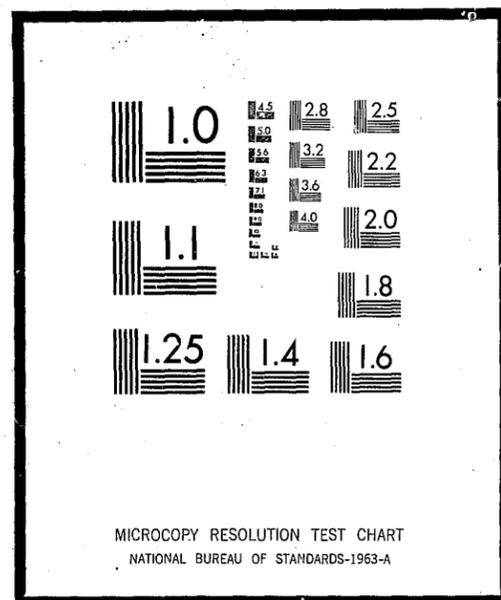


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ANNOTATION:  
 AN ACCOUNT OF FORMAL POLICE TRAINING BEING DEVELOPED IN ILLINOIS AND THE FURTHER DEVELOPMENT OF CURRICULA UNDER THE PROVISIONS OF LEAA GRANT 161.  
 ABSTRACT:  
 THROUGH THE EFFORTS OF VARIOUS POLICE ADMINISTRATORS AND MUNICIPAL OFFICIALS, THE ILLINOIS LEGISLATORS RECOGNIZED THEIR RESPONSIBILITY TO PROVIDE FOR AN EXPANDED TRAINING PROGRAM BY AMENDING THE ORIGINAL ACT IN 1967. IN ALL PROBABILITY THE LEGISLATORS WILL AGAIN EXPAND THE TRAINING PROGRAM IN THE CURRENT SESSION OF THE 76TH GENERAL ASSEMBLY TO INCLUDE (1) MANDATORY TRAINING FOR NON-SUPERVISORY AND FIRST-LINE SUPERVISORY LAW ENFORCEMENT OFFICERS; (2) MINIMUM RECRUIT SELECTION STANDARDS; AND, (3) A CENTRAL ACADEMY SYSTEM TO BE OPERATED BY THE STATE. THE CURRICULA DEVELOPED UNDER THE PROVISIONS OF THIS PROJECT WILL FULFILL ITS INTENT AND PLAY AN IMPORTANT ROLE IN THE FINAL RESULTS OF THE TOTAL PROGRAM.  
 (AUTHOR ABSTRACT)

0082

# **NEW ADVANCED POLICE TRAINING PROGRAM CURRICULA DEVELOPMENT**

STATE OF ILLINOIS

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## **LEAA PROJECT REPORT GRANT NO. 161**

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OFFICE OF LAW ENFORCEMENT ASSISTANCE  
U. S. DEPARTMENT OF JUSTICE  
WASHINGTON, D. C.

200000

NEW ADVANCED POLICE TRAINING PROGRAM  
CURRICULA DEVELOPMENT

Final Report Submitted to

Office of Law Enforcement Assistance  
U. S. Department of Justice  
Washington, D. C.

by

Illinois Local Governmental Law Enforcement  
Officers Training Board  
Springfield, Illinois

John M. Heafner  
Project Director

TABLE OF CONTENTS

	<u>Page</u>
SUMMARY .....	i
BACKGROUND .....	1
Legislation .....	2
The Board and Its Duties .....	4
PROGRESS .....	6
Board Functions .....	6
Executive Director Hired .....	6
Participating Agencies .....	6
Officers Trained in 1966 .....	7
Training Needs .....	7
The Illinois Police Training Act Amended .....	8
OBJECTIVES .....	9
Upgrading the Police Service .....	9
SPECIAL PROJECT GOALS .....	13
PROJECT WORK .....	16
The Problems .....	17
Geographical Characteristics of the State Affecting Law Enforcement .....	18
Depth of Lesson Plan .....	20
ACCOMPLISHMENTS .....	24
Curricula Developed .....	25
Results of the Training Program .....	25

TABLE OF CONTENTS  
(Continued)

	<u>Page</u>
THE FUTURE .....	29
Findings .....	30
Recommendations .....	31
CONCLUSION .....	33

APPENDIX A

Senate Bill 664 (established the original Act)	
Senate Bill 393 (amended the original Act)	
The Illinois Police Training Act (as amended) .....	A-1

APPENDIX B

Rules and Regulations of the Board .....	B-1
------------------------------------------	-----

APPENDIX C

Curriculum Outline, Course Description and Sample of Instructor's Guide of the 160-hour "Advanced Basic" Training Course .....	C-1
-----------------------------------------------------------------------------------------------------------------------------------	-----

APPENDIX D

Curriculum Outline, Course Description and Sample of Instructor's Guide of the 80-hour Course in "Police Supervision" .....	D-1
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APPENDIX E

Curriculum Outline, Course Description and Sample of Instructor's Guide of the 80-hour Course in "Police Management" .....	E-1
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## SUMMARY

This project was supported by Grant No. 161 awarded by the Attorney General, under the Law Enforcement Assistance Act of 1965, to the Illinois Local Governmental Law Enforcement Officers Training Board, hereinafter referred to as the Board. Grant No. 161 was designated a "Special Program". Its purpose was the further development, expansion and implementation of the police training program in Illinois.

The Illinois Police Training Act was established in 1965 by the 74th General Assembly, and signed into law by Governor Otto Kerner on August 17, 1965. This Act created the Board "for the purpose of encouraging and aiding municipalities, counties, park districts and other local governmental agencies of the State in their efforts to raise the level of local law enforcement by upgrading and maintaining a high level of training for law enforcement officers".

Prior to the approval of the Illinois Police Training Act the only State assistance in the training of local police was that offered by the Police Training Institute (PTI), Division of University Extension, University of Illinois, at the Champaign-Urbana campus.

Authority to offer such training, under the sponsorship of the State, was vested in PTI by the 69th General Assembly in 1955. Its action was prompted by the concerted efforts of the Illinois Association of Chiefs of Police, University of Illinois officials, and other interested persons who recognized the need to upgrade the police service in Illinois.

Functioning with a very small staff and a relatively small budget, and with little support or encouragement of any consequence from the State or local governmental units, the Institute was able to answer only a small part of the needs for upgrading the police service in Illinois. Moreover, police training suffered from lack of interest and understanding by the less progressive-minded police administrators, tight municipal budgets, and the inability to recognize the urgent need for formal police training by many of the elected officials in responsible positions of municipal and county governments.

The duties and responsibilities assigned the Board in fulfillment of its obligation under the Illinois Police Training Act constituted no small undertaking. The members of the Board readily recognized that to implement a full and adequate training program was an enormous undertaking which would require a thorough knowledge of existing conditions throughout the State, and a concerted effort of all concerned. Fortunately, responsible police and municipal officials within the State were awaking to the urgency of the situation. They were ready and willing to aid the Board in its endeavors. Their response to surveys and consultations was most valuable.

Even more fortunate was the wisdom demonstrated by those who included in the Illinois Police Training Act specific requirements as to the composition of the administering Board. A cross-section of Federal, State, County and Municipal law enforcement officials were designated for positions on the Board, along with representatives of local governmental units. This structure lent itself admirably to the task at hand.

The 16-man Board consists of the Attorney General, the Superintendent of the State Highway Police, the Superintendent of the Chicago Police Department, the Director of the Police Training Institute, the Special Agent in Charge of the Springfield division of the F.B.I., and the following, appointed by the Governor usually for three-year terms: two mayors or village presidents, two county sheriffs, two municipal managers, three police chiefs, and two members of an organized enforcement officers' association. The administrative affairs of the Board is headed by an Executive Director. He serves at the pleasure of the Board. The Board promulgates its own Rules and Regulations.

The combined experience in law enforcement and local government administration found in the cross-section of the Board membership and its staff provided a broad knowledge of the problems of law enforcement throughout the State. This knowledge, supplemented by the experience gained by the Police Training Institute since its inception, enabled the Board to proceed immediately with the police training program. However, it was still necessary to conduct surveys, hold consultations, etc. to pinpoint vital information required for intelligent decision-making.

In the course of time, the training program for recruit police got under way and was progressing towards a satisfactory level. However, the Board's endeavor to fully develop a comprehensive police training program under the Act was complicated by the large influx of new officers, plus the demand being made by older officers to receive similar training. It should be noted the original Act applied only to newly appointed officers.

At the end of the first year's operation, demand for more adequate training for all law enforcement officers was gaining support. It appeared there was a very good possibility that the Act would be amended to include training for experienced patrolmen as well as supervisory personnel. Training in specialized areas was also needed.

With this in view and after a reassessment of available funds and facilities, the Board applied for aid from the Office of Law Enforcement Assistance. The

application was approved, and as stated earlier in this summary, Grant No. 161 was awarded. Effective dates were May 1, 1967 to April 30, 1968; however, these dates were revised to August 1, 1967 to July 31, 1968, due to the inability to get the project started as soon as was at first expected.

Since the grant was awarded for the purpose of further development, expansion and implementation of the training program, it was necessary to decide what specific objectives would be pursued via the Office of Law Enforcement Assistance (OLEA) project. Within the above area; the Board and its staff made a thorough study of future police training needs in an attempt to project those needs into the future. In anticipation of the number of new officers to be trained, and resources available, it was determined that the development of curricula in advanced areas would be the most beneficial. It was deemed highly desirable to replace the hodgepodge of police training courses which existed throughout Illinois with a minimum standards curriculum for each of the various levels of instruction to be given.

As was anticipated, the original Illinois Police Training Act was amended by the 75th General Assembly. The amendments were approved by the then Governor Otto Kerner on August 3, 1967. The amended Act provided for all officers of a particular governmental unit to be eligible to receive training under provisions of the Act, once that municipality or county had formally agreed to provide training for its recruits.

At this juncture, as an informational matter, it seems logical to note that the Training Board was empowered to provide sizeable reimbursement to local governments which, on a voluntary basis, sent their officers to approved training schools.

The Board established a number of objectives in general to cover the whole area of developing the police training program in accordance with the provisions of the Illinois Police Training Act as amended. However, more specific goals set down in the grantee's original application to OLEA for assistance was for the purpose of developing curricula for the following courses:

1. An 80-hour course in Police Supervision.

The curriculum for a Police Supervision course was the first to be developed. This seemed to be the most important area, as it was acknowledged that sergeants and lieutenants received little or no training when assuming their additional duties. Also, police administrators recognized the supervisory level to be one of most vital importance, as it is the supervisor who interprets plans and policies and puts them into action. Also, it is the supervisor who must have the ability to work with people generally, to elicit cooperation, to motivate, and to provide personal leadership.

2. A one or two week training course in Police Management.

Obviously, this area required a high priority for development as too many police chiefs never receive sufficient training in police administrative matters. This deficiency in the higher levels of many law enforcement agencies is unquestionably responsible for the ineffectiveness of many of these agencies. Good management is essential to efficient operations.

3. A 160-hour Advanced Basic Training Course.

Since the basic course, under the voluntary program of recruit training, was established at a minimum of only 160 hours, the Advanced Basic Course was designed to be a continuance of the basic training. It was hopefully anticipated the officer who completed the basic training would return in approximately one year's time for the advanced basic course of four weeks. There is reason to believe that the officer who returned for the advanced basic course would be a better student after having experienced actual police work. The advanced basic course was also to serve as a four-week training period for older, experienced officers who never had the opportunity for any formal classroom training.

4. Specialized training.

It was recognized that many departments, including sheriffs' offices, are getting to the point where specialists in particular fields are necessary, e. g., fingerprints, photography, juvenile matters, physical evidence, narcotic control, criminal investigation, etc.

As discussed more fully in detail in the final report, the project work got off to a slow start. The hiring of a Project Director and additional staff members turned out to be time consuming. In addition, as the work progressed other unavoidable delays caused the project to fall behind schedule. Finally, as the expiration date of the grant drew near, it was necessary for the Project Director to request an extension to the grant period. The grant period was thereafter extended for six months.

The work of developing curricula was found to be necessarily slow and painstaking. It necessitated much research, as well as consultations, meetings, travel time, etc. which all proved to be time consuming. The study and comparison of curricula used in the larger police departments and the established police training schools, in order to determine the variances of contents, proved to be of some value but again was a slow process.

Furthermore, geographical characteristics of the State had to be considered in the development of the curricula. Illinois, an elongated state, has many types

of industries, and various sized communities, from a few hundred people to the second largest city in the United States. Thus, individual living habits range from those of the small rural community to those of the large metropolitan centers. This wide variance is, obviously, reflected in the different minimum standards and requirements found in the law enforcement agencies throughout the State.

There are 618 municipal police departments in the State with one or more full-time sworn officers. Over one-half of these agencies, or 413, serve populations of less than 5,000; 156 departments serve populations from 5,000 to 25,000. A survey in February, 1968 indicated a combined total of 17,490 municipal police officers in Illinois - 11,408 of this total were serving in the City of Chicago.

Also under the purview of the Illinois Police Training Act are the sheriffs' offices of the 102 Illinois counties. The same survey indicated there were 1,355 full-time sheriffs and deputies serving the county jurisdictions.

These conditions and variances definitely affect the quality and amount of training which has been in the past afforded law enforcement officers in the various communities throughout the State. Standards employed in the selection process also vary from community to community. In many of these agencies little or no training at all has been afforded the officers. Consequently, a wide range of competency is found in the police personnel in the State. Their educational background may vary from that of a minimum of education to that of college degrees. Encouraging are the results which are beginning to show in the lower ranks since the State set minimum requirements of a high school diploma, or its equivalent, in 1967, in order to be eligible for employment under the Fire and Police Commissioners Act.

In proceeding to develop the curricula it was obvious that the foregoing conditions would have some effect upon the final results. Therefore, much deliberation and consideration took place before attempting to develop curricula which would accommodate the existing levels of competence found in the supervisory and management levels.

One of the main decisions to be made was the determination as to what depth the lesson plan should be developed. Valuable advice and opinions gained from research and consultations pointed up that the lesson plan should not be too much in detail, or completely written-out. It was reasoned that the instructor should be allowed sufficient latitude in order to draw upon his own research and knowledge. Otherwise, if every word to be said and every move to be made were written-out, results would be dull and meaningless instructions.

The fact that the curricula to be developed, after approval by the Board, would serve as the minimum standards for training courses in the certified schools in Illinois was of grave concern.

After all was taken into consideration, the following criteria evolved:

1. The lesson plan would be on the brief side and entitled "Instructor's Guide".
2. The curriculum and "Instructor's Guide", after approval by the Board, would serve as a minimum standard training course in Illinois in all approved training schools outside of Chicago.
3. In addition to the "Instructor's Guide", the Curriculum would be accompanied by a "Course Description" under which a brief thumbnail sketch of each topic in the curriculum was to be set forth.
4. Contents of the curriculum and the accompanying "Instructor's Guide" were to be based on the results of research and consultations supported by practical knowledge and proven theories in the police field. Also, it was to be impregnated with ideas designed to encourage the student-officer to institute new concepts and innovations, hopefully, to spur the officer to keep abreast of the ever-increasing complexities of his job, and to promote self-improvement.
5. The "Instructor's Guide" would be written out in detail only to the extent that it would enable the instructor to follow the guide and keep him from deviating too far from the intent of the lesson plan. Yet, it would allow the instructor sufficient latitude to initiate his own research and fully develop any gaps in the plan of presentation.
6. The "Instructor's Guide" would provide sufficient material to enable the instructor to skip the more elementary parts of the material if the intelligence level of his class permitted. Also, it was to allow for expansion of prescribed hours if desired.
7. To allow the School Director the prerogative to use optional subjects, within the general scope of the curriculum, to fulfill the need peculiar to a particular geographical area of the State or of current topical interest.

Achievements under Grant No. 161 did not reach the desired level. However, the curricula developed under the provisions of the grant and eventually approved by the Board are:

1. The 160-hour "Advanced Basic" training course.
2. The 80-hour training course in "Police Supervision".
3. The 80-hour training course in "Police Management".

Consequently, the late dates of approval accounted for only a minimal number of officers being trained in state approved schools after the curricula developed in this project became effective. Therefore, results of this work and evaluation of the curricula is yet to be determined.

It is apparent that the future holds much in store for the expansion and further development of police training curricula, as there are indications the Illinois Police Training Act will undergo another expansion in the coming year. Bills have been introduced to this effect in the 76th General Assembly which is currently in session considering legislation and appropriations for the biennium beginning July 1, 1969. Furthermore, a number of recommendations were made by the Public Service Administration of Chicago as a result of a survey conducted in 1968 under direction of the Training Board to determine the needs of police training and education in the State. No doubt, these recommendations will be considered when the legislative hearings are conducted.

It is concluded that some of the items referred to in the final project report are indirectly related to the project work itself, but it is believed their inclusion was necessary because of their importance to the total program. Indirectly they influenced and had a bearing upon the type of curricula developed.

## CHAPTER I

### Background

Prior to 1955, police training for new officers in Illinois was afforded on a local departmental basis only. Consequently, there was no semblance of uniformity or standardization of the basic training for new officers throughout the State. Furthermore, especially in the smaller and medium-sized departments, little or no actual training was afforded all too many new police officers upon their appointment.

In the years following World War II, more and more progressive-minded police administrators in the United States began to recognize a great need to upgrade the police service by instituting a higher level of training and an improvement of the selection process in acquiring new recruits. The State of Illinois was no exception.

Illinois Police chiefs also recognized the need to upgrade the police service. Through their official organization, the Illinois Association of Chiefs of Police, efforts were spearheaded to bring this matter to the attention of interested Illinois Legislators and University of Illinois officials. Other interested groups and individuals gave much assistance.

Their efforts prompted the 69th General Assembly to legislate an Act in 1955 which established the University of Illinois Police Training Institute at Champaign, Illinois. It was placed under the direction of the Division of University Extension Service of the University and it is still in existence. Thus, formal police training under the sponsorship of the State of Illinois commenced in 1955.

Functioning with a small but determined staff, a relatively small budget and inadequate physical facilities, the Police Training Institute (P.T.I.) continued to struggle for a decade without ever really getting off the ground.

The obstacles were insurmountable. Thus, formal police training in Illinois did not attain the level desired by progressive police administrators, and the hoped for upgrading of the police service was left largely unfulfilled. Whether or not formal police training in the State would have fared better had P.T.I. been better equipped will probably never be known.

However, responsibility for the shortcoming in upgrading the police service cannot be placed on P.T.I., any individual, group or in any one area. Progress in police training was hindered to a great extent by the lack of enthusiasm shown by the less progressive-minded police administrators, tight municipal budgets, and, in many instances, the inability of elected officials in responsible positions of municipal and county governments to recognize the urgent need for a higher level of police training.

Although it was obvious that the police training program instituted at P.T.I. by the 69th General Assembly was not measuring up to expectations, it did pave the way for a more adequate program via the Illinois Legislators.

### LEGISLATION

During 1963 the Central Illinois Mayors Association became interested and requested the Illinois Municipal League to undertake a study of police training in the State of Illinois. Early in 1964 League President Homer C. Clark of Salem appointed a police training committee and named Mayor Emmerson V. Dexter

of Champaign as its chairman. The 10-man committee consisted of 5 mayors, 2 city managers and 3 chiefs of police.

Mayor Dexter and his committee held a series of meetings in which the problem of training local policemen was thoroughly studied and reviewed with the thought in mind of State assistance being provided in some way to the local communities. Many of this original committee felt some mandatory requirements should be set up by the State as to the selection and training of new officers by local communities. However, after considerable discussion this approach was deemed impractical because it would seemingly involve a further infringement on "home rule". It was feared if mandatory regulations were set up the necessary support to get a bill through the Legislature could not be mustered.

Thoughts were then directed towards evolving a plan of action which would encourage local communities to train their new officers under a State-coordinated program and with State financial assistance on a matching-fund basis.

All along the way this special committee held conferences with various interested groups, especially in the law enforcement field. Finally, as a result of the committee's deliberation a bill was drafted and was introduced into the Legislature by Senator Everett R. Peters of St. Joseph. The House sponsor was Representative Leo Pfeffer of Seymour. This bill (Senate bill 664) carried with it an appropriation of \$800,000 of State funds to be disbursed to local governmental units participating in the program. It immediately received

organized backing from various groups, including the Illinois Association of Chiefs of Police, the Illinois Sheriffs' Association, the Illinois Police Association, the Cook County Sheriff's Department, the Chicago Police Department, and the AFL-CIO State, County and Municipal Employees Union.

