

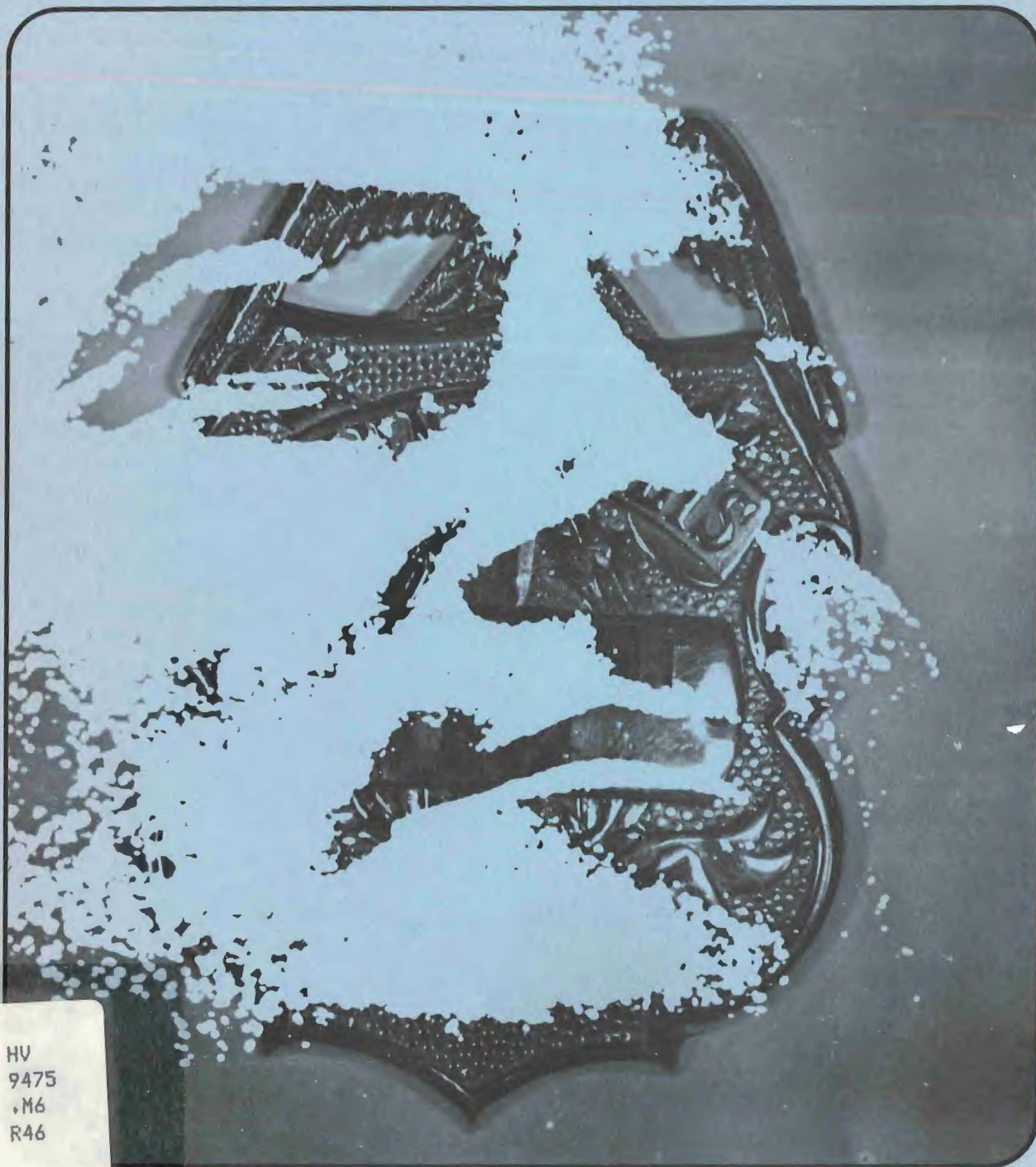
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# REPORT ON THE LAW ENFORCEMENT AND CRIMINAL JUSTICE FEASIBILITY STUDY

For the office of the Attorney General, State of Minnesota  
and the Minnesota Peace Officers Training Board

*Prepared by the  
Management Center  
College of St. Thomas, St. Paul, Minnesota  
in affiliation with  
Industrial Relations Center  
University of Chicago, Chicago, Illinois*



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This study was conducted under contract # E-2883 10 June 1968 with the Minnesota State Planning Agency pursuant to the agreement with that Agency, the Minnesota Peace Officers Training Board, Attorney General Douglas M. Head, with the Governor's Commission on Law Enforcement, Administrations of Justice, Corrections, and Crime Prevention. It was funded by federal and state funds.

CONTRACT NUMBER  
STATE OF MINNESOTA  
DEPARTMENT OF ADMINISTRATION  
NO. E-2883  
10 JUNE 1968

COLLEGE OF ST. THOMAS  
St. Paul, Minnesota 55101

LAW ENFORCEMENT & CRIMINAL JUSTICE FEASIBILITY STUDY  
MANAGEMENT CENTER

TO: Hon. Douglas Head, Attorney General  
State of Minnesota

Chief Clyde Sorensen, Chairman  
Peace Officers Training Board  
State of Minnesota

FROM: Howard P. Mold  
Associate Director  
Management Center  
College of St. Thomas

SUBJECT: Transmittal of Report on Law Enforcement and Criminal Justice Academy  
Feasibility Study

We are pleased to transmit herewith the Report of the Law Enforcement and Criminal Justice Academy Feasibility Study.

We wish to express to you our deep appreciation for the outstanding cooperation we have received from the Attorney General's office, the Peace Officers Training Board, the Bureau of Criminal Apprehension, the Project Advisory Council and several hundred police officers and sheriffs across the state. It was this high level of enthusiastic and professional cooperation which made this study possible in the time available.

The recommendations and the data contained in this report speak for themselves. There are however certain points which should be highlighted.

. . . The present level of training for law enforcement personnel in the state must be considered as minimal.

. . . The available facilities for training of law enforcement personnel are totally inadequate.

. . . The attitude of law enforcement personnel in the state toward training and professionalization is such that increased effort by the state in these areas would be welcomed. The study shows a high level of receptivity to the establishment and operation of an Academy.

LEGISLATIVE  
STATE OF MINNESOTA

Mr. Douglas Head  
Mr. Clyde Sorensen  
Page 2

. . . The Bureau of Criminal Apprehension has within general financial limitations accomplished a great deal for local law enforcement. Even as the Academy program is undertaken, it is critical for the BCA to rapidly expand its training function. An expanded BCA training operation is critical as a spring board for an effective Academy operation.

. . . Establishment of a top quality law enforcement and criminal justice academy would meet a major state need and in our opinion, should be a top priority matter for consideration by the 1969 legislature.

A major problem which needs early attention on a policy level is the need to provide supplemental or replacement law enforcement in communities where the attendance of law enforcement personnel at training sessions would seriously hamper or eliminate law enforcement in those communities. I would suggest consideration of an early experiment in this direction to identify possible solutions.

I would strongly recommend that careful consideration be given to the possibility of establishing an Academy as an independent non-profit organization whose charter would provide for an independent board and which could actively work with foundations and other interested groups for broad financial and civic support. Many advantages could accrue to this approach.

It is not now possible to calculate the cost of building and operating an Academy. Not until judgements are made as to the scope and length of the curriculum can intelligent forecasts of space, facilities and faculty requirements be made.

There are many implications in this study for the operation of the Peace Officers Training Board and the training function of the Bureau of Criminal Apprehension. These will be influenced by the final judgments made as to the precise nature of an Academy.

This study, as most studies, found many questions which it could not or should not answer. These questions have been phrased as recommendations for subsequent research and planning. In some instances questions raised likely can be answered from studies already available or now underway in other organizations. There is a great deal of valuable future planning evaluation data contained in the report which limitations of this study did not allow processing.

We feel that the opportunity to work on this study was a privilege - and we thank you for it. Certainly a major mission of a government is to provide to all its citizens the opportunity to live within the law in a condition of domestic tranquillity. We can think of no more important challenge for all of us to attend to.

Sincerely,

Howard P. Mold

REPORT ON THE  
LAW ENFORCEMENT AND CRIMINAL  
JUSTICE FEASIBILITY STUDY

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St. Paul, Minnesota

in affiliation with  
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**SECTION ONE**

**PREFACE**

## SECTION ONE

### PREFACE

This report while prepared by competent professionals, would have not been possible except for the dedicated assistance of the Project Advisory Council. Their names appear in the appropriate section of this report.

Very special thanks are due to Mr. Arne Schoeller, Assistant Attorney General and Mr. Carl Pearson, Executive Director, State of Minnesota Peace Officers Training Board. Their unflinching enthusiasm, creative insight and hard work are present in all parts of this report.

Without the underlying concern and support of the Governor of the State, Mr. Harold LeVander, and the Attorney General, Mr. Douglas Head, the project would not have been initiated.

A general and heart felt thanks is due to all the dedicated peace officers in the state who participated in the study and all the personnel who served on the Advisory Council. All of us who have been involved in the study are more concerned now than ever before of the great, continuing need in our society to strengthen and reinforce law enforcement. Our society cannot survive without a strenuous and successful effort to improve law enforcement at the local and state level. Our mutual best efforts are needed to this end -- and we are pledged to do our part.

Project Staff

Howard P. Mold  
Director



SECTION TWO

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SECTION TWO  
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SECTION THREE

ADVISORY COUNCIL

SECTION THREE  
ADVISORY COUNCIL

The function of this council was to review the work of the project staff with a view to offering advice and counsel on its progress. In addition it was to serve as a major communications vehicle to the operating fields of Law Enforcement and Criminal Justice.

Four general meetings were held to review the progress of the project. It must be said that the council was never reluctant to state its views clearly and forcefully. Many members met individually with the project staff to offer assistance.

The members of the Advisory Committee to the Minnesota Law Enforcement Academy Study Being Conducted by the Management Training Center, College of St. Thomas, for Attorney General Douglas M. Head and the Minnesota Peace Officers Training Board were:

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SECTION FOUR

RESEARCH METHOD AND  
PROJECT OBJECTIVES

## SECTION FOUR

### RESEARCH METHOD AND PROJECT OBJECTIVES

This project was a study to determine the need for and the feasibility of the State of Minnesota to plan, organize and operate an academy for the training and development of primarily (but not exclusively) local law enforcement personnel. It was conducted on behalf of the State Peace Officers Training Board and the Attorney General of the State of Minnesota. The Contract requirements were essentially as follows:

1. The Management Center was to do all of the necessary preplanning to create a capability which could produce a study as to the feasibility of a state funded and operated law enforcement academy. The preplanning was to include submissions to the state Peace Officers Training Board of a model of such study. (Appendix Two submitted January 10, 1968).
2. The Management Center was also to submit a general plan as to a time table and the necessary financial aspects of the feasibility study. (Appendix Two)

3. This preplanning was also to include the design of the necessary survey instrument to assess the training and development needs of law enforcement personnel within the state. (Appendix ONE)
4. A report of this phase of the feasibility study was to be included in the feasibility study report and sufficient copies were to be made available to the Peace Officers Training Board.
5. Further the Management Center was to conduct a study as to the feasibility of designing an academy primarily for the training of local law enforcement personnel. This study was to undertake to determine the following:
  - (1) Whether an academy of law enforcement should be designed and implemented;
  - (2) The training and development needs within the state;
  - (3) The design of a planning study to implement such an academy if a decision was arrived at whereby the state agreed to implement such an academy;
  - (4) The general configuration of a model of a proposed academy.
6. In the process of conducting such a feasibility study, the Management Center was to:
  - (1) Survey and analyze training and development needs of law enforcement officers within the state using a previously designed instrument. (Appendix one)
  - (2) Organize an advisory council to assist in the design, implementation, and evaluation of the

feasibility study; said council to be representative of all groups of professionals and citizens concerned with improving the effectiveness of law enforcement. (Section 3)

- (3) Draw appropriate conclusions from the research data, and from other sources as appropriate to answer the basic questions.
  - (4) Initiate the collection of resource materials to enable a subsequent planning study to take place as expeditiously and inexpensively as possible.
  - (5) Develop the necessary manpower resources to expedite a planning study.
  - (6) The Management Center was to provide adequate copies of the final report for use by the State but not to exceed 200 copies.
7. On an overall basis the Management Center was to develop not only awareness of the questions as to whether such an academy should be designed and operated, but it was also to place a primary focus on the identification of additional questions which needed to be answered to improve law enforcement in the state to the extent that the needs could be answered through "job" related training for professionals in the total field of criminal justice and law enforcement.

8. If possible related peripheral areas were to be identified if they might be affected by the training process...

The Project staff prepared a basic research approach, which while modified to some extent during the research, remained essentially whole during the months of the project.

The research approach was to:

1. Develop a preliminary model of a possible approach to the study and submit for approval to the Attorney General and the Peace Officers Training Board.
2. Secure approval of basic approach and limited objectives.
3. Develop a project staff capability to conduct the research.
4. Develop a research schema which would make possible achievement of the objectives within the financial and time constraints.
5. Delegate appropriate portions of the research to individual members of the project staff.
6. With the assistance of the Attorney General, appoint an Advisory Council of professionals, properly representative of those dimensions of law enforcement and criminal justice likely to be affected by or to affect the study. This, was to include professionals, minorities, labor and citizens at large.
7. Design, apply, and interpret the necessary assessment instruments to measure those aspects of local law

enforcement likely to be concerned with the establishment of a state Law Enforcement Academy.

8. Collect relevant data to assess the curriculum of law enforcement training facilities in the United States.
9. Analyze relevant literature to assist in the establishment of recommendations for long term curriculum.
10. Establish a special sub-committee of experienced police training officials to evaluate the effectiveness of existing police training curriculum.
11. Periodically review with the Advisory Council those data currently available for the purpose of assessing its significance in the general crime setting and in achievement of law enforcement objectives.
12. Compile a file of material and identify sources of professional assistance to permit a more comprehensive planning study to begin at the earliest possible date and to be completed at the lowest cost consistent with needed results.
13. Prepare and submit a report consisting of recommendations and supportive data.
14. Identify unanswered questions which serve as the point of focus to initiate a planning study.

It was found early in the study that its scope was too ambitious for the monies and time available. Certain of the intentions of the Project Staff were not completely realizable within these limits. These are identified by asteriks (\*) in the following list of functional assignments. In addition

some suggestions made by the advisory council for additional study could not be under taken. These were:

- A. Study of Corrections
- B. Study of Municipal officials
- C. Study of selection practices in law enforcement agencies
- D. Study of educational institutions as related to law enforcement

(Detailed list found in Section Ten)

The Consultant and Project Team Research Area Assignemnts were as follows:

FUNCTIONAL ASSIGNMENT	STAFF CONSULTANT
1. Development of Survey instruments to determine deomgraphic data	Mold, Lindsay, Franz, Halloway
2. Administration of mail survey and computer analysis of data	Lindsay, Franz, Halloway
3. Development of simulated academy and questionnaire for selective interviewing	Mold, Leyden
4. Selective interviewing of police chiefs, county attorneys and judges	Leyden
5.* Collection and analysis of police training academy program's (out of state)	Mold, Pearson, Brekken
6.* Collection and analysis of police training academy program's (in-state)	Mold, Pearson, Brekken
7. Arrangements for Field visits and data collection contacts	Mold, Pearson Brekken
8. Analysis and completion of audit instrument	Brekken, Mold, Lindsay
9.* Development of a list of all police law enforcement training programs in the United States	Brekken
10. Coordination and contact with appropriate State and Federal agencies	Pearson
11.* Development of a glossary of terminology	Lindsay, Mold
12.* Analysis of literature relevant to project and development of bibliography	Brekken, Mold
13.* List of innovative police projects in the United States	Brekken
14.* Analysis of British Police Training	Mold

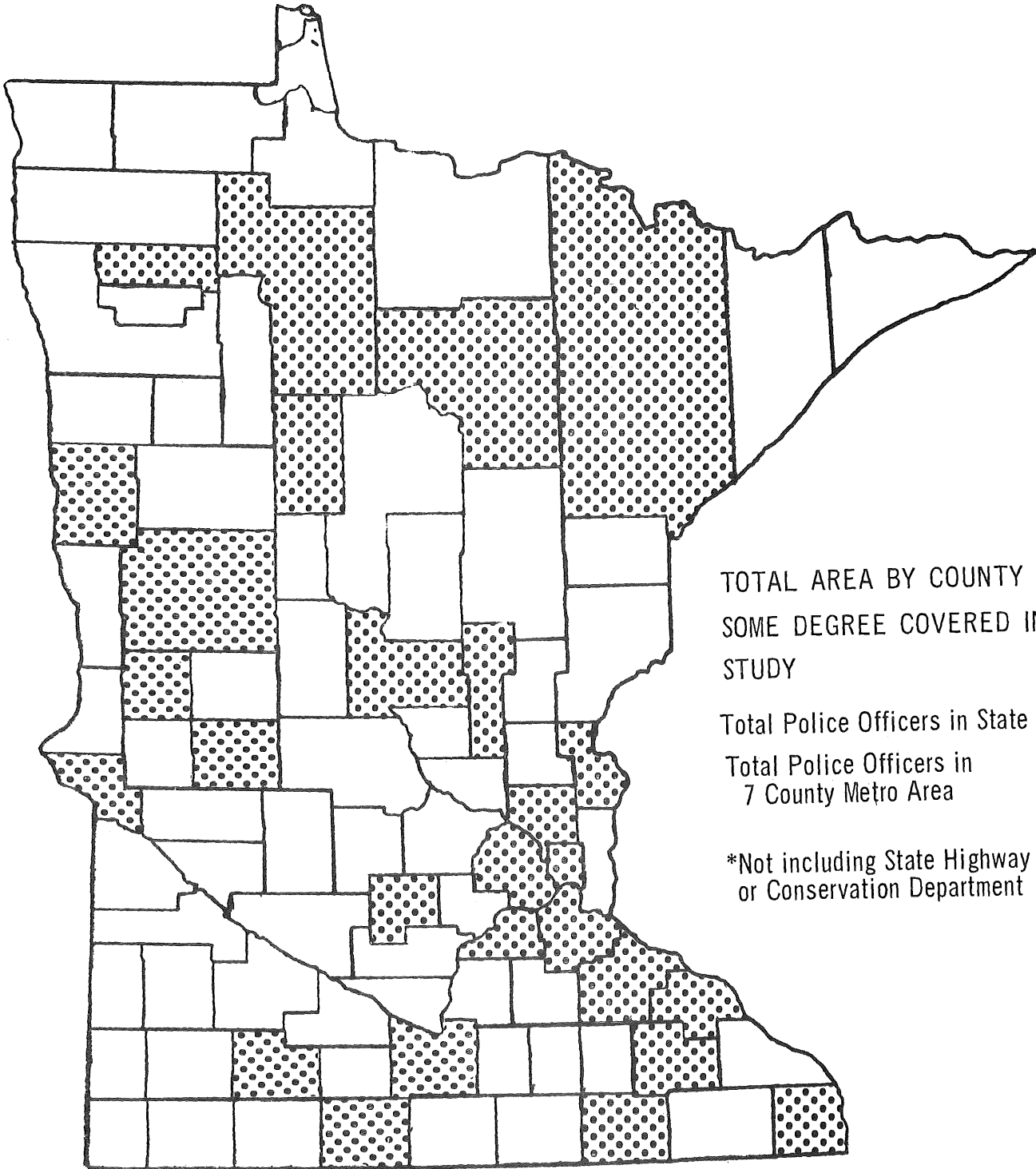


- 15.\* Analysis of FBI Training Pearson, Mold
- 16. Analysis of problems and needs in facilities, technology, science and hardware Webb
- 17. Analysis of educational methodology, visual aids, library -- film library Webb
- 18.\* Analysis of higher education capabilities to support local police training (area vocational schools and junior colleges) Mold
- 19.\* Development of a statement of philosophy on law enforcement to be used as the basic policy of the proposed academy Mold
- 20. Analysis of communications, technical, and electronics requirements for an academy Webb
- 21. Development of a proposed consultation service to local law enforcement Mold
- 22.\* Development of an approach for proper inter-facing with existing state and federal agencies (Minimize costs, maximize utility) Mold
- 23. Development of requirements for faculty administration and staff Mold
- 24. Development of standard curriculum Mold, Pearson, Brekken, Shapiro
- 25.\* Development of special community relations curriculum (including relations) Mold, Pearson, Shapiro
- 26.\* Development of a list of all non-state organizations concerned with effective law enforcement Shapiro
- 27.\* Analysis of current programs in "Standard of Selection" Mold, Shapiro
- 28.\* Contacts with principal educational institutions which assist law enforcement training Mold
- 29. Public Relations on the project Leyden
- 30.\* Budget for the academy Mold

- |      |  |                |
|------|--|----------------|
| 31.* | Analysis of traineeship requirements for municipalities      | Mold           |
| 32.  | Visits to and analysis of selected police training academies | Mold           |
| 33.  | Preparation of preliminary and final reports                 | Mold and Staff |

The other members of the Project Staff were to be available for sub-assignments from members listed above, and did so serve.

Of great concern to the Project Staff and the Advisory Council was the necessity to collect data which would be properly representative of the problems in the state as well as the population. Therefore the study is not truly based on representative sampling but on a combination of this approach plus weighting in the direction of special problems caused by geographical location, community, physical configuration, size, and size of police department. The result of this effort at proper coverage is described on the three county maps of the State of Minnesota found on pages

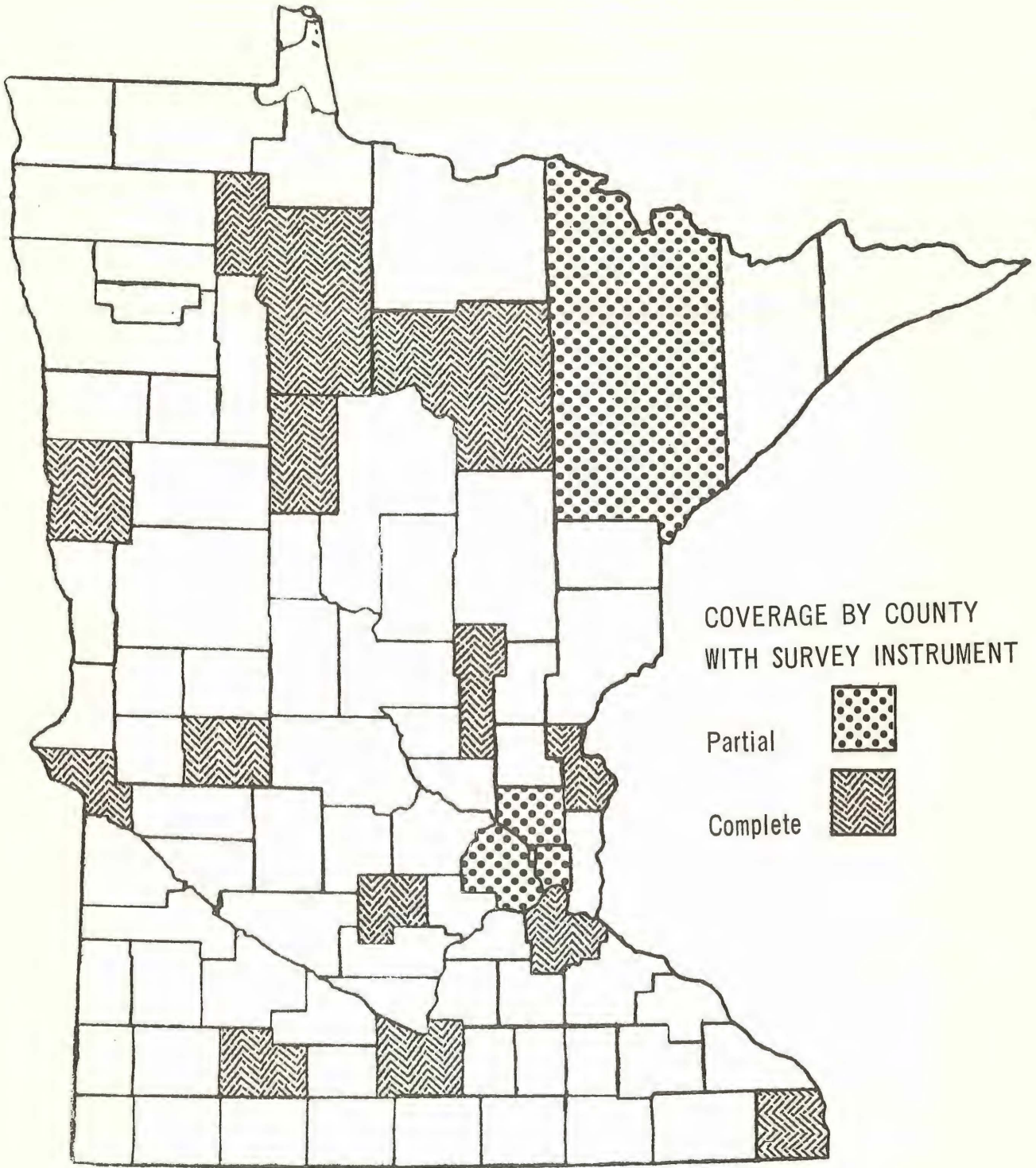


TOTAL AREA BY COUNTY TO  
SOME DEGREE COVERED IN  
STUDY



Total Police Officers in State – 4263\*

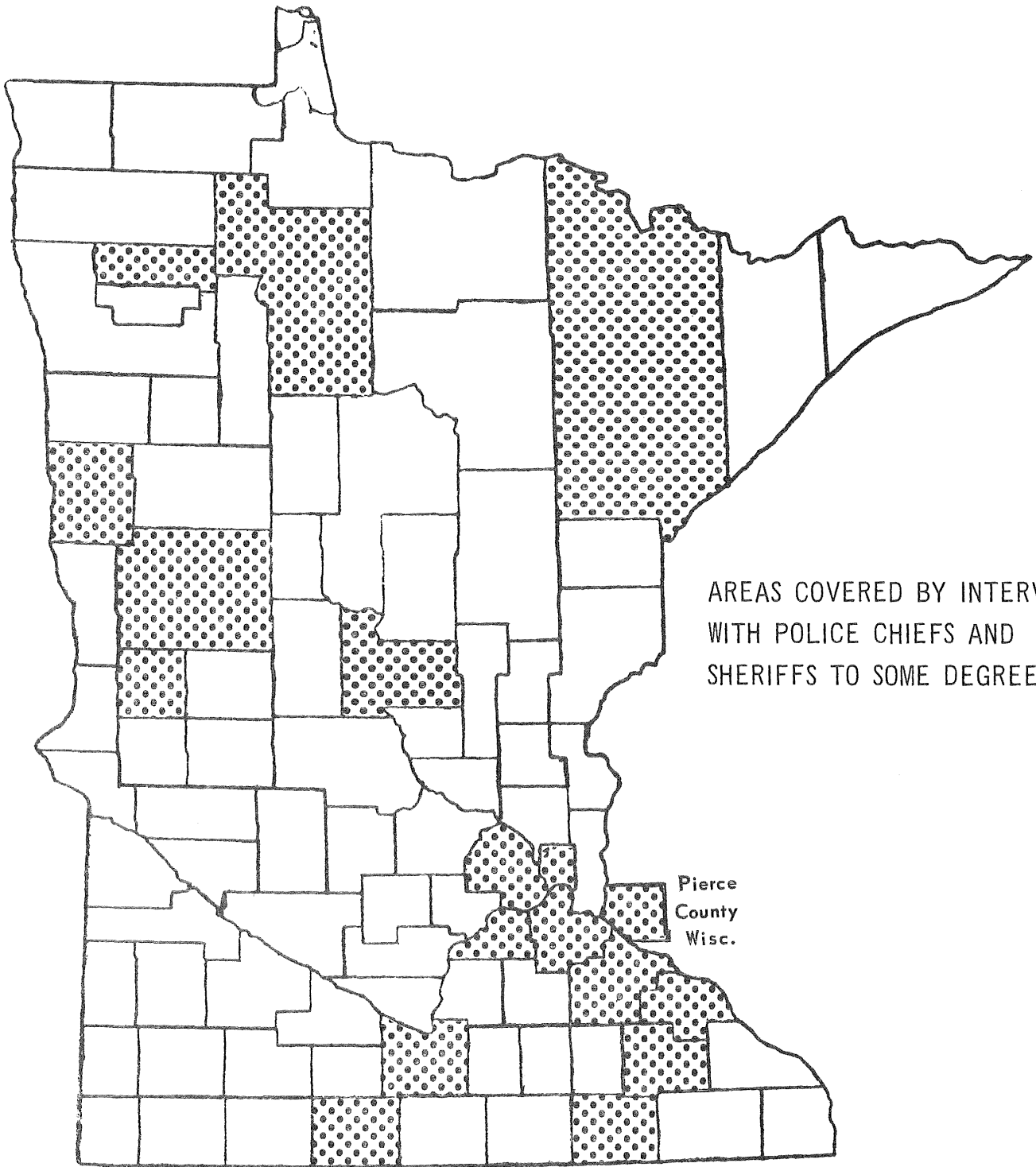
Total Police Officers in  
7 County Metro Area                      2003\*

\*Not including State Highway Patrol  
or Conservation Department



COVERAGE BY COUNTY  
WITH SURVEY INSTRUMENT

Partial   
Complete 



AREAS COVERED BY INTERVIEWS  
WITH POLICE CHIEFS AND  
SHERIFFS TO SOME DEGREE

Pierce  
County  
Wisc.

The study included in its early phase an effort to collect information on the curriculum of municipal training academies in various parts of the United States as well as those of the very few state academies which were then in operation.

It was found in almost all cases that the curricula of the Minneapolis, St. Paul, Suburban, BCA and Highway Patrol Academies were as "good" or in many instances superior. In addition, field trips were made to assess several programs including that of California (not including Los Angeles). So little information of additional value was secured that this phase of the study was terminated and the funds thus made available were re-allocated to the interviewing process in the State of Minnesota. It was also determined from extensive correspondence with Crime Commissions across the United States that very little research of this type has been conducted and most states have requested copies of this final report for their use. No effort was made to directly study the training of the FBI Academy, or those of New York City, Los Angeles or Chicago. Interviews were conducted with:

1. Floyd Roman, Chief of Police, Richfield, relative to the Province of Ontario Academy.
2. Mr. Orrell York, Executive Director, Municipal Police Training Council, State of New York, relative to the regional programs in New York State.
3. Glen Brooks, Chief, Police Department, Montebello California, relative to the use of junior colleges for training police recruits.

4. Mr. William Morris, Agent for the Minnesota Bureau of Criminal Apprehension and Director of Training, BCA training programs in the State of Minnesota.
5. Mr. Carl Pearson, Executive Director, Minnesota Peace Officers Training Board relative to his studies of local law enforcement training in the United States.

These interviews confirmed the preliminary conclusions that the study would need to be focused on Minnesota and that the results would be innovative since it would not be possible to find a "Tailor made" solution somewhere in the United States. The State of Minnesota stands on the frontier of law enforcement training and in the advance guard, - only limited assistance will be available from elsewhere.

SECTION FIVE

RECOMMENDATIONS



SECTION FIVE  
RECOMMENDATIONS

I. THE ACADEMY --- ITS PURPOSE AND ORGANIZATION

1. The State of Minnesota should establish and operate on behalf of state and local law enforcement, an Academy for training, professional development and related support activities.
2. The state should provide for temporary replacement of law enforcement personnel in those communities where the effectiveness of law enforcement would be reduced by attendance of its personnel in approved law enforcement programs.
3. The Dormitory operation shall be conducted as an integral part of the total training. This will include counseling, guided study, etc.
4. All students should be transferred to the supervision of the Academy, (which may if conditions warrant, return him to his community without his completion of the course.)
5. The Academy should study all new law enforcement developments in order to provide continuing education and training in the form of orientation and briefing sessions at the Academy and on a regional basis.
6. The job of the Director of the Academy and the Organization structure should be carefully defined, as a first step in establishing the Academy.
7. The Academy should be under the direct supervision of the Attorney General with the advice of a council composed of individuals competent to advise professionally on the training and development of law enforcement personnel.
8. The Academy staff should be assisted by several consultants who should meet with the director and his staff on a frequent and regular schedule.

They should be empowered to make recommendations directly to the Advisory Council.

9. The operations of the BCA should be substantially expanded to provide needed interim training until an interim Academy can be formulated -- this leading to a formally structured Academy.

## II. THE ACTIVITIES OF THE ACADEMY

1. The Academy should provide a wide range of assistance to local law enforcement agencies to enable the development of local, regional, and individual police officer programs of an inservice and upgrading nature. These would be conducted at the local level by the municipal police force(s).
2. The Academy should provide services in the following areas on an optional basis to police chief or sheriff at his request, such as:
  - A. Consultation in training and administration of local law enforcement agencies.
  - B. Research.
  - C. Library facilities including books, films, tapes, periodicals, pamphlets, etc.
  - D. Presentations to local government on role and methods of law enforcement.
  - E. Presentation to associations and professional groups.
  - F. Research facilities.
  - G. Files of current programs of other academies, etc.
  - H. Files of consultants and resource personnel available to assist local law enforcement.

3. The Academy should maintain records and supply to local law enforcement agencies, personnel information to enable transfer of police personnel (without the need of local law enforcement to repeat selection and recruit training if not necessary.)
4. The Academy should make available on an organized basis its facilities to any local law enforcement or criminal justice agency to the extent that the facilities are surplus.

### III. FOR WHOM THE ACADEMY IS DESIGNED

1. The Academy should provide a curriculum for all dimensions of law enforcement, and all levels of organization. This would include types of organizations as follows (but could be broadened):

- A. Police Department
- B. Sheriff's offices
- C. State Highway Patrol
- D. Conservation Department
- E. Park Police
- F. University Police
- G. Special units; Airport police, etc.
- H. BCA Agents
- I. Constables

This would also include by levels:

- A. Patrolmen, Deputies, Constables
- B. First Level Police Management
- C. Intermediate Command
- D. Police Chiefs and Sheriffs
- E. Special Service Personnel
- F. Others

2. The Academy shall provide training and leadership necessary for development of local law enforcement "instructors".
3. The Academy should provide training activities to enable minority and/or underprivileged citizens to achieve police employment at current standards.

#### IV. THE RECOMMENDED CURRICULUM OF THE ACADEMY

1. The Academy should provide training in a variety of special areas for law enforcement executives who accept assignments which influence the effectiveness of Law Enforcement in other communities: (following are the examples):
  - a. Serving on oral selection boards
  - b. Teaching in other Community Law Enforcement Training Programs
  - c. Serving as a consultant
  - d. Testifying before special legislative commissions
  - e. Writing for publication
  - f. Serving in association leadership positions
  - g. Serving on local inter-agency commissions
2. A set of standard job descriptions should be prepared and then validated by experienced law enforcement personnel in the following areas and used as one tool in the preparation of an Academy curriculum:
  - a. Law Enforcement officer by sizes and types of community and type of work
  - b. Supervisors
  - c. Managers
  - d. Specialists
  - e. Technicians
  - f. Civilian support personnel

3. A system of minimum proficiency examinations (skill, knowledge, attitudes) should be designed to assist in the formulation of Academy refresher curricula and for other uses.

V. THE PHYSICAL LOCATION AND PLANT OF THE ACADEMY

1. The Academy should be physically located on a site which will provide for maximum educational effectiveness at the lowest total cost to the citizens of the state. This would consider the resources and economics of both students and faculty. (Approximately 50% of the law enforcement officers in the state are located in the seven county metropolitan area.)
2. The physical facilities of the Academy shall include:
  - a. Flexible classrooms for training
  - b. Gymnasium and physical training facilities
  - c. Air and water safety training facilities
  - d. Pursuit driving facilities
  - e. Investigative facilities and crime scene mock ups
  - f. Indoor and outdoor firearms and equipment qualification facilities
  - g. Air strip
  - h. Athletic field
  - i. Laboratories to support educational effort
  - j. Facilities to develop program support for training
  - k. Audio-visual production and support facilities
  - l. Consultation space
  - m. Dormitory facilities
  - n. Eating facilities
  - o. Parking facilities

## VI. THE ROLE OF THE ACADEMY IN PROFESSIONALIZATION OF LAW ENFORCEMENT

1. The Academy should become the focal point for professionalization of law enforcement in Minnesota.
2. The Academy should maintain liaison with professional organizations concerned with law enforcement and education and shall communicate to law enforcement agencies information on new methods, equipment, and law enforcement technology and education.
3. The Academy should disseminate information relative to the availability of its resources and new developments in law enforcement.
4. The Academy should become a clearing house for detailed and careful evaluation of all programs developed for application in law enforcement training as well as equipment and supplies meant for that purpose.
5. A requirement should be assigned to the Academy Advisory Council that it annually contract for a review of the effectiveness of the Academy with a report being made to the legislature, the Governor, and the Attorney General.
6. A comprehensive Law Enforcement Officer Competency Examination Process should be designed to enable the establishment of a NON-supervisory rank of Master Professional Law Enforcement Officer which might have an incentive pay level attached to it. In this connection a study of a two-track compensation system should be made to determine the feasibility of higher level of compensation for highly competent law enforcement personnel without their going into management just to earn some money. (This system is presently in use in some business organizations for engineers, sales personnel, Armed Forces, and others.)

