

**Flying the Flag: A Mixed-Methods Study Examining Policing Subjectivity in a Canadian
Auxiliary Police Service**

by

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AUTHOR'S DECLARATION

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

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Abstract

Although studies have explored the recruitment and retention of sworn police officers, the recruitment, retention, and roles of Canadian auxiliary police officers have largely been overlooked. Examining this issue through the lenses of self-determination theory, symbolic representation, and relations between the state and civil society, this research addresses the deficiency in the literature by examining the demographic composition, recruitment, retention, and role of an auxiliary police unit in a police service in Ontario, Canada. This study utilizes a sequential explanatory mixed-methods research design that collects quantitative data using a survey and supports this data with semi-structured interviews. I present two arguments in this dissertation. First, the ideal subjectivity of police volunteers has shifted, along with the state's monopoly on crime control, from a primary focus on physical attributes, such as toughness and brute strength, to one where police organizations seek subjects with the right attributes to support positive community relations. Second, I argue that the state empowers auxiliary police volunteers to contribute to public safety in this way by fostering interactions along the margin between the state and civil society. This marginal work enables both the enfolding of civil society values and norms into the policing apparatus and the unfolding crime control functions into civil society. Despite being an indispensable resource, volunteerism in the public sector is decreasing, and recruiting and retaining auxiliary police volunteers has become challenging. Researchers should continue to study police auxiliaries due to the vital role they play in determining how police organizations relate to the communities they serve.

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Dedication

I dedicate this dissertation to my parents, Grzegorz and Lucyna.

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Chapter 1: Introduction

Volunteers can be an important part of any organization and are proven to be a valuable asset to law enforcement agencies. Many volunteer with their law enforcement to fulfill civic responsibility and to give back to officers that provide for their safety. Volunteering in law enforcement benefits the agency, the volunteer, and the community. (Volunteers in Police Service (VIPS), 2021)

Civilianization refers to the process of incorporating civilians into policing duties traditionally occupied by sworn police officers. Police agencies use civilians for several reasons, including to reduce costs by replacing sworn officers in administrative positions such as records or dispatch, improving police-community relations by using civilian employees as the agency's ambassadors in the community, and to give more flexibility to the organizational structure because civilians can be promoted, demoted, and fired more easily than sworn officers (Kiedrowski, et al., 2015; King, 2009). The trend of employing civilians in policing corresponds with organizations wanting to reduce expenditures. However, the decline in the police-civilian ratio in Canadian police services has had the opposite effect and has been accompanied by increased costs (Kierdrowski et al., 2015). For example, despite a decrease in police strength, police operating expenditures rose 12% from 2020 to 2021 (Statistics Canada, 2023). As a response, police organizations incorporate civilians from the volunteer sector to supplement staffing levels and reduce costs to their organizations.

From small administrative tasks to more significant roles, police services use volunteers to maximize community support while keeping costs low. Their involvement ranges from helping with non-policing functions to being volunteer police officers. Depending on organizational needs, some of their responsibilities include administrative duties, such as assisting with data entry and answering phones; citizen patrols, such as participating in bicycle and marine patrols; administering neighbourhood watch programs, assisting in school-based

programs, and accompanying sworn officers on patrol in the form of ride alongs. This dissertation focuses on volunteer police officers referred to as special constables in the United Kingdom (UK), reserve officers or reserve deputies in the United States (US), and auxiliary or reserve constables in Canada. Although the exact number of auxiliary or reserve constables in Canada is unknown, nearly every major police service in Ontario has an auxiliary police unit.

A current problem faced by police organizations is that despite being an indispensable resource, volunteerism is decreasing, and recruiting and retaining auxiliaries has become challenging. Although auxiliary positions are voluntary, they do not come without expenses. For instance, it costs an estimated £1,383 to £2,775 to train a Special Constable in the UK (Whittle, 2017). Over the years, a considerable amount of research has been devoted to exploring recruitment and applicant selection in sworn officer roles. Recruitment to auxiliary positions, however, has received very little empirical attention. A recent article examining ways to modernize sworn officer recruitment in *The Police Chief* magazine, a law enforcement magazine distributed by the International Association of Chiefs of Police, states that policing does not have a recruiting problem but an attracting problem (Donohue & Harrison, 2022). This problem also extends to the auxiliary.

Recruiting and selecting quality applicants for sworn officer roles within police organizations are more important now than ever. Recent and past events and the “toxic police culture” have fostered increasing mistrust between vulnerable and racialized communities and the police. A 2021 parliamentary report on systemic racism in policing in Canada addresses several critical issues, among them the disproportionate impact of systemic racism in the criminal justice system on Black, Indigenous and LGBTQ2S+ individuals. Members from these groups suffer from the “toxic police culture” characterized by over-policing, racial profiling,

excessive use of force and, as victims, under-policing (McKay, 2021). The report recommends integrating Indigenous peoples into the local police organizations through special patrols with Indigenous officers or community support workers. The idea is that individuals from these communities can help address unique challenges their community members face which “can build confidence [in the police] and ensure successful interventions” (p. 44).

The same recommendation can be made about integrating individuals belonging to other racially, ethnically, and linguistically diverse communities in an effort to improve relationships between the public and the police. Recruiting members of these communities to sworn officer or auxiliary positions can help police organizations better understand the unique challenges they face, resulting in more effective relationships and strategies to address various communities’ needs.

In recent years, police organizations and researchers have become increasingly interested in diversity, equity, and inclusion in policing, particularly officer recruitment and retention. Difficulties in recruiting and retaining diverse officers extend to auxiliary positions. Research on the topic finds evidence that citizens are more likely to perceive police actions as being legitimate if the organization reflects racial and gender representation of the community (Schuck et al., 2021; Riccucci et al., 2018; Riccucci et al., 2014; Jackson & Bradford, 2010; Theobald & Haider-Markel, 2009). Given the importance of police volunteers and their unique position as both community members and representatives of the police, police services must reflect the ethnic, racial, and gender composition of the communities they serve.

Recruitment is critical to ensure that police services deal with attrition from retirement while meeting community needs in the context of population growth. Police services also have issues retaining their police volunteers. The literature examining auxiliary policing points to

several challenges to volunteer retention, which include leaving to become sworn police officers, work or study commitments, internal service dynamics, poor supervision, a lack of training, and a lack of feeling valued (Leahy, Pepper, & Light, 2020; Callender et al., 2018; Britton & Callender, 2016; Gaston & Alexander, 2001). Although a significant amount of research has been devoted to investigating the experiences of police volunteers and enhancing their retention, comparatively little attention has been given to studying effective strategies for attracting more individuals to become police volunteers.

Traditionally, the police were a symbol of state strength promised to control crime. Garland's (1996) theory of responsibilization notes that a shift occurred in the 1960s when state institutions recognized they could not control criminal behaviour by themselves and that building trust and positive relationships with the community was crucial for effective and sustainable crime prevention. As a consequence, the state relinquished its crime control monopoly by responsibilizing non-state agencies to govern social life and take measures to prevent and reduce crime.

Along with a shift in the state's function in crime control in the 1960s, a similar shift occurred in volunteer policing. Before the 1960s, the purpose of police volunteers in Canada was to support the police in their law enforcement functions and help in emergency preparedness. In the 1960s, the auxiliary's function expanded to working alongside sworn officers in law enforcement and assisting with community engagement and events. The auxiliary police became the vector through which the state responsibilized the community.

This dissertation explores how, due to the shift in the state's function in crime control, the subjectivity of the police volunteer has undergone a significant transformation, particularly in recruiting auxiliary volunteers. The emphasis on interpersonal skills, emotional intelligence, and

self-determination reflects a shift towards a community-centric approach. Volunteers are now sought not merely for their physical attributes but for their ability to build positive relationships with the community, aligning with the broader goal of shaping a volunteer force that is more attuned to the needs of the community.

I expand on Garland's theory by exploring Dean's conceptualization of unfolding, enfolding, and refolding of state and civil society. I argue that the state empowers volunteers to contribute to public safety through the auxiliary police by tailoring an approach towards their neighbourhoods while maintaining a boundary between civil society and the formal governmental domain (state) and allowing for interactions at the margins (along the fold). I argue that the auxiliary police serve as a vector for the police to enfold community values and entrench a community-centric approach to policing.

This dissertation research makes four contributions to the literature. While there has been a great deal of research on volunteer policing in the United States (US) and the United Kingdom (UK), scholars have paid less attention to volunteers in Canada. The scope of auxiliaries' responsibilities, legislation governing volunteer police powers and authority, access to use of force tools such as side arms and long guns, and autonomy while on patrol all differ based on jurisdiction and geographical location (Britton et al., 2018; Parent, 2017; Pepper & Wolf, 2015).

Second, the self-determination theory of motivation argues that organizations need to satisfy employees' needs for autonomy, relatedness, and competence to keep them motivated. Fulfilling these basic needs produces positive outcomes for employees, managers, and organizations. Among them are increased work satisfaction and performance (Gunter, 2015), decreases in absenteeism (Williams et al., 2014), and increases in organizational commitment (Collie et al., 2016). Although previous research examines the role of self-determination in

influencing employee satisfaction in the workplace, no research has examined how it pertains to policing. This study examines the role of self-determination in how it relates to the new policing subjectivity of auxiliary volunteers.

Third, considerable research attention has investigated the influence of emotional intelligence (EI) on police personnel. Scholars suggest that people with this skill set are empathetic and can better sense and acknowledge their emotions and those of others (Niles et al., 2022; Law et al., 2004). EI is important for policing as the job requires high emotional regulation. Previous research in policing finds that EI levels predict mental wellness, job satisfaction, performance, and perceived organizational support (McDowall et al., 2019; Kamurasamy et al., 2016; Gootyet et al., 2014; Afolabi et al., 2010; Joseph & Newman, 2010; Wong & Law, 2002; Al Ali et al., 2001; Grandey, 2000). Although previous research has examined EI in sworn police officers, no study has explicitly examined the influence of EI on police volunteers. Therefore, one of the aims of this study is to examine the EI of Canadian auxiliary police officers and how it relates to the shift in policing subjectivity.

Last, this study of Canadian police volunteers expands on Garland's (2000) theory of responsibilization, where police agencies turn towards the community to enhance community safety and crime prevention through partnerships. In the post-policing-monopoly environment, members of the police auxiliary are perceived to occupy a unique role as intermediaries between the state and the community, as extensions of the state into the community and incorporation of community into the state. I explore this by examining the demographic and psychosocial characteristics of police volunteers, their motivations for volunteering, how they define their purpose and role as auxiliary officers, and the factors affecting their retention. Expanding Garland's theory by exploring Dean's conceptualization of the folding of state and civil society, I

argue that, through police recruitment to the auxiliary, the state empowers volunteers to contribute to public safety in their neighbourhoods while maintaining a boundary between civil society and the state while allowing for interactions at the margins (along the fold).

The purpose of this dissertation is to examine the demographic characteristics, recruitment, and retention within the Canadian auxiliary police and explore the way that policing subjectivity has evolved in relation to the fold. This study utilizes an explanatory sequential mixed methods design that collects quantitative data and elaborates these data with qualitative insights. In the first phase, survey data collected from auxiliary and sworn police officers at the Crescent Lake Police Service¹ (CLPS) examines the motivations and factors influencing retention in the CLPS auxiliary. In the second phase, interviews expand on and provide context to the survey findings to further understand the factors affecting retention.

This study explores how the subjectivity of the auxiliary officers has changed by examining the demographic characteristics, recruitment, and retention in a Canadian volunteer police service. In this dissertation, I present three arguments. Firstly, the psychosocial characteristics, motivations, and how the role of the auxiliary is socially constructed all point to a change from a crime-fighting subjectivity to a community-centric one. Secondly, perspectives on recruitment to the auxiliary are mixed, but point to an effort from the police service to be representative of the community. Although the police auxiliary in this study are not racially and ethnically representative of the communities they serve, the perspectives of sworn officers and auxiliaries signal that the police aim to become both more community-centric and representative.

Lastly, I argue that the auxiliary occupies an intermediary space between the public and the police, where they are simultaneously agents of the carceral state and community members

¹ A pseudonym used to protect the identity of the police organization.

who can influence a reduction of criminal opportunities. In this marginal role, the police not only use the auxiliary to unfold crime prevention measures, but also to enfold community values into the culture and practice of policing.

This study uses the following research questions to investigate the evolution of policing subjectivity in the Canadian auxiliary police:

Central RQ#1: How do sworn and auxiliary demographic characteristics, and perspectives on recruitment reflect a shift in policing subjectivities?

RQ #1a: What are the characteristics of current auxiliary members?

RQ #1b: What are auxiliary and sworn members' perceptions of effective recruitment strategies and selection criteria?

RQ #1c: How can recruitment efforts be modified to target specific populations, geographic regions, or cultural diversity?

RQ#1d: How can psychometric tests be incorporated into recruitment strategies and improve the retention of auxiliary members?

RQ #1e: What motivates individuals to volunteer with the auxiliary?

Central RQ #2: How do the factors that affect the experiences and retention of auxiliary members relate to the new auxiliary policing subjectivity?

RQ #2a: How can police services improve the retention of their volunteers?

RQ #2b: How do auxiliary and sworn members perceive the auxiliary program and officers?

In the next chapter, I review the literature on police volunteers and outline the study's theoretical framework. Chapter 3 explores the methodological framework and methods used for data collection and analysis. The chapters that follow discuss the findings. Chapter 4 presents who

volunteers with the CLPS. Chapter 5 builds off the findings from Chapter 4 and examines the perspectives of auxiliary and sworn members on recruitment strategies and selection criteria, the perspectives of CLPS officers on recruitment strategies targeting specific populations, and what motivates individuals to volunteer with the auxiliary police. In Chapter 6, I explore the challenges volunteers face in the CLPS auxiliary program and explore the purpose of the CLPS auxiliary program. Last, Chapter 7 discusses the implications of the findings and outlines directions for future research.

Chapter 2: Literature Review

Despite being an indispensable resource, volunteerism in various sectors is decreasing and retaining volunteers has become an even bigger challenge. Several studies have investigated the factors affecting individuals' willingness to volunteer and decreased volunteerism to societal changes (Dallimore et al., 2018). Most notably, increases in individualism have caused a shift from traditional or 'collective' forms of volunteering, characterized by long-lasting commitments and incentivized by religion, altruism, and a strong sense of duty, to reflexive or individualized volunteering, characterized by temporary commitments, with looser connections to organizations, and where individuals are motivated to fulfill personal interests and needs.

Motivation to volunteer can also be related to one's social capital. Scholars assert the correlation between social capital - social networks that bring people together from different backgrounds - and volunteerism (Nurse Bray et al., 2022; Southby, South & Bagnali, 2019; Putnam, 2000). Furthermore, the literature contends that volunteering creates social capital by enhancing volunteers' social, financial, and cultural resources.

While the literature suggests that volunteering is a way for individuals to boost their personal, social, financial, and cultural resources and overcome exclusion, volunteering also consumes one's resources. For instance, regarding gender, women identify more barriers to volunteering than men (Southby et al., 2019). Research examining ethno-racial factors states that individuals from minority ethnic groups may experience limited access to volunteering infrastructures or feel excluded within volunteer organizations. These individuals also tend to have fewer skills and financial resources to volunteer and experience fewer positive outcomes from volunteering (Bortree & Waters, 2014; Rotolo & Wilson, 2014; Ockenden, 2007).

Therefore, those with less personal, social, and financial resources are less likely to volunteer and gain the associated social capital benefits.

Few studies examine the perspectives of volunteers and police practitioners on their satisfaction with volunteering. Although the constructs of self-determination theory have been widely studied in the workplace, scholars have yet to explore them in the context of volunteers. Furthermore, although researchers discuss the importance of emotional intelligence and employment-related outcomes in police officers, the same has not been explored with auxiliary officers. This chapter examines the international literature on police volunteers which centres on the following themes: the origins and history of police volunteering, the roles and uses of police volunteers, recruitment and motivations to volunteer, the job satisfaction and retention of volunteer officers, and the evolution of policing subjectivity through the lens of Dean's foldings.

Before examining how individuals volunteer their time to police organizations, it is important to define the concept of a volunteer. A volunteer is "an individual who provides time for a recognized organization or government service without significant remuneration for his or her services or imposed requirement" (Wolf & Borland Jones, 2018, p. 3). Police volunteers are also known as auxiliary constables, special constables, or reserve officers. This study uses the International Association of Chiefs of Police (IACP) definition of a police volunteer as "someone who performs service for a law enforcement agency without promise, expectation, or receipt of compensation for services rendered." (IACP, 2019, p. 1). While volunteers do not have the same level of training as sworn officers, police volunteers receive training, wear uniforms, and play a supplemental role to their full-time colleagues.

History of Volunteer Policing

Volunteer policing is not a new concept; it existed before the establishment of the first modern police force in common law countries, where the government authorized groups of volunteers, called Watchmen, to deter crime and disorder (Rich, 1978). In the 1800s, with rapid industrialization and urbanization, it became clear to lawmakers that local law enforcement volunteers and Watchmen were ineffective in dealing with rising property crime and disorder. Sir Robert Peel responded by founding the first professional police force in 1829, the London Metropolitan Police (Campbell et al., 2016).

In the United Kingdom (UK), the Special Constables Act of 1831 enabled local magistrates to enlist the help of volunteers in times of disorder and provided the volunteers with the authority to arrest and other police powers (Wolf & Borland Jones, 2018). During the First and Second World Wars, the British used police volunteers to substitute for police officers conscripted into the military. Today, volunteers in the UK are used in various roles, working alongside sworn police officers to address staffing shortages in rural and metropolitan areas (Wolf & Borland Jones, 2018).

The United States (US) can trace the foundations of volunteer policing back to 1636 when the Massachusetts Bay Colony's General Court first organized militia groups to arrange a night watch system to patrol to curb crime and criminal activity (Wolf & Borland Jones, 2018; Greenberg, 2015). Similar to the UK, when the US declared war on Germany in the First and Second World Wars, the wartime drafts created a shortage of police officers because many police officers left to serve their country. In response to the staffing shortages, the government created the Citizen Service Corps to encourage men and women in good health to join their ranks to help ensure public safety (Wolf & Borland Jones, 2018). The Great Recession of 2008 caused

21 percent of American police forces to lay off civilian employees and police officers, and an additional 56 percent of police services did not fill the openings that resulted from employee attrition (Wolf & Borland Jones, 2018, p. 70). In response to the attrition, police organizations turned to volunteers to fill the void. Today, public service volunteering falls under the Citizen Corps Program, consisting of five categories of volunteers: The Community Emergency Response Team, USA on Watch, the Fire Corps, the Medical Reserve Corps, and the Volunteers in Policing Service (Hanser et al., 2017).

Although little research exists on Canadian police volunteers, several things are known. Police volunteer positions became codified into law in the early 1960s because of the growing fears and tensions surrounding the Soviet Union following the Second World War (OPP, 2020; RCMP, 2020). Volunteer police officers in Canada receive basic police training, a police-like uniform, and peace officer status in some jurisdictions while accompanied by a sworn police officer (Parent, 2017). Operationally, auxiliary police perform various tasks, including public safety education, community-based crime prevention initiatives, traffic control at large events, victim assistance, and accompanying regular officers on patrol in the form of ‘ride alongs’ (OPP, 2020; RCMP, 2020). Although auxiliary police are not sworn police officers, they are expected to adhere to the same codes of conduct while on and off duty (Parent, 2017). The expectation departs from most volunteer positions in Canada because volunteering with police services requires an enhanced security clearance which, aside from a criminal record check, may include a fingerprint scan to search for criminal convictions, a search of immigration records held by Canadian border services, and a vulnerable sector check.

Recent research on volunteer policing in Canada has made contributions to the literature by examining the motivations and experiences of police volunteers (O’Connor et al., 2022a) and

perceptions of safety volunteering in their police organizations (O'Connor et al., 2022b). This dissertation adds to the recent research by examining the recruitment, motivations, experiences, and job satisfaction of auxiliary officers and how they define their roles and purpose in their organizations.

The Role of Police Volunteers

A recent trend in law enforcement is civilianization, which involves civilian personnel fulfilling roles that do not require a sworn police officer. Police organizations incorporate community members to engage in various duties due to demands for service, staffing levels, and budgetary constraints (Kang, 2019; Britton & Callender, 2016; Whittle, 2014). Volunteers in these organizations fall into two categories: (1) those who perform tasks in a civilian capacity (e.g., neighbourhood watch, technical support, or serve as advisors on various boards and programs); (2) and those who are certified as volunteer law enforcement officers and serve in a reserve or auxiliary capacity (Kang, 2019; Wolf & Borland Jones, 2018). From small administrative tasks to more significant roles requiring extensive training, police services utilize volunteers to maximize resources for their communities (IACP, 2019; Kang, 2019). The IACP provides a list of potential volunteer responsibilities that help to meet the operational needs of a police service and leverage the skill sets that volunteers bring to the position (see Table 2.1).

Table 2.1

Potential Volunteer Responsibilities.

Volunteer Assignment	Potential Responsibilities of Assignment
Administrative Duties	Assist with data entry, type reports, file, answer phones, and perform other office tasks; assist with answering public inquiries, directing individuals to the proper law enforcement unit, and performing routine administrative tasks.

Apply special skills	Counsellors can support victims of crime and assist with crisis intervention; mechanics can help maintain law enforcement vehicles; university researchers, statisticians and criminologists can help law enforcement agencies conduct research.
Citizen patrols	Read parking meters; provide bike patrols in community parks; patrol shopping centers during the holiday season; participate in marine patrols; check residents' homes on vacation.
Join or start a neighbourhood watch program	Conduct watches of various locations, help with target-hardening activities in the community, encourage community awareness, and train the community about common ways crimes occur.
Participation in	Public advisory boards; search and rescue activities; role-playing and training scenarios for officers; graffiti abatement programs.
School-related activities	Assist in school-based programs, such as Drug Abuse Resistance Education (DARE); assist with after-school programs.
Other duties	Staff community policing substations; provide support for traffic and crowd control; provide short-term care of juveniles in police custody.

Source: IACP (2019, pp. 7-8).

Volunteers have different roles and responsibilities depending on the organization's needs.

Although the vast majority of the research in the area has focused on the roles that volunteers play in police forces in the US and the UK, there is limited research investigating the roles and responsibilities of Canadian police auxiliaries.

Police volunteers additionally play a role in bridging the divide between the police as an institution and the community. Besides supplementing frontline police officers in a law enforcement capacity, scholars argue that volunteers enhance police-community relations because they are “people who come directly from the community, who are not ensconced into the subculture of policing, and impact the way the police see the community and how the community sees the police” (Dobrin, 2017, p. 724). Some speculate that the police “have

developed partnerships to reduce crime and engage with an ‘extended policing family’ to strengthen local accountability and promote community connections” (Wolf & Bryer, 2020, p. 43; Gravelle & Rogers, 2009). However, it is uncertain whether these claims are grounded in evidence. Others contend that volunteer police officers only give the impression of cooperation between the state and the citizenry and do not contribute to positive police-public outcomes (Hansen Löffstrand & Uhnöo, 2020). Although previous research highlights theoretical grounds to argue that volunteer police officers enhance police-community relations, little evidence supports those claims. This study intends to contribute to the discourse on Canadian police volunteers by examining these claims from volunteers’ perspectives.

Recruitment

Recruitment and the selection of quality and viable applicants within police organizations are more important now than ever in a world where video surveillance, cell phone, and body-worn camera technologies make the police more visible and under increased scrutiny. Police organizations must select applicants with attributes that make them more reliable, self-governing, autonomous, and less of a challenge for the organization to shape their conduct. In addition, recruitment is critical to ensure that police forces deal with attrition from retirement while meeting community needs in the context of population growth.

The importance of recruitment to auxiliary positions cannot be overstated. Numerous scholars examining symbolic representation in policing found evidence that citizens are more likely to perceive police actions as being legitimate if the organization reflects racial and gender representation of the community (Schuck et al., 2021; Riccucci et al., 2018; Riccucci et al., 2014; Jackson & Bradford, 2010; Theobald & Haider-Markel, 2009). The theory of symbolic representation hypothesizes that people will have more positive perceptions of state officials if

they are similar demographically (Ricucci & Van Ryzin, 2016). For instance, in their study of symbolic representation in policing, Theobald and Haider-Markel (2009) concluded that Black citizens were more likely to view their encounters with the police as legitimate if they were with a Black officer than with an officer from a different race. Improving symbolic representation can result in stronger ties with the community and, as a result, increase civic engagement.

Yet, in reviewing the perspectives of individuals who had interactions with the police, a qualitative analysis revealed that Black community members perceived Black officers as more-like White officers than themselves (Benton, 2020). Despite mixed findings, police organizations continue to develop targeted recruitment strategies to attract diverse candidates and enhance symbolic representation in their sworn and volunteer ranks. For instance, a study carried out by Bullock (2015) revealed that, although Special Constabularies in the United Kingdom are not yet representative of the communities they serve, they are more diverse than their regular, sworn colleagues. The most recent data on police volunteer demographics in the US and the UK indicate that volunteers are predominantly White or Caucasian: 88.6% in the US and ranging between 89% to 94.5% in the UK (Callender et al., 2018; Wolf & Borland Jones, 2018; Millie, 2016). These findings raise several key questions about recruiting diverse candidates. First, what are the demographics of police volunteers in Canada? Second, what are the barriers or challenges that diverse candidates face in the auxiliary police? Last, which strategies can police organizations adopt to attract diverse community members to their volunteer programs?

Although studies have explored recruitment to sworn officer roles, recruitment to police volunteer positions has received little empirical attention. It is unknown how to attract and recruit community members to volunteer with the police, which leads us to question the role of motivations in recruitment. A better understanding of the motivations to volunteer for the police

provides a glimpse into how police organizations have begun reshaping their recruitment efforts to ones more attuned to the needs of the community.

Given the risk of physical and psychological harm, why do citizens volunteer as police officers? Research suggests that motivations to volunteer can oscillate between altruistic and egoistic throughout the tenure of their volunteering. There is a body of literature that suggests volunteers are motivated through benevolence and altruistic means, such as making a difference in other people's lives and giving back to the community (Pepper, 2021; Pepper & Colin, 2021; Van Steden & Mehlbaum, 2019; Callender et al., 2018; Eccles & Biggs, 2014; Pepper, 2014). For example, a study from the Netherlands found that volunteers are motivated to assist others and support their local community (Van Steden & Mehlbaum, 2019). Comparatively, volunteers are motivated through egoistic means. A large portion of the literature points to professional aspirations as motivations for volunteering with the auxiliary. For example, improving their chances of becoming sworn police constables (Callender et al., 2018; Gaston & Alexander, 2001; Pepper & Colin, 2021). These findings demonstrate that motivations may vary between altruistic, egoistic, and both.

Other research notes that identifying as a 'constable' or a 'deputy' is an important motivation for volunteering. In a comparative analysis of volunteer police officers from the UK and the US, participants indicated a sense of purpose and mission as motivations for volunteering in that "the importance of 'justice' and a 'desire to protect' communities and the vulnerable was central to participants motivational narratives" (Britton et al., 2018, p. 263). This demonstrates that volunteer police officers do not always envision themselves solely as volunteers but sometimes identify as officers in their desire to fight for justice and protect the ones they serve.

Research in volunteer motivation outside of policing argues that volunteerism is decreasing due to societal changes (Dallimore et al., 2018). Most notably, increases in individualism have caused a shift from traditional or ‘collective’ forms of volunteering characterized by long-lasting commitments and incentivized by religion, altruism, and a strong sense of duty, to reflexive or individualized volunteering where volunteers are motivated by fulfilling personal interests and needs. Their volunteering is more likely to be temporary, with looser connections to organizations.

Motivation to volunteer can also be related to one’s social capital. The literature contends that there is a correlation between volunteering and creating social capital, which creates a feedback loop in which volunteerism builds social capital and social capital promotes volunteering (Nurse Bray et al., 2022; Southby et al., 2019; Putnam, 2000). Individuals, therefore, volunteer to boost their social, financial, and cultural resources.

While the literature suggests that volunteering is a way for individuals to boost their personal, social, financial, and cultural resources to overcome exclusion, volunteering also consumes one’s resources. For instance, regarding gender, women identify more barriers to volunteering than men. Southby et al. (2019) posit that this results from women needing to sacrifice more of their free time to volunteer than men because of housework and additional caring responsibilities, and they are less likely to receive support from their employers if they choose to volunteer.

Research examining ethno-racial factors states that individuals from minority ethnic groups may experience limited access to volunteering infrastructures or feel excluded within volunteer organizations. These individuals also tend to have fewer skills and financial resources to volunteer and experience fewer positive outcomes from volunteering (Bortree and Waters,

2014; Rotolo & Wilson, 2014; Ockenden, 2007). Therefore, those with less personal, social, and financial resources are less likely to volunteer and gain the associated benefits.

In the context of volunteer policing, this may limit auxiliary membership to individuals who are members of the policing circle, whether through friends or family, and may not be as attractive to those on the outside. People with low levels of social capital may be less likely to volunteer due to limited contact with volunteer opportunities. This study examines whether the perspectives of auxiliary and sworn officers support attracting individuals outside of that social circle to be more representative of the communities they serve.

Research outside of policing suggests that public-sector volunteer motivations are multifaceted. For example, Clary and Snyder (1999, p. 157) propose a six-factor model of motivations (see **Error! Reference source not found.**).

Table 2.2

Six-factor Model of Volunteer Motivations

Motivation	Conceptual Definition
Career	Gaining career-related experience through volunteering.
Enhancement	Growing and developing psychologically through volunteer opportunities.
Protective	Reducing negative feelings such as guilt or addressing personal problems.
Social	Strengthening social relationships.
Understanding	Learning more about the world or learning skills through hands-on experience.
Values	Helping others.

The authors acknowledge that motivations vary in relation to age, with career-related experience emerging as a motivation for younger volunteers and altruistic reasons such as helping others being prioritized in older volunteers (Katz & Sesson, 2019; Dolnicar & Randle, 2007). Despite

the previous research, we know little about what motivates Canadians to volunteer with the auxiliary police. Knowing what motivates individuals to volunteer with police services not only provides organizations with evidence of how best to market the auxiliary to attract community members to their programs, but also paints the picture of the new auxiliary police volunteer subjectivity.

Challenges to Auxiliary Retention

The literature examining auxiliary policing points to several challenges to volunteer retention which include work or study commitments, internal service dynamics, becoming sworn officers, poor supervision, a lack of training, and a lack of feeling valued (Callender et al., 2018; Britton & Callender, 2016; Gaston & Alexander, 2001; Leahy, Pepper, & Light, 2020). Individuals who cite work or study commitments as reasons for leaving their positions as an auxiliary constable point to time conflicts arising between their professional life and volunteering. Also known as time drain, those who work forty hours a week or attend school indicate that incorporating patrol time with a police service is burdensome (Gaston & Alexander, 2001; Leahy, Pepper, & Light, 2020; Berg & Doerner, 1988). Current studies appear to support the notion that job satisfaction and, therefore, reasons for leaving revolve around the flexibility of the volunteer position in accommodating challenges, such as work or school, in their personal lives.

A second barrier to retention is internal service dynamics, including role ambiguity, feeling undervalued, and inadequate training and operational opportunities (Britton et al., 2018; Britton & Callender, 2016; Gaston & Alexander, 2001; Berg & Doerner, 1988). Role ambiguity is a factor influencing the decision to leave volunteer positions. Previous studies have contended that volunteers are more likely to resign from a police organization if they do not have a sense of

purpose or a clearly defined role (Britton & Callender, 2016; Gaston & Alexander, 2001; Berg & Doerner, 1988). If police organizations wish to retain volunteers, they should clearly define their roles and expectations and make these roles meaningful for volunteers.

Numerous scholars have found that along with the lack of a well-defined purpose and role, police volunteers also leave their positions because they feel undervalued and underutilized. For instance, of the former police volunteers surveyed, Gaston and Alexander (2001) found that 33.4% felt undervalued ‘generally or always’ while they served as volunteer constables, and only 38.9% thought that the police used them effectively, ‘all or most of the time’ (p. 69). Furthermore, volunteers who feel underutilized favour working more in understaffed areas of policing such as: “cyber-crime, safeguarding and exploitation, roads policing, and mental health” (Britton & Callender, 2016, p. 11). When asked what the police service can improve to have them reconsider joining, most former volunteers cited more and improved training opportunities (Britton & Callender, 2016). How organizations approach retaining their sworn members can also apply to their police volunteers. For example, the Washington Metropolitan Police Department, with 3,800 sworn officers, cut its attrition rate nearly in half by incorporating an avenue for police officers to “suggest ways to make their jobs easier and improve the department” (Wilson & Grammich, 2009, p. 13). These findings demonstrate that positive experiences in auxiliary programs depend on how well organizations engage their volunteers, so they find their contributions meaningful. Therefore, it is vital to outline the role and expectations, provide adequate training opportunities, and provide avenues for feedback to retain volunteer officers.

The literature on auxiliary attrition suggests that the rate of departures from volunteering in police roles can be attributed to organizations focusing primarily on recruitment and driving

growth instead of retaining and satisfying members who already volunteer for the organization. Although police services expend considerable resources recruiting, training and equipping volunteers, it is unknown whether they expend the same amount on retaining them (Callender et al., 2018). Evidence suggests that it costs between £1,383 to £2,775 to train a Special Constable in the UK (Whittle, 2017). Although this study focuses primarily on recruitment, insights into the different factors affecting volunteers' experience in the auxiliary provide a perspective on policing subjectivity and how the state empowers volunteers to contribute to public safety through the auxiliary.

The sex and age of volunteers may also play a role in the retention of police volunteers. Gaston and Alexander (2002) found that female police volunteers were significantly more likely to resign within five years than their male colleagues. A similar pattern occurs with the age of joining, where younger volunteers resign from volunteering earlier than their older colleagues. For instance, 34.1% of former special constables between the ages of 18 to 25 left the service before they reached two years of service, compared to 20% of those who joined aged 36 and older. Older and married recruits were less likely to leave their volunteer positions early (Gaston & Alexander, 2001, p. 63). In another study, only 43% of those surveyed under the age of 25 indicated that they desired to volunteer in three years, compared to 53% of those ages 26 to 35 and 75% of those over the age of 36 years of age (Callender et al., 2018, p. 6). The results are attributed to a volunteer's stage in life where those "settled in their personal lives and thus have fewer life choices still to make are more likely to give a greater length of service" (Gaston & Alexander, 2001, p. 65).

The most recent demographic characteristics of police volunteers in the US and the UK indicate that males are the dominant gender in auxiliary programs, with 92% male in the US and

79.8% male in the UK (Wolf & Borland Jones, 2018) and 79.8% male vs. 20.2% female in a police service in Great Britain (Callender et al., 2018). Of particular note, the age range for volunteer police members differs significantly depending on the country in which they serve due to differences in legal, political, and social systems. For instance, in the US, police volunteers aged 35 and older comprise the majority at 85.4% (Wolf & Borland Jones, 2018). Whereas in the UK, 58.9% to 61.1% of individuals belonging to auxiliary units are 34 or younger (Callender et al., 2018; Wolf & Borland Jones, 2018). Considerable attention has been directed toward examining the differences in motivation, retention, and demographic characteristics in auxiliary police units in the UK and the US. These sizeable differences highlight the importance of providing a Canadian perspective. This dissertation contributes to the literature by examining the demographic characteristics of Canadian auxiliary officers and investigating whether characteristics such as gender or age influence volunteer experiences.

Despite previous findings suggesting ways to retain individuals in police services, most research finds that volunteers are mostly satisfied with their volunteer positions provided they are made to feel part of the team and feel like they are making genuine contributions. The most recent scholarship on police auxiliaries in Canada points to the majority having a positive disposition toward volunteering. A study conducted by O'Connor et al. (2022a) indicates that volunteers find their work rewarding (97%), are accepted by sworn police officers (91%), and feel appreciated by the police service (81%) (p. 6). These findings from one police service suggest that despite barriers to retaining police volunteers, most Canadian auxiliary personnel are satisfied with their volunteer work.

Focusing on volunteer experience and job satisfaction is essential because recruiting and retaining police volunteers does not come without cost. Police services invest significant money

in training, equipping, and maintaining volunteer police programs (Dobrin, 2017; Whittle, 2017). Despite being an indispensable resource, volunteerism in various sectors is decreasing and retaining volunteers has become challenging (Konieczny, 2018). If police services wish to retain their volunteers, researchers must look towards elements from the human resources development literature that they can enfold into police organizations to address issues of volunteer motivation and satisfaction.

The Police are the Public, and the Public are the Police

Governmentality researchers identify multiple strategies advanced liberal democracies use to ‘govern at a distance’ where the state persuades individuals to act a certain way without forcing their hand to do so (Miller & Rose, 1990). In the context of policing and crime control, the state does this through responsibilization, which refers to the pressure placed on individuals to be self-regulating and self-responsible.

Traditionally, the police were a symbol of state strength used to enforce the law with the promise to control crime. Police organizations managed their officers through a command-and-control structure consistent with military-style authority, hierarchy, and compliance norms. Garland’s (1996) theory of responsibilization notes that a shift occurred in the 1960s when state policymakers realized that state institutions by themselves could not control criminal behaviour. The criminal became known as a rational actor, where crime became a risk to be calculated rather than a “moral aberration which needs to be specifically explained” (p. 451). Recognizing the limitations and challenges of this approach and understanding that building trust and positive relationships with the community is crucial for effective and sustainable crime prevention, the state relinquished its crime control monopoly by responsibilizing non-state actors and organizations to govern social life and take measures to reduce and prevent crime. This saw the

state partnering with private security firms and enlisting local community groups to engage in practices like neighbourhood watch. The preventative partnerships functioned with the state to “coordinate their practices in order to enhance community safety through the reduction of criminal opportunities and the extension of crime-consciousness” (Garland, 2000, p. 349). Rather than acting as the traditional coercive authority, police agencies returned to embrace Sir Robert Peel’s seventh principle, which, paraphrased, states that the police are the public, and the public are the police (Lentz & Chaires, 2007).

Along with the shift in the state’s function in crime control in the 1960s, a similar shift occurred in volunteer policing. Before the 1960s, the purpose of police volunteers in Canada was to support the police in their law enforcement functions and help in emergency preparedness. For example, in Ontario, the Provincial Civil Defense Auxiliary was established in 1954 due to the growing fears and tensions of a nuclear conflict following the Second World War. Its purpose was to assist in a national emergency or civil defence crisis, particularly during a nuclear attack or other large-scale disasters. In 1960, the Ontario government dissolved the Provincial Defense organization and formed the Ontario Provincial Police (OPP) Auxiliary, whose function expanded to working alongside sworn officers in law enforcement and helping with community engagement and events (OPP, 2019). The auxiliary police became a vector through which the state responsibilized the community. This corresponds with the first step of the responsibilization strategy outlined in Garland (1996), which involves identifying “people or organizations which have the competence to reduce criminal opportunities effectively...and to assess whether those have a responsibility to do so and whether this responsibility can be enforced” (Hough et al. 1980, p. 16). The auxiliary plays the role of the people with the competence to reduce criminal opportunities in their communities.

Policing Subjectivity

Coextensive with the shift in the state's crime control strategies, in the post-monopoly environment the police have reimagined the ideal policing subjectivity and modified their approach to recruiting auxiliary volunteers. Rather than focusing solely on physical values, such as toughness and brute strength, the police also recognize the importance cognitive values, that is, of attracting volunteers with strong communication skills, emotional intelligence, empathy, self-determination, and cultural competence. As a result of changing objectives, police organizations increasingly seek out individuals with the necessary values, skills, and personal attributes to build positive relationships within the communities they serve.

Ericson (1994), refers to the police as knowledge brokers, expert advisors and security managers to various institutions, providing knowledge for risk management and security. The police officer, "produces and distributes knowledge for the risk management activities of security operatives in other institutions" (Ericson, 1994, p. 51). This role extends beyond traditional policing, involving the production and distribution of knowledge to support the security operations of other institutions.

As part of their role, auxiliary police officers assist sworn officers by providing additional support through their role in disseminating knowledge on crime prevention. Auxiliary volunteers frequently engage with the community, helping to bridge the gap between the police and the public. This engagement involves enfolding knowledge about safety, security, and crime prevention, thus acting as intermediaries who convey important information from the police to the community. This support role can be seen as a form of knowledge brokering, where auxiliary officers help disseminate information and help community members action the expertise and strategies developed by police organizations.