The bill successfully passed both Houses and was approved by the then Governor Otto Kerner on August 17, 1965. This Act is known and is officially cited as the "Illinois Police Training Act".

The aforementioned sponsors and supporters of the Illinois Police Training Act continue to support the upgrading of police service in the State, and keenly observe the results of the program now in effect.

#### The Board and Its Duties

The Act established the Illinois Local Governmental Law Enforcement Officers Training Board for the purpose of encouraging and aiding municipalities, counties, park districts and other local governmental agencies of the State in their effort to raise the quality of local law enforcement by upgrading and maintaining a high level of training for recruit law enforcement officers.

The 16-man Board consists of the Attorney General, the Superintendent of the State Highway Police, the Superintendent of the Chicago Police Department, the Director of the Illinois Police Training Institute, the Special Agent in Charge of the Springfield division of the F. B. I., and appointed by the Governor, usually for three year terms, two municipal mayors or village presidents, two county sheriffs, three police chiefs, and two members of an organized enforcement officers' association. The Board may also employ an Executive Director and other

necessary clerical and technical personnel to carry out the administrative functions and aid in implementing the overall training program.

The Board promulgates its own Rules and Regulations which set forth the duties of the Board, meetings, election of officers, duties of the officers, committees and their duties, duties of the Executive Director, basic course requirements, minimum requirements of training, school standards, qualification of school directors and instructors, reimbursements and Board assistance.

To encourage voluntary participation of local governmental agencies, the Act empowered the Board to reimburse local governments, up to \$500, one-half of the travel and other legitimate expenses of sending police trainees to an approved recruit training course which also includes the officers' salaries while in school.

Among other things, the Board has the responsibility of developing the curriculum, and selecting and certifying approved schools for the purpose of providing basic training for recruits, and in-service training for police officers.

Also to adopt minimum standards for such schools, including minimum courses of study, minimum requirements for instructors, and minimum basic training requirements. In order to expeditiously carry out the functions of the Board in respect to certification of training courses, schools, instructors, etc., the Executive Director is authorized to issue temporary certification pending final action of the Board.

The Board's committees consist of an Executive Committee, Finance and Legislative Committee, and the Curriculum and School Standards Committee.

## CHAPTER II

### Progress

#### Board Function

The Board began to function immediately after its inaugural meeting on September 23, 1965, as the need for formal police training in Illinois was obvious. However, progress was slow at the beginning, as procuring initial staff and operating facilities proved to be time consuming.

#### Executive Director Hired

After several months of reviewing qualifications of approximately 85 applicants for the position of Executive Director, Mervin G. O'Melia of Andalusia (Rock Island County), Illinois was appointed to this position by the Board. He assumed his official duties on March 15, 1966 and, in the course of time, with the aid of a secretary, was conducting the administrative affairs of the Board at 301 North Second Street, Springfield.

#### Participating Agencies

As of December 31, 1966, after approximately 9 months of operation, 149 municipalities and 8 counties were "signed up" to participate in the voluntary program.

Participation by local governmental units seemed rather slow after the larger and more progressive units signed up at the beginning of the program, however, it continued to progress. As of February 1, 1969, two hundred fifty-three municipalities and twenty-two counties were "signed up" to participate in the program. The municipalities alone represent a total population of over

7,758,000 which is approximately 77% of the State's total.

#### Officers Trained in 1966

Representing the participating agencies, as of December 31, 1966, a total of 1,063 recruit officers received a minimum basic training of 160 hours in schools certified by the Board. Seven hundred two of these officers were Chicago recruits. These officers and 21 new officers from the Chicago suburbs received training at the Chicago Police Academy. A number of agencies in the Chicago area prefer to afford their new officers more extensive basic training and utilize the Chicago Police Academy. Their minimum basic course runs for 14 weeks.

#### Training Needs

As new officers from the various departments received the minimum basic training course, many older officers who had never received any formal classroom training began to feel that they, too, deserved more adequate training. Their voices did not go unheeded. Many top police administrators of the various law enforcement agencies also voiced their opinion in favor of the training program being expanded to include all law enforcement officers of local governmental units participating under the Illinois Police Training Act.

The demand for a higher level of police training, which would include all law enforcement officers of local jurisdictions, was a healthy sign of progress in the police training field. The fact that many law enforcement officers themselves were seeking more adequate training served as an indicator to point up the

need for such training to be provided under the Act.

In an attempt to project anticipated training needs for the next year (1967) of operation, it was estimated that 660 new recruits (outside of Chicago) would need basic training. Chicago officials furnished data indicating as many as 1,276 recruits were expected at their academy in 1967. The projection was based on a tabulation of the estimated "police population" in Illinois (of local governments only). There was no attempt to project training needs for officers above the recruit level. However, the Board anticipated the need for additional training facilities and curriculum development if the training needs for older officers were to be satisfied by expanding the provisions of the present Act.

The number of new officers trained in the State outside of Chicago ran higher than the estimated number. Final 1967 figures indicated there were 729 new officers who received basic training outside of Chicago, and 636 new officers who received basic training in the City of Chicago which was somewhat below the number estimated by Chicago Police officials.

#### The Illinois Police Training Act Amended

The response to the police training program as sponsored under the Illinois Police Training Act was encouraging. Expansion of the provisions of the Act passed in 1965 to include all local law enforcement officers seemed appropriate and certain.

Again, a concerted effort was made by all interested individuals and groups in a proposal to expand the police training program to include all local law enforcement officers and to offer training in advanced and specialized areas.

Consequently, the Illinois Police Training Act was amended by Senate Bill 393 to include all officers and to broaden its provisions. The principal sponsors of S. B. 393 were Senator Everett R. Peters and W. Russell Arrington. It was passed by the 75th General Assembly and approved by the then Governor Otto Kerner on August 3, 1967.

### CHAPTER III

#### Objectives

A number of objectives which were deemed necessary to accomplish the upgrading of the police service were definitely set down in the Illinois Police Training Act. They included establishment of minimum standards and requirements of the schools, curriculum and instructors, as well as outlining the duties and responsibilities of the Board. It should be noted the Act allows much latitude to the Board, in its discretion, to initiate, administer and conduct the police training program.

#### Upgrading the Police Service

It is the Board's responsibility to aid local communities in the training of local law enforcement officers, thereby upgrading the police service in the State. This was recognized as no small undertaking, although on the surface it might appear to be relatively simple. However, a close analysis of this mandate revealed many individual problem areas which necessarily had to be considered in any attack on the total problem.

The Board and its staff fully recognized their obligation under the Act

and constantly strived for achievement in the various aspects of upgrading the police service. The Board's minimum achievement goals were set down as:

1. Expansion of the program under the Illinois Police Training Act, as amended, in response to local training needs and the rising crime rate.
2. The providing of additional training beyond the recruit level, under similar circumstances, to include advanced or intermediate training, and training in police supervision, police management, and in the specialized fields.
3. To obtain an increase in the appropriation for the 1967-1969 biennium for the purpose of financing the expansion of police training in Illinois: (1) continued reimbursement to local governments for all types of police training; (2) increased operating expenses of the Board; (3) salaries for additional staff; and, (4) rental for increased office space for staff.
4. To provide an adequate number of approved training facilities throughout the State in order to accommodate the influx of trainees.
  - a. In addition to the three established full-time training institutions in the State (the University of Illinois Police Training Institute, the Northwestern University Traffic Institute and the Chicago Police Academy) it

was necessary to provide additional part-time training facilities. The larger police departments with adequate training facilities, the State Universities and the Junior Colleges were encouraged to offer their facilities for training sessions on an intermittent basis.

5. To assist the approved training schools in obtaining qualified school directors, and to aid in soliciting qualified instructors from the Federal Bureau of Investigation, the State Police and the various law enforcement related agencies to serve in this important capacity.
6. To develop appropriate curricula and instructor's guides for the various courses required in the training program.
  - a. This important area deserved much consideration. It was highly desirable to establish a minimum uniform standard of instruction throughout the State because non-formal local police training often had a tinge of local characteristics, and varied to a great degree from place to place.
7. To answer immediate curricula needs at the beginning of the advanced program.
  - a. In cooperation with the Board, a number of training courses were developed by P. T. I. on a crash basis. This was only a stopgap measure to provide material until the Board's

own program could become effective in this respect.

8. To obtain a Grant-in-aid from the office of Law Enforcement Assistance to facilitate the development of appropriate curricula and instructor's guides for the various training courses offered under sponsorship of the Illinois Police Training Act.
  - a. The application for the OLEA grant was approved by the United States Department of Justice. The original effective dates were May 1, 1967 to April 30, 1968. However, it was necessary to have the dates extended due to the delays in getting the project started. The revised dates were August 1, 1967 to July 31, 1968.
  - b. OLEA designate Grant No. 161 for the purpose of enabling the Board to carry out the project work as stated in the grantee's original application.
9. To employ an additional staff member in order to carry out the project work under terms of Grant No. 161.
  - a. The Board accepted applications for a Project Director and anticipated on immediate hiring by direct Board appointment. However, it was learned that personnel in this classification would necessarily be hired under provisions of the State's Personnel Code. Thus, being forced to work through the stringent State of Illinois Civil Service procedures, a delay

was experienced in hiring the Project Director. He eventually started his employment effective September 18, 1967.

- b. The Board necessarily went through the same procedure to hire a Clerk Steno to assist in carrying out the project work. She began active duty on December 1, 1967.

#### CHAPTER IV

##### Special Project Goals

The Board and its staff carefully considered what specific goals should be established regarding curricula development under provisions of the OLEA grant. Also, determination should be made of the most expeditious methods to attain the broad objectives of the Illinois Police Training Act.

It was decided that since it was compulsory for participating agencies to send their new officers to an approved training school for basic training for which the curriculum had already been approved, it seemed logical to direct attention to other levels of the police hierarchy to seek improvement. Any accomplishment of the goals established in the project would, hopefully, be instrumental in upgrading the police service.

In recognition of the glaring inadequacies of training afforded in the upper ranks of police organizations in many parts of the State, it was decided that the development of advanced training curricula was an urgent need. Such curricula, once established, would serve to set minimum standards for police

training in the upper ranks.

Through careful consideration of these and other factors, the achievement goals for development of curricula under provisions of OLEA Grant No. 161 were set down as:

1. A minimum standard 80-hour training course in "Police Supervision".

It was recognized that, for the most part, first line supervisory personnel, such as sergeants and lieutenants, receive little or no formal training when they assume their additional responsibilities. This is an area which seriously needs upgrading, as training in proper supervision is highly essential to the execution of the administration's plans and policies. The ability of the supervisory officer to direct the activities of his work group to accomplish the objectives of management is of utmost importance. Otherwise, inadequate police service is rendered to the community.

2. A one or two week minimum standard training course in "Police Management".

It is obvious that too many police chiefs, especially in the smaller and medium-sized departments, never received training in the area of personnel management, budget preparation, overall administration, etc. It was felt there was especially a great need to incorporate all up-to-date methods and thoughts in this curriculum in order to improve the level of police management as

much as possible. The deficiencies in the higher levels of many law enforcement agencies are unquestionably responsible for the ineffectiveness in many of these agencies.

3. A 160-hour minimum standard Advanced Basic Training Course.

Since the basic course in recruit training was a minimum of 160 hours, it was reasoned that the "Advanced Basic" would serve as a continuance of the basic training. It was realized the 160-hour recruit training course was a bare minimum amount of training for the new officer. But since the program is voluntary, the Board felt a longer period of training to begin with would not be conducive to obtaining the desired amount of participation by the local governmental units.

Thus, the advanced-basic 160-hour course would, in effect, be the completion of the basic training of the new recruit. It was anticipated the new recruit who had completed the original four-week basic course would return after approximately a year's time for the advanced-basic four-week course. Further, it was believed this same course could serve as a four-week period for older officers who never had the opportunity for formal classroom training.

4. Specialized Training.

It was recognized that many medium-sized, as well as large-sized police departments and sheriffs' offices, were getting to the point where specialists in particular fields were necessary.

These fields include such areas as fingerprinting, criminal investigation, record keeping, photography, juvenile matters, evidence collection and preservation, overall departmental planning, etc.

It was noted that each of these areas of curriculum development was a project in itself and priority would have to be given to those areas which appeared to have the best chance for quick development and which were deemed to be most important. They were developed in the sequence as listed, and did prove to be sizeable projects.

## CHAPTER V

### Project Work

The project work itself got off to a slow start. Almost two months of the grant period had already elapsed when the Project Director started his employment on September 18, 1967. Further, he found it necessary to spend an appropriate amount of time in job orientation and to study in detail the terms of the project grant.

Since the whole program was still in the organizational stage, the Project Director found there were no specific guidelines set forth by the Board to guide his actions or procedures in the performance of his assignment. There were only the conditions set down in the specific goals established in the grantee's original application to OLEA.

Thus, in order to gain a sense of direction in the process of

developing the project work, it was determined that it would be necessary to (1) establish a method of procedures in the mechanics of the project work, (2) determine the depth of the lesson plans which would accompany the curricula, and (3) other minor items such as a format, etc.

Also, in order to formulate an overall comprehensive plan, it was deemed necessary to seek consultations with people who were already established in the police training field, and related areas, to gain knowledge from their experience and opinions. Therefore, meetings were held with Directors and staff members of the established police training institutes and with judges, attorneys, F. B. I. training officers, State police training officers, municipal police officials, etc. Their advice and opinions were most helpful even though their concepts in some particular areas seemed to differ widely.

What turned out to be a most useful tool and considered a necessity, was a collection of police textbooks by noted authors and publishers, as well as some training material of the larger departments, which library had already been established at staff headquarters by the Executive Director.

Furthermore, the Executive Director and various members of the Board were a constant source of advice and guidance while carrying out the project work. It should be noted that several members of the Board were nationally recognized as leaders in the fields of police administration and police training.

#### The Problems

The Project Director's prime asset was the practical knowledge gained

by thirty years of actual police experience of which over half was in top administration. This background enabled him to readily recognize the problems in developing suitable curricula for the training of officers above the rank of patrolman.

Much deliberation was necessary to arrive at a decisive plan which would be most likely to develop suitable curricula for the training of officers above the rank of patrolman. This proved to be a tedious task. However, practical experience, imbued with the advice and opinions derived from the consultations and research, enabled the Project Director to work out what seemed to be a fairly comprehensive and logical method of procedure to develop the curricula and its contents. Two main areas of concern were:

1. Geographical characteristics of the State affecting Law Enforcement.

Illinois, a great inland empire, is an elongated state geographically. Its extreme length is 385 miles, and 218 miles at the widest point between its east and west borders.

Within these borders, close to eleven million citizens are scattered from the sparsely settled rural communities in the southern parts of the State to the heavily populated areas in the northeast section.

There are over 1,180 municipalities in Illinois, most of them with populations of less than 10,000<sup>1</sup>. Only 52%, or 618 of the municipalities, have police departments consisting of at

least one full-time officer, and approximately 195 of these agencies employ only one full-time sworn officer. Over one-half of the departments, or 413, serve populations of from 5,000 to 25,000. Therefore, there are only 49 police departments in the State which serve populations in excess of 25,000. Including Chicago, 201 of the police departments in the State are located in the six-county Chicago Metropolitan Area, 241 are located in the northern area (excluding the Chicago Metropolitan Area), and 176 in the southern area of the State.<sup>2</sup>

As of February, 1968 there were 17,490 full-time municipal police officers in Illinois.<sup>3</sup> Of this number, 11,408 were serving the City of Chicago; 3,328 in the Chicago Metropolitan Area (excluding Chicago), 1,672 in the northern area; and 1,082 in the southern area. In this instance, the southern area referred to is designated south of an almost straight east and west line just north of Springfield.

1. Illinois Blue Book, 1965-1966, P. 754
2. P.A.S. report on Police Training and Education in Illinois, 1968, P. 30
3. The Illinois Police Census data from a special census carried out by the Illinois State Police in February, 1968

This data serves to underline the great contrasts which exist in various parts of the State. These, of course, are directly related to a variety of law enforcement problems. There is no doubt that these widely varying conditions affect the quality and amount of training afforded police officers, as well as the minimum standards used in the selection process of new police officers in Illinois. The same factors also have a direct effect on the amount of training given supervisory and administrative personnel throughout the State. Most of these men, in the past, have received little or no actual training when they assumed their additional responsibilities. Also, their educational background may vary from a minimum of education to that of college degrees.

2. Depth of lesson plan.

The degree of depth of the lesson plan, or outline, was rather difficult to determine. At the beginning it was presupposed that the lesson plans accompanying the curriculum should more or less be written out, detailing almost every word to be said, and almost every move to be made in the particular presentation. However, opinions held by those consulted varied to some degree in this matter. None were of the opinion that the lesson plan should be

completely written out in detail. It was reasoned that the instructor should be allowed sufficient latitude to draw upon his own research and knowledge. Otherwise, if instructors were not allowed to use their initiative and own methods it would result in dull and meaningless instruction.

Also, it was learned that some experienced instructors argue that a lesson plan is not really necessary. They are of the opinion that once they complete their research, they want to be free to do what they think best as the lesson develops. Others hold the opinion that a lesson plan is of value only to those who develop it. These concepts may have some merit in fields other than the police fields for it seems rational that the instructor should be free within reasonable limits to modify his instruction as the lesson develops, or to fit the need of a particular class.

In the police fields, however, it is the opinion of many police officials that instruction should not deviate too far from a pragmatic viewpoint, as teaching unproven concepts or theories to police officers, especially in the lower ranks, could be dangerous. This does not mean that the police officer should not be urged to constantly search for new and better methods of combating crime and its ramifications for therein lies the hope of keeping abreast of this complex

situation. Unproven concepts or theories should be left to the police administrator to institute. Thence, they can be discarded immediately if the experiment proves unsuccessful.

To fulfill the responsibility of establishing a minimum standard course of study for police officers it was deemed that a more conservative viewpoint was necessary.

In developing the curriculum in the "Police Supervision" course and the "Police Management" course it was necessary to allow for the wide range of talents and competency found in the personnel in these two levels in an attempt to meet their training needs. This resulted in a multipurpose nature training course for each of these levels, e.g. a course which would not seem too elementary nor yet too sophisticated. This may have been a mistake, i.e., an attempt to cover the wide range of talents with one course. It now appears it may be necessary to develop two separate courses - one for each ability level. Such courses could, for example, be identified as "Management Course No. 1", and "Management Course No. 2", or some other appropriate identifiable title.

After considerable research, consultations and deliberation, the following criteria evolved:

1. The lesson plan as such would be entitled "Instructor's Guide".
2. The curriculum and "Instructor's Guide", after approval by the Board, would serve as a minimum standard training course in

- Illinois in all approved training schools outside of Chicago.
3. In addition to the "Instructor's Guide", the Curriculum would be accompanied by a "Course Description" under which a brief thumbnail sketch of each topic in the curriculum was to be set forth.
  4. Contents of the curriculum and the accompanying "Instructor's Guide" were to be based on the results of research and consultations supported by practical knowledge and proven theories in the police field. Also, it was to be impregnated with ideas designed to encourage the student-officer to institute new concepts and innovations, hopefully, to spur the officer to keep abreast of the ever-increasing complexities of his job, and to promote self-improvement.
  5. The "Instructor's Guide" would be written out in detail only to the extent that it would enable the instructor to follow the guide and keep him from deviating too far from the intent of the lesson plan. Yet, it would allow the instructor sufficient latitude to initiate his own research and fully develop any gaps in the plan of presentation.
  6. The "Instructor's Guide" would provide sufficient material to enable the instructor to skip the more elementary parts of the material if the intelligence level of his class permitted. Also, it was to allow for expansion of prescribed hours if desired.

7. To allow the School Director the prerogative to use optional subjects, within the general scope of the curriculum, to fulfill the need peculiar to a particular geographical area of the State or of current topical interest.

## CHAPTER VI

### Accomplishments

Project work under the provisions of Grant No. 161 progressed more slowly than anticipated and a number of unforeseen circumstances were delaying factors. Consequently, achievements did not reach the level desired.

As a matter of information, it appears reasonable to delineate some of the various aspects, other than those already described regarding employment, which become involved in developing a project of this nature.

1. The Curriculum and School Standards Committee of the Board is essentially important to the development of curricula. Their guidance and approval of curricula developed is necessary. However, often when their advice and counsel are required, their inability to meet at an opportune time may be a delaying factor. This is unavoidable, as the committee members consist of two Chiefs of Police, one Superintendent of Police, and two Directors of Police Training Institutes, all from different parts of the State. Their obligations are such that they cannot always attend a meeting on short notice.

