42)  
Education HS=19.4%, 1 year college=29.0%, AAS=28.6%, 3 years=6.1%, BA=15.3%, MA=1.6%

## Independent Variables

Personality (MMPI)  
Education

## Dependent Variables

Success/Failure as an officer

## Findings

Selection Measure	Mean Score Success (n=180)	Mean Score Failure (n=50)	Correlation with Success (failure=0, success=1)
Education			.11
Military experience			-.06
MMPI			
L	53	53	.00
F	47	47	.04
K	64	63	-.10
HS	52	49	-.04
D	51	51	-.06
Hy	58	56	-.14
Pd	57	57	.01
Mf	57	57	-.01
Pa	53	53	.06
Pt	54	52	-.08
Sc	56	53	-.10
Ma	55	55	.01
Si	44	44	.03
Welsh A	38	38	.03
Welsh R	52	51	-.02
Barron's Ego Strength (Es)	64	63	-.02

---

## Development and Preliminary Validation of a Semi-Structured Interview for Screening Law Enforcement Candidates

Jorge G. Varela, Forest R. Scogin, & Robert K. Vipperman  
University of Alabama

---

### Citation:

Varela, J. G., Scogin, F. R., & Vipperman, R. K. (1999). Development and preliminary validation of a semi-structured interview for the screening of law enforcement candidates. *Behavioral Science and the Law*, 17(4), 467-481.

### Essential Findings:

- Years of education was significantly related to academy GPA
- Combined assessment significantly related to supervisor rankings of academy performance

### Subjects:

N	38 academy cadets
Gender:	95% were men, 5% were women
Race:	White = 87%, African American = 13%
Age	Mean age was 29.5
Education	<i>M</i> = 14.2 years
Academy length	12 weeks

### Independent Variables

Clinical interview (alpha = .61 interrater = .52)  
Background (alpha = .65)  
Education

### Dependent Variables:

Academy performance

### Findings

---

	Supervisor Rank	Peer Rank	Academy GPA	Years of Education
Years of Education			.38*	
Background questionnaire	.32	.23	- .02	
Psychological assessment	.19	.01	- .08	
Total Score	.43*	.19	.02	.59*
Criteria				
Supervisor rankings		.43*		
Peer rankings				
Academy GPA				

---

---

## Police Personality and Performance: A Concurrent Validity Study

Burt V. Vosburgh, Jr.  
California School of Professional Psychology - Los Angeles

---

**Citation:**

Vosburgh, B. V. (1987). *Police personality and performance: A concurrent validity study*. Unpublished doctoral dissertation, California School of Professional Psychology - Los Angeles.

**Essential Finding:**

- Huge racial differences in MCMI scores. Little evidence of validity.

**Subjects:**

N                    271 police officers from a large city in the southeast  
 Gender/Race      100% were men; 41.4% were White  
 Age                 Mean = 33.85 (range 21-57)  
 Experience        Mean = 10.45 (range 3 - ?)

**Independent Variables**

Personality (MCMI)  
 Reliability (TR = .80)

**Dependent Variables:**

Injuries & Accidents ( r = .46)  
 Performance Ratings

**Findings:**

MCMI Scale	Mean MCMI Scores			Correlations with Performance		
	Black	White	F	Injuries	Performance	Complaints
Schizoid-asocial	28.34	36.17	21.47*		-.12	
Avoidant	22.70	31.85	27.18*		-.11	
Dependent-submissive	41.74	42.39	0.05			
Histrionic-gregarious	65.74	58.96	17.77*	.15		
Narcissistic	74.22	64.72	38.51*			
Antisocial-aggressive	65.26	63.25	1.71			
Compulsive-conforming	68.26	65.16	6.00*			-.17
Passive-aggressive	25.38	32.44	17.26*			
Schizotypal	32.41	40.76	28.56*		-.12	
Borderline	33.04	40.57	21.46*			
Paranoid	60.92	60.11	1.83			
Anxiety	46.21	53.81	15.93*			
Somataform	50.65	54.16	4.76			
Hypomanic	40.15	33.85	8.51*			.15
Dysthymic	40.15	54.64	26.92*			
Alcohol abuse	35.08	32.10	2.60			
Drug abuse	59.46	51.87	22.77*			
Psychotic thinking	40.54	41.13	.13			
Psychotic depression	29.56	32.23	2.39			
Psychotic delusions	54.71	50.95	5.35			

---

# The Predictive Validity of Personality and Demographic Variables in the Selection of Law Enforcement Officers

John C. Ward, Jr.  
University of South Florida

---

**Citation:**

Ward, J. C. (1981). *The predictive validity of personality and demographic variables in the selection of law enforcement officers*. Unpublished doctoral dissertation, University of South Florida.

**Essential Findings:**

- Significant relationship between education and academy performance and field training performance
- Significant relationship between CPI scores and performance

**Subjects:**

N                    223 in two samples  
 Dept.                Eight different law enforcement training academies in Florida  
 Gender:            82.5% were men, 17.5% were women  
 Race:                62.3% were white

**Independent Variables**

Education  
 CPI

**Dependent Variables:**

Probationary (FTO) Performance  
 Academy Performance (16-week academy)

**Notes:**

- Dissertation only included significant correlations
- Dissertation reported results broken down by white men, women, and minority men.

**Findings:**

	Academy A			Academy B
	White Men N=100	Minority Men N=45	Women N=39	White Men N=39
Education	.39*	.29*	.28	.29*
CPI				
Sociability	.39*	.33*	.35*	.26*
Intellectual efficiency	.40*		.64*	.28*
Self-acceptance	.32*	.35*		.22*
Capacity for status	.36*	.41*	.39*	.22*
Social presence	.26*		.40*	.22*
Dominance	.25*		.30*	.20*

	Probationary A			Probationary B
	White Men N=100	Minority Men N=45	Women N=39	White Men N=39
Education	.25*	.26*	.30*	.18*
Academy Grades				
CPI				
Sociability		.30*		
Intellectual efficiency				
Self-acceptance		.25*		
Sense of well-being	.26*	.29*		.17*
Responsibility	.20*			.18*
Capacity for status				
Social presence				
Dominance		.40*		
Communality		.41*	.32*	



---

## Police Officer Recruit Selection: Predictors of Academy Performance

Linda Waugh  
Queensland Police Academy

---

### Citation:

Waugh, L. (1996). *Police officer recruit selection: Predictors of academy performance*. Queensland, Australia: Queensland Police Academy

### Essential Findings:

- Both education and cognitive ability predicted academy performance
- Neither the scores from a 3-person panel interview nor the scores from the 16-PF predicted academy grades

