

# Minneapolis Police Field Training Officer Handbook



Revised 4/09



## **MPD CORE VALUES**

### **COURAGE**

The ability to manage fear and take the just and moral actions necessary to accomplish a mission or goal.

### **COMMITMENT**

To the people served, the profession, and to the Minneapolis Police Department.  
To pledge a particular course of action.

### **HONOR**

Integrity, responsibility and accountability. Keeping one's word; to live up to or fulfill the terms of one's commitment.

### **CHARACTER**

Moral excellence and firmness.

### **PURSUIT OF EXCELLENCE**

To continue to improve and employ measures to attain excellence in everything we do.

**BE LEADERS**

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### **About the FTO Program**

In 1967, the President Commission on Law Enforcement and Administration of Justice wanted a professional and modernization of law enforcement procedures. With this came the birth of the Police Academy. The Police Academy provided the academic background necessary to train new officers. The curriculum incorporated scenarios as a method of exposing recruits to a variety of situations that they may face in the real world. The academy was not the real world. It became apparent that a significant number of academy graduates were lacking the practical skills of law enforcement. As a result, the FTO program evolved in the early 1970's.

Fred Kaminsky is the founder of the San Jose Model FTO program. Fred Kaminsky was a 25 year member of the San Jose Police department. He left that department as a Lieutenant to serve as the Division Chief for the Patrol and Detective Divisions of the Boulder Police department for 13 years. This process is also used by Corrections, Parole & Probation and Fish and Wild Life agencies.

Field Training is designed to supplement academic instruction through hands on training. The Recruits gradually acquire the skills and knowledge necessary to function as an able officer. *The exact point in training (time) at which the transition is made from one step to the next varies* with each recruit.

The Minneapolis Police Department's FTO program is modeled after the San Jose program. While there are similarities, changes have been applied to better form with the MPD and the City of Minneapolis. The goal of the Minneapolis's FTO Unit is to recruit, select and retain experienced officers of the highest caliber to serve as Field Training Officers and Field Training Sergeants. The goal also includes phasing recruits into the police department through the use of training and practical experience in the field, ultimately preparing the recruit for solo assignment.

### **FTO Rotation**

FTO program is 5 months long, based on phase training. The recruit will have a minimum of 4 FTOs through out the program. Baring unforeseen reasons, 2 months at one precinct followed by 3 in another is an average FTO program.

### **Role of the FTO**

The primary objective is to teach the recruit officer how to think and act as a law enforcement officer. The FTO must remember they are not scoring or giving

marks, **they are training and reporting the recruit officer's earned evaluation based on the recruit's performance** on the ROPE. It is important that the FTO objectively notes and records the performance of the recruit and can not allow personal biases influence when scoring. In any line of work, employees are most influenced by what happens to them in the first 6-12 months of their employment. The FTO provides ongoing instruction, direction, supervision, guidance, and experience to the recruit in order for them to become a proficient police officer. It is important for the FTO to ascertain the trainee's level of knowledge when introducing a topic. This way, the recruit learns at a pace at which is appropriate. The FTO's demeanor, professionalism and communication skills establish them as role models.

The FTO directs the recruit within a police situation/problem and as they do so, the FTO explains the effects of legal process, discretion, and department policies. The communication between the recruit and the FTO is vital to the learning process. The goal is improved performance, resulting from hands on training.

### **Recruits Responsibilities**

The recruits are expected to enter the FTO program with the basic skills and knowledge of the job that are acquired at the academy level. The recruit must understand the background of knowledge needed to become an effective police officer. In addition to the training and/or instruction given to the recruit by their FTO, it is expected that the recruit may be required to study at home or train on their own time.

### **Generational Gap**

A FTO must understand that the new generation of recruits will be different from his/her own. This will enable us to work together and give our communities the kind of service they need. Recognizing that different generations bring different perspectives and ideas to the situation brings a better understanding to each call.

### **Tasks**

Tasks are a training assignment that list the various components of the job as well as polices, which the FTO will review. Tasks prepare the recruit and also protect the FTO and FTO Program from a charge that the recruit failed because the organization failed to train. Capabilities to complete these written TASKS does not indicate competency in the field.

**Task v.s. ROPE Report:** Tasks are training guides signed off by the FTO as an accomplishment. It signifies that the recruit was able to perform the task or answer the questions in a training environment. The purpose of the ROPE report is to measure how well the recruit applies these skills and knowledge in the "real world" on the job. ROPES are permanent record of the recruit's performance graded numerically and by narrative.

### **Phase Training**

Phase Training is a systematic approach. During Phase 1, the FTO is the primary operator on calls. During the 2<sup>nd</sup> Phase, the FTO is still primary but assisted by the Recruit. During the 3<sup>rd</sup> Phase, the recruit is primary and assisted by the FTO. At the 4<sup>th</sup> Phase, the Recruit is the primary contact officer and takes on all responsibilities they are capable of until the FTO program 8 and 10 day. The 8 and 10 day make up Phase 5. The FTO program must recognize that the random occurrence of events in the field does not allow for systematic learning; phase training overcomes this by providing basic and objective-oriented hands-on training.

One component of Phase training allows for early detection of weakness in a recruit's performance. Following detection, specific documentation of the subsequent training is completed.

Minneapolis Police Department Phases are broken down roughly as such.

Phase 1 (ROPEs 1-16)

Phase 2 (ROPEs 17-32)

Phase 3 (ROPEs 33-48)

Phase 4 (ROPEs 49-67)

Phase 5 (ROPEs 68-85, the 8 and 10 day)

### **Recruit Officer's Performance Evaluation (ROPE)**

ROPEs are designed to evaluate the recruit's performance in job-related areas daily. **The FTO must focus on the recruit's observed behaviors, document it and numerically assess it. The ROPE is a chronological portrait of the recruit officer's performance as well as a comprehensive record of the FTO's instructional and coaching efforts to redirect less than acceptable performance.**

Other purposes of the ROPE report are to show and record the recruit officers progress or lack of progress. It identifies training needs and documents the extent of the training effort. The ROPE represents a formal, on going, feedback chart. The ROPE report shows accountability for both the FTO and the recruit. Both FTO and recruit acknowledge the ROPE by signature and date. A signature does not imply agreement with the scores, but acknowledgement of the content's of the ROPE.

