Course Information

Division: Social Sciences
Course Number: AJS 282
Title: Police Supervision
Credits: 3
Developed by: Kris Matthews
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status: ASU NAU UA

Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Fall
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
This course is designed for the student to better understand the dynamics of being a first line supervisor in law enforcement. It is also recommended for in-service police officers who desire to promote and/or improve their basic police supervision skills.

Description
A study of the police first line supervisor's role and responsibilities as they relate to leading, directing, and controlling personnel both formally and informally.

Supplies
Access to a personal computer and the Internet.
Competencies and Performance Standards

1. Identify the police first line supervisor's role.

   Learning objectives
   What you will learn as you master the competency:
   a. Provide an overview of the police supervisor's role.
   b. Discuss the supervisor's function in organization, administration, and management.
   c. Identify the characteristics of leadership, supervision, and command presence.
   d. Describe the supervisor's responsibilities with employee dissatisfaction, grievances, and complaints.

   Performance Standards
   Competence will be demonstrated:
   o by completion of online quizzes and examinations
   o through Internet web based computer assignments
   o through an objective cumulative final exam
   o by completion of all assigned activities

   Criteria - Performance will be satisfactory when:
   o learner describes the need of teamwork in a law enforcement agency
   o learner identifies special considerations for women supervisors
   o learner describes the key basic supervisory responsibilities
   o learner identifies the supervisor's administrative functions
   o learner identifies types of leaders
   o learner describes how to develop leadership qualities
   o learner explains situational analysis and self-appraisal
   o learner discusses how to motivate a "marginal employee"

2. Summarize the supervision principles of "The One Minute Manager."

   Learning objectives
   What you will learn as you master the competency:
   a. Identify what a one minute manager is.
   b. Explain each of the 3 concepts of "The One Minute Manager."
   c. Describe why one minute manager concepts are effective in police supervision.

   Performance Standards
   Competence will be demonstrated:
   o by completion of online quizzes and examinations
   o through Internet web based computer assignments
   o through an objective cumulative final exam
   o by completion of all assigned activities

   Criteria - Performance will be satisfactory when:
   o learner identifies the key components of being a one minute manager
   o learner describes how to use one minute goal setting
   o learner describes how to use one minute praisings
   o learner describes how to use one minute reprimands
3. **Describe the training and instructional process.**

   **Learning objectives**

   *What you will learn as you master the competency:*
   
   a. Discuss the importance of training.
   b. Identify the principles of learning.
   c. Explain the general and specific objectives of the instructional process.
   d. Identify effective teaching methods used in police training.

   **Performance Standards**

   *Competence will be demonstrated:*
   
   o by completion of online quizzes and examinations
   o through Internet web based computer assignments
   o through an objective cumulative final exam
   o by completion of all assigned activities

   **Criteria - Performance will be satisfactory when:**
   
   o learner explains why instructing is an important supervisory responsibility
   o learner describes the learning process
   o learner identifies learning patterns
   o learner discusses how to conduct a job analysis and material selection
   o learner identifies the 5 steps of teaching
   o learner discusses different types of teaching aids available

4. **Explain the process of communications as used by a supervisor.**

   **Learning objectives**

   *What you will learn as you master the competency:*
   
   a. Describe the processes of communications.
   b. Identify the principles of interviewing.
   c. Identify special problems in counseling and remediation.
   d. Describe the causes of miscommunication.

   **Performance Standards**

   *Competence will be demonstrated:*
   
   o by completion of online quizzes and examinations
   o through Internet web based computer assignments
   o through an objective cumulative final exam
   o by completion of all assigned activities

   **Criteria - Performance will be satisfactory when:**
   
   o learner describes the cultural, environmental, and psychological factors
   o learner explains common barriers to effective communications
   o learner identifies types of communicators
   o learner discusses the major functions of the interview
5. **Identify some psychological aspects of supervision.**

**Learning objectives**

*What you will learn as you master the competency:*

- Identify the need for understanding the psychology of supervision.
- Discuss how to supervise the frustrated employee.
- Describe the nature of frustration.
- Explain the nature of problem drinking.
- Identify effective counseling procedures and techniques for the problem drinker.

**Performance Standards**

*Competence will be demonstrated:*

- By completion of online quizzes and examinations
- Through Internet web based computer assignments
- Through an objective cumulative final exam
- By completion of all assigned activities

*Criteria - Performance will be satisfactory when:*

- Learner explains drives, satisfactions and needs
- Learner identifies an inferiority complex
- Learner identifies catharsis
- Learner identifies fixation and regressive behavior
- Learner describes frustration and how it affects performance
- Learner discusses how to relieve frustration
- Learner identifies the development and symptoms of problem drinking
- Learner explains the counseling objective
- Learner identifies the general principles of counseling the emotionally troubled employee
- Learner describes causes of employee dissatisfaction
- Learner discusses supervisory approaches to employee dissatisfactions

6. **Describe personnel evaluation and performance rating standards.**

**Learning objectives**

*What you will learn as you master the competency:*

- Describe the objectives of the rating system.
- Identify causes for rating system failures.
- Identify leading rating standards as used in police work.
- Explain validity as it relates to ratings.
- Explain reliability as it relates to ratings.
**Performance Standards**

*Competence will be demonstrated:*
- by completion of online quizzes and examinations
- through Internet web based computer assignments
- through an objective cumulative final exam
- by completion of all assigned activities

*Criteria - Performance will be satisfactory when:*
- learner identifies the components of an effective evaluation system
- learner discusses causes for rating system failures
- learner identifies how to categorize traits
- learner explains how to gather and record performance data
- learner identifies common rating errors
- learner identifies rating methods
- learner explains the importance of follow up with an evaluation/rating system
- learner describes the need for raters to be well trained in the evaluation/rating system being used

**Types of Instruction**
- Participative Lecture
- Multimedia

**Grading Information**

**Grading Rationale**

Each instructor has the flexibility to develop evaluative procedures within the following parameters:

1. A Pre Test will be administered. It will NOT count toward the student's grade.
2. The Final Examination/Post Test will be the same test. It will represent 20% of the final course grade.
3. Exams/Quizzes represent 20% of the final course grade.
4. The midterm exam represents 30% of the final course grade.
5. Other activities will represent 30% of the final course grade.
6. Extra credit points up to 3% can be awarded to students for completing the end-of-semester student course survey and providing evidence of doing so to their instructor.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>