### Subjects:

N 437 recruits attending the Queensland, Australia police academy  
Gender: 68% were men, 32% were women  
Age Mean age was 26 for men and 24 for women

### Independent Variables

Education  
Cognitive ability  
3-person panel interview

### Dependent Variables:

Academy grades (26-week academy)

### Findings

Variable	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1. Academy grades	-.04	.25*	.31*	.31*	.21*	.27*	.07	.09	.24*	.30*
2. Panel interview		-.14	-.11	.12	.09	-.06	.38*	.48*	.53*	.30*
3. Education			.01	.04	-.03	.01	-.07	-.07	.05	.07
4. Cognitive ability composite										
5. WAIS-R digit symbol					.19*	.13	-.06	.12	.16*	.11
6. WAIS-R digit span						.05	.03	.10	.21*	.14
7. Standard progressive matrices							.41*	.53*	.51*	.29*
8. DAT mechanical reasoning								.50*	.42*	.28*
9. DAT special relations									.41*	.21*
10. DAT numerical ability										.37*
11. Watson-Glaser										

---

---

# The Influence of Personality Dimensions and Physical Abilities on a Pistol Shooting Task

Esther Mae Weekes  
University of Houston

---

## Citation

Weekes, E. M. (1994). *The influence of personality dimensions and physical abilities on a pistol shooting task*. Unpublished doctoral dissertation, University of Houston.

## Essential Findings:

- Personality was not related to shooting performance
- Physical strength was related to shooting performance

## Subjects:

N	70 cadets
Dept.	Houston Police Department
Sex	87.1% (61) were men and 12.9% (9) were women
Race	White=30.0%, African American = 34.3%, Hispanic = 25.7%, Asian = 10.0%
Age	$M = 27.0$ , $SD = 3.2$ , Range = 21 - 35
Education:	no college degree = 47.1%, college degree = 52.9%

## Independent Variables

Personality  
    Spielberger State-Trait Anxiety  
    Eysenck Personality Questionnaire  
Physical ability

## Dependent Variables:

Pistol shooting performance

## Findings

	Mean	Correlation with Pistol Shooting Score
<b>Personality</b>		
Anxiety		
Trait anxiety (Spielberger)	30.0	- .05
Social evaluation (EMAS)	34.8	
Physical danger (EMAS)	45.2	- .03
Ambiguous situations (EMAS)	36.4	
Daily routines (EMAS)	24.9	
State anxiety (Spielberger)	24.6	- .07
Eysenck Personality Questionnaire		
Psychoticism	1.9	
Neuroticism	0.7	
Extroversion	9.3	
Lie Scale	6.1	
Goal Perspective		
Ego orientation	2.9	.14
Task orientation	4.5	- .33
Gender (male=1, female=2)		- .55

	Mean	Correlation with Pistol Shooting Score
<b>Physical</b>		
Age	27.0	
Height in inches	69.3	
Weight	176.6	
BMI (wt/ht <sup>2</sup> )	24.3	
Tricep skinfold	11.4	
Percent body fat	16.4	- .18
Fat weight (lbs)	30.0	
Fat-free weight (lbs)	146.5	
VO <sub>2max</sub> (ml/kg/min)	46.7	.31*
Shoulder lift	114.0	
Arm lift	75.9	
Shoulder + arm lift	189.9	.51*
<b>Physiological</b>		
Heart rate (pre)	82.9	- .11
Heart rate (post)	94.8	.18
Δ Heart rate		.34*



---

## The Psychopathic Deviate Scale of the MMPI in Police Selection

William U. Weiss, Kevin Buehler, & David Yates  
University of Evansville

---

### Citation:

Weiss, W. U., Buehler, K., & Yates, D. (1996). The psychopathic deviate scale of the MMPI in police selection. *Journal of Police and Criminal Psychology, 10*(4), 57-60.

### Essential Findings:

- Psychopathic Deviate - Subtle scale of the MMPI was significantly related to job satisfaction

### Subjects:

N 77  
Dept Evansville, Indiana Police Department (150 officers)  
Gender 85.7% were men, 14.3% were women

### Independent Variables

MMPI

### Dependent Variables:

Job Satisfaction  
Self-rated performance

### Findings (correlations):

	Job Satisfaction	Self-rated Performance	PD	PD-O	PD-S
Job Satisfaction		-.39*			
MMPI					
Psychopathic Deviate	.18	.06	.60*	.74*	.34*
Psychopathic Deviate – Obvious	.00	.16		-.07	.42*
Psychopathic Deviate – Subtle	.22*	-.04			.09
Pd2 – Authority Problems	.15	.22			

---

## The MMPI-2 L Scale as a Tool in Police Selection

William U. Weiss, Robert Davis, Cary Rostow, & Sarah Kinsman  
University of Evansville & Matrix, Inc.

---

### Citation:

Weiss, W. U., Davis, R., Rostow, C., & Kinsman, S. (2003). The MMPI-2 L scale as a tool in police selection. *Journal of Police and Criminal Psychology, 18*(1), 57-60.

### Essential Findings:

- Lower scores on the L scale of the MMPI-2 were associated with being terminated for cause

### Subjects:

N                    1,347  
Dept                A variety of police departments in Louisiana

### Independent Variables

MMPI-2

### Dependent Variables:

Tenure  
Performance problems

### Findings

Performance measure	N	Correlation with L scale
Knowledge mistakes	938	- .09
Terminated for cause	938	- .12
Still employed	938	.15
Department requested officer to resign or be terminated for cause	938	- .12
Failed to complete requirements for conditional hire	938	- .17
Disciplined for insubordination	938	- .10
Passed overall evaluation (1=no, 2=yes)	1,347	- .18

Note: All correlations listed are statistically significant

---

## The Personality Assessment Inventory as a Selection Device for Law Enforcement Personnel

William U. Weiss, Emily Decoster, Robert Davis, & Cary Rostow  
University of Evansville & Matrix, Inc.

---

### Citation:

Weiss, W. U., Decoster, E., Davis, R., & Rostow, C. (2003, October). *The Personality Assessment Inventory as a selection device for law enforcement personnel*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Corpus Christi, Texas.

