An Examination and Analysis of Current Supervisory Development Programs in Municipal Police Departments

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AN EXAMINATION AND ANALYSIS OF CURRENT
SUPERVISORY DEVELOPMENT PROGRAMS IN
MUNICIPAL POLICE DEPARTMENTS

by

Stanley W. Kelley

A Thesis Presented to the Faculty of the School of Graduate Studies in Partial Fulfillment of the Requirements of the Degree of Master of Business Administration

Western Michigan University
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACKNOWLEDGEMENTS.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>CHAPTER I - INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Methodology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>CHAPTER II - SHORT HISTORY OF POLICE SUPERVISION</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The Job of the Modern Police Supervisor</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Police Science Requirements of the Supervisor</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Supervisory Requirements of the Police Supervisor</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>CHAPTER III - WHAT POLICE SUPERVISORS ARE CURRENTLY BEING TAUGHT</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Confusion with In-Service Training</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Budget Allocations for Supervisory Training</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Subject Matter Taught</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Frequency and Length of Training</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Comparison of Training by Department Size</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>General Summation of Survey Results</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>CHAPTER IV - SUPERVISORY TRAINING COURSES NOW BEING GIVEN</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Supervisory Training Available Outside the Department</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Departmental Training v. Outside Training</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>CHAPTER V - THE FUTURE OF POLICE SUPERVISORY TRAINING</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Opinions of Some National Figures on the Future of Police Supervision</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Course Material Suggested</td>
<td>56</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS, continued

CHAPTER VI - SUMMARY AND CONCLUSIONS

Principal Findings ............................................. 59
Conclusions .................................................. 60
Recommendations .............................................. 61
Suggested 40-Hour Basic Course in Police Supervision ............... 70

APPENDIX

EXHIBITS ..................................................... 74

No. 1 - Development of Police Supervisory Personnel Survey .......... 74
No. 2 - Letter to Chiefs of Participating Departments .................. 78
No. 3 - Police Departments Participating in This Study ................. 79
No. 4 - Survey Letter to Police Administration Officials .............. 80
No. 5 - Pre-Sergeants' Training Schedule, Cincinnati, Ohio ....... 81
No. 6 - Supervisors Training Course, Dallas Police Dept ............. 83
No. 7 - In-Service Promotional Training for Uniform Sergeants ........ 86
No. 8 - Curriculum for Pre-Sergeants' Training School ............... 89
No. 9 - The Traffic Institute, Northwestern University Supervision of Police Personnel Course Schedule .......... 91
No. 10 - Universities and Colleges Offering Organized Programs of Training in Law Enforcement .................. 94

TABLES ....................................................... 95

No. 1 - Comparison of Supervisory Training in Michigan Police Departments .... 95
No. 2 - Comparison of Supervisory Training in Non-Michigan Police Departments 96
No. 3 - Table of Subject Matter Taught by Department Schools ........... 97

BIBLIOGRAPHY ................................................. 98
CHAPTER I

INTRODUCTION

The modern policeman has one of the most complex and heterogeneous jobs to perform in our society. He is expected to be a combination of several specialists, each one requiring a high degree of competency and special skills. He is required to be a social case worker when dealing with juveniles, a psychologist when handling psychopaths, and a doctor when working accident patrol. He needs to be a methodical chemist when conducting criminal investigations and a congenial public relations man when working on traffic control.

Can such a jack-of-all-trades possibly be a master of any? It is true that the police officer is not expected to be an expert in all of these occupations but he is expected to have a surprising amount of competency in all of them. In the larger departments there usually are experts in several of these fields but most departments have to rely on the regular policeman to handle a great variety of problems. In most instances, the policeman is taught enough about each field to allow him to competently handle crisis situations when they occur. However, the level of competency demanded in each of these areas to
handle crises adequately is still considerable.

The requirements of performing all of these varied tasks adequately and the rapidly expanding knowledge required to cope with the ever changing procedures of modern police activities demand continuous training and education. The police officer never knows enough. The results of these demands and the constant training develop a unique breed of individual.

Even more difficult than the police officer's varied job is that of the police officer's supervisors. Over the years, the police administration field has utilized rather elaborate and extensive combinations of rules, regulations and procedures which quite rigidly control the actions and decisions of the police officer. This has been necessary to insure consistency and minimum standards when handling difficult circumstances. The supervisor has no such help. He must be capable of performing all the requirements of the policeman plus the new and quite different requirements of supervising the activities of these rather unique individuals performing complex work.

The police supervisor finds himself trying to master the ever changing complexities of modern police science as well as trying to meet the demands of an effective supervisor. The magnitude of these combined demands has been such that to achieve both has often seemed out of reach;
and when a choice has had to be made, the effort has been to meet the demands of police science with the resulting neglect of the requirements of effective supervision.

Purpose of the Study

The purpose of this study is to appraise the current status of police supervisory training in various sized municipal police departments and to examine these in light of accepted standards and requirements of police supervisors.

Comparative data of the various training programs being carried on at present were compiled and analyzed. Opinions of the chiefs of the various departments involved were obtained, as were the views of prominent members of the police administration field. Their views and attitudes toward the problem were solicited in order to obtain the consensus of thought toward police supervision from within the police administration field. The curricula of several national schools offering work in police supervision were gathered and analyzed to appraise the training available from this source. Information on departmental budgets, agendas, and facilities were analyzed to equate the training activities of the departments studied.
Limitations.

The study and analysis were limited to supervisory training in the restricted definition of supervisory functions; that is, training the supervisor to handle the activities of supervising his subordinates' work and not in increasing the supervisor's ability to perform the work himself. The broad extensive training that is such an integral part of the police field labeled "In-Service Training" was avoided. This training has as its purpose the task of increasing the trainees' proficiency in police science. However, an effort was made to separate that portion of In-Service Training activities which meets the definition of supervisory training when it is included in the In-Service activities of the department.

The limitations of the sample in the survey are recognized and admitted. The survey included a total of seventeen cities. Three of these were among the top five in size in the nation. Three medium-sized departments recommended by persons in the police field as being leaders in supervisory training were included. Eleven Michigan cities of medium size were included since they are representative of the majority of police departments throughout the United States with at least one hundred members on the police force. The low perimeter of the study was set at one hundred authorized personnel. While this figure is arbitrary,
research indicated this to be about the smallest in size that would allow for any significant training department within the force. There are undoubtedly smaller departments which do good jobs in training, but the limitations of the study precluded locating and studying these departments.

The writer does not purport the survey data to be statistically sufficient to be indicative of the practices in all police departments throughout the nation. While it may be, such a conclusion cannot be made solely on the strength of this data. However, the survey data do appear to be statistically significant to substantiate the opinions and conclusions from the study when combined with the views and opinions of the police administrators surveyed.

The schools used in the study were selected from information available at the Kalamazoo Municipal Library in City Hall and from the personal advice of persons contacted in the police training field. The selection of the persons surveyed was made in the same manner.

No implications are made that the results necessarily apply to other departments, or to other schools, or that the views and opinions presented represent the views of other men in the police training field.

The limitations are those which were necessary to keep the study to manageable proportions. The implications are made only to the extent of the parameters of the study.
The conclusions are drawn on the basis of the facts available from the study and, like the implications, do not necessarily apply beyond the scope of the study.

Methodology

A survey questionnaire was prepared to obtain identical information from all of the departments surveyed. This questionnaire was reviewed and refined through the cooperation of the Kalamazoo City Police Department chief and the department training officer. The questionnaire was mailed to twelve cities in Michigan which have a police force of at least one hundred persons. Eight, or 66.6 percent of these departments took part in the survey. The identical questionnaire was sent to six departments outside the state of Michigan. New York and Los Angeles were chosen because of their being among the largest in size in the United States. Detroit, which is also one of the largest, was included in the Michigan survey. Four other major municipal departments, Cincinnati, Dallas, Milwaukee and Denver, were included in the study because of their national reputation for being leaders in the field of training.

Identical letters were sent to nine prominent national leaders in the field of police administration. Their views were requested on the subject of police supervisory

1Exhibit No. 1, p. 74.
2Exhibit No. 4, p. 80.
training. This letter and the listing of the persons are in the exhibits section of the paper. Eight of these persons responded and many of their comments are interspersed throughout the paper. Three specific questions were asked of each for comments: (1) Is such a project (the study) worthwhile to pursue? (2) What are your opinions of the current and future status of police supervisory training? (3) What are your recommendations regarding keys of a successful program? Four of the men were heads of major police agencies; five were directors of schools specializing in police administration.

Personal visits were made to some departments and training academies; also, departmental training officers were personally interviewed. Actual training outlines were requested and several were received.

All of these data and information were separated, equated and analyzed in the process of conducting the study and formulating the conclusions and recommendations.

Definition of Terms

In this thesis, the terms "supervisor" and "police supervisor" are used synonymously. All persons having operating authority over a group of men and holding a promotional rank above that of the men supervised were classified as supervisors. Usually on a police force, the
supervisors hold the rank of sergeant or above. In a few departments, the rank of corporal is used for the lowest level of supervision. All of the departments in this study use sergeant as the lowest supervisory rank.

The term "police" is used to mean any organized civil force for maintaining order, preventing and detecting crime, and enforcing laws.¹ It does not include any integrated police and fire departments. There is a trend toward integrating the two public safety forces of policemen and firemen. When this occurs, entirely new problems will arise even in the area of supervision of such personnel. This study purposely excluded all such integrated departments.

The term "In-Service Training", as used in this study, refers to the broad spectrum of training which is given the police officer after he joins the force. It is designed to improve his competency in crime prevention and detection and is training to improve his "police" abilities as opposed to training to improve his "supervisory" abilities.

Supervisory training, when used in this paper, refers to training which is designed to increase the competency of the trainee in handling, leading and directing the activities of other functioning policemen.

Additional definitions of terms seem unnecessary if it is understood that the usual definition is intended. Attempt has been made to refrain from highly technical terms which might not be familiar to one outside of the police science field.
CHAPTER II
SHORT HISTORY OF POLICE SUPERVISION

The trends of authoritarian v. permissive types of supervision in the United States have been somewhat like the motion of a pendulum; that is, a swing from the one extreme of absolute authority vested in the supervisor to the other extreme of only permissive authority of the supervisor, and now a movement back toward the first position.

As little as fifty years ago, the police supervisor, like most other supervisors, was the toughest person on the job. He ruled by threat of income loss and gained compliance by the iron hand. He hired and fired at his own whim. One writer observes, "Subordinates of those days respected and feared this type of supervision--respected his strength and feared his anger."¹

To the extent that it got the job done, this type of supervision could be considered effective. The job then was simply to get out the work. Laborers were plentiful and since most of the work was done by unskilled help, one man was as good as another. Most of the supervisor's personnel problems were solved by the gentle words, "You're fired!"

Strong arm supervision began its descent when management began to discover that a new man could no longer put

out as much work as an experienced man. Arbitrary firing became too expensive a luxury as jobs became more complicated and more training was required to break in the new man. In realizing that some form of supervision must be found which would retain workers who now required many dollars in training, management began to put more and more pressure on the supervisor to use tact and persuasion to get results instead of threats and brawn.

