



MAYVILLE POLICE DEPARTMENT

Probationary Officer Manual

MAYVILLE POLICE DEPARTMENT

Field Training and Evaluation

© Mayville Police Department
25 South School Street
Mayville, WI 53050
Phone 920.387.7903 • Fax 920.387.7918

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ACKNOWLEDGEMENT OF UNDERSTANDING

As a probationary officer with the Mayville Police Department, I understand that I am required to graduate from the Field Training Program. Failure to graduate from the program will result in the termination of my employment with the Mayville Police Department.

I also understand that the requirements for graduation from the Field Training Program are located in writing in the Probationary Officers Training Manual. The Field Training Officers will attempt to teach me all of the necessary skills for acceptable completion of the program; however, it is my responsibility to learn those skills.

I have been informed that my performance will be evaluated in job related activities during the program. That evaluation will include Daily Observation Reports, Daily Observation Supplemental Reports, Weekly Managers Reports, and Phase Summery Reports. My performance and evaluations will be shared with members of the Field Training Staff to increase my educational opportunities.

I have also been advised that during my training I will be assigned to various shifts and Field Training Officers. I understand that the Field Training Officer is my immediate "Supervisor." I will follow his/her directions/orders at all times during any police incident. During the program any requests for time off must be cleared through the Field Training Staff.

MISSION STATEMENT

The mission of the Mayville Police Department is to enhance the quality of life in the City of Mayville by working cooperatively with the public to enforce the law, preserve the peace, reduce the fear of crime, and provide for a safe environment. The Mayville Police Department will strive to provide quality police services and promote a "partnership for a safer community" through police and citizen interaction, with emphasis on education, respect, fairness and integrity.

LAW ENFORCEMENT CODE OF ETHICS

AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation and the peaceful against violence or disorder; and to respect the constitutional rights of all to liberty, equality and justice.

I WILL keep my private life unsullied as an example to all and will behave in a manner that does not bring discredit to me or my agency. I will maintain courageous calm in the face of danger, scorn or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed both in my personal and official life, I will be exemplary in obeying the law and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided in me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, political beliefs, aspirations, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held as long as I am true to the ethics of police service. I will never engage in acts of corruption or bribery, nor will I condone such acts by other police officers. I will cooperate with all legally authorized agencies and their representatives in the pursuit of justice.

I KNOW that I alone am responsible for my own standard of professional performance and will take every reasonable opportunity to enhance and improve my level of knowledge and competence.

I WILL constantly strive to achieve these objectives and ideals, dedicating myself to my chosen profession....law enforcement.

PROBATIONER MANUAL receipt of issuance

I _____ acknowledge that I was issued the Mayville Police Department Probationer Manual and was fully briefed on my duties and responsibilities during phases I – V of the Field Training and Evaluation process (including solo patrol as a Probationary Officer). I further acknowledge that I am responsible for having the Probationer manual in the workplace each assigned duty day, and to keep it in a secure location for off-duty study and review as it's restrictive contents are law enforcement sensitive.

I recognize that I must certify in all knowledge and skill areas by demonstrating consistent understanding and on-the-job application of same under the direction of my Field Training Officers in order to certify for advancement from phase I to phase IV. Advancement to solo patrol requires that I consistently demonstrate total application of the mandatory field training tasks without assistance from my Field Training Officers or the need for discretionary override.

I acknowledge that I will be fully and immediately compliant to the FTO's directed coaching/instruction protocols.

I further acknowledge that agency command personnel including the Police Captain, and the Field Training Officers will make regular checks of the mandatory training tasks to ensure that I am making progress towards solo patrol certification. I further acknowledge that the Probationer Manual is the property of the Mayville Police Department.

Probationer _____ Date _____

Issued By _____ Date _____

Witness _____ Date _____

MAYVILLE POLICE DEPARTMENT FIELD TRAINING AND EVALUATION PROGRAM

INTRODUCTION

You are now entering the Mayville Police Department as a Recruit Officer. You will be assigned to the patrol division where you will be provided intense field training under the direct supervision of the FTO Supervisor and the Field Training Officers.