### Essential Findings:

- A few of the PAI scales had low, but statistically significant correlations with being terminated for cause

### Subjects:

N 746  
Dept A variety of police departments in Louisiana

### Independent Variables

Personality Assessment Inventory (PAI)

### Dependent Variables

Terminated for cause (0=no, 1=yes)

### Findings

PAI Scale	Mean	Correlation
Inconsistency	45.2	.07
Infrequency	50.6	-.01
Negative impression	45.4	.03
Positive impression	60.3	-.02
Somatic	43.4	.03
Conversion	44.4	.01
Somatization	42.4	-.01
Health concerns	45.7	.05
Anxiety	42.7	.03
Cognitive	44.5	.07
Affective	41.9	.00
Physiological	44.0	-.02
Anxiety related disorders	43.1	.02
Obsessive-compulsive	48.5	-.01
Phobia	41.7	.02
Traumatic stress	44.7	.05
Depression	42.0	.06
Cognitive	43.2	.02
Affective	44.2	.10*
Physiological	42.6	.02



PAI Scale	Mean	Correlation
Mania	49.3	.01
Activity level	45.4	.02
Grandiosity	56.9	.01
Irritability	45.1	.01
Paranoia	47.2	.08*
Hypervigilance	50.0	.04
Persecution	47.9	.05
Resentment	45.0	.11*
Schizophrenia	41.4	.07
Psychotic experiences	43.5	.02
Social detachment	44.1	.03
Thought disorder	42.3	.10*
Borderline	43.7	.05
Affective instability	43.3	.07
Identify problems	44.4	.04
Negative relationships	47.3	.05
Self-harm	44.4	-.02
Antisocial	47.8	.09*
Antisocial behaviors	49.3	.06
Egocentricity	47.3	.08*
Stimulus seeking	47.9	.07
Alcohol problems	45.8	.02
Drug problems	46.2	.07
Aggression	44.2	.01
Aggressive attitude	42.5	-.01
Verbal aggression	47.8	.02
Physical aggression	44.7	.01
Suicidal ideation	44.5	.02
Stress	45.1	.01
Nonsupport	42.4	.04
Treatment rejection	57.8	-.01
Dominance	57.1	.02
Warmth	56.1	.00

---

## Use of the MMPI-2 to Predict the Employment Continuation and Performance Ratings of Recently Hired Police Officers

William Weiss, Gerald Serafino, Ann Serafino, Walt Wilson, & Steve Knoll  
University of Evansville and Private Practice, Roswell, NM

---

### Citation

Weiss, W. U., Serafino, G., Serafino, A., Wilson, W., & Knoll, S. (1998). Use of the MMPI-2 to predict the employment continuation and performance ratings of recently hired police officers. *Journal of Police and Criminal Psychology, 13*(1), 40-44.

### Essential Finding

On the basis of a small sample size, the article found that applicants who scored higher on the Pa obvious scale of the MMPI-2 had lower performance ratings during their first year on the job than did applicants who scored lower on the Pa obvious scale.

### Subjects

N 32 police officers in New Mexico after one year on the job  
Sex 94% (30) were men, 6% (2) were women  
Age  $M = 27.7$

### Independent Variables

MMPI-2

### Dependent Variables

Performance rating (5-point scale)  
Fired (0=no, 1=yes)

### Findings

Paranoia Scale	Correlations with Performance	
	Performance Rating	Terminated?
Pa	-.26	.49*
Pa (obvious)	-.35*	.04
Pa (subtle)	-.21	.32
Performance rating		-.52*

---

## Use of the MMPI-2 and the Inwald Personality Inventory to identify the Personality Characteristics of Dropouts from a State Police Academy

William Weiss, Gerald Serafino, Ann Serafino, Walt Wilson, Jason Sarsany, &  
John Felton  
University of Evansville and Private Practice, Roswell, NM

---

### Citation

Weiss, W. U., Serafino, G., Serafino, A., Wilson, W., Sarsany, J., & Felton, J. (1999). Use of the MMPI-2 and the Inwald Personality Inventory to identify personality characteristics of dropouts from a state police academy. *Journal of Police and Criminal Psychology, 14*(1), 38-42.

### Essential Finding

On the basis of a small sample size, the article found that cadets who dropped out of the academy were more sensitive (higher MF score), were loners, and had a previous history of absence abuse.

### Subjects

N 24 cadets attending the New Mexico Police Academy (15 completed, 9 dropped out)

### Independent Variables

MMPI-2  
Inwald Personality Inventory

### Dependent Variables

Academy completion

### Findings

	Correlation with Academy Completion
MMPI Scales	
Mf	- .54
IPI Scales	
Loner type (Lo)	- .44
Absence abuse (AA)	- .40

---

## Occupational Satisfaction and Competence of Police Officers as Predicted by the Kuder Interest Inventory

William U. Weiss, David Yates, Kevin Buehler  
University of Evansville

---

**Citation:**

Weiss, W. U., Yates, D., & Buehler, K. (1996). Occupational satisfaction and competence of police officers as predicted by the Kuder Interest Inventory. *Journal of Police and Criminal Psychology, 10*(4), 53-56.

**Essential Findings:**

- Vocational interest not significantly related to satisfaction or self-reported performance
- 81% of officers had policing in their top ten interests, 95% had nursing, & 92% had elementary school teacher in their top 10

**Subjects:**

N                                 77  
Dept                                Evansville, Indiana Police Department (150 officers)

**Independent Variables**

Kuder Occupational Interest Inventory

**Dependent Variables:**

Job Satisfaction  
Self-rated performance  
Desire to stay in policing

**Findings:**

---

	Job satisfaction	Self-rated performance	Desire to stay in policing
Job satisfaction		- .39*	- .44*
Self-rated performance			- .23
Desire to stay in policing			
Years service	- .44*	- .17	- .26*
Interests			
Police	- .08	.21	- .15
Elementary education	.14	.19	.03
Nursing	- .02	.08	- .06

---

---

# Accident Proneness in Police Officers: Personality Factors and Problem Drinking as Predictors of Injury Claims of State Troopers

Robert J. Wellman  
University of Connecticut

---

## Citation:

Wellman, R. J. (1982). *Accident proneness in police officers: Personality factors and problem drinking as predictors of injury claims of state troopers*. Unpublished doctoral dissertation, University of Connecticut.

## Essential Finding:

- No significant correlations between personality and accident claims.

## Subjects:

N 144 state troopers in New England  
Gender 100% were men

## Independent Variables

Education  
Personality (Guilford-Zimmerman)  
Reliability (TR= .67, internal = .81)  
Problem Drinking (Mortimer-Filkens Questionnaire)  
Reliability (internal = .83)

## Dependent Variables:

Number of accident claims

## Findings:

---

Variable	Correlation with accident claims
Education	-.06
Rank	-.09
Personality	
G: General Activity	.15
DA: Deviation for Ascendance	.14
DSA: Deviation for Social Activity	.14
Problem Drinking (MFQ)	.14

---

---

## The MMPI and CPI as Predictors of Police Performance

Valynda K. Wells  
Saint Louis University

---

### Citation

Wells, V. K. (1991). *The MMPI and CPI as predictors of police performance*. Unpublished doctoral dissertation, Saint Louis University.

