Motivation & Police Use of Force Training

Honess (2016):
- Deficits in motivation for participation in mandatory trainings
- Decrease in personal motivation due to the method of training delivery (65%)

Staller et al. (2017):
- The problem of „pain experience“ in self-defence training

„Sport Education Model“

(Siedentop, 1982; Siedentop et al., 2004)

- Affiliation / Teams
- Formal Competition / Season
- Records / Points
- Festivity / Culminating Event

Roles & Responsibilities

a) Team Manager
b) Fitness Coach
c) Fighting Coach
d) Equipment Manager
e) Researcher
f) Media (Wo)Man
g) Score Keeper

A Season of Sport Education in Police Use of Force Training

Mario Staller1,2,3, Oliver Bertram1,2, Valentina Heil3, Peter Hastie4, Swen Körner1,3, Andrew Abraham2
ICCE Global Coach Conference 2017
Liverpool, UK
31st July

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Class A
Class B
Class C

traditional format
traditional format

- 4 Teams a 6/7 Personen
- Season: 22 training sessions
- 10 „Game Days”
- Culminating Event
Methods

• Questionnaires (3 times)
  ‣ Decision-making autonomy
  ‣ Work methods autonomy
  ‣ Work quality
  ‣ Work effort
  ‣ Intrinsic motivation
  ‣ Test of technical skill
  ‣ Focused group interviews
  ‣ Interviews with coaches

Results

Questionnaires

<table>
<thead>
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<th>Defensive Situation</th>
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<th>p</th>
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Technical skill test

Inter-rater Reliability (3 Raters)

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Interviews - Students & Coaches

• Sport Education Class: highly motivated
• Motivation due to:
  • Team affiliation
  • Game days / Competition format
  • Autonomy
• In-depth understanding of self-defence skills
• Students were unsure, if they were good enough
Discussion

“Sport Education” as an efficient method to increase recruits’ motivation & skill level

Limitations
• Different coaches for different classes
• Self-defence skill test

Further Studies
• Police use of force
• Standardizing of traditional treatments

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