The ROPE report is based on 26 categories, subdivided into five categories: Appearance, Attitude, Knowledge, Performance, and Relationships. The ROPE is used to document the recruit's performance with a grading system of 1-7, with 1 being least acceptable and 7 being the highest score. The ROPE also uses written documentation to assess the recruit's performance. The scoring and written documentation should correlate.

The FTO should make recommendations to fix errors and assess the Recruit's performance. If the FTO has retrained and the recruit once more fails to perform the task properly, then a reduction in scale values might be appropriate. Keep in mind the ROPE is a record of the recruit's performance and identifies training needs. It also documents the training effort and feedback by the recruit.

Not Responding to Training or the **NRT** option in scoring allows the FTO to report continued failures. Reasonable training has been attempted and the recruit has not responded to training or advice. It also documents when a recruit refuses to follow direction from their FTO. A NRT is an indication that the same problem has occurred in the past. The NRT indicates that the remedial effort has not produced the desired results. A NRT is an indicator that the recruit is now in danger of failing the FTO program. Generally, NRT scores begin to show in the 3<sup>rd</sup> Phase of training; however, this is not a rule. NRT's can arise in any Phase.

### **Goal of the Field Training Program**

To phase Recruit Officers into the Minneapolis Police Department.

In the event that a Recruit does not perform to acceptable levels, options include:

- An extension,
- Unplugging,
- Alternate training plans as needed.

### **Unplugging**

Unplugging is used when a recruit is lagging behind in a specific category. During a specific time frame of their FTO training, the recruit might be assigned to a FTO who is good at teaching that category which is lacking. In some cases, remedial training is set up by the department or the recruit may be re-assigned to the academy, if applicable.

**Extension Training Period(s)** In order to complete the FTO program the recruit must demonstrate the ability to perform at level "4" consistently in all areas on the ROPE. Recruits who are unable to obtain or maintain this level of performance may be granted an extension of training after consultation with the FTS and the FTO. *The extension will be granted if it is reasonable to believe that the training will correct the deficiency within a reasonable amount of time.* If the training does not reach its goal during the extension, specific recommendations will be made regarding the recruits performance.

Extensions will be outlined when a performance contract is completed. The performance deficiency needs to be identified as an isolated incident or indicative of an on-going problem. This will help in determining the length of the extension period. If the first training period does not correct the deficiencies then a second training period may be implemented at some point. The recruit's performance will be evaluated and documented. The training period during the extensions needs to

be well documented by the FTO, the FTS and the FTO Unit.

The recruit may also request an extension if he or she feels they are not ready to move forward into the 8 or 10 day phase of the FTO program. This request needs to be made in writing to the FTO Unit coordinator.

Not every performance problem can be resolved by extending the recruits training in the program. The cause of the behavior/problem must be determined. It is beyond the capacity of the FTO program to fix every problem. If the Recruit Officer does not perform to acceptable levels during these periods, a probationary release request may be written by the Training Unit, and forwarded through the chain of command.

The Recruit will be fairly well developed, but won't be perfect by the end of training.

Revised 4/09 by Sgt. D. Burbank  
Supervisor, FTO Unit

## **THE ROLE OF THE FIELD TRAINING OFFICER**

**TEACHER: Tell.**

**TRAINER: Show.**

**COACH: Direct Recruit to apply knowledge and skills.**

**MENTOR: Evaluate performance; guide recruit to enhanced performance.**

### **PRIMARY OBJECTIVE**

The primary objective is to teach the recruit officer how to think and act as a law enforcement officer.

Field Training is not something you do “to” the recruit. It’s something you do “with” the recruit.

You are not grading, scoring or giving marks. You are training and then reporting the recruit officer’s earned evaluation based on the recruit’s **performance** on the ROPE. The importance of the FTO focusing on performance cannot be overemphasized.

Throughout your career as an FTO, you must do everything you can to objectively note and record the performance of the recruit, and strive to let nothing else creep into your role.

## **FTO TRAINING AIDS**

### **NAVIGATOR:**

The FTO, while driving, has the recruit calling the streets and avenues that they are on. The recruit tells the FTO when to turn and where to go. The recruit handles both the radio and the MDC/MDT. When the recruit is driving the FTO does the above. This training aid improves the recruit's performance in the orientation of the precinct/district.

### **COMMENTARY DRIVING:**

The FTO must first demonstrate this technique to the recruit. This will make the recruit "SEE" what a good police officer sees when driving. This will also help the recruit get rid of his/her "tunnel vision."

The officer driving verbally says what they see as they drive. "White Olds ahead traveling North on Park Avenue; blue car stopping at stop sign on East 34<sup>th</sup> Street; white male leaving yard on east side of 3300 block wearing a red jacket and blue jeans," etc. They should be doing this directly in front of squad to about two blocks ahead.

This should be done by the recruit about 4 times a day for 5 minutes at a time. FTOs should time and document this exercise on the ROPE.

### **MIRROR REPORT WRITING:**

This is a good aid to use when working with a new recruit. The FTO should be asking the questions, but both the FTO and recruit should take notes. The FTO then makes the proper report. The recruit makes the same report. The two are then compared. The FTO then corrects the errors in the recruit's report. The above procedure can also be used when writing tags.

### **THE CONTACT/COVER PRINCIPLE:**

The FTO and the recruit must always know who is going to be the contact officer. The FTO must always be aware and ready to take over for the recruit, (Discretionary Override), if necessary. Discretionary Override will be discussed in more detail later in the Syllabus.

