



Carolyn Bailey papers

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DEPARTMENT OF POLICE
CITY OF SAINT PAUL
INTER-OFFICE COMMUNICATION

TO:

FROM: Lieutenant John McCabe

SUBJ: Instructors' Seminar

In the near future we are planning to conduct another Recruit Academy, and once again calling upon members of our Department to assist in the instruction of the recruits.

To satisfy state requirements for police instructors, the Training Unit will be conducting two 8-hour seminars, May 11th and 18th. All instructors will be required to attend one of the two sessions to insure their recertification with the Minnesota Police Officers Training Board. Please notify the Training Unit no later than April 29th as to the date which you would prefer to attend. We will attempt to schedule you for the date you select.

The seminar will be conducted in the new training facility on the third floor of 100 E. 10th St.

INSTRUCTORS' SEMINAR
ST. PAUL POLICE DEPARTMENT

0830	Introduction
0900	Theory of St. Paul Police Academy and Discussion
1000	How to Prepare Instructional Material and Methods of Instruction
1130-1230.	Lunch
1230	How to Prepare Behavioral Objectives
1400	Developing the Lesson Plan
1530	The Use of Audio-Visual Equipment
1615	Training Director's Remarks
1630	Dismissal

Lieutenant John McCabe
Training Unit

JMcC/mg

ST. PAUL POLICE DEPARTMENT

PURPOSE: HOW TO PREPARE INSTRUCTIONAL MATERIAL

FOUR STEPS

1. Decide what ideas to teach.
2. Decide how to teach these ideas.
3. Prepare a rough outline to organize your ideas.
4. Prepare for the final conduct of your lesson.

STEP ONE: DECIDE WHAT IDEAS TO TEACH

1. Prepare a realistic objective - "What do I want these particular students to know about my specific subject?"
2. The objective must fit the student based on background, past experience and previous instruction.
3. The objective must be specific rather than general. Break the whole into parts. State exactly what we are to teach.
4. The objective must fit the teaching time available. "Can the subject be taught in the allocated time?"
5. The objective must conform to the overall mission of the unit. It must fit well with the previous instruction as well as the following. Continuity and cohesiveness.

STEP TWO: DECIDE HOW YOU WILL TEACH THESE IDEAS

1. Your method will depend upon:
 - A. Types of material
 - Attitudes
 - Skills
 - Knowledge
 - B. Difficulty of material
 - C. Thoroughness of material to be learned
 - D. The state of the training of the students based on their capacity and background
 - E. Time allocated
 - F. Equipment to be used
 - G. Size of group being taught
 - H. Training site

STEP THREE: PREPARE A ROUGH WRITTEN
OUTLINE ORGANIZING YOUR MATERIAL

1. Parts of an outline:
 - A. Introduction - Tell them what you are going to tell them.
 - Introduce self.
 - Mention objectives.Purpose:
 1. Gain attention
 2. Motivate
 3. State purpose or main ideas
 - B. *Explanation:*
Body - This is where you tell them.
Steps to be followed:
 1. Consult and study all reference material.
 2. Analyze material to determine logical learning units.
Organize the basic essential ideas into several main ideas.
Do not try to teach too many ideas into one lesson period.
 3. Determine the sequence of presenting material.
Simple to complex.
Known to unknown.
Basic to abstract.
 - C. Summary - This is where you tell them what you have told them.
Purpose:
 1. To remotivate
 2. To reemphasize main ideas by:
 - Repeat or paraphrase
 - Demonstration
 - Illustration
 - Use training aides
 - Ask questionsPrecautions:
 1. Be brief and to the point.
 2. Do not contain new material.
 3. Don't advertise a summary.
 4. Allow a question period.

STEP FOUR: PREPARE FOR THE FINAL
CONDUCT OF YOUR LESSON

1. Secure aides and facilities.
2. Rehearse the lesson -
 - A. Be complete in every respect.
 - B. If training aides are used, use them.
 - C. Check the timing.
 - D. Before an audience, if possible.
 - E. Before each class.

