

# Arizona Peace Officer Standards and Training

## Basic Curriculum Model Lesson Plan

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**LESSON TITLE: SUPERVISION AND MANAGEMENT 1.4**

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| SUBJECT:                | Supervision and Management   |
| AZ POST DESIGNATION:    | 1.4  |
| HOURS:                  | 2  |
| COURSE CONTENT:         | An outline of general management and supervisory principles and techniques as well as basic problem solving strategies. The relationship between employee and supervisor is defined.   |
| PERFORMANCE OBJECTIVES: | <p>Upon completion of this course of instruction, students using notes, handouts and other support materials as references, within the allotted time, will:</p> <ul style="list-style-type: none"><li>1.4.1 Identify the definition of "chain of command" and "span of control."</li><li>1.4.2 Give a written, verbal or visual description depicting a law enforcement related problem. Identify the following general problem-solving steps:<ul style="list-style-type: none"><li>A. Identifying the problem.</li><li>B. Analyzing the problem.</li><li>C. Developing alternatives.</li><li>D. Selecting a solution.</li><li>E. Evaluating effectiveness.</li></ul></li><li>1.4.3 Identify the working relationship between the employee (first-line officer) and the supervisor and their roles with regard to the following:<ul style="list-style-type: none"><li>A. Responsibility</li><li>B. Authority</li><li>C. Delegation</li></ul></li></ul> |

## D. Motivation

DATE FIRST PREPARED: June 2000

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REVIEWED – **REVISED**: Gary Neumeyer and Steve Johnson

DATE: July 2000

REVIEWED – **REVISED**: SME Committee

DATE: August 2000

**REVIEWED** – REVISED: Chief John Cocca, Scottsdale P.D.,  
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Sgt. William Wright

DATE: February 2001

**REVIEWED** – REVISED: SME Committee

DATE: March 2002

**REVIEWED** – REVISED: AZPOST Staff

DATE: November 2007

**REVIEWED** – REVISED: Lt. Dave Kelly, Phoenix PD - ALEA

DATE: April 2009

REVIEWED – **REVISED**: R. Watling, AZPOST - minor edits

DATE: November 2015

REVIEWED – **REVISED**: AZPOST (DocX)

DATE: December 2021

REVIEWED – REVISED:

DATE:

AZ POST – APPROVAL: Richard Watling

DATE: November 2015

AZ POST -- APPROVAL: Lori Wait

DATE: December 2021

INSTRUCTOR REFERENCES: Tucson Police Department Supplemental Training Information Manual (STIM), Criminal Justice Today, 6th Ed., Schmallegger, Prentice Hall, Supervision of Police Personnel, 5th Ed. and Lannone, Prentice Hall.

CLASS LEVEL: Student

INSTRUCTIONAL STRATEGY: Participative lecture and class discussion.

SUCCESS CRITERIA: 70% or better on a written exam

COMPUTER FILE NAME: 1.4 Supervision and Management

DATE RELEASED TO SHARE FILE: May 27, 2022

**I. INTRODUCTION**

- A. Instructor – (self) introduction.
- B. Preview of performance objectives.
- C. Opening statement and purpose.
  - 1. If you are going to function as a peace officer, you need to know the definitions of management and supervision. The information that you will receive from this class will help you understand your responsibilities as a field officer. It will also assist you in understanding why decisions are made the way they are by your supervisors.

**II. UNDERSTANDING MANAGEMENT AND SUPERVISION**

- A. Management v. Supervision. ***INSTRUCTOR NOTE:*** *Discuss how they are both similar and different.*
  - 1. What is management?
    - a. Management is the process of directing and controlling people and things so that organizational objectives can be accomplished.
  - 2. What is supervision?
    - a. Supervision, as part of the management process, refers to the act of overseeing people. It is most important at the first-line level – the sergeant’s level. This is where most of the work is actually performed that most directly affects citizens.
- B. Abraham Maslow’s Hierarchy of Needs as motivations.
  - 1. To understand why people behave the way they do, we need to first understand what motivates a person. Abraham Maslow developed a motivational theory known as “Hierarchy of Needs.” The top pinnacle of this theory is known as “Self Actualization” or a feeling of “wholeness.” Although this feeling may be short lived and often only felt for moments at a time, it is what each employee should strive for to be happy and productive.
  - 2. This theory is based upon the idea that until a need is met, we cannot progress to the next step of our happiness and development. It is broken down into the following levels:  
***INSTRUCTOR NOTE:*** *Discuss Maslow’s Hierarchy of Needs and each level while showing it on a white board or PowerPoint.*
    - a. **PHYSIOLOGICAL NEEDS:** Food, water and air.
    - b. **SAFETY NEEDS:** Heat, cool, fire, shelter and weapons.

