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THE

FIELD TRAINING

AND

EVALUATION PROGRAM

A CLASS TEXT

G. F. Kaminsky 1987

RESOURCE AND REFERENCE MANUALS

FIELD TRAINING AND EVALUATION PROGRAM

FTO SEMINAR

PART 1 - RESOURCE MANUAL

PART 2 - REFERENCE MANUAL

PART 2 - REFERENCE MANUAL, CONT'D.

Note: Some materials contained in this text are "borrowed" from
        various manuals and publications and, therefor, have page
        numbers from the original printing. The page numbers
        cited in this index are those found on the bottom, right
        hand corner of each page.

PREFACE

As the Field Training and Evaluation Program has evolved from the Field Training Officer concept, so has this text evolved from earlier ones used in the teaching of program concepts and philosophies.

In the earliest seminars conducted for potential Field Training Officers, the San Jose Police Department manual was used as the class text. As the seminars grew in number and as the nationwide audience grew, material was added that served the needs of the many and also reflected the growth and sophistication of the concept.

This text contains the most current information about the program and about what aspects of training most need emphasis. Certainly, "everthing you ever needed to know, etc." isn't contained in this text but a wide variety of issues are covered. The source of the information varies as well. The items selected for inclusion in this text are a combination of what I believe should be included and material suggested by numerous past participants. Their suggestions were welcomed and responded to.

It is my hope that the "cross-pollination" represented herein adds impetus to the national growth of the Field Training and Evaluation Program concept and that this text will serve as a reference guide to new programs and those already in existence.

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Glenn F. Kaminsky
Boulder, Colorado
March 1987

COMMON UNDERLYING PROBLEMS OF
FIELD TRAINING OFFICER (FTO) PROGRAMS

AT BEST, THE TYPICAL FTO SYSTEM INVOLVES THE INDEFINITE ASSIGN-
MENT OF A POST-ACADEMY RECRUIT TO A SENIOR OFFICER WHO IS SELECTED
AT RANDOM, AND THEREFORE: (1) MAY NOT BE SKILLED AS EITHER A TEACHER
OR AN EVALUATOR; AND (2) MAY NOT BE AN APPROPRIATE ROLE MODEL. THIS
UNSTRUCTURED APPROACH TO PROBATION AND PERFORMANCE EVALUATION MAKES
IT UNLIKELY THAT THE OBJECTIVES OF THE FTO PROGRAM (SELECTION AND
TRAINING) WILL BE MET.

FURTHER, A TERMINATION RECOMMENDATION DURING THIS PERIOD IS
UNLIKELY BECAUSE:
  (1) THE SENIOR OFFICER IS GIVEN THE RESPONSIBILITY, BUT NOT
       THE AUTHORITY TO EVALUATE THE RECRUIT'S PERFORMANCE.
  (2) THE PROTECTIVE ASPECTS OF THE POLICE CULTURE DISCOURAGE
       NEGATIVE PEER EVALUATION
  (3) THE "PARTNER" TYPE RELATIONSHIP BETWEEN THE FIELD TRAIN-
       ING OFFICER AND THE RECRUIT WORKS AGAINST OBJECTIVE
       EVALUATION OF PERFORMANCE.
  (4) IN THE UNLIKELY EVENT A TERMINATION RECOMMENDATION
       IS MADE, POLICE MANAGEMENT USUALLY "SECOND-GUESSES"
       THE FTO, ALLOWING THE RECRUIT TO SURVIVE THE PROBATION-
       ARY STATUS.

THE RESULT HAS BEEN A SMALL, BUT CONSTANT INFLUX OF "LOSERS"
INTO THE POLICE PROFESSION. GIVEN THE RECENT LACK OF SELECTION
OCCURING AT ALLEARLIER STAGES, THE POTENTIAL CONSEQUENCES TO THE
POLICE PROFESSION ARE OMINOUS.
  - NEGLIGENT ADMISSION/RETENTION/TRAINING
  - LACK OF PRODUCTIVITY(TAXPAYER REVOLT)

LEGAL AND ETHICAL CONSTRAINTS INVOLVED
IN THE DESIGN AND APPLICATION OF A
FIELD TRAINING AND EVALUATION PROGRAM

IF THE FTO SYSTEM IS USED TO SELECT (I.E., TERMINATE), IT IS CONSIDERED A TEST, AND THEREFORE THE VALIDITY OF THE APPRAISAL SYSTEM MUST BE DEMONSTRATED (E.E.O.C. SECTION 1607.2).

FACT: NO EXISTING COURT RULING IS CLEARLY APPLICABLE TO THIS SORT OF PERFORMANCE APPRAISAL SYSTEM.

QUESTION: IN THE ABSENCE OF LEGAL PRECEDENT, WHICH VALIDITY METHODOLOGY IS THE MOST APPROPRIATE?
    PREDICTIVE:
    CONCURRENT:
    CONTENT:

RELEVANT GUIDELINES SUPPORTING THE USE OF CONTENT VALIDITY

THE DEGREE OF INFERENCE FROM TEST BEHAVIOR TO JOB BEHAVIOR IS THE BEST DETERMINANT. IF THE INFERENCE IS LARGE (E.G., PERSONALITY TEST, TO JOB BEHAVIOR), PREDICTIVE VALIDITY IS CALLED FOR. IF THE INFERENCE IS SMALL (E.G., SCALING A 6-FOOT FENCE ON TEST, TO SAME TASK ON JOB) CONTENT VALIDITY IS THE METHOD OF CHOICE. IN THE CASE OF FTO PROGRAM PERFORMANCE APPRAISAL, THE TEST IS THE JOB, THEREFORE CONTENT VALIDITY IS FAVORED.

1) E.E.O.C. SECTION 1607.5(A): EXPLICITLY PERMITS THE USE OF CONTENT VALIDITY ALONE FOR MEASURES OF SKILL OR KNOWLEDGE.

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HOWEVER, NO SPECIFIC REFERENCE TO PROBATIONARY PERIOD EVALUATIONS.

2) E.E.O.C.: UNIFORM GUIDELINES ON EMPLOYEE SELECTION PROCEDURES DRAFT OF SEPTEMBER 24, 1975, SECTION 12(c)(4) -- THE CLAIM OF CONTENT VALIDITY IS MOST TENABLE WHEN THERE IS A HIGH DEGREE OF CORRESPONDENCE BETWEEN THE CONTENT OF THE "TEST" AND JOB CONTENT.

3) THE DIVISION OF INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION "PRINCIPLES FOR THE VALIDATION AND USE OF PERSONNEL SELECTION PROCEDURES" (1975).

GIVEN THIS EVIDENCE, IT IS SUFFICIENT TO SHOW THAT THE PER-FORMANCE DIMENSIONS WHICH ARE USED TO EVALUATE THE RECRUIT'S BEHAVIOR ARE BASED UPON A MEANINGFUL STUDY OF THE ACTUAL JOB SKILLS REQUIRED OF A POLICE OFFICER. GOAL: MATCH THE CONTENT OF THE TEST (FTO PERFORMANCE DIMENSIONS) WITH THE CONTENT OF THE JOB (POST-PROBATION POLICE PERFORMANCE).

THE OUTCOME OF THE "CRITICAL-INCIDENT" METHOD UTILIZED BY S.J.P.D. PSYCHOLOGICAL SERVICES TO YIELD PERFORMANCE DIMENSIONS* CORRESPONDS VERY CLOSELY WITH THE JOB TASK ANALYSES CONDUCTED INDEPENDENTLY BY: (1) THE SELECTION CONSULTING CENTER; AND (2) THE PERSONNEL DEPARTMENT OF THE CITY OF SAN JOSE.

* REFER TO "DAILY OBSERVATION REPORT"

MIKE ROBERTS, PH.D.

ADMINISTRATIVE AND

INSTITUTIONAL ELEMENTS

	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
1. COMMITMENT FROM THE HEAD OF THE AGENCY -WRITTEN ORDER ESTABLISH- PROGRAM AS POLICY -ACCEPTS FTO'S RECOM- MENDATIONS -BUDGETS STAFF, TRAINING, AND EQUIPMENT NECESSARY	UNQUALIFIED	A COMMON PROBLEM IS MID- MANAGEMENT RESISTANCE	
2. LOCATION OF ADMINISTRA- TIVE CONTROL. (BUREAU) -AVOIDS "LINE V. STAFF" CONFLICT -ENCOURAGES "BUY IN"	PATROL	CAN BE MANAGED FROM STAFF · FUNCTION BUT NEED FOR COOPERATION AND COMMUN- ICATION IS HEIGHTENED. WHERE IS LOYALTY?	
3. LEVEL OF ADMINISTRATIVE CONTROL (RANK) AND RES- PONSIBILITY FOR PROGRAM	LIEUTENANT REPORTING TO DIVISION CHIEF AND CHIEF, EXCLUDING OTHERS.	OFTEN DETERMINED BY SIZE OF AGENCY. HIGH RANK = MORE INFLUENCE.	

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KEY ELEMENTS	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
4. HIGHEST LEVEL OF PARTICIPATION (RANK)	DIV CHIEF, PATROL AFFIRM. ACTION REPS. CHIEF/SHERIFF	INVOLVEMENT LEADS TO SUPPORT & UNDERSTANDING. NO PART IN DECISION MAKNG. IF NO INVOLVEMENT!	
ORGANIZATIONAL AND OPERA-TIONAL ELEMENTS 5. PROGRAM DURATION	14 WEEKS	LESS THAN 10 WEEKS LIABLE TO BE INEFFECTIVE. TREND IS TO LONGER RATHER THAN SHORTER PROGRAMS.	
6. RATING FREQUENCY	DAILY=48 DOR's 10-PLAN, 4 DAY WEEK	DAILY OBS. ='s FEEDBACK/ REINFORCEMENT PLUS EFFEC-TIVE SUPERVISION/MGMNT.	
7. DEPLOYMENT STATUS OF TRAINEE	NEVER SEPERATED FROM FTO. CALL REQ. 2 OFCS. = 2 UNITS	FTO'S MAY CANCEL BACKUP AT THEIR DISCRETION	
8. TIME PROVIDED FOR EVAL-UATION & TRAINING BLOCKS	10 PLAN ALLOWS FOR OVER-LAP SHIFT. USED FOR WEEKLY TRAINING & EVALUATION SESSIONS.	A VARIETY OF WAYS USED BY OTHER AGENCIES TO ACCOMPLISH THESE OBJECT-TIVES. OT COST IS MINIMAL.	

	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
9. HOLDOVER (EXTENSION OF STAY IN PROGRAM) POLICY	YES, IF DEFICIENCY IS VIEWED AS REMEDIABLE. AVE. IS 1 OUT OF 4	LACK OF DEFINED STANDARD PRODUCES ENDLESS RECYCLING AND EVENTUAL RETENTION. BEWARE OF PRECIDENTS.	
10. FUNCTIONAL TERMINATION AUTHORITY	VESTED IN FTO'S AND THEIR IMMEDIATE SUPERVISOR	DANGER IMPLIED WHEN THOSE NOT PARTICIPATING IN PRO-GRAM AID IN DECISION.	
11. EXTRA PAY/DESIGNATOR	5% FOR ALL FTO'S WHILE TRAINEES IN THE PROGRAM	VARIES FROM ZERO TO 20%. OTHER INCENTIVES AVAIL.	
STANDARDIZATION ELEMENTS 12. GEOGRAPHIC LOCATION	ONE PATROL DISTRICT = LIFE LABORATORY. -CONTINUOUS EXPOSURE TO FTO'S AS ROLE MODELS. -STANDARDIZED EXPERIENCES -FACILITATES PROGRAM MANAGEMENT	DIFFICULT TO DO IN MOST AGENCIES. PRINCIPLE IS TO ASSIGN TRAINEE TO BROAD CROSS-SECTION OF SERVICE DEMANDS/COMMUNITY.	
13. SHIFT ROTATION	EXPOSURE TO CROSS-SECTION OF CITIZENS, SERVICE DEMANDS & WRKNG. CONDITIONS		

	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
14. TRAINEE TASK LIST. SPECIFIC KNOWLEDGE & PERFORMANCE OBJECTIVES.	12, WEEKS, BEGINNING WITH WEEK 1, NOT INCL. LAST 2 WEEKS. PLANNED PROGRESSIVE COMPLEXITY.	AVOID NON-DIRECTIONAL LIST. LOSS OF STANDARD-IZATION AND CONTROL WILL OCCUR.	
15. THE VALIDITY ISSUE	DAILY PERFORMANCE EVALUATION (D.O.R.) −JOB TASK ANALYSIS −STANDARDIZED EVALUATION GUIDELINES	FT&EP IS VIEWED AS A TEST. MUST MEET TEST OF VALIDITY	
16. THE RELIABILITY ISSUE	DAILY PERFORMANCE EVALUATION (D.O.R.) −STANDARDIZED EVALUATION GUIDELINES −RELIABILITY TRAINING: FTO SEMINARS ALTERNATE WEEK SESSION	FT&EP IS VIEWED AS A TEST. MUST MEET THE REQUIREMENT OF RELIABILITY.	
17. POST-ACADEMY CLASSROOM TRAINING	IN-HOUSE ACADEMY FOR GRADS. OF REGIONAL ACADEMY FACILITATES LEARNING. ACADEMIC SUBJECTS.	OFTEN RUN BY FTO PROGRAM. EXCELLENT TIME TO INTRO-DUCE TRAINEE TO FTO PRO-GRAM/CITY/DEPARTMENT.	

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KEY ELEMENTS OF SUCCESSFUL FIELD TRAINING AND EVALUATION PROGRAMS.	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
18. EQUAL EMPHASIS ON TRNG. AND EVALUATION	ENSURED BY SUPERVISORY REVIEW, DAILS. OBS.	OVEREMPHASIS ON EITHER ASPECT DANGEROUS.	
19. PERIODIC OBJECTIVE TESTS	WEEKLY, ON PREVIOUS WEEKS MATERIAL IN TASK LIST	REINFORCES RELIANCE ON PRINTED MATERIAL, FORCES REVIEW, ENCOURAGES RETENT.	
PROTECTIONS AGAINST BIAS 20. ROTATION BETWEEN FTO'S ( ) = "LIMBO" PERIOD ◯ = "EVALUATION ONLY" PHASE	F.T.O. 1ST 2ND 3RD 1ST (2)+2 4 4 ② WEEKS	QUESTIONS OF SUBJECTIVITY ARE RAISED WHEN FEWER FTO'S ARE USED	
21. "LIMBO" PERIODS	YES, 2 WEEKS. WEEK 1 IS VIRTUALY RIDE-ALONG. WEEK 2 IS VERBAL EVALUATION AND TRAINING	MOST AGENCIES LIMIT LIMBO TO ONE WEEK. VERBAL EVAL. AND TRAINING. LIMBO DAYS 1ST DAY WITH 2ND & 3RD FTO'S.	
22. EVALUATION ONLY PHASE	LAST 2 WEEKS OF PROGRAM. NO TRAINING, FEEDBACK AFTER EACH CALL. —WITH ORIGINAL FTO —FTOS IN CIVIES	METHODS OTHER THAN RIDE-ALONG USUALLY INEFFECTIVE. EXPECTATION OF SUCCESS CRITERIA FOR PARTICIPATION	

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	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
23. PERIODIC MANAGEMENT REVIEW OF FTO PERF. AND TRAINEE PROGRESS	ALTERNATE WEEK EVALUATION SESSIONS. FTO PROGRAM PERSONNEL AND OTHER INVOLVED PARTICIPANTS	PROBLEMS EXPERIENCED BY AGENCIES WITHOUT THESE SESSIONS ARE NUMEROUS	
24. MULTIPLE LEVELS AND METHODS OF PERFORMANCE EVALUATION	DAILY EVALS. BY FTO, WEEKLY BY SUPERVISOR. ALT. WEEK SESSIONS, TESTS, TASK LIST.	ABUNDANCE OF DOCUMENTATION VERIFICATION OF DECISION RE: STATUS FROM SEVERAL SOURCES.	
FTO STAFF QUALITY CONTROL 25. CRITERIA AND METHOD USED TO SELECT FTO'S	VOLUNTEERS DESIREABLE, ORAL BOARD, REVIEW OF SUPERVISORS. EXPERIENCE AS TRAINER/SUPERVISOR DESIREABLE. GOOD IA, SICK, INJURY, PERFORMANCE RECORD.	AVOID SELECTING WITHOUT CONSIDERING VOLUNTEERS. CHOICE AND MOTIVATION POSSIBLE SUSPECT.	
26. TRAINING THE FTO	FTO SEMINAR-WEEK LONG W/ EMPHASIS ON EVALUATION, INTERPERSONAL SKILLS. ALT. WEEK SESSIONS	SOME TRAINING FOCUSES ON TEACHING SKILLS ONLY. OTHER INSTRUCTION IN SPECIAL SUBJECTS/SCHOOLS	

	SAN JOSE MODEL	COMMENTS	YOUR AGENCY
27. PROGRAM SUPERVISOR/ COMMAND STAFF SELECTION, TRAINING & EVALUATION.	SIMILAR TO THAT OF FTO. ATTENDANCE AT SEMINARS MANDATORY. EVALUATED BY SUPERIORS.	COMMANDERS OCCASIONALLY APPOINTED BASED ON ROUTINE ROTATION. NO INTEREST OR NO TRAINING/UNDERSTANDING	
23. EVALUATION OF FTO	BY TRAINEE AT END OF EACH STAY, BY SGT. AT END OF CYCLE. AT 10TH MONTH.	ANSWERS NEED FOR "INTERNAL AUDITING" OF PROGRAM	
RESULTS 29. RESIGNATION/TERMINATION RATES. AFFIRMATIVE ACTION INTERESTS	APPROXIMATELY 25% EARLY YEARS. 15% RECENTLY. NO ADVERSE IMPACT.	IMPROVEMENTS IN ENTRY LEVEL SELECTION PROCESS AND ACADEMY TRAINING, PLUS INCREASE IN 2ND GENERATION FTO'S CONTRIB_ UTE TO % IMPROVEMENT.	

Developed by Dr. Michael D. Roberts
and Robert A. Allen   Revised by G. F. Kaminsky, 1987

BOULDER POLICE DEPARTMENT

M E M O R A N D U M

TO: All Department Personnel

FROM: Jay H. Propst, Chief of Police

DATE: May 8, 1983
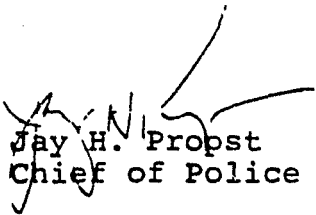
SUBJECT: POLICY STATEMENT: Field Training
               and Evaluation Program (FTEP)

The Boulder Police Department, in keeping with the strictest
levels of performance requirements, must always strive to main-
tain the highest standards of professionalism. To this end,
the attainment of highly trained police officers shall remain
a fundamental goal of the department.

The Field Training and Evaluation Program (FTEP) has been dev-
eloped and implemented to meet this responsibility. This pro-
gram will remain a functional support unit assigned to the
Patrol Division, and shall receive staff support from the Pol-
ice Academy and the Training Section.

The Trainee Checklist and Standardized Evaluation Guidelines
are integral features of the program, providing a sound struc-
ture and basic foundation for the learning process that each
trainee will undergo. The parameters of training and evalu-
ation will be determined by the Program Staff in conjunction
with the Patrol Division Commander. These parameters shall
be carefully scrutinized on a regular basis to ensure that
they are up to date and provide for equal and standardized
training and evaluation. The standards of proficiency set
by the Field Training and Evaluation Program are meant to en-
sure that each officer completing the training will have re-
ceived the necessary instructions and guidance under field
conditions to meet the standards of the department. These
guidelines shall also serve as standards for the acceptance
of a trainee as a permanent officer at the end of the proba-
tionary period.

The administration of the Boulder Police Department is com-
mitted to the tenets of this program, and give full support
to the Field Training and Evaluation Program concepts, which
is absolutely necessary for the successful achievement of the
department's stated goals.

                              Jay H. Propst
                              Chief of Police

JHP:jlh

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OBJECTIVES OF THE BOULDER POLICE DEPARTMENT
FIELD TRAINING AND EVALUATION PROGRAM

The Boulder Police Department Field Training and Evaluation
Program has been designed and implemented so that the following
objectives may be met:

1. To produce a highly trained and positively
    motivated police officer capable of meeting
    or exceeding standards of performance required
    by the Boulder Police Department.

2. To provide equal and standardized training to
    all newly hired police officers and to provide
    remedial training in those areas where deficiencies
    are identified.

3. To build on the foundation of knowledge given at
    the police academy, thereby creating an environ-
    ment in which the trainee may develop new skills
    as well as increase proficiency in those acquired
    in the academic setting.

4. To improve the department screening process by
    providing on-the-job observation of each trainee's
    performance.

5. To establish an appraisal system which is valid and
    job-related, utilizing a standardized and systematic
    approach to the documented measurement of probation-
    ary officer performance.

6. To establish career paths within the department by
    providing qualified officers with additional train-
    ing and opportunities to develop leadership skills.

7. To ultimately increase the overall efficiency and
    effectiveness of the department by enhancing the
    climate of professionalism and competency demanded
    by the ethical standards of law enforcement.

TRAINING PROGRAM ORIENTATION

The Trainee's first few days in the Field Training Program are the most critical from the standpoint of learning and development. It is during this period that important attitudes and behavior patterns are established. During the first days of training, the Trainee forms permanent attitudes towards the division and patrol work. This is also the time when the Trainee learns what is expected of him during training, and during his whole patrol career. The Trainee expects to be challenged, and he expects to be put in his proper place by his superiors. Any comments his superiors make to him about his performance, he is likely to take very seriously. He will be very concerned about meeting the requirements of the Training Program, and following the instructions of his FTO. He wants to succeed.

Even though a Trainee should be expected to conform to the training regimen, and to respond to instruction, the FTO should realize that there are natural forces that work on the Trainee to make his first days in training more difficult than they would otherwise be, and to decrease the quality of his performance. The new Trainee is faced with the prospect of starting a new job, or for the Trainee who comes from another division, he is faced with starting a new situation. Change, or the facing of a new situation is very disconcerting to all of us. Everyone is caught off guard, and does more poorly than usual when placed in a new situation. Well, the Trainee is no different. Just because an experienced FTO no longer feels the pangs of starting a new job, he should not expect the new Trainee to feel as comfortable as he does.

To compound the situation, many new Trainees are starting their first real jobs. They do not have prior work experience to guide their behavior and performance. They do not know what to expect, either. Beyond that, they probably got some wrong impressions at the Basic Academy about the Training Program and the job. They are probably very disoriented, and they do not know what the job entails.

As a result of facing a new situation, of not knowing what to expect, or of having false impressions about the job, a new Trainee is likely to be apprehensive, nervous, and seemingly dull-witted. He will probably have a case of the jitters, and he will not respond to instruction as well as more advanced Trainees do.

The FTO should think of how he felt when he began training, and he will better appreciate the Trainee's predicament. The Trainee's problems and fears can be allayed by the simple application of a little human understanding by the FTO. The Trainee should not be pampered, but he should be treated in a realistic, understanding manner.

An FTO should create a good training relationship with his Trainee. He should have a clear understanding of his own role, and he should quickly and realistically advise his Trainee of the Trainee's role. The sooner the Trainee knows where he stands in relation to his FTO,

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and what is expected of him, the less apprehensive and the more responsive he will be.

During the initial orientation process, the FTO should also establish a friendly, open, and professional rapport with his Trainee. Development, and learning come through effective communication, and rapport is so important to communication because people are not likely to share their ideas, questions or feelings unless they feel their listener is open or sympathetic to their conversation.

The FTO should also convey an open, positive attitude that the Trainee can succeed in the Program. A person as impressionable as a new Trainee, is not likely to develop where he is more or less told that he cannot succeed. He needs to know that his FTO wants him to succeed, and that his FTO will help him succeed. There is nothing so disconcerting as going up against a stacked deck. Everyone needs to know that he has an even chance of success.

It is particularly important that an FTO maintain a positive and objective attitude when he receives a Trainee who has not performed well with another FTO. The new FTO should give the Trainee every opportunity to succeed. He should not be prejudiced against him. He should base his judgements on his own, independent observations, not on other's comments. It is entirely possible that the change of FTOs, and the application of a positive attitude by the new FTO may in themselves be sufficient to elicit an acceptable performance from the Trainee. The emphasis should be put on developing a viable, solo beat officer rather than discharging the employee.

Sufficient flexibility has been designed into the Program so the individual needs of the Trainee and the overall needs of the department can both be met. It is expected that new Trainees have the necessary qualities to succeed, and that with proper training, the majority of them will become acceptable officers. It is therefore incumbent upon the Program staff and the FTO to work within acceptable limits to apply an individual training approach to each Trainee so that he can fully develop during training. Again, the atmosphere should be one in which the Trainee has the maximum opportunity to succeed.

The FTO should use training methods that are conducive to producing a successful Trainee. This latter point cannot be overemphasized. All too often, ineffective or counterproductive stress training methods are used. The use of loud profanity, table pounding, or humiliation tactics should not be relied upon. These methods do not contribute to good learning, nor do they place the Trainee in a proper state of mind. They have no place in the daily training routine. Instead, an FTO should seek to reinforce the positive attributes or accomplishments, rather than to constantly downgrade the weaknesses.

Remember, people respond much more quickly to a positive statement than to a negative one. Above all, within the limits of good

judgement, an FTO should use good, realistic, and established training methods that are conducive to his Trainee's temperament, needs, and development as a patrol officer.

In summary, the FTO should recognize that the first few days of training are critical. The FTO must apply an effective orientation process that adequately takes into account the very real and natural forces that serve to lessen a Trainee's performance. The FTO should work to create a positive learning environment that suits the individual characteristics and development of his Trainee. Above all, the FTO should begin to use a selection of good, reliable, and acceptable training techniques that are most conducive to producing a viable solo beat officer with a professional orientation.

COMMON PERFORMANCE APPRAISAL ERRORS

PERSON-ORIENTED appraisal methods suffer from numerous short-comings and inevitably result in rating error. Some of the most common are as follows:

The ERROR OF LENIENCY occurs when the rater marks most of the reports in the highest categories resulting in an over-rating of the employee.

The ERROR OF PERSONAL BIAS occurs when the rater allows personal feelings about an employee to affect the employee's ratings. Likes or dislikes tend to limit appraisal objectivity.

The ERROR OF CENTRAL TENDENCY occurs when the rater places all employees somewhere near the center of the rating scale or when he routinely "bunches" the rating scores to the center. This occurs because the rater may not be aware of how the rating is to be used, or subordinates are not well known or because justification is required in all extreme ratings.

The ERROR OF RELATED TRAITS occurs when the rater gives the same rating to traits that are considered related in some way. The value of rating each trait separately is lost and the overall rating is less valid.

The HALO EFFECT occurs when the rater lets one or two traits dominate the appraisal of the employee. The rater evaluates all remaining traits based on the dominant trait or traits. Halo effect may also occur when the rater is influenced in a particular category·by one outstanding event which occurred in that category.

The rater's desire to avoid "playing God" in evaluating perople negatively can result in over-evaluating the employee.

Many raters are not qualified to analyze the personality of employees.

There is often a defensive reaction by employees to "personal" evaluations which can lead to a breakdown in meaningful communication with the rater.

Use of personal traits does not provide needed guidance for performance improvement.

There is a questionable relationship between traits used for evaluation and those required for successful performance.

RESULTS-ORIENTED approaches tend to be more objective, center on job performance rather than individual traits, and generally result in more effective motivation. Moreover, the rater does not have to be a personality expert and he can identify effect-iveness of performance more readily. Employees want their per-formance and not their character discussed during performance review.

Adapted from "Appraisal of Employee Performance"   Jack L. Kuykendall

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The San Jose Police Department has selected twenty-nine performance criteria as the basis for evaluating recruit officer performance. These same criteria have formed the basis for recruit evaluation in police departments throughout the nation. These pages contain an explanation of why and how these twenty-nine items were selected to represent that against which the recruit is measured.

Historically, these performance criteria evolved from an analysis of the narrative comments of the FTOs about present and previous recruit officer performance. After an extensive study of these narrative comments, the Psychological Services Unit of the San Jose Police Department concluded that these performance criteria were those most often given a numerical evaluation score. Upon the analysis of these scores, it was determined that there was a common reference point between all FTOs which resulted in the development of specific scores for specific behavior in each of the described performance criteria. In order to promote standardization of the evaluation process, there was a need to articulate and document these heretofore undefined reference points. In other words, the discussed common reference points used in the evaluation process needed to be "put into words" in order to explain the rationale supporting a numerical score of "1", "4" or "7" in each of the twenty-nine performance areas.*

To accomplish this task and to promote standardization of the process, an extensive study of that evaluation process was undertaken. More specifically, the Field Training and Evaluation Program Curriculum Committee, through a well-designed questionnaire, identified and analyzed the specific behavior criteria employed by seventy past and present FTOs. These seventy FTOs were asked to put "into words" the exact behavior they were referring to when they gave the numerical ratings that they did. The result of the study was the establishment of specific criteria for use in the evaluation of recruit appearance, knowledge, attitude, performance and relationships.

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal takes place. Evaluation without standardization is not possible!

What follows is an excerpt from a December, 1975 report by Dr. Michael D. Roberts, Staff Psychologist, San Jose Police Department and Officer Douglas Zwemke, San Jose Police Department. The report, entitled *"Job Analysis: FT Performance Rating Scales"* further explains the development of the Standardized Evaluation Guidelines.

"The following is a report of the job analysis study conducted July, 1973 by the San Jose Police Department's Psychological Services Unit. This job analysis report underlies and supports the use of the FTO 31 factor performance evaluation scales which are utilized for the assessment of recruit performance. A job analysis is an optional condition for establishing the content validity of a performance appraisal system. The California Fair Employment Practices Commission Guidelines on Employee Selection Procedures (1972) state in Section 12, part 3:

'Content validity is not determined by a mere inspection . . . but by a thorough analysis of the job to insure that one or more major aspects of the job are adequately covered . . . '

Job analysis is the process of obtaining information about a job and its requirements in order to determine the knowledge, skills, and behaviors which are required for satisfactory performance of the job in question.

The job analysis methodology employed in this study is the *Critical Incident Tech-*

*These 29 items were condensed from an original 31 in late 1975 as three of the items (29, 30 and 31) appeared to rate the same behavior.

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nique (Flanagan and Burns, 1955). This method of job analysis involved the recording of critical employee 'behavior,' by supervisory personnel. Whenever an employee does something that is especially noteworthy, or especially undesirable (critical to either good or poor performance), a notation is made in the employee's records. These critical incidents may be collected and utilized as the basis for a job analysis study. The *Critical Incident Technique* is a well recognized job analytic procedure and is discussed by several authors (J. Tiffin and E. J. McCormick, 1965; M. L. Blum and J. C. Naylor, 1968, and L. J. Cronback, 1960). The *Critical Incident Technique* is a preferred methodology for job analysis because it focuses on concrete behaviors rather than general evaluations and is, for that reason, highly descriptive and useful for job analytic purposes.

On a daily basis in Fiscal 1972, one-hundred twenty-one recruit officers were trained, evaluated and rated. The form on which these ratings were made delineated behavior in terms of five global areas: appearance, attitude, knowledge, performance and relationships. A rating scale was used to determine proficiency in these areas. An additional daily requirement, and the focal point of this job analysis, included the identification by supervisory personnel, in written form, of the "most" and the "least" acceptable behavior(s) of the day, along with an "optional comment." The narrative portion of the rating form was intended to provide the evaluator with an opportunity to justify or document his ratings of the recruit by referring to specific field performances.

One-hundred twenty-one recruit officers were evaluated. Ninety-six recruits were successful and twenty-five were separated from city employment during their assignment to the Field Training Officer program.

The recruits were assigned to the program for a minimum of eight weeks during which they were evaluated four times weekly (ten hours per day). A narrative comment was required for the categories: "best effort, poorest effort, and optional comment." This resulted in a minimum of 11,616 observations made about specific instances of satisfactory or less than satisfactory behaviors. The critical incident data gathered during this period provided a unique opportunity for the Psychological Services research unit to determine the job task elements which are essential to the performance of the job of police officer.

The researcher carried out the content analysis of the critical incidents previously described. The major activity in a content analysis is one of sorting and classifying responses into distinct, identifiable categories. A difficulty of this technique lies in the inherent complexity of any judgmental process which calls for a sorting operation based upon common elements.

The end result of this procedure was the identification of thirty-one specific job task elements.

To corroborate the results of this job analysis, the thirty-one performance appraisal areas identified have been compared with the performance dimensions identified in a police officer job analysis study conducted independently by the City of San Jose Personnel Department and with the results of the job analysis conducted by the Selection Counsulting Center in 1973. The latter job analysis involved eighty-three California and Nevada police departments, of which the City of San Jose was one such department."

These comparisons, and comparisons subsequently done by other law enforcement agencies, have indicated that the key job task elements for the "peace officer" position are similar or identical throughout the nation.

SCALE VALUE APPLICATION

Perhaps the most difficult task facing the rater is the application of the numerical rating that represents the behavior he is evaluating. The rater's dilemma usually involves his rating philosophy versus another's and the question of who is right. The following explanations should clarify the issue and ease the concern of the rater and the ratee.

The first principle of value application that must be accepted by all is that each of us has different perceptions on nearly everything in the life experience. While a standardization of ratings is an acute necessity, an attempt to standardize perceptions is doomed to failure at the start. For example, FTO "A", based on a prior negative experience of his own, sees a recruit's exposure of his weapon to a suspect as worth a "1" rating (Officer Safety-Suspects/Suspicious Persons/Prisoners) while FTO "B" may see the same behavior as worth a "3". Should we (or the recruit) really be concerned? Our answer is "No!", as long as both officers see the performance as "Unacceptable" under the guideline quoted. A lack of standardization ensues when one FTO sees the performance as Unacceptable (Scale values 1, 2, or 3) and the other sees the same behavior as "Acceptable", scale values 4, 5, 6, or 7. In summary then, we have no difficulty accepting differences in officers' perceptions unless these perceptional differences vary between Unacceptable and Acceptable ratings for the same behavior.

The second principle that is important to grasp is the value assigned to performance wherein remedial efforts have been undertaken and the recruit is not responding to training. A trainee who performs at a less than acceptable level might be assigned 1, 2, or 3 for that task. The FTO is under an obligation to rediediate the mistake and assess the recruit's performance when next he has the opportunity to do so. If the FTO has retrained and the recruit continues to fail, a reduction in the scale value might seem contradictory if the recruit does no worse than before. The NRT (Not Responding to Training) section of the report form allows the FTO to report continued failure and the failure on the part of the recruit to improve, all the while maintaining the integrity of the rating first given.

An NRT is an indication, then, of a problem that has occurred in the past; that has been the object of appropriate remedial effort; and the rededial effort has not produced the desired result. A rating of NRT might be likened to the waving of "a red flag" in that the recruit is in danger of failing the Field Training and Evaluation Program unless his performance improves in that particular area.

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THE EVALUATION PROCESS

Each trainee's progress, as he or she proceeds through the training program, is recorded by means of written evaluations. The evaluation process is as important as the training process, as one without the other is unworkable and a learning process impossibility.

Evaluations have many purposes. The obvious purpose is to record and document a trainee's progress, but there are other purposes as well. Evaluations are excellent tools for informing the trainee of his or her performance level at a particular point in time. They are also excellent devices for identifying training needs and documenting training efforts. Further, they chronicle the skill and efforts of the F.T.O. as well. In a word, evaluation represents feedback.

Collectively, over the duration of the program, evaluations tell a chronological story, category by category. They tell of a trainee's successes and failures, improvements and digressions, and of the attempts to manage each of these occurrences. These documents are critical in the career of each new officer and should be treated as such. Honest and objective evaluations of trainees shall be a prime consideration of all members of this program.

Each trainee will be evaluated in a number of categories. These categories cover as much of each aspect of the police environment and responsibilities as can be expected. The Standardized Evaluation Guidelines have been established to ensure each F.T.O.'s rating of a trainee will be equal and standard throughout the program. The Standardized Evaluation Guidelines are actually behavioral anchors. They provide a definition, in behavioral terms, of <u>Unacceptable</u>, <u>Acceptable</u>, and <u>Superior</u> levels of performance that must be applied to all trainees, regardless of their experience level, time in the Field Training and Evaluation Program, or other incidental factors. There are Standardized Evaluation Guidelines for every category listed on the face of the Daily Observation Report. These guidelines are found elsewhere in this manual.

EVALUATION FREQUENCY

While weekly evaluations are completed by Field Training Sergeants, the larger responsibility for evaluating a trainee's performance lies in the Field Training Officer's Daily Observation Report (DOR).

F.T.O.s complete a D.O.R. or <u>Daily Observation Report</u> on each trainee. This daily evaluation must be completed at the end of

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the watch and, except for extraordinary circumstances, not left
to be done at a later time. In this way, the trainee is provided
the opportunity to ask questions and seek clarification not
received earlier in the work day. End of watch feedback also
serves to reinforce instructions, criticism, and praise given
during or after each earlier incident.

The Field Training Officer will also complete a narrative
evaluation summarizing the past two weeks performance prior to
that week's evaluation session (Bi-Weekly Evaluation form). This
narrative serves as the basis or "agenda" for reporting on the
trainee's progress during the meeting.

The Field Training Sergeant is responsible for completing a
Sergeant's Observation Report(SOR) once each week for every
trainee assigned to his or her team. This report is useful not
only to record a trainee's performance, but to serve as a check
and balance of the F.T.O.'s evaluation of a trainee. This
instrument also provides a starting point for the Sergeant's
meeting with the trainee. It shall reflect the Supervisor's
observations rather than a recapitulation of F.T.O. reporting.

FIELD TRAINING AND EVALUATION PROGRAM
Standardized Evaluation Guidelines

The following "1", "4" and "7" scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency is achieved.

APPEARANCE

1. GENERAL APPEARANCE - Evaluates physical appearance, dress, demeanor.

   (1) Unacceptable - Overweight, dirty shoes and wrinkled uniform. Uniform fits poorly or is improperly worn. Hair ungroomed and/or in violation of Department regulation. Dirty weapon, equipment. Equipment missing or inoperative. Offensive body odor, breath.

   (4) Acceptable - Uniform neat, clean. Uniform fits and is worn properly. Weapon, leather, equipment is clean and operative. Hair within regulations, shoes are shined.

   (7) Superior - Uniform neat, clean and tailored. Leather is shined, shoes are spit-shined. Displays command bearing.

ATTITUDE

2. ACCEPTANCE OF FEEDBACK: FTO/FTO PROGRAM - Evaluates the way trainee accepts trainer's criticism and how that feedback is used to further the learning process and improve performance.

   (1) Unacceptable - Rationalizes mistakes, denies that errors were made, is argumentative, refuses to, or does not attempt to, make corrections. Considers criticism as personal attack.

   (4) Acceptable - Accepts criticism in a positive manner and applies it to improve performance and further learning.

   (7) Superior - Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame others for errors.

3. ATTITUDE TOWARD POLICE WORK - Evaluates how trainee views new career in terms of personal motivation, goals and acceptance of the responsibilities of the job.

   (1) Unacceptable - Sees career only as a job, uses job to boost ego, abuses authority, demonstrates little dedication to the principles of the profession.

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(4) Acceptable - Demonstrates an active interest in new
     career and in police responsibilities.
(7) Superior - Utilizes off-duty time to further
     professional knowledge, actively soliciting assistance
     from others to increase knowledge and improve skills.
     Demonstrates concern for the fair and equitable
     enforcement of the law, maintaining high ideals in
     terms of professional responsibilities.

KNOWLEDGE

4. KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES - Evaluates
    trainee's knowledge of departmental procedures and ability
    to apply this knowledge under field conditions.

                    -Reflected by Testing-

(1) Unacceptable - When tested, verbally or written,
     answers with 20% or less accuracy.
(4) Acceptable - When tested, verbally or written, answers
     with 70% accuracy.
(7) Superior - When tested, verbally or written, answers
     with 100% accuracy.

                -Reflected in Field Performance-

(1) Unacceptable - Fails to display knowledge of Department
     policies/regulations/procedures or violates same.
(4) Acceptable - Familiar with most commonly applied
     Department policies/regulations/procedures and complies
     with same.
(7) Superior - Has an excellent working knowledge of
     Department policies/regulations/procedures, including
     lesser known and seldom used ones.

5. KNOWLEDGE OF CRIMINAL STATUTES - Evaluates trainee's
    knowledge of the criminal statutes and ability to apply that
    knowledge in field situations.

                    -Reflected by Testing-

(1) Unacceptable - When tested, verbally or written,
     answers with 20% or less accuracy.
(4) Acceptable - When tested, verbally or written, answers
     with 70% accuracy.
(7) Superior - When tested, verbally or written, answers
     with 100% accuracy.

                -Reflected in Field Performance-

(1) Unacceptable - Does not know the elements of basic
     sections of the codes. Does not recognize criminal
     offenses when encountered or makes mistakes relative to

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whether or not crimes have been committed and, if so, which crimes.

(4) Acceptable - Recognizes commonly encountered criminal offenses and applies appropriate section of the code. Knows difference between criminal and non-criminal activity.

(7) Superior - Has outstanding knowledge of the criminal codes and applies that knowledge to normal and unusual criminal activity.

6. KNOWLEDGE OF CITY/COUNTY ORDINANCES - Evaluates trainee's knowledge of local ordinances and ability to apply that knowledge to field situations.

-Reflected by Testing-

(1) Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

(4) Acceptable - When tested, verbally or written, answers with 70% accuracy.

(7) Superior - When tested, verbally or written, answers with 100% accuracy.

-Reflected in Field Performance-

(1) Unacceptable - Does not know even the most often used sections of the codes. Confuses criminal with non-criminal offenses. Does not recognize offenses when committed.

(4) Acceptable - Knows and recognizes commonly encountered criminal and non-criminal violations. Applies appropriate sections of codes.

(7) Superior - Has outstanding knowledge of City/County codes and applies that knowledge to criminal and non-criminal activity.

7. KNOWLEDGE OF TRAFFIC CODES

-Reflected by Testing-

(1) Unacceptable - When tested, verbally or written, answers with 20% or less accuracy.

(4) Acceptable - When tested, verbally or written, answers with 70% accuracy.

(7) Superior - When tested, verbally or written, answers with 100% accuracy.

-Reflected in Field Performance-

(1) Unacceptable - Does not know even the most often used sections of the code. Does not recognize violations when committed and/or incorrectly identifies violation.

(4) Acceptable - Knows and recognizes commonly used sections of the code. Applies appropriate sections. Can locate lesser known sections in reference material.

(7) Superior – Displays outstanding knowledge of traffic codes including lesser known sections. Quickly and effectively applies codes.

8. KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE – Evaluates trainee's knowledge of criminal procedures, including laws of arrest and search/seizure. Evaluates ability to apply those procedures in field situations.

-Reflected by Testing-

(1) Unacceptable – When tested, verbally or written, answers with 20% or less accuracy.
(4) Acceptable – When tested, verbally or written, answers with 70% accuracy.
(7) Superior – When tested, verbally or written, answers with 100% accuracy.

-Reflected in Field Performance-

(1) Unacceptable – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully.
(4) Acceptable – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. · Arrests within legal guidelines.
(7) Superior – Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence and affecting arrests.

PERFORMANCE

9. DRIVING SKILL: NORMAL CONDITIONS – Evaluates trainee's skill in the operation of the police vehicle under normal driving conditions.

(1) Unacceptable – Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation.
(4) Acceptable – Obeys traffic laws when appropriate. Maintains control of the vehicle. Performs vehicle operation while maintaining an alertness to surrounding activity. Drives defensively.
(7) Superior – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking hot sheet, etc. Is a superior defensive driver.

10. DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS – Evaluates trainee's skill in vehicle operation under

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emergency situations and in situations calling for other than usual driving skill.

(1) Unacceptable - Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for the situation. Loses control of the vehicle.

(4) Acceptable - Maintains control of vehicle and evaluates driving situations properly.

(7) Superior - Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Practices defensive techniques. Responds very well relative to the degree of stress present.

11. ORIENTATION/RESPONSE TIME TO CALLS - Evaluates trainee's awareness of surroundings, ability to find locations and arrive at destination within an acceptable period of time.

(1) Unacceptable - Unaware of location while on patrol. Does not properly use the beat map. Unable to relate location to destination. Gets lost. Expends too much time getting to destination.

(4) Acceptable - Is aware of location while on patrol. Properly uses the beat map. Can relate location to destination. Arrives within reasonable amount of time.

(7) Superior - Remembers locations from previous visits and does not need the beat map to get there. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and City.

12. ROUTINE FORMS: ACCURACY/COMPLETENESS - Evaluates trainee's ability to properly utilize departmental forms necessary to job accomplishment.

(1) Unacceptable - Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate or improperly used.

(4) Acceptable - Knows the commonly used forms and understands their use. Completes them with reasonable accuracy and thoroughness.

(7) Superior - Consistently makes accurate form selection and rapidly completes detailed forms without assistance. Displays high degree of accuracy.

13. REPORT WRITING; ORGANIZATION/DETAILS - Evaluates the trainee's ability to prepare reports that accurately reflect the situation and in a detailed, organized manner.

(1) Unacceptable - Unable to organize information and to reduce it to writing. Leaves out pertinent details in report. Report is inaccurate.

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(4) Acceptable - Completes reports, organizing information
     in a logical manner. Reports contain the required
     information and details.
(7) Superior - Reports are a complete and detailed
     accounting of events from beginning to end, written and
     organized so that **any reader** understands what occurred.

14. REPORT WRITING; GRAMMAR/SPELLING/NEATNESS - Evaluates the
     recruit's ability to use proper English; to follow the rules
     for spelling and to write neatly.

     (1) Unacceptable - Reports are illegible. Reports contain
          excessive   number   of   misspelled   words.   Sentence
          structure or word usage is improper or incomplete.
     (4) Acceptable - Reports are legible and grammar is at an
          acceptable level. Spelling is acceptable and er s
          are rare.   Errors, if present, do not impair a
          understanding of the report.
     (7) Superior - Reports are very neat and legible. Contain
          no spelling or grammatical errors.

15. REPORT WRITING: APPROPRIATE TIME USED - Evaluates the
     recruit's efficiency relative to the amount of time taken to
     write a report.

     (1) Unacceptable - Requires an excessive amount of time to
          complete a report.   Takes three or more times the
          amount of time a non-probationary officer would take to
          complete the report.
     (4) Acceptable - Completes reports within a reasonable
          amount of time.
     (7) Superior - Completes reports very quickly, as quickly
          as a skilled, veteran officer.

16. FIELD PERFORMANCE: NON-STRESS CONDITIONS - Evaluates the
     recruit's ability to perform routine, non-stress police
     activities.

     (1) Unacceptable - When confronted with a routine task,
          becomes confused and disoriented.   Does not/cannot
          complete task. Takes wrong course of action. Avoids
          taking action.
     (4) Acceptable - Properly assesses routine situations,
          determines appropriate action and takes same.
     (7) Superior - Properly assesses situations including
          unusual or complex ones. Determines appropriate course
          of action and takes same.

17. FIELD PERFORMANCE: STRESS CONDITIONS - Evaluates the
     recruit's ability to perform in moderate and high stress
     situations.

     (1) Unacceptable - Becomes emotional, is panic stricken,
          can't function, holds back, loses temper or displays
          cowardice. Overreacts.

(4) Acceptable - Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate.

(7) Superior - Maintains calm and self-control in even the most extreme situations. Quickly restores control in the situation and takes command. Determines best course of action and takes it.

18. INVESTIGATIVE SKILL - Evaluates trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

(1) Unacceptable - Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately diagnose offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting or booking evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect scene.

(4) Acceptable - Follows proper investigatory procedure in all but the most difficult/unusual cases. Is generally accurate in diagnosis of nature of offense committed. Collects, tags, logs and books evidence properly. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.

(7) Superior - Always follows proper investigatory procedure, and always accurate in diagnosis of offense committed. Connects evidence with suspect even when not apparent. Has "evidence technician" collection and identification skills. Can collect "readable" fingerprints from any possible surface when available.

19. INTERVIEW/INTERROGATION SKILL - Evaluates trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper procedure.

(1) Unacceptable - Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning.

(4) Acceptable - Generally uses proper questioning techniques. Elicits most available information and records same. Establishes proper rapport with most victims/witnesses. Controls the interrogation of most suspects and generally conducts a proper Miranda admonition.

(7) Superior - Always uses proper questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of them.

20. SELF-INITIATED FIELD ACTIVITY - Evaluates the recruit's interest and ability to initiate police-related activity. To view same and to act on even low-priority situations.

    (1)   Unacceptable - Does not see or avoids activity. Does not properly follow up situations. Rationalizes suspicious circumstances. Does not have a broad orientation to the job.

    (4)   Acceptable - Recognizes and identifies police-related activity. Has a broad orientation to the job including low priority activity. Develops cases from observed activity. Displays inquisitiveness.

    (7)   Superior - Seldom misses observable activity. Maintains Watch Bulletins and information given at briefing and uses that information as "probably cause". Makes good quality arrests and/or proper dispositions from observed activity. Thinks well "on his feet".

21. OFFICER SAFETY: GENERAL - Evaluates the recruit's ability to perform police tasks without injuring self or others or exposing self or others to unnecessary danger/risk.

    (1)   Unacceptable - Fails to follow accepted safety procedures or to exercise officer safety, i.e.

        A)   Exposes weapons to suspect (baton, mace, handgun, etc.)

        B)   Fails to keep gun hand free during enforcement situations.

        C)   Stands in front of violator's car door.

        D)   Fails to control suspect's movements.

        E)   Does not keep suspect/violator in sight.

        F)   Fails to use illumination when necessary or uses it improperly.

        G)   Fails to advise dispatcher when leaving police vehicle.

        H)   Fails to maintain good physical condition.

        I)   Fails to utilize or maintain personal safety equipment.

        J)   Does not anticipate potentially dangerous situations.

        K)   Stands too close to passing vehicular traffic.

        L)   Is careless with gun and other weapons.

        M)   Stands in front of doors when knocking.

        N)   Makes poor choice of which weapon to use and when to use it.

        O)   Fails to cover other officers.

        P)   Stands between police and violator's vehicle on car stop.

        Q)   Fails to search police vehicle prior to duty and after transporting suspect.

    (4)   Acceptable - Follows accepted safety procedures. Understands and applies them.

(7) Superior - Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines the best position for self and partner. Is not overconfident. Is in good physical condition.

22. OFFICER SAFETY: SUSPECTS, SUSPICIOUS PERSONS AND PRISONERS- Evaluates the trainee's ability to perform police tasks in a safe manner while dealing with suspects, suspicious persons or prisoners.

(1) Unacceptable - Violates officer safety principles outlined in 21 (above). Additionally, fails to "pat search", confronts people while seated in the patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage to prevent attack or escape.

(4) Acceptable - Follows accepted safety procedures with suspects, suspicious persons and prisoners.

(7) Superior - Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger from developing.

23. CONTROL OF CONFLICT: VOICE COMMAND - Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

(1) Unacceptable - Speaks too softly or timidly, speaks too loudly, confuses or angers listeners by what is said and/or how it is said. Fails to use voice when appropriate or speaks when inappropriate.

(4) Acceptable - Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of when and how to use them.

(7) Superior - Completely controls with voice tone, word selection, inflection, and the bearing which accompanies what is said. Restores order in even the most trying situations through use of voice.

24. CONTROL OF CONFLICT: PHYSICAL SKILL - Evaluates the trainee's ability to use proper level of force for the given situation.

(1) Unacceptable - Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints.

(4) Acceptable - Obtains and maintains control through use of the proper amounts of techniques of force application.

(7) Superior - Excellent knowledge and ability in the use of restraints. Selects the right amount of force for the given situation. Is in superior physical condition.

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25. PROBLEM SOLVING/DECISION MAKING - Evaluates the trainee's performance in terms of ability to perceive, form valid conclusions, arrive at sound judgments, and make proper decisions.

   (1)   Unacceptable - Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Can't recall previous solutions and apply them in like situations.

   (4)   Acceptable - Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.

   (7)   Superior - Able to reason through even the most complex situations and is able to make appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

26. RADIO: APPROPRIATE USE OF CODES/PROCEDURE - Evaluates the trainee's ability to use the police radio in accordance with Department policy and procedure.

   (1)   Unacceptable - Violates policy concerning use of radio. Does not follow procedures or follows wrong procedure. Does not understand or use proper codes/language.

   (4)   Acceptable - Follows policy and accepted procedures. Has good working knowledge of most-often used sections of the code/language.

   (7)   Superior - Always follows proper procedures, adheres to policy. Has superior working knowledge of all codes/language and applies knowledge when using the police radio.

27. RADIO: LISTENS AND COMPREHENDS - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

   (1)   Unacceptable - Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

   (4)   Acceptable - Copies own radio transmissions and is generally aware of radio traffic directed to adjoining beats.

   (7)   Superior - Is aware of own radio traffic and traffic in the surrounding beats. Is aware of traffic in other parts of the City and uses previously transmitted information to advantage.

28. RADIO: ARTICULATION OF TRANSMISSIONS - Evaluates the trainee's ability to communicate with others via the police radio.

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(1) Unacceptable - Does not preplan his transmissions. Over or under modulates. Cuts message off through improper use of the microphone. Speaks too fast or too slowly.

(4) Acceptable - Uses proper procedures with clear, concise and complete transmissions.

(7) Superior - Transmits clearly, calmly, concisely and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.

RELATIONSHIPS

29. WITH CITIZENS: GENERAL - Evaluates the trainee's ability to interact with citizens (including suspects) in an appropriate, efficient manner.

   (1) Unacceptable - Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspect of the job. Introverted, insensitive and uncaring. Poor "non-verbal" skills.

   (4) Acceptable - Courteous, friendly and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good "non-verbal" skills.

   (7) Superior - Is very much at ease with citizen contacts. Quickly establishes rapport and leaves people with feeling that the officer was interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

30. WITH ETHNIC GROUPS OTHER THAN HIS OWN - Evaluates the trainee's ability to interact with members of ethnic or racial groups other than his own, in an appropriate, efficient manner.

   (1) Unacceptable - Is hostile or overly sympathetic. Is prejudicial, subjective and biased. Treats members in this grouping differently than members of his own ethnic or racial group would be treated.

   (4) Acceptable - Is at ease with members of other ethnic/racial groups. Serves their needs objectively and with concern. Does not feel threatened when in their presence.

   (7) Superior - Understands the various cultural differences and uses this understanding to competently resolve situations and problems. Is totally objective and communicates in a manner that furthers mutual understanding.

31. WITH OTHER DEPARTMENT MEMBERS (Specify) - Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

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(1)   Unacceptable - Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, sarcastic. Resists instructions. Considers self superior. Belittles others. Is not a "team" player. Fawns on others.

(4)   Acceptable - Adheres to the chain of command and accepts role in the organization. Good peer and FTO relationships and is accepted as a group member.

(7)   Superior - Is at ease in contact with all, including superiors. Understands superiors' responsibilities, respects and supports their position. Peer group leader. Actively assists others.

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DAILY OBSERVATION REPORT

The Daily Observation Report (DOR) is completed each day by the Field Training Officer. This report is a permanent record of the trainee's progress as well as problem areas and remedial efforts to resolve them. The DOR is normally completed and discussed with the trainee just before, or at, the end of the shift.

The DOR reflects five major areas which are divided into thirty-one categories. These categories cover the range of skills necessary to become a proficient police officer. By the end of the program, the trainee is expected to master these skills to a minimum acceptable level (4) per the Standardized Evaluation Guidelines. A trainee's performance may be evaluated through actual performance of a particular skill or by verbal, written or simulated testing.

The initial information is self-explanatory.

1. Daily Observation Reports are numbered sequentially from the first day of training. A DOR will be completed for each work day of the fourteen week period. If a non-training day or an absence occurs, a DOR is still completed noting the reason for no rating (limbo, sick, etc.).
2. The watch assignment for that particular day is noted.
3. The phase assignment for the particular trainee is indicated.
4. The beat, type of assignment or reason for no rating for that shift is listed.
5. "R.T." refers to Remedial Time. Any time spent as remedial training which exceeds fifteen minutes shall be recorded in the box adjacent to the respective category. The time in minutes shall be noted. If less than fifteen minutes, a check only shall be placed in the appropriate box.
6. A numerical rating, according to the Standardized Evaluation Guidelines, shall be recorded in each observed performance category. "1", "4", and "7" are defined in behavioral terms for each category. "2", "3", "5", and "6" are included to allow the Field Training Officer to indicate performance that does not exactly fit a definition provided by the guidelines, but is more like one of the anchor definitions than the other. This rating scale is a fixed scale, with behavioral anchors identified. While an F.T.O. has much latitude in application of the various "degrees" of performance, it must be remembered that any rating less than a "4" means improvement is needed by a trainee in that particular category. A "4" or above means that the trainee's performance is "acceptable" to "superior" by Field Training and Evaluation standards. Narrative comments are encouraged on the reverse side of the DOR for any ratings less than "3" or more than "5".

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7. The score recordation column. This column of boxes has a two-fold purpose. At the end of shift the numerical ratings are transferred to these boxes by the trainee. This serves to reinforce the ratings given by the F.T.O. Secondly, once the numbers are placed into this column it is an easy task to complete "charting" by placing the chart next to the corresponding boxes and transferring the numbers onto the chart.

8. "N.O." means Not Observed and refers to any activity listed on the front of the evaluation which the F.T.O. did not observe sufficiently to rate. A check mark of some sort is all that is required here.

9. "N.R.T." means Not Responding to Training. A numerical rating shall be given as well as a mark in the N.R.T. column for that particular category. An N.R.T. is given when a trainee, after having been instructed in a task enough times that improvement or accomplishment is expected, fails to improve or "fails to respond to training". An N.R.T. shall be preceded by remedial efforts. This notation on a DOR is a red flag that serves to give the trainee notice that unless improvement is forthcoming, a final result may be termination.

10. Total time of remedial training for the particular evaluation day. This number represents the total time estimated as spent on remedial training for the day and will include all the time recorded in the R.T. column. Remedial efforts and formal remedial plans should be explained in the narrative on the reverse side of the DOR.

11. The most satisfactory area of performance is that area in which the trainee did his or her best performance according to the F.T.O.'s opinion. This does not have to necessarily be the highest rating of the shift. It could be that a 3 level performance would be considered the "best" performance of the day if the trainee had been getting 1's and 2's until this point.

12. A documented account of the incident listed in (11) above.

13. The least satisfactory area of performance is that area in which the trainee performed poorest during the shift. The F.T.O. is required to narrate this section.

14. "CAT. NO." refers to the category number that is being explained in the narrative. Specific documentation is necessary for particular categories receiving high or low ratings. The category number should be placed in this column followed by the narrative in the space provided to the right. It can also be used to continue narration begun in the most/least satisfactory sections.

15. The trainee is required to sign the evaluation. A signature here means that this evaluation has been discussed with the trainee and not necessarily that the trainee agrees with the ratings and comments thereon.

16. Field Training Officer signature.

36

17. Supervisory signature indicates that this DOR has been reviewed.

NARRATIVES

When writing narrative portions of the evaluation, it is important to remember several key factors. The narrative should be: CLEAR-CONCISE-COMPLETE-CORRECT. The following suggestions will aid the writer in accomplishing these goals.

1. Set the stage - give a description of the situation or conditions present, thereby placing the trainee's actions in context.
2. Use verbatim quotes - it is sometimes clearer to report what was said than to attempt to describe the effect of the words.
3. Report the facts, avoid conclusions - let the facts speak for themselves.
4. Remember your audience - who is going to read this report and what is it you are trying to accomplish?
5. Watch your grammar, spelling, and legibility.
6. Speak to performance, not personality. Criticize the act, not the person.
7. Use lists if appropriate.
8. Avoid slang, jargon, swearing, etc.
9. THINK REMEDIAL!!!

Writing narratives should be no mystery to any officer selected to be an F.T.O. If an F.T.O. can write an acceptable police report they can write an evaluative narrative!