3. Check plan and facilities before each class.
 - A. The lesson plan, is it the correct one and in good condition?
 - B. Check facilities, seating, vents, lighting, etc.
 - C. Training aides, present and in proper order.
 - D. Instructional material, on hand and ready.

REASONS FOR PREPARING

1. Coverage:
Aid in wise selection of material.
Insures material is completely covered.
Keeps the instructor pointed towards the goal.
2. Sequence:
Insures material is organized.
Time control.
3. Method:
Insures use of method planned.
Insures proper use of visual aids.
4. Guide:
Refreshes memory of instructor, creates self-confidence.
Prevents duplication.
Standardize all classes.
Administrative control.
Blueprint for substitute.
5. Record:
Insures questions were covered in class.
Examination guide.

INSTRUCTORS SEMINAR

ST. PAUL POLICE DEPARTMENT

Basically, there are four Methods of Instruction. Remember that when even talking to a large group, you are in actuality, talking to individuals.

- A. First method: Lecture Method (*only 10% retention*)
1. Pros
 - a. Presents a lot of facts and ideas
 - b. Emphasis where instructor sees fit
 - c. Good for large audiences
 - d. Probably most used
 2. Cons
 - a. No feedback
 - b. Difficult to maintain student interest
 - c. No way to determine student involvement
 - d. Student interest is very low
 3. In planning:
 - a. Support your points in lecture with a fact
 - b. With smaller groups ask thought-provoking questions
 - c. Use visual-aids to stimulate interest *as often as possible.*
 - d. Make sure you are organized
- B. Second method: Demonstration Method
1. "A picture is worth a thousand words"
 2. Pros
 - a. Saves time by showing how
 - b. Appeals to several senses
 - c. Stimulates interest
 - d. Set stage for student performance and involvement
 3. Cons
 - a. Does not provide for active student participation
 - b. Requires more personnel, equipment and time for rehearsals
 - c. Contingent on weather occasionally
 4. In planning a demonstration
 - a. Limit the scope
 - b. Plan to demonstrate, step by step
 - c. Prepare a scenario
 - d. List personnel and equipment
 - e. Check facilities
 - f. Rehearse
 - g. Make final check

C. Third method: Instructional Conference (Group Discussion)

1. Pros
 - a. Maintain active participation
 - b. Draws upon student experience
 - c. Stimulates critical thinking
 - d. Provides check of student understanding
 - e. Develops sense of personal responsibility
 - f. Trains students to cooperate
2. Cons
 - a. Takes more time
 - b. Most effective in small groups
 - c. Students must have some knowledge
 - d. Many gaps or incorrect learning if instructor inexperienced
3. In planning a conference:
 - a. Determine students' background
 - b. Prepare questions for students to insure staying with objectives
 - c. Consider likely student response
 - d. Plan interest factors, training aids, summaries and transitions

D. Fourth method: Performance Method (*preferable*)

1. Pros
 - a. Allows full student participation in the learning
 - b. Practice and repetition result
 - c. Allows practice in actual situation
 - d. Allows team practice to improve unity
 - e. Applies mental skill to problem solving in realistic training situations
 - f. Promotes enthusiasm and competition among students
2. Cons
 - a. May become stereotype and unchanging
 - b. Complete evaluation of instruction is difficult in large groups
 - c. Need assistant instructor to control group
 - d. Supervision of performance requires extensive training
3. In conducting student performance:
 - a. Motivate
 - b. State what and why
 - c. Set standards
 - d. Evaluate progress
 - e. Provide competition
 - f. Vary procedures
 - g. Increase standards

3. In conducting student performance: (Cont'd)

- h. Provide realism
- i. Explain and demonstrate
- j. Explain and supervise
- k. Control and supervise
 - 1. Give specific directions
 - 2. Have adequate assistance
 - 3. Supervise constantly
 - 4. Keep students challenged
 - 5. Prevent faulty habits
 - 6. Help - do not harass
 - 7. Critique and suggest ideas

Tell by: Lecture and Conference Method

Show by: Demonstration Method

Do by: Performance Method

For Retention:

65% retention on Performance Method

25% retention on Demonstration Method

10% retention on Lecture Method

Interest is the key factor for student learning!!