7. A code of ethics for use by local law enforcement should be designed and incorporated into the curriculum of the Academy.

VII. FURTHER NEEDED STUDIES FOR IMPLEMENTATION OF THE ACADEMY CONCEPT

1. A study should be made of all aspects of these uses of refresher training to permit and encourage lateral entry into law enforcement.
2. A detailed study should be made of the financing of the Academy to include the possibility of it becoming a non-profit corporation to be operated for the state but on a basis to encourage Foundation and other contributions.
3. It is recommended that a planning study for the design and implementation of a law enforcement Academy begin by December, 1969. This would permit the following sequence of events:
  - a. Planning Study December 1968 - May 1970
  - b. Approval by legislature - January 1971
  - c. Employment of an Executive Director - December 1969
  - d. Finish land acquisition - December 1971
  - e. Begin construction - May 1972
  - f. Begin interim operation of Academy in leased facilities - May 1972
  - g. Expand Academy operations into new facilities - May 1974
4. A study should be conducted to determine the precise objectives of a law enforcement Academy with a report being made at an early date to an appropriate legislative committee.
5. An in depth study should be made to determine the detailed training needs of local law enforcement throughout the state. Which would result in preparation of:

- a. Detailed training guides and curriculum
  - b. Performance criteria
  - c. How many personnel by numbers and types need to be trained
  - d. The identification of the possibility of the facilities of the Academy becoming a center for the recruitment, selection, and placement of officers in municipalities.
  - e. Identify unique training needs by type of law enforcement agency.
6. A study should be conducted to determine the special training needs of law enforcement personnel in communities where there are less than five law enforcement officers.
  7. A study should be made with respect to the financing of the attendance of local law enforcement personnel.
  8. A study should be conducted of the training needs resulting from the sheriff contracting system for municipalities (the problem of multiple municipality law enforcement.)
  9. A study should be conducted of the attitudes of judges, county attorneys and others in the criminal justice system as to the requirements of performance of law enforcement personnel in their jurisdictions. From this study additional training needs might be identified.
  10. A study should be conducted of annual reports of law enforcement agencies to determine the relationship between the activities of law enforcement officers and the proposed curriculum of the Academy.
  11. A study should be made to determine what differences if any exist in the hiring requirements of police officers and firemen<sup>3</sup> to determine the training problems involved in the growth of the combined position now present in some communities called "safety officers."



12. A study should be conducted on the need to improve the supervision and management of law enforcement agencies.
13. A careful and detailed demographic and geographical analysis of law enforcement needs of the state should be undertaken in order to:
  - a. Determine if a law enforcement characteristics index can be developed to predict the training needs for each individual community in the state.
  - b. Forecast the ten year training needs of law enforcement agencies by:
    - 1) Numbers to be trained.
    - 2) Types of personnel to be trained by number.
  - c. Determine the financial configuration of the Academy.
14. A detailed study must be conducted as to the relationship between space and facilities requirements and the following partial list of variables:
  - A. The Academy basic recruit program must be a minimum of 12 to 14 weeks (if it is to include Minneapolis and St. Paul Police Departments and the State Highway Patrol.)
  - B. A 10 - 15 per cent turnover among an estimated 5000 law enforcement officers will require space for 500 - 750 officers per year for a basic police science course.
  - C. Providing a two week refresher for all law enforcement officers in the state will require certain space.
  - D. All Supervisory and Management training requires a certain amount of space.
  - E. All other programs for specialists and programs of all other agencies will require space.

- F. The establishment of a system of electives to provide sufficient flexibility for local law enforcement and the space requirement of this approach. This could be a major value in small department usage of the Academy.
- G. The probable increase in number of law enforcement personnel in the next twenty year period must be forecast with its impact on facilities.
15. A detailed study should be conducted as to the hiring standard required for entry into law enforcement at all levels, (in all communities) and for promotion into all levels with a careful review of their impact on training requirements.
16. A study should be conducted on the possibility of use of young men below the age twenty-one (18 years to 19 years) for certain types of law enforcement work and its relationship to an Academy. (The possibility exists of the use of this age group as Community Service Officers.)
17. A study should be conducted on the salary requirements necessary to upgrade the profession of law enforcement and the subsequent impact of these requirements on an Academy.
18. A study should be conducted on the relationship between elected municipal officials and their need for training in law enforcement to the extent that they supervise law enforcement agencies.
19. A study should be made of the deputizing process in the state and how this relates to mandatory training.
20. A definite study should be conducted to identify all personnel in the state who have the power of arrest (not citizens arrest) or who supervise the administration of criminal laws and the extent to which they are covered

by the mandatory training provisions of the state law.

21. A study should be conducted of Civil Defense personnel and the extent to which they are involved in law enforcement or could be involved, the latter based on their community's planning.
22. A study should be conducted on the role of private police who are deputized and uniformed and who appear in this manner in public. This should include their function, behavior, training and relationship to public law enforcement agencies.
23. A study should be conducted on the training needs of other dimensions of the criminal justice system as they might be able to interface with the physical facilities of the Academy or as these professional fields might be able to develop their own facilities at the same geographical location.
24. A study should be conducted to determine the training needs of any officer who has part-time or temporary assignments. This should include police reserves, part-time deputies, part-time constables and any person who is deputized or is given the power of arrest in a formal manner (exclude citizen arrest). It should also include any uniformed and badged person who is not deputized but who appears to the public, when in public, as a law enforcement officer.
25. A study should be conducted on the development of means for cooperative use among law enforcement agencies of law enforcement instructors with special skills.
26. A study should be conducted on the rate of obsolescence of law enforcement

knowledge, skills and attitudes at the present and its likely impact on need for refresher training.

SECTION SIX

REPORT ON "TRAINING NEEDS OF  
LAW ENFORCEMENT AGENCIES" SURVEY

PART I - SUMMARY OF SELECTED DATA

PART II - DATA TABULATION AND COMMENTS

## PART I SUMMARY OF SELECTED DATA

One of the most vital needs of American Society is to understand the needs for improvement in law enforcement as expressed by officers and supervisors of law enforcement agencies. If we are to achieve more effective law enforcement; if we are to develop a better understanding between citizens and those who dedicate their lives to enforcement of the law, we must know what officers and supervisors frankly think about their needs for growth and development. Improvement must first start with awareness of the need to improve. For this reason a survey was conceived to attempt to identify the training needs of law enforcement officers in the State of Minnesota. A copy of the instrument is contained in Appendix 1. It was not possible to send a questionnaire to every law enforcement officer in the State, so a sample plan was developed with the aid of Drs. Holloway and Franz of the Industrial Relations Center, University of Chicago.

### Distribution of Law Enforcement Officers within State

Within the State of Minnesota there were, in August 1967, 4263 Law Enforcement Officers in either a Police Department or in a Sheriff's office.

Table 1

DISTRIBUTION BY TYPE OF FORCE

	Number of Officers		
	Full Time	Part Time	Total
Sheriff's Dept.	656 (15%)	165 ( 4%)	821 (19%)
Police Dept.	3103 (73%)	339 ( 8%)	3442 (81%)
Total	3579 (88%)	504 (12%)	4263 (100%)

There are 87 Sheriff's Departments in the State and 524 Police Departments. Many of these are one-men forces. A few are very large. Table 2 shows the distribution by size.

Table 2

DISTRIBUTION OF DEPARTMENT BY SIZE OF FORCE

	Number of Officers with				Total
	less than 4 men	4 but less than 10	10 but less than 100	100 or more	
Sheriff's Dept.	42	32	11	2	87 (14%)
Police Dept.	401	65	55	3	524 (86%)
Total	443 (72%)	97 (16%)	66 (11%)	5 (1%)	611 (100%)

The 5 departments with 100 or more officers account for 1635 of the 4263 in the State.

Table 3

GEOGRAPHIC DISTRIBUTION OF OFFICERS

	Twin City Seven County Area	Olmstead & St. Louis Counties	Other Counties	Total
Sheriff's Dept.	450	68	303	821 (19%)
Police Dept.	1553	315	1574	3442 (81%)
Total	2003 (47%)	383 ( 9%)	1877(44%)	4263 (100%)

Table 4

NUMBER OF OFFICERS PER 1,000 OF POPULATION

	Twin City Seven County Area	Olmstead & St. Louis Counties	Other Counties
Sheriff's Dept.	.26	.24	.19
Police Dept.	.91	1.09	.99
Total	1.17	1.33	1.18

In addition to the Law Enforcement Officers referred to above there are approximately 1000 other officers in the State. These are members of the Highway Patrol, Conservation Department and various special forces such as the University of Minnesota Police Department.

Sample Plan

875 surveys were sent throughout the state as shown below:



Table 5

## SAMPLE DESIGN

## NUMBER OF SURVEYS BY CLASSIFICATION

	<u>Seven County Area</u>	<u>Outstate</u>	<u>Total</u>
Sheriff's Dept.	36	114	150 (17%)
Police Dept.	370	229	599 (69%)
Other Dept. <sup>1</sup>	*	*	126 (14%)
Total			875 (100%)

<sup>1</sup> Other Departments refers to: Highway Patrol, Conservation Department, Bureau of Criminal Apprehension, Campus Police, etc.

\*Lists of officers were submitted by the Highway Patrol, Conservation Department and other special departments and a sample was selected. Thus it was impossible to determine their geographic location.

Lists were submitted (either by name or badge number) by the Police Departments of Duluth, Minneapolis and St. Paul and a similar sample was taken. Recipients of the other questionnaires were determined as follows:

1. In the Seven County Metropolitan Area; Police Departments of varying sizes were chosen and every officer received a questionnaire.
2. In the outstate area: Counties were chosen with respect to geographic location and distribution of sizes of departments.

One exception to this was Dakota County which although within the Seven County Area, was chosen by method 2 because it contained a combination of very small departments and fairly large departments.

Three small departments in St. Louis County were also chosen in addition to Duluth.

Every sheriff (87) received a questionnaire.

### Returns

Of the 875 questionnaires sent out, 453 (52%) were returned and used in the analysis. Anonymity was maintained throughout and pre-coding of surveys was not used to identify respondents. However, each respondent checked off his department classification and whether he worked in a metropolitan, suburban or outstate area. From these definitions a breakdown of the returns can be obtained.

Table 6

RETURNS BY DEPARTMENT AND GEOGRAPHICAL AREA

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>	<u>Total</u>
Sheriff's Dept.	-	17	55	72 ( 16%)
Police Dept.	90	127	95	312 ( 69%)
Other Dept.	10	4	55	69 ( 15%)
Total	100 (22%)	148 (33%)	205 (45%)	453 (100%)

In addition we can obtain the breakdown, supervisor and nonsupervisor, where respondents themselves defined whether they were supervisors or not by using the statement at beginning of Part VII of the survey instrument.

Table 7

## RETURNS BY DEPARTMENT AND SUPERVISOR

	<u>Supervisor</u>	<u>Non-Supervisor</u>	<u>Total</u>
Sheriff's Dept.	36	36	72 (16%)
Police Dept.	66	246	312 (69%)
Other Dept.	22	47	69 (15%)
Total	124 (27%)	329 (73%)	453 (100%)

Table 8

## COMPARISON OF SAMPLE RETURNS

## WITH SAMPLE MAILED AND

## TOTAL NUMBER OF LAW ENFORCEMENT OFFICERS

	<u>Number in Department</u>	<u>Questionnaires Sent Out</u>	<u>Questionnaires Returned</u>
Sheriffs	821 (16%)	150 (17%)	72 ( 16%)
Police	3442 (66%)	599 (69%)	312 ( 69%)
Other	975 (18%)	126 (14%)	69 ( 15%)
Total	5238 (100%)	875 (100%)	453 (100%)

When we compare number of surveys returned with number of law enforcement officers in the state we find that the 453 represents 8.6% of the total number in the state. The returns from members of sheriffs' departments represent 8.7%; from police departments 9.1%; and from "others" 7.1%.

When we consider that much information in the United States is gathered and many decisions are made, based on samples which are not only smaller in size but very much smaller in

their percentage representation, of the population, it can be seen that the representation in this study permits valid conclusions to be drawn.

## Profile of a Law Enforcement Officer in the State of Minnesota

From the demographic data and other data gathered by the survey instrument we can draw a profile of the "average" law enforcement officer.

He is approximately 39 years of age and has been in Law Enforcement for over ten years and in his present position for over three years. Previous to his becoming a Peace Officer he spent nine years in other employment. Approximately three of these years were spent in the armed forces as a staff sergeant or lesser rank. The other six years since graduating from high school were spent in employment which could be considered as other than a white collar job. In this he was following an occupational classification similar to that of his father.

As a Peace Officer his salary is between \$500 and \$700 per month (somewhat more if he is in one of the metropolitan areas). It is most likely that he is a member of a Police Department than any other law enforcement agency and he works in a community less than 100,000 population. The size of the department in which he works is probably less than 50. He patrols in a one man car and unless he is a member of a sheriff's department his average work week is around 43 hours.

If he is a supervisor he works on the average, 6 more hours per week, has a higher salary (as expected) and has been a peace officer for 5 more years. He is also relatively older and has a slightly better formal education.

The important facets of the job of a Law Enforcement Officer as the officer sees them are: (1) the opportunity to be helpful to others, (2) working with people and (3) security offered in the profession. Status, prestige and recognition are not considered as important as security. Nor are they as important as the opportunity to use the special abilities and aptitudes. Least important is (1) the absence of high pressure, (2) freedom from supervision and (3) working in the world of ideas and words. Rapid success and freedom from conformity rank will down the scale of factors important to the average law enforcement officer identified in this study.

If we examine the ranking in the detailed tables and breakdown of returns in Part II of this study we find that there is a very high correlation between the way supervisors responded to the importance of job characteristics and the way non-supervisors responded. This would indicate that there is little difference in the way a supervisor and a non-supervisor looks at the characteristics of the profession of Law Enforcement. This is, in a way, to be expected because supervisors have come up from the ranks and work closely to the details of day by day work.

Supervisory training begins well in advance of an individual becoming a supervisor. Promotion should be dependent on having learned skills which are relevant to supervision as well as the potential to learn the balance needed. This is not clearly identified in this study, since the subject of promotions was not included.

### Training Experience

The "Average" officer, in his ten years in a Law Enforcement agency has had 270 hours formal training. If he is a non-supervisor in a sheriffs office this training has been less, only 164 hours and most of this has been recruit training (if he did have recruit training at all). If the officer is a member of an outstate police department then the probability of his having had recruit training is extremely small and this training, where offered, tends to be minimal, (about 3 weeks).

Much of the formal training received has been recent. For example 110 non-supervisors in police department have received on the average 110 hours of formal training between January 1, 1967 and March 31, 1968. The Bureau of Criminal Apprehension has been responsible for the greatest share of this training which has been primarily basic police training.

### Activities and Time Spent on Them

The average law enforcement officer estimates that approximately 58% of his time is spent on those activities normally associated with a peace officer; (1) patrolling, (2) maintaining peace, (3) domestic quarrels, (4) traffic law enforcement, (5) accident investigation and (6) investigation of crimes. He also estimates that 26% of his time is spent on what would be called "administrative work". The remaining 16% is taken up with court services, public relations, serving warrants, etc.

As expected supervisors spend considerably less time on the first set of activities (35%) and more (65%) on administrative and court services, etc. Perhaps the amount of time spent on administrative work has been exaggerated because of a natural dislike of this part of the professional activities. However even if 100% over estimated, it is still considerable and training programs must take this into consideration.

#### Law Enforcement Skills Inventory

The average law enforcement officer realizes his need for more training. If the responses to the 38 items on the skills inventory are averaged we have a 58% response "yes". He knows he needs more training and over 60% of the respondents in replying to the question "What do you think you need to improve your own Performance?" said "training or more schooling". It is not training in what could be considered "manual skills" he wants but training in those areas which deal mainly with people and their relations with the public.

#### Supervisors

Of the 453 returns 124 came from supervisors. The majority 76 (61%) came from the outstate area. The number of persons supervised varies from an average of 14.9 for sheriff's departments to 49.2 for "other" departments. We find that, as expected, those supervisors from the metropolitan area are responsible for considerably more people than those in the suburban or the outstate areas.



The supervisor in Law Enforcement has, on the average, held a supervisory position for 8 years with an additional 5 years experience, including Military Service, prior to becoming a police officer. However 28% have had no training in supervisory methods and of these (35), 28 are in the outstate area.

When we look at what seems to cause the most problems for a supervisor we find (1) "getting the work done", (2) "improving work systems and methods", and (3) "developing and training individuals" ranked very high. The same three plus "Planning and scheduling work" are ranked very high on "time spent". It is perhaps significant that supervisors in all three areas sheriff's, police and other spend least time on "Developing own managerial competence". Here the opportunity to participate in training programs is not available to most of them.

When we look at those items in Part IX "Management of Work", with high "Yes, I require further training" response we find a relationship between these items and the functions causing problems. 74% of the respondents said they needed greater skill and knowledge in "Analysing work units for more effective operations". Compare this with the function "Improving work systems and methods" which is ranked very high in "causing problems". Similarly in "Management of People" we have a high yes response on the items "Getting individuals to participate in setting their own work goals" and "Planning of and participating in meetings to build cooperation and improve coordination". Again it is possible to relate these to those functions causing most problems.

Of the four groupings "Management of Work", "Management of People", "Management of Ideas" and Management of Self-Development", the highest overall "yes" response was found in "Management of Ideas". "Improvement in written and verbal communications skills have more than 75% "yes" response. "Keeping abreast of the most recent developments in the Law Enforcement field" has more than 80% yes response.

"Improving my own Managerial ability", one of the items, in "Management of self developemnt" has almost a 90% "yes" response. Compare this with the fact that the supervisor spends least time on "Developing own managerial Competence".

When we look at Part X of the questionnaire we find that "Giving Directions" is most difficult. This is related to the felt need for improvement in communications skills both written and verbal.

There was a smaller percentage of written responses to Part XI than Part VI. This is to be expected. However, the desire for more training and schooling again is strong and also the expectation that training would be the most powerful tool to ease the problems that are facing Law Enforcement Officers in general and supervisors in particular.

## Conclusions

875 surveys were mailed out, 453 (52%) were returned. The expected return on a mailed questionnaire is between 30 and 40 per cent. The 52% returns in this case is excellent and reflects a desire on the part of Law Enforcement officers to participate in establishing more and better training.

There is no doubt that there is a need for more formal training for Law Enforcement Officers as expressed by them. However, this training should be more "people oriented" than their previous training. "Interviewing", "Rules of Evidence", "Rights of Accused", "Laws of Arrest", "Search and Seizure", "Interrogation Techniques" are all items with a high "yes" response in the "Law Enforcement Skills Inventory". Similarly in the Supervisors Inventory, the items with the high yes response are those which deal primarily with relationships with people. The supervisors also find "giving directions" most difficult to do. Although there is still need for the basic and mechanical skills to be taught this is not sufficient and the Law Enforcement Officers are very much aware of this and seem from their responses to the written part of the survey, ready to accept new and expanded training programs.

PART II

DATA TABULATION AND COMMENTS

Analysis of Returns

Part V of Questionnaire - Demographic Data

Purpose of this section was to gather demographic data on Law Enforcement Officers within the State and to use certain questions as the means of differentiating for purposes of analysis. In this section, as in most others, we will use the groupings defined above as our basis for analysis and comparisons.

Question 1	Sheriff's Dept. N=72	Police Dept. N=312	Other Dept. N=69
Full Time	72=100%	307 = 98.4%	67 = 97.1%
Part Time	0 = 0%	5 = 1.6%	2 = 2.9%
Average Work Week	56.6 hrs.	42.8 hrs.	44.6 hrs.

Comment: For the purpose of the remainder of the analysis the part-time shall be treated as full time. The average work week of the part-time officers was over 30 hrs.

Note the difference in length of work week for Sheriff's Departments compared with the others.

Question 2

	Sheriff's Dept.	Police Dept.	Other Dept.	Total
Salary				
Less than 499	9 = 12.5%	42 = 13.4%	2 = 2.9%	53 = 11.7%
500 to 699	38 = 52.8%	166 = 53.2%	29 = 42.0%	233 = 51.4%
700 plus	25 = 34.7%	104 = 33.4%	38 = 55.1%	167 = 36.9%
Total	72 (100%)	312 (100%)	69 ( 100%)	453 ( 100%)

Question 2 continued

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>	<u>Total</u>
less than 499	2 = 2%	2 = 1.4%	49 = 23.9%	53 = 11.7%
500 to 699	37 = 37%	92 = 62.2%	104 = 50.7%	233 = 51.4%
700 plus	61 = 61%	54 = 36.4%	52 = 25.4%	167 = 36.9%
Total	100	148	205	453

Comment: Of the 53 officers who earn less than 499, 49 are in outstate and 39 of these are members of Police Departments.

Question 3

Type of Law Enforcement Agency

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>	<u>Total</u>
Police Dept.	90 = 90%	127 = 85.5%	95 = 46.4%	312 = 68.9%
Sheriff's Dept.	-	17 = 11.5%	55 = 26.8%	72 = 15.9%
Highway Patrol	2 = 2%	1 = .7%	26 = 12.7%	29 = 6.4%
Conservation Dept.	3 = 3%	-	24 = 11.7%	27 = 6.0%
Other	5 = 5%	3 = 2.0%	5 = 2.4%	13 = 2.8%
Total	100	148	205	453

Question 4

Size of Communities

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>	<u>Total</u>
No response	-	-	6 = 8.7%	6 = 1.3%
Under 4999	6 = 8.4%	36 = 11.5%	28 = 40.6%	70 = 15.5%
5000 to 24999	36 = 49.9%	73 = 23.4%	14 = 20.3%	123 = 27.2%
25000 to 99999	14 = 19.5%	119 = 38.2%	14 = 20.3%	147 = 32.4%
100000 & over	16 = 22.2%	84 = 26.9%	7 = 10.1%	107 = 23.6%
Total	72	312	69	453 (100%)

Question 5

Type of Community

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>	<u>Total</u>
Metro	-	90 = 28.8%	10 = 14.5%	100 = 22.1%
Suburban	17 = 23.6%	127 = 40.7%	4 = 5.8%	148 = 32.7%
Outstate	55 = 76.4%	95 = 30.5%	55 = 79.7%	205 = 45.2%
Total	72	312	69	453

Question 6

Size of Force

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>	<u>Total</u>
Less than 50	71 = 98.6%	184 = 59.0%	27 = 39.1%	282 = 62.3%
Over 50	1 = 1.4%	128 = 41.0%	42 = 60.9%	171 = 37.7%
Total	72	312	69	453

Question 7

Work Detail

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>	<u>Total</u>
No response	3 = 4.2%	3 = 1.0%	0 = 0.0%	6 = 1.3%
Yes	17 = 23.6%	144 = 46.1%	23 = 33.3%	184 = 40.6%
No	52 = 72.2%	165 = 52.9%	46 = 66.7%	263 = 58.1%
Total	72	312	69	453

Work Details - Mentioned Most

Emergency Squad	17.6%	20.2%
Parole	19.4%	

Question 8

Rank Most Often Mentioned	Sheriff's Dept.	Police Dept.	Other Dept.
Patrolmen		60.5%	28.9%
Deputy Sheriff	26.3%		
Conservation Officer			18.8%

Question 9

Method of Patrol	Sheriff's Dept.	Police Dept.	Other Dept.	Total
No response	9 = 12.5%	29 = 9.3%	10 = 14.5%	48 = 10.6%
1 Man car	46 = 63.9%	202 = 64.7%	51 = 73.9%	299 = 66.0%
2 Man car	16 = 22.2%	61 = 19.6%	4 = 5.8%	81 = 17.9%
Other	1 = 1.4%	20 = 6.4%	4 = 5.8%	25 = 5.5%
Total	72	312	69	453

Question 10

Tenure	Sheriff's Dept.	Police Dept.	Other Dept.	Total
Less than 3 yrs.	9 = 12.5%	71 = 22.7%	3 = 4.3%	83 = 18.3%
3 but less than 10 years	28 = 38.9%	120 = 38.5%	14 = 20.3%	162 = 35.8%
10 years & over	35 = 48.6%	121 = 38.8%	52 = 75.4%	208 = 45.9%
Total	72	312	69	453

Question 11

Tenure in Present Position	Sheriff's Dept.	Police Dept.	Other Dept.	Total
Less than 3 yrs.	29 = 40.3%	139 = 44.5%	17 = 24.6%	185 = 40.8%
3 but less than 10 years	27 = 37.5%	130 = 41.7%	19 = 27.6%	176 = 38.9%
10 years & over	16 = 22.2%	43 = 13.8%	33 = 47.8%	92 = 20.3%
Total	72	312	69	453



Question 12

Age Mean Age	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	39.2	43.0
Suburban	39.0	33.8	48.7
Outstate	45.8	40.7	44.0

Comment: It would seem that Police Department officers are on the average younger than other Law Enforcement officers within the State and that within Police Departments the Twin City Suburban officer is considerably younger.

Question 13

Father or Guardian's Occupation  
% with white collar

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	24%	20%
Suburban	35%	34%	-
Outstate	22%	15%	34%
All	25%	24%	30%

Question 14'

Education  
% less than H.S.

Graduate	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	9%	0%
Suburban	6%	8%	25%
Outstate	31%	28%	16%
	25%	15%	14%

Question 15 and 16

Are not really applicable as only 15 of 453 reported that they had a Bachelor's degree and no one reported having a Master's degree. However, 32 respondents replied to question 15 and 4 to question 16. Of the 32 replying to question 15, 7 indicated a major of Business Administration, 6 Sociology, 4 Conservation. The 4 Masters majors were made up of 1 Political Science, 2 Psychology, and 1 Agriculture - Forester.

Question 17

Military Service

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>	<u>Total</u>
None	20 = 27.8%	56 = 17.9%	8 = 11.6%	84 = 18.6%
3 yrs. or less	20 = 27.8%	142 = 45.5%	32 = 46.4%	194 = 42.8%
Over 3 yrs. but less than 10	31 = 43.0%	104 = 33.4%	24 = 34.8%	159 = 35.1%
Over 10 years	1 = 1.4%	10 = 3.2%	5 = 7.2%	16 = 3.5%
Total	72	312	69	453

Ranks Held

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>	<u>Total</u>
None	19 = 26.4%	56 = 17.9%	10 = 14.5%	85 = 18.8%
Staff Sergeant and under	38 = 52.8%	218 = 69.9%	45 = 65.3%	301 = 66.4%
Platoon Sergeant to W.O.	13 = 18.0%	35 = 11.2%	7 = 10.1%	55 = 12.2%
Commissioned Officer	2 = 2.8%	3 = 1.0%	7 = 10.1%	12 = 2.6%
Total	72	312	69	453

Branch: Of the 453 officers who responded 59.5% served in either the Army of the Navy.

Question 18 and 19

94% of the officers who replied were employed for an average of 9 years before joining the Law Enforcement Agency. (This includes military service.) 27% held jobs which could be considered white collar jobs.

Supervisor and Non-Supervisor

The following are some points of interest with respect to this breakdown.

	<u>Supervisor (124)</u>	<u>Non-Supervisor (329)</u>
<u>Question 1</u>		
Average Work Week	49.1 hrs.	43.5 hrs.
<u>Question 2</u>		
Salary over 700	65%	30%
<u>Question 3</u>		
Police Department	66	246
Sheriff's Dept.	36	36
Other Dept.	22	47
<u>Question 4</u>		
Community under 25,000	50%	42%
<u>Question 5</u>		
Metro	17%	24%
Suburban	22%	37%
Other	61%	39%
<u>Question 6</u>		
Forces smaller than 50	73%	58%
<u>Question 7</u>		
Special Work Details (yes)	35%	43%
<u>Question 8</u>		
Not really applicable		
<u>Question 9</u>		
One Man Car	63%	68%
<u>Question 10</u>		
Over 5 yrs. in Law Enforcement	97%	61%

Supervisor (124) Non-Supervisor (329)

Question 11

Over 5 yrs. in present position	43%	45%
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Question 12

Mean Age	45.2 years	37.4 years
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Question 13

Father's Occupation - white collar	26%	25%
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Question 14

Education, less than HS Grad.	23%	14%
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Question 15 and 16

Not really applicable, except that 7 of the 15 who have Bachelor's degrees are supervisors.

Question 17

Military service - less than 4 years	44%	42%
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Question 18

Employed previously	91%	95%
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Question 19

Length of full time employment	9 years	9 years
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## Analysis of Part I

### Importance of Job Characteristics

Very important = 5

Not important = 1

	Average Score					
	Sheriff's		Police		Other	
	Score	Rank	Score	Rank	Score	Rank
1. A stable and secure future	4.04	5	4.58	1	4.43	1
2. Freedom from pressure to conform in my personal life	2.91	11	3.32	11	2.98	13
3. Opportunity to use my special abilities and aptitudes	4.06	3	4.28	5	4.10	5
4. Opportunity to be useful to society in general	4.11	2	4.35	4	4.27	2
5. Opportunity to be helpful to others	4.15	1	4.46	3	4.17	3
6. Chance to exercise leadership	3.34	7	3.80	7	3.53	8
7. Social standing and prestige in the community	3.22	8	3.33	10	3.33	10
8. Opportunity to be creative and original	3.22	8	3.46	9	3.62	7
9. Chance to earn enough money to live comfortably	4.05	4	4.47	2	4.14	4
10. Opportunity to work with people	3.90	6	4.09	6	3.88	6
11. Chance to achieve recognition from others in my profession	3.12	10	3.47	8	3.43	9
12. Freedom from supervision in my work	2.37	14	2.55	15	2.82	14
13. Absence of high pressure	2.68	13	3.14	13	3.14	11
14. Opportunities for rapid success rather than moderate	2.25	15	2.78	14	2.49	15
15. Living and working in the world of ideas and words	2.79	12	3.27	12	3.02	12

The most important items seem to be:

1. A stable and secure future
3. Opportunity to use my special abilities and aptitudes
4. Opportunity to be useful to society in general
5. Opportunity to be helpful to others
9. Chance to earn enough money to live comfortably

When we recall that only 15 of 453 had Bachelor's degrees, only around 40% attended college at all and around 30% had what could be called white collar jobs before joining a Law Enforcement agency, it is not surprising that items 1 and 9 show up as being important. Items 3, 4 and 5 are to expected because of the nature of the duties of a Law Enforcement officer.

Importance of Job Characteristics

Very important = 5  
 Not important = 1

	Average Score			
	Supervisor Score	Supervisor Rank	Non-Supervisor Score	Non-Supervisor Rank
1. A stable and secure future	4.20	3	4.57	1
2. Freedom from pressure to conform in my personal life	3.03	11	3.27	11
3. Opportunity to use my special abilities and aptitudes	4.30	1	4.18	5*
4. Opportunity to be useful to society in general	4.17	5	4.35	4
5. Opportunity to be helpful to others	4.20	3	4.43	2
6. Chance to exercise leadership	3.74	7	3.67	7*
7. Social standing and prestige in the community	3.31	10	3.31	10
8. Opportunity to be creative and original	3.44	8	3.44	8
9. Chance to earn enough money to live comfortably	4.27	2	4.39	3
10. Opportunity to work with people	4.00	6	4.04	6
11. Chance to achieve recognition from others in my profession	3.37	9	3.43	9
12. Freedom from supervision in my work	2.34	15	2.65	15
13. Absence of high pressure	2.74	13	3.19	13
14. Opportunities for rapid success rather than moderate	2.45	14	2.72	14
15. Living and working in the world of ideas and words	2.94	12	3.24	12

This breakdown may also be considered for age and tenure as well because of the relationship which those variables have to whether one is a supervisor or not. \*Note that for a supervisor the most important is "Opportunity to use my special abilities and aptitudes". In general



the ratings follow the same pattern. However, "Chance to exercise leadership" is more important to supervisors than non-supervisors. This is to be expected.

There seems to be little difference when we look at the items with respect to geographic breakdown.

	Sheriff's Dept.	
	<u>Suburban</u>	<u>Outstate</u>
1. A stable and secure future	4.47	3.90
3. Opportunity to use my special abilities and aptitudes	4.41	3.96
4. Opportunity to be useful to society in general	4.29	4.05
5. Opportunity to be helpful to others	4.52	4.03
9. Chance to earn enough money to live comfortably	4.29	3.98

	Police Dept.		
	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
1. A stable and secure future	4.44	4.66	4.62
3. Opportunity to use my special abilities and aptitudes	4.18	4.42	4.17
4. Opportunity to be useful to society in general	4.17	4.40	4.46
5. Opportunity to be helpful to others	4.28	4.50	4.56
9. Chance to earn enough money to live comfortably	4.26	4.59	4.51

	Metro	Other Dept. Suburban	Outstate
1. A stable and secure future	4.60	4.25	4.41
3. Opportunity to use my special abilities and aptitudes	4.00	4.50	4.09
4. Opportunity to be useful to society in general	4.30	4.25	4.25
5. Opportunity to be helpful to others	4.20	4.00	4.18
9. Chance to earn enough money to live comfortably	4.20	4.00	4.14

It would seem that only minor differences show up and these can perhaps be accounted for by some thing other than a difference in attitude.

Analysis of Part II

Training Data

Question 1

Formal Training	Average Number of Hours		
	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	301	424
Suburban	248	250	291
Outstate	214	239	365
<hr/>			
Supervisors	280	444	592
Non-Supervisors	164	213	265

Question 2

Recruit Training	Number & Percentage who replied "yes"		
	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	77 = 86%	6 = 60%
Suburban	7 = 41%	78 = 61%	2 = 50%
Outstate	9 = 16.3%	27 = 28%	36 = 65%
<hr/>			
Supervisors	8 = 22%	25 = 38%	14 = 64%
Non-Supervisors	8 = 22%	157 = 64%	30 = 64%

	Average Number of Hours Training		
	<u>Sheriff's N=16</u>	<u>Police N=182</u>	<u>Other N=44</u>
Metro	-	218	217
Suburban	214	172	260
Outstate	262	126	510
<hr/>			
Supervisors	356	106	445
Non-Supervisors	126	196	464

As mentioned in the analysis of Part I the breakdown supervisors and non-supervisors also approximately represents age and tenure. This is reflected in particular with respect to police officers. The supervisors or older members have had less recruit training than newer members.

The corresponding figures for sheriffs do not bear this out. However, recruit training for sheriff's officers may not be so well defined and also the number of supervisors is greater here. The "others" also do not reflect the same conclusions as the police departments with respect to geographic breakdown. This may have been brought about by the fact that 26 of the 36 "outstate others" are Highway Patrolmen.

Note that only 28% of Outstate Police Department members had recruit training and that averaged only 126 hours or 3 weeks.

	Organization which provided Training		
	<u>Sheriff's N=16</u>	<u>Police N=182</u>	<u>Other N=44</u>
Bureau of Criminal Apprehension	50%	28%	7%
Departmental	44%	59%	73%
Other	6%	13%	20%

Question 3

Formal Training Since January 1, 1967

	Number & Percentage who replied "yes"		
	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	40 = 44.4%	3 = 30%
Suburban	9 = 53%	69 = 54.3%	2 = 50%
Outstate	21 = 38%	44 = 46.3%	37 = 67.2%
<hr/>			
Supervisors	14 = 39%	43 = 65%	16 = 73%
Non-Supervisors	16 = 44%	110 = 45%	26 = 55%

	Average Number of Hours		
	<u>Sheriff's N=30</u>	<u>Police N=153</u>	<u>Other N=42</u>
Metro	-	124	200
Suburban	53	109	110
Outstate	75	80	37
<hr/>			
Supervisors	54	92	85
Non-Supervisors	83	110	31

Place of Training

	<u>Sheriff's N=30</u>	<u>Police N=153</u>	<u>Other N=42</u>
B.C.A.	67%	31%	28%
Departmental	3%	20%	14%
Other	17%	21%	28%
No Response	13%	28%	30%

Type of Training	<u>Sheriff's N=30</u>	<u>Police N=153</u>	<u>Other N=42</u>
Basic Police Course	53%	31%	25%
Investigative Type Courses	13%	19%	-
Enforcement Type Courses	7%	9%	-
Police Command	-	7%	17%
Other	17%	16%	38%
No Response	10%	18%	20%

Question 4

Currently Participating in Training

	<u>Sheriff's Dept.</u>	<u>Police Dept.</u>	<u>Other Dept.</u>
Metro	-	19 = 21.1%	3 = 30%
Suburban	4 = 23.5%	35 = 27.5%	1 = 25%
Outstate	13 = 23.6%	31 = 32.6%	5 = 9%

Place of Training

	<u>Sheriff's N=17</u>	<u>Police N=85</u>	<u>Other N=9</u>
Correspondence	3	17	1
Junior College	0	3	0
University of Minnesota	2	11	1
Departmental	7	59	7
Other	8	15	2

Description: Primarily Basic Police Course (27 of 111).

There were 53 No Responses to this part.