### Essential Findings

- Tolerance scale of CPI best distinguished problem from non-problem officers

### Subjects:

N 102 officers in 7 municipal police departments  
 Gender 93.1% were men, 6.9% were women  
 Race 96.1% were White, 3.9% were African American  
 Age  $M = 32$ , Range = 23 to 51  
 Education HS/GED=52.9%, AAS=12.7%, Bachelor's=28.4%, Master's=4.9%, Other =1%

### Independent Variables

MMPI  
CPI

### Dependent Variables:

Discipline problems

### Findings

Personality Dimension	No Problems		Problem Officers		d score	Correlation
	N = 51		N = 51			
	Mean	SD	Mean	SD		
MMPI Scale						
Hs	11.4	2.0	11.1	1.7	.16	.08
Pd	22.7	2.9	22.1	3.3	.19	.09
Pt	23.6	3.1	23.6	2.5	.00	.00
Ma	19.5	3.2	19.5	2.9	.00	.00
CPI Scale						
Ac	32.8	2.3	32.4	2.9	.15	.07
Re	32.6	3.3	32.6	3.2	.00	.00
Sc	35.8	5.5	34.7	4.5	.22	.11
Cs	21.5	2.3	21.9	2.4	-.17	-.08
Wb	40.5	2.2	40.3	2.0	.10	.05
GI	23.4	6.5	22.9	4.7	.09	.04
To	25.6	4.0	26.9	3.1	.37	-.18
Cm	26.6	1.5	26.7	1.5	.07	-.03

---

# The Validity of the MMPI in the Selection of Police Officers

Sandra Dean West  
University of North Texas

---

## Citation

West, S. D. (1988). *The validity of the MMPI in the selection of police officers*. Unpublished master's thesis, University of North Texas.

## Essential Finding

- L, F, Ma, & Si scales of the MMPI were negatively related to academy performance
- K and Hy scales of the MMPI were positively related to supervisor ratings of on-the-job performance
- Pd and Pt scales of the MMPI were negatively related to commendations received
- No scales were significantly related to reprimands received

## Subjects

N 206  
Department Large police department in the southwest  
Age  $M = 25.9$  (range 19 to 43)  
Academy  $M = 86.19$ ,  $SD = 4.23$

## Independent Variables

MMPI

## Dependent Variables

Patrol Performance  
Academy Grades (24-week academy)

## Findings

	MMPI Mean	Performance Measure			
		Academy	Supervisor Ratings	Commendations	Reprimands
N		206	109	99	101
MMPI Scale					
L	55.21	-.16*	.07	-.03	-.16
F	48.57	-.19*	-.09	-.02	-.03
K	63.78	.14	.21*	-.10	-.04
Hs	50.46	-.09	.12	-.06	-.04
D	50.86	-.10	.08	.04	-.11
Hy	56.21	.12	.22*	.01	-.13
Pd	58.81	.00	.12	-.21*	.10
Mf	54.38	.01	-.01	.08	-.03
Pa	52.44	.19	.05	.08	-.11
Pt	52.64	.03	.12	-.20*	-.08
Sc	53.92	-.03	.14	-.09	-.02
Ma	55.88	-.20*	.04	.13	.02
Si	45.79	-.16*	-.09	-.15	-.01

---

# Gender and Ethnicity as Predictors of Psychological Qualification for Police Officer Candidates

Ann Kathryn Wexler  
California School of Professional Psychology, Los Angeles

---

**Citation**

Wexler, A. K. (1996). *Gender and ethnicity as predictors of psychological qualification for police officer candidates*. Unpublished doctoral dissertation, California School of Professional Psychology, Los Angeles.

**Essential Finding**

- Study looked at race and sex differences in scores on the Pd and Ma scales of the MMPI-2
- Pd scores were elevated for the sample and men scored higher on the Pd scale than women

**Subjects**

N                    134 applicants to the Los Angeles Police Department (LAPD)  
 Sex                   51.5% were men, 48.5% were women  
 Race                 35.8% were White, 32.1% were Hispanic, and 32.1% were African American  
 Age                   $M = 27.3$ ,  $SD = 5.3$ , Range = 20-49  
 Suitability         48.5% did not pass the psychological screen, 51.5% passed

**Independent Variables**

Sex  
Race

**Dependent Variables**

MMPI-2 scores

**Findings**

Race/Sex	N	MMPI-2 Scale			
		Pd		Ma	
		Mean	SD	Mean	SD
White					
Male	26	58.9	7.3		
Female	22	54.2	8.8		
African American					
Male	22	58.8	6.3		
Female	21	52.1	8.7		
Hispanic/Latino					
Male	21	58.1	8.9		
Female	22	57.3	6.7		
Psychological Fitness					
Failed	65	56.9		55.4	
Passed	69	56.4		55.5	
Total Sample	134	56.7	8.1	55.4	8.6



---

# Concurrent Validation of a Prototype Selection Test for Entry-Level Police Officer

Norman Wexler & Sharon M. Sullivan  
New Jersey Department of Civil Service

---

**Citation:**

Wexler, N., & Sullivan, S. M. (1982). *Concurrent validation of a prototype selection test for entry-level police officer*. Trenton, NJ: New Jersey Department of Civil Service, Division of Examinations.

**Essential Findings:**

- Cognitive ability significantly related to academy and on-the-job performance
- Education significantly related to academy performance and test of job knowledge

**Subjects:**

N	203 academy cadets and 89 patrol officers
Dept.	Multiple departments in New Jersey
Sex	94% were men, 6% were women
Race	83.6% were White, 10.4% were African American, 6% were Hispanic

**Independent Variables**

Education  
Cognitive ability

**Dependent Variables:**

Academy performance (20-week academy)  
On-the-job performance

**Findings**

	Academy Performance		Patrol Performance		Predictors	
	Final Exam	Final %	Job Knowledge Test	Global Performance Rating	Cognitive Ability (new test)	Education
Sample Size (N)	203	203	285	89		
Predictors						
Old civil service exam	.46*	.35*	.32*	.26	.39*	.08
New civil service exam	.52*	.42*	.37*	.17	$\alpha = .80$	.22*
Education	.34*	.21*	.26*	- .08	.22*	
Physical fitness test	.18	.24*	.10	- .18	.06	.08
Sex (1=male, 2=female)	.07	.02	.00	.00	.00	.04
Criteria						
Academy final exam		.85*	.33*		.52*	.34*
Overall academy percent	.85*		.19*		.42*	.21*
Job Knowledge Test	.34*	.19	$\alpha = .39$	.12	.37*	.26*
Global job performance rating			.12		.17	- .08

---

# The Nelson-Denny Reading Test as a Predictor of Academic Performance of Police Recruits and the Impact of Nine Related Variables on Recruit Academic Performance

Warren M. Whitton  
The Union Institute

---

**Citation:**

Whitton, W. M. (1990). *The Nelson-Denny Reading Test as a predictor of academic performance of police recruits and the impact of nine related variables on recruit academic performance*. Unpublished doctoral dissertation, The Union Institute.