Instructors' Seminar

WHY OBJECTIVES

Occasionally someone asks, "Why bother with objectives? If you have good test items, aren't objectives redundant?"

It is a question that deserves comment.

Perhaps I can clarify the relationship between objectives and test items by rephrasing the question this way: "If you have a ruler with which to measure the dimensions of a building, why do you need a blueprint?" Answer: So that anyone will know whether the completed building looks the way it was intended to look and so that similar buildings can be constructed if desired.

The same is true of objectives. If you only had test items, you wouldn't know what critical characteristics were important to develop, you wouldn't know how to construct new or additional items with which to determine whether the main intent has been achieved, and you wouldn't know how to tell whether students were competent enough to be considered acceptable. Thus, the objective describes where we are going, while test items are the means by which we find out whether we got there.

3 major Objectives:

General - basis of instruction

Instructional } specific

Behavioral

learners can perform
what he prev. couldn't

Instructional example:

list

ANIMALS :

The lawyer will summon key-witnesses.

1. He would ogle her all day.
2. He always travelled by public owned transportation.
3. She will be around for a little while longer.
4. We looked over the bridge at the blue water.
5. I wish Arkansas came later in the tour.
6. Call a mason to build a brick wall.
7. The ink will spot terribly on light material.
8. The car I bought was a lemon.
9. You will see her at the beach or seashore.
10. You owe a selfish man nothing.

INSTRUCTIONAL OBJECTIVES

(Basic Foundation)

Probably the most important element in instruction or teaching, that causes student learning, is the construction and usage of Instructional Objectives.

Contrary to the commonly written type of objectives, which really only set out what the teacher is going to say, Instructional Objectives list what the learner will be able to do at the end of the learning session that he couldn't do at the beginning of the session.

Every properly written Instructional Objective contains three elements:

I. PERFORMANCE: This is student or learner performance and is something that the instructor can physically observe. In other words, visible performance.

action verb

by the teacher

II. STANDARD: The objective must include some kind of standard which sets out the minimum levels of performance.

III. CONDITIONS: The objective must contain a statement which lists the conditions that will exist at the time of the performance.

Objectives must be written in a way that specifically explains what the student will be doing, to what standards and under what conditions. It is desirable that we don't use words like understand, appreciate, know, believe, enjoy, grasp, etc., unless you further define the word to tell exactly what the student will do to indicate that he understands, appreciates, knows, etc.

Set out below are two statements, based on the three elements which make up an Instructional Objective. Which one is an Instructional Objective?

1. At the end of the course the student will have an appreciation of the method of inputing data into the computer bank. *(not measurable)*

2. At the end of the session in data input, the student, using the NCIC manual, a simulated computer terminal typewriter and a prepared sheet listing plaintext information regarding entry type information, will, within five minutes, translate the plaintext information into data input format with 100 percent accuracy.

Number 2 is the Instructional Objective, the first statement does not tell what the student will be able to do. We might all have a different idea about what an "appreciation of the method of inputing data into the computer bank."

It is also a good approach to let the student know what objectives he is expected to achieve so that he can do all he can to help himself to acquire the desired level of learning.

As a practice exercise, in the space below write an Instructional Objective based on something you will be helping students to learn. When you have finished the objective, let your neighbor look at it and see if he agrees that it meets all the requirements of an Instructional Objective as listed in this paper.

Examples:

- 1. Since the officers' approach to the victim directly influences the accuracy and extent of the factual information that the officer will obtain from the victim, the student will be able to list ten statements ^{to the victim} which will help the officer meet the present needs of the victim. (ex. "Do you have any injuries?")*
- 2. The officer will ^{be} able to list ten items which are evidence frequently found at the scenes of sex crimes.*

For further reading in this subject matter,
you should find the listed book in the Field Office
library or in the hands of the Police Training Coordinator.

Mager, Robert F., Preparing Instructional
Objectives, Fearson Publishers; Belmont, California; 1962.