Analysis of Part III

	Average Work Week in Hours		
	Sheriff's Dept.	Police Dept.	Other Dept.
Metro	-	41.4	42.0
Suburban	48.0	42.0	42.5
Outstate	61.9	44.0	44.5
Supervisors	63.1	44.2	43.5
Non-Supervisors	53.7	42.0	44.2

	Percentage of Time Spent on Activities Sheriff's Dept.	
	Suburban	Outstate
Patrolling, domestic quarrels, etc.	22.5	19.2
Traffic Law enforcement & accidents	6.2	10.7
Investigation of crimes	13.2	25.0
Court services	9.3	12.1
Report preparation, report writing	7.5	11.2
Other administrative work	16.6	15.1
Public Relations	.8	3.4
Other	19.1*	2.0
Not accounted for	4.8	1.3

\*Warrant service, serving papers

Percentage of Time Spent on Activities  
Police Dept.

	Metro	Suburban	Outstate
	%	%	%
Patrolling, domestic quarrels, etc	25.7	37.2	37.6
Traffic Law enforcement & accidents	15.7	20.1	18.8
Investigation of crimes	15.4	9.4	10.0
Court Services	3.4	2.9	4.6
Report preparation, report writing	14.4	10.9	12.1
Other administrative work	15.4	11.0	8.7
Public Relations	2.4	1.7	2.1
Other	4.0	5.4	4.4
Not accounted for	3.3	1.0	1.3

It should be noted that the suburban and outstate officers both spend more than 55% of their time on the first two items. While the metropolitan police officers spend more time than the others on report writing, report preparation and other administrative work.

Percentage of Time Spent on Activities  
Other Dept.

	Metro	Suburban	Outstate
	%	%	%
Patrolling, domestic quarrels, etc.	10.4	60.2	14.6
Traffic Law enforcement & accidents	5.7	3.2	19.6
Investigation of crimes	11.4	.3	2.2
Court services	.4	.3	3.6
Report preparation, report writing	20.1	6.2	9.9
Other administrative work	39.8	16.1	22.7
Public Relations	6.5	1.5	6.6
Other	5.3	11.7	13.4
Not accounted for	.0	.0	6.9



It is clear from the above table that those officers who responded from metropolitan area have primarily administrative duties while those from suburban spend most of their time on patrol. The high "Unaccounted for time" outstate was caused by returns from some conservation officers who have duties other than Law Enforcement.

	Percentage of Time Spent on Activities	
	Supervisors	Non-Supervisors
	%	%
Patrolling, domestic quarrels, etc.	14.3	34.7
Traffic Law enforcement & accidents	7.3	20.4
Investigation of crime	13.3	11.9
Court services	5.4	4.9
Report preparation, report writing	12.6	11.3
Other administrative work	34.3	5.7
Public Relations	4.4	2.2
Other	6.4	5.7
Not accounted for	1.5	2.7

As would be expected the supervisors spend much more time on administrative work than do the non-supervisors.

Analysis of Part IV

Law Enforcement Skills Inventory

Percentage who Replied "Yes, I Need Greater Skill & Knowledge  
in the Following Areas"

Question	M= Metropolitan		S = Suburban Sheriff		O = Outstate Police			Other		
	S	O	M	S	O	M	S	O		
	%	%	%	%	%	%	%	%		
1. Search & Seizure	88	78	79	82	87	70	75	65		
2. Report Writing	47	53	38	47	46	20	75	38		
3. Tech. of Arrest	76	67	59	69	76	60	75	56		
4. Accid. Invest.	47	49	30	44	40	40	50	51		
5. Civil Process	59	47	54	58	60	50	75	53		
6. Firearms	35	42	26	43	37	30	25	29		
7. Records	59	58	36	55	46	50	50	30		
8. Rights of Accused	71	60	56	59	61	70	75	58		
9. Communications	41	24	41	45	27	50	25	36		
10. Laws of Arrest	76	75	72	74	85	80	75	69		
11. Crim. Invest.	94	95	80	86	82	80	75	58		
12. Crime Scene Search	82	91	68	82	79	70	75	60		
13. Interrog. Tech.	94	82	67	83	87	60	50	80		
14. Court Procedure	76	47	39	51	49	50	75	55		
15. Traffic Law	59	38	32	44	41	20	25	35		
16. Crim. Procedure	94	73	64	82	80	50	100	58		
17. Traffic Law Enf.	47	33	28	38	44	30	25	36		
18. Confessions	76	67	64	76	69	80	75	64		
19. Public Relations	53	60	63	60	56	50	50	53		
20. Criminal Law	88	80	82	87	81	70	75	62		
21. Evidence Collect.	82	75	61	78	70	70	75	69		
22. Psych. & Behavior	88	58	68	82	69	60	75	78		
23. Testifying	70	49	44	45	56	10	75	45		

Question	Sheriff		Police			Other		
	S	O	M	S	O	M	S	O
	%	%	%	%	%	%	%	%
24. Riot Control	88	64	68	78	58	50	75	64
25. Interviewing	82	62	69	75	65	80	75	67
26. Police Patrol	47	33	24	33	29	20	50	35
27. Juveniles	53	62	49	71	54	30	75	55
28. Pursuit Driving	41	25	23	37	40	30	25	35
29. Fingerprinting	64	58	51	66	57	50	50	38
30. Photography	76	67	58	72	60	60	50	58
31. Rules of Evidence	88	71	81	83	84	70	75	69
32. Narcotics	94	82	83	89	79	60	50	56
33. Radar	53	42	34	39	42	30	25	20
34. Radio Dispatching	17	18	22	27	24	10	25	18
35. Human Relations	47	47	58	69	59	60	75	67
36. Mental Health	59	53	50	70	60	50	50	44
37. Breathalyser	59	65	37	66	64	30	100	44
38. First Aid	65	58	44	49	49	40	75	38

Items with relatively high percentage "yes"

1. Search & Seizure
11. Criminal Investigation
13. Interrogation Techniques
16. Criminal Procedure
20. Criminal Law

Items with relatively low percentage "yes"

- 6. Firearms
- 9. Communications
- 15. Traffic Law
- 17. Traffic Law Enforcement
- 26. Police Patrol
- 28. Pursuit Driving
- 33. Radar
- 34. Radio Dispatching

When we compare supervisors and non-supervisors we find considerable differences. The table below contains only those items where the difference was 8 or more in percentage who replied "yes".

Question	Supervisor	Non-Supervisor	Difference
3. Techniques of Arrest	57	71	-14
5. Civil Process	46	60	-14
9. Communications	43	34	+ 9
10. Laws of Arrest	69	78	- 9
15. Traffic Law	24	45	-19
17. Traffic Law Enforcement	26	41	-17
23. Testifying	40	51	-11
24. Riot Control	77	65	+12
27. Juveniles	52	60	- 8
30. Photography	58	66	- 8
33. Radar	30	39	- 9
36. Mental Health	50	60	-10
37. Breathalyser	50	59	- 9
38. First Aid	35	54	-19

Analysis of Part VI

A surprising number of respondents took the opportunity to answer this part of the questionnaire and the following is a breakdown of those comments most often used.

1. What do you think needs to be accomplished in your organization to improve law enforcement practices?

Responses:

"Training or more schooling"	41.50% = 188
"More men"	8.39% = 38
"Better internal communications"	5.30% = 24
"In service training"	2.43% = 11

2. What do you think you need to improve your own performance?

Responses:

"Training or more schooling"	60.26% = 273
"Knowledge of Supreme Court rulings and laws"	3.09% = 14

3. What do you think your supervisor needs to improve the organization effectiveness?

Responses:

"Training or more schooling"	17.44% = 79
"More action"	3.55% = 16

4. Of the problems identified in 1, 2, and 3, how many could be solved or minimized by training?

Responses:

Mentioned in 1	61.37% = 278	said improvement could be made
Mentioned in 2	64.23% = 291	said improvement could be made
Mentioned in 3	48.79% = 221	said improvement could be made

5. What do you think of this survey?

Responses:

Very favorable	44.16% = 200
Favorable	33.77% = 153
Unfavorable	5.96% = 27
No response	17.11% = 77

6. Do you understand the purpose of this survey?

Responses:

Yes	83.44% = 378
No	5.52% = 25
No response	11.04% = 50

SUPERVISORS ONLY

Breakdown of Respondents by Departments and Geographically

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>	<u>Total</u>
Sheriff	-	5	31	36
Police	17	20	29	66
Other	4	2	16	22
Total	21	27	76	124

Analysis of Part VII

Question 1

Tenure as a Supervisor in Law Enforcement Agency (Average Number of Years)

<u>By Department</u>		<u>Geographically</u>	
N=36 Sheriffs	8.8	N=21 Metro	8.1
N=66 Police	6.8	N=27 Suburban	6.5
N=22 Other	10.8	N=76 Outstate	8.6
Overall N=124	Average number of years 8.1		

Question 2

Others Supervised (Average Number of People)

By Department:

	<u>Other Supervisors</u>	<u>Other Officers</u>	<u>Civilians</u>	<u>Total</u>
Sheriff's	3.2	9.7	2.0	14.9
Police	3.0	11.3	2.4	16.7
Other	5.6	32.6	11.0	49.2

Geographically;

Metro	6.2	23.4	11.5	41.1
Suburban	4.0	17.4	2.0	23.4
Outstate	2.6	11.2	2.3	16.1
Overall	3.5	14.6	3.8	21.9



Question 3

Previous Experience as a Supervisor (Average Number of Years)

<u>By Department</u>		<u>Geographically</u>	
Sheriff's	5.0	Metro	6.1
Police	4.1	Suburban	5.0
Other	6.4	Outstate	4.8

Question 4

Have you had Training in Supervisory Methods?

By Department:

	<u>No</u>	<u>Answer</u>	<u>Yes</u>	<u>No</u>	
Sheriff's	5		13	18	(50%)
Police	9		44	16	(24%)
Other	1		20	1	( 5%)

Geographically:

Metro	2	15	4	(19%)
Suburban	3	21	3	(11%)
Outstate	7	41	28	(37%)
Overall	12	77	35	(28%)

Type of Course:

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>	<u>Overall</u>
Northwestern Traffic Inst.	1	4	5	10
Managerial Course B.C.A. or St. Thomas	3	7	1	11
Command School	1	4	3	8
Military Leadership School	2	4	1	7
Intermediate Command School	1	11	1	13
Others	3	9	3	15

## Analysis of Part VIII

### Job Functions

Comparison of "Problems" and "Time Spent" using Composite Ranks

By Department:	<u>Problems</u>			<u>Time</u>		
	Sheriff	Police	Other	Sheriff	Police	Other
1. Planning and scheduling work	5	8	8	3	2	2
2. Determining performance required	6	3	4	7	8	8
3. Getting the work done	1	5	2	1	1	1
4. Improving work system and method	2	1	1	2	6	5
5. Developing and training individuals	3	2	3	4	3	6
6. Maintainign a cooperative work force	9	7	7	6	4	4
7. Developing own managerial competence	7	4	6	10	10	10
8. Participating in public, community and political relations	10	9	10	9	7	9
9. Written and verbal communications	8	10	9	5	5	3
10. Developing and applying controls	4	6	5	8	9	7

Geographically

	<u>Problems</u>			<u>Time</u>		
	M	S	O	M	S	O
1. Planning and scheduling work	7	7	8	3	2	2
2. Determining performance required	4	3	6	10	9	7
3. Getting work done	3	2	3	1	1	1
4. Improving work system and method	1	1	1	5	6	3
5. Developing and training individuals	2	4	2	2	4	4
6. Maintaining a cooperative work force	8	6	7	6	5	5
7. Developing own managerial competence	6	8	4	9	10	10
8. Participating in public, community and political relations	10	10	9	8	8	9
9. Written and verbal communications	9	9	10	4	3	6
10. Developing and applying controls	5	5	5	7	7	8

M = Metropolitan

S = Suburban

O = Outstate

Analysis of Part IX

Managerial and Supervisory Knowledge and Skills Inventory

Percentage who say that they need greater skill and knowledge  
only percentage 50 or over recorded here

Management of Work

By Department:

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
3. Transferring and reassigning individuals to meet job demands	38.8	37.8	50.0
5. Coordinating activities within and between work units	55.5	50.0	50.0
6. Seeing that people know and do what is expected of them on their job	52.7	57.5	72.7
7. Planning to meet emergencies	63.8	72.7	63.6
8. Resolving work problems without delay	33.3	43.9	50.0
9. Analysing work units for more effective operations	75.0	68.1	90.9
10. Making improvement where and when required	58.3	50.0	59.0
11. Utilizing cost control methods and procedures	38.8	60.6	68.1
12. Understanding laws and administering departmental regulations	38.8	54.5	50.0
14. Measuring work unit output	47.2	46.9	63.6
16. Formulating realistic work objectives and plans for the work group	47.2	59.0	54.5

Note the large differences between "other" supervisors and in particular Sheriff's on items 3, 6, 9, 11, & 14. If we recall Part VII we find the "other" supervisors supervise on the average 492 people compared with 14.9 for Sheriff's and 16.7 for police.

Geographically:

	Metro	Suburban	Outstate
5. Coordinating activities within and between work units	57.1	44.4	52.6
6. Seeing that people know and do what is expected of them on their job.	76.1	74.0	48.6
7. Planning to meet emergencies	66.6	70.3	68.4
9. Analysing work units for more effective operations	76.1	81.4	71.0
10. Making improvements where or when required	61.9	59.2	50.0
11. Utilizing cost control methods and procedures	42.8	70.3	53.9
12. Understanding laws and administering departmental regulations	61.9	51.8	44.7
14. Measuring work unit output	66.6	70.3	38.1
16. Formulating realistic work objectives and plans for the work group	47.6	66.6	52.6
17. Planning work priorities and scheduling	42.8	55.5	28.9

## Management of People

Again only percentage greater or equal to 50 recorded

By Department:

	<u>Sheriff's</u>	<u>Police</u>	<u>Others</u>
1. Getting individuals to participate in setting their own work goals	55.5	72.7	77.2
2. Encouraging and accepting new ideas from members of the work group	41.6	46.9	50.0
3. Developing cooperative relationships between "supervisors", associates, & subordinates in the work group unit	44.4	59.0	63.6
4. Planning of and participating in meetings to build cooperation and improve coordination	61.1	60.6	63.6
6. Build a group spirit and sense of belonging	41.6	50.0	59.0
7. Encouraging creative thinking and origination of new ideas	47.2	63.6	63.6
8. Encouraging individual subordinates to make decisions	50.0	53.0	50.0
9. Reviewing each individual's progress & problems in getting the job done effectively	47.2	68.1	59.0
10. Discussing training needs with individual employees	36.1	50.0	63.6
13. Helping individuals to adjust to new responsibilities	52.7	60.6	59.0
14. Showing each individual how effective performance of his job is required for efficient operation	47.2	57.5	77.2
15. Developing and maintaining effective discipline	44.4	50.0	81.8
16. Developing reserves and replacements	58.3	65.1	31.8

Again the large differences between "Others" and "Sheriff's" in particular can perhaps be accounted for by the fact that the supervisors in the "Others" group supervise approximately 200% more people than the Sheriff's.

Question 16 shows a trend very much the opposite way. Most of the "Others" are Highway Patrol and Conservation Department. It seems that they are in a much better position for reserves and replacements.

Geographically:

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
1. Getting individuals to participate in setting their own work goals	52.3	74.0	71.0
3. Developing cooperative relationships between "supervisors", associates, & subordinates in the work group unit	66.6	70.3	47.3
4. Planning of and participating in meetings to build cooperation and improve coordination	71.4	55.5	60.5
6. Building a group spirit and sense of belonging.	52.3	55.5	46.0
7. Encouraging creative thinking and origination of new ideas	71.4	59.2	55.2
8. Encouraging individual subordinates to make decisions	38.0	51.8	55.2
9. Reviewing each individual's progress and problems in getting the job done effectively	76.1	62.9	55.2
10. Discussing training needs with individual employees	57.1	48.1	46.0
13. Helping individuals to adjust to new responsibilities	52.3	62.9	57.8
14. Showing each individual how effective performance of his job is required for efficient operation	66.6	59.2	55.2
15. Developing and maintaining effective discipline	57.1	66.6	48.6
16. Developing reserves and replacements	52.3	77.7	51.3

Management of Ideas

All questions are reported here.

By Department:

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
1. Keeping informed on the latest developments in the organization	38.8	65.1	50.0
2. Improving my own verbal communication skills	77.7	77.2	72.7
3. Developing a program to improve relations between community agencies and my own unit	63.8	72.7	40.9
4. Making effective presentations to legislative and judicial groups	72.2	74.2	72.7
5. Knowing and working with key influential groups in the community which can influence and affect my unit	75.0	72.7	68.1
6. Making use of electronic data processing	52.7	78.7	72.7
7. Managing information systems	55.5	63.6	81.8
8. Keeping abreast of the most recent developments in the Law Enforcement field	63.8	89.3	86.3
9. Ensuring that my work unit is kept informed on progress and plans	47.2	56.0	54.5
10. Improving my own written communication skills	75.0	71.2	72.7
11. Understanding agency policies and procedures	50.0	53.0	36.3

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Geographically:

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
1. Keeping informed on the latest developments in the organization	57.1	55.5	53.9
2. Improving my own verbal communication skills	80.9	77.7	75.0
3. Developing a program to improve relations between community agencies and my own unit	66.6	70.3	61.8
4. Making effective presentations to legislative and judicial groups	71.4	77.7	72.3
5. Knowing and working with key influential groups in the community which can influence and affect my unit	66.6	66.6	76.3
6. Making use of electronic data processing	90.4	77.7	61.8
7. Managing information systems	80.9	70.3	57.8
8. Keeping abreast of the most recent developments in the Law Enforcement field	85.7	85.1	78.9
9. Ensuring that my work unit is kept informed on progress and plans	76.1	48.1	48.6
10. Improving my own written communication skills	80.9	74.0	69.7
11. Understanding agency policies and procedures	57.1	40.7	50.0

Management of Self-Development

All questions are recorded here.

By Department:

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
1. Developing a positive attitude toward the job	19.4	30.3	22.7
2. Improving my own managerial ability	77.7	92.4	95.4
3. Developing my own technical knowledge and skills	69.4	89.3	68.1
4. Accepting responsibility for my own decisions	22.2	25.7	13.6
5. Learning how to conduct effective meetings	61.1	78.7	45.4
6. Preparing reports	50.0	45.4	45.4
7. Understanding the legislative process	55.5	68.1	54.5
8. Understanding Federal and State standards	63.8	66.6	45.4
9. Understanding negotiation procedures with employee groups	52.7	45.4	40.9
10. Understanding my own job functions, responsibilities, and authority	38.8	50.0	18.1

Geographically:

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
1. Developing a positive attitude toward the job	38.0	22.2	23.6
2. Improving my own managerial ability	90.4	88.8	88.1
3. Developing my own technical knowledge and skills	90.4	81.4	76.3
4. Accepting responsibility for my own decisions	19.0	22.2	23.6
5. Learning how to conduct effective meetings	71.4	66.6	67.1
6. Preparing reports	52.3	51.8	43.4
7. Understanding the legislative process	57.1	70.3	60.5
8. Understanding Federal and State standards	47.6	59.2	67.1
9. Understanding negotiation procedures with employee groups	38.0	51.8	47.3
10. Understanding my own job functions, responsibilities, and authority	47.6	37.0	40.7

Part IX

Summary by Using Mean Yes Percentage for each Part

By Department:

	<u>Work</u>	<u>People</u>	<u>Ideas</u>	<u>Self-Development</u>
Sheriff's	46.2	45.2	61.1	51.1
Police	48.7	53.3	70.3	59.2
Other	50.5	55.0	64.4	45.0

Geographically:

Metro	51.5	53.5	74.0	55.2
Suburban	55.5	54.9	67.6	55.1
Outstate	44.8	49.4	64.2	53.8

Note that "Sheriff's" have answered "yes" much fewer times than any other single group and because "Sheriff's" make up 31 of 76 of outstate respondents this lack of "yes" answer is reflected there.

Analysis of Part X

Management Values

1	2	<u>Scale</u> 3	4	5
Important				Unimportant
Like				Dislike
Easy				Difficult
Good Practice				Bad Practice

Developing Cooperation

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
It is important	1.7	1.4	1.9
I Like to do it	1.6	1.4	1.6
It is easy	2.4	2.6	2.5
and is Good Practice	1.3	1.2	1.5
	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
It is important	1.4	1.6	1.6
I like to do it	1.5	1.7	1.4
It is easy	2.2	3.2	2.3
and is Good Practice	1.4	1.3	1.2

Developing Initiative

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
It is important	1.9	1.5	1.6
I like to do it	1.9	1.6	1.8
It is easy	2.4	3.1	3.5
and is Good Practice	1.4	1.4	1.3
	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
It is important	1.2	1.6	1.8
I like to do it	1.6	1.9	1.7
It is easy	3.2	3.2	2.8
and is Good Practice	1.4	1.3	1.4

Persuading Subordinates

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
It is important	2.3	1.8	2.0
I like to do it	2.6	2.2	2.0
It is easy	2.0	1.7	1.6
and is Good Practice	1.9	1.8	2.0
	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
It is important	2.0	2.1	1.9
I like to do it	2.1	2.4	2.2
It is easy	1.8	2.0	1.7
and is Good Practice	1.7	2.1	1.9

Giving Directions

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
It is important	1.8	2.0	2.2
I like to do it	2.5	2.0	2.4
It is easy	3.8	3.5	3.5
and is Good Practice	2.7	2.9	3.3

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
It is important	2.0	2.0	2.0
I like to do it	2.1	2.4	2.2
It is easy	3.4	3.7	3.6
and is Good Practice	3.3	3.0	2.7

Reprimanding Subordinates

	<u>Sheriff's</u>	<u>Police</u>	<u>Other</u>
It is important	2.7	2.4	2.9
I like to do it	3.7	3.9	4.0
It is easy	2.6	2.7	3.2
and is Good Practice	1.6	1.5	1.7

	<u>Metro</u>	<u>Suburban</u>	<u>Outstate</u>
It is important	2.7	2.9	2.4
I like to do it	4.3	3.9	3.7
It is easy	2.8	3.1	2.6
and is Good Practice	1.7	1.5	1.6

Supervisors in Law Enforcement Agencies consider that it is important to "Develop Cooperation and Initiative" than it is "to persuade, give directions to or reprimand subordinates". They also "like to do" these two in preference to the others. However, they find it easier "to persuade subordinates" than anything else. "Giving Directions" is by far the most difficult and the supervisors are not sure that it is good practice. Although they do not like to reprimand; they find this easier to do than "Giving Directions" and also consider it better practice than "Giving Directions".

Analysis of Part XI

1. What do you think needs to be accomplished in your overall organization to improve management practices of your organizational unit?

Responses:

"Training and more schooling"	29.84% = 37
"More men"	6.45% = 8
"Better internal communications"	5.65% = 7

2. What do you think you need to accomplish to improve your own management practices?

Responses:

"Training and more schooling"	42.74% = 53
"More schooling in management"	8.87% = 11
"More men"	4.03% = 5
"Knowledge of human behavior"	4.03% = 5

3. What do you think your supervisor needs to improve the management practices of the overall organization?

Responses:

"Training and more schooling"	12.10% = 15
"More men"	5.65% = 7
"Knowledge of objectives"	4.03% = 5

4. Of the problems identified in 1, 2, and 3, how many could be solved or minimized by training?

Responses:

Mentioned in 1	61.29% = 76	said improvement could be made
Mentioned in 2	63.71% = 79	said improvement could be made
Mentioned in 3	50.00% = 62	said improvement could be made

SECTION SEVEN

ANALYSIS OF INTERVIEWS WITH LAW ENFORCEMENT

EXECUTIVES AND OTHERS



SECTION SEVEN  
ANALYSIS OF INTERVIEWS WITH LAW ENFORCEMENT  
EXECUTIVES AND OTHERS

I. INTRODUCTION

The following section of the Feasibility Study was written by Donald J. Leyden, a member of the project staff. Mr. Leyden has been the Public Relations Director at the College of St. Thomas for the past 15 years and the Alumni Director for the past six years. From April of 1951 until May of 1953 he was employed as a special agent with the Federal Bureau of Investigation. In the past ten years he has taught over 25 courses conducted by the Management Center for the St. Paul and Minneapolis Police Departments, the State of Minnesota Bureau of Criminal Apprehension, as well as schools sponsored by the State Department of Conservation. He was the founder and first chairman of the department of journalism established at the College of St. Thomas in 1957.

Mr. Leyden was asked to participate in the Feasibility Study by serving on the project staff and by interviewing a cross section of police chiefs, sheriffs, and other interested parties regarding the establishment of a law enforcement Academy in the state of Minnesota.

During the months of May, June and July of 1968 Mr. Leyden travelled 1400 miles and interviewed some 34 police executives on this assignment. A variety of locations, sizes and kinds of forces were selected by the project staff for the interviews. The limits of time and manpower to conduct the interviews

prevented more agencies from being represented. Many men whose opinions and advice would have been valuable, could not be interviewed. All but three were interviewed by personal visits (three were completed by phone); most were conducted in the office of the law enforcement official. Several were seen more than once. One session consisted of a round table - type discussion with eight sheriffs at one of their regional meetings.

It was the opinion of the project staff that the effect of conducting the interviews in the offices of the people whose opinions were sought would be worth the extra time, travel, and the expense involved. Indeed, it was the staff's subsequent conclusion that this had been a wise course to follow. The reception afforded Mr. Leyden, was most cordial and the cooperation of the interviewees in terms of preparation, time, and convenience was beyond what could reasonably be expected. Chiefs or sheriffs, in their own offices, could often produce on-the-spot examples and records illustrating their viewpoints and opinions about law enforcement work in general and their departmental training needs in particular. The duration of the average interview was about two hours.

Police Executives interviewed were:

1.	Chief Lester McAuliffe	St. Paul	5-10-68
2.	Sheriff Kermit Hedman	Ramsey County	5-10-68
3.	Chief Thomas O'Hehir	Brooklyn Center	5-16-68
4.	Chief Richard Schaller	Maplewood	5-16-68
5.	Sheriff Donald Omodt	Hennepin County	5-16-68
6.	Chief Calvin Hawkinson	Minneapolis	5-16-68
7.	Chief Wayne Bennett	Edina	5-22-68
8.	Chief Robert Oszman	Cottage Grove	5-23-68
9.	Chief Clarence Coster	Bloomington	5-23-68
10.	Chief Robert Ketcham	South St. Paul	5-28-68
11.	Chief James J. Macken Jr.	Rochester	6-25-68
12.	and Assistant Chief Harry Stai and Captain Axel Mober, Tr. Of. Charles Carver	Executive Director Sheriffs' Association	6-25-68
13.	Sheriff William M. Musegades	Martin County Fairmont	6-26-68
14.	Chief Frank Korth	Mankato	6-26-68
15.	Chief Quinto Aluni	Virgina	7-2-68
16.	Chief Milo Tasky	Duluth	7-2-68
17.	Sheriff Greg Sertich	St. Louis County Duluth	7-2-68
18.	Chief Elton C. Cummings	Thief River Falls (by phone)	7-9-68
19.	Chief James W. McDowell	Bemidji (by phone)	7-9-68
20.	Paul R. Martz	Chief, Division of Enforcement and Field Service, Dept. of Conservation	7-9-68
21.	Paul Keve	Corrections Commissioner State of Minnesota	7-11-68
22.	Chief Clyde A. Sorensen	St. Louis Park	7-11-68
23.	Chief James R. Dickinson	Moorhead	7-17-68
24.	Chief Richard Zaayer Thomas S. Donoho, attorney and member of peace Training Board	Fergus Falls	7-17-68
25.	Chief Allen D. LaValley	Elbow Lake	7-17-68

- |     |  |                                    |         |
|-----|--|------------------------------------|---------|
| 26. | Chief Clayton H. Olson<br>with Captain Al Toenes<br>and Sheriff John Grell | Little Falls<br>Morrison County    | 7-17-68 |
| 27. | John Harbinson, Chief<br>James Crawford                                    | Minnesota Highway Patrol           | 7-18-68 |
| 28. | H. P. Higgins, Superintendent<br>(by visit and by phone)                   | Bureau of<br>Criminal Apprehension | 7-18-68 |

SHERIFFS INTERVIEWED AT REGIONAL MEETING MAY 20, 1968

Sheriff Paul Zillig	Goodhue County	Red Wing
Sheriff W. B. Schroeder	Scott County	Shakopee
Sheriff Ed Lager	Wabasha County	Wabasha
Chief Deputy James Mc Clellan	Dakota County	Hastings
Sheriff Roy Simenson	Pierce County	Wisconsin
Cheriff Charles Carver	Exec. Dir. Sheriffs' Assoc.	Austin
Sheriff Donald Omodt	Hennepin County	Minneapolis
Sheriff Kermit Hedman	Ramsey County	St. Paul

## II SUMMARY OF THE INTERVIEWS

In the process of interviewing some 34 police chiefs, sheriffs, and others engaged in law enforcement work in the State of Minnesota, a wide variety of opinions regarding the establishment of an Academy were expressed. However, there are some general observations which can be made as a result of consensus in the interviews. The vast majority stated:

1. That the need is immediate and that the time and the climate is now to plan for the establishment of a training Academy in the State of Minnesota. Many said it is long overdue.
2. That the Academy should concern itself with training, not degree-directed education.
3. That the Academy should be designed to serve the training needs of police and sheriffs primarily (and Conservation Officers where those duties are similar), and only secondarily to other agencies engaged in the broad category of law enforcement or public safety.
4. That while generally pleased with present training possibilities open to them, most expressed the immediate need for better training facilities such as an Academy might provide, for expanded and improved curriculum to meet ever-changing training requirements, and for more frequently conducted schools to fit their departmental situations and schedules. A year around operation was envisioned.

5. That there was need in outstate departments for more frequent "on-the-road" schools or regional schools on all levels.
6. That for the smaller units and even the larger forces which were represented the biggest obstacle to getting men off for much-needed training is a lack of manpower to fill the gap while the men are gone to school.
7. That the smaller the department the more crucial was the problem of budgeting for an increase or extension of training, especially as it affected an enlarged force, substitutes, or overtime wages for replacements.
8. That the greatest need for training is in the recruit level for basic courses. Intermediate, top-command courses, and specialized courses were next in importance, but without unanimous agreement as to priority.
9. That with one exception, all would be eager to use the Academy if financially able. The one exception was satisfied with his present method of training.

Each interview was preceded by a letter or call of introduction. The news release on the Feasibility Study issued by the Attorney General's office, a quotation from the Governor's Report on Law Enforcement in the State of Minnesota calling priority attention to the Academy Feasibility Study, and a list of items to be covered in the interview were enclosed.

While each interview followed its own course, in many cases dictated by the nature and size of the department represented and the preliminary description of its work, ultimately some 13 areas of questioning were pursued:

## AREAS OF QUESTIONING IN THE INTERVIEWS

1. Objectives and purpose of an Academy
2. Its operational policies
3. Its physical location in the state
4. Facilities which should be included
5. Its scope and direction, inclusion or exclusion of other organizations in the general area of law enforcement
6. Curriculum on all levels
7. Its director, administrative policies, faculty
8. Financial aspects of attending training sessions
9. Library and film resources
10. Other supporting equipment and facilities
11. Consultation services and ancillary operations
12. The Academy meeting his specific needs
13. Limitations, restrictions, training boundaries of an Academy

### 1. Objective of an Academy

The vast majority of the interviewees saw the Academy as a year around center for training with a whole spectrum of courses. A few saw it as more education oriented, that is, leading to some kind of degree. One saw the Academy as a coordinator for local colleges to offer a complete college course in police science through extension courses. All, however, saw the Academy as making law enforcement work more professional. Specific comments ranged from keeping the courses primarily basic to making them far more sophisticated than are now taught at Arden Hills. One said the Academy should provide education in its broad sense, but not necessarily

degree granting. Some saw training courses which might at some future date be tied in with degree granting institutions.

The departments outside the Twin City metropolitan area emphasized the need for regional schools or on-the-road schools as are now offered by the BCA. Short courses and specialized schools should regularly go into the areas where it would be more economical (to send the instructors for certain kinds of courses than to send large numbers of men to an Academy).

## 2. Operational Policies

The overwhelming majority of interviewees would locate the Academy on the state table of organization somewhere under the jurisdiction of the Attorney General. Most said it should be under the Bureau of Criminal Apprehension. Those outstate were unanimous in this point of view. Most said an Academy should be governed by a policy making board of some sort. While a few offered suggestions for a specially created board, the majority of those with opinions about the composition of the board felt that the current Peace Officers Training Board was the logical unit to set the policy. Some of the outstate departments, however, felt that there should be better outstate representation.

One interviewee suggested a separate board, similar to a University of Minnesota Board of Regents which reports to the legislature, or a board of commissioners approved by the legislature. Another said it should in no way be attached to any



present state educational institution. Several of the interviewees saw the Academy as "completely removed from politics" if it is to succeed.

Most saw the need to pinpoint the Academy in the state table of organization so that its structure would be affected as little as possible by changes in political winds.

### 3. Its Physical Location

As expected, when questioned about suggestions for the physical location of the Academy, most interviewees suggested a location convenient to their needs. While the majority would concede that the Twin Cities metropolitan area would probably be the logical spot, there were notable exceptions. In the course of the interviews, the following other state locations were suggested: Rosemount (suggested by three); St. Cloud (suggested by two); Little Falls and Camp Ripley (suggested by four); Shakopee, Duluth, and Stillwater (each suggested by one).

For the majority who believed that the Twin Cities metropolitan area should be the site, two main reasons were offered: half the population and most of the law enforcement personnel are located in the seven county area around Minneapolis and St. Paul; the necessity to include part-time instructors in the curriculum, many of whom would be in the metropolitan area, and the difficulty in obtaining them if the Academy is in a remote area.

Proponents of the metropolitan area agreed that the site should be easily accessible by freeway. Several suggested having it where an airport could be utilized.

The disadvantages to the Twin Cities metropolitan area were also brought out: congestion, higher cost of land and services, and the difficulty of transportation in heavily populated areas.

Among the advantages cited were the convenience to large number of law enforcement users of the Academy from the metropolitan area, availability of part-time instructors, the accessibility of other facilities for tours or practical field trips, and the availability of recreation during off-duty hours for boarders, especially if basic courses extend twelve weeks or beyond.

While the specific location within the metropolitan area varied around the entire perimeter, one advocated use of Fort Snelling property, particularly the bottom land, which would be centrally located and yet have the elbow room necessary for complete facilities.

#### 4. What Physical Facilities Should be Included

There was almost unanimous agreement that if an Academy is built it should include a variety of classrooms which are flexible in nature and suitable lecture rooms for larger groups and for conducting demonstrations. Audio visual equipment should be a standard part of each facility. For maximum effectiveness most interviewees cited the need for the proper setting for classes. With rare exception, present facilities are far from ideal.

An Academy should have a gymnasium for physical fitness and self defense classes. A pool should be included, primarily to teach water safety (among top priorities in sheriffs' needs), but also for recreation in off-school hours.

Indoor and outdoor firearms ranges are a must. Some facility should be included for special training in crime scene investigation, moot court testimony, and laboratory work in lifting and preservation of evidence. An athletic field for certain types of physical fitness program, defensive tactics, pursuit training, riot control, etc. were all recommended. Good dormitory facilities, including a kitchen serving good food, were obvious recommendations. One interviewee recommended that the site include an airport for small planes and helicopters, not only for those who might arrive in that fashion some day, but also for the role that the plane and helicopter are playing and will play in law enforcement work.

#### 5. Its Scope and Direction, Inclusion or Exclusion of other Organizations in the General Area of Law Enforcement

The vast majority said that the primary emphasis should be toward police-sheriff training with the facilities so designed to meet their needs. Most also would include Conservation officers in the above group. The need is so great that to broaden the scope at this time would delay the reality of an Academy. When the facilities would allow, all felt the Academy should offer facilities to other agencies within the broad law enforcement field such as corrections, fire department, prosecutors, judges, and highway patrol if they felt it advantageous to utilize such facilities.

Several disagreed with limiting the primary scope to police and sheriff training on the grounds that the broader the original scope the better the training will be and the quicker professionalism will result. Rubbing elbows, they said, with other parts of the law enforcement spectrum would be good. Learning the Whys of law enforcement, in all its aspects, could best come from many agencies using the Academy. And the sooner this comes, the better, they said.

## 6. The Curriculum

Most discussion took place on this topic and the greatest variety of opinions were expressed. Among the comments:

\*A basic course should consist of 12 weeks training in classes which emphasize the whys of the work, the people-to-people relationships, and moral aspects of the job of law enforcement. Obviously you begin with certain elementary or basic sessions, but move quickly into more complicated aspects of the work.

\*We need at least four basic courses a year orientated to dynamics of criminal behavior, understanding hostilities, where law enforcement personnel work with corrections people in field trips, and our men (corrections) spend time with officers in their work.

\*I recommend a four week basic course. We can't spare time for more. The man should return to his work, then for in-service training later at the Academy.

\*Four weeks is fine for basic. Traffic should be emphasized.

\*Three months of basic is ideal, but with a manpower shortage, it may not be possible. Perhaps not all the time should be at one sitting. None of us send enough men off to train after completing basic. An Academy could help solve this.