**Essential Finding:**

- Reading ability was significantly related to academy grades and scores on the state licensing examination

**Subjects:**

N	569 cadets attending the University of Houston Downtown Regional Law Enforcement Academy in 1986 and 1987
Sex	86.2% were men, 13.8% were women
Education	HS/GED=48.3%, 1 year college=18.5%, 2 years=14.2%, 3 years=7.3%, 4 years=9.9%, 5 years=1.7%
Academy Length	400 hours (10 weeks)
Academy mean score	81

**Independent Variables**

Reading Ability (Nelson-Denny)

**Dependent Variables:**

Academy grades  
State licensing exam

**Findings**

---

	Mid-term Exam N=503	Final Exam N=457	Overall Class Average N=456	Licensing Exam N=359
Mean	79	81	81	77
Nelson-Denny Scores				
Vocabulary	.45	.26	.41	.58
Comprehension	.33	.14	.31	.41
Total Score	.46	.26	.48	.60
Dependent Variables				
Mid-term Exam				.40
Final Exam				.36
Overall class average				.50

---

---

## Factors Associated with Successful Completion of the Oklahoma Highway Patrol Academy

Adam Wiens, Curtis Purintun, & Michael Connelly  
Oklahoma Criminal Justice Resource Center

---

### Citation:

Wiens, A., Purintun, C., & Connelly, M. (1997). *Factors associated with successful completion of the Oklahoma Highway Patrol Academy*. Oklahoma City, OK: Oklahoma Criminal Justice Resource Center.

### Essential Finding:

- Reading ability was significantly related to academy grades and scores on the state licensing examination

### Subjects:

N	58 cadets in two police academies (29 graduates, 29 drop outs)
Sex	96.6% were men, 3.4% were women
Education	HS/GED=46.5%, some college=53.5%
Academy Length	18 weeks

### Independent Variables

Education  
Demographics

### Dependent Variables:

Academy graduation

### Findings

Demographic Variable	Correlation with Academy Completion
Marital status (1=single, 2=married)	.07
College (0=no, 1=yes)	.07
Disciplined in school (0=no, 1=yes)	- .09
Disciplined in job (0=no, 1=yes)	.06
In debt (0=no, 1=yes)	.00
Military experience (0=no, 1=yes)	- .18

# Reported Accidental Injuries in a Metropolitan Police Department

Amani Wilson  
Boston University

## Citation

Wilson, A. (1980). *Reported accidental injuries in a metropolitan police department*. Unpublished doctoral dissertation, Boston University.

## Essential Finding

- A few MMPI scales were related to the number of accidental injuries received and the mean number of days lost from work

## Subjects:

N 338  
Sex 100% were men  
Race White = 92.3%, African American = 7.7%  
Age  $M = 27.59, SD = 3.87$   
Education < HS=6.2%, HS diploma=67.2%, some college=23.1%, Bachelor's=3.3%  
Military None=14.5%

## Independent Variables

MMPI

## Dependent Variables:

Number of accidental injuries

## Findings

MMPI Scale	Mean MMPI Scores		R <sup>2</sup> Change in Regression Model	
	Raw Mean	Approximate T Score	# of Accidental Injuries	Mean Days Lost
L	5.26	53		
F	2.05	48		
K	12.52	50		
Hs	11.42	49		
D	18.04	53		
Hy	19.88	56	.024*	.010
Pd	23.35	61		.049*
Mf	21.42	51		
Pa	8.53	52		
Pt	24.02	52	.016	
Sc	23.73	53		
Ma	19.10	55		
Si	18.81	44		
First Factor – Anxiety	14.60	53		.024*
Second Factor – Denial	20.07		.01626*	
Ego strength (Es)	42.79	47		
Low back pain (Lb)	14.04	70		
Caudality (Ca)	11.62	54		
Dependency (Dy)	16.77	54		
Dominance (Do)	18.15	59		
Social responsibility (re)	19.38	48		.044*

Prejudice (Pr)	11.76	50		
Social status (St)	18.18	51		
Control (Cn)	24.90	50		
Worried bread winner	11.51			
Over-controlled hostility	16.16			
Alcoholism	18.01			
Repression-sensitization	42.42			
Social desirability	49.48			
Social desirability - revised	22.90			
Length of Service			.1596*	.00851

---

# Post-Secondary Education of the Police Officer: A Study of Its Effect on the Frequency of Citizens' Complaints

Hugh Taylor Wilson  
Golden Gate University

---

**Citation:**

Wilson, H. T. (1994). *Post-secondary education and the police officer: A study of its effect on the frequency of citizens' complaints*. Unpublished doctoral dissertation, Golden Gate University.

**Essential Finding:**

- Education was negatively correlated with citizen complaints

**Subjects:**

N 500  
 Dept. Large police department (over 6,000 officers) in California  
 Gender: 82% were men, 18% were women  
 Race White=70%, African American=9%, Hispanic=14%, Asian=5%, Other=2%  
 Education HS=61%, Associate's=13%, Bachelor's=9%, unknown=17%  
 Age  $M = 35.25$  (range 26-46)  
 Years of service  $M = 9.5$  (range 5-15)

**Independent Variables**

Education

**Dependent Variables:**

Citizen complaints

**Findings:**

---

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Degree (0=no, 1=yes) (1)								-.11*
College Units (2)			.02	.00	.17*	.00	-.09	-.12*
Gender (3)				-.05	-.11*	-.10*	-.06	-.07
Race (1=white, 2=nonwhite) (4)					.06	.08	.09	.09*
Age (5)						.70*	.02	.03
Years employed (6)							.16*	.18*
Allegations (7)								
Complaints (8)								

---

---

# The Relationship Between a College Education and Police Performance

Thomas E. Wolff  
University of South Florida

---

## Citation:

Wolff, T. E. (1991). *The relationship between a college education and police performance*. Unpublished master's thesis, University of South Florida.