2. The development of a curricula and the accompanying instructor's guides was found to be necessarily slow and painstaking. Also, much research is required, as well as consultations, meetings, travel time, etc. All are time consuming.
3. Many times detailed review and revisions of the material is necessary before the final draft is deemed satisfactory.
4. Actual reproduction of the rough-draft work is not always as expeditious as expected.
5. The depth of the material to be incorporated into the Instructor's Guide is not easily ascertained.

#### Curricula Developed

The curricula developed under the provisions of OLEA Grant No. 161 and eventually approved by the Board are:

1. The 160-hour "Advanced Basic" training course.
2. The 80-hour course in "Police Supervision".
3. The 80-hour course in "Police Management".

The complete curricula and accompanying "Instructor's Guide" were forwarded to OLEA, Washington, D. C. for examination and evaluation in each of the above courses as they were developed.

#### Results of the Training Program

Under the present voluntary participating program of the Illinois Police Training Act it is only compulsory for the participating agencies to

send their new officers to an approved training school, whereas, training for older officers is at the election of the employing agency and, consequently, on an intermittent basis for the most part.

The number of officers who received training in the various categories under provisions of the Illinois Police Training Act from its inception to December 31, 1968, outside of Chicago, are:

RECRUIT BASIC TRAINING	<u>1,945</u>
ADVANCED TRAINING	
*Advanced Basic (intermediate)	71
In-service Refresher	210
*Supervision	234
*Management	52
Executive Development	<u>14</u> <u>581</u>
SPECIALIZED TRAINING	
Narcotic Control	107
Basic Fingerprinting	69
Advanced Fingerprint Identification	40
Juvenile Matters	22
Administration of Police Training	6
Criminal Investigation	68
Law for Police	72
Traffic Matters	85
Police Instructor Training	19

Firearms Instructor Training	22
Chemical Breath Testing	200
Police Driving	<u>29</u>
	<u>739</u>

RECAPITULATION

Recruit Basic Training	1,945
Advanced Training	581
Specialized Training	<u>739</u>
	<u>3,265</u>

\*Curricula for these courses developed under provisions of OLEA project.

The large number of officers trained in Recruit Basic Training and in Chemical Breath Testing point up the results obtained when training is mandatory. The latter comes under Section 47 of the Illinois "Uniform Act Regulating Traffic on the Highways", as amended, and requires an officer who administers chemical breath testing to be certified by the State Department of Public Health. Prior to certification, the officer must receive a minimum of 40 hours of instruction in chemical breath testing and successfully pass a test administered by the Department of Public Health. The deadline for certification was October 1, 1968.

The number of officers trained in approved schools wherein the curricula developed under Grant No. 161 has been used is minimal. This was mostly due to timing. As of January 31, 1969, the expiration date of the grant, only three training sessions in "Police Supervision" had been held

since Board approval of the course on June 5, 1968. One course in "Advanced Basic" training was completed since it was approved by the Board on January 9, 1969, and no sessions were held in "Police Management" since it was approved on December 4, 1968. The number of officers trained in the categories since the curricula were approved are:

Advanced Basic	46
Police Supervision	67
Police Management	0

It is discouraging to note that the University of Illinois Police Training Institute was forced to cancel a training course in Police Management scheduled to start January 6, 1969 for the lack of sufficient response to enrollment. However, the future holds brighter prospects in this area. The first six months of 1969 training schedule indicate there will be two training sessions in "Advanced Basic", four in "Police Supervision" and one in "Police Management".

Obviously, for the greater part, meaningful results and evaluation of the curricula developed under the provisions of OLEA are yet to be determined. However, it is hoped the courses for which this curricula were developed will be sufficiently attended so an evaluation of the curricula can be accomplished in 1969.

## CHAPTER VII

The Future

At the present it appears that the overall program of police training in Illinois may undergo considerable revision. Although the Illinois Police Training Act was approved in August, 1965 and amended in August, 1967, it appears that the full impact of the "law and order" theme is likely to render the provisions of the Act inadequate. Legislation has been introduced in the 76th General Assembly which will broaden the provisions of the Act and give the Training Board authority to carry out a much more comprehensive program. For example, it is proposed the Board be empowered to establish minimum standards of selection for recruits and to furnish advisory service to local police agencies.

In September, 1967, the Board having been aware for some time of a need to review and strengthen its program, arranged for a state-wide study to be conducted by the Public Administration Service (PAS), of Chicago. The main objective of this survey was to develop information from which a systematic and comprehensive plan of future action could be projected to satisfy the training and educational needs of local law enforcement.

The study has been completed. The findings and recommendations are set forth in the final report which was submitted by PAS in December, 1968.

The results of the study, without doubt, will have an effect on bills

introduced in the 76th General Assembly regarding the Illinois Police Training Act. Changes in the program appear to be inevitable and, in all probability, will necessitate some revisions and expansions of curricula now being used in the program.

Results of the PAS survey can be summarized as follows:

Findings

1. Untrained and inadequately trained local law enforcement officers are now employed throughout most of the State.
2. The character of the basic training typically given in Illinois is inadequate to equip the local law enforcement officer to meet the complex demands of modern society.
3. The general educational level of police officers in the State is lower than that which is necessary to perform well the increasingly complex and responsible functions of local law enforcement officers.
4. The existing system for delivering police training to local law enforcement officers has a built-in tendency towards mediocrity.
5. There is a need for training and education programs which complement each other and which together fit the police officer to meet the demands of the changing times.
6. Personnel selection procedures are not as good as they should be.
7. Few police departments appear to have made any significant effort to attract college-level personnel.

8. The junior college law enforcement education programs presently in existence are primarily vocationally oriented and consequently do not provide the broadly-based liberal arts education recommended by the President's Commission on Law Enforcement and Administration of Justice.

#### Recommendations

1. Legislation is needed which will provide for mandatory training of at least non-supervisory and first-line supervisory law enforcement officers. Other levels of training would be left, for the time being, on a voluntary basis.
2. The minimum training course for recruits should be lengthened to at least 320 classroom hours, plus 80 hours of field training.
3. The Training Board should ensure that a full range of training courses is available to meet the differing needs of the various levels and types of law enforcement officers in different-size departments in the State.
4. The Training Board, as a first step, should require every training academy to achieve and maintain a high standard of excellence. (Have a full-time, year-round Director, at least one full-time instructor, utilize only competent, certified instructors, offer a substantial, on-going training program, adequate physical facilities, etc.)
5. As a second step, the State of Illinois should establish and operate

its own training academy for local police. It should have two branches or "campuses", one to be located to serve the greater Chicago metropolitan area (excluding City of Chicago), and the other in the center of the state to serve the "downstate" communities. The Chicago Police Academy would continue to serve the needs of Chicago police.

6. Consideration should be given to designing these two state-operated facilities so that they can develop into complete criminal justice training centers - meeting the training, but not educational, needs of not only policemen, but also of other criminal justice system personnel, such as parole, probation and corrections officers.
7. The State should amend (as required) the Act establishing the University of Illinois Police Training Institute to enable that organization to fulfill more adequately the role of a university institute concerned with law enforcement matters.
8. The role and resources of the Illinois Local Governmental Law Enforcement Officers Training Board should be strengthened so that it can effectively coordinate and support an upgraded and expanded police training program for the State. (The Board's technical staff should be increased to allow the Board to (1) develop curricula required, (2) sponsor research, (3) keep Illinois abreast of developments in police training, (4) certify instructors through approved procedures, (5) advise the academies, and (6) promote police

training and education throughout the State.)

9. The State of Illinois should establish minimum standards for police recruits along the lines recommended by the President's Commission on Law Enforcement and the Administration of Justice.
10. The Illinois Local Governmental Law Enforcement Officers Training Board should be given responsibility for encouraging, developing and implementing those educational programs which would increase the effectiveness of the police service.

#### CONCLUSION

The preceding pages have presented an account of formal police training as it is being developed in Illinois, and the further development of curricula under the provisions of this grant.

As described in the report, through the efforts of various police administrators and municipal officials, the Illinois Legislators clearly recognized their responsibility to provide for an expanded training program by amending the original Act in 1967. Yet, it appears that in all probability the Legislators will again expand the training program in the current session of the 76th General Assembly to include: (1) mandatory training for non-supervisory and first-line supervisory law enforcement officers; (2) minimum recruit selection standards; and, (3) a central academy system to be operated by the State.

The curricula developed under the provisions of this project will, hopefully, fulfill its intent and play an important role in the final results of the total program.

#### APPENDIX A

Senate Bill 664  
(established the original Act)

Senate Bill 393  
(amended the original Act)

The Illinois Police Training Act  
as amended

An Act to establish the Illinois Local Governmental Law Enforcement Officers Training Board, to define its powers and duties and to make an appropriation therefor.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. It is hereby declared as a matter of legislative determination that in order to promote and protect the health, safety and welfare of the public, it is necessary and in the public interest to provide for the creation of "The Illinois Local Governmental Law Enforcement Officers Training Board" for the purpose of encouraging and aiding municipalities, counties, park districts and other local governmental agencies of this State in their efforts to raise the level of local law enforcement by upgrading and maintaining a high level of training for law enforcement officers. It is declared to be the responsibility of the board to encourage the participation of local governmental units in the program and to aid in the establishment of adequate training facilities.

Section 2. As used in this Act, unless the context otherwise requires:

a. "Board" means the Illinois Local Governmental Law Enforcement Officers Training Board.

b. "local governmental agency" means any local governmental unit or municipal corporation in this State. It does not include the State of Illinois or any office, officer, department, division, bureau, board, commission, university or agency of the State.

c. "police training school" means any school located within the State of Illinois whether privately or publicly owned which offers a course in police training and has been approved by the Board.

d. "trainee" means a recruit law enforcement officer required to complete initial minimum basic training requirements at a police training school to be eligible for permanent employment as such local law enforcement officer.

Section 3. The Board shall be composed of 16 members selected as follows: The Attorney General of the State of Illinois, the Superintendent of Highway Police of Illinois, the Superintendent of the Chicago Police Department, the Director of the Illinois Police Training Institute, the Special Agent in charge of the Springfield, Illinois, division of the Federal Bureau of Investigation and the following to be appointed by the Governor: 2 mayors or village presidents of Illinois municipalities, 2 Illinois county sheriffs, 2 managers of Illinois municipalities, 3 chiefs of municipal police departments in Illinois having no

Superintendent of the Police Department on the Board and 2 Citizens of Illinois who shall be members of an organized enforcement officers' association which has no other members on the Board other than the chief of a municipal police department, the Special Agent of the Federal Bureau of Investigation, the Superintendent of Highway Police of Illinois, a county sheriff or deputy sheriff. The appointments of the Governor shall be made on the first Monday of August in 1965 with 3 of the appointments to be for a period of one year, 3 for 2 years, and 3 for 3 years. Their successors shall be appointed in like manner for terms to expire the first Monday of August each 3 years thereafter. All members shall serve until their respective successors are appointed and qualify. Vacancies shall be filled by the Governor for the unexpired terms.

Section 4. The initial meeting of the Board shall be held no later than August 31, 1965. The Attorney General shall call the first meeting of the Board and serve as temporary Chairman until regular officers are elected. The Board shall elect a Chairman and Vice-Chairman, and adopt its rules of procedure, and shall meet at least 4 times each year.

The Board may employ an Executive Director and other necessary clerical and technical personnel. Special meetings of the Board may be called at any time by the Chairman or upon the request of any 3 members. The members of the Board shall serve without compensation but shall be entitled to reimbursement for their actual expenses in attending meetings and in the performance of their duties hereunder.

Section 5. The Board may accept contributions, capital grants, gifts, donations, services or other financial assistance from any individual, association, corporation or other organization, having a legitimate interest in police training, and from the United States of America and any of its agencies or instrumentalities, corporate or otherwise. Such amounts of money so received shall be deposited in the fund created by Section 9 of this Act and may be expended, along with moneys obtained from the State of Illinois, for the purposes specified in that Section.

Section 6. The Board shall select and certify schools within the State of Illinois for the purpose of providing basic training for trainees, which schools may be either publicly or privately owned and operated.

Section 7. The Board shall adopt rules and minimum standards for such schools which shall include but not be limited to the following:

a. The curriculum which shall be offered by all certified schools shall include but not be limited to courses of arrest, search and seizure, civil rights, criminal law, law of criminal procedure, vehicle and traffic law, traffic control and accident investigation, techniques of obtaining physical evidence,

court testimonies, statements, reports, firearms training, first-aid, handling of juvenile offenders, law of evidence and physical training.

b. Minimum courses of study, attendance requirements and equipment requirements.

c. Minimum requirements for instructors.

d. Minimum basic training requirements, which a trainee must satisfactorily complete before being eligible for permanent employment as a local law enforcement officer for a participating local governmental agency.

Section 8. All local governmental units electing to participate in the program under this Act shall so provide by local ordinance or resolution, a copy of which shall be filed with the Board. To be eligible for initial or continued participation in the program a local governmental unit must require that before an individual may commence regular employment as a policeman he must have been certified by the Board as having successfully completed an approved training course. Such basic training must be completed by the trainee within his probationary period, or within 6 months from the date of initial employment as determined by the governing body of each participating local governmental agency.

Any participating local governmental unit may elect to withdraw from the training program by the passage of a resolution or ordinance, a certified copy of which shall be filed with the Board.

Section 9. A special fund is hereby established in the State Treasury to be known as "The Local Governmental Law Enforcement Officers Fund" and shall be financed by transfers from the general funds of the State of Illinois. Moneys in this fund shall be expended for the purpose of paying necessary and proper expenses of the Board and for payment to local governmental groups who participate in the training program. The Board, not later than July 1, 1966 and in each year thereafter, shall reimburse the local governmental units participating in the training program in an amount equalling 1/2 of the total sum paid by them during the previous year for tuition at training schools, salary of trainees while in school, necessary travel expenses and room and board or \$500 for each trainee, whichever is less. No more than 60% of any appropriation under this Act shall be spent in any one county in this State. If at the time of the annual reimbursement to local governmental units participating in the training program there is not a sufficient amount of money in the special fund in the State Treasury to make reimbursement in full, the fund shall be apportioned among the participating local governmental agencies.

Section 10. The Board may make, amend and rescind such rules and regulations as may be necessary to carry out the provisions of this Act. A copy

of all rules and regulations and amendments or rescissions thereof shall be filed with the Secretary of State within a reasonable time after their adoption. The schools certified by the Board and participating in the training program may dismiss from the school any trainee prior to his completion of the course, if in the opinion of the person in charge of the training school, the trainee is unable or unwilling to satisfactorily complete the prescribed course of training.

Section 11. If any provision of this Act or the application thereof to any person or circumstances is invalid, such invalidity shall not affect other provisions or applications of the Act which can be given effect without the invalid provision or application and to this and the provisions of this Act are declared to be severable.

Section 12. This Act shall be known and may be cited as the "Illinois Police Training Act".

Section 13. As soon as possible after effective date of this Act, the Auditor of Public Accounts and the State Treasurer shall transfer the sum of \$800,000 to the Local Governmental Law Enforcement Officers Fund from the General Revenue Fund.

Section 14. The sum of \$800,000 or so much thereof as may be necessary is appropriated from the Local Governmental Law Enforcement Officers Fund to the Board to carry out the provisions of this Act.

Approved, August 17th, 1965

Otto Kerner  
Governor

Samuel H. Shapiro  
President of the Senate

John P. Touhy  
Speaker, House of Representatives

AN ACT to amend Section 2, 6, 7 and 9, of the "Illinois Police Training Act", approved August 18, 1965, and to add Section 10.1 thereto and to make an appropriation in connection therewith.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Sections 2, 6, 7 and 9 of the "Illinois Police Training Act", approved August 18, 1965, are amended, the amended sections to read as follows:

Sec. 2. As used in this Act, unless the context otherwise requires:

- a. "Board" means the Illinois Local Governmental Law Enforcement Officers Training Board.
- b. "local governmental agency" means any local governmental unit or municipal corporation in this State. It does not include the State of Illinois or any office, officer, department, division, bureau, board, commission, university or agency of the State.
- c. "police training school" means any school located within the State of Illinois whether privately or publicly owned which offers a course in police training and has been approved by the Board.
- d. "trainee" means a recruit law enforcement officer required to complete initial minimum basic training requirements at a police training school to be eligible for permanent employment as such local law enforcement officer.
- e. "permanent police officer" means a law enforcement officer who has completed his probationary period and is permanently employed as a local law enforcement officer by a participating local governmental unit.

Sec. 6. The Board shall select and certify schools within the State of Illinois for the purpose of providing basic training for trainees, and advanced or in-service training for permanent police officers, which schools may be either publicly or privately owned and operated.

Sec. 7. The Board shall adopt rules and minimum standards for such schools which shall include but not be limited to the following:

- a. The curriculum for trainees which shall be offered by all certified

schools shall include but not be limited to courses of arrest, search and seizure, civil rights, human relations, criminal law, law of criminal procedure, vehicle and traffic law, traffic control and accident investigation, techniques of obtaining physical evidence, court testimonies, statements, reports, firearms training, first-aid, handling of juvenile offenders, law of evidence and physical training. The curriculum for permanent police officers shall include but not be limited to (1) refresher and in-service training in any of the courses listed above in this sub-paragraph, (2) advanced courses in any of the subjects listed above in this sub-paragraph, (3) training for supervisory personnel, and (4) specialized training in subjects and fields to be selected by the board.

- b. Minimum courses of study, attendance requirements and equipment requirements.
- c. Minimum requirements for instructors.
- d. Minimum basic training requirements, which a trainee must satisfactorily complete before being eligible for permanent employment as a local law enforcement officer for a participating local governmental agency.

Sec. 9. A special fund is hereby established in the State Treasury to be known as "The Local Governmental Law Enforcement Officers Fund" and shall be expended for the purpose of paying necessary and proper expenses of the Board and for payment to local governmental groups who participate in the training program. The Board, not later than July 1, 1966 and in each year thereafter, shall reimburse the local governmental units participating in the training program in an amount equalling 1/2 of the total sum paid by them during the previous year for tuition at training schools, salary of trainees while in school, necessary travel expenses and room and board or \$500 for each trainee, whichever is less. In addition to reimbursement provided herein by the board to the local governmental units for participation by trainees the board in each year shall reimburse the local governmental units participating in the training program for permanent police officers in the same manner as trainees for each such training program. No more than 50% of any appropriation under this Act shall be spent in any city having a population of more than 500,000. If at the time of the annual reimbursement to local governmental units participating in the training program there is not a sufficient amount of money in the special fund in the State Treasury to make reimbursement in full, the fund shall be apportioned among the participating local governmental agencies.

Section 2. Section 10.1 is added to the "Illinois Police Training Act", approved August 18, 1965, the added section to read as follows:

Sec. 10.1. The board, in its discretion, may initiate, administer and conduct training programs for permanent police officers in addition to the

basic recruit training program. The training for permanent police officers may be given in any schools selected by the board. Such training, if offered, may include all or any part of the subjects enumerated in Section 7 of this Act, but may be discontinued by the board upon either a temporary or permanent basis. The corporate authorities of all participating local governmental agencies may elect to participate in the advanced training for permanent police officers but non-participation in this program shall not in any way affect the right of governmental units to participate in the trainee program. The failure of any permanent police officer to successfully complete any course herein authorized shall not affect his status as a member of the police department of any local governmental agency.

Section 3. The sum of \$2,194,120 or so much thereof as may be necessary is hereby transferred from the General Revenue Fund to the Local Governmental Law Enforcement Officers Fund.

Section 4. In addition to any other amount appropriated for such purpose, the sum of \$2,194,120 from the Local Governmental Law Enforcement Officers Fund or so much thereof as may be necessary is appropriated to the board to carry out the provisions of this Act.

Approved, 3rd August, 1967

Otto Kerner  
Governor

Samuel H. Shapiro  
President of the Senate

Ralph T. Smith  
Speaker, House of Representatives

ILLINOIS POLICE TRAINING ACT  
(as amended)  
Illinois Revised Statutes, 1967  
Chapter 85  
Paragraphs 501 - 514

AN ACT to establish the Illinois Local Governmental Law Enforcement Officers Training Board, to define its powers and duties and to make an appropriation therefor, Approved Aug. 18, 1965. L.1965, p. 3099.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

501. Legislative declaration.) 1. It is hereby declared as a matter of legislative determination that in order to promote and protect the health, safety and welfare of the public, it is necessary and in the public interest to provide for the creation of "The Illinois Local Governmental Law Enforcement Officers Training Board" for the purpose of encouraging and aiding municipalities, counties, park districts and other local governmental agencies of this State in their efforts to raise the level of local law enforcement by upgrading and maintaining a high level of training for law enforcement officers. It is declared to be the responsibility of the board to encourage the participation of local governmental units in the program and to aid in the establishment of adequate training facilities.