\*Basic courses should be at least six weeks, even more if possible. We should have training at all levels.

\*Four weeks of basic is not enough. Six to eight weeks would be much better for us outstate. We need many specialized courses--report writing and all aspects of writing. There should be yearly seminars for chiefs and sheriffs with an agenda to include business administration, budgeting and other related courses.

\*Four weeks for recruits is too little. Twelve weeks would be good, and we should aim for eighteen weeks. We need basic courses in decision making for all levels of operation, management, supervision for older officers, record keeping and the like where needed.

\*The basic course should be at least twelve weeks and should allow for specific needs like dealing with juveniles, civil process training, rescue, water safety, dispatching etc. There should even be something for those who keep prisoners.

\*We are now five weeks (Rochester) and should be twelve weeks, but not all at once. Basic, then some experience, then more training would be better. In the course should be theory of law enforcement, history, why and how of law enforcement, oral and written communications, people to people training and education.

\*The basic course should have more communications, report writing, testifying, public relations, dealing with juveniles. Administration and supervision should be a part of all later courses.

\*Basic courses should not regress. Academy should provide and create a curriculum mandatory for promotion. Specialists should provide courses in narcotics, juveniles, photography, etc. A basic course should go ten to twelve weeks. We should go further in it with the laws of arrest, community relations, searches and seizures, police-youth relations, firearms.

\*Basic courses should be twelve to sixteen weeks. Much more should be devoted to human behavior, human relations, mental illness, juveniles, report writing. In the intermediate command courses, we should include some "Dale Carnegie" type sessions, special courses in radar work, traffic control, accident investigation, drugs, process serving. In top command courses we should devote more time to speech, public relations, budgeting.

\*Basic courses should start at zero. We start and get too sophisticated too fast. We should utilize correspondence schools (and include in Academy), closed circuit TV, telephone school and include for recruits some practical lab work, We can get more detailed and specific in top command schools.

\*Six weeks is plenty. Too much too soon is not good. More short courses once a man has his basic would be better. Much of the curriculum will depend on court decisions, civil disorders, new equipment, computer knowledge. Ultimately four weeks for everybody might suffice in basic, with eight weeks later given in special groups.

\*Basic should include more firearms, human rights, photography, even penmanship, spelling, composition, juvenile handling, public relations, and courtesy.

\*Basic should have all the essentials plus report writing a week long if necessary.

\*Basic should have all the essentials plus report writing a week long if necessary.

\*Basic courses should include foundations of criminal justice and law, the codes, the necessary technical courses, profession ethics, human relations, public relations, rescue and first aid, speech.

\*Recruits on high school level should get sixteen weeks with the nuts and bolts sessions taught in the local department. The course should be as academic as possible. Attitudes are important, mechanical aspects are not that complicated and can be taught in the station. The whys of law enforcement are most important, not just what to do. All law enforcement personnel should get sessions on basic government, Foundations of American criminal law, the federal constitution, supreme court, state constitution, local government, charges and arrests, civil rights laws, human relations, community relations, special problems of alcoholics, sex offenders, family arguments, basic English, management and administration, history of police agencies, and professional ethics, among other things.

\*Basic should be at least three months, some of which is taken before taking the street, with the rest later.

\*Each new man should get three months of basic training sometime within his first two years.

\*Basic in an Academy should be a twelve week course with ten weeks general type and two weeks more specialized. An Academy should have at least twelve of these offered each year. Some should go on the road to regions where it would be practical. We should satisfy the demand for training by offering enough courses and the right kinds to fit the needs. Five or six intermediate type courses should be offered each year. The BCA is only able to offer one now. Senior command should be offered three or four times a year. In the coming year the BCA will be offering five basic courses outstate and three at Arden Hills. Each will be four or five weeks in duration.

\*A catalog should be published listing pertinent information regarding the Academy, long range timetable for courses, detailed course descriptions, and the complete faculty, full and part-time with their credentials.

Many felt that there should be differently paced courses. While consistency and uniformity should be a goal, there should be some basic courses offered on the fastest track possible for those men who have higher educational levels than average. The point was that even the basic courses could be varied to fit different kinds of personnel enrolled.

#### 7. Academy Staffing, Administration and Faculty

Those interviewed saw the Academy as a full time, year around operation. They saw a top director with a staff consisting of several full-time faculty members and as many part time, fully-qualified instructors as the curriculum called for. Among the comments made were the following:



\*Top man should have police experience and administrative experience. This should be a big job, worth the best we can get.

\*Not an ivory tower man. Police oriented.

\*Somebody with education and experience, preferably a degree in police administration, respected by police and educators.

\*The most important qualifications of the top man should include police and administrative experience. He should not be a faculty member but should be a coordinator and a good public relations man.

\*He should have a good education with law enforcement background in the federal, state and local levels if possible. He must first be a good administrator and a "damn good PR man."

\*He should be a degree-qualified person with experience as a law enforcement man. This is not a retirement job.

\*Top man need not be a law enforcement man, but he should have considerable knowledge of it.

\*This should not be a political appointment.

\*He should be a former chief with a degree in police science. He must have excellent credentials in administration.

\*This is no time to hire a retired police chief or a retired army general to direct the Academy.

\*This has to be a full-time staff for a full-time need. We are not training cops, but educating people.

## 8. Financial Aspects of the Academy Operation. Subsidy?

Under present training arrangements, communities take care of the expenses of getting a man to training by paying his travel, and board and room if necessary. Men are paid their regular salaries while attending school. However, in some communities when a man returns on the weekend from school he is occasionally put on weekend duty. In some other cases, when a man commutes, he is occasionally put on the night shift. While most hoped it could be otherwise, the shortage of manpower dictated these unpleasant schedules.

Without question, the biggest single obstacle to getting men to training is arranging for substitutes while the men are at school. The smaller the department, the more crucial the problem. In many cases chiefs and sheriffs said the money for travel, board and room, and even tuition was in the budget or could be obtained from city councils or county commissioners, but a lack of manpower to perform duties within the department was the major reason why men were unable to attend training sessions. The longer the duration of the school, the more difficult was the departmental staffing problem.

## 9. Library and Film Resources

Each of the executives interviewed saw the need for a well-stocked and competently staffed library for use during training sessions. More importantly, however, many saw the need for a reference librarian who could quickly respond to calls or teletypes for assistance in referring chiefs and sheriffs to articles and books on current problems. The addition of copying equipment would allow the library to send

materials quickly to departments which needed them. Complete lending facilities should be set up. Several cited examples of how a fully equipped library might serve their needs: Where do you get a film on shoplifting that I can show in my community? Answer: Good films are available in the library which are produced by Red Owl, Daytons etc. Question: Where can I get latest information on glue sniffing: Service from Library: copies of articles, tapes, films which would allow a department to get the information on how to deal with the offenders and to set up information programs at the school.

A film library could also serve training needs in local departments between formal sessions at the Academy or even as part of correspondent-type courses in special areas.

#### 10. Supporting Equipment

In short, the men who were interviewed advocated the inclusion of whatever equipment was necessary to get the job of training done, and done well. Exposure to lab demonstrations, the computer, and latest in communications equipment was considered desirable. The curriculum should employ every audio-visual aid and every kind of equipment which can make the courses more meaningful.

#### 11. Consultation Services and Ancillary Operations

The standard response to questions regarding consultation services was that departments could use help in such areas as budgeting, reports, filing, and use of certain kinds of equipment. Most acknowledged lack of expertise in certain

areas and would welcome a service which provided it.

Many felt that among the services provided should be help in screening and testing applicants, as well as those in line for promotion, and for personnel evaluation. While some departments seemed quite sophisticated and complete in the above areas, many, especially medium sized and smaller departments, felt the need for help.

Consultation services and small group sessions on the road in fingerprinting, record keeping, advanced investigation and refreshers in a variety of special areas were also listed.

One ancillary operation was brought up in a number of interviews--recruiting and a placement service. Some saw the Academy as serving others besides those men already on the force. A few expressed the hope that the Academy might have a "recruiter" who would visit high schools and colleges in order to recommend careers in law enforcement, however long might be the delay in entering because of age requirements.

Chiefs and Sheriffs, acknowledged the results that business and industry, seem to achieve in presenting their case early and at a time when seeds are best planted and when careers are being considered. Too many now enter law enforcement as an afterthought. If the Academy were to have a curriculum for potential law enforcement personnel (who have been screened as to potential) and a placement service upon successful completion, it might answer the manpower problems of many departments. The example of teacher training and placement in the field of education was cited as to how the system might work.

## 12. What Kind of Academy Could Best Serve Your Needs?

Responses to this question were as varied as the men interviewed, the location and size of the department, the geographic area, and in many cases, the kinds of other institutions in the area. Training needs in special fields would depend on any or all of the above factors. For example:

\*Little Falls--12,000 cars pass through the center of town every two hours on the summer weekends. There is a traffic problem, obviously. Camp Ripley which is nearby has thousands of soldiers in training who use Little Falls for recreation.

\*Elbow Lake--A two-man department does not allow for one man to be off for long. There are hundreds of Elbow Lakes in the state.

\*Fergus Falls--The presence of a state institution nearby accounts for some 15 to 20 per cent of the work, as police must deal with mental patients in the city.

\*Mankato--A city with a 12,000-student state college, which will increase to 20,000 in the coming years, puts an expanding factor on the police department.

\*St. Louis County--The largest county east of the Mississippi River, with three courthouses and 2000 lakes, poses communications problems for the sheriff's office.

\*Duluth--With a city 30 miles long and two miles wide, you have special kinds of traffic and patrol problems. With its role as a seaport and with the University of Minnesota at Duluth, it has unique problems to deal with not present in many communities.

\*Conservation Department--With 135 officers spread all over the state there are problems of uniformity, consistency, and communications not necessarily present in law enforcement organizations which are more compact.

\*Corrections--Some 500 to 600 of the 1500 employees of the corrections department need in-service training and close coordination with other agencies in law enforcement. Many of their training needs arise because of the differing educational requirements within the department and because of the scope of their work throughout the state and its problems of uniformity, consistency and communications.

\*Minneapolis and St. Paul--All the problems of a large metropolitan areas, plus minority relations.

The above were not meant to be all-inclusive. They are by no means unique. Many communities face similar conditions and circumstances. But these do emphasize the vast differences that exist in the scope of law enforcement in the state. While basic courses might be developed to take care of similar needs which they all have, the specific and particular needs vary because of the endless differences which make each area distinctive.

### 13. Limitations, Restrictions, Training Boundaries of an Academy

Each man was asked if he saw any drawbacks to the establishment of an Academy, any limitations, restrictions or off-limits areas etc. The replies varied: Policy control should be left

in the hands of local units and their representatives. This is a role that the state has solicited, but control by federal or state government is unthinkable and should be prevented.

\*Avoid metropolitan domination. We do not want a state police.

\*This Academy must avoid political influence.

\*Avoid a power structure which is insulated by a protective board.

\*Keep politics out.

\*Training should be its primary goal. If its gets too broad, training could get lost in the shuffle.

\*Keep local aspects of law enforcement in mind.

\*Keep it from being an in-bred organization.

\*History indicates that when this type of institution is established with too broad a scope that the police gradually get moved aside.

\*The Academy should have an accreditation unit or an inspection unit. There is something wrong with a department which avoids the idea of inspection.

\*Centralization is good. I don't buy the fears that some have that it leads to the weakening of local control.

\*Let's not have an inspection system develop.

\*We are not ready for some inspection system sponsored by the Academy.

It is evident that there is a strong desire on the part of police chiefs, sheriffs, and other interviewed as a part of this study to upgrade, extend, and improve the training of their men. The genuine concern for first rate training and its effect on the upgrading and improvement of their work was easily seen. This cross section of men with great experience in the field of law enforcement gave ample evidence that the training needs of all departments, while different in specifics, called for a major effort by some kind of Academy which could serve large and small departments to meet their common problems and their specific needs. Regardless of size or scope of responsibilities, almost to a man those interviewed recommended steps which could lead to professionalism in the field where it was not present now, and for the further professionalization where more sophisticated forces already operate. The one factor common to all was improvement. Each interviewee stressed the lessons learned by leaders in the business and industrial fields which constantly train their personnel to keep pace with a rapidly changing society. The cost of providing better training in law enforcement in the long run is small if more efficient law enforcement is made possible.

It is apparent to all of those interviewed that law enforcement today is far more complicated than ever before. Many with long years of service could contrast today's training needs with yesterday's. It is hardly possible now for the best



officer to keep pace with the demands of his job. Where competent instruction and training is possible for an officer, where in-service courses are available, where seminars, lectures, and other teaching techniques are focused on his needs as a law enforcement officer, and where he can avail himself of these training possibilities, he can improve and keep pace with the changing times. This was the general response of those interviewed. What was once good enough for some departments, as many said, is no longer satisfactory. Perhaps one of the most significant findings in the interviews was the fact that those who admitted to having the least amount of formal training themselves were most eager for men on their force, and themselves, to participate in training as might be offered by an Academy. The question is no longer, "Is training necessary?" In this age it is "Where and how can we get it?" Without exception, a training Academy for the State of Minnesota was recommended as the only answer to the latter question.

SECTION EIGHT

THE PROCESS OF  
TRAINING AND DEVELOPMENT

PART I

THE PROCESS OF RECRUIT TRAINING

PART II

THE PROCESS OF MANAGEMENT AND LEADERSHIP  
TRAINING AND DEVELOPMENT

## PART I

### THE PROCESS OF RECRUIT TRAINING

The problem of initial training of police officers has been reported at length in the reports of Crime Commissions and other organizations. Specific questions however relating to "entry training" into police work has been left largely to conjecture and opinion.

Training in this study means that portion of the educational process which is highly job related and concerned with changing job behavior. It is typically conducted at, on or near the job both in time and physical proximity. It is usually concerned with proficiency on the job and not academic credits or degrees. It is on the other hand highly concerned with professionalism on part of both faculty and student.

In many respects the "training process" is more difficult than classroom teaching which is highly oriented to knowledge acquisition. Typically the students are adults, in their background, motivation, and expectations. They have been "around the track before". As a result adult education of this type can be more expensive, more demanding and more rewarding.

This portion of the study does not bring final answers to the overall process of "entry" or recruit training but it did investigate this problem to the point of being able to establish guide lines for curricula study and program development. Following are some of the more crucial questions which need to be answered as part of the process of designing the recruit training portion of the curriculum of an Academy.

1. What criteria should be established for performance of a police officer (non-supervisory)
2. What differences in performance exist in the following:
  - a. Municipal police officer
  - b. Deputy Sheriff
  - c. Constable
  - d. Conservation officer
  - e. Highway patrolman
  - f. Park police officer
  - g. Airport police officer
  - h. University police officer
3. Are there differences in performance required for
  - a. County policeing
  - b. Metro city policeing
  - c. Small town, village policeing
  - d. Small town in resort area policeing
  - e. Metro suburban policeing
4. Is there a core of behavior, knowledge and attitudes common to all police work around which the central training of the academy can be built.
5. What should be the subject matter and duration of a recruit training program.
6. Should the requirements for entry in to police work be arbitrary (years of education) or should it be based on scores on achievement and aptitude tests.
7. Should the requirements for entry into police work be identical for all types of law enforcement work.

8. Should all police officers be required to achieve the equivalent of a four year college degree within ten years of their initial employment.

The process by which police officers are initially trained varies considerably with the community which employs them. There is little consistency in the amount and type of training required except in the large cities, the Hennepin County Suburbs and the State Highway Patrol. Here the training ranges from 12 weeks to 3 to 4 weeks. The BCA has provided some consistency to those (primarily) smaller communities which avail themselves of this facility.

In an effort to delineate some aspects of the problem of content and duration for recruit training the following exercise was undertaken. The training officers of the Hennepin Suburban Police Academy, State Highway Patrol, The Minneapolis Police Department, the St. Paul Police Department and the State Peace Officers Training Board were invited to evaluate their recruit training programs against a standardized survey instrument designed by the International Association of Chiefs of Police

Each training officer classified his Recruit Training Program against the standard list of subjects on the basis of number of hours by subject in his program. These were then added and averaged. (Errors exist because of a lack of complete commonality of titles.) The officers were then asked to use this list of subjects and in discussion arrive at mutual agreement as to how many hours should be taught by subject if they could have the time they felt was necessary. All

of this data appears on page 8-4. The total was approximately twenty-one weeks.

Present length of recruit courses are as follows:

St. Paul Police Department	<u>13</u> weeks plus
Minneapolis Police Department	<u>12</u> weeks plus
Suburban Police Academy	<u>6</u> weeks plus
BCA Recruit Course A	<u>3</u> weeks plus
BCA Recruit Course B	<u>4</u> weeks plus
State Highway Patrol	<u>12</u> weeks plus

The "plus" in all instances refers to the fact that new officers are assigned to experienced officers and supervisors for extended periods of "coaching on-the-job", and or pre-employment experience.

The programs above are based on a combination of factors, past experience with recruit training, faculty availability, economics, facilities, pressures, etc.

Of great need, of course, is to develop criteria for performance, and then design a curriculum to accomplish the criteria objectives.

In addition, is the well demonstrated need for refresher and updating courses for non-supervisory personnel. The problem of technological obsolescence is present in police work as in other fields. One study among engineers shows that the half life of a newly graduate engineer is eight years.

If five experienced police training officers would recommend a minimum of twenty-one weeks for "entry" or recruit training and if the state average is closer to one week or less then the magnitude of the retraining problem is greater than that of initial training.

OUTLINE OF A POSSIBLE CURRICULUM

FOR RECRUIT TRAINING

	<u>COURSE TITLE</u>	<u>21 + WEEK PROGRAM RECOMMENDED</u>
A	ADMINISTRATION OF JUSTICE	
1	Foundations of Criminal Justice	2
2	Constitutional Law	2
3	Crim. Justice Agencies - Fed.	4
4	Crim. Justice Agencies - State	4
5	Crim Justice Agencies - County	2
6	Crim. Justice Agencies - Local	1
7	State Criminal Code	16
8	Misc. State Codes	2
9	Local Ordinances	8
10	Civil Matters - Officer Liability	2
11	Juvenile Code	8
12	State Traffic Code	20
13	Local Traffic Ordinances	2
14	Civil Rights Laws	1
15	Laws of Arrest, Search & Seizure	16
16	Civil Commitment Procedures	1
17	Rules of Evidence	10
18	Court Procedures	7
19	Testifying in Court	2
20	Interrogation, Law of	2
21	All other	
	Total	112
B	INVESTIGATION	
1	Principles of Investigation	8
2	Crime Scene Protection	4
3	Physical Evidence	4
4	Collection and Preservation of Evidence	4
5	Interviewing	3
6	Interrogation	4
7	Personal Identification	3
8	Investigation of Death	4
9	Crimes against the Person	4
10	Crimes against property	12
11	Misc. Offenses	1
12	Subversion	1
13	Organized Crime	1
14	Vice Investigation	4
15	Scientific Crime Detection	4
16	Domestic Disturbances	4
17	All Other	
	Total	65

C TRAFFIC OPERATIONS

1	Accident Investigations	40
2	Traffic Direction	6
3	Officer-Violator contacts	8
4	Drunk Driving cases	6
5	Speed Measurements	5
6	Towing Procedures	1
7	Summons Issuance Procedures	3
8	Vehicle Inspection	1
9	Traffic Engineering	2
10	Accident Reporting	<u>2</u>
	Total	74

D DEPARTMENT ADMINISTRATION

1	Professional Ethics	2
2	Rules and Regulations	4
3	Organization	2
4	General Orders	1
5	Tour of Facilities of Department	4
6	Personnel Policies	1
7	Department History	1
8	Budget	1
9	Disciplinary Procedures	1
10	All Other	<u>1</u>
	Total	17

E PHYSICAL TRAINING AND SKILLS

1	Physical Conditioning	30
2	Mechnaics of Arrest & Search	16
3	Defensive Tactics	30
4	Crowd & Riot Control Tactics	16
5	Use of Hand cuffs	2
6	Legal Aspects of Firearms & Use	2
7	Firearms Training	40
8	Pursuit & Defensive Driving	16
9	All Other	<u>16</u>
	Total	152



F	GENERAL TOPICS	
1	Emergency Medical Techniques	30
2	Dissaster Plans and Procedures	1
3	Mahtematics	2
4	Alcoholism and Drunkenness	2
5	Tours and Exhibits	5
6	Basic English (communications skills)	5
7	Water Safety	1
8	Safety Responsibility	2
9	All Other	<u>1</u>
	Total	49

G	POLICE AND COMMUNITY RELATIONS	
1	Basic Sociology	4
2	Social Disorganization	3
3	Minority Relations	6
4	Human Relations	8
5	Basic Psychology	
6	Abnormal Psychology	6
7	Relations with the Public	4
8	Police Press Relations	1
9	Criminology	2
10	Geography	5
11	Adolescent Psychology	4
12	State and Local Government	2
13	Extremist Groups	2
14	Community Service Agencies	4
15	All Other	<u>        </u>
	Total	51

H	STAFF SERVICES	
1	Records and Communications	6
2	Jaul and Booking Procedures	3
3	Motor Vehicle Maintenacne	1
4	Equipment and Property Procedures	<u>1</u>
	Total	11

I	FIELD TRAINING	
1	Orientation	2
2	Field Assignments	176
3	Debriefing and critique	<u>16</u>
	Total	194

J	PATROL TECHNIQUES	
1	Basic Patrol Concepts	20
2	Report Writing	16
3	Field Inquiry	2
4	Patrol Tactics and Duties	
5	All Other	
	Total	<u>38</u>
K	PROGRAM ADMINISTRATION	
1	Greetings	1
2	Academy Orientation & Rules	4
3	Examinations	32
4	Review of Examinations	32
5	Counseling	20
6	Physical Tests	4
7	Psychological Tests	4
8	Graduation	4
9	All Other	
	Total	<u>101</u>
	Grand Total	<u><u>864</u></u>

PART II  
THE PROCESS OF MANAGEMENT AND LEADERSHIP  
TRAINING AND DEVELOPMENT

It is a common mistake in organizations and institutions to assume that after a plan has been developed, a procedure determined upon and people selected to carry it out, a satisfactory result automatically follows. With this goes the idea that the process, having produced a satisfactory result, will continue to do so. Like everything else this is subject to constant change. There are always better plans, improved methods, more modern equipment and more adaptable materials to be used. Outside of this there are the constantly changing political factors and public reactions.

The people in the organization change. Some develop and show unexpected capacity and others the reverse. People, equipment and ideas depreciate and become obsolete and must be replaced or brought up-to-date. The public, on whom the organization depends for its support, changes. Whatever the problem and the situations that exist today, they will be different tomorrow or will change over any given period of time. The serious problem has an unexpected answer or circumstances alter it so it becomes a minor one. The minor problem suddenly becomes serious.

Nothing is fixed. Any tabulation of these influences shows very pointedly the necessity for flexibility in executive and management work.

It is common practice to set up schedules and rules, make charts, detail and fix methods and to determine and set procedures. This is one of the first steps in good management because it records the best practice, contributes to standardization at a high level and eliminates scrambling around for answers to routine matters. The great danger is a belief in their finality and permanence and the resulting feeling of accomplishment and security.

However, none of this is the final answer. It is only the answer today to a temporary group of conditions. Its value depends upon how easily and rapidly it is adjusted to changed conditions and necessary improvements.

This is just as true but not so readily recognized with respect to the human side of the organization. The specific abilities of people change because of their inherent qualities of adaptability and development, through the process of experience and also because of their health, age and other conditions.

Not only does the ability of the human unit change but also its relationship to every other human unit in the organization because of the change. So, the individual is variable not only within himself but in his relations to every other individual. These changes take place faster and more markedly than most people realize and alter the combinations of abilities as they have been set up for meeting the requirements of the organization. As a result, the organizing of an institution or organization is a continuous process and the human structure

must be rearranged and adjusted to meet the changing inter-relationship of relative abilities and their application to the various functions of the operation.

The principal elements of a public enterprise are generally recognized to be people, money, materials and facilities (or equipment). There is also general acceptance of the proposition that the basic objective of a public enterprise is (1) provision of continued services at the lowest cost and (2) organization continuity. Finally, it is generally agreed that the principal job of management is to organize the elements of the enterprise in a way which maximizes the chances of achieving the basic objectives.

The "scientific management" theory and the military and church organizations from which conventional administrative theory is drawn both contain a base of coercion or punishment implicit or explicit in their concept of "people structures". Authority of the superior over the subordinate carries with it the right to punish and it is essentially the fear of punishment that holds together organizations based on these theories. There is, of course, also a hope of reward but it is much less explicit.

From the observations of successful organizations we can draw a tentative statement of organizational principle:

More effective organizations are made up of interested and able people; in small, freely communicating face-to-face groups; under articulate and dedicated leadership; deeply committed to a clear and attainable objective; and thoroughly involved in solving the problems which stand in the way of achievement of the objective.

This statement would seem to constitute an effective guideline for the development of management in law enforcement agencies.

What kind of leadership do we need to make this sort of organization work in a law enforcement environment? In looking back at the role we are suggesting for the manager, it is obvious that he cannot be an abdicator of responsibility. He has powerful and continuing responsibilities as an innovator, a communicator, a leader and an assistant to his subordinates and an "upward influencer" in the larger organization.

On the other hand, he just as obviously cannot be a dictator or an authoritarian. His strength of leadership will come not so much from his position in a management hierarchy but from confidence in himself and in the people associated with him. It will not be enough for him simply to believe in the ability, integrity and motivation of his people; he will need to talk about his belief and demonstrate his belief by his behavior. He will need to exercise his power upward in the organization to vigorously pursue the objectives of his function as they relate to higher levels of management in the municipality, county or state.

Because of the traditional idea that authority flows down from the top, the typical government hierarchy is made to order for a weak manager and our hypothetical manager will need to be constantly alert to the danger of becoming "comfortably weak." It takes a strong manager to reject such notions as:

1. The authority of a position automatically confers leadership on its incumbent.
2. Granting power to subordinates diminishes the power of the manager.
3. The manager should know more than his subordinates about what's going on.
4. No manager can be secure unless he makes all final decisions.
5. A manager loses his individuality when he involves subordinates in the decision-making process.
6. The right to communicate with higher levels of management is reserved to the unit manager.

By approaching organization from an altered viewpoint which sees people as prime movers, we can dispose of some "cliches" which have colored management thinking and action for many years. There is no exclusive talk here of only the process of "delegation" of authority and responsibility but rather an acceptance of the fact that in addition authority and responsibility will be "assumed" in varying degrees by people of capacity to assume them. There is no artificial emphasis on "two-way communication," no "management development" gimmicks, no use of "participation" as a subterfuge.

The "happiness" of the people involved is not an objective, nor is "self-fulfillment" as a sociological goal. It is true that more people are likely to find happiness and self-fulfillment in such an organization than in a traditional one but it is equally true that the man who fails to measure up will be mercilessly exposed in such an environment.

On the other hand, such an approach to organization should enable us to operate with fewer people than we now use and the cost of accomplishing work should go down while the opportunity for individual financial rewards can go up. It is a concept which could be "researched to death," but which really needs only a measure of risk-taking ability to make it a reality. The earlier such risks are taken, the sooner we shall solve the problem of utilizing our human resources in government as skillfully as we now use money, materials and facilities.

The teamwork theory of organization builds upon all that works best in existing organization theory. It uses fully all the tools of scientific management, cost accounting and similar technologies and developments. These include:

1. The elimination of waste and inefficiency through functionalization, work simplification and related processes and the establishment of specific work goals through the use of objectives.
2. Measurement of work accomplished and the continual examination of the extent to which specified goals are being achieved.
3. Budgeting, cost accounting and other cost controls.

Under the team theory, however, these resources are used in a different manner, based on a different set of motivational assumptions and with a different logic or philosophy from that upon which the traditional theories are based. The team theory



is concerned with obtaining the highest possible level of motivation. Such motivation involves not only economic motives but also ego motives, including the desire for growth and significant achievement in terms of one's values and goals, as well as the desire for status, recognition, approval and acceptance. In short, an organization will not be effective unless it can fully motivate its members and then successfully utilize, coordinate, and focus their efforts. In order to accomplish this, two factors are essential - (1) efficient interaction at all levels in the organization and (2) mutual influence in determining goals, objectives, plans and courses of action. These two factors require:

1. Full and candid communication of all relevant information between the various levels of the organization and across them.
2. Opportunity for members of the organization to exert appropriate and adequate influence on others in ways related to their experience, knowledge and information.
3. Decision-making processes which use fully and intelligently all the information available in the organization and which are designed in such a way that the members of the organization are highly motivated to carry out these decisions.
4. Measurement not only of operation costs, waste and earnings but also of those human dimensions which affect the organization's capacity to produce, i.e.
  - a. Motivation of its members
  - b. Communication between members and groups
  - c. Decision-making of both the individual and the group

How does an organization develop operating procedures which fit the teamwork concept, (the achievement of a high level of motivation throughout the organization)?

1. The organizational structure and its manner of functioning must insure a maximum probability that in all interactions each of the individuals involved will, in the light of his background, experience and expectations, view the interaction as supportive and one which contributes to his sense of personal worth.
2. Management will make full use of the potential capacities of its human resources only when each person in an organization is a member of one or more well-knit, effectively functioning work groups that have high skills of interaction and high performance goals.
3. The alternative to teamwork in most cases is conflict and competition between individuals and groups. Effects of this competition between functions develop these kinds of problems:
  - a. Encroachment on other functions
  - b. Struggle for power
  - c. Staffing for peak loads
  - d. Tighter control from the top
  - e. Hostility between subordinates
  - f. Competition and conflict between subordinates
  - g. Creative energy dissipated.
4. Advantages of well-developed teamwork are:
  - a. There are effectively functioning group pressures for acceptance of solutions which are in the best interest of all the members and rejection of

solutions which unduly favor a particular member or segment of the group.

- b. Subordinates in this situation find they cannot get special favors or preferred treatment from the "chief".
- c. The motivation is high to communicate fully and accurately.
- d. The group also is likely to be hard on any member who withholds important information from them.
- e. Members are highly motivated to achieve goals set or approved by the group.
- f. The creative capacity of both individuals and groups is focused on the problems facing the organization.

An organization should be outstanding in its performance if it has the overlapping group form of structure, effective communication and influence, decentralized and coordinated decision-making and high performance objectives coupled with high motivation. We would expect such an organization to have high productivity, a high quality service and production, low cost, low turnover, high capacity to adapt effectively to change, a high degree of satisfaction on the part of its employees, clients and relevant publics and good relations with society. In short, it would be an ideal organization.

The task of improving any present organization consists of three major aspect:

Inventory of management positions, personnel and problems  
Appraisal of organization and of management performance  
and potential

Development of the organization and management through  
individual and group programs.

In order to fulfill this essential aspect of improving  
organization and building a management team, three factors  
should be inventoried: (1) positions, (2) present personnel  
and (3) organization problems.

The step of inventorying positions consists of clarifying  
and defining managerial objectives, functions and responsibilities.  
It involves spelling out what managers are to do--in terms of  
functions and responsibilities--and making clear how it is to  
be done. It is obvious that individuals can only do the things  
they know and understand. Clarification of functions and  
responsibilities should be done vertically between the manager  
and those who report to him, as well as horizontally between  
the manager and his associates to whom his job relates. If  
the program never goes any further, vertical and horizontal  
clarification and understanding of work assignments makes for  
better performance of individuals and better cooperation between  
individuals and work groups.

A management inventory should be used to help single  
out those who are qualified for openings in terms of their  
work interests, aptitudes and abilities, work habits, personality  
characteristics and experience. Such a procedure gives each  
individual an opportunity to furnish management with current  
and complete information covering his personal history, back-  
ground and qualifications on the one hand and his career

interests and aspirations on the other. This greatly facilitates the identification of those with skill and potential in the organization. It also enables management to do a better job in the placement and utilization of personnel.

The next step involves identifying personnel and organization needs and problems and following up to solve them. The operating effectiveness and efficiency of the organization and the morale and work satisfaction of the people can be established by using an instrument like the Organization Inventory, an outgrowth of years of research at the University of Chicago.

The appraisal and assessment of performance is an essential part of building and maintaining a strong organization and management team. This involves three sequential steps, dealing with performance, potential and finally, selection.

Performance is reviewed in terms of work objectives, functions, responsibility, authority, and relationships. As mentioned above, making explicit what a person should do and how he should do it is essential to having him do it well. The clarification of objectives, functions, responsibilities, etc. constitutes a framework for observing and recording the actual behavior of people on the job in terms of what the job

requires of them. As such, this constitutes a yardstick against which the performance of understudies can be observed and appraised.

By systematically observing and recording important examples of on-the-job behavior, the manager can develop a continuing record of the individual's actual performance in terms of what the work requires. This provides a factual basis for coaching, counseling and developing the individual in terms of the specific job situation.

Gauging capacity for growth and development is the next step. Only after we clarify what is expected of people in terms of the job and how they are doing in terms of performance are we in a position to gauge their capacity to grow, to become more fully functioning and to take on more responsibility. The important factor here is to assess accurately the performance of an individual and to translate this in terms of his potential to perform a more responsible job. We are assessing here the extent to which we think a man is adaptable and trainable and his ability to learn, grow and develop.

If efforts are being directed to upgrade and improve performance and potential of present members of management, equally great care should be taken to select new members of management.

The problem here is to determine what candidates can do--in terms of their physical and mental abilities, their

background and their education, experience and skill. A second basic consideration is to try to determine what they will do--whether they have the desired attitudes, motivation, work habits and maturity. This is essentially the selection process focused primarily on promotions.

A basic need of most people is to grow, develop and become more fully functioning. At certain stages in an individual's career, if he is denied such an opportunity (through inadvertence or otherwise) he tends to become thwarted, frustrated and dissatisfied.

The development process begins with a review of the individual's progress in carrying out his functions and responsibilities. Also, a careful analysis of the problems he faces in improving his performance should be completed. At this stage, then, a great deal of information has been gathered and both individual and group programs of development can be selected to meet the developmental needs.

When we consider the development of people through individual and group programs, there are at least five aspects to be considered:

1. Climate and conditions
2. A specific plan of development for the individual
3. A program for coaching the coach to coach
4. Individual programs and procedures for developing understudies and reserves
5. Group programs for management development

Let us consider each of these aspects briefly.

In order to create the atmosphere and situations in which all members of management will be encouraged to develop and grow, all must be included in the program, from top to bottom. There is an old saying that what is honored in a country will be cultivated there. If we make explicit our interest in people and our desire to help them grow and develop, they will be positively motivated to do so. This means creating learning situations for them, offering challenges to them and encouraging them to improve and develop.

We need to work out with the individual, on the basis of his needs, interests and problems, a plan for his development. This plan should largely be based on what his job requires and what kind of qualifications must be developed. In general, the plan of development should grow out of the process mentioned above. In doing this, the program has always placed the emphasis on the job--in terms of objectives, functions and responsibilities-- and on the problems the individual has encountered in carrying out the job. The focus should always be on the problems and not on the personality of the individual. By reviewing progress and problems in terms of the job, it is possible to be much more objective and less threatening to the individual. This results in a plan of development based upon the individual's needs and problems, in which he recognizes what he can do and how he can improve.