BOULDER POLICE DEPARTMENT   DAILY OBSERVATION REPORT NO. ___**1**___

TRAINEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on
the most and least satisfactory performance of the day. Comment on any behavior you wish,
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box
and comment.

WATCH WORKED: **2**

FTO PHASE: **3**

	RATING SCALE									

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS ------> 1 2 3 <4> 5 6 7 <------ SUPERIOR BY FTO PROGRAM STANDARDS

		N.O.	N.R.T

ASSIGNMENT OR REASON FOR NO EVALUATION **4**

7   1- 1 2 3 **6** 5 6 7 [**8**] [**9**]
2- 1 2 3 **6** 5 6 7 [ ] [ ]
3- 1 2 3 **6** 5 6 7 [ ] [ ]

4- 1 2 3 4 5 6 7 [ ] [ ]
1 2 3 4 5 6 7 [ ] [ ]

5- 1 2 3 4 5 6 7 [ ] [ ]
1 2 3 4 5 6 7 [ ] [ ]

6- 1 2 3 4 5 6 7 [ ] [ ]
1 2 3 4 5 6 7 [ ] [ ]

7- 1 2 3 4 5 6 7 [ ] [ ]
1 2 3 4 5 6 7 [ ] [ ]

8- 1 2 3 4 5 6 7 [ ] [ ]
1 2 3 4 5 6 7 [ ] [ ]

9- 1 2 3 4 5 6 7 [ ] [ ]
10- 1 2 3 4 5 6 7 [ ] [ ]
11- 1 2 3 4 5 6 7 [ ] [ ]
12- 1 2 3 4 5 6 7 [ ] [ ]
13- 1 2 3 4 5 6 7 [ ] [ ]
14- 1 2 3 4 5 6 7 [ ] [ ]
15- 1 2 3 4 5 6 7 [ ] [ ]
16- 1 2 3 4 5 6 7 [ ] [ ]
17- 1 2 3 4 5 6 7 [ ] [ ]
18- 1 2 3 4 5 6 7 [ ] [ ]
19- 1 2 3 4 5 6 7 [ ] [ ]
20- 1 2 3 4 5 6 7 [ ] [ ]
21- 1 2 3 4 5 6 7 [ ] [ ]
22- 1 2 3 4 5 6 7 [ ] [ ]
23- 1 2 3 4 5 6 7 [ ] [ ]
24- 1 2 3 4 5 6 7 [ ] [ ]
25- 1 2 3 4 5 6 7 [ ] [ ]
26- 1 2 3 4 5 6 7 [ ] [ ]
27- 1 2 3 4 5 6 7 [ ] [ ]
28- 1 2 3 4 5 6 7 [ ] [ ]
29- 1 2 3 4 5 6 7 [ ] [ ]
30- 1 2 3 4 5 6 7 [ ] [ ]
31- 1 2 3 4 5 6 7 [ ] [ ]

R.T. **5**

APPEARANCE
1 GENERAL APPEARANCE

ATTITUDE
2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM
3 ATTITUDE TOWARD POLICE WORK

KNOWLEDGE
4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES
     REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
     REFLECTED IN FIELD PERFORMANCE
5 KNOWLEDGE OF CRIMINAL STATUTES
     REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
     REFLECTED IN FIELD PERFORMANCE
6 KNOWLEDGE OF CITY ORDINANCES
     REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
     REFLECTED IN FIELD PERFORMANCE
7 KNOWLEDGE OF TRAFFIC CODES
     REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
     REFLECTED IN FIELD PERFORMANCE
8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE
     REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
     REFLECTED IN FIELD PERFORMANCE

PERFORMANCE
9   DRIVING SKILL: NORMAL CONDITIONS
10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS
11 ORIENTATION/RESPONSE TIME TO CALLS
12 ROUTINE FORMS: ACCURACY/COMPLETENESS
13 REPORT WRITING: ORGANIZATION/DETAILS
14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS
15 REPORT WRITING: APPROPRIATE TIME USED
16 FIELD PERFORMANCE: NON-STRESS CONDITIONS
17 FIELD PERFORMANCE: STRESS CONDITIONS
18 INVESTIGATIVE SKILL
19 INTERVIEW/INTERROGATION SKILL
20 SELF-INITIATED FIELD ACTIVITY
21 OFFICER SAFETY: GENERAL
22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS
23 CONTROL OF CONFLICT: VOICE COMMAND
24 CONTROL OF CONFLICT: PHYSICAL SKILL
25 PROBLEM SOLVING/DECISION MAKING
26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE
27 RADIO: LISTENS AND COMPREHENDS
28 RADIO: ARTICULATION OF TRANSMISSIONS

RELATIONSHIPS
29 WITH CITIZENS IN GENERAL
30 WITH ETHNIC GROUPS OTHER THAN OWN
31 WITH OTHER DEPARTMENT MEMBERS

10___ MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

38

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER **11**

12

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: _____

_____

_____

_____

_____

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER **13**

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: _____

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DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

14

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15 _____   **16** _____
RECRUIT OFFICER SIGNATURE   TRAINING OFFICER SIGNATURE

17

REVIEWED BY _____

3/24/86
1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.

5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

BOULDER POLICE DEPARTMENT   DAILY OBSERVATION REPORT NO. _____

| | | | | | | | | | | | | | | | | |

TRAINEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on   WATCH
the most and least satisfactory performance of the day. Comment on any behavior you wish,   WORKED:
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box   FTO PHASE:
and comment.

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          ┌ RATING SCALE ┐
NOT ACCEPTABLE                         SUPERIOR BY
BY FTO PROGRAM      ACCEPTABLE         FTO PROGRAM
  STANDARDS           LEVEL             STANDARDS
  ------>  1  2  3  <4>  5  6  7  <------
```

| | | | ASSIGNMENT OR REASON FOR NO EVALUATION |

		Rating scale	N.O.	N.R.T		R.T.
[ ]	1-	1 2 3 4 5 6 7	[ ]	[ ]	**APPEARANCE** 1 GENERAL APPEARANCE	[ ]
[ ]	2-	1 2 3 4 5 6 7	[ ]	[ ]	**ATTITUDE** 2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	[ ]
[ ]	3-	1 2 3 4 5 6 7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK	
[ ]	4-	1 2 3 4 5 6 7 1 2 3 4 5 6 7	[ ] [ ]	[ ] [ ]	**KNOWLEDGE** 4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING REFLECTED IN FIELD PERFORMANCE	[ ]
[ ]	5-	1 2 3 4 5 6 7 1 2 3 4 5 6 7	[ ] [ ]	[ ] [ ]	5 KNOWLEDGE OF CRIMINAL STATUTES REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING REFLECTED IN FIELD PERFORMANCE	[ ]
[ ]	6-	1 2 3 4 5 6 7 1 2 3 4 5 6 7	[ ] [ ]	[ ] [ ]	6 KNOWLEDGE OF CITY ORDINANCES REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING REFLECTED IN FIELD PERFORMANCE	[ ]
[ ]	7-	1 2 3 4 5 6 7 1 2 3 4 5 6 7	[ ] [ ]	[ ] [ ]	7 KNOWLEDGE OF TRAFFIC CODES REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING REFLECTED IN FIELD PERFORMANCE	[ ]
[ ]	8-	1 2 3 4 5 6 7 1 2 3 4 5 6 7	[ ] [ ]	[ ] [ ]	8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING REFLECTED IN FIELD PERFORMANCE	[ ]
[ ]	9-	1 2 3 4 5 6 7	[ ]	[ ]	**PERFORMANCE** 9 DRIVING SKILL: NORMAL CONDITIONS	[ ]
[ ]	10-	1 2 3 4 5 6 7	[ ]	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	[ ]
[ ]	11-	1 2 3 4 5 6 7	[ ]	[ ]	11 ORIENTATION/RESPONSE TIME TO CALLS	[ ]
[ ]	12-	1 2 3 4 5 6 7	[ ]	[ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS	[ ]
[ ]	13-	1 2 3 4 5 6 7	[ ]	[ ]	13 REPORT WRITING: ORGANIZATION/DETAILS	[ ]
[ ]	14-	1 2 3 4 5 6 7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	[ ]
[ ]	15-	1 2 3 4 5 6 7	[ ]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED	[ ]
[ ]	16-	1 2 3 4 5 6 7	[ ]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	[ ]
[ ]	17-	1 2 3 4 5 6 7	[ ]	[ ]	17 FIELD PERFORMANCE: STRESS CONDITIONS	[ ]
[ ]	18-	1 2 3 4 5 6 7	[ ]	[ ]	18 INVESTIGATIVE SKILL	[ ]
[ ]	19-	1 2 3 4 5 6 7	[ ]	[ ]	19 INTERVIEW/INTERROGATION SKILL	[ ]
[ ]	20-	1 2 3 4 5 6 7	[ ]	[ ]	20 SELF-INITIATED FIELD ACTIVITY	[ ]
[ ]	21-	1 2 3 4 5 6 7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL	[ ]
[ ]	22-	1 2 3 4 5 6 7	[ ]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	[ ]
[ ]	23-	1 2 3 4 5 6 7	[ ]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND	[ ]
[ ]	24-	1 2 3 4 5 6 7	[ ]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL	[ ]
[ ]	25-	1 2 3 4 5 6 7	[ ]	[ ]	25 PROBLEM SOLVING/DECISION MAKING	[ ]
[ ]	26-	1 2 3 4 5 6 7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	[ ]
[ ]	27-	1 2 3 4 5 6 7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS	[ ]
[ ]	28-	1 2 3 4 5 6 7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS	[ ]
[ ]	29-	1 2 3 4 5 6 7	[ ]	[ ]	**RELATIONSHIPS** 29 WITH CITIZENS IN GENERAL	[ ]
[ ]	30-	1 2 3 4 5 6 7	[ ]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN	[ ]
[ ]	31-	1 2 3 4 5 6 7	[ ]	[ ]	31 WITH OTHER DEPARTMENT MEMBERS	[ ]

_____ MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

40

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER _____

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: _____

_____

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_____

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER _____

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: _____

_____

_____

_____

_____

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

_____ _____

_____ _____

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_____RECRUIT OFFICER SIGNATURE_____   _____TRAINING OFFICER SIGNATURE_____

REVIEWED BY _____

1. SET THE STAGE/SCENE.	5. REPORT FACTS.
2. USE LISTS AS APPROPRIATE.	6. CRITIQUE PERFORMANCE.
3. CONSIDER VERBATIM QUOTES.	7. CHECK SPELLING, GRAMMAR, ETC.
4. REMEMBER YOUR AUDIENCE.	8. THINK REMEDIAL!

41

BOULDER POLICE DEPARTMENT   DAILY OBSERVATION REPORT NO. ___22___

NEANDER. G.R. | 1 | 2 | 3 | 5 | BROWN, S.K. | 0 | 3 | 7 | 3 | 0 | 9 | 2 | 3 | 8 | 6
TRAINEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on   WATCH
the most and least satisfactory performance of the day. Comment on any behavior you wish,   WORKED: 3
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box   FTO PHASE: II
and comment.

RATING SCALE

NOT ACCEPTABLE   SUPERIOR BY
BY FTO PROGRAM   ACCEPTABLE   FTO PROGRAM
STANDARDS   LEVEL   STANDARDS
------> 1 2 3 <4> 5 6 7 <------

ASSIGNMENT OR REASON FOR NO EVALUATION

General South

Score	#	1	2	3	4	5	6	7	N.O.	N.R.T	Item	R.T.
											APPEARANCE	
5	1-	1	2	3	4	(5)	6	7	[ ]	[ ]	1 GENERAL APPEARANCE	
											ATTITUDE	
4	2-	1	2	3	(4)	5	6	7	[ ]	[ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	
4	3-	1	2	3	(4)	5	6	7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK	
											KNOWLEDGE	
	4-	1	2	3	4	5	6	7	[✓]	[ ]	4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	
											REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
4		1	2	3	(4)	5	6	7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	
	5-	1	2	3	4	5	6	7	[✓]	[ ]	5 KNOWLEDGE OF CRIMINAL STATUTES	
											REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
4		1	2	3	(4)	5	6	7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	
	6-	1	2	3	4	5	6	7	[✓]	[ ]	6 KNOWLEDGE OF CITY ORDINANCES	
											REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
4		1	2	3	(4)	5	6	7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	
	7-	1	2	3	4	5	6	7	[✓]	[ ]	7 KNOWLEDGE OF TRAFFIC CODES	
●											REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
		1	2	(3)	4	5	6	7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	
	8-	1	2	3	4	5	6	7	[✓]	[ ]	8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE	
											REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
4		1	2	3	(4)	5	6	7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	
											PERFORMANCE	
4	9-	1	2	3	(4)	5	6	7	[ ]	[ ]	9 DRIVING SKILL: NORMAL CONDITIONS	
	10-	1	2	3	4	5	6	7	[✓]	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	
2	11-	1	(2)	3	4	5	6	7	[ ]	[✓]	11 ORIENTATION/RESPONSE TIME TO CALLS	25
3	12-	1	2	(3)	4	5	6	7	[ ]	[ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS	
3	13-	1	2	(3)	4	5	6	7	[ ]	[ ]	13 REPORT WRITING: ORGANIZATION/DETAILS	
4	14-	1	2	3	(4)	5	6	7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	
3	15-	1	2	(3)	4	5	6	7	[ ]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED	
3	16-	1	2	(3)	4	5	6	7	[ ]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	
	17-	1	2	3	4	5	6	7	[✓]	[ ]	17 FIELD PERFORMANCE: STRESS CONDITIONS	
4	18-	1	2	3	(4)	5	6	7	[ ]	[ ]	18 INVESTIGATIVE SKILL	
3	19-	1	2	(3)	4	5	6	7	[ ]	[ ]	19 INTERVIEW/INTERROGATION SKILL	✓
5	20-	1	2	3	4	(5)	6	7	[ ]	[ ]	20 SELF-INITIATED FIELD ACTIVITY	
5	21-	1	2	3	4	(5)	6	7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL	
	22-	1	2	3	4	5	6	7	[✓]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	
	23-	1	2	3	4	5	6	7	[✓]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND	
	24-	1	2	3	4	5	6	7	[✓]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL	
4	25-	1	2	3	(4)	5	6	7	[ ]	[ ]	25 PROBLEM SOLVING/DECISION MAKING	
4	26-	1	2	3	(4)	5	6	7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	
5	27-	1	2	3	4	(5)	6	7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS	
4	28-	1	2	3	(4)	5	6	7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS	
											RELATIONSHIPS	
5	29-	1	2	3	4	(5)	6	7	[ ]	[ ]	29 WITH CITIZENS IN GENERAL	
●	30-	1	2	3	(4)	5	6	7	[ ]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN	
	31-	1	2	3	4	(5)	6	7	[ ]	[ ]	31 WITH OTHER DEPARTMENT MEMBERS	

___35___ MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

42

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER _____ 20 _____

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: __Gerald's strongest performance__ __for the day was his consistently high amount of self-initiated activity. He made seven__ __traffic stops, of which four resulted in enforcement action. He stopped three people for__ __F.I.s. of whom only one was unacceptable (as he had no probable cause nor a reason for__ __the stop).__

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER _____ 11 & 2 ___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: __Gerald responded to a call at 12th__ __and College, two major streets which he had been to twice earlier. We were at Broadway__ __and Pearl when the call came out. Gerald claimed that he did not need a map, yet he dis-__ __played confusion immediately as to where the intersection was located. He drove north on__ __Broadway for one mile (he should have driven south one mile to College, then west (cont.)__

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

11   (cont.) two blocks to 12th St.). He then turned around and drove south to Baseline, passing College. Once on Baseline, he drove west to 12th, then north to College where he arrived to handle the call. The time spent on responding was nine minutes. Gerald has been advised to use his map book at all times until he is familiar with the city. He was given five assignments to look up in his map book in my presence. He completed all five with no problems.

7   Gerald is aware of the proper traffic codes, however, he guessed at a traffic code section when writing a citation instead of using his traffic guide. He used the wrong section and was required to ammend the summons.

12, 13

14 & 15   Gerald's reports need improvement as he fails to include pertinent information such as the victim's address, does not write his narratives in proper sequence, and takes too much time in writing simple reports (20 minutes to complete three F.I.

G. R. Neander
RECRUIT OFFICER SIGNATURE

_____ Brown _____
TRAINING OFFICER SIGNATURE

REVIEWED BY _____ JLH _____

3/24/86

1. SET THE STAGE/SCENE.	5. REPORT FACTS.
2. USE LISTS AS APPROPRIATE.	6. CRITIQUE PERFORMANCE.
3. CONSIDER VERBATIM QUOTES.	7. CHECK SPELLING, GRAMMAR, ETC.
4. REMEMBER YOUR AUDIENCE.	8. THINK REMEDIAL!

43

NARRATIVE CONTINUATION

cards). He has no problem with grammar, spelling or neatness.

29 & 31: Gerald is well liked by other officers as well as the citizens he comes in contact with. He is polite and professional at all times. He constantly asks other officers if he can assist them with their cases.

21: Gerald's officer safety is very good. He has improved quite a lot in this area and is performing in an above average manner. He maintains the proper stance when interviewing possible suspects, yet does not offend citizens with obviously over-exaggerated stances or movements.

NARRATIVE CONTINUATION FORM

BOULDER POLICE DEPARTMENT

NARRATIVE CONTINUATION

This form may be used to continued the narrative portion of any other form used in the program, i.e. D.O.R., Supervisors Report, Alternate Weekly Evaluation, etc..

SUPERVISOR'S WEEKLY REPORT

The Supervisor's Weekly Report (SWR) is completed by the shift Field Training Sergeant on each of his or her trainees. This provides the program with a check-and-balance system to assure that the F.T.O. is operating within the set guidelines. A secondary function is to ensure that the sergeant sit down with each trainee and discuss performance progress and problems.

The SWR is basically the same as a DOR with the following exceptions:

1. Weekly observation report number is a sequence series of weekly reports. A total of fourteen or more should be completed at the end of the program.
2. Percent of watch spent in observing trainee is that time the sergeant spent observing the trainee's performance. This may be done by direct observation in the field by covering calls or by riding with the trainee. Other methods include review of trainee reports, monitoring radio transmissions or by observing behavior at briefing.
3. The sergeant shall graph the trainee's performance over the last two weeks for the categories chosen as most satisfactory and least satisfactory. The graph shall represent DOR ratings.
4. The method(s) by which the supervisor monitored the trainee's performance shall be noted.

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BOULDER POLICE DEPARTMENT
SUPERVISOR'S WEEKLY REPORT

WEEKLY OBSERVATION REPORT NO. **1**

TRAINEE'S LAST NAME, FIRST INITIAL   BADGE NO.   SGT'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the week. Comment on any behavior you wish, but a specific comment is required on all ratings of "2" or less and "6" and above. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

WATCH WORKED:

FTO PHASE:

RATING SCALE		
NOT ACCEPTABLE BY FTO PROGRAM STANDARDS	ACCEPTABLE LEVEL	SUPERIOR BY FTO PROGRAM STANDARDS
——>= 1	2 3 <4> 5 6	7 <——

PERCENT OF WATCH SPENT IN OBSERVING TRAINEE

1	2	3	4

2

APPEARANCE
1 GENERAL APPEARANCE

ATTITUDE
2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM
3 ATTITUDE TOWARD POLICE WORK

KNOWLEDGE
4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
5 KNOWLEDGE OF CRIMINAL STATUTES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
6 KNOWLEDGE OF CITY ORDINANCES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
7 KNOWLEDGE OF TRAFFIC CODES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE

PERFORMANCE
9   DRIVING SKILL: NORMAL CONDITIONS
10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS
11 ORIENTATION/RESPONSE TIME TO CALLS
12 ROUTINE FORMS: ACCURACY/COMPLETENESS
13 REPORT WRITING: ORGANIZATION/DETAILS
14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS
15 REPORT WRITING: APPROPRIATE TIME USED
16 FIELD PERFORMANCE: NON-STRESS CONDITIONS
17 FIELD PERFORMANCE: STRESS CONDITIONS
18 INVESTIGATIVE SKILL
19 INTERVIEW/INTERROGATION SKILL
20 SELF-INITIATED FIELD ACTIVITY
21 OFFICER SAFETY: GENERAL
22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS
23 CONTROL OF CONFLICT: VOICE COMMAND
24 CONTROL OF CONFLICT: PHYSICAL SKILL
25 PROBLEM SOLVING/DECISION MAKING
26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE
27 RADIO: LISTENS AND COMPREHENDS
28 RADIO: ARTICULATION OF TRANSMISSIONS

RELATIONSHIPS
29 WITH CITIZENS IN GENERAL
30 WITH ETHNIC GROUPS OTHER THAN OWN
31 WITH OTHER DEPARTMENT MEMBERS

_____ TOTAL MINUTES OF REMEDIAL TRAINING TIME THIS WEEK (NOTE SPECIFIC REMEDIAL PLANS)

THE MOST SATISFACTORY AREA OF PERFORMANCE OF THE WEEK WAS RATING CATEGORY NUMBER _____
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA IS: _____

PREVIOUS WEEK   PRESENT WEEK

7
6
5
4   3
3
2
1

THE LEAST SATISFACTORY OF AREA OF PERFORMANCE OF THE WEEK WAS RATING CATEGORY NUMBER _____
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA IS: _____

PREVIOUS WEEK   PRESENT WEEK

7
6
5
4
3
2
1

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM.

THE METHOD(S) BY WHICH THIS TRAINEE'S PERFORMANCE WAS EVALUATED:

REPORT REVIEW	_____	RADIO TRAFFIC	_____
RIDE-ALONG	_____	FIELD VISITS	_____
D.O.R. REVIEW	_____	CONFERENCES	_____
DAILY BRIEFING	_____	BI-WEEKLY MEETINGS	_____
OTHER F.T.O.s	_____	OTHER (EXPLAIN)	_____

4

_____   _____   _____
TRAINEE'S   RATER'S   REVIEWER'S
SIGNATURE   SIGNATURE   SIGNATURE

4/10/86   SUPERVISOR'S WEEKLY REPORT

EANDER, G.R. | 1 2 3 5 | WILSON, A.D. | 0 0 1 0 | 0 9 3 0 8 6

TEE'S LAST NAME, FIRST INITIAL BADGE NO. SGT'S LAST NAME, FIRST INITIAL BADGE NO. DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the week. Comment on any behavior you wish, but a specific comment is required on all ratings of "2" or less and "6" and above. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

WATCH WORKED: 3

FTO PHASE: II

RATING SCALE

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS		ACCEPTABLE LEVEL				SUPERIOR BY FTO PROGRAM STANDARDS
------>- 1	2	3 <4> 5	6	7	<------	

PERCENT OF WATCH SPENT IN OBSERVING TRAINEE			
1 10%	2 5%	3	4

		Rating							N.O.	N.R.T			R.T.
5	1-	1	2	3	4	(5)	6	7	[ ]	[ ]	APPEARANCE		
											1 GENERAL APPEARANCE		
											ATTITUDE		
	2-	1	2	3	4	5	6	7	[✓]	[ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM		
4	3-	1	2	3	(4)	5	6	7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK		
											KNOWLEDGE		
											4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES		
	4-	1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
		1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED IN FIELD PERFORMANCE		
											5 KNOWLEDGE OF CRIMINAL STATUTES		
	5-	1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
		1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED IN FIELD PERFORMANCE		
											6 KNOWLEDGE OF CITY ORDINANCES		
	6-	1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
		1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED IN FIELD PERFORMANCE		
											7 KNOWLEDGE OF TRAFFIC CODES		
●	7-	1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
		1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED IN FIELD PERFORMANCE		
											8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE		
	8-	1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
		1	2	3	4	5	6	7	[✓]	[ ]	REFLECTED IN FIELD PERFORMANCE		
											PERFORMANCE		
4	9-	1	2	3	(4)	5	6	7	[ ]	[ ]	9 DRIVING SKILL: NORMAL CONDITIONS		
	10-	1	2	3	4	5	6	7	[✓]	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS		
3	11-	1	2	(3)	4	5	6	7	[ ]	[ ]	11 ORIENTATION/RESPONSE TIME TO CALLS		
3	12-	1	2	(3)	4	5	6	7	[ ]	[ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS		
3	13-	1	2	(3)	4	5	6	7	[ ]	[ ]	13 REPORT WRITING: ORGANIZATION/DETAILS		
4	14-	1	2	3	(4)	5	6	7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS		
	15-	1	2	3	4	5	6	7	[✓]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED		
	16-	1	2	3	4	5	6	7	[✓]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS		
	17-	1	2	3	4	5	6	7	[✓]	[ ]	17 FIELD PERFORMANCE: STRESS CONDITIONS		
	18-	1	2	3	4	5	6	7	[✓]	[ ]	18 INVESTIGATIVE SKILL		
	19-	1	2	3	4	5	6	7	[✓]	[ ]	19 INTERVIEW/INTERROGATION SKILL		
	20-	1	2	3	4	5	6	7	[✓]	[ ]	20 SELF-INITIATED FIELD ACTIVITY		
5	21-	1	2	3	4	(5)	6	7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL		
	22-	1	2	3	4	5	6	7	[✓]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS		
	23-	1	2	3	4	5	6	7	[✓]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND		
	24-	1	2	3	4	5	6	7	[✓]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL		
	25-	1	2	3	4	5	6	7	[✓]	[ ]	25 PROBLEM SOLVING/DECISION MAKING		
4	26-	1	2	3	(4)	5	6	7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE		
4	27-	1	2	3	(4)	5	6	7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS		
4	28-	1	2	3	(4)	5	6	7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS		
											RELATIONSHIPS		
● 4	29-	1	2	3	(4)	5	6	7	[ ]	[ ]	29 WITH CITIZENS IN GENERAL		
	30-	1	2	3	4	5	6	7	[✓]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN		
4	31-	1	2	3	(4)	5	6	7	[ ]	[ ]	31 WITH OTHER DEPARTMENT MEMBERS		

_____ TOTAL MINUTES OF REMEDIAL TRAINING TIME THIS WEEK (NOTE SPECIFIC REMEDIAL PLANS)

THE MOST SATISFACTORY AREA OF PERFORMANCE OF THE WEEK WAS RATING CATEGORY
NUMBER ___21___
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA
IS: Trainee Neander maintains good officer safety while dealing with possible suspects.
His stance is proper and he maintains safe distances. He does not "over do" his officer
safety, yet I have not seen him drop his guard or endanger his partner.

PREVIOUS WEEK   PRESENT WEEK
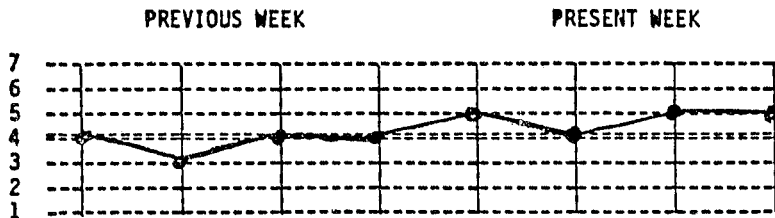
THE LEAST SATISFACTORY OF AREA OF PERFORMANCE OF THE WEEK WAS RATING
CATEGORY NUMBER ___11___
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA
IS: Trainee Neander was given a radio call to respond to the intersection of 12th and
College, which is a well known location in the city. His response took nearly 10 minutes
when it should have taken less than five minutes. I arrived before he did and had to (cont.)

PREVIOUS WEEK   PRESENT WEEK
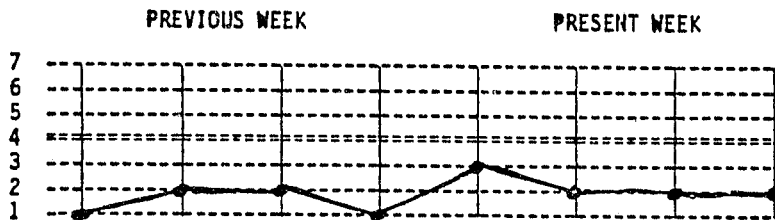
DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

| 11 | (cont.) initiate contact with the parties involved. His F.T.O. will be conducting remedial training in the necessary area. |
| 12-15 | Trainee Neander has had some difficulty with his reports. They are improving but he still needs to make a concentrated effort to improve further, particularly in organization and completeness. |

          WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM.

THE METHOD(S) BY WHICH THIS TRAINEE'S PERFORMANCE WAS EVALUATED:
          REPORT REVIEW ___X___   RADIO TRAFFIC   _____
          RIDE-ALONG   _____   FIELD VISITS   ___X___
          D.O.R. REVIEW ___X___   CONFERENCES   _____
          DAILY BRIEFING_____   BI-WEEKLY MEETINGS _____
          OTHER F.T.O.s _____   OTHER (EXPLAIN)   _____

_____   _____   _____
    TRAINEE'S   RATER'S   REVIEWER'S
    SIGNATURE   SIGNATURE   SIGNATURE   50

4/10/86

BOULDER POLICE DEPARTMENT   WEEKLY OBSERVATION REPORT NO. _____
SUPERVISOR'S WEEKLY REPORT

INEE'S LAST NAME, FIRST INITIAL BADGE NO.   SGT'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE
RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on   WATCH
the most and least satisfactory performance of the week. Comment on any behavior you wish,   WORKED:
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box   FTO PHASE:
and comment.

RATING SCALE

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS	ACCEPTABLE LEVEL	SUPERIOR BY FTO PROGRAM STANDARDS
------>- 1 2 3 <4> 5 6 7 <------		

PERCENT OF WATCH SPENT IN OBSERVING TRAINEE			
1	2	3	4

		N.O.	N.R.T		R.T.
[ ]	1- 1 2 3 4 5 6 7	[ ]	[ ]	APPEARANCE	[ ]
				1 GENERAL APPEARANCE	
				ATTITUDE	
[ ]	2- 1 2 3 4 5 6 7	[ ]	[ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	[ ]
[ ]	3- 1 2 3 4 5 6 7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK	[ ]
				KNOWLEDGE	
				4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	
[ ]	4- 1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	[ ]
[ ]	1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	[ ]
				5 KNOWLEDGE OF CRIMINAL STATUTES	
[ ]	5- 1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	[ ]
[ ]	1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	[ ]
				6 KNOWLEDGE OF CITY ORDINANCES	
[ ]	6- 1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	[ ]
[ ]	1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	[ ]
				7 KNOWLEDGE OF TRAFFIC CODES	
[ ]	7- 1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	[ ]
[ ]	1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	[ ]
				8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE	
[ ]	8- 1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	[ ]
[ ]	1 2 3 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE	[ ]
				PERFORMANCE	
[ ]	9- 1 2 3 4 5 6 7	[ ]	[ ]	9 DRIVING SKILL: NORMAL CONDITIONS	[ ]
[ ]	10- 1 2 3 4 5 6 7	[ ]	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	[ ]
[ ]	11- 1 2 3 4 5 6 7	[ ]	[ ]	11 ORIENTATION/RESPONSE TIME TO CALLS	[ ]
[ ]	12- 1 2 3 4 5 6 7	[ ]	[ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS	[ ]
[ ]	13- 1 2 3 4 5 6 7	[ ]	[ ]	13 REPORT WRITING: ORGANIZATION/DETAILS	[ ]
[ ]	14- 1 2 3 4 5 6 7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	[ ]
[ ]	15- 1 2 3 4 5 6 7	[ ]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED	[ ]
[ ]	16- 1 2 3 4 5 6 7	[ ]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	[ ]
[ ]	17- 1 2 3 4 5 6 7	[ ]	[ ]	17 FIELD PERFORMANCE: STRESS CONDITIONS	[ ]
[ ]	18- 1 2 3 4 5 6 7	[ ]	[ ]	18 INVESTIGATIVE SKILL	[ ]
[ ]	19- 1 2 3 4 5 6 7	[ ]	[ ]	19 INTERVIEW/INTERROGATION SKILL	[ ]
[ ]	20- 1 2 3 4 5 6 7	[ ]	[ ]	20 SELF-INITIATED FIELD ACTIVITY	[ ]
[ ]	21- 1 2 3 4 5 6 7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL	[ ]
[ ]	22- 1 2 3 4 5 6 7	[ ]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	[ ]
[ ]	23- 1 2 3 4 5 6 7	[ ]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND	[ ]
[ ]	24- 1 2 3 4 5 6 7	[ ]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL	[ ]
[ ]	25- 1 2 3 4 5 6 7	[ ]	[ ]	25 PROBLEM SOLVING/DECISION MAKING	[ ]
[ ]	26- 1 2 3 4 5 6 7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	[ ]
[ ]	27- 1 2 3 4 5 6 7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS	[ ]
[ ]	28- 1 2 3 4 5 6 7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS	[ ]
				RELATIONSHIPS	
[ ]	29- 1 2 3 4 5 6 7	[ ]	[ ]	29 WITH CITIZENS IN GENERAL	[ ]
[ ]	30- 1 2 3 4 5 6 7	[ ]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN	[ ]
[ ]	31- 1 2 3 4 5 6 7	[[	[ ]	31 WITH OTHER DEPARTMENT MEMBERS	[ ]

_____ TOTAL MINUTES OF REMEDIAL TRAINING TIME THIS WEEK (NOTE SPECIFIC REMEDIAL PLANS)

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THE MOST SATISFACTORY AREA OF PERFORMANCE OF THE WEEK WAS RATING CATEGORY
NUMBER _____
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA
IS:_____
_____
_____

```
              PREVIOUS WEEK            PRESENT WEEK
     7  --+-------+-------+-------+-------+-------+-------+
     6  --+-------+-------+-------+-------+-------+-------+
     5  --+-------+-------+-------+-------+-------+-------+
     4  ==+=======+=======+=======+=======+=======+=======+
     3  --+-------+-------+-------+-------+-------+-------+
     2  --+-------+-------+-------+-------+-------+-------+
     1  --+-------+-------+-------+-------+-------+-------+
```

THE LEAST SATISFACTORY OF AREA OF PERFORMANCE OF THE WEEK WAS RATING
CATEGORY NUMBER _____
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA
IS:_____
_____
_____