502. Definitions.) 2. As used in this Act, unless the context otherwise requires:

a. "Board" means the Illinois Local Governmental Law Enforcement Officers Training Board.

b. "local governmental agency" means any local governmental unit or municipal corporation in this State. It does not include the State of Illinois or any office, officer, department, division, bureau, board, commission, university or agency of the State.

c. "police training school" means any school located within the State of Illinois whether privately or publicly owned which offers a course in police training and has been approved by the Board.

d. "trainee" means a recruit law enforcement officer required to complete initial minimum basic training requirements at a police training school to be eligible for permanent employment as such local law enforcement officer.

e. "permanent police officer" means a law enforcement officer who has completed his probationary period and is permanently employed as a local law enforcement officer by a participating local governmental unit. As amended by act approved Aug. 3, 1967. L. 1967, p. \_\_\_\_\_, S.B. No. 393.

503. Board-composition-appointments-tenure-vacancies.) 3. The Board shall be composed of 16 members selected as follows: The Attorney General of

the State of Illinois, the Superintendent of Highway Police of Illinois, the Superintendent of the Chicago Police Department, the Director of the Illinois Police Training Institute, the Special Agent in charge of the Springfield, Illinois, division of the Federal Bureau of Investigation and the following to be appointed by the Governor: 2 mayors or village presidents of Illinois municipalities, 2 Illinois county sheriffs, 2 managers of Illinois municipalities, 3 chiefs of municipal police departments in Illinois having no Superintendent of the Police Department on the Board and 2 Citizens of Illinois who shall be members of an organized enforcement officers' association which has no other members on the Board other than the chief of a municipal police department, the Special Agent of the Federal Bureau of Investigation, the Superintendent of Highway Police of Illinois, a county sheriff or deputy sheriff. The appointments of the Governor shall be made on the first Monday of August in 1965 with 3 of the appointments to be for a period of one year, 3 for 2 years, and 3 for 3 years. Their successors shall be appointed in like manner for terms to expire the first Monday of August each 3 years thereafter. All members shall serve until their respective successors are appointed and qualify. Vacancies shall be filled by the Governor for the unexpired terms.

504. Meetings-temporary chairman-election of chairman and vice-chairman-executive director and personnel-compensation and expenses of board members.)

4. The initial meeting of the Board shall be held no later than August 31, 1965. The Attorney General shall call the first meeting of the Board and serve as temporary Chairman until regular officers are elected. The Board shall elect a Chairman and Vice-Chairman, and adopt its rules of procedure, and shall meet at least 4 times each year.

The Board may employ an Executive Director and other necessary clerical and technical personnel. Special meetings of the Board may be called at any time by the Chairman or upon the request of any 3 members. The members of the Board shall serve without compensation but shall be entitled to reimbursement for their actual expenses in attending meetings and in the performance of their duties hereunder.

505. Acceptance of contributions, etc. --deposit of funds.) 5. The Board may accept contributions, capital grants, gifts, donations, services or other financial assistance from any individual, association, corporation or other organization, having a legitimate interest in police training, and from the United States of America and any of its agencies or instrumentalities, corporate or otherwise. Such amounts of money so received shall be deposited in the fund created by Section 9 of this Act<sup>1</sup> and may be expended along with moneys obtained from the State of Illinois, for the purposes specified in that Section.

506. Selection and certification of schools.) 6. The Board shall select and

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Section 509 of this chapter.

certify schools within the State of Illinois for the purpose of providing basic training for trainees, and advanced or in-service training for permanent police officers, which schools may be either publicly or privately owned and operated. As amended by act approved Aug. 3, 1967, L.1967, p.\_\_\_\_\_, S. B. No. 393.

507. Minimum standards for schools.) 7. The Board shall adopt rules and minimum standards for such schools which shall include but not be limited to the following:

a. The curriculum for trainees which shall be offered by all certified schools shall include but not be limited to courses of arrest, search and seizure, civil rights, human relations, criminal law, law of criminal procedure, vehicle and traffic law, traffic control and accident investigation, techniques of obtaining physical evidence, court testimonies, statements, reports, firearms training. The curriculum for permanent police officers shall include but not be limited to (1) refresher and in-service training in any of the courses listed above in this sub-paragraph, (2) advanced courses in any of the subjects listed above in this sub-paragraph, (3) training for supervisory personnel, and (4) specialized training in subjects and fields to be selected by the board.

b. Minimum courses of study, attendance requirements and equipment requirements.

c. Minimum requirements for instructors.

d. Minimum basic training requirements, which a trainee must satisfactorily complete before being eligible for permanent employment as a local law enforcement officer for a participating local governmental agency. As amended by act approved Aug. 3, 1967, p.\_\_\_\_\_, S. B. No. 393.

508. Election to participate in program.) 8. All local governmental units electing to participate in the program under this Act shall so provide by local ordinance or resolution, a copy of which shall be filed with the Board. To be eligible for initial or continued participation in the program a local governmental unit must require that before an individual may commence regular employment as a policeman he must have been certified by the Board as having successfully completed an approved training course. Such basic training must be completed by the trainee within his probationary period, or within 6 months from the date of initial employment as determined by the governing body of each participating local governmental agency.

Any participating local governmental unit may elect to withdraw from the training program by the passage of a resolution or ordinance, a certified copy of which shall be filed with the Board.

509. Local governmental law enforcement officers fund.) 9. A special fund is hereby established in the State Treasury to be known as "The Local Governmental Law Enforcement Officers Fund" and shall be financed by transfers from the general funds of the State of Illinois. Moneys in this fund shall be

expended for the purpose of paying necessary and proper expenses of the Board and for payment to local governmental groups who participate in the training program. The Board, not later than July 1, 1966 and in each year thereafter, shall reimburse the local governmental units participating in the training program in an amount equalling 1/2 of the total sum paid by them during the previous year for tuition at training schools, salary of trainees while in school, necessary travel expenses and room and board or \$500 for each trainee, whichever is less. In addition to reimbursement provided herein by the board to the local governmental units for participation by trainees the board in each year shall reimburse the local governmental units participating in the training program for permanent police officers in the same manner as trainees for each such training program. No more than 50% of any appropriation under this Act shall be spent in any city having a population of more than 500,000. If at the time of the annual reimbursement to local governmental units participating in the training program there is not a sufficient amount of money in the special fund in the State Treasury to make reimbursement in full, the fund shall be apportioned among the participating local governmental agencies. As amended by act approved Aug. 3, 1967. L.1967, p.\_\_\_\_\_, S. B. No. 393.

510. Rules and regulations.) 10. The Board may make, amend and rescind such rules and regulations as may be necessary to carry out the provisions of this Act. A copy of all rules and regulations and amendments or rescissions thereof shall be filed with the Secretary of State within a reasonable time after their adoption. The schools certified by the Board and participating in the training program may dismiss from the school any trainee prior to his completion of the course, if in the opinion of the person in charge of the training school, the trainee is unable or unwilling to satisfactorily complete the prescribed course of training.

510.1 Initiation, administration and conduct of program by board.)

10.1. The board, in its discretion, may initiate, administer and conduct training programs for permanent police officers in addition to the basic recruit training program. The training for permanent police officers may be given in any schools selected by the board. Such training, if offered, may include all or any part of the subjects enumerated in Section 7 of this Act,<sup>1</sup> but may be discontinued by the board upon either a temporary or permanent basis. The corporate authorities of all participating local governmental agencies may elect to participate in the advanced training for permanent police officers but non-participation in this program shall not in any way affect the right of governmental units to participate in the trainee program. The failure of any permanent police officer to successfully complete any course herein authorized shall not affect his status as a member of the police department of any local governmental agency. Added by act approved Aug. 3, 1967. L.1967, p.\_\_\_\_\_, S. B. No. 393.

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511. Severability clause.) 11. If any provision of this Act or the application thereof to any person or circumstances is invalid, such invalidity shall not affect other provisions or applications of the Act which can be given effect without the invalid provision or application and to this and the provisions of this Act are declared to be severable.

512. Short title.) 12. This Act shall be known and may be cited as the "Illinois Police Training Act".

(13. Transfer of fund.)

(14. Appropriation.)

## APPENDIX B

### Rules and Regulations of the Board

B-1

ILLINOIS LOCAL GOVERNMENTAL LAW  
ENFORCEMENT OFFICERS TRAINING BOARD

RULES AND REGULATIONS

ARTICLE I

DUTIES OF BOARD

Besides those enumerated in "The Illinois Police Training Act, "the duties of the Board are declared to be:

Section A To issue certification to individual recruit law-enforcement officers when such officer has successfully completed an approved training course within his probationary period.

Section B To receive and file for record copies of local ordinances or resolutions passed by local governmental agencies who thereby elect to participate in this training program.

Section C To annually elect its officers, consisting of a Chairman, Vice Chairman and Secretary.

Section D To receive and maintain, as trustees for the State of Illinois, all physical properties and records which shall come into the possession of such Board by virtue of its very existence.

Section E To establish such committees, both permanent and temporary, as may be necessary to more fully carry out the duties of the Board.

ARTICLE II

MEETINGS

Section A The Board shall meet at least four times each calendar year with the exact date and place to be designated by the Chairman.

Section B Special meetings of the Board may be called at any time by the Chairman or upon written request of any three members filed with the Executive Director.

Section C Notice of any meeting shall be mailed by the Executive Director to each Board member at least five days before the meeting.

Section D Nine members shall constitute a quorum for the transaction of business.

Section E No person other than Board members and the Executive Director may participate in regular or special Board meetings except by majority consent of the Board members present.

### ARTICLE III

#### ELECTION OF OFFICERS

Section A The elective officers shall be a Chairman, Vice Chairman and Secretary.

Section B Election of officers shall be the first order of business at a meeting of the Board to be held on or about September 23 each year.

Section C On or before July 15th of each year, the Chairman shall appoint a nominating committee consisting of three members of the Board whose membership on the Board does not expire before the election date.

Section D It shall be the duty of said Committee to nominate one or more candidates for each of the elective offices.

Section E Additional nominations may be made from the floor at the election meeting of the Board.

Section F Officers shall be elected for a term of twelve months and shall assume their duties immediately upon being elected.

Section G All officers shall be voted upon by a secret ballot unless there is only one nomination for a particular office to be filled.

Section H To be elected to office, a candidate must receive a majority of the legal votes cast.

### ARTICLE IV

#### DUTIES OF OFFICERS

Section A The Chairman shall fulfill the usual duties of such an officer, call and preside at all regular or special meetings of the Board and the Executive Committee. He shall appoint the Chairman and other members of any committees, both permanent and temporary. He, along with the Secretary, shall sign all official documents on behalf of the Board.

Section B The Vice Chairman shall fulfill the usual duties of such an officer, and, in the absence of the Chairman, call and preside at all regular or special meetings of the Board and the Executive Committee.

In the event of the resignation or removal of the Chairman, the Vice Chairman automatically becomes Chairman for the unexpired term of the Chairman.

Section C The Secretary shall fulfill the usual duties of such an officer, including the recording and preservation of accurate and complete minutes of all regular and special meetings of the Board.

### ARTICLE V

#### THE EXECUTIVE COMMITTEE

Section A The Executive Committee shall be composed of the Chairman, Vice Chairman, Secretary, and two other members of the Board to be appointed by the Chairman.

Section B The Executive Committee shall work in close cooperation with the Executive Director in furthering the objectives and purposes of the Illinois Police Training Act.

Section C In any matter which requires immediate action, the Executive Committee shall be empowered to act with the full authority in the matter.

Section D At no time shall the Executive Committee take any action on matters which will have the effect of changing overall policies of the Board.

Section E The Executive Committee shall meet at least quarterly with the Executive Director at a time and place to be designated by the Chairman of the Board.

Section F Accurate and complete minutes of all meetings of the Executive Committee shall be kept and shall be promptly sent to each member of the Board.

Section G A quorum shall consist of a majority of the members of the Executive Committee.

### ARTICLE VI

#### THE EXECUTIVE DIRECTOR

Section A The Executive Director shall be a full-time administrative officer of the Board and shall represent the Board in fulfilling the mission of the Board. He shall serve at the pleasure of the Board based on satisfactory performance.

Section B He shall perform his duties under the direction of the Board and its committees, and shall serve as Secretary to the various committees.

Section C He shall have the authority over, and responsibility for, clerical or technical assistants employed by the Board.

Section D He shall have authority to evaluate any school applying for certification, its subject matter, instructors, physical facilities; to make reports and recommendations concerning certification to the Board; and, within the policies adopted by the Board, to temporarily approve schools.

Section E He shall cooperate fully with any Committees, both permanent and temporary, and assist these committees in any way possible.

Section F Among his other responsibilities, the Executive Director shall encourage local governmental units to participate in the program; aid in the establishment of adequate training schools; develop and initiate training programs throughout the State when deemed necessary; make recommendations to the Board through the Curriculum and School Standards Committee, as to minimum basic training requirements a trainee must satisfactorily complete to become eligible for regular employment by a participating governmental unit; make recommendations to the Board for the equitable distribution of available funds to participating governmental units; promote acceptance of the Board's minimum requirements for basic police training throughout the State and encourage further advanced training; prepare agendas for Board meetings; compile reports, including an annual report to the Governor and the Legislature; maintain any necessary and appropriate files and records; prepare public information material; inspect training schools from time to time to evaluate their programs.

#### ARTICLE VII

#### COMMITTEES

##### Section A CURRICULUM AND SCHOOL STANDARDS COMMITTEE

1. A Curriculum and School Standards Committee of five members of the Board shall be appointed by the Chairman of the Board and members of this Committee shall serve for the same period as the elected officers of the Board.

2. This Committee shall serve in an advisory capacity to the Executive Director and the Board in all matters concerned with curriculum, school standards and instructors.

3. The Committee shall meet on call of its Chairman, but no less than once each six months of the calendar year.

4. Accurate and complete minutes of all meetings of the Committee shall be kept and shall be promptly sent to each member of the Board.

##### Section B FINANCE AND LEGISLATIVE COMMITTEE

1. A Finance and Legislative Committee of five members of the Board shall be appointed by the Chairman of the Board and members of this Committee shall serve for the same period as the elected officers of the Board.

2. This Committee shall serve in an advisory capacity to the Executive Director and the Board in all matters having to do with the budget, finance and legislative matters affecting the operations of this Board and the Illinois Police Training Act.

3. The Committee shall meet on call of its Chairman but no less than once each six months of the calendar year.

4. Accurate and complete minutes of all meetings of the Committee shall be kept and shall be promptly sent to each member of the Board.

#### ARTICLE VIII

##### PARLIAMENTARY AUTHORITY

The rules contained in "Robert's Rules of Order Revised" shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with the Rules and Regulations.

#### ARTICLE IX

##### BASIC COURSE REQUIREMENTS

(A) The minimum Basic Police Training Course shall cover a total of one hundred and sixty (160) hours in prescribed subjects. An hour of instruction is defined as being fifty (50) minutes of actual instruction plus a ten (10) minute recess period.

The Board strongly recommends that the minimum of 160 hours of instruction be exceeded whenever possible.

(B) The Basic Police Training Course shall consist of concentrated study which is continuous and full time.

(C) The Basic Course shall cover the prescribed subjects with the instructional time as specified in the approved curriculum.

#### ARTICLE X

##### MINIMUM REQUIREMENTS OF THE TRAINEE

(A) Regular attendance at all sessions is required. However, exceptions may be granted by the local School Director under certain limited circumstances. In order to successfully complete the course, absences must not exceed ten per cent of the total hours of instruction.

(B) Maintenance of an adequate classroom notebook. Factors to be considered in rating the notebook are neatness, legibility, accuracy and sufficiency of content.

(C) Qualifications in use of firearms.

(D) Passing grades on all examinations.

(E) Achievement of all other reasonable standards and requirements established by the local School Director. These shall include demeanor, deportment and compliance with the discipline and regulations of the school.

(F) Each trainee will bring a Police Revolver of at least .38 caliber. He shall also provide personal equipment (such as gym shorts, gym shoes and in some cases, swimming trunks) necessary for certain phases of the Physical Education instruction.

#### ARTICLE XI

##### SCHOOL STANDARDS AND REQUIREMENTS

(A) Each local school certified by the Board shall operate, for the duration of the school, under a full-time local School Director approved by the Executive Director of the Board.

(B) The local School Director shall assume the responsibility of the over-all supervision of the school, including the preparation and grading of examinations, rating of classroom notebooks, arranging for qualified instructors,

providing for food and lodging for the trainees where appropriate, arranging for adequate training facilities such as classrooms, gymnasium and safe firearms ranges, and the conduct and discipline of the trainees.

(C) The local School Director shall maintain complete records on each trainee and at the conclusion of the course submit such records to the Executive Director of the Board for filing in such form as he may require.

(D) The local School Director shall make final determination as to whether a trainee has satisfactorily passed all reasonable standards and requirements of the basic course of training. He shall also have the authority to dismiss from the school any trainee prior to the completion of the course, if, in the opinion of the School Director, the trainee is unable or unwilling to satisfactorily complete the prescribed course of training. Immediately upon such dismissal action, the School Director shall submit a written report to the Executive Director and the appointing authority.

(E) The local School Director shall also have the responsibility of fixing the fees to be charged for the basic training course, including tuition and room and board where applicable. The local governmental agency employing the trainee shall pay such fees directly to the training school or sponsoring agency.

(F) A formal application for certification as a training school under the Illinois Police Training Act must be submitted to the Executive Director by the School Director. Such application must include the complete schedule of the school (hour by hour and day by day and lesson plans) and the names and qualifications of the instructors to be used. It should also list the specific location of the physical facilities to be used, including firearms range and detailed information regarding fees to be charged as set forth in Section (E) above.

After the complete program of the proposed school is evaluated, the School Director will be notified by the Executive Director as to whether the school is approved or disapproved.

#### ARTICLE XII

##### QUALIFICATIONS OF POLICE INSTRUCTORS

(A) The instructor should have a sufficient educational background and/or experience necessary to meet the instructional demands that will be made of him.

(B) The instructor should be a man of personal integrity and have a sincere interest and desire to impart his knowledge and experience to the men under instruction.

(C) The Executive Director shall decide whether a particular instructor meets the qualifications set forth above. This decision shall be based on investigation of the credentials of the particular instructor.

### ARTICLE XIII

#### REIMBURSEMENTS

(A) The Board will, within certain limitations, reimburse the local governmental agency for one-half the cost of training the recruit officer as follows:

(1) The trainee's actual salary during the training period.

(2) The actual cost of lodging and meals incurred when the trainee is required to be away from his residence overnight. If the trainee returns to his residence each night, no lodging or food expense, except for lunch, will be allowed.

(3) The cost of necessary travel expense incurred. Where travel is by car, eight (8) cents a mile will be allowed, but travel must be outside the city where school located.

(4) The cost of school tuition and fees.

(B) In no case will more than \$500 per trainee be paid by the Board.

(C) If the training period exceeds the 160 hours minimum, the Board will make reimbursement only on the basis of the approved 160 hours of training.

(D) Reimbursement will be made by the Board only to those local governmental units who have demonstrated their desire to participate in this program by passing the necessary resolution or ordinance and filing a copy of such resolution or ordinance with the Board and who comply with other provisions of this Act.

(E) The participating local governmental unit shall file with the Board within seven days after the recruit actually starts his training information as to each trainee's name, date and place of birth, date his employment began, date

his probationary period will end, date his basic police training began and date expected to finish, location of the school, wage scale, and total estimated cost of the minimum basic training (160 hours) including salary, tuition, lodging, meals and transportation as outlined above.

(F) Upon satisfactory completion of the training, the participating governmental unit shall forward to the Board a claim for reimbursement based on the information set forth in the above paragraphs. This claim for reimbursement shall be certified as to its accuracy, by the signatures of two responsible officials of the governmental unit involved.

(G) Sometime before July 1st each year, the Board will reimburse the governmental unit involved, according to the provisions of the "Illinois Police Training Act" and these rules and regulations.

### ARTICLE XIV

#### BOARD ASSISTANCE PROVIDED

(A) The Board, primarily through its Executive Director, will lend assistance, upon request, to School Directors and/or participating local governmental units in any way which will serve to fulfill the purpose of "The Illinois Police Training Act."