- c. **NEED TO BE LOVED:** Everyone wants to feel needed and loved.
- d. **NEED TO LOVE:** Everyone feels the need to care about and love another human being (i.e., even newborn babies need human touch to live and be healthy).
- e. **SELF ACTUALIZATION:** When all of these needs are being met, an employee is the happiest and most productive.

### III. CHAIN OF COMMAND v. SPAN OF CONTROL

#### P. O. 1.4.1

- A. **“CHAIN OF COMMAND”** means that every person has only ONE supervisor or boss. That person in turn has a supervisor or boss. This continues to the top of the organization. For an organization to run effectively, officers cannot be given orders from different supervisors.
- B. **“SPAN OF CONTROL”** means that there are a certain number of officers that a supervisor can effectively supervise. This number is generally felt to be between six to eight (6-8), depending on the types of assignments of the officers. More than this can cause lack of control and productivity.

### IV. LEADERSHIP STYLES

- A. Understanding leadership styles helps us to understand supervisors. ***INSTRUCTOR NOTE:*** *Discuss examples of this style.*
  - 1. The style of leadership by a supervisor affects the attitude of the workplace.
  - 2. It affects how an employee is motivated and whether the job is carried out satisfactorily.
  - 3. Leadership ability is not inherited; there are no natural born leaders.
  - 4. The granting of formal authority does not make a person a leader; leadership status must be earned by the supervisor.
  - 5. The best leaders make their jobs appear easy because they have the fewest problems.
  - 6. They learn to recognize symptoms that problems are developing and have the initiative to take timely preventive action before the problems become large.
  - 7. Many types of people make good leaders; there is no single leader type that is best in all situations.
- B. Most leaders can be classified according to their individual approach to leadership under the following four types:
  - 1. Autocrat: ***INSTRUCTOR NOTE:*** *Discuss examples of this style of leadership.*
    - a. This type of leader tends to feel a need of being very much in control.

- b. They are highly authoritative and make quick decisions without allowing officers to participate.
  - c. Although this style tends to create officers who become resentful and resist, it IS an effective style in an emergency.
2. Laissez Faire:
- a. This type of leader is also known as a Free-Rein leader.
  - b. They play down their role as a supervisor and mainly desire to be liked by officers.
  - c. A climate of permissiveness is created and feelings of insecurity develop because they are left without a strong leader and direction.
  - d. As a result, morale, discipline and efficiency suffer and the leader loses control.
3. Democratic: ***INSTRUCTOR NOTE:*** *Discuss this type of leader. Discuss how officers can support a supervisor that practices the democratic style of leadership.*
- a. This type of leader seeks ideas and suggestions from officers and allows them to participate in decision making that affects them.
  - b. This leader is keenly aware of the human factor and psychology of leadership.
  - c. However, this style of leadership should not be confused with a lack of control.
  - d. The FINAL decision always rests with the supervisor and this fact is not avoided by a democratic-style leader.
  - e. In an emergency or non-typical situation, the democratic leader does not consult others, but quickly makes a decision that follows the rules and regulations of the department.
4. Situational:
- a. This type of leader adjusts their style to fit the situation and its particular needs.

## **V. RELATIONSHIP BETWEEN THE OFFICER AND THE SUPERVISOR**

- A. There are four sets of relationships in a work environment:
- 1. The administrator to the supervisor.
  - 2. The supervisor to the administrator.

3. The supervisor to the officer.
  4. The officer to the supervisor.
- B. The responsibility of the **ADMINISTRATOR TO SUPERVISOR**:
1. Must have the authority and responsibility to delegate authority.
  2. Must empower and provide the necessary tools, equipment, etc.
- C. The responsibility of the **SUPERVISOR TO ADMINISTRATOR**:
1. A supervisor's value is proportional to the usefulness of the group whose effort he/she directs. (You are not valuable to the organization if you cannot produce effective results!)
  2. Management, through delegated authority, holds the supervisor accountable for:
    - P. O. 1.4.3C**
    - P. O. 1.4.3B**
- a. Developing subordinates to maximize efficiency (causes him/her to look for slackers).
  - b. Developing the fullest potential from each subordinate by teaching them what they need to know and providing them with the needed equipment and training.  
***INSTRUCTOR NOTE:** Discuss Law of Specialization: "Giving an officer the highest type of work they are capable of performing." This produces a better motivated and productive employee. Discuss examples and reasons.*
- D. The responsibility of the **SUPERVISOR TO OFFICER**:
1. Provide guidance and direction.
  2. Provide specific responsibilities:
    - P. O. 1.4.3A**
- a. Provide training.
  - b. Provide leadership (motivate) with:
    - P. O. 1.4.3D**
- i. Positive reinforcement.
  - ii. Negative reinforcement.
  - iii. Progressive discipline.
  - iv. Motivation by the work itself.