The permissive type of supervision reached its highest popularity in the war years when workers were very scarce and cost competition was very weak. This period is characterized as the soft-sell era in supervision. Rapid expansion of employee organization under favorable federal legislation gave workers new legal bargaining strength. In addition the mass production demands and cost-plus pricing practices made managements extremely benevolent. This type of supervision became ingrained in the thinking of both labor and management and is still prevalent in some industries today.

However, in the last few years as competition has intensified, permissive supervisory techniques have been under rather critical re-examination, with the result that they are losing some of their support to a more middle ground approach which recognizes the value of human relations but which also insists that the supervisor must have
the authority, with the responsibility, to control the results of the people he supervises. King\(^1\) presents the case in this manner:

With rapid expansion of unions combined with laws enacted favoring labor, the supervisor had to change—from authoritarian to persuasive tactics. He had to supervise by suggestion and pleading rather than the middle road of firmness and competent management. War production and the growth of the Armed Forces in the 1940's created a labor shortage that forced the supervisor to continue the soft-sell supervision, even though it was evident that it was not wholly adequate. You will still find that type of supervision in some industry today, but most of the nation's top management has shifted to the modern concept of sound supervisory practices.

Thus, the role of a supervisor has changed greatly in the last fifty years. He was an absolute despot over his work and his workers. Then he became a figurehead, coaxing and appealing for work and cooperation. Today he has seen some of his authority returned, but returned with clearly defined limitations on his powers over the welfare of his subordinates.

The history of the police supervisor very closely parallels that of any other supervisor. The sergeant used to be the master of his section. His subordinates knew it and accepted it, but he, too, had to change. King\(^2\) says, "The rough, tough sergeant was an important part of the element of law enforcement agencies, but he has little place in the modern concept of supervision."

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1loc. cit., p. 5.
2ibid.
The supervisor must accept his role and be competent enough to get his men to perform satisfactorily through cooperation and willingness. He does have the help of a trend away from weak supervisors and toward more firm supervision running in his favor, but if he is master of his domain, he must never forget that he is a "constitutional monarch" today and does not rule by any divine right.

The Job of the Modern Police Supervisor

Supervision in police administration is defined as "the sum total of all techniques used to get people to perform acceptable work;" municipal government supervision as "the responsibility of getting things done through people;" and industrial supervision as "responsibility for making things happen through the efforts of people."

These statements do not sound very profound by themselves but what they say together is highly significant. They disclose that industrial supervision, government supervision and police supervision are all similar to a large extent.

degree. Certainly they are all different so far as the end products of the organizations are concerned, but the processes of supervising the workers to obtain the different products are quite similar. The supervisor's job in each is basically the same and that is to get the work accomplished through the efforts of other persons.

This revelation that police supervision is not unlike supervision in other occupations is not as accepted as one might think. The results of this study indicate to this writer that if it has been recognized and accepted, it has not been exploited by the police field.

Private industry has awakened to the fact that the first-line supervisor is a very important spoke in the management wheel. He is the key to higher production and lower costs. This is not to say that police administrators are not aware of the importance of their supervisors. Every chief and every authority who took part in this study indicated their belief in the importance of the supervisor. However, private industry has found it profitable to invest heavy sums of money in providing training for the supervisor to improve his ability to "get things done through people." There is no evidence of a corresponding determination in the police field to make these necessary expenditures in training their supervisors. As stated above, a wealth of training is provided the policeman, but it is job knowledge
training in police activities, not training in the area of
teaching the supervisor how to get all these things accom-
plished through proper supervision. Getting work done
through the efforts of other people is not always easy; in
fact, it is seldom easy. It is simpler for the policeman
to learn the intricacies of arrest and seizure than it is
to learn the art of motivation and cooperation. Still the
supervisor is given more training in technical police prob-
lems than he gets in supervisory problems.

What is expected of modern police supervisors is
shown by examination of Gulick's management formula,
"POSDCORB":

P. Planning
O. Organisation
S. Staffing
D. Directing
C. Coordination
R. Reporting
B. Budgeting

This is a general administration formula which includes the
author's concept of administrative activities down to and
including the supervisors as part of management. Since this
formula is widely accepted, both in the public administra-
tion and the police administration fields, it will be used

1Gulick, L., and Urwick, L. (eds.), Papers on Science
of Administration. New York: Institute of Public
Administration, 1937.

2Sherwood and Best, op. cit., p. 8.

3King, op. cit., p. 30.
throughout this thesis as a basis for the police supervisor's duties and responsibilities, and for comparison with the duties and responsibilities of supervisors in other occupations.

Police Science Requirements of the Supervisor

The police profession requires that its supervisors be exceptionally well qualified as policemen in order to carry out their responsibilities as supervisors. This may be the main difference between the police supervisor and his counterpart in other fields.

Many companies have found it administratively wiser and more economical to hire trained and well educated persons, insert them into the organization, and teach them the job knowledge required, rather than to attempt to teach supervisory skills to their present men with high degrees of job knowledge.

The police field has traditionally promoted from within and obtained all of its supervisors from the ranks. Brandstatter¹ expressed this concept this way in a recent speech:

Why do I stress the importance of this responsibility [leadership, training] of police management? Primarily because law enforcement in the United States has limited its progress for recognition to the personnel of individual

departments. The career system in American law enforcement service is vertical with diagonal or lateral movement confined within the police department.

There are some very legitimate reasons for a stress on vertical advancement rather than horizontal insertion in a police department.

The main reason for promotion from within seems to be that the supervisors of the police force are continually required to make many complicated police decisions. This includes first-line supervisors. A sergeant is often alone in command of a station and thus must make decisions regarding arrest, jailing or releasing prisoners, or search and seizure of property. The decisions of a sergeant, and certainly those of a lieutenant or captain, often have consequences on the solution of a crime and the safety of the public. There is little room for error and little time to obtain assistance. Consequently, the police field has stressed legal and investigative training even for its supervisory officers. The patrolmen look to their supervisors for information and authority regarding complex matters in police work.

While the production foreman can usually call in some expert help, such as production engineering, most police supervisors must make a decision upon their problems immediately when they are received from the patrolman's call-box
or a car radio.

Therefore, there seems to be a fear in the police field of a supervisor without considerable experience as a law officer. As we have stated earlier, other industrial and business organizations have found that they can introduce a properly trained person into the organization at the supervisory level. Such a practice appears to be considered impossible by the police field.

The closest acceptance of hiring at an advanced level in the police field is an interesting recent work by Germann.¹ He visualizes a type of certification for police work which could be earned through college level and accredited special education as well as experience. Any policeman earning such certification credit could substitute academic work for experience up to a certain limit. One of the major hurdles in management development in the police field is this insistence on vertical rather than horizontal movement. As long as this is the case, every new man, no matter how well trained, must start at the bottom of the police profession ladder as a basic patrolman and work the long way up through experience in each department.

This philosophy of "experience counts" may not stand the test of examination, but it appears to follow the

results of this study that it is so ingrained in the police profession that it must be accepted and a way found to work with it, rather than attempting to replace it.

Supervisory Requirements of the Police Supervisor

Now that the reasons usually presented for requiring the supervisor to be highly trained in police science have been explored, his needs in the area of supervision should be considered.

It would appear that there is evidence of much confusion as to whether the police supervisor is supposed to be a policeman first and a supervisor second, or a supervisor first and a policeman second.¹

The proper concept of the duties and responsibilities of the police supervisor appears to be very vague in the minds of many people in and out of the police field. It is probably even more vague to the many practicing supervisors.²

Not clearly understanding the job of supervision is a common characteristic of supervisors promoted from the ranks if they do not receive adequate supervisory training. A man cannot be lifted out of a life of "doing" without a good deal of "planned transforming". If this transforming is not provided, the man will continue to become involved with the

¹Exhibit No. 1, p. 86.
²Ibid.
work himself instead of seeing that it is properly accomplished by others.

Slavin gives this opinion:¹

We would not have to visit many cities to find a supervisor of any grade at the scene of a bad accident out in the street directing traffic, helping to complete a report, and doing other things at the operational level. This is to me a rather pointed example that the supervisor, if left to his own devices, quickly reverts back to the patrolman level operations.

The supervisor must separate himself from the actual work if he is to take his place on the management team.

King² states

Since supervision is defined in Municipal Police Administration as 'the sum total of all techniques used to get people to perform acceptable work,' the first-line supervisor is also a part of management in this respect.

The functions of police management have already been defined as POSDCORB: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting. None of these functions require or even permit that the supervisor actually do the work himself.

The survey showed that only two of the participating

departments had their police supervisors receive the same training as the supervisors in the other city departments. It is difficult to understand why all municipal supervisors cannot study in the same school if the POSDCORB formula of management functions is used by both the city police department and the other city departments. Granted, there may be a different application of the principles and functions. However, the knowledge of the basic principles and how to apply them in differing circumstances is the training the supervisor really needs.

The Detroit Police Academy has come close to this recognition of the common ground of police supervision with other supervision by teaching a course taken directly from the city's general supervisory training course and modified and shortened for police use.

The argument might be presented that the police field is a semi-military occupation with strong stress on rank and authority while other supervision is based more upon democratic application of leadership. This may be true, but the military organizations, where even stronger lines of differences exist between military and civilian personnel, have found it profitable to subject both supervisors to the same management courses.2

1Table II, p. 96.

There are a great many similarities between the job of a police supervisor and the job of a supervisor in other municipal departments and in other occupations. The supervision of people is now recognized as being a skill and a management art in itself. To be effective, the supervisor must use a number of traits and skills which are not known until they are taught to him.

We cannot expect any man to be a good supervisor without proper training. There is little relationship between good "job knowledge" and good "supervision knowledge". This applies to the police field as well as to any other field.

There are peculiar aspects of the police field which do demand that the police supervisor, because of his command officer responsibilities, be highly skilled in police science. However, there is at least an equal amount of evidence that the actual job of supervising the work of policemen is little different from the work of supervising men in any other work. Therefore, the requirements and principles of supervisory science are just as applicable to police supervision as they are to industrial and other business supervisors, and they are equally, if not more, important to the police supervisor as his police science training.
CHAPTER III

WHAT POLICE SUPERVISORS ARE CURRENTLY BEING TAUGHT

One of the major purposes of the study is to collect, analyze and interpret factual data on the scope of supervisory training currently being given by departments to their supervisors. The information collected indicates that nearly all departments claim some form of training for their supervisors. However, early in the study, evidence showed that connotation of the term "supervisory training" varied so greatly among the departments that no standard definition could be maintained. Every police department, no matter how large or small, can claim supervisory training if it defines the terms loosely enough. In the samples in this study, departmental training was sometimes claimed although the only program offered was periodic informal meetings of the command officers. Since all departments seem to feel that training is a mark of a good department, few admit that they do not provide some form of supervisory training. Only one department admitted to having no formal training.\(^1\) The reason given was realistically "lack of funds and cannot spare the men to attend schools".