In line with Ericson's (1994) discussion on risk management, auxiliary police officers contribute to the broader risk management strategies of the police by being present at public events, managing traffic, and assisting on patrol. Their presence helps to mitigate risks and maintain public order. Through their roles, auxiliary volunteers complement the role of regular police officers as knowledge brokers, enhancing the overall effectiveness of policing and security efforts. The success of knowledge brokering "depends on how well its personnel operate as information managers who engage in 'interactive policing' by routinely exchanging information on a reciprocal basis with the community members through formal contracts and informal networks." (Normandeau & Leighton, 1990, p. 45). Therefore, police organizations must seek out individuals who can better broker that knowledge with community members.

This is especially important given recent events and social movements such as the killing of George Floyd and the emergence of the Black Lives Matter Movement, which have brought to light critical issues of racial inequality, police brutality, and systemic bias within law enforcement. Many marginalized communities have a long history of negative interactions with law enforcement, leading to deep-seated mistrust, which can be passed down through generations, making individuals hesitant to engage with the police. For instance, many attribute negative interactions and mistrust to police over-surveillance and harsher charging practices (Cunningham, 2021; Samuels-Worley, 2019; Rudin & Zimmerman, 2014). In addition, negative personal experiences with interacting with the police can create a strong aversion to collaborating with law enforcement, enlarging the division between the community and the police. It is, therefore, essential that police organizations address this in their recruitment of auxiliary officers by looking for individuals who can better bridge the relationship between the community and the police.

The recruitment process now emphasizes assessing candidates' interpersonal skills, emotional intelligence, problem-solving abilities, and capacity to work collaboratively with community members. These changes are part of a larger strategy for reshaping policing and reflect a broader acknowledgment within law enforcement that effective policing goes beyond traditional crime-fighting tactics and necessitates a deep connection with the communities they serve. The police seek out individuals who can manage those relationships with the community and facilitate governing through community, by giving them the mechanisms for governing themselves through teaching and training on crime prevention. This dissertation examines the subjectivity of policing and explores how the conceptualization of the ideal police volunteer is changing to be more community-centric by exploring their motivations, capabilities, and psycho-social characteristics, which all centre on the ability to build and maintain community partnerships.

Folding of the State and Civil Society

Expanding on Garland's conceptualization of responsabilization, this research aims to examine the nuanced symbiotic relationship between the police and the auxiliary. Dean's (2000) conceptualization of the folding of state and civil society refers to the exchange of practices, norms, and responsibilities between state and non-state actors. In the context of the state and civil society, and in conjunction with responsabilization strategies, unfolding refers to offloading state responsibilities to non-state actors, creating connections between formal state and non-governmental groups, and taking advantage of the latter's self-governing potential. This can include involving non-state entities like businesses, local organizations, and volunteers in the workings of the governance. Unfolding aims to create a balance and prevent the state from

governing too much by enlisting the self-governing potential of civil agents to do more of the governing of crime.

When it pertains to auxiliary policing, unfolding refers to the process of involving non-state actors or groups, like community members, in the activities of law enforcement. The state accomplishes this by establishing connections with local community members and responsabilizing them by inviting them to contribute and investing in their capacities to promote public safety through the auxiliary police. In the case of auxiliary policing, community members who volunteer as auxiliary officers take on responsibilities related to assisting law enforcement by becoming an additional resource for maintaining public safety. The police share some responsibilities with auxiliary members, such as educating the public on crime prevention, which allows sworn police officers to focus on reactive policing (e.g., patrolling the community). Unfolding aims to limit the activities of the government by involving community members in the process. This way, the government does not solely control all aspects of law enforcement, and the community has a say and an active role.

Enfolding refers to the process of integrating values and practices from civil society into the state (Dean, 2002). Auxiliary police officers bring their values and understanding of the needs and concerns of their communities to the police, which helps make the police's activities more responsive to the community's needs (norms or expectations) and leads to a more effective form of policing, one which is more "community-centred." Enfolding also includes the state adopting knowledge and practices from the community or civil society. Community members bring skills and years of experience from their full-time jobs to policing, which helps support the police and the community. For example, auxiliaries trained as counsellors or psychotherapists can support victims of crime and assist with crisis intervention. Auxiliary policing can be seen as

an example of enfolding because it involves integrating the values and expertise from civil society (community members) into the formal domain of governance (i.e., police services).

In the context of government and society, refolding refers to the process of incorporating the values, behaviours, and ways of doing things from civil society back into the formal government structure. It involves reshaping government programs and approaches to align more closely with the values and expectations present in the broader society (Dean, 2022). Refolding in auxiliary policing means taking the positive values and expectations present in the community and integrating them into the formal governmental domain of law enforcement. This might involve incorporating values, like organizational transparency, emotional intelligence, and self-determination into police recruitment practices. In auxiliary policing, the state empowers volunteers to contribute to public safety by tailoring an approach towards their neighbourhoods while maintaining a boundary between civil society (the domain of freedom) and the formal governmental domain (state) and also allowing for interactions at the margins (along the fold).

Through enfolding, the police draw upon expert knowledge from beyond the state, which the organization folds into recruit management and shapes their conduct through the recruitment process. For example, using technologies to screen in and screen out recruits by testing their emotional intelligence or their levels of self-determination. Police organizations screen volunteers to govern their conduct at a distance by seeking out subjectivities that align with the ideals of police volunteerism, who possess attributes that make them more self-governing, more autonomous, and less of a challenge for the organization to shape their conduct.

Emotional intelligence in police volunteers plays an important role in individual self-governance. Auxiliary officers interact closely with community members as volunteers, and those with higher levels of emotional intelligence are better able to build rapport, empathize with

community members, and effectively address community concerns. Auxiliary officers with high emotional intelligence are perceived as better connectors with the community and positive ambassadors for the police service, able to foster community trust and cooperation. Auxiliary officers who exhibit high levels of emotional intelligence and commitment can contribute to a positive public image of the police department, improving community relations. Auxiliary police officers work closely with sworn law enforcement officers and other volunteers. High EI is seen to improve teamwork, communication, and cohesion within auxiliary police units. Individuals with higher levels of EI demonstrate greater self-governing and self-determination (Perrault et al., 2014).

Self-determination also plays a vital role in individual self-governance. Individuals with higher levels of self-determination are perceived as having higher levels of intrinsic motivation, which is crucial to police organizations because they will be more committed to their volunteer roles and consistently fulfill their responsibilities. By recruiting self-determined individuals, auxiliary police units may experience higher volunteer retention rates and a greater sense of dedication among their members. Self-determined individuals may also take initiative and actively seek opportunities to contribute. In auxiliary policing, this quality can translate into volunteers who proactively assist and engage in crime prevention when not wearing the auxiliary uniform.

The study of volunteer policing is essential because the auxiliary police occupy an important space on the margin as intermediaries between the state and civil society. The margin becomes fluid when auxiliary members enfold their values and practices into the state, and the state unfolds these into society. This dissertation begins to explore how practices and values from civil society (i.e., the community) fold into formal state institutions (i.e., the police).

Self-Determination Theory

The human resources development literature has shifted from incentivizing and motivating employees through extrinsic rewards to focusing on subjects who have intrinsic motivation. Rigby and Ryan (2018) argue that employees need to satisfy three basic needs to remain motivated: autonomy, relatedness, and competence (see Table 2.3).

Table 2.3

Self-determination Theory's Basic Psychological Needs

Basic Need	Description
Autonomy	The basic need to be the author of one's life – to have a sense of choice and self-endorsement of one's actions.
Relatedness	The basic need to feel we belong and “matter” to others. Each of us needs to feel connected in meaningful ways – to feel supported while experiencing that others need and value our support as well.
Competence (or Mastery)	The basic need to feel effective, to be successful, and to grow. People want to feel they have what they need to succeed at their daily tasks, influencing their resources, skills, and experience.

Source: Rigby & Ryan (2018, pp. 138-139).

The fulfilment of these basic needs is seen to produce positive outcomes for employees, managers, and organizations. There are several positive benefits claimed when employees perceive that their managers and organizations support them including: increases in work satisfaction and performance (Guntert, 2015), decreases in absenteeism (Williams et al., 2014), and increases in organizational commitment (Collie et al., 2016). Although previous research has examined the role of self-determination in the workplace, no study has examined how it pertains to policing. An aspect of this study examines the job satisfaction of Canadian police volunteers through the constructs of the Basic Psychological Need Satisfaction at Work Scale to explore how police meet volunteers' basic needs of autonomy, relatedness, and competence. Inquiring

into these needs highlights the scope and nature of their volunteer subjectivity as a mechanism to shape retention, attrition, and satisfaction.

Emotional Intelligence

In recent years, an increased interest in the importance of emotional intelligence (as an affirmative measure of subjectivity) in the workplace has come again to the forefront. Salovey and Mayer (1990) were among the earliest researchers who explored Emotional Intelligence (EI) as a measure of self-governance and a means to shape that self-governance, that is, as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). Throughout the years, scholars have modified the definition of EI to make it more comprehensive and inclusive (e.g., Davies et al., 1998). The varied definitions of EI tend to complement rather than contradict each other by including the four areas, “emotion perception, regulation, understanding, and utilization” (Ciarrochi et al., 2000, p. 540). A limited number of studies have addressed emotional intelligence in police personnel. People who possess this skillset are seen to be empathetic and can better sense and acknowledge their emotions and those of others (Niles et al., 2022; Law et al., 2004). The ability to regulate emotions involves monitoring, evaluating, and altering one’s mood and influencing others’ emotions (e.g., one’s ability to deescalate a situation by calming distressing emotions in another person). Individuals with this skillset are seen to be more likely to recover quickly from psychological distress and less likely to lose control of their temper (Law et al., 2004). A previous study showed higher levels of EI have interpersonal benefits, such as an enhanced ability for social interactions (Niles et al., 2022). This research suggests that EI is a valuable skill set to possess. Although existing research has focused on the influence of EI on job performance, job satisfaction, and

organizational commitment among police officers, it has yet to explore the influence of EI on auxiliaries.

Emotional intelligence is seen as important for policing, as a job requiring high emotional regulation. Emotional labour theory suggests that a job's demand for emotional labour, that is, "the process regulating both feelings and expressions for organizational goals" (Grandley, 2000, p. 97), may influence the relationship between emotional intelligence and performance (Joseph & Newman, 2010; Wong & Law, 2002; Grandey, 2000). In jobs that require individuals to possess emotional regulation skills, those who possess this ability are perceived to be higher performers. Fields such as policing, customer service, and health care often require individuals to regulate their emotions well; a lack of this trait impacts the performance and satisfaction that individuals experience in these professions. In contrast, occupations with less interpersonal interaction rely less on emotional regulation.

Of the few studies that examine the influence of sex and EI on job satisfaction among police officers, a survey conducted with Nigerian police found an officer's sex to be a significant predictor of emotional intelligence where male officers scored significantly higher in EI (Afolabi et al., 2010). When controlling for cognitive ability and the Big Five Personality Traits, previous research indicates that EI scores correlate positively with job performance (Al Ali et al., 2011). Research has also found a positive relationship between EI and readiness to combat crime and an inverse relationship between EI and the prevalence of occupational misconduct (Ayinde & Ayegun, 2018; Ojedokun, 2010).

Several recent studies have examined the impact of EI on police officer wellness. For example, one study examining police officer coping mechanisms found that officers who report higher levels of EI are more likely to use emotion-focused coping measures, such as the ability to

let go of negative emotions following stressful encounters (Gooty et al., 2014). When examining self-reported stress, another study indicated that those with higher levels of EI were less likely to experience organizational stress than their counterparts (McDowall et al., 2019). Research also found that EI predicts wellness and work-life balance. For instance, a study on police officers in Peninsular Malaysia showed a significant and positive relationship between EI and work-life in those officers who believed that their organization valued their contribution, cared for their wellbeing, and helped them perform better at their jobs (Kamurasamy et al., 2016). Ultimately, the small body of literature examining officer wellness points to the importance of EI in influencing positive outcomes for police officers, enabling better coping mechanisms, lower levels of organizational stress, better work-life balance, and perceived organizational support.

Research in other occupations suggests that EI explains a higher proportion of variance in individual success than the Intelligence Quotient (IQ). When comparing police officers, child-care workers, and educators in mental health care, on average, police officers scored significantly higher on the EI than these other care-worker practitioner groups, particularly for positive affect and emotional stability (Bar-on et al., 2000). These findings indicate that police officers are more in control of their emotions than those in other fields and are therefore more adaptable than individuals working in other care-worker occupations.

While a growing number of studies demonstrate the importance of EI on police officer job performance, occupational misconduct, and officer wellness, including better coping mechanisms, lower levels of organizational stress, better work-life balance, and perceived organizational support, no research has examined the influence of EI on police volunteers. This dissertation research explores the significance of EI for Canadian police volunteers using the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) and follow-up interviews

with officers and volunteers. Prior research has used TEIQue-SF to explore EI in fields such as nursing (Quoidbach & Hansenne, 2009), relationships (Smith et al., 2008), and work (Johnson et al., 2009).

By examining EI, this study examines how the police organization (i.e. the state) folds the concept of EI into recruit management and shapes their conduct through recruitment technologies screen in and screen out recruits. Organizations do this to govern at a distance by seeking out subjectivities that align with the ideals of police volunteerism, who possess attributes that make them more self-governing, more autonomous, and less of a challenge for the organization to shape their conduct.

There is debate in the literature about the predictive power of trait emotional intelligence beyond personality traits and cognitive intelligence. Critics argue that the incremental validity of trait EI is often limited. However, proponents claim that trait EI is the strongest predictor of most emotion-related outcomes and advocate for using trait-based measures to assess EI (O'Connor et al., 2019). This study, therefore, employs trait EI to explore new dimensions of policing subjectivity.

Critics argue that self-reported questionnaires to assess trait EI can be problematic. These questionnaires may suffer from biases due to inaccuracies in self-perception and social desirability bias, where participants strategically 'fake' their results by scoring high in EI to appear more favourable (O'Connor et al., 2019). This issue arises primarily when test-takers believe someone important, like an employer, will see their results. However, others believe that for self-development or research purposes, individuals are less likely to fake their answers on the trait EI test (Tett et al., 2012). Since this study aims to examine the new policing subjectivity through trait EI, it is unlikely that social desirability bias skewed the results.

Conclusion

Despite the contributions of these scholars to our understanding of motivations, the retention of police volunteers, and the work they do, there are five gaps in previous research that scholars have not addressed. First, although much is known about police volunteers' roles in the UK and the US, we know very little about police volunteering in Canada. The findings of this dissertation can begin to address the gap by exploring the roles that Canadian police volunteers play within police organizations, and the potential influence volunteers have on the communities they serve. Second, although there is literature examining the retention of police volunteers, very little explores recruitment. Furthermore, despite the push to attract diverse candidates to volunteer with the police in the name of symbolic representation, which hypothesizes that people will have more positive perceptions of state officials if they are similar demographically, the evidence is unclear whether this is the case. This dissertation research fills the void in the literature by exploring the perspectives of already-serving members, both sworn and volunteer, on attracting diverse candidates to volunteer programs and police organizations' strategies to attract diverse members to their auxiliary programs.

Third, the literature on policing points to egoistic and altruistic factors that influence community members' willingness to become police volunteers. Other research suggests that public sector volunteer motivations are multifaceted and instead are motivated by values, understanding, career, and social reasons. Despite previous research on the subject, there is a lack of robust research on volunteers in the Canadian public sector. In addition, we know very little about what motivates Canadians to volunteer with the auxiliary police. This dissertation research adds to the existing literature by exploring volunteer motivations to help Canadian police services improve volunteer recruitment and retention efforts.

Fourth, the literature on volunteer job satisfaction finds several barriers to volunteer retention: work or study commitments, internal service dynamics, transitioning to employment as sworn police officers, poor supervision, lack of training, a lack of feeling valued, role ambiguity, and relationships with sworn members. Volunteer job satisfaction may also be related to whether an organization meets an individual's autonomy, competence, and relatedness needs. Despite previous research focusing on issues with retaining police volunteers, others suggest that most volunteers are satisfied with their positions. In spite of being an indispensable resource, volunteerism in various sectors is decreasing and retaining volunteers is becoming a challenge. This study contributes to the literature by expanding on recent research on auxiliary experiences and job satisfaction through the lens of self-determination theory and emotional intelligence.

This dissertation research also makes three unique theoretical contributions to the literature. First, this study explores auxiliary policing through the lens of Dean's nuanced understanding of the relationship between the state and civil society, specifically examining the intricate dynamics between the police, auxiliary, and the community. Unfolding involves offloading state responsibilities to non-state actors, allowing community members to actively contribute to crime prevention. Enfolding integrates values and practices from civil society into the state, enhancing the police's responsiveness to community needs. Refolding incorporates positive community values back into the formal governmental structure, aligning law enforcement practices with societal expectations. This dissertation adds to the existing literature by exploring Dean's perspective in the context of auxiliary policing.

Second, this dissertation explores how the subjectivity of policing has undergone a significant transformation, particularly in the recruitment of auxiliary volunteers. The emphasis on interpersonal skills, emotional intelligence, and self-determination reflects a shift towards a

community-centric approach. Volunteers are now sought not merely for their physical attributes but for their ability to build positive relationships with the community, aligning with the broader goal of shaping a volunteer force that is more attuned to the needs of the community. This way, the police are able to enfold values and practices from the community into the police organization, increasing the quality of the relationship between the state and civil society. I explore this by examining the demographic and psychosocial characteristics of police volunteers, their motivations for volunteering, how they define their purpose and role as auxiliary officers, and the factors affecting their retention.

Third, drawing from self-determination theory, the study explores the basic psychological needs of autonomy, relatedness, and competence in police volunteers. Recognizing and fulfilling these needs are seen as essential for volunteer satisfaction, retention, and commitment. Additionally, the examination of emotional intelligence underscores its significance in policing, as EI levels are alleged to be related to performance, quality of coping mechanisms, and overall wellness. Additionally, emotional intelligence is seen to play a crucial role in individual self-governance, facilitating better interactions with community members, fostering trust, and contributing to a positive public image of the police. However, the specific influence of emotional intelligence on police volunteers remains an unexplored area, making this dissertation a valuable contribution to the understanding of policing subjectivity.

In summary, this research investigates the multifaceted dynamics of auxiliary policing by exploring policing subjectivity, through the recruitment, retention, and experiences of auxiliary personnel. By exploring the evolving role of auxiliary policing and its implications for community engagement, the dissertation sheds light on the interaction between the state, civil

society, and law enforcement, providing valuable insights into the contemporary landscape of recruitment, crime prevention and policing.

Chapter 3: Methods

Explanatory Sequential Mixed Methods Research Design

The research design for this study is an explanatory sequential mixed-methods research design (see Teddlie & Tashakkori, 2009). In this design, a cross-sectional survey questionnaire was developed to examine auxiliary members' demographic characteristics and perceptions on recruitment and retention in the CLPS auxiliary program (see Figure 3.1). Next, semi-structured interviews were undertaken with CLPS auxiliary and sworn officers associated with the program to develop an in-depth understanding of the statistical survey results (see Figure 3.2).

Figure 3.1*Phase One: Survey*

Phase	Procedure	Product	
QUAN Data Collection	· Cross-sectional web-based survey [<i>n</i> = 157] · Census sampling [N = 598]	· Numeric data · Text data [short answer questions]	
QUAN Data Analysis	· Data screening · Principal Component Analysis · Fisher’s exact test · Chi-Squared tests · Spearman’s rank correlation · Independent samples t-test · Linear Regression Analysis · IBM SPSS 26 · Text Data · First cycle coding · Second cycle Coding	· Descriptive statistics, missing data, linearity, homoscedasticity, normality, multivariate outliers · Perceptions of effective recruitment, eligibility, and selection criteria · Factor loadings and variable [Organizational-Level Satisfaction] · Emotional Intelligence Scores · Self-Determination Theory Scores · Motivations to volunteer · Satisfaction with volunteering · 801 coded text segments · 11 over-arching categories	

Figure 3.2*Phase Two: Interviews*

Phase	Procedure	Product
QUAL Participant Recruitment	- Recruited from three groups to sample from: auxiliary, sworn, and management. - Convenience sampling Wave 1 - Recruitment email distributed to the email list [n = 40] [Jun 2] - Follow-up email [n = 40] [Jun 30] Wave 2 - Recruitment email distributed to a new list due to low participation [n = 19] [Jul 23] - Developing interview questions and an interview protocol for each group	- Participants [N = 21] - Wave 1 [n = 8] - Follow up [n = 9] - Wave 2 [n = 4] - Interview protocol
QUAL Data Collection	Semi-structured interviews with 13 phone and 8 video conferencing software	- Audio recordings - Text data [21 transcripts]
QUAL Data Analysis	- First cycle coding - Second cycle coding - QSR NVivo 12	453 coded text segments 34-over-arching categories - Visual displays
Integration of QUAN and QUAL Findings	Interpretation and explanation of the quantitative and qualitative results	- Findings - Discussion - Implications - Future research - Recommendations

This study employed an explanatory sequential mixed-methods research design for the following reasons: triangulation, explanation, utility, and instrument development. The quantitative data helped identify current and former auxiliary members' demographics, motivational, emotional intelligence, and volunteer satisfaction characteristics, while the qualitative data from the semi-structured interviews helped triangulate, corroborate, and explain the findings from the survey questionnaire. For example, while the survey identified what

motivated auxiliaries to volunteer, the interviews explained why and how those factors influenced their decisions to volunteer.

Mixed-methods research improves the utility of the findings. By combining the two approaches, the findings can be more useful to police services in Canada. For instance, a statistical analysis of volunteer support for current recruitment initiatives shows how many members support or do not support current recruitment initiatives. What remains unaddressed is giving practitioners actionable ways of moving forward with improvements.

Last, the survey findings outlined the demographic composition, motivations to volunteer, and issues experienced by auxiliary members, which informed the development of interview guides for the second stage of the study. For example, statements centred around expanding the auxiliary rank structure led to the development of questions pertaining to the rank structure for the interviews. The survey questionnaire also informed the selection of participants for the semi-structured interviews. For instance, the results from the survey questionnaire demonstrated differences in preference in sought-after selection criteria between auxiliary and sworn officers, which called for interviewing both auxiliaries and sworn officers to investigate why these differences exist. Furthermore, a textual analysis of the open-ended survey responses pointed to factors affecting job satisfaction that were further investigated in the interview phase of the study. The quantitative and qualitative findings from the survey and interview data were mixed at the inferences stage.

I approached this study from a pragmatic approach to inquiry. Pragmatists embrace quantitative and qualitative research approaches to produce practically valuable and actionable knowledge. This dissertation research utilized the pragmatic approach to inquiry because it provided the study with the framework and the flexibility to establish a participant-centred

approach to generate evidence-based recommendations to police services on improving recruitment and retention in their auxiliary programs, and to provide insight on contemporary forms of governance. Kelly and Cordeiro (2020) argue that by adopting the pragmatic approach, “researchers can develop research agendas anchored in respondent experiences and, hence, ensure the research is of practical relevance” (p. 3). I adopted the pragmatic approach to provide an in-depth look and understanding of Canadian police auxiliary volunteers, particularly the demographic composition, motivations for volunteering, volunteer experiences, and how they socially construct their roles and the purpose of their work. As a result, this study provides police services with practical, actionable recommendations for developing effective recruitment and retention strategies for their police volunteers.

Research Setting

Data were collected with the Crescent Lake Police Service (CLPS)², one of Ontario’s largest multiregional law enforcement agencies serving over four million people within its jurisdiction. The CLPS delivers service in six geographic regions serving urban and rural environments. The CLPS is atypical of police services in Ontario because it primarily focuses on patrolling rural areas within its jurisdiction, while providing only limited policing in large metropolitan areas. This research setting is unique because prior research suggests the differences in environments of rural versus urban areas provide different challenges to policing practices and interactions with their communities (Buttle, et al., 2010; Sun & Chu, 2009; Cain, 1971).

I gained access to the CLPS through a gatekeeper who is a sworn officer with the CLPS. My supervisor and I met with the officer on Jun 27, 2018, to outline the scope of the study,

² A pseudonym used to protect the identity of the police organization.

expectations, and how it will meet the needs of the CLPS. Some of the needs included: improving auxiliary recruitment practices and increasing the recruitment of women, French-speaking community members, members in remote communities, and individuals with ethnically and culturally diverse backgrounds. Following our meeting, I applied for a security clearance from the CLPS to conduct research with their officers. A security clearance was needed because I would only be granted access to publicly available information without it. Furthermore, receiving a security clearance would demonstrate that the organization supported the project, which is crucial as police organizations are apprehensive about conducting research with outsiders (Campeau, 2015; Skolnick, 1994; Reuss-Ianni, 1983).

Upon receiving my security clearance in September 2018, the gatekeeper invited me to attend a week-long training course for police auxiliary recruits at the CLPS headquarters in Crescent Lake from October 19 - 26, 2018. The course covered basic auxiliary constable training, including drill (i.e., marching in formation), learning how to operate the radio system, their legal powers as an auxiliary, and self-defence and firearms training. The course ran from 07:00 to 18:00 every day, with a graduation ceremony on the last day. I participated in all aspects of the training course apart from the firearms training. This kind of participant ‘witnessing’ is essential because it provides valuable insight into the research topic and “serves as an orientation to the research phenomena at hand” (Tracy, 2020, p. 75). This step in the research process was vital because it granted me an insider’s perspective on the auxiliary program and allowed me to establish rapport with auxiliary and sworn members. During the training course, no data were collected because I did not receive ethics clearance from the University of Waterloo’s Research Ethics board³. The study received clearance from the Research Ethics Board for the survey and

³ The study obtained ethics clearance on August 9, 2019, and my supervisor signed a research agreement with the CLPS on September 6, 2019.

interviews on August 9, 2019. Due to the COVID-19 pandemic, an amendment was submitted to the research ethics board to conduct interviews virtually and was approved on June 15, 2020.

Phase One: Survey

Recruitment

Auxiliary members were recruited to participate in the survey by email. Although the study obtained clearance from the CLPS to collect data on September 6, 2019, there was a four-month delay because the CLPS upgraded the auxiliary program's email servers. On January 2, 2020, the gatekeeper⁴ distributed the survey recruitment email (see Appendix A) to all auxiliary members through their institutional email accounts. I recruited sworn members to participate in the study by having the gatekeeper post the contents of the survey recruitment email to an internal CLPS online forum.

Participation in the survey phase of the study was open to all active CLPS auxiliary members irrespective of gender, age, and rank and CLPS sworn members who are former members of the auxiliary irrespective of gender, age, and rank⁵. This study excluded inactive auxiliary members because they did not have access to the survey information email⁶. Participation was also closed to sworn officers with the CLPS who did not previously serve with the auxiliary.

The sampling frame for this research was the whole CLPS population of auxiliary personnel (N = 598). As of March 2020, the CLPS auxiliary had approximately 598 active volunteers, ranging from 19 to 174 active officers in each region⁷. Sworn members who were

⁴ The individual who runs the auxiliary program, the gatekeeper, changed throughout the study.

⁵ I did not investigate rank in the auxiliary due to the low numbers of sergeants, staff sergeants, and inspectors.

⁶ Auxiliary members can only access their emails from a secure computer in a CLPS Detachment, which may amount to two days per month.

⁷ There were 629 auxiliary members of which 31 were inactive due to a leave of absence.

former auxiliaries were sampled using the total population sampling approach. With approximately 5600 sworn officers at the CLPS, the number of former auxiliaries is unknown because the organization does not collect statistics for how many sworn officers are former auxiliaries.

Data collection for the survey questionnaire occurred between Jan 2, 2020, to Apr 15, 2020. The survey recruitment email was distributed to all auxiliary members on Jan 2, 2020. The first follow-up email was sent to the auxiliary members on Feb 4, 2020 (see Appendix B). The gatekeeper distributed the survey to sworn officers on the same day by posting it to an internal forum. On Mar 4, 2020, the gatekeeper distributed a reminder email to all participants. On Mar 13, 2020, in light of the COVID-19 global pandemic and enhanced social distancing measures implemented within Ontario, the CLPS removed all of their auxiliary members from active duty. Survey data collection ended on Apr 15, 2020.

A total of 157 respondents completed the survey questionnaire, including 143 auxiliary and 14 sworn members employed with the CLPS. This yielded a survey response rate of 23.1% for police volunteers, which is similar compared to Canadian studies of police volunteers at 28% (O'Connor et al., 2022a; O'Connor et al., 2022b) and average when compared to previous studies on police volunteers in other countries a range from 10% to 49% (Callender et al., 2018; Wolf et al., 2017; Britton, 2016; Gaston & Alexander, 2001). Operational constraints may have impacted the response rate for this study. Auxiliary members can only access their institutional email accounts while at a CLPS detachment, and because the CLPS only requires CLPS members to be on shift two times per month, a significant portion of the sample may not have had a chance to view or complete the survey.

Data Collection

The survey phase of the study employed a cross-sectional online self-administered questionnaire hosted on the Qualtrics Experience Management Platform that took approximately 20 to 25 minutes to complete. The survey questionnaire consists of 34 closed-ended, and 11 open-ended questions that examined participants' perspectives on recruitment, character traits and training, satisfaction with volunteering at the organizational level, experiences volunteering in the detachment, general volunteer satisfaction using the Basic Psychological Need Satisfaction at Work Scale, the Trait Emotional Intelligence Questionnaire-Short Form, and demographic questions (see Appendix C). Before administering the questionnaire to participants, my supervisor, two committee members and the gatekeeper reviewed a draft for clarity and comprehension of each question. All members of my committee and the gatekeeper from the CLPS provided feedback on the questionnaire.

Dependent Variables. Six questions in the survey questionnaire examined the perceptions of auxiliaries and sworn members on recruitment strategies, selection criteria, and motivations to volunteer. Questions 1 to 3 examined how well the CLPS advertises the auxiliary program and ways that the program can attract those interested in becoming police officers and those who do not have an interest in a career in law enforcement. Questions 3 and 4 of the survey explored auxiliary and regular members' perceptions of effective recruitment strategies, selection criteria, and volunteer motivation. The survey asked open-ended questions on the best ways of attracting people to the auxiliary interested in a career in policing and those not interested.

Question 4 from the survey asked participants to select all the reasons that motivated them to apply to become a police auxiliary. The following studies informed the eight items (see Table 3.1).

Table 3.1*Motivations to Volunteer*

Item Source	Question Item
Berg & Doerner (1988)	1. Excitement and adventure. 2. Help others.
Britton, Wolf & Callender (2018)	3. Improve my chances of being hired as a sworn police officer.
Wolf, Holmes & Jones (2016)	4. Make a difference in my community. 5. Personal development. 6. Network with others. 7. Gain skills and experience. 8. Interested in policing as a career but did not want to pursue it full-time.

Question 10 examined how auxiliaries and sworn members defined excellence in policing and asked participants to select the top three characteristics they feel describe a good volunteer police officer from a list of ten. I adopted the list of characteristics from recruitment resources and literature examining the characteristics of police officers: communication skills, mental agility (Sherman, 2019); relationship building, courage, physical and mental fitness, empathy and compassion (Guffey et al., 2007); and integrity, love of learning, mental agility, relationship building and critical thinking (Cox et al., 2016).

Questions 15 to 18 examined auxiliary satisfaction with the CLPS as an organization. In Question 15, participants were presented with seven statements that asked them to rate their feelings on a 7-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). Two items from the question examined members' perspectives on the auxiliary program and its officers: 15.6 "The CLPS does a good job showing appreciation to their auxiliary constables" and 15.7 "I am likely to recommend volunteering as an auxiliary constable to a friend, relative, or colleague". Therefore, the survey asked participants their perspectives on appreciation,

recommending auxiliary policing to a friend, and how they feel about their utilization in the program.

A Principal Components Analysis (PCA) was run on the 8-items from Question 15 to examine organizational-level satisfaction. Inspection of the correlation matrix showed that all items had at least one correlation coefficient greater than 0.3. The overall Kaiser-Meyer-Olkin (KMO) measure was .87, with individual KMO measures all greater than .6, classified as meritorious (Kaiser, 1974). Bartlett's test of sphericity was statistically significant ($p = .000$), indicating that the data were factorizable.

The PCA revealed a one-factor solution with an eigenvalue of 4.4, which explained 62.7% of the total variance. The resulting component was consistent with the survey questionnaire and was named 'Organizational-Level Satisfaction' ($\alpha = .90$). An Organizational-Level Satisfaction score was calculated by adding the scores of all the components and dividing them by the number of components, with a mean of 5.3 ($n = 117$, Min 1.4, Max 7, $SD = 1.3$).

Table 3.2

Structure Matrix for PCA of Organizational-Level Satisfaction and Support

Items	Component Coefficients
1. In general, I feel like a member of the CLPS community.	.85
2. The CLPS does a good job showing appreciation to their auxiliary constables.	.85
3. I feel I would be supported by the CLPS if there was a problem, or something went wrong.	.83
4. I am likely to recommend volunteering as an auxiliary constable to a friend, relative, or colleague.	.81
5. I am generally satisfied with how I am managed in the auxiliary constable program.	.79
6. If I experienced a traumatic event during my duty, I would be provided with appropriate support.	.77
7. I am satisfied with how I receive feedback on my performance.	.61

Three items from the survey questionnaire examined auxiliary perspectives on their initial training course and opportunities for training in the program which is a factor that influences auxiliaries to resign. For example, volunteers are known to resign from policing due to feelings of being underutilized and a lack of training opportunities (Gaston & Alexander, 2001; Britton & Callender, 2016). The survey asked auxiliaries to rate the statements on a Likert-type scale from strongly disagree (1) to strongly agree (7) if the course was well-delivered (11.1), if the training course helped them feel confident as an auxiliary (11.2), and if the CLPS provides auxiliaries with adequate educational and training opportunities (11.3).

Questions 34 and 35 from the survey questionnaire examined auxiliary members' volunteer characteristics. The questions ask participants whether they volunteer outside of the CLPS and, if so, to list the number of hours.

Basic Psychological Need Satisfaction at Work Scale. The general volunteer satisfaction section of the survey (Appendix C, p. 178) asked participants to complete the 21-item Basic Psychological Need Satisfaction at Work Scale. This scale examines three facets of self-determination theory and indicates whether organizations meet workers' or volunteers' needs of autonomy, relatedness and competence (Deci et al., 2001). The scale asked participants to rate how well each statement describes their typical feelings while at work on a 7-point Likert-type scale ranging from 1 (not true at all) to 7 (very true). I modified the text of the questions to reflect volunteering instead of work. To calculate scores, I reverse-coded items 3, 5, 7, 9, 11, 14, 16, 18, and 20 (see Appendix D for details). Additionally, I reverse-coded item 19 because of an imputation error. The original item was: when I am working, I often do not feel very capable. In the survey, it was modified to when I am volunteering, I feel very capable when doing my job.

Table 3.3 shows the items used to calculate the facets of self-determination theory and the global score.

Table 3.3

Self-Determination Theory Subscales

Facet of self-determination	Items
Autonomy	1, 5r, 8, 11r, 13, 17, 20r.
Competence	3r, 4, 10, 12, 14r, 19r.
Relatedness	2, 6, 7r, 9, 15, 16r, 18r, 21.

Note: Reverse coded items are indicated with an r.

For auxiliary members, scores ranged from 3.1 to 6.6, and coefficients ranged from .61 to .73 for the subscales (see Table 3.4). Higher scores reflect greater satisfaction. Previous studies resulted in coefficients of .69, .71, and .86 (Gagne, 2003) and .86, .75, .85 (Wei et al., 2005) for autonomy, competence, and relatedness scores. The present study resulted in coefficient alphas of .71, .61, and .73 for autonomy, competence, and relatedness subscales, with interitem correlations ranging between .57 to .65.

Table 3.4

Psychometric Properties for Basic Psychological Need Satisfaction at Work Scale

Scale	M	SD	Range	Cronbach's α
Autonomy	4.6	.53	3.1-6.6	.71
Competence	4.1	.56	2.5-6.0	.61
Relatedness	4.7	.42	3.9-5.5	.73

The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF). TEIQue-SF was used to measure emotional intelligence (EI) and answer Research Question #4. The TEIQue-SF consists of 30 items rated by participants on a 7-point Likert scale, ranging from completely disagree (1) to completely agree (7), measuring Global Trait Emotional Intelligence (Global

Trait EI). The TEIQue-SF is derived from the full form that covers 15 domains of traits of emotional intelligence (see Table 3.5).

Table 3.5

The Domains of Trait Emotional Intelligence

Facets	High scorers view themselves as...
Adaptability	Flexible and willing to adapt to new conditions.
Assertiveness	Forthright, frank, and willing to stand up for their rights.
Emotion expression	Capable of communicating their feelings to others.
Emotion management (others)	Capable of influencing other people's feelings.
Emotional perception (self and others)	Clear about their own and other people's feelings.
Emotion regulation	Capable of controlling their emotions.
Impulsiveness (low)	Reflective and less likely to give in to their urges.
Relationships	Capable of maintaining fulfilling personal relationships.
Self-esteem	Successful and self-confident.
Self-motivation	Driven and unlikely to give up in the face of adversity.
Social awareness	Accomplished networkers with superior social skills.
Stress management	Capable of withstanding pressure and regulating stress.
Trait empathy	Capable of taking someone else's perspective.
Trait happiness	Cheerful and satisfied with their lives.
Trait optimism	Confident and likely to "look on the bright side" of life.

Source: (Petrides, 2010, p. 137).

A global trait EI score is calculated by adding all the scores and dividing by the number of items (30) (see Table 3.6). It is important to note that the TEIQue-SF only measures global trait EI and not the 15 domains of emotional intelligence because they tend to have lower internal consistency scores than in the full form of the inventory (Petrides, 2009). A previous study employing the TEIQue-SF on police officers resulted in a Cronbach's alpha of .89 (Arnatt & Beyerlein, 2014). The present study resulted in an alpha coefficient for global trait EI for both auxiliary and sworn respondents of $\alpha = .83$ ($n = 108$), $\alpha = .82$ ($n = 96$) for auxiliaries only, and $\alpha = .84$ ($n = 12$) for sworn members.

Table 3.6*Global Trait EI Psychometric Properties*

Participants	M	SD	Range	Cronbach's α
All	5.8	.46	4.3-6.8	.83
Auxiliary	5.9	.04	4.8-6.8	.82
Sworn	5.5	.49	4.3-6.3	.84

Independent Variables. This dissertation research examined ten independent variables. Questions 22-32 of the survey questionnaire examine demographic characteristics, including gender identity, age, language spoken most often at home, country of birth, ethno-racial group membership, marital status, employment status, and estimated total household income. The demographic variables selected for this study were adapted from the 2019 Canadian General Social Survey (Statistics Canada, 2019). I chose to examine variables such as ethnicity and languages spoken at home because previous research demonstrates that factors such as country of birth and ethnicity may impact the propensity of individuals to volunteer in their communities in that those who are immigrants are less likely to volunteer than their non-immigrant counterparts (Hall et al., 2006).

Since I was able to gain access to both sworn and auxiliary members, this study examined the influence of officer status (current auxiliaries versus sworn officers) to determine whether there are significant differences between current volunteers and those who were successful in the sworn application process. To create the officer status variable, I recoded Question 44 (are you interested in pursuing a career in law enforcement?) from the survey into a dummy variable: currently a sworn police constable with the CLPS (1), and no and undecided (0). I hypothesized that there were group differences between auxiliary and sworn officers and their motivations to volunteer, where auxiliaries were motivated for altruistic reasons versus sworn members were motivated by egoistic reasons such as becoming a sworn police officer.

I examined differences in two ways. Differences between sworn and auxiliary members, and differences between auxiliary members interested in pursuing a career in policing and those who are not. I recoded Question 44 (are you interested in pursuing a career in law enforcement?) from the survey into a dummy variable: yes (1), and no and undecided (0). The hypothesis investigated a relationship between group membership and their motivation to volunteer.

Data Analysis

Quantitative data from the survey phase were analyzed using IBM SPSS 26. To answer Research Question #1a, I generated descriptive statistics which examined the characteristics of current and former volunteer auxiliaries. Characteristics included gender identity, age, ethnic-racial composition, country of birth, the language spoken most often at home, marriage status, the highest level of education achieved, employment status, volunteering characteristics, and previous volunteer experience.