### **ARREST SITUATIONS:**

All arrest situations should be a joint effort. The FTO and recruit should have a signal so that the other is aware that an arrest is to be made. This also gives the FTO time to stop the recruit from making any arrest that he/she feels is not legal and/or appropriate.

## THE FIELD TRAINING OFFICER AS A COACH

The late – great University of Alabama football coach Paul W. “Bear” Bryant once stated that “..., the great players are going to play, but the ones that are going to win for you are the ones who are not great, but don’t know it.” Interesting observation from a football coach who led his Alabama teams through 25 winning football seasons including 24 bowl appearances and 6 national championships.

The “Bear” had his share of All-American caliber players, but for the most part, his teams were composed of players with average talent/ability. The “Bear” was a Coach - someone who worked hard to bring out the best in people.

FTOs are entrusted with **enormous** coaching responsibilities. These include:

- The FTO as a presenter/clarifier of skills and the application of essential information (e.g., policy and procedure, statutes, ordinances, codes, etc.).
- The FTO as a demonstrator – to show the recruit officer what “good police work” looks like and what the police administration expects from its personnel.
- The FTO as a facilitator – providing the recruit officer with the opportunity to apply job/task responsibilities under a watchful eye.
- The FTO as a patient, thorough coach – providing feedback on performance along with redirection to improve the recruit officer’s application/execution of tasks.

Coaching is a personal, face-to-face relationship between the FTO and Recruit Officer that focuses upon job/task responsibilities. Coaching has one purpose - To improve the recruit officer’s performance. It begins with:

- Acknowledging that practice does not make perfect! Practice must be accompanied by an FTO-Coach observing the performance in order to:
  - Document the performance.
  - Diagnose the performance.
  - Discuss – debrief with the recruit officer about the performance.
- Acknowledging that the recruit officer must be accountable for his/her actions. This is accomplished by the recruit officer idling the FTO what was done as soon as practically possible and,
- Recognizing that the FTOs primary role is that of an active listener and diagnostician, to:
  - Inventory the accuracy and completeness of the recruit officer’s account of what just occurred, and diagnose what the recruit officer did and initiate ideas for taking corrective action to improve the recruit’s performance.

The objective is to assist the recruit officer to develop an understanding that he/she “owns” that behavior. “Ownership” implies a sense of freely stating what was done without rationalizing why it was done a particular way. In short,

developing the sense of accountability that accompanies the self-evaluation process.

Ownership is merely the first step. There can be no performance modification unless the recruit officer fully recognizes and understands the consequences of his/her performance.

Effective coaching begins without blaming! The FTO must focus upon the reasons for the behavior, not upon finding someone to blame.

An effective coach, therefore, separates the person from the behavior, and avoids pointing the accusatory finger,.....



## THE ACCUSATORY FINGER SYNDROME

The ACCUSATORY FINGER SYNDROME is defeated by using the “Big Two” coaching questions. The objective is to focus upon performance by talking “with” the recruit officer, not “at” them. Effective FTOs must speak with their recruits by using good, open, two-way communication at all times. The role of the FTO-Coach is to teach the recruit officer how to:

- **SEE** the world as a police officer must, and
- **THINK** about what was observed as a police officer must.

To do this right, don’t begin feedback when you are angry:

- Think before you act!
  - Diagnose.
- Focus on behaviors, not the individual.
  - Treat each recruit as you would like to be treated.
- Did I adequately prepare the probationary officer?
- Is it a “Law of Recency” issue?
  - Remember, if you don’t use it, you’ll lose it!
- Is the unsatisfactory performance due to confusion?
  - Could “training conflict” be the culprit?

## COACHING FOR IMPROVED PERFORMANCE

The notion that feedback is the breakfast of champions is firmly anchored in the Field Training Officer’s use of “self-evaluation” techniques with recruit officers. The Field Training Officer “conditions” the recruit to consciously think about what he or she did and said while handling tasks and assignments.

Rather than talk at the recruit officer, the Field Training Officer speaks with him or her by utilizing the “Big Two Coaching Questions” as soon as **practically** possible after the handling of an assignment/incident. The questions posed to the recruit officer are:

### 1. WHAT DID YOU DO CORRECTLY OR APPROXIMATELY CORRECT?

Focus, Listen.

### 2. WHAT WOULD YOU DO DIFFERENTLY IF YOU HAD THE OPPORTUNITY TO HANDLE THIS OVER AGAIN?

Focus, Listen.

## **THE RECRUIT OFFICER AS THE “ADULT LEARNER”**

Learning is a process of change, or the modification of one’s behavior and/or skills. The recruit officer brings adult learning characteristics that can be behaviorally observed. An effective FTO needs to be aware of these characteristics to better “manage” the Field Training and Evaluation Process. The following overview of adult learner characteristics and techniques that will change/modify the recruit officer’s behavior/performance is provided as another set of “tools” to get the job done – well!

- **Recruit officers may be resistant to feedback.**

Recruit officers need to know how they’re doing, and should be provided with frequent feedback as soon as practically possible. Feedback is impacted by the FTO’s “style.” Remember, recruit officers want guidance, not just ROPE report “grades, scores, or marks,” at the end of the shift. The FTO’s focus should not be exclusively upon where the recruit officer “stands” on the evaluation scale, but also steps the FTO thinks the recruit should take to improve his/her performance.

Frequent feedback provided **immediately after demonstrated performance** is necessary for improved performance. NOTE: When feedback is perceived by the recruit officer as a personal threat or attack, the results will be defensive behavior. When this occurs, the recruit officer will focus more on how they were treated by the FTO as opposed to focusing upon their performance deficiencies and the potential consequences.

### **Training/Coaching Technique(s)**

It has been said that adults have to know they have done something correct, or approximately correct before they can HEAR they have done something incorrectly. Remember the “**Big Two**” coaching questions.