```
              PREVIOUS WEEK            PRESENT WEEK
     7  --+-------+-------+-------+-------+-------+-------+
     6  --+-------+-------+-------+-------+-------+-------+
     5  --+-------+-------+-------+-------+-------+-------+
     4  ==+=======+=======+=======+=======+=======+=======+
     3  --+-------+-------+-------+-------+-------+-------+
     2  --+-------+-------+-------+-------+-------+-------+
     1  --+-------+-------+-------+-------+-------+-------+
```

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM.

THE METHOD(S) BY WHICH THIS TRAINEE'S PERFORMANCE WAS EVALUATED:
            REPORT REVIEW _____   RADIO TRAFFIC   _____
            RIDE-ALONG   _____   FIELD VISITS   _____
            D.O.R. REVIEW _____   CONFERENCES   _____
            DAILY BRIEFING _____   BI-WEEKLY MEETINGS _____
            OTHER F.T.O.s _____   OTHER (EXPLAIN)   _____

_____   _____   _____
    TRAINEE'S   RATER'S   REVIEWER'S
    SIGNATURE   SIGNATURE   SIGNATURE   52

SUPERVISORY PROCEDURES

The role of the supervisor is one of paramount importance to the success of a Field Training and Evaluation Program. Without the support and involvement of each supervisor, the program will undoubtedly suffer and program related problems will be magnified. This section covers some of the more important aspects of supervisory responsibility.

While the duties and responsibilities of a supervisor in the Field Training and Evaluation Program have been covered in an earlier chapter, here we reinforce the responsibility of each supervisor to monitor the training of every trainee assigned to his or her watch and to assist the F.T.O.s in accomplishing their goals. F.T.O.s have a very difficult job, but a job made easier with proper supervision. The Program Commander's responsibilities are more easily and efficiently met with the help of the Field Training Sergeants.

Liaison Functions

One of the major problems that F.T.O.s experience is resistance or interference by non-F.T.O. supervisors. These responses usually stem from a lack of understanding of the program or its goals by non-F.T.O. personnel. They have not received the training afforded F.T.O.s and do not understand why we do some of the things we do. It is the watch Field Training Sergeant's responsibility to deal with this lack of understanding. He or she must be aware of existing as well as potential problems and take action without prompting. If an F.T.O. voices his or her concern that a non-F.T.O. sergeant is interfering with the training process, the Field Training Sergeant must look into the matter to determine what is happening.

Keep in mind that patrol functions normally take priority over training and there may be circumstances where Field Training and Evaluation Program procedures should not be adhered to. The F.T.O. and trainee should be given an explanation as to why procedures were changed and a return to normal should occur as soon as possible.

Timeliness in the Report Process

It is important that all DORs be completed each day and that they are numbered properly. All other reports have similar time constraints. The Field Training Sergeant must see to it that these reports are turned in on time and that none are missing.

Field Training Sergeants must also ensure the completeness and correctness of all reports. This takes some time and effort but is absolutely necessary to the program's success.

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It is recommended that each Field Training Sergeant design some method for DOR accountability. This means practicing Time Management. By using such a system, one that fits each sergeant's particular schedule of responsibilities, the sergeant will be able to perform his or her training duties as well as their regular patrol supervisor duties efficiently.

Field Training Officer Evaluations

A form has been devised for evaluation of the F.T.O.s by their trainees. This form or some other means may be used by the Field Training Sergeant to evaluate the F.T.O. What is important is that each F.T.O. is monitored and evaluated by a Field Training Sergeant.

The F.T.O.s have a need to know how they are doing. Additionally, the Program Commander must be apprised of the performance of all F.T.O.s in the program.

Various methods may be used to monitor the performance of an F.T.O., some of which are listed below.

1. Observing behavior at briefings.
2. Observing field performance on calls.
3. Observing simulated exercises.
4. Reviewing all F.T.O. initiated reports.
5. Discussion with trainees.
6. Discussion with other F.T.O.s.
7. Discussion with other Field Training Sergeants.
8. Observing and listening to input at evaluation sessions.
9. Monitoring assignment due dates.
10. Observing teaching styles (in-service and academy).
11. Discussing Field Training and Evaluation Program procedures and philosophies in formal and informal settings.

Meetings

Bi-weekly evaluation sessions are integral to the program, but to be effective they must be well structured and properly moderated. Normally, moderation of the sessions will be conducted by the Program Commander, however, there will be times that the sergeants will be assigned this duty. It is important for the sergeant to understand how such a meeting is conducted. The information exchanged at these meetings is vitally important to program effectiveness.

The evaluation session process requires that:

1. The meeting be always directed towards the program's goals. This is not a time for rumors or derogatory statements about the trainees. Whoever is chairing the

session must remain in complete control at all times. While conversation will stray from topic to topic as different issues are addressed, the moderator must insure the topics discussed are relevant and timely. If they are not, then discussion must be guided in its intended direction. The purpose of these meetings is to discuss the progress of all trainees and attempt to resolve any problems the F.T.O. may be having with training and/or evaluation.

2. The meeting should begin or end with administrative matters needing discussion. This may be a useful time to cover new procedures or to present a 15 or 20 minute training session. Quite often F.T.O.s will want to discuss topics· relating to departmental problems. Discretion should be used in allocating time to these discussions. The distinct difference between "bitch" or "bull" sessions and meaningful, productive discussion must be recognized. A good rule to establish from the beginning is that no topic will be discussed unless it can be resolved by the members present or is truly relevant to the program goals. If it does not meet these criteria, it is probably an "academic" issue.

3. The next item on the agenda should be discussion of trainee performance. This is most effectively accomplished by the following order:

   a. Discussion about those trainees experiencing other than normal or usual problems.
   b. Discussion about those trainees who might be considered as having only a few problems.
   c. Discussion about those trainees performing at, or beyond, the expected or anticipated level for the phase they are in.

   The reason behind this is that those with problems take most of the available time and it is primarily important that we fully discuss their strengths, weaknesses and remedial strategies. A discussion of the exceptional employee or the employee performing at the "satisfactory" level is obviously not as crucial.

4. The discussion of a trainee´s performance should proceed along the following format:

   a. Strengths
   b. Weaknesses
   c. Remedial Efforts
   d. Recommendations

   The various strengths and weaknesses are discussed, with ample documentation of representative incidents provided. Remedial efforts will be covered to include

1) what they were, 2) what they were supposed to correct, and 3) what their success was. Recommendation of further remedial efforts will be made/solicited as well as suggestions about the trainee's advancement or extension in the program.

5.   Each trainee's Checklist will be brought to the meeting by his or her F.T.O. This Checklist will be discussed in terms of the progress relative to the week in question. It may also be used to demonstrate weaknesses in the trainee's performance.

6.   The wrap-up of the meeting should include a brief summary of any actions or recommendations that need follow-up, who is responsible for the follow-up and a due date for accomplishing same.

7.   Things to avoid at a meeting:

   a.   Turning it into a complaint session.
   b.   Discussing trainee personality traits.
   c.   Spreading rumors. It may be important, however, to explain or control rumors.
   d.   Allowing an F.T.O. to discuss his or her actions rather than the trainee's unless pertinent to the recruit's behavior or center on what an F.T.O. has done to remediate a problem.

If these procedural guidelines are followed, the bi-weekly evaluation sessions will continue to be an extremely useful tool. Keeping these guidelines in mind will assist us in maintaining fairness and objectivity.

Behavior Modification

Training is actually a method used to modify behavior. The Field Training Sergeant should be aware of this and guide the training efforts towards the accomplishment of this goal. Behavior Modification is a strategy that every supervisor (and F.T.O.) should be aware of and use.

The two foundation principles of behavior modification are: 1) as human beings, we tend to repeat the things for which we are rewarded; 2) as human beings, we tend to avoid those things for which we are punished. Therefore, when we see an act that we deem proper, and would like to see it repeated, we should reward that person. If we ignore the action, then the likelihood of it being repeated again becomes a matter of chance. This fact must be reinforced by the Field Training Sergeant with his or her F.T.O.s. The reward does not have to be an obvious one either. A comment on the DOR or a verbal recognition may be all that is needed. Social reinforcement is a powerful tool!

If behavior occurs which is unacceptable, that behavior should not be ignored, but should be punished. Chances are that the person may perceive silence as tacit approval and commit the act again. A negative comment about the nature of the act followed by reference to it in the DOR suffices as punishment in most instances.

When delivering reward or punishment, the following must be remembered:

1. The reward or punishment must be immediate if it is to be effective. This may not always be possible but we should try to adhere to this principle whenever possible.

2. The reward or punishment must be consistent. If not, accusations of unfair practices could occur, but more important, the trainee may not understand the relative importance of the act.

3. The reward or punishment must fit the behavior. Do not overreact to a minor failure, nor should a major success be treated with a minimal response.

Maintaining Program Integrity

The supervisor in the Field Training and Evaluation Program, as in the total organization, is a key figure. A substantial amount of the enthusiasm and dedication an F.T.O. will have for the training program will depend on his or her relationship with the Field Training Sergeant. The sergeant must be professional and fair at all times. The F.T.O. must be able to depend on the sergeant for support. The F.T.O. must also be able to depend on the sergeant's availability and the completion of supervisory staffwork on time. This means a great deal to the training officer. F.T.O.s need constant reassurance and support. This is one of the more important roles a sergeant will undertake.

The Program Commander cannot maintain program integrity alone. The Field Training Sergeant must help. Some of the ways in which he helps are:

1. Making contact with F.T.O.s and trainees at least once per shift.

2. Reviewing evaluations immediately or within one day of receipt.

3. Following up on F.T.O. requests in a timely manner.

4. Keeping F.T.E.P. files orderly.

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5. Critiquing F.T.O. performance and making suggestions for improvement.

6. Keeping all information confidential and preventing it from falling into unauthorized hands.

7. Avoiding negative comments about trainees or other department personnel.

8. Taking your responsibility as a Field Training Sergeant seriously.

While the above list is not exhaustive, it does cover a range of mistakes, most commonly made by Field Training Sergeants. Remember, total program integrity can only be accomplished if all supervisors will **ASSUME AN AGGRESSIVE ROLE IN THE PROGRAM AND REMAIN PROFESSIONAL.**

FIELD TRAINING AND EVALUATION PROGRAM

THE SUPERVISOR'S ROLE - AN OUTLINE

The Supervisor of FTOs and their trainees plays a vital role in the Field Training and Evaluation Program. <u>Following his training</u> he assists in the attainment of program goals by:

1.   Becoming and remaining familiar with the manuals.

2.   Completing the weekly Supervisor's Rating Form.

3.   Monitering FTO/Trainee performance through;
     A.   Periodic report review
     B.   Listening to radio traffic
     C.   Ride-A-Longs
     D.   Field visits
     E.   Review of Daily Observation Reports
     F.   Weekly conferences with trainee
     G.   Observing trainee's attendance and participation
          at daily briefings

4.   Attending bi-weekly evaluation sessions

5.   Making suggestions for remedial training and by
     monitering in-progress remedial plans

6.   Frequent contact with FTOs

7.   Communicating problems to FTEP staff

8.   Assigning trainee to a cross-section of tasks and
     beats

9.   Maintaining security of files and confidentiality
     of trainee's performance and progress

10. Protecting and promoting the program

11. Outwardly supporting FTO and reserving criticism
     to instances our of earshot of the trainee

12. Acting as a Role Model by:
     A.   Maintaining a good personal appearance
     B.   Following departmental policy and procedures
     C.   Having a positive attitude toward the FTO,
          Trainee, Program, Job and Department

13. Developing opinion re: the need to terminate or
     holdover.

TRAINEE PERFORMANCE/REMEDIAL TRAINING CHART

This Chart is completed as each DOR is turned in for a particular trainee. This form is completed by Program Sergeants and is a useful management tool in determining trends and overall progress.

    1.   The last name of the F.T.O.
    2.   Ratings are transferred from the data collection column on the DOR to these corresponding columns.

All improvement needed categories are highlighted in yellow and all N.R.T.s are circled in red. A trainee's progress, or lack of progress, can easily be seen by simply scanning the chart. Rating trends of F.T.O.s can be just as easily spotted. F.T.O.s who are consistently rating lower or higher than the others can be compared to their counterparts to assist supervisors in identifying non-standardized evaluating techniques.

The reverse side of the chart is used to record remedial training time. All time will be recorded as total minutes and correspond to the proper DOR number.

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PERFORMANCE CHART

PERFORMANCE CHART I   F.T.O. **1**

TRAINEE _____

Daily Observation Report Number: 1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16

APPEARANCE
1 GENERAL APPEARANCE

ATTITUDE
2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM
3 ATTITUDE TOWARD POLICE WORK

KNOWLEDGE
4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
5 KNOWLEDGE OF CRIMINAL STATUTES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
6 KNOWLEDGE OF CITY ORDINANCES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
7 KNOWLEDGE OF TRAFFIC CODES
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE
8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE
    REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
    REFLECTED IN FIELD PERFORMANCE

PERFORMANCE
9 DRIVING SKILL: NORMAL CONDITIONS
10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS
11 ORIENTATION/RESPONSE TIME TO CALLS
12 ROUTINE FORMS: ACCURACY/COMPLETENESS
13 REPORT WRITING: ORGANIZATION/DETAILS
14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS
15 REPORT WRITING: APPROPRIATE TIME USED
16 FIELD PERFORMANCE: NON-STRESS CONDITIONS
17 FIELD PERFORMANCE: STRESS CONDITIONS
18 INVESTIGATIVE SKILL
19 INTERVIEW/INTERROGATION SKILL
20 SELF-INITIATED FIELD ACTIVITY
21 OFFICER SAFETY: GENERAL
22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS
23 CONTROL OF CONFLICT: VOICE COMMAND
24 CONTROL OF CONFLICT: PHYSICAL SKILL
25 PROBLEM SOLVING/DECISION MAKING
26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE
27 RADIO: LISTENS AND COMPREHENDS
28 RADIO: ARTICULATION OF TRANSMISSIONS

RELATIONSHIPS
29 WITH CITIZENS IN GENERAL
30 WITH ETHNIC GROUPS OTHER THAN OWN
31 WITH OTHER DEPARTMENT MEMBERS

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REMEDIAL TRAINING CHART

REMEDIAL TRAINING I	F.T.O.																
TRAINEE_____																	
Daily Observation Report Number:		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

APPEARANCE
1 GENERAL APPEARANCE

ATTITUDE
2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM
3 ATTITUDE TOWARD POLICE WORK

KNOWLEDGE
4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES
   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
   REFLECTED IN FIELD PERFORMANCE
5 KNOWLEDGE OF CRIMINAL STATUTES
   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
   REFLECTED IN FIELD PERFORMANCE
6 KNOWLEDGE OF CITY ORDINANCES
   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
   REFLECTED IN FIELD PERFORMANCE
7 KNOWLEDGE OF TRAFFIC CODES
   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
   REFLECTED IN FIELD PERFORMANCE
8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE
   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
   REFLECTED IN FIELD PERFORMANCE

PERFORMANCE
9 DRIVING SKILL: NORMAL CONDITIONS
10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS
11 ORIENTATION/RESPONSE TIME TO CALLS
12 ROUTINE FORMS: ACCURACY/COMPLETENESS
13 REPORT WRITING: ORGANIZATION/DETAILS
14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS
15 REPORT WRITING: APPROPRIATE TIME USED
16 FIELD PERFORMANCE: NON-STRESS CONDITIONS
17 FIELD PERFORMANCE: STRESS CONDITIONS
18 INVESTIGATIVE SKILL
19 INTERVIEW/INTERROGATION SKILL
20 SELF-INITIATED FIELD ACTIVITY
21 OFFICER SAFETY: GENERAL
22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS
23 CONTROL OF CONFLICT: VOICE COMMAND
24 CONTROL OF CONFLICT: PHYSICAL SKILL
25 PROBLEM SOLVING/DECISION MAKING
26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE
27 RADIO: LISTENS AND COMPREHENDS
28 RADIO: ARTICULATION OF TRANSMISSIONS

RELATIONSHIPS
29 WITH CITIZENS IN GENERAL
30 WITH ETHNIC GROUPS OTHER THAN OWN
31 WITH OTHER DEPARTMENT MEMBERS

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SAMPLE PACKET

The forms and the material contained thereon, found on the following pages, a provided to serve as samples of Daily Observation Reports and Supervisory Observation Reports.

The names, dates and agency originating the information are ficticious but the information contained on each report is a true copy of an actual D.O.R. or S.O.R.

The reader should review these forms as a preparation for the narrative writing exercise which is part of most Field Training and Evaluation Program seminars.

Examine the writings for the following:

1. Continuity between the narrative comments and the scores recorded on the seven-point rating scale.

2. Detail of documentation versus generalities

3. The use of quantification where appropriate

4. Remedial suggestions, either stated as a formal plan or implicit in the narrative comments.

Some of these will be commented on in the class and the student participant should familiarize him/herself with these documents.

JOE | | 1 | 0 | 1 | GEORGE | | | 6 | 1 | | 0 | 3 | 0 | 7 | 8 | 7

NEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

WATCH WORKED: 2

FTO PHASE: 2

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. Comment on any behavior you wish, but a specific comment is required on all ratings of "2" or less and "6" and above. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

| RATING SCALE |

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS
------> 1 2 3 <4> 5 6 7 <------
ACCEPTABLE LEVEL
SUPERIOR BY FTO PROGRAM STANDARDS

ASSIGNMENT OR REASON FOR NO EVALUATION
BEAT 11

#	Rating	N.O.	N.R.T	Category	R.T.
				APPEARANCE	
1-	1 2 3 4 (5) 6 7	[ ]	[ ]	1 GENERAL APPEARANCE	
				ATTITUDE	
2-	1 2 3 4 (5) 6 7	[ ]	[ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	
3-	1 2 3 (4) 5 6 7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK	
				KNOWLEDGE	
4-	1 2 3 (4) 5 6 7	[ ]	[ ]	4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	
	1 2 3 (4) 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
5-	1 2 3 (4) 5 6 7	[ ]	[ ]	5 KNOWLEDGE OF CRIMINAL STATUTES	
	1 2 3 (4) 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	✓
				REFLECTED IN FIELD PERFORMANCE	
6-	1 2 3 (4) 5 6 7	[ ]	[ ]	6 KNOWLEDGE OF CITY ORDINANCES	
	1 2 3 4 5 6 7	⋈	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	✓
				REFLECTED IN FIELD PERFORMANCE	
7-	1 2 3 4 (5) 6 7	[ ]	[ ]	7 KNOWLEDGE OF TRAFFIC CODES	
	1 2 (3) 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
8-	1 2 3 (4) 5 6 7	⋈	[ ]	8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE	✓
	1 2 3 4 5 6 7	⋈	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
				PERFORMANCE	
9-	1 2 3 (4) 5 6 7	⋈	[ ]	9 DRIVING SKILL: NORMAL CONDITIONS	
10-	1 2 3 4 5 6 7	⋈	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	
11-	1 2 (3) 4 5 6 7	[ ]	[ ]	11 ORIENTATION/RESPONSE TIME TO CALLS	15
12-	1 2 3 (4) 5 6 7	[ ]	[ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS	
13-	1 2 3 4 (5) 6 7	[ ]	[ ]	13 REPORT WRITING: ORGANIZATION/DETAILS	
14-	1 2 3 (4) 5 6 7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	
15-	1 (2) 3 4 5 6 7	[ ]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED	30
16-	1 2 3 (4) 5 6 7	[ ]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	
17-	1 2 (3) 4 5 6 7	[ ]	[ ]	17 FIELD PERFORMANCE: STRESS CONDITIONS	
18-	1 2 (3) 4 5 6 7	[ ]	[ ]	18 INVESTIGATIVE SKILL	
19-	1 2 3 (4) 5 6 7	[ ]	[ ]	19 INTERVIEW/INTERROGATION SKILL	
20-	1 (2) 3 4 5 6 7	[ ]	[ ]	20 SELF-INITIATED FIELD ACTIVITY	20
21-	1 2 3 (4) 5 6 7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL	
22-	1 2 3 (4) 5 6 7	[ ]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	
23-	1 2 3 (4) 5 6 7	[ ]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND	
24-	1 2 3 (4) 5 6 7	[ ]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL	
25-	1 2 (3) 4 5 6 7	[ ]	[ ]	25 PROBLEM SOLVING/DECISION MAKING	✓
26-	1 2 3 (4) 5 6 7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	
27-	1 2 3 (4) 5 6 7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS	
28-	1 2 3 (4) 5 6 7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS	
				RELATIONSHIPS	
29-	1 2 3 (4) 5 6 7	[ ]	[ ]	29 WITH CITIZENS IN GENERAL	
30-	1 2 3 (4) 5 6 7	[ ]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN	
31-	1 2 3 4 (5) 6 7	[ ]	[ ]	31 WITH OTHER DEPARTMENT MEMBERS	

___75___ MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

64
JI

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___12___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: JOE WROTE A TICKET ON THE NEW FORMS AND IT WAS COMPLETE FROM TOP TO BOHOM. THIS IS THE PROCEDURE THAT MANY VETERAN OFFICERS ARE HAVING TROUBLE WITH.

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___20___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: JOE IS ABLE TO POINT OUT PARKING VIOLATIONS & VEHICLE DEFECTS BUT DOESN'T CONTACT THEM. HE WRITES MOVING VIOLATIONS IF I POINT THEM OUT & FORCE THE CONTACT. NO STREET STOPS OR PUBLIC DRINKING CONTACTS MADE, EVEN WHEN SEEN.

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

12, 14 & 15 — HE GOT ALL THE DETAILS IN A WARRANT ARREST (CLARK, A.R.) AND THE GRAMMAR AND SPELLING WAS CORRECT. THE TIME TAKEN WAS TOO LONG (40 MINUTES) AND SHOULD HAVE BEEN AROUND 10 MINS.

4, 5, 6, 7 — COMPLETELY REVIEWED TRAINING GUIDE & JOE HAS BEEN STUDYING! DID REAL WELL WITH THE REMAINDER OF THE SPELLING TEST ASSIGNMENT.

WE SPENT SOME TIME GOING OVER VEHICLE STOPS & SOME SHORTCUTS TO REPORT WRITING. JOE NEEDS TO HAVE MORE CONFIDENCE IN HIMSELF.

_____Joe_____   _____George_____
RECRUIT OFFICER SIGNATURE   TRAINING OFFICER SIGNATURE

REVIEWED BY _____GFK_____

3/24/86

1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.

5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

65
J2

SALLY | 1 | 0 | 0 | HAL | | 1 | 0 | 0 | 3 | 0 | 7 | 8 | 7 |

NEE'S LAST NAME, FIRST INITIAL BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on   WATCH
the most and least satisfactory performance of the day. Comment on any behavior you wish,   WORKED: 2
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box   FTO PHASE: 2
and comment.

| RATING SCALE |

NOT ACCEPTABLE   SUPERIOR BY | ASSIGNMENT OR REASON FOR NO EVALUATION |
BY FTO PROGRAM   ACCEPTABLE   FTO PROGRAM | BEAT 7A |
STANDARDS   LEVEL   STANDARDS
------> 1 2 3 <4> 5 6 7 <------

                              N.O. N.R.T   APPEARANCE   R.T.
[ ] 1- 1 2 3 4 5 (6) 7 [ ]   [ ]   1 GENERAL APPEARANCE   [ ]
                                            ATTITUDE
[ ] 2- 1 2 3 4 (5) 6 7 [ ]   [ ]   2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM   [ ]
     3- 1 2 3 4 (5) 6 7 [ ]   [ ]   3 ATTITUDE TOWARD POLICE WORK
                                            KNOWLEDGE
                                            4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES
[ ] 4- 1 2 3 (4) 5 6 7 [ ]   [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
        1 2 (3) 4 5 6 7 [ ]   [ ]   REFLECTED IN FIELD PERFORMANCE   [X]
                                            5 KNOWLEDGE OF CRIMINAL STATUTES
[ ] 5- 1 2 3 (4) 5 6 7 [ ]   [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
        1 2 3 (4) 5 6 7 [ ]   [ ]   REFLECTED IN FIELD PERFORMANCE   [ ]
                                            6 KNOWLEDGE OF CITY ORDINANCES
[ ] 6- 1 2 3 4 5 6 7 [X]   [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
        1 2 3 4 5 6 7 [X]   [ ]   REFLECTED IN FIELD PERFORMANCE   [ ]
                                            7 KNOWLEDGE OF TRAFFIC CODES
[ ] 7- 1 2 3 4 5 6 (7) [ ]   [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING   15
        1 2 3 (4) 5 6 7 [ ]   [ ]   REFLECTED IN FIELD PERFORMANCE
                                            8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE
[ ] 8- 1 2 3 4 5 6 7 [X]   [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
        1 2 3 4 5 6 7 [X]   [ ]   REFLECTED IN FIELD PERFORMANCE   [ ]
                                            PERFORMANCE
     9- 1 2 (3) 4 5 6 7 [ ]   [ ]   9 DRIVING SKILL: NORMAL CONDITIONS   [X]
    10- 1 2 3 4. 5 6 7 [X]   [ ]   10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS
    11- 1 2 3 (4) 5 6 7 [ ]   [ ]   11 ORIENTATION/RESPONSE TIME TO CALLS
    12- 1 2 3 (4) 5 6 7 [ ]   [ ]   12 ROUTINE FORMS: ACCURACY/COMPLETENESS
    13- 1 2 (3) 4 5 6 7 [ ]   [ ]   13 REPORT WRITING: ORGANIZATION/DETAILS   15
    14- 1 2 3 (4) 5 6 7 [ ]   [ ]   14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS
    15- 1 2 3 (4) 5 6 7 [ ]   [ ]   15 REPORT WRITING: APPROPRIATE TIME USED
    16- 1 2 (3) 4 5 6 7 [ ]   [ ]   16 FIELD PERFORMANCE: NON-STRESS CONDITIONS
    17- 1 2 3 4 5 6 7 [X]   [ ]   17 FIELD PERFORMANCE: STRESS CONDITIONS
    18- 1 2 3 (4) 5 6 7 [ ]   [ ]   18 INVESTIGATIVE SKILL
    19- 1 2 3 (4) 5 6 7 [ ]   [ ]   19 INTERVIEW/INTERROGATION SKILL
    20- 1 2 3 4 (5) 6 7 [ ]   [ ]   20 SELF-INITIATED FIELD ACTIVITY
    21- 1 2 3 (4) 5 6 7 [ ]   [ ]   21 OFFICER SAFETY: GENERAL
    22- (1) 2 3 4 5 6 7 [ ]   [ ]   22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS   20
    23- 1 2 3 (4) 5 6 7 [ ]   [ ]   23 CONTROL OF CONFLICT: VOICE COMMAND
    24- 1 2 3 (4) 5 6 7 [ ]   [ ]   24 CONTROL OF CONFLICT: PHYSICAL SKILL
    25- 1 2 (3) 4 5 6 7 [ ]   [ ]   25 PROBLEM SOLVING/DECISION MAKING
    26- 1 2 3 (4) 5 6 7 [ ]   [ ]   26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE
    27- 1 2 (3) 4 5 6 7 [ ]   [ ]   27 RADIO: LISTENS AND COMPREHENDS
    28- 1 2 3 (4) 5 6 7 [ ]   [ ]   28 RADIO: ARTICULATION OF TRANSMISSIONS
                                            RELATIONSHIPS
[ ] 29- 1 2 3 (4) 5 6 7 [ ]   [ ]   29 WITH CITIZENS IN GENERAL   [ ]
    30- 1 2 3 4 5 6 7 [X]   [ ]   30 WITH ETHNIC GROUPS OTHER THAN OWN
[ ] 31- 1 2 3 4 (5) 6 7 [ ]   [ ]   31 WITH OTHER DEPARTMENT MEMBERS

            60   MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___7___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: WEEK SIX TEST WAS
MOSTLY ON TRAFFIC VIOLATIONS AND SALLY DID A SUPER
JOB — 100% - CONRATULATIONS

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER _22_

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: SALLY HANDLED A
PRISONER TRANSFER FROM MISSION TO NORTHERN STATION.
SHE FORGOT TO CHECK HER WEAPON INTO THE SECURITY BOX
BEFORE SHE REMOVED THE PRISONER FROM THE CAGE. ALSO —
DIDN'T HANDCUFF HIM - REAL BAD BECAUSE HE WAS AN FTA

DOCUMENTATION OF PERFORMANCE AND COMMENTS: PRISONER. I THINK THIS WAS A
SIMPLE CASE OF FORGETTING BECAUSE
CAT. NO. SHE HAS DONE IT RIGHT IN THE PAST.

CAT. NO.	
9	DRIVING HAS REALLY IMPROVED LATELY. SALLY IS STILL HAVING PROBLEMS FIGURING DISTANCE WHEN BACKING UP BUT NOTHING LIKE THE PAST ONES.
20	SELF INITIATION IS A PROBLEM OF THE PAST. SALLY GOES AFTER VIOLATORS & ONCE AGAIN MADE A D.U.I. ARREST WITHOUT PROMPTING.
13	HER REPORTS WERE, FOR THE MOST PART ALL ACCEPTABLE FOR THE DAY BUT THE D.U.I. REPORT WAS CONFUSING & LACKED SOME CRITICAL PROBABLE CAUSE INFORMATION.

_____Sally_____   _____Hal_____
RECRUIT OFFICER SIGNATURE   TRAINING OFFICER SIGNATURE

REVIEWED BY GFK

3/24/86
1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.

5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

67
52

MIKE PEAR | 1 | 2 | 1 | 9 | ARMAND HAMMER | 6 | 1 | 1 | 0 | 3 | 0 | 7 | 8 | 7

NEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. Comment on any behavior you wish, but a specific comment is required on all ratings of "2" or less and "6" and above. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

WATCH WORKED: 3

FTO PHASE: 3

RATING SCALE

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS ------> 1 2   ACCEPTABLE LEVEL 3 <4> 5 6   7 <------ SUPERIOR BY FTO PROGRAM STANDARDS

ASSIGNMENT OR REASON FOR NO EVALUATION

SECTOR B4

		N.O.	N.R.T		R.T.
1- 1 2 3 4 5 (6) 7	[ ] [ ]			APPEARANCE	
				1 GENERAL APPEARANCE	
				ATTITUDE	
2- 1 2 3 4 (5) 6 7	[ ] [ ]			2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	
3- 1 2 3 4 (5) 6 7	[ ] [ ]			3 ATTITUDE TOWARD POLICE WORK	
				KNOWLEDGE	
4- 1 2 3 4 5 6 7	⋈ [ ]			4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	
1 2 3 (4) 5 6 7	[ ] [ ]			REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
5- 1 2 3 4 5 6 7	⋈ [ ]			5 KNOWLEDGE OF CRIMINAL STATUTES	
1 2 3 (4) 5 6 7	[ ] [ ]			REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
6- 1 2 3 4 5 6 7	⋈ [ ]			6 KNOWLEDGE OF CITY ORDINANCES	
1 2 3 4 5 6 7	⋈ [ ]			REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
7- 1 2 3 (4) 5 6 7	[ ] [ ]			7 KNOWLEDGE OF TRAFFIC CODES	✓
1 2 3 (4) 5 6 7	[ ] [ ]			REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
8- 1 2 3 4 5 6 7	⋈ [ ]			8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE	
1 2 3 4 5 6 7	⋈ [ ]			REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
				REFLECTED IN FIELD PERFORMANCE	
				PERFORMANCE	
9- 1 2 3 (4) 5 6 7	[ ] [ ]			9 DRIVING SKILL: NORMAL CONDITIONS	
10- 1 2 3 4. 5 6 7	⋈ [ ]			10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	
11- 1 2 (3) 4 5 6 7	[ ] [ ]			11 ORIENTATION/RESPONSE TIME TO CALLS	
12- 1 2 3 (4) 5 6 7	[ ] [ ]			12 ROUTINE FORMS: ACCURACY/COMPLETENESS	
13- 1 2 3 (4) 5 6 7	[ ] [ ]			13 REPORT WRITING: ORGANIZATION/DETAILS	
14- 1 2 3 (4) 5 6 7	[ ] [ ]			14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	
15- 1 2 3 (4) 5 6 7	[ ] [ ]			15 REPORT WRITING: APPROPRIATE TIME USED	
16- 1 2 3 (4) 5 6 7	[ ] [ ]			16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	✓
17- 1 2 (3) 4 5 6 7	[ ] [ ]			17 FIELD PERFORMANCE: STRESS CONDITIONS	
18- 1 2 3 4 (5) 6 7	[ ] [ ]			18 INVESTIGATIVE SKILL	
19- 1 2 3 (4) 5 6 7	[ ] [ ]			19 INTERVIEW/INTERROGATION SKILL	
20- 1 2 3 (4) 5 6 7	[ ] [ ]			20 SELF-INITIATED FIELD ACTIVITY	
21- 1 2 3 (4) 5 6 7	[ ] [ ]			21 OFFICER SAFETY: GENERAL	
22- 1 (2) 3 4 5 6 7	[ ] [ ]			22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	15
23- 1 2 (3) 4 5 6 7	[ ] [ ]			23 CONTROL OF CONFLICT: VOICE COMMAND	
24- 1 2 (3) 4 5 6 7	[ ] [ ]			24 CONTROL OF CONFLICT: PHYSICAL SKILL	
25- 1 2 (3) 4 5 6 7	[ ] [ ]			25 PROBLEM SOLVING/DECISION MAKING	
26- 1 2 3 (4) 5 6 7	[ ] [ ]			26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	
27- 1 2 3 (4) 5 6 7	[ ] [ ]			27 RADIO: LISTENS AND COMPREHENDS	
28- 1 2 3 (4) 5 6 7	[ ] [ ]			28 RADIO: ARTICULATION OF TRANSMISSIONS	
				RELATIONSHIPS	
29- 1 2 3 (4) 5 6 7	[ ] [ ]			29 WITH CITIZENS IN GENERAL	
30- 1 2 3 4 5 6 7	⋈ [ ]			30 WITH ETHNIC GROUPS OTHER THAN OWN	
31- 1 2 3 (4) 5 6 7	[ ] [ ]			31 WITH OTHER DEPARTMENT MEMBERS	

__30__ MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

68
M1

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___18___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: MIKE CONDUCTED THE ENTIRE INVESTIGATION OF A RES. BURGLARY AT 4855 MADISON. EVERY ASPECT OF THE INVESTIGATION WAS DONE VERY WELL AND HE LOCATED A USEABLE LATENT PRINT UNDERNEATH THE LID OF A WINDOW POINT OF ENTRY. GOOD THINKING!

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___22___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: DESPITE SOME GOOD PERFORMANCE IN OFFICER SAFETY LATELY, MIKE MADE SOME SERIOUS MISTAKES IN A STREET CONTACT OF MARVIN WELLS, A LOCAL DRUNK & TROUBLE-MAKER. MIKE INITIAL APPROACH WAS GOOD AND HE STARTED

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

22 CONT. THE SEARCH WELL BUT APPARENTLY DIDNT NOTICE THE BEER CAN WELLS WAS HOLDING. WELLS WAS FINALLY TOLD (AFTER ABOUT A MINUTE) TO POUR THE BEER OUT. HE WAS RELEASING WELLS WITHOUT RUNNING A CHECK ON HIM AND AFTER I TOLD HIM TO DO IT, WELLS CAME BACK CODE RED BECAUSE OF A $500°° WARRANT FOR A TRESPASSING BEEF. MIKE TOLD HIM TO PUT HIS HANDS ON A WALL & TO SPREAD HIS LEGS. HE DIDN'T USE ANY KIND OF VOICE COMMAND & WAS TOO SOFT IN HIS SPEECH & NOT AUTHORITATIVE. WELLS IGNORED HIM A CARRIED ON A CONVERSATION WITH TWO GUYS WHO WERE NEARBY. THIS WENT ON UNTIL THE 3RD REQUEST.

CONTINUED

_____
RECRUIT OFFICER SIGNATURE

_____
TRAINING OFFICER SIGNATURE

REVIEWED BY _____

3/24/86

1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.
5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

69
M2

MIKE FINALLY TOOK HOLD OF WELLS BELT
TO POSITION HIM BUT DIDN'T REALLY CONTROL
HIM AS WELLS REACHED INTO HIS BACK
POCKET & GOT HIS WALLET OUT. HE WAS
THEN ABLE TO TURN TO THE TWO SPECTATORS &
TRIED TO GIVE HIS WALLET TO THEM, ALL THE
TIME TALKING TO THEM AND IGNORING MIKE'S
COMMANDS. MIKE DIDN'T HAVE HIM UNDER
CONTROL UNTIL I STEPPED UP & TOLD WELLS
TO SHUT UP AND DO WHAT THE OFFICER TOLD
HIM TO DO. MIKE FINISHED THE SEARCH &
ARREST PROPERLY FROM THE ON.

armand Hammer

marvin wells

70
M 3

BOULDER POLICE DEPARTMENT   DAILY OBSERVATION REPORT NO. 19

TERRI   R104   RALPH P.   030787

NEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on
the most and least satisfactory performance of the day. Comment on any behavior you wish,
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box
and comment.

WATCH WORKED: DAY

FTO PHASE: 1

RATING SCALE

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS ------> 1 2 3 <4> 5 6 7 <------ SUPERIOR BY FTO PROGRAM STANDARDS

ACCEPTABLE LEVEL

ASSIGNMENT OR REASON FOR NO EVALUATION: 3D5

#	Rating	N.O.	N.R.T	Item	R.T.
1-	7 (circled)		[ ] [ ]	**APPEARANCE** — 1 GENERAL APPEARANCE	
				ATTITUDE	
2-	4 (circled)		[ ] [ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	
3-	4 (circled)		[ ] [ ]	3 ATTITUDE TOWARD POLICE WORK	
				KNOWLEDGE	
				4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	
4-	4 (circled)		[ ] [ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
	4 (circled)		[ ] [ ]	REFLECTED IN FIELD PERFORMANCE	
				5 KNOWLEDGE OF CRIMINAL STATUTES	
5-		X	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
	4 (circled)		[ ] [ ]	REFLECTED IN FIELD PERFORMANCE	
				6 KNOWLEDGE OF CITY ORDINANCES	
6-		X	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
		X	[ ]	REFLECTED IN FIELD PERFORMANCE	
				7 KNOWLEDGE OF TRAFFIC CODES	
7-		X	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
	4 (circled)		[ ] [ ]	REFLECTED IN FIELD PERFORMANCE	
				8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE	
8-		X	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
		X	[ ]	REFLECTED IN FIELD PERFORMANCE	
				PERFORMANCE	
9-	4 (circled)		[ ] [ ]	9 DRIVING SKILL: NORMAL CONDITIONS	
10-		X	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	
11-	4 (circled)		[ ] [ ]	11 ORIENTATION/RESPONSE TIME TO CALLS	
12-	4 (circled)		[ ] [ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS	
13-	5 (circled)		[ ] [ ]	13 REPORT WRITING: ORGANIZATION/DETAILS	
14-	5 (circled)		[ ] [ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	
15-	3 (circled)		[ ] [ ]	15 REPORT WRITING: APPROPRIATE TIME USED	
16-	3 (circled)		[ ] [ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	35
17-		X		17 FIELD PERFORMANCE: STRESS CONDITIONS	
18-		X		18 INVESTIGATIVE SKILL	
19-		X	[ ]	19 INTERVIEW/INTERROGATION SKILL	
20-	4 (circled)		[ ] [ ]	20 SELF-INITIATED FIELD ACTIVITY	
21-	4 (circled)		[ ] [ ]	21 OFFICER SAFETY: GENERAL	
22-		X	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	
23-		X	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND	
24-		X	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL	
25-	3 (circled)		[ ] [ ]	25 PROBLEM SOLVING/DECISION MAKING	✓
26-	4 (circled)		[ ] [ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	
27-	3 (circled)		[ ] [ ]	27 RADIO: LISTENS AND COMPREHENDS	
28-	4 (circled)		[ ] [ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS	
				RELATIONSHIPS	
29-	5 (circled)		[ ] [ ]	29 WITH CITIZENS IN GENERAL	
30-		X	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN	
31-	4 (circled)		[ ] [ ]	31 WITH OTHER DEPARTMENT MEMBERS	

45 MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

71
T1

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___9___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: TRAINEE DROVE THE PATROL CAR IN A PROPER MANNER THROUGHOUT THIS TOUR OF DUTY. SHE DROVE AT A SAFE AND CONSTANT SPEED AND OBEYED LAWS & THE RULES OF THE ROAD.

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER 16 (25)

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: WHEN WE WERE PREPARING TO GO OUT SHE CHECKED THE PUMP SHOTGUN IN OUR CAR. SHE DIDN'T UNLOAD IT PROPERLY BECAUSE OF HOW SHE WAS HOLDING IT AND A LIVE ROUND HIT THE GROUND. IT HAS TO BE REPLACED. IT TOOK HER 3-4

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

MINUTES TO REMOVE THE REST OF THE AMMO. I SPENT APPROX. 10 MINUTES GOING OVER THE RIGHT WAY. WE THEN FOUND OUT THAT OUR CAR HAD A FLAT TIRE SO WE HAD TO GET A REPLACEMENT. WHEN TERRI TRIED TO UNLOAD THE SHOTGUN & RETURN IT TO THE LOCKER, SHE COULDN'T DO IT & I FINALLY HAD TO. SGT. JENSEN WITNESSED THIS & TRIED TO GIVE HER SOME ADVICE. NOW WE GOT TO THE NEW CAR & THIS WAS EQUIPED WITH AN AUTO-LOADER. SHE HAD TO BE REMINDED TO TURN THE IGNITION ON IN ORDER TO GET THE SHOTGUN OUT. SHE WAS DOING OK WITH THIS WEAPON UNTIL SHE CAUGHT HER FINGER IN THE MECHANISM & THEN GAVE UP. I'VE GONE OVER LOADING & UNLOADING SHOTGUNS ON 3 PRIOR OCCASIONS (D.O.R. 17, 16 AND 12) AND HAVE SPENT APPROX. ONE HOUR IN THIS AREA.

_____Terri_____
RECRUIT OFFICER SIGNATURE

_____Ralph_____
TRAINING OFFICER SIGNATURE

REVIEWED BY GEK

3/24/86

1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.

5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

72

T2

FRED		7 1 2	WALT		3 8 3	0 3 0 7 8 7

TRAINEE'S LAST NAME, FIRST INITIAL   BADGE NO.   FTO'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the day. Comment on any behavior you wish, but a specific comment is required on all ratings of "2" or less and "6" and above. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

WATCH WORKED: 2ND

FTO PHASE: 2ND

RATING SCALE

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS ------> 1 2 3 <4> 5 6 7 <------ SUPERIOR BY FTO PROGRAM STANDARDS

ACCEPTABLE LEVEL

ASSIGNMENT OR REASON FOR NO EVALUATION
7/07

	N.O.	N.R.T			R.T.
1- 1 2 3 4 5 ⑥ 7	[ ]	[ ]	APPEARANCE		
			1 GENERAL APPEARANCE		
			ATTITUDE		
2- 1 2 ③ 4 5 6 7	[ ]	[ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM		
3- 1 2 3 4 5 ⑥ 7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK		
			KNOWLEDGE		
			4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES		
4- 1 2 3 ④ 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		✓
1 ② 3 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE		30
			5 KNOWLEDGE OF CRIMINAL STATUTES		
5- 1 2 3 ④ 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
1 2 3 ④ 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE		
			6 KNOWLEDGE OF CITY ORDINANCES		
6- 1 2 3 4 5 6 7	⋈	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
1 2 3 ④ 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE		
			7 KNOWLEDGE OF TRAFFIC CODES		
7- 1 2 ③ ④ 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
1 2 ③ 4 5 6 7	[ ]	[ ]	REFLECTED IN FIELD PERFORMANCE		
			8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE		
8- 1 2 3 4 5 6 7	⋈	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING		
1 2 3 4 5 6 7	⋈	[ ]	REFLECTED IN FIELD PERFORMANCE		
			PERFORMANCE		
9- 1 2 3 ④ 5 6 7	[ ]	[ ]	9 DRIVING SKILL: NORMAL CONDITIONS		
10- 1 ② 3 4 5 6 7	[ ]	⋈	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS		
11- 1 ② 3 4 5 6 7	[ ]	⋈	11 ORIENTATION/RESPONSE TIME TO CALLS		✓
12- 1 ② 3 4 5 6 7	[ ]	⋈	12 ROUTINE FORMS: ACCURACY/COMPLETENESS		✓
13- 1 ② 3 4 5 6 7	[ ]		13 REPORT WRITING: ORGANIZATION/DETAILS		15
14- 1 2 3 ④ 5 6 7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS		
15- 1 2 3 ④ 5 6 7	[ ]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED		
16- 1 2 3 ④ 5 6 7	[ ]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS		
17- ① 2 3 4 5 6 7	[ ]	⋈	17 FIELD PERFORMANCE: STRESS CONDITIONS		20
18- 1 2 ③ 4 5 6 7	[ ]	[ ]	18 INVESTIGATIVE SKILL		
19- 1 2 ③ 4 5 6 7	[ ]	[ ]	19 INTERVIEW/INTERROGATION SKILL		
20- 1 2 3 ④ 5 6 7	[ ]	[ ]	20 SELF-INITIATED FIELD ACTIVITY		
21- 1 2 3 ④ 5 6 7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL		
22- 1 2 3 ④ 5 6 7	[ ]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS		
23- 1 2 ③ 4 5 6 7	[ ]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND		
24- 1 2 3 ④ 5 6 7	[ ]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL		
25- 1 ② 3 4 5 6 7	[ ]	[ ]	25 PROBLEM SOLVING/DECISION MAKING		
26- 1 2 3 ④ 5 6 7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE		
27- 1 2 3 ④ 5 6 7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS		
28- 1 2 ③ 4 5 6 7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS		✓
			RELATIONSHIPS		
29- 1 2 3 4 ⑤ 6 7	[ ]	[ ]	29 WITH CITIZENS IN GENERAL		
30- 1 2 3 ④ 5 6 7	[ ]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN		
31- 1 2 3 4 ⑤ 6 7	[ ]	[ ]	31 WITH OTHER DEPARTMENT MEMBERS		

80 MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

73
F1

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___3___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: FRED'S ATTITUDE ABOUT HIMSELF AND THE JOB REMAINS VERY GOOD EVEN THOUGH HE CONTINUES TO HAVE DIFFICULTY WITH MAJOR CALLS.

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER ___17___

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: PERFORMANCE IN STRESS-RELATED ASSIGNMENTS IS TOTALLY UNACCEPTABLE. TWO MAJOR CALLS DURING THE SHIFT WERE MIS-HANDLED. THE FIRST ONE WAS "SHOTS FIRED, 234 SO. 13TH ST". FRED'S RESPONSE SPEED WAS 20MPH

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

17 CONT'D. EVEN THOUGH AN AMBULANCE WAS DISPATCHED. WHEN I TOLD HIM TO SPEED UP HE FORGOT WHERE HE WAS HEADED AND TURNED NORTH ONTO NO. 12TH. I TOLD HIM WE WERE GOING IN THE WRONG DIRECTION & HE STOPPED THE CAR RIGHT IN THE MIDDLE OF THE STREET. HE LOOKED AT ME AS THOUGH HE DIDN'T KNOW WHAT TO DO. HE WAS GRIPPING THE STEERING WHEEL SO TIGHTLY I COULD SEE THE WHITES OF HIS KNUCKLES. AS I TRIED TO GIVE DIRECTIONS A LOOK OF PANIC CAME INTO HIS EYES & HE BEGAN TO BREATH RAPIDLY. WE GOT TURNED AROUND & FINALLY GOT TO THE SCENE. EVEN THOUGH FRED'S RADIO WORK IS USUALLY GOOD, HE WAS TOO NERVOUS TO MAKE HIMSELF UNDERSTOOD WHEN WE WENT 10-97 AND HAD TO REPEAT HIMSELF 2 MORE TIMES UNTIL DISPATCH ACKNOWLEDGED.

CONT'D.

_____
RECRUIT OFFICER SIGNATURE

_____
TRAINING OFFICER SIGNATURE

REVIEWED BY ___GFK___

3/24/86
1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.

5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

74.
F2

HE WASN'T MUCH HELP ON THE CALL AND WAS SLOW
GETTING OUT OF THE CAR. HE HAD TO BE TOLD TO
CONTACT THE DETECTIVES; TO INTERVIEW A WITNESS
AND TO KEEP THE SPECTATORS AWAY.

LATE IN THE SHIFT WE WERE GIVEN AN ACCIDENT
W/ INJURIES AT WHITE & ABORN. WE WERE JUST
NO. OF ALUM ROCK AVE. WHEN THE CALL CAME OUT.
FRED DIDN'T KNOW HOW TO GET TO THE CALL SO I HAD
HIM LOOK IT UP IN THE LOCAIDE. BY THE TIME
WE GOT TO STORY RD HE SLOWED DOWN AND
SAID HE NEEDED TO LOOK IT UP AGAIN. I TOLD
HIM TO GO AHEAD. HE FINALLY FOUND THE ROUTE
& STARTED ONCE MORE. WHILE ON ABORN HE ASKED
IF HE WAS GOING IN THE RIGHT DIRECTION AND I
ASSURED HIM THAT HE WAS.   IN ALL, IT TOOK 10
MINS. TO REACH THE ACCIDENT. THE TRAFFIC WAS
LIGHT. TOTAL DISTANCE WAS 2.1 MILES.   WHEN
WE ARRIVED IT WAS CLEAR THAT FLARES WERE
NEEDED BUT FRED DIDN'T PUT THEM OUT. HE
SPENT HIS TIME WATCHING THE FD AND THE
AMB. ATTENDANTS. I FINALLY DIRECTED HIM
TO GET A STATEMENT FROM D#2 AND TO
BEGIN THE AR. HE DIDN'T GET THE LICENSE NUMBER
OF EITHER VEHICLE, LEFT THE D.L. INFO ON #1 OFF
THE REPORT AND INCORRECTLY CALCULATED THE
P.O.I.   WE HAVE WORKED SIX ACCIDENTS

(over)

75
F3

TOTAL AND TWO OF THOSE WE P.I's. FRED HAS
YET TO FILL IN THE "BOX" SECTION OF THESE
REPORTS PROPERLY.

I ASSIGNED FRED A REVIEW OF THE ACCIDENT
MANUAL & INTEND TO WORK SOME MOCK
ACCIDENTS LATER THIS WEEK.

A STOP WAS MADE ON A VEHICLE BROADCAST
AS POSSIBLY CASING ACE LIQUORS BUT THEY
WERE CLEAR. FRED DID A GOOD JOB IN
SPOTTING THE VEHICLE AND REMEMBERING
THE LICENSE NUMBER FROM THE BROADCAST.

P87-1141-A

Jud   Walt

BILL BOARD | P | 6 | 7 | DANNY | 8 | 8 | 8 | 0 | 3 | 0 | 7 | 8 | 7 |
NEE'S LAST NAME, FIRST INITIAL BADGE NO. FTO'S LAST NAME, FIRST INITIAL BADGE NO. DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on
the most and least satisfactory performance of the day. Comment on any behavior you wish,
but a specific comment is required on all ratings of "2" or less and "6" and above. Check
"N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box
and comment.

WATCH WORKED: 2
FTO PHASE: 2

| RATING SCALE |

| NOT ACCEPTABLE BY FTO PROGRAM STANDARDS | ACCEPTABLE LEVEL | SUPERIOR BY FTO PROGRAM STANDARDS |
| ------> 1 2 3 <4> 5 6 7 <------ |

ASSIGNMENT OR REASON FOR NO EVALUATION
BT 31

									N.O.	N.R.T		R.T.
	1-	1 2 3 4 5 6 ⑦	[ ]	[ ]	APPEARANCE	
					1 GENERAL APPEARANCE	
					ATTITUDE	
	2-	1 2 ③ 4 5 6 7	[ ]	[ ]	2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM	✓
	3-	1 2 3 4 ⑤ 6 7	[ ]	[ ]	3 ATTITUDE TOWARD POLICE WORK	
					KNOWLEDGE	
	4-	1 2 3 4 5 6 ⑦	[ ]	[ ]	4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	
		1 2 ③ 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
					REFLECTED IN FIELD PERFORMANCE	
	5-	1 2 3 4 5 6 ⑦	[ ]	[ ]	5 KNOWLEDGE OF CRIMINAL STATUTES	
		1 2 3 ④ 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
					REFLECTED IN FIELD PERFORMANCE	
	6-	1 2 3 4 5 6 ⑦	[ ]	[ ]	6 KNOWLEDGE OF CITY ORDINANCES	
		1 2 3 ④ 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
					REFLECTED IN FIELD PERFORMANCE	
●	7-	1 2 3 4 5 6 ⑦	[ ]	[ ]	7 KNOWLEDGE OF TRAFFIC CODES	
		1 2 ③ 4 5 6 7	[ ]	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	✓
					REFLECTED IN FIELD PERFORMANCE	
	8-	1 2 3 4 5 6 7 ✕	[ ]	8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE	
		1 2 3 4 5 6 7 ✕	[ ]	REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING	
					REFLECTED IN FIELD PERFORMANCE	
					PERFORMANCE	
	9-	1 2 3 ④ 5 6 7	[ ]	[ ]	9 DRIVING SKILL: NORMAL CONDITIONS	
	10-	1 2 3 ④ 5 6 7	[ ]	[ ]	10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS	
	11-	1 2 3 ④ 5 6 7	[ ]	[ ]	11 ORIENTATION/RESPONSE TIME TO CALLS	
	12-	1 2 3 ④ 5 6 7	[ ]	[ ]	12 ROUTINE FORMS: ACCURACY/COMPLETENESS	
	13-	1 2 3 ④ 5 6 7	[ ]	[ ]	13 REPORT WRITING: ORGANIZATION/DETAILS	
	14-	1 2 3 ④ 5 6 7	[ ]	[ ]	14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS	
	15-	1 2 3 4 ⑤ 6 7	[ ]	[ ]	15 REPORT WRITING: APPROPRIATE TIME USED	
	16-	1 2 3 ④ 5 6 7	[ ]	[ ]	16 FIELD PERFORMANCE: NON-STRESS CONDITIONS	
	17-	1 2 ③ 4 5 6 7	[ ]	[ ]	17 FIELD PERFORMANCE: STRESS CONDITIONS	
	18-	1 2 ③ 4 5 6 7	[ ]	[ ]	18 INVESTIGATIVE SKILL	✓
	19-	1 2 ③ 4 5 6 7	[ ]	[ ]	19 INTERVIEW/INTERROGATION SKILL	✓
	20-	1 2 3 4 ⑤ 6 7	[ ]	[ ]	20 SELF-INITIATED FIELD ACTIVITY	
	21-	1 2 3 ④ 5 6 7	[ ]	[ ]	21 OFFICER SAFETY: GENERAL	
	22-	1 2 ③ 4 5 6 7	[ ]	[ ]	22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS	20
	23-	1 2 3 ④ 5 6 7	[ ]	[ ]	23 CONTROL OF CONFLICT: VOICE COMMAND	
	24-	1 2 ③ 4 5 6 7	[ ]	[ ]	24 CONTROL OF CONFLICT: PHYSICAL SKILL	
	25-	1 2 ③ 4 5 6 7	[ ]	[ ]	25 PROBLEM SOLVING/DECISION MAKING	
	26-	1 2 ③ 4 5 6 7	[ ]	[ ]	26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE	15
	27-	1 2 ③ 4 5 6 7	[ ]	[ ]	27 RADIO: LISTENS AND COMPREHENDS	✓
	28-	1 2 ③ 4 5 6 7	[ ]	[ ]	28 RADIO: ARTICULATION OF TRANSMISSIONS	✓
					RELATIONSHIPS	
	29-	1 2 3 4 5 6 7	[ ]	[ ]	29 WITH CITIZENS IN GENERAL	
	30-	1 2 3 4 5 6 7	[ ]	[ ]	30 WITH ETHNIC GROUPS OTHER THAN OWN	
●	31-	1 2 3 4 5 6 7	[ ]	[ ]	31 WITH OTHER DEPARTMENT MEMBERS	

_60_ MINUTES OF REMEDIAL TRAINING TIME (EXPLAIN REMEDIAL PLANS)

THE MOST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER 1, 4, 5, 6, &7

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: A COMPREHENSIVE TEST AND UNIFORM/EQUIPMENT INSPECTION WAS ADMINISTERED AT THE START OF THE WATCH. BILL GOT TOP SCORES IN EVERYTHING INCLUDING 100% ON THE TEST. NICE GOING.

THE LEAST SATISFACTORY AREA OF PERFORMANCE TODAY WAS RATING CATEGORY NUMBER 23

A SPECIFIC INCIDENT WHICH DEMONSTRATES TODAY'S PERFORMANCE IN THIS AREA IS: BILL MADE A DUI ARREST WHICH WENT SOUR ON HIM. HE CARELESSLY TURNED HIS BACK ON THE SUBJECT EVEN THOUGH THE GUY. (RAINES, see P87-1102) HAD BEEN VERBALLY ABUSIVE. BEFORE I COULD DO ANYTHING, THE

DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

23 CONT'D   SUBJECT JUMPED BILL & THEY WENT TO THE GROUND. THE GUY WAS TRYING TO GET BILL'S BATON WHEN I GAINED CONTROL OF HIM. WHEN BILL PUT HIM IN CUFFS ONE WAS SO LOOSE IT COULD HAVE EASILY BEEN SLIPPED.

20   THE DUI STOP WAS THE FIRST ONE TOTALLY INITIATED AND HANDLED BY BILL.

12, 13, 14, 15   THE REPORTS ON THE DUI WERE WELL DONE AND COMPLETED QUICKLY

7   EVEN THOUGH THE QUESTIONS ON THE TEST INCLUDED THE IMPLIED CONSENT PROCEDURE, BILL FORGOT TO ASK THE APPROPRIATE QUESTIONS DURING THE DUI INTERVIEW.

RB
RECRUIT OFFICER SIGNATURE

TRAINING OFFICER SIGNATURE

REVIEWED BY _____ GFK

BILL WILL BE TESTED ON THE "25 MOST OFTEN USED" RADIO CODES ON 3/10

3/24/86

1. SET THE STAGE/SCENE.
2. USE LISTS AS APPROPRIATE.
3. CONSIDER VERBATIM QUOTES.
4. REMEMBER YOUR AUDIENCE.
5. REPORT FACTS.
6. CRITIQUE PERFORMANCE.
7. CHECK SPELLING, GRAMMAR, ETC.
8. THINK REMEDIAL!

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B2

BOULDER POLICE DEPARTMENT
SUPERVISOR'S WEEKLY REPORT

BEN DOVER | D | O | 7 | 1 | G. LARKIN | L | 1 | 2 | 0 | 4 | 1 | 3 | 8 | 7

TRAINEE'S LAST NAME, FIRST INITIAL   BADGE NO.   SGT'S LAST NAME, FIRST INITIAL   BADGE NO.   DATE

RATING INSTRUCTIONS: Rate observed behavior with reference to the scale below. Comment on the most and least satisfactory performance of the week. Comment on any behavior you wish, but a specific comment is required on all ratings of "2" or less and "6" and above. Check "N.O." box if not observed. If trainee fails to respond to training, check "N.R.T." box and comment.

WATCH WORKED: 2

FTO PHASE: 2

	PERCENT OF WATCH SPENT IN OBSERVING TRAINEE			
1	2	3	4	
5	15	5	30	

RATING SCALE

NOT ACCEPTABLE BY FTO PROGRAM STANDARDS ------>1   ACCEPTABLE LEVEL 2 3 <4> 5 6 7 <------   SUPERIOR BY FTO PROGRAM STANDARDS

N.O.   N.R.T

APPEARANCE
1- 1 2 3 4 5 (6) 7 [ ] [ ]   1 GENERAL APPEARANCE

ATTITUDE
2- 1 2 3 (4) 5 6 7 [ ] [ ]   2 ACCEPTANCE OF FEEDBACK - FTO/PROGRAM
3- 1 2 3 4 (5) 6 7 [ ] [ ]   3 ATTITUDE TOWARD POLICE WORK

KNOWLEDGE
4- 1 2 3 4 5 6 7 ⋈ [ ]   4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES
    1 2 (3) 4 5 6 7 [ ] [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
                                   REFLECTED IN FIELD PERFORMANCE   [30]
5- 1 2 3 4 5 6 7 ⋈ [ ]   5 KNOWLEDGE OF CRIMINAL STATUTES
    1 2 (3) 4 5 6 7 [ ] [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
                                   REFLECTED IN FIELD PERFORMANCE
6- 1 2 3 (4) 5 6 7 [ ] [ ]   6 KNOWLEDGE OF CITY ORDINANCES
    1 2 3 4 5 6 7 ⋈ [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
                                   REFLECTED IN FIELD PERFORMANCE
7- 1 2 3 (4) 5 6 7 [ ] [ ]   7 KNOWLEDGE OF TRAFFIC CODES
    1 2 3 (4) 5 6 7 [ ] [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
                                   REFLECTED IN FIELD PERFORMANCE
8- 1 2 3 4 5 6 7 ⋈ [ ]   8 KNOWLEDGE OF CODES OF CRIMINAL PROCEDURE
    1 2 3 4 5 6 7 ⋈ [ ]   REFLECTED BY VERBAL/WRITTEN/SIMULATED TESTING
                                   REFLECTED IN FIELD PERFORMANCE

PERFORMANCE
9- 1 2 3 (4) 5 6 7 [ ] [ ]   9 DRIVING SKILL: NORMAL CONDITIONS
10- 1 2 3 4 5 6 7 ⋈ [ ]   10 DRIVING SKILL: MODERATE AND HIGH STRESS CONDITIONS
11- 1 2 3 4 5 6 7 ⋈ [ ]   11 ORIENTATION/RESPONSE TIME TO CALLS
12- 1 2 3 (4) 5 6 7 [ ] [ ]   12 ROUTINE FORMS: ACCURACY/COMPLETENESS
13- 1 2 3 (4) 5 6 7 [ ] [ ]   13 REPORT WRITING: ORGANIZATION/DETAILS
14- 1 2 3 (4) 5 6 7 [ ] [ ]   14 REPORT WRITING: GRAMMAR/SPELLING/NEATNESS
15- 1 2 3 (4) 5 6 7 [ ] [ ]   15 REPORT WRITING: APPROPRIATE TIME USED
16- 1 2 3 (4) 5 6 7 ⋈ [ ]   16 FIELD PERFORMANCE: NON-STRESS CONDITIONS
17- 1 2 3 4 5 6 7 ⋈ [ ]   17 FIELD PERFORMANCE: STRESS CONDITIONS
18- 1 2 3 4 5 6 7 ⋈ [ ]   18 INVESTIGATIVE SKILL
19- 1 2 3 (4) 5 6 7 [ ] [ ]   19 INTERVIEW/INTERROGATION SKILL
20- 1 2 3 (4) 5 6 7 [ ] [ ]   20 SELF-INITIATED FIELD ACTIVITY
21- 1 2 3 (4) 5 6 7 [ ] [ ]   21 OFFICER SAFETY: GENERAL
22- 1 2 3 4 5 6 7 ⋈ [ ]   22 OFFICER SAFETY: SUSPECTS/SUS. PERS./PRISONERS
23- 1 2 3 (4) 5 6 7 [ ] [ ]   23 CONTROL OF CONFLICT: VOICE COMMAND
24- 1 2 3 4 5 6 7 ⋈ [ ]   24 CONTROL OF CONFLICT: PHYSICAL SKILL
25- 1 2 (3) 4 5 6 7 [ ] [ ]   25 PROBLEM SOLVING/DECISION MAKING
26- 1 2 3 4 5 6 (7) [ ] [ ]   26 RADIO: APPROPRIATE USE OF CODES/PROCEDURE
27- 1 2 3 4 5 6 (7) [ ] [ ]   27 RADIO: LISTENS AND COMPREHENDS
28- 1 2 3 4 5 6 (7) [ ] [ ]   28 RADIO: ARTICULATION OF TRANSMISSIONS

RELATIONSHIPS
29- 1 2 3 4 (5) 6 7 [ ] [ ]   29 WITH CITIZENS IN GENERAL
30- 1 2 3 4 5 6 7 [ ] ⋈   30 WITH ETHNIC GROUPS OTHER THAN OWN
31- 1 2 3 4 (5) 6 7 [[ ]   31 WITH OTHER DEPARTMENT MEMBERS

R.T. column entries: 30

35 TOTAL MINUTES OF REMEDIAL TRAINING TIME THIS WEEK (NOTE SPECIFIC REMEDIAL PLANS)
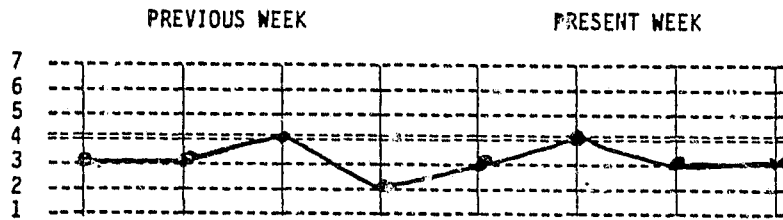
79
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THE MOST SATISFACTORY AREA OF PERFORMANCE OF THE WEEK WAS RATING CATEGORY
NUMBER 26, 27, 28
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA
IS: EXPERIENCE AS A DISPATCHER IS VERY EVIDENT. STRONG
IN ALL THREE AREAS.

PREVIOUS WEEK   PRESENT WEEK

26

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7 --------------------------------------------------
6 --------------------------------------------------
5 --------------------------------------------------
4 ==================================================
3 --------------------------------------------------
2 --------------------------------------------------
1 --------------------------------------------------
```
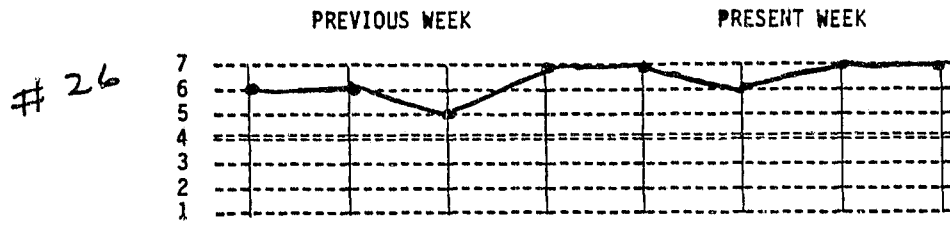
THE LEAST SATISFACTORY OF AREA OF PERFORMANCE OF THE WEEK WAS RATING
CATEGORY NUMBER 25
A SPECIFIC INCIDENT WHICH DEMONSTRATES PERFORMANCE IN THIS AREA
IS: DECISION (ON TWO OCCASIONS THURSDAY, APRIL 10) TO
ARREST JUVENILES WHO SHOULD HAVE RECEIVED SUMMONS. RESPONDED
TO MINOR P.D. ACCIDENT WITH LIGHTS & SIREN ON 4-11-87.

PREVIOUS WEEK   PRESENT WEEK

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7 --------------------------------------------------
6 --------------------------------------------------
5 --------------------------------------------------
4 ==================================================
3 --------------------------------------------------
2 --------------------------------------------------
1 --------------------------------------------------
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DOCUMENTATION OF PERFORMANCE AND COMMENTS:

CAT. NO.

25   SEE FTO LARKIN'S D.O.Rs FOR ABOVE PERIOD. CITES
        FREQUENT JUDGEMENT ERRORS IN OFFENCES CHARGED,
        RESPONSE CODES, DEALING WITH PUBLIC & OVERALL
        DECISION MAKING.

WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM.

THE METHOD(S) BY WHICH THIS TRAINEE'S PERFORMANCE WAS EVALUATED:
        REPORT REVIEW   ✓   RADIO TRAFFIC   ✓
        RIDE-ALONG   FIELD VISITS   ✓
        D.O.R. REVIEW   ✓   CONFERENCES
        DAILY BRIEFING   ✓   BI-WEEKLY MEETINGS
        OTHER F.T.O.s   OTHER (EXPLAIN)

Ben Dover   _B. Rater_   _A. Hammer_
   TRAINEE'S   RATER'S   REVIEWER'S
   SIGNATURE   SIGNATURE   SIGNATURE   80

4/10/86   D2
                    SUPERVISOR'S WEEKLY REPORT

RECRUIT: MARY V.   SUPERVISOR: BELTRAM   STATION / NO.   DATE: 3/7/87

INSTRUCTIONS: IN COLUMN ONE, IN THE AREAS PROVIDED, GIVE THE MINUTES OF REMEDIAL TRAINING FOR THE WEEK. IN THE SEVEN COLUMNS LIST THE RECRUIT'S DAILY PERFORMANCE IN EACH CATEGORY FOR THE WEEK. ON THE BACK, COMMENT ON THE RECRUIT'S STRONGEST AND WEAKEST AREAS OF PERFORMANCE FOR THE WEEK. NEXT, CIRCLE THE RECRUIT'S PROGRESS TO DATE. FINALLY, INDICATE THE REMEDIAL TRAINING PLANNED. THIS REPORT SHOULD BE SIGNED BY BOTH THE RECRUIT AND THE SUPERVISOR.

DAILY RATINGS

REMEDIAL TRAINING MINUTES	CATEGORIES		SUN	MON	TUE	WED	THU	FRI	SAT
	APPEARANCE	DOR#	W	W	W	W	W	O	O
	1 GENERAL APPEARANCE	1 -	5	5	5	5	5		
	ATTITUDE								
	2 ACCEPTANCE OF FEEDBACK - FTO PROGRAM	2 -	4	4	5	4	5		
	3 ATTITUDE TOWARD POLICE WORK / ROUTINE / STRESS / COMPLEX	3 -	5	5	5	4	5		
	KNOWLEDGE								
15	4 KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES	4 -							
	REFLECTED BY VERBAL / WRITTEN / SIMULATED TESTING		4	4	-	4	-		
	REFLECTED IN FIELD PERFORMANCE		4	4	4	5	4		
5	5 KNOWLEDGE OF THE PENAL CODE	5 -							
	REFLECTED BY VERBAL / WRITTEN / SIMULATED TESTING		4	4	-	4	4		
	REFLECTED IN FIELD PERFORMANCE		4	4	4	3	4		
X	6 KNOWLEDGE OF THE VEHICLE CODE	6 -							
	REFLECTED BY VERBAL / WRITTEN / SIMULATED TESTING		5	5	4	5	5		
	REFLECTED IN FIELD PERFORMANCE		5	5	5	4	5		
	PERFORMANCE								
	7 DRIVING SKILL: NORMAL CONDITIONS	7 -	4	4	4	4	4		
	8 DRIVING SKILL: MODERATE STRESS CONDITIONS	8 -	4	-	-	-	-		
45	9 USE OF STREET GUIDE: ORIENTATION SKILL / RESPONSE TIME TO CALLS	9 -	3	2	3	3	3		
	10 ROUTINE FORMS: ACCURACY / COMPLETENESS	10 -	4	5	5	4	5		
	11 REPORT WRITING: ORGANIZATION / DETAILS / INTERVIEWING	11 -	5	5	5	5	5		
	12 REPORT WRITING: LEVEL OF USAGE / GRAMMAR / SPELLING / NEATNESS	12 -	5	5	6	5	5		
X	13 REPORT WRITING: APPROPRIATE TIME USED ?	13 -	4	4	4	4	4		
	14 FIELD PERFORMANCE: NON - STRESS CONDITIONS	14 -	4	4	3	4	4		
	15 FIELD PERFORMANCE: STRESS CONDITIONS	15 -	4	-	-	4	-		
	16 SELF-INITIATED FIELD ACTIVITY	16 -	4	4	5	4	5		
	17 OFFICER SAFETY: GENERAL	17 -	4	4	4	4	4		
X	18 OFFICER SAFETY: 917'S AND / OR PRISONERS	18 -	4	4	5	4	4		
	19 CONTROL OF CONFLICT: VOICE COMMAND	19 -	4	-	4	4	4		
	20 CONTROL OF CONFLICT: PHYSICAL SKILL	20 -	4	-	-	4	-		
20	21 PROBLEM SOLVING / DECISION MAKING	21 -	4	3	4	4	4		
X	22 RADIO: APPROPRIATE USE OF CODES / PROCEDURE	22 -	4	3	4	4	3		
30	23 RADIO: LISTENS AND COMPREHENDS	23 -	3	3	4	3	3		
	24 RADIO: ARTICULATION OF TRANSMISSIONS	24 -	4	3	4	4	4		
	RELATIONSHIPS								
	25 WITH CITIZENS IN GENERAL	25 -	4	5	4	4	4		
	26 WITH ETHNIC GROUPS OTHER THAN OWN	26 -	4	5	4	4	4		
	27 WITH OTHER DEPARTMENT MEMBERS	27 -	5	5	5	4	5		

FTO 2 (02/82

NARRATIVE COMMENTS

STRONGEST AREA(S) OF PERFORMANCE OF THE WEEK: _MARY'S
LEVEL OF SELF-INITIATED ACTIVITY IS VERY HIGH.
SHE SEES MOST VIOLATIONS AND QUICKLY
REACTS TO THEM. SHE IS IN CONTROL WHEN
MAKING CITIZEN/SUSPECT CONTACTS. GOOD OFC.
SAFETY AND REPORT WRITING SKILLS._

WEAKEST AREA(S) OF PERFORMANCE OF THE WEEK: _PROBLEMS
w/ ORIENTATION CONTINUE. DOES NOT KNOW
EVEN THE MAJOR STREETS OF THE DISTRICT.
ALSO HAVING SOME DIFFICULTY DEVELOPING
A "RADIO EAR"._

THE RECRUIT'S PROGRESS TO DATE IS: (Circle **(SATISFACTORY)** UNSATISFACTORY

REMEDIAL TRAINING PLANNED FOR THIS WEEK: _COMMENTARY
DRIVING BY FTO AND SHE WILL BE
SCHEDULED TO PARTICIPATE IN THE COMMUN-
ICATIONS EXERCISES IF NO IMPROVEMENT IS
SEEN IN THE COMING WEEK._

Mary V.
Recruit

Sgt Beltram
Supervisor

FTO 2 (9/80) BACK

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EVALUATION MEETINGS

Evaluation meetings (or bi-weekly evaluation sessions) are held every two weeks. All Field Training Officers currently assigned a trainee are required to attend unless excused by a field training supervisor. Attendance by other F.T.O.s is voluntary. The meetings provide an opportunity for F.T.O.s to discuss the performance of their trainee, problems encountered and the ways the F.T.O. solved those problems. The meetings provide a forum for exchanging ideas as well as information.

An F.T.O. is expected to discuss strengths, weaknesses, remedial training efforts, and suggestions for the future training of the trainee assigned to him or her. The F.T.O. shall complete a Bi-Weekly Evaluation Session Report before the meeting. Each trainee in the program will be discussed in this manner. Field Training Officers who have worked around a particular trainee and have observed his/her performance may also offer information and suggestions. Each member attending the meeting is free to ask questions and suggest strategies. These meetings often become workshops and, therefore, are very helpful to new F.T.O.s wishing to gain insight into the problems inherent in training new police officers and the proper ways to resolve them.

The evaluation meetings are not to be used to pass on rumors or opinions or discuss trainee personality. Only documented performance and performance related issues will be discussed and an air of constructive criticism must prevail. Inflammatory comments will not be tolerated, nor will unsubstantiated information. These sessions are meant to assist program personnel in resolving problems and to inform the Program Coordinator of the progress of each trainee.

By having all F.T.O.s attend, evaluation meetings serve to alleviate the time wasted in "getting to know" a new trainee. An F.T.O. newly assigned to a trainee can begin working immediately on trainee problems as he or she has had previous briefings through the evaluation sessions.

Evaluation meetings are also useful for disseminating administrative information, controlling rumors, and providing on-going training for the F.T.O.s. For a further discussion on meeting format see Chapter VIII Supervisory Procedures.

ALTERNATE WEEKLY EVALUATION

The Alternate Weekly Evaluation is a summary of the previous two weeks of trainee performance. Since this report is a recap, it speaks to performance in more general terms. The format is usually to note strengths, weaknesses, remedial efforts, and progress to date. This report is completed prior to the Bi-Weekly Evaluation Session and should be used as the "agenda" for the F.T.O.´s discussion.

1. Actual phase assignment at the time of evaluation.
2. This is an opinion of the F.T.O. based on his or her observations of trainee performance. (A trainee with N.R.T.s listed on recent evaluations and no improvement would not be progressing satisfactorily while a trainee with significant improvement following N.R.T.s may in fact be progressing satisfactorily).
3. Behind Schedule/On Schedule/Ahead of Schedule refers to the Trainee Checklist.
4. Completed means that the trainee has been exposed to that particular task or skill and has been signed off. If there are areas which have not been signed off, then that particular week is not complete. (Example: If every page of the Trainee Checklist is signed off up to week 10, phase III, then that is as far as the checklist is presumed to be complete, even if other tasks are signed off for weeks later in the checklist.
5. Narrative of report. In complex situations, a chrono-logical narrative may be used or a category-by-category approach may be appropriate.

BOULDER POLICE DEPARTMENT

ALTERNATE WEEKLY EVALUATION

TRAINEE:_____DATE:_____PHASE:_____**1**_____

Is the trainee progressing satisfactorily? Yes **2** No____

The trainee is now: Behind schedule_____ On schedule **3** Ahead of schedule____

The Trainee Check List has been completed to: Week #_____ Phase **4**

Summarize the trainee's performance for the past two weeks. Be specific about strengths and weaknesses. Include examples, give remedial training efforts, and make recommendations.

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F.T.O._____TRAINEE_____SUPERVISOR_____

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BOULDER POLICE DEPARTMENT

ALTERNATE WEEKLY EVALUATION

TRAINEE: _____Gerald R. Neander_____ DATE: ___9/28/86___ PHASE: _____II_____

Is the trainee progressing satisfactorily? Yes__X__ No_____

The trainee is now: Behind schedule_____ On schedule__X__ Ahead of schedule_____

The Trainee Check List has been completed to: Week #__6__ Phase__II__

Summarize the trainee's performance for the past two weeks. Be specific about strengths and weaknesses. Include examples, give remedial training efforts, and make recommendations.

Gerald is performing at a satisfactory level. He is about to complete his last two weeks

of Phase II. His present assignment is general patrol, Watch III.

1. STRENGTHS: Gerald's strongest areas of performance are officer safety, self-

initiated field activity, and attitude towards police work.

·Gerald's officer safety is very good at all times. He is able to temper the

need for safety with the need to recognize dangerous situations. He does not relax

his guard, however, he does not over-emphasize his safety practices to the point

that they distract from the job or annoy and offend the public.

Gerald's self-initiated activity is very high. He maintains not only a satis-

factory quantity of self-initiated work, but quality as well. His F.I.s are appli-

cable to problem areas on the beat, normally conducted with people who do in fact

have the potential for committing the crime in question. His traffic citations are

for violations that cause accidents and they are written at locations where those

accidents are occurring. Gerald does not try to focus on any one particular area,

rather he seeks to cover the entire spectrum of the job.

Gerald has a great deal of enthusiasm for police work and it show. He genuinely

likes the job and the people he is working with. His enthusiasm is contagious and

refreshing.

2. WEAKNESSES: Gerald's major problem areas are orientation and response time to calls

and report writing.

Gerald does not know the city well at this time and should be using his map

F.T.O. _~~signature~~_   · · TRAINEE _GRNeander_ SUPERVISOR_ADW_   86

V - 29

book. He does not use the map book unless I mention it to him, rather he tends
tends to wander around the city until he finds the location, if at all. He has
been advised numerous times not to do this and assignments have been given to him
on worksheets to alleviate the problem.

Gerald's report writing needs much improvement at this time. He is particu-
larly weak in the areas of completeness, organization, and time spent. His grammar
and spelling are very good and needs no correction. He has been given several
practice reports and has shown some improvement. He needs to spend more time
working on report writing and will do so over the next two weeks.

3. REMEDIAL EFFORTS: I have given Gerald a total of two hours remedial training
in map book reading and response to radio calls. His assignments have been to
trace routes on copies of the map book to destinations given by me and to spend
some of his off duty time driving around the city so that he may become familiar
with landmarks. He has been given one worksheet which he completed on time and
in the proper manner. There has been some improvement. We will spend the next
two weeks working on this specific problem. Gerald is receiving continual prac-
tice report exercises to work on during slow times and at home if he chooses.
He is progressing in this area. These assignments will continue as needed.

4. RECOMMENDATIONS: It is recommended that Gerald attend a night class offered at
the University in business report writing. I will set the class up for him and
prepare the instructor for Gerald's special needs.

FIELD TRAINING AND EVALUATION PROGRAM

REPORT EXEMPLAR COVER SHEET

INSTRUCTIONS: The Field Training Officer who wishes to submit a sample of a report written by a recruit shall complete this cover sheet and staple it to the report being submitted. The packet shall then be attached to the Daily Observation Report.

Date Report Written: _____

Recruit Officer: _____

Field Training Officer: _____

Comments: (Describe why report is being submitted)

_____

_____

_____

_____

_____

_____

_____

_____

_____

FIELD TRAINING AND EVALUATION PROGRAM

FTO CRITIQUE FORM

In an effort to ensure that the Field Training Officer maintains a high level of skill, performance and interest, this critique form is presented to the recruit officer for completion. It is to the FTOs benefit that he know the impression he is making on those he is training. It is the belief of the department that a FTO who is truly interested in doing his best would welcome this type of objective feedback. With this in mind, the recruit officer is requested to honestly appraise and evaluate his FTO in the areas listed below. FTOs will not receive these critique forms until the completion of the twelve-week cycle. You are asked to sign your name but signatures will be deleted from any copies presented to the training officer. Complete both parts!

PART I, INSTRUCTIONS: Place your FTO's name in the blank space below. If you had more than one FTO during the period being rated, place the name of the FTO you spent MOST of your time with. Second, select the time period for which you are evaluating the officer.

_____
Your Field Training Officer

Weeks 1 thru 4 ____   Weeks 5 thru 7 ____   Weeks 8 thru 10 ____   Weeks 11 & 12 ____

1. The Field Training and Evaluation Program is primarily concerned with Training and Evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerts in each area. (Example: Training _50%_ Evaluation _50%_)

    TRAINING _____   EVALUATION _____

2. Using percentages again, indicate how you perceive your FTO relates to you.

    I am one of a number of police recruits _____   I am an individual _____

PART II, INSTRUCTIONS: Circle one of the responses which are beneath each of the seven statements below. A circling of Poor or Fair MUST be explained on the line following. Average, Good, or Excellent ratings do not have to be explained. Please do not give one of the latter ratings just to avoid writing an explanation.

ABOUT YOUR TRAINING OFFICER, HOW WOULD YOU RATE....

3. His ability as a police officer?

    Poor   Fair   Average   Good   Excellent 89
    Explanation:_____

4. The example he sets for YOU?

    Poor   Fair   Average   Good   Excellent

5. His interest in imparting training material and information to you?

    Poor   Fair   Average   Good   Excellent

6. His knowledge of the training material covered?

    Poor   Fair   Average   Good   Excellent

7. His skill as an instructor/teacher/trainer?

    Poor   Fair   Average   Good   Excellent

8.. His ability to communicate with you?

    Poor   Fair   Average   Good   Excellent

9. His application of honesty, fairness and objectivity in rating you?

    Poor   Fair   Average   Good   Excellent

10. His overall attitude for the work he is doing?

    Poor   Fair   Average   Good   Excellent

List the area(s) in which you think your FTO puts forth his BEST effo.

_____

_____

_____

List the area(s) in which you think your FTO puts forth his WORST effort

_____

_____

_____

Comment, if you wish, on the performance, abilities, etc. of your
supervisors. (Sgts. and Lt.)

_____

_____

YOUR NAME   ID NO.

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Today's Date   Date of Academy Graduation   Your Academy Class Number

This questionnaire has been developed by the Field Training and Evaluation Program to evaluate various aspects of the training given you in the Academy and the Field Training Officer Program (FTO). You are being asked to complete this questionnaire so that we can determine if "we've done right by you." The questions are not intended to point out your personal shortcomings, but designed to tell us which areas of training need improvement. We come to you for these answers as you have now been in the field long enough to recognize which of your training was worthwhile and which might not have been so.

The questions that follow are divided into three (3) sections. The first section has to do with the Academy (Phase I), the second with the FTO program (Phase II) and the third consists of general questions about Phases I and II combined. In each case, you will be given a number of responses and you are asked to circle the response most appropriate. If the question is one which you cannot truly answer because, (1) you don't know the meaning of a word, or words in the questions; (2) you have had no opportunity to judge or compare that which is being asked or; (3) the subject is one with which you are not familiar, so you may circle the response, "Can't Say." Otherwise, do the very best you can to pick one of the choices made available to you.

Please remember that our goal in all phases of the training program is to produce the best police officers we can. By taking the few minutes necessary to objectively answer this questionnaire, you will assist us in reaching that goal.

Thank you,

Field Training and Evaluation Program

Explanation of Responses:

1. Strongly Disagree   2. Disagree   3. Halfway Between Disagreement and Agreement

4. Agree   5. Strongly Agree   6. Can't Say

Section I: The following questions pertain to your Academy training. Please make a written comment if you care to do so. Your comments may be continued on the back of the page, using the number of the question to identify the continuation.

(1) I could have done without the Academy (and attended the FTO program only) and still do as good a job as I am doing today.

1   2   3   4   5   6

Comment _____

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1. Strongly Disagree   2. Disagree   3. Halfway between Disagreement and Agreement

4. Agree   5. Strongly Agree   6. Can't Say

---

(2) My Academy training was very meaningful in relation to the job I am doing now.

    1   2   3   4   5   6

    Comment _____

(3) Upon completion of the Academy I was prepared emotionally for the job I am doing now.

    1   2   3   4   5   6

    Comment _____

(4) The Academy was not long enough as far as I am concerned.

    1   2   3   4   5   6

    Comment _____

(5) The subject matter in the Academy was as complete as it could be.

    1   2   3   4   5   6

    Comment _____

(6) The instructors in the Academay were equal in proficiency to those I had during the period of my formal education.