SAMPLE
A-2
TASK LISTING

ACTION VERBS

Carefully chosen "action" verbs, used to introduce each task, will help students understand precisely what is expected of them. The list below includes sample "action" verbs. Some of them may be appropriate for tasks you want your students to learn.

associate	list	repeat
activate	load	replace
adjust	locate	reply
align	loosen	reproduce
cite	manipulate	respond
close	measure	(re)state
compare	move	rotate
copy	name	say
(dis)assemble	open	set
(dis)connect	operate	slide
draw	pick up	signal
duplicate	place	stencil
enumerate	press	tighten
grasp	pull	touch
hold	push	trace
identify	quote	transcribe
indicate	recite	tune
insert	recognize	turn
label	record	turn off-on
letter	reiterate	type
lift	remove	

ST. PAUL POLICE DEPARTMENT

LESSON PLANS *(Guide for Instructor)*

Introduction

A training program is the broad effort given to solve organizational problems. Training programs consist of many subunits, and it is the subunits which make the use of lesson plans necessary. Lesson plans serve any number of purposes, and one of the major purposes is that of managerial control.

Lesson plans are the information increments of the training program. These plans enable training managers to determine what is being done to meet the broad objectives set by the organization. Serving as blueprints for what is being done at any given time in the teaching/learning system, they prevent duplication of effort. By simply following the blueprint, the assigned information can be covered by the instructor.

It is the training director's function to develop the overall program plan in accordance with the organization's mission, its budget, and the organization's training philosophy. The training director communicates the broad picture to his instructors, and it is the individual instructor who prepares the actual lesson plan. Lesson plans assure that no facet of the subject is left untaught.

Defined

Briefly described, a lesson plan is a document that sets forth the objectives to be attained in a single lesson, the content to be learned, the means by which the objectives are to be achieved, and the content acquired. It is more than just an outline of what trainees are to learn. It must also include how the facts, principles, concepts, and skills are to be taught.

The purposes served by a lesson plan are as follows:

1. To insure that the instructor has considered all factors necessary for the conduct of an effective lesson.
2. To guide the instructor in conducting learning activities; keep pertinent materials before him; insure smoothness, order, and unity in presentation; prevent the introduction of digressions, detours, and irrelevancies; and guard against the omission of essential materials.

3. To help the instructor maintain a constant check on his own activities as well as on the progress of trainees.
4. To standardize instruction for all training groups whether conducted concurrently or in different time frames.
5. To serve as a blueprint for substitute instructors.
6. To inform managerial personnel of what is being taught to trainees, and how it is to be presented.¹

Preparation

Preparing a lesson plan is hard work. It requires organizational ability, and there is no formula which will provide an instructor with a foolproof approach to lesson preparation. To prepare a lesson plan, it is necessary to draw upon experience, observation, interview, and literature.²

From experience the instructor draws his ideas, approaches, data and other background information. Experience suggests the appropriate strategy for teaching and helps in the development of case histories, anecdotes, and critical incidents related to the subject.

Experience is intended to include educational experiences as well as actual experience as an instructor. Obviously if the instructor is new, it will be necessary for the supervisor to closely follow lesson plans being developed. The lack of experience as an instructor can partially be compensated for by observation, interview, and literature.

Observation of the job, operation, or skill to be taught is essential. Usually, our experience as law enforcement officers negates the necessity for this, but it should be done where necessary.

Many instructors are experts in their subjects. Being an expert does not mean that he cannot learn more about the subject. He should make it a practice to interview a representative number of those currently working on the job. This is especially true of Bureau instructors who teach in many localities. Just talking to persons on the job gives an instructor an insight to the "local ground rules," and it may suggest good locally known case histories and anecdotes which relate the subject being taught to the local situation.

¹William R. Tracey, Designing Training and Development Systems (New York: American Management Association, Inc., 1971), p. 269.

²Calvin P. Otto and Rollin O. Glaser, The Management of Training (Reading, Massachusetts: Addison-Wesley Publishing Co., 1970), p. 144.