To address the perceptions of auxiliary and sworn members on effective recruitment strategies and criteria, I examined participants' perspectives on recruitment strategies members were asked to rate several statements on Likert-type scales ranging from 1 (strongly disagree) to 7 (strongly agree). The opportunity to volunteer with the CLPS is well advertised in my region: disagree (36.4%, $n = 68$), 21.7% ($n = 31$) neutral, and 30.8% ($n = 44$) agree. Informational about how to become an auxiliary constable is easy to find online: (78.4%, $n = 112$) agree, 11.9% ($n = 17$) neutral, and 9.8% ($n = 14$) disagree.

The survey explored perspectives of eligibility criteria by asking respondents to rate the appropriateness of seven criteria on a Likert-type scale from 1 (not at all appropriate) to 7 (very appropriate). I dichotomized the statements by recoding 1-4 as neutral/disagree and 5-7 as agree and created an officer status variable by dichotomizing item 44 from the survey (0 = auxiliary, 1

= sworn). A series of Fisher's Exact Tests were run to examine statistically significant associations between member status (auxiliary or sworn) and their perceptions of eligibility criteria (see Table 3.7). 129 auxiliaries and 14 sworn officers were involved in the analysis. The Fisher's exact test is appropriate for group differences in cases where expected frequencies are less than five because the sampling distribution is too deviant from a Chi-squared distribution to be accurate (Field, 2018).

Table 3.7

Fisher's Exact Results for Perspectives on Eligibility Criteria

Eligibility Criteria	Auxiliary		Sworn		<i>p</i>
	n	%	n	%	
1. Must be 18 years of age or older	127	98.4	14	100	.813
2. Must be a Canadian citizen or permanent resident	125	97.7	11	78.6	.013*
3. Must have a class 'G' driver's license with full driving privileges and no demerit points	127	98.4	10	71.4	.001*
4. Must have completed an Ontario Secondary School Diploma program or equivalent	120	93.0	9	64.3	.005*
5. Must have completed Standard First Aid and Basic Rescuer (Level C) CPR	109	84.5	12	85.7	.632
6. Applicants must be of good moral character and be mentally and physically able to perform the duties of an auxiliary	129	90.2	14	100	.616
Total:	737	100	70	100	

**p* < .05.

The Fisher's Exact Tests determined significant differences between auxiliary and sworn members in three criteria: (2) must be a Canadian citizen or permanent resident, (3) must have a class 'G' driver's license, and (4) must have completed an Ontario Secondary School diploma program or equivalent.

To address attracting diverse applicants to the auxiliary, the survey asked participants to rate the program's attractiveness to individuals interested and not interested in a career in

policing on a 7-point Likert-type scale from 1 (strongly disagree) to 7 (strongly agree). All 143 auxiliaries and 14 sworn officers were involved in the analysis.

Research Question #1e explores the motivations to volunteer with the police auxiliary. I used descriptive statistics to present the answers to the question, ‘what are the main reasons that motivated you to volunteer as an auxiliary constable?’ and conducted a series of Chi-squared and Fisher’s exact tests to examine the difference between auxiliary and sworn members’ motivations, age categories (i.e., ≤ 32 , 33 - ≤ 45 , 46+), length of service (i.e., 0-3, 4-11, 12 + years), and gender. I calculated the age and length of service categories by dividing each variable into one-third increments based on the number of responses in each variable (see Table 3.8).

Table 3.8

Age and Length of Service Categories

Variable	<i>n</i>	%
Age		
≤ 32	30	33.0
33 - ≤ 45	28	30.8
46+	33	36.3
Length of Service		
0 - 4 years	31	31.6
4 - 12 years	32	32.7
12 + years	35	35.7

Motivations included: to make a difference in my community, to improve my chances of becoming a sworn police constable, to gain skills and experience, to network with others, to help others, personal development, and excitement and adventure. Post hoc analyses involved pairwise comparisons using the z-test of two proportions with a Bonferroni correction. A Bonferroni correction is appropriate for analysis when researchers perform multiple pairwise tests on a single data set to reduce the chances of obtaining a Type 1 error (VanderWeele & Mathur, 2019).

Research Question #1e examines how psychological tests can be incorporated into the recruitment and retention of police auxiliary members. First, an independent samples t-test was conducted to determine if an auxiliary's gender influenced their EI score. 76 males and 20 females were included in the analysis. The females in the sample scored higher on EI ($M = 5.93$, $SD = .104$) than males ($M = 5.83$, $SD = .466$). There were no outliers in the data, as assessed by inspection of a boxplot. EI scores for each gender were normally distributed, as assessed by Shapiro-Wilk's Test ($p > .05$), and there was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .174$).

A binomial linear regression analysis examined the influence of the age of auxiliary members on EI scores. To assess linearity, I plotted a scatterplot of EI against age. Visual inspection of the scatterplot indicated a linear relationship between variables. There was homoscedasticity and normality of the residuals. The analysis concluded that age is not a statistically significant predictor of EI, $F(1, 82) = .104$, $p = .748$. A binomial linear regression was also conducted to examine the influence of auxiliary members' length of service in years on EI. Visual inspection of the scatterplot indicated a linear relationship between the variables. There was homoscedasticity and normality of the residuals.

To investigate group differences, an independent samples t-test was run to determine if officer status (i.e., auxiliary vs. sworn) influenced EI. There were two influential outliers in the sworn sample as assessed by their Cook's distance which were removed from the analysis⁸. EI scores for both groups were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$), and there was homogeneity of variances as assessed by Levene's Test. There were 96 auxiliaries and 10 sworn constables included in the analysis.

⁸ The outliers had Cook's d scores of .37 and .20; the cut off was calculated by $n/4 = .04$.

I investigated whether there are differences in EI between members interested in pursuing a career in policing and those who are not by conducting an independent samples t-test ($n = 98$). There were no outliers in the data, as assessed by inspection of a boxplot. EI scores were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$), and there was homogeneity of variances, as assessed by Levene's test for equality of variances ($p = .092$).

Knowing the influence of EI on work satisfaction, I conducted a Spearman's rank-order correlation to examine whether EI is related to organizational-level satisfaction. This test was chosen because organizational-level satisfaction was not normally distributed, and despite attempts at transformation, I could not normally distribute the data. Preliminary analysis showed the relationship to be monotonic, as assessed by visual inspection of the scatterplot.

The second psychological measure is self-determination. I ran tests to assess the relationship between satisfaction volunteering in the auxiliary program and levels of autonomy, competence, and relatedness. First, a Spearman's rank correlation was run to assess the relationship between organizational-level satisfaction and SDT Autonomy ($n = 102$). Preliminary analysis showed the relationship to be monotonic, as assessed by visual inspection of the scatter plot. Three cases were identified as outliers by visual inspection of the boxplot. Further analysis showed four cases that were near the cut-off of Mahalanobis Distance (10.0) to classify as extreme outliers (14.4, $p < .001$; 9.6, $p = .002$; 8.25, $p = .004$; 8.1, $p = .004$). The analysis resulted in a strong correlation between organizational-level satisfaction and SDT Competence with the cases, $r_s(104) = .535$, $p < .001$, and without the cases $r_s(100) = .558$, $p < .001$.

For the second component of self-determination, I ran a Spearman's rank correlation to assess the relationship between organizational-level satisfaction and SDT Competence ($n = 102$) and identified three cases as outliers by visual inspection of the boxplot. Further analysis

identified four cases near the cut-off of Mahalanobis Distance (10.0) to classify as extreme outliers (10.7, $p = .001$; 10.5, $p = .001$; 10.3, $p = .001$; 10.3, $p = .001$). I ran the analysis with and without those cases. The analysis resulted in strong correlations between organizational-level satisfaction and SDT Competence with the cases, $r_s(104) = .535, p < .001$, and without the cases $r_s(100) = .558, p < .001$.

Last, a Spearman's rank correlation was run to examine the relationship between organizational-level satisfaction and SDT Relatedness ($n = 110$). Preliminary analysis showed the relationship to be monotonic, as assessed by visual inspection of the scatter plot and three cases were identified as outliers by visual inspection of the boxplot. Further outlier analysis showed one extreme outlier with a Mahalanobis distance of 10.9 ($p = .001$) and one close at 9.2 ($p = .001$). Analysis was run with and without those two cases. The analysis resulted in a moderate correlation between organizational-level satisfaction and SDT Relatedness with the outliers included $r_s(108) = .442, p < .001$, and without the outliers $r_s(106) = .494, p < .001$.

To answer Research Question #2a, the survey asked participants to rate the following on a Likert scale from 1 (strongly disagree) to 7 (strongly agree): my detachment makes good use of my skills and my abilities, the CLPS does a good job showing appreciation to their auxiliary constables, satisfaction with volunteer experience with the CLPS in the past 12 months, and I am likely to recommend volunteering as an auxiliary constable to a friend, relative, or colleague. I utilized descriptive statistics to present the data from the statements.

I chose to utilize seven-point scales in this study for the following reasons: rating scales that are too short do not allow enough room to make a distinction, scales with six or more responses increase validity, and research suggests that seven-point scales provide a more

accurate measure of a respondents' true subjective evaluation of a questionnaire than five-point scales (Taherdoost, 2019; Finstad, 2010).

Research Question #2b examines the perspectives of auxiliary and sworn officers on the auxiliary program and its officers. The survey asked participants to rate the following on a Likert scale from 1 (strongly disagree) to 7 (strongly agree): sworn police officers acknowledge the importance of the auxiliary program, and I am sometimes made to feel like I am more of a burden than help by regular, sworn police officers.

Missing Data. A missing values analysis indicated that Little's (1988) test of missing completely at random (MCAR) was not significant in every section of the survey (see Table 3.9). A statistically significant result would indicate that the data were not missing at random. I used listwise deletion to account for missing data. Listwise deletion is the most commonly used strategy for handling missing data, and prior researcher notes that when the assumptions of MCAR are satisfied, listwise deletion is known to produce unbiased results even though it may affect statistical power (Kang, 2013; Peugh & Enders, 2004).

Table 3.9*Results of Little's MCAR Test*

Survey Section	Missing Data Range (%)	Little's MCAR Test
Recruitment	0 – 9.8	$X^2 (37) = 17.85, p = .99$
Character Traits and Training	0 – 14.0	$X^2 (3) = 1.64, p = .65$
Detachment level Satisfaction	0 – 16.0	$X^2 (28) = 34.46, p = .19$
Organizational Level Satisfaction	0 – 18.2	$X^2 (16) = 15.29, p = .50$
General Volunteer Satisfaction	21.0 – 22.4	$X^2 (99) = 103.28, p = .36$
Problem-solving and Emotional Wellbeing	28.0 – 30.1	$X^2 (153) = 180.61, p = .06$
Demographic Characteristics	28.0 – 36.0	$X^2 (19) = 21.99, p = .29$

Validity and Reliability. The survey instrument was subject to review for content validity by my supervisor, two committee members, and the gatekeeper from the CLPS. Furthermore, to assess construct validity, for example, SDT Competence, I examined correlations between items measuring similar constructs. There was a statistically significant positive correlation between SDT Competence and 'I am provided with adequate training and educational opportunities as an auxiliary constable', $r_s (104) = .527, p < .0001$. The reliability and internal consistency of the survey instrument were confirmed by calculating alpha coefficients for all measures.

Phase Two: Interviews

Recruitment

I recruited three groups of participants for the interview phase using convenience sampling: auxiliary members, former members who are sworn officers, and sworn officers who are managers in the auxiliary program (auxiliary management). Due to the COVID-19 pandemic and auxiliary members' inability to access their institutional email accounts, the gatekeeper distributed the interview recruitment email to auxiliaries through their personal email accounts. I

recruited sworn members through their institutional email addresses. The email recruitment letter (see Appendix E) outlined the benefits and possible risks of participating in the study and instructed participants to contact me directly by email if they were interested in participating in the interviews. I did not offer participants any incentives to participate in the study. When contacted by a CLPS auxiliary or sworn member interested in participating, I replied with the interview information letter and an invitation to arrange a date, time, and preferred mode of communication to conduct the interview. The gatekeeper had no way of identifying who participated in the interviews because participants contacted me directly.

The gatekeeper compiled a list and sent a recruitment email to participants on Jun 2, 2020, to: 26 current auxiliaries, six former auxiliaries, five auxiliary liaison officers⁹, and three auxiliary administrators. A total of eight individuals took part in the first round of interviews: six auxiliary members, one sworn member, and one liaison officer. A reminder email was sent to all members from the original list on Jun 30, 2020, yielding another nine participants: five auxiliaries, one sworn, two liaison officers, and one auxiliary manager. The second round of interviews concluded on Jul 20, 2020.

Due to a low response rate from current auxiliary members and poor representation from former auxiliary members, and program managers, a final email was distributed to a new list of 19 members on Jul 23, 2020, yielding four additional participants: one auxiliary, two liaisons, and one auxiliary manager. In total, 21 out of the 45 invited CLPS members participated in the study: 12 auxiliaries, two sworn members, five liaison officers, and two auxiliary managers, generating a response rate of 46.6%. In order to protect the identity of the participants, I did not ask participants to identify their gender, age, and region of volunteering. However, the

⁹ All liaison officers were current sworn officers and former auxiliary members with the CLPS.

researcher-identified gender characteristics of the sample of participants included 17 males and four females. Interviews spanned from Jun 20, 2020, to Aug 20, 2020. I completed data collection for the interview portion once I reached theoretical saturation, where new data no longer contributed to developing and refining theoretical ideas. I concluded the last interview on Aug 20, 2020. In total, 21 CLPS members participated in the study: 12 auxiliaries, two sworn members, five liaison officers, and two members from the program office, generating a response rate of 46.6%.

Data Collection

The interview phase of this study involved one-on-one, remote, semi-structured interviews. I conducted twelve interviews over the phone, and eight over video conferencing technology, including Microsoft Teams, Skype, and Zoom. One advantage of using these methods is that they are not limited by geographical location (Iacono, Symonds, & Brown, 2016). Giving participants the choice of communication mode to participate was important because public health guidelines restricted movement during the COVID-19 pandemic, making intra-provincial travel challenging. The use of virtual modes of communication allowed me to reach individuals from various regions patrolled by the CLPS. Interviews spanned a range of 26 to 78 minutes with an average time of approximately 43 minutes. Table 3.10 provides a summary of interview details and interviewee characteristics.

Table 3.10*List of Interview Participants*

Interviewee ID	Status	Rank	Minutes
A06	Auxiliary	Constable	78
A22	Auxiliary	Sergeant	62
A31	Auxiliary	Constable	26
A38	Auxiliary	Sergeant	56
A39	Auxiliary	Staff Sergeant	36
A43	Auxiliary	Inspector	43
A50	Auxiliary	Staff Sergeant	28
A59	Auxiliary	Inspector	49
A78	Auxiliary	Constable	32
A93	Auxiliary	Sergeant	34
A94	Auxiliary	Staff Sergeant	42
A99	Auxiliary	Staff Sergeant	70
LO1	Liaison	Sergeant	38
LO3	Liaison	Constable	35
LO5	Liaison	Constable	42
LO53	Liaison	Constable	30
LO85	Liaison	Constable	40
M32	Management	N/A	47
M65	Management	N/A	45
SA18	Sworn	Constable	33
SA83	Sworn	Inspector	41

Note: I excluded auxiliary managers' ranks to protect the identity of participants.

I developed interview protocols after Phase 1. The survey results informed the development of interview questions to better understand the rationale behind what motivated participants to volunteer and their experiences volunteering with the CLPS auxiliary. A different interview protocol was used for each participant group: current auxiliary members, former auxiliary members-sworn officers, and auxiliary program management. The auxiliary interview questionnaire (see Appendix F) was composed of 17 questions and asked participants open-ended questions regarding their perspectives on recruitment, general volunteer interests and

satisfaction with the auxiliary program, and experiences and satisfaction with volunteering at their detachments. The interview guide for former auxiliary members now sworn officers (see Appendix G) comprised of 19 questions and asked officers to recall their time as auxiliaries and answer questions on recruitment to the auxiliary program, general satisfaction and ways to improve the program for current auxiliaries, and perspectives on the auxiliary program at the detachment level including relationships with auxiliaries. Last, the interview guide developed for auxiliary program management (Appendix H) consisted of 15 questions and explored perspectives on the role of the auxiliary, recruitment, training, perspectives on transitioning to sworn police officers, and the perspectives of the auxiliary program at the organizational level. Each interview guide was composed of similar and unique questions depending on the group to which the interviews were administered. Auxiliaries had three unique questions, sworn officers had two unique questions, and management had nine unique questions (see Table 3.11).

Table 3.11

Unique Interview Question

Guide	Item #
Auxiliary	12, 13, 14
Sworn	7, 9
Management	1, 2, 3, 7, 9, 10

Data Analysis

I analyzed the eleven open-ended questions from the survey questionnaire using NVivo 12. The unit of analysis of survey data was the survey question. After exporting the data from SPSS, I placed the qualitative data into separate word documents organized by survey questions totalling 15 files. I distinguished answers between sworn and auxiliary personnel by bolding answers from sworn officers. I then placed each file under the related research question that it addressed.

I used two techniques to code the qualitative data in the survey phase. I used descriptive coding, a technique described by Saldana (2016) as leading “to a categorized inventory, tabular account, summary or index of the data’s contents” (p. 104) for questions that asked auxiliaries about previous experiences, often had one-worded answers to and asked participants to list something. For example, Question 34 asked participants to list any previous or current volunteer experience. I used process coding, a technique used to signify action or describe processes in the data, for questions that asked participants their opinions or to explain and expand on their answers to the corresponding survey questions. For example, a code that emerged using process coding was, streamlining with the regular force, which described aligning the recruitment process with that for sworn officers.

I wrote memos whenever I saw a particular theme or idea emerging from the data. I generated in vivo codes where applicable and coded data using participants’ words verbatim. For example, an in vivo code that emerged in the data was *flying the flag*, which describes the CLPS having a visible presence in the community. Codes were developed using the constant comparison method. I then employed code mapping, a technique used to organize codes into common thematic categories before second cycle coding and analysis. First-cycle coding resulted in 801 coded text segments (see Appendix J). Second cycle coding involved focused coding where I examined the data for the most frequent or significant codes, then constructed categories from the nodes within each research question, resulting in 10 over-arching categories. I then refined those categories to develop constructs and findings.

Table 3.12*Research Questions and Corresponding Survey and Interview Questions*

Research Question	Survey Questions	Interview Questions		
		Auxiliary	Sworn	Management
RQ#1a	6, 34	7	8	-
RQ#1b	8b, 9b	1,3	2-3	2-5
RQ#31c	3a, 3b, 9b	4-6	4-6	6
RQ#1e	10	10	7, 13	-
RQ#2a	4	2	1	-
RQ#2b	12, 14, 17, 18, 20, 45	8-9, 12-19	12-19	9, 11, 13

For the interview phase, I utilized several techniques during my first round of coding, including descriptive coding, process coding, and in vivo coding. I utilized code mapping before the second coding cycle to arrange all coded segments into common categories. First cycle coding resulted in 453 coded segments (see appendix K for codebook) and 89 themes.

In the second cycle, I conducted focused coding to search for the most frequent or significant codes in my data to develop the most relevant categories, resulting in 11 over-arching categories. I constructed the categories from the data and placed them under each relevant research question. I then refined those categories to develop constructs and findings.

Qualitative Validation. Researchers employ specific processes and procedures to assess the accuracy of their findings. Creswell and Poth (2018) identify this process as validation, which they describe as “an attempt to assess the ‘accuracy’ of the findings, as best described by the researcher, the participants and the readers (reviewers)” (p. 338). The two describe a list of strategies organized into three groups by the lens the strategy represents: the researcher’s lens, the participant’s lens, and the reader’s or reviewer’s lens (p. 340). The authors recommend that researchers use at least two validation strategies in any given study. I used the following validation strategies to assess the accuracy of my findings: triangulation, discovering and

reporting disconfirming evidence, prolonged engagement with participants, and engaging in reflexivity.

The first validation strategy I used was corroborating evidence through the triangulation of multiple data sources. Triangulation is a procedure where “researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (Creswell & Miller, 2000, p. 126). I triangulated the data by comparing quantitative and qualitative findings from the survey to the qualitative findings from the interviews to identify common themes and categories among the data.

The second validation strategy used was discovering and reporting disconfirming evidence. Not all evidence fits the patterns observed in the research, and reporting disconfirming evidence provides a realistic assessment of the phenomenon under study (Creswell & Poth, 2018). For example, I present evidence demonstrating discord between auxiliaries in terms of their support for aligning recruitment with sworn members for the auxiliary program and suggestions for improving the process.

A third validation strategy of prolonged engagement allows researchers to “build rapport with participants and gatekeepers, [and] learn the culture and context” (Creswell & Poth, 2018, p. 342). I spent a week with the CLPS and auxiliary members at a training course in Orillia, Ontario. This opportunity allowed me to learn the culture of the auxiliary, establish rapport with the gatekeeper and other participants, and familiarize myself with the roles and functions of the auxiliary.

Positionality. The last validation strategy used in this dissertation research was examining researcher bias and engaging in reflexivity. I am a white, cisgendered, male doctoral candidate with approximately 6 years of experience researching police organizations, having

conducted ride-alongs and participant observation as a research assistant in previous studies. In addition, I have over five years of experience volunteering with police organizations in different capacities, including as a victim crisis assistance volunteer with Victim Services Brant and as a mentor and group facilitator for a youth engagement initiative with the Waterloo Regional Police Service. I also have previous military experience serving in the Canadian Forces Primary Reserve.

In undertaking this research, I acknowledge that my personal experiences volunteering with the police inspired my decision to examine the police auxiliary. Despite my experience, I do not believe that my past volunteering for police services is a source of bias. I have no vested interest in the police organization examined in this dissertation research or any conflict of interest resulting from my previous volunteer experience. However, I believe that many of my biases may stem from a lack of experience and understanding about the complex nature of police organizations and police practice. I did my best to handle my biases by triangulating data, presenting alternate viewpoints, and recording notes reflecting on my subjectivity.

Ethical Considerations

All phases of this dissertation research adhered to the ethical principles outlined by the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2, 2018). When contacted to participate in the study, the gatekeeper distributed to participants a recruitment email (see Appendix A), an information letter outlining the study's purpose, and a description of the survey including the length and the topics covered was available on Qualtrics through the survey link (see Appendix A). Participants were informed that their participation in the survey was voluntary and that they could decline to answer any questions and withdraw their participation at any time by exiting the survey webpage. Participation in the survey was

completely anonymous, and therefore, participants could not withdraw their participation once the survey was submitted. For this reason, participants were informed not to include any identifying information in their responses. Any identifying information was deleted. I informed participants that quotations from their open-ended responses would be used in papers and publications resulting from the study, and they would be referenced generally by their status and an alphanumeric identifier and random three-digit number (e.g., A233 for auxiliary, S254 for sworn). In addition, I disabled features in Qualtrics that could directly or indirectly identify any participants, such as internet protocol addresses or any other information which could link a survey response to an individual's computer or electronic device. I informed participants that the CLPS would not have access to any raw data from the survey questionnaire.

The data gathered were saved and maintained in an encrypted format on a password-protected computer, external hard drive, and the University of Waterloo OneDrive. I informed participants that I would store the data for a minimum of seven years. Participants were not able to begin the survey until they indicated consent. If a participant agreed to participate in the study, they were directed to the survey questionnaire. If participants disagreed, they were taken to the end of the survey. I thanked everyone for participating in the study at the end of the survey with the survey appreciation letter (see Appendix A).

Interview participants received a recruitment email that outlined the purpose of the study, the purpose of the interviews, the approximate length of each interview, confidentiality and instructions to contact me directly to participate in the study. After contacting me directly, I emailed interested parties a copy of the interview letter of information and consent form (see Appendix K). The letter information informed participants of the purpose of the study, the

approximate length of interviews, and that the interviews would take place on a communication platform of their choice (i.e., Skype, Zoom, Microsoft Teams) or the telephone.

At the beginning of each interview, I reviewed the letter of information with participants and verbally articulated the research objectives so that participants could understand the purpose of the study and how their data would be used. I allowed participants to ask questions about the study and clarify anything they did not understand in the letter of information. I informed participants that they could decline to answer any of the questions and end the interview session at any time by advising me of that decision. Participants were advised that the interviews would be audio-recorded. Participation would be confidential, and all identifying information would be removed from the data and stored separately. I advised participants of confidentiality and that their names would not be used in any publications resulting from this study; however, anonymous quotations may be used without their permission, and they would be referenced generally by their status and an alphanumeric identifier and random two-digit number (e.g., A32 for auxiliary, S12 for sworn officers).

I obtained consent to participate in the study by verbal consent by reading the consent script (see Appendix L). Participants could withdraw their consent by contacting me directly by phone or email. Finally, I emailed thank you letter (see Appendix M) with verbatim transcriptions to participants following each interview to allow them to review and modify them to elaborate, clarify or correct any issues resulting from transcription. Only three participants returned modified copies of their transcript which involved clarifying arguments, modifying names of locations, and further anonymizing the data. For example, one participant replaced the term parents with family members.

Conclusion

Chapter 3 outlined the mixed-methods research design used to conduct the study. A sequential explanatory mixed methods research design is the most appropriate research design to examine recruitment and retention in the CLPS auxiliary. I approached the research from a pragmatic worldview. This research design was necessary to address deficiencies in the literature and examine Canadian auxiliary officers' current demographic makeup and their perspectives on recruitment and retention in the CLPS auxiliary. This design, however, comes with its limitations. Because this research study focuses on auxiliary insiders, it will not address why some individuals leave the auxiliary or do not volunteer with them in the first place. Furthermore, because this study uses a self-selected sample, which can be prone to selection bias, the data may not provide a complete picture of the auxiliary police in Ontario or the CLPS. I chose to use the self-selected sample because of the significant challenges in accessing participants, particularly the auxiliary during the COVID-19 pandemic. The pandemic severely restricted physical interactions and travel, making it nearly impossible to reach specific populations. Consequently, I had to rely on the sample of officers I could access. This approach, while not ideal, allowed me to provide a unique Canadian perspective of auxiliary officers despite the limitations imposed by the pandemic.

The chapter also described the quantitative and qualitative phases, the sampling and participant selection methods, data collection, measurement, analysis, and ethical considerations undertaken in this study. Chapter 4 examines who volunteers with the auxiliary police, explores the psychosocial characteristics of auxiliary and sworn officers, and whether they indicate the shift of policing values and the new forms of policing subjectivity.

Chapter 4: The Folding of Subjectivity: Who Volunteers in the CLPS Police Auxiliary?

This chapter presents the results and significant findings to answer Research Question #1a, which pertains to the characteristics of current auxiliary members and Research Question #1d, which examines how police organizations can incorporate additional psychometric testing to improve the recruitment and retention of auxiliaries. The findings paint the picture that the study's sample is racially, ethnically, and linguistically homogenous, indicating that the demographic composition of CLPS' auxiliary officers may not reflect the community it serves. However, I argue that police officers are in favour of enfolding the community's demographic characteristics into the police service, which reflects the evolution in the subjectivity of the ideal auxiliary volunteer. Next, the chapter examines the psychometric characteristics of both auxiliary and sworn officers, demonstrating that EI and self-determination may reflect a shift in police recruitment toward becoming more community-centric. Additionally, this chapter shows that most auxiliary and sworn members favour psychometric testing to screen and retain auxiliaries, acknowledging the value of recruiting individuals with high levels of self-determination and EI. Although I argue that these tools are meaningful ways of searching for individuals who are self-governing and able to maintain positive community relationships, I argue that police organizations must conduct more research before using the additional psychometric tools (i.e., TEIQue-SF and the Basic Psychological Needs at Work Inventory) as screening and retention tools. These results do, however, demonstrate that there has been a shift in policing subjectivity from physical to cognitive values.

Demographic Characteristics

Members of the study's sample predominantly identify as Male (78.1%, $n = 82$), with 21.9% ($n = 23$) as Female (see Table 4.1). These findings are consistent with previous literature

on volunteers in policing, where the proportion of males tends to outnumber females: 79.8% (Callender et al., 2018), 70% (Britton, 2016), 84% (Pepper & Wolf, 2015), 93% (Wolf, 2013), and 92% (Wolf et al., 2016). This finding is also typical of auxiliaries in Canadian police services 78% (O'Connor et al., 2022a; O'Connor et al, 2022b). Out of the 14 sworn officers sampled, 92.8% (n = 13) identified as male and one as female.

Table 4.1*Demographic Characteristics of Survey Participants*

Baseline Characteristics	Auxiliaries		Sworn		Total sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Gender</i>						
Male	82	78.1	13	92.8	95	81.2
Female	23	21.9	1	7.2	24	18.8
<i>Ethno-racial Group</i>						
Black	0	0	0	0	0	0
Chinese	0	0	0	0	0	0
Indigenous	3	2.9	0	-	3	2.6
Japanese	0	0	0	0	0	0
Korean	0	0	0	0	0	0
Latin American	0	0	0	0	0	0
Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.)	0	0	0	0	0	0
South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	0	0	0	0	0	0
West Asian (e.g., Afghan, Arab, Iranian)	1	1	0	-	1	0.9
White	100	96.2	13	100	113	86.6
<i>Country of birth</i>						
Canada	88	92.6	14	100	102	96.3
United Kingdom	5	5.4	0	-	5	4.6
Turkey	1	1.1	0	-	1	0.9
Did not specify	1	1.1	0	-	1	0.9
<i>Language most often spoken at home</i>						
English	102	96.2	14	100	116	96.2
French	4	3.8	0	-	4	3.8
<i>Current Marital Status</i>						
Single/Never Married	18	17.5	3	21.4	21	17.9
Married	58	56.3	7	50	65	55.6
Common-law	19	18.4	2	14.3	21	17.9
Married but Separated	3	2.9	1	7.2	4	3.4
Divorced	5	4.9	1	7.2	6	5.1
<i>Have you ever been divorced?</i>						
Yes	15	14.6	3	21.4	18	15.4
No	88	85.4	11	78.6	99	84.6
<i>Children at home</i>						
Yes	49	46.7	8	57.1	57	47.9

No	56	53.3	6	42.9	62	52.1
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Note. $N = 157$. Auxiliary officers were, on average, 40.9 years old (Range = 22-70, SD = 12.7). Sworn officers were, on average, 38.8 years old (Range = 25-54, SD = 9.1). The mean age for the entire sample was 40.6 (SD = 12.3).

The age of sampled auxiliaries ranges from 22 to 70 years of age ($n = 91$, $\bar{x} = 40.9$, $M = 39$, $SD = 12.7$), with 44% of the participants between 35-54 years and 51.4% of the sample under 40. These findings depart from previous research in the UK, where studies reported younger cohorts of volunteers in their police services where almost half of the Special Constables were under thirty (Britton, 2016), 58.9% of Special Constables were under the age of 35 (Callender et al., 2018), and the largest groups of participants were between the ages of 25-34 (Pepper & Wolf, 2015). However, the present study is consistent with findings in the United States which indicate the most populous age range to be between the ages of 35-54 (46%) (Wolf, et al., 2016; Wolf, 2013) and with 50% of the volunteers being under the age of 40 (Hilal & Olsen, 2010), and in Canada where the average age of the sample was 38 (O'Connor et al., 2022a; O'Connor et al., 2023a). The sample of sworn constables ranged from 25 to 54 years of age, with an average of 38.8 ($n = 14$, $SD = 9.1$).

Although the survey data suggests that the average age is 40, the largest group of auxiliaries sampled falls within 25-34 years of age, resulting in recruit classes having higher complements of older volunteers who are not planning on pursuing a career in policing. For instance, an auxiliary sergeant responsible for guiding community members through the application process stated that their most recent auxiliary intake was generally older than a few years ago:

I've seen both, and I do and have done a lot of testing for the applicants, and I always ask, 'who wants to become a police officer?', and it's funny, up until I'll say the beginning of last year it was always way over 90% wanted to. But in the last year, I'm starting more, and more

like 15-30% were like no and obviously, and I could tell they were older, which was nice to see because that was not the norm. (A43)

The average age of auxiliaries also plays into the length of service. Recent research indicates that those who begin volunteering older than 26 years of age are more likely to volunteer for extended periods (Callender et al., 2018). Police organizations focusing recruitment efforts on attracting community members over 26 years of age may be a method to reduce attrition in the auxiliary, maximizing return on investment.

The general picture emerging from the analysis is that the sample of auxiliary members is ethnically and racially homogenous, with 100 (96.2%) auxiliaries identifying as White, one auxiliary identifying as West Asian, and 2.9% identifying as Indigenous: two Metis and one Cherokee. This is comparable to other research examining auxiliary police services in Canada where the vast majority identified as white (93%), with 7% identifying as a visible minority (O'Connor et al., 2022a; O'Connor et al., 2022b). In comparison, 4.2% of rural residents in Ontario identify as being members of a racialized population, and 7.5% identify as belonging to an Indigenous community (Ministry of Agriculture, Food and Agribusiness and Ministry of Rural Affairs, 2024). Although the lack of representation of Indigenous persons in the CLPS is important, it is important to note that the CLPS is not responsible for policing Indigenous communities, as those communities are policed by other organizations. The ethno-racial makeup of the survey sample is consistent with previous findings in England and the United States, where volunteers who identify as White tend to be the majority ethno-racial group (Wolf, Holmes, & Borland Jones, 2016; Wolf, 2013; Hilal & Olsen, 2010). The results indicate that the CLPS needs to direct more resources into recruiting ethnically diverse members if they wish to have a volunteer force representative of the population in Ontario.

In contrast to the ethnic origins, the proportion of French-speaking volunteers exceeds that of French speakers in Ontario. Auxiliaries in the study sample speak English (96.2%) most often at home, followed by French (3.8%). Comparatively, 6% of rural Ontarians speak French most often at home (Ministry of Agriculture, Food and Agribusiness and Ministry of Rural Affairs, 2024). This statistic suggests that the CLPS auxiliary must also recruit more French-speaking members to be representative of the communities it serves.

The majority of auxiliary members sampled indicate being born in Canada (92.6%), followed by the United Kingdom ($n = 5$) and Turkey ($n = 1$). In comparison, in 2021, 8.2% of rural Ontario residents identified as being born outside of Canada (Ministry of Agriculture, Food and Agribusiness and Ministry of Rural Affairs, 2024). These results suggest that the ethnic composition of the auxiliary is not proportionate to the Ontario population.

The finding does not support the notion that auxiliary recruitment is becoming more community-centric and points to a need to attract volunteers from more diverse backgrounds. Although the sample exceeded the province in the proportion of French-speaking volunteers, sampled auxiliaries from the CLPS are predominantly White, Canadian-born, English-speaking males. Prior research examining symbolic representation in policing suggests that if police services improve symbolic representation, it can result in stronger ties with the community, greater collective efficacy, and increases in civic engagement (Schuck et al., 2021; Riccucci et al., 2014; Jackson & Bradford, 2010; Theobald & Haider-Markel, 2009). Community engagement is a crucial component of the Ontario Mobilization and Engagement Model of Community Policing, emphasizing community cooperation with the police to maintain safe neighbourhoods. The Ontario Mobilization and Engagement Model for Community Policing (OMEMCP) provides police services in Ontario and the communities they serve with a guide on

how to “include community partners to support or address the underlying risk’ or ‘social disorder’ factors” that communities possess (Hawkes, 2016, p. 21). The community engagement and liaison phase is characterized by a low need for police assistance, the implementation of situational crime prevention measures (such as locking your car doors when going into a store), and the police engaging members of the community to find “natural community leaders and engage them to help community members increase their own safety, security and well-being” (Hawkes, 2016, p. 22). The police auxiliary fulfills the role in the engagement and liaison phase. Attracting community members from diverse groups to the program will help facilitate relationships between the CLPS and the community.

Previous research indicates family characteristics can influence various volunteering aspects, such as length of service. The majority of auxiliaries in the study sample are married (56.3%, $n = 58$), followed by a common-law partnership (18.4%, $n = 19$), and single and never married (17.5%, $n = 18$). Also, most auxiliaries in the sample do not have children at home, 53.4% ($n = 56$). The present data are consistent with previous studies of police volunteers, where most volunteers are married (Wolf, 2013, p. 39). Regarding retention, previous studies note that married individuals with children are more likely to give back more time to police organizations because they have fewer professional and life milestones to achieve and are “settled in their personal lives and thus have fewer life choices still to make and are more likely to give a greater length of service” (Gaston & Alexander, 2001, p. 65). The results from this study show that over half of the auxiliaries that were sampled are married or in a common-law partnership. The CLPS’s strategy of recruiting married individuals is adequate if the organization wishes to retain volunteers for longer periods.

Education and Employment

The majority (67.5%, $n = 85$) of sampled auxiliaries list full-time paid work as their current primary activity, followed by part-time paid work (14.3%, $n = 18$), volunteering or unpaid caregiving (14.3%, $n = 7$). Other current primary activities included in the process of retiring, self-employed, semi-retired, and on-call two jobs. The primary employment status of sampled CLPS auxiliaries is similar to volunteers in other jurisdictions, where 73% (Wolf, 2013) and 67% (Wolf, Holmes & Borland-Jones, 2016) of police volunteers in the US reported full-time employment (Wolf, 2013) and over half of the volunteers in the UK indicated being employed full-time (Britton, 2016). Symbolic representation, therefore, can improve the effectiveness of police auxiliary programs to operate along the fold and liaise with community members and the police.

The next finding suggests that, as the household income bracket increases, so do the rates of volunteering. For instance, over 56% ($n = 56$) of the sampled auxiliaries had an estimated total household income of \$100,000 or more, 26% ($n = 26$) between \$60,000 and \$99,999, and 18% ($n = 18$) less than \$60,000. The employment results from this study are consistent with previous research in Canada and indicate that as household income increases, so does the rate of volunteers per income bracket (Vézina & Crompton, 2012). This finding suggests that higher-income earners are more likely to volunteer.

The highest proportion of sampled auxiliaries indicated a college certificate, CEGEP or diploma (52%, $n = 53$) as their highest level of education, followed by a university degree (27.5%, $n = 28$), secondary or high school (17.6%, $n = 18$), and post-graduate degree or diploma (2.9%, $n = 3$). Out of the sampled sworn members, the highest level of education was split evenly between college certificate, CEGEP or diploma, and university undergraduate degree or

diploma (see Table 4.2). Results obtained by Hilal and Olsen (2010) are consistent with my findings that auxiliaries are likely to be White males with a college (university) education.

In terms of study in a preparatory program at a community college geared towards careers in security and law enforcement, also known as police foundations, one-third (31.4%) of sampled auxiliary members and 28.6% of sampled sworn members indicate that they studied police foundations. This finding is important because previous research examining an online law enforcement forum suggests that police applicants perceive studying in a preparatory police program as necessary for employment as a sworn police officer. In contrast, sworn police officers think the opposite (Sycz, 2014). Most of the current auxiliary members sampled did not study police foundations, and most of the sampled sworn police officers do not possess a diploma from the program. This raises questions about the necessity of a police foundations diploma for becoming a sworn police officer. Although there is a small sample size, the results also reveal that all sworn police officers in the sample have a post-secondary degree or diploma.

Table 4.2

Educational Characteristics of Survey Sample

Characteristics	Auxiliaries		Sworn		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Highest level of education completed						
Secondary or Highschool	18	17.6	-	-	18	15.5
College certificate, CEGEP, or diploma	53	52.0	7	50	60	51.7
University undergraduate degree or diploma	28	27.5	7	50	35	30.2
Post-graduate degree or diploma	3	2.9	-	-	3	2.6
Have you studied or are in the process of studying police foundations?						
Yes	32	31.4	4	28.6	36	31.0
No	70	68.6	10	71.4	80	69.0

These findings are of interest to police services because prior research points to several benefits that a higher education has for police officers, including higher job satisfaction, fewer complaints against police officers, better use of discretion, and increased public support for the police

(Brown; 2018; Paterson, 2011). Police organizations may benefit from attracting individuals with post-secondary degrees to their auxiliary programs. However, it is unknown whether these benefits extend to auxiliary police officers.