    1   2   3   4   5   6

    Comment _____

(7) Sufficient emphasis was placed on each of the following subjects in your Academy. (indicate your opinion after each)

A.	City Employee Orientation	1	2	3	4	5	6
B.	Courtroom Procedure	1	2	3	4	5	6
C.	Criminal Law	1	2	3	4	5	6
D.	Department Rules & Regulations	1	2	3	4	5	6
E.	Driving Skills	1	2	3	4	5	6
F.	First Aid	1	2	3	4	5	6
G.	Laws of Arrest	1	2	3	4	5	6
H.	Physical Training	1	2	3	4	5	6

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1. Strongly Disagree   2. Disagree   3. Halfway between Disagreement and Agreement

4. Agree   5. Strongly Agree   6. Can't Say

---

(7) Continued

I.	Police-Community Relations	1	2	3	4	5	6
J.	Police Procedures & Tactics	1	2	3	4	5	6
K.	Report Writing	1	2	3	4	5	6
L.	Search and Seizure	1	2	3	4	5	6

M. Self-Defense Techniques

a. with firearms	1	2	3	4	5	6
b. with baton	1	2	3	4	5	6
c. without weapons (hand to hand)	1	2	3	4	5	6

N.	Telecommunications	1	2	3	4	5	6

(8) The degree of stress in my Academy was about right.

1   2   3   4   5   6

Comment _____

(9) More people should be "washed out" during the Academy phase.

1   2   3   4   5   6

Comment _____

Section II: The following questions pertain to the training you received while in the
FTO program. Make comments when you care to do so.

(10) Training received in the FTO program was very meaningful in relation to the job
I am doing now.

1   2   3   4   5   6

Comment _____

(11) The FTO program prepared me emotionally for the job I am doing now.

1   2   3   4   5   6

Comment _____

(12) The FTO program was too long.

1   2   3   4   5   6

Comment _____

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(13) The officers doing the training in the FTO program are a higher caliber policeman overall than those officers not in the program.

   1   2   3   4   5   6

Comment _____

(14) Upon completion of the FTO program, I was proficient in eavh of the following areas.

		1	2	3	4	5	6
A.	Courtroom Procedure	1	2	3	4	5	6
B.	Criminal Law	1	2	3	4	5	6
C.	Department Rules and Regulations	1	2	3	4	5	6
D.	First Aid	1	2	3	4	5	6
E.	Laws of Arrest	1	2	3	4	5	6
F.	Police-Community Relations	1	2	3	4	5	6
G.	Police Procedures & Tactics	1	2	3	4	5	6
H.	Report Writing	1	2	3 ·	4	5	6
I.	Search & Seizure	1	2	3	4	5	6
J.	Self-Defense Techniques						
	a. with firearms	1	· 2	3	4	5	6
	b. with baton	1	2	3	4	5	6
	c. hand to hand	1	2	3	4	5 ·	6

(15) The daily evalutaions in the FTO program were necessary to my growth as a police officer.

   1   2   3   4   5   6

Comment _____

(16) The FTO program "washed out" people who should not have been discharged.

   1   2   3   4   5   6

Comments _____

(17) There was sufficient time available for beat activities and the training I was supposed to receive.

   1   2   3   4   5   6

Comment _____

1. Strongly Disagree   2. Disagree   3. Halfway between Disagreement and Agreement

4. Agree   5. Strongly Agree   6. Can't Say

---

(18) The FTO program was objective in making evaluations, judgments and decisions about me.

1   2   3   4   5   6

Comment _____

(19) I could have done without the FTO program (attended the Academy only) and still do just as good a job in the field as I am doing today.

1   2   3   4   5   6

Comment _____

Section III: The following questions pertain to both phases of the training ... The Academy and the FTO Program. Please keep in mind the overall training given you when you answer them.

(20) I could have done without the Academy and FTO Program and still do as good a job in the field as I am presently doing.

1   2   3   4   5   6

Comment _____

(21) From my observations, feelings, and the comments of others, I believe I am more proficient than non-Academy/FTO Program graduates in the following areas.

A.	Community Resources	1	2	3	4	5	6
B.	Courtroom Procedure	1	2	3	4	5	6
C.	Criminal Law	1	2	3	4	5	6
D.	Department Rules & Regulations	1	2	3	4	5	6
E.	Driving Skill	1	2	3	4	5	6
F.	First Aid	1	2	3	4	5	6
G.	Laws of Arrest	1	2	3	4	5	6
H.	Physical Conditioning	1	2	3	4	5	6
I.	Police-Community Relations	1	2	3	4	5	6
J.	Police Procedures & Tactics	1	2	3	4	5	6
K.	Report Writing	1	2	3	4	5	6

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1. Strongly Disagree   2. Disagree   3. Halfway between disagreement and Agreement

4. Agree   5. Strongly Agree   6. Can't Say

---

(21) Continued

    L. Search & Seizure   1   2   3   4   5   6

    M. Self-Defense Techniques

        a. with firearms   1   2   3   4   5   6

        b. with baton   1   2   3   4   5   6

        c. hand to hand   1   2   3   4   5   6

(22) There is no difference in the treatment I reveive from officers who did not attend either the Academy or the FTO Program and that which I receive from those who did receive the training.

1   2   3   4   5   6

Comment _____

(23) If you were given the authority and resources to change the Academy program any way you saw fit, what would you do? _____

_____

_____

_____

(24) If you were given the authority and resources to change the FTO Program, what changes would you make? _____

_____

_____

_____

Did you have prior experience before coming to the San Jose Police Department? If "Yes", how many months: _____

My present assignment is (Patrol, Records, etc.) _____

Once again, we thank you for your time and interest in helping us to help you and those who will follow you. Please return your completed questionnaire to the Commanding Officer, Field Training and Evaluation Program.

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FIELD TRAINING OFFICER - APPLICATION FORM

Instructions: Complete each inquiry below. If not applicatble, mark N/A. Applications should be returned to the Lieutenant commanding the Field Training and Evaluation Program. All applicants will be advised of the status of their application and the selection procedure which follows its submission.
* *

1. Applicant's Name_____ I.D.#_____
                     Last   First   Middle

2. Date of Appointment_____ to San Jose Police Department

3. Police Experience: SJPD_____   Other Agencies _____
                          Months   Months

4. What other agencies (if indicated)? _____

   _____

5. List any teaching, training or supervisory experience that you have had in law enforcement, military or private enterprise.

   _____

   _____

6. Do you possess a teaching credential? Yes_____ No_____ If yes,

   what type of credential? _____

7. Present Assignment: Shift_____ Team #_____ Days Off_____

   Present Supervisor _____ Please list the last two

   supervisors and the dates you worked for them._____

   _____

8. Date of this application _____ Have you previously applied

   for FTO? Yes _____ No _____. When? _____

9. Do you speak any foreign languages? Yes____ No____. If yes, please

   list which ones and estimate fluency._____

10. Your birthdate_____ Home phone_____

11. List training courses you have attended (other than basic academy) and indicate dates of attendance.

    _____

    _____

    _____ _____

Thanks for applying!

FTO APPLICANT EVALUATION

APPLICANT: _____ DATE _____ INTERVIEWER: _____

1. MOTIVATION Based on what you consider as "acceptable motivation(s)", circle
   the response most appropriate for this candidate.

   Unacceptable   (1)   (2)   (3)   (4)   (5)   (6)   (7)   Acceptable
   Motivation(s)   Motivation(s)

   Comments:

---

2. SELF-EXPRESSION Does this applicant express himself and his ideas well?

   Expresses self   (1)   (2)   (3)   (4)   (5) (6)   (7)   Expresses self
   & ideas poorly   & ideas well

   Comments:

---

3. TRAINING EXPERIENCE To what degree do you feel that this applicant't
   training (supervisory) experience is commensurate with the needs of the Field
   Training and Evaluation Program?

   Experience not   (1)   (2)   (3)   (4)   (5) (6)   (7)   Experience is
   Commensurate   Commensurate

   Comments:

---

4. REQUISITE KNOWLEDGE Consider the following: Knowledge of duties, Duty Manual,
   Penal Code, Vehicle Code, Municipal Code, Case Law, General Orders.

   Does not possess   (1)   (2)   (3)   (4)   (5) (6)   (7)   Possesses req-
   requisite knowl.   uisite knowl.

   Comments:

   Specific Errors:

---

5. APPEARANCE/PERSONAL HABITS To what degree would you expect that this appli-
   cant's appearance and personal habits will have a "positive" effect on the
   recruit?

   Negative Effect   (1)   (2)   (3)   (4)   (5) (6)   (7)   Positive Effect

   Comments:

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6. PERSONALITY What effect do you anticipate this applicant's personality will have on the recruit.

A negative   (1) (2) (3) (4)   (5) (6) (7)   A positive
effect   effect

Comments:

---

7. OVERALL EVALUATION In your opinion, do you feel that this applicant would be an effective Field Training Officer and a contribution to the Field Training and Evaluation Program?

Ineffective FTO,
not a contributor (1) (2) (3) (4)   (5) (6) (7)   Effective FTO,
to the program   Good contributor
                                               to the program

Comments and rationale for rating:

NOTES

Preliminary Ranking_____

Final Ranking_____

_____
Interviewer's Signature

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FIELD TRAINING AND EVALUATION PROGRAM

Suggested Questions – FTO Interview

1. How old are you?

2. Your marital status?

3. How long on the department?

4. Previous experience?

5. Any teaching experience?

6. Educational background?

7. Why do you want to be a training officer?

8. Describe what you think a training officer's role would be.

9. What are your feelings about women in the uniformed field force?

10. What do you feel San Jose owes you as an employer?

11. What do you feel you owe San Jose as an employee?

12. Depending on your feelings, could you objectively evaluate the performance of a woman police officer?

13. Assuming you have a 3-month period within which to judge a recruit, how long do you think it would take you to determine he is "Unable to meet minimum standards and ought not to be retained?"

14. In what area do you think a recruit most often fails?

15. What qualities would you look for in a recruit?

16. How would you go about strengthening a recruit's weakness in knowledge of the ten-code?

17. What philosophy would attempt to impart to the recruit about minorities?

18. You consider an order issued via the chief's office to be "ridiculous". How would you relay your feelings about the order to the recruit?

19. What would you change in the department if you had the opportunity to do so?

20. You Are Given A Routine Call And, Upon Arrival, Are Taken to Task by the RP Because He Called In 2 Hours Ago. Your Reaction to the RP Would Be What?

21. If You Were Not One of the Training Officers Chosen, What Would Your Reaction Be?

22. Could You Offer the Program a Year's Committment?

23. What is Your Internal Affairs Record?

24. What is the One Best or Biggest Quality That You Could Bring to the Training Program?

25. What is Your Biggest Failing?

26. Are You Aware of the Concept of Different Rates of Learning?

27. How Familiar Are You With the Concepts and Programs of "Parity", "Affirmative Action" and "Selective Certification"?

28. Various Questions to Test Candidates Knowledge of the Penal Code, Vehicle Code, Court Decisions etc..

THE LAWS OF LEARNING

You have, no doubt, heard of, or perhaps seen, the "Principles of Learning". There are many, but the most important of these are listed below. We call these principles "LAWS" and, like other laws that we know, they have evolved over the years from experimentation, observation and application. We find these laws particularly applicable in the recruit-Field Training Officer relationship. The theory from which these laws developed represents the increased influence of psychology and psychologists in the learning process.

ASSIGNMENT: Review each of the following. Determine how the supervisor contributes to the achievement of these principles.

THE LAW OF MOTIVATION   In almost any learning that takes place there is some motivation...some need or desire to learn...on the part of the learner. A person with no desire whatever to learn a task isn't likely to learn it well.

THE LAW OF REWARD (EFFECT)   We tend to learn those things which lead to some reward and tend not to learn those things which lead to punishment or have no effect at all.

THE LAW OF READINESS OR SET   We learn best and fastest if we're prepared...set...to learn. Ideally, learning is most effective when we're physically set (eyes and ears open and working) and mentally set (interested in the topic, convinced of its importance, and enthusiastic about it).

THE LAW OF MEANINGFULNESS   Employees learn more easily those things which make some sense to them in terms of what is expected on the job. Tasks which don't seem to mean anything or don't relate to other jobs are unlikely to be learned well.

THE LAW OF ASSOCIATION   We learn new things in terms of what is already familiar to us. Learning is extremely difficult when we can't associate the new knowledge with something we already know.

THE LAW OF SIMPLICITY   In general (but not always) people learn better when the instruction is given in an orderly manner, one easy step at a time, rather than all at once.

THE LAW OF FEEDBACK   People learn best when they know how well they're doing at learning a new job task. Unless you know what mistakes you're making, it's hard to correct.

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INSTRUCTIONAL TECHNIQUES, AN INTRODUCTION

Field Training Officers interested in transmitting skill and knowledge to others must answer three important questions. What should be taught? What materials and procedures will work best to teach what we wish the student to learn? How will we know when we have taught it? Not only must these questions be answered to instruct effectively, they must also be answered in the order they are listed.

Once course objectives are developed, lesson plans and the duration of the lessons must be established. Instructional methods that enable police candidates to progress more rapidly toward the course objectives should be used. Moreover, procedures to evaluate the trainee's progress toward the objectives should be implemented.

The course objectives must be communicated to the learner. He or she must fully understand them, recognizing that a clearly stated objective succeeds in communicating to the learner a visual conception of a successful trainee's skills at the end of a course or at the end of part of a course. objectives are fully realized only when the trainee can demonstrate competence. A statement of specific course objectives is not sufficiently explicit unless it indicates how the instructor intends to sample understanding. The teacher must describe what the learner will be asked to do to demonstrate his understanding. Thus, the statement that communicates best will be one that describes the expected terminal behavior of the trainee. Such a statement should identify and define the desired behavior as well as specify the criteria of acceptable performance.

Specifying the minimum acceptable level of ability for each objective creates a performance standard against which instructional programs can be assessed; it can then be readily ascertained whether or not a program has been successful in achieving the instructional intent.

One of the most successful ways to indicate a lower limit of acceptable performance is to specify a time limit for completion of an activity. For example, the evaluation of rapid fire on a pistol course is directly contingent upon completion within a specified period of time. Time limits often are imposed upon trainees more informally when they are told how much time will be allowed to complete a written examination.

Time limits and minimum numerical scores are not necessarily essential. What is essential is there be a reliable, accurate method to measure trainee performance according to the stated course objective.

There is no magic formula to determine the most effective teaching technique for a specific subject. The Los Angeles Police

Department has found that videotape, audiotape, and programmed texts, supplemented by lecture, may be the most effective teaching techniques to employ.

Research reveals that participating students learn more effectively than non-participating students. The more a person participates in an incident, the better he becomes in handling its demands, providing, of course, that his responses are accompanied by effective critiques. If participation is to be effective, students should acquire basic knowledge prior to the formal training sessions. Homework assignments may assist in the acquisition of this foundation.

Because individuals learn at different speeds, standardized programs can hold some students back while others move ahead. Self-paced, individualized programs of instruction are a method for overcoming the learning rate problem. The individualized instructional technique must be goal-oriented; there must be a clear definition of what the student will be able to do after the training.

Field Training Officers should plan lecture, discussions and individualized programs carefully. Well thought out lesson plans, utilizing visual aids and demonstration, should be used as aids to teaching as well as for the promotion of standardized training. An acceptable standard in the field of vocational education is the Five Step Teaching Process. These five steps are: (1) Rehearsal...testing the competency of the lesson plan through others; (2) Preparation (also known as the "Introduction")...preparing the student's mind to receive the information; (3) Presentation...giving the student new knowledge or demonstrating the new operation through an organized lesson plan; (4) Application...giving the student an opportunity to apply his newly gained knowledge; (5) The Test or Summary...checking the ability of the student to perform the operation or to apply the knowledge in a new situation.

FUNDAMENTALS OF LEARNING

Before we can begin to understand the fundamentals of teaching, we must first look and see how a person learns. Therefore, this section on Instructional Techniques will be divided into two parts 1)How People Learn and 2)Effective Teaching Methods.

HOW PEOPLE LEARN: The general purpose of all instruction is to help the student learn. Fundamentally then, the instructors work to see that learning occurs. When learning takes place we can say the objective to effect behavioral change happens. When the Field Training Officer enters this field of endeavor, the professional must consider his own goals in the conduct of field instruction. He must ask himself "What must the FTO strive to accomplish?"

Education has three distinct purposes; the discovery of new knowledge, the dissemination of existing knowledge, and the translation of facts and knowledge into a practical application of action on the part of the student. This then is the basic nature of the Field Training Officer. Armed with knowledge and skill, the FTO approaches the recruit officer with the responsibility to teach him to perform· professionally as a solo unit according to the facts and law applicable within the situation. Field Training, a critical extension of the formalized training setting of the academy, is therefore mainly a communication problem.

Communication is known to take place at several levels. Information may be simply transmitted and received. Some students may receive a communication and even be able to recite it verbatim, but comprehension has not taken place. This is an example of the lowest level of learning. Communication at the understanding level goes far beyond the receipt of information; ideas must be comprehended. Understanding is a higher type of communication than is the mere acquisition of facts. However, to be effective the FTO must go beyond this level of communication.

Effective communication requires information to be presented in such a manner as to effect the behavior of the student. The FTO who directs his student within a police situation/problem, and as he does so, explains the effects of legal status, discretionary principles and departmental' policies, is controlling the student recruit´s behavior and at the same time building a structural understanding of the corrected procedures to implement. In this manner, the communication of instruction goes directly to the action required and the reason for it. If properly presented and explained, after the conclusion of the situation, on the basis of all attending circumstances known to the student, this will lead to effecting learning.

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Theoretically speaking, learning is sometimes defined as changes in behavior which result from experiences. This, of course, is somewhat of a loose definition and must be remembered as such because changes in behavior also result from other causes such as mental strain, physical fatigue or even maturity. It is often said a baby first learns to eat by drinking milk and then learns to crawl and finally walk. It would be unrealistic to feed a baby a steak under the assumption only learning is necessary. The body of course, requires the facilities as well as abilities to perform a given function. So, in a practical sense, learning may be said to have occurred when a student's actions and behavior are governed by all relevant information known to him at the time. Consequently an instructor must be sensitive and knowledgeable of some of the factors which are involved in and effect the development of this learning.

PERCEPTION & INSIGHT: Perception is the basis of, or for, all learning. Bits of information, called perceptions are directed to the brain by a combination of the senses. The senses are the doors to the brain. In becoming a police officer these senses begin to play a major role in the development of maturity. The recruit's use of all his perceptive abilities is extremely important and the culturing of these tools is essential for the FTO to pay particular attention to, because from the standpoint of learning, behavior is the end result and the goal of the perceptions to which he is introduced.

Perceiving involves more than the receipt of sights and sounds. Perceptions result when a person gives meaning to the sights and sounds which come his way. People base their actions on the way they believe things to be. The trained, experienced police officer receives quite a different perception from observing a diabetic undergoing a diabetic shock, from that received by the inexperienced student who will relate his observations to elements of intoxication.

Real meaning comes only from within a person, even though the sights and sounds which evoke those meanings come through the eyes and ears, nose or touch. Because the meaning which is derived from the information furnished by the senses may depend on many factors within each person concerned, and because perceptions are the basis of all learning, a knowledge of the factors which affect the perceptual process is very important to every FTO.

Among the vitally important factors which affect a student's perceptions are:

1) His Physical Organism
2) His Needs and Requirements
3) His Goals & Values
4) His Self-Concept

5) The Time & Opportunity for Perception
6) The Element of Threat

The PHYSICAL ORGANISM is the vehicle by which the individual becomes aware of and operates within the world of which he is a part. As a police officer, a person must be able to utilize his senses to the degree of immediate response adequate within the existing circumstances and situation. A person whose perceptual apparatus distorts reality is denied consideration to serve the community through law enforcement.

Man's BASIC NEED is to maintain and enhance his organized self. The self is complete. It is his past, present, and future combined; it is both physical and psychological. Man's most fundamental, pressing need is to preserve and perpetuate this self. All his perceptions are affected by this need.

Just as the foods one eats and the air one breathes become the physical self, so do the sights one sees and the sounds one hears become the psychological self. Psychologically, we are what we perceive. A man has physical barriers which keep out those things which would be damaging to his physical being, such as blinking at an arc welder or flinching from a hot iron. So, likewise, he has perceptual barriers which block those sights, sounds, and feelings which threaten him in a psychological way.

Helping people learn, then, requires finding ways to aid them in developing better perceptions in spite of their defense mechanisms. Since man's basic need is to maintain and enhance his self, the instructor must recognize that anything he asks of the student which may be interpreted by the student as imperiling this self will be resisted or denied. To teach effectively, it is necessary to work with this life force rather than to try to go against the grain.

Perceptions depend on one's GOALS AND VALUES. Every experience and sensation which is funneled into one's central nervous system is colored by the individual's own beliefs and value structures. Spectators at a ball game may "see" an infraction or foul differently depending on which team they support. The precise kinds of commitments and philosophical outlooks which the student holds are important for the FTO to know, since this knowledge will assist him in predicting how the student will interpret the experiences and instructions he receives.

Motivations are also a product of one's value structure. Those things which are more highly valued and cherished are pursued; those which are accorded less value and importance are not sought after. Motivations are one of the most important factors in learning. They are affected by many other factors also, and will be discussed in some detail later in this section.

SELF-CONCEPT, how a person pictures himself, is one of the most powerful determinants in learning. A student's image of himself,

described in such terms as "confident" and "insecure", have a great influence on his total perceptual process. If the student's experiences tend to support his own image of himself as a police officer, he tends to remain receptive to subsequent experiences. If the learner has negative experiences which tend to contradict or destroy his self-concept, he tends to reject additional training.

Negative self concepts inhibit the perceptual processes by introducing psychological barriers which tend to keep the student from receiving them and then perceiving what the instructor intends. They may even inhibit the ability to properly implement that which is perceived. That is, they affect unfavorably the ability to do. Learners who view themselves positively, on the other hand, are less defensive and more ready to "digest" experiences by assimilating all of the instructions and demonstrations offered. Self-concept affects perception.

It takes TIME AND OPPORTUNITY to perceive. Learning some things depends on other perceptions which have preceded these learnings, and on the availability of time to sense and relate these new things to the earlier perceptions. Thus, sequence and time are necessary. Making the most effective use of the time available as well as exposure to as many different police experiences within the allotted time is a basic problem. Many factors, in addition to the length and frequency of training periods, affect the rate of learning. The effectiveness of the use of a properly planned training syllabus is proportional to the consideration it gives to the time and opportunity factor in perception.

THREAT RESTRICTS PERCEPTION. Fear adversely affects a student's perception by narrowing his perceptual field. Confronted with a threat, the student tends to limit his attention to the threatening object or condition he has recognized. His field of vision, for example, is reduced when he is frightened; and all of his perceptual faculties are focused on the thing which has generated his fear.

Learning is a psychological problem, not a logical one. Trying to frighten a student by threatening him with unsatisfactory reports or reprisals may make sense logically, but is not effective psychologically. The effective instructor is one who can organize the logic of his teaching to fit the psychology of the learner. If the situation ever seems to overwhelm him, the student feels unable to handle all of the factors involved, and a threat exists. So long as he feels capable of coping with the situation which he recognizes, each new experience is viewed as a challenge.

Realizing that behavior is a function of the way in which the individual perceives, and knowing that perceptions are affected by any and all of these factors enables a good instructor to facilitate the learning process by avoiding any actions which negate the attainment of teaching goals. Teaching is

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consistently effective only when these factors which influence perceptions are recognized and taken into account.

INSIGHTS involve the grouping of perceptions into meaningful wholes. Evoking these insights is the instructor's major responsibility. To insure that these occur, it is essential to keep each student constantly receptive to new experiences, and to work to help him realize the way that each piece relates to all other pieces of the total pattern of the task to be learned.

As an example, a trained officer will detect DWI suspects primarily by his powers of observation of the suspect vehicle and the manner in which it is being driven. An example of this will be failure to obey traffic laws, erratic driving, weaving, etc. Upon stopping the vehicle and contacting the driver, the officer will then be alerted to look for elements of a driver under the influence. This is generally done by observing the driver's movements, staggering gait, confusion, disorientation, slurred speech, bloodshot eyes and a strong odor of liquor upon his breath. Once this has been observed, the probable cause exists for arrest for operating under the influence of intoxicating liquor. However, be careful, a person undergoing insulin shock will react in almost the exact same manner and yet not be under the influence of any drug or liquor. If a driver stopped is conducting himself as described above, experience will teach an officer to pay particular attention to the driver's eyes and his mental attitude. These areas should tip off an experienced officer to get medical aid immediately and not arrest.

Understanding the way in which each of these factors may affect all of the others, and knowing the way in which a change in any one of them may affect changes in all of the others is imperative to true learning. This mental relating and grouping of associated perceptions is called insight. Insight is basic to true learning.

Insights will almost always occur eventually, whether or not instruction is provided. For this reason it is possible for a person to become a police officer by trial and error if he supervises his exploratory actions, just as one may become a lawyer by "reading law". Instruction, however, speeds this learning process by teaching the relationship of perceptions as they occur, and so promoting the development of insights by the student.

As perceptions increase in number and are assembled by the student into larger "blocks" of learning to become more insights, learning becomes more and more meaningful to him, and more and more permanent. Forgetting is less of a problem when there are more anchor points to which one can tie his insights. It is a major responsibility of the instructor to organize his demonstrations and explanations and the directed student practice, so that the learner has better opportunities to

understand the interrelationships of the many kinds of experiences he has perceived. Pointing out the relationships as they occur, providing a secure and non-threatening environment in which to learn, and helping the student officer acquire and maintain a favorable self-concept are most important in fostering the development of insights.

MOTIVATION: Motivation is probably the dominant force which governs the student's progress and ability to learn. Motivations may be tangible or intangible; they may be negative or positive; they may be very subtle and difficult to identify; or they may be obvious.

Negative motivations are those which may engender fears, and be accepted by the student as threats. While they have their uses in limited situations, such as the instruction of "captive" groups, they are not characteristically as effective in promoting efficient learning as are positive motivations.

Positive motivations are provided by the promise or achievement of rewards. These rewards may be personal or social; they may involve financial gain, satisfaction of the self-concept, or public recognition. Some motivations which can be used to advantage by the instructor include the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image or sense of achievement.

The desire for personal gain, either the acquisition of things or position, is a basic motivation for all human endeavor. A man may be motivated to dig a ditch or to design a supersonic airplane by only the desire for financial gain.

Students are like all other workers in wanting a tangible return for their efforts. If such a motivation is to be effective, they must believe that their "take home pay" is worthwhile, and that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during his instruction, whether they are to be financial, self-interest, or public recognition.

Many lessons with objectives which are not obvious will pay off well during later instruction, but the student does not appreciate this fact. It is important for the instructor to make him aware of those applications which are not immediately apparent if the student's motivation is to be maintained. Likewise, the devotion of much time and effort to drill and practice on operations which do not directly contribute to competent performance as an officer should be avoided.

The desire for personal comfort and security is a motivation which is often inadequately appreciated in Field Instruction. All students want secure, pleasant conditions and states of being. If they recognize that what they are learning may promote

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this objective, their interest is easier to attract and hold. Insecure and unpleasant training situations retard learning.

All people want to avoid pain and suffering. The student officer will apply himself generally to learning actions and operations which he realizes may prevent injury or even save his/her or another's life. This is especially true when he knows that the ability to make quick decisions, or to instinctively act correctly in an emergency results from adequate learning.

The attractive features of the activity to be learned can provide a powerful motivation. Students are anxious to learn skills which may be used to advantage in a pleasant hobby or vocation. If they can be made to understand that each learning task to which they are directed will be useful in preparing for the activities for which they undertook police training, they will be eager to pursue it.

Group approval is a strong motivating force. Every man wants the approval of his friends and superiors. His interest can be stimulated and maintained by building on this natural force. Most students enjoy the feeling of belonging to a group and are interested in attaining an accomplishment which will give them prestige among their fellow students. If the student respects his instructor as a person and has confidence in his ability, he will also value his approval.

In police instruction, the use of group approval as a motivating force extends to what we call "snob appeal". The ability to solo a police unit (patrol car) still conveys to a person a certain distinction among his circle of rookies. The instructor must be careful not to destroy this effect by belittling his student's ability in front of his friends, and may even use a favorable exposition of the student's accomplishments to interest additional students in learning to become officers.

In group instruction, praising and giving credit to students who have performed well not only encourages those praised, but also motivates others in the group to greater efforts.

Every man seeks to establish for himself a favorable self-image. This self-image may be submerged in a feeling of insecurity or despondency which results in expression of self negation.

Fortunately, there is somewhere within each person who addresses himself to any task the belief that he can succeed under the proper combination of circumstances and good fortune. It is this belief in his own capability and desire to confirm it which can be the most powerful motivating force for any but the genuinely timid student.

This motivation can best be fostered by the instructor through the introduction of perceptions which are solidly based on facts previously learned, and which are easily recognized by the

student as achievements in learning. Each additional block of learning toward the insight to be developed and toward the ultimate goal contributes to the confirmation process and confidence is achieved, and advances can be more rapid and the resulting motivation will be strengthened.

Negative motivations in the form of reproof and threats should be avoided with all but the most overconfident and impulsive students. Positive motivations are essential to true learning. Slumps in learning are often due to slumps in motivation. Motivation does not remain at a uniformly high level, and may be influenced by outside influences such as physical or mental disturbances, or inadequate instruction. The instructor must tailor his instruction to the maintenance of the highest possible level of motivation, and should be alert to detect and counter relapses in motivation which originate away from the department.

OBSTACLES TO LEARNING: Obstacles to learning are numerous and varied. They may range from disinterest and distractions to complete mental blocks, and may originate with such different sources as the student's family troubles and his misconceptions based on previous instructions. Among those obstacles which are common to police instruction, and which have been recognized as major factors to be considered by instructors are:

    a. A student's feeling of unfair treatment.
    b. Impatience to proceed to more interesting operations.
    c. Worry, or lack of interest.
    d. Physical discomfort, illness, or fatigue.
    e. Apathy fostered by poor instruction.
    f. Fear, anxiety or timidity.

A student who believes that his instruction is perfunctory, or that his efforts are not conscientiously considered and evaluated will not learn well. If a student develops the idea that his presence is welcome to the instructor only for the additional money he brings in, or that his instructor would rather spend his time with other students or at other duties, his motivation will suffer no matter how intent he is on learning.

Motivation will also suffer when a student believes that his instructor is making unreasonable demands for performance and progress. The assignment of goals which the student considers difficult but possible usually provides a challenge which promotes learning. The assigning of impossible goals discourages the student, diminishes his efforts to perform adequately, and retards the learning process.

Impatience is a greater deterrent to learning than is generally recognized. The impatient student fails to understand the need for preliminary training, and seeks only the ultimate objective without considering the means necessary to reach it. Becoming an efficient police officer, as with every other complicated human

endeavor, necessitates the mastery of the basics if the whole task is to be performed adequately and safely. Impatience to learn can be corrected by the instructor only by presenting the necessary preliminary training one step at a time, with clearly stated goals for each step. The procedures and elements mastered in each step should be clearly identified in demonstrating the performance of the subsequent step.

Impatience can result from instruction keyed to the pace of a slow learner when it is applied to an apt student or a characteristically fast learner. It is just as important that a student be advanced to the subsequent step as soon as one goal has been attained as it is for him to complete each step before the next one is undertaken. Disinterest grows rapidly when unnecessary repetition and drill are required on operations which have been learned adequately.

Worry or lack of interest has a very detrimental effect on learning. A student who is worried or emotionally upset does not learn well, and derives little benefit from any practice performed while he is in this condition. His worry or distraction may be due to his concern about progress in the training course in question, or may stem from circumstances completely unrelated to his instruction. Significant emotional upsets may be due to personal problems, psychiatric disturbances, or an antipathy for the training concerned or the instructor.

The student's experiences outside his training activities affect his behavior and performance in training; the two cannot be separated. When he reports for training, the student brings with him his interests, his enthusiasms, his fears, and his troubles. The instructor cannot be responsible for these outside diversions. He cannot ignore them because they vitally affect the results of his teaching. Instruction must be keyed to the utilization of the interests and enthusiasms of the student. And, efforts must be taken to divert the student's attention from his worries and troubles to the learning tasks at hand. This is admittedly difficult, but must be accomplished if learning is to proceed at a normal rate.

Worries and emotional upsets which result from the course at hand can be remedied. Such occurrences are usually evidence of inadequacies on the part of the course or the instructor concerned. The most effective cure is prevention. The instructor must be alert to see that each student understands the objectives of each step of his training, and that he knows at the completion of each lesson or tour of duty exactly what his progress and deficiencies have been. Discouragement and emotional upsets are rare when the student feels that he is genuinely a party to his training, and that nothing is being withheld from him or is being neglected in his training.

Physical discomfort, illness, and fatigue will materially slow the rate of learning. This is important for both classroom

instruction and in field training. A student who is not completely at ease, and whose attention is diverted by discomforts such as the extremes of temperature, poor ventilation, inadequate lighting or noise and confusion, cannot learn at his normal rate. This is true no matter how diligently he tries to apply himself to the learning task.

Illness, such as a cold, or a major illness or injury will interfere with the normal rate of learning. This is especially important to the conduct of field instruction because most illnesses adversely affect the acuteness of vision, of hearing, and of feeling which are essential to the correct performance as an officer. No effective instruction can be conducted when the student is incapacitated by illness.

The detection of fatigue and/or stress in a student is important to competent field instruction. This is important both in assessing the student's performance early when he might be suffering from inadequate rest the night before, and in recognizing the deterioration of his performance which results from continuing intensive concentration on a complicated assignment. Once fatigue occurs as the result of application to a learning task, respite, when possible, should be offered by a break in instruction and practice, or by a change of pace.

Instruction should be continued only so long as the student is alert, receptive to instruction, and his level of performance continues to be consistent with his experience.

Apathy in a student develops rapidly when he recognizes that the instructor has made inadequate preparations for the instruction he is giving, or when this instruction is deficient, contradictory, or appears insincere. To hold the student's interest and to maintain the motivation necessary for efficient learning, well planned, appropriate, and accurate instruction must be provided. Nothing destroys a student's interest so quickly as the "let's see now, what did we do last time?" approach to a new period of instruction.

Even an inexperienced student realizes immediately when the instructor has failed to properly prepare a lesson he is trying to conduct. Poor preparation leads to spotty coverage, misplaced emphasis, repetition, and a complete lack of confidence on the part of the student.

Instructions may be overly explicit and so elementary as to fail to hold a student's interest, or they may be so general or complicated that they fail to evoke the interest necessary for effective learning. The instructor must teach for the level of the student if he is to be effective. This does not mean that the instructor must lower his own standards and viewpoint to that of a student. He must adjust his presentation to be meaningful to the person for whom it is intended.

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For example, instruction in the inspection of an assigned patrol unit should be presented quite differently for a student who has several years law enforcement experience from the instruction on the same operation for a student with no previous law enforcement experience. The inspection desired in each case is the same, but a presentation meaningful to one of these students would be inappropriate for the other.

Poor presentations of instruction may result not only from poor presentation, but also from distracting mannerisms, personal untidiness, or the appearance of irritation with the student. Sending the impression that he is "talking down" to the student is one of the surest ways for an instructor to lose the student's confidence and attention. Once this confidence is lost by the instructor, learning rate is unnecessarily retarded.

Fear, anxiety, and timidity place additional burdens on the Field Training Officer if he is to teach effectively. These are obstructions which limit the student's perceptive ability, and retard the development of insights from those perceptions which do find their way into his consciousness.

The student must be comfortable, confident in his instructor and at ease if he is to learn effectively. Providing this atmosphere for learning is one of the first and most important tasks of the instructor. Although doing so may be difficult at first, successive accomplishments of recognizable goals, and the avoidance of alarming occurrences or situations will rapidly improve the student's ease of mind. This is true of all police students but may require special handling by the instructor only for obvious cases.

HABITS AND TRANSFER: Learning by developing perceptions and combining them into insights is a process of forming performance habits, and transferring the habits formed in one task to the performance of more complicated subsequent tasks. The influence of these small habits in the student's learning of the subsequent task is called "transfer". Transfer is usually considered to be either positive or negative. Positive transfer describes an element of performance carried over which is useful to the correct performance of the subsequent learning task. Negative transfer describes an element of performance which hinders, or at least does not aid, the correct performance of the new task. It is therefore the responsibility of the instructor to insist on correct performance of procedures from the outset of training to establish proper habit patterns. He will find it much more difficult to correct faulty habits later in training that it is to foster correct habits from the beginning.

LEVELS OF LEARNING: Learning may be accomplished at any of many levels. The lowest level of learning is the ability to repeat back something which one has been taught without understanding or

being able to apply what he has learned. Progressively higher levels of learning are **understanding** what one has been taught; achieving the **skill to apply** what one has learned, and to perform correctly; and associating and **correlating** what one has learned with other things previously learned or subsequently encountered.

The highest level of learning, which should be the objective of all instruction, is that level at which the student becomes able to associate an element which he has learned with other segments, or "blocks" of knowledge or accomplishment. The other segments may be items or skills previously learned, or new learning tasks he undertakes in the future. The student who has achieved this level of learning has developed the **ability to correlate** the elements of a crime with what his senses are relating to him, as they are happening.

RATES OF LEARNING: Although it would be convenient if the rate of learning should be uniform and predictable, it is not always so. Students may progress rapidly for a while, and then suddenly progress more slowly, or even retrogress for a period of time. Such variations are to be expected, but it is the responsibility of the instructor to detect them as soon as possible, and to try to eliminate their causes by redirecting his instruction to level them out as much as possible.

ADVANCES AND PLATEAUS IN LEARNING: Characteristically, learning proceeds rapidly at first when a new task is introduced, and then slows as a reasonable degree of proficiency is achieved. When plotted on a graph, this decrease in the rate of learning is shown as a leveling off of the ascending line which represents progress in learning. As the student achieves the ability to correlate what he has learned with other bits of learning, progress tends to be resumed, and the line of the graph resumes its upward climb at a slower, but fairly uniform rate.

The level, or relatively level portion of the learning curve on the graph on the following page is termed a "plateau". It may represent a period of training during which the student is perfecting his **ability to apply** the new skill he is learning, and has not yet awakened to its application to and **correlation with** other learning tasks. The graph illustrates a typical learning curve, showing a plateau in the learning of a mechanical operation.

It should be noted that the typical learning curve rises rapidly as a new learning skill is introduced, levels off as skill and knowledge are achieved, and then continues its rise at a slower, steady rate as the student learns the associations and correlations of his newly acquired accomplishment. Actual learning curves rarely follow exactly the classical, or ideal, curve.

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PERCENT OF CORRECT PERFORMANCES

PERIODS OF TRAINING

TYPICAL LEARNING CURVE

VI - 23
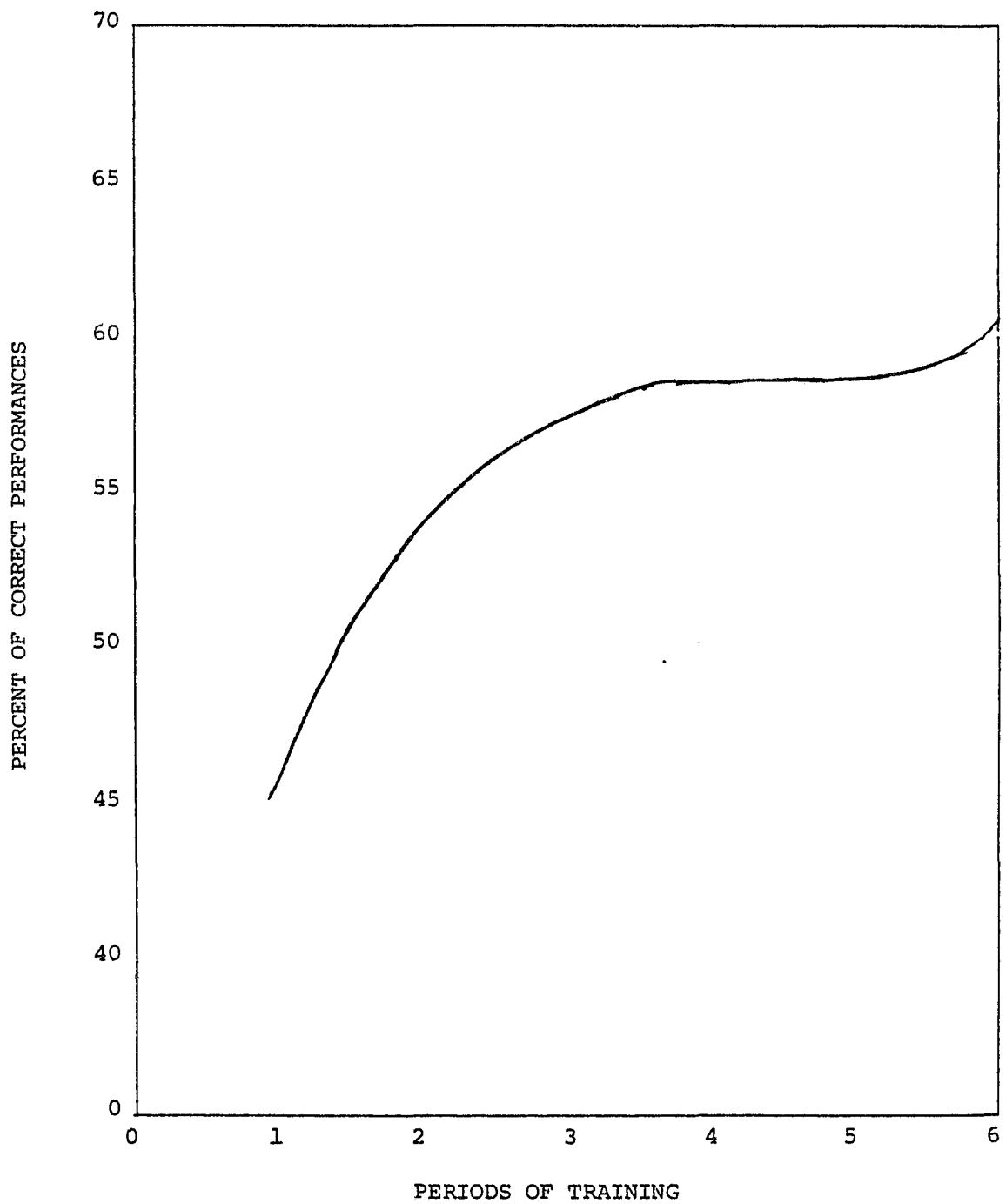
The rate of progress in learning is affected by so many outside influences that it is not often predictable. The rate of learning is adversely affected by diversions, lagging motivation, and emotional disturbances; and training schedules are upset by such factors as details and unavoidable absences. It is these influences on learning which the good instructor can counter by careful planning and by redirection of emphasis in his instruction.

Temporary random plateaus in the learning rate are not necessarily serious, and can be expected with any student. Each one should be examined carefully, however, to identify any contributing influences which can be countered. The instructor must be aware of the plateaus characteristic in the learning process, and be prepared to evaluate their significance when slumps occur and to take corrective measures when appropriate.

Slumps or plateaus in the rate of learning are more likely to occur as a student advances to more complicated operations. Often the reason for this is that the student has failed to master one element of the operation, which leads to the appearance of deficiency in the performance of all of the elements involved. Improvement usually occurs again when this one element is mastered. The instructor can accelerate this improvement by identifying the element which is disturbing the student, and by concentrating his instruction on that one phase of the operation concerned.

Without competent instruction, the student probably will not understand why he is not showing improvement, and will become discouraged. This discouragement, itself, tends to prolong the plateau. During such periods of discouragement, the instructor should step in to isolate and correct the difficulty, and to provide special incentives which will maintain the student's interest until normal progress is resumed.

Reversals sometimes occur, during which a student's performance becomes worse with continued practice. Generally such reversals are due to a faulty habit pattern involving one of the basic elements of a task or operation. This habit causes the student to repeatedly practice an erroneous performance until correction is very difficult. The instructor must not accept such errors and misunderstandings as normal plateaus in the learning process. They must be corrected before any further progress can take place.

MEMORY AND FORGETTING: One key to the achievement of satisfactory progress in learning is attention to the principles which relate to remembering and forgetting. While the learning of a mechanical skill, such as operating the controls of a vehicle, is often considered to consist mainly of demonstration and practice, memory plays an important role. Things which must be remembered range all of the way from essential items of

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information which must be remembered by rote, such as radio frequencies, to such complicated performances as the planning and precise speed and attitude control necessary for the performance of a controlled skid.

In considering the role of memory in learning, one soon encounters the great area of overlap between conscious memory, as we think of it, and habit patterns. What, exactly, is the relationship between knowing that the siren control is just to the extreme right of a unitrol system and being able to operate it without looking even when one cannot confidently state where on the panel it is located? Actually, our memories as they are reinforced by constant usage become established as habit patterns, and so become a part of us.

Viewed in this light, each bit of information or element of performance remembered is a potential habit pattern. The ability to remember disassociated bits of information which are not regularly used, such as names or telephone numbers, is a faculty with which we are not all favored. The most reliable means for the instructor to use to assist his student in remembering vital bits of information and performance is to require him to use and associate them as frequently and with as many different applications as possible.

Drill, recitation, and quizzing assist the student in establishing information in his memory. None of these alone is so effective, however, as is continuing usage, practice, and application to different situations.

Forgetting is subject to the same considerations as remembering, but with the reverse effect. Bits of information which are not used or associated with other information tend to be quickly forgotten. Habit patterns, however, become deeply ingrained in a person's being, and although recall may be difficult they are always present to some degree. Thus, habit patterns which have been firmly established and cultivated by repeated usage are retained, and will often come to the fore in emergencies, even after years of neglect.

Those phases of learning which are purely memory work should be recognized and presented to the student as such. Presentation in the most simple form possible will assist him in remembering them. Requiring the student to dig such information out for himself, or assuming that he will eventually run into this information without direction is poor instruction. Making it easier for him to acquire the necessary memory learning will free the student to concentrate on the more involved skills and mental features of his training.

Most important, attention directed to providing the student with the necessary "memory" information as it is needed, and providing continuing usage and associations for this information is essential to fostering a desirable learning rate. Permitting

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gaps in this information as Field Training progresses, or inadequate fixing of information in the student's memory will eventually result in slumps and reversals of the learning process.

Memory is the major factor in learning. It constitutes essentially all of the learning classified as "knowledge" and has a basic effect on the retention of motor skills. The following are five significant principles which are generally accepted as having a direct application to remembering and consequently to learning.

a. **Praise stimulates remembering**--Responses which give a pleasurable return tend to be repeated. Absence of praise or recognition tends to discourage one, and any form of negativism in the acceptance of a response tends to make its recall less likely.

b. **Recall is promoted by association**--Each bit of information or action which is associated with some thing to be learned tends to facilitate its later recall by the student. Unique or disassociated facts tend to be forgotten unless they are of special interest or application.

c. **Favorable attitudes and retention**--Man learns and remembers only what he wishes to know. Without motivation there is little chance for recall. The most effective motivations are those based on positive or rewarding objectives.

d. **Learning with all our senses is most effective**--Although we generally receive what we learn through the eyes and ears, other senses also contribute to most perceptions. When several senses respond together, fuller understanding and greater chance of recall is achieved.

e. **Meaningful repetition aids recall**--Each repetition gives the student an opportunity to gain a clearer and more accurate perception of the subject to be learned, but mere repetition does not guarantee retention. Practice gives an opportunity for learning, but does not cause it. Further, it is believed that three or four repetitions provide the maximum effect, after which the rate of learning and probability of retention fall off rapidly. This is consistent with the learning curve illustrated herein.

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EFFECTIVE TEACHING METHODS

PROFESSIONALISM IN FIELD INSTRUCTION--The FTO instructor must really believe in his work if he is to do his best. So long as he is instructing, he should constantly strive to be the best field instructor in the business, no matter what his final goal in law enforcement may be.

In the past, qualification as an FTO was often based only on the applicant's proficiency in the performance of practiced police procedures. This has not always been productive of effective field instructors. It should now be generally recognized that instructor qualification must be based equally on teaching ability.

The field training officer must be fully qualified as an officer without deficiencies or faults in his policing performance. His qualifications must go far beyond those required for certification as an officer, however, if he is to achieve recognition as a professional instructor. Professionalism in field instruction is necessary if instructors are to teach effectively, command greater prominence, merit increased responsibilities, and receive higher salaries.

Although the word "professionalism" is widely used, it is rarely defined. In fact, no single definition can be provided which will encompass all of the qualifications and considerations which must be included among these:

   a. Professionalism exists only when a service is performed for someone, or for the common good.
   b. Professionalism is achieved only after extended training and preparation.
   c. Professionalism presupposes an intellectual requirement. The professional must be able to reason logically and accurately.
   d. Professionalism requires the ability to make good judgmental decisions. The professional cannot limit his actions and decisions to standard patterns and practice.
   e. Professionalism demands a code of ethics. The professional must be true to himself, and to those he serves. Anything less than a sincere performance is quickly detected, and immediately destroys his effectiveness.

The field instructor and prospective FTO applicant should carefully consider this list. Attempts to operate as an FTO without any one of the qualities listed can only result in poor performance and deficient students. Preparation and performance as an FTO with these qualities constantly in mind will soon

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command recognition as a professional in the field of field training.

THE INSTRUCTOR-RECRUIT RELATIONSHIP: The instructor's first step in teaching is to gain the student's confidence. If he fails to gain and hold the confidence and respect of the student, all of the instruction he gives him will be ineffective. Gaining the student's confidence and respect is very much a personal matter. Consideration for the student's point of view and personal interests, and careful planning of each period of instruction are essentials without which the student's confidence is quickly lost.

From their first meeting, the instructor must attempt to analyze carefully and correctly the personality, thinking, and ability of each student. The ability to analyze a student correctly, and to apply instruction in the manner to which he is most receptive is essential to good instruction.

No two students are alike, and the same methods of instruction cannot be equally effective for all students. To analyze the student and develop the appropriate methods of instruction for him, the instructor must talk with him at some length to learn his background and interest, to study his way of thinking, and to understand his temperament. His methods of instruction may change as the student advances through successive stages of his training, a gentle introduction must sometimes be followed by strict instruction if progress is to continue in advanced stages.

An instructor who has not correctly analyzed his student may soon find that his instruction is not producing the desired results. This could mean that, for example, he has analyzed as a slow thinker a student who is actually a quick thinker but hesitant to act. Such a student may fail to act at the proper time, even though he has correctly understood the situation and knows the correct procedures, because he lacks confidence in his own judgment or capability. The correction would obviously be instruction directed toward developing his self-confidence, rather than drill on task fundamentals.

The slow student requires instructional methods which combine tact, keen perception, and delicate handling. If he receives too much help and encouragement, he may develop a feeling of incompetence. Too much criticism of his performance may completely subdue a timid person, whereas brisk instruction may force him to apply himself more diligently.

A student whose slow progress is due to discouragement and a lack of confidence should be assigned "subgoals" which can be attained more easily than the normal learning goals. For this purpose, complex situations can be separated into their elements, and each element discussed and analyzed and sometimes practiced until an acceptable performance is achieved before another situation or

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operation is attempted. As an example, instruction of Eluding Procedures may begin with consideration at first for defensive driving and traffic regulations only, and the problems of traffic congestion, weather, time of day and abilities can be introduced separately, one at a time. As the student gains confidence and ability, his goals should be increased in difficulty until his progress is normal.

The apt student can also become a problem. Because he makes few mistakes, he may soon assume that the correction of errors is unimportant. Such overconfidence soon results in faulty performance. For such a student, a good instructor will constantly raise the standard of performance for each lesson, demanding greater efforts from the student. Man leans when his errors become known to him. A student who is permitted to complete every lesson without corrections and guidance will fail to retain what he has practiced as well as he would if he has his attention constantly called to the analysis of his own performance. This does not mean that deficiencies must be invented for his benefit, because unfair criticism immediately destroys the student's confidence in his instructor.

The fact that a student needs patient guidance must not lead the instructor to provide constant support and assistance on all of his training. If, after full consideration and consultation with other available instructors and supervisory personnel, it is apparent that the student recruit does not have the temperamental and physical aptitude necessary to become a safe and efficient officer then probationary provisions should immediately be implemented.

The student should be constantly aware of his progress. The failure of an instructor to communicate to the student his evaluation of the student's progress establishes a barrier which blocks further effective instruction. This does not mean that the student must be presented with a grade slip or performance analysis at the conclusion of each tour of duty. Many recruits have a natural awareness of their progress, and can derive from the instructor's directions, corrections and comments a very accurate idea of their own progress. Others may be less perceptive and need an actual review and evaluation of each lesson after the tour of duty in order to satisfy their need for an assessment of their progress.

The demands on an instructor to serve as a practical psychologist are much greater than is generally realized. Only by a keen analysis of his students, and a continuing deep interest in them can he live up to his responsibilities and be an effective field instructor.

SAFETY PRACTICES: The police habits of the FTO, both during his instruction and as he is observed conducting other operations, have a vital effect on safety. The student's observations of his

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police practices are not limited to the job involved in the instruction he gives them, and his description and advocacy of safety practices become meaningless when he is observed to violate them. For this reason, an FTO must not only meticulously observe the safety practices he teaches his recruits, but he must also maintain the appearance of constantly doing so.

An FTO must also carefully observe all regulations and recognized safety practices during all of his operations if he is to preserve his image as a professional instructor. Habitual observance of regulations, of safety precautions, and of the precepts of courtesy in all of his public appearances and contacts (as much as possible) will enhance and support the instructor's image of professionalism. Further, and more important, they make him a more effective instructor by inculcating in his students the same habits of care and respect for the citizens of our community and the safety of other officers.

The instructor must go beyond the requirements to develop technically proficient students who are knowledgeable in the areas of their equipment and laws. He must not only teach the student to know his limitations and those of his equipment, but he must also teach him to respect and be guided by what he knows.

THE TEACHING PROCESS: There are four basic steps in the teaching process, without which effective instruction is impossible. These are: (1) preparation, (2) explanation and demonstration, (3) trial and practice, and (4) review and evaluation. These four basic steps in teaching are often explained in different terms, listed in different orders, or broken down in greater detail, but they are always recognized in any serious consideration of the teaching process.

THE PREPARATION-necessary for each lesson or period of instruction includes the instructor's determination of what is to be covered, the objectives of the lesson, and the goals which he hopes to attain. It may also include home study or other special preparation by the student for the scheduled lesson.

The instructor's preparation may be relatively informal, or it may include actual reference to the syllabus for the course involved and a study of course and stated objectives. It must include the development of a lesson plan if the instruction period is to be effective.

The instructor's lesson plan may be prepared mentally in the case of an experienced instructor planning a simple period of instruction, or it may be worked out with care and prepared in written form. The lesson plan is simply the instructor's statement of the lesson objectives, the procedures and facilities to be used for presenting it, the specific goals to be attained,

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and the means to be used for evaluating the results achieved. Lesson plans will be described in detail later in this chapter.

EXPLANATION AND DEMONSTRATION: constitute the instructor's presentation of his knowledge and skills which make up the lesson. Explanations must be clear, pertinent to the objectives of the lesson, and based on the known experience and knowledge of the student.

Any demonstration should be presented to implement the explanations which introduce them. As little extraneous activity as possible should be included, and the student should clearly understand that the instructor is accurately performing the actions he has described. Any deviation in performance from that described which is caused by unanticipated circumstances should be immediately acknowledged and explained. Failure to do so may diminish the student's confidence in the instructor and the training he is receiving.

TRIAL AND PRACTICE constitutes the student's activity during the lesson. In classroom instruction, this may consist of recitation or solving problems. In field instruction, it means trying for himself the performance of resolving the conflict within the operation explained and demonstrated, and practicing it until he achieves an understanding of the factors involved.

Actually, although they are technically separate segments of the lesson, portions of the instructor's explanation and demonstration activity are usually alternated with portions of the student's trial and practice activity. It is rare that the instructor completes his explanation and demonstrations, and then allows the student to accomplish his trial and practice activities without interruptions for corrections and further demonstrations.

REVIEW AND EVALUATION are integral parts of each lesson. Before the completion of the instruction period, the instructor should recapitulate what has been covered during the lesson, and require the student to demonstrate the extent to which he has met the lesson objectives. The instructor's evaluation may be informal, and noted only for his use in planning the next lesson for the student, or it may be recorded to certify the student's progress in his course.

In either case, the student should be aware of his progress and the advances and deficiencies noted at the conclusion of the lesson. The failure of the instructor to ensure that the student is cognizant of his progress, or his lack of it, may impose a barrier between them. Though it may be slight it will make further instruction more difficult.

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The instructor must remember that it is rather difficult for a student to obtain a clear picture of his progress since he has little opportunity for a direct comparison with others, particularly in the early phases of his training. The student recognizes that he is in a competitive situation which is unlike any other he has experienced. His unseen competitor is that intangible "proficiency" which he must achieve.

The student's own evaluations can only be subjective. Direct comparisons for him are only possible with the performance of his field instructor. This tells him very little about his performance in comparison with that of other students with similar background. Only the field instructor can provide him a realistic evaluation of his performance and progress.

In addition to knowledge and skills learned during the instruction period just completed, each lesson should include a review and evaluation of things previously learned. If this evaluation reveals a deficiency or fault in the knowledge or performances on which the present lesson is predicated, it must be corrected before the new lesson can begin.

If deficiencies or faults not associated with the present lesson are revealed, they should be carefully noted and pointed out to the student. Such corrective measures as are practicable within the limitations of the situation should be taken immediately, but more thorough remedial actions must be included in future lesson plans for the student involved. The evaluation of the student's performance and accomplishments during the lesson should be based upon the objectives and goals that were established in the instructor's lesson plan for that lesson.

PLANNING INSTRUCTIONAL ACTIVITY: Any training activity, whether it be at the kindergarten or the college level, must be competently planned if it is to be effective. The principles which govern the effectiveness of this planning are equally applicable to all types of training activity. Most of the basic planning necessary for field instruction is already provided for the FTO by his personal police knowledge and skill requirements, approved school curricula, and many authoritative texts on police and legal training. A short review is provided here to give the prospective field training officer a background for the planning he must do in the field.

DETERMINATION OF OVERALL OBJECTIVES: Before any important instruction can begin, a determination of objectives and standards is necessary. In the case of police training, the overall object is obvious and the minimum standards are provided by the regulations.

The general overall objective of police training is to qualify the student to be a competent, efficient, safe officer for the operation of law enforcement under all conditions.

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IDENTIFICATION OF BLOCKS OF LEARNING: It is not practicable for an instructor to proceed immediately toward the overall objectives he has established for a major training activity he is undertaking. Training for any such complicated and involved skill as police work requires the development and assembly, in their proper relationships, of many "blocks" of learning. In this way, a student can master segments of the overall police performance requirements individually, and can progressively combine these with other related segments until their sum meets the final objective.

Seen in this manner, training is much like building a pyramid--each block is an identity in itself, but the pyramid is incomplete if any one is missing. The instructor and the student must both recognize the interrelationship of the blocks, and the place of each in the total objective of the lesson.

After the overall training objectives have been established the next step is the identification of the blocks of learning which constitute the necessary parts of the total objective. Just as in building a pyramid, some blocks are submerged in the structure and never appear on the surface, but each is an integral necessary part of the structure. While identifying the blocks of learning to be assembled during the proposed training activity, the planner must examine each carefully to see that it is truly an integral part of the structure. Extraneous blocks of instruction are expensive frills, especially in field instruction, and detract from rather than assist in the completion of the final objective.

The blocks of learning identified during the planning of a training activity should be progressively smaller in scope. They should represent units of learning which can be measured and evaluated--not a sequence of periods of instruction. For example, the training of a police officer might be divided into the following major blocks: achievement of the skills necessary for acute decision making, the skills necessary for effectively producing, and the skills appropriate for application of operating within the legal system. Each of these, in turn, should be broken into component blocks of learning.

The skills necessary for the decision making might be broken down into common sense, evaluation, separating facts from fiction and prejudices. Each of these, in turn, must be subdivided to produce effective lesson plans for each period of instruction.