All departments in the study indicated that they used outside schools for part or all of their training. Five of

\(^1\)Table I, p. 95.
the Michigan departments used the outside schools exclusively for training their supervisors while three said that they used both schools and departmental training. The usual practice is to send the new sergeant to a sergeant's course offered by a college having a police administration school or to a police institute. These courses vary in length from one day seminars to three- or four-week courses. Course materials vary widely between the different schools depending upon points of emphasis and length of the course. Training available through these schools is discussed in more detail in Chapter Four.

All non-Michigan departments included in the study provide their own training although all of them also list outside schools as part of their total program. The length of the courses provided by the departments studied varies from five days to four weeks. However, these courses usually also cover advanced police science training and, therefore, only a portion of the time is devoted to training in supervisory techniques. Analysis of the courses revealed that from 40 to 50 per cent of the time was devoted to training officers in their supervisory duties.

Very few police officials contacted in the study feel that the training now given is adequate. The following are some of the opinions received from chiefs of departments
included in the study:

"We send men to supervisor's courses at M.S.U. \(^1\), when they have the courses if we have the money available."

"Personnel shortages will not allow for on-duty training programs."

"Promise of better programs in the future as a result of follow up and evaluation."

"Entirely inadequate."

"More supervisory training needed and forthcoming."

Even those who don't say that their training program is inadequate have some reservations about its sufficiency. Some comments were:

"I feel we are doing a good job, but it is hoped we will be able to do more in the future."

"It is adequate but could be vastly improved."

"Our training meets our needs, however like all programs it could be improved with more training hours and funds."

These opinions indicate that there is a general feeling that the supervisory training now being offered needs to be improved and that there will have to be greater emphasis placed in this area in the future. Those who are

\(^1\)Michigan State University School of Police Administration, East Lansing, Michigan.
current conducting supervisory training feel that they need to improve their courses and to offer more training if they are to meet the future needs.

Confusion With In-Service Training

There is almost no distinction made between the training given to the command officer regarding his supervisory functions and the training given to him regarding advanced police work. When supervisory training is provided it is usually a part of a broader in-service course.

To illustrate how advanced police work is entwined with supervisory training courses, the following situations serve as examples. One of the nation's largest forces gives two weeks of pre-sergeant training in its academy with only one of the two weeks devoted to problems of supervision. The other covers such subjects as handling prisoners, crime reporting, firearms and riot equipment, and crime scene investigation. Another major department has a four-week pre-sergeant course; however, only one hundred and two hours of the 155 hours are devoted to subjects that would be defined as supervisory skills. Although not every department combines its supervisory training with regular in-service

1 Exhibit No. 7, p. 86.
2 Exhibit No. 8, p. 89.
schools, this is the most common practice.

Some departments include Federal Bureau of Investiga-
tion schools as part of their supervisory development
program. While F.B.I. training is rightly held in high
esteem for the knowledge it provides in advanced law en-
forcement, it does not attempt to teach supervisory skills
other than methods of instructing other men in home de-
partments in what the officers have learned at the schools
and the "qualities of natural leadership" which they main-
tain they expect of all police officials.

The high amount of in-service training provided
police command officers is probably indicative of the
prevailing attitudes of the police profession: that there
is need for considerable training but that this training
needs to be primarily concerned with improvements in law
enforcement techniques rather than in general supervisory
and management skills.

Budget Allocations for Supervisory Training

Another purpose of the study is to determine what
proportion of the general budgets of the various departments
involved was devoted to training, and what proportion of the
training budget was devoted to the development of super-
visors. The study discloses that many departments cannot
identify, or are unwilling to reveal, the amount of money
devoted to supervisory training, as is indicated by the 54 per cent "Not Available" responses. The amounts identified range from none to $5,000 for supervisory training with the mean being $1,066 in the Michigan survey. The average expenditure per man was about $11.00 per employee. Only one of the departments outside Michigan had this figure available. It was $12.00 per employee, surprisingly close to the averages of the smaller Michigan departments. The figures on total training budgets in the non-Michigan departments varied from $39.00 to $156.00 per employee with the mean being $80.00 per employee. Michigan departments ranged from $10.00 to $167.00 with a mean of $49.00.

Part of the 54 per cent of unavailable figures may result from the fact that many departments do not maintain separate training budget figures and partly because of differences in bookkeeping. For example, some departments include the salaries of the training staff in the training budget while others include only materials outside school

1Table I, p. 95.
2Detroit is excluded in these figures because of its size.
3Detroit is included in the per employee comparison.
4Table I, p. 95.
5Table II, p. 96.
6Table I, p. 95.
expenses in the budget. Some departments include the salaries of the men while attending fulltime recruit school or other schools since they are not performing regular duties, while some do not include any salaries. Therefore, a precise comparison is impossible.

The study indicates that another comparison between departments is available: the ratio of fulltime instructors per employee. This comparison is not too significant for the smaller departments since only two have fulltime instructors, but all of the larger departments have training personnel on a fulltime basis. The ratio of fulltime instructors per employee varies from .0014 per employee to \( \frac{1}{.0063} \) , with the mean being .0038, or one instructor per 263 employees. It must be recognized that the fulltime instructor per employee ratio is not always reliable as an indicator of the training level. One department might use fewer fulltime instructors and more part-time instructors and supply the equivalent amount of training as another which uses all or nearly all fulltime instructors and makes little use of part-time instructors. Although not entirely reliable, this ratio is indicative of the emphasis of training within the department.

The rank of the chief training officer does not
appear to be a reliable indicator of the status of training within the department. In the study, there were two sergeants, two lieutenants, one captain, one deputy inspector, three inspectors, two deputy chiefs, one assistant chief and a civilian training head.  

Subject Matter Taught

The survey inquired into the range of subject matter taught in the courses offered by the departments themselves. As in the case of training as a whole, this can apparently be defined loosely enough to claim that nearly all of the courses include most of the subjects available. None of the departments could supply the percentage of course time allotted to the various subjects covered. One might argue that since supervisory training is likely to be meaningless without some preconception of the subject matter to be covered, this area should be given more emphasis.

Eight departments of the thirteen which participated in the survey have training programs within the departments. Four of the 16 subjects surveyed were taught by all of the departments: merit rating, report writing, communications and training new men. One subject, individual differences, is not taught by any of the smaller departments although it

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1 ibid.

2 Exhibit No. I, p. 74
is included by three of the five major national departments. "Cost Reduction" is not taught by any of the major departments, yet it is taught by one of the small Michigan departments. The areas which receive the least attention are job methods, safety supervision, cost cutting, problem solving, individual differences and records management.¹

These results would appear to indicate that task-centered subjects are being taught but basic management principles are being neglected. To the extent that goal directed organizations have common characteristics, it would seem that management principles could be included to advantage in police department training.

Further analysis indicates a possible explanation for the neglect of basic management principles in most of the present training programs might be that the training officer is not a professionally trained management instructor. Therefore, it is quite possible that he will not be capable of adequately teaching these subjects. Lawyers and doctors realized this long ago. Should a non-professionally trained police instructor even attempt to teach a course in supervision? Police training officers may not be equipped to teach in this area; however, that question is the subject of a separate study and is beyond the scope of this paper.

¹Table III, p. 97.
The purpose of this study is to determine if they are teaching and if so, what subjects.

**Frequency and Length of Training**

The most frequent length of training programs provided in purely supervisory skills is one week or approximately 40 hours. A difficulty arises in attempting to determine this with any precision when advanced law enforcement subject matter is combined with supervisory training. In addition, many departments use rather informal once-a-week type sessions which are held for various numbers of weeks. When this is the practice, the length of the course cannot be accurately determined. As stated earlier, some departments offer two weeks at their academies while others offer up to four weeks but these include many law enforcement subjects along with supervision. The mode seems to be about 40 hours of training in supervision techniques.

The larger departments usually supply training to their sergeants-to-be. Once men pass the examination and are placed on the eligibility list awaiting vacancies, they are sent to school. The main reason for this practice seems to be that in this way the men can be taught as a group and be prepared when they assume their supervisory positions. This method is not feasible for small departments who promote only one or a few men at any one time. This is one reason
why the smaller departments tend to send their men individually to campus schools instead of waiting until there is a large enough group to make up a class.

In the Michigan survey, five out of nine departments provide training before the man is promoted.¹ In the out-of-state survey, three out of five trained before promotion.² All departments indicated they trained more than once and most trained at irregular intervals. Two said that they had regular intervals of once or twice a year.³

Comparison of Training by Department Size

The survey indicates that all larger departments provide some form of supervisory training, but not all smaller departments do.⁴ The large departments have more formal, quite detailed programs with larger numbers in the classes. However, they do not always have the highest instructor per employee comparison or the most dollars per employee. These figures are obtained by dividing the number of fulltime instructors and the total training budget by the number of employees in the department. The highest ratio is

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¹Table I, p. 95.
²Table II, p. 96.
³ibid.
⁴Table I, p. 95.
held by a small department (150-175 employees)\(^1\) and the lowest by one of the nation's largest departments.

Some small departments provide more hours of supervisory training than some departments do with their own academies, because they do not have their own programs. They have no alternative but to send their men to an on-campus school. A new sergeant in some small departments receives up to three weeks of purely supervisory training under professional instructors if he is sent to certain outside schools.\(^2\) This is more hours of training than he would receive at an academy in a large department with one of the most advanced programs.\(^3\)

The study reveals that a greater number of the larger departments provide supervisory training but that the smaller departments can, although fewer of them do, offer more training to their men than those departments having a special academy.

Letters received from police administration experts throughout the course of the study repeatedly name the same few departments as being the leaders in supervisory training.

\(^1\)In order to insure anonymity, the exact figure is not given.

\(^2\)Exhibit No. 9, p. 91.

\(^3\)Exhibit No. 8, p. 89.
These departments offer similar programs which would indicate general agreement upon the subject matter they feel should be contained in the training course.

**General Summation of the Survey Results**

The data from the two surveys compare very well with each other. One survey included all of the departments in Michigan with more than 100 employees while the second covered a sampling of those most frequently named as being leaders in supervisory development.

The data indicate that while most departments can claim some form of supervisory training, there is little uniformity in the training programs. The data further indicate that there is a prevailing tendency to confuse regular law enforcement training given to command officers with supervisory training, as evidenced by the fact that many departments listed F.B.I. and other advanced law enforcement education as supervision training.

Although the survey indicates that the larger departments are more apt to provide their own supervisory training, there is evidence that some small departments have supplied their supervisors with more total hours of training and provided this training by professionals outside the school. The study data also imply that department attitude
and philosophy appear to be more significant than either the number of employees or the size of the department budget in determining the scope and caliber of the supervisory training.
CHAPTER IV
SUPERVISORY TRAINING COURSES NOW BEING GIVEN

Several police departments throughout the country have developed training courses for their own supervisors. These departments usually have their own police academies; however, they may be as unpretentious as a room or two in the police building which can be used for training purposes, or they might be large imposing structures quite separate from other police activities with their own staffs and budgets.

Size of the department is usually an important factor in the training facilities available. A separate study would be required to determine the size at which a police department should have its own academy. In this study, the smallest department having one employs between 900 and 1,000 persons.