Table 4.3

Volunteering Characteristics of Current Auxiliary Members

Length of time as an Auxiliary	<i>n</i>	%
< 6 months	6	6.1
> 6 months but < 12 months	6	6.1
1 year to < 2 years	9	9.2
2 years to < 5 years	18	18.4
5 years to < 10 years	18	18.4
10 years to < 20 years	25	25.5
20 years to < 30 years	13	13.3
> 30 years	3	3.1

The average time that sampled volunteers have been in the program is 9.5 years, with a minimum length of service of 4 months and a maximum of 38 years ($SD = 8.6$) (see table 4.3). The smallest proportion of sampled auxiliaries volunteered for less than one year (12.2%, $n = 12$), 36.8% volunteered for two to less than ten years, and 25.5% ($n = 25$) of the sample volunteered for 10 to 20 years, and 16.4% served for 20 years and above ($n = 16$). These findings are consistent with previous results showing that the mean number of years participants volunteered was 9 to 10.5 years for males and 4.5 to 13 years for females, with the highest number of years being 39 to 47 years (Pepper & Wolf, 2015). Sampled CLPS auxiliary members volunteer an average of 29.5 hours ($SD = 18.00$) per month¹⁰, ranging from 0¹¹ to 100 hours per month. Research findings from the US suggest auxiliaries volunteer an average of 28.6 hours and a maximum of 120 hours per month (Pepper & Wolf, 2015).

¹¹ One auxiliary member refused to specify how much time they volunteer per month.

Most sampled auxiliary (82.2%) and sworn members (85.7%) have previously or are currently volunteering for an organization other than the CLPS. Sampled auxiliary members volunteer an average of 34.0 hours ($n = 99$, $SD = 20.2$) of their time per month with a minimum of 0 hours¹² and a maximum of 100 hours. Comparatively, sworn members volunteer an average of 13.1 hours ($n = 11$, $SD = 12.9$) per month, ranging from zero to 30 hours per month. Sampled auxiliaries volunteer for several organizations, including sports and athletics, local community programs and organizations, and social and health services (see Table 4.4). The finding that over 80% of the sampled auxiliary have other volunteer experience is important because it can affect volunteers' abilities to execute expected duties. Additionally, research has cited time drain or conflict between one's professional, volunteer, and personal life as a significant factor in why auxiliary officers leave their positions (Leahy et al., 2020; Gaston & Alexander, 2001; Berg & Doerner, 1988).

Table 4.4

Auxiliary Previous Volunteer Experience

Category	Example	<i>n</i> (%)
Sports and Athletics	Coaches, sports association members, ski patrol volunteers	40(26.5)
Local community organizations and programs	Homeless awareness, food bank, Aboriginal Services, charity groups, Special Olympics Ontario, the United Way	31(20.5)
Social and Health Services	Victim Services, youth shelters, Habitat for Humanity, Crime Stoppers.	26(17.2)
Emergency Medical Services	Search and rescue, volunteer firefighters, St. John Ambulance, First-aid instructor	22(14.6)
Law enforcement and military	Auxiliary officers, Cadets Canada, Volunteer Law Enforcement Officers Alliance, Community Policing Committee	13(8.6)

School	Research assistant, school-parent council, university residence student rep, campus safety programs.	11(7.3)
Religious	Church youth groups, Knights of Columbus, Sunday school teacher	8(5.3)

The vast majority of sampled police volunteers do not have previous law enforcement experience as sworn police officers; only two auxiliary members indicated that they have prior law enforcement experience. Furthermore, 35.9% ($n = 37$) of sampled volunteers indicated they have experience working in the criminal justice system, which includes working for the CLPS at the detachment level, as an officer with the Canada Border Services Agency, security officer, municipal law enforcement, federal police officer, park warden, probation and parole officer, corrections officer, and special constable.

Attracting volunteers from these groups would benefit the CLPS and other police organizations because they possess work experience within the criminal justice system and, therefore, do not require as much training to familiarize themselves with how things work at the CLPS. Second, these volunteers might be more likely to volunteer longer because they know what to expect from the position.

45.1% ($n = 46$) of sampled auxiliaries are not interested in pursuing a job as a police officer, followed by those interested in pursuing a career in law enforcement (40.2%, $n = 41$) and those undecided (14.7%, $n = 15$). These findings are consistent with previous research that finds most police volunteers are not interested in pursuing a career as sworn police officers (Britton, 2016). A higher proportion of members not interested in pursuing a career in policing can positively influence longevity in the program in that those not interested in pursuing a career in policing are more likely to volunteer for more years (Gaston & Alexander, 2001). This finding may suggest that if the CLPS wishes to ensure longevity in its program, it is beneficial to attract

community members who are not interested in a career as a police officer to reduce turnover and attrition.

These findings are consistent with previous studies showing that very few police volunteers have prior experience working in law enforcement (Britton et al., 2018; Pepper & Wolf, 2015). However, in the United States, Berg and Doerner (1988) found that approximately half of the auxiliary members in their sample were retired law enforcement officers. In comparison, over one-third of the members in the CLPS sample have prior experience working in the criminal justice system. Experience in the criminal justice system makes applicants more desirable because they can pass a security screening and have a working knowledge of the system compared to an outsider.

Policing Subjectivity: Psychometric Characteristics of Auxiliaries

To address Research Questions #1 and #4, this section provides insight into the psychometric characteristics of auxiliary members and examines the applicability of the TEIQue-SF, and the Basic Psychological Needs at Work inventory as tools to screen applicants and improve the experiences of auxiliaries currently in the program. First, this section examines TEIQue-SF and its applicability to recruitment and retention. I then explore the Basic Psychological Needs at Work inventory and how it applies to satisfaction with volunteering. Last, this section explores the perspectives of current sworn and auxiliary members on the applicability of psychological testing to screen recruits and retain auxiliary officers.

Global Trait Emotional Intelligence

Previous findings on emotional intelligence point to the utility of EI testing because it can predict job performance and well-being among police officers (Brunetto et al., 2012; Al Ali et al., 2011; Afolabi et al., 2010), lower levels of stress at work, and higher levels of organizational

commitment (Nikolaou & Tsaousis, 2002). The analysis examines whether group differences exist among CLPS members on psychometric tests and the applicability of psychometric tests in screening out potential applicants and improving the experiences of current members. The first major finding is that there is no large difference between males and females in the sample on their EI scores (see Table 4.5).

Table 4.5*Independent Samples T-Test Examining Differences in Global Trait EI Between Genders*

Logistic Parameter	Males		Females		<i>t</i>	<i>p</i>	<i>g</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Global Trait EI	5.84	0.44	5.93	0.47	-0.59	0.394	.22

Note. Mean parameter values are shown for the auxiliary sample of Males ($n = 76$) and Females ($n = 20$).

The results from the present study show an average EI score of 5.84 among males and a slightly higher average EI score of 5.93 among females. In previous research, males have scored higher on global trait EI than women (Chirumbolo et al., 2019; Afolabi et al., 2010; Cooper & Petrides, 2010).

There is no consensus in the literature on whether one can learn emotional intelligence. This study hypothesized that EI might be associated with age and volunteer experience because older and more experienced volunteers may possess higher levels of EI. Linear regression analyses of age and EI ($F(1, 82) = .104, p = .748$) and length of service and EI ($F(1, 88) = .017, p = .768$) found both age and length of service to be weak predictors of emotional intelligence. These results support prior research that did not find a relationship between age, life experience, and emotional intelligence (Shipley et al., 2010). This finding suggests that hiring based on age and life experience is not associated with emotional intelligence.

Building off the previous finding, this study examined the differences in EI between sworn officers and auxiliaries. Previous research finds statistically significant differences between sworn police constables and other professions with police officers scoring higher in emotional intelligence. In this analysis, in an independent samples t-test (see table 4.6), auxiliary members scored higher on global trait EI than their sworn colleagues ($p = .001$).

Table 4.6

T-test Examining Differences in Global Trait EI Between Auxiliaries and Sworn Officers.

Logistic Parameter	Auxiliary		Sworn		<i>t</i>	<i>p</i>	<i>g</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Global Trait EI	5.85	.44	5.56	.21	3.70	.001	.68

Note. Mean parameter values are shown for the sample of auxiliaries (*n* = 96) and sworn (*n* = 10).

These findings showing sworn police officers exhibiting lower levels of EI than their civilian colleagues depart from previous research (see Bar-on et al., 2000). Although statistically significant, the finding is not generalizable beyond the study sample. However, it does warrant further investigation to determine whether auxiliary police officers generally possess higher levels of EI than their sworn counterparts.

The finding that auxiliary members possess higher levels of EI than sworn officers may also support the notion that police organizations have modified their recruitment tactics to seek out individuals with the necessary skills and personal attributes to build positive relationships within the communities they serve. Auxiliary officers interact closely with community members as volunteers, and those with higher levels of EI may be better able to build rapport, empathize with community members, and foster community trust and cooperation.

This study examined if differences exist between auxiliaries interested in pursuing a career as police officers and those who are not. The results show that those interested in a law enforcement career have higher EI scores (see Table 4.7).

Table 4.7*Independent Samples T-test Examining Differences in Global Trait EI and Interest in Policing*

Logistic Parameter	Interested in a career		Not interested in a career		<i>t</i>	<i>p</i>	<i>g</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Global Trait EI	4.58	.41	4.42	.34	2.13	.036	.43

Note. Mean parameter values are shown for the sample of auxiliaries interested in a career in law enforcement ($n = 39$) and not interested/undecided ($n = 59$).

This finding is important because, although the analysis between auxiliaries and sworn officers pointed to auxiliaries possessing higher levels of EI, volunteers interested in pursuing a career as police officers also scored higher on EI. This may explain group differences in why specific individuals are chosen out of the auxiliary and hired as sworn police officers, and others continue volunteering. Police recruiters can potentially use these scores to select applicants from police auxiliary units who will be successful police constables. However, future research will have to examine the applicability of these scores beyond the study sample.

Consistent with prior research, EI is a significant predictor of job satisfaction, $r_s(93) = .248, p = .015$ (Brunetto et al., 2012; Afolabi et al., 2010). Although the observed relationship is weak, this result suggests there may be merit in further investigating using the TEIQue-SF as a screening instrument for auxiliary applicants because applicants who possess higher levels of EI may be more satisfied with volunteering, which may, in turn, translate to longer lengths of service with the CLPS. Unfortunately, these results do not explain the factors that influence EI regarding job satisfaction, and further research should examine those factors. In addition, future research will have to explore the influence of EI on other facets, such as job performance and establish cut-off values before police services can use the TEIQue-SF as a screening tool.

These findings are important to police services because of the influence of EI on job satisfaction (Afolabi et al., 2010), job performance, such as the willingness to combat crime and the prevalence of occupational misconduct (Ayinde & Ayegun, 2018; Ojedokun, 2010), and officer wellness such as the ability cope with stress, resilience, and work-life balance (Niles et al., 2022). Furthermore, recent research links EI levels to an individual's social competence, "the ability of a person to discern the emotional world of others by using [their] interpersonal skills (such as leadership, assertiveness, and communication) to produce socially desirable and productive outcomes" (Kunananat, 2004, p. 492). Social competence is important to policing because findings from previous research reveal that when an officer demonstrates professionalism, empathy, effective communication skills, and compassion, African-American participants perceive relationships with law enforcement as positive (Birzer, 2008). In terms of recruitment, police services could use these findings to seek out individuals for volunteering to reduce disciplinary infractions, improve relationships with the community, and ensure volunteer longevity in the program.

Self-Determination

This section explores the three components of Self-Determination Theory (SDT) (i.e., competence, autonomy, and relatedness) and their influence on volunteer satisfaction in the auxiliary. The survey asked participants to complete the Basic Psychological Needs at Work Scale. Previous findings in fulfilling employees' basic psychological needs noted several benefits such as increases in work satisfaction and performance (Guntert, 2015), decreases in absenteeism (Williams et al., 2014), and increases in organizational commitment (Collie et al., 2016).

The Self-Determination Theory component of competence refers to mastery and an individual's need to "feel effective, to be successful, and to grow" (Rigby & Ryan, 2018, p. 139).

The results indicate that competence is thematically related to the quality and quantity of training in the CLPS $r_s(104) = .527, p < .001$. If officers feel competent and can master their craft, the CLPS training is of high quality. This finding is important because lack of access to training opportunities was a factor that contributed to auxiliaries leaving their volunteer positions. Organizations wishing to retain individuals must make opportunities for in-service training and skills development available to their volunteers.

The different facets of self-determination theory correspond with general volunteer satisfaction. Spearman's rank correlations showed statistically significant moderate-to-strong correlations between organizational-level satisfaction and autonomy, $r_s(106) = .661, p < .001$; competence $r_s(100) = .558, p < .001$; and relatedness $r_s(106) = .494, p < .001$. This finding supports that when an individual's basic psychological needs are satisfied (i.e., autonomy, competence, relatedness), they are more likely to be satisfied with their job and volunteer positions. This finding supports using the SDT scale to assess volunteer satisfaction by examining whether the organization meets their basic needs for autonomy, competence, and relatedness. Although the scores on their own are without meaning, meeting the autonomy, competence, and relatedness needs of volunteers may help improve volunteer satisfaction at the CLPS and other police services. For instance, an officer scoring highly on competency suggests that officers believe the quality and quantity of training are adequate. Likewise, scoring high on the relatedness subscale would indicate an auxiliary's sense of belongingness to the organization. However, I caution against using the SDT scale to screen applicants as more research is needed to establish meaningful cut-off values.

Technologies of Subjectivity: Psychometric Testing for Recruitment and Retention

Auxiliary members in the CLPS undergo several psychological tests before being offered a volunteer position. When asked about the applicability of additional psychometric testing as a means of screening recruits for emotional intelligence, auxiliary participants generally favoured using testing as a screening tool. I defined the term emotional intelligence to participants as the ability to regulate one's emotions and perceive the emotions of others. While some misunderstood the definition of EI and equated it to street smarts and emotional resiliency, auxiliaries in the sample favoured using EI testing to screen applications. For example, A38, an auxiliary sergeant, described the importance of EI in the context of emotional resiliency:

So, I definitely think that it's important to look at the emotional strength of the candidate. I've heard stories of regular members and auxiliaries alike who come across a situation that, yes, obviously is very stressful, you know, dealing with either firearms or dealing with violence or dealing with guns or knives or whatever. And they can't handle it, and they go on stress leave. I mean, is there a way to evaluate someone to know if they can handle something like that? I don't know. (A38)

A94, an auxiliary staff sergeant, described how EI relates to an auxiliary's ability to connect with citizens on an emotional level and to empathize with the people they are working with:

In this role, my strong opinion is you need people who have a high level of emotional intelligence because they, especially in this day in age and what we're seeing in the States and around the world, you need people who can connect on an emotional level to understand and empathize with the people that we're dealing with and not immediately just say, 'oh you stupid fucked up drug addict, I'm going to throw you to the ground and put my knee on your neck', right? So, absolutely. And to me, I think that the ability to

communicate clearly and really well is to a large degree, hand in hand with emotional intelligence.

Volunteering on patrol exposes auxiliary members to hazards that test their emotional well-being. Accepting people who might not be able to fulfill the duties and role of an auxiliary police constable may have consequences for the organization, such as issues with retention. In addition, volunteers with lower levels of emotional intelligence may be a liability to the organization as those who are unable to regulate their emotions can result in higher use of force against citizens, further straining the relationship between the police and the community.

Sworn members also favour psychological testing if it can improve the volunteer experience and the return on investment for the police service. A sworn officer working in recruitment at the CLPS stated that the police service is already developing a test to measure various constructs that may play a role in working on patrol.

We're going to be piloting a behaviour predictive analytics assessment, we're developing a Fit for the Role Benchmark within this assessment which breaks down to 85-character traits. Yeah, so then when we're looking at competencies because competencies are incredibly important, especially in the lens that we're looking at them, in terms of understanding resiliency and what traits or competencies are required in an individual to be able to thrive in the policing environment. So, these are all things that we're researching right now and that we'll obviously share with the auxiliary program, but these are things like a fit for the role and that sort of thing moving forward; these are all future potential enhancements that could help us identify what traits that are required, you know, for these individuals looking to transition to the police constable role. (SA83)

Aside from developing additional testing, in September 2019, the CLPS added a ‘resiliency baseline test’ which examines the emotional resiliency of auxiliary applicants and members.

To be able to handle the workload and that, you know – the things that we see and how we cope. It’s the coping piece. It’s the ability to be resilient and to, ‘how do I deal with what I just saw?’, right? [...] one of the things that we just added as part of this modernization for new recruits coming in for the auxiliary, we’ve added a resiliency baseline test. So, that baseline can now be used by recruitment, and it can help that particular member as they progress through their career because now, they have a baseline, and it will help from that mental health wellness perspective. (M65)

The CLPS uses the resiliency baseline test to rate a candidate’s coping strategies. The CLPS administers the test to auxiliaries upon acceptance to the program and a second time when auxiliary members apply for other positions in the CLPS to determine where they need more support and if their coping strategies have improved (CLPS, personal communication, July 20, 2022). When asked whether the CLPS would use this as a screening tool, M65 stated no. Instead, CLPS uses the resiliency baseline test as a way for the organization to help volunteers throughout their time in the auxiliary because it helps identify areas where the CLPS can offer more training and support to help their members.

The baseline test is a governance technology designed to constitute a particular kind of subjectivity. It is used to govern behaviour, in this case, police officer coping mechanisms that contribute to self-governance. Although the indicators on the test are unknown, they may encompass EI, as previous research demonstrates that EI plays a role in police officer resilience. Similarly to EI and SDT, resilience testing intends to produce self-governing individuals. The

more individuals the organization can attract who are capable of self-governance, the less they strain the resources of the police organization.

Policing is an inherently demanding profession, characterized by exposure to trauma, high-stress situations, and the constant need to make split-second decisions. By prioritizing mental health and fostering resilience, officers can develop coping mechanisms that enable them to navigate the challenges of their profession more effectively. Self-governance in mental health encourages a proactive approach to stress management, helping officers cope with the emotional toll of their duties and reducing the risk of burnout. Furthermore, resilient officers are better equipped to maintain composure in crisis situations, make sound judgments, and sustain positive relationships within their communities. Ultimately, a mentally resilient police service contributes to improved overall job performance, public safety, and the overall well-being of law enforcement professionals.

The findings in this section supports the argument that the CLPS may have constituted a new ideal subjectivity and are currently focusing their efforts on attracting individuals with strong communication skills, emotional intelligence, empathy, and self-determination because those individuals can build positive relationships within the communities they serve.

Furthermore, EI and self-determination play a vital role in self-governance. Individuals with higher levels of EI and self-determination may be better able to build rapport, empathize with community members, and effectively address community concerns. However, future research will need to explore whether this extends to police services in Canada beyond the study's sample.

Conclusion

Chapter 4 provides insight into the demographic and psychological characteristics of auxiliary volunteers. To answer Research Question #1a, which pertains to the characteristics of current auxiliary members, the demographic characteristics of the study sample present a relatively homogenous group of auxiliary members who are predominantly white, Canadian-born males, which indicates that the auxiliary at the CLPS may not be representative of the population diversity of the community in which it serves in the province of Ontario. The proportion of French-speaking volunteers, however, exceeded those in the province. However, it is difficult to ascertain whether they are representative of their communities because we do not have access to region-specific data to compare the results to those of the Canadian census.

Most auxiliaries are employed full-time, and a large majority have previously or are currently volunteering for an organization other than the CLPS. These findings are important because previous research indicates that work, volunteer, and study commitments are challenges to retention. However, it can be argued that accepting individuals working full-time or volunteering with other organizations to the program is not detrimental to recruitment and retention efforts as long as police services can accommodate volunteers' needs in their personal and professional lives. It also suggests that the police attract individuals who work full-time to their auxiliary program because they may have more community solidarity and know more about the community's needs. Maintaining these individuals within the police service allows members to enfold their knowledge into the police organization, providing several benefits, including a better understanding of the local community and social dynamics, enhanced community relations, and increased trust and confidence in the police.

Consistent with prior research, most CLPS auxiliary members are married or in a common-law relationship. Previous research into work and family characteristics indicates that volunteers established in their lives, career and family-wise, which are also indicative of community solidarity, are more likely to serve longer than those who are not. The reason being is they are “settled in their personal lives and thus have fewer life choices still to make and are more likely to give a greater length of service” (Gaston & Alexander, 2001, p. 65). Perhaps this explains why many volunteers in the sample do not wish to pursue a career in policing. Police organizations benefit from attracting individuals from this group to increase the amount of time a volunteer gives to the program, and by maintaining these close connections, they become more attuned to the community’s local needs.

To answer Research Question #1d, which examines the application of psychometric data to influence recruitment and retention, auxiliaries scored higher than their sworn colleagues on EI, which departs from previous literature in that police officers scored higher than other professions, although the findings from this study should be interpreted with caution because they come from a limited sample size of sworn police officers. Volunteers aiming to pursue a career in policing scored higher on EI than volunteers who are not interested or unsure of becoming police officers. These findings are important due to the influence of EI on job satisfaction, performance, and officer wellness (Ayinde & Ayegun, 2018; Afolabi et al., 2010; Ojedokun, 2010).

In addition, EI levels speak to the social competence of volunteers because individuals with higher levels of emotional intelligence have a more nuanced understanding of empathy and can communicate with others more effectively (Niles et al., 2022; Kunnanat, 2004). I argue that these findings are reflective of the new subjectivity that the police have created, which modified

their approach to recruiting auxiliary members who are able to build positive relationships within the communities they serve. Volunteers with higher levels of EI can better represent the police in the community by building rapport, empathizing with community members, and effectively addressing community concerns.

The study also explored the tenets of self-determination theory through the Basic Psychological Needs at Work Inventory to determine its merit in recruitment and retention. The present data are consistent with previous research in determining it is important to explore an officer's autonomy, relatedness, and competence to develop ways to improve and ensure that they meet their members' needs. By recruiting (representative, emotionally intelligent, and) self-determined individuals, auxiliary police units may experience higher volunteer retention rates and a greater sense of dedication among their members. Self-determined individuals may also take initiative and actively seek opportunities to contribute. In auxiliary policing, this quality can translate into volunteers who proactively assist and engage in crime prevention when not wearing the auxiliary uniform. However, researchers will need to explore self-determination further to determine whether self-determination plays a role in the facets above.

The police use various screening technologies to govern auxiliary members' conduct at a distance by seeking out individuals who are the right kind of 'consumer of police volunteerism,' who possess attributes that make them more self-governing, autonomous, and less of a challenge for the organization to shape their conduct. This chapter examined how police organizations may govern the concept of an 'ideal auxiliary volunteer' by using tools to screen for emotional intelligence and self-determination in the application process.

Emotional intelligence plays an essential role in self-governance because auxiliaries interact closely with community members, and volunteers with higher levels of EI are more

compassionate, better able to build rapport, empathize with community members, and effectively address community concerns. Individuals with higher levels of EI have also demonstrated to be more self-governing and self-determined and, therefore, present a lower risk and less of a challenge for the organization to shape their conduct (Perrault et al., 2014).

Self-determination also plays a vital role in individual self-governance. Individuals with higher levels of self-determination have higher levels of intrinsic motivation, which is crucial to police organizations because they will be more committed to their volunteer roles and consistently fulfill their responsibilities. By recruiting self-determined individuals, auxiliary police units may experience higher volunteer retention rates and a greater sense of dedication among their members. Self-determined individuals may also take initiative and actively seek opportunities to contribute. In auxiliary policing, this quality can translate into volunteers who proactively assist and engage in crime prevention when not wearing the auxiliary uniform.

The evidence presented in this study strongly supports the argument that police organizations are increasingly seeking out volunteers who prioritize community engagement over a strict focus on law enforcement capabilities. One of the central findings of this chapter is that the sample volunteer police officers exhibit higher levels of emotional intelligence compared to their sworn counterparts. Emotional intelligence, encompassing self-awareness, empathy, and effective interpersonal skills, plays a crucial role in community interactions. Although the findings in the differences should be interpreted cautiously given the small sample of sworn police officers, the findings indicate that, based on the sample, police services may be attracting individuals with higher levels of emotional intelligence through its recruitment efforts.

Volunteers with higher levels of EI may be better equipped to navigate the complex emotional

landscapes encountered in policing and help foster positive relationships with community members, contributing to a more harmonious and trusting police-community dynamic.

This dissertation research also reveals a positive association between self-determination and work satisfaction among volunteer police officers. Volunteers, motivated by intrinsic factors such as a desire to give back to their communities, derive a deep sense of satisfaction from their roles. This intrinsic motivation is a powerful driving force alleged to enhance their job performance and reduce the likelihood of burnout. As such, emphasizing self-determination in recruitment processes has the potential to create a more satisfied and committed volunteer force. Chapter 4 explored the characteristics of current members and provided both confirming and disconfirming evidence that police have created a new subjectivity that modified their approach to recruiting auxiliary volunteers. This chapter showed evidence of the need for the CLPS to attract individuals who can represent the ethnocultural makeup of the community, but also showed supporting evidence that auxiliary officers possess higher levels of EI than sworn officers, that the CLPS is attracting self-determined individuals, and that sworn and auxiliary officers recognize the importance of EI and SDT and wish to incorporate those tools as screening instruments. Chapter 5 of this dissertation builds on these findings and explores how auxiliary motivations to volunteer and perceptions of effective recruitment strategies relate to the police, creating a new subjectivity to attract individuals who are able to build positive relationships within the communities they serve.

Chapter 5: Motivations and Recruitment

Chapter 4 examined auxiliaries' demographic and psychosocial characteristics to explore how the subjectivity of the ideal volunteer has changed and how police organizations can incorporate psychometric tests to improve the recruitment of auxiliaries. Chapter 5 builds off of the previous chapter and presents the results and findings to answer Research Question #1b, which examines the perspectives of CLPS members on effective recruitment strategies and criteria; Research Question #1c, which examines how recruitment efforts can be modified to target specific populations; and Research Question #1e examines what motivates community members to volunteer with the CLPS auxiliary. The findings suggest that current auxiliary members are motivated by multi-faceted, altruistic, and egoistic reasons when compared to sworn officers who are primarily motivated by egoistic reasons. Regarding eligibility criteria, auxiliary members support sworn-constable-like criteria compared to sworn officers, which may result from auxiliaries identifying more with their role of assisting sworn officers on patrol rather than at community functions. This chapter presents evidence to suggest that police services have modified their recruitment strategies to attract individuals with community-centred characteristics. Second, this chapter provides evidence that auxiliaries are motivated by both egoistic and altruistic motivations, and sworn officers prefer to attract more community-centred individuals with less emphasis on the policing role, which contrasts auxiliaries' perspectives of eligibility requirements. Last, all participants believe that developing recruitment strategies to attract diverse community members is an effective way to become more representative of and attuned to the needs of the community.

What motivates individuals to become auxiliary police volunteers?

This study examines the motivations auxiliary members have for joining the auxiliary police (see Table 5.1). The results show that auxiliary motivations are multi-faceted, whereas the motivations of sworn officers are mostly egoistic. In the survey questionnaire, auxiliaries listed making a difference in my community (86.4%, $n = 114$) and gaining skills and experience (82.6%, $n = 109$) as the most selected motivations. These were followed by helping others (76.5%, $n = 101$) and personal development (73.5%, $n = 97$)¹³. The results show that the sample of auxiliary members is motivated by altruistic (i.e., helping others) and egoistic (i.e., personal development) reasons.

Table 5.1

Motivation to Volunteer as an Auxiliary.

Statement	Auxiliaries		Sworn	
	<i>n</i>	%	<i>n</i>	%
Make a difference in my community	114	86.4	7	50.0
Gain skills and experience	109	82.6	9	64.3
Help others	101	76.5	5	35.7
Personal Development	97	73.5	8	57.1
Excitement and Adventure	83	62.9	7	50.0
To improve my chances of being hired as a sworn police officer	75	56.8	12	85.7
To network with others	65	49.2	6	42.9
Interested in policing as a career but did not want to pursue it full-time.	41	31.1	4	28.6

Note: Respondents were asked to select all that apply.

Building on the responses from the survey, the semi-structured interviews also reveal that volunteers join the auxiliary for both egoistic and altruistic reasons. For example, an auxiliary constable explained that although the intention was to give back to the community, they joined the auxiliary to explore whether policing was a possible career choice: “I thought it would be a

¹³ These percentages do not equal 100% because participants were asked to select all that apply.

great opportunity to give back, gain some community service, learn something new, and explore and whether it could potentially lead to a career path” (A6). An auxiliary sergeant also explained how their motivation was multi-faceted when they began volunteering for the CLPS: “it was definitely about, you know, a career in policing, and also wanting to give back to my community” (A38). Community members are motivated to join the auxiliary for both altruistic and egoistic reasons.

A small subset of auxiliaries indicates that their full-time job motivated them to volunteer with the CLPS ($n = 3$). Volunteering was seen as a way to educate themselves about the realities of police work and improve aspects of their job. For example, one volunteer who is a civilian employee for the CLPS chose to volunteer to gain an insight into the lived experiences of sworn police officers:

When I heard about the program, which would have been about three years into my job, I thought to myself, ‘what a wonderful way to learn the aspects of the other side of the radio’. So, I did that interpreting that it would assist me in doing my job better at the other end as well. If I could see what the officers were going through and have an understanding, then I could anticipate things in my mind and react the way that would be appropriate to help them. (A59)

An auxiliary, already a full-time peace officer for a federal organization, indicated that volunteering with the auxiliary program helps facilitate a closer working relationship with CLPS officers: “I was already a peace officer and had worked with RCMP and when came [sic] to [Identifier Removed] to familiarize myself with local officers and them me” (A291).

Volunteering with the CLPS auxiliary for these participants helped enhance aspects of their full-time job, such as familiarity with the work the CLPS does and its officers.

The most cited ‘other’ reason ($n = 7$) for volunteering with the police revolves around being interested in policing but not leaving their full-time job to become a sworn police officer. Participants who cited this as a reason could not pursue policing full-time due to family and work commitments. For example, one respondent wrote: “[the auxiliary] allowed me to solidify my passion without the commitment of leaving my current career and the commitment to my family and spouse’s career” (A245). Taken altogether, these data would suggest that auxiliary officers are motivated by both altruistic and egoistic reasons.

Sworn police officers’ motivations for joining the auxiliary program were primarily egoistic. As a point of comparison, I analyzed the motivations of current police constables who once served as auxiliaries. The four most cited motivations include improving my chances of being hired as a police officer (85.7%, $n = 12$), gaining skills and experience (64.3%, $n = 9$), personal development (57.1%, $n = 8$), and excitement and adventure (50%, $n = 7$). ‘Other’ reasons included: family members were already an auxiliary and being a student and wanting to finish studies before applying to become a sworn member. In contrast to auxiliary members, the results show that sworn police officers were predominantly motivated to join the auxiliary for egoistic reasons.

The interview results provide additional support that many sworn officers were primarily motivated by egoistic reasons, such as improving their chances of being hired as police officers: “I had aspirations to be a police officer and to work for the CLPS, so those were the main reasons why I decided to join” (LO5). Other participants stated that feedback from unsuccessful attempts at becoming a sworn officer prompted them to join the auxiliary to improve skills and gain experience:

The opportunity to gain experience on the job and as a stepping-stone. So, I had applied for the CLPS, let's say, 24 years ago, give or take. I was unsuccessful, and at that point in time, my feedback from the CLPS was very positive, but the one thing they did recommend was that I get some more related experience and so I saw joining the auxiliary as the chance to get related experiences to develop myself with relevant work experience. (LO1)

In contrast to sworn officers who primarily joined the auxiliary for egoistic reasons, current auxiliary members were motivated by both egoistic and altruistic reasons.

A series of Chi-squared and Fisher's exact analyses noted significant group differences between auxiliaries and sworn members in three motivations: to make a difference in my community, to improve my chances of being hired as a sworn police constable, and to help others (see Table 5.2). Sworn members were more likely to select that they were motivated by improving their chances of becoming sworn police constables versus auxiliaries. In contrast, auxiliaries were more inclined to be motivated by making a difference in their communities and helping others than sworn officers.

Table 5.2

Group Differences Between Auxiliary and Sworn Officer Motivations for Joining the Auxiliary

Motivation	Auxiliary		Sworn		X ²	p
	n	%	n	%		
Make a difference in my community	114	79.7	7	50		.019*
Improve my chances of becoming a sworn police constable	75	52.4	12	85.7	5.71	.014*
Gain skills and experience	109	76.2	9	64.3		.339
Network with others	65	45.5	6	42.9	0.35	.852
Help others	101	70.6	5	9.5		.014*
Personal development	97	67.8	8	9.4	0.66	.553
Excitement and adventure	83	58	7	50	0.34	.562
Interested in policing as a career but did not want to pursue full time	41	28.7	4	28.6		.631

Note: * $p < .05$.

The data provide convincing evidence demonstrating that the sampled auxiliaries are motivated to join the auxiliary for both egoistic and altruistic reasons versus sworn police constables who do so for egoistic reasons. For some, joining the auxiliary may be a way to give back to the community and explore policing as a potential career choice. Others join primarily to develop their skills and improve their chances of becoming sworn officers. This finding is consistent with the results in Chapter 4, which found that the CLPS has an almost even balance of volunteers interested in pursuing a career in policing (40.2%), with those not interested (45.1%).

Using the auxiliary program as a testing ground for those interested in a career as a police officer does not always lead to attrition. A group of auxiliaries exists who were initially motivated by a desire to become sworn police officers but keep volunteering despite being rejected in the application process. These results uncovered two typologies of auxiliaries rejected in the sworn officer selection process: those who resign after being rejected and those who continue to volunteer (see Table 5.3). For example, A38, an auxiliary constable, continued volunteering with the auxiliary despite not being successful in the sworn officer application process:

So, when I first started, I got in, let's say, I got into a recruitment class in June of 2008, but I had applied a couple of years, maybe two years before that approximately. Back then, it was definitely about, you know, a career in policing, and also wanting to give back to my community, and I've tried and not been successful, not just for the CLPS but with other police forces in Ontario and I guess life just happened and a full-time job, and kids, and house, and all of that stuff so this is where I am today.

On the other hand, A6 described how volunteers resign after not achieving their goals of becoming sworn officers:

I can tell you right now that I don't personally know of any of the direct college auxiliary recruitment individuals that get through that are still auxiliaries. They all progressed either to become police officers or left because they didn't achieve their goal.

Using the auxiliary as a testing ground for those interested in pursuing a career in policing is common (Pepper & Colin, 2021; Callender et al., 2018; Gaston & Alexander, 2001). Although using the auxiliary exclusively as a testing ground for potential police applicants can lead to strain because the organization must recruit individuals to fill the void left by attrition, that may not always be the case. The statement by A38 is a notable example of how community members who were primarily motivated by a career in policing stayed on after being rejected in the sworn application process. The statement by A6 demonstrates how many of those who leave after failing to become sworn police officers are often younger and recruited from a community college. Perhaps those individuals are motivated primarily by egoistic reasons and leave once they do not achieve their goals. For those who continue volunteering after not achieving their goals of becoming sworn police officers, their motivations may have been multi-faceted or shifted from egoistic to altruistic. At present, this study is not in a position to determine whether this is the case. However, this finding does suggest that police organizations may be attracting individuals to their volunteer positions who want to make a difference in the community who continue to volunteer after being rejected in the sworn application process, which may support the argument that these individuals are more community-orientated versus self-orientated.

Multi-faceted Group Differences in Motivations

Prior studies examined the influence of variables such as age and length of service on being motivated by wanting to give back to the community and becoming a sworn police officer (Callender et al., 2018). The results paint a multi-faceted picture of motivations for officers with

fewer years of service. Auxiliaries who served less time were motivated to improve their chances of becoming sworn police officers, networking, and helping others than those who volunteered for longer periods of time (see Table 5.3).

Table 5.3

Length of Service and Motivations to Join the Auxiliary

Motivation	0 < 4		4 < 12		12 +		X²	p
	n	%	n	%	n	%		
Make a difference in my community	29	90.3	30	93.8	29	82.9	2.10	.350
Improve my chances of being hired as a sworn police constable	26	83.9	20	62.4	8	22.9	25.79	.000**
To gain skills and experience	30	96.8	25	78.1	27	77.1	5.71	.058
To network with others	21	67.7	12	37.5	14	40.0	7.15	.028*
To help others	30	96.8	24	75.0	25	71.4	7.72	.021*
Personal Development	26	83.9	21	65.6	27	77.1	2.91	.233
Excitement and adventure	21	67.7	19	59.4	23	65.7	0.53	.768
Interested in policing but did not want to pursue full time	10	32.3	10	32.3	14	40.0	0.68	.710

Note: * $p > .05$, ** $p > .001$

The data provide preliminary evidence and support to suggest that volunteer motivations are multi-faceted. These results depart from previous research, which shows no statistically significant differences between the length of service and the motivation to improve the chances of being hired as a police officer (Callender et al., 2018).

With respect to the age of auxiliaries, the results demonstrate that younger participants are motivated by improving their chances of becoming sworn police officers compared to older auxiliaries (see Table 5.4).

Table 5.4*Group Differences Between Age and Motivations to Join the Auxiliary*

Motivation	≤ 32		33 - ≤ 45		46 +		X²	p
	n	%	n	%	n	%		
Make a difference in my community	29	97.6	22	78.6	29	87.9	4.46	.107
Improve my chance of being hired as a sworn police constable	28	93.3	17	60.7	7	21.2	33.59	.000**
Gain skills and experience	28	93.3	23	82.1	25	75.8	3.58	.167
Network with others	16	53.5	17	60.7	11	33.3	4.99	.082
Help others	26	86.7	20	71.4	27	81.8	2.20	.332
Personal Development	22	73.3	21	75	25	75.8	0.05	.975
Excitement and adventure	20	66.7	17	60.7	22	66.7	0.30	.860
Interested in policing but did not want to pursue full-time	8	26.7	10	35.7	14	42.4	1.72	.424

Note: * $p < .05$, ** $p < .001$.

The result provides evidence in support of prior research in that younger auxiliaries are more likely to be motivated to join auxiliary programs to improve their chances of becoming sworn police officers (Callender et al., 2018; Eccles & Biggs, 2014; Gaston & Alexander, 2001). Furthermore, volunteers with fewer years of service were more inclined to select egoistic (i.e., improving chances of becoming a sworn officer, personal development) and altruistic (i.e., to help others) than officers with more years of service. My findings depart from research outside the scope of policing that indicates that motivations vary concerning age, with career-related experience emerging as a motivation for younger volunteers and altruistic reasons, such as helping others in older volunteers (Dolnicar & Randle, 2007; Katz & Sesson, 2019). Volunteers with fewer years of experience were motivated by both altruistic and egoistic motivations to join the auxiliary.

These findings have several practical implications. First, they suggest that recruitment strategies used to attract those interested in pursuing a career in policing can still be effective at increasing the number of auxiliary members committed to the program in the long term, as a

group of those individuals stay on despite not achieving their goals of being hired as police officers. However, this study cannot determine how many auxiliaries continue volunteering. Recent research points to the changing nature of volunteer motivations. Those initially attracted to volunteering due to career aspirations may shift their focus to socially driven motivations such as helping the community as volunteer service progresses over the years (Pepper, 2021). However, the results from this study are unable to determine if that is the case with this sample of auxiliaries. Further research should examine how volunteers' motivations evolve and the factors that play a role in encouraging auxiliary members to stay and volunteer with the organization.

These findings also show that motivations are not as unidimensional as previously believed. Previous research suggests that individuals who have served longer are more likely to select altruistic, community-orientated reasons motivating them to volunteer (Gaston & Alexander, 2001; Pepper, 2021). However, the results from this study present the opposite in that auxiliaries with less than four years of experience were motivated proportionately higher to help their communities compared to volunteers with more than twelve years of experience. This may be indicative of the change in the auxiliary police officer subjectivity, where the police service is focusing its efforts on attracting individuals who are more community-oriented and altruistic rather than those who are simply interested in volunteering for egoistic reasons. These findings call for further research to explore the motivations influencing volunteering among these two groups.

Recruitment in the CLPS Auxiliary Program.

One of this dissertation's main objectives is to examine perspectives on recruitment in the CLPS auxiliary program to explore the characteristics of auxiliary personnel and explore the new

police subjectivity. There is no consensus among auxiliary members on how well the CLPS advertises the auxiliary program; 36.4% disagreed that the CLPS advertises the program well on a regional level, 30.8% ($n = 44$) agreed, and 21.7% ($n = 31$) were neutral. In contrast to advertising, most auxiliaries and sworn officers believe that information about becoming an auxiliary is easy to find online (78%, $n = 112$). These results suggest that although there is no consensus on how well the CLPS advertises the program on a regional level, information on how to become an auxiliary is easy to find online.