A search of literature, i.e., books and law enforcement journals, which pertains to the subject usually helps in the preparation of lesson plans. A review of literature is not a substitute for experience, but it does function as reinforcement for experience and it assists the instructor in remaining current in the subject matter.

Conclusion

The lesson plan need not be planned as though it were a publication for distribution. It is always in a state of growing or being amended. The lesson plan is a guide prepared in advance to call the instructor's attention to necessary preparation and materials. It reminds the instructor of what he is to say and to do, the order of presentation, and the time to be allotted. It refreshes the instructor's memory regarding the objectives of the lesson and assists him and the organization in evaluating the effectiveness of the training.

Obviously there are many ways to prepare lesson plans and each way has advantages and disadvantages. It appears that the following format would be satisfactory:

1. Title Page Data
2. Overall Objective (Loose and Non-Specific)
3. Terminal Performance Objectives (Behavioral Objectives)
4. Structured Methods of Determining if Terminal Performance Objectives Have Been Achieved
5. Listing of Needed Material
 - a. Hardware
 - b. Handouts
 - c. Visuals (Identity code for each)
 - d. Etc.
6. Paragraph and Sentence Statement of Actual Classroom Activities
 - a. What instructor is to do
 - b. What trainee is to do
 - c. Explain what is going to happen, who will be doing what
7. Bibliography

There is no substitute for a highly trained experienced instructor. Lesson planning is one of the duties of an instructor, and a well-planned lesson is an easy lesson to teach and an easy lesson to learn.

ST. PAUL POLICE TRAINING UNIT

Lesson Plan

COURSE: Saint Paul Recruit Academy
TITLE: Vice Control
INSTRUCTOR: SA. Charles W. Steinmetz
TIME: 2 hours
INSTRUCTIONAL AIDS: 16 mm projector & screen, overhead projector & transparencies
STUDENT EQUIPMENT: none
HANDOUTS: none
REFERENCE MATERIALS: Include Department manual
The Pres. Task Force Report on Porn. & Obsc. U.S. Code,
Title 18 - D.H. Laurence F.B.I. 1973 Appropriation

COMMENTS: (Include objectives, procedures, assignments)

Overall Objective: To familiarize the police recruit with prostitution and obscenity investigations as related to F.B.I. jurisdiction.

- Instructional Objectives:
1. The recruit when asked what the leading case in the obscenity field is will reply, "The Roth Case, a 1957 U.S. Supreme Court decision.
 2. The police recruit will list three of the five necessary elements in upholding convictions.
 3. The student will state the main premise resulting from the U.S. Supreme Court review of Stanley vs. Georgia (1969) as being "mere possession of obscene material in the privacy of a home cannot be constitutionally made a crime."
 4. The three necessary elements in a White Slave Traffic Act prosecution will be listed by the recruit. This will include: (a) female (b) transported interstate, and (c) purpose.
 5. When asked for several sources of WSTA cases, the recruit will mention: (a) initial contacting officers, (b) victim (c) clinics, hospitals
 6. The student will answer the question, "What are the federal violations called that correspond to prostitution and pornography?" by stating: "White Slave Traffic Act and Interstate Transportation of Obscene Matter."

SAINT PAUL POLICE DEPARTMENT

INSTRUCTORS' SEMINAR

The Criterion Test

When you teach a police student any subject, you should have a purpose, a goal, or an objective in mind. Perhaps you have several objectives or for that matter, you can well have hundreds. However, how do you know, as an instructor, that you were successful in achieving your attempt? By test evaluation or perhaps by observing the change in the students' behavior? Both methods are correct.

When submitting your lesson plan to the Training Unit, we expect a criterion test to be included. For a one-hour class a minimum test of five questions must be submitted. The instructor has two options in the administering of the test. First, the instructor himself can give the test to the students at the end of his class or classes. The other option is to give the Training staff your questions so they can be used in the quarterly exams. Whatever option you decide to use, it is imperative that you inform the Training staff as to exactly how your behavioral objectives are to be measured.