Most recruits hired by the Mayville Police Department have either completed a basic recruit academy, or will be sent to the basic recruit academy. This training is aimed at providing the newly hired recruit with the basic competency to perform the job of a Police Officer. However, most recruit training programs leave a wide gap between the classroom and the “real world” of police work. The classroom will not suffice in and of itself to adequately prepare the new officer to understand the police role and how to fulfill it. For this and other reasons, field training plays a vital role in the effective training of new recruits. Through exposure through actual street experience and the accompanying field problems, patrol situations and investigations, the recruit learns to apply classroom principles to live situations. Field training takes up where the classroom leaves off.

The Field Training and Evaluation Program is a systematically organized and consistently administered period of formal field training and evaluation with the goal of producing a Police Officer capable of providing solo patrol services in a safe, courteous, efficient and effective manner.

The Field Training and Evaluation Program is a nationally accepted training program designed to assist police academy graduates in making the transition from the classroom environment to the application of learned skills in “field situations”. Your Field Training Officers, or FTOs, have been selected for their abilities to perform the job in a professional manner as well as for their ability to impart this necessary knowledge to you.

It is our desire to help you become a fully competent Mayville Police Officer. The obstacles that we most often experience are complacency and reluctance on the part of the probationary officer and the advice we can share is to be assertive! When you are with your FTO give him or her something to evaluate. You must give us the chance to train you! If you resist or take the training program lightly, you may not succeed. You learn from your mistakes and we expect that you will make many of them; from them we learn what training needs to be done. The Field Training and Evaluation process has one goal: to assist you to become a fully competent Police Officer. Success depends on attitude, aptitude, and one’s willingness to perform the job. The training is time consuming and demanding – for you and the Field Training Officers – but the reward will be well worth the effort.

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The recruit officer is expected to enter the Mayville Police Department's Field Training and Evaluation Program with the basic knowledge and skills that were provided during the basic police academy curriculum. The recruit officer must recognize that the broad background of knowledge necessary to provide safe, courteous, effective and efficient law enforcement services to the community cannot be gained entirely from the basic academy curriculum or while on duty with your FTO's. The recruit officer manual shall serve as a guide along with specific direction from Field Training Officers regarding home study requirements.

Recruit officers shall be involved in a training relationship with several FTO's throughout the field training and evaluation process. It is important for you to recognize that you are not a "partner" in a two person patrol vehicle. The FTO mission is to assist you to certify for a patrol assignment. Accordingly, the Field Training and Evaluation Program is intended to provide you with instruction, direction, supervision, guidance, and experience to assist you in applying critical skills in a variety of situations, learn how to quickly and effectively develop sound judgments and provide excellent, uniform patrol services in the community. The Field Training and Evaluation Program will provide the Mayville Police Department with the necessary information to determine if you possess the requisites to certify you as a non-probationary employee.

You are directed to thoroughly review the Field Training and Evaluation Program Policy and Procedure in order to become acquainted with the purpose, process, procedure and expectations of the program.

The field training experience is also used to determine whether a new recruit can function effectively as a Police Officer. Ideally, field training serves as a continuation of the selection process in addition to its training functions.

Field training programs, if properly designed and administered, can result in improved police services to the community. Better trained and, therefore, better qualified Police Officers will increase the organizations efficiency and effectiveness.

A direct result of field training programs can be an overall improvement in the relationship between police and the community. Specifically, these programs can reduce the number of civil liability complaints and law suits against the Police Department.

THE PURPOSE AND GOAL OF THE FIELD TRAINING AND EVALUATION PROCESS

The primary purpose of the field training and evaluation program is to introduce recruit officers to the inner workings of the department, help clarify department performance expectations, provide objective assessment of your strengths and weaknesses, and provide an opportunity for you to learn how to apply the knowledge and skills obtained during the basic recruit training academy. This is accomplished by the use of a “mentoring system”. Mentoring programs reduce much of the initial shock and ambiguity in the process of assisting the recruit officer to think and act as a Mayville Police Officer.

The ultimate goal of all training – to provide a desired result. The primary goal of the Field Training and Evaluation Program is to specifically prepare you to perform the duties and responsibilities of a uniformed patrol officer with competence and ability. It is highly improbable that any individual would automatically possess the ability to step from any occupation to the field duties of a Mayville Police Officer and perform them in a totally acceptable manner. The intent of the Field Training and Evaluation Program is to guide you through the subsequent steps of development until you are ready to function without constant coaching from the Field Training Unit.