When asked what attracted them to volunteer with the CLPS auxiliary, most current and former auxiliaries cited people associated with the CLPS. For instance, nearly 30% of participants indicated they were attracted to the program through a current or former auxiliary constable (see Table 5.5). A former auxiliary officer recalled how his younger brother influenced his decision to join the auxiliary program:

First off, I had a younger brother who actually got into policing before I did; and he was an auxiliary before he became a uniform member, and he actually encouraged me to join the auxiliary while he was still in the auxiliary before he became an officer. (LO85)

Other auxiliaries joined the program based on the influence of an acquaintance, friend or family member who is not an auxiliary (28.2%) and current sworn constables with the CLPS (11.9%).

Table 5.5

What Attracted Auxiliaries to the CLPS Auxiliary Program

Attracted to the program through:	<i>n</i>(%)
Current or former auxiliary	41(28.9)
Acquaintance, friend or family member who is not an auxiliary	40(28.2)
CLPS website	21(14.8)
Sworn constables with the CLPS	17(11.9)
Online source other than the CLPS website	3(2.1)
Sworn police constable information session	5(3.5)

The qualitative data suggest that many volunteers were attracted to the program by a mixture of individuals not affiliated with the auxiliary and CLPS members. For instance, a current auxiliary was encouraged by family members who are sworn police officers to join the program: “I was recommended to apply by several officers as well as family members, and just the biggest thing that I wanted to be able to do is.” (A22). Other answers included: local CLPS detachment, through a college program, and their employment with and outside the CLPS and local media.

Supporting survey data, interview participants emphasized what is colloquially known as “flying the flag.” That is, what attracted them to the auxiliary was the visible presence of CLPS in the community through attendance at community events in uniform and patrolling the community with sworn members. Auxiliaries credited seeing officers in the community as something that led them to join the program: “Basically, I’d seen some auxiliaries around when I was younger and when I started doing a couple of ride-a-longs with the CLPS as a teenager.” (A24). This result suggests that community presence is important in attracting people to auxiliary positions.

In addition, auxiliary members’ suggestions on improving recruitment to the auxiliary program revolved around flying the flag. One of the advantages of flying the flag is that it allows sworn and auxiliary officers to interact with community members, which can attract community members to volunteer with the auxiliary:

We fly the flag all the time, right? We’ve got auxiliaries out there that are really into what they do. I love my auxiliary position, and I tell people that if I can get paid to be an auxiliary for the rest of my life, I’d do it in a heartbeat, and people love that, right? You go out, and you’re enthusiastic about your job; you talk to people. (A22)

Sworn members and auxiliary managers also favour recruiting by flying the flag. A former

auxiliary, now liaison officer, explained how the best tool for recruitment are current officers: “I think our best recruitment is our members. I think the use of current members of both the auxiliary and the regular force to bring people to or encourage people to apply to the auxiliary is probably our best asset” (LO5).

Taken together, the data presented here present evidence that flying the flag is an indispensable way of promoting and attracting members to the auxiliary program, especially those interested in helping their community. These findings are consistent with previous results demonstrating the power of officer presence for recruitment. For example, the Metropolitan Police Service recruited more diverse officers to their police service after they created the Police Community Support Officers, whose purpose is to provide a visible police patrol presence (Johnston, 2006). Seeing that auxiliaries were attracted to the program through current auxiliary and sworn officers, flying the flag may be an effective way of attracting people who are altruistic and community-oriented to auxiliary police programs.

This finding is important because auxiliary officers cite flying the flag as one of the primary purposes of the auxiliary program and its officers. Some auxiliary officers construct their program as the community policing wing of the police, where their purpose is to be the positive public-facing portion of the CLPS while interacting with community members and allowing sworn officers to enforce the laws. For instance, when describing their responsibility in comparison to sworn officers, an auxiliary sergeant stated:

You get to interact with your community, you’re in uniform, you’re flying the colours, so the CLPS still gets to get credit for it, yet your full-time officers who would need to respond to calls can be freed up to go respond to calls. (A6)

Flying the flag also improves police-community relations for the CLPS. For example, when

referring to the recent Black Lives Matter movement and demonstrations against police misuse of force, an auxiliary inspector emphasized their role in representing the CLPS in a positive light:

[...] when you go out into the community, and you meet with people who may not necessarily be involved in that type of demonstration but read about it, hear about it, have discussions about it, may develop a type of sense from just what they hear rather than what they learn. We can go in there and make them see that, you know, it's not all bad. Not all people are bad, and you know, people in uniform, that is. So, you know, it's going into the communities, it's helping them out, it's doing things with them. (A59)

The results suggest that flying the flag allows the CLPS to interact positively with the community. This finding has several theoretical and practical implications. First, it suggests that flying the flag is essential in recruitment because positive interactions with police may encourage community members to become auxiliary or sworn police officers. Recent research on recruiting sworn officers suggests that establishing relationships by interacting with the community is essential to attracting individuals from those communities to the organization (Rigaux & Cunningham, 2021). Flying the flag also relates to the concept of symbolic representation. If individuals from sought-after groups see themselves represented among the CLPS, that may encourage members from those groups to join the organization as auxiliary or sworn members. The emphasis placed on attracting diverse individuals to the police who are not interested in pursuing a career as a police officer, in conjunction with placing an importance on flying the flag, all point to a police force recruiting individuals who are more community-oriented to their auxiliary service.

Perceptions of Eligibility Criteria

Both auxiliary and sworn members' perceptions were generally favourable toward the eligibility criteria set out by the CLPS, with the majority agreeing with the appropriateness of the criteria (see Table 5.6).

Table 5.6

Frequencies and Fisher's Exact Results for Perspectives on Eligibility Criteria

Eligibility Criteria	Auxiliary		Sworn		<i>p</i>
	<i>n</i>	%	<i>n</i>	%	
Must be 18 years of age or older	127	98.4	14	100.0	.813
Must be a Canadian citizen or permanent resident	125	97.7	11	78.6	.013*
Must have a class 'G' driver's license with full driving privileges and no demerit points	127	98.4	10	71.4	.001*
Must have completed an Ontario Secondary School Diploma program or equivalent	120	93.0	9	64.3	.005*
Must have completed Standard First Aid and Basic Rescuer (Level C) CPR	109	84.5	12	85.7	.870
Applicants must be of good moral character and be mentally and physically able to perform the duties of an auxiliary	129	90.2	14	100.0	.616

**p* < .05.

It is important to note that these criteria are nearly identical to the selection criteria outlined by police services in Canada used to recruit people to their sworn police constable positions (Sycz, 2014). Subsequent analyses found statistically significant differences between sworn and auxiliary officers in three out of the six eligibility criteria that indicate applicants must: (1) be Canadian citizens or permanent residents of Canada, (2) have a class 'G' driver's license, and (3) have completed an Ontario Secondary School Diploma program or equivalent.

Additional eligibility criteria also point to auxiliary members favouring more police officer-like eligibility criteria than sworn officers. For example, the most commonly mentioned additional eligibility criterion was stricter physical fitness requirements, cited by six auxiliaries

and one sworn member. Some believed that the physical fitness standard in the auxiliary program should be equal to that of sworn officers and framed it as an officer safety issue because auxiliaries patrol the communities with sworn officers:

Sworn officers are required to have a fitness standard before they are hired. Auxiliary officers wear the same uniform (minor differences); we go out for ride-along with sworn officers and may have to assist in certain situations. Being in shape promotes the well-being of all. (A120)

A second auxiliary member stated that auxiliaries should be able to pass the same physical fitness tests that sworn officers have to:

Be able to meet a set fitness requirement. Example: achieve 75% on the PIN¹⁴ test or pass the PREP¹⁵ test. Regardless, if a person wants to become an auxiliary member to become a police officer in the future or just to help their community, it's important that that person is physically fit. (A134)

Although the CLPS conducts fitness testing on its volunteers, auxiliary members are not required to have the same physical fitness as sworn officers. However, some auxiliaries favoured stricter physical fitness requirements for new members, similar to those of sworn officers.

The second most-noted eligibility criteria by four auxiliaries suggested a firearms license as something that would benefit new auxiliary members to have before applying:

¹⁴ A police fitness testing program that encourages police officers and civilian employees to remain physically fit throughout their careers. The test evaluates a candidate's core endurance, push-ups, flexibility, and running. Select police services use this test to screen applicants.

¹⁵ The Physical Readiness Evaluation for Police evaluates an applicant's fitness and involves a pursuit/restraint circuit test that simulates pursuing a suspect, and a 20-metre shuttle run.

I would suggest having a firearms license since a lot of people struggle with that part of training. If they are serious about applying to auxiliary, they will obtain it in advance and be more competent and confident. (A182)

Unfortunately, no respondents expanded on why they believe auxiliaries should possess a firearms license. This finding is unique because sworn officers are not required to possess a firearms license to be eligible for a sworn officer position. Auxiliary officers in the CLPS do not carry a sidearm when patrolling with sworn officers but are trained on the pistol, shotgun and have access to other use-of-force options such as an expandable baton, oleoresin capicum spray, and handcuffs. These criteria, although not a requirement of sworn officers, suggest that participants may perceive the role as similar to that of sworn officers in that they want them to possess the same physical fitness and use of force experience or training.

The results suggest that auxiliary members value sworn police officer-like eligibility criteria more than sworn members do. Possessing Canadian citizenship, a driver's license, and a secondary school diploma may exclude community members who may otherwise be a valuable addition to the auxiliary program from joining and better reflecting the diversity in the community (for example, new immigrants). The differing perspectives on eligibility criteria between sworn and auxiliary officers emphasize how auxiliaries construct their role as supporting front-line patrol officers. For example, when asked to describe their role, one volunteer explained the value they bring to patrol officers: "I am the most intelligent tool on the officer's belt and can offer significant assistance when deployed skillfully" (A294). Auxiliaries assist sworn officers in several ways, including administrative tasks such as photocopying documents and policing-related tasks such as directing traffic. Auxiliaries describe their mission as assisting officers in any way they need it. For example, an auxiliary staff sergeant explained:

It's to support the regular officer in any way, shape or form that he wishes to have you do it. Whether it's helping a detective, doing photocopying of a big search warrant, to being on the road: riding with the officer, being his eyes and ears, watching things, and being part of a full takedown. (A99)

In terms of patrol functions, auxiliaries perceive themselves as a 'second set of hands and eyes' for patrol officers. Carrying out policing-related functions under the supervision of sworn constables leaves officers with more time to focus on other duties. For example, one volunteer described assisting sworn officers at sobriety checkpoints:

Out on patrol, it's the same but in a completely different way. You know now, I'm helping on the enforcement side. Even if I'm putting up cones at a ride check, the fact that I'm there doing that means that the officers don't need to do that so they can talk to another car or two or three or four and every car that they talk to is potentially another drunk that they've got. (A94)

Much like auxiliaries, sworn officers also perceive one of the roles of the auxiliary as supporting sworn officers on patrol. For example, one liaison officer described some of the practical implications of having auxiliaries out on patrol with them:

I see them as an assistant on the road, the ride-a-longs that come out to help officers. For instance, if I have one with me and we have a big crash on the 401, they're helping me grab cones, shut down lanes, direct traffic with me, it's just an extra set of eyes, an extra set of ears, and an extra set of hands out there. (LO53)

Although an important part of their function, sworn officers viewed auxiliaries assisting on patrol as secondary. When describing the way they utilize auxiliary members, a liaison officer emphasizes that they primarily use auxiliaries for community engagement.

So, I use the auxiliary program a lot in my role just for engagement. So, when we're doing our community events, there's a lot of events that we would not be able to do if we did not have the program. [...] that's my primary area that I use the auxiliaries for – is just for community engagement because bringing them out then allows the CLPS to be represented at these different events. (LO1)

These results suggest that, although some auxiliaries place more value on patrol-oriented work, sworn officers emphasize balancing patrol and community-oriented work as an important mechanism to improve police-community relations.

The general picture emerging from the analysis points to auxiliary members favouring sworn-officer-like applicant criteria for the auxiliary program. These criteria directly relate to how auxiliaries perceive their roles as assisting sworn officers. The possession of a valid driver's licence, Canadian citizenship, and a secondary school diploma, although necessary for sworn police constables, may serve as barriers that exclude ethnically and racially diverse community members, such as new immigrants, from consideration in the application process.

Furthermore, the results support prior research which suggests that identifying as a 'constable' or a 'deputy' is an important motivation for auxiliary police officers (Britton et al., 2018, p. 263). These findings are important to recruitment and retention because additional criteria such as stricter physical fitness standards, a firearms license, and a minimum length of volunteering may exclude community members more attracted to the community service element than the law enforcement element of volunteering. Although some auxiliaries may favour more patrol-like eligibility criteria, sworn and liaison officers believe it is important to balance the auxiliary's community engagement functions, such as using auxiliaries to represent them at community events and functions, with assisting sworn officers on patrol.

The Application Process

In addition to examining perspectives on eligibility criteria, this section examines participants' perspectives on the application process for becoming an auxiliary volunteer. Recent changes have consolidated sworn officer recruitment with auxiliary recruitment in the same department. Participants define streamlining the recruitment process as modifying it in such a way as to reflect sworn officer recruitment and, therefore, allow for an easier transition for auxiliary members interested in being hired as sworn officers. Sworn members perceived streamlining the recruitment process as something positive, citing reasons such as relieving the burden of processing auxiliary applications from liaison officers and allowing the CLPS to use the auxiliary as an avenue for sworn applicants to improve their skills if unsuccessful in the sworn constable selection process. For example, LO53, a liaison officer, outlined that streamlining auxiliary recruitment with sworn recruitment provides applicants who do not immediately fulfill the requirements to become sworn officers an opportunity to serve in the auxiliary to improve those facets that are lacking:

A lot of time we'll have people who show up to those [sworn officer] info sessions who aren't quite ready to be a police officer yet. Maybe they don't have enough volunteer or education, or maybe their fitness isn't quite where it should be, and those people tend to send those recruits towards the auxiliary, 'maybe you should apply here and get yourself on track'.

Some auxiliary members also viewed streamlining as something positive, making auxiliary recruitment more time-efficient:

With the simplified recruitment process that we are currently seeing now, the fact that it's much more streamlined, as you know, there's been a lot of improvements to the

recruitment process. I think that's a start. It's the process where people would wait two years, three years, that would be discouraging, and they'd tell people, and word of mouth spreads, that why bother applying? You're going to be sitting there doing nothing. (A39)

However, aligning the process may have negative consequences, as using it as a recruitment tool may negatively affect volunteer staffing levels because those auxiliaries do not stay in the program. For instance, A6 argues that streamlining the recruitment process leaves the auxiliary program vulnerable to attrition and filling the spots left by outgoing auxiliaries becoming sworn officers.

There is a really big push to look at the auxiliary program as a recruitment tool for the regular force. So, it's not a value-added proposition where you might find some really good candidates, it was 'lets aim and target the individuals that want to get into policing, and it gives us a little bit of a freebie right? We get to try to them out to see if we like them, and then we can bring them in'.

You can't expect to maintain your high numbers if it's a recruitment tool because the goal is, ultimately, to pull those people anyway, so that's the struggle, right? (A6)

This finding converges on how participants construct one of the purposes of the auxiliary program where officers from all groups (i.e., auxiliaries, sworn, and management) refer to the CLPS auxiliary as the farm team (n = 29). In sports, a farm team is a team or club whose purpose is to provide experience and training for younger players, understanding that when players are ready to progress, they will move on to the first or main team. In the context of the auxiliary, this term describes the program as an opportunity for a police organization to train potential candidates to acquire the skills, knowledge, and experience necessary to become sworn police officers. There is a similarity of opinion between sworn officers, auxiliaries and program

managers, who all view the auxiliary as a training ground for a potential sworn officer. For instance, an auxiliary officer explains how the auxiliary is a good stepping stone for volunteers wishing to become sworn officers and refers to it as a farm team:

[...] ‘farm team’, the recruitment aspect, and I think that is an important part of what this program represents. I’m not saying it has to represent every-single reg force^a member that gets hired, but you have a pool of individuals who clearly, for the most part, likely want to become police officers. It’s a great stepping stone for them too, you know?. (A59)

A liaison officer also shared the opinion that the auxiliary provides the police an opportunity to train individuals to become sworn officers,

So, largely coming from recruiting, I think it’s an amazing sort of a hiring pool or a ‘farm team’, whatever terminology you want to use. But, when you’re saying in terms of purpose, I mean, I definitely think that that’s an asset for us. That when you have all of these people throughout the province, they know what the job is about, they’ve already got some training. (LO1)

Last, an officer responsible for managing the auxiliary program pointed to the potential of using the program to enhance community members skills before they transition to become sworn police officers,

[...] there are a number of people that are interested in policing as a career, but sometimes they’re just missing an element. They’re missing the element of understanding what that role really is. They’re missing the understanding of how police and the community work together for community safety and well-being. So, when you look at the auxiliary program, you look at them as these are potential police officers, and they’re

gaining a foundation, they're gaining some skill sets that will help propel them not only into a career but also assist them when they go through their thirty-year career. (M65)

Aligning the auxiliary program with sworn recruitment gives sworn applicants not successful in the process an opportunity to improve facets such as fitness while attached to the police service and an insider perspective on working as a police officer. However, not all participants viewed aligning the auxiliary program with sworn recruitment as something positive because aligning the two processes excludes regular community members from volunteering with the CLPS and favours individuals interested in pursuing a career as a police officer.

Few studies have investigated the factors affecting volunteer recruitment in the auxiliary police. This study supports previous research in which volunteers in a police service in the UK perceived the application process as 'tricky and slow'; with some volunteers voicing frustration over the time it takes to become a volunteer, and others finding the application form challenging to understand (Millie, 2016). Although streamlining the application process with sworn member selection may be perceived as beneficial by some and fulfills one of the main roles and purposes of the auxiliary program as a farm team, it can be detrimental to the program's longevity if the CLPS does not take measures to recruit community members who are not interested in pursuing a career as police officers.

Volunteering serves as a litmus test and presents an opportunity to get a first-hand look into policing to make a more informed decision on whether policing is an appropriate career choice. For instance, a liaison officer described how some community members changed their minds about working as sworn police officers after volunteering with the auxiliary:

[...] if you're an auxiliary and you go to a few fatals, and you realize that you're having difficulty dealing with it or reconciling that experience or you got a sudden death and

you're going, 'yeah, you know what? I don't want to be dealing with this on a daily basis; then better that you learn that as an auxiliary than going through all the training as a police officer and being on the job now and realizing that it is not something you want to do. (LO1)

In addition to serving as an opportunity to get a first-hand look into policing, both auxiliary and sworn members view the program as a low-cost, low-risk way for the CLPS to assess an applicant's organizational fit. For instance, an auxiliary inspector discussed how the auxiliary can be used to determine whether someone will be a good police officer:

[The auxiliary] also allows the organization to look at these individuals and say, 'yes, I think that person would be an amazing police officer', or 'you know what? I don't think this is the job for you. (A59)

A sworn officer who previously worked in recruitment stated that the auxiliary allows police organizations to assess a candidate's soft and hard skills,

Overall, you know their interpersonal skills and these sorts of things. We get to get a good look at these things, right? We get more insight into the candidate overall, which is a very positive thing that can really help enhance the candidate's file. (SA83)

The auxiliary program is a valuable recruitment tool that provides police volunteers with an opportunity to gain skills and experience and simultaneously demonstrates to the police service whether the auxiliary has the necessary skills and fits within the organization's mission and values. Previous research lists motivations such as self-improvement as primary reasons people volunteer (Katz & Sesson, 2019; Dolnicar & Randle, 2007; Clary & Snyder, 1999). Appealing to an auxiliary's competence needs by advertising the program as a way to improve skills and gain experience may result in auxiliaries becoming sworn officers who are more satisfied with their

jobs. For example, this study finds that there exists a positive relationship between meeting an auxiliary's competence needs and their job satisfaction (see Chapter 4). Using the auxiliary as a training ground for potential officers may result in higher satisfaction among new, sworn police officers; however, future research will have to determine whether this is the case.

On the practical level, research examining the influence of police internship programs on employee outcomes is scarce. However, an evaluation examining student placement in criminal justice internship programs in law enforcement agencies, federal agencies, correctional services, and social service programs suggests that internship programs brought little value in preparing students for working in the field (Hiller et al., 2013). The findings from this study are not in a position to determine whether using the auxiliary as an internship program effectively prepares officers for working in the field. However, participants believe that it is worthwhile because it exposes applicants to the realities of policing.

Research examining the influence of auxiliary volunteers who have become sworn officers is scarce. However, the findings from this section show that the police auxiliary may be a valuable tool in enfolded community values into the sworn police program. Many sworn officers begin their careers as auxiliary officers using the program as a stepping stone to pursue sworn officer positions. Auxiliary officers often come from the communities they serve, providing them with an understanding of local dynamics, concerns, and cultural nuances. This local knowledge is essential when they become sworn officers as they are better equipped to address community-specific issues and engage in problem-solving tailored to the needs of the residents. The new officers enfold this knowledge and values into the police organization, which allows the police to effectively address community concerns, resulting in better-equipped residents in problem-solving efforts and solutions to address specific concerns.

Appeal to Community Involvement and Responsibilization

Both sworn and auxiliary members generally believe the auxiliary program is attractive to those not interested in a career as a police officer 74.1% (n = 106) of auxiliaries and 64.3 % (n = 9) of sworn members agreed with the statement. The most significant barrier identified by participants to attracting individuals who are not interested in a career in policing is a general lack of knowledge about the program (67.9%, n = 38). The results show similarities between auxiliary and sworn members where they believe that the CLPS should advertise the program through social media and online channels (66.7%, n = 14), local media (57.1%, n = 12), and flying the flag (42.9%, n = 9) as ways to give back to your community. For example, an auxiliary constable explained that to attract community members not interested in a career as a police officer, the CLPS needs to advertise the program by appealing to the community service aspect rather than the law enforcement aspect:

Again, it comes back to I think we need to do more advertising [...] I think people just need to have more awareness of the fact that, 'hey, I am, even if I'm forty, I don't want to be a police officer, but I would really like to help out and if that's a possibility than they would do so'. I just don't think that people truly understand the concept of the auxiliary program because I think when they hear, auxiliary program, they're really thinking of it more along the lines of like a reservist. (A78)

Participants indicated that the organization should emphasize that volunteering with the police auxiliary is a unique way to give back to your community. As exemplified by SA83, sworn officers also shared this sentiment, stating that recruitment and marketing should reflect that the CLPS is looking for citizens to give back to their communities:

Making sure the marketing is adjusted in a way that we're looking for both: people who want to be volunteers but also learn about the police constable role and making it clear that that's the way it is. Because that is the way it is, you can be both, right? So yeah, they could do that. Marketing and attracting those that just want to volunteer. (SA83)

Previous research on volunteering within the public service suggests that volunteers most cited altruistic reasons, such as giving back to the community, as reasons for volunteering (Eccles & Biggs, 2014). Marketing the program as a form of community service may be an effective way to attract applicants to the auxiliary who are not interested in becoming sworn police officers.

In addition to giving back to their communities, participants highlight that the organization should emphasize citizens' civic duty and responsibility as community members to participate in crime prevention. A current auxiliary wrote, "tapping into a person's civic duty, reminding people that the CLPS AUX group is here and looking for members." (A212). Many of the initiatives that the police are involved in in the community are not possible without the help of the auxiliary and community members. For example, the following quote outlines some of the activities that communities have that are dependent on auxiliary members:

I think the CLPS should emphasize the importance of individuals giving their time to the community they work and live in. The many numerous tasks that the CLPS depend on the auxiliary unit for parades, lock it or lose it, safeguard, and assisting regular members on general patrol. It should be strongly emphasized to persons that you get out of the program as much as you put into it. (A234)

Garland's (1996) theory of responsibilization exemplifies this feature of the CLPS, where, rather than acting as the traditional coercive authority regarding crime prevention, the state encourages citizens to become responsible actors and take up ownership of their communities. Community

members, therefore, are encouraged to take up their civic duty and help with crime prevention. When taking up their civic duty as auxiliaries, citizens become extensions of the state in the community, working as community members representing the state.

Multi-pronged approach and supporting diverse applicants

Diversity within police organizations is important as police services strive to represent the communities they serve because increasing demographic representativeness of the police can improve relationships between the public and the police (Headley et al., 2021; Theobald & Haider-Markel, 2009). A former recruiter underscored the importance of attracting diverse candidates to the auxiliary because it helps generate trust between the police and the community they serve. The more the service attracts diverse members, “the more it will encourage people, whether it be victims of crime, to come forward, that sort of thing; there are advantages right across the board, and we know that.” (SA14). How can the CLPS increase the recruitment of diverse people to their organization? The results reveal two findings. First, developing targeted recruitment strategies ($n = 7$, 33.3%) and supporting diverse candidates ($n = 3$, 14.3%).

The CLPS needs to develop a targeted approach to recruitment if they wish to attract diverse applicants to the auxiliary. A targeted recruitment strategy involves researching which group the organization wishes to attract and creating a strategy to attract those individuals. There is a convergence of opinions regarding targeted recruitment strategies among auxiliary and sworn officers. For instance, A39, emphasized attending community events where the target group is, “I think, I don’t know we could do anything different. I mean, other than possibly attending more community-based functions. Being invited to more functions like a career fair or a women’s symposium”. Similarly, LO1 described the importance of being present at community events,

So, how do you attract a certain demographic? You go to an event that's aimed towards that certain demographic. You want to talk about attracting French-speaking officers like I know Toronto has the Franco Fest... You know, different Indigenous or First Nations events that are going on, you know?... when you're looking for a certain demographic, than you really have to be targeting, you really need to be going to their events for the group that you're trying to engage with. (LO1)

CLPS members indicate that if the organization wishes to develop recruitment initiatives to target specific groups and demographics, the best way is by attending functions where those groups are present.

Auxiliaries perceive engaging community volunteer groups and organizations as an effective way to attract individuals to the auxiliary program from groups not normally associated with the police. Targeting volunteer groups may also give the CLPS the benefit of attracting community members who are already committed to volunteering,

I think it would be more like, kind of like, you know, the food banks or the drop-in houses and stuff that they have here. People who volunteer to do stuff like that. If they focus that on, 'do you want to help out your community and not focus on the police force itself like reg force members. (A78)

Having previous volunteer experience may lead to longer periods of volunteering in the auxiliary. However, these findings were not supported in this study because there were no statistically significant differences between volunteers with previous or current volunteer experience and their length of service in the CLPS auxiliary ($p = .72$) and hours volunteered per month ($p = .65$). In their study on improving the recruitment of minority applicants, Rigaux and Cunningham (2021) emphasize the importance of establishing relationships between the police

and communities through various means including community groups and organizations as a means of recruiting minorities to their sworn police positions. The CLPS would benefit from establishing the same relationships and resources to attract ethnically and culturally diverse community members to the auxiliary.

A second theme within targeted recruitment strategies involves creating a unique regional focus for recruitment efforts. For example, CLPS Region 6 is one of the most ethnically and socially diverse areas globally and is characterized by large urban centres, which new immigrants gravitate to because of already-established diaspora communities and employment opportunities. Auxiliary officers and members from the program office stated that the service needs to develop a multiple-pronged, regional approach to attracting diverse individuals. For example, an auxiliary staff sergeant explained how a single approach to recruitment is not an effective use of resources for the area the CLPS patrols:

Well, with the CLPS, one of the problems is that a lot of the minorities you get are in the big centres or the [identifier removed]. Only certain areas of the [identifier removed] are patrolled by the CLPS, so it's difficult to get those people to come into the CLPS, and it's difficult for a lot of people who want to go into law enforcement. (A99)

Developing an organization-wide recruitment effort to recruit ethnically and racially diverse individuals may not be an effective use of resources in areas that do not possess many ethnically diverse people.

Participants also note that attracting diverse candidates may be difficult due to barriers and poor support for diverse auxiliaries. The current recruitment materials require applicants to have completed at least a post-secondary degree or diploma before applying to the auxiliary. Given the nature of the auxiliary program, the requirements for auxiliary members are less

stringent than those of sworn officers. For example, a liaison officer noted how the auxiliary will bring community members from various backgrounds to their ranks, “we will take somebody who’s a great person, maybe they’re forty years old now, and like I said, they’re an electrician, but they’ve got a grade 12 and something to do with their trade or whatever, we’ll take that person.” (LO53). Although the requirements for auxiliaries may differ from those for sworn members, they are still required to go through a similar application process, which requires applicants to traverse barriers to get into the program. A liaison officer described how the long process described above dissuades community members from joining the ranks:

[...] you certainly are limiting the number of people that are going to join when they see the number of hoops and hurdles extend into the foreseeable future, as far as you can see. That doesn’t inspire people to want to join, you know. I mean, it doesn’t. There needs to be a threshold, or I can’t think of the right word. Do you know what I mean? That the people have to exceed a certain expectation to be able to get in, like criteria. But it shouldn’t extend indefinitely into the future for them to be able to achieve that. It’s hard to sell something like that. (LO85)

Those using the auxiliary as a stepping stone to full-time employment are more likely to tolerate some of the hurdles of the application process, including the time it takes from application to acceptance. Removing barriers would help recruit people outside the policing community who want to volunteer for altruistic reasons. For example, the results from Chapter 4 show that nearly 37.7% ($n = 57$) of auxiliaries have experience volunteering with local community organizations and programs and with social and health services. The auxiliary would benefit from recruiting these individuals because they already have experience working in community-facing roles.

One of the ways auxiliary members outlined attracting more diverse community members to the program is to provide additional support to those already volunteering. When asked how the police can attract more people from groups underrepresented in the CLPS, one auxiliary staff sergeant stated,

My unit has always had a broad spectrum of auxiliary constables: we've got French-speaking, we've always had women on the unit, we have a Russian fellow, we've had many different ethnic backgrounds, and you know, in interviewing some of these people I saw the barriers that they had in communication skills and certain things like that, but I think if the interview panel took the time to look beyond the struggles of the individual and their limitations sometimes in some of the interviews, we still hired many of those people and they proved to be very successful so it's something I'm very supportive of [...] I think once we get that candidate, we have to offer them a little extra support or a little extra help and if we feel that they're a right fit in the program because bringing in that diversity is important. Our society is changing so much in that direction, so we need to make policing match what society has. (A50)

The findings reveal that there is evidence to suggest that officers value attracting individuals from diverse ethnic, linguistic and gender groups to be more representative of the communities they serve. For example, measures that exclude applicants based on language requirements deter community members such as new immigrants, who would otherwise make a valuable addition to the auxiliary program for that region or detachment from participating. Participants did not indicate any specific types of support that would be valuable for diverse applicants.

My findings are consistent with previous research examining improving the recruitment and retention of visible minority sworn police officers that point to two categories of barriers

contributing to issues attracting visible minorities to sworn police ranks. First, issues with recruitment materials and advertising, such as lack of clarity in recruitment materials as to whether people with certain backgrounds and languages are eligible to apply (Bjørkelo et al., 2015; Yan et al., 2010) and the tone of recruitment advertising as being perceived as intimidating; highlighting the superior skills and performance requirements rather than encouraging applicants with unique skills and backgrounds (Rigaux & Cunningham, 2021).

Second, community members perceiving the recruitment process and standards as difficult to understand (McMurray et al., 2010), and the application form challenging to complete (Millie, 2016). In addition, possible barriers to visible minority applicants include age, credit checks, criminal record bans, aptitude testing and the length of training (Rigaux & Cunningham, 2021). Furthermore, the results from this dissertation research support previous recommendations for how to attract diverse individuals to their sworn officer roles, including widening outreach strategies, removing process inefficiencies and barriers for diverse candidates, supporting candidates throughout the recruitment processes, and employing targeted recruitment strategies to attract people of colour (Wiseman, 2021). Although not directly related to auxiliary policing, the findings from prior research provide insight into ways police organizations can modify their recruitment processes, practices, and materials to attract individuals from diverse ethnic, linguistic, and cultural backgrounds to the auxiliary program.

Other factors that might prevent members of diverse ethnic, linguistic, and cultural groups from volunteering with the police include historical mistrust. Many members of these marginalized communities have experienced negative interactions with the police, such as over-surveillance and harsher charging practices, leading to deep-seated mistrust (Cunningham, 2021; Samuels-Worley, 2019; Rudin & Zimmerman, 2014). This mistrust can be passed down through

generations, making individuals hesitant to cooperate with the police. Additionally, a lack of representation within the police organization may cause members from these groups to feel that they do not belong or that their perspectives will not be valued (Cunningham, 2021).

Although the data in this dissertation do not address systemic issues, it is important to acknowledge systemic barriers that might dissuade individuals from these communities from volunteering with the police. Future research should explore the perspectives of community members from these groups to understand how police organizations can attract them to the police auxiliary.

Conclusion

Chapter 5 examined auxiliary and sworn officers' perspectives on recruitment practices, motivations to volunteer, and how to improve the recruitment process to understand the new policing subjectivity of auxiliary police volunteers. Auxiliaries are motivated by multi-faceted reasons that are both egoistic, such as networking with others, and altruistic, such as helping their communities. Younger auxiliaries were more inclined to be motivated by both altruistic and egoistic reasons. Although prior research shows that those who may initially be attracted to volunteer due to career aspirations may shift their focus to socially driven motivations such as helping the community as volunteer service progresses in years (Pepper, 2021), this study adds that there is a significant contingent of volunteers with fewer years of experience who are attracted to auxiliary policing for altruistic reasons. The multifacetedness may result from volunteers using the auxiliary as a testing ground to determine if they want to pursue careers as sworn police officers. Participants believe that marketing the volunteer placement as a way for applicants to see whether policing is the right career and appealing to community involvement would be effective ways of attracting people from multiple groups. Sworn officers were

primarily motivated by egoistic reasons, such as improving their skillsets to become sworn police officers.

The findings presented in this chapter also illustrate a shift in the recruitment strategies of police organizations, particularly in their auxiliary police programs, with a focus on attracting individuals who possess traits conducive to enhancing community relations. One observation is that auxiliaries are more altruistic in their motivations compared to sworn police officers, which drives their decision to volunteer for auxiliary roles. Recruiting volunteers with these traits not only enhances the effectiveness of law enforcement interventions but also fosters positive relationships between police and community members. For instance, individuals driven by a genuine concern for the well-being of others are more likely to approach situations with empathy and seek collaborative solutions. Addressing issues proactively and with a community-centric mindset helps prevent conflicts between the police and community from escalating and contributes to long-term community well-being.

There is no consensus on how well the CLPS advertises the program on a regional level. However, the best recruitment method is their people. Most auxiliaries cited sworn officers, auxiliaries, and others associated with the CLPS as what attracted them to volunteer with the CLPS. One of the most effective ways that auxiliaries were attracted to the program was through flying the flag. Previous research suggests that different ways of flying the flag by interacting with community members attracts more diverse groups to work in police services (Johnston, 2006; Rigaux & Cunningham, 2021). Theoretically, CLPS would benefit from flying the flag to attract community members to its auxiliary program. By actively participating in community events and addressing community concerns, auxiliary officers become catalysts for positive change, recruiting others into their organization, further solidifying the police's role as a

supportive and community-centric institution. However, future research will have to assess the extent to which flying the flag improves recruitment.

On the question of eligibility criteria, auxiliaries favour using stricter eligibility criteria in the applicant screening process compared to sworn officers. I argue that the differences in perspectives reflect differences in volunteers' expected roles. For example, sworn officers believe that auxiliaries' role is more community-oriented versus auxiliaries, who believe their role is to assist sworn officers on duty. This difference may show that auxiliaries may derive their feelings of helping the community through patrol work rather than assisting at community events. It also provides a glimpse into the intended purpose of the auxiliary program from the sworn officer's point of view: to support the community and assist in events.

Most participants find the program valuable for community members wanting to pursue a career as police officers. The findings from this chapter point to how volunteering with the auxiliary can personally help individuals (e.g., improve chances of being hired and derive satisfaction from helping the community). Therefore, Eccles and Biggs (2014) suggest that volunteer advertising “should not concentrate on the plight of others but also appeal to people’s egoistic functions by saying what volunteering will help them achieve in return” (p. 39). Volunteer police officers surveyed and interviewed during this study consistently expressed the belief that recruitment materials should emphasize volunteering to give back to their community and highlight their civic duty to participate in crime prevention, as many of the local initiatives are not possible without the help of the auxiliary. This aligns with a shift away from a strictly law-enforcement-centric narrative and towards a more community-focused approach. By portraying policing as a service dedicated to community well-being, recruitment efforts can

attract individuals who are not only skilled in law enforcement but also deeply committed to building positive relationships within the community.

One of the limitations of these findings is that due to sampling limitations, this study does not consider the motivations of those rejected from the volunteer program. However, this research uniquely contributes to the literature by including the motivations and perspectives on effective recruitment strategies of auxiliaries rejected from the sworn officer program who continued to volunteer after being rejected in the sworn officer selection process and those who have transitioned to become sworn officers.

A major finding that emerged in this chapter points to utilizing the auxiliary as a training ground or "farm team". Doing so allows police services to enfold community values and approaches within the sworn wing, thereby enhancing care and responsiveness to community needs. This integration of community values into the sworn officers' ethos bridges the gap between law enforcement and the communities they serve, ultimately fostering better relations and trust.

While there is a recognition within the CLPS of the importance of recruiting volunteers from diverse backgrounds, this study identifies a gap between intention and execution. Both sworn officers and volunteers express a desire for greater diversity in the auxiliary, but the CLPS faces challenges in achieving this goal. Both sworn and auxiliary acknowledge the need for new and improved strategies to attract individuals from diverse communities. The emphasis on recruiting diverse volunteers to the police auxiliary may illustrate a strategic shift toward a more community-centric approach to policing. Individuals from diverse communities bring unique experiences and input to improve the community. Rigaux and Cunningham (2021) underscore the importance of establishing relationships between the police and communities through various

means, including community groups and organizations, to recruit ethnic, cultural and linguistic minorities to their sworn police positions. This is especially important because research examining ethno-racial factors states that individuals from minority ethnic groups may experience limited access to volunteering infrastructures or feel excluded within volunteer organizations. These individuals also tend to have fewer skills and financial resources to volunteer and experience fewer positive outcomes from volunteering (Bortree & Waters, 2014; Rotolo & Wilson, 2014; Ockenden, 2007). Therefore, not only those with less personal, social, and financial resources are less likely to volunteer and gain the associated benefits, but the police organization will not gain the associated benefits of improving community relations.

Furthermore, removing barriers such as the elements of the application process and supporting diverse applicants was also perceived as an effective tool for attracting members from those communities to the CLPS auxiliary. There is evidence that recruitment materials, the recruitment process and standards, and age, credit checks, and aptitude testing are all barriers to attracting ethnic, cultural, and linguistic minorities to sworn officer positions (Rigaux & Cunningham, 2021; Bjørkelo et al., 2015; McMurray et al., 2010; Yan et al., 2010). Although the data in this dissertation does not address systemic issues, it is important to acknowledge systemic barriers that might dissuade individuals from these communities from volunteering with the police. Systemic barriers include racial discrimination, over-policing, and harsher charging policies that have led to a deep-seated mistrust between these groups and the police. Future research must explore the perspectives of community members from these groups to understand how police organizations can attract them to their auxiliary programs.

Traditionally, the police use screening technologies to govern auxiliary conduct at a distance by seeking out individuals who are the right kind of ‘consumers of police volunteerism’

who possess attributes that make them more self-governing, autonomous, and less challenging for the organization to shape their conduct. However, the current technologies and methods used to attract individuals are ineffective in attracting diverse applicants to the police auxiliary. Therefore, the evidence in this chapter points to the need for the police to enfold expert knowledge from beyond their current practices to modify and manage the recruitment processes. For example, rather than using an all-encompassing recruitment strategy, tailoring recruitment materials to attract the targeted demographic from various regions to increase racial and ethnic representation in the police. Maybe these findings speak to the need for police organizations to modify their conceptualization of the ‘ideal applicant’ or the ‘ideal auxiliary volunteer to include individuals from underrepresented groups.

Findings from Chapter 4 indicate that police organizations use screening technologies to govern auxiliary members’ conduct at a distance by seeking out individuals who are the right kind of consumer of police volunteerism, making them more self-governing, autonomous, and less of a challenge for the organization to shape their conduct. The findings from this chapter show that police organizations use the auxiliary program to shape the conduct of individuals wanting to become police officers. By using the auxiliary as a ‘farm team’, auxiliary officers not only gain practical experience but are also exposed to the organizational culture and can integrate with the culture and values of the organization.