The Training staff has on file materials on testing procedures and methods. This material is available for all instructors upon request.

Should be objective type.

Criteria Tests

1. What is the leading case in the obscenity field?
 - A. Shackman
 - B. Stanley vs. Georgia
 - C. Roth
 - D. Lindberg

2. What are the elements in upholding obscenity convictions:
 - A. Deals in sex
 - B. Arouses pruriency
 - C. No socially redeeming features
 - D. No literary merit
 - E. Beyond community standards of candor
 - F. All of the above

3. That "mere possession of obscene material in the privacy of a home cannot be constitutionally made a crime" resulted from _____.
 - A. Roth decision
 - B. Stanley vs. Georgia
 - C. Ginsberg
 - D. Shackman

4. Necessary elements in a WSTA case includes:
 - A. Any female, intrastate transportation, purpose of prostitution
 - B. Homosexual, interstate transportation, sex partner
 - C. Female, interstate transportation, commercial reasons
 - D. Female, interstate transportation, abortion

5. Among the sources of WSTA cases are:

- A. Initial contact by officers
- B. Victim prostitute
- C. Clinics, hospitals
- D. Pimps
- E. All of the above

6. The Federal violations that correspond to prostitution and pornography are:

Answer: The White Slave Traffic Act and Interstate Transportation of Obscene Matter

Outline

ST. PAUL DEPARTMENT OF POLICE
PERSONNEL AND TRAINING

(Instructor)

DATE

LESSON PLAN

Course:

Subject:

Instructional Unit:

Method:

Time Allotted:

Classes:

Equipment, Materials, Etc.:
(for instructor)

Assistants:

Instructional Aids:

References:

Study Assignments:

Equipment:

STEP III.

APPLICATION: (Application by Learner)

STEP IV. FOLLOW UP OR TEST: (Inspection of learner's individual efforts under working conditions (if possible.)

TEST: (Attach questions)

SUMMARY OR CRITIQUE:

APPEAL: (Closing Statement)

SAINT PAUL POLICE TRAINING UNIT

LESSON PLAN

COURSE: Basic Supervision for the Police Supervisor

LESSON TITLE: Reprimands

OBJECTIVES: a. ^(Do general) To examine and learn the forms and techniques of the oral reprimand from the point of view of the police supervisor

b. To participate in a practical exercise through class discussion on the technique of the oral reprimand.

REFERENCES: Spriegel, Elements of Supervision, p. 284
King, First-line Supervisor's Manual, p. 143
Scott, Leadership for Police Supervisor, p. 32

TRAINING AIDS: Chalkboard, overhead projector, Edex

TOTAL TIME: 2 periods - 50 minutes each

LESSON TITLE: Reprimands

NOTES TO INSTRUCTOR:

O. W. Wilson (P. 369)-
"Punitive action is seldom constructive, but when necessary, it frequently has a salutary effect on all members of the force and sometimes, but not always, on the person against whom it is directed."

Definition can be shown on slide or overhead

INTRODUCTION:

1. Regardless of the atmosphere of positive discipline built by you, the police supervisor, occasions will arise when it will become necessary for you to take disciplinary action in the negative sense.
2. The method in which you carry out the reprimand will have an effect on the morale of the group as well as the individual.
3. We will seek a definition of the term "reprimand," discover the forms of a reprimand, review the aims of a disciplinary action, and see how a reprimand is carried out by a police supervisor from a practical point of view.
4. We will discuss reprimand techniques for rather severe offenses as opposed to minor corrections of an officer's conduct.

EXPLANATION:

1. Definition of reprimand.
 - a. have class volunteer their ideas on the definition of the term "reprimand" and write those ideas on chalkboard.
 - b. formal definition - "A reprimand is a severe reproof given by one in authority."
 - c. reword the definition to promote class understanding referring back to their definition. Define term "reproof" in common terms.
2. Forms of a reprimand.
 - a. written
 - b. oral
 - 1) most common
 - 2) may be used with the interview technique if offense approaches serious nature.

Use overhead or magnetic strips

On overhead.