The actions and decisions made by you as a uniformed Mayville Police Officer may have enormous consequences. Serious errors in job performance are unacceptable and must be eliminated to the greatest degree possible. To obtain this standard, the Field Training and Evaluation Program is offered as an extensive, one-on-one, individualized experience designed to replace “learning by trial and error” with learning by well designed, systematic instruction. Standardization of the Field Training and Evaluation Program is achieved through the following: 1) administrative commitment and support; 2) department policy and procedure; 3) task sheets; 4) standardized performance documentation; 5) evaluation via standard evaluation guidelines; 6) weekly meetings of the FTO, recruit officer and supervisor; 7) Field Training Unit meeting; and 8) on-going program review and revision. You will encounter numerous expectations and challenges in the days ahead. It is important for you to know how the Field Training and Evaluation Program intends to accomplish its “mission”, what you can expect from the program and *what the Field Training and Evaluation Program expects from you*.

Additional goals of the Field Training Program:

To transfer and apply classroom learning to the real problems and situations found on the street. It is the function of the field training officer to build on the concepts and principles learned in the Training Academy and to help the new Recruit to apply them to the “real world of law enforcement”.

To provide the recruit officer an opportunity to become familiar with his/her working environment. It is a phasing in period for learning the rules and regulations, policies and

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procedures, the wearing of the uniform, the operation and care of issued equipment, and are introduced to the people and familiarized with the City of Mayville.

To provide guidance, monitoring and evaluation. This will consist of daily direction, correction and counseling. Monitoring will provide regular inspection and feedback on performance and progress. Evaluation will provide both the recruit and his/her supervisor with information on progress and necessary correction. This information, on an ongoing and timely basis, will provide the basis for the ultimate decision to retain or terminate the recruit before completion of the probationary period. If accurate and complete records are kept throughout the field training portion of the probationary period, it will confirm the selection process or it will ensure and support the termination decision.

You will find that the program is demanding and stressful at times, but you will also find that it is the most enjoyable part of your training. This agency is very enthusiastic about the Field Training and Evaluation Program.

PROBATIONARY OFFICER TRAINING DUTIES

A probationary officer has certain duties, which are required during the *Field Training Program*. While the foremost duty is for the probationary officer to learn, it is not the sole duty. The following are required duties for the probationary officer.

1. Probationary officers are expected to enter the *Field Training Program* with the knowledge and skills, which are required by graduation from a Wisconsin Law Enforcement Academy.
2. Probationary officers shall be responsible for completing all assignments.
3. Probationary officers shall be expected to progress through extensive field training and evaluation periods during their assignment to the *Field Training Program*.
4. Probationary officers shall comply with all Department General Orders, Rules and Regulations, Board of Public Safety Standards, and State laws.
5. Probationary officers work schedules and assignments are at the direction of the *Senior FTO, Field Training Coordinator* or his/her staff.
6. Probationary officers shall check their mailbox, voice mail, and E-mail each shift.
7. Abide by all Probationary Officer Training Rules.
8. Probationary officers will have available to them all necessary issued equipment, tickets, reports and other forms used by the department while on duty.
9. Probationary officers will come to work in a timely manner and be prepared to study and learn.
10. Probationary officers will complete all homework assigned to them by the date required by the instructor.
11. Probationary officers will photocopy any Citations, Warnings, Affidavits, and any other paperwork to be turned in with DOR at the end of shift. All forms,

OVERVIEW OF THE FIELD TRAINING PROCESS

The Mayville Police Department's Field Training and Evaluation Program is divided into five(5) training and/or evaluation "phases". You will be assigned to at least three (3) FTO's on various patrol shifts. Each of these "phases" represents time spent on different tasks and learning experiences. In this manner the Mayville Police Department assures exposure to the multiple responsibilities required of a Mayville Police Officer. The five "phases" of the Field Training and Evaluation Program are designed to provide:

- a systematic approach to the field training
- consistent and standardized training
- the means of developing your ability to perform the tasks necessary for competent operation of patrol officer assignment
- an introduction to all areas of a Police Officer's role and his/her responsibilities
- an opportunity to learn from a number of Mayville Police Department FTO's, who will assist you in learning the Police Department's procedures.