APPENDIX C

"Curriculum Outline", "Course Description",  
and sample of "Instructor's Guide" of the  
160-hour Advanced Basic Training Course

## INTRODUCTION

This curriculum has been prepared to fulfill two basic training needs as identified by the Illinois Local Governmental Law Enforcement Officers Training Board. First, the experience of the Board since inception of the training program has resulted in a realization that one hundred sixty hours of basic instruction is not adequate to prepare the newly appointed law enforcement officer for the complicated duties and responsibilities with which he is faced daily. This course, therefore, is offered as a continuation of basic training at a later date. Second, this course is also offered for the experienced officer who is now employed but who has not had any formal training instruction.

The material in this advanced basic course is largely based on material developed by the University of Illinois Police Training Institute for the Illinois Local Governmental Law Enforcement Officers Training Board on a crash basis to fulfill the immediate needs for such training in the beginning of the advanced program. The course has now been reviewed, revised and enlarged to its present status in order to be more compatible with present-day needs. Without a doubt, to fulfill the needs of the future, it will again be necessary to revise this course, probably into two separate entities, each to serve its own purpose - for officers who have not had any formal training and for officers who have had formal basic training.

The curriculum combines study and practical applications. Instruction in the mechanics of police functions is fortified by theoretical subjects designed

to enhance the officer's comprehension of his relationship to the community in which he functions and to spur him to seek new information which will aid him in the performance of his duties.

The development of the course, on the above basis, was aided by practical knowledge gained by long years of actual police experience. A conscientious effort was made to develop a course which would essentially aid in overcoming the glaring deficiencies prevailing in present-day law enforcement. It is hoped this effort will have served its purpose. - John M. Heafner, Project Director

ADVANCED BASIC CURRICULUM	
INTRODUCTORY	
Subject	Hours
Orientation, Rules, Regulations	1
Classroom Notetaking and Notebooks	1
Duties and Responsibilities of the Law Enforcement Officer	2
Contemporary Reading	1
Examinations	6
Total Hours	11
POLICE - HUMAN RELATIONS - COMMUNITY RELATIONS	
Applied Psychology	4
Behavior of Abnormal People	2
Community Resources	2
Crime Causation and Control	4
Ethics in Law Enforcement	2
Motivations in Mob and Riot Participation	3
Police and Minority Groups	1
Police Contacts with the Public	1
Police Responsibilities in Juvenile Matters	2
Total Hours	21

Physical Evidence	6	
Principles of Crime Scene Searching	2	
Principles of Investigations	1	
Testifying in Court	<u>2</u>	
Total Hours		15

TRAFFIC

Traffic Accident Investigation	3	
Traffic Forms and Reports	2	
Traffic Law	5	
Traffic Law Enforcement	<u>2</u>	
Total Hours		12

SPECIALIZED

Arrests	8	
Firearms Training	12	
Introduction	2	
Range	10	
Latent Fingerprints	4	
Physical Education	14	
Physical Fitness	6	
Defensive Tactics	8	
Stolen Motor Vehicles	<u>2</u>	
Total Hours		40

GENERAL

Communications	2	
Development of Informational Sources	2	
Emergency Care and First Aid Training (Appreciation)	2	
Jurisdictions	2	
Police Management Appreciation	2	
Police Patrol Procedures	4	
Semantics	2	
Statements and Confessions	1	
Written Reports	<u>4</u>	
Total Hours		21

LAW

Review	10	
General Topics	8	
Proceedings After Arrest	9	
Special Topics	<u>3</u>	
Total Hours		30

INVESTIGATIONS

Interrogations	2
Packaging and Transmittal of Physical Evidence	2

Reasonable expansion of time allocated for subjects listed in this curriculum may be made at discretion of the local school director. Other proposed optional subjects, not meeting criteria in paragraph one above, should be submitted to the Executive Director, Illinois Local Governmental Law Enforcement Officers Training Board for approval.

Prescribed Curriculum Hours	150
Optional Hours	<u>10</u>
Minimum Total Instructional Hours	160

OPTIONAL

It is recognized that on occasion it may be desirable and pertinent to vary the course of study to accommodate instructional time for topical subjects, subjects of current local, state or national interest or administrative functions, in consonance with the promotion of school objectives.

Accordingly, 10 hours of instructional time is reserved for use by the local school director in scheduling such optional subjects.

Additional optional subjects compatible with this curriculum and consistent with the over-all objectives of the school are set out below and may be presented in optional time.

OPTIONAL

Mock Trial	4
Narcotics	4
National Crime Information Center (NCIC)	2
Organized Crime	2
Photography	4
Public Speaking	2
Sex Crimes	<u>4</u>
Total Hours	22

STATE OF ILLINOIS

Illinois Local Governmental Law Enforcement Officers Training Board

ADVANCED BASIC  
Course Description

INTRODUCTORY

11 hours

This eleven-hour block of instruction covers the whole introductory period. The initial one-hour period will be used to enlighten the student regarding the daily routine, rules and regulations of the local school, and the requirements of the Illinois Local Governmental Law Enforcement Officers Training Board. He should be informed of existing facilities available so he can readily adjust to the environment. Every effort should be made to put the student at ease while in attendance. Also, he should be impressed with the importance of proper conduct and his responsibilities on returning home to his department.

Other topics covered in this period will include: Classroom Notetaking and Notebooks, Duties and Responsibilities of the Law Enforcement Officer and Contemporary Reading.

At this time it should be explained that an objective, written examination will be conducted to measure the accomplishment of the student-officer. The test will be scheduled after each 40 hours of instruction or at the end of each week.

After test papers have been graded, they should be returned to the student and reviewed in a 30 minute critique.

POLICE-HUMAN RELATIONS-COMMUNITY RELATIONS

21 hours

This topic is highly essential in the training of the law enforcement officer even though it is not wholly accepted by all student officers. The present-day complexities, taking into account the biological, sociological and psychological factors and the impact such factors have upon the personality development, dictate that present-day law enforcement officers take cognizance of the situation and recognize their responsibilities in this area.

To ease the conflict that may arise from human relations training, the school director should be aware that some student-officers are highly sensitive to this type of training and attempt to prepare the class with a briefing on the background of this complex problem. Also, the manner in which instruction is projected in some instances.

To afford the student a broad acquaintance with certain general principles of personality development and human behavior which could be applied in the field of law enforcement, the pertinent sub-topic areas cover a range from Applied Psychology to Police Responsibilities, including Ethics in Law Enforcement.

COURSE OBJECTIVE

This course is designed to afford a continuation of training for the young law enforcement officer who has completed the Minimum Standard Basic Training Course under the requirements of the Illinois Police Training Act, and to also afford the experienced older officer an opportunity for formal classroom instruction.

instructional time is sufficient to establish an appreciation on the part of the student of the potential of various categories of criminal investigation. It is hoped this exposure will motivate the student to pursue this highly important subject on his own accord in order to develop a better understanding of investigative functions. Certainly, the instructor should encourage the student to this end.

Instruction should emphasize that successful prosecution often depends on the proper handling of interrogations, investigative procedures, collection and preservation of physical evidence, and the ability to testify in court.

### TRAFFIC

12 hours

This minimal 12-hour block of instruction is designed to benefit the student-officer in the areas of: (1) Traffic Accident Investigation; (2) Traffic Reform and Reports; (3) Traffic Law; and (4) Traffic Law Enforcement.

It is recognized that training the student-officer to adequately handle all traffic problems warrants much more attention and would be better served by lengthy periods of instruction or specialized training. However, it is believed that the student can gain sufficient knowledge, material and information from this period of instruction to successfully apply recognized techniques and procedures in traffic matters in an effort to reduce death, injury and property damage on the highways. His ability to recognize his responsibility in this area and strive to render adequate performance will aid the total effort to accomplish this goal.

Again, as in many other areas, the student should be encouraged to pursue more knowledge in this area to promote self-improvement, as the seriousness of the traffic problem requires the attention of all law enforcement officers.

### SPECIALIZED

40 hours

Most topics falling into the specialized category are designed to provide the student-officer with sufficient training in what is considered to be the more hazardous areas of law enforcement functions. These hazards are potential in the consummation of arrest, the handling of firearms, and physical confrontation with hostile persons.

Arrest. Eight hours are provided to instruct the student in understanding and appreciating the several and varied aspects of the arrest problem, and to instruct in principles, techniques and procedure in the planning, approach and execution of efforts to effect successful consummation of arrest.

Firearms. Twelve hours are provided for instruction to re-acquaint the student with the physical danger and the criminal and civil liabilities involved in the use

Each sub-topic should be sufficiently covered and discussed freely with an explanation of what the student is expected to acquire from the material presented and objectives of instruction in human behavior.

### GENERAL

21 hours

This 21-hour block of instruction covers a number of topics, with appropriate time allocated for each, in a general area of law enforcement. These topics are pertinent to everyday law enforcement functions but some of them are often neglected as being inconsequential as far as training is concerned. The instructor will endeavor to cover each topic sufficiently to ensure that the student is qualified for assignment.

This important area covers such topics as: Communications, Jurisdiction, Police Management Appreciation, Police Patrol Procedures, Semantics, Written Reports, Statements and Confessions, Emergency Care and First Aid, and Development of Informational Sources.

### LAW

30 hours

A portion of the material presented in this block of instruction will afford a ten-hour review of the legal subjects presented in the Minimum Basic Course of 160 hours. Further, the material as a whole will afford the student an opportunity to acquire a knowledge of the laws and criminal procedures in the State of Illinois sufficient for him to discharge on a day-to-day basis, his duties and responsibilities as a law enforcement officer.

In addition to the review period, twenty hours of instruction are devoted to three main topic areas: (1) General Topics; (2) Proceedings after Arrest; and (3) Special Topics. Each of these topics covers a number of sub-topics. Discussion and enumeration should be sufficient to ensure an appreciation, understanding, and acquisition of specific knowledge of the processes of criminal justice which they may use in establishing procedural guidelines in cooperative functions.

### INVESTIGATIONS

15 hours

The six topics presented in this period of instruction are most essential to criminal investigation. Included are: (1) Interrogations; (2) Packaging and Transmittal of Physical Evidence; (3) Physical Evidence; (4) Principles of Crime Scene Searching; (5) Principles of Investigation; and (6) Testifying in Court.

The fifteen hours devoted to this whole area is appropriately allocated to the respective topics for instructional periods. Although minimal, it is believed the

NOTE TO INSTRUCTOR:

The attached "Instructor's Guide" is not to be considered as an all-inclusive lesson plan. It has purposely been limited to material believed to be basic to this particular topic area, and with no intention of denying the instructor the opportunity to exercise his own initiative.

Without question, any competent instructor will desire to use this only as a guide and will develop his individual method and manner of presentation, drawing on his own research and knowledge to enlarge upon this material. Such efforts are certainly to be encouraged so long as there is no deviation from the basic intent of this guide.

The instructor is especially urged to employ any means which will "liven up" the instruction beyond the straight lecture method. Visual aids (blackboard notes, flip-over charts, overhead projection, film strips, film, video tape recordings) should be employed freely where applicable and appropriate. Also, appropriate reading assignments and project work may be included to enhance the learning process. Remember, you are not the only instructor who will appear before this group and comparisons, conscious or unconscious, will be made by the trainee.

of the weapon; to review safety rules in handling firearms; and to provide the student with the opportunity to improve his marksmanship.

Physical Fitness and Defensive Tactics. Fourteen hours are provided to afford the student the opportunity to improve his physical fitness and defensive tactics. Instruction will aid the student to establish an understanding and appreciation of the values of physical fitness, and the ability to defend and counter-attack to protect himself and maintain control and custody of a person being arrested.

Other topics in this category are: Fingerprinting and Stolen Motor Vehicles, which are allocated four hours and two hours of instruction, respectively.

## INSTRUCTOR'S GUIDE

### Duties and Responsibilities of the Law Enforcement Officer

#### I. INTRODUCTION

A. Greet the class with enthusiasm. Display name and title on blackboard.

Give brief background of yourself.

B. Display title of subject on blackboard.

C. Inform the class of objectives.

1. The student should be advised that the material presented is designed to review with the officer the various facets of his duties and responsibilities and to inform him of the complex, but necessary, functions with which he will become involved in accomplishing the objectives of his department.

D. Establish interest.

1. Generally, the everyday duties of the police officer can be categorized into fifteen principal duties. These duties, indicated in the outline, might occur in varying degrees from day to day and should be presented by the instructor as each being important in accomplishing the objectives of the law enforcement agency.

a. Each of these duties and responsibilities should be specifically categorized, enumerated, and reviewed and discussed in sufficient detail to ensure a full recognition and appreciation by each student. This effort will assist the student to qualify for his position.

SUBJECT:

Duties and Responsibilities of the Law Enforcement Officer.

HOURS:

2

OBJECTIVE:

This instruction is to review the basic duties and responsibilities of the patrol officer and to emphasize for him the reasons and objectives for these duties. Very often a police officer may lose sight of his principal responsibilities. These two hours should be devoted to again laying the foundation for a realization of these basic duties and responsibilities. Additionally, this topic is to be presented as the "key note" for all subjects included in the advanced law enforcement program and should be the first class presented after orientation and notetaking are completed.

METHOD:

Lecture and discussion.

MATERIAL:

Training Aids - Blackboard, chalk, eraser and pointer.

- a. Information about the jurisdiction regarding places of interest, street addresses, location of industries, community resources and others.
  - b. Departmental procedure and policies in handling lost children, the sick, aged, injured, or the dead.
  - c. Principles of crime prevention and public relations should also be discussed.
3. Handling of public emergencies. In most every jurisdiction the police department is the first agency to be advised of any public emergency, except fire, and is expected by the citizenry to be able to handle any matter that arises. This class should be concerned with discussing this police responsibility from the standpoint of knowing about:
- a. The administering of first aid to the injured.
  - b. The ability to judge the degree of the emergency as to seriousness, and immediate knowledge of the type of assistance required.
  - c. Departmental policies and procedure for disasters, fires, catastrophies, handling lost, stolen or recovered property, protection of exposed valuables, dealing with stray animals, suppressing nuisances and disturbances, and others.
4. Enforcement of laws and ordinances. Often police officials feel that this duty is their only responsibility.

II. PRESENTATION

A. The Officer's Responsibilities

This section of the presentation should be used to describe and discuss fifteen primary police duties which might be found in the job analysis of any patrol officer. In the course of this presentation, time should be devoted to explaining the areas of training with which the officer must be concerned in developing abilities in these various areas.

- 1. Patrols assigned area. This objective is accomplished by training in, and is concerned with, the following areas which should be discussed.
  - a. Expert care and operation of department vehicles and equipment.
  - b. Workable knowledge of city and county ordinances and state laws. Full knowledge of departments' rules and regulations.
  - c. Individual self-discipline and deportment.
  - d. Principles of surveillance, human and public relations, and elements of patrol.
- 2. Advises, directs and informs citizens. Each day police officers become involved in assisting and aiding the lost, distressed, or uninformed. This duty is an important responsibility for the police and necessitates instructions in:

- b. Legal principles and rules regarding confessions, statements, and admissions, including warning the individual of his rights.
  - c. Techniques of interviewing, interrogations, and conversation when citizens or prisoners are involved.
    - (1) Circumstances and environment must be considered.
7. Police Reporting. Complete, concise, and efficient reporting of police incidents is an essential factor in the proper management of the police objective. Many officers feel overburdened with "paper work" and do not appreciate the use or value of police records. Emphasis should be placed on:
- a. Function of police records and records section.
  - b. Management use of criminal activity reports and police activity reports.
    - (1) Provides departmental statistics.
    - (2) Information for decision-making.
    - (3) Feedback aids inspection and control.
    - (4) Provides information for outside agencies.
8. Safeguards property. The protection of life and property, often used to explain and simplify an officer's duties, is often misinterpreted when we discuss the police role in property protection. This discussion should include

- Emphasis should be placed on keeping this duty in perspective with these categories in order to properly accomplish this objective.
- a. City or county ordinance and all state laws which the police are charged with enforcing.
  - b. Civil rights legislation.
  - c. Laws of arrest, search and seizure.
  - d. Self-defense, use of firearms, and physical conditioning.
  - e. Pursuit driving.
5. Apprehension and arrest of law violators. Although this function is an integrated part of the enforcement of laws and ordinances a distinction should be made in the presentation and emphasis should be placed on departmental procedure in handling different types of prisoners after arrest.
6. Questions and interrogates. Without information from the citizens of the community served, the police cannot function. This duty or area of responsibility should be discussed from the standpoint of significance of all types of information and the need for the individual officer to familiarize himself with principles, laws and rules regarding this function. Time should be devoted to discussing:
- a. Procedures in taking statements.

**CONTINUED**

**1 OF 2**

11. Regulates traffic. Unfortunately most officers consider the police traffic function as a "headache" which ought to be handled by a specialized unit in the department. Every officer should, nonetheless, be presented with information that dramatizes the significance of the police traffic function showing that this area of police activity involves a greater death, injury, and property damage rate than in any other area of police responsibility.

a. It should be impressed upon the officer that all uniformed police officers are obligated to regulate traffic.

12. Cooperation with other agencies. Cooperation with the representatives from all agencies of government, and especially law enforcement officials from other levels of government, is an essential aspect of activity for every individual officer.

13. Assumes responsibility for department equipment. A police officer must be instructed in the proper care of maintenance of police equipment entrusted to his care and which he will be called upon to use at any unannounced time. The importance of the officer appreciating the value of this equipment and of having a responsibility in properly maintaining it should be included in this presentation. The officers should con-

an analysis of the activities involved in handling lost, stolen, or recovered property no matter how the police initially become involved with the items of property.

a. A great effort must be made to restore such property to the rightful owners.

b. Unclaimed property should be disposed of in accordance with, chapter 141, section 141-146, Illinois Revised Statutes 1967.

9. Preserves Evidence. This police duty generally involves the protection, care, preservation, and transportation of items of physical evidence involved with the investigation of a particular criminal offense. This responsibility should be emphasized from the standpoint of accomplishing the enforcement of laws and ordinances. Protects against:

a. Contamination of evidence.

b. Loss of continuity of evidence.

10. Court testimonies. An officer must not only fully understand his responsibility as a witness but also must be prepared to testify in a professional manner. Information should include:

a. Criminal court procedure.

b. Rules of evidence.

c. Appearance and conduct of officer while testifying.

The value of the following in accomplishing this objective should be presented.

- a. Discipline and deportment.
- b. Police professional publications.
- c. Police associations.
- d. Law enforcement as a profession.
- e. Police education programs.
- f. Police ethics.

III. SUMMARY

A. The police officer must have a constant awareness of his duties and responsibilities to the public, his department, fellow officers and the law enforcement image. He must maintain a continuing self-appraisal and re-evaluation of his personal efforts in attaining the ultimate of his capabilities towards the objectives.

sider:

- a. The appearance of equipment.
  - b. Safety, and readiness for emergencies use.
  - c. Source of funds for equipment purchase.
14. Performs miscellaneous duties. Because the law enforcement officer is a "public servant" and is available for service 24 hours of each day he is also called upon to provide guidance, instructions, or assistance in an untold number of situations. Being prepared to offer this assistance or guidance no matter what the nature of the call is an important police duty and should be discussed.
- a. A better understanding of the jurisdictional powers of the police and the type of service rendered should be conveyed to the public by more effective communications between the police and the public.
    - (1) Police-Community relations programs.
    - (2) Public relations programs.
15. Maintain a professional attitude. Although often associated with the seamy side of life it is important for the police officer to counteract alienated feelings and think of himself as a part of the community, regardless of the environment in which he works. He must consider a proper attitude as a fundamental duty to his position.

APPENDIX D

"Curriculum Outline", "Course Description",  
and sample of "Instructor's Guide" of the  
80-hour course in "Police Supervision"

## INTRODUCTION

One of the glaring deficiencies in all too many police organizations is the relative ineffectiveness of the first-line supervisory officers. This has been in a large measure caused by a lack of opportunities available for formal classroom instruction for these men either prior to or after promotion to these positions.

Without the effective guidance, inspiration and direction of a qualified supervisor, the individual patrolman will be able to contribute only a small portion of his potential to the total police effort.

This minimum 80-hour curriculum has been established to provide the supervisory officers with sufficient information to more adequately equip them to carry out their key responsibilities in the police organization. The material for the curriculum and the "Instructor's Guides" was gleaned from a number of sources, as indicated by the references listed and the bibliography. Added to this information, however, was that practical knowledge gained by long years of actual police experience. Hopefully, this combination provides a solid foundation of proven knowledge in this field.