Attitude

1. each case is unique
2. officers are human
3. be genuinely helpful
4. be emotionally stable

EXPLANATION: (Cont'd)

3. Review of the aims of a disciplinary action. (call on members of class)
 - a. To bring about a change of thinking
 - b. To discourage a potential violation of rules
 - c. To inform the public that compliance with departmental regulations is insisted upon.

GUIDELINES FOR A DISCIPLINARY ACTION FROM THE VIEWPOINT OF A POLICE SUPERVISOR.

I. Attitude

- A. each case is unique
- B. look upon each officer as a human being
 1. Officer is individually different
 2. Keep in mind the officer's emotional background, personal problems, etc.
 3. Discuss briefly two different personality types and the supervisor's possible approach to these types (not all-inclusive)
 - a. hardened veteran - 20 years on job
 - b. new employee on job 3 weeks
- C. supervisor should assume attitude of genuine helpfulness.
- D. supervisor should remain emotionally stable
 1. interviews should be impersonal
 2. no display of anger or sentimentality but interested and receptive

List on Chalkboard

Question the class:

How should the supervisor prepare for an interview?

Where should the interview be conducted?

II. The Interview

A. Consists of five sequential steps.

1. Preparation
2. Hearing
3. Decision
4. Conclusion
5. Follow-up

B. Let's break these down and look at them separately.

1. Preparation

a. Decide what the objective is in taking the action

b. Study

1) facts of offense

2) member's record

3) rules and customs

4) tradition in similar circumstances

c. Place for interview

1) quiet room - no distractions

2) usually never in presence of others - may be in-effective and detrimental to morale.

3) at the scene of error

a) maybe better to correct and reprimand at the point of misbehavior if the circumstances warrant.

b) calls for discretion of supervisor

LESSON TITLE: Reprimands

List and explain on
chalkboard

2. Hearing

- a. Interview should be
 - 1) brief
 - 2) concise
 - 3) confidential
- b. Officer should be given reason for the interview
 - 1) start by stating good points about his work, previous record, is applicable
 - 2) do not accuse until all the facts have been studied
 - 3) should be about a specific event and not an accumulation.
- c. Let officer explain his actions
 - 1) may show disciplinary action is not necessary
 - 2) may save embarrassment
- d. Supervisor must realize that most people have a resistance to correction
 - 1) must break down this resistance
 - 2) officer's explanation of offense will lessen resistance
 - 3) most people do not resent fair correction
- e. If in error, officer should be informed of seriousness of error.
 - 1) what consequences could result

LESSON TITLE: Reprimands

- e. (Cont'd)
 - 2) convince officer that his actions were sub-standard.
- f. Supervisor should cite regulation and explain it
 - 1) officer must
 - a) understand reason for rule
 - b) recognize need for conformance
- g. Create a desire for improvement.
 - 1) good efforts will be noticed as well as bad
 - 2) officer fills a position of responsibility-tell him he's valuable
 - 3) he must meet no higher standards than others
 - a) he is not being discriminated against
 - b) If others can perform acceptably, so can he
- h. Permit the officer to make a positive response
 - 1) may want to apologize or explain how he will try to improve
 - 2) has psychological value
- i. If you discover you have been unfair, admit it.

Brief review of
Period 1.

Period 2

3. Decision

- a. certainty of punishment, and not severity, that is important.
- b. the punishment must be commensurate (proportionate, of equal magnitude) with the seriousness of the offense.
 - 1) must allow for individual differences.
 - 2) "chewing out" may be sufficient to change attitude
 - 3) severe offense may warrant suspension or similar imposition
 - 4) after several warnings, discharge may be considered, as a last result
 - 5) transfers not recommended
 - a) "passes on" problem
 - b) assignments on ability, not inability

4. Conclusion

- a. Interview should close in a friendly, dignified manner.
- b. Officer must know what is expected in future
 - 1) what should the supervisor do should the same offense reoccur.
 - 2) continued errors result in stronger disciplinary action
 - 3) supervisor should be willing to assist in adjustment.