A meeting involving the FTO's the FTS, and FTEP Coordinator should be held during the third and fourth week of each phase. These meetings are held to discuss the performance of the Recruit Officer, including whether or not the Recruit Officer has earned advancement to the next phase.

A written test will be administered to the Recruit Officer during phases II, III, and IV. A passing score of 90% must be obtained. In addition to the written test, practical geographical driving test will also be administered.

Upon satisfactory completion of the FTO Program (Phase II through Phase V), the Recruit Officer is assigned to a working shift as a Probationary Police Officer. A monthly evaluation is completed by the Shift Supervisor during the balance of the probationary period, and an FTO will be assigned to ride with you twice a month during the balance of your probation.

ADMINISTRATION PHASE

During this phase the probationary officers will be supplied with their uniforms, books and manuals, and other department issued equipment necessary to perform their job. The probationary officer will also meet with the range officer qualify with their duty weapon w

PHASE I

This phase begins with the Department orientation. A period of ten (10) to twelve (12) days will be spent in this phase. Included in this orientation will be matters handled by Personnel Department in reference to Departmental benefits, insurance and payroll information. Field Training Officer Detective Dennis Hockers will be assigned to the recruit officer during this phase.

Department equipment will also be issued to the recruit during this phase. The Recruit Officer will also qualify with his/her department issued duty weapon as well as shotgun, and bean-bag shotgun. There is no evaluation (Daily Observation Report) completed during this phase. Recruit Officer accountability and responsibility will be defined and discussed. Recruit Officer Manual will be issued as well as the Primary FTO assigned. During this time the recruit officer will also be oriented to the different departments and department heads throughout the city. These areas will include Court/Jail, City Hall, Department of Public Works, Communications, Water Utility, etc.

PHASE II

Phase II is a four (4) week training and evaluation period. A recruit is assigned his/her first FTO. Daily Observational reports and weekly reports begin in this phase. A weekly debriefing meeting is completed at the end of each week. The Recruit Officer will perform between 5% - 25% of the work load of the FTO/Recruit Officer assignments during this phase. The Recruit Officer now assists the FTO in some cases, concurrent with his/her capability. Each task which has been performed by the FTO will be discussed with the Recruit Officer to help him/her better understand what has happened and the reason for the actions taken. Recruit Officer will complete daily patrol activity logs.

A written test will be administered and the minimum of 90% must be attained by the Recruit Officer. In addition to the written test, a practical geographical test will also be administered. Task sheets will be addressed and completed.

During this period the Recruit Officer will begin to prepare "Mirror Reports" and "Mirror Citations" of all the work the FTO does. Mirror reports and citations will be accompanied by a cover sheet and placed with the DOR for that day. Copies of all paperwork will be placed in the recruit's three ring binder kept in the supervisor's office.

During the fourth or fifth week of the phase, a meeting will take place with the FTO's, FTS, and the FTEP Coordinator and interested administration to discuss the performance of the Recruit Officer and make recommendations for or against advancement to the next phase. This should include positive and negative aspects of the Recruit Officer's performance during the current phase. The recruit's next FTO will be made aware of the Recruit Officer's progress. Upon completion of the phase, the recruit will complete an evaluation of both the FTO and the phase.

PHASE III

Phase III is a training and evaluation period which normally lasts three (3) weeks. The Recruit Officer is assigned to a new FTO and is usually assigned to another shift. DORs and Weekly debriefings continue. Work load distribution during this phase is increased to 25% - 60% for the Recruit Officer. Daily patrol activity logs continue to be completed.

A report evaluation cover sheet will be attached to copies of completed paperwork. All paperwork generated by the Recruit Officer will be photocopied. Originals are placed with the DOR for that day. Copies are placed in the recruit's three ring binder.

A written test will be administered and the minimum of 90% must be attained by the Recruit Officer. In addition to the written test, a practical geographical test will also be administered. Task sheets are completed as necessary.