As seen from the illustration cited, the possibility for breaking down and categorizing training objectives is infinite. For practical planning, the test for a useful size of a minimum block of learning is whether it contains sufficient learning to (1) provide a challenge for the student, (2) to promise a reasonable return in accomplishment for the training effort necessary, and (3) to provide measurable objectives. If it meets all of these requirements, and is determined to be an integral, necessary part

of the overall objectives of the training undertaken, it should
be assigned a place in the training syllabus.

As training progresses and these blocks of training are completed
and the student´s performance of each confirmed to be at an
acceptable level, the related blocks will be combined to form
larger segments of the total training objective. In this manner,
the use of a properly planned syllabus makes it possible for the
instructor to direct each period of instruction directly toward
the completion of blocks of learning, which are in turn combined
with others to lead directly toward the overall objective.

THE SYLLABUS -- The field training syllabus is the backbone and
framework of the training curriculum. It consists of the blocks
of instruction to be completed in the most efficient order. It
does not include the amount of instruction in the blocks, the
training procedures to be used, or the standards for their
completion. These are properly parts of the training curriculum.

The field instructor may develop his own syllabus after he has
established his overall objectives, and has identified his blocks
of learning.

Any practical field training syllabus must be flexible, and
should be used primarily as a guide. The order of training can
and should be altered, when necessary, to suit the progress of
the student and the exigencies of special circumstances.   In
departing from the order prescribed by the syllabus, however, it
is the responsibility of the field instructor to consider the
relationships of the blocks of learning affected.   It is often
preferable to skip to a completely different part of the syllabus
when the conduct of a scheduled lesson is impossible, rather than
proceeding to the next block, which may be predicated completely
on skills to be developed during the lesson which is being
postponed.

THE LESSON PLAN -- Instruction is adequately planned only when
the instructor has a lesson plan for each period or unit of
instruction. As is seen from the above discussions, the lesson
plan is the culmination and the direct application of general and
specific planning which must be the basis of all effective
instruction. Teaching success depends more upon lesson planning
than it does on presentation, personality, police ability or
experience. Teaching is somewhat like a battle in that effort,
strength, and sincerity will not win if the strategy of its
conduct is faulty. The finest workmanship and materials will not
build a good airplane if the basic design is faulty.

An experienced field instructor who has trained many students is
able instinctively to construct an effective lesson plan for a
routine period of instruction or at least without committing it
to writing. However, an instructor who has been through the

course only a few times, or an experienced instructor who must modify his procedures to effect special emphasis, should always prepare a written lesson plan. This lesson plan may be very brief, topical in nature, and need not follow a prescribed format. It is prepared for the instructor's own benefit, and should be done in the form most useful to him.

The lesson plan may be more or less detailed, and may include the special or associated considerations which should be covered during an instruction period. A lesson plan prepared for one student is rarely appropriate to another without some modification. Every lesson plan, however, must include at least the following items if it is to result in properly organized instruction:

      a. **Lesson objectives.** The objectives should be established in terms of what is to be learned by the student, the mechanical skills to be developed, and the standards of performance expected at the end of the lesson.

      b. **Elements involved.** A statement of the elements of knowledge and skills which will be necessary for the fulfillment of the lesson objectives. These may include elements previously learned and elements to be introduced during this lesson.

      c. **Allocation of time available.** The instructor should estimate the proportion of the lesson to be devoted to each element to be learned and the presentation and practice of each new operation. If the time available does not allow adequate coverage, the lesson objectives should be reviewed/revised.

      d. **Equipment.** A review of all equipment required for the lesson: shotguns, radar guns, maps or DUI equipment.

      e. **Instructor's actions.** A determination of the instructor's responsibilities, and his proposed procedures for presenting the elements of knowledge and performance involved.

      f. **Student's actions.** The anticipated and the desired responses of the student to instruction, and a reasonable estimate of the practice needed to understand the elements involved.

      g. **Evaluation.** The means and the program proposed to evaluate the student's learning and accomplishments. These should include the standards of learning and proficiency expected.

The lesson plan may be carried by the instructor to assist him as a checklist in the administration of the lesson, or he may study it until he is confident that he cannot be easily diverted from his planned procedure.

Once the lesson has begun, the instructor should not allow the application of his lesson plan to be diverted to other subjects and procedures. This does not mean that the planned instruction should not be modified by circumstances, or by the discovery of

pertinent deficiencies in the student's knowledge or in performance of elements essential to its effective completion. It is possible that the whole lesson may have to be abandoned in favor of a review of knowledge and operations previously covered.

To facilitate this, each lesson should begin with a brief review of elements covered during previous lessons, and any practice necessary to bring the student's performance up to the proficiency assumed for the start of the present lesson. If this review grows to unanticipated proportions, or necessitates the abandonment or significant revision of the lesson plan, the instructor must be prepared to mentally construct a new lesson plan to guide the remainder of the instruction period.

The mechanics of constructing a lesson plan for each period of instruction may seem cumbersome, and unduly burdensome. However, the conscientious development and use of lesson plans is the most effective means of developing orderly and effective teaching habits. The procedure soon becomes habitual, and each segment falls into place for the experienced instructor with little effort on his part.

The use of a standard, or prepared, lesson plan for all students is rarely effective because each student requires a slightly different approach. Assistance from an experienced field instructor in preparing lesson plans is often helpful for a new instructor, but a lesson plan prepared by someone else is not so helpful to an instructor as one he has devised himself.

The following illustration illustrates a possible lesson plan for an early dual instruction period. It should be noted that it contains all of the essential items, although each is shown by a topical heading. To be fully informative, each heading would have to be amplified to detail the teaching activities proposed by the instructor who prepared the lesson plan, and the performance expected. Such amplification is usually not expected, except as an exercise in teaching procedures.

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LESSON PLAN FOR A FIELD INSTRUCTION PERIOD

LESSON   STUDENT   DATE

OBJECTIVES:

ELEMENTS:

SCHEDULE:

EQUIPMENT:

INSTRUCTOR'S
ACTIONS:

STUDENT'S
ACTIONS:

EVALUATION:

LESSON __Traffic Violation Apprehension__ STUDENT __John Doe__ DATE __7/7/85__

OBJECTIVES: Observation, identification and apprehension of traffic violations and procedures.

ELEMENTS: Municipality of Anchorage Traffic Code -- Title 9. Examine each offense and identify elements.

SCHEDULE:

Vehicle Inspection	10 min.
Instructor Demonstration	2:00 hours
Student Practice	3:00 hours
Tour and Critique	1:00 hours

EQUIPMENT: Police Unit
Radar Gun
Misdemeanor Complaints--Traffic Offenses

INSTRUCTOR'S ACTIONS   Explain objectives, Title 9 Traffic Code and How to Establish Elements and Identify/Apprehension of Traffic Violators, using U.E.P.

STUDENT'S ACTIONS   Discuss objectives and resolve questions; Review previous lessons; Perform each violation resolution.

EVALUATION   Lesson is complete when student can observe a violation, identify correct violation, establish elements of violation and perform uniform enforcement as prescribed by departmental procedures and do so practicing and exercising safety for all concerned.

USING THE STUDENT'S MOTIVATIONS--In his original analysis of the student, the instructor has attempted to determine what things interest the student, and what motivations have led him to become an officer. These motivations are seldom recognized by the student himself, and are occasionally concealed because of self-consciousness. The instructor should, from the first, carefully note what interests the student, and to which motivations he shows the strongest reactions. While these are usually the motivations the instructor has originally identified with the student, this may not always be the case.

The instructor must be careful not to project his own motivations or those he has observed with other students. Motivations vary, and while the student response to the motivations which work with others may seem genuine, they may not be effective in arousing and holding his interest. One student may derive satisfaction from exploring strange areas, while others may be interested in other criminal areas or in more challenging assignments.

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When using the student's motivations to encourage him and to maintain his interest, the instructor must direct them in a positive manner, so that the instruction offered is furthered, not deterred or retarded. For example, a student who enjoys sightseeing should not be allowed to spend the instruction time just riding. The instructor might take care to select interesting areas for practice work, and to provide different areas for different lessons.

The student whose attention is called to all of the perceptions available to him in each field operation soon learns to examine his own sensory inputs and his performance and rate of learning benefits as a result. He becomes an interested participant in all situations, rather than a passive passenger.

TEACHING FROM THE KNOWN TO THE UNKNOWN--All learning proceeds from the known to the unknown. Descartes, the French philosopher, founded his whole conception of man's knowledge on the simple premise "I think, therefore I exist". From this simple assumption of one fact, he proceeded to others which he combined, developed, and refined to support everything we accept as truth today.

This, on a smaller scale, is exactly what each instructor must do in every field of instruction. Only the points of departure and the objectives are different. The instructor takes the experience and knowledge which the student brings with him, gives it meaning toward the subject which he is to teach, and adds directed experiences, perceptions, and insight.

Perceptions are personal meanings within the individual which he derives from his experiences. The teacher takes the student from where he finds him toward the objective he seeks. He arranges that to be learned and the experiences provided so that the student is constantly moving from the familiar to the unfamiliar, a step at a time.

This is the principle of the "building block" concept of learning which has been explained in an earlier section. Each new field experience should isolate and identify one piece of the totality of policing. In a like manner, each lesson should also help the student to tie a specific piece of learning to the overall task of learning police situations.

Each new bit of learning must be experienced in many ways, and with many different associations to guarantee retention and understanding. Instruction which disregards what was learned yesterday leads to inadequate learning and wastes time. Accomplishing a new maneuver without recognizing and understanding the previously learned elements involved is poor instruction, and results in disinterest and forgetting. Each lesson should present some new knowledge and skills, but each lesson should also require the student to recall and to apply his previous learning.

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Telling, showing, and in other ways presenting to a student an experience, which is not based on or associated with things previously learned, will have little meaning to the student, and little learning will occur. To ensure that his instruction is meaningful, the instructor must be sure that it is based on perceptions which are meaningful to the student because of his previous knowledge and experiences.

EVALUATION--Evaluation is one of the basic steps in the teaching process. The evaluation of the student's learning is a continuing process, carried on throughout each period of instruction. The instructor's evaluation may consist of simple observations of the student's rate of comprehension as evidenced by his performance or by the administration of oral or written quizzes on pertinent legal/police knowledge.

ORAL QUIZZING--Regular and continuing evaluation of the student's learning is necessary for judging the effectiveness of instruction given, and for planning the emphasis and pace of subsequent instruction. Proper quizzing by the instructor can have a number of desirable results:

    a. It reveals the effectiveness of his own training procedures.
    b. It checks the student's retention of what he has learned.
    c. It reviews material already covered by the student.
    d. It can be used to retain the student's interest and stimulate his thinking.
    e. It emphasizes the important points of training.
    f. It identifies points which need more emphasis.
    g. It checks the student's comprehension of what he has learned.
    h. It promotes active student participation, which is important to effective teaching.

Effective quizzing requires preparation. Good questions are rarely spontaneous. Questions which are ambiguous, not clearly associated with the subject at hand or which do not solicit specific answers are of little value. They provide little information useful to the instructor, and are confusing or frustrating to the student.

Catch questions should be avoided at all times. The student will soon develop the feeling that he is engaged in a battle of wits with the instructor, and the whole significance of the subject of the instruction involved will be lost.

Irrelevant questions should be avoided. The teaching process must be an orderly procedure of building one block of learning upon another in orderly progression, until a desired goal is reached. Diversions, and the introduction of unrelated facts and

thoughts will only obscure this orderly process and retard the student's progress. Answers to unrelated questions are not helpful in evaluating the student's knowledge of the subject at hand.

Leading questions are a waste of instructional time. A question which suggests its own answer is a much less efficient means of teaching than is a direct explanation. "Pumping" questions which seek to extract an answer from the student which is considered to be within his knowledge are a waste of time. Answers which he is unable to recall would be of no use to him in a field situation. If the question has been clearly stated and properly presented, the student's failure to answer must be accepted as evidence that he would not respond correctly in the field situation described.

Quizzing may be used effectively in several ways by the field instructor. He may ask questions of the student, he may permit the student to ask questions, or he may present written questions for the student's consideration and answers. The principles of questioning, as described, apply to both verbal and written quizzes by the instructor.

The answering of students' questions must also conform with certain considerations if it is to be an effective teaching method. The instructor must be sure that he understands the question before attempting to answer. He should display interest, by words and attitude, in the student's question, and frame as direct and accurate an answer as possible. After completing his response, the instructor must seek to determine that he has completely answered the student's request for information, and that the student is satisfied with his answer.

Sometimes it may be unwise to introduce the more complicated or advanced considerations necessary to completely answer a student's questions at the current point in his training. When this is the case the instructor should carefully explain to the student that he has asked a good and pertinent question, but that the answer would, at that time, unnecessarily complicate the learning tasks at hand. The instructor should advise the student to reintroduce the question later at the appropriate point in his training, if it has not in the meantime been resolved in the normal course of instruction.

Occasionally, a student asks a question which the instructor cannot answer. In such cases, the instructor should freely admit that he does not know the answer. He should promise to get the answer, or if practicable, offer to help the student look it up in available references.

In all quizzing conducted as a portion of the instruction process, "yes" and "no" answers should be avoided. Questions may be framed so that the answers may be specific and factual, but one word answers may well be the product of a good guess and not truly representative of the learning or ability of the student.

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This applies to instructors' answers to the students' questions, and to students' answers to quizzes used in the furtherance of training.

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F.T.O. WORKSHEET

The F.T.O. Worksheet is an instrument completed by the F.T.O. and given to the trainee to notify him or her of deficiencies and recommended strategies to correct those deficiencies. Upon completion of the assignment, the worksheet is included in the trainee's personnel file.

1. List in a clear and concise manner the problems experienced by the trainee and briefly describe previous training efforts.
2. Clearly describe the assignment given to the trainee.
3. Follow-up and comment sections are completed after assignment is turned in (except for due date). Has the trainee's performance improved since completing the required assignments? If so, to the point of satisfaction? Check if another assignment has been given and if a worksheet was used on that assignment. Relatively minor assignments may not need a worksheet.
4. Check if the trainee has satisfactorily completed the assignments given. If not, another worksheet may be necessary.

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BOULDER POLICE DEPARTMENT

F.T.O. WORKSHEET

TRAINEE:_____DATE:_____PHASE:_____

Problem Area:

Define the specific problem area, giving examples. Describe the training already conducted.

_____

_____

_____

1

_____

_____

_____

Training Assignment:

Describe the specific assignments given the trainee to correct the above problem.

_____

_____

2

_____

_____

_____

Follow-up:

Date Due:_____   Satisfactory Completion? Yes_____No_____

3

Date Turned In:_____   Additional Assignment? Yes_____No_____

Comments:

_____

_____

_____

F.T.O._____IBM_____TRAINEE_____IBM_____

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BOULDER POLICE DEPARTMENT

F.T.O. WORKSHEET

TRAINEE:___Gerald R. Neander_____DATE:___9/23/86_____PHASE:___II_____

Problem Area:

Define the specific problem area, giving examples. Describe the training already conducted.

Gerald has difficulty in orienting himself and using the mapbook. He has been given

several exercises in the car on duty. He continues to become lost when answering

radio calls and is not familiar with main arteries or intersections.

Training Assignment:

Describe the specific assignments given the trainee to correct the above problem.

Gerald has been given a list of twenty locations. He is to xerox copies of the

city map for these areas, then trace the route he would take from the Criminal

Justice Center to each of these locations.

Gerald is to also write a list of three major east-west and three major north-south

arteries.

Follow-up:

Date Due:___9/27/86_____   Satisfactory Completion? Yes_X__No_____

Date Turned In:___9/27/86_____   Additional Assignment? Yes_____No_X___

Comments:

Gerald completed this assignment properly and on time.

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F.T.O.___*A. Brown*_____   IBM_373_TRAINEE _G. R. Neander_____IBM_____

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REMEDIAL TRAINING STRATEGIES
By Tactic and Subject

Flash Cards

The making of flash cards by the trainee enhances the learning process because more than one "learning sense" comes into play. Flash cards are particularly effective with such subjects as Radio Codes, Vehicle and Criminal Code Sections and Elements, and Report Form Selection.

Commentary Driving

This technique involves the senses of touch, sight and hearing in the learning process. The trainee is advised to maintain a running commentary on what is observed while operating the vehicle (in the case of Driving Skill) or while acting as either the driver or passenger (in the case of Patrol Observation). When Driving skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices and defensive driving information. When Patrol Observation is being taught, the trainees should direct their attention to people and things which would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as does a police officer.

Commentary Driving is also excellent for teaching Orientation. With this subject, the trainee provides a commentary of 1) the direction of travel, 2) location by intersection and 3) the identification of landmarks.

Commentary Thinking

This technique is especially useful for those trainees who know what to do but their though patterns, once subjected to stressful situations, become muddled or disjointed.

Commentary Thinking is simply thinking outloud. The trainee is instructed to talk out his or her thoughts. They are not allowed to think silently. If they are enroute to a particularly stressful call, then they must tell the F.T.O. what the call is, how they will get there and, once there, what their actions will be. In this way, they must order their thoughts and present them to the F.T.O. in a clear and logical manner.

An important benefit from this exercise is not only the "putting in order" their thoughts and actions, but to slow their thought process down and prevent "overload". We have all been in situations where our minds raced so fast that our actions have not been able to keep up. An example might be when you try to write an interesting idea down on paper, your thoughts flow much faster

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than you can write. This is what happens to some trainees when they are confronted with a situation with which they are not comfortable. By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable, pace. This process will also have a calming effect and reduce stress.

Using the Map Book

Also essential for teaching Orientation is the Map Book. Perhaps the most effective use of this book is to ask the trainee to trace their intended route before proceeding to a call. Exercises can also be developed wherein the trainee is given simulated assignments involving movement from one location to another. Using a grease pencil to track a route on a piece of plastic placed over a map is an effective technique.

Spelling Quizzes

The F.T.O. should be keeping track of words which are frequently misspelled. The F.T.O. should provide the trainee with this list and schedule a test several days in advance. Perhaps the best method of teaching correct spelling is to have the trainee write the words over and over - fifty or more times!

Role Playing

This is a superb tool for a variety of performance problems including Interview and Interrogation, Field Interviews, and Officer Safety issues.

Role Reversal

This method is essentially the same as Role Playing except that the F.T.O. reverses roles with the trainee. The trainee then watches the F.T.O. perform a task in the same incorrect manner that the trainee had done earlier. The trainee is then required to critique the F.T.O. and offer suggestions for improvement.

Simulations

Similar to Role Playing but usually involving task achievement such as Hand-Cuffing techniques, Vehicle Positioning for car stop purposes and Loading/Unloading the shotgun or weapon in the dark. Simulations are pretend situations which are as realistic as possible but under controlled conditions. For example, the trainee's eyes can be blind-folded to simulate loading the shotgun in darkness. Dummy rounds should, of course, be used.

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Radio procedure and technique can also be taught with this method. The F.T.O. may ask the trainee to respond to all radio calls as though he or she were actually the unit called. Some radio microphones can be turned off so that the trainee can use the microphone to increase the realism. Periodic questions by the F.T.O., referring to previous transmissions, are also effective in that they force the trainee's attention to the radio.

Other Techniques

There are other techniques or strategies that are employed to deal with training issues that occasionally arise with some trainees.

Minority and/or female recruits are sometimes benefited by placing them with training officers of the same ethnic or sexual group. An absence of a role model with which one can make an easy identification will sometimes impede the learning process.

Some trainees occasionally develop the naive belief that "everyone out there is a bad guy" or they develop an aggressive approach to each person they contact. Many F.T.O.s have trainees contact local businessmen, ostensively to complete an "emergency contact card" or to see "how things are going". These contacts are positive experiences for all concerned in that the trainee experiences contact with persons other than suspects and arrestees. Neighborhood Watch meetings and attendance at similar group meetings also reduce the trainee's tunnel-vision approach to the citizenry.

Self-evaluation is another excellent technique, especially valuable for use with a trainee who seems to be having difficulty accepting the criticism of the F.T.O. The F.T.O. begins the watch by providing the trainee with a copy of the Daily Observation Report, advising him or her that they are to complete an evaluation report on themselves at the end of the shift. The F.T.O., of course, also completes one. The trainee's self-evaluation should be reviewed by both parties. Normally the trainee is at least as critical of himself or herself as the F.T.O. The technique has a way of opening the trainee's eyes to his or her problems. This technique should be employed infrequently (no more than once every two - three weeks) in that it will lose its effect if used all the time.

Visits to the Communications Center for feedback from dispatchers regarding the trainee's radio procedure are sometimes valuable. The visit should be preceded by conversation with the dispatcher(s) to ensure that their opinion(s) about the trainee's problems are consistent with those of the F.T.O.

Summary

The F.T.O. should be constantly aware that "hands-on" training is far more effective than any other kind. In order to learn, one must be involved in the learning process. The mere "telling" a trainee will not ensure that learning has taken place. Ask questions (which call for more than a "yes" or "no" answer) and present problems to the trainee. It is only in these ways that we can determine deficiencies, retention and task accomplishment. The preceding suggestions are not all the possible strategies that an F.T.O. may use. The F.T.O. is encouraged to use his or her imagination in that any training tactic is a valuable one if 1) it is not demeaning, dangerous or seen as harassment, 2) is designed to bring about learning and 3) does not expose the F.T.O. or the Department to liability.

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REPORT WRITING EXERCISE #1

GENERAL

This report writing exercise should be given after your review and quiz on the report writing manual. It emphasizes the recruit's ability to classify a report, to include all pertinent information and to exclude unnecessary information. It is not a role-playing exercise.

INSTRUCTIONS

Give the recruit the handout "Report Writing Exercise #1", which describes the incident. Allow 45 minutes for the recruit to make the report. Review the report with the recruit. Indicate the time spent as remedial training and attach the exercise, the report and a report cover sheet to the Daily Observation Report.

DETACH FROM THIS SECTION OF THE EXERCISE AND GIVE TO THE RECRUIT

REPORT WRITING EXERCISE #1

The time is 1930 hours and you are on patrol in the 18th and Castro area. You are now dispatched to a silent alarm at Louis' Happy Club, a tavern at 2050 Nisslon Street. You respond Code-2 and take the most direct route-east on 18th Street to Mission Street, and south on Mission Street to the front of the tavern. You see a broken window near a liquor display and it appears some bottles may be missing. You advise communications of your arrival and provide a brief description of the scene. The hole in the window is approximately 1 ft. by 1 ft. - big enough for a person to reach inside but not big enough to crawl inside. You have communications notify the owner, Louis Salvotti, WM, 53 years, 1060 Vista Court, Your Town, home phone 644-0136 and business phone 545-7271. He tells you that two quarts of Jim Beam Whiskey, valued at $7.50 apiece are missing. You notice a tenant of an apartment above the tavern looking out the window. The tenant, John Jacobs, WM, 40 years, tells you he looked out his window when he heard the alarm and saw two WM's in their 20s, dressed in dark clothing run south on Mission Street and then west on 17th Street.

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REPORT WRITING EXERCISE #2

GENERAL

This exercise emphasizes spelling, accuracy, and completeness. The recruit must confirm various information including the spelling of names. He must ascertain your apartment number and telephone extension, the name of the witness, the currency denominations of· the loss, and establish the specific criminal activity of each suspect.

INCIDENT

You have just left your job at the telephone company and are approached by two suspects. S-1 brandishes a buck knife in his left hand and says: "Your money or your life m_____ f_____". S-2 reaches into your pocket and takes your wallet. Both suspects run south on 2nd Street towards Howard Street. Your co-worker, Henry Burnes, runs over to you and tells you he saw the entire incident. He is not present for the interview.

INSTRUCTIONS

Do not volunteer the spelling of your (v) name or of the witness' name unless the recruit makes some attempt to confirm the spelling. Refer to the witness · only as your "co-worker" unless asked for his name. State that you live in a hotel and that you work for the telephone company but do not volunteer your apartment number or business extension unless asked for it. If the recruit only asks for and accepts a general description of the incident, then be general or vague. For example, your statement might be: "They had a knife and they took my money". However, if the recruit does ask for the specific actions of each suspect, for example, "Who had the Knife?" or "What did the other guy do?", etc., provide the information.

INFORMATION AVAILABLE IF THE RECRUIT ASKS FOR IT

V/R	Smythe(pronounced Smith), Alan V. - address: Grand Southern Hotel, 1941 Mission Street #210, home phone, 563-6132, business phone, 789-1000, extension 212.
Witness:	Burnes, Harry, 25 years, same work address as V/R, no further information available.
Suspects:	#1 - give your own physical description and describe the clothing as "jeans", armed with a buck knife, no further.
	#2 - WM, 20 years, same size as #1, wearing red knit hat, casual clothing, no further.
Loss:	$21.00 in denominations of 4 x $2.00, 1 x $10.00, and 3 x $1.00.

HAVE RECRUIT MAKE A REPORT - REVIEW IT WITH HIM - MAKE COVER SHEET,ATTACH EXERCISE, EXEMPLAR, AND REPORT TO DAILY OBSERVATION REPORT AND INDICATE TIME SPENT ON REMEDIAL TRAINING.

GENERAL

This exercise emphasizes the recruits ability to: Obtain enough information to make a complete and accurate police report; establish the criminal activity of each suspect; obtain a complete description of suspects and vehicle.

INCIDENT

An auto containing two occupants drives into your service station. The driver stays inside the vehicle while the passenger fills the tank. Both suspects leave without paying.

INSTRUCTIONS

Ad-lib the necessary information for your name, age, address, phones, etc., as the recruit asks for it. Answer with information that is familiar to you or that you have written down so that you can check the accuracy of the report.

· If the recruit does not ask what each suspect specifically did, then be general or vague when describing the incident. For example, your statement might be: "They drove in, filled up, and left without paying." If the recruit does ask for the specific actions of each suspect, then provide the information above.

If the recruit only asks for and accepts a general description of suspects and vehicle then be general or vague. For example, if the recruit's only attempt to obtain a description is: "What did they look like?" Your answer might be: "I don't know, they were just two big guys in a dark colored car." However, if the recruit directs your concentration on one suspect at a time and asks specific systematic questions, such as: race, sex, age, height, weight, complextion, hair, moustache, goatee, scars, marks, hat, coat, shirt, pants, shoes, weapon, direction, etc., then provide the information available below.

INFORMATION AVAILABLE IF THE RECRUIT ASKS FOR IT

Vehicle: '57 Chevy, black in color, partial license LM_____, Mickey Mouse sticker on rear window. Escaped south on South Van Ness Avenue from 16th Street.

Suspects: #1 - Physical: same as your own. Clothing: red bandana, white trousers.

            #2 - Physical: same as recruits. Clothing: red shirt, no further.

Loss: $7.50 in gas.

HAVE RECRUIT MAKE A REPORT - REVIEW IT WITH HIM - ATTACH COVER SHEET EXERCISE, AND REPORT TO DAILY OBSERVATION REPORT AND INDICATE TIME SPENT AS REMEDIAL TRAINING.

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REPORT WRITING EXERCISE #4

GENERAL

This exercise emphasizes the recruit's ability to control the interview of an irate, rambling V/R in order to make a "factual, complete, accurate, understandable, concise report." It includes areas of emphasis from the first three exercises.

INCIDENT

A window of a liquor store is smashed at 0230 hours and you (the owner, who lives above the store) has called the police.

INSTRUCTIONS

You are irate as this is the third window smash this month. The officer must get you "back on the track" by asking specific questions. Do not volunteer that you have a loss of two bottles of liquor unless he asks - thereby establishing a burglary instead of malicious mischief. Be vague in giving him a description unless he asks specific questions. For example, if he asks: "What did they look like?" your response might be: "They were big, thats all - it happended fast." However, if he asks specific, systematic questions, then provide him the description available. Do not volunteer the spelling of your name or your apartment number unless he asks for them.

INFORMATION AVAILABLE TO THE RECRUIT IF HE ASKS FOR IT

V/R: Rodrigues, Juan - age, etc., your own - address: Patel Hotel, 2004
             Mission Street, #1, phones, ad lib.

Suspects: #1 - Physical: The same as the interviewing officer.
                  Clothing: Red baseball hat, glasses, jeans, tennis shoes.

             #2 - Physical: The same as your own.
                  Clothing: White t-shirt, brown pants, brown boots.

Direction of escape: North on Mission towards 16th Street, on foot.
Loss: Two bottles of Cutty Sark...value $8.95 each.

HAVE RECRUIT MAKE A REPORT - REVIEW IT WITH HIM - MAKE COVER SHEET, ATTACH EXERCISE, COVER SHEET, AND REPORT TO DAILY OBSERVATION REPORT AND INDICATE TIME SPENT AS REMDIAL TRAINING.

GENERAL

This exercise emphasizes spelling, accuracy, and completeness. The recruit must confirm the spelling of names, ascertain your telephone extension, ascertain the currency denominations of the loss, and establish the specific criminal activity of each suspect.

INCIDENT

You are a grocery clerk working at the cash register. You are keeping your eyes on two suspicious WMs who are in the market. Finally, one of them buys cigarettes at the counter and walks out. A minute later you look for the other. You see him in the back of the store taking money out of your jacket, which is laying on a chair. You chase him and call the police.

INSTRUCTIONS

Be vague in your initial description of the incident: "Two guys ripped off my wallet". The recruit must establish that in fact only one is a suspect. Be vague in your description if the recruit asks general questions: "They were young....etc." If the recruit asks specific questions give the specific information.

INFORMATION AVAILABLE IF THE RECRUIT ASKS FOR IT

V/R   Johnston, Robert - address, 935 Valencia Street
            home phone, 641-5411; business phone 892-2800 ext. 171

SUSPECTS: WM 19 years, give your description so that you can check it
            against the recruits report. Add--if asked for - green
            baseball cap and white tennis shoes.

            Person who entered store with suspect; WM 19 years, describe
            the recruit. Add KYA letters on white undershirt.

LOSS: $175 U.S. Currency - denominations, if asked for--
            1-100; 3-20's; 1-10; 1-5.

HAVE RECRUIT MAKE A REPORT - REVIEW IT WITH HIM - MAKE COVER SHEET AND ATTACH
EXERCISE, COVER SHEET, AND REPORT TO DAILY OBSERVATION REPORT. INDICATE TIME
SPENT ON REMEDIAL TRAINING.

REPORT WRITING EXERCISE #6

GENERAL

This exercise emphasizes the Officers ability to control the interview of an irate citizen, who is the victim of an old con-game.

INCIDENT

You are the victim of a "paddy hustle". A black male approaches you on the street and asks if you want a date with a white female who is standing in a hotel doorway. He accepts your money and waves to the woman, who enters the hotel. He tells you to go to Room 237 and knock once. You discover Room 237 is the janitor's store room.

INSTRUCTIONS

You are irate because you have been tricked. Take it out on the recruit by complaining about the long wait for the police. Co-operate if the recruit attempts to control the interview. Do not volunteer your local address or the name and address of the hotel that the suspect entered. Be vague in description unless asked specific questions.

INFORMATION AVAILABLE IF THE RECRUIT ASKS FOR IT

V/R	Your own name/dob
ADDRESS:	2435 East 24th Street, New York
LOCAL ADDRESS:	Holiday Inn, your town, (until the end of the week)
LOCATION OF OCCURANCE:	Patel Hotel, 1451 Mission Street.
SUSPECT #1	BM, 30 years - ad lib with your own physical description so that you can compare it later.
SUSPECT #2	WF, 25 years, 5'5", 220 lbs., blond shoulder length hair, green dress , white sweater.
LOSS:	$25.00 - 2 x 10's and 1 x 5

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INCIDENT

You are the manger of Bluto's Restaurant. The suspect has ordered steak and eggs and coffee from the waiter. The waiter brings you his master charge card for payment. You phone the master charge company and learn that the card has been reported stolen. You call the police. The waiter tries to detain the suspect but the suspect hits him in the face with a sugar container and escapes. The waiter has left the scene to seek medical aid.

INSTRUCTIONS

The police arrive five minutes after the suspect has left the scene. A preliminary description should be put out as soon as possible. The recruit should establish that the waiter took the order and that you phoned the credit card company. Be vague as to who did what <u>unless</u> the recruit attempts to clarify the incident. You have the necessary information regarding the waiter. The master charge card should be taken by the recruit.

INFORMATION AVAILABLE IF THE RECRUIT ASKS FOR IT

LOCATION: Bluto's Restaurant
            2065 Mission
            564-4831

MANAGER: Ad lib your own information

WAITER: Ramires, Raul (do not volunteer spelling)
           WM 25 years
           Valencia Hotel
           300 Valencia, Room 28 (do not volunteer room number)

LOSS: $7.45 - meal of steak and eggs and coffee.

EVIDENCE: Master Charge Card
           Empty glass of water (optional, and only if the recruit asks for it)

SUSPECT: WM - mexican - 5'10" - "heavy" 200 lbs
           black hair, brown eyes, moustache,
           wearing grey sport coat, red shirt, grey slacks

           ESCAPED ON FOOT TOWARDS 20th STREET

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REPORT WRITING EXERCISE #8

INCIDENT

You are the manager of the Broadway Motel, which has been the scene of many recent thefts for tenant's automobiles. On your way to the laundry room you see the suspect reach into the open trunk of the victim's auto and begin to remove a suitcase. You yell "Hey, what are you doing?" He drops the suitcase and runs. You chase him one block and see him get into the back seat of a getaway car.

You and the victim wait one hour for the police to arrive. She gives you a key that she found in her trunk and she leaves for a dinner engagement.

INSTRUCTIONS

Do not volunteer the information on the victim from the motel registration card, the trunk key, or the description of suspects 2 and 3 <u>unless</u> the recruit asks for them. Digress by complaining of the number of recent thefts; make the recruit control the interview.

INFORMATION AVAILABLE IF THE RECRUIT ASKS FOR IT

MODEL REGISTRATION CARD	
NAME:	Mabel Thompson
HOME ADDRESS:	1492 Anaheim Dr., Los Angeles
HOME PHONE:	(213) 641-8213
VEHICLE:	'67 Ford - LAP 607

MOTEL MANAGER: Barry Johnston
Ad lib your age, address, etc.
Business address: Broadway Motel
                  1011 Broadway
Business Phone: 66407374

SUSPECTS: #1 Asian Male: Give your description so that you can compare the results later.

#2 Male-- driver of auto
#3 Possible female in front seat

EVIDENCE: Trunk key

LOSS: None

TERMINATION PROCEDURES

Not all programs achieve their desired goals nor are all people successful in their endeavors. The Field Training and Evaluation Program is designed to train new officers so that they can function successfully on their own. This level of competency is, unfortunately, not always reached. Some people realize the expectations they had when they entered into law enforcement were unrealistic or unreachable. Others can perform many but not all of the multiple tasks required. Still others are unable to deal with the stress present in the job. Regardless of the cause(s) the unfortunate fact is that some people just do not make it. We must be prepared to deal with this circumstance if it happens.

Termination is stressful, not only for the trainee, but for the F.T.O. and the organization as well. Despite this, in some cases termination is not only necessary but obligatory. If a trainee is not progressing in the program and it has been determined that progress to a satisfactory level is not possible, termination is the only logical step. Field Training Officers sometimes go to extremes to save new employees who are failing. This is laudable but not always fruitful. We should never give up on a trainee who has the slightest chance of success, but we must be realistic towards those who do not. Organizationally, the retention of an employee who is not capable of performing the job would place us and the trainee in an untenable position. Not only would liability be present, but such a decision would cost us in terms of image, money and effectiveness. In coming to grips with a trainee's failure, the stress the trainee would no doubt be experiencing would be reduced and the transition to another career would be made easier.

The Decision to Terminate

Before a decision to terminate is made, some questions must be asked:

1. What are the problems of the trainee?

2. What is causing these problems?

3. What have we done to overcome these problems?

4. How much remediation has been completed?

5. Has there been any improvement after remediation?

6. What are the chances that the trainee will improve in the future?

7. Have we fully documented these problems and our remedial efforts?

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Once the answers to these questions have been reviewed, and the determination remains to recommend termination, a meeting should be held between all F.T.O.s who have trained the new officer, the present Field Training Sergeant, and the Program Commander. The purpose is to discuss the trainee's performance and to ensure that everything has been done to help the trainee make it through the program successfully. If a concensus to terminate is reached, a termination recommendation will be made.

The Program Commander will then forward this information through the Chain-of-Command to the Chief of Police. The Chief of Police will make the final decision to terminate.

Termination Package

The information that is forwarded to the Chief of Police will be contained in a termination packet. The preparation of this packet will be the responsibility of the Program Commander and shall consist of:

1. A memorandum from each Field Training Officer to whom the trainee was assigned. The memo shall reflect the trainee's strengths, weaknesses, improvement, lack thereof and the remedial efforts provided. A chronological, or category by category, format may be used (see sample memorandum at the end of this chapter). The memo will close with the F.T.O.'s recommendation.

2. The Field Training Sergeant will then prepare a memorandum summarizing the report(s) forwarded by the F.T.O.s. This memorandum will include a recommendation by the sergeant.

3. The Program Commander will attach a cover sheet, including a recommendation, to the termination packet and forward it to the Patrol Division Commander. The latter will make a notation on it and give it to the Chief of Police.

4. The packet may include D.O.R.s, S.O.R.s and other information contained in the trainee's program packet. The decision for inclusion is usually the Chief's.

Administrative Hearings (Skelly Rule)

As stated in the Departmental Rules and Regulations, an officer is afforded the right to have a hearing before the Chief of Police if that officer is to be disciplined or terminated. This hearing is known as a "Skelly Hearing". During the Skelly Hearing, the officer is formally advised of any charges and the results of any investigation of facts concerning the incident in question. The officer may, at this hearing, respond to the

charges and investigation. This is the officer's chance to tell his or her side of the story directly to the Chief of Police. An officer may choose to waive the Skelly Hearing, at which time the Chief of Police will then make a determination regarding the status of that individual. "Skelly" rights are, by policy, extended to a trainee whose employment is being terminated even though this type of termination stems from a failure to "perform to standards" rather than for "cause".

Termination

Once a firm decision has been made to terminate, the trainee should be reassigned from a patrol assignment or put on paid leave, whichever is appropriate. Trainees who have been advised that they are to be terminated from the Department, or those who have decided to resign, should not be allowed to perform normal police duties. They are under too much stress and present a liability, not only to themselves, but to others as well. They are formally separated when the Department receives the approval for that action from City personnel. Approval is normally a routine process.

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EXAMPLE OF MEMORANDUM

THE FOLLOWING MEMORANDUM WAS WRITTEN IN SUPPORT OF A DECISION TO RECOMMEND TERMINATION OF A RECRUIT OFFICER. THE FIELD TRAINING OFFICER, NOW A PATROL SERGEANT, WAS CONTACTED TO WRITE THE MEMO AFTER THE RECRUIT HAD COMPLETED HIS ELEVENTH WEEK IN THE FIELD TRAINING AND EVALUATION PROGRAM. HIS PROGRESS AT THAT TIME WAS ASSESSED AT THE FIFTH WEEK LEVEL OF PERFORMANCE AND HE MANIFESTED MOST OF THE THINGS THAT WERE OBSERVED IN THE ATTACHED REPORT.

THIS MEMORANDUM IS PRESENTED AS AN EXAMPLE OF WHAT IS HOPED FOR WHEN SUCH MEMOS MUST BE WRITTEN. IT IS CONCISE, COMPLETE AND WELL WRITTEN. THE READER SHOULD NOTE THE DETAIL OF THE OFFICER'S OBSERVATIONS AS WELL AS THE REMEDIAL EFFORTS THAT HE PUT FORTH.

THE COMMENTS IN THE MARGIN WERE PLACED FOR THE PURPOSE OF CLARIFICATION AND EMPHASIS.

G. F. Kaminsky

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CITY OF SAN JOSE -- MEMORANDUM

TO Glenn F. Kaminsky, Lieutenant   **FROM** Lawrence Crider, Officer #1542

SUBJECT Performance Report - Officer J   #   **DATE** July 5,

APPROVED   **DATE**

On April 24,   , I was assigned to train recruit officer J   . . in
his first through fourth weeks in the Field Training Program. <u>Since the
first week of field training was to be followed by a three-week in-house
academy</u>, I tried to involve J   in as much "street activity" as possible
so that his subsequent classroom experience would be more meaningful.
During this period J   was exposed to a wide variety of situations which
I allowed him to handle, providing assistance as necessary. In more com-
plex situations I handled the call and reviewed the handling of the call
with J   immediately thereafter.

his procedure vas tried with ninimal success

At the end of the first week, based upon J   questions and my own
observations, I concluded J   had problems with:

1. self confidence and assertiveness;

2. orientation and use of the beat maps;

3. hearing and comprehending radio traffic;

4. understanding the principles of accident investigation;

5. knowledge of basic penal code and vehicle code sections;

7. attention to detail and completeness of reports.

Codes in order:

Burglary
Robbery
Dist. Peace
Assault/Batt.
Mal. Mischief
Rape
Drunk .
Theft
Laws of Arrest

To help J   in these areas I suggested that he spend some off-duty time
becoming familiar with our beat, study the report forms and report examples
which I had provided, study the ten-code and spend some time each evening
listening to the police radio on a scanner, which I provided. I also suggested
that he specifically study penal code sections 459, 211, 415, 240, 242, 594,
261, 647, 484, 487, 488, 485, 836 and 837. I also told him he should study
Welfare and Institution code sections 300, 601, 602, 625 and 628, and review
his vehicle code redi-ref.

Juvenile Law Sections

When J . returned to me after the in-house academy, it was evident that he
had taken heed of some of my suggestions; his listening and comprehension of
radio traffic had improved and he had made a map which included all deadend
streets and new streets on our beat. In the other areas, however, there was
no noticeable improvement. During the next three weeks, due to severe problems
in orientation and retention of training, most of our work was confined to very
basic and/or remedial training. Additionally it became apparent that J   ·
lack of application of common sense and prior training to field situations
resulted in an inability to perform basic field activities without close super-
vision.

At the end of our first four weeks J   was still unable to master the job
knowledge objectives listed in the in-service training guide for the first
week. His orientation problems were still blatant and his lack of self
confidence appeared to hamper most of his field performance. For these
reasons I concluded he was still in about his first week in terms of per-
formance, after four weeks of training. I suggested J   be sent to a very ⎰ Suggestion
low stress FTO to bolster his confidence and requested he work the same   ⎱ was heeded
beat to lessen stress regarding orientation. Additionally, I stressed the
fact that the FTO should be aware of J . . weaknesses and not expect much
more than basic performance and direct training toward improvement in this
area. I concluded that unless there was significant improvement within the
next few weeks J   would be unable to satisfactorily complete the field
training program. Refer to the attached summary of observations for specific
details.

                            Respectfully submitted,

                            LAWRENCE W. CRIDER, #1542
                            Field Training Officer
LWC:er   Bureau of Field Operations

PERFORMANCE SUMMARY: Officer J   H   · #   .

PERIOD: Weeks one through four, Field Training Program

TRAINING OFFICER: Lawrence Crider #1542

SHIFT: Days

SIGNIFICANT STRENGTHS:

1. General Appearance: During the four-week period in which I worked with
    J   his appearance was always neat and professional.

2. Response to Criticism: J   actively solicited suggestions for improve-
    ment and admitted problems in performance without rationalization.
    Additionally, he spent considerable off-duty time in efforts to improve
    in his weak areas as was evidenced by the amount and thoroughness of some
    of his extra work which I observed.

3. Relationships with Citizens: J   was always considerate and polite with
    citizens. Additionally, despite his shy nature, J   did a fine job in
    an "Officer Bill" presentation to a group of pre-school children.

SIGNIFICANT WEAKNESS:

1. Absorption and Retention of Training: This was perhaps J   greatest
    weakness, effecting many areas of job performance. This trait can be
    best exemplified by citing relevant examples of his performance and the
    training he received as follows:

    A. Accident Investigation:

Note the detail— FTOs should consider adding case numbers as well.

    1. On April 25,   ., at approximately 1240 hours, J   and I
        responded on an injury accident at 9th and Reed. Since it
        was only his second day in the field, I handled the entire
        accident, allowing J   to observe. After completing the
        investigation at the scene I explained each of the things I
        had done sequentially, giving reasons for each action taken.
        Particular emphasis was placed upon analysis of statements
        and physical evidence to determine the cause of the accident.
        Additionally, I went over a basic procedural plan for handling
        most accidents. J   · was given time to review the report and
        ask any questions he might have. J   indicated he was still
        somewhat confused regarding the determination of the point of
        impact and the conclusions reached based upon evidence

Remedial Training Effort

        analysis. Based upon this response, I assured J   we would
        have some more training in this area.

    2. On April 26,   , at approximately 1020 hours, I gave J
        a simulated accident situation on Senter Road at Alma. I
        drove the police vehicle off onto the shoulder of the road
        and laid some skid in the dirt. J.   was then instructed to

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assume that the vehicle had struck a pole at the front center point of the position of rest. The driver (myself) stated that he was driving his police vehicle southbound on Senter Road when the right front tire blew out and he skidded off the road and into a pole. J   was allowed thirty minutes to obtain information for the diagram, showing a simple "T" intersection, a set of skidmarks and a vehicle at the position of rest. J   was given additional time during the day to complete the report, being instructed to have me check it over when it was ready. J   was unable to properly locate the point of impact and concluded that the skidmarks stopped at the back tires. The sketch he made of the scene was lacking in sufficient details. Each of these areas were covered with J   in an effort to increase his abilities in this area.

3. On May 24,   , at approximately 1410 hours, J   took a brief late reported hit and run report. He made several careless errors such as placing the point of impact east instead of west of McLaughlin Avenue and placing it one mile instead of one-tenth of a mile from McLaughlin Avenue.

4. On May 25,   , J   attended Wednesday night overlap training in accident investigation. He initally received a three-hour lecture on accident investigation, followed by a seven-hour practical exercise in the field. During the practical exercise, J   · was required to apply departmental policy and classroom training in simulated accident situations. J   made numerous errors in both field techniques and in report writing. At each station a critique was conducted so that techniques could be improved. The reports were reviewed and returned to the recruits for review with comments on areas needing improvement. In reviewing the performance scores of the class, I found that J   had the lowest score on each of the two stations to which he had responded.

A 10-hour block of instruction given by the FT&E Progra Staff on a nig when both Training Teams overlap.

5. On May 29,   , at approximately 1115 hours, we responded to an accident at Capitol and Senter. Enroute I reviewed with J . the first few things he should do upon arrival, i.e., protect the scene, check for injured, clear the roadway, etc. J   parked to protect the scene, was immediately informed by a sheriff's deputy that an ambulance was responding and that first aid was unnecessary. I told J , to take charge and handle the accident. J   immediately began interviewing drivers, and later took notes for an accident diagram, without out making any effort during this time to clear the roadway. It took J   almost 30 minutes to remember to call for a tow - remembering just prior to the arrival of the tows, which I had summoned earlier. Additionally, although J   had spent almost two hours at the scene to obtain two statements and complete a diagram, the report was full of errors and omissions. J   also was unable to determine the cause of the accident, although it seemed obvious, and was unable to correctly locate the point of impact. For these reasons I wrote a separate report on the

Done unbe- knownest to Recruit in order to expedite the call.

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accident which was submitted. <u>I gave J a photocopy of the report I had written to serve as a guide; I also made written comments on his report which I allowed him to keep for study purposes.</u>

6. On May 30, , during some slack time, I had J prepare another simulated accident report at Mission and North San Pedro. Although J took overly long (one hour on report worthy of one-half hour) his report was, for the most part, satisfactory.

7. On June 6, , we responded to two injury accidents which I told J to handle:

The first accident at Tully and Senter took J over an hour to complete the on-scene investigation. When he completed the report later, his diagram was inaccurate and incomplete, he had incorrectly located the point of impact, and he left several boxes uncompleted.

The second accident at Phelan and Senter took J. over an hour at the scene, and still his diagram was inadequate. He determined the wrong driver to be at fault until I corrected him, and he was going to leave without notifying a property owner of damage to their sprinkler system.

SUMMARY: J received extensive training in accident investigation during the first four weeks. Despite his plentiful training and review in this area, J was unable to satisfactorily complete an accident report without close supervision.

B. Orientation/Use of Locade:

1. On April 24, J first day with me, I asked him to tell me how to get to a call. At this time it became obvious that he could not utilize the beat maps effectively, which is no an uncommon problem with new recruits. I reviewed the beat map index and symbols with J and assigned him the task of making a district map; the purpose of making such a map is to give the recruit an idea of what major interconnecting streets are in the district to assist in getting around on several beats. A secondary purpose of making such a map is to aid the recruit in retention and recall of the location of major streets by requiring him to put them in their proper respective location and to label them correctly.

2. On April 25, I reviewed J district map which he had pre-pared. I suggested several minor changes such as the inclusion of several major thoroughfares which he had not included, the utilization of arrows indicating one-way streets, and the alteration of some streets which he indicated were thorough-fares to show that they were dead-end streets.

3. On April 26, from 0850 to 0930 hours, we conducted map reading practice. At this time I required J to utilize the map which he had made to assist him in directing me from one place to another across the beat. At this time it was obvious J was still having serious problems coordinating the use of the maps and finding his way around.

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4. On April 27, J   last day with me prior to the in-house
    academy, I suggested he spend some of his evening or weekend
    hours driving around the beat to familiarize himself with
    some of the major streets. This would also assist J   in know-
    ing what direction he was traveling and make orientation easier.

5. On May 24, I told J   to drive me from Junction Avenue near
    Brokaw to J. W. Fair School. J   drove to Junction and Rogers
    and had to stop to check his beat map. He then drove south on
    Rogers to Queens Lane to Old Bayshore Highway, where he again
    referred to his beat map. He then drove south, turned onto Tenth
    Street and proceeded southbound. At Tenth and Highway 280, J
    looked at his map again and turned onto the freeway going west-
    bound. J   . kept glancing at the map going westbound on the
    freeway and at Bird and Highway 280 said, "I think I'm going the
    wrong way." By 280 and the Southwest Expressway exit John con-
    cluded he was going the wrong way, exited the freeway, turned   } 5 Mile
    around and got back on 280 eastbound. By glancing at his map,   Trip
    J.   selected the McLaughlin Avenue exit. He turned left onto
    McLaughlin Avenue, northbound, and drove until approximately
    William Street before realizing he was again going the wrong way.
    He made a U-Turn and went southbound, glancing again at his beat
    map at McLaughlin and Story. J   then turned left onto Story
    Road eastbound and after crossing Highway 101 realized he was,
    alas, going the wrong way again. He made a U-Turn at Knox Avenue
    and pulled to the curb to look at his beat map. He then drove
    westbound on Story until he got to Roberts Avenue, where he
    realized he had bypassed McLaughlin Avenue. He made a U-Turn
    and drove back to McLaughlin, where he turned southbound, finally
    arriving at Fair School - after approximately twenty minutes.

6. From Fair School I told J   to drive me to San Jose Bible College.
    Again J   made several wrong turns and was unable to get to the
    Bible College after twenty minutes, by which time we had received   } 1½ Mile
    a radio assignment and had to discontinue the exercise.   Trip

7. On May 25, during Wednesday night overlap training, I was acting
    as dispatcher in an accident investigation class. Due to a man-
    power shortage several training units were "in-service" for long
    periods of time with no assignment, so I sent them on unfounded
    calls to allow them an opportunity to utilize map reading and
    orientation skills. Keeping J.   , problems in this area in mind,
    when it was his turn to drive I sent him on a call at 215 Gish
    Road. A short time later J   indicated he had arrived and that
    there was no accident. I advised him to check 715 Gish Road.
    Approximately 30 seconds later he advised that area was also clear,
    stating he had driven the entire length of Gish Road. I knew
    that it was impossible to get from the 200 block of Gish to the
    700 block in so short a period of time because Gish Road is broken
    into three segments which can only be reached by driving a circui-
    tous route. The next training day I asked J   . about Gish Road
    and found out he had only located the 300 block, thinking that was
    the entire road.

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8. On May 27 we arrested a drunk at First and Oak. J headed
   for Detox by driving southbound on First Street to Alma. At
   this point he concluded he was going the wrong way and made a
   U-Turn. J had to stop three times to recheck his bearings
   and took approximately twenty minutes to get to Detox, while   { 2 Miles
   the drunk complained several times, asking where we were going
   and asking why didn't we just take him to Detox. Later in the
   day J had trouble telling me how to get to Clemence Court
   from Highway 101 and when assigned a non-injury accident at
   Capitol and Senter, took ten minutes to find that intersection
   on a beat map - and then only with assistance.

9. On May 30 I reviewed basic map reading procedure with J ,
   explaining he had to first know where he was, then find out
   where he wanted to go, and finally select the best route in
   between. I stressed utilization of major thoroughfares to
   reduce the number of directional changes necessary.

10. On June 6 J received a call while driving in a housing
    tract in Beat 61. Instead of utilizing his beat map, J
    tried to find his way out of the tract by dead reckoning.
    It took us nearly five minutes to get out of the tract and
    J. never once thought of consulting his beat map. This was
    duly noted on his evaluation at the end of the day.

11. On June 7 J received a call on South 22nd Street. Again
    failing to utilize the beat map, he made several wrong turns
    resulting in a response time which was considerably longer
    than necessary.

SUMMARY: J . received extensive training and practice in utilization
of beat maps. Despite his training, J failed to apply the principles
he had been taught unless reminded or directed to do so. Consequently,
J was unable to consistently get to calls in a reasonable time.

C. Job Knowledge: Penal Code/Vehicle Code

Assault and Battery: 240-242

1. On April 25 J . observed me take a report on a Battery. After
   the call he was allowed to review the report and I also discussed
   with him the elements of Assault and the elements of Battery.

2. On April 27 I gave J . a list of basic Penal Code sections to
   study, stating knowledge of these sections was vital to basic
   police work. Among the sections were 240 and 242 PC.

3. During the week of May 22 to May 25 we reviewed 240 and 242 PC as
   scheduled in the in-service training guide, additonally.

4. On May 23 we took a report on a child molest which was very close
   to a simple Battery, and at this time I reviewed the elements
   of each.

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5. On May 24 J   took a report on a Battery at the Children's Shelter.

6. On May 30 we spent some time reviewing Penal Code and Vehicle Code sections, wherein it was apparent J   was still having problems mastering some of the sections.

7. On May 31, while I was busy, I instructed J . to study Penal Code and Vehicle Code sections and he was given an hour and forty-five minutes to do so. J   was given a verbal quiz on these sections and was unable to precisely define the elements. His weakness in this area was subsequently noted on his daily evaluation.

8. On June 5 J ' did poorly on a verbal quiz on Penal Code and Vehicle Code sections to be learned in weeks one and two of Field Training. He was told to study these sections because he would be quizzed on them the following day.

9. On June 6 J .. took a written quiz and was unable to articulate the elements of Assault. This section and Battery were reviewed and he was told to study for a repeat quiz the following day.

10. On June 7 J   was able to minimally articulate the elements of Assault he was to have learned in the first week.

SUMMARY: Despite intensive review of common Penal Code sections, J was unable to master the elements of these sections within a reasonable time frame. Although 240 and 242 PC are cited as examples, J . had similar difficulties in learning the Vehicle Code and frequently was unable to draw proper conclusions regarding the causative factors in accidents due to an inability to apply Vehicle Code sections to field situations. After four weeks of training he was unable to master PC/VC scheduled for the first week of training.

Penal Code/Vehicle Code

2. Field Performance: (non-stress/moderate stress conditions) Although J did not receive as much formal training in some of the areas listed below, he did receive guidance but showed little improvement.

A. Officer Safety: J   was basically too trusting of everyone and did not respond to training in proper officer safety habits. Perhaps this may best be illustrated by some comments from his daily observation reports:·

5/29: "Stood close to 10-51 (drunk)/possible 5150 (insane person) to look into his eyes (attempting to ascertain intoxication- when blatantly obvious)"

5/30: "Generally stands too close to people - does not watch them"

6/5: "Handcuffed prisoner so one cuff did not latch" (careless handcuffing)

"Took prisoner to toilet in trailer without securing weapon first"

"Stood close to 6M (misdemeanor want) subject looking down writing on notepad"

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"Ran radio check where 6M could hear traffic"

"Allowed 6M to get object out of glove box - unobserved"
(Could have been weapon)

"Positioned patrol vehicle to expose passenger officer"

"Walked up to front of house in front of window looking for
10-72 (stabbing) suspect"

"Failed to check under rear seat after prisoner transport"

B. Report Writing:

In addition to problems previously mentioned under Accident Investi-
gation, J. . consistently had problems with attention to detail on
reports; he frequently left boxes blank and made numerous careless
errors which resulted in excessive time spent on reports. Additionally,
heavy usage of "liquid paper" was required to make most reports
"minimally acceptable." Basically, J. could not be relied upon
to take a report without close supervision.

C. Radio Usage:

J admitted to having problems comprehending and hearing transmissions
for our unit. During the three-week in-house period I loaned him a
police scanner to listen to in order to help in this area. During the
four weeks he was with me J had trouble mastering disposition codes
and radio procedure to such a point that other training officers and
Sgt. Bullock made comments to me regarding his poor radio usage. At
the end of the fourth week J was still giving improper dispositions
and was having trouble copying traffic.

D. Driving (non-stress):

J. had a tendency to make more than the average number of driving
errors. Part of this seemed related to driving skill as J had a
tendency to take turns too wide and accelerate unevenly. J also
was somewhat careless, making several moving violations while he was
with me.

E. Driving (moderate stress):

On June 7 J had occasion to respond on a report of a possible
burglary in progress. He drove only 5 MPH faster than he had been
driving when not responding to a call. Additionally, when I told J
to speed up and utilize the emergency equipment to traverse inter-
sections, his driving actually slowed down; in utilizing emergency
lights to traverse intersections against the light when safe, J
actually drove more cautiously and yielded to more vehicles than he
did in normal driving. Many times he yielded to vehicles which did
not constitute a hazard and were approaching slowly, thereby signifi-
cantly slowing our response to such an extent I feel he would have
gotten there quicker driving normally.

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F. Command Presence/Bearing:

J. had three incidents which reflected upon his ability to take
command in a field situation and/or make a decision which were as
follows:

1. On May 22, at approximately 1515 hours, we responded to
    1423 Carnelian on a report of a prior disturbance. I directed
    J. to handle the call using his own judgment. Almost immediately
    I noticed J. was having trouble conducting a simple interview
    and in forming logical sequential questions. I let J. continue
    the interview which came to peak when the reporting party said of
    the juvenile suspect, "I think someone should talk to his parents."
    To this statement J. replied, "Maybe someone should talk to his
    parents." After which he turned and looked at me waiting silently
    for me to make a decision on what we should do. After an un-
    comfortable silence of approximately ten seconds, in which J.
    made no effort to say or do anything more, I took over the interview
    and told the reporting party that we would go try to talk to the
    boy's parents.

    Going to the suspect's address I reviewed applicable laws with
    J. and once again told him to take charge of the call. After
    knocking on the door, J. was met by the suspect's mother. When
    she inquired why the police wanted to talk to her son, J. began
    explaining. His comprehension of the situation was so lacking
    and his manner so apologetic that when he began a sentence with
    "I don't know exactly how he did it, but..." he was interrupted
    by the suspect's mother. She stated flatly, "You don't know how
    it happened? Then why am I talking to you. You don't even know
    what your're talking about!" She began to close the door and
    J. stood mumbling something inaudibly. At this point I stepped
    in and handled the call.

2. On June 5 we responded on a family fight on Beat 72. Upon
    arrival the female reporting party was standing outside her
    apartment. As we exited the police vehicle, she waited for us to
    approach. When we were almost on the porch she turned around and
    preceded us into the house, about two steps ahead of J.   As
    soon as she entered the door she and her husband began shouting
    at one another. Meanwhile J. stopped at the open doorway and
    knocked, waiting to be verbally invited in. I had to tell him to
    go ahead and go inside.