LESSON TITLE: Reprimands

4. Conclusion (Cont'd)
 - c. once administered, reprimand should be forgotten
 5. Follow-Up - one of the most important phases.
 - a. check to see if the action has an effect.
 - b. following procedure recommended may vary in practice.
 - 1) account of interview submitted through channels
 - a) details of offense
 - b) action taken
 - 2) provides record of action - submit account as follows
 - a) one letter to officer
 - b) one copy to supervisor's file
 - c) one copy to officer's file
 - 3) should offense be of
 - a) a critical nature
 - b) a nature that arouses public opinion
 - c) interest to superior
- ...then submit through higher channels.

On chalkboard

SUMMARY:

Use questioning technique to lead into summary.

- A. What is a reprimand?
- B. What are the aims of a disciplinary action?
- C. What attitude should a supervisor assume prior to conducting a disciplinary action?
- D. What are some good interview procedures?

There is pretty much agreement among authorities, that, in police work, a closer supervision of the work of subordinates is necessary than may be necessary in private industry. This means the immediate supervisor will be expected to maintain fairly tight discipline in his group. This may occasionally require disciplinary action on the part of the supervisor.

When disciplinary action becomes necessary, the police supervisor is making a serious mistake when he fails to take it. When he takes it, but fails to fit the punishment to the failing, considering individual differences, or fails to consider the disciplinary action he takes is likely to accomplish his specific aims, he makes equally as serious a mistake.

We hope that our investigation today into the techniques of administering a reprimand and the nature of a disciplinary action will help you use this tool of supervision intelligently and effectively.

ST. PAUL POLICE DEPARTMENT

INSTRUCTORS' SEMINAR

The following equipment is available in the Training Unit. We encourage the use of this equipment in your presentation.

Audio-Visual Equipment

16mm movie projectors
L.E.R.C. films free of charge
35mm slide projector
Overhead projector
Opaque projector
Video taping camera - portable and fixed
Flip charts
Thermo Fax machine
Assorted transparencies
Tape recorders and players
Tape and slide combinations
Mock scene equipment
Dummy revolvers
Mulage kits (fake blood, etc.)
Maniquins

ST. PAUL POLICE DEPARTMENT

USE OF THE OVERHEAD PROJECTOR (OHP)

Always remove the projector from its carrying case.

Place projector so that projected image fills the screen when the image is in focus.

If possible, move the top of the screen toward the projector to prevent the "keystone" effect.

After focus is adjusted and the projected image is placed as high on the screen as possible, TURN THE PROJECTOR OFF.

Place the first transparency on the OHP platform.

When you are ready for the class to see the visual, TURN THE PROJECTOR ON.

While visual is being projected, don't turn your back on the class to look at the image.

When pointing out an item, point directly at the transparency rather than pointing at the screen.

If there are words that the class should copy from the image, give them time to complete the writing.

If you are displaying a list of items, cover all the items except the one you want the class to see.

When you are finished using the visual or if you want the attention of the class, TURN THE PROJECTOR OFF.

NEVER CHANGE A TRANSPARENCY WHILE THE PROJECTOR IS ON!

ST. PAUL POLICE
INSTRUCTOR'S RATING SHEET

Presented by _____ Topic _____ Date _____

Personal Characteristics
(voice, posture, enthusiasm, English)

_____ | _____ | _____ | _____
Poor Ave. Exc.

Objectives
(goals, purpose)

_____ | _____ | _____ | _____
Not Clear Ave. Very Clear

Preparation
(notes, materials ready)

_____ | _____ | _____ | _____
Poor Ave. Well Prepared

Presentation
(continuity, pace, organization)

_____ | _____ | _____ | _____
Poor Fair Exc.

Use of visuals
(chalkboard, overhead, examples)

_____ | _____ | _____ | _____
Needs Practice Fair Exc.

General Effectiveness

_____ | _____ | _____ | _____
Low Ave. High

Additional Comments:

Training Subjects -

1. Public speaking

~~Statements which make pe meets the
needs of the victims.~~