Identify and focus upon the most important issues, (behavior/performance), not the recruit officer him/herself. Feedback must be specific: Ride the WAV! Avoid statements beginning with “always..... never,” etc. As it implies your keeping score rather than training/coaching to build a “winner.”

- **Recruit officers will generally learn only what they believe they need to learn.**

The training transfer may be hampered if the recruit officer doesn’t see or understand the immediate value of the potential practical application of the knowledge or skill. Adult learners need to see the “big picture,” (e.g., the rationale for learning and satisfactorily completing the task/skill).

### **Training/Coaching Technique(s)**

The FTO describes the process and demonstrates it without detail. The individual parts should be explained only after the entire skill/task is described. This is also referred to as the “whole-part-whole” method.

Explain the “**whys and wherefores,**” (the rationale as to why a task/skill is performed in a certain manner), as soon as practical.

#### **• Recruit officers learn from learners!**

This adult learning characteristic has a double meaning:

1) Learning is a cooperative and collaborative process. As an FTO, the teacher/trainer/coach/mentor, learns by the process of research, preparation, review, and presentation. “Qui docet, discet!”, or “he who teaches, learns!” An important attribute for the FTO is the desire to learn. When we learn, certain changes occur in our beliefs and practices.

2) We can and do learn from each other. You’ll be surprised at how much you will learn from the recruit officer. When the recruit officer presents new information/skills to you, praise them! There’s nothing worse than a prideful, know-it-all, I never make a mistake type of person. **Recruit officers learn at different speeds.**

We are all unique in this respect. Individual differences and past experiences impact on the rate of learning. It has been said that Albert Einstein was a so-called “slow-learner” and look at his success!

### **Training/Coaching Technique(s)**

It is important for the FTO to demonstrate patience and encouragement.

Avoid thinking “slow” learners are learning deficient. Multiple instructional techniques/styles can enhance the learning process. Communicate reasonably and fairly; let the recruit understand where he’s/she’s at in the process, with respect.

Beware the Pygmalion Syndrome: Recruit officers rise to the level of their FTO’s performance expectation. Slow learner expectations usually result in recruit officer performance mediocrity as well as distrust and dislike for the FTO. Worse yet, learning becomes a “game.”

Many adult learners approach new tasks/skills with a built-in fear,..., of failure, and other preconceptions. Adult learners are often reluctant to volunteer or take risks. This stems from a fear of failure, plus a sense of personal embarrassment.

To overcome this, assure the recruit officer that these feelings are natural. Utilizing experiences as examples may show the recruit officer that you have been in similar straits. Be willing to share a difficult time or two of your own. At this time, share how you learned how to deal with the particular dilemma.

Refer back to earlier, (and successful), task or knowledge area in the Training/Task checklists. Have them visually focus on that “success” and remind them that there was probably a lot of anxiety and fear before they mastered that task as well. In short, remind them that they have conquered tasks and expectations in the past. Sometimes FTOs have to stoke the recruit’s “can do” fires.

**•Peaks and valleys are common to the recruit officer’s rate of learning.**

Recruit officers don’t always progress at a steadily increasing pace. Learning is generally faster during the initial days of training, but then **may** reach a plateau. The natural response for the recruit officer is one of discouragement and frustration.

**Training/Coaching Technique(s)**

Expect some “ups and downs” in the recruit officer’s progress. The feeling of discouragement is natural. Be prepared to provide encouragement. Refer back to the Training/Task checklists and show the recruit officer that the knowledge and skill areas are indeed getting more complex.

Talk about the fact that the recruit officer is also assuming a greater percentage of the on-the-job workload and the corresponding impact on performance.

Interpret the recruit’s performance expectations and standards, and if necessary, bring them back from the “Twilight Zone” of unrealistic expectations.

**•Poor training may hinder the recruit officer’s learning process.**

Improper instruction or ineffective training, (for example, just “talking at”), may be far worse than no training at all.

**Training/Coaching Technique(s)**

**Periodic** assignment of the non-FTOs with recruit officers acceptable. However, there is no justification for entrusting non trained personnel with the duties and responsibilities of an FTO. This is an unfair situation and nobody should ever be made to do something they have not been specifically trained and certified to perform.

**•Recruit officers learn best in an informal environment.**

Recruit officers entering the Field Training and Evaluation Process need a competent teacher/trainer/coach/mentor to “show them the ROPEs” – how to apply the Police Academy materials in the street environment.

### **Training/Coaching Technique(s)**

Get stress and anxiety out of the process to the extent possible. Recruit officers who remain focused are more apt to perform with minimal (and potentially deadly), performance error(s).

Keep the patrol vehicle environment “light.” Don’t forget a good sense of humor and a well-timed dose of “comic relief.” Remember, the comedy should not be at the recruit officer’s expense.

**•Training must be properly timed.**

### **Training/Coaching Technique(s)**

Instruct that “form,” rather than “speed” is desired. Proper form and task execution is primary; speed comes with task replication, (experience).

Several short training periods are more effective than one long session. Whenever possible or practical, “space and pace” the learning process.

**•Recruit officers learn best when the “learning climate” is based on mutual support, collaboration and trust.**

### **Training/Coaching Technique(s)**

Openness – encourage the recruit officer to be inquisitive without being intimidated. Make every effort to allow the recruit officer’s first contact with a new task/skill a positive one.

Don’t forget – there is a difference between a recruit officer doing something differently as opposed to incorrectly.

Practice “safe coaching.” Be an “active listener.” This allows the FTO to assess and better plan the probationary officer’s redirection/coaching needs. It also insures the recruit officer’s “place” in the learning process. **Recruit officer development is self-development.**

Adult learners are capable of learning what they want to learn. The FTO should know the recruit’s perception may not be accurate. Does the recruit officer know and recognize what is important and why? For example, does the recruit officer demonstrate the capacity to apply previously learned tasks/skill areas when confronted with new problems and challenges which are really a variation on “previously trained themes?”