Realizing this material will be used to accommodate a cross section of police supervisory personnel from various local law enforcement organizational structures, large and small, a conscious effort was made to produce a course dealing with not only the principles, but the practicalities of police supervision. It may, therefore, be considered by some as overly simplified. We are prepared to live with this possible criticism as long as the course satisfies the needs of local law enforcement officers in Illinois. - John M. Heafner, Project Director.

This curriculum requires sixty instructional hours in the topics set forth above. Some leeway is afforded the instructor as indicated in the introductory remarks. Reasonable expansion of time allocated for the required subjects listed in this curriculum may be made at the discretion of the school director, but no time may be detracted from any of these particular subjects.

**OPTIONS:**

To make up the full eighty hours, which is required for certification, twenty additional hours shall be added to the required subject hours by any of the following options or combinations thereof:

1. Reasonable expansion of time allocated for required subjects.
2. Utilization of the suggested optional subjects or any part thereof.
3. Other pertinent subject material which may be peculiar to a particular geographical area of the State or of current topical interest.

OPTIONAL

SUGGESTED OPTIONAL SUBJECTS

1. Public Speaking
2. Criminal Law
  - A. Mob Action and Related Offenses
  - B. Arrest, Search and Seizure
  - C. New and Revised Illinois Supreme Court and United States Supreme Court Decisions
3. Management Concept (Managerial Grid)
4. Supervisor's Responsibility in Criminal Investigation

Other proposed optional subjects, not meeting the criteria as indicated above, should be submitted to the Executive Director, Illinois Local Governmental Law Enforcement Officers Training Board for approval.

Prescribed Curriculum Hours	60
Optional Hours Listed	<u>20</u>
Total Instructional Hours	<u><u>80</u></u>

**POLICE SUPERVISION COURSE**  
Curriculum - 80 Hours

<u>SUBJECT</u>	<u>HOURS</u>
Orientation and Notetaking	2
Principles of Police Supervision	4
Communications and Semantics	4
Leadership	4
Planning and Directing	4
Motivation	2
Principles of Discipline	3
Case Studies	8
Principles of Police Management	2
Reporting	2
Police Records	2
Principles of Police Organization	2
Supervisor's Responsibility for Subordinate Training	4
Performance Evaluation	4
Police Ethics and Standards	2
Police-Human Relations-Community Relations	8
Test	2
Graduation	1
	<u>60</u>
Required Subject Hours	60
Options	<u>20</u>
Minimum Acceptable Total Hours	<u><u>80</u></u>

STATE OF ILLINOIS  
THE ILLINOIS LOCAL GOVERNMENTAL LAW  
ENFORCEMENT OFFICERS TRAINING BOARD

POLICE SUPERVISION  
Course Description

ORIENTATION AND NOTETAKING

2 hours

Part of this two hour period of instructions will be used to enlighten the trainee regarding the daily routine and rules and regulations of the local school, and the requirements of the Illinois Local Governmental Law Enforcement Officers Training Board. He should be informed of existing facilities available so he can readily adjust to the environment. Every effort should be made to put the trainee at ease while in attendance. Also, he should be impressed with the importance of proper conduct and his responsibilities on returning home to his department.

The remainder of this period should be used to instruct the student in proper note-taking, how to arrange his notebook in proper form and the value of permanent notes. Also, that his notebook will be checked periodically and given a final grade at the end of the course.

PRINCIPLES OF POLICE SUPERVISION

4 hours

The trainee, while preparing for the role of a police supervisor, should be made to realize that his position will be one of most importance and he will be responsible to both management and the work group. It will be his duty and responsibility to interpret departmental policies and programs and successfully motivate his subordinates towards accomplishment of goals.

Developing the trainee's ability to direct his subordinates to successfully carry out the departmental objectives is important to him and his department. Within this area he must develop the ability to plan, coordinate and control his work group with the least amount of friction. In order to maintain good superior-subordinate relationship he will have to set an example of good conduct and develop his leadership traits.

Further, he should be instructed how to recognize and solve common supervisory problems, how to recognize and avoid supervisory pitfalls, and be aware of his mental and physical attributes along with good social qualities. There are many other items that should be covered to prepare the trainee for the job of a police supervisor. He must be aware of all these factors and keep them in mind while actually performing the functions of a police supervisor.

COURSE OBJECTIVE

This course is designed for members of a law enforcement agency who have responsibility in police supervision, or for members who are preparing for promotion to this responsibility. It is further designed to improve the student's understanding and skill in the effective supervision of police personnel.

The trainee should be made aware that his position, on the operational level, is one of planning and directing the activities of his work group. To successfully accomplish this he will have to gain full knowledge of the general pattern of the police administrator's activities employed in his particular department. The instructions should cover the technical aspects of planning, coordinating and controlling which, in a broad sense, cover all police functions.

The trainee should be made aware that "directing" is the actual procedure that gets the job done, but in many instances it will be necessary to delegate some of his authority to a responsible subordinate. This is part of his responsibility in directing the subordinates. The police supervisor must be aware that the results of his planning will depend a great deal on his ability to coordinate and direct the efforts of his work group. These efforts must be channeled through the chain-of-command, span of control and delegation of authority for effective results. These factors, with equalized work distribution and an established consistency, will contribute to the ultimate goal.

MOTIVATION

2 hours

The police supervisor's work group will be much more productive with less friction if he develops the ability to understand the biological needs and the psychological nature of people. This is a deep and complex subject based mostly on theories with much variance. It is not anticipated the trainee will be given a full course in psychology, but an attempt should be made to familiarize him sufficiently with the proven methods used to incite a person's inner drive. If he attains some knowledge of the incentives which may be used to motivate the worker, and recognize the basic needs of people, it will tend to enlighten the trainee sufficiently enough to perform effectively.

The trainee should be made aware that other important desires of people are: recognition, security, opportunity and belonging. He should also be aware of the plight of frustrated persons, the various ways they seek relief and the consequences when the avenues of relief are blocked.

PRINCIPLES OF DISCIPLINE

3 hours

The trainee, when in the position of a police supervisor, will find that his position is responsible for the discipline and morale of his subordinates. He should be instructed in the principles of discipline and the closely related morale factor. He should be told what principles to apply to promote a highly self-disciplined group and the effect self-imposed group action has on morale and efficiency. The need for positive discipline and its effects and the results of negative disciplinary procedures should be covered. Face-to-face communication and its effectiveness in maintaining good discipline when the subordinate is kept fully informed should be emphasized.

The procedures of taking disciplinary action should be thoroughly understood, and the consequences of such action, in order to anticipate results before proceeding.

COMMUNICATIONS AND SEMANTICS

4 hours

It is hoped this four hour period of instructions will do much to prepare the student to understand the importance of effective communications on the supervisory level. If the objectives of these instructions can be accomplished, it would do much to alleviate possible misunderstanding that sometimes exists in law enforcement agencies due to the lack of clear communications. The lack of communications in any organization creates suspicion, causes unfounded rumors and results in the inability to perform effectively as a team.

The trainee must be made to realize that the supervisor's position in the police organizational structure is highly responsible for effective face-to-face communications. He is the mediator between the work group and the higher echelon and is responsible for such communications.

This area also involves the meaning of words used in the communications whether they be oral or written. It must be ascertained that the subordinate completely understands the meaning of the communication and what is expected of him. This area is so vital to harmonious police relationship that the supervisor will do well to take adequate time to be positive of complete understanding to avoid conflict. Adequate training to this effect is most imperative.

LEADERSHIP

4 hours

Since leadership is the art of influencing people to cooperate towards the accomplishment of a common goal, this subject is of most importance. Therefore, the trainee should be instructed in the principles of leadership and how to develop leadership qualities.

There seems to be no uniform set of traits that can be used to evaluate the individual leader. There have been many different and varied methods used by individuals with equally successful results. However, there are areas in which the trainee should be instructed to develop his ability and prepare himself for his position. He must have the ability to plan, organize, direct, coordinate and evaluate the efforts of his subordinates.

He should be aware that his personal traits, such as loyalty, honesty, integrity, patience and understanding are also important factors. He should also have the courage and fortitude to consistently perform his duties under any circumstances. Furthermore, he must realize his own physical and personal appearance must be good as this is absolutely necessary for competent leadership. All these factors applied with the human relations concept in a sincere and not overly aggressive manner will be most beneficial.

PLANNING AND DIRECTING

4 hours

No organization can function successfully without adequate planning and directing. Police organizations are no exception and in many instances it is more important, especially on the operational level.

position is highly important to an adequate record system, as the bulk of police records will originate from the work group.

The trainee should be made aware of the various types of records, origin of the various records, the processing and classification of police records and the value of such records. Also, the use of police records by outside agencies and the control necessary in this respect.

PRINCIPLES OF POLICE ORGANIZATION

2 hours

This period of instructions should include an understanding of the basic principles of a police organization, the necessity of these elements for proper police administrative control and how the various organizational methods can be arranged to accommodate any sized police department. The trainee must be made to realize that "organization" is necessary to accomplish the objectives of proportionate distribution of functions and responsibilities. The division of work in a proportionate manner and the placement of personnel are essential for effective results. The trainee must recognize the value of these fundamentals, and the chain-of-command and the span of control concepts to function effectively. He also must develop an understanding of integration and coordination of inner-unit relationship for a smooth running organization.

SUPERVISOR'S RESPONSIBILITY FOR SUBORDINATE TRAINING

4 hours

The trainee must not only have the ability to recognize the training needs of his subordinates but he must also understand it is his responsibility to fulfill those training needs. He must strive to develop and improve the subordinate's skills, knowledge and attitude. He will have to become familiar with the various types of training programs, the various methods used and the facts of learning to successfully train his subordinates. To accomplish these objectives, the trainee must be taught how to instruct and impart his knowledge to his subordinates.

PERFORMANCE EVALUATION

4 hours

Performance evaluation is a highly controversial subject. However, it should be emphasized to the trainee that some type of evaluating system is justified, and the police supervisor's position is of great importance in successfully effectuating any system. He is responsible in this area to provide such appraisals to management. Therefore, it will be necessary for him to promote an unbiased program and motivate his subordinates to participate. Instructions for the trainee should include: the six necessary steps in selecting, preparing, executing and evaluating the system.

POLICE ETHICS AND STANDARDS

2 hours

It must be emphatically impressed upon the student that the position of a police supervisor is one of sacred public trust which should never be violated. Furthermore, it should be impressed upon him that he is uniquely positioned in the

If such action is necessary it should be immediate and handled as if an appeal is expected.

The student should be aware that a lesser degree of disciplinary action in the form of reprimands are many times sufficient. The trainee should be thoroughly instructed in the proper application of any form of disciplinary action exacted. The instructor should encourage considerable discussion on this highly sensitive subject to gain other viewpoints and experiences from the trainee's own department.

CASE STUDIES

8 hours

The trainee should be made aware that much time is spent by the police supervisor in problem-solving. This period of instructions will give the student the opportunity to prepare a case study under the directions of the instructor, or be presented with a case study already prepared. Thence, these case studies will be presented to a group for discussion with a resulting decision reported to the entire class. This study will require involvement which is encouraged for better learning, and will provide "know how" from other class members.

PRINCIPLES OF POLICE MANAGEMENT

2 hours

The importance of the police supervisor's job relative to that of management makes it necessary that he have some knowledge of police functions on the management level. The trainee should develop an understanding of the principles of police management and the responsibilities involved. If this can be accomplished, he will understand the necessity of his own support to management and the importance of his own position. He must be made aware that the police administrator needs assistance in performing the major functions of the department and must rely on his command and supervisory officers to perform them effectively.

REPORTING

2 hours

Emphasis must be placed on the police supervisor's position in the reporting chain and his responsibilities in this area to both management and his subordinates. The trainee should be instructed regarding the necessity of reporting, the method of reporting and the results of reporting on the supervisory level. He should also understand that the supervisor's position is a most vital link in the internal communication system for effective communications in all directions throughout the organizational structure. This area will be enhanced by the supervisor's ability to motivate good reporting.

POLICE RECORDS

2 hours

It is very important for the trainee to learn the essential need of a consistent, adequate record system in police organizations. Since most law enforcement problems and activities deal with the protection of life and property of human beings the demands for accurate record keeping is paramount. Good police records will also reflect the need of police service and how efficiently such service is being provided. Like in all other phases of police work, the police supervisor's

OPTIONAL

SUGGESTED OPTIONAL SUBJECTS

Total hours - 20

PUBLIC SPEAKING

Public speaking can be one of a person's greatest assets. The trainee's ability to speak effectively is most important to his position. Part of this period of instructions will include: how to gather and organize speech material, identify the different types of speeches and become familiar with the various techniques for effective speech delivery. The remainder of this five hour period should be utilized for the class members to deliver a ten minute speech before the class at a designated time or when called upon. The trainee should be encouraged to become proficient through practice.

CRIMINAL LAW

The sections of criminal law, and recent court decisions covered in this period are most essential to the police supervisor. The objective of this topic matter is to sufficiently acquaint the trainee in laws of Mob Action and Related Offenses and Arrest, Search and Seizure so he will have a working knowledge with which to guide his subordinates. He must also be made aware of the latest and up-to-date decisions rendered by the United States Supreme Court and the Illinois Supreme Court. The instructor should allow for a question and answer period to clarify specific questions for the student in this area.

MANAGEMENT CONCEPT (MANAGERIAL GRID)

In this period of instructions, the trainee will self-evaluate himself to determine his own ability and style and what it means to himself and his organization. In his position as a police supervisor the trainee should develop an understanding of management concepts to appreciate the position of the police administrator. His own self analysis in this area will do much to develop this understanding. The trainee will need step-by-step instructions on the procedures of completing this lesson.

SUPERVISOR'S RESPONSIBILITY IN CRIMINAL INVESTIGATION

An effort should be made in this brief time to enlighten the trainee regarding his responsibilities in criminal investigations regardless of the primary duties and responsibilities of his unit. He must be aware of the obligations every officer in the entire police department has to the public in this respect. He must know that the patrol should initially investigate all crimes, as they are immediately available and in a ready position. They should continue to render assistance even though the case is assigned to detectives. It is the supervisor's responsibility to make all assignments and follow-up checks for completion. He must realize it is his responsibility to promote the best of harmony between the various divisions, and strive for accomplishment of departmental objectives with team effort. In this area the police supervisor must recognize that sometimes there is a lack of harmony between the various units in police departments which causes ineffectiveness. Therefore, he must strive through effective leadership and motivation to build a solid front in the fight on crime.

organizational structure to strongly influence his subordinates and other police employees. Through the practice of good ethical conduct and influencing his subordinates in this manner, the police supervisor has a real opportunity to enhance the police image. Fortunately, police officers throughout America are striving to build a favorable public image. However, there are those whose weakness and lack of self-restraint continue to deviate from the Code of Ethics until exposed by the public or fellow police officers. Thus, dishonor is reflected upon the whole profession.

The student should be advised that better recruitment and selection procedures, more adequate training, better equipment and facilities, scientific advances and more adequate salaries and working conditions will tend to enhance the police profession. However, until every police officer in America adopts and lives up to the Code of Ethics, professionalism and a favorable police image will be extremely difficult to attain.

POLICE-HUMAN RELATIONS-COMMUNITY RELATIONS

8 hours

The trainee should be made aware of the existing problem between the police and the public and how these adverse relations affect the police image. There is reason to believe that much of this problem is generated at the police-citizen level due to misunderstanding on both sides. The police officer's job will be much easier for him, and his work will be more effective, if he has at least a basic understanding as to "why people react differently".

The student cannot be expected to comprehend all the problems of this whole complex area. However, he should be acquainted sufficiently with the general principles of human relations to enable him to overcome the basic problem encountered in face-to-face communication. He should be enlightened on: police attitudes, the public's attitude, effective policing, similarity of police and minority groups, minority groups, minority viewpoints, who is responsible and how to participate in programs to improve police-human relationship.

If the basic understanding can be developed by the police supervisor and projected through his leadership, the apathetic attitude taken by police officers will eventually disappear. It must be realized by the police that public opinion will not change unless the police themselves provide the stimulus by changing their own attitudes and behavior.

To assist the student to develop this understanding, he should be made aware that the police are employees of the public and there must exist a satisfactory employee-employer relationship.

SUBJECT: LEADERSHIP

HOURS: 4

OBJECTIVES: To assist the student to acquire knowledge of leadership principles in police supervision and to enable him to develop an understanding of the importance of the principles of leadership in police functions.

METHOD: Lecture - discussion

MATERIAL: Training Aids - Blackboard, chalk, eraser and pointer.

NOTE TO INSTRUCTOR:

The attached "Instructor's Guide" is not to be considered as an all-inclusive lesson plan. It has purposely been limited to material believed to be basic to this particular topic area.

Without question, any competent instructor will desire to use this only as a guide and will develop his individual method and manner of presentation, drawing on his own research and knowledge. Such efforts are certainly to be encouraged.

The instructor is especially urged to seriously consider any means which will "liven up" the instruction beyond the straight lecture method. Visual aids (blackboard notes, flip-over charts, overhead projections, film strips, films, video tape recordings) should be employed freely where applicable and appropriate. Remember, you are not the only instructor who will appear before this group, and comparisons, conscious or unconscious, will be made by the trainee.

Let's strive to make this the most interesting topic area in this particular course!

## II. PRESENTATION

### A. Leadership - General Qualities

1. Leadership is the art of influencing people to cooperate towards the accomplishment of a common goal. Successful leaders of people possess many and varied qualities. No uniform set of traits should be used to evaluate the individual leader. There are too many different and varied methods used by individuals with equally successful results. The existing circumstances at the time of leadership opportunities play an important part. However, in general, there are basic concepts and proven abilities the leader must possess to be successful.
  - a. Ability to plan, direct and organize.
  - b. Be able to coordinate and control individuals into a combined group effort.
  - c. He must be loyal, patient and understanding.
  - d. He must possess the courage and fortitude to function under pressure and willingness to support his staff and accept full responsibility, and be willing to support his subordinates when in distress and accept full responsibility.
  - e. He must be loyal and ethical in his working relationship with his superiors and subordinates.

## INSTRUCTOR'S GUIDE

### Leadership

## I. INTRODUCTION

- A. Greet the class with enthusiasm. Display name and title on blackboard. Give brief background of yourself.
- B. Display title of subject on blackboard.
- C. Inform the class of objectives.
  1. Impress upon the student the reasons of the objectives and that every effort will be made to help him to understand the principles of leadership.
  2. To develop an understanding of the principles of leadership will qualify the student for his supervisory position.
- D. Establish interest.
  1. Inform the student that the qualities of leadership are essential to supervision; that effective leadership creates prestige and is a prime factor in being promoted to better position.
  2. Advise him that this section of instructions will tend to develop the skills of leadership needed in police supervision.
  3. Stress value of lesson.

To be successful the supervisor must develop his skills in leadership and entertain new concepts in the principles of leadership on the supervisory level.

D. Sincerity and Aggressiveness.

1. The true leader will vigorously pursue his course with a consistent effort. Not overly aggressive, but constantly pushing for what he wants without being brusque or blunt in manners of speech or action.
  - a. Sincerity is one of the greatest assets of leadership. Right or wrong, a supervisor who sincerely deals honestly and squarely with his men will win and hold the respect of others.
  - b. The supervisor must not be too strict or too lax with his subordinates but must pursue a consistent moderate course to strike a happy medium.
  - c. A supervisor may possess the qualities of leadership but unless he is aggressive enough to put them to use they are without value.
  - d. Even though the supervisor has the aggressiveness to develop his potential qualities of leadership, he must remain humble and keep in mind that he is human, too. However, he must maintain a bold appearance, for a leader can show no indications of uncertainties. This would invite a lack of confidence among his men.

- f. He must be capable of being consistent and emotionally stable in a straightforward manner.
  - g. He must maintain his physical and personal appearance and show enthusiasm for his job. The ability to make decisions and bear the responsibility of the results.
- B. Loyalty is one of the prime requisites for leadership. The supervisor's position in the management structure demands loyalty to his superiors, to his subordinates and to himself. On a more non-personal basis his loyalty is equally important to his country, to his city and to the police department. However, his personal position is the most demanding for if he can accomplish effective leadership through the efforts with his subordinates, his other loyalty obligations will come easily.
- C. Honesty and Integrity. These are two major factors in the personal characteristics of any successful leader.
1. Before the supervisor can earn the respect of his subordinates, his honesty and integrity will have to be proven to them beyond any equivocations whatever. The ability to command respect is a prime factor in the personality make-up of a successful leader.
  2. Such traits apply to the superior off the job as well as on the job.

details of the situation. This effort should increase team work action by the group and increase their efficiency.