Two police departments were chosen for comparative study because their names were recommended most frequently by police officials for their leadership in providing training for their supervisors. These were Cincinnati, Ohio, and Dallas, Texas.

The Cincinnati supervisory course is a one-week, 40-hour school and the training schedule is listed as an exhibit to this paper.\(^1\) It covers 14 of the 16 areas

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\(^1\)Exhibit No. 5, p. 81.
surveyed\textsuperscript{1} - the two subjects not covered are Individual Differences and Cost Reduction. While the Cincinnati course might be criticized for not including these subjects specifically, it probably does touch upon them somewhat. For example, some cost-cutting techniques may be taught with the subjects of Rates and Measures or Planning and Evaluation of Effort for Effective Cooperation.\textsuperscript{2}

Several of the subjects taught in the Cincinnati course appear to be management principle oriented and such subjects as Role of a Sergeant as Related to Management and Administration, Effective Supervisory-Subordinate Communications and Personnel Problem-Solving Projects which are listed in the outline of the course,\textsuperscript{3} appear to stress some of the supervision-management principles. However, ultimately it is what the instructor can and does teach that determines course content more than what is listed in a syllabus.

The Dallas approach to training supervisors is quite different from that of Cincinnati, but like Cincinnati, Dallas has also gained a reputation for having good

\textsuperscript{1}Table III, p. 97.
\textsuperscript{2}Exhibit No. 5, p. 81.
\textsuperscript{3}ibid.
supervisors and a good supervisory training course. The Dallas supervisor has a tailor-made textbook and manual—First-Line Supervisors Manual, written by seven command officers of the Dallas Police Department—which contains the following statement by J.E. Curry, Chief of the Department, in the foreword:

The public is fortunate that most enlightened police administrators now realize that if the supervisor is to attain maximum effectiveness he must be adequately prepared for his duties. This book was first prepared as a guide for supervisors of the Dallas Police Department, but the principles that it contains are so broadly applicable that it should be of value throughout the country.¹

The Dallas training course covers the following ten basic areas:

1. Fundamentals of Supervision
2. Principles of Administration
3. Decision Making
4. Human Relations
5. Leadership
6. Role of the Supervisor in Training
7. Evaluation
8. Performance Rating
9. Personnel Complaints
10. Discipline

A contents outline of the book is presented elsewhere in this paper.² On the survey questionnaire, the Dallas Department

¹King, loc. cit., p. v.
²Exhibit No. 6, p. 83.
indicated that it also uses outside schools, although the long course training at these institutions are limited to the ranks of lieutenant or higher. Two subjects in the survey not included in the Dallas listing are Grievance Handling and Ways to Cut Costs.

Appearing to be more than coincidental and probably indicative of unique thinking on the part of these departments is the fact that Cincinnati and Dallas are the only departments in the study whose supervisors attend classes with other types of supervisors in their respective cities. (The City of Kalamazoo, Michigan, plans to send some of its police supervisors to a Supervisory Training course for all city supervisors in the fall of 1963.) Dallas lists among its instructors, "Qualified instructors from business and industry", and is the only department citing this particular type of instructor, although since the question was not specifically asked in the survey, other departments may do so but did not so indicate. The only departments listing college professors as instructors were Denver, Dallas, and Grand Rapids, Michigan.

Examples of the training offered by two of the nation's largest departments is presented as exhibits.¹

¹Exhibit Nos. 7 and 8, p. 86, 89.
Both of these have their own academies and full-time training staffs.

One major department gives its officers two weeks of training before they are promoted to sergeant\(^1\) -- sixteen hours of Principles of Supervision and 64 hours of Practical Job Training\(^2\) for a total of 20 per cent supervision and 80 per cent job training.

Another department gives its prospective sergeants four weeks of training at its academy,\(^3\) the general outline of which follows:

I. Discipline - eight hours
II. Job Knowledge and Supervisory Aids - 30 hours
III. Supervisory Techniques - 75 hours
IV. Civil Defense, Labor and Civil Disturbances - 12 hours
V. Traffic - six hours
VI. Miscellaneous - 25 hours
Total: 155 hours

Units I, II, and III fall into the category of supervisory function training while the remainder are more nearly police techniques. The first three units make up 113 of the total 155 hours, or 73 per cent of the course. The subject matter taught is varied and touches upon nearly every

\(^1\) Exhibit No. 7, p. 86.

\(^2\) Comment made on the survey return.

\(^3\) Exhibit No. 8, p. 89.
aspect of supervisory management. However, close scrutiny of the outline shows that there is not really very much attention given to basic supervisory principles. Most of the attention is given to the law enforcement activities of the sergeant. This training may be somewhat justified for a new sergeant if the course is meant to be only a basic course and is designed to prepare him for the immediate demands of his job. Certainly the new man should be trained to cope with the frequent problems he will face as a young supervisor. His competency, confidence and control are all enhanced by a high degree of training for his immediate job responsibilities. His development for higher responsibilities suffer most from the lack of training in basic management and supervisory principles. Job knowledge training only may leave the man unequipped and untrained for the broader thinking and responsibilities required by higher level positions.

There is no evidence that this is a freshman course and that there follow advanced courses. The police sergeant's course, for those who even get this much training, often is the only formal training the supervisor ever receives in police management principles. Germann concluded from his study,¹ "In recent years, there has been great

¹Germann, loc. cit., p. 4.
progress in the development of executive talent in the world of business and industry... but almost no attention [is] given to this matter in the sphere of law enforcement."

Supervisory Training Available Outside the Department

A need for training which cannot be supplied by the individual department has led to the creation of a number of police institutes and police administration schools throughout the country. A listing of some of the better known ones is presented elsewhere. 1 Approximately 90 institutions of higher learning are offering programs in police administration in the United States. These range from two-year programs offering a certificate or an associate of arts degree to a doctoral degree. 2

The number of these schools of higher learning offering police training is not significant to this study except as they relate to supervisory training. Most of them do offer some form of supervisory training of various lengths to police departments in their own area where short seminars, evening courses and similar plans can be utilized. For example, the Kalamazoo, Michigan, police department has

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1 Exhibit No. 10, p. 94.
sent supervisory personnel to such courses at the Traffic Institute of Northwestern University, the Police Administration School of Michigan State University, the Police Administration School of the University of Indiana, and the Southern Police Institute of the University of Louisville, Kentucky.

Curricula vary widely and the emphasis put on extension-type programs differs greatly between these schools. The institutes usually stress short programs of a practical, job-centered nature while police administration schools more often stress broad administrative science in the development of the individual over a period of years into top management potential.

The Federal Bureau of Investigation maintains its national training academy in Washington, D.C. As mentioned earlier in this paper, this school stresses new police scientific and technical training which should not be confused with supervisory training. The International Association of Chiefs of Police (IACP) in Washington, D.C., has a field service unit providing training to groups of men in the locality of the department. This is a service-type activity designed for the specific needs of a group paying for the service.

Why do not more departments provide training for their supervisors when all of these schools and services are
available? The reason seems to be that there are certain limitations to using outside schools which make it difficult for many departments to take advantage of them. Most departments can make only limited use of outside schools. One drawback as might be expected is the expense. It is simply too expensive for many police departments which usually must operate on a restricted budget to send their men away to school.

Travel and tuition must be considered. If several men are involved, this factor can be significant. Colleges and universities may be too expensive. One chief who participated in the study said, "[X] University is far too expensive for the average department." Another said, "Excellent training is available but often too expensive for budgetary purposes." An even greater expense is involved in boarding the trainee out of town. A one-week school costs approximately $100 in room and board. Probably the greatest expense of all is the salary which must be paid to the officer while he attends school. Most police departments do not have men to spare. If one is off duty, another usually has to work over-time, so the cost comes not only from paying the trainee's regular salary, but in addition, paying another man to perform the trainee's
regular duties.

As a result, many departments feel that they simply cannot spare the man. One chief states this point well,

Those schools which are available on the higher level... are apparently not only adequate but excellent for those departments able to take advantage of same, but law enforcement in Michigan is in dire need of regional training facilities where training such as that given at the aforementioned schools can be given close to home without the added expense of lodgings and food attached to outside schools. The same problem exists with ____ facilities. Many departments are unable to send their officers away to ____ to take advantage of the courses offered there because of cost factors plus the loss of manpower attached to doing so in any volume.

Expense apparently is not the only disadvantage of non-department schools. Several chiefs felt these schools did not meet the specific needs of the department enough to warrant their use. One such chief commented, "Those [non-departmental schools] attended have been adequate but local training is needed to take in consideration of local problems peculiar to area and department." Another commented, "They are too lengthy, expensive and are not geared to our problems."

Departmental Training v. Outside School Training

Every police chief and higher decision makers in the governmental units involved must at some time decide on just
how and how much they will train their supervisors. The two basic alternatives are to train within the department or to send trainees to non-departmental schools. Usually some combination is used.

There are advantages and disadvantages of both methods of training in supervision. Departments already have enough problems in providing adequate staff, facilities and manpower to provide good police training for the department in-service programs without attempting to staff competent instructors in supervision. Since the predominance of training is in the area of law enforcement, it is most important that the department instructors be highly qualified to teach the techniques of modern police activities which bear little resemblance to the more behavioral-science-type subject of effective supervision.

As stated previously, the subjects of law enforcement techniques and supervision principles are so diverse that it is doubtful if any one person would be capable of teaching them both well. Herein lies a great weakness of present programs. The regular police instructor is usually also the instructor of supervisory methods. Satisfactory experience as a law enforcement officer or even as a supervisor does not automatically qualify one to teach supervision. The teaching of the subject of supervision, including police supervision, falls more logically
into the category of general management than it does into law enforcement or police administration.

There are some advantages to non-departmental training which have not been mentioned. It has been noted that a college or institute is more apt to have better qualified instructors and better facilities for teaching, and the value of prestige to the supervisor should not be overlooked. When a man is lifted from the regular working group and put into a supervisory position, he needs something to separate himself from his subordinates. He needs to feel different in his own mind and in the minds of the men he is expected to supervise. To receive special training privileges or have a sizable amount of money spent on his training helps to make this distinction.

Another advantage of having non-departmental people involved is the possibility of new blood and new ideas. The trainee often picks up new ideas and accepts differing viewpoints more readily when they come from a stranger.

Some departments seem to feel that they must teach their own supervision courses. The fact that the school can be geared to the department's peculiar needs is probably the greatest advantage. The chief may have observed certain strengths and weaknesses of his supervisors as individuals and as a group and he may want to be able to
get these weak areas stressed in the training course. Some supervisors, and indeed the entire staff of one department, may be weak in administration, while another group may need more stress on human relations. Sending a man to school to learn more of what he already knows, while not learning enough to correct present weaknesses, is not very effective development.

Department training also has the advantage of involving less expense per man put through the training program. If the department has very many supervisors, it cannot afford travel and lodging expenses for all of them; if it has only a few, it cannot afford the loss of man power.

Summary

The basic decisions regarding supervisory development that every police department must make are these: Should supervisors be trained and who shall do it?