Just as we seek to get the individual to recognize and accept the responsibility for his own development, similarly the manager should recognize his responsibility for helping to coach and develop his people. All members of management should be given the opportunity to acquire skill in coaching and counseling their subordinates. This includes developing



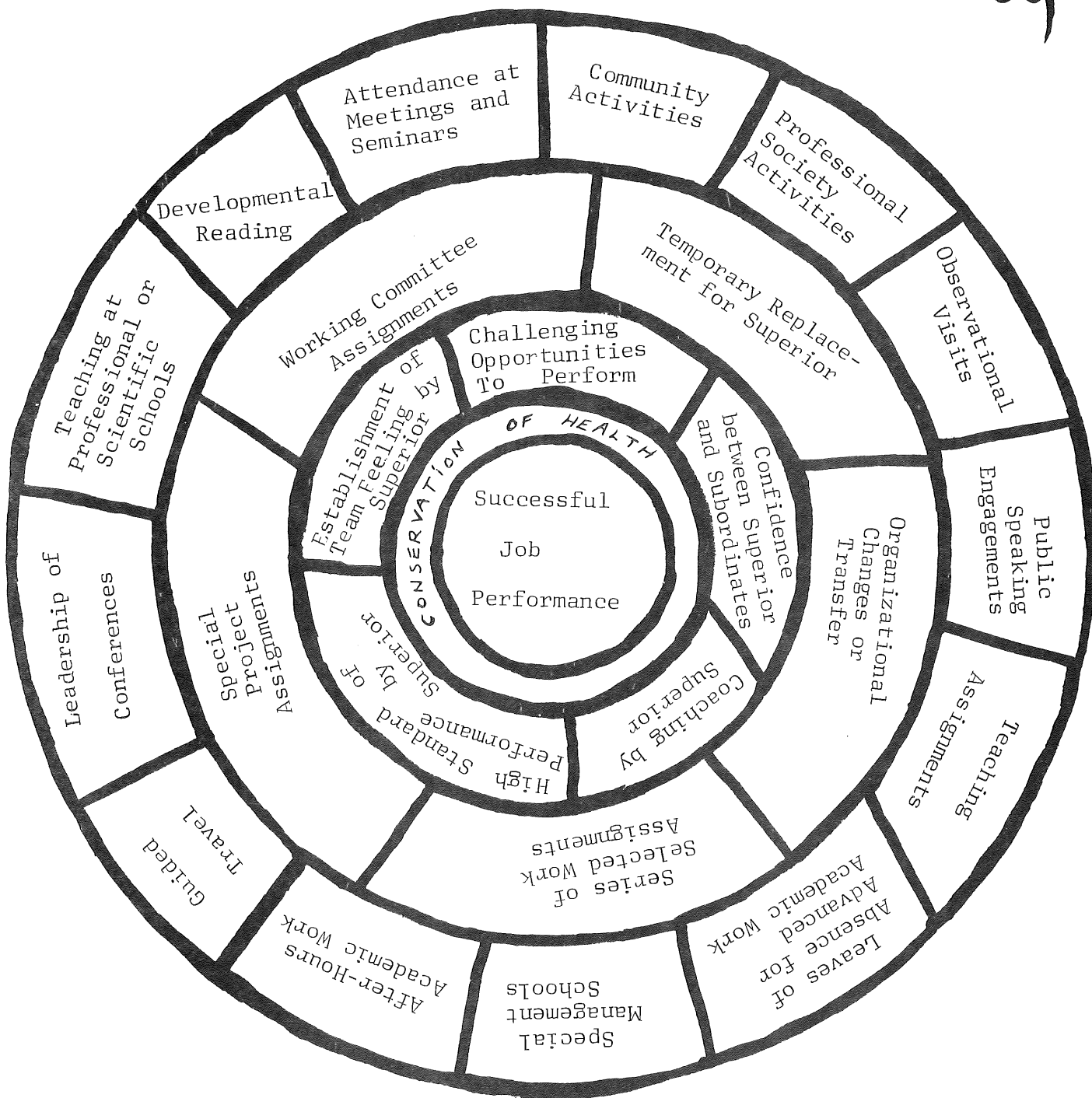
an understanding of the coaching process and how it can be used to build a constructive relationship with subordinates. Managers should be given the opportunity in this program to acquire and practice some of the coaching and counseling skills they will later apply.

The wheel of individual development on page 8-24 shows the interrelationships among these factors.

Organization problems are always problems of people - the people in the organization and the people with whom the business of the organization is done. It is the quality of the individual in the organization which measures the quality of the organization itself. He, multiplied, is the organization. It is as much a routine part of good management to continuously value and re-value the individual as it is to inventory the tools and equipment and keep track of supplies on hand. If this is not done as a matter of policy and practice, emergencies force it.

It is possible to arrive at many operational definitions of the role or function of management in an organization. One which emphasizes the role of the manpower resource is: "The key function of management may be defined as the selection, assignment and organization of individuals for the effective and successful use of tools, facilities and money".

# Development is to be Accomplished by



# The Wheel of Individual Development Progress

If it is true that people can do only that which they have learned to do and, if we accept the premise that management is different from any other profession, then we need to help people learn how to manage.

Management Development may be described as all those activities and influences, which recognized and controlled, have a substantial influence in changing the capacity of the individual to perform his present assignment better and in so doing, are likely to increase his potential for future managerial assignments.

With this goes the notion that the best single indicator of capacity for future assignment is performance on the present job.

The philosophy of management development states, therefore:

1. The best approach for development for the future is doing today's job under the guidance of an able and sympathetic superior.
2. People learn to do an activity
  - a. Only by doing the job to be learned
  - b. Only when they have "the will" to learn the job
  - c. Only in terms of their ability to relate the new to past experiences
3. Every member of management must be continuously and permanently in the program.
4. A systematic and organized approach to development is superior to the "informal" approach -- for the latter is usually an excuse for doing nothing.

The operational implications of this philosophy are:

1. The "core" of management development is in "on-the-job" learning with coaching.
2. The individual is responsible for his own development. The superior is responsible for providing the individual with opportunities to learn -- and with evaluations of progress.
3. Growth is a never-ending process. Assumption of a management position carries with it the responsibility for personal development as well as responsibility for the management of an activity.
4. There must be a plan for each unit of the organization and for each individual -- a systematic approach to achieve the objective.

The objectives of management development are:

1. Improved performance on all present assignments.
2. A reserve of well-developed management personnel available for possible future assignments

and the schema consists of the following:

1. Analysis of the organization to provide needs determination.
2. Selection of personnel into management and for promotion.
3. Evaluation of the performance of personnel to determine individual development needs.
4. Development activity on part of individuals.

5. Inventory control to constantly provide resources of manpower when needed.

In an effort "to get at" some specifics for curriculum in the area of Supervisory and Management Development in law enforcement, a sub-study was conducted with twelve senior police executives. They were asked to select from a standard check list those subjects they felt supervisors needed to be trained in. They were asked to evaluate both large and small departments. In addition they were asked to check for three levels of management as follows:

1. First appointed supervisor (just up from the ranks)
2. Intermediate command
3. Senior command

The following instructions were given:

"Attached are several sheets on which are listed subjects normally found in a Management Curriculum. Some subjects may be appropriate for certain levels of management and not for others.

In addition, there may be some need to vary training by virtue of size of department. We would like you to complete this questionnaire by putting an "X" into the appropriate box for each subject for both sizes of department and by level of supervision and management.

A. One classification is small department versus large departments. They are differentiated as follows:

1. Small Departments - 10 men or less (including the chief).
2. Large Departments - 11 men or more (including the chief).

B. The second classification is:

1. First appointed supervisor - A man who supervises one or more police officers for the first time in his law enforcement career.
2. Intermediate Command - Any supervisor of one or more men but not including the chief (sheriff) or his deputy.
3. Senior Comand - Only chief (sheriff) of a department or his only appointed deputy who sits in his absence.

Three classifications leave a lot of room for interpretation, but still will permit a gross judgment, which will be useful in establishing a preliminary curriculum outline."

The results of this study with all data listed are found on pages 29, 30, and 31.

A POSSIBLE CURRICULUM FOR THE MANAGEMENT PORTION  
OF AN ACADEMY OF LAW ENFORCEMENT

The following subject matter by title is proposed as the possible core curriculum for the Management Portion of an Academy of Law Enforcement. It is based upon analysis of job descriptions, the actions of project staff, and Concept of Management derived from a literature study.

SMALL DEPARTMENTS  
IN PERCENTS

LARGE DEPARTMENTS  
IN PERCENTS

SMALL DEPARTMENTS IN PERCENTS			LARGE DEPARTMENTS IN PERCENTS			
First Appointed Supervisor	Interme- diate Command	Senior Command		First Appointed Supervisor	Intermediate Command	Senior Command
1. <u>8</u>	<u>33</u>	<u>67</u>	1. Management by Objectives and Planning. _____	1. <u>17</u>	<u>59</u>	<u>50</u>
2. <u>17</u>	<u>50</u>	<u>42</u>	2. Developing Organizational Teamwork. _____	2. <u>67</u>	<u>74</u>	<u>83</u>
3. <u>17</u>	<u>50</u>	<u>33</u>	3. Work Simplification and Systems Analysis. _____	3. <u>33</u>	<u>74</u>	<u>59</u>
4. <u>41</u>	<u>33</u>	<u>41</u>	4. Coaching and Developing Subordinates. _____	4. <u>67</u>	<u>91</u>	<u>59</u>
5. <u>41</u>	<u>33</u>	<u>33</u>	5. Developing Creative Abilities. _____	5. <u>50</u>	<u>74</u>	<u>50</u>
6. <u>50</u>	<u>50</u>	<u>59</u>	6. Leadership and Human Relations. _____	6. <u>83</u>	<u>74</u>	<u>83</u>
7. <u>8</u>	<u>24</u>	<u>67</u>	7. Making More Effective Use of Meetings. _____	7. <u>33</u>	<u>59</u>	<u>100</u>
8. <u>33</u>	<u>50</u>	<u>50</u>	8. Communications and Community Relations-- The Process of Image Building _____	8. <u>59</u>	<u>74</u>	<u>74</u>
9. <u>8</u>	<u>8</u>	<u>67</u>	9. Management of Fiscal Policies. _____	9. <u>17</u>	<u>59</u>	<u>100</u>
10. <u>33</u>	<u>50</u>	<u>50</u>	10. Appraisal of Employee Performance. _____	10. <u>59</u>	<u>83</u>	<u>74</u>
11. <u>8</u>	<u>8</u>	<u>50</u>	11. Advanced Concepts and Practices in Administration. _____	11. <u>0</u>	<u>24</u>	<u>91</u>

	First Appointed Supervisor	Intermediate Command	Senior Command			First Appointed Supervisor	Intermediate Command	Senior Command
12.	<u>17</u>	<u>59</u>	<u>41</u>	12.	Case Problems in Human Relations.	<u>67</u>	<u>100</u>	<u>59</u>
13.	<u>17</u>	<u>24</u>	<u>50</u>	13.	Management of Information Systems.	<u>83</u>	<u>74</u>	<u>67</u>
14.	<u>0</u>	<u>41</u>	<u>41</u>	14.	Practices in Organizational Assessment.	<u>17</u>	<u>59</u>	<u>74</u>
15.	<u>41</u>	<u>50</u>	<u>41</u>	15.	Elements of Supervision.	<u>91</u>	<u>67</u>	<u>59</u>
16.	<u>0</u>	<u>17</u>	<u>67</u>	16.	Advanced Elements of Supervision.	<u>83</u>	<u>100</u>	<u>67</u>
17.	<u>83</u>	<u>24</u>	<u>59</u>	17.	How to Make Effective Presentations of Complex Ideas and Programs	<u>17</u>	<u>91</u>	<u>83</u>
18.	<u>83</u>	<u>83</u>	<u>59</u>	18.	The Practical Science of Politics.	<u>17</u>	<u>41</u>	<u>83</u>
19.	<u>24</u>	<u>41</u>	<u>50</u>	19.	PERT - Work Planning.	<u>50</u>	<u>84</u>	<u>67</u>
20.	<u>24</u>	<u>50</u>	<u>50</u>	20.	Elements of Persuasion.	<u>41</u>	<u>91</u>	<u>59</u>
21.	<u>0</u>	<u>24</u>	<u>50</u>	21.	Recruiting, Selection, and Staffing.	<u>33</u>	<u>67</u>	<u>74</u>
22.	<u>17</u>	<u>17</u>	<u>50</u>	22.	How to Write Policies and Procedures.	<u>33</u>	<u>74</u>	<u>83</u>
23.	<u>17</u>	<u>17</u>	<u>50</u>	23.	Semantics and Symbolic Logic in Planning and Decision-Making.	<u>24</u>	<u>67</u>	<u>83</u>
24.	<u>0</u>	<u>24</u>	<u>33</u>	24.	Management Understanding of Current Psychological and Philosophical Systems.	<u>0</u>	<u>59</u>	<u>67</u>
25.	<u>0</u>	<u>17</u>	<u>50</u>	25.	The use of Science in Aiding Management Decisions	<u>83</u>	<u>41</u>	<u>83</u>
26.	<u>83</u>	<u>24</u>	<u>59</u>	26.	Ethics in Public Enterprise.	<u>50</u>	<u>59</u>	<u>100</u>



	First Appointed	Supervisor Intermediate Command	Senior Command			First Appointed	Supervisor Intermediate Command	Senior Command	
27.	<u>17</u>	<u>33</u>	<u>50</u>	27.	Basic Economics. _____	27.	<u>50</u>	<u>67</u>	<u>67</u>
28.	<u>17</u>	<u>17</u>	<u>59</u>	28.	Managerial Economics. _____	28.	<u>33</u>	<u>41</u>	<u>83</u>
29.	<u>0</u>	<u>17</u>	<u>50</u>	29.	Current Methodology in Computer Technology for Managers. _____	29.	<u>83</u>	<u>59</u>	<u>74</u>
30.	<u>41</u>	<u>33</u>	<u>67</u>	30.	Community Relations. _____	30.	<u>74</u>	<u>83</u>	<u>91</u>
31.	<u>33</u>	<u>59</u>	<u>41</u>	31.	Minorities History. _____	31.	<u>67</u>	<u>83</u>	<u>59</u>
32.	<u>33</u>	<u>41</u>	<u>50</u>	32.	History of Law Enforcement. _____	32.	<u>74</u>	<u>83</u>	<u>59</u>
33.	<u>41</u>	<u>33</u>	<u>59</u>	33.	Constitutional Law. _____	33.	<u>83</u>	<u>83</u>	<u>83</u>
34.	<u>33</u>	<u>33</u>	<u>59</u>	34.	Sociology of the Community. _____	34.	<u>74</u>	<u>74</u>	<u>83</u>
35.	<u>0</u>	<u>17</u>	<u>59</u>	35.	How to Use a Consultation Service. _____	35.	<u>17</u>	<u>50</u>	<u>74</u>

Some general conclusions (which warrent further study) can be drawn from this data.

Few of the subjects were seen as important for First Appointed Supervisors in small departments (at a 40% level only 8 of 35). While for this same level in a larger department the figures are reversed (26 of 35).

For Intermediate Command in small departments the figures are somewhat similar (13 of 35 are necessary at the 40% level), while in larger departments the figures are almost completely different 34 of 35 are seen as important.

For Senior Command the figures are very similar, in small departments, 32 of 35 are seen as important and in larger departments, 35 of 35 are seen as important.

At a level of 74% only a hand full of subjects rated as being important in small departments. These were:

First Appointed Supervisor

Practical Science of Politics

Ehtics in Public Enterprise

How to make effective presentations of complex edeas and programs

Intermediate Command

Practical Science of Politics

Senior Command

None

In contrast in the larger departments considering all levels of management there are a total of 49 rated as important at the 74% level, this is compared to a total of only 4 for all levels in the smaller departments.

The above data would seem to indicate the need for:

1. A careful analysis of the work activities of management personnel of smaller departments. While there are many fewer law enforcement officers in small departments than large ones, on the other hand there are many more smaller departments and consequently many more chiefs and sheriffs of small departments.
2. A more precise and elaborate system of classification of law enforcement agencies is necessary against which to prepare the management curricula in the Academy.
3. The instrument on which this data is based was possibly not complete enough in its description of the various subject areas and for a future study it would need considerable elaboration.
4. The need to determine if chiefs and sheriffs presently in positions are qualified to specify the development needs for themselves and their subordinate management without some assistance in form of analysis and education.

Of special interest is the weighting and ranking of subjects generally having to do with the law enforcement officer as he relates to the people in his community. Items (subjects) 8, 12, 30, 31 and 34 were so identified. For each subject a classification of its relative rank was established for small and large departments by adding the weighting for each level and then averaging. These compared with the average

ranking for all 35 subjects.

TABLE OF RANKING

<u>Item No.</u>	<u>Small Dept. Rank</u>	<u>Large Dept. Rank</u>
8	8	15
12	14	7
30	5	4
31	9	10
34	11	6

Of interest is the fact that these subjects were all ranked in the upper 50% of importance of all subjects.

The analysis again raises the question as to the relationship between the attitudes and skills of supervisors in management and the need for training in these specific subjects.

It is very necessary to develop a more complete understanding between the effectiveness of law enforcement and the role of the supervisor. If in fact the table rankings are too low then the serious question is why - why were they rated so low. It may very well be that the community still has not made clear - what it wants and needs by way of law enforcement. A second question is - if these are even the same. If the professional law enforcement officer cannot or does not help the community decide on its needs - the likelihood is that it will not happen. If the law enforcement officer is not professional he may not be able to help his community determine what it needs.

## BCA POLICE MANAGEMENT TRAINING

Police Management Training offered by the BCA in 1968 consisted of the following:

1. Intermediate Command one
2. Senior Command one

The last intermediate command course offered in 1968 was composed of 65 law enforcement managers. Quality education cannot be provided in the facilities available or with the number of personnel in attendance.

A handfull of courses in these areas were offered by other law enforcement agencies but in total they met only a fraction of the needs.

SECTION NINE

LAW ENFORCEMENT AND THE AVAILABILITY OF  
EDUCATION IN THE STATE

SECTION NINE  
LAW ENFORCEMENT AND THE AVAILABILITY OF  
EDUCATION IN THE STATE

This section is not meant to be definitive for research in this area has been competently conducted by others. Its sole intent is to demonstrate the lack of facilities for "law enforcement training" available from the education sector of our society.

The following is typical of the problem a police officer who wishes to take courses directly relavent to doing the job of "day by day" law enforcement. This is what is currently available to him.

1. The University of Minnesota
  - a. Department of Law Enforcement Science will offer a four year program leading to a B.S. or B.A. degree.
  - b. The General College offers a two year Associate of Arts degree in the Law Enforcement Program.
  - c. The Extension Division offers in its evening program a Certificate in Police Administration. This is 45 Certificate Credits.
  - d. The Extension Division offers through correspondence a Certificate for Police Administration. This covers four courses.

2. The Junior Colleges (eight) will provide, beginning in the fall of 1968 a two year course for credit, and requiring full time attendance, leading to an Associate of Arts degree in Public Service. This is only generally applicable to law enforcement work, as it is also generally applicable to other fields of public service.
3. A few selected officers each year attend
  - a. FBI Academy
  - b. Traffic Institute Northwestern University
  - c. Southern Police Institute
  - d. Police Science course, Michigan State University
  - e. University of Indiana
  - f. Western Reserve University

However the number attending each year is estimated as less than one per cent (1%) of the police officers in the state, while turnover among all personnel is estimated as exceeding fifteen per cent (15%).

4. The Management Center of the College of St. Thomas, St. Paul provides direct contracting for police training. This tends to be limited to about 200 officers per year with the periods of time ranging from 3 hours to 32 hours per program.
5. A wide array of correspondence courses are available from private and educational organizations. Some are directly oriented to police work while others provide support education in psychology, sociology etc. There are three major problems here:



- a. Many courses are worthless and expensive but no organization exists to evaluate them and communicate these evaluations to law enforcement agencies.
- b. One study shows that the largest percent of people who begin correspondence courses never complete them (estimate 90% do not complete).
- c. Correspondence learning is very difficult and not as effective as other methods of learning.

While the long term growth of educational resources in the State may permit the development of a new generation of law enforcement officers (and the need is great) the reality posed by all the problems in adult education and re-education is that this will not happen exclusively or even primarily through institutions of higher learning. The "in institution" training required of doctors in hospitals, nurses in the ward, engineers in engineering departments speaks more eloquently than the combined weight of all the studies on adult education.

All professions are eventually applied professions if they are to produce any value for society. We should not be misled by the glamor of a handful of "self-styled" educators whose approach is almost totally theoretical and academic.

As President Conant of Harvard University put it "If you can't do some thing with knowledge - of what use is it?"

The above commentary is not meant to be critical of the educational institutions in our state. Their major missions be to lie elsewhere than in the direct concern with training for "day to day" operations. They can, do, and will continue to provide significant support to the total effort required in professionalization of law enforcement in Minnesota.

SECTION TEN

DIMENSIONS OF LAW ENFORCEMENT AND  
CRIMINAL JUSTICE NOT COVERED IN THE STUDY

SECTION TEN  
DIMENSIONS OF LAW ENFORCEMENT AND  
CRIMINAL JUSTICE NOT COVERED IN THE STUDY

1. Constables and their work
2. Selection, recruitment and retention of Peace Officers
3. Organization of Police Departments
4. Mayors and their relationship to law enforcement
5. Councilmen, County Boards, Town Boards and their relationship to law enforcement
6. Training of Police Commissioners
7. County and Municipal Attorneys and their relationship to police work
8. Parole Officers and parole system
9. Judicial System
10. Jailors, Lockups and Prisons
11. Federal Law Enforcement Agencies and their relationship to local law enforcement
12. Special problems of minority people, and juveniles
13. The educational system of the state and its relationship to law enforcement.
14. Compensation practices in law enforcement
15. Lateral entry into law enforcement
16. Community size and law enforcement
17. Volunteer youth groups in law enforcement
18. Police reserves
19. Private police
20. Sheriff contract system as related to training

21. Safety officer approach to community law enforcement  
as related to training

SECTION ELEVEN

FACTORS TO CONSIDER IN THE ESTABLISHMENT  
OF A PROPOSED ACADEMY

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FACTORS TO CONSIDER IN THE ESTABLISHMENT  
OF A PROPOSED ACADEMY

The following outline is a listing of factors which will need to be considered as judgements are made as to the nature and means of operation of a facility to provide training for local law enforcement in Minnesota during the next twenty years.

1. Structure of Academy
  - a. State operated or independent foundation
  - b. Relationship to State Legislature
2. Board of Trustees or Advisory Council
  - a. Number
  - b. How constituted
  - c. Powers
3. Executive Director
  - a. Staff of the Academy
  - b. Director of Administrative Services
  - c. Dean of Faculty
  - d. Director of dormitory operations
  - e. Director of physical education
  - f. Nurse and medical
  - g. Director of audio-visual and practice facilities
  - h. Faculty - full time
  - i. Faculty - part time
  - j. Consultants

- k. Secretarial support
  - l. Custodial support
  - m. Security personnel
  - n. Laboratory technicians
  - o. Librarian
- 4. Job descriptions for above
  - 5. Hiring requirements for above
  - 6. Salary structure for above
  - 7. Financial structure of Academy
    - a. Source and amount of initial funding
    - b. Private support possibilities
      - (1) Foundations
      - (2) Individuals
      - (3) Organizations
    - c. Salary and expenses of students
    - d. Audit practices
    - e. Budget approach
    - f. Continuing support requirements for twenty years
  - 8. Role of Academy in replacement of Law Enforcement in communities where effectiveness would be reduced by attendance at Academy.
    - a. Academy to supply from a pool
    - b. Academy to arrange with other agencies to provide support
    - c. Provision for sheriff contracting
    - d. Provision for State Highway Patrol contracting

9. Objectives of the Academy
  - a. Overall
  - b. Basic training
  - c. Refresher basic training
  - d. Supervision training
  - e. Management training
  - f. Specialist and technician training
    1. Detectives
    2. Communications
    3. Etc.
  - g. Orientation seminars
  - h. Consultation service
  - i. Publications
  - j. Research service
  - k. General support to law enforcement
10. Policies of the Academy
11. Procedures of the Academy
12. Relationship with other agencies and organizations
  - a. Department of Corrections
  - b. Judicial System
  - c. Etc.
13. Physical facilities
  - a. Flexible classrooms for training
  - b. Gymnasium and physical training facilities
  - c. Air and water safety training facilities
  - d. Pursuit driving facilities
  - e. Investigative facilities and crime scene mockups



- f. Indoor and outdoor firearms and equipment qualification facilities
  - g. Air strip for helicopters and light aircraft
  - h. Athletic field
  - i. Laboratories to support educational effort
  - j. Facilities to develop program support for training (printing etc.)
  - k. Audio-visual production and support facilities
  - l. Consultation space
  - m. Dormitory facilities
  - n. Eating and food service facilities
  - o. Parking facilities
  - p. Maintenance and shop facilities
  - q. Television capability
14. Curriculum objectives in detail
- a. Basic training
  - b. Refresher basic training
  - c. Supervision training
  - d. Management training
  - e. Specialist training
    - (1) Detectives
    - (2) Communications
    - (3) Etc.
  - f. Orientation seminars
15. Training guides and outlines for above
16. Library and research facilities
- a. Books
  - b. Periodicals

- c. Reference works
  - d. Films
  - E. Tapes
  - f. Photograph collection
  - g. Technical data on weapons and equipment
  - h. Document collection
17. Provision for attendance and training of non-employed personnel, students and others
- a. Disadvantaged personnel
  - b. Lateral transfers
  - c. Out of state personnel
  - d. Out of country personnel
  - e. Students
  - f. Researchers
18. Relationships to organizations
- a. Professional organizations
  - b. Educational institutions
  - c. Foundations
  - d. Out of state government agencies
  - e. Municipal organizations (non-police)
19. Consultation services to local law enforcement
- a. Direct support - Advisory
  - b. Central files and facilities for hiring personnel for placement in local law enforcement agencies
  - c. Use of facilities
20. Nature of practices of Academy so it will serve as a focal point for professionalization of Law Enforcement in Minnesota

SECTION TWELVE

APPENDIX 1

SURVEY INSTRUMENT AND DATA -

TRAINING NEEDS IN LAW ENFORCEMENT AGENCIES

**Training Needs in  
Law Enforcement Agencies**

**Management Center**

College of St. Thomas  
St. Paul, Minnesota 55101

in affiliation with

**Industrial Relations Center**

University of Chicago  
Chicago, Ill.

THIS STUDY IS SUPPORTED BY A CONTRACT WITH THE  
ATTORNEY GENERAL'S OFFICE, STATE OF MINNESOTA

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## INTRODUCTION

### PURPOSE OF THIS STUDY

This questionnaire gives you the opportunity to express your personal opinions with respect to training needs in your profession. Your co-operation is appreciated by the staff of the Management Center of the College of St. Thomas who are conducting this study at the request of the Attorney General of the State of Minnesota. All law enforcement agencies in Minnesota are participating in the study.

### HOW TO FILL IN THE QUESTIONNAIRE

THERE ARE NO RIGHT OR WRONG ANSWERS. All that we want to know is your personal opinions based on your experience and knowledge.

Each part of this questionnaire has its own instructions. Please follow those instructions carefully.

### STAY ANONYMOUS

Do not sign your name. We need the personal data at the end only in order to evaluate your answers by groups. We do not wish to identify individuals.

Place your completed questionnaire in the enclosed envelope, seal it, and return it to

Computer Center  
College of St. Thomas  
St. Paul, Minnesota 55101

## PART I

### Importance of Job Characteristics

The following statements deal with some characteristics of professions and occupations and are of varying importance to each individual in the selection of a profession or occupation; consequently there are no right or wrong answers. Read each statement carefully and decide how important the characteristic is to you.

Very  
Important  
5                      4                      3                      2                      1  
Not  
Important

**Example:** If you think owning a car is very important, put a 5 opposite the characteristic. If you feel neutral about owning a car put a 3 opposite it.

\_\_\_\_\_ Owning a car

Degree of  
Importance

Job Characteristic

- |       |  |
|-------|--|
| _____ | 1. A stable and secure future                                  |
| _____ | 2. Freedom from pressure to conform in my personal life        |
| _____ | 3. Opportunity to use my special abilities and aptitudes       |
| _____ | 4. Opportunity to be useful to society in general              |
| _____ | 5. Opportunity to be helpful to others                         |
| _____ | 6. Chance to exercise leadership                               |
| _____ | 7. Social standing and prestige in the community               |
| _____ | 8. Opportunity to be creative and original                     |
| _____ | 9. Chance to earn enough money to live comfortably             |
| _____ | 10. Opportunity to work with people                            |
| _____ | 11. Chance to achieve recognition from others in my profession |
| _____ | 12. Freedom from supervision in my work                        |
| _____ | 13. Absence of high pressure                                   |
| _____ | 14. Opportunities for rapid success rather than moderate       |
| _____ | 15. Living and working in the world of ideas and words         |

PART II  
TRAINING DATA

1. How many hours of formal training have you had since you were appointed to law enforcement agency?

\_\_\_\_\_ hrs.

2. Did you have a recruit training program when you were appointed? (circle one)

- a) 1) Yes
- 2) No

b) If yes - How many hours? \_\_\_\_\_ hrs.

c) What organization provided the training?

\_\_\_\_\_ write here

3. Did you participate in any formal law enforcement training program since January 1st, 1967?

- a) 1) Yes
- 2) No

b) If yes -- How many hours? \_\_\_\_\_ hrs.

c) What type of training? (Example: Investigators' school sponsored by B.C.A.)

\_\_\_\_\_ write here

4. Are you participating in any law enforcement training now? (circle one)

- a) 1) Yes
- 2) No

b) If yes -- where (circle those applicable)

- 1) correspondence
- 2) Junior College
- 3) University of Minnesota
- 4) Departmental
- 5) Other

\_\_\_\_\_ Give brief description of program below



### PART III

#### Time spent on Activities

- 1) How long is your average work week in hours?

\_\_\_\_\_ hrs.  
write here

- 2) What percentage of this work week do you spend on

#### Percentage

- \_\_\_\_\_ Patrolling, maintaining peace, and domestic quarrels etc.  
\_\_\_\_\_ Traffic law enforcement, and accident investigation  
\_\_\_\_\_ Investigation of crimes  
\_\_\_\_\_ Court services: summoning jurors, testimony, bailiff duty, escorting convicted criminals.  
\_\_\_\_\_ Report preparation, report writing  
\_\_\_\_\_ Other administrative work  
\_\_\_\_\_ Speech making, public relations, visits to schools, clubs etc.  
\_\_\_\_\_ Other (describe) \_\_\_\_\_

100%

(check that the percentages add up to 100%)

## PART IV

### Law Enforcement Skills Inventory

The following is a list of areas where you may feel that you need further training. Respond to the questions as objectively as possible by checking the appropriate blank.

To become a more effective Law Enforcement Officer, I require greater skill and knowledge in the following areas:

	YES	NO		YES	NO
1) Search & Seizure	_____	_____	20) Criminal Law	_____	_____
2) Report Writing	_____	_____	21) Evidence Collection	_____	_____
3) Techniques of Arrest	_____	_____	22) Psychology & Behavior	_____	_____
4) Accident Investigation	_____	_____	23) Testifying	_____	_____
5) Civil Process	_____	_____	24) Riot Control	_____	_____
6) Firearms	_____	_____	25) Interviewing	_____	_____
7) Records	_____	_____	26) Police Patrol	_____	_____
8) Rights of Accused	_____	_____	27) Juveniles	_____	_____
9) Communications	_____	_____	28) Pursuit Driving	_____	_____
10) Laws of Arrest	_____	_____	29) Fingerprinting	_____	_____
	YES	NO		YES	NO
11) Criminal Investigation	_____	_____	30) Photography	_____	_____
12) Crime Scene Search	_____	_____	31) Rules of Evidence	_____	_____
13) Interrogation Techniques	_____	_____	32) Narcotics	_____	_____
14) Court Procedure	_____	_____	33) Radar	_____	_____
15) Traffic Law	_____	_____	34) Radio Dispatching	_____	_____
16) Criminal Procedure	_____	_____	35) Human Relations	_____	_____
17) Traffic Law Enforcement	_____	_____	36) Mental Health	_____	_____
18) Confessions	_____	_____	37) Breathanalyser	_____	_____
19) Public Relations	_____	_____	38) First Aid	_____	_____

**PART V**

1) Are you a Full Time or Part Time Employee? (Circle One)

- |   |   |
|---|---|
| 1) Full time _____<br>Average number of hours worked per week | 2) Part time _____<br>Average number of hours worked per week |
|---|---|

2) What is your MONTHLY SALARY? (Circle One)

- |                    |                   |
|--------------------|-------------------|
| 1) less than \$200 | 5) \$500 to \$599 |
| 2) \$200 to \$299  | 6) \$600 to \$699 |
| 3) \$300 to \$399  | 7) \$700 to \$799 |
| 4) \$400 to \$499  | 8) \$800 to \$899 |
|                    | 9) \$900 and over |

3) To what type of Law Enforcement Agency do you belong? (Circle One)

- |                            |                                    |
|----------------------------|------------------------------------|
| 1) Police Department       | 5) Township                        |
| 2) Sheriff's Office        | 6) Bureau of Criminal Apprehension |
| 3) Highway Patrol          | 7) Campus Police                   |
| 4) Conservation Department | 8) Park Police                     |
|                            | 9) Special Enforcement Agencies    |
|                            | 10) Other _____<br>write here      |

4) In what size of community do you work? (Circle One)

- |                    |                     |
|--------------------|---------------------|
| 1) Under 1000      | 5) 25000 to 49999   |
| 2) 1000 to 4999    | 6) 50,000 to 99999  |
| 3) 5000 to 9999    | 7) 100,000 and Over |
| 4) 10,000 to 24999 |                     |

5) In what type of community do you work? (Circle One)

- 1) Duluth, St. Paul, or Minneapolis
- 2) Twin City Suburban
- 3) Other

6) How many Law Enforcement Officers are in your force?

_____ Full Time _____ Number	_____ Part Time _____ Number
---------------------------------	---------------------------------

7) Are you assigned to a specialized work detail?

- a) 1) Yes
- 2) No

b) If yes (Circle ALL that apply)

- |              |                              |
|--------------|------------------------------|
| 1) Traffic   | 5) Communications            |
| 2) Detective | 6) Vice                      |
| 3) Juvenile  | 7) Narcotics                 |
| 4) Parole    | 8) Emergency Squad           |
|              | 9) Other _____<br>write here |

PART V (Continued)

- 8) What is your present rank or title (Example: Sergeant in charge of records)  
[If answering this question would identify you as an individual there is no need to answer this question]

---

Write here

- 9) When you patrol do you primarily do so

- 1) On foot
- 2) One man car
- 3) Two man car
- 4) Motor Cycle
- 5) Other

---

Write in

- 10) How long have you been in Law Enforcement? (Circle one)

- 1) Less than 90 days
- 2) At least 90 days but less than 7 months
- 3) At least 7 months but less than 1 year
- 4) At least 1 year but less than 2 years
- 5) At least 2 years but less than 3 years
- 6) At least 3 years but less than 5 years
- 7) At least 5 years but less than 10 years
- 8) At least 10 years but less than 15 years
- 9) Over 15 years

- 11) How long have you been in your PRESENT position? (Circle One)

- 1) Less than 90 days
- 2) At least 90 days but less than 7 months
- 3) At least 7 months but less than 1 year
- 4) At least 1 year but less than 2 years
- 5) At least 2 years but less than 3 years
- 6) At least 3 years but less than 5 years
- 7) At least 5 years but less than 10 years
- 8) Over 10 years

- 12) What is your age in years to nearest birthday?

---

write here

PART V (Continued)

13) Which of the following categories best describes (or described) your father's (or guardian's) usual occupation?

1. Professional (doctor, lawyer, teacher, minister, etc.)
2. Proprietor or manager (store owner, factory owner, sales manager, etc.)
3. Salesman (other than sales manager, insurance man, etc.)
4. Clerical (office clerk, bookkeeper, etc.)
5. Skilled worker (machinist, carpenter, electrician, mechanic, etc.)
6. Semi-skilled worker (assembly line, machine operator, apprentice, etc.)
7. Unskilled worker (laborer, gas station attendant, etc.)
8. Farmer or farm worker
9. Farm owner or farm manager

14) How much education have you had? (Circle highest grade)

- |                         |                      |
|-------------------------|----------------------|
| 1. Less than 8th grade  | 5. Some college      |
| 2. Completed 8th grade  | 6. Bachelor's degree |
| 3. Some high school     | 7. Master's degree   |
| 4. High school graduate | 8. Ph. D.            |

15) What was your undergraduate major? (If no degree, write N/A)

---

write here

16) What was your graduate major? (If no graduate degree, write N/A)

---

write here

17) a) How many years Military Service have you had?

\_\_\_\_\_ years

b) What was the highest rank you held in Military Service?

---

write here

c) Which Branch 1) Army 2) Navy 3) Marines 4) Coast Guard 5) Air Force

18) Were you employed before becoming a member of a Law Enforcement Agency?

- 1) Yes
- 2) No

If yes - what was your previous job? (Example: Machine operator in a stamping plant)

---

write in

19) How long were you employed at a full time job before becoming a member of a Law Enforcement Agency? (Include Military Service)

\_\_\_\_\_ years



PART VII

For Supervisors Only

For the purposes of the remainder of this questionnaire a Supervisor is defined to be anyone who directs or is responsible for the activities of others.

- 1) How many years have you been a supervisor in a Law Enforcement Agency?

\_\_\_\_\_ years    \_\_\_\_\_ months

- 2) How many people do you supervise?

a) \_\_\_\_\_ Other supervisors  
number

b) \_\_\_\_\_ Other law enforcement officers (Not supervisors)  
number

c) \_\_\_\_\_ Civilian personnel  
number

- 3) In work, OTHER THAN LAW ENFORCEMENT

How many years have you been a supervisor (Include Military Service)

\_\_\_\_\_ years    \_\_\_\_\_ months

- 4) Have you had training in supervisory methods? (Circle one)

1) Yes

2) No

If yes, describe briefly.

IF YOU ARE NOT A SUPERVISOR - STOP - DO NOT FILL IN ANY MORE OF THIS QUESTIONNAIRE

# FOR SUPERVISORS ONLY

## PART VIII

### (a) JOB FUNCTIONS

Listed below are ten management functions commonly performed by persons in managerial and supervisory positions. Read each function carefully and decide whether or not you perform it as a part of your job.

If you do not perform a particular function, cross it off the list. Be sure, however, to cross off only those functions that never enter into your job.

Now please consider the remaining functions on the list with respect to the problems associated with each function. Select the function which causes you the greatest amount of problems, and on the righthand side of the page in the space next to the statement "causes most problems" write the number of that function.