### **Training/Coaching Technique(s)**

Has the recruit officer been held “accountable” to arrive at work prepared to “go to work?” Are the tasks up-to-date?

Is the recruit officer demonstrating knowledge/skill proficiency for previously addressed issues?

Is non-performance or unsatisfactory performance an issue of “law of recency?” Or, is it a question not of competence, but rather willingness to perform?

Reprimand if the “cause” on non-performance/unsatisfactory performance is not one of lack of knowledge/skill proficiency and competence.

Hold the recruit officer accountable.

Ask the recruit officer – “Here’s the situation – what would you do if you were the FTO?”

### **DISCRETIONARY OVERRIDE**

The Field Training Officer has a responsibility to “take over” from the recruit officer whenever:

- The recruit officer is about to commit an illegal/unlawful act (detention/arrest).
- The recruit officer is about to/has placed themselves and/or others in a position of a safety threat or possible harm.
- The recruit officer is clearly unable to respond/uncertain of what to do or how to accomplish the task(s).
- The recruit officer is about to/has seriously compromised the quality of law enforcement service delivery.
- The recruit officer is about to/has embarrassed him/herself.
- The recruit officer either can’t or won’t make a decision.

Before you “move in” on the recruit, consider ... Is the recruit officer performing incorrectly, or merely differently?

## Common Evaluation Errors

**Error of Leniency** occurs when the FTO assigns a score beyond what the recruit deserves. The FTO recognizes this as less than adequate, but considers the lack of experience the recruit has had. The result that occurs is that the same performance seen several weeks later may result in the awarding of an unacceptable score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Standards do not fluctuate...recruits do.

**Personal Bias** when the FTO allows personal feelings about an employee to affect the ratings. Personal like or dislikes limit appraisal objectivity.

**Central Tendency** occurs when the FTO routinely bunches the scores toward the center of the rating scale. This can occur when the FTO does not pay close attention to performance, wants to avoid controversy, or does not want to document scored behavior above or below the curve (1-2 or 7).

**Related Traits/Event Bias** occurs when one or two traits or a particular behavior dominate the appraisal. The FTO may evaluate all the remaining categories based on the dominant mistake or outstanding performance.

**Not Enough Improvement.** When a recruit scores tend to be between whole numbers, FTOs should use the lower score. The higher score needs to be completely earned. There are no fractions when scoring i.e. 2.5, 3/5 etc...

**Room to Grow.** When the FTO wants to “motivate” the recruit to work harder assigns a score less than the recruit deserves. When someone fails to get the recognition that they deserve, they experience loss, rather than gain, in terms of motivation.

**Averaging Scores** has no place in the evaluation process. The FTO who assigns a scores without individualizing each ROPE category, does not give the recruit or other trainers information to help improve performance. For example, giving all categories a 4 rating, when some categories are below and some are above does not show where the recruit excels nor needs improvement.

**“No Rookie Ever Gets a 7”** The ROPE scores should be based on real life experiences-not reflect artificial standards. There is no place for unrealistic expectations and goals in a job related performance evaluation. If the recruit deserves a score, they should receive it. Refer to SEGs if needed.

**Ignoring Behavior** if you fail to correct a recruit when he or she has made a mistake, he or she is likely to make the mistake again; the recruit will equate your silence with approval.



**R.O.P.E. REPORT**

**R.O.P.E. CONTINUATION REPORT**

**TRAINING SUPERVISORS WEEKLY REPORT**

**RECRUIT OFFICER SYNOPSIS FORM**

**RECRUIT INCIDENT REPORT**

**PERFORMANCE CONTRACT**

**RECRUIT OFFICER PERFORMANCE EVALUATION (ROPE) NO. \_\_\_\_\_**

RECRUIT NAME (LAST, FIRST, MIDDLE):			EMPLOYEE NUMBER:
FTO NAME (LAST, FIRST, MIDDLE):			EMPLOYEE NUMBER:
DATE:	PRECINCT:	SHIFT:	SQUAD:

**NUMERICAL RATING STANDARDS GUIDE Note: Scores 1 & 7 must be documented on the reverse side of form.**  
 1 = Not Acceptable Level by SEGs    4 = Acceptable    7 = Superior Level by SEGs

AREAS RATED	RATING SCALE			
	CIRCLE NUMBER	*NO	**NRT	***TT
<b>Appearance:</b>				
1. General Appearance.....	1 2 3 4 5 6 7			
<b>Attitude:</b>				
2. Acceptance of Feedback – FTO Program.....	1 2 3 4 5 6 7			
3. Attitude toward Police Work.....	1 2 3 4 5 6 7			
<b>Knowledge:</b>				
4. Knowledge of Department Policies and Procedures.....	1 2 3 4 5 6 7			
5. Knowledge of MN State Criminal Code.....	1 2 3 4 5 6 7			
6. Knowledge of City Ordinances.....	1 2 3 4 5 6 7			
7. Knowledge of State/City Traffic Codes.....	1 2 3 4 5 6 7			
<b>Performance:</b>				
8. Driving Skill: Normal Conditions.....	1 2 3 4 5 6 7			
9. Driving Skill: High Stress Conditions.....	1 2 3 4 5 6 7			
10. Orientation/Response time to calls.....	1 2 3 4 5 6 7			
11. Routine Forms: Accuracy/Completeness/Dictation.....	1 2 3 4 5 6 7			
12. Report Writing: Organization/Details.....	1 2 3 4 5 6 7			
13. Report Writing: Grammar/Spelling/Neatness.....	1 2 3 4 5 6 7			
14. Report Writing: Appropriate Time Used.....	1 2 3 4 5 6 7			
15. Field Performance: Stress Conditions.....	1 2 3 4 5 6 7			
16. Crime Scene/Physical Evidence Observations.....	1 2 3 4 5 6 7			
17. Self-initiated Field Activity.....	1 2 3 4 5 6 7			
18. Officer Safety.....	1 2 3 4 5 6 7			
19. Control of Conflict: Voice Command/Physical Skill .....	1 2 3 4 5 6 7			
20. Problem Solving/Decision Making.....	1 2 3 4 5 6 7			
21. Radio: Appropriate Use of Code 4/Procedure.....	1 2 3 4 5 6 7			
22. Radio: Listens and Comprehends.....	1 2 3 4 5 6 7			
23. Radio: Articulation of Transmissions.....	1 2 3 4 5 6 7			
24. Divided Attention Skills.....	1 2 3 4 5 6 7			
<b>Relationships:</b>				
25. Public Interaction/Demeanor.....	1 2 3 4 5 6 7			
26. Interaction with Other Department Members.....	1 2 3 4 5 6 7			
<b>REMEDIAL TRAINING TIME (TT) TOTAL</b>				
*NO = NOT OBSERVED    **NRT = NOT RESPONDING TO TRAINING    ***REMEDIAL TRAINING TIME (in minutes)				