Chapter 5 examined how recruitment efforts can be modified to target specific populations, geographic regions, or cultural diversity by exploring motivations and how to improve the recruitment process. It explored what motivated auxiliaries to apply, their perspectives on the application process, and how to improve recruitment efforts to attract

community members from diverse cultural and ethnic backgrounds. Chapter 6 of this dissertation builds on these findings and explores the role of the auxiliary police in the community.

Chapter 6: Retention and Community Engagement in the Police Auxiliary

A research objective of this dissertation was to explore the challenges volunteers face in the CLPS auxiliary program and explore the purpose of the CLPS auxiliary program. This chapter presents the results and significant findings to answer Research Question 2a, which pertains to how police services can improve the retention of their volunteers, and Research Question 2b, which explores how sworn and auxiliary members perceive the auxiliary program and its officers. The results suggest that most volunteers are satisfied with volunteering in the program, listing community involvement, skills development, and mentorship as the best things about volunteering with the CLPS auxiliary. However, officer attrition and underutilization negatively affect their satisfaction with the program. Although the police develop recruitment initiatives to attract self-governing individuals to their organization, it appears there is a limit to self-governance for auxiliaries. This chapter highlights that auxiliary volunteer satisfaction may be related to their self-governing potential.

Satisfaction with Volunteering

Most auxiliary and sworn members recommend volunteering as an auxiliary to a friend, relative, or colleague in that 84.7% ($n = 100$) of auxiliaries and 92.3% ($n = 12$) of sworn members selected a rating of 5 or above. When asked how satisfied participants are with their volunteer experience with the CLPS in the past 12 months, 82.9% ($n = 97$) of auxiliaries indicated that they were at least somewhat satisfied with their volunteer experience, with 51.9% ($n = 63$) indicating very satisfied, 14% ($n = 20$) indicated neutral or dissatisfied, with only two members indicating very dissatisfied.

The majority of auxiliary participants (64.7%; $n = 77$) agree that the organization does a good job showing appreciation to their auxiliary members, 26.1% ($n = 31$) disagreed with the

statement, and 9.2% ($n = 11$) remained neutral. However, even though many believe the organization does well in supporting its volunteers, some believe there is more to be done. Despite auxiliaries not discussing ways to show appreciation to volunteers, an auxiliary manager stressed the importance of making volunteers feel appreciated at the local level:

So, I think we, as an organization, in terms of the auxiliary unit, I think it doesn't get the attention that it really needs to have. I don't want to be negative because we really do a lot of good things, and the program is awesome. However, I think we really need to push that out more at the local level going, 'this is a great unit. You guys need to utilize these auxiliary members more', and from the local perspective, we really need to recruit to make sure we have people in the unit that are going to help out our communities and look at it from that community well-being perspective. (M65)

This finding is important because previous studies attribute poor volunteer satisfaction to feeling undervalued, underutilized, and underappreciated by the organization (Britton et al., 2018; Britton & Callender, 2016; Gaston & Alexander, 2001; Berg & Doerner, 1988). In this study, most auxiliaries agree that the CLPS does a good job showing appreciation to its members, and auxiliary managers also recognize the value of volunteer contributions to the community and suggest that auxiliaries need to be utilized more by their units.

Bridging the gap between the community and the police

Auxiliaries indicated that one of the best things about being a volunteer is that it allows them to make a positive impact in their community. For example, the auxiliary program provides volunteers with a unique way to engage their community: "for me, number one is the community involvement. Being able to be out there giving back to the community in such a unique way, not only through the community events but also through patrol" (A94). The CLPS auxiliary acts as a

conduit between community members and the police by facilitating information transfer.

Volunteers and the program's managers voiced similar opinions highlighting the auxiliary's role in educating the community about crime prevention strategies and initiatives to prevent future victimization. In Table 6.1, A59, an auxiliary inspector, explains that they enjoy volunteering with the CLPS because it allows them to make a visible change in their community.

It allows me to see the impact that we have and what our program has on our communities and the effects that it has. The individuals who we help are just so thrilled to have somebody come out, understand their situation, offer them some advice, and let them choose whether or not they want to take that advice and make changes. (A59)

M65, a program manager, describes how auxiliary officers educate the public to understand crime prevention initiatives that result in safer communities:

The first is it's connecting with the community - these are members of the community; it's providing the safety and well-being awareness pieces that they just have a different level. They're not sworn-uniform members or police officers. They engage in community activities and interactions with members of their community to help the police and help the community members understand crime prevention awareness pieces to be safer. (M65)

In addition to facilitating the transfer of information from the police to the community, auxiliaries also facilitate information transfer from the community to the police. For instance, A22, an auxiliary sergeant, and A6, an auxiliary constable, explained how the auxiliary program facilitates knowledge transfer from the community to the police and vice versa by addressing community questions and concerns and providing knowledge to police officers new to the local area.

Auxiliaries are becoming more of a bridge between the two worlds, where we can come in

and speak to our officers about situations that they don't overly understand because day in and day out, all they deal with is answering calls and doing their reports and that sort of thing [...], And then we take the knowledge that we learn within the police service, and we bring that back out into the community into our jobs, into our lives and educate the public on what policing is. (A22)

The auxiliary was the opportunity to provide a local knowledge of the area, who's who in the zoo, and then that community interaction. So, it's kind of bridging a little bit of the gap between your constables and your community. (A6)

Auxiliaries are an indispensable resource to sworn officers deployed to unfamiliar regions and provide sworn officers with local knowledge of that community. The auxiliary also plays a more prominent role in the Ontario Mobilization and Engagement Model for Community Policing (OMEMCP) by contributing to crime prevention by knowing where the problems are in their community. Additionally, auxiliary officers contribute by being a way to bridge community sentiment and experiences with policing. If the public interacts positively with the auxiliary, they may view the police positively.

These findings support previous research in that police services use volunteers to educate the public and enhance confidence in and the legitimacy of the police (Hansen Löffstrand & Uhnöo, 2020; Millie, 2016). In their role of representing the police, organizations use volunteers as a tool to educate the public on crime prevention initiatives. Garland's (1996) work on responsibilization outlines that the state relinquished its monopoly on crime control by responsibilizing non-state agencies and organizations to take measures to reduce and prevent crime and disorder. These preventative partnerships function with the state to "coordinate their practices in order to enhance community safety through the reduction of criminal opportunities

and the extension of crime-consciousness” (Garland, 2000, p. 349). The auxiliary police act, as Ericson (1994) notes, knowledge brokers for the police which produce and distribute “knowledge for the risk management of activities of security operatives in other institutions” (Ericson, 1994, p. 51). This support role can be seen as a form of knowledge brokering, where auxiliary officers help disseminate information and help community members action the expertise and strategies developed by police organizations. The police auxiliary plays the role of both community members who engage in crime prevention when off-duty and knowledge brokers by educating the public to take up their responsibility to ensure public safety and security within their communities.

In addition, this process fits Dean’s (2000) conceptualization of the unfolding of civil society, which refers to transferring practices, norms, and responsibilities between the state and non-state actors. The state, represented by the police, establishes connections with local community members by inviting them to contribute to promoting public safety through the auxiliary police. The state unfolds the responsibility for proactive policing (i.e., crime prevention) to the auxiliary and community members, which allows sworn police officers to focus on more reactive forms of policing (e.g., patrolling the community). This way, the government, represented by the police, does not solely control all aspects of law enforcement, and the community has a say and plays an active role in its self-determination.

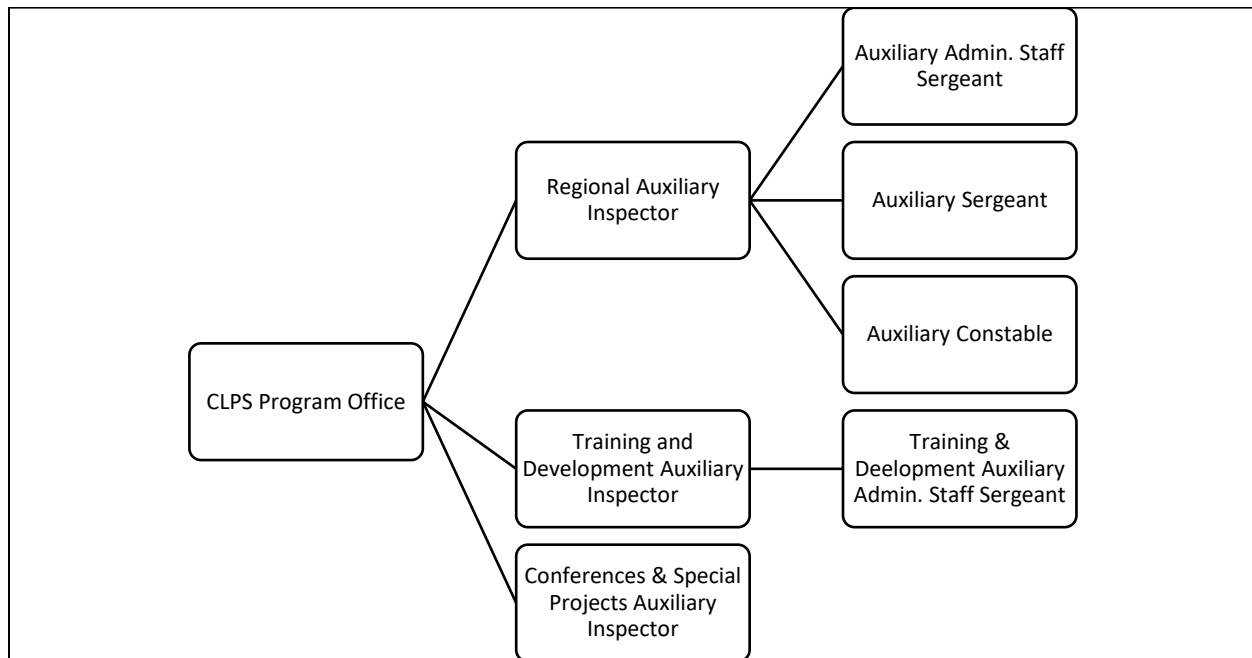
Influence in Organizational Decision-Making

One of the significant challenges identified by participants is a lack of participation in organizational decision-making. Having a voice in decisions concerning the auxiliary program can directly affect volunteers’ basic psychological needs of autonomy and relatedness.

Volunteers partly attribute this to the auxiliary program's structure. Figure 6.1 outlines the CLPS auxiliary program's rank structure.

Figure 6.1

CLPS Auxiliary Rank Structure



The rank structure within each unit ranges from auxiliary constable to auxiliary staff sergeant. Each of the six geographic regions in the CLPS has one auxiliary inspector responsible for the units within their region. Participants indicated that the current organizational structure lacks similar executive ranks to sworn officers above inspector of sergeant major, superintendent, and chief superintendent. In the past, these ranks formed an executive committee responsible for liaising with the CLPS at the executive level, providing an avenue to participate in program management and development.

Volunteers outlined how the old command structure facilitated their input in organizational decision-making. For instance, an auxiliary inspector described how the auxiliary superintendent could bypass the program office and communicate directly with the top-ranking members of the CLPS:

[...] when we had a chief superintendent, he used to sit at the commissioner's committee, and it didn't mean that he was a part of the decision-making for the organization. His contribution was that he got to listen to the organization's direction, and then he got to present the auxiliary program's stake within the organization. (A59)

Auxiliary perceive reintroducing the higher-rank structure as a tool for empowerment, providing volunteers with an avenue for input on organizational decision-making. For example, when speaking about the ranks of the auxiliary superintendent and auxiliary chief superintendent, an auxiliary inspector advocated for the auxiliary superintendent rank because it provided auxiliaries with an avenue to voice their regional-specific concerns, highlighting that organizational-wide changes and strategies are not always beneficial at the regional or detachment level:

Sometimes maybe a regional idea is not, I'll say, a 'globally accepted within the program' idea or conversely, an idea that comes out of headquarters pushed down to all of the regions may not be the best for that region, the best fit for those members in that region. Just for number-wise, demographics or, yeah, that type of thing. (A43)

Reinstating an executive rank structure is perceived as something that would enhance knowledge transfer, provide auxiliaries with a chance to influence organizational decisions that affect the program, and improve auxiliary experiences by having executive representation at the organizational level. These can potentially give auxiliary members a platform through which they can enfold community norms and values. These elements also directly contribute to the autonomy and relatedness components of self-determination theory. Prior research shows that improving relatedness and other facets of self-determination can increase work satisfaction and performance (Guntert, 2015), decrease absenteeism (Williams et al., 2014), and increase

organizational commitment (Collie et al., 2016). Adopting a similar approach and giving volunteers a sense of self-determination in their program may improve morale, decrease attrition due to dissatisfaction, and increase organizational commitment and commitment to their community.

Underutilization, Trust, and Leveraging skillsets

Although over half of the survey's respondents believe the CLPS makes good use of their skills and abilities (59.2%, n = 71), a lack of trust and underutilization emerged as a theme in the qualitative data. The responses generally pointed towards auxiliaries expecting the CLPS to involve them more in patrol-oriented rather than community-oriented work. For example, some auxiliaries felt underutilized during 'ride alongs':

I believe that if I was able to do more during a ride along, my experience would be better. While officers are doing paperwork, there is not much for me to do, I ask what I can help with, but there is nothing. If auxiliary members were given more training in areas and police officers were aware of what they could do, I think I could be better utilized and better my experience. (A243)

Underutilization within the auxiliary might directly result from volunteers' ambiguous role in the CLPS. This stems from a lack of education on the purpose and uses of the auxiliary. For instance, a volunteer attributed underutilization due to sworn officers being unaware of how to use auxiliary officers:

They could take us more seriously and not think we are free labour to use. We are trained to work in the community and assist officers when required, but the detachment seems to think that we are not required at all. Some officers do not even know what we are supposed

to do. I find that officers who were auxiliaries know more about us than those that are direct entry officers. (A132)

One proposed solution to this problem is to provide detachments with more information about how they can utilize auxiliary officers. Volunteers believe that the CLPS should leverage volunteers' skill sets to fulfill shortages in other capacities, such as training and non-policing tasks. For instance, an auxiliary staff sergeant spoke of some skill sets volunteers bring to the service:

There's a lot of specialists, that kind of thing, like a lot of people that are skilled in a lot of fields in the auxiliary [...]. We have people that are breath techs, or breath instructors or firearms instructors for the military. I mean, put them to better use. There are things they probably could be doing to help the program. You know, we have doctors, nurses, I mean, these people can be instructors, you know, get them trained as instructors. If we have a doctor and he can't be trained as a first-aid instructor, there's a problem with that. You know, it's things like that. Leveraging the skill sets the membership has, I think would be a huge plus. (A39)

To explore this concept, I asked program managers for their opinions on utilizing auxiliaries outside of their roles on patrol and assisting at community events. Program managers agreed that the CLPS should leverage their volunteers' skill sets more. For example, M65 explained that the CLPS can do this by expanding the scope of activities that volunteers can engage in:

[...] a lot of our auxiliary members have or had been members of the military. Great, some of them are subject matter experts. We've got computer programmers. One guy we're looking at is literally a rocket engineer. Like, he's literally a rocket engineer, he's not in the program yet - just so you know. As an organization, I think we need to do a

better job at leveraging the skillsets of these auxiliary members and don't look at them as, 'well, they're just auxiliary, they can only do this', when actually, no, they can actually do this, this, this, and this as well and they can share that knowledge with you, right?

Auxiliaries and managers believe the organization should do more to leverage volunteers' skill sets and provide them with more tasks and duties beyond assisting at community events. These findings are similar to previous studies that found that most volunteers felt underutilized (Britton & Callender, 2016). Why is it important to leverage volunteer skill sets? It can help relieve strain on the organization and increase community trust and commitment.

Conclusion

The findings from this chapter indicate that police auxiliary members are generally satisfied with their volunteer experiences. These findings support previous research on police volunteering where morale was considered good, and most volunteers are happy with their work, recommend policing to others, and feel appreciated and recognized (Britton et al., 2018; Gaston & Alexander, 2001; Millie, 2016). The best things about volunteering include community involvement, camaraderie, skill development, and mentorship opportunities. Furthermore, this study supports previous findings regarding the satisfaction derived from helping their community and the companionship and camaraderie aspects of volunteering most appealing to those in police auxiliary units (Berg & Doerner, 1988). These findings may support the notion that the police are attracting individuals to volunteer with their organizations, which are more community-oriented and derive satisfaction from helping their communities.

Although most auxiliary participants are satisfied with their experiences in the program, the major challenges of underutilization and a lack of influence in organizational decision-making are perceived as impediments to providing the highest quality of service to their

communities. Although the police develop recruitment initiatives to attract self-governing individuals to their organization, it appears there is a limit to self-governance for auxiliaries. This chapter highlights that auxiliary volunteer satisfaction may be related to their self-governing potential. For example, in Chapter 4, SDT autonomy, and relatedness were positively correlated with volunteer satisfaction. In this chapter, auxiliaries outlined a lack of an executive auxiliary rank directly affecting their ability to self-govern in their organization and a lack of influence in organizational decision-making as negatively contributing to their volunteer satisfaction and ability to provide service to their communities.

Volunteers and managers also pointed to underutilizing skills and expertise as a significant factor affecting volunteer experiences in the program. They believe the organization should do more to leverage their skillsets and provide them with more tasks and duties beyond community service. These findings situate themselves with those from previous studies that found the majority of police volunteers felt that they were underutilized (Britton & Callender, 2016). Underutilization also affects an auxiliary's competence needs, or the "basic need to feel effective, to be successful, and to grow" (Rigby & Ryan, 2018, p. 139). When volunteers feel their contributions are unimportant to the community or the organization, it can result in lower motivation, decreased organizational commitment, and auxiliaries resigning from their positions. Furthermore, volunteers consistently highlighting the underutilization of their skills and expertise as a significant factor affecting their satisfaction in the program points to a potential missed opportunity for police services to leverage the diverse talents within their volunteer pool. This also limits their ability to enfold community practices, norms, and values to shape the auxiliary and the police. Furthermore, underutilizing volunteers' skills has broader implications for aligning police services with community needs. When properly engaged and utilized, auxiliaries

can serve as bridges between law enforcement and the community, offering insights into local issues and facilitating more effective and culturally sensitive responses. Leveraging the skills and expertise of auxiliary officers transforms police services from traditional, enforcement-focused models to more adaptive and community-responsive organizations.

The preference for greater involvement in organizational decision-making mirrors practices observed in private-sector organizations. This reflects a broader societal trend towards participatory governance and an acknowledgment of the valuable perspectives volunteers bring to the table. In aligning with community-centric values, police organizations can benefit from incorporating the insights of volunteers and enfolded them into decision-making processes. This may enhance a sense of community ownership and tap into the diverse experiences and perspectives that volunteers bring, contributing to more informed and community-responsive policing strategies.

Readers should interpret the findings from this chapter with caution because of the self-selected nature of the sample. Although the data from active auxiliary volunteers and sworn officers is informative, it may not encompass all the factors that caused volunteers to leave the program. Ideally, I would have interviewed former auxiliaries who left the program to gain their perspectives on the factors that caused their resignation (e.g., work or study commitments, lack of engagement, harassment). However, this was not possible during data collection due to the COVID-19 pandemic and access to individuals who resigned from the program. Future research will have to explore this hard-to-reach population.

This chapter explored auxiliary perspectives on volunteering and some of the challenges that auxiliary members face to investigate the purpose of the CLPS auxiliary program and its volunteers. The next chapter summarizes the major findings from Chapters 4, 5, and 6, provides

policy recommendations, and identifies areas for future research to better understand auxiliary policing in Ontario, Canada.

Chapter 7: Discussion and Conclusion

Despite being an indispensable resource, volunteerism in various sectors is decreasing and retaining volunteers has become an even bigger issue. Although considerable research exists examining police volunteers in the US and UK, few have explored the Canadian auxiliary police. Furthermore, although extensive research discusses retaining police volunteers, the same cannot be said for recruiting them. This study's purpose was to address the deficiencies in the literature by exploring contemporary governance structures in a police service in Ontario, Canada, by investigating how the subjectivity of the auxiliary officers has changed by examining the demographic characteristics, recruitment, and retention in a Canadian volunteer police service.

Reflecting the Diversity of The Community

To answer Research Question #1a, I examined volunteers' demographic, educational, volunteer, and work characteristics. The findings provide evidence that the CLPS needs to attract more ethnically, racially, linguistically, and gender-diverse community members to volunteer with its auxiliary program. The findings present an auxiliary that is disproportionately White, Canadian, male, and English-speaking in relation to the community it serves. Previous research in the UK, US, and Canada also found similar demographic composition among their auxiliary volunteers, where volunteers who identify as White tend to be the majority ethno-racial group (O'Connor et al., 2022a; O'Connor et al. 2022b; Wolf et al., 2016; Wolf, 2013; Hilal & Olsen, 2010).

Although this study was unable to examine systemic factors that may affect why diverse individuals do not volunteer with the auxiliary police, the findings may point to more significant systemic issues with volunteer demographics in Canadian police services, which future research should explore. This is especially important given recent events and social movements such as

the killing of George Floyd and the emergence of the Black Lives Matter Movement, which brought to light critical issues of racial inequality, police brutality, and systemic bias within law enforcement. Many marginalized communities have a long history of negative interactions and mistrust of the police, which many attribute to racial discrimination, police over-surveillance and harsher charging practices. In addition, negative personal experiences with interacting with the police creates an aversion to collaborating with law enforcement, widening the divide between the community and the police. Future research must explore the relationship between members of these communities and the auxiliary police.

Auxiliary units must reflect the diversity of their communities because the programs operate as a pathway to community sentiment about the police. Findings in Chapters 4 and 6 suggest that the auxiliary assists the CLPS in various ways by fulfilling the engagement and liaison role of Ontario's Mobilization and Engagement Model of Community Policing by helping at community events, assisting with crime prevention initiatives by educating and disseminating information, and assisting sworn members on ride alongs. Through these interactions, auxiliaries can positively influence the community and community sentiment toward the police.

Prior research suggests that if police services improve symbolic representation, it can result in stronger ties with the community, greater collective efficacy, and increases in civic engagement (Schuck et al., 2021; Riccucci et al., 2014; Jackson & Bradford, 2010; Theobald & Haider-Markel, 2009). The findings from this study also point to the importance of symbolic representation in policing, with auxiliaries and sworn officers agreeing that attracting diverse applicants to the program is vital to maintaining community relationships. Therefore, police organizations must recruit individuals who not only fulfill the skill and personality requirements

but also reflect the demographic characteristics of the local area if they wish to maximize their ability to garner positive public sentiment.

Recruiting By Flying the Flag

Research Question #1b examined volunteer perspectives on effective recruitment strategies. The data provide convincing evidence in favour of flying the flag to recruit community members to auxiliary programs. Flying the flag refers to having a physical presence in the community, and the flag refers to the uniform that auxiliary officers wear. Flying the flag fulfills many functions for police organizations as an effective recruitment tool. Chapter 5 explored perspectives on recruitment criteria. When asked what attracted them to volunteer with the CLPS auxiliary, most current and former auxiliaries cited seeing auxiliary officers in uniform in the community. Flying the flag can also manifest itself through an online presence. Findings earlier in this dissertation suggest that officers perceive interactive social media through online chat as a valuable means of connecting with community members. As a recruitment tool, flying the flag relates to symbolic representation because if community members can interact with individuals from their demographic group wearing the flag in the community, it may influence their decision to join an auxiliary program.

Auxiliaries in uniform play a vital role in developing relationships with community members, making them an indispensable resource for recruitment. The findings in Chapter 6 showed us that the auxiliary serves as the community-facing wing of the CLPS, which interacts with community members through community events and crime prevention initiatives, while sworn officers focus on law enforcement. The auxiliary also serves as a bridge between the police and the community, facilitating information transfer between the two groups. Recent research on recruiting sworn officers suggests that establishing relationships by interacting with

community members is essential to attracting individuals from those communities to the organization (Rigaux & Cunningham, 2021). For example, the Metropolitan Police Service recruited more diverse officers to their police service after they created Police Community Support Officers, whose purpose is to provide a visible police patrol presence and develop relationships with the community (Johnston, 2006). Although research regarding auxiliary officer presence as a recruitment tool is scarce, the findings from this dissertation suggest that the auxiliary's presence in uniform may attract community members to the auxiliary program. Furthermore, it is unknown whether the presence of auxiliary officers influences attracting individuals from diverse ethnic, linguistic, or gender backgrounds. Future research will have to investigate to what extent auxiliary officer presence facilitates recruitment to volunteer positions, especially those from diverse backgrounds.

Recruiting from Diverse Populations

Research Question #1c addressed how recruitment efforts can be modified to target specific populations, geographic regions, and cultural diversity. There are several ways police services can attract community members interested in pursuing a career as a police officer by developing recruitment materials that focus on the program, giving applicants the necessary skills and experience to succeed in the sworn constable selection process. Police organizations can achieve this by distributing recruitment materials to post-secondary institutions and increasing knowledge about the program at sworn constable information sessions, job fairs, and community volunteer events.

An interesting finding from Chapter 5 is that the auxiliary program serves as a litmus test for applicants wishing to become sworn police officers because it gives them a first-hand look at policing. At the same time, the auxiliary provides police organizations with an opportunity to

examine whether a candidate has the necessary skills and aptitude to fit within the organization's mission and values. For a select group of volunteers, the auxiliary program serves as an indispensable recruitment tool because it allows police organizations to govern their conduct at a distance so they may adapt to the organization's culture and values, thus making them a better fit for the organization.

Research examining the influence of police internship programs on employee outcomes is scarce. However, an evaluation examining student placement in criminal justice internship programs in law enforcement agencies, federal agencies, correctional services, and social service programs suggests that internship programs brought little value in preparing students for working in the field (Hiller, Salvatore, & Taniguchi, 2013). Although the findings in this study are not in a position to determine whether using the auxiliary as an internship program effectively prepares them to serve as sworn officers, it does add to the broader discussion of criminal justice internship programs. Future research can address its effectiveness.

The study provides preliminary evidence that to attract individuals to auxiliary programs who are not interested in pursuing a career as a police officer, organizations should advertise their programs as a way for citizens to give back to their communities. This finding illustrates Garland's (1996) theory on responsabilization, where the state recruits actors to take up their civic duty and help with crime prevention. One of the ways participants outlined attracting individuals to volunteer with the auxiliary is to appeal to their responsibility to protect their communities. Other ways of attracting community members not interested in policing included flying the flag, using interactive social media, having positive face-to-face interactions with community members at local events, and using online forums.

The findings provide convincing evidence that police organizations must adopt a multifaceted recruitment strategy to attract community members from diverse populations to the auxiliary. For example, one strategy emphasized by participants is to develop targeted recruitment strategies by attending community-based functions and establishing relationships with community groups and organizations. Recent research shows this to be an effective way of recruiting ethnic and racial minorities to sworn positions (Rigaux & Cunningham, 2021). Furthermore, the results from this study support previous recommendations for attracting members from ethnically, linguistically, and racially diverse communities to their organizations, including widening outreach strategies, removing process inefficiencies and barriers, supporting candidates throughout the recruitment processes, and employing targeted recruitment strategies. police service may also benefit from recruiting individuals from other social services-based volunteer groups, such as homeless shelters, because these volunteers already have experience working with the community. However, future research will have to determine whether this strategy effectively attracts community members to the auxiliary and whether auxiliary units would benefit from attracting other social service volunteers.

Multifaceted Motivations

In Chapter 5, I sought to answer Research Question #1e, which examined what motivates individuals to volunteer with the CLPS auxiliary. I compared motivations based on officer status (i.e., auxiliary versus sworn), age, and length of service. Auxiliaries cited both egoistic and altruistic motivations that compelled them to volunteer with the program. In comparison, sworn officers cited egoistic motivations, such as using the auxiliary program as a stepping stone to employment as sworn officers. When analyzed in the context of age and length of service,

younger and less experienced officers were more inclined to select improving their chances of becoming a sworn police constable compared to older officers.

A surprising finding to emerge is that a group of auxiliaries exists who, despite initially being motivated to become sworn police officers, continue volunteering with the auxiliary after being rejected in the sworn officer application process. Recent research points to the changing nature of volunteer motivations, where those who may initially be attracted to volunteer due to career aspirations shift their focus to socially driven motivations such as helping the community as their volunteer service progresses over the years (Pepper, 2021). There is some evidence from this study that this is true, that individuals who continued to volunteer despite being rejected in the sworn constable selection process were initially motivated by becoming sworn police officers. Their motivations may have changed from egoistic to altruistic; however, this study has insufficient evidence to confirm if this is the case.

The findings presented here have several implications for recruitment. First, if police organizations wish to utilize their auxiliary program as a stepping stone to employment, attracting younger volunteers would benefit them because younger applicants are more inclined to be motivated by wanting to become police officers. However, this may negatively impact retention because those officers will leave the program after being hired. Second, they suggest that recruitment strategies used to attract those interested in pursuing a career in policing can still be effective at increasing the number of auxiliary members committed to the program in the long term, as a group of those individuals stay on despite not achieving their goals of being hired as police officers. However, this study is not in a position to determine why or how many auxiliaries continue volunteering despite not being hired as sworn officers.

Psychometrics in Recruitment and Retention

Research Question #1d explored using psychometric testing (i.e., emotional intelligence and self-determination) to examine the characteristics of the auxiliary police officer. The results yielded three noteworthy findings. First, although this study showed that police officers scored lower on EI than volunteers, caution must be exercised when generalizing beyond the sample because of the non-probability sample of participants and low number of sworn officers compared to auxiliary respondents. However, it warrants further discussion. I encourage researchers to explore differences in EI between sworn and volunteer police officers and discover whether new auxiliary officers' characteristics reflect the new subjectivity of the ideal auxiliary officer in their EI scores.

Second, the results provide preliminary evidence that individuals interested in pursuing a career as police officers score higher in EI than those who are not. This finding applies to sworn officer recruitment because it may explain why police organizations select specific auxiliaries to become sworn officers. Noting previous research and the influence of EI on sworn officers and their job performance, recruiters may be able to use EI scores to select volunteers from police auxiliary units who will be successful police constables. However, future research will have to determine whether an auxiliary's EI influences their success in the sworn constable selection process.

Third, this research demonstrates the possible uses of the TEIQue-SF to measure EI and the Basic Psychological Needs Inventory to measure self-determination to govern the traits of new auxiliary personnel by using them in the application process. Through this process, police organizations screen volunteers to govern their conduct at a distance by seeking out individuals who are the right kind of 'consumer of police volunteerism' who possess attributes that make

them more self-governing, autonomous, and less of a challenge for the organization to shape their conduct.

For instance, previous research shows that EI is related to an individual's social competence, or "the ability of a person to discern the emotional world of others by using [their] interpersonal skills (such as leadership, assertiveness, and communication) to produce socially desirable and productive outcomes" (Kunananat, 2004, p. 492). EI is also related to empathy, which is inversely correlated with explicit bias (Gomez & Robertson, 2022). The findings regarding EI in this study are significant because the quality of interactions with the community profoundly influences community members' perceptions of the police. For example, previous research reveals that when an officer demonstrates professionalism, empathy, effective communication skills, and compassion, African-American participants perceive relationships with law enforcement more positively (Birzer, 2008). If the purpose of the auxiliary is to be the community-facing team of the police that regularly communicates with community members and educates them on crime prevention, then examining EI in the screening phase is even more critical because volunteers can directly influence community members' perceptions of the police.

Self-determination also plays a vital role in individual self-governance. Individuals with higher levels of self-determination have higher levels of intrinsic motivation, which is crucial to police organizations because they will be more committed to their volunteer roles and consistently fulfill their responsibilities. By recruiting self-determined individuals, auxiliary police units may experience higher volunteer retention rates and a greater sense of dedication among their members. In auxiliary policing, this quality can translate into volunteers who proactively assist and engage in crime prevention when not wearing the auxiliary uniform. Although I argue that the tests help uncover the new ideal auxiliary officers, and participants

favour using psychological screening tools in the applicant selection process, more research is needed before police organizations can implement these tests because research has not established meaningful baseline or cut-off values.

Improving Retention

Research Question #2a examined ways that the CLPS can improve the retention of their auxiliary members. Ways of improving retention within the program centred around autonomy, with volunteers wanting to expand the auxiliary program's rank structure to include executive ranks to improve communication with CLPS executives and decentralizing decision-making to give more power to regions and detachments.

Reinstating an executive rank structure is perceived as something that would enhance knowledge transfer, provide auxiliaries with a chance to influence organizational decisions that affect the auxiliary program, and improve volunteer experiences by having executive representation at the organizational level. Prior research shows that improving self-determination can increase work satisfaction and performance (Guntert, 2015), decrease absenteeism (Williams et al., 2014), and increase organizational commitment (Collie et al., 2016). Adopting a similar approach and allowing volunteers to provide feedback and influence decision-making may improve morale, decrease attrition due to dissatisfaction, and increase organizational commitment.

These findings also question the utility of organizational-wide standardization of duties and recruitment initiatives. Rather than a complete standardization at the program office level, there needs to be more flexibility at the detachment level to address community and detachment needs. Complete standardization can also impact the recruitment goals of diversifying the police auxiliary. If certain regions and detachments require more French-speaking or First Nations

volunteers, the CLPS should tailor advertising and recruitment efforts toward attracting community members from those groups rather than adopting an organization-wide recruitment initiative.

Similarly, a lack of standardization may explain why auxiliary officers feel underutilized in the CLPS. For example, the data provide evidence showing there is confusion as to whether sworn and liaison officers know how to utilize auxiliary personnel. For instance, participants indicated they felt underutilized in their detachments and thought the organization could do more to leverage their skills. Although standardization can be beneficial, it can be detrimental in some cases because it does not account for nuances experienced at the community level, inhibiting auxiliaries from tailoring approaches to their specific communities.

Auxiliary Identity and Agents of Responsibilization

Research Question #2b explored the perspectives of sworn and auxiliary members on the auxiliary program and its officers. Sworn officers and volunteers alike had positive dispositions toward the auxiliary program; however, their perspectives differed regarding the role of auxiliary officers and the program's purpose. Findings throughout the dissertation provide convincing evidence that identifying as police officers is an important motivation for auxiliary members.

First, regarding eligibility criteria, auxiliary officers favoured stricter, sworn officer-like criteria than sworn officers. Additional criteria included stricter physical fitness standards and firearm familiarity. Second, in Chapter 6, volunteers strongly emphasize identifying as auxiliary police officers rather than auxiliary officers, citing issues with public understanding of the role, a challenge to their authority, and officer safety. Volunteers perceived that adding the label 'police' to their uniforms could improve morale and esprit du corps. Although the CLPS distinguishes auxiliary officers in several ways, volunteers stated that the lack of a 'police' name

on their uniforms caused confusion to the public and impacted pride in volunteering with the auxiliary program. Volunteers attributed the term auxiliary police officer as a source of legitimacy and pride, with some participants saying it would positively impact esprit du corps. These would suggest that identifying as a ‘constable’ or a ‘deputy’ is an important motivation for volunteering.

The findings also demonstrate the symbolic importance that auxiliaries attribute to their ‘flag,’ or their uniform, and its influence on morale and officer safety. Previous research from an auxiliary unit in a large Canadian police service suggests that volunteers believe a lack of a police label on their uniforms makes them feel unsafe on patrol (O’Connor et al., 2022b). Other scholars note that police officers’ uniforms are directly related to perceived safety. For example, although research suggests that citizens are more compliant the closer an auxiliary’s uniform resembles a sworn officer’s, this may pose a threat to volunteer safety because they may not have the training to deal with dangerous situations (Cooke, 2005). In this study, volunteers’ concerns about their uniforms and, by extension, their identity were also framed as officer safety and morale issues.

Participants in this study experienced role ambiguity and conflict. For instance, volunteers favoured patrol-oriented work more than community-oriented work, as outlined by the CLPS. Compared to prior research, in an analysis of police officers from the US and the UK, participants indicated “the importance of ‘justice’ and a ‘desire to protect’ communities” (Britton et al., 2018, p. 263) as central to the way they described their roles. This finding, in addition to auxiliaries calling for financial compensation, shows that some auxiliaries in this study, although they acknowledge they are volunteers, construct their roles similarly to reserve officers. In the US, reserve officers are part-time law enforcement officers employed by state and municipal

police departments who receive an equivalent hourly pay to full-time officers but may not be entitled to similar benefits (Wolf et al., 2016). It is, therefore, essential that police services clearly outline the roles and expectations of auxiliaries to resolve role conflict, improve morale, and decrease the chances of volunteers experiencing work-related stress.

Third, auxiliary officers also acknowledge they are underutilized, pointing to wanting to be used more in policing duties in the detachment. On the other hand, sworn officers defined the program's purpose as primarily being involved in crime prevention initiatives and attending community events, with patrol being an additional role. The differences in the program's purpose may be because sworn officers are unaware of the auxiliary's role and purpose, which is the responsibility of liaison officers who play an essential role in how detachments utilize the auxiliary. On the other hand, the divergence of opinion between auxiliaries and sworn officers may be a symptom of auxiliaries experiencing role ambiguity.

Research Question #2b examined auxiliary and sworn officers' perceptions of the auxiliary program and its officers. The findings suggest that the auxiliary occupies a role between a non-state agency and a government agency as a conduit for information transfer between the community and the state. For example, in Chapters 5 and 6, volunteers outlined how the auxiliary serves as a bridge between the police and the community, through which the state empowers volunteers to contribute to public safety by tailoring an approach toward their neighbourhoods while maintaining a boundary between civil society (freedom) and the formal governmental domain (state), and also allowing for interactions at the margins (along the fold).

Through the auxiliary, formal law enforcement agencies invite community members to volunteer for the auxiliary police and become an additional resource for maintaining public safety. Auxiliary officers in this study perceived themselves as a conduit through which the

community communicates with the police force. In addition, community members bring skills and years of experience from their full-time jobs to policing. The findings provide evidence of the unfolding process through the auxiliary officers' roles and purpose of being primarily involved in crime prevention initiatives and attending community events. However, the reverse is limited. Based on participants' perspectives, the CLPS limits the ability of auxiliaries to enfold by restricting their utilization and influence in organizational decision-making. These findings highlight the importance of police services leveraging auxiliary volunteers' skills and influence in decision-making.

Theoretical Implications

This study examined volunteer policing through the lens of governmentality and expanded on Garland's theory of responsibilization by incorporating Dean's (2000) conceptualization of the folding of the state and civil society in liberal democracies. Unfolding refers to the process of involving non-state actors or groups, like community members, in the activities of formal law enforcement agencies. The state accomplishes this by establishing connections with local community members and responsibilizing them by inviting them to contribute and promote public safety through the auxiliary police.

This dissertation also explored how the police enfold or draw upon expert knowledge from beyond the state, which the organization folds into recruit management and shapes their conduct through recruitment and employment processes. Tools, such as those that test for emotional intelligence, self-determination, and resilience, identify those subjectivities. For example, in this dissertation, I argue that high scores on these inventories may relate to an applicant's reliability, which is essential for community policing. Auxiliary officers interact closely with community members as volunteers, and those with higher levels of emotional

intelligence are better able to build rapport, empathize with community members, and effectively address community concerns. Auxiliary officers with high emotional intelligence can better connect with the community and act as positive ambassadors for the police service, fostering community trust and cooperation.

By the same token, by recruiting community members who exhibit high levels of self-determination, auxiliary police units may experience higher volunteer retention rates and a greater sense of dedication among their members. Self-determined individuals may also take initiative and actively seek opportunities to contribute. In auxiliary policing, this quality can translate into volunteers who proactively assist and engage in crime prevention when not wearing the auxiliary uniform. Therefore, auxiliaries who exhibit high levels of emotional intelligence and higher levels of self-determination commitment can contribute to a positive public image of the police service, improving community relations.

Much of the governmentality research until now examines how others have employed these technologies to police the ideal subject. This dissertation explored using these technologies to investigate the new policing subjectivity. I argue that the TEIQue-SF and Basic Psychological Needs Satisfaction Inventory may be used to identify the new set of self-governing subjects who can positively contribute to the community and the police.