Normally during the fourth week of the phase, a meeting will take place with the FTO's, FTS, and the FTEP Coordinator and interested administration to discuss the performance of the Recruit Officer and make recommendations for or against advancement to the next phase. Where weaknesses and deficiencies are noted and the efforts of the FTOs and/or FTS fail to remedy the deficiency, the FTEP Coordinator will develop and institute additional or remedial training.

Upon completion of the phase, the recruit will complete an evaluation of both the FTO and the phase.

PHASE IV

Phase IV is a training and evaluation period which normally lasts four (4) weeks. The Recruit Officer is assigned to a new FTO and is usually assigned to another shift. DORs and Weekly debriefings continue. Work load distribution during this phase is increased to 60% - 95% for the Recruit Officer.

Recruits should be completing all paperwork with some not being accompanied by a report cover sheet. Originals are placed with the DOR and copies are placed into the recruit's three ring binder. Daily patrol activity logs continue to be completed.

Normally during the third or fourth week of the phase, a meeting will take place with the FTO's, FTS, and the FTEP Coordinator and interested administration to discuss the performance of the Recruit Officer and make recommendations for or against advancement to the next phase. Where weaknesses and deficiencies are noted and the efforts of the FTOs and/or FTS fail to remedy the deficiency, the FTEP Coordinator will develop and institute additional or remedial training.

A written test will be administered and the minimum of 90% must be attained by the Recruit Officer. Checklist items continue to be addressed most of which should be signed off by this point.

Upon completion of the phase, the recruit will complete an evaluation of both the FTO and the phase.

PHASE V

The Recruit Officer will complete a four (4) week “shadow” phase of the training on the shift they will be assigned to upon completion of the Field Training Program. The purpose of the “Shadow Period” is to afford the Recruit Officer the opportunity to provide patrol services in a “solo fashion”. It is the Recruit Officer’s opportunity to demonstrate his/her ability to earn a solo patrol assignment. The Recruit Officer shall perform all the duties and bear the responsibilities required to handle the call/activity without the FTO’s assistance. DOR’s and the Weekly Summary Reports continue.

The FTO may work in plain clothes or in uniform. The Recruit Officer performs 100% of the work load. This is an evaluation only phase. No formal training is undertaken. There is no mid-phase test.

All task sheets should be completed prior to entering this phase. Daily patrol activity logs continue to be completed.

CHAIN OF COMMAND

A chain of command exists for the field training program. This chain of command is to be adhered to as long as the business being conducted relates to the *Field Training Program* and its goals. There may be times when the program administrator or a Field Training Supervisor is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately. In most cases, however, time is not a factor and the chain of command should be used.

Field Training Coordinator

The Field Training Coordinator(FTC) is responsible for overseeing the Field Training Program. They provide a conduit for all paperwork from the Field Training Unit to the Chief of Police. They are also responsible for appointing new Field Training Officers. The FTC has the final say in accelerating a probationary officer upon the request by the Field Training Officers and the Field Training Supervisors. The FTC will prepare the Termination Report for a probationary officer if it is necessary.

Field Training Supervisors

The Field Training Supervisor(FTS) is responsible for reviewing the DOR for each probationary officer and preparing weekly Performance Reports. The FTS will primarily look for problems on a larger scale than with the FTO's will devise strategies for correcting and foreseeable deficiencies. The FTS will also prepare Phase Summary Reports as the probationary officer graduates from each phase. The FTS will also be responsible for assigning probationary officers to FTO's

Field Training Officer

The Field Training Officer (FTO) is responsible for conducting the daily training of probationary officers and to complete a Daily Observation Report (DOR). FTO's will also assist in the instructing of the Probationary Officer as well as be required to attend monthly FTO meetings.

Probationary Officer

The Probationary Officer (PO) is the newly hired member of the police department with the intention of becoming a solo patrol officer. The PO's requirements are listed in this *Probationary Officers Manual*.

TRAINING POLICY

Evaluation Meetings

All FTO's are required to attend monthly meetings with the FTS and FTC to discuss the probationary officers field training status and on-going training needs. FTO's will discuss any concerns regarding the probationary officers training as well as any recommendations for training, improvements and step-advancement.