- c. Keep officers informed.
- d. Follow-up activities, goals, personal and professional growth of officers.
- e. Assist in making decisions as may be necessary:
- f. Do not make all of the decisions (do not micromanage or “Snoopervise” officers). Let officers mature into effective self-sufficient officers and future supervisors themselves. **INSTRUCTOR NOTE:** *Discuss problems with a supervisor that “Snoopervises” and Micro-manages everything.*
- g. Let management know what is needed and felt at the officer level:
- h. Must always be objective rather than subjective.
- i. Ensure fair and impartial evaluation of each subordinate. **INSTRUCTOR NOTE:** *Discuss Cultural Awareness and Gender Differences as they apply to the supervisor and officer relationship*
- j. Provide an example of leadership ethics and support of the administration’s objectives. **P. O. 1.4.3A**
- k. Accept responsibility for your own failure. Mistakes happen.
- l. Give credit where credit is due. Never take credit for something that is not entirely your own. Almost always, success is a GROUP EFFORT.
- m. Give support to officers in the field. (Do not forget the emotional support that officers often need, but do not ask for.)

E. The responsibility of the **OFFICER TO SUPERVISOR:**

- 1. To accept the authority of the supervisor: **P. O. 1.4.3B**
  - a. The supervisor acts and speaks for management (i.e., police chief, sheriff).
  - b. Accept lawful authority without disagreement.
  - c. Never show disrespect for the supervisor (through your actions AND words).
- 2. Give full attention to details.
  - a. Display both physical and moral courage to do the right thing. (Do not worry about honest mistakes. Ethics is everything a person has.)
  - b. Believe that your work is important. Think of how it affects the daily lives of citizens, suspects and victims.

- c. Be fair in ALL of your dealings with other people. Be an officer that can always be trusted by your supervisor to tell the truth, even when you have made a mistake!
  - d. Show enthusiasm in your job. It is a profession respected in the community more than ever.
  - e. Make sure that you have the ability to do the job. Ask for help from your supervisor if you feel unsure of how to do something properly.
  - f. Honesty in dealing with other people. (Remember to be honest with yourself!)
  - g. Loyalty. (Define)
- 3. Keep the supervisor **completely informed** in all matters that concern the department and squad.
  - 4. Each officer is responsible for the job getting done correctly and in the right manner.

**P. O. 1.4.3A**

#### VI. RECOMMENDED WAYS TO BE SUPERVISED

- A. There are ways that you can assist your supervisor to make his/her job and your job easier.
- B. **MAKE SUGGESTIONS:** If you have an idea that you think will benefit the department, discuss it with your supervisor. The worst he/she can say is NO, but he/she may agree with you. In any case, he/she will appreciate your effort.
- C. Keep your supervisor **INFORMED** of any problems that may affect you and your job performance.
- D. Give your supervisor an honest day's **WORK. Do not be a slacker!**
- E. **THINK BEFORE YOU ACT OR SPEAK!** Put your mind in gear before you talk.
- F. **KNOW YOUR JOB WELL.** Let your supervisor know if you feel you lack training in a particular area or need any type of assistance. It is easier to correct a problem ahead of time, rather than after the damage has been done. **INSTRUCTOR NOTE:** *Discuss Delegation: Entrusting a task to another's care WITH authority to carry out the assignment.* **P. O. 1.4.3C**
- G. **SUPPORT** your supervisor. Even when you do not agree with him/her. You cannot always have everything your way. One day YOU may be a supervisor. Be the kind of officer that you would want to supervise.

#### VII. PROBLEM-SOLVING STEPS IN LAW ENFORCEMENT

**P. O. 1.4.2A**

- A. Identify the problem.