The findings from this dissertation also demonstrate how auxiliary members enfold their values through community connection. The findings from Chapter 6 describe how auxiliary volunteers are an indispensable resource to the police organization because auxiliary volunteers often come from the communities they serve. Their firsthand experience with the local culture, challenges, community norms, needs, and expectations allows them to bring a unique community-centred perspective to the police. In addition, being members of the community

outside of their volunteer role helps them build trust and relationships. The findings from Chapter 5 point to the role of the auxiliary as a bridge between the community and the police and a mechanism for community feedback where community members bring forth challenges they are experiencing in their community, and auxiliary officers relay those challenges to the police. On a practical level, this allows the police to modify their approaches to policing the community to better align with its needs. However, the findings demonstrate that the CLPS limits the auxiliary's ability to enfold by restricting their influence in organizational decision-making structures, thereby limiting the auxiliary's ability to shape the police and its culture. Furthermore, challenges with recruiting individuals from ethnically, racially, and linguistically diverse populations further limits the ability for the community to enfold and shape the police and its culture.

An interesting finding from this research is that police organizations use the auxiliary to govern sworn officer applicant behaviour from a distance. The findings from Chapters 5 and 6 suggest that police organizations may use their auxiliary police units as recruitment tools for their sworn officer programs by training and socializing auxiliary members to the organization's norms and values, which help them become better-suited for sworn officer roles. Although this study briefly touched upon using the auxiliary as a police internship program within the CLPS, it is unknown whether this extends to other police services. Future research will need to explore the purpose of auxiliary programs in other Canadian jurisdictions.

Practical and Policy Implications

The findings from this study provide several practical and policy recommendations for police services with active auxiliary units:

Recruitment

Police organizations may need to direct more resources into recruiting ethnically, racially, linguistically and gender-diverse members if they wish to have a volunteer force representative of the population in Ontario. If the police services wish to ensure longevity in their auxiliary programs, it is beneficial to attract community members not interested in a career as a police officer to reduce the effects of attrition. If organizations wish to attract community members who are not interested in becoming police officers, they should create recruitment materials that appeal to an individual's altruism.

Recruiting volunteers from other social service volunteer groups may also be an option to improve retention. For example, attracting community members from an organization such as Victim Services may make it easier for those volunteers to transition to volunteering with the police because they already have experience with victims in the criminal justice system. Another evidence-based way of improving longevity in volunteering is by recruiting individuals who are established in their lives, career and family-wise, as they are more likely to serve longer.

To attract community members interested in a career in policing to the auxiliary, police organizations should appeal to an individual's egoism, for example, by emphasizing that volunteering with the auxiliary will give community members the skills and experience to improve their chances of succeeding in the sworn constable selection process. In addition, police organizations may attract more individuals interested in pursuing a career in policing if they emphasize the opportunity to 'intern' to determine whether policing is the correct career choice. However, I caution against solely focusing on attracting community members from this demographic because it can harm staffing levels and morale due to high turnover.

Many respondents from this study identified the application process length as a significant recruitment barrier. In addition, both auxiliary and sworn officers noted community

members' lack of being informed of their place in the process as contributing to adverse consequences on recruitment. Therefore, police organizations should strive to reduce the time it takes to take an applicant through the application process and develop ways of keeping applicants informed of their stage in the process.

Streamlining auxiliary recruitment with sworn recruitment is an indispensable way to attract and train quality applicants who wish to become police officers. However, police services should not focus solely on attracting individuals interested in becoming sworn officers, as this could lead to long-term retention issues. Recruitment materials should appeal to altruism, community involvement, and the social responsibility of being actively involved in crime prevention in your community to attract individuals who are not interested in pursuing a career in policing. To attract diverse applicants, police organizations should develop targeted recruitment strategies by flying the flag at community events and developing recruitment materials to attract individuals from their target demographic. For example, suppose a police service wishes to attract more Francophone officers. In that case, the organization should fly the flag at Francophone community events and develop recruitment materials that attract individuals from that population.

Recent research provides support for training programs helping participants develop new skills targeting attitudinal and behavioural change. For example, in their study of sworn officers, Niles and colleagues (2022) observed that EI training resulted in their participants reporting a nuanced understanding of empathy, a strengthened awareness of themselves and their emotional reactions to external stimuli, "contributing to a participants' skill acquisition for enhanced interactions with others" (Niles et al., 2022, p. 9). Police services would benefit from administering EI training to their volunteers and sworn officers.

Retention

Police organizations may be able to use the Basic Psychological Needs at Work Inventory to monitor volunteer satisfaction. For example, measuring whether the organization meets a volunteer's competence needs indicates adequate training in the detachment. Exploring whether the police service meets a volunteer's relatedness needs can improve how volunteers get along with other auxiliaries, sworn officers, and the organization. Last, examining whether the organization meets a volunteer's autonomy needs can provide an outlook on their satisfaction with participation in the program because giving volunteers a choice in their duties may result in greater satisfaction with volunteering. Police services may also use this tool to monitor changes in auxiliaries' attitudes toward volunteering. For example, if a liaison administers the test annually and there is a notable decrease from one year to the next, liaison officers and auxiliary supervisors at the detachment can use those scores to develop an individual approach to improving that volunteer's satisfaction with the program.

To increase a sense of autonomy and relatedness and to address a lack of input in organizational decision-making, police services should provide avenues for auxiliary members to give feedback directly to the organization. For example, organize occasional Town Hall meetings where individual officers can voice their suggestions. The police service can also implement an anonymous feedback portal for volunteers to anonymously voice their concerns and suggestions without being subject to negative repercussions. For example, the Washington Metropolitan Police Department, with 3,800 sworn officers, cut its attrition rate nearly in half by incorporating an avenue for police officers to "suggest ways to make their jobs easier and improve the department" (Wilson & Grammich, 2009, p. 13). Providing an avenue for anonymous feedback may increase morale and reduce attrition in auxiliary programs.

Limitations and Future Research Directions

This dissertation research has two major limitations and, as a result of the findings, twelve directions for future research. The first limitation concerns the sample of auxiliary officers. Although the study received clearance from the CLPS to collect data on September 6, 2019, data collection did not begin until January 2020 because the CLPS upgraded the auxiliary program's email servers from October to December 2019. The COVID-19 pandemic further complicated sampling because the auxiliary program removed volunteers from active duty in March 2020. In conjunction with auxiliaries only having access to their institutional email accounts from a police detachment, this resulted in a lower survey response rate because volunteers could not access the questionnaire. However, the COVID-19 pandemic was beneficial because it allowed me to conduct semi-structured interviews remotely, easing the burden on myself and participants from travelling to different locations to meet to discuss the auxiliary program.

The study's sample may also suffer from self-selection bias in that those who chose to participate in this study may have had more favourable opinions of the CLPS than those who chose not to participate, thereby skewing the results. Furthermore, I could not access auxiliary volunteers who resigned who could provide perspective on why they left the organization. To address this, I interviewed sworn officers who previously served in the auxiliary, hoping to obtain a more neutral perspective. I was unable to seek out the perspectives of why some refuse to volunteer for the police auxiliary in the first place. Despite these limitations, this study is one of the first to examine Canadian auxiliary volunteers' perspectives, leaving the door open for future researchers to explore the perspectives of current auxiliaries with a probability sample and those who resigned. A second significant limitation of this study is the comparability between

auxiliary and sworn members. As a result of the CLPS not keeping a detailed account of which sworn officers were previous auxiliary members, I could not obtain an equal sample size of former auxiliary who are now sworn officers at the CLPS in the survey. However, despite this limitation, this study is the first to compare the psychosocial attributes, motivations, and perspectives on recruitment between sworn who were previous auxiliary members and current volunteers.

The findings from this study also point to several directions for future research. This dissertation examined the educational characteristics of sworn and auxiliary police officers and found that all sworn officers possessed a post-secondary education. Prior research points to several benefits higher education has for police officers, including higher job satisfaction, fewer complaints against the police officer, better use of discretion and increased public support for the police (Brown, 2018; Paterson, 2011). However, it is unknown whether these benefits extend to auxiliary police officers. Future studies will have to explore the influence of higher education on auxiliaries' job performance, job satisfaction, use of discretion, and support for the police.

Auxiliary officers in this study scored higher in EI than their sworn colleagues. Furthermore, auxiliaries who indicated they were interested in becoming sworn police officers scored higher in EI than those who indicated they were not or were unsure. These findings contribute to the discussion on emotional intelligence and the differences between police officers and the general public. Although the finding was statistically significant, it is not generalizable beyond the study's sample due to the disproportionately small sample of sworn officers. However, it warrants further investigation to determine whether auxiliary volunteers possess higher levels of EI than sworn officers. Furthermore, future studies can compare the EI scores of sworn officers who never served in the auxiliary.

The results from conducting this study are consistent with prior research, which found that EI scores are a statistically significant predictor of job satisfaction. However, these results do not explain the factors influencing the relationship between EI and job satisfaction. Future research will have to explore the influence of EI on other facets, such as job performance and establish cut-off values before police organizations can use the TEIQue-SF as a screening tool for applicants.

The findings from this study support using the Basic Psychological Needs at Work Inventory to assess volunteer satisfaction. Although the scores on their own are without meaning, meeting the autonomy, competence, and relatedness needs of volunteers may help improve volunteer satisfaction in police organizations. Further research will have to explore the utility of the scale in retaining police volunteers for addressing volunteer retention in those who do not want to become sworn police officers.

This study also provided evidence that strategies used to attract individuals interested in policing as a career can still be effective at increasing the number of auxiliaries committed to the program in the long term, as a select group of these individuals stay on despite not achieving their goal of being hired as police officers. However, this study could not determine how many auxiliaries rejected in the sworn officer application process continued volunteering. Evidence in the literature shows that those initially attracted by career aspirations shift their motivations to more socially driven ones, such as helping the community. However, the results from this study were unable to determine if that is the case. Future research should examine this subgroup of volunteers, how their motivations evolve, and the factors that play a role in encouraging auxiliary members to continue volunteering with the organization.

One of the findings from this dissertation research points to using the auxiliary as an internship program, allowing volunteers to gain skills and experience to improve their chances of being selected in the sworn constable selection process. Although the evidence examining the influence of internship programs in the criminal justice system suggests they bring little value in preparing students for working in the field, the findings from this study are not in a position to determine whether using the auxiliary as an internship program effectively prepares officers for working in the field. Future research should explore this facet of auxiliary policing.

The data provided preliminary evidence that flying the flag or having a visible presence in the community was an influential factor that attracted volunteers to the auxiliary program. Theoretically, police organizations would benefit from flying the flag to attract community members to their auxiliary program. However, there is little evidence exploring the effectiveness of flying the flag, and future research will have to assess the extent to which this practice improves recruitment to auxiliary positions. Furthermore, future research should explore the influence that flying the flag has on members from ethnically, linguistically, and racially diverse populations.

Although a significant portion of the role that the auxiliary plays involves interacting with community members, studies up until this point have only examined the perspectives of sworn and auxiliary officers on the auxiliary programs and their officers. To date, no study has explicitly looked at how community members perceive the auxiliary. Future studies will have to investigate community perceptions of the auxiliary police, especially those from ethnically, linguistically, and racially diverse populations and their perspectives on the auxiliary's roles and purpose.

Last, although this study contributed to the literature by examining auxiliary policing from a Canadian perspective, it only provides a perspective of auxiliary policing from one Ontario police service. Knowing that many municipal police services in Ontario, provincial police services, and the RCMP have varying levels of participation from their auxiliary officers, future studies should examine other police organizations to determine whether similarities or differences exist in the purpose, roles, and satisfaction of auxiliary personnel.

Conclusion

As the costs of policing increase, police services will continue to reduce organizational expenditures by calling on auxiliary personnel to deliver service to their communities. This study aimed to examine recruitment and retention in the CLPS police auxiliary. Auxiliary programs and their officers greatly benefit police services and the communities they serve. To police services, auxiliaries are an indispensable resource to sworn officers who provide a helping hand on patrol, disseminate crime prevention knowledge, and represent the police service at local events. Auxiliary units also contribute to crime prevention by relaying information to the police regarding community issues and bridging community sentiment and experiences with policing. To the community, the police auxiliary provides members with a unique resource to help address their concerns. To volunteers, the auxiliary provides community members with a unique way to help their communities, an opportunity to develop and refine skills, and an opportunity to mentor other volunteers.

One of the objectives of this study was to provide a Canadian perspective to contribute to the discussion on police volunteering. The findings showed that the perspectives of Canadian auxiliaries on volunteering do not significantly differ from those of volunteers in the United States and the United Kingdom. Most police volunteers in all three jurisdictions are satisfied

with their volunteer experience, consider volunteer morale as good, and feel appreciated and recognized for their work. Auxiliaries derived the most satisfaction from helping others in their community and the companionship and camaraderie resulting from volunteering.

This study also revealed four key findings that address the recruitment and retention of police volunteers. First, police organizations may need to direct more resources into recruiting diverse community members to be more representative of the population they serve. Second, the study showed benefits to using EI testing in recruitment and testing for the components of Self-determination Theory to measure employee satisfaction. However, researchers must further explore these two measures before incorporating them in recruitment and retention.

Third, with respect to recruitment, the most common means of recruiting community members to the auxiliary is by flying the flag. Both sworn and auxiliary officer perspectives regarding recruitment materials, police services wish to recruit individuals interested in policing as a career choice, they should highlight the egoistic benefits of volunteering, such as improving your chances of becoming a police officer and skill development. If police services wish to attract individuals not interested in pursuing a career in policing, they should appeal to both egoistic reasons, such as skill development, and altruistic reasons, such as helping your community.

Fourth, the study also made a theoretical contribution to the literature by examining the recruitment and retention of police volunteers through the lens of the new auxiliary police officer subjectivity, exploring the role of the auxiliary as intermediaries between the public and the police and how the auxiliary police are used to enfold community values into the state, and last by examining how the state governs at a distance by unfolding the activities of formal law enforcement agencies to community members through the auxiliary. Although this dissertation

contributed to the discussion on auxiliary policing by providing a Canadian perspective, the findings leave us with several directions for future research to develop a more comprehensive understanding of auxiliary policing in Canada.

Even though being an understudied group in Canada, the auxiliary police play a vital role in Canadian police services. Given the rising costs of policing in Canada, auxiliary members save police organizations money by volunteering their time on patrol with sworn officers and disseminating crime prevention knowledge. Through these community interactions, auxiliary officers can influence public sentiment toward the police. It is, therefore, essential that police organizations can attract the best candidates to their organizations and maximize their return on investment. Despite recruitment and retention challenges, auxiliaries will continue to play an essential role in how police organizations serve their communities.

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Appendix A: Survey Recruitment Email Script

Survey Email Script

Hello,

This email is sent on behalf of Damian Sycz and Dr. Jennifer L. Schulenberg from the Department of Sociology and Legal Studies at the University of Waterloo. You are invited to participate in a research study that investigates auxiliary police constable recruitment and retention within the Crescent Lake Police Service. The findings will be used to develop recommendations on how to improve recruitment tactics and workplace conditions for auxiliary constables.

Participation in this study will ensure that the voices and opinions of auxiliary officers are represented in recommendations on recruitment and the development of Service priorities in the Auxiliary Program. Second, a goal of this study is that the identification of your experience as a volunteer will provide the CLPS with evidence-based recommendations that can be used to improve practices and initiatives that will be of direct benefit to auxiliary constables.

If you decide to participate, you will be asked to complete a 20-25 minute anonymous survey which will focus on your opinions of the recruitment process, your level of satisfaction as an auxiliary, the ways that service can improve conditions for auxiliary constables, the applicability of psychometric testing to inform recruitment, and basic demographic questions.

Participation in the study is voluntary. You may decline answering any of the questions and you can withdraw your participation at any time by exiting the survey webpage before you submit your responses at the end. Your participation in this study will remain anonymous as you are not asked to provide your name or any potentially identifying information. This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca. If you wish to participate, please visit the following link for additional details about what your participation will involve [insert URL].

Sincerely,

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Appendix B: Follow-up Email Script

Follow up Email Script

Hello,

You were recently invited to participate in a study that examines auxiliary police constable recruitment and retention with the Crescent Lake Police Service. The findings will be used to develop recommendations on how to improve recruitment tactics and workplace conditions for auxiliary constables.

If you decide to participate, you will be asked to complete a 20-25 minute anonymous survey which will focus on your opinions of the recruitment process, your level of satisfaction as an auxiliary member, the ways that the service can improve conditions for auxiliary constables, the applicability of psychometric testing to inform recruitment, and basic demographic questions.

Participation in the study is voluntary. You may decline answering any of the questions and you can withdraw your participation at any time by exiting the survey webpage before submitting your responses at the end. Once the survey is submitted, it is impossible to withdrawal your participation. Your participation in this study will remain anonymous as you are not asked to provide your name or any potentially identifying information.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca. If you wish to participate, please visit the following link for additional details about what your participation will involve [insert URL].

PLEASE NOTE: Surveys will close on [Insert Date] before 11:59p.m. Eastern Time.

Sincerely,

Damian Sycz, MA
PhD Candidate
Department of Sociology and Legal Studies
University of Waterloo
1-***-***-****
dsycz@uwaterloo.ca

Jennifer L. Schulenberg, PhD
Associate Professor
Department of Sociology and Legal Studies
University of Waterloo
1-519-888-4567, ext. 38639
jlschule@uwaterloo.ca

Appendix C: Survey Questionnaire

Auxiliary Police Constables: Examining recruitment and retention practices in a geographically dispersed police service

INTRODUCTION

Auxiliary Police Constables: Examining recruitment and retention practices in a geographically dispersed police service

Faculty Supervisor: Jennifer L. Schulenberg, PhD, Department of Sociology and Legal Studies, University of Waterloo. Phone: 1-519-888-4567, ext. 38639, Email: jlschule@uwaterloo.ca.

Student Investigator: Damian Sycz, MA, Department of Sociology and Legal Studies, University of Waterloo. Phone: 1-***-***-****, Email: dsycz@uwaterloo.ca.

To help you make an informed decision regarding your participation, the next page will explain what the study is about, the possible risks and benefits, and your rights as a research participant. If you do not understand something in the letter, please ask one of the investigators prior to consenting to the study.

What is the study about?

You are invited to participate in a research study conducted by Damian Sycz under the supervision of Dr. Jennifer L. Schulenberg from the Department of Sociology and Legal Studies at the University of Waterloo that investigates auxiliary police constable recruitment and retention within the Crescent Lake Police Service. The findings will be used to develop recommendations on how to improve recruitment tactics and workplace conditions for auxiliary constables.

Participation in this study will ensure that the voices and opinions of auxiliary officers are represented in recommendations on recruitment and the development of Service priorities in the Auxiliary Program. The findings from this study will directly address questions that are of operational need to the organization. Second, a goal of this study is that the identification of your experience as a volunteer will provide the CLPS with evidence-based recommendations that can be used to improve practices and initiatives that will be of direct benefit to auxiliary constables.

If you decide to volunteer, you will be asked to complete a 20-25 minute anonymous survey which will focus on your opinions of the recruitment process, your level of satisfaction as an auxiliary members, the ways that the service can improve conditions for auxiliary constables, the applicability of psychometric testing to inform recruitment, and basic demographic questions. Because this is an anonymous survey the researchers have no way of identifying you or getting

in touch with you should you choose to tell us something about yourself or your life experiences.

Participation in the study is voluntary. You may decline answering any of the questions and you can withdraw your participation at any time by exiting the survey webpage before submitting your responses at the end. Once the survey is submitted, it is impossible to withdraw your participation as the researcher will have no way of identifying which responses belong to you.

The raw data will not be shared with any members of the CLPS nor will it be used to monitor performance. All of the data will be summarized and disseminated in the form of a final report to the Service and no individual can be identified from these summarized results. Please note, quotations from your open-ended responses may be used in papers and publications resulting from this study. When information is transmitted over the internet privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). We will not collect or use internet protocol (IP) addresses or other information which could link your participation to your computer or electronic device.

The data collected from this study will be maintained in an encrypted format on a password protected computer, external hard drive, and OneDrive and will be stored for a minimum period of seven years.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

I would like to thank you for considering participating in this study. Your input and perspective is important to further enhance the CLPS Auxiliary Program. Please save and/or print a copy of this form for your records. If you have any questions, would like additional information to assist you in reading a decision about participation, or would like to receive a copy of the final report, please feel free to contact, Damian Sycz, at dsycz@uwaterloo.ca and/or, Dr. Jennifer L. Schulenberg, at jlschule@uwaterloo.ca.

Sincerely,

Damian Sycz, MA

PhD Candidate

Department of Sociology and Legal Studies

University of Waterloo

1_***_***_****

dsycz@uwaterloo.ca

Jennifer L. Schulenberg, PhD

Associate Professor

Department of Sociology and Legal Studies

University of Waterloo

1-519-888-4567, ext. 38639

jlschule@uwaterloo.ca

CONSENT FORM

By providing your consent, you are not waiving your legal rights or releasing the investigators or involved institution from their legal and professional responsibilities.

Title of the study: *Auxiliary Police Constables: Examining recruitment and retention practices in a geographically dispersed police service*

I have read the information presented in the information letter about the study conducted by Jennifer L. Schulenberg, Ph.D., and Damian Sycz, M.A. from the Department of Sociology and Legal Studies at the University of Waterloo. I have had the opportunity to ask questions related to the study and have received satisfactory answers to my questions and any additional details.

I was informed that participation in the study is voluntary and that I can withdraw this consent by exiting the survey at any time. I understand that I cannot withdraw consent once the survey is submitted.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

For all other questions contact Damian Sycz, dsycz@uwaterloo.ca, 1-***-***-****.

By clicking the following box, I agree of my own free will to participate in this study. I agree to the use of anonymous quotations in any thesis or publication that comes from this research.

- ☐ Yes, I consent to participate in this study.
- ☐ No, I do not consent to participate in this study.

Skip To: Recruitment Section If By providing your consent, you are not waiving your legal rights or releasing the investigators o... = Yes, I consent to participate in this study.

Skip To: End of Survey If By providing your consent, you are not waiving your legal rights or releasing the investigators o... = No, I do not consent to participate in this study.

Recruitment

This section asks you for your perspectives on the CLPS's recruitment practices. Please answer the following questions to the best of your knowledge.

Question 1 On a scale from Strongly Disagree (1) to Strongly Agree (7), how do you feel about the following statements concerning the CLPS Auxiliary Policing Program?

	Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
The opportunity to volunteer for the CLPS is well advertised in my region.	☐	☐	☐	☐	☐	☐	☐
Information about how to become an auxiliary constable is easy to find online.	☐	☐	☐	☐	☐	☐	☐
Becoming an auxiliary constable is a good strategy for individuals who want to become full-time police officers.	☐	☐	☐	☐	☐	☐	☐
The CLPS did a good job keeping me informed of my position in the recruitment process.	☐	☐	☐	☐	☐	☐	☐
The CLPS auxiliary program is attractive to those who are not interested in working as a full-time officer.	☐	☐	☐	☐	☐	☐	☐

Question 2 How did you hear about the CLPS Auxiliary Program?

- ☐ The CLPS Website
- ☐ Online source other than the CLPS website. If so, please specify that source: _____
- ☐ Sworn police constable information session.
- ☐ Current/former auxiliary constable.
- ☐ Through an acquaintance, friend or family member who is not an auxiliary constable.
- ☐ Other - please specify: _____

Question 3 Part 1 **In your opinion, what are the best ways in which the CLPS can recruit civilians to become auxiliary constables who are interested in becoming sworn police constables?**

Question 3 Part 2 **In your opinion, what are the best ways in which the CLPS can recruit civilians to become auxiliary constables who are not interested in becoming sworn police constables?**

Question 4. **What are the main reasons that motivated you to volunteer as a police constable? (Select all that apply).**

- ☐ To make a difference in my community.
- ☐ To gain skills and experience.
- ☐ To improve my chances as being hired as a sworn police officer.
- ☐ To network with others.
- ☐ To help others.
- ☐ Personal development.
- ☐ Excitement and adventure.
- ☐ Interested in policing as a career but did not want to pursue full-time.
- ☐ Other. Please specify: _____

Question 5 **Approximately how many hours (e.g. 36) do you volunteer per month as an auxiliary constable?**

Question 6 **List any previous volunteer, work, or personal experiences that you feel are beneficial for auxiliary police constables.**

Question 7 On a scale from Not at All Appropriate (1) to Very Appropriate (7), what are your thoughts on the eligibility criteria for auxiliary police constables?

	Not at All Appropriate (1)	2	3	4	5	6	Very Appropriate (7)
Applicants must be 18 years of age or older.	☐	☐	☐	☐	☐	☐	☐
Applicants must be Canadian citizens or permanent residents of Canada.	☐	☐	☐	☐	☐	☐	☐
Applicants must have a class 'G' driver's license with full driving privileges and no demerit points.	☐	☐	☐	☐	☐	☐	☐
Applicants must have completed an Ontario Secondary School Diploma program or equivalent.	☐	☐	☐	☐	☐	☐	☐
Applicants must have completed Standard First Aid and Basic Rescuer (level C) CPR courses.	☐	☐	☐	☐	☐	☐	☐
Applicants must be of good moral character and be mentally and physically able to perform the duties of the Auxiliary position.	☐	☐	☐	☐	☐	☐	☐

Question 8 If applicable, is there anything you would like changed or added to the eligibility criteria for auxiliary police constables?

- ☐ Yes, please specify: _____
- ☐ No, I would not change or add anything.

Question 9 Is there anything that you would like changed or added to improve the recruitment process?

- ☐ Yes, please specify: _____
- ☐ No, I would not change or add anything.

Character Traits and Training

Question 10 What do you feel are the most important characteristics that describe a “good” auxiliary police constable? (Select your top three characteristics).

- ☐ Communication Skills
- ☐ Empathy and Compassion
- ☐ Integrity
- ☐ Service-minded
- ☐ Love of learning
- ☐ Physical and Mental Fitness
- ☐ Mental Agility
- ☐ Relationship Building
- ☐ Critical Thinking
- ☐ Courage
- ☐ Other, please specify: _____

Question 11 On a scale from Strongly Disagree (1) to Strongly Agree (7), how do you feel about the following statements about volunteering as an auxiliary constable? Please select the corresponding number.

	Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
I feel that the Recruit Orientation Course was well-delivered.	☐	☐	☐	☐	☐	☐	☐
I feel that the Recruit Orientation Course helped me feel confident as an auxiliary constable.	☐	☐	☐	☐	☐	☐	☐
I am provided with adequate training and educational opportunities as an auxiliary constable.	☐	☐	☐	☐	☐	☐	☐
My work as an auxiliary police constable is what I expected when I applied for the position.	☐	☐	☐	☐	☐	☐	☐

Question 12 What would you recommend to improve training for auxiliary police constables?

Detachment-Level Satisfaction

The following section examines your experiences as an auxiliary constable at your detachment.

Question 13 On a scale from **Strongly Disagree (1)** to **Strongly Agree (7)**, how do you feel about the following statements pertaining to volunteering in your detachment? Please select the corresponding number.

	Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
I feel comfortable giving feedback about the Auxiliary Program to my supervisor.	☐	☐	☐	☐	☐	☐	☐
My supervisor takes my feedback seriously about the Auxiliary Program.	☐	☐	☐	☐	☐	☐	☐
I am aware of the current appeal and grievance procedures at my detachment.	☐	☐	☐	☐	☐	☐	☐
I feel the current appeal and grievance procedures are sufficient.	☐	☐	☐	☐	☐	☐	☐
I receive adequate opportunities to participate in ride-a-longs with sworn officers from my detachment.	☐	☐	☐	☐	☐	☐	☐
My requirements as a volunteer are clear.	☐	☐	☐	☐	☐	☐	☐
Sworn police officers acknowledge the importance of the auxiliary police program.	☐	☐	☐	☐	☐	☐	☐
I have good relationships with the sworn police officers in my detachment.	☐	☐	☐	☐	☐	☐	☐
I am sometimes made to feel like I am more of a burden than a help by regular, sworn police officers.	☐	☐	☐	☐	☐	☐	☐

My detachment makes good use of my skills and my abilities.	☐	☐	☐	☐	☐	☐	☐
I feel valued and appreciated as an auxiliary police constable.	☐	☐	☐	☐	☐	☐	☐
My efforts as an auxiliary constable are well recognized.	☐	☐	☐	☐	☐	☐	☐
I feel that civilian employees understand the role of auxiliary police officers.	☐	☐	☐	☐	☐	☐	☐

Question 14. In which ways can the CLPS improve working conditions for auxiliary members at the detachment-level?

Organizational-level Satisfaction

This section examines your perspectives of the CLPS Auxiliary Program from the organizational level.

Question 15 On a scale from Strongly disagree (1) to Strongly agree (7) how do you feel about the following statements? Please select the corresponding number.

	Strongly Disagree (1)	2	3	4	5	6	Strongly Agree (7)
I am generally satisfied with how I am managed in the Auxiliary Constable Program.	☐	☐	☐	☐	☐	☐	☐
I am satisfied with how I receive feedback on my performance.	☐	☐	☐	☐	☐	☐	☐
I feel I would be supported by the CLPS if there was a problem or something went wrong.	☐	☐	☐	☐	☐	☐	☐
If I experienced a traumatic event during my duty, I would be provided with appropriate support.	☐	☐	☐	☐	☐	☐	☐
In general, I feel like a member of the CLPS community.	☐	☐	☐	☐	☐	☐	☐
The CLPS does a good job showing appreciation to their auxiliary constables.	☐	☐	☐	☐	☐	☐	☐
I am likely to recommend volunteering as an auxiliary constable to a friend, relative, or colleague.	☐	☐	☐	☐	☐	☐	☐

Question 16 **Overall, how satisfied are you with your volunteer experience with the CLPS in the past 12 months?**

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

Question 17 **How would you describe your role as an auxiliary police constable?**

Question 18 **In your opinion, what can the CLPS do that would improve you experience as an auxiliary police constable?**

General Volunteer Satisfaction

Question 19 The following questions concerns your feelings about your work as an auxiliary constable. There are no right or wrong answers. On a scale from Not True at All (1) to Very True (7), choose one of the seven possible responses to each statement.

	Not True at All (1)		2	3	4	5	6	Very True (7)
I feel like my input is considered when deciding how my job gets done.	☐	☐	☐	☐	☐	☐	☐	☐
I really like the people I volunteer with.	☐	☐	☐	☐	☐	☐	☐	☐
I do not feel very competent when I am volunteering.	☐	☐	☐	☐	☐	☐	☐	☐
People at work tell me I am good at what I do.	☐	☐	☐	☐	☐	☐	☐	☐
I feel pressured at work.	☐	☐	☐	☐	☐	☐	☐	☐
I get along with people at work.	☐	☐	☐	☐	☐	☐	☐	☐
I pretty much keep to myself when I am at work.	☐	☐	☐	☐	☐	☐	☐	☐
I am free to express my ideas and opinions on the job.	☐	☐	☐	☐	☐	☐	☐	☐
I consider the people I volunteer with to be my friends.	☐	☐	☐	☐	☐	☐	☐	☐
I have been able to learn interesting new skills on my job.	☐	☐	☐	☐	☐	☐	☐	☐
When I am volunteering, I have to do what I am told.	☐	☐	☐	☐	☐	☐	☐	☐
Most days I feel a sense of accomplishment from volunteering.	☐	☐	☐	☐	☐	☐	☐	☐
My feelings are taken into consideration at my volunteer placement.	☐	☐	☐	☐	☐	☐	☐	☐

At work for my
volunteer
placement, I do not
get much of a
chance to show
how capable I am.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

People at my
volunteer
placement care
about me.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

There are not many
people at the
volunteer
placement that I
am close to.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I feel like I can
pretty much be
myself while
volunteering.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

The people I
volunteer with do
not seem to like me
much.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

When I am
volunteering, I feel
very capable when
doing my job.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

There is not much
opportunity for me
to decide for myself
how to go about my
work.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

People at my
volunteer
placement are
pretty friendly
towards me.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Question 20 List up to three suggestions to encourage Auxiliary Police Constables to volunteer for 12-months or longer.

Problem-solving and Emotional Well-being

The following section asks you to complete the Trait Emotional Intelligence Questionnaire Short-form.

Question 21 Please answer each statement below by selecting the number that best reflects your degree of agreement or disagreement with that statement. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (1) to 'Completely Agree' (7).

	Completely Disagree (1)	2	3	4	5	6	Completely Agree (7)
Expressing my emotions with words is not a problem for me.	☐	☐	☐	☐	☐	☐	☐
I often find it difficult to see things from another person's viewpoint.	☐	☐	☐	☐	☐	☐	☐
On the whole, I'm a highly motivated person.	☐	☐	☐	☐	☐	☐	☐
I usually find it difficult to regulate my emotions.	☐	☐	☐	☐	☐	☐	☐
I generally don't find life enjoyable.	☐	☐	☐	☐	☐	☐	☐
I can deal effectively with people.	☐	☐	☐	☐	☐	☐	☐
I tend to change my mind frequently.	☐	☐	☐	☐	☐	☐	☐
Many times, I can't figure out what emotion I'm feeling.	☐	☐	☐	☐	☐	☐	☐
I feel that I have a number of good qualities.	☐	☐	☐	☐	☐	☐	☐
I often find it difficult to stand up for my rights.	☐	☐	☐	☐	☐	☐	☐
I'm usually able to influence the way other people feel.	☐	☐	☐	☐	☐	☐	☐

On the whole, I have a gloomy perspective on most things.	☐	☐	☐	☐	☐	☐	☐
Those close to me often complain that I don't treat them right.	☐	☐	☐	☐	☐	☐	☐
I often find it difficult to adjust my life according to the circumstances.	☐	☐	☐	☐	☐	☐	☐
On the whole, I'm able to deal with stress.	☐	☐	☐	☐	☐	☐	☐
I often find it difficult to show my affection to those close to me.	☐	☐	☐	☐	☐	☐	☐
I'm normally able to "get into someone's shoes" and experience their emotions.	☐	☐	☐	☐	☐	☐	☐
I normally find it difficult to keep myself motivated.	☐	☐	☐	☐	☐	☐	☐
I'm usually able to find ways to control my emotions when I want to.	☐	☐	☐	☐	☐	☐	☐
On the whole, I'm pleased with my life.	☐	☐	☐	☐	☐	☐	☐
I would describe myself as a good negotiator.	☐	☐	☐	☐	☐	☐	☐

I tend to get involved in things I later wish I could get out of.	☐	☐	☐	☐	☐	☐	☐
I often pause and think about my feelings.	☐	☐	☐	☐	☐	☐	☐
I believe I'm full of personal strengths.	☐	☐	☐	☐	☐	☐	☐
I tend to "back down" even if I know I'm right.	☐	☐	☐	☐	☐	☐	☐
I don't seem to have any power at all over other people's feelings.	☐	☐	☐	☐	☐	☐	☐
I generally believe that things will work out fine in my life.	☐	☐	☐	☐	☐	☐	☐
I find it difficult to bond well even with those close to me.	☐	☐	☐	☐	☐	☐	☐
Generally, I'm able to adapt to new environments.	☐	☐	☐	☐	☐	☐	☐
Others admire me for being relaxed.	☐	☐	☐	☐	☐	☐	☐

Demographic Questions

Question 22 **What is your gender identification?**

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Agender
- ☐ Gender neutral
- ☐ Gender fluid
- ☐ Other, please specify: (7) _____

Question 23 **What is your age (in years)?**

Question 24 **What language do you speak most often at home?**

- ☐ English

- ☐ French
- ☐ Other language, please specify: _____

Question 25 **What is your country of birth?**

- ☐ Canada
- ☐ Other, please specify: _____

Question 26 **Do you identify as an Indigenous person?**

- ☐ No
- ☐ Yes - First Nations
- ☐ Yes - Métis
- ☐ Yes - Inuk (Inuit)
- ☐ Yes - Other, please specify: _____

Question 27 **Which ethno-racial group do you identify with?**

- ☐ Black
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ Southeast Asian (e.g. Vietnamese, Cambodian, Laotian, Thai, etc.)
- ☐ South Asian (e.g. East Indian, Pakistani, Sri Lankan, etc.)
- ☐ West Asian (e.g. Afghan, Arab, Iranian, etc.)
- ☐ White
- ☐ Other, please specify: _____

Question 28 **Have you ever been divorced?**

- ☐ Yes
- ☐ No

Question 29 **What is your current marital status?**

- ☐ Single and never married
- ☐ Married (and not separated)
- ☐ In a common-law partnership
- ☐ Separated, but still legally married
- ☐ Divorced
- ☐ Widowed

Question 30 **Do you have children at home?**

- ☐ Yes
- ☐ No

Question 31 **What is your current primary activity? Check all that apply.**

- ☐ Full-time paid work
- ☐ Part-time paid work
- ☐ Looking for paid work
- ☐ Retired
- ☐ Homemaker or stay-at-home parent
- ☐ Full-time student
- ☐ Part-time student

- ☐ Parental leave
- ☐ Long-term illness or disability
- ☐ Volunteering or unpaid caregiving other than for own children
- ☐ Other, please specify: _____

Question 32 **What is your best estimate of your total household income (income received by all household members, from all sources, before taxes and deductions, during the year ending December 31, 2018)?**

- ☐ Less than \$20,000
- ☐ \$20,000 - \$39,999
- ☐ \$40,000 - \$59,999
- ☐ \$60,000 - \$79,999
- ☐ \$80,000 - \$99,999
- ☐ \$100,000 - \$149,999
- ☐ \$150,000 - \$199,999
- ☐ \$200,000 or more

Question 33 **In addition to the CLPS, have you previously or currently volunteered for any organization?**

- ☐ Yes
- ☐ No

Skip To: Question 35 If In addition to the CLPS, have you previously or currently volunteered for any organization? = No

Skip To: Question 34 If In addition to the CLPS, have you previously or currently volunteered for any organization? = Yes

Question 34 **If yes, please list any previous or current volunteer experience.**

Question 35 **Approximately how many hours do you volunteer per month for any organization (including the CLPS)?** _____

Question 36 **Have you ever previously served as a full-time sworn police officer?**

- ☐ Yes
- ☐ No

Question 37 **Do you have any work experience in the criminal justice system or a related field? (corrections officer, BSO, lawyer, probation officer, etc.)**

- ☐ Yes
- ☐ No

Skip To: Question 38 If Do you have any work experience in the criminal justice system or a related field? (corrections o... = Yes

Skip To: Question 39 If Do you have any work experience in the criminal justice system or a related field? (corrections o... = No

Display This Question:

If Do you have any work experience in the criminal justice system or a related field? (corrections o... = Yes

Question 38 **Please specify your role (corrections officer, BSO, lawyer, probation officer, etc.):**

Question 39 **In which region are you currently serving as an auxiliary police constable?**

- ☐ Central
- ☐ East
- ☐ West
- ☐ North-East
- ☐ North-West
- ☐ Highway Safety Division

Question 40 **How long have you served as an auxiliary police constable?**

- ☐ Number of years _____
- ☐ Number of months _____

Question 41 **What is your highest level of education completed?**

- ☐ No formal schooling
- ☐ Primary or elementary school
- ☐ Secondary or high school
- ☐ College certificate, Cgep or diploma
- ☐ University undergraduate degree or diploma (BA, BSc, etc.)
- ☐ Post-graduate degree or diploma (LLB, MA, MSc, PhD, etc.)

Question 42 **Have you studied or are in the process of studying police foundations?**

- ☐ Yes
- ☐ No

Skip To: Question 43 If Have you studied or are in the process of studying police foundations? = Yes

Skip To: Question 44 If Have you studied or are in the process of studying police foundations? = No

Question 43 **Please provide the name of the institution where you studied or are currently studying police foundations.** _____

Question 44 **Are you interested in pursuing a career in law-enforcement?**

- ☐ Yes
- ☐ No
- ☐ Undecided
- ☐ Currently a sworn police constable with the CLPS

Question 45 **Is there anything else you would like to add regarding the recruitment and retention of volunteers, or your experiences as a CLPS auxiliary police constable?**

THANK YOU!

I would like to personally thank you for participating in the “*Auxiliary Police Constables: Examining Recruitment and Retention Practices in a Geographically Dispersed Police Service*” research study. The purpose of this study was to examine why individuals decide to become auxiliary constables, the ways in which police services can improve their recruitment tactics to target individuals with diverse backgrounds, and the way that police services can improve conditions for already-serving auxiliary constables. The data collected in this study will address questions of how to improve the auxiliary police program, and what the CLPS can do to improve its auxiliary police recruitment tactics.