I CERTIFY THIS RATING REPRESENTS MY BEST JUDGEMENT	I CERTIFY I HAVE REVIEWED THIS RATING WITH MY FTO
SIGNATURE OF FTO:	SIGNATURE OF RECRUIT OFFICER:

**Recruit Officers shall make copies of each ROPE (front and back), retain them in their duty bag and have them available at anytime for review by their FTO. The original ROPE shall be forwarded to the Recruit Officers current FTO shift supervisor.**

# NARRATIVE COMMENTS

Most Acceptable Performance of the Day:

Least Acceptable Performance of the Day:

Additional Comments:

SIGNATURE OF FTO:

SIGNATURE OF RECRUIT OFFICER:



## TRAINING SUPERVISOR'S WEEKLY RECRUIT TRAINING REPORT

RECRUIT NAME (LAST, FIRST, MIDDLE):		EMPLOYEE NUMBER:	
SUPERVISOR NAME (LAST, FIRST, MIDDLE):		EMPLOYEE NUMBER:	
DATE:	PRECINCT:	REPORTING PERIOD: <span style="float: right;">THRU</span>	

**INSTRUCTIONS:** Supervisors are required to fill out this report on each recruit officer assigned to them on their shift. These weekly reports reflect the performance of the recruit beginning Sunday and ending Saturday. Information for this report can be obtained from FTO's daily report on the recruit. Weekly averages should be entered in the appropriate boxes below. This report, along with all FTO's daily reports, should be forwarded to the FTO Program for the preceding week (Sunday through Saturday). **Information on reverse side must also be completed.**

AREAS REPORTED	DAY OF WEEK							WEEKLY AVERAGE
	S	M	T	W	T	F	S	
<b>Appearance:</b>								
1. General Appearance .....								
<b>Attitude:</b>								
2. Acceptance of Feedback – FTO Program.....								
3. Attitude toward Police Work .....								
<b>Knowledge:</b>								
4. Knowledge of Department Policies .....								
5. Knowledge of MN State Criminal Code .....								
6. Knowledge of City Ordinances.....								
7. Knowledge of State/City Traffic Codes .....								
<b>Performance</b>								
8. Driving Skill: Normal Conditions.....								
9. Driving Skill: High Stress Conditions.....								
10. Orientation/Response time to calls .....								
11. Routine Forms: Accuracy/Completeness/Dictation .....								
12. Report Writing: Organization/Details.....								
13. Report Writing: Grammar/Spelling/Neatness.....								
14. Report Writing: Appropriate Time Used.....								
15. Field Performance: Stress Conditions .....								
16. Crime Scene/Physical Evidence Observations.....								
17. Self-initiated Field Activity .....								
18. Officer Safety .....								
19. Control of Conflict: Voice Command/Physical Skill.....								
20. Problem Solving/Decision Making .....								
21. Radio: Appropriate use of Code 4.....								
22. Radio: Listens and Comprehends.....								
23. Radio: Articulation of Transmissions .....								
24. Divided Attention Skills.....								
<b>Relationships:</b>								
25. Public Interaction/Demeanor.....								
26. Interaction with Other Department Members .....								

**Note: Ratings of "NO" do not count in the weekly average.**

**NARRATIVE COMMENTS**

Strongest Area(s) of performance this reporting period: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Weakest Area(s) of performance this reporting period: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recruit's Progress to date is (check one).....  Satisfactory     Unsatisfactory

Additional Training Recommended \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNATURE OF SUPERVISOR	SIGNATURE OF RECRUIT OFFICER:
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# RECRUIT OFFICER SYNOPSIS

**Recruit Officer** \_\_\_\_\_

**Month** \_\_\_\_\_

**FTO** \_\_\_\_\_

**Precinct** \_\_\_\_\_

**This Recruit shows strengths/promise in the following area(s):**

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**This Recruit needs work in the following area(s):**

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Please use this sheet for additional comments on this Recruit's Performance, and attach other sheets if necessary. Thank you.



To: Recruit Officer \_\_\_\_\_

Date: \_\_\_\_\_

From: Sergeant \_\_\_\_\_

Subject: Performance Contract

Based on information received from your Field Training ROPE forms and Field Training Sergeant, it has been determined that your performance does not meet the department's expectations in the following areas:

- \_\_\_\_\_,
- \_\_\_\_\_,
- \_\_\_\_\_.

Failure to take corrective action in these areas will jeopardize your employment as a Police Officer for the City of Minneapolis.

As a result of this performance, your training in the Field Training Program has been extended, with reevaluation before continuing onto your second 8 and 10 day. You must meet acceptable standards during this extension. Scores of less than 3 on your ROPE forms will be reviewed by the FTO Sergeant and Training Commander to determine further action. You will remain on \_\_\_\_\_ Precinct \_\_\_\_\_ watch. Sgt. \_\_\_\_\_ may ride with you, at his discretion, to observe your progress.