Now study the remaining functions on this list and decide which one gives you the least amount of problems. Write the number of the selected function in the space next to the statement "causes least problems" at the bottom of the list on the righthand side of the page.

Repeat this process alternating between functions causing most problems and functions causing least problems until all of the functions which apply to your job have been ranked.

- |   |                       |       |
|---|-----------------------|-------|
| 1. Planning and scheduling work                               |                       |       |
| 2. Determining performance requirements                       |                       |       |
| 3. Getting the work done                                      |                       |       |
| 4. Improving work systems and methods                         |                       |       |
| 5. Developing and training individuals                        |                       |       |
| 6. Maintaining a cooperative work force                       | Causes most problems  | _____ |
| 7. Developing own managerial competence                       | Second most problems  | _____ |
| 8. Participating in public, community and political relations | Next most problems    | _____ |
| 9. Written and verbal communication                           | Next most problems    | _____ |
| 10. Developing and applying controls                          | Next most problems    | _____ |
|   | Next least problems   | _____ |
|   | Next least problems   | _____ |
|   | Next least problems   | _____ |
|   | Second least problems | _____ |
|   | Causes least problems | _____ |



FOR SUPERVISORS ONLY

PART VIII

(b) JOB FUNCTIONS (amount of time spent)

Listed below are ten management functions commonly performed by persons in managerial and supervisory positions. Read each function carefully and decide whether or not you perform it as part of your job.

If you do not perform a particular function, cross it off the list. Be sure, however, to cross off only those functions that never enter into your job.

Now please consider the remaining functions on the list with respect to the amount of time you spend on each function. Select the function on which you spend the greatest amount of time, and on the right-hand side of the page write in the space next to the statement "spend most time" the number of that function.

Now study the remaining functions on the list and decide on which one you spend the least amount of time. Write the number of the selected function in the space next to the statement "spent least time" at the bottom of the list at the right-hand side of the page.

Repeat this process alternating between functions on which you spend most time and functions on which you spend least time until all of the functions which apply to your job have been ranked.

1. Planning and scheduling work
  2. Determining performance requirements
  3. Getting the work done
  4. Improving work systems and methods
  5. Developing and training individuals
  6. Maintaining a cooperative work force
  7. Developing own managerial competence
  8. Participating in public, community and political relations
  9. Written and verbal communication
  10. Developing and applying controls
- |                   |       |
|-------------------|-------|
| Spend most time   | _____ |
| Second most time  | _____ |
| Next most time    | _____ |
| Next most time    | _____ |
| Next most time    | _____ |
| Next least time   | _____ |
| Next least time   | _____ |
| Next least time   | _____ |
| Second least time | _____ |
| Spend least time  | _____ |

FOR SUPERVISORS ONLY

PART IX

MANAGERIAL AND SUPERVISORY KNOWLEDGE AND SKILLS INVENTORY

Following is a list of functions and activities normally performed by managers and supervisors. This list has been developed over a number of years at the Industrial Relations Center of the University of Chicago from the responses of managers and supervisors to the questions.

These management activities have been grouped into four categories: A. Management of work. B. Management of people. C. Management of ideas and relationships. D. Management of self-development. Within each category are a number of statements to be answered. This is not a test. It is an inventory; consequently there are no right or wrong answers. Read the question at the beginning of each category and respond to the statements as objectively as possible by checking the appropriate blank.

Indicate the areas and activities on your job in which you feel you could be more skilled.

A. Management of work.

To do a more effective job of managing work I require greater skill and knowledge in the following functions:

	<u>Yes</u>	<u>No</u>
1. Understanding the over-all function of my work and how it contributes to the total operation.	_____	_____
2. Making logical job assignments based on work objectives.	_____	_____
3. Transferring and reassigning individuals to meet job demands.	_____	_____
4. Preparing work assignments that are clear, understandable, and specific.	_____	_____
5. Co-ordinating activities within and between work units.	_____	_____
6. Seeing that people know and do what is expected of them on their job.	_____	_____
7. Planning to meet emergencies.	_____	_____
8. Resolving work problems without delay.	_____	_____
9. Analyzing work units for more effective operations.	_____	_____
10. Making improvements where or when required.	_____	_____
11. Utilizing cost control methods and procedures.	_____	_____
12. Understanding laws and administering departmental regulations.	_____	_____
13. Inspecting and evaluating the adequacy of facilities.	_____	_____
14. Measuring work unit output.	_____	_____
15. Applying policies and procedures.	_____	_____
16. Formulating realistic work objectives and plans for the work group.	_____	_____
17. Planning work priorities and scheduling.	_____	_____

## PART IX (Continued)

### B. Management of People.

To do a more effective job of managing people I require greater skill and knowledge in the following functions:

	<u>Yes</u>	<u>No</u>
1. Getting individuals to participate in setting their own work goals.	_____	_____
2. Encouraging and accepting new ideas from members of the work group.	_____	_____
3. Developing co-operative relationships between "supervisors", associates, and subordinates in the work group unit.	_____	_____
4. Planning of and participating in meetings to build co-operation and improve co-ordination.	_____	_____
5. Rewarding entire group performance when deserved.	_____	_____
6. Building a group spirit and sense of belonging.	_____	_____
7. Encouraging creative thinking and origination of new ideas.	_____	_____
8. Encouraging individual subordinates to make decisions.	_____	_____
9. Reviewing each individual's progress and problems in getting the job done effectively.	_____	_____
10. Discussing training needs with individual employees.	_____	_____
11. Seeing that employees are rewarded for jobs well done.	_____	_____
12. Discussing career opportunities with employees.	_____	_____
13. Helping individuals to adjust to new responsibilities.	_____	_____
14. Showing each individual how effective performance of his job is required for efficient operation.	_____	_____
15. Developing and maintaining effective discipline.	_____	_____
16. Developing reserves and replacements.	_____	_____
17. Administering wage and salary schedules according to policy.	_____	_____

**PART IX (Continued)**

**C. Management of Ideas and Relationships**

To do a more effective job of managing ideas and relationships, I require greater skill and knowledge in the following functions:

	<u>Yes</u>	<u>No</u>
1. Keeping informed on the latest developments in the organization.	_____	_____
2. Improving my own verbal communication skills.	_____	_____
3. Developing a program to improve relations between community agencies and my own unit.	_____	_____
4. Making effective presentations to legislative and judicial groups.	_____	_____
5. Knowing and working with key influential groups in the community which can influence and affect my unit.	_____	_____
6. Making use of electronic data processing.	_____	_____
7. Managing information systems.	_____	_____
8. Keeping abreast of the most recent developments in the Law Enforcement field.	_____	_____
9. Ensuring that my work unit is kept informed on progress and plans.	_____	_____
10. Improving my own written communication skills.	_____	_____
11. Understanding agency policies and procedures.	_____	_____

**D. Management of Self-Development**

To do a more effective job of self-development, I require greater skill and knowledge in the following functions:

	<u>Yes</u>	<u>No</u>
1. Developing a positive attitude toward the job.	_____	_____
2. Improving my own managerial ability.	_____	_____
3. Developing my own technical knowledge and skills.	_____	_____
4. Accepting responsibility for my own decisions.	_____	_____
5. Learning how to conduct effective meetings.	_____	_____
6. Preparing reports.	_____	_____
7. Understanding the legislative process.	_____	_____
8. Understanding Federal and State standards.	_____	_____
9. Understanding negotiation procedures with employee groups.	_____	_____
10. Understanding my own job functions, responsibilities, and authority.	_____	_____

## FOR SUPERVISORS ONLY

### PART X

The following is a list of activities which managers usually must perform in their roles as managers. Of these tasks, one may not like to perform them, but they may be important. Conversely, some activities may not be important, but one likes to do them. Consequently, we are asking you to rate each task four times, each time from a different perspective.

**ONCE YOU HAVE RATED AN ACTIVITY, DO NOT LOOK BACK TO SEE HOW YOU SCORED IT. WORK RAPIDLY AND PLEASE MARK AN ANSWER IN EACH SPACE.**

Please read each of the following items, and mark a 1, 2, 3, 4, or 5 in the space provided, depending on the value you attach to each of the following.

**I. HOW IMPORTANT WOULD YOU RATE EACH OF THE FOLLOWING ACTIVITIES FOR A MANAGER?**

Very Important					Not Very Important
1	2	3	4	5	

Enter Score

- \_\_\_\_\_ Developing cooperation among subordinates
- \_\_\_\_\_ Developing initiative among subordinates
- \_\_\_\_\_ Reprimanding subordinates for poor work
- \_\_\_\_\_ Persuading subordinates to perform their work well
- \_\_\_\_\_ Giving work directions to subordinates

**II. HOW WELL DO YOU PERSONALLY LIKE TO DO EACH OF THE FOLLOWING ACTIVITIES?**

Like Very Much					Dislike Very Much
1	2	3	4	5	

Enter Score

- \_\_\_\_\_ Developing cooperation among subordinates
- \_\_\_\_\_ Developing initiative among subordinates
- \_\_\_\_\_ Reprimanding subordinates for poor work
- \_\_\_\_\_ Persuading subordinates to do their work well
- \_\_\_\_\_ Giving work directions to subordinates

PART X (Continued)

III. HOW DIFFICULT WOULD YOU AS A MANAGER RATE EACH OF THE FOLLOWING ACTIVITIES?

Very Easy  
1

2

3

4

Very Difficult  
5

Enter Score

- \_\_\_\_\_ Developing cooperation among subordinates
- \_\_\_\_\_ Developing initiative among subordinates
- \_\_\_\_\_ Persuading subordinates to perform their work well
- \_\_\_\_\_ Giving work directions to subordinates
- \_\_\_\_\_ Reprimanding subordinates for poor work

IV. HOW WOULD YOU EVALUATE EACH OF THE FOLLOWING ACTIVITIES IN TERMS OF THEIR VALUE AS A MANAGEMENT TOOL OR PRACTICE?

Good Practice  
1

2

3

4

Bad Practice  
5

Enter Score

- \_\_\_\_\_ Developing cooperation among subordinates
- \_\_\_\_\_ Developing initiative among subordinates
- \_\_\_\_\_ Persuading subordinates to perform their work well
- \_\_\_\_\_ Giving work directions to subordinates
- \_\_\_\_\_ Reprimanding subordinates to perform their work well

PART XI

COMMENTS

(Use back of this sheet if necessary)

1. What do you think needs to be accomplished in your overall organization to improve the management practices of your organizational unit?
2. What do you think you need to accomplish to improve your own management practices?
3. What do you think your superior needs to improve the management practices of the overall organization?
4. Of the problems identified in 1, 2, and 3, how many could be solved or minimized by training?

SECTION THIRTEEN

APPENDIX 2

CORRESPONDENCE ESTABLISHING

THE PROJECT AND STUDY



STATE OF MINNESOTA  
OFFICE OF THE ATTORNEY GENERAL  
ST. PAUL, MINNESOTA 55101

DOUGLAS M. HEAD  
ATTORNEY GENERAL

January 8, 1968

Mr. Howard Mold  
Associate Director  
Management Center  
St. Thomas College  
2115 Summit Avenue  
St. Paul, Minnesota

Dear Mr. Mold:

As Carl V. Pearson, Executive Director of the Minnesota Peace Officers Training Board, and I discussed with you informally in December, the Board and the Attorney General's office are most interested in giving high priority to the early exploration of the possibility of establishing a high quality police training academy in Minnesota at an early date. At the initial meeting of the Board, Attorney General Head stated that the early establishment of such an academy is a top goal of his office. A copy of his remarks to the Board is enclosed. Also, the Board, at its early meetings, has indicated that top priority should be given to such exploration.

We wish to explore with you the possibility of your center conducting a feasibility study of a preliminary nature for use by the Board and the Attorney General's office in better determining the nature of the police training academy. Such a study should also form the basis for the in-depth planning which will be necessary in connection with achieving the goal of a police academy in Minnesota.

In short, we wish you would especially explore and come up with the questions and considerations which must be taken into account as a part of an in-depth study which would undoubtedly require a planning grant, quite possibly utilizing soon-to-be-available federal funds from the anticipated 1967 federal crime control legislation. In this connection we would hope that your study might bring us to a point where a planning grant application could be quickly compiled for early filing with federal authorities, foundations, or other possible sources for funding of a planning grant.

The widely recognized need for such a facility is predicated on the fact that police training in Minnesota has to date been spotty and fractionized, and, without exception, there have not been available sufficient funds in most of the agencies undertaking training to develop the type of comprehensive program, including both basic and advanced and in-service type training, which the Attorney General has in mind. It is a basis of the Attorney General's recommendation that the state has a responsibility to provide top level police training for state and local law enforcement agencies, and that the centralization of such training in one top quality institution would provide the best possible training through the development of a faculty representative of the best talent available, training methods, devices, materials, etc. It is also felt that there would be other benefits from a centralized facility, such as a greater flexibility in programming and the ability to provide basic training courses on a frequent schedule so that new recruits would have an opportunity for immediate training upon their employment by local law enforcement agencies and during the period of their provisional employment.

We would anticipate that your study might include, among other things, the collection and study of appropriate data from other states, much of which can be provided by Mr. Pearson. It would also be necessary for you to have some contact with law enforcement and education officials in Minnesota in connection with the study.

Mainly, the study would be involved primarily with pinpointing precisely the questions which should be explored in the anticipated in-depth planning which would follow your study. The recommendations would include a detailed plan for the in-depth study, including the types of surveys which might be required in the planning process in connection with determining the number of persons who would utilize a statewide facility once it is in operation, cost studies on construction and operation, etc. Other questions to be considered include such matters as whether the state should consider, in addition to providing a "free school" as it now does, living and travel expenses for officers attending the academy, or partial state reimbursement to local departments to cover salaries of trainees attending the academy, or the cost of "covering" the officer while he is in attendance at the academy.

While we would hope that your study and the following in-depth planning process would come up with precise recommendations on the nature of the academy, type of curriculum, etc., we would anticipate that the academy would be providing on a regular basis a minimum basic rookie course of approximately 12 weeks

January 8, 1968

duration, as well as a full program of in-service training seminars in techniques and mechanics covering special subjects of a wide range, intermediate command in police management courses and other possible specialized training on such matters as civil disturbance control, implied consent, etc.

Several other important matters should receive preliminary consideration in connection with your study. These include the feasibility of providing for the location of the full facilities of the State Crime Bureau, including the laboratory, at the location of the academy, whether the academy might form the nucleus for a "regional research institute", such as provided for in the House version of the federal legislation, whether a consulting service to law enforcement agencies might be developed in connection with the academy, and the relationship of a police academy to institutions of higher education which will be providing educational as opposed to training programs for persons in or anticipating a career in law enforcement. For example, the University of Minnesota and the Junior Colleges have already indicated that they will provide certain credits for police training towards their degree requirements for persons following police science programs at their institutions.

While our main concern is with a preliminary feasibility study in connection with a police academy to provide for the needs of the whole State of Minnesota, some consideration should be given to the possibility that such a facility might provide a training center for a larger region including parts or all of adjacent states. Conversely, some consideration should also be given to the possibility that, assuming the state would not support a facility of a statewide nature, what considerations would be involved in connection with a facility to provide for the police training needs of the seven-county metropolitan area.

At this time we would appreciate receiving from you an estimate as to the time, cost and possible timetable for a feasibility study conducted by your center. We would be interested, if possible, to have such a study completed no later than June 1, 1968. In the event that the scope of the study as indicated in this letter appears too broad, would you be good enough to please indicate the scope of the study you would propose to undertake in this connection.

Kindest regards.

Very truly yours,

  
ARNE SCHOELLER  
Assistant Attorney General

AS:jcl  
Enc.

LEGISLATIVE REFERENCE LIBRARY  
STATE OF MINNESOTA

COLLEGE OF ST. THOMAS  
ST. PAUL, MINNESOTA 55101

MANAGEMENT CENTER

January 10, 1968

Mr. Arne Schoeller  
Assistant Attorney General  
Office of the Attorney General  
St. Paul, Minnesota 55101

Dear Mr. Schoeller:

In reply to your letter of January 8 please find enclosed a detailed outline in question form. This will pin point in a preliminary way the direction which a feasibility study could take.

The question list is not fully definitive because time did not permit. It is, however, sufficiently complete to delimit the parameters for such a study.

No real effort was made at this time to do a literature search or to involve other competent personnel. If we could answer all the questions in this audit list, the study would be pretty complete.

I would visualize a feasibility study to require the following steps.

1. Complete the audit list of questions.
2. Conduct the necessary studies and surveys.
3. Plan the academy.
4. Secure approvals.
5. Re-plan the academy.

I would visualize the following studies and surveys.

1. Survey of manpower development needs of all law enforcement agencies in state.
2. Survey of individual training needs of all law enforcement officers in state.
3. Study of curriculums of all existing training programs for law enforcement personnel.
4. Study of programs of selected successful academies of law enforcement in the United States.
5. Analysis of literature in law enforcement training.
6. Study of political-socio-economic environment in the state as it would offset the academy.

In your letter you indicate the desirability of completing such a feasibility study by June 1, 1968. This would be possible if you were to begin within the next thirty days.

I would estimate the study would take at least four months, to include summary and printing of the report. Even so, it would require accelerated effort and complete cooperation of everyone who would be involved.

As of this moment my best estimate of the cost of the feasibility study would be \$5,800 plus \$1,200 for travel expenses. These costs would provide for the study, travel, consultants, computer time, secretarial support, and printing 100 copies of the study.

I believe that the study results would apply to the whole state, the Metro area, or a region. The difference in the type of academy would be largely one of size not quality or curriculum or objectives. The study could be modified relatively easily by changing the numbers. The budget for different types of academis would be substantially different in size but not in its structure.

I trust that this document will provide the basis on which a more complete proposal can be based.

Thank you for the opportunity of having worked with you on this project and please be assured that this institution would look forward to continuing with it. We can think of nothing more important to the future of this nation than effective law enforcement and we would like to be in the mainstream of effort with you.

Sincerely,



Howard P. Mold  
Associate Director

HPM:ymp  
enc.

COLLEGE OF ST. THOMAS  
ST. PAUL, MINNESOTA 55101

MANAGEMENT CENTER

I OBJECTIVES OF THE ACADEMY

1. What shall the objectives be?
2. How often shall they be reviewed?
3. What will the planning cycle be?
4. Who shall approve the bi-annual objectives?
5. Shall the objectives be oriented exclusively to police work or to a broader law enforcement?
6. Shall the objectives be on a five-year cycle with a two-year roll ahead cycle for operations?
7. How will the achievement against objectives be audited and evaluated?
8. Shall the objectives be oriented to law enforcement including Fire Departments (Community Safety)?
9. How shall we secure a broad base of public support?
10. How shall we secure support from key influential citizens?

II OPERATIONAL POLICIES

1. When shall the first operational policy manual be prepared?
2. What will the content of the policies be:
  - a) Staff hiring requirements.
  - b) Consultation agreement.
  - c) Relationships with various Federal, State, local and private organizations.
  - d) What shall the public relations policies be?
  - e) Relationships with donor foundations.
  - f) Certification.
  - g) Student behavior.
  - h) Admissions.
  - i) Visitors and observers.
  - j) Part-time instructor compensation.
  - k) Receipt of gifts.
3. What shall the educational policy be?

### III PHYSICAL LOCATION

1. Shall the academy be located on a neutral site in order to develop its own identity?
2. Shall the academy be located near an existing educational institution?
3. Shall the academy be located near a transportation center (example - Fort Snelling)?
4. What shall the criteria be for the physical site?

### IV PHYSICAL FACILITIES

1. Shall the academy build or lease facilities?
2. Shall the facilities include dormitories?
3. Shall the facilities include laboratories, ranges, gymnasiums, as well as classrooms, library, etc.?
4. Shall the concept be that of a fully integrated "brain tank" for a long term effort in the total area of law enforcement and criminal justice to enable a total attack on all problems of Public Safety? If so, the facilities must reflect this-- in at least, the planning and conceptual phase.
4. Shall the facilities provide for research, laboratories for operational use. Communications Center, Computer Center, and Radio facilities?

### V RELATIONSHIPS WITH ORGANIZATIONS

1. What shall be the relationship of the academy with:
  - a) State law enforcement agencies.
  - b) State non-law enforcement agencies.
  - c) State local law enforcement agencies.
  - d) Non-state law enforcement agencies.
  - e) Educational institutions
  - f) Donor foundations.
  - g) Other specialized law enforcement educational institutions.
2. What relationship shall be developed with private corporations?
3. What relationships shall be developed with professional organizations and societies, human relation groups, unions, etc.?
4. What relationships will be developed with professional law enforcement organizations including police unions?

## VI CURRICULUM

1. What shall the minimum curriculum be for:
  - a) Recruits.
  - b) Experienced police officers.
  - c) Detectives and investigators.
  - d) Intermediate command officers.
  - e) Senior command officers.
  - f) Specialists in -- (1) communications  
(2) lab specialists  
(3) traffic specialists  
(4) other.
2. Shall there be an advanced curriculum for the above?
3. Shall there be non-residence study provided by correspondence and television and radio?
4. What will the cycle be for any of the above?
5. Are the educational needs of Minnesota police and law enforcement personnel unique for this state? How do they compare with New York, California, etc.?
6. What are the educational and developmental needs of Minnesota law enforcement personnel by:
  - a) Geographical area.
  - b) Type of municipality.
  - c) Level of position.
  - d) Previous training.
7. Will special programs be provided to:
  - a) Mayors.
  - b) Councilmen.
  - c) Others.

## VII STAFF AND FACILITY

1. What are the requirements for the position of the Director of the academy?
2. What type and amount of professional and support staff will be required
3. What amount and type of faculty will be required?
4. What extent of use will be made of part-time faculty?
5. What provision will be made for continuous development of staff and faculty to meet changing needs of law enforcement education?
6. What shall be the organizational structure of the academy?



## VIII FINANCIAL ASPECTS OF THE ACADEMY OPERATIONS

1. What will be the budget for the first five years of operation?
2. What will be the capital equipment, land acquisitions, and building budget for the first five years?
3. What will be the tuition policy for:
  - a) Minnesota police officers.
  - b) Non-resident police officers.
4. What will be the salary and expense reimbursement policy for students?
5. What will be the policy of the academy in solicitation of funding from public, private and foundation sources for scholarships, capital requirements, and operational needs?

## IX LIBRARY RESOURCES

1. Will the academy maintain a circulating library of books, films, and related items to assist local training programs?
2. Will the academy provide free take away books?
3. Will the academy provide a permanent library and archives on law enforcement for research and development of new and innovative techniques?
4. Will the academy become a repository for periodicals and museum type materials?
5. Will the academy publish document lists and a journal in law enforcement?

## X CONSULTATION SERVICE

1. Will the academy provide staff consultation in all phases of law enforcement to local agencies?
2. Will the academy provide consultation to the Police Board?
3. Will the academy provide a police placement service to local agencies to assist in staffing local agencies?
4. Will the academy provide consultation service in planning, selection and promotion programs, computer technology, and related areas?
5. Will the academy do research into areas of law enforcement needing improvement?

6. Shall the academy provide laboratory, communcations, and computers at an operational level to assist in coordination of local law enforcement programs?
7. Will the academy become a center for crime reporting?

SECTION FOURTEEN

APPENDIX 4

CURRICULA OF BASIC POLICE SCIENCE COURSES

IN MINNESOTA

APPENDIX 4-1

CURRICULUM OF ST. PAUL POLICE  
DEPARTMENT POLICE TRAINING FOR RECRUITS 1967-1968

BUREAU OF POLICE

St. Paul, Minnesota

POLICE TRAINING

Our curriculum is flexible with continually different approaches to recruit training. We utilize all conventional teaching aids, mechanical, visual and electronic. Recruit training is held in rented quarters at the St. Paul Armory where exceptional classroom and physical training facilities are available.

The permanent training staff consists of four officers who are responsible for recruiting, recruit and in-service training. The staff is supplemented by instructors drawn from the Patrol, Detective and Staff & Inspection Divisions. The instructors are carefully selected, submit lesson plans, and are subjected to careful review. Their training responsibilities are expanded if their classroom performance is superior, or dropped after the initial lecture if inadequate. By this means we try to develop a corps of Bureau instructors. However, we do hire instructors with special qualifications. For example, law courses are taught by a lawyer with extensive experience as a prosecutor and teacher.

Essentially, recruit training covers material hereinafter outlined. The time allocations may vary as experience and enforcement problems dictate.

#####

CRIMINAL LAW

Review of federal and state constitutions, judicial system, criminal code and city ordinances. Handout materials and texts supplement lectures. Daily quizzes on material covered in previous lectures. A moot trial with a district court judge, prosecutor and defense attorney is held to try a mock crime which students investigate and give testimony.

64 HOURS

## COMMUNICATIONS

Bureau communications involving radio, reporting, forms, work flow and distribution, output from data processing in reports, surveys and administrative data are explained. Emphasis on accuracy, completeness, and clarity of report content.

32 HOURS

## TRAFFIC

History and philosophy of traffic enforcement, accident causes and investigation. Traffic flow and direction explained. Text, handouts, quizzes. Field problems simulated and investigated for student practice. Intersection and point control field practice.

46 HOURS

## DEFENSIVE TACTICS

Physical conditioning, defense against attacks, use of baton, restraining holds, use of handcuffs, mechanics of arrest, vehicle stops.

36 HOURS

## FIREARMS

Moral and legal responsibilities, fixed and combat shooting, emphasis on cover, and interests of innocent people. All Bureau weapons are studied, dangers, range and limitations shown. About 750 rounds are fired by each student.

30 HOURS

## FIRST AID

Requirements for advanced card fulfilled. Course includes emergency O. B. , use of injury simulation kit, resusit-Annie, and lectures by surgeon-in-charge of hospital emergency room.

31 HOURS

## HUMAN RELATIONS

Lectures and training material stressing diverse viewpoints. The theme of scrupulous fairness, restraint and attitude stressed in every phase of training.

4 HOURS

## JUVENILE PROCEDURES

Laws and procedures relating to juveniles, the Juvenile Court, referral agencies.

8 HOURS

## BUREAU PROCEDURES

Procedures relating to incidents in which Patrol Division makes preliminary investigation, ranging from homicide to lost children. Students are acquainted with typical problems, solutions, forms to be used, notifications, etc.

44 HOURS

## HISTORY OF LAW ENFORCEMENT

Historical tradition and development of law enforcement. Emphasis on certain stereotyped public attitudes toward law and law enforcement that persist in modern times.

2 HOURS

## PHILOSOPHY OF LAW ENFORCEMENT

Designed to illustrate the purpose of the police. The practical and realistic goals and objectives. Law and morality, law and justice. Are they the same thing?

2 HOURS

## MAINTENANCE OF EQUIPMENT

Methods by which Bureau maintains and purchases equipment. The officers' responsibility in protecting his equipment, the dangers that may result from defective equipment.

6 HOURS

## SELECTIVE ENFORCEMENT

Theory and concepts. Development of data by EDP, identification of problems, deployment on basis of prediction, Bureau organization as development of selective enforcement concept.

5 HOURS

## ELEMENTS OF PATROL

Techniques of motor and foot patrol, analysis of patrol area problems, attention to observation and solution of patrol problems.

10 HOURS

## CIVIL DISTURBANCES

Lectures and field demonstrations of chemical agents, tactics and procedures required to suppress or contain civil disturbances. Situations where barricaded and armed criminals are encountered are also included in this segment.

10 HOURS

## MENTAL PATIENTS

Handling disturbed patients, emphasis on legal and humanitarian precepts involved rather than diagnosis, referral agencies and legal remedies available.

4 HOURS

## CRIME SCENES (simulated)

Crime scenes with role playing involving burglary, robbery, homicide, and rape. Locale in stores and residential areas for realism. After each incident a critique is held to reinforce knowledge gained or to illustrate errors.

20 HOURS

## TOURS

Hospitals, morgue and correction institutions visited by students to improve over-all knowledge of responsibilities.

8 HOURS



## INVESTIGATIVE TECHNIQUES

Record sources, plants and surveillances, interviewing techniques, development and handling of confidential informants.

10 HOURS

## PHYSICAL EVIDENCE

Members of police laboratory lecture and demonstrate the identification, protection and transportation of physical evidence. Evidence identification by chemical and instrumentation is demonstrated.

18 HOURS

## PATROL TOURS

Three eight-hour patrol tours on weekends with members of the regular patrol division to acquaint them with field problems and to relate their classroom training to field situations.

24 HOURS

## ORGANIZATION OF CITY GOVERNMENT

Structure and function of governmental agencies.

1 HOUR

## ORIENTATION

Introduction to training process. Familiarization with training environment, rules and regulations of training program, uniform fitting.

4 HOURS

## PHILOSOPHY OF LAW ENFORCEMENT

Role of Police in society, goals and objectives of police in regulation of society.

2 HOURS

## CIVIL DEFENSE

Role of police and ancillary personnel in disasters and large scale emergencies.

2 HOURS

### AUTO THEFT

Techniques of auto thieves, history of problem, report forms, recovery of vehicles, investigative techniques.

5 HOURS

### INVESTIGATIVE TECHNIQUES

Basic means of conducting investigations with special attention to interviewing techniques and records sources that may be consulted for the development of information.

14 HOURS

### FUNCTIONS OF LAW ENFORCEMENT AGENCIES

Explanation of duties and jurisdiction of certain Federal, State and local law enforcement agencies.

2 HOURS

### EXAMINATIONS, REVIEWS, DEMONSTRATIONS

Demonstrations of booking procedures, DWI examinations, tracing work flow patterns, review of report forms, visits to courts, probation offices, etc.

40 HOURS

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING NOV. 13, 1967

1<sup>ST</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0745	INSPECTION NOV. 13	INSPECTION NOV. 14	INSPECTION NOV. 15	INSPECTION NOV. 16	INSPECTION NOV. 17
0800	ORIENTATION  LOCKER ISSUE AND	LAW  TED COLLINS	LAW	LAW	LAW
0900	CLASSROOM SEATING	HUMAN RELATIONS	FUNCTIONS OF OTHER LAW ENF AGENCIES	DEPARTMEN- TAL ORDERS	
0930	HEALTH CENTER	E. BARRETTE	SGT. DOLAN	SGT. HOELLER	
1000	FOR SHOTS	DITTO	TRAFFIC	TRAFFIC	TRAFFIC
1030	CARE OF EQUIPMENT		LT. JYRKAS		

**LUNCH**

1230	FIREARMS TRAINING IN CLASSROOM  ↓	FIREARMS	FIREARMS	FIREARMS	FIREARMS
1400	SGT. CROSBY	1ST AID  OFF. GEBHARDT OFF. BRADLEY	1ST AID	1ST AID	1ST AID
1500	INSPECTION PROCEDURE  AND	MISSING PER- SONS AND AWOL'S  OFF. CHURCH- ILL	HISTORY OF LAW ENF.  DET. TIGHE	CIVIL DEFENSE  MR. MANNING AND	SCHOOL POLICE  LT. WINTERHAL- TER
1600	EXPLANATION OF DUTY ROSTER	ORGANIZATION OF CITY GOVERNMENT  SGT. DOLAN	DITTO	SGT. PAVLAK	CONFERENCE AND TESTING
1700					

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING NOV. 20, 1967

2ND WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0745	INSPECTION Nov. 20	INSPECTION Nov. 21	INSPECTION Nov. 22	INSPECTION (Nov. 23)	INSPECTION (Nov. 24)
0800	LAW	LAW	LAW	HOLIDAY	D.O. FOR DEC. 2, 1967
0900	EMERGENCY CAR DISPLAY OFF. DORAN OFF. CORCORAN	SQUAD AND WAGON DISPLAYS OFF. PATSY	WARRANTS SGT. DEXTER	↑	↑
1000	INTRODUCTION OF REPORT MANUAL OFF. GELAO	TRAFFIC	TRAFFIC	↓	↓
1130					

**LUNCH**

1230	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	↑	↑
	FIREARMS	FIREARMS	FIREARMS	↑	↑
1400	FIRST AID	FIRST AID	FIRST AID	↑	↑
1500	PRINCIPLES OF INVESTIGATION DET. TIGHE	COMMUNITY RELATIONS DET. TIGHE	CONFERENCE AND TESTING	↑	↑
1600	DITTO	DITTO	DITTO	↓	↓
1700					

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING NOV. 27, 1967

3<sup>RD</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
0745	INSPECTION Nov. 27	INSPECTION Nov. 28	INSPECTION Nov. 29	INSPECTION Nov. 30	INSPECTION DEC. 1	INSP. DEC. 2
0800	LAW	LAW	LAW	LAW	LAW	PEEPERS AND PROWLERS SGT. DOLAN
0900	ZONE DEP. SHEETS  AND	INVESTIGATIVE TECHNIQUES  DET. TIGHE	LICENSE UNIT  SUPT. MC LAUGHLIN	INVESTIGATIVE TECHNIQUES  DET. TIGHE		BOOKING PROCEDURES AND FORMS
1000	ROLL CALL PROCEDURES  SGT. ANDERT	TRAFFIC	TRAFFIC	TRAFFIC	TRAFFIC	SGT. DOLAN SGT. HOELLER  (Hq.)
1130	LUNCH					
1230	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	REPORT WRITING
1400	FIREARMS	FIREARMS	FIREARMS	FIREARMS	FIREARMS	SGT. HOELLER AND SGT. DOLAN
1500	FIRST AID	FIRST AID	FIRST AID	FIRST AID	FIRST AIR	
1600	INVESTIGATIVE TECHNIQUES  DET. TIGHE	JUVENILE UNIT  CAPT. ROBERTS	JUVENILE UNIT  CAPT. ROBERTS	INVESTIGATIVE TECHNIQUES  DET. TIGHE	LOST & MISSING CHILDREN  OFF. GEISEN	INVESTIGATIVE TECHNIQUES  DET. TIGHE
1700	DITTO	DITTO	DITTO	DITTO	CONFERENCE AND TESTING	DITTO

**BUREAU OF POLICE**

ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING DEC. 4, 1967

4<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0745	INSPECTION DEC. 4	INSPECTION DEC. 5	INSPECTION DEC. 6	INSPECTION DEC. 7	INSPECTION DEC. 8
0800	LAW	LAW	LAW	LAW	LAW
0900	RADIO AND PHONE PROCEDURES	COUNTY CORONER  MR. FLAHERTY	VICE UNIT  LT. FAHEY	PLANTS AND SURVEILLANCE  LT. McCUTCHEON	FINGERPRINTS  LT. DUGAS
1000	LT. McCUTCHEON AND SGT. SCHEUER	TRAFFIC	TRAFFIC	TRAFFIC	TRAFFIC
1130					

**LUNCH**

1230	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.
	FIREARMS	FIREARMS	FIREARMS	FIREARMS	FIREARMS
1400	RADIO COMM. PRACTICAL APPLICATION	FIRST AID	FIRST AID	FIRST AID	FIRST AID
1500	LT. McCUTCHEON AND SGT. SCHEUER	DRUNKS (THE MASK)  OFF. GEISEN	JUVENILE UNIT  CAPT. ROBERTS	INVESTIGATIVE TECHNIQUES  DET. TIGHE	FIRE AND ARSON  OFF. HEDMAN
1600		DITTO	DITTO	DITTO	CONFERENCE AND TESTING
1700					

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING

**DEC. 11, 1967**

**5<sup>TH</sup>**

WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0745	INSPECTION DEC. 11	INSPECTION DEC. 12	INSPECTION DEC. 13	INSPECTION DEC. 14	INSPECTION DEC. 15
0800	LAW	LAW	LAW	LAW	LAW
0900	DISORDERLY GANGS AND STREET MEET- INGS	SQUAD PATROL  SGT. DOLAN	SQUAD PATROL  SGT. DOLAN	SQUAD PATROL  SGT. DOLAN	SQUAD PATROL  SGT. DOLAN
1000	OFF. DORAN OFF. CORCORAN	DITTO	TRAFFIC	TRAFFIC	TRAFFIC

1130

**LUNCH**

1230

	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.
	FIREARMS	FIREARMS	FIREARMS	FIREARMS	FIREARMS
1400	FIRST AID	FIRST AID	FIRST AID	FIRST AID	FIRST AID
1500	SICK AND MENTAL PER- SONS	CRIMES IN PROGRESS  SGT. M. ANDER- SON	SHOPLIFTERS  SGT. DEXTER	DOMESTICS  OFF. DORAN OFF. CORCORAN	DWI AND H&R  OFF. FOSS
1600	OFF. GELAO OFF. JOHNSON	DITTO	INVESTIGATE CALL FOR POLICE  SGT. HUTTON	DITTO	CONFERENCE AND TESTING
1700					

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**  
**DEC. 18, 1967**

WEEK BEGINNING \_\_\_\_\_ 6<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0745	INSPECTION 18	INSPECTION 19	INSPECTION 20	INSPECTION 21	INSPECTION 22
0800	LAW	LAW	LAW	LAW	LAW
0900	TOURS OF CITY AND COUNTY FACILITIES AND CIVILIAN HOSPI- TALS	MAL. DES. OF PROPERTY OFF. HEDMAN	CONFERENCE AND TESTING	BLOOD AND SEMEN AS EVI- DENCE. CRIM. ALFULTIS	TOOL MARKS AS EVIDENCE CRIM. ALFULTIS
1000	↓	TRAFFIC	TRAFFIC	TRAFFIC	TRAFFIC
1130					