## Essential Findings:

- Amount of education was positively related to supervisor ratings of performance
- Education was negatively related to sick days

## Subjects:

N 161 police officers with between 1 and 4 years of experience  
Dept. Tampa, Florida  
Experience  $M = 2.19$  years,  $SD = 1.0$   
Education: HS diploma = 44.1%  
1 year of college = 13.0%  
2 years of college = 13.0%  
3 years of college = 9.3%  
Bachelor's degree = 20.5

## Independent Variables

Education

## Dependent Variables:

Supervisor performance ratings after 1-4 years  
Number of sick days

## Findings:

---

	N	Performance Ratings			Sick Days Used		
		M	SD	d	M	SD	d
High School Diploma	71	70.46	9.54	-.18	45.42	40.04	.14
1 year of college	21	71.43	11.19	-.08	28.43	30.12	-.29
2 years of college	21	71.10	10.76	-.12	43.24	38.15	.08
3 years of college	15	76.40	7.68	.40	53.47	67.79	.34
Bachelor's degree	33	75.67	11.79	.33	27.03	27.97	-.32
Total Sample	161	72.29	10.27		39.91		
F ratio		2.159			2.095		
Correlation		.12			.11		

---

---

## Higher Education and Police Performance

Jerry R. Wolfskill  
University of Kansas

---

### Citation:

Wolfskill, J. R. (1989). *Higher education and police performance*. Unpublished doctoral dissertation, University of Kansas.

### Essential Findings:

- Amount of education was positively related to supervisor ratings of performance
- Degree status (no/yes) was negatively related to disciplinary actions and sick days

### Subjects:

N 232 police officers  
Dept. Kansas City, MO  
Gender: 88% were men, 12% were women  
Race: 84.1% White, 12.5% Black, 2.6% Hispanic, .4% Native American  
Age:  $M=37.98$ ; range = 21-58  
Education: no degree=143, A.A.S.=35, B.A.=44, M.A.=8

### Independent Variables

Education  
Degree (none, AA, BA, MA)

### Dependent Variables:

Supervisor ratings of performance (US, S, MS)  
Number of commendations  
Disciplinary actions  
Absences, injuries, and assaults against

### Findings

---

	Education
Performance Ratings	.29*
Commendations	-.10
Disciplinary Actions	-.25*
Ever suspended (0=no, 1=yes)	-.09
Days suspended	.03
Sick days	-.22*
Assaults against	.03
Duty related injuries	-.04

---

n=232 \* r is significant at the .05 level or better

Note: The data in the tables provided in the dissertation did not contain statistical tests so the data were entered into the computer and reanalyzed to yield correlation coefficients. During that process, it was discovered that the original analysis in the dissertation had incorrectly coded zeros as missing data. Thus, the above interpretation of the data is different from that found in the original thesis.



---

# An Analysis of Peace Officer Licensing Revocations in Texas

David A. Woods  
Sam Houston State University

---

## Citation

Woods, D. A. (1991). *An analysis of peace officer licensing revocations in Texas*. Unpublished doctoral dissertation, Sam Houston State University.

## Essential Findings

- Amount of education was not related to licensing revocations ( $r=-.03$ )
- Amount of law enforcement training was negatively related to licensing revocations ( $r=-.12$ )

## Subjects

N	376 police officers
Department	Various departments in Texas
Gender	95% were men, 5% were women
Race	78.1% White, 7.2% African American, 14.7% Hispanic
Education	HS or GED = 49.7%, some college = 36.2%, Bachelor's = 14.1%

## Independent Variables

Education

## Dependent Variables

Licensure revocation

## Findings

---

	License Revocation
Education	- .03
Amount of law enforcement training	.12*
Certification level (basic, intermediate, advanced)	-.13*
Tenure	.05
Gender (1=male, 2=female)	.00

---

Note: Chi-squares from dissertation were converted to r's

---

## Previously Unscored Pre-Service MMPI Data in Relation to Police Performance over a Decade: A Multivariate Inquiry

Eric J. Workowski & Nathaniel J. Pallone  
Treatment Trends, Inc. & Rutgers University

---

### Citation

Workowski, E. J., & Pallone, N. J. (1999). Previously unscored pre-service MMPI data in relation to police performance over a decade: A multivariate inquiry. *Journal of Offender Rehabilitation, 29*(3/4), 71-94.

### Essential Findings

- Investigated relationship between MMPI scores and commendations and reprimands received over a 10-year period
- Only two significant correlations between MMPI scores and commendation or reprimands
- Small sample size may account for lack of statistical significance

### Subjects

N 27 police officers hired in 1984-85  
 Department Medium sized department in a Mid-Atlantic city  
 Gender 100% were men  
 Age  $M = 27$  at time of hire  
 Education  $M = 14$  years

### Independent Variables

MMPI

### Dependent Variables

Commendations and Formal written reprimands

### Findings

Variable	Descriptive Data			Correlations with Performance	
	Mean	Min	Max	Commendations	Reprimands
Criteria					
Commendations	8.59	1	16		-.15
Reprimands	0.96	0	10		
MMPI Clinical Scales					
Hypochondriasis	49.37	39	62	.12	-.15
Depression	52.62	38	62	.03	-.04
Hysteria	52.55	42	62	.01	-.09
Psychopathic deviate	49.70	35	60	.01	-.08
Masculine-feminine	44.08	24	66	.24	.09
Paranoia	41.48	21	59	.12	-.26
Psychasthenia	47.41	34	55	.09	-.29
Schizophrenia	48.29	36	54	.19	-.25
Mania	44.11	35	57	.16	-.10
Social introversion	42.40	32	52	-.14	.34

Variable	Descriptive Data			Correlations with Performance	
	Mean	Min	Max	Commendations	Reprimands
Wiggins Content Scales					
Religious fundamentalism	45.77	35	59	.16	-.29
Phobias	42.85	33	48	.01	.08
Poor morale	38.51	35	48	-.06	.47*
Social maladjustment	42.73	36	54	-.13	.33
Authority conflicts	42.22	28	63	.10	.19
Feminine interests	48.37	37	62	.00	-.04
Poor health	42.48	35	55	-.02	.02
Organic symptomatology	42.07	38	58	.17	-.17
Hypomania	35.37	24	53	-.05	.02
Manifest hostility	39.07	28	53	.04	.03
Harris & Lingo's Scales					
Authority problems	47.67	27	65	.01	.07
Social alienation	38.07	32	51	.13	.33
Lack of ego mastery	41.26	37	48	.08	-.09
Ego inflation	41.44	31	54	.05	-.08
MacAndrew Alcoholism	54.66	40	74	.21	.05
Overcontrolled hostility	61.77	36	87	.33	.24
Tryon, Stein, Chu Scales					
Social introversion	39.29	33	50	.24	.45*
Tension	38.25	32	49	.08	-.14
Resentment	38.48	33	50	.01	.09
Autism	36.63	31	46	-.15	.09
Suspiciousness	40.77	28	60	.08	.13

---

# Psychological Evaluations as Predictors of Police Recruit Performance

Benjamin Wright & J. C. Speier  
Florida State University

---

## Citation:

Wright, B. S., Doerner, W. G., Speir, J. C. (1990). Pre-employment psychological testing as a predictor of police performance during an FTO program. *American Journal of Police*, 9(4), 65-83.