This study has looked into the amount and quality of supervisory training provided by the departments themselves and by the schools which are used for this type of service by the police departments. It reveals that the training offered by those departments providing their own program varies in length from a few days to a month. It also reveals that advanced police in-service training is usually
included in a supervisors' course with the results that less than half of the time is spent on subjects designed to teach the officer how to become a better supervisor.

Certain limitations are involved in the use of outside schools by a police department. Out-of-town schools are expensive and they require allowances for tuition, travel and lodging. Many departments cannot spare the man to be away at school with their present work level and man power complement. Some chiefs feel that the out-of-town schools are out of touch with their own needs and do not solve enough of the problems peculiar to their departments. Some of the advantages of outside schools are usually better trained instructors and better training facilities.

There are also certain limitations to departments' training their own supervisors, such as inadequate training facilities and not having qualified instructors available.

This study reveals that very little consideration is being given to the possibilities of other answers to training supervisors other than departments training themselves or sending men to out-of-town police schools. Little use is being made of qualified supervisory training instructors available from other sources. Some municipalities have qualified persons on the central personnel staff. Local colleges and universities are likely to have
professors skilled in management techniques who could teach the supervisory course at very little cost and with no traveling and lodging expense. Indeed, a good case can be made that police instructors are not as logical trainers in the field of police supervision as are these other non-police persons.
CHAPTER V
THE FUTURE OF POLICE SUPERVISORY TRAINING

Thus far this study has examined the history of police supervisory training and elements of its current position.

Probably the greatest single justification for insisting upon adequately trained police supervisors is the necessity of it in order to attain the mission of the department. One must justify supervisory training only as trained supervision relates to the ultimate output of the organization. In a police organization, the end product is the enforcement of laws, the detection of crimes, and apprehension of criminals. If these can be satisfactorily performed without the necessity for the training analyzed, then it should be dropped. However, effective police supervisors do need considerable training to perform their duties satisfactorily today and this training will be even more important in the future.

One of the restrictions placed by modern American society upon the supervisor is that he accomplish his duties in an employee-centered environment; that is, that he treat the employee with equality and respect. Re-enforcing this tendency, the various governmental units have passed legislation to insure the employees' right to
organize and ban together for mutual interest and protection. In addition, Civil Service legislation covers most police officers today.

Once again one sees the similarity of the police supervisor to his counterpart in another organization. In most instances, police officers have the privilege of forming their own organization. They do not have the right to strike and cannot belong to non-police unions where their allegiance to the organization might conflict with their responsibilities as police officers.

The police man power circumstances of today are already acute and conditions are likely to worsen. The police profession demands the best of the workforce. The police officer should be of higher than average intelligence, in excellent physical condition, and of top moral character. This is the kind of employee most other employers want, too. One can say that no one has to be a police officer today--he is not mentally, geographically, or economically trapped. Therefore, if his working conditions are not satisfactory, he will find employment in other fields. The supervisor must be capable of accomplishing satisfactory output in an environment acceptable to the employee. To claim that the worker must enjoy his work to the extent that he is wedded to it is
far-fetched and unrealistic, but his working conditions must be such that he prefers his work to some other alternative. The police supervisor bears a good measure of the responsibility for the work environment of his unit.

Future demands upon a police supervisor's skill in human relations as well as technical police science make thorough knowledge in both imperative. The police supervisors as technicians in human relations deserve and require just as much training as technicians of other skills.

Opinions of Some National Figures on the Future of Police Supervision

One of the purposes of the study is to gather the viewpoints of enough eminent men in contemporary police administration to sample the current thinking on police supervision. All officials contacted by the writer responded and some of the comments are listed below:

Robert F. Borkenstein, Chairman, Department of Police Administration, Indiana University: "I think your project is very much worthwhile but I predict that you will be astounded at the low level of supervisory training offered in most departments."

Gerald O'Connell, Assistant Director, The Traffic Institute of Northwestern University: "I think you dignify a non-existing situation when you question the future status of police supervisory development. Police training generally seems to be characterized by devoting major time emphasis to our newest
employees and neglecting those with vast experience and in whose judgment we take guidance for managing our valuable personal resources."

James H. Slavin, whose credentials are noted earlier in this paper: "With regard to the current and future status of police supervisory development, I hold a very dim view . . . There are far too many departments who provide no training opportunities, both department in-service training and outside in-service training."

John C. Klotter, Associate Director of the Southern Police Institute of the University of Louisville: "As to the current status of police supervisory development, comparatively few departments have any type of formal training for persons who are to become or who have become supervisors. Much emphasis is now being placed on the recruit training and some training is being given to the officer who has been on the job for some time, but only a handful of departments are giving supervisory training as such . . . There seems to be very little uniformity in the training programs and each has been developed to meet the immediate needs of that department."

Quinn Tamm, Acting Executive Director of International Association of Chiefs of Police, Incorporated: "One of the areas of police work in which there is considerable need for further study is police supervisory development. There is much more to be done in this area than has been done in the past. Proper supervisory practices in a police agency is just as essential to success as it is in the usual type of business operation."

The findings of this study correlate with the opinions of these men who are in a position to know what is occurring on a national level. They indicate that the
results of this study are the same as would be found in similar studies in other states and in such a study at national level.

Course Material Suggested

One of the problems that a chief must face once he decides that his command officers will receive supervisory training is what information such a training course should cover. In the previous chapter, the course length and contents of the present courses of various departments were analyzed. In addition, the training offered by various schools specializing in police training was examined.

It is now appropriate to discuss the areas which should be included in such a course. The course contents of the Traffic Institute of Northwestern University and recommendations for course content of the Southern Police Institute of University of Louisville have been selected for this purpose.

The Southern Police Institute covers this subject in its instructors training class and lists fifteen general subjects which it recommends be included in a supervisors course. These include

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1 Southern Police Institute of the University of Louisville, Kentucky
1. What the Department Expects From its Supervisors
2. The Supervisor's Job as Compared to the Workers'
3. Leadership on the Job
4. Taking Personal Action
5. Handling Behavior Problems
6. Starting the New Employee
7. Day to Day Job Instruction
8. Performance Appraisal and Action Following Appraisal
9. Determining Training Needs
10. Establishing and Restudying a Job
11. Effective Use of Time
12. Supervisory Reports
13. Field Techniques in Supervision
14. Administration and Organization of the Department
15. Supervisory Planning

This is the most comprehensive listing of material to be included in a supervisory training course offered by an institution participating in the study. It is not complete in every detail and the Institute points this out when it presents the material.

The content of the Supervision of Police Personnel course offered by the Northwestern Traffic Institute is presented elsewhere.¹ This is a three-week course, all of which is devoted to the general area of supervision techniques. This is the longest and most complete course that was found during the course of this study. The detailed information presented during this course indicates that it includes all the general areas as listed by the Southern Police Institute.

¹Exhibit No. 9, p. 91.
These two courses are offered as guides toward building a training course. However, even these courses should include more training in such areas as cost cutting techniques and job methods improvements. Although each touches upon them briefly, they do not appear to give them much emphasis. The basic supervision course recommended as part of this study evolved from these courses and similar ones in non-police organizations.
CHAPTER VI
SUMMARY AND CONCLUSIONS

In this study, we have examined the current status of supervisory development in the police profession and have attempted to make some assessment of the future needs and status of the police supervisor.

A supervisory development survey was made of all police departments in Michigan which have approximately 100 or more personnel in the department. A survey was also made of some of the largest departments in the nation. In addition, selected departments were surveyed which research indicated are leaders in the field of supervisory training and which now have established programs for training their supervisors. Colleges and universities offering police administration programs and several police institutes were also included in the survey. The curricula of these schools were analyzed to compose a picture of what the academic police administration field is offering in the area of supervisory training. The viewpoints and opinions of department chiefs, heads of schools and other national authorities in the police field were gathered.

The following principal findings, conclusions and recommendations are the results of this study.
Principal Findings

1. The police supervisor usually receives a considerable degree of in-service (job knowledge) training, but in comparison, very little training in the field of supervision.

2. The larger departments are more likely to provide departmental training in supervision and tend to have a more formal supervisory training program, but there is little evidence of any increased quantity or quality of the training for the individual supervisor.

3. Some small departments provide more hours of supervisory training than do many larger sized departments which have larger training budgets and more elaborate training programs.

4. There is general lip tribute to the problems and needs of police supervisory training, but insufficient acceptance of its necessity and value to make it a reality. It is professed by nearly all, but possessed by very few.

5. Department size and budget size do not appear to be as important as the attitude and philosophy of the police executive and the city administration in determining the quantity and quality of supervisory training provided.
6. Non-departmental, college and police institute
training is too costly and too difficult to obtain
to provide an answer for many of the departments.

Conclusions

The conclusions reached as a result of this study
are founded upon the information gathered. Their appli-
cation should be considered with due regard to the limits
of the research. However, it is felt that the research
and material investigated are sufficient to make the
findings and conclusions extensive enough to be of value
to all persons interested in upgrading the position of
supervision in the police field.

The police supervisor is not being given proper
training in the techniques of effective supervision. He
is a key man in the police management team, yet he re-
ceives almost no training in his duties and responsi-
bilities as a member of the management team. There is
such a difference between operating as a patrolman and
operating as a sergeant that to expect effective operation
from an untrained sergeant is just as unreasonable as to
expect an inexperienced recruit to function well as a
police officer without training — and this issue was
resolved long ago.
Police supervisory training suffers greatly because of a lack of enthusiasm on behalf of the police officials themselves. This writer heard on every hand the plea that if there were only more money and more man power, then training would be provided, but there was very little evidence of any real determination to sell the need to the proper authorities and to insist on the necessary funds. This compels the conclusion that while everyone in the police field are up-to-date enough to give acquiescence to the need, they still feel that patrol cars, new recruits and more equipment are more important than supervisory training. Until those inside the police field and those who control the funds and programs of the police departments become convinced supervisory training is a necessity and not just a desirable luxury, there is little likelihood of getting the necessary funds and man power to provide proper training.

Private industry has learned that if it is to keep costs under control, it cannot tolerate wasted man power, unnecessary turnover, and unproductive use of materials or equipment. These are the factors which are most directly under the control of the supervisor. When the police field accepts the same philosophy, proper emphasis on police supervisory training will result. It will not
become a reality until this occurs.

One of the interesting highlights of the study was the discovery of the very commendable job being done by some of the smaller departments. They overshadow the larger departments both in the amount and in the degree of training provided. This is highly significant because it removes the reason most frequently given for lack of training—that is, that there is not enough money to provide the training. If it is not money or the size of department that is the determining factor, the logical question follows: What is? The above observation adds more substance to the conclusion that the attitude and the philosophy of the department determines the degree of supervisory training provided in the long run. This is not to say that budgets are no factor, or that the chief is not handicapped by limited funds; rather, it would appear to indicate that the budget pie, small or large, is being sliced differently by different departments. Supervisory training always receives its share when it is held in high enough esteem.