**LUNCH**

1230		PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.
		FIREARMS	FIREARMS	FIREARMS	FIREARMS
1400		FIRST AID	FIRST AID	FIRST AID	FIRST AID
1500		INTERVIEW TECHNIQUES DET. TIGHE	VICE UNIT LT. FAHEY	INTERVIEW TECHNIQUES DET. TIGHE	SELECTIVE ENFORCEMENT LT. McCUTCHEON
1600	↓	DITTO	DITTO	DITTO	CONFERENCE AND TESTING
1700					



BUREAU OF POLICE

ST. PAUL, MINNESOTA

TRAINING UNIT - CLASSROOM SCHEDULE  
DEC. 25, 1967

7<sup>TH</sup>

WEEK BEGINNING \_\_\_\_\_

WEEK \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
0745	INSPECTION 25	INSPECTION 26	INSPECTION 27	INSPECTION 28	INSPECTION 29	30
0800	HOLIDAY  ↑	LAW	LAW	LAW	SQUAD PATROL	SQUAD PATROL
0900		LAW	TRAFFIC	FIELD INTER- VIEWS  SGT. M. ANDER- SON	1500 - 2300  1600 - 2400	1500-2300  1600-2400
1000		MARKING EVIDENCE CRIM. ALFULTIS	TRAFFIC	DITTO	↑	↑
1130	LUNCH					
1230		PHYS. TRG.  FIREARMS	PHYS. TRG.  FIREARMS	PHYS. TRG.  FIREARMS		
1400		FIRST AID	FIRST AID	THEFT UNIT  CAPT. JOYCE		
1500		INTERVIEW TECHNIQUES  DET. TIGHE	FRAUD & FORGERY  CAPT. SCHMIDT	DITTO		
1600		DITTO	DITTO	CONFERENCE AND TESTING	↓	↓
1700	↓					

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING JAN. 1, 1968

8<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
0745	INSPECTION 1	INSPECTION 2	INSPECTION 3	INSPECTION 4	INSPECTION 5	6
0800	HOLIDAY	LAW	LAW	LAW	SQUAD PATROL	SQUAD PATROL
0900	↑	EMERGENCY O.B.	REPORT RE- VIEW AND CRIME REPORT- ING.	BURGLARY EVI- DENCE,  CRIM. ALFULTIS	1500 - 2300 1600 - 2400	1500-2300 1600-2400
1000		DITTO	SGT. TRUSO	DITTO	↑	↑
1130	LUNCH					
1230		PHYS. TRG.	PHYS. TRG.	PHYS. TRG.		
1400		FIREARMS	FIREARMS	FIREARMS		
1500		CRITIQUE	TRAFFIC	EMERGENCY HOSP.  DR. VAN TYN		
1600		FRAUD & FORGERY  CAPT. SCHMIDT	BURGLARY  DET. BARTLETT	DITTO		
1700	↓	DITTO	DITTO	CONFERENCE AND TESTING	↓	↓

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING JAN. 8, 1968

9<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
0745	INSPECTION 8	INSPECTION 9	INSPECTION 10	INSPECTION 11	INSPECTION 12	13
0800	LAW	LAW	LAW	LAW	SQUAD PATROL 1500 - 2300 1600-2400	SQUAD PATROL 1500-2300 1600-2400
0900	ROBBERY UNIT	LAW	TRAFFIC	LAW	↑	↑
1000	DITTO	TRAFFIC	TRAFFIC	TRAFFIC		
1130	LUNCH					
1230	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	PHYS. TRG.	↓	↓
	GORE KIT	GORE KIT	GORE KIT	GORE KIT		
1400	CRITIQUE	HOMICIDE UNIT SGT. McDONALD	SEX UNIT SGT. PAULOS MRS. BAILEY			
1500	AUTO THEFT DET. McNEELY	DITTO	DITTO	AUTO THEFT DET. McNEELY		
1600	DITTO	DITTO	CONFERENCE AND TESTING	DITTO		
1700						

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING JAN. 15, 1967 10<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
0745	INSPECTION 15	INSPECTION 16	INSPECTION 17	INSPECTION 18	INSPECTION 19	20
0800	LAW	LAW	LAW	LAW	SQUAD PATROL	SQUAD PATROL
0900	EXPLOSIVES  CRIM. ALFULTIS	LAW	TRAFFIC CONTROL	LAW	1500 - 2300 1600 - 2400	1500-2300 1600-2400
1000	CRITIQUE AND TESTING	TRAFFIC	DITTO	TRAFFIC	↑	↑
1130	LUNCH			CONFERENCE		
1230	PHYS. TRG.	PHYS. TRG.	TRAFFIC CONTROL	NIGHT CRIME SCENE		
1400	GORE KIT	GORE KIT	PRACTICAL APPLICATION	BURGLARY  DET. BARTLETT SGT. DOLAN		
1500	AUTO THEFT  DET. McNEELY	BEAT PATROL  SGT. STURNER	DITTO	DITTO		
1600	DITTO	DITTO	DITTO	CONFERENCE	↓	↓
1700						

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING JAN. 22, 1968

11<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
0745	INSPECTION	INSPECTION	INSPECTION	INSPECTION	INSPECTION	
0800	22	23	24	25	26	27
	LAW	LAW	LAW	LAW	D.O. FOR JAN. 27, 1968	WINTER CARNIVAL PARADE
0900	RAIDS	CRITIQUE	TRAFFIC	LAW	↑	
	LT. McCUTCHEON	DWI CAMERA AND BREATHA-				
1000	FIREARMS AS EVIDENCE	LYZER	DITTO	CRITIQUE		
	CRIM. ALFULTIS	OFF. MORAVEC				
1130	LUNCH					
1230	CRITIQUE					
	NIGHT CRIME SCENE HOMICIDE	PHYS. TRG.	NIGHT ACC. SCENE	PHYS. TRG.		
1400	DITTO	FRAUD & FORG- ERY	DITTO	EMERGENCY HOSP.		
		CAPT. SCHMIDT		DR. VAN TYN		
1500	DITTO	DITTO	DITTO	DITTO		
1600	DITTO	CONFERENCE AND TESTING	DITTO	ROBBERY EVI- DENCE	↓	
1700				CRIM. ALFULTIS		

**BUREAU OF POLICE**  
ST. PAUL, MINNESOTA

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING JAN. 29, 1968

12<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
0745	INSPECTION	INSPECTION	INSPECTION	INSPECTION	INSPECTION	
0800	29	30	31	1	2	3
	LAW	LAW	LAW	LAW	D.O. FOR FEB. 3, 1968	WINTER CARNIVAL NIGHT PARADE
0900	AUTO THEFT				↑	
	DET. McNEELY					
1000	DITTO	TRAFFIC	TRAFFIC	TRAFFIC		
1130	LUNCH					
1230	CONFERENCE - - - - - CONFERENCE					
	NIGHT BLDG. SEARCH	PHYS. TRG.	NIGHT CRIME SCENE ROBBERY	MOOT TRIAL  COURT HOUSE		
1400	DITTO	HUMAN RELA- TIONS  E. BARRETTE	DITTO	DITTO		
1500	DITTO	DITTO	DITTO	DITTO		
1600	DITTO		DITTO	DITTO	↓	
1700						

**BUREAU OF POLICE  
ST. PAUL, MINNESOTA**

**TRAINING UNIT - CLASSROOM SCHEDULE**

WEEK BEGINNING FEB. 5, 1968

13<sup>TH</sup> WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0745	INSPECTION 5	INSPECTION 6	INSPECTION 7	INSPECTION 8	INSPECTION 9
0800	LAW	LAW	LAW	LAW	GRADUATION  (NIGHT)
0900	TEAR GAS  SGT. McDONALD	LAW	LAW	RIOT CONTROL	↑
1000	DITTO	TRAFFIC	TRAFFIC	DITTO	
1130	LUNCH				
1230	CAR STOP  AND	PHYS. TRG.	CAR STOP  AND	DITTO	↓
1400	MECHANICS OF ARREST	CONFERENCE  AND	MECHANICS OF ARREST	DITTO	
1500	DITTO	TESTING	(NIGHT)	DITTO	
1600	DITTO	DITTO	DITTO		
1700					

APPENDIX 4-2

CURRICULUM OF MINNEAPOLIS POLICE DEPARTMENT  
TRAINING FOR RECRUITS - 1967



MINNEAPOLIS POLICE ACADEMY  
 BASIC POLICE SCIENCE COURSE  
 1967

Deputy Inspector Carl V. Pearson  
 Director of Training

Length of Session:  
 12 Weeks, Sept. 25-Dec. 15

SEPT.	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
Mon. Sept. 25	Orientation and Objectives of Police Service and Diagnostic Profile Training Staff Police Service Guns Range Staff							
Tues. Sept. 26	Note Taking - FBI S/A Mes Glewe		Art of Listening Dick Wilson Training Div		Uniforms Care Sgt. Ken Vooge		and Police Equipment and Maintenance Sgt. Ken Vooge, MPD and Training Staff Defensive Tactics 3:30 to 5:30	
Wed. Sept. 27	Traffic Law, Enforcement, Policy and Procedure Lt. Ed Wishart, MPD		Introduction to Police Records and Reports Norman Hoel Supervisor, MPD Bureau of Records		Minneapolis Fire Department Rescue Squad - Functions Arson Squad - Investigations <i>Chief Kenneth Welch</i> Capt. Joe Woods, MFD <i>for Marshall</i>		Defensive Tactics 4:00 to 6:00	
Thurs. Sept. 28	"HOW TO COMMUNICATE" Dr. George Shapiro, University of Minnesota Functions and Organization of the Detective Division Detective Inspector Wayne Sherman, MPD Defensive Tactics 3:30 to 5:30							
Fri. Sept. 29	Processing of Traffic Reports Lt. Ed Wishart, MPD		Narcotic & Drug Investigations Film, "Pit of Despair"		POLICE ORGANIZATIONS			

MINNESOTA POLICE ACADEMY  
BASIC POLICE SCIENCE COURSE  
1967

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OCT.	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
Mon. Oct. 2	Introduction to Mental Health & Community Relations Robert Spano Leonard Lindquist Maurice Strothman		Report Writing Capt. Roland Waller, MPD		Functions of the Communications Division of Mpls. Police Department Lt. Malcolm Ward, MPD		Defensive Tactics 3:30 to 5:30	
Tues. Oct. 3	Police Services and Procedures Capt. Ray Williamson, MPD		License Inspectors Division & how it relates to your work Harvey Everson, Lic. Inspec.		Morals Squad Investigations Supervisor James O'Meara, MPD		Defensive Tactics 3:30 to 5:30	
Wed. Oct. 4	Proper Approach to Traffic Violators Film, "Routine Stops" Sgt. R. Krider, MPD		Property Division Pawnbroker Detail Bicycle Detail Don Bain Glenn Page Wilver Lee MPD		MINNESOTA MENTAL HEALTH			
Thurs. Oct. 5	Writing the Citation Lt. Ed Wishart, MPD		Report Writing Capt. Roland Waller, MPD		Orientation of Field Trip Training Staff		Report Writing Film S/A Tony Shay FBI	
Fri. Oct. 6	Handling of Juvenile Traffic Offenders & Functions of School Patrol Fred Wallner, MPD Sgt. Walt Helin, MPD		Objectives of Police Service Edward Farrell Chief of Police-Burnsville		Minnesota Mental Health		Film "Revolver Shooting"	

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Oct. Mon. 9	MINNESOTA MENTAL HEALTH				MINNESOTA MENTAL HEALTH			
Oct. Tues. 10	Functions of the BCA & Other State Agencies  Ken Christian, BCA	Functions of the Police- women of Mpls. Police Dept.  Dorothy LiaBratten, MPD	Proper Operation of Dictaphone Reporting System  Training Staff		Def. Tac. 4-6			
Oct. Wed. 11	Narcotics and Drug Investigations Film, "Narcotics- The Decision"  Det. George Bendt, MPD	Psychology of Juvenile Development  Edward Farrell Chief of Police-Burnsville	Reports of Field Trips  Training Staff		Defensive Tactics 4-6			
Oct. Thurs. 12	Police and Public Service  Mr. Paul Fisch Attorney at Law	T.L.E. Metropolitan Area & Safety Council  Forst Lowry-Executive Dir. Robert Provost-Ins. Indust.	Causes & Effects of Police Behavior  S/A Harry Berglund FBI		Defensive Tactics 3:30 to 5:30			
Oct. Fri. 13	Functions of the Secret Service  Mike Weinstein U.S. Secret Service	Basic Procedures in Burglary Investigation  Capt. William Mahnke, MPD	COMMUNITY RELATIONS					

MINNEAPOLIS POLICE ACADEMY  
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OCT. 16	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
Oct. Mon. 16	Fundamentals of Human Behavior Film, "Judging People" Howard P. Mold, Associate Director St. Thomas College			Discussion and Review Training Staff	Crowd and Mob Psychology Film, "Planning for Riot Control" "Vitlow Films" S/A Don Thompson and Ray Gammon FBI		Defensive Tactics 5-6	
Oct. Tues. 17	MINNESOTA MENTAL HEALTH			MINNESOTA MENTAL HEALTH				
Oct. Wed. 18	GROUP I (All Day) Proper Usage of Shoulder Weapons and Handguns Location - Outdoor Range LeRoy Dahline-Rangemaster			GROUP II (All Day) Proper Operations of Police Vehicles Training Staff				
Oct. Thurs 19	GROUP II (All Day) Proper Usage of Shoulder Weapons and Handguns Location - Outdoor Range LeRoy Dahline-Rangemaster			GROUP I (All Day) Proper Operations of Police Vehicles				
Oct. Fri. 20	Probable cause for Arrest S/A George Burton FBI			COMMUNITY RELATIONS				

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Oct. Mon. 23	Report Writing Review of Reports Training Staff		Relationships between Federal and Local Law Enforcement Agencies S/A Harry Berglund, FBI		MINNESOTA MENTAL HEALTH			Def. Tact 4:30 5:30
Oct. Tues. 24	GROUP I Field Trip of Lino-Lakes Diagnostic Center Mr. Warren Johnson				GROUP I Field Trip of Lino-Lakes Diagnostic Center Mr. Warren Johnson			
	GROUP II Tour of Facilities at City Hall Training Staff				GROUP II Tour of Facilities at City Hall Training Staff			
Oct. Weds. 25	Minnesota Department of Highways Drivers Licenses, Accident Records, and Proper Filling Out of the Accident Report Mr. G. A. Hatfield and Staff				Rules of Evidence  Tom Bamberry Assistant Hennepin County Attorney		Defensive Tactics 3:30 to 5:30	
Oct. Thurs. 26	GROUP I Homicide Investigation & Practical Crime Scene Demos. Mr. Charles Reiter, BCA				Foot and Motor Patrol Film  S/A Tony Shay, FBI			Def. Tact, 5-6
	GROUP II Field Trip to Municipal Court Training Staff							
Oct. Fri. 27	GROUP II Homicide Investigation & Practical Crime Scene Demo. Mr. Charles Reiter, BCA				COMMUNITY RELATIONS			
	GROUP I Field Trip to Municipal Court Training Staff							

MINNEAPOLIS POLICE ACADEMY  
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	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
t. n.	The Police and Public Relations  Sgt. William Hodapp Minnesota Highway Patrol				Sex-Homicide Investigations  Edward Larson Detective Supervisor, MPD		Defensive Tactics 3:30 to 5:30	
t. es.	Fingerprints and Latent Impressions  S/A Frank Grady, FBI Frayne Johnson, Ident. Officer, MPD				Practical Demonstration of Fingerprinting Technique  S/A Frank Grady, FBI Frayne Johnson, Ident. Officer, MPD			Def. Tact. 5-6
v. d.	Minnesota Mental Health Group I - Detention Center, 8:30 a.m. -10:30 a.m. Group II - Henn. Co. General Hospital, 8:30 a.m.-10:30 Group I - Henn. Co. General Hospital, 10:30 a.m.-12:30 p. Group II - Detention Center, 10:30 a.m.-12:30 p.m.				CITY ORDINANCES  Milt Gershin Assistant City Attorney			Def. Tact. 5-6
v. urs.	Organization of the Juvenile Division and the Handling of the Juvenile Offender  Lt. Ray Cronin, MPD				Shoplifting Investigation  Mr. Glen Dornfeldt Dayton's Protection		Common Court Room Mistakes  Mr. Gerry Singer Attorney at Law	
v. i.	MID TERM EXAMINATIONS AND DISCUSSION				COMMUNITY RELATIONS			

MINNEAPOLIS POLICE ACADEMY  
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NOV.	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
Nov. Mon. 6	Effective Patrol Methods Capt. Elmer Nordland, MPD		Auto Theft Investigations Film S/A Mark DeWolfe, FBI		Principles of Accident Investigation  Capt. Gerald Kitteridge Minnesota Highway Patrol			Def. Tact. 5-6
Nov. Tues. 7	GROUP II Field Trip of Lino-Lakes Diagnostic Center Mr. Warren Johnson				GROUP II Field Trip of Lino-Lakes Diagnostic Center Mr. Warren Johnson			
	GROUP I Tour of Facilities of City Hall Training Staff				GROUP I Tour of Facilities of City Hall Training Staff			
Nov. Wed. 8	Theft and Forgery Investigations Capt. Joe Rusinko		Homicide Investigations Procedure  Frayne Johnson B of Ident., MPD		Principles of Accident Investigation  Capt. Gerald Kitteridge Minnesota Highway Patrol			Def. Tact. 5-6
Nov. Thurs 9	Discussion and Review	Basic Sex Crimes Background & Definition  S/A Herb Eckenroth, FBI			Principles of Accident Investigation  Capt. Gerald Kitteridge Minnesota Highway Patrol			Def. Tact. 5-6
Nov. Fri. 10	Dept. Policy in Enforcement of Laws  Inspector of Police Donald R. Dwyer		Practical Traffic Control  Film "Signals & Gestures"  Art Sivanich, MPD		Principles of Accident Investigation  Capt. Gerald Kitteridge Minnesota Highway Patrol			Def. Tact. 5-6

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Nov. Mon. 13	Minnesota Laws of Arrest  Willard B. Morris, BCA Director of Training				Search and Seizure  S/A George Burton, FBI			Def. Tact. 5-6
Nov. Tues. 14	Minnesota Laws of Arrest  Willard B. Morris, BCA Director of Training				Federal Civil Rights Legislation  ASAC Ralph Miles, FBI	Minnesota Mental Health		Def. Tact. 5-6
Nov. Wed. 15	Minnesota Criminal Code  Willard B. Morris, BCA Director of Training		Evidence in Criminal Cases  Sam Hardy FBI retired		Motivating Influences of Sex Criminals  S/A Herb Eckenroth, FBI			Defensive Tactics 4:30-6:00
Nov. Thurs. 16	Minnesota Criminal Code  Willard B. Morris, BCA Director of Training		Police Ethics  Off. David Couper, MPD		Technical Aspects of Burglary Investigations & Policy  Det. Capt. Mahnke, MPD			
Nov. Fri. 17	Confessions, Interrogation and a Modern Approach to Police Show-Ups  S/A George Burton, FBI S/A Tony Shay, FBI				COMMUNITY RELATIONS			



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Nov. Mon. 20	Minnesota Traffic Laws  Capt. Floyd Roman Richfield Police Department				Burglary Investigation Film S/A Tony Shay, FBI		Minnesota Mental Health		Def. Tact. 5-6
Nov. Tues. 21	Minnesota Traffic Laws  Capt. Floyd Roman Richfield Police Department				Minnesota Mental Health				Def. Tact. 5-6
Nov. Wed. 22	FIRST AID				Burglary Investigation  S/A Tony Shay, FBI		How to Work With Juveniles Film, "Youth and the Law"  Lt. Ray Cronin, MPD		
Nov. Thurs. 23	THANKSGIVING HOLIDAY				THANKSGIVING HOLIDAY				
Nov. Fri. 24	FIRST AID				COMMUNITY RELATIONS				

MINNEAPOLIS POLICE ACADEMY  
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Length of Session:  
 12 Weeks, Sept. 25-Dec. 15

NOV.	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00	
Nov. Mon. 27	FIRST AID				Scientific Aids in Investigation  S/A Harry Berglund, FBI		Minnesota Mental Health		Def. Tact. 5-6
Nov. Tues. 28	FIRST AID				Collection & Preservation of Evidence Lecture Film  S/A Mark DeWolfe, FBI				Def. Tact. 5-6
Nov. Wed. 29	FIRST AID				Group I - Crime Scene Search and Report      Film  S/A Mark DeWolfe, FBI				
					Group II - Regulation of Traffic      HQ Rollcall Room  Sgt. Charles Wolfe, MPD				
Nov. Thurs. 30	FIRST AID				Group II - Crime Scene Search and Report      Film  S/A Mark DeWolfe, FBI				
					Group I - Regulation of Traffic      HQ Rollcall Room  Sgt. Charles Wolfe, MPD				
Dec. Fri. 1	Minnesota Mental Health St. Peter Security Hospital - Field Trip  Dr. Carl Schwartz, Director				Minnesota Mental Health St. Peter Security Hospital - Field Trip  Dr. Carl Schwartz, Director				

MINNEAPOLIS LICE ACADEMY  
 BASIC POLICE SCIENCE COURSE  
 1967

Deputy Inspector Carl V. Pearson  
 Director of Training

Length of Session:  
 12 Weeks, Sept. 25-Dec. 15.

DEC.	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
Dec. Mon. 4	FIRST AID				Minnesota Mental Health			Def. Tact. 5-6
Dec. Tues. 5	Community Services and Referral Agencies  Marge Carpenter and staff		Safe Driving Instructions  Sgt. William Noble, MPD		Minnesota Mental Health  Wrap Up			Def. Tact. 5-6
Dec. Wed. 6	COMMUNITY RELATIONS				Arrest Procedures  Film S/A William Effertz, FBI		Defensive Tactics 3:30 to 5:30	
Dec. Thurs. 7	Drivers License Testing  8 a.m. - 43rd St. & 4th Ave. So.  Sgt. William Noble, MPD Training Staff				City Traffic Ordinances  Mr. Milt Gershin, Assistant City Attorney			
Dec. Fri. 8	Proper Legal Procedure in Criminal Cases and Search Warrants  Mr. Ted Rix Assistant Henn. Co. Attorney				Juvenile Statutes and Local Ordinances Functions of School Liason Program  Lt. Ray Cronin, MPD and Staff			

MINNEAPOLIS POLICE ACADEMY  
 BASIC POLICE SCIENCE COURSE  
 1967

Deputy Inspector Carl V. Pearson  
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Length of Session:  
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DEC.	8:30 9:20	9:30 10:20	10:30 11:20	11:30 12:30	1:30 2:20	2:30 3:20	3:30 4:20	4:30 6:00
Dec. Mon. 11	Emergency Birth Delivery Procedures  Film Miss Gertrude James American Red Cross		Business Fraud and Theft Statutes  Mr. Jack Winick Assistant Henn. Co. Attorney		Function of the Breathalyzer  Don Neuenfeldt, MPD		Functions of the City Chemist  Mrs. Dawn Knight City Chemist	
Dec. Tues 12	Group I Bryant Station Simulated Accident Inv. Training Staff		Group II Bryant Station Simulated Accident Inv. Training Staff		Review of Report Writing  Capt. Roland Waller, MPD			
	Group II Bryant Station Personnel Evaluation Intro. to Coaching Training Staff		Group I Bryant Station Personnel Evaluation Intro. to Coaching Training Staff					
Dec. Wed. 13	Preparation of Court Case and Court Room Demeanor  Training Staff				Department Rules, Procedures, and Policy  Training Division Staff			Defensive Tactics 4-5:30
Dec. Thurs 14	MOOT COURT TRIAL Presiding Judge - Chester Durda  Prosecuting Attorney - Milt Gershin  Defense Attorney - Gerald Singer				MOOT COURT TRIAL Jury of High School Students invited by Judge Durda			
Dec. Fri. 15	FINAL EXAMINATION AND REVIEW  Training Staff				GRADUATION AND AWARDING OF CERTIFICATES			

APPENDIX 4-3

CURRICULUM OF SUBURBAN (HENNEPIN) POLICE ACADEMY

BASIC POLICE SCIENCE COURSE - 1968

**1968**

**SUBURBAN POLICE ACADEMY**

**SPONSORED BY**

**HENNEPIN COUNTY CHIEFS ASSOCIATION**

**SYLLABUS**

**240 HOUR**

**BASIC POLICE SCIENCE COURSE**

**DIRECTORS : JAMES BREKKEN**

**FLOYD ROMAN**

I. INTRODUCTION

SCOPE: To introduce the student-officer to the routine of the school and to prepare him for the new and different type of work he is undertaking.

HOURS	SUBJECT	TOTAL HOURS
1	Academy procedures and school routine.	9
3	Orientation - "thumbnail sketch", mental ability test, etc. Lecture, Introduction to Police Service - modern police philosophy.	
2	Note taking and study habits.	
3	Code of Ethics	

II. FIRST AID

SCOPE: To acquaint the officer with the proper first aid techniques as approved by the American Red Cross, and to develop the practical skills needed to cope with First Aid needs at accident scenes and home medical emergencies.

HOURS	SUBJECT	TOTAL HOURS
21	Standard and Advanced First Aid Course, including training films.	25
2	Emergency Childbirth Procedures.	

III. FIREARMS TRAINING

SCOPE: To provide the officer with an understanding of the operation of common police weapons, and to develop basic skills in their use.

HOURS	SUBJECT	TOTAL HOURS
3	Classroom lecture and discussion	8
5	Range practice	

IV. MECHANICS OF POLICE WORK

SCOPE: To introduce the new officer to the many techniques and procedures used by the modern law enforcement agencies; to identify the several state and federal agencies which may assist the local officer, and to point out what assistance and services these agencies perform; to provide background information concerning some of the more technical aspects of law enforcement.

HOURS	SUBJECT	TOTAL HOURS	56
2	Basic fire control principals and arson		
2	Procedures and techniques		
3	Fingerprinting		
1	Police Organization and Direction		
15	Functions, duties & services of other agencies:		
4	Report writing	A. F.B.I.	
2	Police records	B. B.C.A.	
2	Use of equipment & police communications	C. Public Defender	
7	Oral communications & problem solving	D. Alcohol & Tobacco Tax	
3	Mental health problems	E. Secret Service	
2	Shoplifting offenses	F. D/L Bureau	
2	Safe Burglaries	G. Accident Records	
4	Civil Disturbances	H. Medical Exam	
2	Civil Defense & disaster activities	I. YCC	
2	Electrical safety	J. Immigration	
2	Narcotics	K. Safety Org.	
1	Recognizing stolen vehicles	L. Sheriff	
		M. B.C.A. Lab	



V. DEFENSIVE TACTICS

SCOPE: To develop an appreciation of the importance of defensive tactics in the day-to-day police activities; to develop basic skills in certain tactics and emphasize the importance of good physical condition.

HOURS	SUBJECT	TOTAL HOURS
7	Use of equipment and defensive tactics	7

VI. GENERAL PATROL

SCOPE: To develop an appreciation of the importance and purposes of general patrol, and to develop an understanding of certain methods and techniques used in patrol.

HOURS	SUBJECT	TOTAL HOURS
1	What it is and why important	2
1	Patrol methods and techniques	

VII. POLICE PUBLIC RELATIONS

SCOPE: To develop an appreciation of the importance of police public relations and to show the various methods used in police public information programs; to develop an understanding of the individual officer's role in the overall public relations of his department.

HOURS	SUBJECT	TOTAL HOURS
1	What it is and why important	12
1	Public relations in traffic law enforcement	
1	Public relations and the news agencies	
4	Community relations	
1	Film	
2	Government organizations and administration	
2	Discretion in police service	

VIII. LAW FOR POLICE

SCOPE: To acquaint the recruit officer with the statutes and ordinances which are enforced by the police, and to interpret these laws in terms of the elements of the crimes.

HOURS	SUBJECT	TOTAL HOURS
		11
1	Background for Law	
1	Constitution & due process	
4	State Laws	
1	Civil Rights Legislation	
4	Elements of the Crime	

IX. COURTS & THE OFFICER IN COURT

SCOPE: To develop an understanding of the functioning of our judicial system and the part the officer plays in the prosecution of a case.

HOURS	SUBJECT	TOTAL HOURS
		5
2	Court organization & procedures (JP, Municipal, District)	
2	Courts - the Judge's view of the officer in court	
1	The function of the prosecutor	

X. CRIME PREVENTION FUNCTIONS & JUVENILE COURTS

SCOPE: To develop an appreciation of the importance and functions of crime prevention activities, including the operation of the Juvenile Court.

HOURS	SUBJECT	TOTAL HOURS
		4
1	Laws relating to juveniles	
2	Police actions towards juveniles involved in crimes	
1	Juvenile Court - Organization and operation	

XI. CHEMICAL TESTS FOR INTOXICATION

SCOPE: To develop an appreciation for the importance of enforcement against driving under the influence violations; to acquaint the officer with the relationship of the effects of alcohol and the person's driving abilities; to demonstrate the procedures used in chemical tests for intoxication.

HOURS	SUBJECT	TOTAL HOURS
1	Importance and how used	3
2	Demonstration and controlled tests	

XII. LAWS OF ARREST, SEARCH & SEIZURE

SCOPE: To provide the officer with an appreciation of the importance of proper police handling of arrests, searches, and seizures; and to interpret legislation covering these subjects into positive guides to action for the officer.

HOURS	SUBJECT	TOTAL HOURS
4	State laws and court decisions regarding arrest, search & seizure	8
1	Procedures and techniques	
3	Role playing and field practice	

XIII. RULES OF EVIDENCE

SCOPE: To acquaint the officer with the judicial rules of evidence and their importance to him in his police activities; to develop positive guides to action for the officer in the collection, handling, preservation, and presentation of evidence in accordance with these rules and the many and often conflicting supreme court decisions.

HOURS	SUBJECT	TOTAL HOURS
3	Discussion of rules of evidence & their importance	7
2	Rules of evidence and the officer in the prosecution of crimes	
2	New Supreme Court rulings	

XI. TRAFFIC LAW ENFORCEMENT

SCOPE: To acquaint the officer with the highway transportation system and the problems involved; i.e., congestion, accidents, highway design and construction, driver behavior, and licensing.

To identify the role of the police in solving the problems of safe and efficient traffic movement.

To develop certain skills needed by the officer to perform his duties as a traffic officer.

HOURS	SUBJECT	TOTAL HOURS
2	Introduction and importance of traffic supervision, discussion of the highway transportation system, and introduction to traffic patrol	46
9	Traffic law - its interpretation and application, the elements of the offense.	
2	Traffic patrol - procedures, techniques; and apprehension and arrest	
3	Citation writing	
23	Accident Investigation - (procedures, techniques, reporting; including role playing and field practice)	
1	Importance of adequate traffic records; and selective enforcement - what it is and how it is used	
2	Point and intersection control	
1	Traffic engineering	
3	Pursuit Driving	

XV. ROLE PLAYING

SCOPE: Time devoted to practical work sessions in which the officer is placed in simulated problem situations that he might experience as a police patrolman.

HOURS	SUBJECT	TOTAL HOURS
2	Domestic situations and taking citizens complaints	10
8	Miscellaneous - Speeches	

XVI. CRIMINAL INVESTIGATIONS - PRELIMINARY

SCOPE: To develop an appreciation of the importance of the uniformed officer's duties in the investigation of a crime; to develop an understanding of certain basic procedures designed to be of value both for the larger departments where follow-up investigations will be done by a detective and also of value to the smaller departments who, because of manpower limitations, do not have specialized investigators.

HOURS	SUBJECT	TOTAL HOURS
1	Uniformed officers duties at crime scene	4
1	Securing the crime scene	
1	Crime scene search & evidence	
1	Descriptions of persons and vehicles	

XVII. TESTS AND REVIEW OF TESTS

SCOPE: To evaluate the students comprehension of the material presented; and, equally as important, to evaluate the quantity and quality of the presentation of the instructors.

HOURS	SUBJECT	TOTAL HOURS
6	Exams	12
6	Review of tests	

XVIII. DISCUSSION

Time devoted to discussion of topics of special interest by the class and members of the Academy Staff.