Wright, B. S. (1988). *Psychological evaluations as predictors of police recruit performance*. Unpublished doctoral dissertation, Florida State University.

Speir, J. C. (1988). *Police performance and psychological testing: Application of the Megargee-Bohn MMPI-based classification system*. Unpublished doctoral dissertation, Florida State University.

Note: The above two dissertations used the same data set. One looked at simple correlations and the other looked at the Megargee-Bohn classification system. The journal article is a combination of the two studies.

## Essential Findings

- Tolerance scale of the CPI was the best predictor of FTO performance (Wright)
- Megargee-Bohn classification system was not useful (Speir)
- Only 64.3% of African-American officers survived the probationary period compared to 87.8% of White officers (Wright)
- Psychologist's recommendation based on test scores significantly correlated with FTO performance (Wright, Doerner, & Speir)

## Subjects

N 135 officers in a 14-week field-training officer (FTO) program  
Dept. Tallahassee (FL) Police Department (300 employees)  
Gender: 59.3% were men, 40.7% were women  
Race White= 68.1%, African American=31.9%

## Independent Variables

Personality (MMPI, CPI)

## Dependent Variables

Patrol Performance (14-week FTO)

## Findings

Correlations during final two weeks	Correlations Among Performance Dimensions					
	Mean	SD	Performance	Appearance	Attitude	Relations
Knowledge	4.11	.68	.49	.33	.57	.49
Performance	4.34	.65		.51	.66	.65
Appearance	4.79	.73			.69	.72
Attitude	4.84	.69				.81
Relations with others	4.65	.68				

	Probationary Performance During Weeks 1-4 (N = 129)					
	Mean	Knowledge	Performance	Appearance	Attitude	Relationships
<b>CPI</b>						
Dominance	61.88	.04	.09	.06	.09	.13
Capacity for status	55.99	-.06	-.06	.00	.07	-.01
Sociability	58.48	-.04	-.09	-.07	-.10	-.18
Social presence	59.67	-.10	-.01	.03	.05	-.09
Self-acceptance	58.93	.07	.11	-.11	-.12	-.08
Responsibility	52.07	-.07	-.01	-.09	-.06	-.09
Socialization	51.99	-.14	-.12	-.04	.07	.01
Self-control	53.90	.12	-.02	.14	.24	.03
Tolerance	55.24	.26	.30	.12	.33*	.33*
Ach via Conformity	60.27	.10	.18	.06	-.09	.05
Ach via Independence	57.60	-.13	-.21	-.20	-.30*	-.24
Intellectual efficiency	55.99	-.12	-.04	-.08	-.09	-.20
Psych Mindedness	58.79	.03	-.02	.01	.15	.17
Flexibility	52.64	.13	.03	.05	.03	.07
Femininity	43.43	-.02	-.02	-.08	-.03	.01
Well-being	54.14	.12	.25	.14	-.05	.11
Good impression	55.34	-.34	-.18	-.02	-.10	-.08
Communality	55.31	.19	.19	.15	.14	.09
Model R		.42	.47	.32	.39	.42
Model R <sup>2</sup>		.18	.22	.10	.15	.18
<b>MMPI</b>						
L	50.75	-.17	-.32*	-.12	-.06	-.17
F	48.31	.07	.13	.02	-.01	.01
K	62.36	-.05	.13	.03	-.09	-.14
Hs	48.72	.19	.17	.08	.11	.15
D	48.11	-.27*	-.13	.04	-.09	-.08
Hy	54.65	-.02	.11	.17	.19	.33*
Pd	57.94	.11	.04	.10	.14	.29*
Mf	54.88	-.02	.00	.10	.09	-.04
Pa	51.43	.10	.17	-.08	-.09	-.12
Pt	50.72	-.27	.03	.02	.07	-.02
Sc	53.33	.14	-.10	.09	.09	.01
Ma	59.04	-.28*	-.05	-.12	-.23*	-.16
Si	43.85	.14	.13	-.07	-.01	.10
Model R		.41	.43	.30	.35	.46
Model R <sup>2</sup>		.17	.18	.09	.12	.21
Psychologist's recommendation		-.03	.06	.00	.00	.04
Sex (1 = male, 2=female)		-.01	.16	.15	.13	.09
Race (1=white, 2= nonwhite)		-.14	-.30*	-.05	-.08	-.06

	Mean	Probationary Performance During Weeks 11-12 (N = 106)				
		Knowledge	Performance	Appearance	Attitude	Relationships
CPI						
Dominance	61.88	.12	.09	.12	.09	.09
Capacity for status	55.99	-.02	-.09	-.05	-.04	-.04
Sociability	58.48	-.06	-.09	-.06	-.09	-.08
Social presence	59.67	.02	-.03	-.09	-.06	-.04
Self-acceptance	58.93	.11	.17	.11	.14	.15
Responsibility	52.07	.12	.06	.07	.05	.04
Socialization	51.99	.09	-.01	-.03	.01	-.02
Self-control	53.90	-.19	-.10	-.11	-.07	-.05
Tolerance	55.24	.31	.31	.29	.34*	.32*
Ach via Conformity	60.27	-.03	.04	.03	.01	.03
Ach via Independence	57.60	-.05	.02	.01	.01	.02
Intellectual efficiency	55.99	-.18	-.06	-.06	-.05	-.10
Psych Mindedness	58.79	-.04	.04	-.01	.03	.01
Flexibility	52.64	.13	-.01	.08	.04	.03
Femininity	43.43	-.10	.06	.08	.07	.07
Well-being	54.14	-.02	.15	.17	.11	.13
Good impression	55.34	.05	.07	-.09	-.07	-.08
Communality	55.31	.01	.17	.16	.17	.16
Model R		.44	.48	.44	.43	.45
Model R <sup>2</sup>		.19	.23	.20	.19	.20
MMPI						
L	50.75	-.07	-.32*	.04	.01	.02
F	48.31	.01	.13	.02	.00	.00
K	62.36	-.16	.13	-.31	-.29	-.28
Hs	48.72	-.02	.17	.03	.08	.06
D	48.11	-.12	-.13	-.18	-.19	-.19
Hy	54.65	.29	.11	.10	.08	.09
Pd	57.94	.19	.04	.13	.14	.14
Mf	54.88	.00	.00	-.02	-.08	-.07
Pa	51.43	.07	.17	.05	.06	.06
Pt	50.72	-.14	.03	-.08	-.08	-.11
Sc	53.33	.02	-.10	.19	.16	.18
Ma	59.04	-.07	-.05	-.22	-.23	-.20
Si	43.85	.11	.13	-.01	.01	.01
Model R		.31	.38	.26	.27	.31
Model R <sup>2</sup>		.10	.14	.07	.07	.10
Psychologist's Recommendation		.37*	.34*	.35*	.36*	.34*
Sex (1 = male, 2=female)		.03	.05	.01	.01	.00
Race (1=white, 2= nonwhite)		-.35	-.32*	-.28*	-.30*	-.26

---

# A Comparison of the Relationships Between Level of Education, Job Performance, and Beliefs on Professionalism Within the Virginia State Police

Charles W. Wymer  
Virginia Tech

---

**Citation:**

Wymer, C. W. (1996). *A comparison of the relationships between level of education, job performance, and beliefs on professionalism within the Virginia State Police*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University.