Training Scenarios

During the course of the Field Training Program, certain incidences may not occur. For this, the FTO's utilize scenario based training as a tool to evaluate the probationary officer. During any scenario based training approved by the FTC or FTS, the probationary officer and any other individuals involved will be notified that it is a training scenario. At no time during these scenarios are weapons to be loaded. The FTO will be responsible for making sure any weapons used is checked to make sure they are clear. If the scenario is an FTC approved live-shoot exercise, the scenario must be conducted on the Mayville Police Department shooting range under the strict supervision of a firearms instructor.

Court Attendance

While the probationary officer is in the *Field Training Program*, the FTO will be required to attend any court appearance made by the probationary officer on a police related matter. The FTO will use the court appearance to evaluate the probationary officer.

Calls for Service

During the Field Training Program, the assigned FTO may take any dispatched call for service in the City of Mayville in order to evaluate the probationary officer. The FTO will notify the original dispatched officer and the dispatch center that the FTO and PO will take the call for service. The FTO and PO may also be assigned to take a call for service if the FTC or FTS feels that the call will benefit in the training of the probationary officer.

STANDARD EVALUATION GUIDELINES

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 occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each agency, there is a need to articulate and document reference points.

The Field Training and Evaluation Process utilizes ten (10) distinct performance categories to assess the Probationer's quality of work. Each of the Standard Evaluation Guidelines (SEGs) behaviorally describe the various criteria for task accomplishment as follows: Exceeds Standards, Meets Standards, and Not Acceptable. The SEG's cannot include everything that would represent the various levels of performance. The descriptors are designed to serve as examples to direct the rater's thinking in a certain direction. It's important that you thoroughly review each of the SEG's in order to better understand what's expected of you. The SEG's are designed to help you and your FTO's address your job strengths and weaknesses in order to bring any less-than-satisfactory performance into the acceptable and above levels. Keep your performance in perspective; the assessment process is not intended to ambush you when errors occur. You will learn from your mistakes and we expect that you will make a number of them; from them the Field Training Unit learns what additional training/coaching needs to be done. Additionally, it is important for you to recognize that a marginal performance assessment is not a ticket to field training failure. It's not uncommon for Probationer's to earn less than satisfactory assessments in some categories during the initial days of the Field Training and Evaluation Process; it's not where you start – it's where you finish that counts.

Below is a list of the ten performance categories.

1. Interpersonal Relationships
2. Jurisdictional Geography and Orientation
3. Motor Vehicle Operation and Use of Emergency Equipment
4. Telecommunication Protocols and Skills
5. Directed Patrol Strategies/Self Initiated Field Activity
6. Patrol Tactics
7. Criminal Statutes/Ordinances
8. Information Processing – Case Building – Reporting
9. Problem Solving and Decision Making
10. Traffic Enforcement and Accident Scene Management/Investigation

1. INTERPERSONAL RELATIONSHIPS

Evaluates Probationer's interaction with the community while providing law enforcement services and with persons in the Departmental environment including FTO's, Supervisory and Command Staff, support personnel and peers in accordance with agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer establishes a climate of mutual trust and rapport with persons. Probationer does not enter situations with predetermined beliefs and opinions. Probationer remains neutrally objective and responsive to the individual's concerns and service delivery needs. Probationer's decision making reflects understanding and execution of realistic law enforcement service delivery options and alternatives.

Probationer is responsive to the self-evaluation/coaching process. Demonstrates ownership, accountability and responsibility for his/her actions and behaviors. Probationer utilizes *Daily Training Plan* and Probationer Manual *Training Tasks* to prepare for and facilitate the on-shift training planned for the next duty day. Probationer aggressively seeks assistance of the Field Training Unit, FTO's and Patrol Shift Supervisors and does not hesitate to ask questions and seek clarification. Probationer requests additional training opportunities (i.e., report – based and/or tactical response role playing exercises).

Not Acceptable

Probationer's actions are overly – formal/tense and fail to reflect concern and empathy for the individual(s) and situation. Probationer's actions and law enforcement service delivery reflects bias towards individuals based upon gender, age, ethnicity, background, life-style(i.e., sexual orientation), nation origin, religion, social status, physical/mental disability, criminal history/status(i.e., suspect, arrestee, parolee, etc.). Probationer's verbal and nonverbal gestures, actions and behaviors intentionally or unintentionally communicate his/her personal bias by failing to remain objective and neutral during call/incident handling.