3. On Jun 6 J. began making car stops. What soon became obvious
    was that the only thing he was stopping cars for was no front
    license plate. After two such stops I knew what to expect when
    he made a U-Turn saying "I don't think she had one." He drove
    past the car which was now pulling into a parking space at the
    Valley West Apartments and looked in the rear-view mirror saying,
    "I didn't think so." At this time I confirmed that the vehicle
    in question had no front plate. He then made another U-Turn and
    drove back past the car again; he drove down a full block before
    making another U-Turn to approach the vehicle from the rear. As
    he drove up and began stopping behind the vehicle he noticed that
    the car was no longer occupied - the driver having gone into her
    apartment by this time.

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G. Common Sense:

In addition to common sense problems presented under previous category headings, J . manifested numerous problems in utilizing common sense, most of which follow:

1. On May 29 we responded to take a report on a stolen vehicle at 1421 Clemence Court. The reporting party stated the owner had come and taken his motorcycle. J   interviewed the reporting party for approximately five minutes, and at the end of this time had no idea what was going on. He never thought to ask why the reporting party had called the police or what relationship there was between her and the owner of the stolen vehilce.

2. On June 5 we responded to a request for assistance at 1053 Fair Avenue. Upon arrival we met with the reporting party who had a handcuff affixed to her wrist. J   unlocked the cuff, handed it to the reporting party and began walking out the door. It had not occurred to him that the reporting party might be an escapee or possibly have stolen handcuffs, and he made no effort to ascertain her identity until directed to do so.

3. On June 5 we heard radio traffic regarding a knifing on an adjacent beat. One unit was assigned and the communications dispatcher requested a unit to fill. J   made no effort to volunteer, although we were very close to the call; he waited until we were assigned to take any action. Upon later entering the suspect's residence, J   was asked if he had searched for the knife. He indicated that he had and made no effort to search any further, stating that he had looked on the couch upon which the suspect was sitting. Officer Brown and I walked freely about the residence and found the bloody knife in the kitchen sink. When asked again if the knife might be somewhere other than by the couch, J . could only guess "It might be in the yard" in spite of the suspect's statement that the victim had chased her into "the kitchen" where she "grabbed a knife."

4. On June 5 we also had occasion to book a suspect into county jail on warrants. J.   conducted the strip search on the subject who asked J   if he wanted to take his property (as required by jail procedure). Although we had booked people before, J . replied, "No, you can keep it with you."

5. On June 6 we responded to an accident at Senter and Tully. Upon completion of the report J   offered one of the drivers (whose vehicle had been towed) a ride to her home nearby. When she got into the back seat, J.   closed and locked the door. He then tried to figure out how to get to her home with a beat map while she sat in the rear seat with no ventilation in approximately 80-90 degree heat. Upon taking her home, J   immediately checked under the rear seat for weapons or contraband while she was still present.

6. On June 7 we responded on a call of an attempt to locate a ranch escapee. J   interviewed the reporting party at length regarding the location of the suspect because the reporting party did not know the street address. J.   did not think to ask the reporting party to accompany us and point out the apartment until the reporting party offered to do so. We obtained a description of the suspect and had the reporting party point out the residence. As we approached the apartment, I observed some-one generally matching the suspect description enter the open rear sliding-glass door of the apartment. In order to allow J to gain more experience, I sent him to the front door with the specific instructions that if he saw anyone who "even vaguely resembled the suspect's description" he was to have them exit the apartment and accompany him to where I was waiting by the rear fence. After waiting a while I went to the front to see what J was doing. He was just walking away from the front porch. I asked him if he had seen the male subject inside and he replied, "yes" but stated the subject had the first name of "Robert" and was in the apartment with his sister. As we walked back to the car I asked J   how he had confirmed the subject's identity and he replied that the girl had told him it was her brother "Robert." By this time we were back to the car and I asked J.   what kind of hard identification he had seen, and he indicated he had accepted the girl's word. At this time I asked the reporting party if the girl who lived there had a brother named "Robert" and he replied "No." We returned quickly to the residence but the suspect had escaped, essentially because J   <u>failed to follow specific instructions.</u>

As stated initially, and based upon the preceding observations, I concluded that J   performance after four weeks, at best, was at a level normally consistent with the first week of training.

Respectfully submitted,

LAWRENCE W. CRIDER #1542
Field Training Officer

LWC:er

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RECRUIT OFFICER MANUAL

AND

RECRUIT OFFICER TRAINING GUIDE

The material in the sections that follow represent a collection which is as necessary to the accomplishment of the mission of the Field Training and Evaluation Program as any in the preceding sections.

The first section is called the Recruit Officer Manual. The main purpose of the manual is to reduce the feelings of uncertainty and threat that often surround the "unknown." The secondary purpose is to provide the recruit with information that he needs to know about the Field Training and Evaluation Program, its expectations of him and for him, and the procedures by which these expectations will be accomplished.

The Recruit Officer Manual, and the accompanying Recruit Officer Training Guide, is given to the recruit upon his graduation from the basic police academy. San Jose's police officers attend a regional academy and, upon its completion, they report for a two or three week "In-House Academy" where policies, procedures and other information specific to the San Jose Police Department is presented. An overview and explanation of the Field Training and Evaluation Program is included as one of the blocks of instruction in this mini-academy. The manual and guide are given to the recruits at that time.

The Recruit Officer Manual contains a variety of information including an explanation of the program; a review of the Field Training Officer's role; an explanation of the evaluation process, including sample daily and weekly evaluation forms; other forms necessary to the accomplishment of the evaluation process; and, finally, a set of the Standardized Evaluation Guidelines are included to enhance the recruit's understanding of the levels of performance that are acceptable and unacceptable.

The Recruit Officers Training Guide is, as its name implies, the map that guides the recruit through much of the training that he receives while in the program. The training guide material presented in these pages is not all inclusive of any one agency's, but consists of a number of examples of how various agencies have developed their guides. Also included are examples of reference materials and tests designed to augment the subject matter.

In order for a training guide to be useful to the recruit and to the Field Training Officer, it should meet the majority (if not all) of the following criteria:

1. It should be broken into week by week segments.
2. The subject matter should move from the simple to the complex as the weeks go by.
3. A place should be provided for the trainer to indicate that he covered the material and the date that it was covered. It should also reflect if and when the recruit was able to master the task or prove that he possessed the required level of knowledge.
4. It should be viewed as an additional evaluation instrument in that learning difficulties can be identified through excessive gaps in the time between training and performance.
5. The guide should cover performance *and* knowledge (or academic) areas. The Field Training and Evaluation Program experience should not be viewed as purely On the Job Training, and a continued emphasis on reading and study should be part of the training.
6. Objective tests should be a regular part of the Field Training and Evaluation Program training. These paper and pencil tests are often given the first day

back to work each week and are designed to cover, although not completely, the subjects in the previous week's training guide. Many programs require a 70% pass-point when administering these tests.

7. Reference materials should be provided, either in the manual or in handouts distributed at appropriate times. Handouts and reference material establishes a standardization of information which is oftentimes necessary in order to objectively evaluate learning and retention.

While it is recommended that each Field Training and Evaluation Program have a Recruit Officer Training Guide, no one agency's guide will serve another department in any way other than as a reference to format. Each agency's needs, requirements and procedures differ, so should the training guide, and every department must develop its own.

It is strongly recommended that the recruits, academy staff, members of the training unit, and Field Training and Evaluation Program personnel all have a hand in the preparation of this all-important training resource.

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The OBJECTIVES of Performance Evaluation
Systems are to:

Report Information in a Fair and Objective
Manner

Identify Knowledge and Skill Levels

Document Improvement

Verify Standardization of Training

Document Remedial Efforts

Evaluate Trainer's Interest, Skill, and
Methodology

Identify Quantity and Quality of Academy
Training

Validate Entry-level Selection Process

Provide Information for Decision re: Status

GFK183

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SIX POTENTIAL HAZARDS INHERENT IN DEVELOPING &

IMPLEMENTING FIELD TRAINING OFFICER (FTO) PROGRAMS

Background

Over the past five years especially, Field Training Officer (FTO) Programs have proliferated in law enforcement as the preferred model for the training of police recruit personnel.

Summarily, FTO Programs are a form of "on-the-job training" which are highly structured and specifically geared to the duties and responsibilities inherent in enacting the police role. The Program which may occur after or during formal classroom or academy training typically involves the assignment of one or more experienced police officers (i.e., "FTOs") to new recruit personnel for the purpose of providing real on-the-street training, evaluation and re-training. Ultimately, the objective of FTO Programs is to prepare recruit personnel for solo assignments in the field.

The advantages of well-developed and implemented FTO Programs are numerous. For example, they serve to compensate for recruit selection errors made in the applicant screening process, by allowing for the termination in employment of recruits who are unable to learn to successfully acquire critical police skills. This is particularly important today in light of the limitations which have been placed on applicant selection procedures. FTO Programs also allow for the <u>application</u> of knowledge and the development of skills which the classroom academy environment is largely unable to do. Academy training typically focuses on the <u>acquisition</u> of knowledge with little opportunity to learn to apply that knowledge in real police contexts. Given the proper selection and training of FTOs, FTO Programs provide one or more "models" for new recruit personnel to learn to emulate or imitate, thus advancing the Department's concept of competent and compassionate police work. FTO Programs, if orchestrated properly, produce productive new police personnel in a period of time far shorter than what historically was necessary. They also accomplish this objective in a manner consistent with current state-of-the-art professional training practices and legal mandates. Finally, FTO Programs provide a system of job-related criteria necessary for the validation of selection or screening standards and requirements.

For these and other reasons, FTO Programs have quite properly experienced growth and application in the law enforcement profession. It is expected that this type of police recruit training will continue to flourish in the future.

The author's personal experience as participant in and product of a nationally-known and imitated FTO Program,[1] and the collective experience which has been acquired in such programs suggest certain cautions which must be attended to when developing and implementing FTO Programs. These potential hazards are discussed below; their recognition and resolution are vital prerequisites for the orchestration of a high quality and mature FTO Program.

*Overemphasis on Technical Skills. It is not unusual for a FTO Program to overemphasize, if not become pre-occupied with, those technical skills inherent in police work, in contrast to what may be referred to as the "soft" or interpersonal skills. Technical skills refer, for example, to such activities as use of the locale (i.e., beat maps), use of the radio and 10-Code, and knowledge of the vehicle code. Quite clearly, the acquisition of skill in these areas is critical, but when emphasized to the extent of shortcutting or dismissing the "softer" skills, an important error may be made. "Softer" skill areas include: attitude toward police work, self-initiated activity, and relationships with citizens, minorities, and other police personnel. This overemphasis on technical skills may be due to the seemingly greater ease with which these skills are taught in contrast to the "softer" skill areas. Should this be the case, it is not surprising then, that the more rewarding aspects of recruit training to the FTO would be in the technical skill areas where improvement is more easily achieved and clearly revealed.

*More Evaluation Than Training. The Field Training Officer in a FTO Program must perform the dual role of training and evaluation. That is, he or she must train the recruit in previously established skill areas and then evaluate the recruit's ability to display those skills. Evaluation in such a context is an easier role to fulfill than training, especially when the recruit is not quickly responding to the training being provided. Under such circumstances, when more creative training and/or patience is required, there may be a tendency for the FTO to become more evaluation-oriented; to build a case, so to speak, against the value of continued training for the recruit. Although to be discussed at some length in a subsequent section concerning the selection and training of FTOs, some FTOs may take a "sink or swim" attitude in regards to recruit training. Such a philosophy contradicts the very essence of FTO Programs.

*"Typing" of Recruits. Although there is some benefit to be derived by referring selection/screening and/or classroom academy performance information to FTOs upon entry of a recruit into the FTO Program, should this information be negative, there may

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[1] San Jose (CA) Police Department; 1973 through 1976. Roberts, M. and Allen, R. The San Jose Police Department Field Training Officer Program. Unpublished, undated manuscript.

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be a tendency to pre-judge the recruit, resulting in a compromised field training effort. Although less likely to occur, it is also possible for a recruit to carry with them into the FTO Program a positive "jacket". In either case, self-fulfilling prophecies may strongly influence the character of training provided and the individual recruit's response to it. It is therefore necessary to disallow preliminary and often undocumented negative information from influencing the levels of energy and conscientiousness devoted to the training of recruits by FTOs, especially those recruits who enter the FTO Program with a negative "jacket".

Related to this potential hazard is the transferring of negative information from one FTO to another in those FTO Programs where more than one FTO is assigned to and trains each recruit. The purpose of having recruits trained by more than one FTO is two-fold; one, to allow the recruit the benefit of learning the police role from more than one "model"; and two, to avoid the unfair consequences of personality conflicts which may arise between a recruit and a FTO. Although it is important for one FTO to transfer to the next FTO a recruit's strengths and weaknesses, this information should be used by the new FTO to resolve and correct deficiencies, not to further document these weaknesses for an eventual termination recommendation.

*Too Short And/Or Too Demanding. For whatever the reasons may be, there is often a tendency for FTOs and FTO Program administrators to expect too much too fast from recruits in terms of performance. Perhaps many FTOs have long forgotten their early sophomoric attempts at learning the police role. Perhaps they view the more extensive classroom training of today as having such quality as to justify their high expectations for the rapid assimilation of the field training they provide. Regardless of the reasons, expectations regarding the performance of new recruits, no matter the duration of the classroom academy, must be tempered with a respect for the complexity of police work today. A three-month FTO Program, which is typical of the duration of such recruit field training programs, is not all that long. Additionally, certain critical skills are particularly difficult to acquire in a relatively short period of time (e.g., self-initiated activity).

*Too Young And/Or Inexperienced FTOs. FTO Programs which are not well developed and administered are more likely to attract energetic and young, but inexperienced personnel. Clearly, one of the key elements in a successful FTO Program is the quality of the FTOs; their selection, their training, and their supervision. The ingredients necessary for a good FTO are numerous; skill and knowledge, motivation, patience, maturity, and a desire to train new recruits are but a few of these prerequisites. Unless having had prior police and/or other maturity developing experiences, personnel selected to perform as FTOs with a couple of years of field experience is inappropriate and counterproductive. The avenue for attracting well-qualified personnel for FTO assign-

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ments must be decorated with a strong administrative commitment
to the Program and respect for the judgment of individual FTOs
with regard to their recruit disposition recommendations.

*Disliked vs. Incompetent Recruits. One final potential hazard
in FTO Programs is the rare but nevertheless real occasion where
a recruit is recommended for termination more out of dislike than
lack of competence. Just as motorists or other people who come
into contact with the police may fail "the personality test" so
may some police recruits. If these personality factors are job-
related, then such a recommendation is easily supported. Howev-
er, if they are not, it is incumbent upon FTO Program personnel
to insure that all recruits get a fair shake, are afforded the
training opportunities that each deserves, and are evaluated
accordingly.

Conclusions

The six potential hazards described above can develop in any FTO
Program, no matter how well developed and administered. Each can
detract from the basic soundness inherent in such programs.
Awareness of and attention to these pitfalls can only enhance the
quality of FTO Programs, and contribute to the avoidance of the
consequences of negligent training and retention.

Terry Eisenberg, Ph.D.

2 Schmidt, Wayne W. Recent developments in police civil liabil-
ity. Journal of Police Science and Administration, 1976, 4, 197-
202.

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HOW TO CHOOSE A LEADERSHIP PATTERN

Should a leader be democratic or autocratic in deal-
ing with his subordinates -- or something in between?

By Robert Tannenbaum and Warren H. Schmidt

"I put most problems into my group's hands and leave it
to them to carry the ball from there. I serve merely as a catalyst,
mirroring back the people's thoughts and feelings so that they can
better understand them."

"It's foolish to make decisions oneself on matters that
affect people. I always talk things over with my subordinates, but
I make it clear to them that I'm the one who has to have the final
say."

"Once I have decided on a course of action, I do my best to
sell my ideas to my employees."

"I'm being paid to lead. If I let a lot of other people
make the decisions I should be making, then I'm not worth my salt."

"I believe in getting things done. I can't waste time
calling meetings. Someone has to call the shots around here, and
I think it should be me."

Each of these statements represents a point of view about
"good leadership." Considerable experience, factual data, and
theoretical principles could be cited to support each statement,
even though they seem to be inconsistent when placed together.
Such contradictions point up the dilemma in which the modern manager
frequently finds himself.

New Problem

The problem of how the modern manager can be "democratic" in
his relations with subordinates and at the same time maintain the
necessary authority and control in the organization for which he is
responsible has come into focus increasingly in recent years.

Earlier in the century this problem was not so acutely felt.
The successful executive was generally pictured as possessing
intelligence, imagination, initiative, the capacity to make rapid
(and generally wise) decisions, and the ability to inspire subordinates.
People tended to think of the world as being divided into "leaders"
and "followers."

New Focus

Gradually, however, from the social sciences emerged the concept of "group dynamics" with its focus on members of the group rather than solely on the leader. Research efforts of social scientists underscored the importance of employee involvement and participation in decision making. Evidence began to challenge the efficiency of highly directive leadership, and increasing attention was paid to problems of motivation and human relations.

Through training laboratories in group development that sprang up across the country, many of the newer notions of leadership began to exert an impact. These training laboratories were carefully designed to give people a first-hand experience in full participation and decision making. The designated "leaders" deliberately attempted to reduce their own power and to make group members as responsible as possible for setting their own goals and methods within the laboratory experience.

EXHIBIT I. CONTINUUM OF LEADERSHIP BEHAVIOR

Boss-centered leadership						Subordinate-centered leadership
Use of authority by the manager				Area of freedom for subordinates		
↑ Manager makes decision and announces it.	↑ Manager "sells" decision.	↑ Manager presents ideas and invites questions.	↑ Manager presents tentative decision subject to change.	↑ Manager presents problem, gets suggestions, makes decision.	↑ Manager defines limits; asks group to make decision.	↑ Manager permits subordinates to function within limits defined by superior.

It was perhaps inevitable that some of the people who attended the training laboratories regarded this kind of leadership as being truly "democratic" and went home with the determination to build fully participative decision making into their own organizations. When ever their bosses made a decision without convening a staff meeting, they tended to perceive this as authoritarian behavior. The true symbol of democratic leadership to some was the meeting -- and the less directed from the top, the more democratic it was.

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Some of the more enthusiastic alumni of these training laboratories began to get the habit of categorizing leader behavior as "democratic" or "authoritarian." The boss who made too many decisions himself was thought of as an authoritarian, and his directive behavior was often attributed solely to his personality.

New Need

The net result of the research findings and of the human relations training based upon them has been to call into question the stereotype of an effective leader. Consequently, the modern manager often finds himself in an uncomfortable state of mind.

Often he is not quite sure how to behave; there are times when he is torn between exerting "strong" leadership and "permissive" leadership. Sometimes new knowledge pushes him in one direction ("I should really get the group to help make this decision"), but at the same time his experience pushes him in another direction ("I really understand the problem better than the group and therefore I should make the decision"). He is not sure when a group decision is really appropriate or when holding a staff meeting serves merely as a device for avoiding his own decision-making responsibility.

The purpose of our article is to suggest a framework which managers may find useful in grappling with this dilemma. First we shall look at the different patterns of leadership behavior that the manager can choose from in relating himself to his subordinates. Then we shall turn to some of the questions suggested by this range of patterns. For instance, how important is it for a manager's subordinates to know what type of leadership he is using in a situation? What factors should he consider in deciding on a leadership pattern? What difference do his long-run objectives make as compared to his immediate objectives?

Range of Behavior

EXHIBIT I presents the continuum or range of possible leadership behavior available to a manager. Each type of action is related to the degree of authority used by the boss and to the amount of freedom available to his subordinates in reaching decisions. The actions seen on the extreme left characterize the manager who maintains a high degree of control while those seen on the extreme right characterize the manager who releases a high degree of control. Neither extreme is absolute; authority and freedom are never without their limitations.

Now let us look more closely at each of the behavior points occurring along this continuum:

The manager makes the decision and announces it.

In this case the boss identifies a problem, considers alternative solutions, chooses one of them, and then reports this decision to his subordinates for implementation. He may or may not give consideration to what he believes his subordinates will think or feel about his decision; in any case, he provides no opportunity for them to participate directly in the decision-making process. Coercion may or may not be used or implied.

The manager "sells" his decision.

Here the manager, as before, takes responsibility for identifying the problem and arriving at a decision. However, rather than simply announcing it, he takes the additional step of persuading his subordinates to accept it. In doing so, he recognizes the possibility of some resistance among those who will be faced with the decision, and seeks to reduce this resistance by indicating, for example, what the employees have to gain from his decision.

The manager presents his ideas, invites questions.

Here the boss who has arrived at a decision and who seeks acceptance of his ideas provides an opportunity for his subordinates to get a fuller explanation of his thinking and his intentions. After presenting the ideas, he invites questions so that his associates can better understand what he is trying to accomplish. This "give and take" also enables the manager and the subordinates to explore more fully the implications of the decision.

The manager presents a tentative decision subject to change.

This kind of behavior permits the subordinates to exert some influence on the decision. The initiative for identifying and diagnosing the problem remains with the boss. Before meeting with his staff, he has thought the problem through and arrived at a decision -- but only a tentative one. Before finalizing it, he presents his proposed solution for the reaction of those who will be affected by it. He says in effect, "I'd like to hear what you have to say about this plan that I have developed. I'll appreciate your frank reactions, but will reserve for myself the final decision."

The manager presents the problem, gets suggestions, and then makes his decision.

Up to this point the boss has come before the group with a solution of his own. Not so in this case. The subordinates now get the first chance to suggest solutions. The manager's initial

role involves identifying the problem. He might, for example, say something of this sort: "We are faced with a number of complaints from newspapers and the general public on our service policy. What is wrong here? What ideas do you have for coming to grips with this problem?"

The function of the group becomes one of increasing the manager's repertory of possible solutions to the problem. The purpose is to capitalize on the knowledge and experience of those who are on the "firing line." From the expanded list of alternatives developed by the manager and his subordinates, the manager then selects the solution that he regards as most promising.[1]

The manager defines the limits and requests the group to make a decision.

At this point the manager passes to the group (possibly including himself as a member) the right to make decisions. Before doing so, however, he defines the problem to be solved and the boundaries within which the decision must be made.

An example might be the handling of a parking problem at a plant. The boss decides that this is something that should be worked on by the people involved, so he calls them together and points up the existence of the problem. Then he tells them:

"There is the open field just north of the main plant which has been designated for additional employee parking. We can build underground or surface multilevel facilities as long as the cost does not exceed $100,000. Within these limits we are free to work out whatever solution makes sense to us. After we decide on a specific plan, the company will spend the available money in whatever way we indicate."

The manager permits the group to make decisions within prescribed limits.

This represents an extreme degree of group freedom only occasionally encountered in formal organizations, as, for instance, in many research groups. Here the team of managers or engineers undertakes the identification and diagnosis of the problem, develops alternative procedures for solving it, and decides on one or more of these alternative solutions. The only limits directly imposed on the group by the organization are those specified by the superior of the team's boss. If the boss participates in the decision-making process, he attempts to do so with no more authority than any other member of the group. He commits himself in advance to assist in implementing whatever decision the group makes.

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[1] For a fuller explanation of this approach, see Leo Moore, "Too Much Management, Too Little Change," HBR January-February 1956, p. 41.

Key Questions

As the continuum in Exhibit I demonstrates, there are a number of alternative ways in which a manager can relate himself to the group or individuals he is supervising. At the extreme left of the range, the emphasis is on the manager -- on what he is interested in, how he sees things, how he feels about them. As we move toward the subordinate-centered end of the continuum, however, the focus is increasingly on the subordinates -- on what they are interested in, how they look at things, how they feel about them.

When business leadership is regarded in this way, a number of questions arise. Let us take four of especial importance:

Can a boss ever relinquish his responsibility by delegating it to someone else?

Our view is that the manager must expect to be held responsible by his superior for the quality of the decisions made, even though operationally these decisions may have been made on a group basis. He should, therefore, be ready to accept whatever risk is involved whenever he delegates decision-making power to his subordinates. Delegation is not a way of "passing the buck." Also, it should be emphasized that the amount of freedom the boss gives to his subordinates cannot be greater than the freedom which he himself has been given by his own superior.

Should the manager participate with his subordinates once he has delegated responsibility to them?

The manager should carefully think over this question and decide on his role prior to involving the subordinate group. He should ask if his presence will inhibit or facilitate the problem-solving process. There may be some instances when he should leave the group to let it solve the problem for itself. Typically, however, the boss has useful ideas to contribute, and should function as an additional member of the group. In the later instance, it is important that he indicate clearly to the group that he sees himself in a member role rather than in an authority role.

How important is it for the group to recognize what kind of leadership behavior the boss is using?

It makes a great deal of difference. Many relationship problems between boss and subordinate occur because the boss fails to make clear how he plans to use his authority. If, for example, he actually intends to make a certain decision himself, but the subordinate group gets the impression that he has delegated this authority, considerable confusion and resentment are likely to follow.

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Problems may also occur when the boss uses a "democratic" facade
to conceal the fact that he has already made a decision which he
hopes the group will accept as its own. The attempt to "make them
think it was their idea in the first place" is a risky one. We
believe that it is highly important for the manager to be honest
and clear in describing what authority he is keeping and what
role he is asking his subordinates to assume in solving a particular
problem.

Can you tell how "democratic" a manager is by the number of decisions
his subordinates make?

The sheer number of decisions is not an accurate index of the
amount of freedom that a subordinate group enjoys. More important
is the significance of the decisions which the boss entrusts to
his subordinates. Obviously a decision on how to arrange desks is
of an entirely different order from a decision involving the
introduction of new electronic data processing equipment. Even
though the widest, possible limits are given in dealing with the first
issue, the group will sense no particular degree of responsibility.
For a boss to permit the group to decide equipment policy, even
within rather narrow limits, would reflect a greater degree of
confidence in them on his part.

Deciding How to Lead

Now let us turn from the types of leadership that are possible
in a company situation to the question of what types are practical
and desirable. What factors or forces should a manager consider
in deciding how to manage? Three are of particular importance:

- Forces in the manager.

- Forces in the subordinates.

- Forces in the situation.

We should like briefly to describe these elements and indicate
how they might influence a manager's action in a decision-making
situation.[2] The strength of each of them will, of course, vary
from instance to instance, but the manager who is sensitive to them
can better assess the problems which face him and determine which
mode of leadership behavior is most appropriate for him.

Forces in the Manager

The manager's behavior in any given instance will be influenced
greatly by the many forces operating within his own personality.
He will, of course, perceive his leadership problems in a unique way

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[2] See also Robert Tannenbaum and Fred Massarik, "Participation by
Subordinates in the Managerial decision-Making Process," Canadian
Journal of Economics and Polticial Science, August 1950, pp. 413-418.

on the basis of his background, knowledge and experience. Among the important internal forces affecting him will be the following:

(1) **His value system.** How strongly does he feel that individuals should have a share in making the decisions which affect them? Or, how convinced is he that the official who is paid to assume responsibility should personally carry the burden of decision making? The strength of his convictions on questions like these will tend to move the manager to one end or the other of the continuum shown in Exhibit I. His behavior will also be influenced by the relative importance that he attaches to organizational efficiency, personal growth of subordinates, and company profits.[3]

(2) **His confidence in his subordinates.** Managers differ greatly in the amount of trust they have in other people generally, and this carries over to the particular employees they supervise at a given time. In viewing his particular group of subordinates, the manager is likely to consider their knowledge and competence with respect to the problem. A central question he might ask himself is: "Who is best qualified to deal with this problem?" Often he may, justifiably or not, have more confidence in his own capabilities than in those of his subordinates.

(3) **His own leadership inclinations.** There are some managers who seem to function more comfortably and naturally as highly directive leaders. Resolving problems and issuing orders come easily to them. Other managers seem to operate more comfortably in a team role, where they are continually sharing many of their functions with their subordinates.

(4) **His feelings of security in an uncertain situation.** The manager who releases control over the decision-making process thereby reduced the predictability of the outcome. Some managers have a greater need than others for predictability and stability in their environment. This "tolerance for ambiguity" is being viewed increasingly by psychologists as a key variable in a person's manner of dealing with problems.

The manager brings these and other highly personal variables to each situation he faces. If he can see them as forces which, consciously or unconsciously, influence his behavior, he can better understand what makes him prefer to act in a given way. And understanding this, he can often make himself more effective.

Forces in the Subordinate

Before deciding how to lead a certain group, the manager will also want to consider a number of forces affecting his subordinates'

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[3]See Chris Argyris, "Top Management Dilemma: Company Needs vs. Individual Development," Personnel, September 1955, pp. 123-134.

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behavior. He will want to remember that each employee, like himself,
is influenced by many personality variables. In addition, each
subordinate has a set of expectations about how the boss should act
in relation to him (the phrase "expected behavior" is one we hear
more and more often these days at discussions of leadership and
teaching). The better the manager understands these factors, the
more accurately he can determine what kind of behavior on his part will
enable his subordinates to act most effectively.

Generally speaking, the manager can permit his subordinates
greater freedom if the following essential conditions exist:

- If the subordinates have relatively high needs for
  independence. (As we all know, people differ greatly
  in the amount of direction that they desire.)

- If the subordinates have a readiness to assume responsibility
  for decision making. (Some see additional responsibility
  as a tribute to their ability; others see it as "passing the
  buck.")

- If they have a relatively high tolerance for ambiguity.
  (Some employees prefer to have clear-cut directives given
  to them; others prefer a wider area of freedom.)

- If they are interested in the problem and feel that it is
  important.

- If they understand and identify with the goals of the
  organization.

- If they have the necessary knowledge and experience to deal
  with the problem.

- If they have learned to expect to share in decision making.
  (Persons who have come to expect strong leadership and are
  then suddenly confronted with the request to share more fully
  in decision making are often upset by this new experience.
  On the other hand, persons who have enjoyed a considerable
  amount of freedom resent the boss who begins to make all the
  decisions himself.)

The manager will probably tend to make fuller use of his own
authority of the above conditions do not exist; at times there may
be no realistic alternative to running a "one-man show."

The restrictive effect of many ᶜ the forces will, of course,
be greatly modified by the general f ːling of confidence which
subordinates have in the boss. Where they have learned to respect

and trust him, he is free to vary his behavior. He will feel certain
that he will not be perceived as an authoritarian boss on those
occasions when he makes decisions by himself. Similarly, he will
not be seen as using staff meetings to avoid his decision-making
responsibility. In a climate of mutual confidence and respect,
people tend to feel less threatened by deviations from normal
practice, which in turn makes possible a higher degree of flexibility
in the whole relationship.

Forces in the Situation

In addition to the forces which exist in the manager himself
and in his subordinates, certain characteristics of the general
situation will also affect the manager's behavior. Among the more
critical environmental pressures that surround him are those which
stem from the organization, the work group, the nature of the
problem, and the pressures of time. Let us look briefly at each
of these:

Type of Organization. Like individuals, organizations have
values and traditions which inevitably influence the behavior of
the people who work in them. The manager who is a newcomer to a
company quickly discovers that certain kinds of behavior are
approved while others are not. He also discovers that to deviate
radically from what is generally accepted is likely to create
problems for him.

These values and traditions are communicated in many ways --
through job descriptions, policy pronouncements, and public
statements by top executives. Some organizations, for example, hold
to the notion that the desirable executive is one who is dynamic,
imaginative, decisive, and persuasive. Other organizations put
more emphasis upon the importance of the executive's ability to
work effectively with people -- his human relations skills. The
fact that his superiors have a defined concept of what the good
executive should be will very likely push the manager toward one
end or the other of the behavioral range.

In addition to the above, the amount of employee participation
is influenced by such variables as the size of the working units,
their geographical distribution, and the degree of inter- and intra-
organizational security required to attain company goals. For
example, the wide geographical dispersion of an organization may
preclude a practical system of participative decision making, even
though this would otherwise be desirable. Similarly, the size of
the working units or the need for keeping plans confidential may
make it necessary for the boss to exercise more control than would
otherwise be the case. Factors like these may limit considerably the
manager's ability to function flexibly on the continuum.

Group Effectiveness. Before turning decision-making responsibility over to a subordinate group, the boss should consider how effectively its members work together as a unit.

One of the relevant factors here is the experience the group has had in working together. It can generally be expected that a group which has functioned for some time will have developed habits of cooperation and thus be able to tackle a problem more effectively than a new group. It can also be expected that a group of people with similar backgrounds and interests will work more quickly and easily than people with dissimilar backgrounds, because the communication problems are likely to be less complex.

The degree of confidence that the members have in their ability to solve problems as a group is also a key consideration. Finally, such group variables as cohesiveness, permissiveness, mutual acceptance, and commonality of purpose will exert subtle but powerful influence on the group's functioning.

The Problem Itself. The nature of the problem may determine what degree of authority should be delegated by the manager to his subordinates. Obviously he will ask himself whether they have the kind of knowledge which is needed. It is possible to do them a real disservice by assigning a problem that their experience does not equip them to handle.

Since the problem faced in large or growing industries increasingly require knowledge of specialists from many different fields, it might be inferred that the more complex a problem, the more anxious a manager will be to get some assistance in solving it. However, this is not always the case. There will be times when the very complexity of the problem calls for one person to work it out. For example, if the manager has most of the background and factual data relevant to a given issue, it may be easier for him to think it through himself than to take the time to fill in his staff on all the pertinent background information.

The key question to ask, of course, is: "Have I heard the ideas of everyone who has the necessary knowledge to make a significant contribution to the solution of this problem?"

The Pressure of Time. This is perhaps the most clearly felt pressure on the manager (in spite of the fact that it may sometimes be imagined). The more that he feels the need for an immediate decision, the more difficult it is to involve other people. In organizations which are in a constant state of "crisis" and "crash programing" one is likely to find managers personally using a high degree of authority with relatively little delegation to subordina..s. When the time pressure is less intense, however, it becomes much more possible to bring subordinates in on the decision-n. ing process.

These, then, are the principal forces that impinge on the manager in any given instance and that tend to determine his tactical behavior in relation to his subordinates. In each case his behavior ideally will be that which makes possible the most effective attainment of his immediate goal within the limits facing him.

Long-Run Strategy

As the manager works with his organization on the problems that come up day by day, his choice of a leadership pattern is usually limited. He must take account of the forces just described and, within the restrictions they impose on him, do the best that he can. But as he looks ahead months or even years, he can shift his thinking from tactics to large-scale strategy. No longer need he be fettered by all of the forces mentioned, for he can view many of them as variables over which he has some control. He can, for example, gain new insights or skills for himself, supply training for individual subordinates, and provide participative experiences for his employee group.

In trying to bring about a change in these variables, however, he is faced with a challenging question: At which point along the continuum should he act?

Attaining Objectives

The answer depends largely on what he wants to accomplish. Let us support that he is interested in the same objectives that most modern managers seek to attain when they can shift their attention from the pressure of immediate assignments:

1. To raise the level of employee motivation.

2. To increase the readiness of subordinates to accept change.

3. To improve the quality of all managerial decisions.

4. To develop teamwork and morale.

5. To further the individual development of employees.

In recent years the manager has been deluged with a flow of advice on how best to achieve these longer run objectives. It is little wonder that he is often both bewildered and annoyed. However, there are some guidelines which he can usefully follow in making a decision.

In recent years the manager has been deluged with a flow of advice on how best to achieve these longer-run objectives. It is little wonder that he is often both bewildered and annoyed. However, there are some guidelines which he can usefully follow in making a decision.

Most research and much of the experience of recent years give a strong factual basis to the theory that a fairly high degree of subordinate-centered behavior is associated with the accomplishment of the five purposes mentioned.[4] This does not mean that a manager should always leave all decisions to his assistants. To provide the individual or the group with greater freedom than they are ready for at any given time may very well tend to generate anxieties and therefore inhibit rather than facilitate the attainment of desired objectives. But this should not keep the manager from making a continuing effort to confront his subordinates with the challenge of freedom.

Conclusion

In summary, there are two implications in the basic thesis that we have been developing. The first is that the successful leader is one who is keenly aware of those forces which are most relevant to his behavior at any given time. He accurately understands himself, the individuals and group he is dealing with, and the company and broader social environment in which he operates. And certainly he is able to assess the present readiness for growth of his subordinates.

But this sensitivity or understanding is not enough, which brings us to the second implication. The successful leader is one who is able to behave appropriately in the light of these perceptions. If direction is in order, he is able to direct; if considerable participative freedom is called for, he is able to provide such freedom.

Thus, the successful manager of men can be primarily characterized neither as a strong leader nor as a permissive one. Rather, he is one who maintains a high batting average in accurately assessing for forces that determine what his most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he is less likely to see the problems of leadership as a dilemma.

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[4]For example, see Warren H. Schmidt and Paul C. Buchanan, Techniques that Produce Teamwork (New London, Arthur C. Croft Publications, 1954); and Morris S. Biteles, Motivation and Morale in Industry (New York, W. W. Norton & Company, Inc., 1953).

THE SUPERVISOR AS COUNSELOR

As Fred Fiedler has reminded us in a recent *Psychology Today* article (1973), ship captains once could actually whip sailors who didn't obey orders; managers could fire people on the spot for slacking off; students could be expelled from school for talking back to teachers. Today, all that has changed. Sailors are permitted to grow sideburns; unions protect workers from being fired outright for anything other than a major transgression of the rules; students are asked for their suggestions and even for their opinions.

The person in charge used to have unquestioned authority to command and compel. Today, supervisors must focus on persuading rather than ordering workers to perform. They must learn how to convince workers to achieve their objectives or change their behavior.

How can the supervisor do this effectively? One of the best ways is through counseling.

The word *counselor* has been abused lately. Counselors run the gamut from well-trained professionals to amateurs who deal in such unscientific areas as loan counseling and even funeral counseling. The "true" counselor is a trained expert who understands the application of behavioral science concepts to human relations. Supervisors cannot hope to become "professional" counselors without extensive training and certification, but they can improve their counseling skills to the point where they can use them to effectively persuade subordinates to be more productive.

Role Conflict

Of all the roles that a supervisor may fill in his daily life (father or mother, son or daughter, husband or wife, disciplinarian, leader, etc.), the role of counselor may be the most difficult for

him to understand. One reason for this is that some supervisors find their role as counselor in conflict with their role as disciplinarian. This is often the result of poor or inadequate management training and a lack of understanding about how to shift from one to another.

Change Your Perceptions

To simplify this problem of role conflict, think of the counseling role in terms of a helper/receiver relationship rather than a counselor/client one. Both helper and receiver must understand that the helper is trying to influence and change the behavior of the receiver in a way that will be useful to both of them.

In the helper/receiver relationship, both parties have needs, values, and feelings that influence their behavior in the relationship. In the old days, the supervisor could tell the receiver what was best for him without any interaction or without considering the subordinate's needs, values, and feelings—unless the supervisor was extraordinarily sensitive. The receiver—either through fear of losing his job or respect for the supervisor or both—often carried out the supervisor's prescriptions. But the supervisor was sharing the responsibility for the outcome of his recommendation. If the receiver carried out the supervisor's recommendation and it failed, the receiver could always blame the supervisor for having given poor advice.

Self-Concept

Before a supervisor can even begin to counsel a subordinate, he should understand what is likely to go on in a particular subordinate's mind while he is being counseled. To get anywhere close to the mark, he must know as much as possible about the subordinate's personality, feelings, and attitudes.

Each of us has created an image of himself—an image variously tagged by behavioral scientists

as the "self-image," the "self-structure," or the "self-concept." Regardless of the label used, each of us has a system of ideas and beliefs about himself accumulated through many life experiences.

Here are some important things to remember about a subordinate's self-concept that will directly affect your counseling relationship with him: (1) It is a pattern of beliefs developed over a long period of time; (2) he has a deep-seated need to preserve this system of ideas about himself; and (3) in most cases, he will not only want to preserve it, but also to enhance or improve it.

Behavioral researchers have found that people cope with a threat to their self-concept by exhibiting defensive behavior or by changing their self-concept and, possibly, their actions. The greater the threat to the person, the more negative his reaction will be to counseling efforts.

Present Alternatives

If most people react this way when they are threatened, how can you hope to counsel a subordinate without injuring his self-esteem, provoking defensive behavior, or incurring his wrath toward you? One approach proven to be helpful is presenting the subordinate with several alternatives. The process is known as maximizing alternatives.

If both people in the helping relationship agree that there is a problem and that the receiver's behavior is unacceptable, then you have a foundation for beginning to explore alternative kinds of actions you can *both* take.

If the helper can get the receiver to understand and explore the various courses of action available to him, the helper has taken a positive step toward solving the problem or getting the subordinate to modify his behavior.

The key to effective counseling is giving the receiver the freedom to choose the course of action that he feels is best for him under the circumstances. The receiver will be much more likely to carry out a course of action that he himself has identified—because it is his decision and he is responsible for the outcome.

The helper can do his part by using the counseling relationship to let the receiver know

exactly what is expected of him. This may include joint goal-setting, better peer relations, increased promptness, greater efficiency in performing his job. If the supervisor has tried to help the receiver explore alternatives and arrive at a personal decision, he can be more certain that his counseling will achieve the desired change.

Counseling Guidelines

If you want to be a more effective counselor, here are some guidelines to help you get the most out of the helper/receiver relationship:

1. *Don't argue.* The subordinate will try to preserve his self-concept by meeting your arguments with resistance. If you increase your argumentative position or continue to "pound away" at him, you will achieve even more resistance and denial.

2. *Be prepared to listen.* You must understand the subordinate's point of view before you can begin to jointly explore alternatives. Understanding a subordinate's point of view, however, does not mean that you must agree with or support his position. There's a difference between empathy and sympathy.

Let the subordinate do more than half the talking. It may be easy for you, because of your experience as a supervisor, to get trapped in a prescribing or lecturing role. But a "know-it-all" position may threaten the receiver so much that he mentally leaves the scene or acts more defensively than he would if you were more receptive.

3. *Direct your comments to behavior that the subordinate can change.* By giving people unfavorable feedback about actions over which they have little or no control, you only increase their feelings of frustration and their need to defend themselves.

4. *Give timely feedback.* Feedback is most helpful to a subordinate when it is given at the earliest opportunity after an event or interaction has occurred.

Research in this area indicates that people may have a certain tolerance level for accepting unfavorable feedback. When this level is approached or surpassed, no further learning takes place. For this reason, you should give feedback often and in small quantities. Feedback limited

to a comprehensive, once-a-year performance review with a subordinate will not help him develop on the job. It may even hinder his growth. Small changes effected over a long period of time will be better for the subordinate and better for you.

5. *Look at subordinates as subjects—not objects that make up your personnel resource.* They are human beings with feelings, needs, and values of their own. Try to see the world from their point of view.

6. *Reflect the feelings of the worker.* If you can · focus on reflecting back the feelings and attitudes of the worker instead of giving advice, the worker will be better able to find his own solution.

When the supervisor bounces back the feelings that the subordinate gives off, the worker can continue to talk about them. Frequent use of 'Uhn-huhn," "I see," and "Is that so?" will help bounce the conversational ball back over the net and give the subordinate a chance to elaborate.

7. *Ask skilled questions.* The skillful counselor should avoid questions that can be answered with a simple *yes* or *no*. By starting questions with "How do you feel about . . .?" or "What do you think about . . .?" you give the worker a better chance to let his feelings and attitudes emerge along with a multitude of irrelevant facts, details, and excuses. Since the purpose of the session is to solve a problem, past facts are far less important than present feelings and attitudes.

8. Be on the lookout for signals that the subordinate is willing to commit himself to change or ownership in the outcome of the helper/receiver relationship. Once a subordinate assumes responsibility for overcoming his or her own shortcomings, your task as a counselor is almost complete.

Robert A. Zawacki
Peter E. LaSota

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FIVE COMPONENTS CONTRIBUTING TO EFFECTIVE INTERPERSONAL COMMUNICATIONS

Five interpersonal components offer clear distinctions between good communicators and poor communicators. These components are Self-Concept, Listening, Clarity of Expression, Coping with Angry Feelings, and Self-Disclosure.[1]

SELF-CONCEPT

The most important single factor affecting people's communication with others is their self-concept—how they see themselves and their situations. While situations may change from moment to moment or place to place, people's beliefs about themselves are always determining factors in their communicative behavior. The self is the star in every act of communication.

Everyone has literally thousands of concepts about himself: who he is, what he stands for, where he lives, what he does and does not do, what he values, what he believes. These self-perceptions vary in clarity, precision, and importance from person to person.

Importance of the Self-Concept

A person's self-concept is who he is. It is the center of his universe, his frame of reference, his personal reality, his special vantage point. It is a screen through which he sees, hears, evaluates, and understands everything else. It is his own filter on the world around him.

A Weak Self-Concept

A person's self-concept affects his way of communicating with others. A strong self-concept is necessary for healthy and satisfying interaction. A weak self-concept, on the other hand, often

distorts the individual's perception of how others see him, generating feelings of insecurity in relating to other people.

A person with a poor view of himself may have difficulty in conversing with others, admitting that he is wrong, expressing his feelings, accepting constructive criticism from others, or voicing ideas different from those of other people. In his insecurity he is afraid that others may not like him if he disagrees with them.

Because he feels unworthy, inadequate, and inferior, he lacks confidence and thinks that his ideas are uninteresting to others and not worth communicating. He may become seclusive and guarded in his communication, negating his own ideas.

Forming the Self-Concept

Even as a person's self-concept affects his ability to communicate, so his communication with others shapes his self-concept. As man is primarily a social animal, he derives his most crucial concepts of self from his experiences with other human beings.

Individuals learn who they are from the ways they are treated by the important people in their lives—sometimes called "significant others." From verbal and nonverbal communication with these significant others, each person learns whether he is liked or not liked, acceptable or unacceptable, worthy of respect or disdain, a success or a failure. If an individual is to have a strong self-concept, he needs love, respect, and acceptance from significant others in his life.

Self-concept, then, is a critical factor in a person's ability to be an effective communicator with others. In essence, an individual's self-concept is shaped by those who have loved—or have not loved—him.

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[1] The five components are based on Dr. Millard J. Bienvenu's Interpersonal Communication Inventory, included in the Instrumentation section of this Annual.

LISTENING

Most communication education has focused on skills of self-expression and persuasion; until quite recently, little attention has been paid to listening. This overemphasis on the skills of expression has led most people to underemphasize the importance of listening in their daily communication activities.

However, each person needs information that can be acquired only through the process of listening.

Listening, of course, is much more intricate and complicated than the physical process of hearing. Hearing is done with the ears, while listening is an intellectual and emotional process that integrates physical, emotional, and intellectual inputs in a search for meaning and understanding. Effective listening occurs when the listener discerns and understands the sender's meaning: The goal of communication is achieved.

The "Third Ear"

Reik (1972) refers to the process of effective listening as "listening with the third ear." An effective listener listens not only to words but to the meanings behind the words. A listener's third ear, Reik says, hears what is said between sentences and without words, what is expressed soundlessly, what the speaker feels and thinks.

Clearly, effective listening is not a passive process. It plays an active role in communication. The effective listener interacts with the speaker in developing meaning and reaching understanding.

Several principles can aid in increasing essential listening skills.

1. The listener should have a *reason* or *purpose* for listening.
2. It is important for the listener to *suspend judgment* initially.
3. The listener should *resist distractions*—noises, views, people—and focus on the speaker.
4. The listener should *wait before responding* to the speaker. Too prompt a response reduces listening effectiveness.
5. The listener should *repeat verbatim* what the speaker says.

6. The listener should *rephrase in his own words* the content and feeling of what the speaker says, to the speaker's satisfaction.
7. The listener should *seek the important themes* of what the speaker says, by listening through the words for the real meaning.
8. The listener should use the time differential between the rate of speech (100-150 words per minute) and the rate of thought (400-500 words per minute) to *reflect* upon content and to *search* for meaning.
9. The listener should *be ready to respond* to the speaker's comments.

CLARITY OF EXPRESSION

Effective listening is a necessary and neglected skill in communication, but many people find it equally difficult to say what they mean or to express what they feel. They often simply assume that the other person understands what they mean, even if they are careless or unclear in their speech. They seem to think that people should be able to read each other's minds: "If it is clear to me, it must be clear to you, also." This assumption is one of the most difficult barriers to successful human communication.

A "Longer" Board

Satir (1972) tells of a family ruckus that occurred when the father sent his son to the lumber yard for a "longer" board. The child thought he knew what his father wanted and dutifully went to the lumber yard, but the "longer" board he brought back was still three feet too short. His father became angry and accused the boy of being stupid and not listening. The father had simply assumed that since *he* knew what he meant by "longer," his son would also know. He had not bothered to make himself clear or to check his meaning with his son.

The poor communicator leaves the listener to guess what he means, while he operates on the assumption that he is, in fact, communicating. The listener, in turn, proceeds on the basis of what he guesses. Mutual misunderstanding is an obvious result.

To arrive at planned goals or outcomes—from accomplishing the mundane work of everyday

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life to enjoying the deepest communion with another person—people need to have a means for completing their communication satisfactorily.

An Effective Communicator

A person who can communicate his meaning effectively to others has a clear picture in his mind of what he is trying to express. At the same time he can clarify and elaborate what he says. He is receptive to the feedback that he gets and uses it to further guide his efforts at communication.

COPING WITH ANGRY FEELINGS

A person's inability to deal with anger frequently results in communication breakdowns.

Suppression

Some people handle their anger by suppressing it, fearing that the other person would respond in kind. Such people tend to think that communicating an unfavorable emotional reaction will be divisive. They may become upset even when others merely disagree with them.

I may, for example, keep my irritation at you inside myself, and each time you do whatever it is that irritates me, my stomach keeps score . . . 2 . . . 3 . . . 6 . . . 8 . . . until one day the doctor pronounces that I have a bleeding ulcer, or until one day you do the same thing that you have always done and my secret hatred of you erupts in one great emotional avalanche.

You, of course, will not understand. You will feel that this kind of over-charged reaction is totally unjustified. You will react angrily to my buried emotional hostility. Such a failure to cope with anger can end in homicide.

Expression

Expression of emotions is important to building good relationships with others. People need to express their feelings in such a manner that they influence, affirm, reshape, and change themselves and others. They need to learn to express angry feelings constructively rather than destructively.

The following guidelines can be helpful.
1. *Be aware* of your emotions.

2. *Admit* your emotions. Do not ignore or deny them.
3. *Own* your emotions. Accept responsibility for what you do.
4. *Investigate* your emotions. Do not seek for a means of rebuttal to win an argument.
5. *Report* your emotions. Congruent communication means an accurate match between what you are saying and what you are experiencing.
6. *Integrate* your emotions with your intellect and your will. Allow yourself to learn and grow as a person.

Emotions cannot be repressed. They should be identified, observed, reported, and integrated. Then people can instinctively make the necessary adjustments in the light of their own ideas of growth. They can change and move on with life.

SELF-DISCLOSURE

Sidney Jourard, author of *The Transparent Self* (1971) and *Self-Disclosure* (1971), says that self-disclosure—the ability to talk truthfully and fully about oneself—is necessary to effective communication. Jourard contends that an individual cannot really communicate with another person or get to know that person unless he can engage in self-disclosure.[2]

Indeed, this is a mutual process. The more I know about you, and the more you know about me, the more effective and efficient our communication will be.

A person's ability to engage in self-revelation is a symptom of a healthy personality. Powell (1969) puts it this way:

I have to be free and able to say my thoughts to you, to tell you about my judgments and values, to expose to you my fears and frustrations, to admit to you my failures and shames, to share my triumphs, before I can really be sure what it is that I am and can become. *I must be able to tell you who I am before I can know who I am. And I must know who I am before I can act truly, that is, in accordance with my true self* [p. 44].

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[2]See the Self-Disclosure Questionnaire in the Instrumentation section of this *Annual.*

can be argued that an individual will under-... only as much of himself as he has been will-... to communicate to another person.

Blocks to Self-Revelation

To know themselves and to have satisfying interpersonal relationships, people must reveal themselves to others. Yet self-revelation is blocked by many. For example (Powell, 1969):

Powell: "I am writing a booklet, to be called *Why Am I Afraid to Tell Who I Am?*"

Other: "Do you want an answer to that question?"

Powell: "That is the purpose of the booklet, to answer the question."

Other: "But do you want *my* answer?"

Powell: "Yes, of course I do."

Other: "I am afraid to tell you who I am, because if I tell who I am, you may not like who I am, and it's all that I have [p. 12]."

This conversation from real life reflects the fears and doubts that many people have—that they are not totally acceptable to others, that parts of themselves are unlovable, that they are unworthy. Cautious, ritualized communication behavior is the result.

Dynamics of Trust

The dynamics of fear can be exchanged for the dynamics of trust. No one is likely to engage in much self-disclosure in a threatening situation. Self-disclosure can be made only in an atmosphere of good will. Sometimes it takes one person's risk of self-disclosure to stimulate good will in other people. Trust begets trust; self-disclosure generates self-disclosure. The effective communicator is one who can create a climate of trust in which mutual self-disclosure can occur.

Being an effective communicator, then, is based on these five basic components: an adequate self-concept; the ability to be a good listener; the skill of expressing one's thoughts and ideas clearly; being able to cope with emotions, such as anger, in a functional manner; and the willingness to disclose oneself to others.

Myron R. Chartier

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CONDITIONS WHICH HINDER EFFECTIVE COMMUNICATION

An individual's interpersonal life is dependent upon his facility for making his thoughts, feelings, and needs known to others and on his receptiveness to the attempts of others to share similar data with him. Communication, a multi-faceted phenomenon, is the result of efforts by individuals toward this end. Communication can be considered in simplistic terms as the sending and receiving of messages, since both elements must be present for communication to take place. However, the fundamental transaction of message sent and received does not presuppose that communication has occurred. Often, it has only partially occurred or has been aborted entirely as a result of the circumstances surrounding the occasion when the communication attempt was made. These circumstances may be environmental, emotional, verbal-skill oriented, phenomenological, or resulting from a host of conditions present within the individuals who are attempting to relate.

An analogy may help to clarify the concept of the effect of circumstances on the effectiveness of sending and receiving messages. In the late afternoon when you observe a sunset, the sun often appears to be a deep red, larger and less intense than it seems at midday. This is due to the phenomenon of *refraction*, the bending of the light rays as they pass through the earth's atmosphere, and the higher density of dust in the air through which the light passes as the sun goes down. The sun has already moved below the horizon, but it is still in sight because its emissions are distorted by the conditions of the medium through which they must travel. In a similar way the messages which we send to each other are often refracted by intrapersonal, interpersonal, and environmental conditions which contribute to the atmosphere in which we are relating. I may distort my message to you by giving out mixed messages verbally and symbolically, and you may distort what you hear because of your own needs and experiences. The two of us may be located in an environment, physical and psychological, which contributes to the difficulty in clearly sharing what we intend. In an atmosphere of suspicion, for example, we may both become unduly cautious in our communication.

While it is unlikely that totally non-refracted communication is a possibility over time between any two persons or with significant others with whom we must deal interpersonally, an awareness of conditions which block and alter the intention of sent and received messages may produce less refraction and better communication in the long run.

REFRACTING CONDITIONS

Preoccupation	Stereotyping
Emotional Blocks	Physical Environment
Hostility	Mind-Wandering
Charisma	Defensiveness
Past Experiences	Relationships
Hidden Agendas	Status
Inarticulateness	

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Some of the conditions which cause refraction can be labeled and examined in the light of their impact on effective communications. One such condition is *preoccupation*. An individual who is focusing on internal stimuli may listen in such a way that none of the message comes through or so little of it that he cannot grasp the message appropriately and may respond in such a way that his blocking of the message is apparent. A story is told of a columnist in New York who attended numerous cocktail parties and had come to believe that a certain socialite was so preoccupied with making an outstanding impression on her guests that she was unable to hear anything they were saying. To test his theory he came late to her next party, and when he was greeted effusively at the door by the hostess, he said, "I'm sorry to be late, but I murdered my wife this evening and had the damnedest time stuffing her body into the trunk of my car." The super-charming hostess beamed and replied, "Well, darling, the important thing is that you *have* arrived, and now the party can really begin!"

A second condition may be an *emotional block* to the direction which the message is taking. Words may have become emotion-charged for an individual, possibly due to his conditioning in childhood or to current circumstances in the individual's life at the time the communication attempt is made. An example might be of the well-intentioned, but unaware adult white male who in speaking to an adult black male makes reference to "you colored boys." A woman who is having difficulty in conceiving a child may not be able to discuss Aunt Mary's comment, "Now that you and Bob have been settled for a few years, it would be nice to start a family," or she may find herself responding irrationally to a lecture on population control.

Hostility may create refraction of messages. This can occur when communicating with an individual with whom you are angry, or it may be a carryover from a recent experience. It may also be the subject matter which arouses hostility. When individuals are engaged in a hostile confrontation, they often distort messages from the other in such a way that provides fuel for further venting of hostility. A husband and wife may have the following type of exchange of messages: He: "I really thought I was helping you when I..." She: "Are you trying to tell me that I was incapable of..." He: "You aren't capable of much of anything! Just look at the state of our finances." The intended message of the husband was, "I know I've made you angry by my action. Where did I go wrong?" The angry wife chooses to intrepret the word "help" as an accusation that she lacked resources to handle the situation. Her message elicits further distortion and hostility from the husband. In another example, a man may come home from just having had a confrontation with his boss and may carry over his hostility to his family by over-reacting to his wife's messages concerning the day's irritations, or he may simply filter out all messages and respond in monosyllables to any attempts at communication. The subject matter being dealt with may engender hostility and thereby distort the message. A father may comment that his son should plan to have his hair trimmed for his sister's wedding and find that his message has been refracted as all-encompassing criticism of his son's life style.

The *charisma* of the sender of a message may affect how the message is received. Political candidates are often chosen more for their possession of this quality than for their other attributes. A charismatic person can often make tired, trivial messages seem new and important to the receiver; however, this too, can become detrimental to communication since the receiver of the message is less likely to question or ask for clarification of the message. How often have we come away enthusiastically from having heard a dynamic speaker, only to discover that we cannot actually remember the content of the speech. Conversely, an individual who has something important and unique to say to us

may not be able to hold our attention in such a fashion that we hear the message he is sending.

Past experience can predispose us to refraction. If the weekly staff meetings where we are employed have always been a waste of time, we may come into each succeeding meeting expecting not to give messages sent much consideration or to hear them as having no relevant implications. Staff meetings may also nurture another kind of condition which may create message refraction. An individual with a special interest, i.e., a *hidden agenda*, may hear all messages only in reference to his own needs or may not be able to hear messages which do not relate to his own interest. If his hidden agenda is competition with another employee, he may reject all the suggestions made by the other man or may attempt to manipulate others into distorting the other man's messages. He might make such comments as, "Of course, Dave has no real expertise in this area," or, "We all know that the administration will never buy that, Dave." The individual with this hidden agenda may dismiss an excellent idea from someone with fresh perspective.

Simple *inarticulateness*, or lack of verbal skill, may distort the intention of the sender. Since clarity is essential for the true message to be received, an individual may never be able to communicate effectively if he has never developed verbal skills. If the receiver of the message is unaware of the sender's difficulty, he may dismiss the messages or distort them. Verbal patterns which are culturally determined may also hinder communication since they could function as lack of skill when the message is received. An individual from a minority culture may be quite articulate within his peer group but may fail to get his messages through when speaking to an individual from another culture. It is at this point that verbally administered standardized intelligence tests become invalid. An Appalachian child was once being tested by a psychometrist, who asked that the child name the seasons of the year. The child replied, "Deer season, 'possum season, fishing season..." The child showed an excellent grasp of seasonal variation throughout the year, but because his response was not the standard one, his score on the test was reduced.

Culturally-determined verbal patterns may lead to another type of communication distortion—*stereotyping*. Eliza Doolittle was "heard" and understood as a charming, if unconventional lady once her speech patterns had been altered from their original cockney flavor. However, Eliza hadn't changed her values or increased her worth as a person in changing her speech patterns; the only change was in her ability to send messages as a refined lady rather than as the stereotype of a thoroughly dismissable guttersnipe. Another type of stereotyping which causes adjustments in a person's perceptual prism is that of the visual impact of the speaker. A very conventional individual may "hear" all attempts at communication as radical if the speaker has a non-conventional physical appearance. A conservative member of the faculty at an urban university may hear a bearded collegue say, "Perhaps some of the experimental programs such as the bachelor's degree in general studies would serve the needs of our particular group of students better than the traditional degree programs seem to do," and angrily dismiss the idea as an attempt to downgrade the "standards" of the university. Yet a conservative-appearing colleague might make the identical proposal, and the faculty member could respond with, "Yes, we need to have more flexibility for our particular student population."