Your 8 day will begin on or about 8 working days from this point. Until that point, ROPEs will be completed each shift with the date and the word "extension" written next to the recruit officers name. All ROPEs shall be faxed to the FTO office post shift.

If you fail to meet acceptable standards in your performance by the end of this extension, the Training Unit may recommend termination of your employment as a Police Officer.

I, \_\_\_\_\_, understand that my performance does not meet the department's expectations. I acknowledge that my training in the Field Training Program has been extended so as to allow me additional time to meet acceptable standards. I further acknowledge receipt of a copy of this performance contract and understand that a copy of this document will be placed in my personnel file.

Recruit Officer Signature: \_\_\_\_\_

FTO: \_\_\_\_\_ Lieutenant: \_\_\_\_\_

FTO Unit Representative: \_\_\_\_\_

FTS (or Recruit's Shift Supervisor): \_\_\_\_\_ Date: \_\_\_\_\_

**Training Assignment**

During the next \_\_\_\_\_ working shifts, your assignment will be as follows:

The FTO will describe assignment given to the recruit to correct their performance deficiency and document training time on the ROPE. The assignment will be given in specific performance goals. Recruit is expected to be performing at a satisfactory level in their identified area of weakness by the end of the remedial training period.

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FTO SIGNATURE /DATE

RECRUIT SIGNATURE

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SHIFT SUPERVISOR SIGNATURE

FTO PROGRAM ADMINISTRATOR SIGNATURE

SIGNATURES ARE REQUIRED AT THE TIME THE ASSIGNMENT IS MADE.

**Follow-up**

- |   |            |           |
|---|------------|-----------|
| <b>1. HAS THE RECRUIT COMPLETED THE REMEDIAL TRAINING PLAN?</b>   | <b>YES</b> | <b>NO</b> |
| <b>2. IS THE RECRUIT PERFORMING AT A SATISFACTORY LEVEL?</b>      | <b>YES</b> | <b>NO</b> |
| <b>3. HAS AN ADDITIONAL REMEDIAL TRAINING PLAN BEEN ASSIGNED?</b> | <b>YES</b> | <b>NO</b> |

A written explanation must be provided if the Remedial Training Plan was not completed.

If the Recruit is performing at a satisfactory level in all ROPE categories, they are placed into the final phase of the recruit program.

If the Recruit is not performing at a satisfactory level at the conclusion of the Remedial Training Plan, a decision must be made about providing another Remedial Training Plan, extension or probationary release.

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FTO SIGNATURE /DATE

RECRUIT SIGNATURE

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SHIFT SUPERVISOR SIGNATURE

FTO PROGRAM ADMINISTRATOR SIGNATURE

**MINNEAPOLIS POLICE  
DEPARTMENT  
FIELD TRAINING PROGRAM**



**STANDARDIZED  
EVALUATION  
GUIDELINES**



**POLICE DEPARTMENT  
FIELD TRAINING UNIT  
FIELD TRAINING AND EVALUATION PROGRAM  
STANDARDIZED EVALUATION GUIDELINES**

SEGs are designed to define each performance category in order to maintain a total performance assessment that is objective and neutral. The SEGs have been established to ensure each FTO's rating of the recruit will be standard throughout the program. SEGs are based on a 7 point scoring system with behavioral anchors 1, 4 and 7. This allows for different levels of acceptable and unacceptable performance. A score of 4 is recognized as a competent police officer's skill.

**APPEARANCE:**

**1. General Appearance** - Evaluates physical appearance, dress and demeanor.

- (1) **Unacceptable** - Overweight, dirty shoes and wrinkled uniform. Uniform fits poorly or is improperly worn. Hair not groomed 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 and equipment are clean and in good working order. Hair within regulations; shoes are shined.
- (7) **Superior** – Uniform neat, clean and tailored. Leather is shined, shoes are spit-shined. Displays professional presence.

**ATTITUDE:**

**2. Acceptance of Feedback – FTO/FTO Program** – Evaluates the way recruit accepts trainers 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 attempt to make corrections. Considers criticism as personal attack.
- (4) **Acceptable** – Accepts criticism/feedback respectfully. Learns from the instruction given by the FTO.
- (7) **Superior** – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame others for errors. **31**

**3. Attitude Toward Police Work** – Evaluates how recruit 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.
- (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 recruit's knowledge of departmental procedures and ability to apply this knowledge under field conditions.

- (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 Minnesota State Criminal Code** – Evaluates recruit's knowledge of the criminal statutes and ability to apply that knowledge in field situations.

- (1) **Unacceptable** – Does not know elements of basic sections of the codes. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes.
- (4) **Acceptable** – Recognized commonly encountered criminal offenses and applies appropriate section of the code. Knows the 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 Ordinances** – Evaluates recruit's knowledge of local ordinances and ability to apply that knowledge to field situations.

- (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 code sections.
- (7) **Superior** – Has outstanding knowledge of city/county codes and applies that knowledge to criminal and non-criminal.

#### **7. Knowledge of State/City Traffic Codes**

- (1) **Unacceptable** – Does not know even the most often used sections of the codes. 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 manual.
- (7) **Superior** – Displays outstanding knowledge to traffic codes including lesser known sections. Quickly and effectively applies codes.

#### **PERFORMANCE:**

#### **8. Driving Skill: Normal Conditions** – Evaluates recruit's skill in the operation of 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 vehicle. Performs vehicle operation while maintaining an alertness to surrounding activity. Drives defensively.
- (7) **Superior** – Sets an example by lawful, courteous driving. Maintains complete control of vehicle while operating radio, checking hot sheet, etc. Is a superior defensive driver.