F. Importance of Leadership.

1. If there were no leaders to direct and control the work force of a group of men, little would be accomplished. The workers would grope aimlessly about in a loose effort.
  - a. To direct and control a group of men in a concerted effort, there has to be a leader. Following are some pertinent points that are his responsibilities:
    - (1) Decision making.
    - (2) Planning, directing and organizing.
    - (3) Initiation of new concepts.
    - (4) Motivation of work groups.
    - (5) Accomplishment of objectives.
    - (6) Reviewing and revising action of the work group.
    - (7) Delegation of authority.
    - (8) Recognizing and identifying successful completion of assignments.
    - (9) Hearing grievances and related problems of employees.
    - (10) Assuming responsibility for group action.

E. Psychological Principles.

1. The wise supervisor will study each subordinate to learn his mental attitudes and disposition and use these traits effectively, but a keen observation must be made of the individual's reaction to such measures. The results of such observations will enable the supervisor to measure his own ability to analyze others. He must recognize each of his men as an individual.
2. The supervisor who sets a good example is establishing the guidelines for his subordinates. If he has earned their respect, they will react to his mannerism automatically.
3. Power of suggestion, either direct or indirect, is a means of motivating men.
  - a. Exhibit crime statistics, traffic death rate and other pertinent factors either verbal or by means of graphs and charts. Explain how better enforcement could reduce the loss. Immediate results may not be forthcoming. The power of suggestion may take some time to go to work and show results.
4. The supervisor can appeal directly to his men with good results.
  - a. In this instance he will have to give full

consequences.

c. When the supervisor plainly exhibits his likes for his job and displays the ability to do his job completely and efficiently he is developing the ability to lead his men to satisfactory goals.

d. When he exhibits his energy, common sense, disregard for personal danger and readiness to share the subordinate's hardship with the keenness of his profession, he is developing leadership.

2. The supervisor must develop a finely balanced relationship between himself and his subordinates.

a. Developing and retaining such relationship is not easy but it must be done.

b. A friendly but conservative attitude with a genuine interest for all the employees will help in accomplishing the goal.

c. The supervisor who is sincere, consistent and follows the principles of good human relations will most likely be a successful leader.

d. Good results are produced by developing a quiet, unassuming behavior based on a sincere consideration for the feelings of others, regardless of race, religion, color or creed.

(11) Promoting morale and harmony

2. Leadership is highly important in the management structure.

a. Quality leadership is essential to the success of any organization.

b. The superiors depend on competent leadership to motivate their work force for productive results.

c. The success or failure of the Department's program depends on competent leadership.

d. Through the leadership of their supervisors, superiors expect a well disciplined work group with a minimum of grievances and gripes.

e. The importance of good leadership in training and preparing subordinates for more efficiency is essential.

G. Leadership Development.

1. The supervisor's ability to develop and effectively utilize his traits as well as the traits of his subordinates, is essential for competent leadership.

a. The supervisor's traits are the extent to which his rational faculty governs his actions.

b. He must develop a sense of responsibility, develop the ability to meet problems realistically and possess the fortitude to accept the

- (1) Treat others with respect and respect will be earned.
- b. The supervisor who talks to people with tact about their achievements and compliments them on their intelligent acts and forgets about himself is developing leadership. "There is no limit to the good a man can do if he doesn't care who gets the credit".
- 4. The supervisor who is promptly available to subordinates, as well as to the superiors, realizes it is very important in developing leadership.
  - a. His subordinates readily recognize those traits and will look to their supervisor for guidance and advice.
- 5. The supervisor's job consists to a large part of everyday routine instructions to his subordinates. The supervisor who has the skills and the ability to impart his knowledge has the opportunity to develop the principles of leadership through such everyday routine duties.
- 6. The supervisor who is a competent leader is a positive thinker. He is always thinking how things can be done, not why they cannot be done. He will carefully listen to and encourage other people with meaningful, positive guidance in their

- e. One of the supervisor's basic responsibilities is to be concerned with each subordinate in his work group and develop him into a satisfied productive employee. In developing his men in this respect, he will be developing his own abilities as a leader.
- f. The supervisor cannot do all the work himself, and an attempt to do so defeats the purposes of supervision. Not to trust his subordinates and delegate work is a common mistake. Delegating some of the work has a number of advantages:
  - (1) Keeps the job going; eliminates the bottlenecks.
  - (2) Provides on-the-job training for the subordinates.
  - (3) Allows the subordinate to build confidence and develop a sense of participation.
- 3. Courtesy, tact and good manners play an important part in the supervisor's daily contact with others.
  - a. A friendly smile, a warm handshake or a cordial salutation in a consistent manner on a businesslike basis will develop into real and lasting respect which is an essential ingredient of leadership.

	Instructor's Note		Instructor's Notes
<p>and cannot always be promptly given.</p> <p>10. The supervisor who has the ability to motivate a group of people to a common purpose with good end results has demonstrated his ability of leadership.</p>		<p>endeavors.</p> <p>7. The clear, distinct issuance of orders and the firm insistence of their execution will give the subordinates a clear understanding of their supervisor's way of doing things. They will look to him as a leader with confidence and appreciate the clear line of authority and command.</p> <p>8. Strong initiative is essential to leadership. The supervisor who looks for things to do and creates better ways of doing them exhibits an open and alert mind.</p> <p>Initiative is a sorely needed ingredient in many of our employees. It is evident that many men are content to wait for someone else to tell them what to do. Every man has the potential but it must be aroused and put to use for it to become a valuable ingredient in leadership.</p>	
<p>III. SUMMARY:</p> <p>A. Purpose of training of leadership.</p> <ol style="list-style-type: none"> <li>1. To discuss the lesson and assist the student to understand the principles of leadership in police supervision and the importance of the principle of leadership in police supervision.</li> <li>2. To clarify any question.</li> <li>3. To qualify for leadership in police supervision.</li> </ol>		<p>9. The ability to make prompt decisions is evidence of good leadership. Many employees, especially those who want no responsibility, are constantly wanting a prompt "yes" even though they know what should be done. The supervisor who delays or refuses to give such decisions creates a bottleneck.</p> <ol style="list-style-type: none"> <li>a. Important and serious decisions require more careful consideration and much deliberation</li> </ol>	

APPENDIX E

"Curriculum Outline", "Course Description",  
and sample of "Instructor's Guide" of the  
80-hour course in "Police Management".

BIBLIOGRAPHY

WESTON, PAUL B., M. A., Supervision in the Administration  
of Justice. Charles C. Thomas, Springfield, Illinois, 1965.

GOCKE, B. W., M. A., Police Sergeants Manual, Legal Book Store,  
122 South Broadway, Los Angeles, 12, California.

SHERWOOD, FRANK P. and BEST, WALLACE H., Supervisory Methods  
in Municipal Administration. ICMA., 1313 East 60th Street, Chicago,  
Illinois, 1958.

## INTRODUCTION

This course has been developed primarily for the police administrator who endeavors to manage the affairs of his department in a most efficient and economical manner, or one who is about to assume the responsibilities of the managerial functions in his department. Public safety and his tenure of office both depend on how satisfactorily he performs these responsibilities.

The opportunity afforded for formal classroom instructions in this area will assist the student to develop an understanding of management functions and enhance the law enforcement profession.

This minimum 80-hour curriculum has been established to provide the police administrator with information sufficient to adequately equip him to perform effectively on the management level in the police organization. The material for the curriculum and the "Instructor's Guide" was gleaned from a number of sources, as indicated by the references listed and the bibliography. Added to this information, however, was the practical knowledge gained by long years of actual police experience, much of which was on the administrative level. Hopefully, this combination provides a solid foundation of proven knowledge in this field.

Realizing this material will be used to accommodate a cross section of police administrative personnel from various local law enforcement organizations, large and small, a conscious effort was made to consider the wide range of talent found in today's police administrator. It may, therefore, be considered by some as overly simplified. We are prepared to live with this possible criticism as long as the course satisfies the needs of local law enforcement officers in Illinois. - John M. Heafner, Project Director

This curriculum requires sixty instructional hours in the topics set forth above. Some leeway is afforded the instructor as indicated in the introductory remarks. Reasonable expansion of time allocated for the required subjects listed in this curriculum may be made at the discretion of the school director, but no time may be detracted from any of these particular subjects.

**OPTIONS:**

To make up the full eighty hours, which are required for certification, twenty additional hours shall be added to the required subject hours by any of the following options or combinations thereof:

1. Reasonable expansion of time allocated for required subjects.
2. Utilization of the suggested optional subjects or any part thereof.
3. Other pertinent subject material which may be peculiar to a particular geographical area of the State or of current topical interest.

OPTIONAL

SUGGESTED OPTIONAL SUBJECTS

TOTAL HOURS 20

1. History of Policing
2. Public Speaking
3. Police Communication (including NCIC)
4. Current Court Decisions
5. Other Police Problems (Disasters, Civil Defense, Labor-Management Disputes, Property and Equipment Control and Parking)
6. Police Administration of the Future

Other proposed optional subjects, not meeting the criteria as indicated above, should be submitted to the Executive Director, Illinois Local Governmental Law Enforcement Officers Training Board for approval.

Prescribed Curriculum Hours	60
Optional Hours Listed	<u>20</u>
Total Instructional Hours	<u>80</u>

**POLICE MANAGEMENT  
Curriculum - 80 Hours**

<u>SUBJECT</u>	<u>HOURS</u>
Orientation and Notetaking	1
Principles of Police Management	5
Police Ethics and Standards	2
Leadership	2
Principles of Police Organization	4
Police Personnel Management	6
Performance Evaluation	2
Inspection and Control	2
Budget Preparation and Control	3
Decision Making and Research	3
Police Planning and Directing	4
Police and the Press	2
Training - Management's Responsibility	4
Communications and Semantics	3
Distribution of Manpower	3
Police Records	3
Police - Human Relations - Community Relations	4
Motivation	2
Functions of Police Traffic Supervision	2
Critique and Test	2
Graduation	1
<hr/>	
Required Subject Hours	60
Options	<u>20</u>
Minimum Acceptable Total Hours	<u>80</u>

STATE OF ILLINOIS

Illinois Local Governmental Law Enforcement Officers Training Board

POLICE MANAGEMENT  
Course Description

ORIENTATION AND NOTETAKING

1 hour

A brief period of instructions will be used to enlighten the student regarding the daily routine and rules and regulations of the local school, and the requirements of the Illinois Local Governmental Law Enforcement Officers Training Board. He should be informed of existing facilities available so he can readily adjust to the environment. Every effort should be made to put the student at ease while in attendance. Also, he should be impressed with the importance of proper conduct and his responsibilities on returning home to his department.

The remainder of this period should be used to instruct the student in proper note-taking, how to arrange his notebook in proper form and the value of permanent notes. Also, that his notebook will be checked periodically and given a final grade at the end of the course.

PRINCIPLES OF POLICE MANAGEMENT

5 hours

The student, while preparing for the role of a police administrator, should be made to realize that this position requires a full knowledge of the various police functions and the principles on which these functions are based. He must be aware of the grave responsibilities of the police administrator, and his obligations to the community in understanding and fulfilling these responsibilities.

Developing the student's ability to direct the members of his force to successfully attain departmental objectives is important to him, his department and his community. Within this area he must develop the ability to effectively plan, coordinate and direct community resources to best advantages.

Further, he must realize there are no concrete guidelines or definite answers which will lead a police administrator through the complexities created by society's trials and tribulations. There are only general principles, based on proven police theories to guide his decision-making policies. To keep abreast in a fast moving, complex situation will test his conceptual skills and his ability to comprehend what could be the most important job in the community.

Overall, the student in the position of a police administrator must concern himself with the major administration functions of his department, and his ability to delegate authority to assist in carrying out those functions.

POLICE ETHICS AND STANDARDS

2 hours

It must be emphatically impressed upon the student that the position of a police administrator is one of sacred public trust which should never be violated.

COURSE OBJECTIVE

This course is designed for members of a law enforcement agency who have responsibility in police management, or, for members who are preparing to assume this responsibility.

It is further designed to enable the police administrator to develop an understanding of the principles of effective police management, to recognize the changes taking place in this area, and the need to improve the police administrator's techniques and methods of police management within his organization.

## POLICE PERSONNEL MANAGEMENT

5 hours

Instructions in this area should deal with the methods and procedures having to do with the recruitment and selection process, position classification, conditions of employment, promotions, salary administration, employee relations, discipline and others. However, it should be stressed that the police administrator may not have overall control of such policies if a central personnel agency is in existence. In such case, his responsibilities are leadership and cooperation to promote quality and efficiency.

The police administrator must recognize, regardless of whether or not a central personnel agency is in existence, his utmost responsibilities are to train, regulate and motivate his personnel to provide the most efficient and economic police service possible.

## PERFORMANCE EVALUATION

2 hours

Even though performance evaluation is a highly controversial subject, it should be emphasized to the student that some type of evaluation is justified. The necessity for an appropriate performance evaluation program is the responsibility of the police administrator. His ability to select an unbiased program and motivate his command and supervisory personnel to participate and execute it successfully is imperative. Instructions should include: the six necessary steps in selecting, preparing, executing and evaluating the system.

## INSPECTION AND CONTROL

2 hours

This period of instructions should be utilized to acquaint the student with the idea that overall police objectives are attained by planning, organizing, directing and controlling. Although the police chief is responsible for end results, many of the functions are executed at each level of authority and are obviously out of his immediate range of inspection and control. Therefore, he must delegate authority with accountability to his division heads to execute inspection and control at each level of authority down through the chain-of-command to where the task is performed.

## BUDGET PREPARATION AND CONTROL

3 hours

It should be impressed upon the student that it is highly essential for the police administrator to understand the budget preparation techniques and the control of budget expenditures in the operation of a law enforcement agency. Instruction should cover all phases of the whole budgetary process with emphasis placed on the "source of funds" and the "control of expenditures".

Furthermore, it should be impressed upon him that he is uniquely positioned at the head of the organizational structure where he can strongly influence the members of his force, as well as the citizens of his community. Through the practice of good ethical conduct, the police administrator has a real opportunity to enhance the police image. Fortunately, police officers throughout America are striving to build a favorable public image. However, there are those whose weakness and lack of self-restraint continue to deviate from the Code of Ethics until exposed by the public or a fellow officer. Thus, dishonor is reflected upon the whole profession.

The student should be advised that better recruitment and selection procedures, more adequate training, better equipment and facilities, scientific advances, higher salaries and more favorable working conditions will tend to enhance the police profession. However, until every police officer in America adopts and lives up to the Code of Ethics, professionalism and a favorable police image will be extremely difficult to attain.

## LEADERSHIP

2 hours

Since leadership is the art of influencing people to cooperate towards the accomplishment of a common goal this subject is of most importance. Therefore, the student should be instructed in the principles of leadership and how to develop leadership qualities.

There seems to be no uniform set of traits that can be used to evaluate the individual leader. There have been many different and varied methods used by individuals with equally successful results. However, there are areas in which the student should be instructed to develop his ability and prepare himself for his position. He must have the ability to plan, organize, direct, coordinate and evaluate the efforts of the members of his force.

In addition to his own leadership being developed, the police administrator should also be instructed in how to develop the leadership of his subordinates.

## PRINCIPLES OF POLICE ORGANIZATION

4 hours

This period of instructions should include an understanding of the basic principles of a police organization, the necessity of these elements for proper police administrative control and how the various organizational methods can be arranged to accommodate any size police department. The student must be made aware that "organization" is necessary to accomplish the objectives of proportionate distribution of functions and responsibilities. The division of work in a proportionate manner and the proper placement of personnel are essential for effective results. The student must recognize the value of these fundamentals, and the chain-of-command and the span of control concepts to function effectively. The integration and coordination of inter-unit relationship for a smooth running organization must also be understood.

emanating from these circumstances requires new concepts, new methods of operation and new attitudes effectively administered by highly trained police officers.

The student should be enlightened to the fact that in present-day law enforcement, training within and outside the department is a must. The community has a right to expect the most efficient and economically managed service from its police force that is possible. This can only be accomplished through a continuing process of training.

### COMMUNICATIONS AND SEMANTICS

3 hours

It is hoped this period of instructions will convince the student that a police administrator must recognize the need for effective communications between the various levels of management, supervision and operations from the very top echelon down through the whole organizational structure.

He should be aware that the inability to express thoughts in a clear, accurate manner while communicating with others is the reason for much misunderstanding and adverse human behavior in police organization. Also, his inability to listen attentively may produce similar results.

Further, the student should be made familiar with the flow of communications upwards, downwards and sideways within the organizational structure; also, how the lack of adequate communications in an organization creates suspicion, causes unfounded rumors and results in failure to perform effectively as a team.

The importance of semantics should also be stressed to the student and the effect the proper and improper use of words has in communications.

### DISTRIBUTION OF MANPOWER

3 hours

Manpower is the most costly item among the resources made available to the police administrator for utilization. Therefore, he must be prepared to plan a method of effective distribution of manpower to successfully fulfill this topmost responsibility.

The instructor should assist the student to develop an understanding of the problems he will encounter in distribution of manpower, the need for effective distribution, and distribution procedures necessary to fulfill this most important management function.

### POLICE RECORDS

3 hours

It is highly important for the student to learn of the requirements for a consistent, adequate records system in police organization. A police administrator must be aware of the importance such a records system will have in influencing the control and policy-making decisions on the managerial level of his department, as well as

### DECISION MAKING AND RESEARCH

3 hours

Intelligent decisions that will withstand severe public scrutiny are vital to the effective operation of a police department. The student needs to know of the important role the police administrator must fulfill in providing clearcut decision-making guidelines for the individual officer at the operational level, and the results of failing to provide such guidelines. Further, he needs to know about the problem of delegating decision-making to subordinates, and the resources available for finding factual information which will be helpful in approaching intelligent decision-making.

### POLICE PLANNING AND DIRECTING

4 hours

Instructions should emphasize the need for effective planning on the management level. This is accomplished only through knowledge of the various processes, techniques and proven theories which are adaptive to management skills. The success of a police organization will depend largely on the police administrator's ability to effectively plan and direct the resources available to him.

The student should be encouraged to practice his conceptual skill in the hope of producing new management theories. Many of the proven concepts successfully practiced in law enforcement in the past have given ground to more recent theories in order to be compatible with our present era. Since it appears there are more changes to come in the future, the police administrator should be prepared to institute new theories and practices to cope with the situation.

### POLICE AND THE PRESS

2 hours

This period should provide instructions regarding the controversy which often exists in this highly critical area due to misunderstanding on both sides. Discussion should be encouraged so the student can comprehend the meaning of "freedom of the press" and yet realize his own duties and responsibilities to law enforcement. The student should be made aware of the strong influence that police-press relations have in the total picture of public relations.

### TRAINING - MANAGEMENT'S RESPONSIBILITY

4 hours

It should be stressed to the student that a police administrator is responsible for instituting and developing an adequate training program to fulfill the needs of his department.

He should be made aware that the combination of constantly changing events, abandonment of longstanding traditions, the civil rights movement, student uprisings, the nonconformist, plus the modern concepts of everyday life in America present some of the most complex problems ever faced by the law enforcement profession. To comprehend the total situation and cope with the problems

Also, the student should familiarize himself with the meaning of aggression, rationalization, sublimation, repression and regression, and how these traits influence people's actions and reactions.

### FUNCTIONS OF POLICE TRAFFIC SUPERVISION

2 hours

Emphasis should be placed on the magnitude of the traffic problem, the impact it has upon the public and the police administrator's responsibility to help control this problem by better planning, organizing and directing the functions of police traffic supervision. Further, it should be emphasized that police officers highly trained in traffic division functions are a necessity for effective traffic control and the reduction of the accident, injury and fatality rate.

The police administrator is confronted with the challenge to efficiently plan, organize and direct available resources for effective police traffic supervision in the community.

all other administrative functions of the organization.

It is necessary for the student to become acquainted with various types of records, origin of the various records, the processing and the classification of police records and the value of such records. The use of police records by outside agencies and the control necessary in this respect should be discussed also.

### POLICE-HUMAN RELATIONS-COMMUNITY RELATIONS

4 hours

The trainee should be made aware of the existing problem between the police and the public and how these adverse relations affect the police image. There is reason to believe that much of this problem is generated at the police-citizen level due to misunderstanding on both sides. The police officer's job will be much easier for him, and his work will be more effective, if he has at least a basic understanding as to "why people react differently".

The student cannot be expected to comprehend all the problems of this whole complex area. However, he should be acquainted sufficiently with the general principles of human relations to enable him to overcome the basic problem encountered in face-to-face communication. He should be enlightened on: police attitudes, the public's attitude, effective policing, similarity of police and minority groups, minority groups, minority viewpoints, who is responsible and how to participate in programs to improve police-human relationship.