Physical environment alone, may create conditions under which communication cannot take place effectively. A stuffy, warm room may make it impossible to send and receive messages accurately. An individual's physical state may also be detrimental to communication. Any teacher will expound at length on the decline in understanding on the part of students as summer approaches in a non-air conditioned classroom. Physical environment

may contribute to another condition which may get in the way of communications. *Mind-wandering* is a state to which all are susceptible. This distracts from the message sent in much the same way that preoccupation distracts, only the internal stimulus may never focus on any topic for more than a few seconds. This inability to focus for long on internal stimuli will generalize to the external stimulus of a sender's message.

Defensiveness leads to continual refraction of messages received. The insecurity of the individual tends to distort questions into accusations and his replies into justifications. A husband may ask his wife if she happened to get a six-pack of beer when she was grocery shopping. His intention is informational, *i.e.*, he is going out for cigarettes and will pick up some beer at the same time, if she hasn't already bought some. The issue is duplication of effort. The insecure wife, however, may respond as if the issue were her ability to meet his needs. "No, I didn't. I can't think of everything, you know, when I've got the kids with me and time is getting short, and I can't even find a decent roast that we can afford. I suppose you think my buying beer is more important than preparing a good meal tonight!"

When we are attempting to communicate with another person we are giving out two sets of messages simultaneously, content and *relationship*. The other person may be so preoccupied with hearing any cues about the latter that the content is lost or seriously refracted. For example, a boss tells his secretary that he has a set of instructions for her and that he wants her to be sure that she gets them right. If she is insecure in her relationship with him, she may hear an implication that she is being evaluated negatively. Consequently, she may distort her hearing of his instructions.

Perhaps the most difficult condition to overcome in communications is that of *status*, since it encompasses most of the elements which have already been discussed. An individual in a position of high status may find communication difficult with most of the people with whom he must interact since his perceived power differentially affects various individuals. One person may be preoccupied with impressing the source of power, while another may be defensive, feeling that his job or perhaps his own status is threatened by the powerful individual. In addition, any high-status individual must deal with the hostility of the envious, the stereotyping of the power-worshipper, the past experiences with other high-status individuals that people may be generalizing from, and the emotional elements generated by all of these conditions.

The means of alleviating these conditions which interfere with the communication process are as varied as the individuals who must deal with them. The key, however, is in becoming aware of the conditions which are interfering with the process and attempting to modify behavior in such a way that messages are less often and less severely refracted.

J. William Pfeiffer

DEALING WITH ANGER

Anger is the first emotion human beings experience and the last one we learn to manage effectively. As early as four months of age, the human infant's vague feelings of distress differentiate into recognizable anger; for many of us, a lifetime is spent in denying, suppressing, displacing, or avoiding this troublesome emotional experience. Because anger usually occurs within an interpersonal context, it is a frequent group phenomenon and presents a management challenge to all concerned.[1]

Anger happens when we perceive an external event (object or person) as threatening or when we experience the frustration of unmet expectations. Although anger seems to be a response to something outside of us, it most often is an *intra*personal event: we make ourselves angry. But because anger is so unpleasant and human beings are so adept at projection, we usually attempt to locate the source of our anger outside ourselves with statements such as "You make me angry," "You have irritating habits," "You bother me."

ANGER AND THREAT

When we perceive an external event as threatening to our physical or psychological well-being, a cycle of internal movements is initiated. As the perception is formed, assumptions are made internally about the possible danger of the threat. The assumption is then checked against our perceived power of dealing with the threat. If we conclude that the threat is not very great or that we are powerful enough to confront it successfully, a calm, unflustered response can occur. But if we conclude that the threat is dangerous or that we are powerless to handle it, anger emerges in an effort to destroy or reduce the personal threat and to protect our assumed impotency. The anger cycle can be graphically represented. (See Figure 1.)
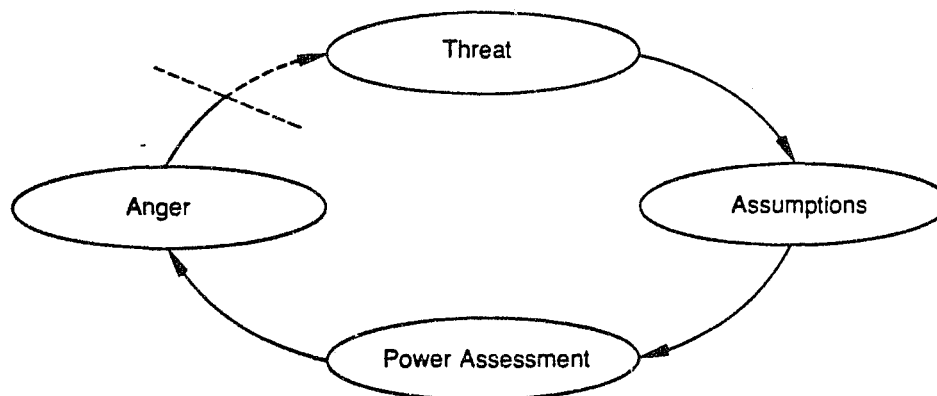
Figure 1. The Anger Cycle

Resentment and Expectations

In the Gestalt view, anger is resentment, an experience accompanying a demand or expectation that has not been made explicit. Unanswered demands or unmet expectations are frustrating; they become another kind of threat, which trips off the anger cycle within us.

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[1] For a useful instrument dealing with anger, see the "Inventory of Anger Communication" by Millard J. Bienvenu, Sr., in the Instrumentation section of this *Annual*.

Maladaptive Expressions of Anger

Unlike most other feelings, anger has no specific body organs for expression.[2] Physiologically, anger is accompanied by an increase in blood pressure and muscle tightness; psychologically, there are impulses to say aggressive words, strike out, commit violence. But the expression of anger can be so terrifying and threatening that, rather than express it outwardly, we sometimes turn it inward, against ourselves. This short-circuiting of the anger cycle produces distortions of another magnitude: anger turned inward is experienced as guilt; guilt produces feelings of depression, incompetence, helplessness, and, ultimately, self-destruction.

Another common way to short-circuit the anger cycle is to vent the feeling, not at the perceived threatening event, but at someone or something else that is convenient. We are angry at the traffic jam, but we snap at an innocent spouse. The children consistently refuse to meet our expectations, but we kick the dog. We are angry at the group leader, but we complain about the food. Such displacement of angry feeling serves to ventilate but not to resolve: the anger cycle still lacks closure. When displacement becomes generalized to the system, the government, or the state of Western culture, we begin to see the whole world as hostile and we develop a wrathful, attacking behavior style.

Expression of anger can lead to violence; turning it inward produces depression. Displacement is ultimately ineffective and can damage innocent third parties. Repeated failure to close the anger cycle can produce a hostile, cynical, negative view of reality. And even though anger usually occurs in an interpersonal context, it is not an interpersonal event, but self-generated. We make ourselves angry, and there is no one else who can honestly be blamed. Suffering the anger often seems to be the only alternative.

DEALING WITH PERSONAL ANGER

The obvious way to eliminate anger from our lives is to become so personally secure that nothing threatens us. Short of that level of self-actualization, the procedures described here may help.

Owning anger. Acknowledging anger and claiming it as our own behavior is a helpful first step. It increases self-awareness and prevents unwarranted blaming of others. Turning blame and attribution into "I" statements locates the anger where it actually is—inside us. This procedure can help develop a sense of personal power.

Calibrating the response. Anger is not an all-or-nothing experience. It ranges from relatively mild reactions such as "I disagree," "I don't like that," and "I'm bothered," through medium responses such as "I'm annoyed," "I'm pissed off," and "I'm irritated," to intense reactions such as "I'm furious," "I'm enraged," and "I feel like hitting you." Learning to differentiate between levels of anger helps us to assess accurately our capacity for dealing with it.

Diagnosing the threat. What is frightening about the perceived threat? What do I stand to lose? Anger happens because we quickly assume that the situation is dangerous—so quickly that we frequently do not know why the stimulus is threatening. Diagnosing the threat frequently reveals that it is simply a difference in values, opinion, upbringing, or styles of behaving.

Sharing the perceived threat is a way to make the internal anger cycle a public or interpersonal event. It diffuses the intensity of feeling and clarifies our perceptions. It permits us to receive feedback and consensual validation.

Forgiveness involves letting go of the anger and cancelling the charges against the other—and ourselves. Forgiving and forgetting cleans the slate and is a way of opening yourself to future transactions. Forgiveness is a magnanimous gesture that increases personal power.

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[2]Bodily responses during anger and in sexual arousal are nearly indistinguishable, the only difference is that in sexual arousal, rhythmic muscular movement, tumescence, and genital secretion or ejaculation may occur.

DEALING WITH ANOTHER'S ANGER

In interpersonal situations, we often respond to another person's anger, whether or not we have occasioned it, by threatening or frustrating behavior. It frequently happens that we receive another's anger just because we happen to be there. Laura Huxley, in her aptly titled book *You Are Not the Target* (1963), views the anger of another as negative energy that is dumped on us, just as ocean waves dump their energy on the beach.

Anger from another has high potential for hooking us into what is essentially someone else's problem. If we view another's anger as threatening, we start the anger cycle in ourselves, and then we have our anger to deal with, as well as the other person's. To be angry simply because someone else is angry makes no sense, but it frequently happens anyway. Contagion is a usual by-product of intensity.

Anger from another, if responded to appropriately, can increase interpersonal learning and strengthen a relationship. The following steps may be helpful.

Affirm the other's feelings. An old Jules Feiffer cartoon devotes nine panels to one character building up his anger toward another. Finally, he verbally confronts the other with "I hate you, you son of a bitch!" The other character replies, "Let us begin by defining your terms." To *affirm* another's anger is to acknowledge that you are receiving it and to express a willingness to respond. To *disallow* another's anger usually heightens its intensity.

Acknowledge your own defensiveness. Let the other person know what you are feeling. Acknowledge that your own tenseness may lead to miscommunication and distortion. Develop an awareness of the impact of received anger on your body.

Clarify and diagnose. Give and request specific feedback. Distinguish between wants and needs. Check expectations. Discover together who owns what in the situation. When interpersonal needs and wants are out on the table, the resolution of anger becomes more probable.

Renegotiate the relationship. Plan together how similar situations will be dealt with in the future. Contracting to practice new behavior may help eliminate the sources of friction. Acknowledge regret and exchange apologies if that is warranted. Agree on a third-party mediator to help if the two of you are getting nowhere.

Anger does not disappear if we refuse to deal with it; it continues to grow within us. If we deal with anger directly, the discomfort and unpleasantness are compensated by the new learning and self-strengthening that occur. If we deal with it indirectly, we easily trap ourselves into polarization, passivity, "gunnysacking," name-calling, blaming, gaming, and viewing ourselves and our adversary as weak and fragile. Anger is not the worst thing in the world. It is a powerful source of energy, which, if creatively and appropriately expressed, leads to personal growth and improved interpersonal functioning.

SUGGESTED ACTIVITIES

The following activities may be useful in learning to deal with anger.

1. Data can be collected on the methods group members use to deal with anger. Statements beginning with "When I'm angry, I . . ." and "I resent . . ." can be classified and used to begin a discussion on anger management and conflict resolutions.

2. A structured fantasy is helpful for members to identify their ogres about anger and anger expression.

3. Anger-producing situations can be role played.

4. The group members can express anger nonverbally (sounds, grunts, gestures, etc.) to determine the intent, impact, and after-effects of expressing anger.

<div align="right">

John E. Jones
Anthony G. Banet, Jr.

</div>

REFERENCE

Huxley, L. *You are not the target.* New York: Farrar, Straus & Giroux, 1963.

John E. Jones, Ph.D., is the vice president of University Associates, La Jolla, California. He is a co-editor of the University Associates Handbook *series, the five* Annual Handbooks for Group Facilitators, *and* Group & Organization Studies: The International Journal for Group Facilitators. *Dr. Jones's background is in teaching and counseling, education, and organization and community-development consulting.*

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AIDS FOR EFFECTIVE FEEDBACK AND CONSTRUCTIVE CRITICISM

1. Complain to the person making the mistake or error and not to anyone else.

2. Focus feeback on behavior or performance, not on the person.

3. Don't compare the person's behavior with that of others. Competition should be directed to competing with standards, not with other persons.

4. Do not criticize in front of others.

5. Make your criticism as soon as you can after the event, keeping in mind the need to do it privately.

6. Don't "beat a point to death". Give your criticism and shut up about it if the employee understands and has given your criticism careful consideration.

7. Object only to actions, behavior and performance that the person can change.

8. Focus feedback on observations rather than inferences.

9. Avoid sarcasm.

10. Don't preface your complaints. Get right to the point and avoid "pussy-footing" on criticism.

11. Avoid talking in absolutes. Stay away from words like "always", "never", etc..

12. Remember to compliment. If you never compliment the other person, don't expect him/her to remain open to your criticisms.

13. Don't overload. Focus feedback on the major problems and errors. Avoid "nit-picking".

14. After making your complaint in good faith, don't apologize for it.

15. Don't "cop out". If you don't like something, let the person know that YOU are displeased rather than say things like "the Chief would be upset with you".

16. Use "we" a lot when giving feedback designed to encourage performance. Create that "team" effect.

17. Avoid the use of "YOU" when criticizing, it is seen as a personal attack.

18. Be empathetic!

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WORK AND MOTIVATION...

Frederick Herzberg

People have long felt that there is some connection between the
work people do and their adjustment to life. "Hard work," in itself,
has been considered a virtue in many cultures for centuries. In
more recent times, work has been adopted as a therapeutic tool. There
was the introduction of occupational therapy as an integral part of
the treatment and rehabilitation of persons with emotional difficulties.
Later there developed an approach to the recuperation and rehabilitation
of the mentally ill called "milieu therapy." in which the total
environment is used as a part of treatment. One of the most significant
of the environmental factors that are believed to contribute to mental
health is involvement of the person in meaningful work.

The nature of meaningful work and mental health is also the primary
concern of Frederick Herzberg.[26] His interests, however, are not
centered on the relationship between meaningful work and mental health
for the mentally or emotionally ill. Rather he is concerned with
the role that work and working conditions play in the lives of "normal"
working people.

Herzberg is best known in behavioral science circles for his
"motivation-hygiene" theory. Businessmen usually associate his name with
the "satisfiers" and "dissatisfiers" concepts, which are components
of the motivation-hygiene theory.

Research Model

The motivation-hygiene theory grew out of research on the job
attitudes (or job opinions) of 200 accountants and engineers, who
were interviewed individually by Herzberg and his colleagues. The
research design was an extremely simple one, built around the
questions: "Can you describe, in detail, when you felt exceptionally
good about your job?" and "Can you describe, in detail, when you felt
exceptionally bad about your job?"

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[26] Dr. Herzberg is professor and chairman of the department of
psychology at Case Western Reserve University in Cleveland, Ohio.

Analyses of the responses showed that the subjects most often mentioned job experiences or factors related to a good feeling about the job in terms of the job content. These were categorized as content factors. Factors or experiences mentioned in connection with a bad feeling about the job were most often related to the surrounding or peripheral aspects of the job, and they were categorized as context factors.

Herzberg classified the job content factors as satisfiers, or those factors giving personal satisfaction. The context factors were called dissatisfiers.

The most significant finding was that rarely were the same kinds of factors named in connection with good and bad work experiences; in fact, they appeared to be separate and distinct kinds of experiences. Herzberg found, for example, that the opposite of satisfaction on the job is not dissatisfaction; instead it is no satisfaction. Conversely, the opposite of dissatisfaction is no dissatisfaction, rather than satisfaction. Because something doesn't cause dissatisfaction, it doesn't follow that it causes satisfaction. Satisfaction and dissatisfaction are discrete feelings, not polar extremes on a continuum. Because his model postulates two separate kinds of variables--one set of factors that satisfy, and a second set of factors that dissatisfy -- it is often called the "Herzberg Two-Factor Theory."

Satisfiers and Dissatisfiers

Herzberg analyzed and classified the job content factors or satisfying experiences as follows.

Satisfiers

- Achievement

- Recognition

- Work itself

- Responsibility

- Advancement

- Growth

He categorized the context or environmental factors causing dissatisfaction to include:

Dissatisfiers

- Company policy and administration

- Supervision

- Working conditions

- Interpersonal relations (with superiors, subordinates, and peers)

- Salary

- Status

- Job security

- Personal life

Definition of Factors

These satisfying and dissatisfying factors may generally be called categorizations or interpretations of actual experiences reported by the respondents. For clarification, Herzberg gives examples of real experiences as they fit into the categories:

Achievement -- Achievement refers to the personal satisfaction of completing a job, solving problems, seeing the results of one's efforts.

Recognition -- As a satisfier, recognition is in terms of a job well done or personal accomplishment, as contrasted with general recognition in a "human relations" sense, which is categorized under interpersonal relations.

Work Itself -- The actual content of the job and its positive or negative effect upon the employee is a central feature of the analysis, whether the job be characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or nondemanding.

Responsibility -- Both responsibility and authority in relation to the job are included here. Specifically, "responsibility" refers to the employee's control over his own job, or to his being given responsibility for the work of others. This factor is different from the consideration of whether or not there is a gap between a person's authority and the authority he needs to carry out his job responsibilities. When this gap was reported, Herzberg classified

it under "company policy and administration," on the assumption that the discrepancy was evidence of poor management.

Advancement -- Responses grouped under advancement are restricted to actual change upward in status. In cases where a transfer or job change involves increased opportunity for responsibility, but with no accompanying change in status, the responses were grouped under "responsibility."

Growth -- Responses under "growth" include actual learning of new skills, with greater possibility of advancement within the current occupational speciality or in others, as well as possible growth. In the "possible" growth column Herzberg listed responses only indicating immediate growth in the job (e.g., a craftsman's becoming a draftsman), but possibilities for future growth as a result of the immediate growth (e.g., the same craftsman's move to draftsman may open the door to his eventually becoming a design engineer). In the same line of reasoning, "negative" possibilities of growth were weighed (e.g., lack of formal education as a barrier to future growth).

Company Policy and Administration -- Experiences relating to some over-all aspect of the company (as contrasted with supervisor-subordinate relations) were listed in the category. Those include responses reflecting feelings about the adequacy or inadequacy of company organization and mangement; for example, lines of communication so confused that an employee does not know for whom he is actually working or is not given adequate authority to complete his task, etc.

Supervision -- Generally this category refers only to the competency or technical ability of supervision, as contracted with interpersonal relations. Factors listed under "supervision" include: the supervisor's willingness or unwillingness to teach or to delegate responsibility, fairness versus unfairness, and the supervisor's knowledge of his job.

Working Conditions -- These responses have to do with the physical environment of the job including the amount of work, the facilities for performing it, light, temperature, tools, space and ventilation, and the general appearance of the work place.

Interpersonal Relations -- Herzberg broke down responses in this category into relations involving the respondent and his superiors, subordinates, and peers. He concedes that interpersonal relations play a role in almost all of the major categories, for example, in company policy and administration, personal recognition, and change in status; but responses listed under "interpersonal relations" were only described by the respondent as being an explicit interaction between himself and someone else in the firm. Implicit factors were listed elsewhere.

A further breakdown of the responses was made in terms of the nature of the interpersonal interaction. On the one hand, there are the "sociotechnical" interactions, which involve interaction in the performance of the job. On the other hand, there are interactions that take place during working hours and between others in the company, but which are called purely social interaction-- coffee breaks, lunches, and recreation.

Salary -- This category includes all responses involving compensation. Virtually all the responses center on wage or salary increases or unfilled expectation of increases.

Status -- Status, as a category, was restricted to responses involving some indication of status per se as a factor in the respondent's feeling about the job and mentioned specifically. For example, included here were such responses as: having a carpeted office, having a secretary, driving a company car, having access to private "upper echelon" dining facilities. Change in actual status -- promotion, advancement -- were categorized under "advancement," in which status and recognition are implicit. However, inferred status was not listed in this category; only those responses in which some appurtenance of status was mentioned were listed.

Job Security -- The criterion for this category is objective signs of the presence or absence of job security, not feelings of security. Responses under job security include tenure and company stability or instability.

Personal Life -- Factors in the respondent's personal life which affect the job were excluded from this category. Only those job factors that affect personal life were included, so long as these factors had an influence on the way the respondent felt about the job. For example, a response about the company's moving an employee to a location where he or his family were unhappy fell into his category.

Categorization of Factors

Clearly, not every respondent's answers fell neatly into the two columns of "satisfiers" or "dissatisfiers." There was some overlap or extension of a "satisfier" into the "dissatisfier" column in some instances. However, in analyzing and categorizing the responses. Herzberg listed a total of sixteen factors which were mentioned with enough frequency to differentiate statistically between the general "satisfier" or "dissatisfier" categories.

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Herzberg called the dissatisfiers hygiene factors, borrowing the medical and paramedical definition of hygiene as "preventive and environmental." They are also sometimes referred to as "maintenance" factors.

The satisfiers, which are all related to the job itself, were called motivators, since other findings in the studies suggest that they are effective in motivating the employee to greater performance and productivity.

In establishing his motivation-hygiene theory, Herzberg draws heavily upon the hierarchy of needs developed by Maslow.[27] Herzberg stresses that the factors which truly motivate the work are "growth" factors, or those that give the worker a sense of personal accomplishment through the challenge of the job itself. Real motivation is seen as resulting from the worker's involvement in accomplishing an interesting task and from his feeling of accomplishment alone, and not from the working conditions or environmental factors that are peripheral to the job. Clearly, there is a connection here with Maslow's theory of self-actualization, which states that the motivated person receives satisfaction from the sheer love of doing the job.

Deficit Needs and Management Practices

The dissatisfiers may be classed as "deficit" needs (their importance is felt only in their absence). Herzberg found, for example, that good working conditions (physical environment, congenial co-workers, good supervision) were rarely named as contributing to job satisfaction. On the other hand, bad working conditions were frequently named as sources of dissatisfaction.

Even more significant in Herzberg's model of worker motivation is the contention that the satisfiers and dissatisfiers are separate, distinct, discrete factors, rather than opposite poles of the same factor. As he expresses it, the fact that something doesn't dissatisfy doesn't mean that it satisfies.

He says that most of industry's attempts to motivate workers, or to establish a climate in which workers will be self-motivated, have taken the form of stressing hygiene factors while ignoring the motivators. As an example, he cites so-called fringe benefits. People are dissatisfied if fringe benefits are missing or inadequate, says Herzberg, but their existence is worth nothing in terms of getting real motivation from people. So fringe benefits are relegated to the status of dissatisfiers, since their importance is felt only in their absence.

Self-actualization Through Meaningful Work

Again, using Maslow's hierarchy of needs as one basis for
his views, Herzberg insists that the hygiene factors are important
and that they, like Maslow's lower level needs, must be adequately
provided if a person is to rise above them to the self-actualizing
concerns of involving himself in meaningful tasks. If the hygiene
factors are removed or diminished, the worker slips down a level
or two in the hierarchy and becomes concerned about them, instead
of about the content of his work. One gauge of the health of an
organization, in this context, is not the complete absence of
complaints or disgruntlement, but the nature of the complaints.
If a man is unhappy because he doesn't have a carpet in his office,
he is at entirely different level of mental health than the man
who complains that his job is boring according to Herzberg.

If, as Herzberg claims, industry has expended a great deal
of time, money, and effort trying to gain worker motivation the wrong
way, should these hygiene factors be stopped or reduced? Herzberg
says "no," for they will still be an important part of the worker's
needs and demands and, he conjectures, even more of such things as
fringe benefits will be needed because "everyone else has them" and
the economic needs of people still must be met. But, according to
Herzberg, management is fooling itself if it expects to get motivated
workers in return. "Longer vacations don't motivate."

Man as Adam and Man as Abraham

Both hygiene and motivational factors must be considered.
To illustrate this point, Herzberg uses two views of the nature of
man as embodied in the biblical personages Adam and Abraham:

In Herzberg's analogy, Adam was created as the perfect man,
though feeble-minded, because he was created without knowledge. When
Adam ate the fruit from the tree of knowledge, God cast him out of
Eden to suffer. This exile of suffering included having to toil for
his food. Work, then, was a kind of punishment,[28] and Adam became
like the rest of living matter that must struggle with the environ-
ment in order to survive. Adam is characterized as an "avoidance
organism," in that he was motivated mainly to avoid dissatisfaction
and unhappiness.

The second view of man is epitomized in Abraham, who was seen
as capable, having innate potential, and responsible. This Abraham
view of man is that man is endowed with a nature that impels him
to utilize and fulfill his capabilities toward accomplishment --

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[28]Some students interpret Adam's banishment from Eden as being the
moment he ceased to be a "puppet" and acquired personality and
independence, but the "punitive" view seems the more prevalent.

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underscoring the distinctive qualities that set him above lower forms of animal life.

Herzberg states that while man is, at the same time, both Adam and Abraham, each of these two views of man has its own distinct origin. Satisfying the needs of the Adam has little effect upon the needs of the Abraham in man. Both natures have to be served, but one cannot be a substitute for the other. Or, to use another analogy, one cannot find happiness by avoiding pain, nor can one avoid pain by finding happiness. Happiness and pain are not polar opposites of the same feeling originating at the same source. So it is, for Herzberg, with satisfiers and dissatisfiers.

Implications for Employee Motivation

Herzberg's charge to management is to recognize the disparate nature of hygiene factors and motivators. In fact, much of his comments addressed to management take on the quality of polemic that management must begin trying to build more real motivating factors into the system if management hopes even to maintain current levels of productivity, let alone maximize it. Herzberg postulates that modern western industrial society has already been credited with all the lower ranks of Maslow's hierarchy: physiological needs are represented by the job itself and by salaries; safety needs by safety programs, workmens' compensation, seniority, job security, and by unions; belongingness, by company paternalism, recreation programs, "sophisticated" fringe benefits that are aimed at getting the employee to identify with the company team, and again by unions; esteem, by special educational programs and ego-gratifying status symbols on the job.

Job Enrichment

Herzberg's research gives rise to his contention that the focus of motivational attempts should now be on the self-fulfilling, achievement-motivated, self-actualizing needs of employees.[29] The continuing theme of his prescription for a motivated work force is job enrichment. He is careful to point out that job enrichment means actually increasing the challenging content of the job that will cause the employee to grow both in skill and in his feeling of accomplishment, and that job enlargement (a more commonly used term) may mean loading the employee down with more to do, while providing him no opportunity to grow. Indeed, says Herzberg, this kind of "horizontal job loading." or increasing the number of tasks an employee performs, may amount only to making the job structurally larger. This, he says, may be demotivating. He maintains that no

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[29]He concentrates or self-actualizing work, yet prominent among the factors listed as satisfiers are advancement and recognition (which in most of his studies exists both as a satisfier and, to a lesser degree, a dissatisfier). He explains this in terms of the "never ending search for status."

amount of human relations can make up for insipid jobs and that simply adding more insipid jobs to an employee's responsibilities is akin to adding insult to injury.

In a recent article,[30] Herzberg spells out specific actions that a company can take in developing a program of vertical job loading, which amounts to job enrichment.

The vertical job loading guidelines on page 25 were derived from the results of research on job enrichment for employees in the stockholder relations department of a major American firm. Herzberg cautions that the whole idea of job enrichment (as contrasted with job enlargement) is still in its formative stages, and that much more research is needed. Still, there are companies that are enthusiastic about the results obtained from applying the principles of job enrichment based on assumptions akin to the motivation-hygiene theory.[31]

Validation of Theory and Critiques

Herzberg and his colleagues first published the results of their initial studies of engineers and accountants in 1959, along with the "motivation-hygiene" theory, in the book, The Motivation to Work.[32] The studies have since been replicated on at least 16 additional populations representing approximately 1,700 employees. These subsequent studies included agricultural administrators, professional women, hospital maintenance personnel, nurses, manufacturing supervisors, food handlers, scientists, engineers, teachers, technicians, assemblers, accountants, military officers, and managers about to retire. These have been cross-cultural studies conducted by Herzberg or by others using this basic research design in Finland, Yugoslavia, Hungary, and the Soviet Union. The findings in each of these studies closely parallel those of the original study.[33]

Additional research to validate the hypotheses of the "motivation-hygiene" theory, conducted independently of Herzberg, has produced parallel or similar results.[34] The theory is not always accepted with

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[30] "One More Time: How Do You Motivate Employees?" in Harvard Business Review, January-February 1968.

[31] One of these firms is Texas Instruments.

[32] Herzberg, Mausner, and Snyderman, published by Wiley, New York.

[33] For a summary of later research, further elaboration of the "motivation-hygiene" theory, and a defense of the research, see Work and the Nature of Man, by Frederick Herzberg. Cleveland. World Publishing Company, 1966.

[34] See Friedlander, F. and Walton, E. "Positive and Negative Motivations Toward Work" in Administrative Science Quarterly, 1964, Vol. 9 pp. 194-207.

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│                                      │
│   PRINCIPLES OF VERTICAL JOB LOADING  │
│                                      │
│     Principle          Motivators Involved │
│                                      │
│  A. Removing some con-  Responsibility and │
│     trols while retaining  personal achievement │
│     accountabiliy      │
│                                      │
│  B. Increasing the ac-  Responsibility and │
│     countability of in-  recognition │
│     dividuals for own  │
│     work               │
│                                      │
│  C. Giving a person a   Responsibility achieve- │
│     complete natural unit  ment, and recognition │
│     of work (module, di- │
│     vision, area, and so │
│     on)                │
│                                      │
│  D. Granting additional  Responsibility, achieve- │
│     authority to an em-  ment, and recognition │
│     ployee in his activity; │
│     job freedom        │
│                                      │
│  E. Making periodic re-  Internal recognition │
│     ports directly avail- │
│     able to the worker │
│     himself rather than │
│     to the supervisor  │
│                                      │
│  F. Introducing new and  Growth and learning │
│     more difficult tasks │
│     not previously     │
│     handled            │
│                                      │
│  G. Assigning individuals  Responsibility, growth, │
│     specific or specialized  and advancement │
│     tasks, enabling them │
│     to become experts. │
│                                      │
│  ────────────────────  │
│  (Chart reprinted by special permission of Harvard │
│   Business Review.)    │
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with enthusiasm, however, and there have been research studies conducted by other psychologists that counterindicate Herzberg's satisfier-dissatisfier theory about job factors. Some of these contradicting studies used populations similar to those used by Herzberg in his earlier studies (e.g., engineers), and concluded that the two-dimensional view of job satisfaction factors was simplistic and that the same factors may be satisfiers as well as dissatisfiers.[35] Others have criticized the theory on the grounds that it ignores developmental personality factors and individual differences.

The research design and its inferences have also been criticized on the assumption that people have an ego-defensive tendency to attribute the causes of their satisfaction to themselves, because of their need for esteem, while they are apt to blame others or external factors for their dissatisfactions.

Nevertheless, Herzberg and his critics agree that more on the job research needs to be conducted to test further the "motivation-hygiene" theory in application. Herzberg's theories, while among the most controversial of all behavioral research theories, are gaining steadily in favor among managers.

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35 See "Motivator and Hygiene Dimensions for Research and Development Engineers," by G. B. Graen, in Journal of Applied Psychology, 1966, Vol. 50, No. 6.

When we talk about changing "human resources" in any company, we must consider two factors: the needs of the business, and the needs of the employee. And gradually, both are changing.

How have the company's needs changed? Think about your own organization-new equipment, new technology, new materials, new emphasis on computers, electronics, and engineering. The workplace is different from the way it was fifteen years ago; it may be very different from the way it was six months ago.

How is the work force changing?

Before we discuss the changes, we should define "work force." It's not just the blue collar worker, the clerk typist, the truck driver. It's everyone in the organization-from president to engineer to first-line foreman. It's you, too.

Let's look first about part of the work force: the new, young employees, coming out of high school or technical school or college, looking for their first "real" job. Who are they, and what do they want?

1. First, they're educated. Researches say that the average employee retiring now from our company has the equivalent of a ninth-grade education. But by the mid-1980's, 7 out of the 10 people we hire will have at least some college-level education.

Higher levels of education tend to produce higher expectations; the person who has been to college has a fairly high feeling of self-worth, and he's expecting to find a job where he can use what he's learned. As one psychologist puts it, "Jobs aren't necessarily getting worse, but the people doing them are getting better."

2. The "Woodstock" generation has grown up. they've joined the "establishment" and are now part of our work force. You probably can't recognize them among your em-
·ployees, but they're there-with their idealism about improving society, their skepticism about "big business" and institutions and authority figures, and with personal goals to "fulfill themselves" -in work, play, and family groups.

They're just as ambitious as their parents were, but they're apt to say to you, "Look, I'm a person and I've got a life. I'll give you my best for 8 hours a day, but the rest of the time is mine, and my happiness and fulfillment are ultimately more important than meeting your company's needs."

They're not trying to tear down institutions anymore, but they're not intimidated by them, either. And they don't have the same fierce, blind loyalty to the company that their parents had. They're people first, workers second.

3. They're aware of civil rights, democracy in society, and they're demanding it now, too, in their workplace. American society is paradoxical in that it grants, without question, substantial civil liberties to citizens in their private lives, but denies many of those rights to employees at work.

In most companies today, employees perform at the sufferance of their supervisors, and are sometimes denied-or think they are denied-the ordinary rights of speech, protest, and complaint. "Management has the right to call the shots and direct the work; em-

ployees have the obligation to perform the assigned task, period."

Newer, younger employees are saying that since they're part of the team, since their job security is at stake in every management decision, they ought to have some say, some right of participation in decision-making.

4. Many of the new employees are women-but they're not looking for the traditional, clerical kinds of jobs. they're educated, ambitious, "liberated," and looking for every type of job a company has to offer.

Right now women are 41% of the American work force, and by the mid-1980's, they'll number over 50%. Many are primary wage earners-single, widowed, or divorced-and they're looking at work in a very different way than we've come to expect.

5. The rebellion in social consciousness-raising of the 60's has led to what author Tom Wolfe calls "the ME generation." They're unwilling to wait for career success and want the pay, the benefits, the recognition now. They want to be treated as individuals, rather than as part of a group. (Interestingly, labor unions are very nervous about this change in work values among the new emerging work force.)

6. There's a new feeling that psychologists describe as the feeling of entitlement among younger workers. They don't generally have the same feeling of their parents and grandparents-that "hard work and persistence is my responsibility, and I'm the only one who can make myself successful."

They feel, whether or not we're ready to agree with them, that society owes them a job, owes the opportunity and training, owes them a decent standard of living. The very fact that they show up for work in the morning-regardlesss of what they do or don't do once they're there-means that the employer owes them-a lot.

7. There's one more group to be reckoned with-the "back to nature" group. With no interest in material possessions or in social status, they don't have a strong drive to work hard and "get ahead." Their needs are simple, so they can survive and be happy-with a minimum wage, consider their job just a job, and when the spirit moves to go elsewhere, they do.

They may indeed be educated, but many will say they've watched their parents struggle, work overtime, accept transfers, neglect their families, and have heart attacks-and the struggle for material goods isn't worth that very high price.

Those are the new employees infiltrating our work force. But experts also see some changing values in our "old reliable" employees, that have an impact on our management of human resources as well.

1. Some of our employees are now "prosperous" -in their terms. With good wages and benefits, a lot of overtime work, a paid-off mortgage, and perhaps a working spouse, they're very comfortable, particularly if they haven't raised their standard of living to their higher income rate. They may have grown up during the Depression, so they live modestly, but now they are safe from economic pressures.

2. With the new boom in physical fitness, some employees are giving a higher priority to leisure time-again, "I'll give you a good 8 hours a day but I play tennis every Wednesday after work and I need Monday off to run in the marathon." The employee is a person first, an employee second, and work is only a part

of his personal fulfillment.

3. Some employees don't see that hard work, loyalty, and perseverence are going to get them very far in their careers any more, although they may have once believed that. They may see vice presidents or managers in their company who have "worked their way up" but they don't see that as possible any longer.

In most companies today, the manager won't take a chance and promote a mail room clerk who "seems bright," and hope that the guy develops. The manager doesn't have time to train, and so he'll hire one from the outside. So many employees, who once worked hard for promotions, now seem to feel that hard work no longer gives them a "good grip on the next rung of the ladder."

In fact, Industry Week surveyed chief executive officers of major American corporations; only 19% had spent their entire careers with one firm, while the vast majority had moved several times on their way up the ladder.

4. Some employees are finding themselves in "do-nothing" jobs-where they only watch or monitor sophisticated automated equipment. If they do it well, they get added responsibility--watching more equipment. They're often physically isolated from other employees, forgotten by their supervisors, and can't leave their job post for lunch or breaks until someone relieves them. It's no wonder they don't feel motivated to even come to work in the morning, let alone do a superior job or feel a strong commitment to the company.

5. Some employees, more aware of civil rights, are becoming aware of civil rights, are becoming aware of inequality in the work place. Blue collar people see that white collar workers have more freedom on the job, don't have to punch a timeclock, may have more paid sick leave-can even use the company phone to make personal calls, or go to the restroom without permission. Is a white collar clerical worker more valuable to the company than a highly-skilled hourly machinist? Many company policies and practices may unwittingly support that belief.

6. Employees may see some penalties for working harder and smarter. What happens to the bright young employee who outperforms his boss, or turns in suggestions to improve his department, when those ideas are things the boss should have thought of? No matter how he's praised from top management or the Personnel Department, he's probably in big trouble with the boss.

Another example: You hire a new employee and tell him there's lots of overtime work available, which he wants badly. After a few months, the department is running more efficiently, partly because of the employee's contributions. So there's no more need for overtime. It's a "catch-22" situation, because the employee is being penalized for doing a good job.

7. Growth creates problems in a company-the age of specialists. The age of shared responsibility . No one gets the credit, and no one gets the blame, because no one person has individual responsibility from start to finish. There are too many ways that the blame can be shuffled off onto others, and too many ways that the credit and recognition have to be divided up.

8. Another cause for frustration among current, longer-service employees is that some have overlearned their jobs. The challenge is gone. To some, of course, this represents a nice feeling of security.

But one man's security is another man's prison, and your most valuable people find it vital that the abilities be used, tested, challenged constantly. A recent survey showed 81% of American workers saying they prefer a difficult job to an easy job. And yet most said they have easy jobs, and don't like it.

9. Growth creates another problem for a company. The ten-person department becomes a hundred-person department. Employees become more and more removed from their direct supervisor and from upper management, and feel more like a number than an individual contributor.

10. While the needs of the employees are changing, the needs of the company are also changing. At one time, a man with 20 years' experience could count on that as his "ace in the hole." But what good does that experience do if the company is changing to new procedures, new technology, and even new kinds of people with new kinds of knowledge?

The guy with 20 years' experience may be at more of a loss than a young college kid who came into the company yesterday. And yesterday's knowledge isn't helpful if the company today is quite different. The older employee just isn't sure that he's willing-or able-to meet today's company needs.

As we've looked at the changes in the work force, we've used words like "some of the people" or "trend toward" certain values. The point deserves some emphasis.

A manager today no longer has ten typists-or ten forklift drivers-or ten supervisors-working for him. He has ten individuals working for him. One is a health nut. One doesn't trust the "establishment"-even though he's part of it now. and feels a bit uncomfortable in the middle. One wants a paternity leave because his wife is having a baby; one. wants a maternity leave because she's having the baby. Each person is different, and each is expecting the manager to recognize the individuality. One management style won't work effectively for the group.

One further point about the "changing work force:" these "different" types have always been part of our work force, even back to the 20's. These have always been a "Rosie the Riveter" type or the guy who didn't trust management. The numbers are only increasing now, and employees are beginning to feel freer to speak and act the way they really feel, so they have higher visibility.

Researcher Daniel Yankelovich says the American work force can be divided as follows:

15% - "Go-Getters" -young, ambitious, motivated to get ahead.

19% - "Work before Pleasure" -older, dedicated, hard-working.

22% - "Habitual Worker" -older, poorer, blue collar, wanting structure, job security, guidance.

17% - "Middle Management" -young, educated, hungry for challenge, seeking interesting fulfilling work.

27% - "Turned Off" -poorly educated, low income, least motivated, "live for today."

That's today's work force. But look at the key words-"older," poorly educated," "wanting structure," "work before pleasure." These qualities and values are changing rapidly. The work force of tomorrow won't be like the work force of today.

The obvious question now becomes, "What can we do to motivate our human resources, with their new outlooks, new values, new demands, to meet the goals of our corporation?"

Experts agree that traditional incentives-wages and benefits-aren't going to be effective motivators (some say, in fact, that they never were...).

Why won't compensation be a motivator?

First, inflation will continue to make it difficult for an employer to provide pay increases substantially above regular rates for better performers. One researcher points out that a top performer is apt to produce four times as much as the marginal worker-and yet, it's virtually impossible to pay four times as much to that good performer.

Secondly, taxes take a larger bite out of pay increases (even the incentive to work overtime for blue collar workers is greatly reduced when an employee sees how much of the overtime pay goes to Uncle Sam), and unless American businesses are willing to battle with the IRS to provide tax-sheltered income to hourly employees, the same way they do for top executives, the tax situation will further reduce the incentive of pay.

Third, with more than 40% of American families having two or more incomes, and with that number increasing many Americans don't feel the pressure to push for the extra money. And fourth, the work force increasingly involves groups to whom pay sometimes seems a secondary consideration.

It's unfortunate that compensation won't be a motivator, because it's relatively easy to implement. But motivating today's workers and tomorrow's workers will require more imaginative solutions, styles, and approaches to be effective.

What are some things other companies are doing to improve the "quality of work life"?

IBM told its employees in one manufacturing plant, "Find a way to eliminate your job, and we'll give you a better one." Employees responded, eliminating sixty do-nothing, dead-end jobs on one production floor alone.

At Dana Corporation and at Ralston-Purina, each employee has his own work area, his own work team, setting his own production goals, arranging for service and repair on his own requipment, doing the necessary purchasing-in short, operating his own "mini-business" within the company, with overall guidance and coordination coming from top management. (Interestingly, surveys show that the happiest group of people in America today are those who are self-employed. So these companies have found a workable compromise-making employees feel "self-employed" within their companies.

Many companies are experimenting with flextime, letting employees set their own work schedules as long as specified "core hours" each day are covered. Other companies use "job sharing" - hiring two part-timers to do one fulltime

job. Employees like the schedule; employers don't have to provide expensive fringe benefits, and in case of absence for long-term illness, there is a "stand-by" trained to fill in. One disadvantage: two employees must be trained initially, and there must be good communication, coordination, work-sharing, and supervision.

Other companies are looking at leisure time to motivate, using it as a reward for performance, allowing employees who meet specific productivity goals to have extra paid time off.

Still other companies, like Eaton, Polaroid, Gillette, Texas Instruments, have eliminated punching timeclocks for hourly employees, treating all employees as "professional" and offering more individual freedom and flexibility on the job.

But the major innovation for the 1980's in American industry may be our adopting of the Japanese concept of Quality Circles. In the 1950's, the words "Made in Japan" connoted poor quality and workmanship. But with the advent of Quality Circles in Japan in the 1960's, that same slogan came to mean excellence in cameras, motorcycles and cars, and electronic equipment, at reasonable prices.

It's estimated that today 4 out of 5 Japanese workers are members of at least one Quality Circle, and that Japanese productivity is increasing 10%-20% a year, while American productivity continues to decline. About fifty American businesses, including Lockheed, General Motors, and others, are now using Quality Circles to get more employee involvement, and give more employee recognition, in the day-to-day operations of their business.

These are just a few of the ways that employers are trying to deal with the changing needs of employees while meeting company objectives and maintaining productivity. Unfortunately results can't be measured overnight, so no one is sure whether or not these programs will have a significant, positive, long-term effect.

These programs share some common factors that could be applied to any management approach:

1. Each program tells the workers what effective work behavior is, defining the scope and depth of each employee's job, providing opportunity to carry it out, to receive feedback, and giving material or symbolic rewards for performance.

2. Programs set clear and difficult but attainable goals for performance-the "management by objectives" approach, again giving prompt and frequent feedback.

3. Compensation-whether it's dollars, time off, recognition, or something else-is directly tied to performance.

4. Programs emphasize wider sharing of control and responsibility among employees at all levels-not just upper management.

5. Programs represent a long-range commitment by management, not a flashy, razzle-dazzle change without substance. If employees suspect that as soon as something goes wrong, management will end the program, then the program is probably doomed from the beginning.

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6. And the programs share other factors: changes that are planned but introduced gradually so that employees don't feel threatened or left behind, and changes that fully integrate into the company's needs for production and support.

Those are features of the major programs...but without a major remodelling of our business and our employee relations approach, there are things we can do now-to better utilize our employees as one of our company's resources.

1. Don't assume you have a problem of "motivation." Look to basics first, maybe a problem with the work environment or company polices. A quick solution to a small but nagging problem may do the trick. After you've taken care of the simple things, then you can spend time with the more complex factors of motivation.

2. Remember that "happy employees" are not necessarily productive employees. Satisfying every need, demand, whim, isn't necessarily going to increase productivity, and may have the opposite effect.

3. Avoid the need for punishment and penalties. Define each job clearly enough so that the employee understands without a doubt what's expected of him--yet broadly enough to allow individual initiative and creative thinking.

4. Measure performance regularly. Communicate frequently, both the good and the bad. Don't suffer in silence while a situation becomes worse unitl drastic punishment is required; don't wait until an employee's year-end review to tell him about a mistake he made 11 months ago. Give frequent regular feedback.

5. Emphasize the positive. Publicize, recognize, applaud successes. Allow the employee a chance to fail, let him know that he won't be jumped on for honest mistake or oversight, and he'll take more risks, become more creative, and his ideas will get better and better.

6. Understand that "advancement" MAY mean promotion, but it doesn't have to. If their aren't opportunities for promotion within your department, what about elsewhere in the company? It's better to keep a good person in the company with a transfer to another department than to lose him altogether. Look at his work record, his interests, and talk and listen to him. A lateral move to another department may open more doors for him, and you've retained a good, solid employee.

7. Can the job be expanded? Incorporate other assignments, operations into that job...the steps that are normally done before or after the step that the employee does. Consider job rotation, cross-training, or transfer.

8. Can you improve an employee's work methods? Increase his efficiency, give him new tools, new methods to learn, new challenges, new production or quality goals to shoot for? This can give the employee a sense of progress or development-and the feeling of individual treatment without a formal promotion. If you can get the employee involved in planning all this, that's even better.

9. Can you make an employee more independent? How about assigning him a special project that is his alone? You have to be ready to back off, though, so that he'll have the freedom to pursue it his way, not yours.

10. Can you make an employee feel he's doing a useful job? Every now and then someone has to do the dull, boring, or dirty work. But if the employee hears you acknowledge that it's a boring job, but extremely important to the company, he's more apt to do it and do it well.

11. Do you create a feeling of involvement? Poor job performance is more often due to lack of involvement than to laziness or imcompetence. But it takes a long time to build a feeling of involvement; it doesn't happen automatically. Ask the employee's thinking. Tell him yours. Don't withhold information, even if it doesn't relate directly to the employee's job. Set standards. Make the employee "visible" to other managers as the "expert" in your department on a certain subject. Praise and criticize, because both forms of communication are strong indications that you care.

12. Learn to handle the undisciplined worker. Try different words, approaches remembering that his motivation is different than yours. Be flexible but fair. But don't relax department standards or your own standards for this individual, or you'll set yourself up for a charge of favoritism.

13. Maintain a positive attitude yourself. You're management. If you're grumbling all the time, your attitude is quickly picked up by subordinates. After all, if you're at the top and have things to gripe about, then the people below you feel they must be being treated even worse, and will act accordingly.

Motivating the "changing American work force" won't be easy. It's a matter of understanding the values of your employees-their desire to be treated as individuals, to make a contribution, to truly feel and be part of their company, to be challenged, rewarded, even criticized when appropriate-to enjoy the same freedoms and opportunities and responsibilities they have outside work. As author Studs Terkel says, "Most of us have jobs that are too small for our spirits."

And it's important to know that no matter what we as managers do, there will always be conflicts between the organization's need for control and the individual's need for freedom and independence...conflict between the organization's need for standardization and the individual's desire for   and enjoyable work...between the organization's demand for loyalty and the individual's belief that his primary loyalties are to himself, his ideals, his family, and his professional career.

The challenge for managers is here.

P.S. Male pronouns are used exclusively for style and refer, in fact, to either gender.

THE PYGMALLION EFFECT

Briefly, the self-fulfilling prophecy can be described as the powerful influence of one person's expectations on another's behavior, long recognized as important by physicians and behavioral scientists and, more recently, by teachers. However, the importance of managerial expectations for individual and group performance has not been widely understood.

Some managers, always treat their subordinates in a way that leads to superior performance. But most managers unintentionally treat their subordinates in a way that leads to lower performance. The way managers treat their subordinates is influenced by what they expect of them. If a manager's expectations are high, productivity is likely to be excellent. If his expectations are low, productivity is likely to be poor. It is as though there were a law that caused a subordinate's performance to rise or fall to meet his manager's expectations.

The self-fulfilling prophecy phenomenon, documented in a number of case studies prepared during the past decade for major industrial concerns, has revealed the following:

1. What a manager expects of his subordinates and the way he or she treats them largely determine their work performance and career progress.

2. A unique characteristic of superior managers is their ability to create high performance expectations that subordinates fulfill.

3. Less effective managers fail to develop similar expectations, and, as a consequence, the productivity of their subordinates suffers.

4. Subordinates, more often that not, do what they believe they are expected to do.

The healing professions have long recognized that a physician's or psychiatrist's expectations can have a formidable influence on a patient's physical or mental health. For instance, the havoc of a doctor's pessimistic prognosis has often been observed. Also, it is well known that the efficacy of a new drug or a new treatment can be greatly influenced by the physician's expectations - a result referred to by the medical profession as the "placebo effect".

The message for you?

BE A POSITIVE PYGMALLION!

PRINCIPLES AND CONDITIONS
FOR LEARNING IN ADULT EDUCATION

BY GERALD J. PINE AND PETER J. HORNE

INTRODUCTION AND PURPOSE

In 1967, Austin E. Bennett of the University of Maine, working
in the New England Center for Continuing Education, conceived a
project designed to teach helping relationship and problem solving
skills to the rurally poor of northern New England. The project
became known as the Operation Mainstream counseling training program.
It was funded by a grant from the U. S. Department of Labor and
initiated in September, 1967. The purpose of the program was to
change the behavior of 120 community aides so that they would
acquire problem solving and helping skills which they could use
in helping others among the poor to solve their own problems. The
aides were employed by Community Action Programs operating in
northern Maine, New Hampshire, and Vermont. An evaluation of the
Operation Mainstream counseling education project produced a large
amount of data from which the authors have been able to abstract
a number of principles and conditions regarding learning and
behavioral change. It is the purpose of this article to discuss
these principles and conditions and their implication for adult
education.

PRINCIPLES AND CONDITIONS

The principles and conditions which have been identified and
developed reflect information obtained from:

1. Documentation reports of training sessions;
2. Interviews with supervisors of community aides;
3. Dialogues with training staff;
4. Reports of activities written by aides;
5. Observation of training sessions;
6. Program agenda for training sessions.

The principles and conditions are stated in general terms
and not in reference to the Operation Mainstream program. They
are principles which the writers believe can be translated into
an educational process which will assist a variety of adults in
a variety of situations to learn how to govern their own lives so
that they can become more fully-functioning and more productive.

UNDERLYING DEFINITIONS

The principles and conditions of learning as they are
delineated here reflect the following definitions:

HELPING RELATIONSHIP...Process which helps people to help
themselves to learn and solve problems themselves.

LEARNING...Changing behavior in a positive direction. Refers to learning necessary for the solution of practical economic, social, political and personal problems of life encountered by individuals, groups, communities and organizations.

BEHAVIOR...Attitudes, ideas, values, skills interests.

POSITIVE DIRECTION...Directions which enhance the self, others, the community or organization.

GOAL OF LEARNING...To enable individuals, groups of people, communities, and organizations to become more fully functioning, effective and productive.

PRINCIPLES OF LEARNING

PRINCIPLE 1.

Learning is an experience which occurs inside the learner and is activated by the learner. The process of learning is primarily controlled by the learner and not by the teacher or group leader. Changes in perception and behavior are more products of human meaning and perceiving rather than any forces exerted upon the individual. Learning is not only a function of what a teacher does to or says to or provides for a learner.. It flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.

No one directly teaches anyone anything of significance. If teaching is defined as a process of directly communicating an experience or a'fragment of knowledge, then it is clear that little learning occurs as a result of this process and the learning that does take place is usually inconsequential. People learn what they want to learn, they see what they want to see, and hear what they want to hear. Learning cannot be imposed. When we impose ideas on people we train them. When we create an atmosphere in which people are free to explore ideas in dialogue and through interaction with other people, we educate them. Very little learning takes place without personal involvement and meaning on the part of the learner. Unless what is being taught has personal meaning for the individual he will shut it out from his field of perception. People forget most of the content "taught" to them and retain only the content which they use in the work or content that is relevant to them personally.

PRINCIPLE 2.

Learning is the discovery of the personal meaning and relevance of ideas. People more readily internalize and implement concepts and ideas which are relevant to their needs and problems. Learning is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what content they would like to learn. Within broad programmatic boundaries what is relevant and meaningful is decided by the learner(s), and must be discovered by the learner.

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PRINCIPLE 3.

   Learning (behavioral change) is a consequence of experience.
People become responsible when they have really assumed responsib-
ility, they become independent whey they have experienced indepen-
dent behavior, they become able when they have experienced success,
they begin to feel important when they are important to somebody,
they feel liked when someone likes them. People do not change
behavior merely because someone tells them to do so or tells them
how to change. For effective learning giving information is not
enough, e.g., people become responsible and independent not from
having other people tell them that they should be responsible and
independent but from having experienced authentic responsibility
and independence.

PRINCIPLE 4.

   Learning is a cooperative and collaborative process. Cooper-
ation fosters learning--"Two heads are better than one." People
enjoy functioning independently but they also enjoy functioning
interdependently. The interactive process appears to "scratch
and nich" people's curiosity, potential, and creativity. Cooper-
ative approaches are enabling. Through such approaches people
learn to define goals, to plan, to interact and to try group
arrangements in problem solving. Paradoxically, as people invest
themselves in collaborative group approaches, they develop a firmer
sense of their own identification. They begin to realize that
they count, that they have something to give and to learn. Problems
which are identified and delineated through cooperative interaction
appear to challenge and to stretch people to produce creative
solutions and to become more creative individuals.

PRINCIPLE 5.

   Learning is an evolutionary process. Behavioral change
requires time and patience. Learning is not a revolutionary process.
When quick changes in behavior are demanded we often resort to
highly structured procedures through which we attempt to impose
learning. Whether such learning is lasting and meaningful to the
learner is doubtful. Implicit in all the principles and conditions
for learning is an evolutionary model of learning. Learning sit-
uations characterized by free and open communication, confrontation,
acceptance, respect, the right to make mistakes, self-revelation,
cooperation and collaboration, ambiguity, shared evaluation, active
and personal involvement, freedom from threat, and trust in the
self are evolutionary in nature.

PRINCIPLE 6.

   Learning is sometimes a painful process. Behavioral change
often calls for giving up the old and comfortable ways of believing,
thinking and valuing. It is not easy to discard familiar ways of
doing things and incorporate new behavior. It is often "downright"
uncomfortable to share one's self openly, to put one's ideas under
the microscope of a group, and to genuinely confront other people.
If growth is to occur pain is often necessary. However, the pain
of breaking away from the old and the comfortable is usually fol-
lowed by appreciation and pleasure in the discovery of an evolving
idea or a changing self.

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PRINCIPLE 7.

  *One of the richest resources for learning is the learner
himself.* In a day and age when so much emphasis is being placed upon
instructional media, books, and speakers as resources for learning
we tend to overlook perhaps the rishest resource of all--the learner
himself. Each individual has an accumulation of experiences,
ideas, feelings, and attitudes which comprise a rich vein of
material for problem-solving and learning. All too often this
vein is barely tapped. Situations which enable people to become
open to themselves, to draw upon their personal collection of data,
and to share their data in cooperative interaction with others
maximize learning.

PRINCIPLE 8.

  The process of learning is emotional as well as intellectual.
Learning is affected by the total state of the individual. People
are feeling beings as well as thinking beings and when their feelings
and thoughts are in harmony learning is maximized. To create the
optimal conditions in a group for learning to occur, *people come
before purpose.* Regardless of the purpose of a group it cannot
be effectively accomplished when other things get in the way. If
the purpose of the group is to design and carry out some task it
will not be optimally achieved if people in the group are fighting
and working against each other. If the purpose of the group is
to discuss current issues and problems in a given field with reason
and honesty then it will not be achieved if people are afraid to
communicate openly. Barriers to communication exist in people
and before we can conduct "official business" we need to work
with the people problems that may exist in a group. It maight be
said that in any group, regardless of the people problems which
exist, enough group intellectual capacity remains intact for
members of the group to acquire information and skills. However,
to miximize the acquisition and internalization of ideas it seems
reasonable that the people problems would have to be dealt with
first.

PRINCIPLE 9.

  *The processes of problem solving and learning are highly
unique and individual.* Each person has his own unique styles
of learning and solving problems. Some personal styles of learning
and problem solving are highly effective, other styles are not as
effective. We need to assist people to define and make explicit
to themselves the approaches they ordinarily use so they they can
become exposed to alternative models used by other people they
can refine and modify their personal styles so that these can be
employed more effectively.

CONDITIONS WHICH FACILITATE LEARNING

CONDITION 1.

  *Learning is facilitated in an atmosphere which encourages
people to be active.* The learning process thrives when there is
less teacher (group leader) domination and talk and more faith
that people can find alternatives and solutions satisfying to

themselves. Listening to people and allowing them to use the
teacher (group leader) and the group as a resource and a sounding
board, facilitates the active exploration of ideas and possible
solutions to problems. People are not passive and reactive recep-
tacles into which we can pour the "right" values, the "right" an-
wers, and the "right" ways of thinking. People are active and
creative being who need the opportunity to determine goals, issues
to be discussed, and the maeans of evaluating themselves. They
learn when they feel they are a part of what is going on--when
they are personally involved. Learning is not poured into people,
learning emerges from people.

CONDITION 2.

   *Learning is facilitated in an atmosphere which promotes and
facilitates the individual's discovery of the personal meaning
of ideas.* This means that the teacher (group leader) rather than
directing or manipulating people helps them to discover the
personal meaning of ideas and events for them. He creates a sit-
uuation in which people are freely able to express their needs
rather than having their needs dictated to them. Learning becomes
an activity in which the needs of the individual and the group
are considered in deciding what issues will be explored and what
the subject matter will be.

   No matter how permissive or unstructured a learning activity
may be, there exist explicit goals in the activity itself--a group
leader (teacher) is never goalless. Learning occurs when the goals
of the leader accommodate, facilitate, and encourage the individual's
discovery of personal goals and personal meanings in events. The
art of helping people to change their behavior requires the dev-
elopment of goals which provide sufficient elbow room for people
to explore ;and internalize behavior satisfying and growth-producing
to themselves.

CONDITION 3.

   *Learning is facilitated in an atmosphere which emphasizes
the uniquely personal and subjective nature of learning.* In such
a situation, each individual has the feeling that his ideas, his
feelings, his perspectives have value and significance. People
need to develop an awareness that all that is to be learned is
not outside or external to themselves. They develop such an
awareness when they feel their own contributions and their value
as people are genuinely appreciated.

CONDITION 4.

   *Learning is facilitated in an atmosphere in which difference
is good and desireable.* Situations which emphasize the "one
right answer", the "magical solution", or the "one good way"
to act or to think, or to behave, narrow and limit exploration
and inhibit discovery. If people are to look at themselves, at
others, and at ideas openly and reasonably, then they must have
the opportunity to express their opinions no matter how different
they may be. This calls for an atmosphere in which different
ideas can be accepted (but not necessarily agreed with). Differ-
ences in ideas must be accepted if differences in people are to
be, too.