Another finding which brings about an important conclusion is that which shows that the present programs provided by college police administration schools and police institutes do not provide an adequate answer for
most departments. On-campus courses certainly have their place in modern police administration, and campus supervisory courses and seminars can play a valuable role. However, almost every man has already completed his formal education before he becomes a police officer and since most of the supervisors for the foreseeable future are going to have to come from the non-college educated group of policemen, they are not going to be adequately trained in supervisory science—and they must be trained. Sending present departmental personnel to campus schools is beyond the capabilities of most departments. Additional to the cost of tuition is the even greater expenses of travel and room and board.

Another roadblock to on-campus training is the man power situation. Most departments have an authorized strength of only the minimum number of required men and they are often short on even this number because of unfilled vacancies. Every line-supervisor is sorely needed on the job and the department cannot afford to send him away to school and have him off the job.

As stated before, there is a need and a place for colleges and universities in the police field. The use of these schools must be increased. Police chiefs and police management staffs must realize the benefits of
formal education and take advantage of them if they are to keep abreast with a profession that is constantly changing and becoming more demanding every day.

However, this type of training logically begins at the top and filters down through the ranks. It will be some time before things have changed enough to make it possible for the many sergeants and even lieutenants to be able to participate very much in college level on-campus training.

The conclusion is reached that if the mass of police supervisors are to be trained, some way must be found which will provide training close to the departmental level; that is, training which will not require the first-line supervisor to be away from his job for any long period of time and which will not involve too much cost in travel and expenses.

Certainly a factor to be considered is that most departments do not have an adequately trained or staffed training division to provide the level and amount of training required to effectively teach the difficult and complicated techniques of supervision. The field of supervision is so different from police science that it should not be attempted to be taught as part of a policeman's regular in-service training. Once it is recognized that
supervision of policemen is a function quite separate from the other functions of police work, the necessity for providing supervision training to the police supervisor will be more clearly understood and accepted.

The final conclusion from the study is one which is probably no surprise, but which is important, nevertheless. It represents the unanimous opinion of the chiefs, the training officers and the other authorities surveyed regarding the future. All were very quick to point out that the demands of the police supervisor are increasing and no end to the trend is in sight. The supervisor will have to be considerably more capable and more skilled in the future than even today. The main reasons given are that they expect the shortage of policemen to continue and probably to increase, so turnover must be confined to only the unavoidable causes. They all expect continued budget problems, so the pinch will be on for effective and economical use of men and equipment in the foreseeable future. Furthermore, there is unanimous agreement that the technical aspects of police work will increase and that the educational level of the line police officer will continue to rise so that the supervisor will have to be equipped to handle well-educated and highly technically-trained personnel.
In other words, the future is not only an extension of today; it will increase the present problems and actually bring up some new ones of its own. The present problems confronting the police supervisor are not going to diminish. Indeed, they can only be expected to increase. If it can be said, and this writer feels it can from the results of this study, that adequate supervisory training for the police supervisor is already an urgent need and not a luxury, then tomorrow it will be an absolute necessity in every police department.

Recommendations

This writer recommends the following as a result of his study:

1. Research and study should be devoted to an investigation of the possibilities of home-study, self-development courses for police supervisors. Since most departments cannot send their supervisors away to school, training must be provided in a manner so that they can get it without having to travel away from home or to leave their jobs. This training should be controlled through using qualified instructors in supervision rather than attempting to use department training officers. This can be accomplished by using correspondence course techniques so that there is expert
advice available to the student, insuring that high standards are maintained.

2. Municipal police departments should explore to better advantage the possibility of personnel and facilities for training their supervisors available through the use of regular colleges and universities in their area. Many schools of higher learning have qualified management training specialists on their faculties who can provide the department with excellent instructors. In addition, many of the schools offer special arrangements so that courses can be structured specifically for the needs of the police department and arrangements can often be made to conduct the classes at a convenient place and time so that the department's officers are available for work and without the expense of out-of-town room and board.

3. Investigation should be made into the potentials of programmed learning and teaching machines for training police supervisors. Teaching machines and programmed instruction are now being refined and used in such diversified applications that there is excellent likelihood that they would serve a worthwhile purpose in police training. The use of these techniques would allow the supervisor to be available for work,
to study at the department or at home, and still to take advantage of course material designed and controlled by expert instructors at a cost within the reach of most departments.

4. The basic supervisor course should be one of 40 hours in length, containing the subject matter outlined in the following suggested course. This course is a composite of what the writer feels is the best of the courses now being taught by the schools, the actual departments who have refined successful courses, and the general academic field of supervision. It is designed to give the student a basic knowledge of supervisory techniques which he can apply immediately to his work and is a fundamental course of reasonable length providing the training necessary for a first-line supervisor. It will assist him in doing an effective job immediately and will provide a foundation upon which he can build through additional education and self-development. It is not intended to be a final course or a one-time cram course. It should be followed by advanced courses for the supervisor, each one dealing with fewer specifics of the immediate job and more on general management principles.
Unit I - Over-all View of Police Supervision

1. History of Police Supervision
   a. Dictatorship and bossism of days past
   b. Changes brought by labor legislation
   c. Changes brought by skilled labor shortages
   d. Civil service regulation of police personnel
   e. Police man power shortages necessitates good supervision

2. The Supervisor as Part of the Management Team
   a. The role of the supervisor in management
   b. The application of the POSDCORB management formula
   c. The financial management of government and police departments
   d. The organizational structure of the department and its purpose
   e. The role of policy, procedure and rules

3. The Supervisor's Domain
   a. The supervisor operates a small business
   b. Resources of time, man power and material
   c. Application of management principles
   d. The use of problem-solving techniques

Unit II - Responsibilities of the Police Supervisor

1. Responsibility for the Work
   a. Quantity of work output
   b. Quality of work output
   c. Principles of job analysis and work methods improvement

2. Responsibility for the Work Force
   a. Why men work
   b. Why workers fail
   c. The new worker
   d. Individual differences
   e. Group dynamics
3. Responsibility for Material
   a. Economical use of materials and supplies
   b. Economical use of equipment
   c. Waste control

4. Responsibility for Communications
   a. Necessity of good communications
   b. Downward communications
   c. Upward communications
   d. Proper report writing
   e. Techniques of effective communication
   f. When the supervisor doesn't agree with orders

5. Responsibility for Training
   a. Why train?
   b. Techniques of teaching
   c. Role of the training division
   d. Breaking in a new man
   e. Continuous training

6. Responsibility for Safety
   a. The necessity of safety
   b. The true cost of accidents
   c. Teaching safety consciousness to the worker
   d. Safety off the job as well as on the job
   e. Techniques of safety training

7. Responsibility for Report Writing
   a. The purpose of correct report writing
   b. The necessity of correct report writing
   c. How to write correct reports

Unit III - Techniques of Effective Supervision

1. Techniques of Discipline
   a. Purpose of discipline
   b. How not to discipline
   c. How to discipline
   d. Disciplinary tools
      (1) oral reprimands
(2) written reprimands
(3) withholding pay raises
(4) suspensions
(5) demotions
(6) discharges

2. Techniques of Merit Rating
   a. Improper use of merit rating
   b. Proper use of merit rating
   c. Survey of the multitude of rating forms
   d. Halo effect
   e. Central tendency
   f. Contrast and association errors
   g. Necessity for objectivity

3. Techniques of Performance Measurement and Appraisal
   a. Function of job descriptions
   b. Function of pay plan
   c. Determining performance standards
   d. Measuring quantity and quality
   e. Appraising subordinates' work objectively
   f. The role of the performance rating interview

4. Techniques of Leadership
   a. Leadership v. dictatorship
   b. Indices of a poor leader
   c. Qualities of a good leader
   d. Good leaders are made, not born

5. Techniques of Effective Human Relations
   a. Definition and function of human relations
   b. Techniques of motivation
   c. Understanding the worker
   d. Job enthusiasm v. job security
   e. Proper public relations
   f. Effective personal relations

6. Techniques of Improved Employee Relations
   a. History of employee organizations in the police field
   b. Legal status of police employee organizations
   c. Comparison of police organizations with other employee organizations
d. The role of the supervisor between management and employee associations
e. How to improve employee relations

7. Techniques of Problem Solving
   a. Application
   b. Seven steps to solving problems
   c. Blocks to creativity
   d. Improving problem solving imagination
   e. Brainstorming and other techniques

8. Self-development for Future Demands
   a. The police supervisor of tomorrow
   b. The responsibilities for self-development
   c. The necessity of continuous self-development
APPENDIX
EXHIBITS
1. Total number of personnel in Police Department ______.

2. Total number of sworn officers in Police Department ______.

3. Total amount of Police Department budget (last 3-year average) $ ________.

4. Total amount of department training budget (last 3-year average) $ ________.

5. Number of department training officers (exclude guest lecturers) _______ full time; _______ part time.
   (a) If training officer is part time, percent of time devoted to training ________.

6. Rank of chief training officer ____________________.

7. Does your dept. provide formal training in supervision for supervisors? ________yes; ________no.
   (a) If yes, what method of training is used?
      outside school only; inter-dept. school only; both.
   (b) If yes, total amount of training budget for supervisory training (last 3-year average) $ ________.
   (c) If yes, who receives supervisory training? Ass't Chief ______; Inspectors ______; Capt's. ______; Lts. ______;
      Sgts. ______; Cpls. ______; others (specify) ________.
   (d) If no, what is major reason? ______not needed; ______good training not available; ______money shortage;
      ______other (specify if possible) ________.

Any comments on above 7 questions __________________

(Complete questions 8-14 only if all or part of supervisory training is done with in-dept. schools. Please do No. 15 anyway).
8. Primary instructors

____ Department personnel
____ Non-dept. City employees (training specialists)
____ Off duty or on leave instructors from police school.
____ Off duty or on leave instructors from regular college or university.
____ Others (specify) ________________________________.

9. Classes held ____ off duty time; ____ on duty time.
   (a) If off duty, men are paid ____ 1/2 time; ____ straight overtime; ____ comp. time off; ____ no extra pay.

10. Is attendance mandatory? ____ yes; ____ no.

11. Classes are held ____ on dept. premises; ____ on school campus; ____ off dept. premises but on other municipal premises.

12. Police supervisors receive their training ____ with other City supervisors, ____ separate from other supervisors.

13. When do supervisors attend classes?
   (a) ____ before promotion; ____ after promotion.
   (b) ____ once only; ____ more than once but irregular; ____ on regular schedule (specify how often) ____________

14. Areas included in department supervisory training course.

   (If possible, please send an outline or index of the course. If a training manual is available it would be much appreciated).
<table>
<thead>
<tr>
<th>Subject</th>
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<th>% of Course</th>
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<tr>
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<td>Report Writing</td>
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<td>Discipline Techniques</td>
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<td>Leadership Methods</td>
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<td>Communications</td>
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<td>Job Methods Improvements</td>
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<td>Training New Men</td>
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<td>Ways to Cut Costs</td>
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<td>Employee Motivation</td>
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<td>Others</td>
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</table>

Comments on course contents: ________________________________

15. GENERAL COMMENTS:
(Please feel at liberty to comment freely as no survey data will be identified)

(a) Comments on any particularly good factors you feel are in your program:

(b) Comments on any particular weaknesses you feel are in your program:

(c) Comments on the adequacy of your present supervisory training:

(d) Comments on the programs now offered by police training schools and regular universities:

(e) Any additional comments:
LETTER TO CHIEFS OF PARTICIPATING DEPARTMENTS

Dear Chief _______: 

I would like to request your assistance in an important project. As a Master's Thesis at Western Michigan University we are conducting a survey of supervisory training practices in selected police departments.