If the basic understanding can be developed by the police administrator and projected through his leadership, the apathetic attitude taken by police officers will eventually disappear. It must be realized by the police that public opinion will not change unless the police themselves provide the stimulus by changing their own attitudes and behavior.

To assist the student to develop this understanding, he should be made aware that the police are employees of the public and there must exist a satisfactory employee-employer relationship.

### MOTIVATION

2 hours

This segment of instructions should be designed to sufficiently enlighten the student to understand the basic needs of people, their feelings and how incentives are used to stimulate them towards acquiring these basic needs through their work efforts. If he can develop the ability to understand what it takes to motivate people, it will be beneficial to his department and strongly identify him as a leader. It will be necessary for the student to learn something of the psychological requirements needed to arouse the inner drive of a person to cause him to perform satisfactorily.

in the critical area of Constitutional guarantees for the individual. Also, the impact these decisions have upon law enforcement, and the need for adjustments to be made by law enforcement to meet the mandate of the courts.

Further, it should be thoroughly emphasized to the student that, regardless of beliefs, and whatever is said or written about the controversial court decisions, they are the law of the land. Therefore, law enforcement officers are required to respect the rights of the individual as interpreted by the courts.

#### OTHER POLICE PROBLEMS

5 hours

(Disasters of all kinds, Civil Defense, Jail Management, Labor-Management Disputes, Property and Equipment Management and Parking Control)

In addition to the major functions on the management level there are a number of other functions which may seem to be of lesser importance to the police administrator, but to fulfill his total responsibility he must also be prepared to handle these problems effectively.

To be prepared to fulfill his responsibilities in this area, the student should receive instructions on how to organize and be prepared to handle disasters of all kinds, emergencies, and the giving of assistance to other agencies in emergency situations. Also, how to handle other everyday problems which may be of lesser importance through delegation of authority, and the use of inspection and control system.

#### POLICE ADMINISTRATION OF THE FUTURE

3 hours

This period of instructions is designed to enlighten the student regarding the technical advances which are taking place in almost every phase of our cultural and social development at the present time. Thus, radical changes are taking place which are creating problems never before encountered by law enforcement. Therefore, it behooves the police administrator to recognize and deal effectively with these present problems, as well as those of the future, resulting from such radical viewpoints.

The student must be alerted to the fact that much will depend upon his ability to be flexible and to exercise his conceptual skills if he is to adapt himself to present-day environments and the environments of the future.

### OPTIONAL

#### SUGGESTED OPTIONAL SUBJECTS

Total hours - 20

##### HISTORY OF POLICING

1 hour

The student should be briefly acquainted with the crude methods used in early times policing and the progress made in law enforcement down through the years to the present-day concepts of modern day policing. The student's comprehension of the various changes which took place in the past will better prepare him to accept present-day changes and the changes of the future.

It should be emphasized to the student that the progress made in law enforcement in the past has steadily moved towards professionalism, but there is still much improvement to be made, as many unethical acts still take place in law enforcement.

##### PUBLIC SPEAKING

4 hours

Public speaking can be one of a person's greatest assets. The trainee's ability to speak effectively is most important to his position. Part of this period of instructions will include: how to gather and organize speech material, identify the different types of speeches and become familiar with the various techniques for effective speech delivery. The remainder of this four hour period should be utilized for the class members to deliver a ten minute speech before the class at a designated time or when called upon. The trainee should be encouraged to become proficient through practice.

##### POLICE COMMUNICATION

2 hours

The instructor should briefly inform the class of the various crude methods of police communications used in the early years of law enforcement and the progress made in this field down through the years so the students can appreciate the rapidity and the convenience of present-day police communications.

The student should be made familiar with the latest methods of present-day communications (NCIC); how these latest electronic innovations enable law enforcement to operate more efficiently, and provide a greater degree of safety for the police officer, as well as a greater deterrence to crime.

Also, the student should be made aware of the various police communications in the State and understand the limitations and relationship of each in regard to overall police communication systems.

##### CURRENT COURT DECISIONS

5 hours

It should be impressed upon the student that a police administrator should possess a reasonable knowledge of the current court decisions which affect law enforcement

**SUBJECT:** Principles of Police Management

**HOURS:** 5

**OBJECTIVES:** To enable the student to develop an understanding of the principles of police management and his duties and responsibilities in this area.

**METHODS:** Lecture  
Discussion

**MATERIAL:** Training Aids - Blackboard, chalk, eraser and pointer.  
Reference - Municipal Police Administration, ICMA., Chapter 3.

**NOTE TO INSTRUCTOR:**

The attached "Instructor's Guide" is not to be considered as an all-inclusive lesson plan. It has purposely been limited to material believed to be basic to this particular topic area.

Without question, any competent instructor will desire to use this only as a guide and will develop his individual method and manner of presentation, drawing on his own research and knowledge. Such efforts are certainly to be encouraged.

The instructor is especially urged to seriously consider any means which will "liven up" the instruction beyond the straight lecture method. Visual aids (blackboard notes, flip-over charts, overhead projections, film strips, films, video tape recordings) should be employed freely where applicable and appropriate. Also, appropriate reading assignments and project work may be included to enhance the learning process. Remember, you are not the only instructor who will appear before this group and comparisons, conscious or unconscious, will be made by the trainee.

Let's strive to make this the most interesting topic area in this particular course!

Instructor's Notes

II. PRESENTATION

A. Police Management

1. It should be emphasized to the student that successful police management is based on the ability of the police administrator to control and direct people and things of his organization to accomplish the overall objective of law enforcement and to support our constitutional form of government, which is based on law and order.

a. The basic duties and responsibilities within these primary objectives are the protection of the constitutional rights and the life and property of all people.

b. To perform these duties involves patrol, investigation and enforcement which makes up the basic operational functions sometimes referred to as line operations. All other tasks supporting the line operations are administrative or auxiliary in nature and are performed by members of the staff and various service units.

c. It should be stressed that sole responsibility for effective management of a police department rests with the chief of police, who usually inherits administrative authority commensurate with his position and responsibility. He is responsible and

INTRODUCTION

A. Greet the class with enthusiasm. Display name and title on blackboard. Give brief background of yourself.

B. Display title of subject on blackboard.

C. Inform the class of objectives.

1. Advise the class the position of a police administrator is one that requires a knowledge of the various police functions and the principles on which these functions are based.

2. The student should realize the grave responsibilities of the police administrator and his obligation to the community in recognizing and understanding these responsibilities.

D. Establish Interest.

1. The student, in the position of a police administrator, fulfills one of the most important and one of the most difficult jobs in the community—a job that presents a real challenge for a man with courage, integrity, knowledge and honest convictions.

2. The police administrator, at times, may be subjected to severe criticism for failing to correct all the ills of a rebellious but tolerant society. However, there can be a great sense of pride and satisfaction gained by serving in a position for which few men could successfully qualify.

3. The student should realize that police management covers all functions of police work, but only the principles of some of the functions will be covered in this block of instructions. Other topics will be covered elsewhere in this course of instructions.

- c. He is more aware of public attitudes and more sensitive to their needs.
  - d. Further, the lay person may have enjoyed the advantages of broad interests and wide experience which would fit nicely into the chief administrator's governmental-community affairs from the political viewpoint. Whereas, the professional who comes up through the narrow effects of official routine of the police ranks may find association rather stiff and strained in governmental-community affairs. He also may not find himself compatible to the political ramifications.
4. The lay administrator may easily learn police work, but he may have great difficulty in changing his philosophies and standards, as success or failure in the business world is measured by monetary value; whereas, in public service there is no set standard to measure success or failure. There are only the wavering guidelines which are loosely established by the whims of the public.
- a. There seems to be no ideal pattern nor definite answers to guide the police administrator. There are only general principles based on proven police theories by which the police administrator can set his course. In addition, he must test his own

- held accountable by the appointed or elected public officials for the proper management of his department.
- B. The Police Administrator.
- 1. As for the police administrators themselves, their position is vulnerable, as there are very few police chiefs who have tenure of office. Usually a police chief only remains in office as long as his favorite appointing authority is kept in office by reappointment or re-election. Although in some instances, progressive competent police chiefs remain in office for years under appointing authorities.
  - 2. The job itself may be filled by a lay person from civilian life, or by a professional drawn from the ranks. The usual experience proves that when a lay administrator serves as chief of police the results, while not always bad, are seldom really good.
    - a. Short tenure of office and no experience are to blame. However, some that were able to stay in office long enough to establish themselves have been rather successful.
  - 3. Discuss the advantages and disadvantages of either lay or professional police administrators:
    - a. The lay person has no police experience.
    - b. Acceptability to the rank and file of the force.

skills in:

- (1) Organizing
- (2) Delegating
- (3) Decision making
- (4) Motivating
- (5) Selecting people
- (6) Developing people

c. Functions in the operational area require some measure of control executed by the police chief and higher ranking officers which include:

- (1) Job descriptions
- (2) Established performance standards
- (3) Performance evaluation
- (4) Performance correcting

2. Functions of staff and line officers.

The instructor should explain the difference between staff and line officers, and the diversity of their position and responsibilities in the organizational structure. Obviously, the larger the department becomes, the more necessary it is for such positions to serve the many functions of the operation. The student should be made aware that the terms "line" and "staff" sometimes become confused as they are not always associated with personnel as to their true meaning.

conceptual skills to supplement the proven theories in police work if he hopes to keep abreast in a complex situation.

- 5. The police administrator, lay or professional, must adopt the philosophy that the basic practice of equal treatment for all people must prevail in his force to the lowest level.

C. Major Administrative Functions

- 1. In conducting the administrative affairs of a police agency, the police chief must be concerned with at least ten major administrative functions which are:

- |              |                    |
|--------------|--------------------|
| Planning     | Equipment          |
| Organization | Coordination       |
| Staffing     | Public Information |
| Training     | Reporting          |
| Budgeting    | Directing          |

- a. Students should be impressed that the police administrator needs assistance in performing these functions and must rely on his command and supervisory officers to administer them effectively. The officers on these levels are the most important cog in the police hierarchy to carry out the policies and programs in an effective manner. It is on these levels that the efforts exerted can spell success or failure.

- b. The success attained will depend on the police administrator's ability to exercise his management

Instructor's Notes

Instructor's Notes

- a. Staff conferences develop a knowledge of understanding of policies and desires.
- b. A guide for completed staff work checklist<sup>1</sup> is helpful for staff members to ascertain completeness and reporting to the police administrator.

4. Need for planning.

An idea for a plan must be conceived prior to achievement.

- a. It should be impressed upon the student that planning is almost a constant process and it is necessary in order to perform effectively in accomplishing the objectives of the organization. Failure to plan successfully for the operational and administrative functions of the department indicates that resources are not being used to their best advantages.

- b. Anything created, developed or arranged for the purpose of achievement of certain objectives or goals is preceded by the process of planning.

Some basic steps in planning are:

- (1) The need for the plan must be discovered.
- (2) A statement of the objectives must be formulated.
- (3) Relevant data must be gathered and analyzed.

- a. Personal staff - servants, secretaries, etc.
- b. Line officers-patrol, investigation and enforcement.
  - (1) Auxiliary units- operations that perform tasks supporting these units are extensions of the main line divisions and may be referred to as line officers.

- c. Staff officers -generally, have no operational, command authority over line officers. They are connected with the major functions where they formulate and dictate the plans and procedure for the line officers to follow. Their positions are called functional authority.

- (1) This is not to confuse the police administrator of small departments where it is not unusual to find the same officer doubling as a line officer and a staff officer. Where there are no definite lines of authority, the officer may not be aware of performing in both capacities.

3. Staff reporting.

Reports from the staff to the police administrator should be precise and to the point, as he doesn't have the time for excessive amounts of written material. The police chief should convey his attitude and thinking to his subordinates in this respect for control of staff reporting.

<sup>1</sup> Municipal Police Administration, ICMA, 1961, Chapter 3, P. 81

and unit operations - measuring devices can be provided to determine the needs in every phase of police activity.

c. In smaller departments the police administrator, without the benefit of such planning units, must determine his needs through his own efforts or one of his command officers.

D. Staffing.

1. Filling the departments' positions with competent people is an area of grave concern for the police administrator. Present-day demands on him and his force to perform more and more effectively cannot be met unless each member is of high quality. To enhance the police profession, the police chief must maintain the highest possible standards for entrance to the police service. He must relentlessly oppose any attempt to lower the standards. The conscientious chief of police would prefer to work short-handed with highly qualified men than to have a full quota with many mediocre men in his group. Highly qualified men produce more and better quality work with less friction. Basically, the chief of police has two alternatives when assigning his manpower to their respective positions in the organizational structure:

a. Look for a man to fulfill the requirements of a

5. Types of plans.

a. There are a number of plans used in police administration functions to identify and classify certain operational and staff functions. Three broad type plans which may cover all administrative planning are: goal plans, standing plans, and single use plans.

b. Classification of plans - the broad type of plans can be broken down for classification purposes to cover various areas of police functions under:

- (1) Management plans
- (2) Operational plans
- (3) Procedural plans
- (4) Tactical plans
- (5) Extradepartmental plans

6. Planning and Research Unit.

a. It should be explained to the students that in larger departments, a planning and research unit is a vital function. They are utilized for research to discover the need, develop the details for proposal and evaluate present procedures, all of which is aimed at the improvement of the police service.

b. By observation and study of the analysis of departmental plans and procedures, crime statistics

and directions; but, regardless of the outcome, he is still responsible for end results.

With this basic frame of reference regarding the executive's ultimate authority and responsibility once established in the student's mind, the instructor should explain that delegation involves more than orders and commands. Delegation should be defined as including all the steps between the decision at the supervisor or management level and the achievement of the objective of that decision at the subordinate level. Therefore, delegation relates to other factors regarding leadership, motivation, cooperation, inspection and control and direction and correction.

2. The role of delegation.

a. The instructor should fully explain various types of authority and related responsibility, as delegation of authority should place a fixed responsibility on the person carrying out such authority. However, it should be emphasized that a superior can delegate all his authority, but cannot delegate all his responsibility because he is ultimately responsible for his authority and its use or misuse.

b. The instructor should explain that inherent in

certain position.

b. Evaluate the man and then look for a job within the organization he can fill.

2. The student should be enlightened that there are many people inside and outside the police service who are attempting to professionalize the police service as well as to raise the quality of the man who desires to become a police officer. Thus, the selection process for police officers must be held to a high standard.

3. It should be emphasized to the police administrator that a competent staff is in an ideal position to promote and build integrity and respect among the men to assist him to maintain a high degree of efficiency.

E. Delegation of Authority.

1. Instructions should emphasize to the student that the police administrator is solely responsible for the performance of all functions and for the control of all activities of the organization, i.e., end results. Thus, if the police administrator is so responsible, he must have authority commensurate with that responsibility; and since he is limited in his own physical capabilities, it would be impossible for him to attend to all the administrative functions of his department. Therefore, it becomes necessary for him to delegate authority to subordinates in the higher echelon to carry out his control

	Instructor's Notes	Instructor's Notes
<p>3. Orders.</p> <p>a. The instructor should fully discuss the various types of orders, particularly the command, the request, the suggestion, and the volunteer method. The presentation should also include governing factors or the effect that the situation and the individual have in regard to the type of order given.</p> <p>b. The elements of a proper order should be discussed with the student to ensure he has an understanding of the six basic interrogatives, (who, what, when, where, how and why). The form of the order, either verbal or written, should also be discussed as to clarity and conciseness.</p> <p>c. The type of response to the various orders given should be discussed and demonstrated, and the various factors which condition the response should also be presented by the instructor. The student should be aware that a favorable response to an order is inversely proportional to the distance the order travels within the organization in conjunction with human factors and the factors of time and distance. The student should be acquainted with the various means of changing a response, since subordinates usually resist change, and the basis</p>		<p>delegation is the right to succeed or fail. Also, that often committed is the common error of nullifying delegation by issuing orders which seriously damage any subsequent delegation. If failures are too numerous, the police administrator must have the courage to take the initiative to remove the subordinate from assignment. However, success in assignment should be utilized towards further responsibilities and development of the subordinate.</p> <p>c. The instructor should insure that the student has developed a practical understanding of the phases of delegation. Particularly the objectives, situation, opportunity, anticipated problems, limitations involved, reporting and acceptance of delegation.</p> <p>d. Delegation with accountability seems to be a problem in police departments. There appears to be an adequate number of police with the ability to investigate and enforce with efficiency, but there seems to be a shortage of men who can satisfactorily control and direct the policemen successfully towards organizational goals. Many police officers not only lack the ability to control and direct other policemen, but definitely do not desire such responsibility.</p>

Instructor's Notes

3. It should be impressed upon the student that the officer placed in control of police property and lost and found items must be an individual who will honestly carry out his duties and have the fortitude to say "no" even if it means the loss of a friend.

4. All lost and found items, as well as recovered stolen property, must be returned to the rightful owner or disposed of according to departmental procedures. Unclaimed property must never be allowed to conveniently disappear. Some control measures of any type of property in police possession are:

- a. Suitable storage, affording maximum security.
- b. Adequate record control.
- c. Frequent inventory.
- d. Appropriate check-out systems.
- e. Responsible person in charge.

G. Coordination.

1. Instructions should emphasize to the student that the police administrator who has a number of men to control must possess the skill to coordinate their combined efforts towards the accomplishments of the organization's specific objectives. Otherwise, each subdivision is likely to develop its own identity and goals contrary to departmental objectives.

of these means should focus upon the attitudes involved.

4. Correction.

a. When an order is disobeyed or not performed, the police administrator would be remiss in his responsibility if he did not correct the situation. Such situations should be corrected immediately as the whole operation will be ineffective. Subordinates must be held accountable in their response to delegation, provided authority was delegated commensurate to responsibility.

b. The instructor should also discuss disciplinary procedures briefly to enlighten the student as to the various types of discipline, exactness, severity, effect on morale and potential results. Also, the behavior of the superior administering such measure .

F. Control of Police Property.

- 1. The conscientious police administrator, with the aid of his subordinates, can exercise appropriate control over departmental property from offices supplies on up; also lost and found items and stolen property recovered.
- 2. Disappearing supplies or property, regardless of how small, should be investigated immediately to stop petty thievery and prevent larger amounts from disappearing.

	Instructor's Notes
<p>objectives.</p> <p>b. If the department is too large for the police chief to handle this matter, he must use great care in selecting a staff officer to perform this function. If not, great harm can be done. The man selected must be respected and fully understand the chief's policy, know how the chief thinks and have a genuine willingness to do the job effectively.</p> <p>H. Public Information.</p> <p>1. It should be impressed upon the student that keeping the public informed is one of the most important functions in police management, and it can be the most controversial phase of police work for the administrator. For within the American way of life, the police administrator is obligated to keep the public informed, but at times it may be necessary to temporarily withhold information pertaining to current investigations. This may also be true in cases in which the end results would be better served.</p> <p>a. In some instances the police administrator faces a difficult and dreaded task in this respect, especially if the police-press relationship is not good. This highly important subject will be discussed elsewhere in this course.</p>	

	Instructor's Notes
<p>2. It should be stressed that management must rely on command and supervisory officers who are in key positions to assist in carrying out departmental policies and programs to gain the objectives.</p> <p>3. By the use of proper planning, coordinating and control, the police administrator and his subordinates can function as a single unit towards accomplishing the common goals. Each unit in the organization, even though its duties are different from other units, through team effort can accomplish overall departmental objectives. For such team effort, the police chief must learn the personality difference of his ranking commands and align these personalities in relationship to one another in assignment which generate the least friction and promote the most efficiency.</p> <p>a. Ranking personnel should be encouraged to meet frequently to become aware of each other's attitudes problems and limitations, as better cooperation will result if members of the group become fully acquainted. If such meetings do not take place, it may be necessary for the police chief to schedule them. The same holds true for all members of the department. Thus, through his leadership ability and motivation, the police chief can coordinate the group's effort towards accomplishing departmental</p>	

### III. SUMMARY

- A. Police management, although a tough complex job is not beyond comprehension of the adequately trained police administrator. It is hoped this period of instructions will enable the administrator to successfully develop his techniques and skills in planning, coordinating and controlling his resources for effective operation of his organization. The success of his organization depends on his ability to comprehend the complex situation and problems confronting law enforcement; also, the effective use of his resources, especially the administration of personnel. His conceptual ability will be measured by the degree of success he attains.
- B. Some of the major management functions referred to in this period of instructions are not fully described herein but will be covered more fully elsewhere in this course.

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**END**