#### **9. Driving Skill: High Stress Conditions** – Evaluates recruit's skill in vehicle operation under Code 2 and Code 3 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 vehicle.
- (4) **Acceptable** – Maintains control of vehicle and evaluates driving situations properly.
- (7) **Superior** – Displays high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Practices defensive techniques. Responds very well relative to degree of stress present.
- 10. Orientation/Response Time to Call** – Evaluates recruit’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 district map. Unable to relate location to destination. Gets lost. Takes too much time getting to destination.
- (4) **Acceptable** – Is aware of location while on patrol. Properly uses district map. Can relate location to destination. Arrives within reasonable amount of time.
- (7) **Superior** – Remembers locations from previous visits and does not need district map to get there. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and city.
- 11. Routine Forms: Accuracy/Completeness/Dictation** – Evaluates recruit’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 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.
- 12. Report Writing: Organization/Details** – Evaluates the recruit’s ability to properly utilize departmental forms and dictate to transcription personnel.
- (1) **Unacceptable** – Unable to organize information and to reduce it to writing. Leaves out pertinent details in report. Report is inaccurate. Unable to dictate basic reports.

(4) **Acceptable** – Completes reports, organizes information in logical manner. Reports contain the required information and details. Can dictate reports without direct supervision.

(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. Dictates all necessary reports without assistance.

**13. 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 several 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 errors are rare. Errors, if present, do not impair the understanding of the report.

(7) **Superior** – Reports are very neat and legible. They contain no spelling or grammar errors.

**14. 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.

(4) **Acceptable** – Completes reports within a reasonable amount of time.

(7) **Superior** – Completes reports as quickly as a skilled veteran officer.

**15. 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.

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

(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 same.

**16. Crime Scene/Physical Evidence Observation** – Evaluates recruit’s ability to conduct a

proper investigation with emphasis on crime scene investigative procedures.

(1) **Unacceptable** – Does not conduct a basic investigation. Conducts investigation improperly. Unable to accurately diagnose offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting or property inventorying 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 investigative procedure in all but most difficult/unusual cases. Is generally accurate in diagnosis of nature of offense committed. Collects, tags, logs and property inventories evidence properly. Connects evidence with suspect when apparent. Collects “readable” fingerprints.

(7) **Superior** – Always follows proper investigative procedure and is 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 available.

**17. Self-Initiated Field Activity** - Evaluates recruit’s interest and ability to initiate police related activity. Gauges recruit’s knowledge of his/her district, and community oriented/CODEFOR policing that needs to be conducted in the area.

(1) **Unacceptable** – Does not see or avoids activity. Does not 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. Display inquisitiveness.

(7) **Superior** – Seldom misses observed activity. Maintain “Hot Sheet” and other information given at Roll Call and uses that information as “Probable Cause.” Makes good quality arrests and/or proper dispositions from observed activity. Thinks well “on his/her feet.”

**18. Officer Safety** – Evaluates recruit’s ability to perform police tasks without injuring self or others or exposing self or others to unnecessary risk or danger.

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

- a. Exposes weapons to suspect (baton, mace, gun, etc.)
- b. Fails to keep gun hand free.
- c. Stands in front of suspect's car door.
- d. Fails to control suspects 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 vehicle.
- h. Fails to stay in 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. Makes poor choice of which weapon to use and when to use it.
- n. Fails to cover other officers.
- o. Stands between squad and violators vehicle on traffic stop.
- p. Fails to search police vehicle prior to duty and after transporting.

(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.

**19. Control of Conflict: Voice Command/Physical Skill** - Evaluates recruit's ability to gain and maintain control through verbal command and situations where force is used.

(1) **Unacceptable** – Speaks too softly or timidly. Speaks too loudly. Confuses or angers listeners by what is said and/or done. Fails to use voice when appropriate or speaks when inappropriate. Does not use force when necessary or uses too much force for the situation.

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

(7) **Superior** – Controls with voice tone, word selection, inflection, and the bearing which accompanies what is said. Superior, reasonable use of force.

**20. Problem Solving/Decision Making** - Evaluates recruit'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 or naïve. 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 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 perceptions, anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

**21. Radio: Appropriate Use of Code 4** - Evaluates the recruit'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. 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 and adheres to policy. Has superior working knowledge of all codes/language and applies knowledge when using the police radio.

**22. Radio: Listens and Comprehends** - Evaluates recruit'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 districts. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmissions.

(4) **Acceptable** – Copies own radio transmissions and is generally aware of radio traffic directed to adjoining districts.

(7) **Superior** – Is aware of traffic in other parts of city and uses previously transmitted information to advantage.

**23. Radio: Articulation and Transmission** – Evaluates recruit's ability to communicate with others via police radio.

(1) **Unacceptable** – Does not preplan his/her transmission. Over or under modulates. Cuts message off through improper use of microphone. Speaks too fast or too slow.

(4) **Acceptable** – Uses proper procedures with clear, concise and complete transmission.

(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.

**24. Divided Attention Skills** – Evaluates recruits ability to perform different tasks at the same time, i.e. listens to radio transmission while taking written documentation. Uses MDT at the appropriate time.

(1) **Unacceptable** – Fails to absorb radio traffic while performing other tasks. Repeatedly misses important information while performing other police functions.

(4) **Acceptable** – Copies radio traffic and other correspondence while attention is divided. Has a good ability to talk, drive, write, works MDT at the appropriate time.

(7) **Superior** – Is able to perform several tasks at once without any guidance or assistance.

**25. Public Interaction/Demeanor** – Evaluates recruit’s ability to interact with citizens and ethnic groups in an appropriate, efficient manner.

(1) **Unacceptable** – Abrupt, belligerent, overbearing, arrogant. Uncommunicative, overlooks, avoids service aspect of the job.

(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.

**26. Interaction with other Department Members** – Evaluates recruit’s ability to effectively interact with other department members of various ranks and in various capacities.

(1) **Unacceptable** – Patronizes FTO/Superiors/Peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative and sarcastic. Resists instructions. Considers self superior. Belittles others, is not a “team” player. Fawns on others.

(4) **Acceptable** – Adheres to 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.