The survey will include ten cities in the Middle West having over 100 sworn officers on the force. Your department was chosen as one to be surveyed because of its reputation for being an effective and progressive force.

The purpose of the project is to arrive at a police supervisory development program based upon the experiences and opinions of police departments like yours and the various police schools.

The individual cities will not be named in the comparisons or data analysis, and the participating departments will not be identified with any specific practices.

I would certainly appreciate your participation in the survey. The inclusion of your department will add much value to the data. I have attempted to simplify the enclosed questionnaire as much as possible.

Chief Dean A. Fox, of the Kalamazoo Police Department, has generously granted me permission to use his name as a reference to you regarding the authenticity of the study.

I would be happy to send a copy of the tabulated data to those departments who have participated in the survey. The tabulation date for the data has been set at September 15.

Thank you for your cooperation and assistance. I trust the project will be a worthwhile contribution to the advancement of police administration.

Very truly yours,

Exhibit No. 2
POLICE DEPARTMENTS PARTICIPATING IN THIS STUDY

Michigan Departments

Ann Arbor
Battle Creek
Detroit
Grand Rapids
Kalamazoo
Pontiac
Saginaw
Warren

Non-Michigan Departments

Cincinnati, Ohio
Dallas, Texas
Denver, Colorado
Los Angeles, California
Milwaukee, Wisconsin
SURVEY LETTER TO POLICE ADMINISTRATION OFFICIALS

Dear Mr.

I would like to request your assistance in an important project to be used as a Master's Thesis at Western Michigan University.

We hope to survey supervisory training practices in selected departments and obtain opinions and recommendations from distinguished men in the police administration field. From these we hope to arrive at a valuable police supervisory development program based upon the strengths and weaknesses of present programs and the opinions and recommendations of eminent men in the field.

It is in this latter regard that I am requesting your assistance. I would very much appreciate your opinions and recommendations on this subject. The primary concern is not in the broad area of in-service training for police officers, but in developing supervisors in the specific art of the supervision of policemen.

I would appreciate your comments as to the following:

1. Is such a project worthwhile to pursue?
2. Your opinions of the current and future status of police supervisory development.
3. Your recommendations regarding keys of a successful program.

One of the surprises of the research thus far has been the difficulty in locating other material and research on this subject, which was one of the prompters in consideration of the subject for study.

Chief Dean A. Fox, of the Kalamazoo Police Department, has generously granted me permission to use his name as a reference to you regarding the authenticity of the study.

Thank you for your cooperation and assistance. I trust the project will be a worthwhile contribution to the advancement of police administration.

Very truly yours,

Exhibit No. 4
PRE- Sergeants' Training Schedule
Cincinnati, Ohio

One Week - Monday Through Friday

Monday
8:00-8:50 Orientation, Objectives, Schedule, and Program
9:00-9:50 Assignment of Class Projects and Instruction Techniques
10:00-11:50 Role of a Sergeant as related to Management and Administration
1:00-2:50 Elements of Supervision and Personnel Management, Disciplinary Procedures and Division Policy
3:00-4:50 Police Ethics, Supervisory Standards of Conduct and Performance

Tuesday
8:00-9:50 Principles of Police Activity Sheets, Supervisory Use and Maintenance
10:00-11:50 Police Manual Rules and Regulations for Sergeants
1:00-1:50 Training Responsibilities of the Field Sergeant
2:00-2:50 District Responsibilities of the Field Sergeant
3:00-4:50 Supervisorly Report Writing Methods and Techniques

Wednesday
8:00-9:50 Principles of Performance Rating Sheets, Use of Performance Rating Manual
10:00-11:50 Public Relations for Police Supervisors, The Police Role in the Community
1:00-2:50 Human Relations, Effective Supervisory-Subordinate Communications
3:00-4:50 District Records and Reports, Reviewing and Maintaining

Thursday
8:00-9:50 Discussion of Police Sergeant's Station and Field Responsibilities in Roll Call and Field Supervisory Techniques
10:00-11:50 Rates and Measures, Uniform Crime and Traffic Supervision, Planning and Evaluation of Effort for Effective Operation
1:00-4:50 Personnel Problem-Solving Projects. (Class Presentation of Assigned Projects) (Discussion of Individual Trainee Questions in Personnel Problem-Solving)

Exhibit No. 5
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:00-11:50</td>
<td>Field Supervisory Field Problem-Solving (Patrol Development, Apprehension Techniques, and Supervisory Investigative Leadership)</td>
</tr>
<tr>
<td>1:00-3:50</td>
<td>Class Presentation of Instructional Technique Assignments. (Roll Call Instruction Techniques, Utilizing Specific General orders and Training Bulletins)</td>
</tr>
<tr>
<td>4:00-4:50</td>
<td>Course Closing Critique and Discussion</td>
</tr>
</tbody>
</table>
I. Fundamentals of Supervision

A. History of supervision

B. Qualities of the supervisor

C. Intelligence

D. Integrity

E. Job knowledge

F. Courage

G. Decisiveness

H. Fairness

I. Judgment

J. Initiative

K. Enthusiasm

L. Tact

M. Cooperation

N. Loyalty

O. Supervisory methods

P. Process of methods study

Q. The supervisor and health

II. Principles of Administration

A. Role of supervisor in management

B. Planning

C. Organization

D. Staffing

E. Direction

F. Coordination

G. Reporting

H. Budgeting

I. Informal organization

III. Decision Making

A. Defining the problem

B. Securing pertinent information

C. Analyzing the facts

D. Finding the answer

E. Applying the decision
IV. Human Relations

A. Significance of individual differences
B. Extent of individual differences
C. Trait variability
D. Identifying individual differences
E. Psychological gold bricks
F. Appraising personality
G. Consider all of the worker’s traits
H. Motivation
I. Role of motivation in job performance
J. Responses to frustration
K. Conflict and emotion
L. The individual and the group
M. Why men work
N. Supervision through motivation
O. How not to be a good supervisor
P. Types of relationships
Q. Administrator–supervisor
R. Supervisor–administrator
S. Supervisor–subordinate
T. Operational–supervisory
U. Departmental–public relationships

V. Leadership

A. Concepts of leadership
B. Elements of leadership
C. Types of leadership
D. Qualities of leadership
E. Know your subordinates
F. Communicate
G. Set the example
H. Promote teamwork
I. Exercise sound judgment
J. Delegate authority
K. Make assignments in accordance with capabilities
L. Look for responsibilities

VI. Role of Supervisor in Training

A. Nature of training
B. The supervisor’s attitude
C. Climate of learning
D. Organizing training material
E. Training difficulties
F. Determining training needs
G. Planning the training program
H. Instructing
VII. Evaluation

A. Job analysis
B. Self-analysis
C. Job evaluation
D. Safety analysis
E. Offense evaluation
F. Evaluation of others
G. Know your prejudices
H. Summary

VIII. Performance Rating

A. Work records
E. Opposition rating
C. Value rating
D. Pitfalls in rating

IX. Personnel Complaints

A. Causes of complaints
B. Possible police attitudes
C. Justifiable complaints

X. Discipline

A. Positive discipline
B. Negative discipline
C. Disciplinary check list
## IN-SERVICE PROMOTIONAL TRAINING
### FOR
### UNIFORM SERGEANTS

<table>
<thead>
<tr>
<th>First Day</th>
<th>8:00- 8:30</th>
<th>Roll Call and Orientation</th>
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<tbody>
<tr>
<td></td>
<td>8:30-11:45</td>
<td>Duties, Responsibilities of Sergeants</td>
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<td>12:45- 4:00</td>
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<tr>
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<th>8:00-10:00</th>
<th>Desk Books and Records</th>
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<tr>
<td></td>
<td>10:00-12:00</td>
<td>Address by the Commissioner, Department Policy by the Superintendent, Discipline</td>
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<td></td>
<td>1:00- 2:00</td>
<td>Civil Rights, Violations, Citizens' Complaints</td>
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<td></td>
<td>2:00- 4:00</td>
<td>Firearms and Riot Equipment</td>
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<table>
<thead>
<tr>
<th>Third Day</th>
<th>8:00-10:00</th>
<th>Reports by Sergeants</th>
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<tbody>
<tr>
<td></td>
<td>10:00-11:00</td>
<td>Office of Civil Defense</td>
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<tr>
<td></td>
<td>11:00-12:00</td>
<td>Accident Reports</td>
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<td></td>
<td>1:00- 2:00</td>
<td>Lost, Damaged Uniforms</td>
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<td></td>
<td>2:00- 4:00</td>
<td>Service Ratings</td>
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<thead>
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<th>8:00-10:00</th>
<th>Handling Prisoners</th>
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<tbody>
<tr>
<td></td>
<td>10:00-12:00</td>
<td>Liquor License Bureau</td>
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<td></td>
<td>1:00- 2:00</td>
<td>Community Relations Bureau</td>
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<td></td>
<td>2:00- 4:00</td>
<td>First Aid Refresher</td>
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<th>Officer Violator Relationship and Mental Health</th>
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<td>11:00-12:00</td>
<td>Function of Women's Division</td>
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<td>1:00- 2:00</td>
<td>Function of Youth Bureau</td>
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<td>2:00- 4:00</td>
<td>Identification Bureau</td>
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<td>9:00-10:00</td>
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<td></td>
<td>10:00-12:00</td>
<td>Racial Tensions</td>
</tr>
<tr>
<td></td>
<td>1:00- 2:00</td>
<td>Federal Civil Rights</td>
</tr>
<tr>
<td></td>
<td>2:00- 4:00</td>
<td>Vice Bureau</td>
</tr>
</tbody>
</table>

Exhibit No. 7
Exhibit No. 7 (continued)

Seventh Day
8:00 - 9:00    Principles of Organization
To provide a rationale for the complexities and confusions of large organizations

9:00 - 10:00  The Supervisor’s Job
To develop an overall understanding of the supervisor's job as to objectives, responsibilities and functions

10:00 - 11:00 The Supervisor’s Personnel Responsibilities
To clarify and point up the line supervisor's responsibilities for personnel functions as distinguished from those of the personnel office, with particular reference to probationary employees, attendance, discipline, safety and performance evaluation

11:00 - 12:00 Employee Relations
To identify and explain some of the psychological problems involved in supervising employees

1:00 - 3:00   Leadership
To develop an understanding of the functions of leadership, the psychology of group behavior, and to familiarize the supervisors with effective leadership techniques

3:00 - 4:00   Communication
To develop an understanding of communications as a process which is concerned with getting action; to develop an awareness of the psychological factors; and to clarify some of the techniques of communication

Eighth Day
8:00 - 10:00  Performance Evaluation
To explain the three phases of performance appraisal: 1. developing performance requirements; 2. evaluating individual performance; 3. using appraisals to improve work and the supervisory techniques involved in each phase
Exhibit No. 7 (continued)

10:00-12:00  Training

To promote a better understanding of the learning process; to familiarize the supervisors with the "4-step" approach; and to emphasize the supervisor's responsibilities for training subordinates.