HOURS	SUBJECT	TOTAL HOURS
6	General Discussion	6

APPENDIX 4-4

CURRICULUM OF MINNESOTA STATE HIGHWAY PATROL  
OFFICER CANDIDATE SCHOOL - 1967

LEGISLATIVE REFERENCE LIBRARY  
STATE OF MINNESOTA

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE TRAINING SCHOOL CURRICULUM

WEEKLY DISTRIBUTION OF HOURS

SUBJECT	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Orientation & Introduction	4												4
History and Organization of MHP	2												2
Minnesota Geography	1	1	1	1	1								5
Minnesota History and Government	2	2											4
History and Analysis of Traffic Problem	2												2
Rules and Regulations	2	2	2										6
Study Methods	2												2
Reports and Forms	2	2	2	2	2	2							12
Public Relations			6	4									10
Public Speaking				2	8	3	3						16
Spelling	2	1	1		1								5
LAW:													
Criminal Law	4	4	4										12
Laws of Arrest						4	3	6	2				15
Rules of Evidence		3	2	2	4		3	3					17
Search and Seizure							2	3					5
TRAFFIC SUPERVISION:													
Traffic Law	5	10	6	7	7	3							38
Registration and Reciprocity				2	2	5	6	4	5				24
Chauffeur's License								2					2

## WEEKLY DISTRIBUTION OF HOURS

Page 2

SUBJECT	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Drivers License Law							4						4
Safety Responsibility								2	2				4
Contract and Common Carriers and Petroleum Tax									2				2
Selective Enforcement								2					2
Accident Investigation					5	5	5	5	5	6	2		33
Statements and Interrogation										2	4	2	8
Evading Responsibilities											2		2
Traffic Template											4		4
Photography										3			3
Freeways												3	3
Recognition of Vehicles		1	1	1	1	1	1	2					8
Traffic Direction										6			6
First Aid	6	6	6	6	7	9							40
Emergency Childbirth				4									4
Physical Training	5	5	5	1	5	5	5	5	5		4	4	49
Self Defense				8						10			18
Weapons and Range	5	3	5		3	8	2	2	2				30
Juvenile Relations									6				6
Court Organization and Procedure									4	2	6		12
Juvenile Court								2					2
Moot Court											4		4
Electronic Speed Detection								2	3				5
DWI - Chemical Tests							4	2					6
Implied Consent							4	4					8





KENTUCKY HIGHWAY PATROL  
 1968 OFFICER CANDIDATE TRAINING SCHOOL CURRICULUM  
 WEEKLY DISTRIBUTION OF HOURS  
 Page 4

SUBJECT	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Safety Education									1				1
Bureau of Criminal Apprehension										1			1
Game Wardens										1			1
Immigration Service										1			1
Secretary of State - Motor Vehicle							1						1
Highway Department - Traffic and Planning										2			2
Federal Bureau of Investigation												2	2
Human Rights											1		1
Civil Defense										2			2
Chief's Time												2	2
Interstate Commerce Commission (Department of Transportation - BPR)											2		2
Patrol Radio												2	2
Graduation												4	4

TOTAL HOURS 642

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday

MARCH 18, 1968

1 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Orientation and Introduction Capt. Crawford	Minn. History and Government Off. Helgeson	Reports and Forms Capt. Crawford	First Aid Off. Drown	Criminal Law Sgt. Foley	Criminal Law Sgt. Foley
0840 0930						
0940 1030		History and Organization of MHP Maj. Johnson	Rules and Regulations Off. Lenz		Weapons and Range Off. Abraham	Traffic Law Sgt. Rinta
1040 1130				Spelling Off. Lenz		
1140	Lunch - - - - -					
1240 1330	History and Organization of Highway Patrol Maj. Johnson	Minnesota Geography Maj. Stevens	First Aid Off. Drown	Weapons and Range Off. Abraham	Traffic Law Sgt. Rinta	
1340 1430						
1440 1530	Study Methods Sgt. Rinta					
1540 1630		Physical Training	Physical Training	Physical Training	Physical Training	
1800	Dinner - - - - -					
1915 2100	Physical Trng. Study	Study	Study	Study	Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday MARCH 25, 1968

2 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Rules and Regulations Off. Lenz	Radio Techniques Off. Lenz	Traffic Law Sgt. Rinta	First Aid Off. Drown	Weapons and Range Off. Abraham	Traffic Law Sgt. Rinta
0840 0930	↓	↓	↓	↓	↓	↓
0940 1030	Minnesota Geography Maj. Stevens	Criminal Law Sgt. Foley	Criminal Law Sgt. Foley	↓	↓	Reports and Forms Capt. Crawford
1040 1130	↓	↓	↓	Spelling Off. Lenz	Maintenance of Issued Equipment Off. Helgeson	↓
1140	Lunch - - - - -					
1240 1330	Rules of Evidence Sgt. Foley	Minn. History and Government Off. Helgeson	First Aid Off. Drown	Traffic Law Sgt. Rinta	Traffic Law Sgt. Rinta	
1340 1430	↓	↓	↓	↓	↓	
1440 1530	↓	Vehicle Recognition Off. Lenz	↓	↓	↓	
1540 1630	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training	
1800	Dinner - - - - -					
1915 2100	Study	Study	Study	Study	Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday APRIL 1, 1968

3 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
0740 0830	Radio Techniques  Off. Lenz	Public Relations  Sgt. Hodapp	Rules and Regulations  Off. Lenz	First Aid  Drown	Weapons and Range  Abraham	First Aid Range Off. Off. Abraham	Criminal Law  Sgt. Foley
0840 0930	↓	↓	↓	↓	↓	↓	
0940 1030	Maintenance of Issued Equipment  Off. Helgeson	↓	Weapons and Range  Off. Abraham	↓	↓	Criminal Law  Sgt. Foley	Rules of Evidence  Sgt. Foley
1040 1130	↓	Vehicle Recognition  Off. Lenz	↓	↓	↓	↓	↓
1140	Lunch - - - - -						
1240 1330	Public Relations  Sgt. Hodapp	Spelling  Off. Lenz	First Aid  Off. Drown	Traffic Law  Sgt. Rinta	Traffic Law  Sgt. Rinta		
1340 1430	↓	Reports and Forms  Capt. Crawford	↓	↓	↓	↓	
1440 1530	↓	↓	↓	↓	↓	↓	
1540 1630	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training		
1800	Dinner - - - - -						
1915 2100	Study	Study	Study	Study	Study		

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday APRIL 8, 1968

4 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Maintenance of Issued Equipment  Off. Helgeson	Public Relations  Sgt. Hodapp	Emergency Childbirth  Kimi Hara	First Aid  Off. Drown	Rules of Evidence  Sgt. Foley	Traffic Law  Sgt. Rinta
0840 0930	↓			↓	↓	↓
0940 1030	Spelling  Off. Lenz			Traffic Law  Sgt. Rinta	Radio Techniques  Off. Lenz	Rules of Evidence  Sgt. Foley
1040 1130	Vehicle Recognition  Off. Lenz	↓	↓	↓	Traffic Law  Sgt. Rinta	↓
1140	Lunch - - - - -					
1240 1330	Public Speaking  Sgt. Hodapp	First Aid  Off. Drown	First Aid  Off. Drown	Reports and Forms  Capt. Crawford	Traffic Law  Sgt. Rinta	
1340 1430	↓	↓	↓	↓	↓	
1440 1530	Self Defense	Self Defense	Self Defense	Self Defense	Registration and Reciprocity  Capt. Crawford	
1540 1630	↓	↓	↓	↓	↓	
1800	Dinner - - - - -					
1915 2100	Study	Study	Study	Study	Physical Trng. Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday APRIL 15, 1968

5 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY			
0740 0830	Traffic Law Sgt. Rinta	Traffic Law Sgt. Rinta	First Aid Off. Drown	Public Speaking Sgt. Hodapp	First Aid Off. Drown	Public Speaking Sgt. Hodapp	Public Speaking Sgt. Hodapp	Weapons and Range Off. Abraham	Registration and Reciprocity Capt. Crawford
0840 0930	↓	↓	↓	↓	↓	↓	↓	↓	↓
0940 1030	Accident Records Mr. K. Smith	Accident Investigation Capt. Kittridge	↓	↓	Weapons and Range Off. Abraham	↓	↓	↓	Reports and Forms Capt. Crawford
1040 1130	↓	↓	↓	↓	↓	↓	↓	↓	↓
1140	Lunch - - - - -								
1240 1330	Accident Investigation Capt. Kittridge	Spelling Off. Lenz	Traffic Law Sgt. Rinta	First Aid (Simulated Accident) Off. Drown	↓	↓	Vehicle Recognition Off. Lenz	↓	↓
1340 1430	↓	Public Speaking Sgt. Hodapp	↓	↓	↓	↓	Rules of Evidence Sgt. Foley	↓	↓
1440 1530	↓	↓	↓	↓	↓	↓	↓	↓	↓
1540 1630	Physical Training	Physical Training	Physical Training	↓	↓	↓	Physical Training	↓	↓
1800	Dinner - - - - -								
1915 2100	Study	Study	Study	Physical Trng. Study	↓	↓	Study	↓	↓

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday APRIL 22, 1968

6 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Reports and Forms Capt. Crawford	Weapons and Range Off. Abraham	First Aid Off. Drown	First Aid Off. Drown	Accident Investigation Capt. Kittridge	Registration and Reciprocity Capt. Crawford
0840 0930	↓	↓	↓	↓	↓	↓
0940 1030	Weapons and Range Off. Abraham	Public Speaking Sgt. Hodapp	Weapons and Range Off. Abraham	First Aid Off. Drown	Weapons and Range Off. Abraham	Laws of Arrest Sgt. Foley
1040 1130	↓	↓	↓	↓	Vehicle Recognition Off. Lenz	↓
1140	Lunch - - - - -					
1240 1330	Public Speaking Sgt. Hodapp	Weapons and Range Off. Abraham	First Aid Off. Drown	Traffic Law Sgt. Rinta	Accident Investigation Capt. Kittridge	Registration and Reciprocity Capt. Crawford
1340 1430	↓	↓	↓	↓	↓	↓
1440 1530	↓	↓	↓	↓	↓	↓
1540 1630	↓	Physical Training	Physical Training	Physical Training	Physical Training	↓
1800	Dinner - - - - -					
1915 2100	Physical Trng. Study	Study	Study	Study	Study	↓



MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday

APRIL 29, 1968

7 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	School Bus Regulations Sgt. Rinta	Accident Investigation Capt. Kittridge	Registration and Reciprocity Capt. Crawford	Registration and Reciprocity Capt. Crawford	D/L Exam Examiners	DWI and Chem Tests Sgt. Rinta
0840 0930	↓	↓	↓	↓	D/L Tests	↓
0940 1030	D/L Law Capt. Lueck	D/L Law Capt. Lueck	↓	↓	↓	↓
1040 1130	↓	↓	D/L Examining L. Hotaling	Secretary of State's Office Mr. Donovan Mr. Howes	Weapons and Range Off. Abraham	↓
1140	Lunch - - - - -					
1240 1330	Accident Investigation Capt. Kittridge	Laws of Arrest Sgt. Foley	Rules of Evidence Sgt. Foley	Vehicle Recognition Off. Lenz	Public Speaking Sgt. Hodapp	
1340 1430	↓	↓	↓	Search and Seizure Sgt. Foley	↓	↓
1440 1530	↓	↓	↓	↓	↓	↓
1540 1630	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training	
1800	Dinner - - - - -					
1915 2100	Study	Study	Study	Study	Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday MAY 6, 1968

8 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Electronic Speed Detection Sgt. Rinta	Acc. Inv. Capt. Kitt.	Weapons and Range Off. Abraham	Selective Enforcement Maj. Johnson	DWI and Chem Tests Sgt. Rinta	Vehicle Recognition Off. Ienz Registration and Reciprocity Capt. Crawford
0840 0930	↓	↓	↓	↓	↓	↓
0940 1030	D/L Procedures J. Mittelstadt	↓	Chauffeurs License Capt. Lueck	Safety Responsibility Capt. Lueck	Registration and Reciprocity Capt. Crawford	Approach to Motorist Sgt. Foley
1040 1130	D/L Evaluating D. Besaw	↓	↓	↓	↓	↓
1140	Lunch - - - - -					
1240 1330	Accident Investigation Capt. Kittridge	Laws of Arrest Sgt. Foley	Laws of Arrest Sgt. Foley	Search and Seizure Sgt. Foley	Rules of Evidence Sgt. Foley	
1340 1430	↓	↓	↓	↓	↓	↓
1440 1530	↓	↓	↓	↓	↓	↓
1540 1630	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training	
1800	Dinner - - - - -					
1915 2100	Study	Study	Study	Study	Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday MAY 13, 1968

9 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Laws of Arrest Sgt. Foley	Registration and Reciprocity Capt. Crawford	Court Organization and Procedure Sgt. Foley	Court Organization and Procedure Sgt. Foley	Weapons and Range Off. Abraham	Police Driving Sgt. Foley
0840 0930	↓	↓	↓	↓	↓	↓
0940 1030	Safety Responsibility Capt. Lueck	Contract and Common Carriers and Petroleum Tax Capt. Lueck	D/L Financial Responsibility G. Blin	Juvenile Judge Maj. Riley	Accident Investigation Capt. Kittridge	Approach to Motorist Sgt. Foley
1040 1130	↓	↓	Safety Education H. Owens	↓	↓	↓
1140	Lunch - - - - -					
1240 1330	Registration and Reciprocity Capt. Crawford	Juvenile Relations Maj. Riley	Juvenile Relations Maj. Riley	Accident Investigation Capt. Kittridge	Electronic Speed Detection Sgt. Rinta	
1340 1430	↓	↓	↓	↓	↓	
1440 1530	↓	↓	↓	↓	↓	
1540 1630	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training	
1800	Dinner - - - - -					
1915 2100	Study	Study	Study	Study	Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday MAY 20, 1968

10 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY			
0740 0830	Traffic Direction  Off. Helgeson	Traff. Direc.  Off. Helgeson	App. to Motor.  Sgt. Foley	Acc. Inv.  Capt. Kitt.	App. to Motor.  Sgt. Foley	Acc. Inv.  Capt. Kitt.	App. to Motor.  Sgt. Foley	Police Driving  Sgt. Foley	Police Driving  Sgt. Foley
0840 0930	↓	↓	↓	↓	↓	↓	↓	↓	
0940 1030	Statements and Interrogation  Sgt. Foley	↓	↓	↓	↓	↓	↓	Court Organization and Procedure  Sgt. Foley	
1040 1130	↓	↓	↓	↓	↓	↓	Immigration Service  Mr. Hayes	↓	
1140	Lunch - - - - -								
1240 1330	Highway Dept. Traffic and Planning  Mr. Spicola Mr. McElroy	Accident Investigation  Capt. Kittridge	Conservation Department  P. Martz	Civil Defense  P. Iverson	Traffic Direction  Off. Helgeson				
1340 1430	↓	↓	B.C.A.  B. Morris	↓	↓				
1440 1530	Self Defense	Self Defense	Self Defense	Self Defense	Self Defense				
1540 1630	↓	↓	↓	↓	↓				
1800	Dinner - - - - -								
1915 2100	Study	Study	Study	Study	Study				

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday MAY 27, 1968

11 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Statements and Interrogation Sgt. Foley	Statements and Interrogation Sgt. Foley	Weighing Techniques Off. Helgeson	Weighing Techniques Off. Helgeson	Evading Responsibility Capt. Kitt	Court Organization and Procedure Sgt. Foley
0840 0930	↓	↓			↓	
0940 1030	Police Driving Sgt. Foley	Approach to Motorist Sgt. Foley			Accident Investigation Capt. Kittridge	
1040 1130	↓	↓	↓	↓	↓	↓
1140	Lunch - - - - -					
1240 1330	Brake-Light-MVI Drives Off. Helgeson	Human Rights L. Borum	Photography Photo Lab Capt. Kittridge	Traffic Template Capt. Kittridge	Department of Transportation Gene Albers	
1340 1430		Brake-Light-MVI Drives Off. Helgeson			↓	
1440 1530	↓		↓		Court Organization and Procedure Sgt. Foley	
1540 1630	Physical Training	↓	Physical Training	↓	↓	
1800	Dinner - - - - -					
1915 2100	Study	Phys. Trng. Study	Study	Phys. Trng. Study	Study	

MINNESOTA HIGHWAY PATROL

1968 OFFICER CANDIDATE SCHOOL

CLASSROOM SCHEDULE

Week beginning Monday JUNE 3, 1968

12 Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0740 0830	Statements and Interrogation Sgt. Foley	Airplane Techniques Off. Sosnoski	Airplane Techniques Off. Sosnoski	Fire Fighting Bryan Daughterty	Patrol Radio R. Bergquist G. Hartzell	
0840 0930	↓			↓	↓	
0940 1030	Spot Checks and Road Blocks Sgt. Foley			F.B.I. Harry Berglund	Chief's Time	
1040 1130	↓	D/L - Legal Aspects to Driver Licen. G. Hatfield	Attorney General	↓	↓	
1140	Lunch - - - - -					
1240 1330	Freeways Capt. Crawford	Auto Theft J. Burke	Moot Court Attn. General	Troubleshooting Motor Vehicles H. Houlistan	Graduation	
1340 1430						
1440 1530	↓			↓		
1540 1630	Physical Training	↓	↓	Physical Training	↓	
1800	Dinner - - - - -					
1915 2100	Study	Phys. Trng. Study	Phys. Trng. Study	Study		

APPENDIX 4-5

CURRICULUM OF THE MINNESOTA  
BUREAU OF CRIMINAL APPREHENSION FOR  
RECRUITS OF LOCAL LAW ENFORCEMENT AGENCIES

- A. 120 hour Basic Police Science Course - 1968
- B. 160 hour Basic Police Science Course - 1968

DIVISION OF POLICE TRAINING  
MINNESOTA BUREAU OF CRIMINAL APPREHENSION  
120 - hr. BASIC POLICE SCIENCE COURSE SCHEDULE

Monday-22

8:30- 9:30      Orientation & Registration  
9:30-11:30     How to Study & Write Exams  
11:30-12:30    Duties of Police Patrol  
  
1:30- 3:30      Duties of Police Patrol  
3:30- 4:30      Introduction to Laws of Arrest  
4:30- 5:30      First Aid

Tuesday-23

8:30-10:30     Laws of Arrest  
10:30-12:30    Functions of the B.C.A. & State Agencies  
  
1:30- 3:30      Laws of Arrest & Search  
3:30- 5:30      First Aid

Wednesday-24

8:30-11:30     Laws of Search  
11:30-12:30    Functions of Ident Bureaus  
  
1:30- 4:30      Taking Inked Impressions--Latent Prints  
4:30- 5:30      The Causes of Juvenile Delinquency

Thursday-25

8:30-10:30     Minnesota Juvenile Statutes  
10:30-11:30    Juvenile Detention  
11:30-12:30    Juvenile Bureaus  
  
1:30- 3:30      First Aid  
3:30- 4:30      The Juvenile Court  
4:30- 5:30      Functions of the D.Y.C.

Friday-26

8:30-10:30     Bill of Rights and Federal Civil Rights  
10:30-11:30    Parole and Probation  
11:30-12:30    State Department of Human Rights  
  
1:30- 3:30      Civil Rights Panel  
3:30- 4:30      Recognizing Abnormal People  
4:30- 5:30      Examination #1



Monday-29

8:30-11:30 Emergency Childbirth Procedures  
11:30-12:30 Rescue Breathing  
  
1:30- 2:30 External Cardiac Massage  
2:30- 3:30 Inbestigative Note Taking  
3:30- 5:30 Defensive Tactics

Tuesday-30

8:30-10:30 Report Writing  
2:30- 3:30 Police Records  
3:30- 5:30 Minnesota Traffic Statutes

Wednesday-1

8:30-10:30 Minnesota Traffic Statutes  
10:30-11:30 Traffic Direction  
11:30-12:30 Traffic Law Enforcement  
  
1:30- 5:30 Traffic Law Enforcement

Thursday-2

8:30-10:30 Accident Investigation  
  
1:30- 4:30 Tech. & Mech. of Arrest  
4:30- 5:30 Functions of the F.B.I.

Friday-3

8:30- 9:30 Federal Law Enforcement Agencies  
9:30-11:30 Police-Public Relations  
11:30-12:30 Auto Theft  
  
1:30- 3:30 First Aid  
3:30- 4:30 Review of Exam #1  
4:30- 5:30 Exam #2

Monday-6

8:30- 9:30 First Aid Exam  
9:30-12:30 Minnesota Criminal Code  
  
1:30- 2:30 Minnesota Criminal Code  
2:30- 4:30 Drugs and Narcotics  
4:30- 5:30 Mob Psychology

Tuesday-7

8:30-10:30 Minnesota Criminal Code  
10:30-11:30 Review Exam #2  
11:30-12:30 Range Lecture  
  
1:30- 4:30 Group #1 Range  
Group #2 Confessions and Line-ups  
4:30- 5:30 Riot Baton

Wednesday-8

8:30-11:30 Group #1 Confessions and Line-ups  
Group #2 Range  
11:30-12:30 Riot Baton  
  
1:30- 3:30 Preliminary Criminal Investigation  
3:30- 5:30 Rules of Evidence

Thursday-9

8:30-10:30 Testifying in Court  
10:30-12:30 Crime Lab & Submission of Evidence  
  
1:30- 3:30 Interviewing and Interrogation  
3:30- 5:30 Crime Scene Procedures

Friday-10

8:30-10:30 Minnesota Criminal Procedures  
10:30-11:30 The State Public Defender  
11:30-12:30 Examination #3  
  
1:30- 3:30 Moot Court  
3:30- 4:30 Closing Exercises

DIVISION OF POLICE TRAINING  
MINN. BUREAU OF CRIMINAL APPREHENSION  
160 HOUR BASIC POLICE SCIENCE

COURSE SCHEDULE

Monday-3

8:30- 9:30 Registration and Orientation  
9:30-11:30 How to Study and Write Exams  
11:30-12:30 Police Role in Modern Society  
  
1:30- 2:30 Sheriff's Role in Modern Society  
2:30- 4:30 First Aid  
4:30- 5:30 Physical Exams

Tuesday-4

8:30-10:30 Human Behavior  
10:30-11:30 Federal Agencies  
11:30-12:30 Functions of the F.B.I.  
  
1:30- 3:30 First Aid  
3:30- 4:30 Introduction to Law of Arrest  
4:30- 5:30 Physical Training

Wednesday-5

8:30-12:30 Minnesota Law of Arrest  
1:30- 4:30 Functions of Police Patrol  
4:30- 5:30 Physical Training

Thursday-6

8:30-11:30 Laws of Search  
11:30-12:30 Functions of the B.C.A.  
  
1:30- 2:30 Functions of State Agencies  
2:30- 3:30 Causes of Juvenile Delinquency  
3:30- 4:30 Juvenile Statutes  
4:30- 5:30 Physical Training

Friday-7

8:30- 9:30 Juvenile Statutes  
9:30-10:30 Functions of the Juvenile Bureaus  
10:30-11:30 Juvenile Detention  
1:30-12:30 Functions of the Juvenile Court  
  
1:30- 3:30 Tour and Functions of the D.Y.C. at Lino Lakes  
3:30- 4:30 Exam  
4:30- 5:30 Physical Training

Monday-10

8:30-10:30 Minnesota Traffic Statutes  
10:30-12:30 Traffic Law Enforcement  
  
1:30- 3:30 Traffic Law Enforcement  
3:30- 4:30 Police Radio  
4:30- 5:30 Physical Trainign

Tuesday-11

8:30-10:30 Minnesota Traffic Statutes  
10:30-12:30 Accident Investigation  
  
1:30- 3:30 Accident Investigation  
3:30- 4:30 Review of Exam #1  
4:30- 5:30 Physical Training

Wednesday-12

8:30-10:30 Minnesota Traffic Statutes  
10:30-12:30 Traffic Direction  
  
1:30- 4:30 Accident Problems  
4:30- 5:30 Physical Training

Thursday-13

8:30-10:30 Minnesota Traffic Statutes  
10:30-12:30 First Aid  
  
1:30- 3:30 Effective Oral Communications  
3:30- 4:30 Handling Abnormal People  
4:30- 5:30 Physical Training

Friday-14

8:30-10:30 Bill of Rights and Civil Rights Legs.  
10:30-12:30 First Aid  
  
1:30- 2:30 Human Rights  
2:30- 4:30 Human Rights Panel  
4:30- 5:30 Exam #2

Monday-17

8:30- 9:30 Investigative Notetaking  
9:30-12:30 Group I - Range  
Group II - Crime Scene  
  
1:30- 4:30 Group I - Crime Scene  
Group II - Range  
4:30- 5:30 Riot Baton

Tuesday-18

8:30- 9:30 Mob Behavior  
9:30-12:30 Group I - Range  
Group II - Confessions & Lineups  
  
1:30- 4:30 Group I - First Aid  
Group II - Range  
4:30- 5:30 Riot Baton

Wednesday-19

8:30- 9:30 Crowd Control  
9:30-12:30 Group I - Confessions & Lineups  
Group II - Range  
  
1:30- 4:30 Group I - Range  
Group II - First Aid  
4:30- 5:30 Riot Formations

Thursday-20

8:30-10:30 Criminal Code  
10:30-12:30 Parole and Probation  
  
1:30- 4:30 Techniques and Mechanics of Arrest  
4:30- 5:30 Review of Exam #2

Friday-21

8:30-10:30 Criminal Code  
10:30-12:30 First Aid  
  
1:30- 3:30 Criminal Code  
3:30- 4:30 Exam #3  
4:30- 5:30 Physical Training

Monday-24

8:30-11:30      Emergency Childbirth Procedure  
11:30-12:30     Rescue Breathing

1:30- 2:30      External Cardiac Massage  
2:30- 4:30      Public Relations  
4:30- 5:30      Discussion

Tuesday-25

8:30- 9:30      Functions of the Crime Lab  
9:30-10:30     Collection and Preservation of Evidence  
10:30-12:30     Criminal Procedures

1:30- 2:30      Functions of Ident.  
2:30- 4:30      Taking Inked Impressions  
4:30- 5:30      First Aid Exam

Wednesday-26

8:30-10:30     Preliminary Criminal Investigation  
10:30-12:30     Report Writing

1:30- 2:30      Police Records  
3:30- 5:30      Rules of Evidence

Thursday-27

8:30-10:30     Durgs and Narcotics  
10:30-12:30     Testifying in Court

1:30- 3:30      Class Problems  
3:30- 4:30      Review of Exam #3  
4:30- 5:30      Discussion

Friday-28

8:30- 9:30      Auto Theft  
9:30-10:30     Public Defender  
10:30-11:30     Final Exam  
11:30-12:30     Moot Court

1:30- 4:30      Moot Court  
4:30- 5:30      Closing

SECTION FIFTEEN

APPENDIX 4

STATUS OF TRAINING PROGRAMS AND ACADEMIES  
IN OTHER STATES

SECTION FIFTEEN

APPENDIX 4

STATUS OF TRAINING PROGRAMS AND ACADEMIES  
IN OTHER STATES

ALABAMA	-		LOUISIANA	-	
ALASKA	-		MAINE		
ARIZONA	V		MARYLAND	M	
ARKANSAS	V	ACADEMY	MASSACHUSETTS	M	XXX
CALIFORNIA	V	XXX	MICHIGAN	V	XXX
COLORADO	V	ACADEMY	MINNESOTA	M	P
CONNECTICUT	V	ACADEMY	MISSISSIPPI	-	ACADEMY
DELAWARE	-		MISSOURI	-	
FLORIDA	M	XXX	MONTANA	V	ACADEMY
GEORGIA	-		NEBRASKA	-	
HAWAII	-		NEVADA	M	XXX
IDAHO	-		NEW HAMPSHIRE	-	
ILLINOIS	V		NEW JERSEY	M	XXX
INDIANA	M		NEW MEXICO	-	
IOWA	M	ACADEMY	NEW YORK	M	XXX
KANSAS	M		NORTH CAROLINA	-	
KENTUCKY	V	ACADEMY	NORTH DAKOTA	M	

CODE

V            Voluntary                            P            Planning on a central academy  
M            Mandatory                                    Academy State central academy  
XXX        Regional Training or Junior College training



OHIO	M	
OKLAHOMA	M	
OREGON	M	P
PENNSYLVANIA	-	
RHODE ISLAND	V	P
SOUTH CAROLINA	V	
SOUTH DAKOTA	V	P
TENNESSEE	V	ACADEMY
TEXAS	V	P
UTAH	M	ACADEMY
VERMONT	M	
VIRGINIA	M	
WASHINGTON	V	
W. VIRGINIA	-	
WISCONSIN	-	P
WYOMING	-	

SECTION SIXTEEN

APPENDIX 5

POPULATION PREDICTIONS FOR MINNESOTA

SECTION SIXTEEN

APPENDIX 5

POPULATION PREDICTIONS FOR MINNESOTA

X I. Metro Area (Total Population)

1965	1,701,000
1970	1,909,000
1975	2,160,000
1980	2,452,000
1985	2,776,000

XX II. State of Minnesota (Total Population)

1967	3,582,000
1970	3,640,000
1975	3,753,000
1980	3,931,000
1985	4,177,000

X From Metropolitan Planning Commission

XX From State Planning Commission

SECTION SEVENTEEN

APPENDIX 6

SOME RECOMMENDATIONS FOR LIBRARY AND COMMUNICATIONS FACILITIES

AT A LAW ENFORCEMENT ACADEMY

SECTION SEVENTEEN

APPENDIX 6

SOME RECOMMENDATIONS FOR LIBRARY AND COMMUNICATIONS FACILITIES  
AT A LAW ENFORCEMENT ACADEMY

The training objectives of a law enforcement academy should guide leadership decisions in determining what facilities and technology must be provided. Deliberation begins therefore with the learning problems; not with the array of imposing technology which is but a possible means toward some educational end.

If the law enforcement academy is conceived so that its functional training emphasis is paramount and the curriculum is oriented toward definitive behavior outcomes, it would appear that the advantages of various types of mediated instruction can be examined and their particular merits assessed on the basis of research findings. (1)(2)(3)

Godlad's (4) observations about the future of learning and teaching also documents a trend in public education which marks the reduction of human-to-human instruction and the entry of man-machine interaction. Television, computers and newer innovative technology can be expected to supersede traditional methods of teaching. Extensive research exists to suggest advantages of media which pertain to their effectiveness, efficiency, standarization, or dissemination. (5)(6)

In planning for a law enforcement academy, a variety of media should therefore be considered as integral to the

basic training functions of this agency. An effort should be made at the outset to examine media not in terms of their physical properties alone, but in terms of the uses to which they are to be put.

An example of recent studies which are beginning to give some guidance in these decisions is Kopstein and Seidel's report (7) on the economics of computer-administered instruction versus traditionally administered instruction.

Recent research has also shown that some media are interchangeable while others provide unique vehicles of particular types of communication. (8) In general, however, there has been improvement in all media with trends toward miniaturization, simplicity, and integration of the various types into instructional systems. Business and industry have also joined with education in publishing evaluative studies of the new technology for instruction in E.P.I.E. (9) and other journals.

#### Facilities for instruction with newer media

Particular attention should be directed in the academy planning to the various contemporary requirements associated with instructional spaces. Space requirements are now viewed in relation to many different modes in the instructional process. Extensive reports and publications by the Educational Facilities Laboratories (10) (11) (12) (13) have detailed architectural innovations to provide for flexible modular scheduling, unique integrations of living and learning areas, and optimum use of the newer instructional technology. All facilities are conceived as part of a continuous teaching environment.

These facilities will therefore be expected to change often in order to accommodate new curriculum requirements which may defy the most expert forecasts.

#### Media and the Academy Library

The traditional concept of a "library" as the repository for books has been made obsolete with the introduction of newer instruments for storage and retrieval of information. Shores' model and rationale for the "generic book" (14) are a recognition of the pressure upon libraries to embrace all sensory media within its spectrum of service. The library thus becomes a basic instructional resource for a police academy with the requirement for 100% student accommodation and full provision for access to both print and non-print materials. (15)

Many libraries in college and public schools have been re-structured as "learning resource centers" or "Instructional Materials Centers" which reflect the new broader base in service. Library and audio-visual groups have begun developing new standards for such centers with attention to requirements for materials, facilities and staff. (16)(17)

#### Motion Picture Films

An example of some existing library resources for law enforcement training are the extensive number of 16mm motion picture films now being used by various agencies in the different states. (18)(19) Film bibliographies compiled for this study show several hundred titles which range across topics commonly included in police training programs. Some police training groups have prepared excellent descriptive lists (20)(21)

of police training films which have been rented or purchased from many different sources. (22) (23) (24)

Since a variety of agencies produce relevant films, the information about their availability and distribution is often obscure. Newer computerized efforts to prepare media bibliographies such as NICEEM (25) (X) and the Educational Media Index (26) are beginning to suggest the extensiveness of learning resources on film which often have not been widely known even to many well-informed police personnel. Attention should be given in the academy planning to appropriate film library facilities which would allow maximum benefit of this training potential. The importance of this is further reinforced by an understanding of recent developments in film media in evidence at Expo '67 (27) (28) and the emergence of the super 8mm sound film as a flexible format for individualized instruction. (29) (30) (31)

#### Personnel for support of mediated training programs

The requirement for competent personnel to staff media facilities must be emphasized. This suggestion, however, a sensitivity and commitment for innovative instructional approaches on the part of top-level management personnel, as well as provision for middle-level and technical assistance. Persons with these qualifications are emerging although many traditional college programs and library schools continue to produce graduates with minimal visual literacy or aversion to newer communications forms. Since the skill and insight



of the academy staff will determine in a large measure what degree of sophistication and efficiency can be maintained in media programs, full recognition should be given to recruiting highly qualified people for media responsibilities. Guidance in establishing personnel competencies is now available. (32)(33)

#### Television for police training

Broadcast television provides the only method of instantly transmitting audio and visual information to distant points. The existing Minnesota educational TV network which is capable of reaching about 85% of the state population, offers another resource for some aspects of police training. In Minnesota, the medical profession has used TV to reach doctors at remote points and teach them about current professional developments. These programs are usually produced at KTCA in the twin cities for broadcast over channel 2 and affiliate stations during late evening hours. (34)(map)

THE MINNESOTA STATE EDUCATIONAL TELEVISION NETWORK was established in January, 1966 to provide Educational Television service to all of Minnesota and to provide the means whereby the educational resources of the entire state could be shared among all Minnesotans. All existing and planned Educational Television Broadcasting stations in Minnesota, plus those in adjoining states which serve substantial portions of Minnesota, are members of the State Network Association.

Member stations are:

KTCA-TV, Channel 2, and KYCI-TV, Channel 17, in Minneapolis-St. Paul, operated by the Twin City Area Educational Television Corporation;

WDSE-TV, Channel 8, in Duluth, operated by the Duluth-Superior Area Educational Television Corporation;

KWCM-TV, Channel 10, in Appleton, operated by the West Central Minnesota Educational Television Company;

KFME-TV, Channel 13, in Fargo-Moorhead, operated by the North Central Educational Television Association, Inc.;

Channel 9 in Bemidji, planned for establishment in 1967 with the assistance of civic leaders in North Central Minnesota;

Channel 24 in the Austin - Albert Lea - Mason City Area, planned to be in operation in 1967 by the Northern Iowa - Southern Minnesota Educational Television Corporation;

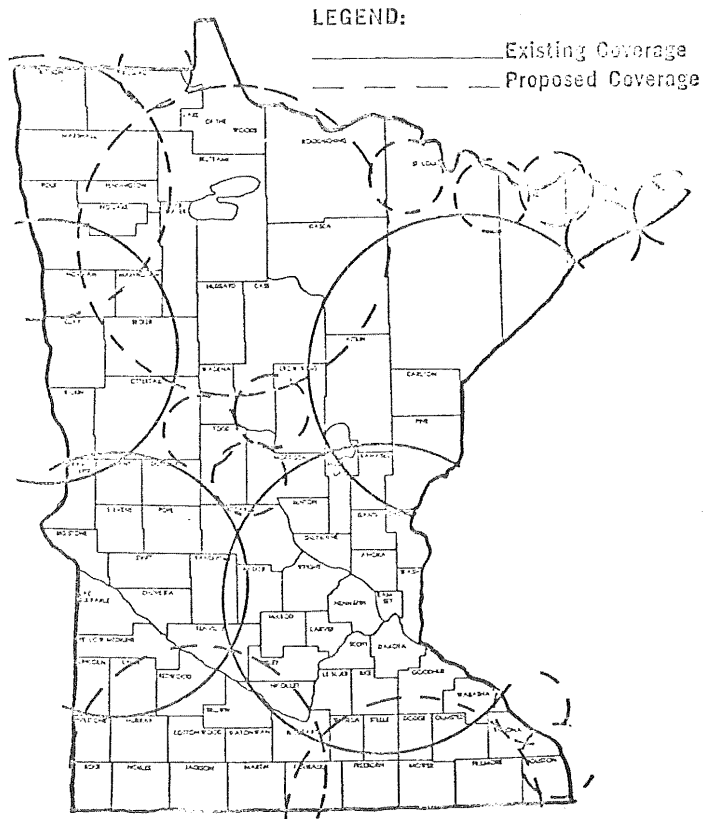
Channel 16 in the Fairmount - Jackson - Windom area where plans are now underway toward activation of the ETV channel assigned to the area;

Channel 2 planned for establishment in the East Grand Forks - Crookston Area;

Channel 8 planned for establishment in early 1967 near Brookings, South Dakota and interconnected with KWCM-TV in Appleton to provide for simultaneous broadcast of programs to serve extreme southwestern Minnesota including such communities as Pipestone, Luverne and Worthington, etc.

KUSD-TV, Channel 2 in Vermillion, South Dakota, whose move to a new location in 1967 will permit, through interconnection with Minnesota stations, simultaneous coverage of additional communities in southwestern Minnesota.

All of the above stations, existing, planned or already under construction, constitute the Minnesota State Educational Television Network. Next year it will become the nation's first live color State Educational Television Network. It is planned as a full interconnected network so that programs may emanate from various parts of the State and be simultaneously and automatically broadcast over the entire State of Minnesota.



Coverage of the State of Minnesota with Educational Television service is augmented by TV translators in Ely, Grand Marais and Grand Portage and by CATV cable systems at Brainerd, Ely, Fergus Falls, Grand Rapids, International Falls, Little Falls, Mankato, New Ulm, Rochester, Willmar and Winona.

Broadcast airtime at KTCA is currently available at \$400. per hour. Additional costs for live production would include expenses for materials, and talent. (X)

Another significant development in TV is the availability of portable videotape recorders, small cameras, and closed circuit equipment at comparatively modest prices. This development has opened new avenues for instruction and suggested the need for a re-assessment of TV for instruction. Kanner's description of changes in the US Army's conception and use

of TV for training provides important insights. (35)

Of particular significance for training with CCTV are dramatic advantages for immediate analysis of stimulus and response factors and a variety of new insights for both pupil and instructor.

#### Local Production of Training Materials

The value of using instructional materials which have been tailored to specific local training requirements also suggests a need for media production service facilities and personnel within the police academy. Various levels of required sophistication and quality must be specified in such a service for the range might extend from simple facilities for making uncomplicated visuals to complex spaces for motion picture and TV production or intricate learning programs. (36)

Photographic darkrooms, shops, recording studios, graphic arts equipment, and a variety of other production facilities are increasingly viewed as integral requirements for a modern training program. With such facilities, the materials needed for instruction can be matched to the unique requirements of a special group, a situation, or even an individual student. (37) (38)

It is also important to note that significant learning advantages are being realized through the involvement of trainees in various local production efforts. (39) (40)

The essential thrust of this discussion is to underscore the importance of giving the fullest possible attention in law enforcement training to the uses of new technology, more

efficient training methods, and qualified personnel to plan, manage and maintain contemporary facilities.

Fuller discussion of the theoretical and practical advantages of mediated instruction are available from a number of excellent sources. (41) (42) (43) (44)

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SECTION EIGHTEEN

APPENDIX 7

BCA ANNUAL PARTICIPATION SURVEY ANALYSIS

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BCA ANNUAL PARTICIPATION SURVEY ANALYSIS

In order to determine the training needs for the fiscal year commencing July 1st, 1968, The Minnesota Police Officers Training Board sent questionnaires to 667 law enforcement agencies within the state. As of April 29 the 376 of these had returned their questionnaires.

Set forth below is a tabulation of those returns:

Type of Course	Attendance	Course Length	#of Sessions Needed	Weeks
Recruit-Sept. T.C.	89	200 hours	2	10
Recruit Jan. T.C.	73	200 hours	2	10
Basic-Regional	209	160 hours	5	20
Refresher-Regional	305	40 hours	7	7
Intermediate Command	98	60 hours	2	3
Police Management	76	60 hours	2	3
Criminal Invn. Regional	216	40 hours	5	5
Narcotics Seminar	<u>107</u>	<u>40</u> hours	<u>1</u>	<u>1</u>
Totals	1,173		26	59

Submitted as supplements herewith are maps showing by counties the number of officers desiring to attend the eight course listed above.

The number of officers to be given Basic Training is:

Twin City - 200 hour Recruit-	162--4 Sessions-20 Weeks
Regional - 160 hour Basic-	$\frac{209}{371}$ -- $\frac{5}{9}$ Sessions-- $\frac{20}{40}$ Weeks
Totals	

The number of officers to be given Refresher Training is:

Totals	305 7 Sessions 7 Weeks
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The number of officers desiring Specialized Training is:

Supervisory & Management	114 4 Sessions 6 Weeks
Criminal Inv. & Narcotics	$\frac{323}{497}$ $\frac{6}{10}$ Sessions $\frac{6}{12}$ Weeks
Totals	

This represents an increase of 40.5% in number of hours of training and 56.8% in number of officers to be trained over the program just concluded.