**Summary and Essential Findings:**

- Education was negatively related to awards and commendations
- Troopers with a CJ degree (n =57, M = 32.07, SD = 7.28) received comparable evaluations to their counterparts who did not major in criminal justice (n=21, M = 31.33, SD=-6.25). [r = .05]

**Subjects:**

N	112
Dept.	Virginia State Police
Gender/Race	93% were men, 92% were white, 7.1% were African American
Education	HS/GED = 28.6%, associates=34.8%, Bachelor's or master's = 36.6%
Length of employment	Mean = 11.2 (range 2-41), HS=14.8 years, AA=13.1 years, BA=6.8 years
Age	Mean = 37.1 (range 24-64)

**Independent Variables**

Education

**Dependent Variables:**

Patrol performance (awards & citations)

**Notes**

- Although the original N in the dissertation is given as 150, there were only 31 subjects in the analysis below
- Many analyses are missing from the dissertation and in some parts, the text description and the numbers in the tables are not congruent

**Findings**

Criterion	High School		Associate's Degree		Bachelor's Degree		F	r
	Mean	SD	Mean	SD	Mean	SD		
Awards & citations	3.20 <sup>a</sup>	1.39	1.40 <sup>b</sup>	.83	1.90 <sup>b</sup>	.69	9.47	-.50
Complaints (n=112)	2.84		2.10		2.29			

---

## MMPI Profile Comparisons of the Michigan State Police Compared for Length of Time-Spent at Command Posts

Gerald W. Zalen  
Central Michigan University

---

**Citation:**

Zalen, G. W. (1967). *MMPI profile comparisons of the Michigan State Police compared for length of time-spent at command posts*. Unpublished doctoral dissertation, Central Michigan University.

**Summary and Essential Findings:**

- Officers with less time spent at a post significantly differed from troopers with more time at a post on 8 scales (K, D, Hy, Pd, Mf, Pa, Pt, and Ma).

**Subjects:**

N                    16 troopers with less than 6 months, 22 with 6-12 months, and 60 with over 1 year experience.  
Dept.                Michigan State Police

**Independent Variables**

Time at current post

**Dependent Variables:**

MMPI Scores

**Findings:**

---

MMPI Scale	Months at Current Post			Total (n=98)
	0-6 months	6-12 months	over 12 months	
L	47.00	48.72	49.61	48.98
F	49.87	53.54	51.51	51.67
K	54.81	57.36	58.25	57.48
Hs	51.18	55.27	50.83	51.88
D	56.68	53.13	52.38	53.25
Hy	56.31	57.36	54.48	55.42
Pd	59.12	58.68	53.25	55.42
Mf	56.50	53.63	53.46	54.00
Pa	53.37	53.90	50.58	51.78
Pt	55.81	54.09	51.68	52.89
Sc	50.12	54.72	50.05	51.11
Ma	56.31	57.00	51.58	53.47
Si	50.56	48.09	50.06	49.70
Years seniority	5.50	6.72	9.59	
Age	29.00	27.81	33.81	
% Educ. past high school	50.00	31.80	28.30	

---



---

# A Typology of Police Applicants Based on the Minnesota Multiphasic Personality Inventory

Mark Zelig  
University of Alabama

---

## Citation:

Zelig, M. (1982). *A typology of police applicants based on the Minnesota Multiphasic Personality Inventory*. Unpublished doctoral dissertation, University of Alabama.

## Essential Finding:

- Dissertation reported MMPI means and conducted a cluster analysis of MMPI scores

## Subjects:

N                    536 police applicants  
Dept.                Birmingham, Alabama Police Department  
Race                White=79.3%, African American=20.7%  
Age                  $M = 24.85$   
Education          $M = 13.27$

## Independent Variable

MMPI  
MBTI

## Dependent Variable

Probationary performance

## Findings

Test/Scale	Mean	SD
MMPI		
L	52	
F	49	
K	61	
Hs	50	
D	51	
Hy	54	
Pd	59	
Mf	54	
Pa	50	
Pt	53	
Sc	54	
Ma	58	
Si	44	
Myers-Briggs Type Indicator		
Extraversion-Introversion	80.41	20.25
Sensing-Intuition	73.22	22.18
Thinking-Feeling	92.11	17.52
Judgment-Perception	81.71	23.27

<b>Racial Differences in academy grades and probationary performance ratings</b>						
Criterion	White (n=156)		Black (n=25)		Total (n=181)	
	M	SD	M	SD	M	SD
Academy GPA	88.55	3.13	83.88	3.42	87.89	3.56
Probationary Performance						
Work quality	79.4	2.4	78.8	3.8	79.3	2.6
Work quantity	79.2	2.2	78.9	4.0	79.1	2.5
Knowledge	79.1	2.5	78.5	3.6	79.0	2.7
Initiative	80.0	2.3	79.2	5.1	79.9	2.9
Judgment	79.5	2.3	79.2	3.9	79.5	2.6
Reliability	81.4	1.9	80.0	5.2	81.2	2.7
Punctuality	82.4	2.3	80.8	4.9	82.2	2.8
Compliance with rules	81.9	1.9	80.7	4.4	81.7	2.4
Disposition	81.4	2.0	80.9	3.6	81.3	2.3
Diplomacy and tact	80.3	2.3	80.2	3.2	80.3	2.4
Attitude toward supervision	82.2	1.9	81.3	4.1	82.1	2.3
Cooperation with peers	81.6	2.1	80.6	3.9	81.5	2.4
Personal habits	81.3	1.9	80.6	3.0	81.2	2.1
Personal appearance	81.2	6.7	81.4	3.0	81.3	6.3
Emotional stability	80.4	6.7	80.5	3.7	80.4	6.4
Overall value to department	80.0	6.8	80.1	4.1	80.0	6.5