1. Oftentimes, miscommunication occurs because we do not actively listen to the other person. The first rule of communication is to STOP TALKING. We can then repeat to the person what we think they are saying and then verify that we have heard them correctly by saying “Do I understand you correctly that you feel...?” It is not uncommon for the person to say “No, that is what I said, but it is not what I meant.” **INSTRUCTOR NOTE:** *Discuss examples of good and bad communication. Demonstrate a method of writing out pros and cons of a typical law enforcement problem. List the problem on the top as a heading. Then, list all pros in one (1) column and the cons in a separate column next to it.*
2. Once we understand the person and situation, we can more clearly identify the problem and narrow it down to one main problem rather than numerous smaller problems. We must ALL agree on what the problem actually IS.

**B. Analyzing the problem.****P. O. 1.4.2B**

1. Once the problem is identified, you can break the problem down into its individual parts. **INSTRUCTOR NOTE:** *Students will actually practice this in the next section of the lesson plan.*
2. Gather all known facts and see if more facts are needed before a true analysis can be made.
3. In some situations it is good to use a piece of paper and list the pros and cons of the problem in a table format.

**C. Developing alternatives.****P. O. 1.4.2C**

1. This method works best with a democratic leadership style.
2. Ask others, that are directly and indirectly involved, for their input as to the facts and for available alternatives.
3. A supervisor does not always have all the answers and can readily benefit from input by officers.
4. However, the final decision rests with the supervisor. As the saying goes, “THE BUCK STOPS HERE.”

**D. Selecting a solution.****P. O. 1.4.2D**

1. After the problem is identified, analyzed and then alternatives are discussed, it is time for a decision.
2. The solution to the problem is decided by the supervisor.

- E. Evaluate.
  - 1. Review and evaluate the effectiveness of the solution.
  - 2. Adjust or change, if necessary, to solve problems.

**VIII. PRACTICE CONCEPTS WITH RECRUITS**

- A. Free food with a department policy against it. ***INSTRUCTOR NOTE:*** *Break students out into small groups to work through the problems. Bring them back and discuss what each group came up with. Have a non-talkative student be the spokesperson for developing speaking abilities in front of the class.*
- B. Abuse-of-force issue.
- C. Lack of police presence in the neighborhood; complaint by a minority citizen.

**IX. CONCLUSION**

- A. Review of performance objectives.
- B. Final questions and answers.
- C. Instructor closing comment(s).

**ADDENDUM TO LESSON OUTLINE****ETHICAL SITUATIONS**

Ethics plays a very important part in leadership and in supervision. The following scenarios are based upon possible situations that you may encounter. Think about how you would respond according to the Code of Ethics that you agree to follow as a law enforcement officer.

1. Scenario #1 (The Supervisor)

You are a newly promoted Sergeant appointed to the Communications Bureau of your department. You supervise six people. During the past several weeks, you have observed “laziness” among five of the six officers. They are arriving late to work, leaving work early, having long personal telephone conversations and reading the newspaper. The Lieutenant has told you to overlook “small stuff” and to give the officers “a break.”

Ethically, what should you do?

**POSSIBLE ANSWER:**

Have a meeting to advise them of what behaviors are acceptable. Then, deal with each subsequent violation as it arises. “Small stuff” grows into “big stuff” and cannot be overlooked.

2. Scenario #2 (The Boozer)

One of the officers on your squad, Officer X, has been depressed for the past month. He is in the process of divorcing his wife, who is having an affair. During a burglary-in-progress call, you radio for back up. Officer X arrives ten minutes later. When you approach Officer X, you notice he has slurred speech, bloodshot eyes, dilated pupils and his breath smells of an alcoholic-type beverage. You ask him if he has been drinking. He responds, “Yeah, so what are you going to do about it?” You are a patrolman of equal rank with Officer X.

Ethically, what should you do?

**POSSIBLE ANSWER:**

You observe a fellow officer, while he is on duty, in an intoxicated state. You should notify your supervisor immediately before the officer or someone else gets hurt and then follow up with a written report to document the incident.

3. Scenario #3 (The DUI)

You are a patrolman and have been off FTO for three days. At 0300, with no one else around,

you pull over an off-duty officer from your squad for DUI-Alcohol. He is going through a bad divorce and has been emotionally upset. The officer is in front of his house because he refused to slowly stop for several blocks until arriving home. He is quite belligerent.

Ethically, what should you do?

**POSSIBLE ANSWER:** (Discuss answers with pros and cons of each)

Of course, department policy must be followed in each case. However, the recruits should realize that “Professional Courtesy” does not include criminal violations. A supervisor should be called to the scene and the officer processed the same as any other DUI suspect. However, due to officer safety issued in the jail, a cite and release after booking may be appropriate. If enforcement action is not taken because the fellow officer is “entitled” to a break, then when do the breaks stop and for what types of offenses.