1:00- 2:00  The Supervisor's Responsibilities for Material and Equipment. To develop an awareness and understanding of the proper use of materials, supplies, and equipment, and their importance in the supervisor's total job.

2:00- 4:00  Problem Solving

To develop a familiarity with the scientific method as applied to the "people" and "work" problems of supervision; and to develop techniques for greater creativity in problem solving.

Ninth Day

8:00-10:00  Crime Reporting
10:00-12:00  Marking and Preserving Evidence
1:00- 2:00  Bombs, Explosives
2:00- 4:00  Motor service

Tenth Day

8:00-10:00  Crime Scene
10:00-12:00  Precinct Clean-Up Duties
1:00- 2:00  Duties Deputy Clerk
2:00- 4:00  Seminar
I. Discipline (8 Hours)

A. Section 202
B. Internal Discipline
C. Personnel Disciplinary Investigations

II. Job Knowledge and Supervisory Aids (30 Hours)

A. Search and Seizure
B. Report Approval
C. Elements of Good Reporting
D. Administrative Tools
E. Class Inspection
F. Field Deployment
G. Department Deployment Policy
H. Field Communications
I. Legal Liabilities of Supervisors
J. Budget
K. Gun Inspection Techniques

III. Supervisory Techniques (75 Hours)

A. "What Would you Do?"
B. Conference Leadership
C. Supervisory-Subordinate Interview
D. Teacher Training
E. Administrative Communications
F. Performance Evaluation
G. Human Relations
H. Leadership
I. Watch Commanders' Responsibilities

Exhibit No. 8
### Exhibit No. 8 (continued)

#### IV. Civil Defense, Labor and Civil Disturbances (12 Hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>A. Radiological Monitoring</td>
<td>2</td>
</tr>
<tr>
<td>B. Civil Disturbances</td>
<td>4</td>
</tr>
<tr>
<td>C. Labor Relations</td>
<td>2</td>
</tr>
<tr>
<td>D. Drill Formations (Field)</td>
<td>1</td>
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<tr>
<td>E. Chemical Agents (Field)</td>
<td>3</td>
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#### V. Traffic

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>A. Traffic Enforcement Policies</td>
<td>1</td>
</tr>
<tr>
<td>B. Supervisory Review of Traffic Reports</td>
<td>4</td>
</tr>
<tr>
<td>C. Department Traffic Problem</td>
<td>1</td>
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#### VI. Miscellaneous

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction and Orientation</td>
<td>1</td>
</tr>
<tr>
<td>B. Critique Periods</td>
<td>4</td>
</tr>
<tr>
<td>C. Examination and Review</td>
<td>2</td>
</tr>
<tr>
<td>D. Panel Discussion</td>
<td>2</td>
</tr>
<tr>
<td>E. Night Shoot</td>
<td>2</td>
</tr>
<tr>
<td>F. Special Weapons</td>
<td>3</td>
</tr>
<tr>
<td>G. Press Relations</td>
<td>2</td>
</tr>
<tr>
<td>H. Community Relations</td>
<td>2</td>
</tr>
<tr>
<td>I. Police Shootings</td>
<td>3</td>
</tr>
<tr>
<td>J. Personnel Counseling</td>
<td>2</td>
</tr>
<tr>
<td>K. Department Plans</td>
<td>2</td>
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</table>

**Total Hours** 155
Course Schedule

First Week

Monday
8:00- 9:50  Orientation
10:00-11:50 Course Operation and Introduction to Supervision
1:00- 2:50  Supervision - A Function of Management
3:00- 3:50  Library and Notebook Work

Tuesday
8:00-10:50  Supervision - A Function of Management
11:00-11:50 Human Relations in Supervision
1:00- 2:50  Human Relations in Supervision
3:00- 3:50  Library and Notebook Work

Wednesday
8:00-10:50  Policies as a Basis for Direction
11:00-11:50 Human Relations in Supervision
1:00- 2:50  Human Relations in Supervision
3:00- 3:50  Library and Notebook Work

Thursday
8:00-10:50  Direction - A Function of Supervision
11:00-11:50 Human Relations in Supervision
1:00- 2:50  Human Relations in Supervision
3:00- 3:50  Library and Notebook Work

Friday
8:00-10:50  Direction - A Function of Supervision
11:00-11:50 Human Relations in Supervision
1:00- 2:50  Human Relations in Supervision
3:00- 3:50  Library and Notebook Work

Second Week

Monday
8:00- 8:50  Exam I
9:00-11:50  Improving - A Function of Supervision
1:00- 2:50  Human Relations in Supervision
3:00- 3:50  Library and Notebook Work
### Exhibit No. 9 (continued)

<table>
<thead>
<tr>
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<th>Time</th>
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<tr>
<td>8:00-10:50</td>
<td>Improving - A Function of Supervision - Teaching</td>
<td></td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>Exam II Review</td>
<td></td>
</tr>
<tr>
<td>1:00- 2:50</td>
<td>Human Relations in Supervision</td>
<td></td>
</tr>
<tr>
<td>3:00- 3:50</td>
<td>Library and Notebook Work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00- 9:50</td>
<td>Improving - A Function of Supervision - Teaching</td>
<td></td>
</tr>
<tr>
<td>10:00-11:50</td>
<td>Improving - A Function of Supervision - Discipline</td>
<td></td>
</tr>
<tr>
<td>1:00- 1:50</td>
<td>Case Studies in Human Relations</td>
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</tr>
<tr>
<td>2:00- 2:50</td>
<td>Human Relations in Supervision</td>
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</tr>
<tr>
<td>3:00- 3:50</td>
<td>Library and Notebook Work</td>
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<table>
<thead>
<tr>
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<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:00-10:50</td>
<td>Improving - A Function of Supervision - Discipline</td>
<td></td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>Evaluating - A Function of Supervision - Analysis</td>
<td></td>
</tr>
<tr>
<td>1:00- 2:50</td>
<td>Case Studies in Human Relations</td>
<td></td>
</tr>
<tr>
<td>3:00- 3:50</td>
<td>Library and Notebook Work</td>
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<table>
<thead>
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<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-11:50</td>
<td>Evaluating - A Function of Supervision - Analysis</td>
<td></td>
</tr>
<tr>
<td>1:00- 2:50</td>
<td>Case Studies in Human Relations</td>
<td></td>
</tr>
<tr>
<td>3:00- 3:50</td>
<td>Library and Notebook Work</td>
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### Third Week

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<tbody>
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<td>8:00- 8:50</td>
<td>Exam II</td>
<td></td>
</tr>
<tr>
<td>9:00-11:50</td>
<td>Evaluation - A Function of Supervision - Performance</td>
<td></td>
</tr>
<tr>
<td>1:00- 2:50</td>
<td>Reporting - A Function of Supervision - Reporting</td>
<td></td>
</tr>
<tr>
<td>3:00- 3:50</td>
<td>Library and Notebook Work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-11:50</td>
<td>Evaluation - A Function of Supervision - Performance</td>
<td></td>
</tr>
<tr>
<td>1:00- 2:50</td>
<td>Reporting - A Function of Supervision - Reporting</td>
<td></td>
</tr>
<tr>
<td>3:00- 3:50</td>
<td>Library and Notebook Work</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8:00-11:50</td>
<td>Exam II Review</td>
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</tr>
<tr>
<td>9:00-11:50</td>
<td>Reporting - A Function of Supervision - Communications (semantics)</td>
<td></td>
</tr>
<tr>
<td>1:00-2:50</td>
<td>Reporting - A Function of Supervision - Reporting</td>
<td></td>
</tr>
<tr>
<td>3:00-3:50</td>
<td>Library and Notebook Work</td>
<td></td>
</tr>
<tr>
<td>8:00-11:50</td>
<td>Reporting - A Function of Supervision - Communications (semantics)</td>
<td></td>
</tr>
<tr>
<td>1:00-1:50</td>
<td>TD &amp; R Field</td>
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<tr>
<td>2:00-2:30</td>
<td>Exam III</td>
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<tr>
<td>3:00-3:50</td>
<td>Library and Notebook Work</td>
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<tr>
<td>3:00-10:50</td>
<td>Selection and Training of Supervisors</td>
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<tr>
<td>11:00-11:50</td>
<td>Exam III Review</td>
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<tr>
<td>1:00-2:30</td>
<td>Your Role in Supervision</td>
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<tr>
<td>3:00-3:50</td>
<td>Library and Notebook Work</td>
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</table>
Florida State University
University of Indiana
Michigan State University
University of California at Berkeley
University of Southern California
Fresno State College
Long Beach State College
Sacramento State College
San Jose State College
Washington State College
City College of New York

Other Schools
The Traffic Institute of North Western University - Evanston, Illinois
Southern Police Institute of the University of Louisville
Louisville, Kentucky

State University of Iowa, Bureau of Police Science - Iowa City, Iowa

Exhibit No. 10
<table>
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<th>Employee Numbers</th>
<th>Training Given</th>
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<th>Full Time</th>
<th>Non-</th>
<th>Separate</th>
<th>Before</th>
<th>Part</th>
<th>Only</th>
<th>Time</th>
<th>Dept.</th>
<th>Separate</th>
<th>and</th>
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<td>Only</td>
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</table>

**TABLE I**

COMPARISON OF SUPERVISORY TRAINING IN MICHIGAN POLICE DEPARTMENTS
<table>
<thead>
<tr>
<th>Department</th>
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<tr>
<td></td>
<td>Dollars per Employee</td>
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<tr>
<td></td>
<td>1. Total Budget</td>
<td>2. Total Training</td>
<td>3. Supervisory Training</td>
<td>Full Time Instructor per Employee</td>
<td>Non-Department or School Training</td>
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<td>Combined</td>
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<td>Combined</td>
<td>After</td>
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<td>After</td>
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</tbody>
</table>

**TABLE II**

**COMPARISON OF SUPERVISORY TRAINING IN NON-MICHIGAN POLICE DEPARTMENTS**
## TABLE III

### TABLE OF SUBJECT MATTER TAUGHT BY DEPARTMENT SCHOOLS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Michigan Departments</th>
<th>Non-Michigan Departments</th>
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<tr>
<td>Individual Differences</td>
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<tr>
<td>Report Writing</td>
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<tr>
<td>Discipline Techniques</td>
<td>X X X X X</td>
<td></td>
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<tr>
<td>Leadership Methods</td>
<td>X X X X X</td>
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</tr>
<tr>
<td>Communication</td>
<td>X X X X X X</td>
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<tr>
<td>Job Methods Improvement</td>
<td>X</td>
<td>X X X X</td>
</tr>
<tr>
<td>Training New Men</td>
<td>X X X X X X</td>
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<tr>
<td>Safety Supervision</td>
<td>X</td>
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<tr>
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<td>X X</td>
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<td>Morale Problems</td>
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<td>Problem Solving</td>
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<td>Cost Reduction</td>
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BIBLIOGRAPHY
BIBLIOGRAPHY