CONDITION 5.

Learning is facilitated in an atmosphere which consistently recognizes people's right to make mistakes. When mistakes are not permitted then the freedom and willingness of people to make choices are severely limited. Growth and change are facilitated when error is accepted as a natural part of the learning process. The learning process requires the challenge of new and different experiences, the trying of the unknown, and therefore, necessarily must involve the making of mistakes. In order for people to learn they need the opportunity to explore new situations and ideas without being penalized or punished for mistakes which are integral to the activity of learning. The teacher (group leader) who feels and acts on the need to be always right creates a limited and threatening condition to learning.

CONDITION 6.

Learning is facilitated in an atmosphere which tolerates ambiguity. In a rigid and defensive atmosphere people feel they cannot take the time to look at many solutions, they feel highly uncomfortable without answers, and they feel there is much concern for the "right" answers rather than for good answers. The open and fearless exploration of solutions calls for time to explore many alternatives and time to proceed without feeling any pressures for immediate and forthcoming answers.

CONDITION 7.

Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation. If learning is a personal process, then people need the oportunity to formulate the criteria to measure their progress. Criteria established by the teacher (group leader) are mostly artificial and irrelevant to persons in a group. Usually behavioral change and growth are measured by the degree to which people can regurgitate what others have tried to spoonfeed to them. It is obvious that anyone can play the game of "giving the teacher what he wants." A more viable and meaningful evaluation occurs when people are free to examine themselves and the roles they play with other people. Self evaluation and peer evaluation enable people to really judge how much they have learned and grown, e.g., through audio and/or video taped recordings of their behavior people can see themselves in the process of learning. Such recording provide tangible and concrete evidence of progress and provide a rich source of material to the group for learning. New insights evolve as people see themselves as they really are. For learning to occur the individual in the group needs to see himself accurately and realistically. This can be best accomplished through self and group evaluation.

CONDITION 8.

Learning is facilitated in an atmosphere which encourages openness of self rather than concealment of self. Problem solving and learning require that personal feelings, attitudes, ideas, questions, and conerns be openly brought to light and examined. To the degree that an idea, a thought, a feeling, or an attitude

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related to the topic at hand is held back and not openly expressed --to that degree are the processes of learning and discovery inhibited. People need to feel that they can try something, fail if necessary without being humiliated, embarrassed, or diminished as persons. Openness of self occurs in an atmosphere free from psychological threat. People can invest themselves fully and openly in the collaborative and interactive process of learning when they know that no matter what they say or express it will not result in psychological punishment or penalties.

CONDITION 9.

Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as external sources. They become less dependent upon authority when they can open up the self and when they feel that who they are is a valuable resource for learning. It is important that people feel that they have something to bring to the learning situation rather than feeling that all learning means the acquisition of facts and knowledge from some external agent for use sometime in the future. People learn when they begin to see themselves as the wellsprings of ideas and alternatives to problems. Learning is facilitated when people begin to draw ideas from themselves and others rather than relying on the teacher or group leader.

CONDITION 10.

Learning is facilitated in an atmosphere in which people feel they are respected. In a group in which high value is placed upon the idividuality of the members and upon the relationships that exist within the group, people learn that someone cares for them. A genuine expression of care on the part of the teacher (group leader) and a warm emotional climate generate an atmosphere of safety in which people can explore ideas and genuinely encounter other people without any threat. Confrontations and differences of opinion become contructive forces in a group in which people experience that they are respected as persons. A safe atmosphere need not exclude personal confrontations which often are effective catalysts for learning.

CONDITION 11.

Learning is facilitated in an atmosphere in which people feel they are accepted. People are free to change when they feel that change isn't being imposed upon them. It's paradoxical but the more we try to change people the more resistant they become to change. A person must be before he can become. Accepting a person means that we allow him to hold his values and to be himself. When a man does not have to defend himself or his values then he is free to take a look at himself and his values and to change. An insistence or ʰange contains an implicit note of rejection. In effect, we saʲ ..ᵤ ρeople--I can't accept you as you are; you must change. People need to feel they have an option--to change or not to change. They develop this feeling when they experience that they are accepted for who they are. When people or their values are attacked it is natural that they will defend themselves. People who are busy defending themselves are not free to learn.

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CONDITION 12.

Learning is facilitated in an atmosphere which permits con-frontation. With free and open communication, with a non-threatening psychological climate, the unique self of each person is expressed. It is inevitable that in such a situation persons will confont persons, ideas will challenge ideas. Confrontations faciliatate learning. They provide opportunities for people to have their ideas and themselves viewed and tested from the framework of other people or the group. No man learns in isolation from other people. His behavior changes and his ideas are refined and modified on the basis of the feedback he gets from other people. Confrontation is a proving ground which enables ideas to be synthesized, new ideas to emerge, and people to change.

CONCLUSION

An educational program that will effectively assist different groups of adults to acquire problem solving and helping relation-ship skills has been developed around the principles, concepts, and conditions for learning which have emerged from the Operation Mainstream counseling training project. The implementation of this educational program will provide an opportunity to refine, modify, and/or verify the principles discussed here. It is the writers' hope that the discussion of the principles and conditions for learning will elicit some reactions and suggestions from the reader and stimulate a new perspective on adult education.

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PROXEMICS AS THEY RELATE TO TRAINING

Proxemics is the study of space as we perceive it and use it around us. While this is a broad and complex topic of human behavior, information regarding proxemics is given here as it relates to the training of new police officers.

Today in law enforcement, police candidates are often hired from other states. Movement of trained personnel is influenced by recruiting methods and a desire for change by the candidates. This presents a unique problem for the Field Training Officer in that he or she may be training experienced, as well as non-experienced, people who are new to the geographic area and must face the challenges that come with relocation. There is a natural tendency for barriers to exist between those people who are experienced in an environment and those people who are new and have not yet been "accepted". Officers new to the Department, regardless of the amount of previous experience they have, are sometimes hesitant to display assertiveness because they are unfamiliar with the area. Until they become familiar with their new home, they will not feel as though they are part of a team or that they are "welcome". This can lead to difficulty in giving attention to the training efforts. This has been a problem in the past, but one which has been rectified by knowledgeable F.T.O.s.

Three identifiable concepts of proxemics are: 1) **Personal Space**, 2) **Territory**, and 3) **Home Range**. Personal Space, while very important to police officers in their contacts with criminals, is equally important to the F.T.O. in his or her relations with a trainee. Personal Space is that space immediately surrounding the human body. Its cultural uses are divided into four categories corresponding to distance. These distances are primarily used to describe average American tolerances, keeping in mind that cultural/ethnic differences exist.

The first category, and most important one, is the **Intimate Zone**. This zone represents that area from the body out to approximately 18 inches. The Intimate Zone is normally reserved for close relatives, spouses, close friends, and even pets. Trainees of the opposite sex as their F.T.O.s may sometimes use this zone to remove or lower any barriers, whether perceived or real, and may even manipulate their F.T.O.s with a touch or quick brush to an exposed part of the F.T.O.'s arm. F.T.O.s should also be aware that contact within this same zone may be perceived as a threat by some people. Trainees may inadvertantly threaten a suspect, citizen, or another department member by inappropriate use of this distance. This concept of space is particularly reinforced by the uniform. Field Training Officers may be many times more effective if they increase their knowledge of non-verbal communications beyond that which is covered here. F.T.O.s must also remain aware of their own actions. While it may appear or feel normal, an arm on or around a trainee's shoulder may give rise to

uncomfortable, or even hostile, feelings and misunderstandings, particularly if the trainee is a member of the opposite sex.

A second category of the concept of space is the **Personal Zone.** This area extends from approximately 18 inches to 4 feet from the body. This distance is usually maintained during casual and comfortable conversations by people who know one another.

The next extension of space is known as the **Social Zone.** This is an area that extends from 4 feet to 12 feet from our body. This space is normally reserved for giving orders to a subordinate by a supervisor, or for holding more formal conversations between individuals who are not well acquainted.

The final category of Personal Space is that area beyond 12 feet from the body. This is known as the **Public Zone** and is used for giving speeches or formal talks in a public setting.

An additional concept that the F.T.O. should be aware of is that of **Territory.** All primates are territorial to some extent, and that includes Man. Territory is that area defended by an animal, including human beings. For police officers, territory may apply to their beat, or perhaps the entire city. Much depends on how the officer perceives his or her responsibilities. It has been shown that aggressiveness/assertiveness increases with territory. If an officer feels protective of his or her beat, their patrol efforts will be more assertive. This assertiveness also increases with time. An officer who has been employed by the Department for some time may be more assertive as he or she feels they are part of the team or as they experience acceptance by other officers. New officers coming from out-of-state normally do not feel accepted immediately and do not develop personal ties to their work habitat. They may feel that the citizen walking down the street has more right to be there than they do so they will not contact the person even if the F.T.O. believes contact is needed. This apprehension must be understood by the F.T.O. and should be dealt with up front. The F.T.O. needs to convince the new officer that they are part of the team and that they have every right to be where they are. This is a difficult task, but it is imperative that it be accomplished early in the new officer's career. Failure to overcome a lack of assertiveness will hinder the trainee's progress.

The last area of proxemics to be discussed here is that of **Home Range.** Home Range is that area inhabited by a person during the course of their life, whether at work, home, or involved in recreation activities. If a person works in Boulder, lives in Denver, and spends vacations in Aspen, those places fall into his or her home range and they will feel comfortable in all three cities. Home Range is not defended but a person feels a sense of belonging. The trainee should be encouraged to shop in their work area or use some of the recreational facilities available to enhance the development of this sense. These activities will help them become members of the community and can lead to the feelings of acceptance we wish to impart.

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This has been a very brief review of a complex subject. The
Field Training Officer is encouraged to learn more about these
subjects and see how they apply to his or her training tech-
niques. They can be quite useful if applied skillfully.

(Contributed by Lt. Jerry Hoover, Boulder Police Department)

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- NEGLIGENT APPOINTMENT - THE HIRING OF AN EMPLOYEE WHO WAS UNQUALIFIED FOR THE POSITION INITIALLY.

  NEGLIGENT RETENTION - THE RETENTION OF AN EMPLOYEE WHO IS NOT QUALIFIED TO RETAIN HIS POSITION.

  NEGLIGENT ASSIGNMENT - THE ASSIGNMENT OF AN EMPLOYEE TO A POSITION OR TASK FOR WHICH THEY ARE UNQUALIFIED OR INELIGIBLE.

  NEGLIGENT ENTRUSTMENT - THE REQUIREMENT TO PREVENT OR DISALLOW A PERSON'S USE OF EQUIPMENT/MATERIALS WITH WHICH HE IS NOT QUALIFIED TO USE. EXAMPLES INCLUDE VEHICLES, WEAPONS, BATON, ETC.

- INADEQUACY/INSUFFICIENCY OF TRAINING - ADDRESSES AN ORGANIZATION'S DUTY TO PROVIDE ADEQUATE AND SUFFICIENT TRAINING FOR THE COMPLETION OF JOB TASKS. INCLUDES ENTRY-LEVEL AND ON-GOING TRAINING. FOCUS IS PRINCIPALLY ON THOSE "HIGH RISK" TOPICS.

  INADEQUACY/INSUFFICIENCY OF SUPERVISION - PERTAINS TO THE REQUIREMENT FOR THE ORGANIZATION/SUPERVISOR TO PROVIDE PROPER SUPERVISION.

  FAILURE TO DIRECT - IT IS THE DUTY OF THE SUPERVISOR OR ADMINISTRATOR TO (A) ANTICIPATE PROBLEMS ARISING IN THE FIELD, (B) MINIMIZE POLICE DISCRETION AT THE OPERATIONAL LEVEL AND (C) PROMULGATE COMPREHENSIVE WRITTEN DIRECTIVES WHICH GUIDE POLICE BEHAVIOR.

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THE FADHL CASE

On September 2 1982, the U.S. District Court, Northern District
of California, rendered a decision in a sex discrimination case,
Fahdl v. The Police Department of the City and County of San
Francisco.

The suit, begun on August 13 1979, was brought against the depart-
ment by the then 21 year old white female after she had been
terminated upon the recommendation of San Francisco's Field
Training and Evaluation Program.

The case is unique in that it is, to our knowledge, the first
Field Training and Evaluation Program case to reach the federal
courts and go to a decision. While the court ruled in the plain-
tiff's favor, our opinion is that the Field Training and Evalua-
tion Program concept was not adversely affected.

The suit, not a class action filing, pointed out a number of
mistakes that members of the program allegedly made. If those
things alleged actually happened we would have to agree that
they should not have occurred.

What we see as truly unfortunate in the case was the judge's
choosing to overlook the preponderance of documentation citing
unacceptable performance. He hung his hat, instead, on some
relatively insignificant language, questionable perceptions
and infrequent, isolated behavior.

Still in all, there is a very important message contained in
the decision and, for that reason, we present the following
excerpt from the trial. Our comments and observations are in
italics.

At this writing, the City and County of San Francisco plan to
appeal the decision.

<div align="right">

Glenn F. Kaminsky
Michael D. Roberts

</div>

November 1982

Fired for Being 'Too Much Like a Woman,' Former Calif. Officer Awarded $100,000

SAN FRANCISCO (AP) — A former police-woman who lost her job after her superiors criticized her for being "too much like a woman" has been awarded $100,000 in a discrimination suit against the city Police Department.

Nancy Fadhl, 25, sued the city after she was fired in 1978 after failing a field training program for officers. She had already passed the Police Academy earlier that year.

U.S. District Judge Thelton Henderson granted the award Friday after ruling that the training program discriminated against Fadhl, who now works as a waitress and bookkeeper.

"This program was instituted to provide a mechanism for firing people," contended Fadhl's attorney, Laura Stevens.

The training program for officers was instituted in 1976, the same year the Police Academy began admitting women.

One supervisor wrote in an evaluation form that Fadhl acted "too much like a woman."

Fadhl testified that a field training officer had told her her grades would improve it she took a "dinner break" with him in the back of a patrol car. Another female rookie testified she was told the same thing.

"I knew I was right all these years and it's nice to have a judgment in my favor," Fadhl said.

"It wasn't only for me," she said. "I was

AP Laserphoto

YUP, THAT'S A WOMAN ALL RIGHT — A judge awarded Nancy Fadhl, 25, $100,000 for being fired from the San Francisco Police Department.

simply a representative of the masses of minorities and women who are trying to enter the department."

Henderson ruled Fadhl was entitled to attorney's fees, interest, $57,000 in back pay and $28,000 to make up the difference between what she earns now and what she would have earned as a policewoman.

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IN THE UNITED STATES DISTRICT COURT

FOR THE NORTHERN DISTRICT OF CALIFORNIA

NANCY FADHL   )
)
                Plaintiff,   )
)
v.   )
)   NO. C 79-2119 TEH
POLICE DEPARTMENT OF THE   )
CITY AND COUNTY OF SAN   )
FRANCISCO   )
)
                Defendant.   )
_____)

FINDINGS OF FACT AND CONCLUSIONS OF LAW

        This case concerning sex discrimination was brought under Title
VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq. Trial to the
Court commenced on March 9 1982, and post trial briefs on issues related to
statistical evidence were submitted on June 11 1982. Based on the evidence
presented at trial the Court makes the following Findings of Fact and Con-
clusions of Law.

FINDINGS OF FACT

        1. This suit was commended on August 13, 1979 by Nancy Fadhl
against the Police Department of the City and County of San Francisco
(hereinafter "Police Department"), pursuant to Title VII of the Civil
Rights Act of 1964, as amended. Plaintiff Fadhl is a woman who alleges
that she was terminated from employment with the Police Department because
of her sex.

        2. The Police Department is an employer within the meaning
contained in Title VII of the Civil Rights Act of 1964.

        3. Ms. Fadhl was hired by the Police Department to be a Q-2
police officer in January 1978.

        4. Prior to her employment, plaintiff received an Associate
of Arts degree in Criminology in preparation for here anticipated employment.

        b. Ms. Fadhl satisfactorily completed the police academy
portion of her training in April 1978 as a member of the 130th recruit

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class of the Police Department.

    c. Of the forty-nine (49) recruits in the 130th recruit class, two (2), including the plaintiff, were female.

Nancy Fadhl's class was the second class to go through San Francisco's Field Training and Evaluation Program. Her class was the first group of trainees that her particular group of Field Training Officers trained and evaluated. Certainly their inexperience with trainees contributed to the subsequent problems.

    5. Following completion of her police academy training, the plaintiff entered the Field Training Program (hereinafter "F.T.O. Program"), in May 1978.

    a. In 1978, the F.T.O. Program was a fourteen (14) week training program which all recruits were required to pass in order to be retained by the Police Department as Q-2 officers.

    b. During the course of the F.T.O. Program, the recruit is trained and evaluated by a series of training officers and sergeants. The recruit's skills are evaluated in thirty (30) performance categories, which are sub-divided under the headings of "Appearance", Attitude", "Knowledge", "Performance", and "Relationships." In each of the thirty categories, the recruit is graded on a scale from one (1) to seven (7), with a grade of four (4) representing the minimum acceptable grade.

    c. A Field Training Officer (hereinafter F.T.O.) responsible for the day-to-day training and evaluation of the recruit completes a Daily Observation Report (hereinafter "D.O.R."). For each of the performance categories in which the F.T.O. actually observes the recruit's conduct on a given day, a grade on the one-to-seven scale is recorded on the D.O.R. The F.T.O. also records, in narrative form, the recruit's most acceptable and least acceptable performance of the day, as well as any additional comments. Alternate Week Evaluation Session forms (hereinafter "A.W.E.S.") are also completed by the assigned F.T.O., who records the significant strenths and weaknesses of the recruit, as well as optional comments.

    d. Each F.T.O. is supervised by a Field Training Sergeant. The Field Training Sergeant, in addition to training and evaluating the recruit, completes a Supervisor's Weekly Training Report (hereinafter S.W.T.R.) on which the recruit's average grade for the week in each performance category is recorded.

The San Francisco Field Training and Evaluation Program has, in recent times, revised the Sergeant's Weekly Report to address some of the problems inherent with the form used during Fadhl's tenure in the program.

5. During her participation in the F.T.O. Program, plaintiff Fadhl rotated among the following regularly assigned F.T.O.'s and Field Training Sergeants: (We choose to identify the F.T.O.'s by initial and their full names have been deleted) from the eighth through the twenty-eighth of the Program, Officer H.W. and Sergeant P.D.; from the twenty-ninth through the fifty-sixth day of the Program, Officer M.M. and Sergeant R.B.; beginning on the fifty-seventh day of the Program, Officer J.H. and Sergeant D.D. None of the Police Department employees who trained recruits in the program during plaintiff's participation was female.

The court obviously took notice of the fact that Fadhl had no exposure to female F.T.O.'s. While we do not espouse placing female trainees with female F.T.O.'s, black trainees with black F.T.O.'s, etc. on a routine basis, it is an excellent idea to place a trainee, having problems, with someone of their own sex, race, etc. Occasionally their problems can be resolved when they are working with a role model similar to themselves. Recommendations for termination are also inherently stronger when they come from an F.T.O. with characteristics similar to those of the trainee.

6. On the sixty-ninth day of the F.T.O. Program, Ms. Fadhl was relieved of field duty, placed on station duty, and recommended for termination on the basis of unsatisfactory field performance. Plaintiff's employment with the defendant terminated on October 20, 1978.

Ms. Fadhl was kept on a police officer status for approximately two months following the recommendation for termination. During that time she was assigned "station duty" which did, however, require her to perform a number of functions which were police officer related. It would have been better to have relieved her from duty alltogether, even if she would have continued to receive pay, rather than keep her in a position that she could use to raise a "like work, like pay" issue. San Francisco has, since 1978, speeded up their termination procedures.

7. Though the numerical grades given to the plaintiff on her D.O.R.'s and S.W.T.R.'s were designed to convey an objective assessment of Ms. Fadhl's performance, it is clear from the evidence of their application that the grades given were subject to the judgment of the person conducting the evaluation. As a result, the numerical grades received by the plaintiff were often inconsistent with either the guidelines themselves or with the

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training officer's narrative description of Ms. Fadhl's performance. For example, Officer W.'s description of Ms. Fadhl's most acceptable performance of the day on D.O.R. 22 characterizes that performance (*a report that she had written*) as "flawless", yet the grades given in the applicable performance categories are all fours (4's), indicating minimally acceptable performance. The discrepancy between plaintiff's performance and the scores for her performance bears out the testimony concerning the potential for subjective grading inherent in the evaluation system used in the Program.

We couldn't agree more! There is a "potential for subjective grading" and like any tool, the user may abuse it and use it in a way for which it was not designed. F.T.O.'s must be careful in their choice of words as we see here (and will see elsewhere). A "flawless" performance is worth a "7", not a "4." The court points out issues here which are critical for program effectiveness, in particular the issues of following the guidelines and being sure that narrative comments support the numerical rating given in that particular category of performance.

       8. The F.T.O.'s and Field Training Sergeants who trained and evaluated the plaintiff did not apply the evaluation guidelines to Ms. Fadhl's performance in the same manner as they applied the guidelines to the performance of male recruits. The guidelines were applied less favorably to Ms. Fadhl than to male recruits. Male recruits, unlike plaintiff, received scores higher than those called for by the evaluation guidelines, including acceptable scores where unacceptable scores were called for. *The court then continues by citing several examples.*

Once again, it should be clear to the reader that the person applying the standards and not the standards themselves are being indicted here. F.T.O.'s who allow their feelings about "Women in law enforcement" or people with less than compatible personalities influence their objectivity are courting disaster for themselves and for the program.

       9. Defendant's stated reason for terminating the plaintiff was Ms. Fadhl's failure to perform as a consistently acceptable level in various categories to include driving skill under normal and stress conditions, field performance under stress conditions, officer safety, use of physical skill to control conflict and use of common sense and good judgment. Plaintiff has demonstrated that her inability to perform was not the true reason for her termination, and that she has been the victim of intentional discrimination because of her sex.

10. At trial, several of plaintiff's training officers testified
to events or circumstances not reflected in the narrative portions of Ms.
Fadhl's written evaluations in an effort to explain the scores given to
Ms. Fadhl's performance. Such post-hoc explanations and rationalizations
of Ms. Fadhl's treatment while a recruit are entitled to little or no weight
in light of the defendant's policy, testified to by Sergeant B., among others,
of thorough contemporaneous documentation of recruit performance.

*The message here should also be clear. Say it now or forever hold your peace!
The time to begin clear, concise and complete documentation is the first day.*

11. Several of the officers involved in the training and evaluation
of the plaintiff expressed a bias against female officers.
    a. F.T.O. W. described the plaintiff, in A.W.E.S. as "too much
like a woman," and his testimony at trial in no way refuted the obvious
inference to be drawn from this statement that being a successful police
officer requires, at some level, not being female.
    b. Field Training Sergeant D., criticizing plaintiff's "police
attitude" in S.W.T.R. 4, stated that "After work she can become feminine
again."
    c. F.T.O. M   , in A.W.E.S. 6, described Ms. Fadhl as "very
ladylike at all times, which in the future may cause problems," and told
plaintiff at one point not to cross her legs because it made her look "too
much like a lady." As Officer M."s testimony at trial revealed, the concern
underlying these statements was officer safety *(at the scene of a domestic
dispute, Fadhl sat well back in a chair and crossed her legs. M. suggested
that she should sit on the edge of the chair with her feet flat on the floor
so that she could move quickly if she had to.)* By referring to the plaintiff
as "ladylike," rather than unsafe, F.T.O. M. communicated to Ms. Fadhl, as
to the court, his belief that women police officers are not safe police
officers.

*Based on my personal knowledge of M. I am sure that the court "chose" to
attach its personal subjectivity to this issue and looked beyond the
testimony that no bias was intended. The judge was particularly sensitive
about references to the plaintiff's sex. We do agree with the judge that
the better explanation for why Fadhl should not have crossed her legs was
that that action was unsafe.*

12. It was shown through testimony that no effective mechanism
for screening out of participation as F.T.O.'s and Field Training Sergeants

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individuals biased against women was employed by the Department.

We do not feel it is necessary to limit F.T.O.'s to those who do not question women as police officers. It would be wise, however, to leave the training and evaluation to those F.T.O.'s who were supportive of women in the job or, at worst, neutral on the issue. The real issue here is whether or not an officer can subvert his biases and follow the guidelines which are performance related.

13. Plaintiff Fadhl, as well as other officers who testified in her behalf *(there weren't many and some should have been described as "ex-officers" as previously terminated personnel were members of the group)* frequently received conflicting instructions from their F.T.O.'s concerning the definition of acceptable performance in the areas deemed by the Police Department to be critical to plaintiff's termination. For example, Ms. Fadhl received a score of 2 in category 20, Officer Safety, for placing a non-violent misdemeanor suspect in a patrol car without handcuffing him, though plaintiff's undisputed testimony at trial was that she was taught at the Police Academy that she had discretion in deciding whether to place handcuffs on non-violent non-felons. "mixed messages" like this one made it difficult if not impossible for the plaintiff to know what was expected of her and to perform accordingly.

The problem of standardization of training and procedures arises more than any other issue. The comments of the court make it clear that the Field Training and Evaluation Program must work hand in hand with the Academy to teach the same things. Further, F.T.O.s must be aware of, and adhere to, department policy to avoid sending the "mixed messages" alluded to by the court.

14. As defense witnesses involved with the F.T.O. Program testified, positive feedback from training officers and sergeants is important to a recruit's successful completion of the Program. Though the evidence shows that plaintiff's F.T.O.'s gave positive reinforcement to other recruits, the evidence supports the conclusion that Ms. Fadhl did not receive the same consideration.

Positive feedback is very important and F.T.O.'s must be sure that it is given both verbally and in writing. Ms. Fadhl's personality was such that the F.T.O.'s did not especially like her and, consequently, found it hard to compliment her when she did well. Once again, personality is an issue only if it adversely affects performance!

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15. The plaintiff testified and the court finds, despite
the contrary testimony of F.T.O. H., that Officer H. implied that Ms.
Fadhl could receive a good performance evaluation if she granted him sexual
favors. Such conduct is entirely inconsistent with the support acknowledged
by the defendant to be important to successful completion of the F.T.O.
Program.

*We will never know how much truth there was to Ms. Fadhl's testimony in this
area but F.T.O.'s should studiously avoid any statements or actions that
might be considered "sexual advances".*

16. Testimony from female officers trained by Ms. Fadhl's
F.T.O.'s and Field Training Sergeants that these training officers were
not hostile to them as women but were in fact supportive of their efforts
as trainee recruits is not persuasive that these officers were not hostile
to the plaintiff because she is female. The female officers who testified
for the defendant were indeed a very impressive group. However the fact
that such outstanding women succeeded in the F.T.O. Program under the
tutelage of plaintiff's training officers reinforces rather than under-
mines the inference that must be drawn from plaintiff's evidence, i.e. that
the plaintiff, because she is a women, was subjected to a higher standard
of performance than were male recruits.

*Frankly, no one we have talked to can yet understand what the court is saying
in the underlined sentence. It strikes us that the court acknowledges some
impressive testimony and then, contradictorily, chooses to see it a supportive
of the plaintiff's position. Oh well.......*

17. The plaintiff has met her ultimate burden of persuasion that
she has been the victim of intentional discrimination in showing the
defendant's proferred explanationfor her termination was pretext. The pre-
ponderance of the evidence shows that Ms. Fadhl was held to a more stringent
standard of performance because she is a woman and thus her sex was a signif-
icant factor in her termination.

18. Plaintiff is entitled to a final judgment against defendant
in the amount of $57,880.00 reflecting pay she would have received but
for her wrongful termination by defendant, less income actually earned since
the termination. Plaintiff shall also receive interest on this back pay.
Plaintiff is also entitled to a final judgment against defendant for the

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additional sum of $14,080.00 per year as front pay for a period of two years, to enable plaintiff to acquire an education equal to that which she acquired in preparation for her employment by defendant, for a total of $28,160.00. An award of front pay is appropriate in a case such as this one where reinstatement is an inappropriate remedy because the antagonism generated by the litigation prohibits the re-establishment of an effective employment relationship. Plaintiff is entitled to her costs of suit, including reasonable attorneys' fees for representation in this case.

DATED   <u>September 2 1982</u>   <u>T.E.H.</u>
UNITED STATES DISTRICT JUDGE

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National Institute of Justice / Research in Brief

November 1986

Field Training for Police Officers:

State of the Art

Michael S. McCampbell

Newly hired police recruits traditionally have received most of their basic training in the classroom. This training, which is one of the most important functions any police agency undertakes, tries to give recruits basic competency to perform as patrol officers.

Most academy training programs, however, leave a wide gap between the classroom and the "real world" of police work. Field training programs therefore play a significant role in teaching new officers to handle themselves effectively on the job. Exposure to actual street experience and accompanying patrol situations helps recruits apply principles they have learned in the classroom to live situations.

The earliest formal field training program appears to have been established in the San Jose, California, Police Department in 1972. The San Jose program originated as a result of a 1970 traffic accident involving an on-duty San Jose police recruit who was negligently operating a police vehicle. A passenger in the other vehicle was killed, and the officer was seriously injured. The city sub-

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From the Director

Police departments are only as good as the people in them. Without high caliber personnel, the effort to serve the public will fall short. That quality of personnel is a product of selective recruitment and training. The field training concept for postacademy police recruits adds to the classroom training most recruits receive. These programs not only train officers, they also evaluate them. Recruits may experience patrol techniques under controlled conditions during academy training. But this brief experience may not adequately prepare a police officer to work the street alone.

Recruits must confront and solve more than classic, textbook problems. The situations they encounter in field training are variations on the themes they study during basic training. In a field training situation, for example, a new recruit may be evaluated when interviewing a robbery victim. To be successful, the recruit needs to exhibit sensitivity to the victim's state of mind and a level of common sense, as well

as knowledge about departmental practice and procedure. Vehicle pursuit is another field training situation in which the recruit must exhibit not only skill and knowledge, but also have the ability to judge when the danger to the public is too great and break off the pursuit.

Exposure to real street experience and accompanying patrol situations can help recruits apply what they learned in the classroom to the "real world" of police work. Field training evaluates not only whether the new officer has internalized department policy and accepted procedure, but how he or she applies person-to-person skills in handling those policies and procedures.

Field training usually occurs immediately after the recruit completes the classroom portion of basic training. In the final phase of field training, the recruit may actually perform all the functions of a patrol officer, while the field training officer evaluates the recruit's performance and suitability for the position.

For a number of years, recommendations to improve management of police departments have included the implementation of field training programs. This *Research in Brief* presents the results and recommendations of a national survey of field training programs in police departments. Four police departments (San Jose, California; Newport News, Virginia; Flagstaff, Arizona; and Largo, Florida) served as indepth case studies for applications of their field training programs.

Both the survey results and the onsite visits of the field training programs offer effective ways for agencies to improve their selection and training processes. Given the current interest in law enforcement accreditation, those law enforcement agencies that do not already have a field training program should seriously consider implementing one; those that do have programs should seek ways to improve them.

James K. Stewart
Director
National Institute of Justice

sequently dismissed the officer, and a review of the personnel records revealed serious inadequacies in the department's recruit training and evaluation procedures.

Today, the "typical" field training program consists of *formalized*, on-the-job instruction by specially selected and trained personnel called Field Training Officers (FTO's). Field training (generally combined with periodic evaluation of the recruit's performance) usually occurs immediately after the recruit completes the classroom portion of basic training.

Field training programs often are divided into three or more phases. Although agencies may vary the length of the phases, each program normally consists of an introductory phase and several training and evaluation phases. During the introductory phase, the recruit becomes familiar with agency policies and local laws; during the training and evaluation phases, the recruit is gradually introduced to the more complicated tasks patrol officers confront.

A final phase, consisting solely of evaluation of the recruit's performance, also may occur. During this phase, the FTO may act strictly as an observer and evaluator while the recruit performs all the functions of a patrol officer. This final test determines if the recruit is able to work alone.

This *Research in Brief* presents the results and recommendations of a national survey of field training programs in police departments across the country. The survey was augmented with case studies in four police departments.

The need for field training

Although field training programs are relatively new to American policing, various authors and commissions have long recognized the need for such programs.

In 1965, the President's Commission on Law Enforcement and Administration made numerous recommendations to improve the management of police departments, including a recommendation that agencies implement supervised field training programs.

In 1973, the National Advisory Commission on Criminal Justice Standards and Goals recommended that a minimum of 4 months of coached field training be included as a regular part of the recruit training process. The Commission recommended that coaches (i.e., FTO's) receive 40 hours of specialized training and encouraged coaches to evaluate recruits.

Criminal justice scholars, including Wilson and McLaren (1972), Goldstein (1977), and Territo et al. (1977), have suggested that field training programs are important tools in developing effective police officers.

The concept of field training received its most important support from the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) in 1983. This organization, the Nation's only police accrediting agency, devoted an entire chapter of *Standards for Law Enforcement Agencies* exclusively to training. The chapter contains 45 standards for training, one of which *requires* all agencies seeking accreditation to conduct formal field training for their recruits. This standard, along with the nearly 1,000 other standards associated with CALEA accreditation, was approved by the four major law enforcement associations in the United States: the Police Executive Research Forum, the International Association of Chiefs of Police, the National Sheriffs' Association, and the National Association of Black Law Enforcement Executives.

The goals of the field training research project

In response to the continuing emphasis on field training programs, the National Institute of Justice sponsored research to examine the following questions and to make recommendations:

● How many agencies in the United States conduct field training programs?

● What characteristics are common to all field training programs?

● What impact, if any, have field training programs had on civil liability suits or EEO complaints filed against user agencies?

● What are the costs of field training programs?

● In what ways can field training programs be improved?

The survey

The research project consisted of two major parts—a survey questionnaire and site visits to four agencies with well developed field training programs. The survey questionnaire, which consisted of 33 multiple response questions, was designed both to identify law enforcement agencies that use field training programs and to describe various aspects of those programs.

Questionnaires were sent to 588 randomly selected State and local agencies. The agencies were selected with the assistance of the National Criminal Justice Reference Service (NCJRS), which maintains a computerized data base of criminal justice agencies. Table 1 presents the sample of agencies that received a questionnaire and also the agencies that responded.

The findings

The most important findings from the survey questionnaire have implications far beyond the scope of the initial research questionnaire.

● The trend in law enforcement training is toward the use of field training programs, and the trend is relatively recent: 67 percent (122 agencies) reported that their programs are less than 10 years old. Agencies of every size and in all sections of the country have some form of a program. Sixty-four percent (183) of all respondents reported that they have a field training program.

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Table 1.
Samples of agencies

Agency size (number of sworn officers)	Agencies that received a questionnaire		Respondents		Respondents with programs	
	N	%	N	%	N	%
300 plus	277	100	142	51	107	75
200-299	109	100	40	37	29	73
100-199	35	10	27	77	14	52
50-99	84	10	34	41	18	53
25-49	83	5	45	54	15	33
Total	588		288	49%	183	64%

However, a substantial portion (105 or 36 percent) reported that they do not use field training programs. Of these agencies, 49 percent reported that they provide on-the-job training with a senior officer combined with additional classroom instruction in lieu of field training; 46 percent reported using only on-the-job training with a senior officer. The remaining 4 percent either use no additional training or failed to answer the question.

In the discussion that follows, all percentages pertain only to the 183 agencies (64 percent of all respondents) that reported using field training programs.

● The San Jose Police Department field training program is the model for a large percentage of programs: 57 percent (105 agencies) attribute their program directly to the San Jose model.

● Field training programs appear to have been implemented in response to perceived personnel problems and the need to improve the recruit training process. These reasons were reported by 95 percent (173 agencies).

● Field training programs appear to have reduced the number of civil liability complaints filed against law enforcement agencies. Of the agencies with programs, 30 percent (54 agencies) reported fewer of these complaints as a result of their programs.

● Field training programs also may be associated with a decrease in EEO complaints. Twenty-one percent (38 agencies) reported that they observed

a decrease in these complaints since implementing their programs.

● Recruit evaluation is an important part of most field training programs. The majority of respondents (65 percent) reported using daily evaluation of recruits. Additionally, more than 95 percent reported using standardized evaluation guidelines and indicated that they could dismiss recruits based on poor performance.

● The Field Training Officer (FTO) is the single most critical position in field training programs. Agencies reported devoting considerable time and resources to selecting, training, and retaining FTO's. Eighty-two percent (150 agencies) reported that their FTO's received special training prior to assuming their duties. However, only 40 percent (74 agencies) reported that their FTO's receive extra pay.

● The costs associated with field training programs appear to depend mainly upon whether FTO's receive extra compensation, either as salary supplements or overtime pay. The San Jose Police Department reported that its major costs are incurred by paying FTO's an extra 5 percent above a patrol officer's salary. San Jose keeps these costs to a minimum by paying the extra salary *only* when the FTO is actually assigned to train a recruit.

● Respondents identified the major benefits of field training programs as standardization of the training process and better documentation of recruit performance. Better documentation

improves the agency's ability to make informed decisions about recruit retention.

● Field training programs have several characteristics in common: Training is divided into identifiable phases; the personnel who train recruits are specially selected and trained; training and evaluation techniques are standardized and evaluation by FTO's occurs regularly; and programs are used to continue the personnel selection process.

● Generally, respondents suggested that field training programs could be enhanced by upgrading the quality of the FTO, primarily through improved FTO selection, training, and compensation.

Detailed descriptions of programs through site visits

In addition to the questionnaire responses, the research findings were based on indepth examination of field training programs in four police departments: San Jose, California (1,000 sworn officers); Newport News, Virginia (236 sworn officers); Flagstaff, Arizona (59 sworn officers); and Largo, Florida (99 sworn officers). The site visits contributed better understanding of the "real world" application of field training programs. Chiefs, managers, field training supervisors, FTO's, and recruits were interviewed at each site, and the documentation (manuals, records, policies, etc.) of each site's program was reviewed and analyzed thoroughly.

The programs differ in many ways, but they also have many things in common: Each program has distinct phases of training with specific types of training that occur in each phase; the FTO's evaluate each recruit officer's performance and are responsible for determining the recruit's suitability for the position; FTO's are carefully selected and trained before they assume their duties; and the agency's chief executives are committed to the concept of field training.

San Jose, California. As the questionnaire responses showed, the San Jose Police Department's field training program has become a model for law

enforcement agencies across the country. The San Jose program is highly structured and goes far beyond the usual field training process.

Control is the one word that best describes San Jose's program. The department controls the entire 14-week process very tightly by using standardized lesson plans, training guides, and departmental policies. Every effort is made to ensure that all recruits receive the same opportunity to succeed.

The Patrol Division administers the field training program; six-officer teams consisting entirely of FTO's and their sergeants conduct the training. These teams work only in specific sections of the city that have been identified as areas that provide the best opportunity to introduce the recruits to a cross section of police work. The recruit normally spends 4 weeks with three different FTO's. As in other field training programs, the FTO's must train recruits in addition to performing their normal patrol duties.

Recruits receive a combination of classroom and practical skills instruction in addition to on-the-job training with the FTO. FTO's evaluate recruits daily; sergeants evaluate them weekly. In the final 2 weeks of training, an FTO rides in plain clothes with the recruit and if performance is satisfactory, the recruit is then allowed to work a beat in a solo capacity. If not, the recruit is given remedial training in weak areas and reevaluated at a later date. Exhibit 1 shows the San Jose training process.

Newport News, Virginia. The Newport News Police Department began its field training program 3 years ago when a progressive chief (who has since left) was hired from outside the agency. He recognized that the practice of using untrained, possibly unqualified senior officers to train recruits was inadequate.

Newport News has a "basic" field training program. It is representative of many programs across the country in that it is loosely based on the San Jose model but lacks the depth of that program. It has neither the heavy emphasis on evaluation nor the strict reporting requirements of the San Jose program.

FTO's are assigned to all patrol squads throughout the city and are supervised by patrol sergeants. However, primary responsibility for operation of the program rests with a staff unit, the Administrative Services Bureau.

As in San Jose, each recruit normally works with three different FTO's over a period of 12 weeks. The FTO's evaluate their recruits every 2 weeks; the sergeants evaluate the recruits monthly. At the end of 12 weeks, an FTO rides with the recruit an additional 4 weeks to determine if the recruit is capable of working alone.

Like San Jose, Newport News follows a training guide that defines all subject areas. However, this guide has much less detail than San Jose's program material.

Flagstaff, Arizona. Flagstaff's program is 7 years old and has many elements in common with the other models, i.e., training phases, daily

evaluation, standardization of training, and evaluation. Flagstaff's program demonstrates how the concepts found in large-scale field training programs can be successfully integrated in a small agency with only 59 sworn officers.

FTO's are assigned to all patrol squads and work all areas of the city. The patrol sergeants are expected to assume the role of field training supervisors when recruits are assigned to their squads for training. Each recruit works with three FTO's during a 9-week period in which the recruit is evaluated daily by the FTO's and weekly by the sergeants. At the end of 9 weeks, a corporal evaluates the recruit for 2 weeks.

One segment of the Flagstaff program is unique. During the final week of training, the recruit is assigned to the Criminal Investigations Section to become familiar with investigative procedures including case preparation.

Exhibit 1
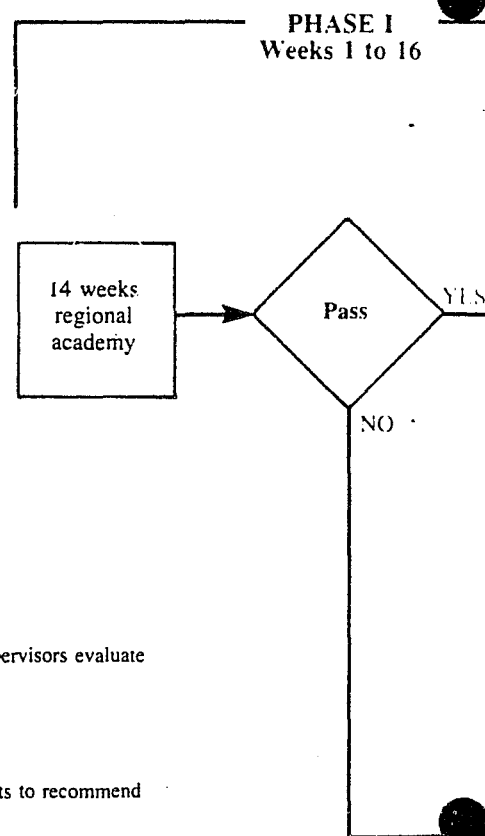
San Jose field training process

Phase I

Weeks 1–16
Academy and in-house training.

Phase II

Weeks 17–18
Assigned to primary FTO. No evaluations.

Weeks 19–28
Daily observation reports by FTO's with weekly evaluation reports by supervisors.

Weeks 29–30
Daily and weekly reports continue, but primary FTO rides in plain clothes with recruit.

Phase III

Weeks 31–36
Recruit works a solo beat outside the Training District. Supervisors evaluate biweekly.

Weeks 37–40
Recruit continues solo beat. Supervisors evaluate monthly.

Weeks 41–44
Recruit continues solo beat. Ten Month Review Board meets to recommend retention, remedial training, or dismissal.

Weeks 45–52
Reserved for remedial training if needed. Special board meets to review the performance of recruits with deficiencies.

PHASE I
Weeks 1 to 16

14 weeks regional academy → Pass — YES

NO

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use of evidence, grand jury procedures, and other aspects of investigation.

Following this week, the recruit is assigned to a patrol squad for regular duty.

Largo, Florida. Largo's field training program differs considerably from the others. The first part of most field training programs introduces recruits to patrol duties, but in Largo the process begins by assigning recruits to the investigative, administrative, and traffic functions. Patrol skills are the last subject area the recruit learns. The philosophy behind this 5-year-old approach is that recruits are better qualified to operate in the patrol environment if they learn these other skills first.

During the first 6 weeks of the field training program, the recruits learn departmental policies, report writing, and State and local laws; skills training in firearms and baton; and on-the-job

training in crime prevention, communications, investigations, property control, and accident investigations. During this period, recruits are evaluated weekly by specially designated personnel within each specialized unit.
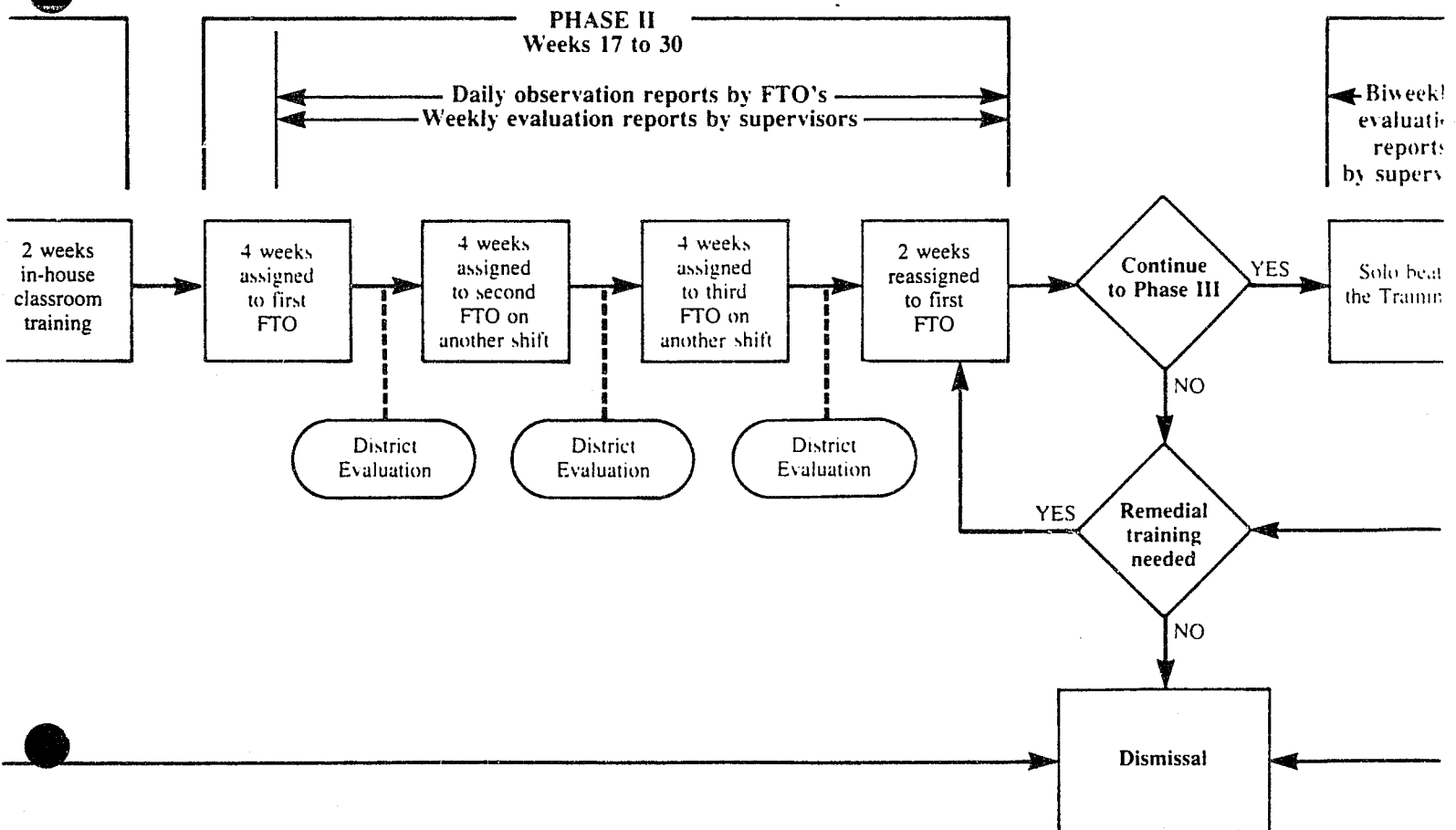
For the next 6 weeks, recruits are assigned to patrol field training. This phase has many things in common with the San Jose program, including daily evaluation by the FTO and training program guides. However, in Largo, the recruit is assigned to one FTO only and works only one shift.

The final segment of the Largo program is called the "shadow phase." In this phase, which usually lasts 1 week, the recruit patrols an area alone while an FTO patrols an adjacent area. The FTO evaluates the recruit's performance by observing how he or she handles the day-to-day assignments of a patrol officer.

Another unique feature of the Largo field training program is the use of an oral review board to determine recruit proficiency. Although other agencies use oral boards to review a recruit's progress, Largo requires the recruit to appear before this board at the end of each phase and to pass an examination. The first three appearances before the board consist of a structured interview combined with proficiency examinations in skills such as baton use and handcuffing. The final appearance employs role playing in various scenarios in which knowledge, skills, and abilities necessary to be an effective patrol officer are used. The board consists of management and nonmanagement personnel who determine whether the recruit will be retained or dismissed.

Recommendations for field training programs

Findings from both the survey and the site visits indicate that field training

PHASE II
Weeks 17 to 30

Daily observation reports by FTO's

Weekly evaluation reports by supervisors

Biweekl evaluati reports by super

2 weeks in-house classroom training → 4 weeks assigned to first FTO → 4 weeks assigned to second FTO on another shift → 4 weeks assigned to third FTO on another shift → 2 weeks reassigned to first FTO → Continue to Phase III — YES → Solo beat the Trainin

District Evaluation   District Evaluation   District Evaluation

NO

YES / Remedial training needed

NO

Dismissal

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programs offer effective ways for agencies to improve their selection and training processes. The savings in money and resources that result from quality field training programs can be better used to accomplish the agency's primary mission—protection of life and property.

Law enforcement agencies that do not already have a field training program should seriously consider implementing one; those that do have programs should seek ways to improve them. Agencies will find that the following recommendations require a commitment of agency time and resources, but the results are well worth the effort.

Chief executives should view the field training program as a normal part of the recruit selection process. Commitment by the agency head is of paramount importance to success of the program, and all policy statements that describe program goals should reflect this commitment.

Administrative control of the field training program in larger agencies should be assigned to the patrol function. Field training is so closely related to patrol that it should not be organizationally far removed from it. Assigning the program to patrol will reduce the administrative problems that inevitably occur when program policy formulation and decisionmaking is split between two functional areas of the agency. For example, assigning FTO's to patrol, but requiring them to answer administratively to another unit may increase the paperwork flow and decisionmaking process.

All training in the field program should occur in a planned, organized sequence and be identified by clearly written policies. A well-structured field training program increases the possibility that all recruits will receive the same quality and quantity of training. The chances are reduced that critical subject areas will be overlooked. Individual FTO's

or first line supervisors should not be left to decide what training occurs in what sequence.

Agencies should perform a task analysis for the job of patrol officer and use the analysis as the basis for evaluating recruits. Whether the evaluation takes the form of numerical scales or short descriptors, the evaluation should be based on a task analysis of the patrol officer's job. If evaluation is not based on validated, job-related criteria, the agency becomes vulnerable to lawsuits within the department as well as from the public.

Agencies should use standardized evaluation guidelines to reduce FTO discretion. Standardized guidelines that clearly define acceptable and unacceptable performance will ensure that FTO's use the same criteria for evaluating every recruit. Standardization is one of the keys to fair, impartial evaluation.

PHASE III
Weeks 31 to 52

Monthly evaluation reports by supervisor

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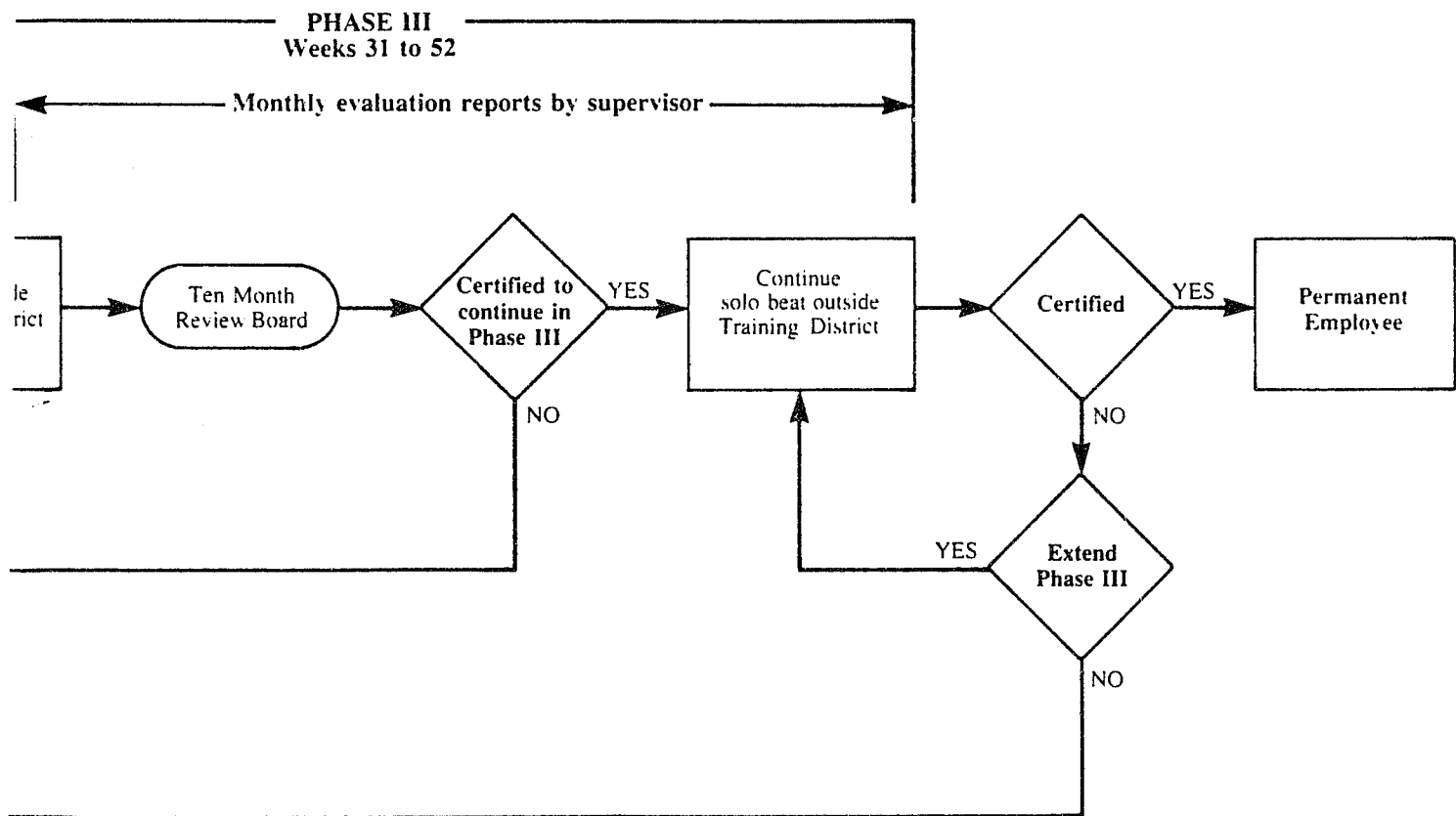
FTO's should give recruits a written evaluation every day. First, and most important, this procedure ensures that the recruit receives immediate feedback and thus learns more quickly. Second, daily evaluation ensures that the FTO remembers how the recruit performed in a specific situation. Weekly evaluation may tend to dilute the evaluation into generalized statements that are less effective in documenting poor performance.

Daily evaluation also ensures that poor performance trends are more quickly identified, documented, and remedied. This job-related standardized documentation is especially critical in reducing the number of successful appeals of personnel decisions resulting from poor performance.

Each recruit should be assigned to several FTO's. This will allow different experienced trainers to observe and evaluate the recruit. It will also prevent the possibility of bias and personality conflicts that could interfere with the training process.

The FTO's role as a trainer and patrol officer should be well defined. Particular attention should be given to avoiding conflict between the two roles. The FTO's duties should be clearly defined in a manual that completely describes the field training program.

Agencies should conduct a job task analysis for the position of FTO. This will ensure that the most qualified person is selected for this critical task. It will also assist in tailoring effective training programs for FTO's.

FTO's should receive at least 40 hours of training before they are allowed to assume their duties. The emphasis in FTO training should be on building skills in leadership, motivation, evaluation, and teaching. FTO's should receive additional annual training to sharpen their skills in these critical areas. The use of carefully selected and trained FTO's is a significant improvement over the use of senior officers whose aptitude, motivation, and abilities to train recruits is often left to chance.

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Agencies should consider offering extra compensation to ensure that the most qualified personnel are attracted to and retained in the position of FTO. Costs may be kept to a minimum by compensating the FTO only when he or she is actually training a recruit.

Field training programs should be evaluated at least annually. Annual program review will help agencies identify problems as they arise. The evaluation should include a review of program length, FTO selection and training, the recruit evaluation process, and all training manuals. It also should contain a review of statistics generated by the program including at least the following information:

● Number of recruits entering the program;

● Number of recruits voluntarily resigning;

● Number of recruits dismissed as a result of the program;

● Number of successful recruits.

It is best if this information is collected quarterly and maintained by race, sex, and age of participants. The quarterly report also should contain specific data on program staffing levels,

changes, and highlights, as well as program costs and other fiscal data to help administrators justify the program in budgetary terms. Such information will ensure that the program meets its goals and objectives and that selection and retention problems are identified.

In summary, properly administered field training programs can result in improved service to the community. The programs are relatively inexpensive to operate, particularly when compared with the tax dollars that may be saved by reducing civil liability and EEO lawsuits. Better trained and qualified officers who are the products of these programs can increase the department's overall effectiveness. The direct long-term result will be an improvement in the department's relationship with the community.

The author is a lieutenant with the Arlington County, Virginia, Police Department. He conducted this research on police field training programs between September 1985 and August 1986 when he was a Visiting Fellow at the National Institute of Justice in Washington, D.C. The complete survey responses and analysis can be found in the Final Report, which can be obtained from NCJRS.

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----TEN REASONS FOR IMPLEMENTING A FIELD TRAINING
AND EVALUATION PROGRAM IN YOUR AGENCY----

1. PROVIDES FOR A COURT TESTED, EEOC CONSISTENT, PROCEDURE FOR
    DEALING WITH AFFIRMATIVE ACTION ISSUES.

2. INCREASES SUPPORT FOR ADMINISTRATIVE AND MANAGEMENT POLICIES

3. THE POSSIBILITY OF NEGLIGENT RETENTION AND NEGLIGENT HIRING
    SUITS IS GREATLY REDUCED.

4. A COST-EFFECTIVE APPROACH IN THAT NON-QUALIFIED, NON-PRODUCTIVE
    PEOPLE ARE NO LONGER RETAINED IN THE ORGANIZATION.

5. A COST-EFFECTIVE APPROACH IN THAT TRAINEES "GET UP TO SPEED"
    FASTER THAN EVER BEFORE THROUGH EFFECTIVE ON THE JOB TRAINING.

6. AN AGENCY-WIDE STANDARDIZATION OF POLICIES, PROCEDURES, TRAINING
    AND EVALUATION DEVELOPS.

7. THE POSITION OF FIELD TRAINING OFFICER. REPRESENTS AN ADDITIONAL
    CAREER PATH FOR THE LINE OFFICER.

8. OFFICERS EXPERIENCE AN INCREASE IN MOTIVATION AND MORALE THROUGH
    WORKING IN A PARTICIPATIVE CLIMATE AND BY THEIR INVOLVEMENT IN
    A CRITICAL DECISION-MAKING PROCESS.

9. THE PROMOTIONAL PROCESS BENEFITS FROM HAVING MORE COMPETENT
    PEOPLE IN THE PROMOTIONAL POOL. FIELD TRAINING OFFICERS
    PRACTICE MANY SUPERVISORY SKILLS WHILE STILL LINE MEMBERS.

10. THE FIELD TRAINING OFFICERS BECOME MORE COMPETENT, KNOWLEDGE-
    ABLE AND SAFER EMPLOYEES AS A RESULT OF THEIR ROLE MODEL
    RESPONSIBILITY.

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