Any data that was provided by you as an individual will remain anonymous and confidential. Upon the completion of the study, the results will be shared with research participants, the CLPS, and disseminated in the form of a final report, doctoral dissertation, and various academic and practitioner publications. The electronic data collected will be encrypted and stored on a password-protector computer, the University of Waterloo’s password-protected OneDrive cloud software, and a password-protected external hard drive for a minimum of seven years.

If you would like a copy of the Final Report, please contact me at dsycz@uwaterloo.ca . I expect the study to be completed by April 2020.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

I greatly appreciate your participation as it ensures the voices of auxiliary constables are captured to further enhance the auxiliary police program. Your participation represents an integral part of the research study. If you think of any additional questions regarding the study or results, please do not hesitate to contact myself Damian Sycz at dsycz@uwaterloo.ca, or Dr. Jennifer L. Schulenberg at jlschule@uwaterloo.ca.

Sincerely,

Damian Sycz, MA

PhD Candidate

Department of Sociology & Legal Studies

University of Waterloo

1-***-***-****

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Jennifer L. Schulenberg, PhD

Associate Professor

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1-519-888-4567, ext. 38639

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Appendix D: Trait Emotional Intelligence Questionnaire- Short Form

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

1 2 3 4 5 6 7

Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person’s viewpoint.	1	2	3	4	5	6	7
3. On the whole, I’m a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don’t find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can’t figure out what emotion I’m feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I’m usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don’t treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I’m able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I’m normally able to “get into someone’s shoes” and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I’m usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I’m pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I’m full of personal strengths.	1	2	3	4	5	6	7
25. I tend to “back down” even if I know I’m right.	1	2	3	4	5	6	7

26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

1

Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF). This 30-item form includes two items from each of the 15 facets of the TEIQue. Items were selected primarily on the basis of their correlations with the corresponding total facet scores, which ensured broad coverage of the sampling domain of the construct. The –SF can be used in research designs with limited experimental time or wherein trait EI is a peripheral variable. Although it is possible to derive from it scores on the four trait EI factors, in addition to the global score, these tend to have somewhat lower internal consistencies than in the full form of the inventory. The –SF does not yield scores on the 15 trait EI facets.

Scoring information for the TEIQue-SF is available at:

<http://www.psychometriclab.com/Home/Default/14> Please note that we cannot provide any advice on how to run the syntax in SPSS or other statistical software.

Please make sure you read the FAQ section at

<http://www.psychometriclab.com/Home/Default/18>. In particular, note that we do not provide free information regarding norms or free feedback reports. Norms and reports are available for a fee (email admin@teique.com for quotes).

Reference for the TEIQue-SF: Petrides, K. V. (2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire. In C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer. DOI: 10.1007/978-0-387-88370-0_5

For more information about the trait emotional intelligence research program go to:

www.psychometriclab.com

Appendix E: Interview Email Recruitment Letter

You are invited to participate in a research study conducted by Damian Sycz under the supervision of Dr. Jennifer L. Schulenberg from the Department of Sociology and Legal Studies at the University of Waterloo that investigates auxiliary police constable recruitment and retention within the Crescent Lake Police Service. The findings will be used to develop recommendations on how to improve recruitment tactics and workplace conditions for auxiliary constables.

We are looking to examine the perspectives of current Auxiliary Police Constables, former Auxiliary Police Constables now Sworn Officers, and Members of the Community Branch of the CLPS. Participation in the study is voluntary. It will involve an interview of approximately 30 minutes in length to take place over a telecommunications application (e.g. Skype, Zoom, Microsoft Teams) or the telephone. You will be asked questions pertaining to your involvement in the Auxiliary Program (for example, ways in which the CLPS can improve conditions for Auxiliary Police constables). You may decline to answer any of the interview questions if you so wish. Further, you may decide to end the interview session at any time by advising the researcher of this decision.

With your permission, the interview will be audio recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. Your participation in this study will be considered confidential and all identifying information will be removed from the data and stored separately. Your name will not be used in any publication resulting from this study, however without your permission, anonymous quotations may be used and you will be referenced generally by your role (for example, "Former Auxiliary Constable", "Current Auxiliary Constable"). When information is transmitted over the internet privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). We will not collect or use internet protocol (IP) addresses or other information which could link your participation to your computer or electronic device.

Collected data will be securely maintained in a locked office and in an encrypted format on a password protected computer, external hard drive, and OneDrive for a minimum of 7 years. You can withdraw your consent and request that your data be removed from the study by contacting the researchers within this time period. Please note that it is not possible to withdraw your data once the results have been submitted for publication. There are no known or anticipated risks to you as a participant in this study.

The raw data will not be shared with any members of the CLPS nor will it be used to monitor performance.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca .

If you would like to participate in the interview portion of the study, please contact Damian Sycz at dsycz@uwaterloo.ca.

I would like to thank you for considering participating in this study. Your input and perspective is important to further enhance the Crescent Lake Police Auxiliary Program. If you have any questions, would like additional information to assist you in reaching a decision about participation, or would like to receive a copy of the final report, please feel free to contact, Damian Sycz, at dsycz@uwaterloo.ca or Dr. Jennifer L. Schulenberg, at jlschule@uwaterloo.ca.

Sincerely,

Damian Sycz, MA
PhD Candidate
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University of Waterloo
1-***-***-****
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Jennifer L. Schulenberg, PhD
Associate Professor
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Appendix F: Interview Guide Current Auxiliary Constables

Preliminary Tasks

- ☐ Review the content of the Letter of Information.
- ☐ Respond to any questions about the study or their participation in the interview.
- ☐ Obtain Informed Consent Through Verbal Agreement
- ☐ Provide participants with a copy of the Informed Consent form.

Recruitment

1. How did you hear about the Auxiliary program?
2. What attracted you to becoming an Auxiliary Police Constable?
3. What do you think the CLPS is doing well in attracting Auxiliary Police Constables?
4. The CLPS are facing challenges in recruiting people from North East and North West Regions, what are some of the challenges to attracting individuals in your region?
5. The CLPS are also interested in increasing their recruitment of women and visible minorities to the Auxiliary Constable Program, in which ways do you think they can attract more people from these groups?
6. In your opinion, what are the best ways in attracting people to the CLPS Auxiliary program who are not interested in policing as a career choice?

CLPS Auxiliary Program in General

7. Did you volunteer anywhere else prior to applying to become an auxiliary police constable?
8. What are some of the challenges associated with being an auxiliary police constable?
9. What are some of the best things about being an auxiliary?
10. What kind of traits do you think the CLPS should look for when seeking out to attract people to the auxiliary program?
11. Do you think the CLPS would benefit from the use of psychometric tests such as assessing Emotional Intelligence as a way of screening auxiliary recruits.

Role of the Auxiliary Police

12. How would you describe the purpose of the CLPS Auxiliary Program?
13. How would you describe the role and duties of an Auxiliary Constable?

Detachment level

14. What kind of policies and procedures do you have in place at your detachment to bring forth complaints?
15. According to your experience, how are auxiliary constables treated at your detachment?
16. Do you think the detachment uses you to your full potential?
17. Do you feel appreciated as an auxiliary officer?
18. Do you think the CLPS as an organization treat their auxiliary officers well? Why or why not?
19. Is there anything else that you would like to add about the aux program?

Thank you for taking the time to speak with me. Having your perspective is important to ensure that all voices are being heard and are incorporated to improve the CLPS's Auxiliary Policing Program.

Appendix G: Interview Guide Sworn Officers-Former Auxiliary Members

Preliminary Tasks

- ☐ Review the content of the Letter of Information.
- ☐ Respond to any questions about the study or their participation in the interview.
- ☐ Sign Informed Consent form.
- ☐ Provide participants with a signed copy of the Informed Consent form.

Recruitment

1. What attracted you to becoming a Auxiliary Police Constable?
2. In your opinion, what do you think the CLPS is doing well in attracting Auxiliary Police Constables?
3. How can the CLPS improve their recruitment of Auxiliary Constables?
4. The CLPS are facing challenges in recruiting people from North East and North West Regions, what are some of the challenges to attracting individuals in your region?
5. The CLPS are also interested in increasing their recruitment of women and visible minorities to the Auxiliary Constable Program, in which ways do you think they can attract more people from these groups?
6. In your opinion, what are the best ways in attracting people to the CLPS Auxiliary program who are not interested in policing as a career choice?
7. How do you define excellence in Auxiliary Policing?

CLPS Auxiliary Program in General

8. Did you volunteer anywhere else prior to applying to become an auxiliary police constable?
9. What does the CLPS's Auxiliary program mean to you?
10. What are some of the challenges associated with being an auxiliary police constable?
11. What are some of the best things about being an auxiliary?
12. How has the role of an auxiliary changed since you have become a police constable?
13. Which traits do you think the CLPS should look for when seeking out to attract people to the auxiliary program?
14. Do you think the CLPS would benefit from the use of psychometric tests such as gauging Emotional Intelligence as a way of screening auxiliary recruits?

Detachment level

15. How would you describe your relationship with auxiliary members?
16. How does an auxiliary constable in your detachment request a ride along?
17. When you were an auxiliary constable, did you feel appreciated for your work?
18. Do you think the CLPS as an organization treats their auxiliary officers well? Why or why not?
19. Is there anything else that you would like to add about the auxiliary program?

Thank you for taking the time to speak with me. Having your perspective is important to ensure that all voices are being heard and are incorporated to improve the CLPS's Auxiliary Policing Program.

Appendix H: Interview Guide Members of Leadership CLPS

Preliminary Tasks

- ☐ Review the content of the Letter of Information.
- ☐ Respond to any questions about the study or their participation in the interview.
- ☐ Obtain Informed Consent through verbal agreement.
- ☐ Provide participants with copy of the Informed Consent form.

Role of the Auxiliary Police

1. How would you describe the purpose of the CLPS Auxiliary Program?
2. How would you describe the role and duties of an Auxiliary Constable?

Recruitment

3. What do you think is working well in attracting people to consider volunteering for the Auxiliary Program?
4. What do you think are some of the challenges in attracting individuals to the Auxiliary Program?
5. In general, how do you think the CLPS can improve the recruitment of Auxiliary Constables?
6. In your opinion, what are the best ways of attracting people to the CLPS Auxiliary program who are not interested in policing as a career choice?
 - a. What are your thoughts on recruitment and retention of individuals who are interested in a career in policing?
7. Preliminary survey results suggest that the application process was 'long and convoluted'. What are your thoughts on ways the CLPS can improve the application process?
8. Do you think the CLPS would benefit from the use of psychometric tests such as gauging Emotional Intelligence as a way of screening auxiliary recruits? Why or why not?

Training

9. After an auxiliary constable completes the recruit orientation course, what opportunities are available for additional training?
 - a. What type of information or skills development do Auxiliary Constables have in the additional training opportunities?
 - b. What would you like to see added, removed, or modified to Auxiliary Constable training?

Thematic Probes:

- Vehicle Training
 - E.g. ATV, snowmobile, patrol car
- Use of Force Training
 - E.g. Additional Weapons training
- General Police Training
 - E.g. Traffic, additional practical training, radio training, specialized units, training with sworn officers.

- Training to be completed at home.

Transition to Sworn

10. If an application is from a former or current CLPS auxiliary member, how is this considered in the sworn constable application process?
 - a. Are there particular skill sets that auxiliary officers develop that would set them apart from other police applicants?
 - b. What about Auxiliary at the CLPS versus other police services?

CLPS Organization

11. How does the CLPS facilitate relationship-building between auxiliary and sworn officers?
RQ#7
 - a. How are new auxiliary constables introduced to their detachment?
 - b. What kind of role do you see ride alongs playing in relationship building between auxiliary constables and sworn members?
12. What initiatives does the CLPS have in place to show its appreciation for the work of its auxiliary constables?
 - a. What are your thoughts on what else can be done or needs to be done to show appreciation to Auxiliary Constables?
13. How do you think the COVID-19 pandemic will impact the role and work of the Auxiliaries?
14. Ignoring budgetary restraints, if there was one thing that you could change/add/improve in the auxiliary program, what would it be?
15. Is there anything you would like to add that you think is important to know about the CLPS Auxiliary?

Thank you for taking the time to speak with me. Having your perspective is important to ensure that all voices are being heard and are incorporated to improve the CLPS's Auxiliary Policing Program.

Appendix I: Codebook Survey Qual Data

Previous Volunteer Experience		
Coding Theme	Description	Example
Community Organizations and Programs	Captured volunteer experience within the community in various events and programs.	“Local community support groups.”
EMS	Captured experience pertaining to emergency medical services includes volunteer firefighters and volunteer paramedics.	“Search and rescue team.”
Law Enforcement	Captured experience related to law enforcement	“Community Policing Committee.”
Military	Captured experience that involves the Canadian Forces or other military organizations such as the cadets.	“Sea Cadets”.
Religious	Captured previous volunteer experience for religious organizations.	“Knights of Columbus.”
School	Captured volunteer experience relating to educational institutions.	“Research Assistant.”
Social Services	Captured volunteering at social service organizations.	“Victim Service.”
Health Programs	Captured volunteer experience about various health and wellness programs.	“Heart and Stroke Foundation.”
Sports and Athletics	Captured volunteer experience in sports and athletics organizations.	“Hockey Coach.”

Perceptions of the Application Process		
Coding Theme	Description	Example

Application Processes	Captured themes surrounding the process of applying to become an auxiliary.	
Improve length of time	Captured discussions about the length of time of the recruitment process.	“The process is way too long, you are losing a lot of good applicants who are getting frustrated with the lengthy process.”
Inform Applicant	Captured informing the applicant about their place in the application process.	“Clear responses as to where they are in the process and why they failed in the process.”
Increasing local detachment power in the process	Captured providing more power to the local detachment to select candidates wanting to become auxiliaries.	“I think detachments needs to be given back the responsibility of vetting their applicants.”
Streamlining with Reg Force	Captured aligning recruitment efforts with those of sworn officers to make the process of becoming a sworn member more efficient.	“I would like to see it streamlined as much as possible with the regular force.”

Additional Selection Criteria		
Coding Theme	Description	Example
Age	Captured any selection criteria that involve the age of an applicant.	“They should be older than 20 years.”
Commitment	Captured implementing a time commitment requirement to the selection criteria.	“Enforce the 2 year minimum commitment to the auxiliary program.”
Fitness	Captured the requirement to be physically fit or healthy.	“Candidates must be able to pass the fitness test.”
Language Requirements	Captured selection criteria that involve language requirements.	“Full command of one of the 2 languages in Canada but with recognition that having other languages is a plus to their engagement and possibly worth points.”
Post-secondary	Captured requiring applicants to have a post-secondary degree or diploma.	“College or university Diploma or degree.”

Previous Firearms Experience	Captured previous experience using a firearm.	“I would say that firearms training is a useful asset, especially if the candidate has a firearms license.”
Previous Volunteer Experience	Captured previous experience volunteering for other organizations.	“They should have a minimum of 500 community hours to prove that they care about their community.”

Attracting Individuals Interested in a Career in Policing		
Coding Theme	Description	Example
Advertising Locally	Captured advertising using local channels such as the radio and newspaper.	“Local Ads in areas where auxiliary members are needed.”
Attending educational Institutions	Captured attending career fairs and presentations at educational institutions to attract students interested in pursuing a career in policing to the auxiliary.	“I believe that going to high schools and post-secondary institutions to promote or partner with them is important.”
Detachments	Captured marketing the program at local detachments.	“Open houses where Auxiliary members are running information sessions.”
Information Sessions	Captured marketing the program through information sessions geared toward those interested in becoming sworn officers, auxiliary members, and general volunteers.	“Presentations at information sessions.”
Utilizing social media	Captured marketing the program over social media such as Twitter, Instagram, and Facebook.	“Social Media.”
Word of Mouth	Captured advertising the program in the community by passing the information from person to person.	“Word of mouth.”

Promoting in community	Captured encouraging volunteering in the auxiliary by promoting the program in the community through presence.	“I believe the best form of advertisement for the Auxiliary program is through frontline work, primarily through community events to which discussion can be readily made about the program and benefits.”
Financial Support	Captured monetary benefits to encourage volunteering for the CLPS.	“Lobby the government for tax incentives like current part-time firefighters.”
Improving the Recruitment Process	Captured improving the recruitment process to make it faster and more accessible.	“Expedite the recruitment process.”

Attracting Individuals Not Interested in a Career in Policing		
Coding Theme	Description	Example
Advertising	Captured advertising the program through various modes, including attending educational institutions, internet, television, and newspaper.	“Local ad campaigns.”
Current auxiliary self-promotion	Captured utilizing current auxiliary members to promote the program through their presence in the community.	“I find the best opportunity is when I have an auxiliary member out for a ride along, the conversations start with the differences in our uniforms and especially our banners. I find members of the public are not aware of what an auxiliary constable does and have even less knowledge on how to join. Our people are our best resource!”
Social Media and Online	Captured advertising through social media and online channels.	“Social media posts.”
Appeal community involvement	Captured emphasizing the community involvement portion of volunteering.	“Appeal to the community involvement more than other aspects.”

Financial Support	Captured monetary benefits to encourage volunteering for the CLPS.	“There needs to be better incentives for volunteering 180hrs a year vs the current \$300 that is provided.”
Information Sessions	Captured creating auxiliary-specific information sessions.	“Develop auxiliary-specific information sessions.”
Treat them like volunteers	Captured removing the program’s facets that make volunteers police-like and treat members like volunteers.	“Understand that they do NOT want to be police officers and treat them as such.”

Targeting Specific populations, geographic regions, or cultural diversity		
Coding Theme	Description	Example
Developing auxiliary-specific recruitment initiatives	Captured developing auxiliary-specific recruitment initiatives to attract community members to the program.	“Get out there and recruit! No one I’ve spoken to has heard of the Aux program nor would they know how to go about applying”.
Public Information Sessions	Captured marketing the program through information sessions geared toward those interested in becoming sworn officers, auxiliary members, and general volunteers.	“I want like to see a recruiting event added to the process. This would allow people who are interested in pursuing the auxiliary program to get more information regarding the process and unit.”

Motivations for volunteering.		
Coding Theme	Description	Example
Altruism	Captured altruistic motivations for volunteering.	“Being a positive role model for kids.”
Egoistic	Captured egoistic motivations for volunteering.	“I was still a student and wanted to finish my studies prior to applying to be a sworn member.”

Improving Experiences for Auxiliaries Operationally

Coding Theme	Description	Example
More Involvement and Trust	Captured allowing auxiliaries to partake in more activities such as patrol and others that utilize their skills.	“Recognize that there are many members who wish to pursue a career in law enforcement and provide opportunity for them to work towards this goal.”
More Policing Powers	Captured giving auxiliary members more police-like powers.	“Work with the OACP to give auxiliary constables more police powers.”
Tiered Model	Captured developing a tiered model of volunteer involvement in which activities can volunteer in different capacities.	“Develop a tiered model of involvement. The more you learn the more you would be able to do.”
Uniform	Captured issues about the auxiliary uniform, such as the uniform’s colours and the words AUXILIARY instead of AUXILIARY POLICE.	“Change our "auxiliary" title on our vests to "auxiliary police" or "auxiliary constable". The public doesn't understand our title. I am often asked if it's French?”

Improving Experiences for Auxiliaries Organizationally		
Coding Theme	Description	Example
Creating Opportunities for Advancement	Captured creating more opportunities to advance through the ranks.	“More opportunities to advance beyond the rank of Staff Sergeant.”
Fostering Inclusive Environment	Captured developing a more inclusive environment where auxiliaries feel welcome.	
Bridging the Gap between Aux and Sworn personnel	Captured improving relationships between auxiliary and sworn members.	“Include auxiliary members in conversations regarding daily operations and detachment level needs so that we can help assist full-time officers as well as commissioned officers.”
Showing Appreciation	Captured showing more appreciation to auxiliary members.	“Show more appreciation to their members.”

Improving Communication	Captured improving communication between the program office and auxiliary members.	“Better and more frequent updates from the Program Office.”
Providing Financial Incentives	Captured providing financial incentives for volunteering at the CLPS.	“Pay Raise.”
Transitioning to sworn	Captured improving the process for auxiliaries wanting to transition to become sworn police officers.	“More opportunity directly to auxiliary members for being hired over others just walking off the street.”
Greater Utilization	Captured statements that discussed utilizing the various skills and talents that auxiliaries bring to the organization.	“Actually use auxiliaries and not just let us 'make work' for ourselves.”

Role as an Auxiliary		
Coding Theme	Description	Example
Community Support and Crime Prevention	Captured auxiliaries who envision their role as community support and crime prevention	“We should be retitled to "Community Toy and Food drive officers". With community event demands and lack of members there is barely any time for ride alongs.”
Negative Role	Captured themes that demonstrate a negative connotation towards the role of an auxiliary constable.	“Lately, a burden.”
Officer Aid	Captured members who believe the role of the auxiliary is to be an officer aid primarily.	“I am the most intelligent tool on the officer's belt, and can offer significant assistance when deployed skilfully.”
Positive Public Relations for the Organization	Captured volunteers describing their role as a positive public relations team for the police.	“My role is primarily to represent the OPP in the community in a positive light.”

Appendix J: Codebook Interview Data

Characteristics of Current Auxiliary Members		
Coding Themes	Description	Example
Previous Law Enforcement Experience	Captured statements made by auxiliaries with experience working in law enforcement.	"I've been involved for a very long time, and I'm not just a POLICE SERVICE auxiliary. I'm actually a sworn police officer in the United States."
Previous volunteer experiences	Captured cases of auxiliaries having previous volunteer experience.	"I did yeah, I volunteered with Canadian Cancer Society, all kinds of sports, you know when my kids were growing up, I would coach."
Younger auxiliaries	Captured cases of participants explaining that younger auxiliaries are more interested in being sworn officers.	"In the past few years it's really, really young people simply wanting to get hired and we struggled with that."

Perceptions of Auxiliaries and Sworn Members on Effective Recruitment Strategies, and Selection Criteria		
Coding Themes	Description	Example
Alignment with sworn officer selection	Captured perceptions on aligning the auxiliary applicant selection and recruitment process with that of sworn officers.	"I think, in my opinion, it's getting more streamlined"
Application Process	Captured perspectives on the application process.	"I think with the simplified recruitment process that we are currently seeing now, the fact that it's a much more streamlined, as you know, there's been a lot of improvements of the recruitment process."
Challenges to Recruitment		
Awareness of the program	Captured awareness about the program as a challenge to attracting people to the auxiliary.	"I think that we need a little bit more, I guess more advertising, just a little bit more about the

		program because a lot of people don't really know what it's about."
Financial Compensation	Captured cases that noted a lack of financial compensation as a challenge to attracting people to the auxiliary program.	"Well, it's unpaid...they may have a hard time attracting people to a role, and if they do, there might be significant travel involved and the expenses and whatnot that they incur in terms of travel costs may not be remunerated."
Societal Portrayals of Policing	Captured cases that attributed challenges to recruitment to societal portrayals of who the police are and how they operate.	"There's a lot of people in that millennial group and lower that now see, maybe have had their minds changed from the media, and believe that policing maybe isn't the best career as it was."
Flying the flag	Captured cases that support visibility to the public in the community as a valuable recruitment method.	"So, for recruitment to the auxiliary, I mean the CLPS does an amazing job of a show of force. We fly the flag all the time right?"
How did current and former auxiliaries hear about the program	Captured cases that examine how current and former auxiliary members heard about the program.	
CLPS Civilian Members	Captured hearing about the program from civilian members in the CLPS.	"I have an aunt who was a dispatcher actually. So that's where I originally heard about it."
Exposure to Auxiliaries	Captured being exposed to the auxiliary program by volunteers.	"Basically, I'd seen some auxiliaries around when I was younger and when I started doing a couple of ride-a-longs"
Exposure to Sworn members	Captured learning about the program through current sworn members of the CLPS.	"I was introduced to auxiliary policing from regular police officers who I came in contact with."
Recommendations from Family and Friends	Captured joining the auxiliary based on a recommendation from a family, friend, or community member.	"I was referred to it by word of mouth from a friend of mine."

Perceptions of Current Strategies	Captured perceptions of current strategies on auxiliary recruitment.	“What are they doing well? I think that with the modernization of our recruitment program that the CLPS have a firm handle on the type of individuals who would be really good as police officers.”
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Modifying Recruitment Efforts to Target Populations, Geographic Regions, or Cultural Diversity		
Coding Theme	Description	Example
Engaging community volunteer groups	Captured engaging with other volunteer organizations to attract community members to the auxiliary.	“I think maybe we need to look at connecting with other groups and organizations within the community that are volunteer-based where we can go and do some recruiting.”
Recruiting community members not interested in policing	Captured discussions around recruiting people to the auxiliary who are not interested in policing as a career choice.	“I think that’s part of what the auxiliary program should be doing. But then we really need to look hard at, we get some really good candidates that as you say don’t have an interest in moving on other than doing the auxiliary policing, and so if we can find a balance it would be nice to say we’d get 50% that want to move on and 50% that are going to stay with us forever,”
Recruiting Diversity	Captured ways the CLPS can recruit racially diverse community members.	
Removing Barriers and providing support	Captured removing barriers and providing additional support to diverse applicants.	“I think once we get that candidate, we have to offer them a little extra support or a little extra help and if we feel that they’re a right fit in the program because bringing in that diversity is important.”

Targeted recruitment strategies	Captured strategies aimed at attracting specific groups of people.	“Well I think you’ve got, I mean it comes down to your demographics and your analysis and basically depending on what the target group is, you’ve got to go where that group is which may seem simple,”
Attending community-based functions	Captured attending community-based functions to attract community members from targeted groups.	“I think, I don’t know we could do anything different. I mean, other than possibly attending more community-based functions.”

Incorporating Psychometric Testing in Recruitment and Retention		
Coding Theme	Description	Example
Psychometric Testing	Captures participants discussing already developed.	“We’re going to be piloting a behaviour predictive analytics assessment, we’re developing a Fit for the Role Benchmark within this assessment which breaks down to 85 character traits.”
Needing an EI-based test	Captured themes revolving around the need to assess auxiliaries’ emotional intelligence.	“In this role, my strong opinion is you need people who have a high level of emotional intelligence because you need people who can connect on an emotional level understand and empathize with the people”
Resiliency	Captured participant discussions of the importance of mental resilience.	“They also build up that resiliency which is beneficial from when you transition over. To be able to handle the workload and that, you now – the things that we see and how we cope. It’s the coping piece, it’s the ability to be resilient and to, ‘how do I deal with what I just saw?’, right?”

Motivations to Become an Auxiliary		
Coding Theme	Description	Example
Altruistic - Community-oriented	Captured motivations that revolve around wanting to give back to the community.	"I thought it would be a great opportunity give back, gain some community service."
Employment-related	Captured motivations that revolved around participants' full-time employment.	"I was a civilian in communications and I didn't know anything about the auxiliary program before being hired as a civilian and I found that when I heard about the program, I thought to myself, 'what a wonderful way to learn the aspects of the other side of the radio'."
Interest in Law enforcement	Captured cases of individuals motivated because of an interest in law enforcement but do not have an interest in a career as a police officer.	"I think always an interest in law enforcement work, or type of work. Wasn't really my kind of thing for a career."
Motivation to become a police officer	Captured individuals whose motivations revolved around interest in becoming a sworn police officer.	"It was because I wanted to develop a career in law enforcement. I wanted to be a police officer."

Best Things About Being an Auxiliary		
Coding Theme	Description	Example
Camaraderie	Captured discussions of mutual trust and friendships developed resulting from volunteering.	"I think it's a really good sense of comradery amongst auxiliary members."
Community involvement	The best thing about being an auxiliary is being involved with the community.	"It allows me to see the impact that we have and what our program has on our communities and the effects that that has"

Mentorship	Captured discussions of the program providing mentorship opportunities.	“It helps me to see young individuals attain their goals and their dreams of becoming police officers.”
Skill development	The program provides auxiliaries with an opportunity to develop skills.	“Developing skills that you take to your job.”

Challenges of Being an Auxiliary		
Coding Theme	Description	Example
Operational	Captured challenges that involve being an auxiliary include issues with detachment space, public perceptions of the police, uniforms, etc.	
Public Perceptions of the Auxiliary	Captured the way public perceptions of the police result in auxiliaries being painted with the same brush.	“And that’s the reaction that we get all of the time from the general public, they’re just not informed right? They don’t know who we are.”
Organizational	Captured challenges that deal with human resources-based issues such as attrition, turnover, and understaffing.	
Command Structure of the Auxiliary	Captured discussions that cite the command structure of the auxiliary program as a challenge.	“When we had a chief superintendent, he used to sit at commissioner’s committee, and it didn’t mean that he was being a part of the decision for the organization.”
Sworn officer attrition within the program	Captured the departure of auxiliaries to other departments within the organization.	“Some of the challenges we face as a program is there’s always a lot of turnaround in our organization and I’m talking about the employees.”
Attrition to Sworn	Captured discussions of auxiliaries leaving the program to become sworn police officers.	“a lot of people that do join are joining to become regular force members. So, we have quite a high turnover of people becoming regular force members.”

Improving Auxiliary Experiences

Coding Theme	Description	Example
Leveraging Skillsets	Captured references of making effective use of auxiliaries' skill sets.	“Whether you’re a doctor, or a pilot, or a plumber, or an electrician, whatever your background may be, you bring something else to the CLPS that makes it a better organization than where it began.”
Financial support	Improving the financial support that auxiliaries receive as part of their involvement with the organization.	“How much do you get paid? ‘Uh, we’re volunteers, we don’t get paid’. And people just turn around and walk away.”
Input in decision-making	Giving auxiliary members an avenue to provide input into program changes and decision-making.	“I think we should maybe be more included in it or there needs to be a better approach to building and fostering a culture of leadership and respect and motivation too.”
Showing appreciation	Recognition of the effort that auxiliaries put into the program.	“We get a card every year, except for this year on volunteers week thanking us for everything we do. Which is really, really nice from the CLPS.”

Perceptions of the Program and its Officers		
Coding Theme	Description	Example
Role ambiguity	Captured discussions that depicted a lack of clarity or certainty with auxiliary members' roles in the organization.	“Years ago they went from us being trained on the firearms and now we’re only familiarized with the firearm. That word that doesn’t seem to change much, but when down the road it comes down to well, you know like during COVID if they were to decide to all of a sudden use auxiliaries to supplement the numbers of reg force.”
Used as needed	The auxiliaries' role is to be 'used as needed' by their detachments.	“The responsibility to participate, to be a team player, and support operations going on at your detachment, and then when you’re deployed, you can be ‘used as needed’ kind of thing.”

Developing Skills	Captured notions that the auxiliary provides good opportunities for skill development.	“The opportunities that it’s provided me in terms of the development of my professional side has just been leaps and bounds.”
Good experience interested in a career in policing	Stating the auxiliary is an excellent way to gain experience for those interested in a career in policing.	“I’m a strong supporter of the program and having been an auxiliary, I have referred it a lot. Especially for younger applicants because they might not get hired right away as a constable, but if they’re over 18 I say, you know what this is an opportunity to gain some experience.”
Providing networking opportunities.	The auxiliary program provides networking opportunities.	“I cannot think of any other way to spend my time in life where I would have networked with so many great people.”

Perceptions of Relationships Between Sworn and Auxiliaries		
Coding Theme	Description	Example
A - Relationships between sworn and auxiliary officers	Captured auxiliaries discussing the relationship between sworn and auxiliary members.	“Officers really do appreciate having us out. But it was a challenge that a lot of us, you know the guys who have been there for 10 to 15 years, it was hard to get in on patrols back then.”
S - Relationships between sworn and auxiliary officers	Captured sworn officers discussing the relationship between sworn and auxiliary members.	“By promoting the idea of ride alongs, if I can, I know this is recorded, but some people just don’t want auxiliaries, and that’s fine.”
Suspicious of outsiders	Captured one of the features of the police culture of being suspicious of outsiders.	“Sworn officers, we’re a bit of a different group in that sense, we don’t welcome people with open arms and that goes for our recruits on the frontline as well on the road. Those people are expected to prove themselves”
Liaison dependent	Captured discussions about liaison members’ role in facilitating relationships between sworn and auxiliary officers.	“The local liaison member is the one that really is the facilitator between the detachment and the unit.”

Defining the Purpose of the Auxiliary Program		
Coding Theme	Description	Example
Participating in Community-based initiatives	Captured discussion relating the purpose of the program to participate in community initiatives.	“Kind of like a public education piece, being there to support what the police are trying to do, kind of on a community side.”
Representing the police in the community	Captured definitions of the program's purpose to represent the police in community service.	“On a truly functional basis, we are here to provide the manpower that the regular force just doesn't have to cover community events and community policing initiatives”
Support for Sworn officers	Captured definitions of the purpose of the auxiliary program as to support sworn officers on patrol.	“The purpose obviously is to support detachments, so going on patrol, especially right now in the days when you know we're talking about staffing and detachments we're not necessary flush with officers, to respond to calls.”
Intermediaries between the public and the police	Captured discussions surrounding the role of the auxiliary as intermediaries between the public and the police.	“Having this volunteer aspect because like I said, it does bridge the community and the police agency.”
Recruitment tool for sworn constables	Captured definitions that outlined the purpose of the program in recruiting sworn members.	
Farm-team	Captured the purpose of developing candidates to become sworn police officers.	“I'll start off by sort of the 'farm team', the recruitment aspect, and I think that is an important part of what this program represents.”
A litmus test for those interested in policing	Captured discussions surrounding the auxiliary program to give volunteers an insight into policing as a career choice.	“It's a great place for you to try out the role, you get to put on a uniform, get to experience the positive aspects of policing, you get to see the realities as well.”

Appendix K: Interview Information Letter and Consent Form

Interview Information Letter

Title of the Study: Auxiliary police constables: Examining recruitment and retention practices in a geographically dispersed police service

Faculty Supervisor: Jennifer L. Schulenberg, PhD, Department of Sociology and Legal Studies, University of Waterloo. Phone: 1-519-888-4567, ext. 38639, Email: jlschule@uwaterloo.ca.

Student Investigator: Damian Sycz, MA, Department of Sociology and Legal Studies, University of Waterloo. Phone: 1-***-***-****, Email: dsycz@uwaterloo.ca.

To help you make an informed decision regarding your participation, this page will explain what the study is about, the possible risks and benefits, and your rights as a research participant. If you do not understand something in the letter, please ask one of the investigators prior to consenting to the study.

What is the study about?

You are invited to participate in a research study conducted by Damian Sycz under the supervision of Dr. Jennifer L. Schulenberg from the Department of Sociology and Legal Studies at the University of Waterloo that investigates auxiliary police constable recruitment and retention within the Crescent Lake Police Service. The findings will be used to develop recommendations on how to improve recruitment tactics and workplace conditions for auxiliary constables.

Participation in this study will ensure that the voices and opinions of auxiliary officers are represented in recommendations on recruitment and the development of strategic priorities in the Auxiliary Program. The findings from this study will directly address questions that are of operational need to the organization. Second, a goal of this study is that the identification of your experience as a volunteer will provide the CLPS. with evidence-based recommendations that can be used to improve practices and initiatives that will be of benefit to auxiliary constables.

We are looking to examine the perspectives of current Auxiliary Police Constables/former Auxiliary Police Constables now Sworn Officers/Members of the Community Services Branch of the CLPS. Participation in the study is voluntary. It will involve an interview of approximately 30 minutes in length to take place over a telecommunications application (e.g. Skype, Zoom, Microsoft Teams) or the telephone. You will be asked questions pertaining to your involvement in the Auxiliary Program (for example, ways in which the CLPS can improve conditions for Auxiliary Police constables). You may decline to answer any of the interview questions if you so wish. Further, you may decide to end the interview session at any time by advising the researcher of this decision.

With your permission, the interview will be audio recorded to facilitate collection of information, and later transcribed for analysis. Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. Your participation in this study will be considered confidential and all identifying information will be removed from the data and stored separately. Your name will not be used in any publication resulting from this study, however without your

permission, anonymous quotations may be used and you will be referenced generally by your role (for example, "Former Auxiliary Constable", "Current Auxiliary Constable"). When information is transmitted over the internet privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). We will not collect or use internet protocol (IP) addresses or other information which could link your participation to your computer or electronic device.

Collected data will be securely maintained in a locked office and in an encrypted format on a password protected computer, external hard drive, and OneDrive for a minimum of 7 years. You can withdraw your consent and request that your data be removed from the study by contacting the researchers within this time period. Please note that it is not possible to withdraw your data once the results have been submitted for publication. There are no known or anticipated risks to you as a participant in this study.

The raw data will not be shared with any members of the CLPS nor will it be used to monitor performance.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

I would like to thank you for considering participating in this study. Your input and perspective is important to further enhance the Crescent Lake Police Auxiliary Program. If you have any questions, would like additional information to assist you in reading a decision about participation, or would like to receive a copy of the final report, please feel free to contact, Damian Sycz, at dsycz@uwaterloo.ca or Dr. Jennifer L. Schulenberg, at jlschule@uwaterloo.ca.

Sincerely,

Damian Sycz, MA
PhD Candidate
Department of Sociology and Legal Studies
University of Waterloo
1-***-***-****
dsycz@uwaterloo.ca

Jennifer L. Schulenberg, PhD
Associate Professor
Department of Sociology and Legal Studies
University of Waterloo
1-519-888-4567, ext. 38639
jlschule@uwaterloo.ca

Consent Form

By providing your consent, you are not waiving your legal rights or releasing the investigators or involved institution from their legal and professional responsibilities.

Title of the study: Auxiliary police constables: Examining recruitment and retention practices in a geographically dispersed police service

I have read the information presented in the information letter about the study conducted by Jennifer L. Schulenberg, Ph.D., and Damian Sycz, M.A. from the Department of Sociology and Legal Studies at the University of Waterloo. I have had the opportunity to ask questions related to the study and have received satisfactory answers to my questions and any additional details.

I am aware that I have the option of allowing my interview to be audio-recorded to ensure an accurate recording of my responses.

I am aware that excerpts from the interview may be included in the thesis and/or publications to come from this research, with the understanding that the quotations will be anonymous and I will be referenced to by my general role (e.g. Former Auxiliary Constable, Current Auxiliary Constable).

I was informed that participation in the study is voluntary and that I can withdraw this consent at without penalty by advising the researcher.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca. For all other questions contact Damian Sycz, dsycz@uwaterloo.ca, 1-***-***-**** or Dr. Jennifer L Schulenberg, jlschule@uwaterloo.ca, 1-519-888-4567, ext. 38639.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

☐ YES ☐ NO

I agree to have my interview audio recorded.

☐ YES ☐ NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research.

☐ YES ☐ NO

Participant Name: _____ (Please print)

Participant Signature: _____

Witness Name: _____ (Please print)

Witness Signature: _____

Date: _____

Appendix L: Interview Appreciation Letter

I would like to personally thank you for participating in the “Auxiliary Police Constables: Examining Recruitment and Retention Practices in a Geographically Dispersed Police Service” research study. The purpose of this study was to examine why individuals decide to become auxiliary constables, the ways in which police services can improve their recruitment tactics to target individuals with diverse backgrounds, and the way that police services can improve conditions for already-serving auxiliary constables. The data collected in this study will address questions of how to improve the auxiliary police program, and what the CLPS can do to improve its auxiliary police recruitment tactics.

As a reminder, your participation in the study will remain confidential. Upon the completion of the study, the results will be shared with research participants, the CLPS, and disseminated in the form of a final report, doctoral dissertation, and various academic and practitioner publications. The electronic data collected will be encrypted and stored on a password-protected computer, the University of Waterloo’s password-protected OneDrive cloud software, and a password-protected external hard drive for a minimum of seven years. Physical documents (i.e. consent forms) will be stored in a secure filing cabinet in a secure office at the University of Waterloo away from any data collected from research participants.

If you would like a copy of the Final Report, please contact me at dsycz@uwaterloo.ca . I expect the study to be completed by January 2020.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee (ORE#41011). If you have questions for the Committee contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

I greatly appreciate your participation as it ensures the voices of auxiliary constables are captured to further enhance the auxiliary police program. Your participation represents an integral part of the research study. If you think of any additional questions regarding the study or results, please do not hesitate to contact myself by email.

Sincerely,

Damian Sycz, MA
PhD Candidate
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University of Waterloo
Waterloo, ON, N2L 3G1
1-***-***-****
Email: dsycz@uwaterloo.ca