Probationer rationalizes errors and mistakes, becomes verbally and/or non-verbally defensive; is reluctant to request/seek clarification/assistance necessary for corrective action. Probationer does not prepare *Daily Training Plan* and Probationer Manual *Training Tasks*.

2. JURISDICTIONAL GEOGRAPHY AND ORIENTATION

Evaluates Probationer's competence to expeditiously respond to location while operating police motor vehicle during general patrol and emergency situations within agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer consistently responds to locations and destinations by most direct route. Utilizes street directories and map overlays to determine locations and destinations with minimal need for FTO or Telecommunicator's assistance. Does not require street directories, map overlays, FTO or Telecommunicator's assistance to locate major streets, intersections and locations. Probationer utilizes on-board navigator and *Commentary Driving* to recognize/identify landmarks, block numbering sequence and patrol beat/sector boundaries. Demonstrates knowledge of routing shortcuts as well as tactical response considerations including concealment, cover, and low visibility approaches, etc. Does not compromise public or officer safety due to lack of familiarity with frequent visited locations and hot spot locations.

Not Acceptable

Is unaware of geographic direction and becomes lost or disoriented. Unfamiliar with major streets, intersections, locations, landmarks and block numbering sequence. Is unable to execute *On-board Navigator* protocols to 1) Identify and articulate current street location, 2) Identify and articulate precise block number(or closest mile marker), 3) Determine and articulate compass direction of travel, and 4) Anticipate, identify and articulate major cross streets and intersections. Probationer unable to demonstrate multi-tasking capability to execute on-board navigator and *Commentary Driving* while safely operating patrol vehicle. Fails to utilize street directories and map overlays to precisely arrive at call location(s) utilize most direct route. Lengthy response time to locations, compromises public and officer safety.

3. MOTOR VEHICLE OPERATION AND USE OF EMERGENCY EQUIPMENT

Evaluates Probationer's competence to operate police motor vehicle and equipment during general and emergency situations regardless of environmental conditions and vehicular and pedestrian volumes within Agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer consistently operates the police motor vehicle within compliance of all traffic laws and procedural guidelines. Maintains vehicle control of the police motor vehicle while responding to calls for service and during general patrol operations. Responds to calls for service and/or general patrol operations as safe and defensible speeds. Promptly reacts to pedestrian and driver actions/errors by taking appropriate and timely evasive actions. Probationer demonstrates multitasking abilities by minimizing the loss of eye contact with the roadway while utilizing the police radio, computer, and cell phone, taking handwritten notes and operating emergency equipment (i.e., change siren tone(s), emergency lights, etc.).

Not Acceptable

Inattentiveness results in speed and traffic control signal errors; places other motorists and/or pedestrians at risk. Drives too fast or too slow to calls for service or during general patrol operations. Safe operation of the patrol vehicle is compromised as a result of improper lane usage, approaches to intersections, failure to anticipate driver and pedestrian behaviors. Probationer fails to complete stationary and or slow speed on-board vehicle operators drills. Probationer fails to demonstrate the multitasking capacity to safely operate the police motor vehicle while observing people, places, situations and events while simultaneously operating emergency equipment (i.e., lights, siren, P.A., etc.) and handling tasks the require momentary diversion of the eyes from the roadway.

4. TELECOMMUNICATION PROTOCOLS AND SKILLS

Evaluates Probationer's ability to effectively utilize law enforcement communications equipment and computer-based data/information systems(i.e., in-vehicle radio, portable radio, computer-laptop, cell phone, video camera, tape recorder, etc.) while following Agency procedures and guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer effectively serves as on-board telecommunicator by responding to radio/computer in an accurate, brief and clear fashion. Probationer provides Telecommunications with prompt and accurate patrol unit location. Probationer listens to transmissions for other law enforcement units and self-initiates back-up response. Probationer is aware of dead spots in telecommunications transmission/reception coverage area(s) within the jurisdiction. Utilizes appropriate codes and procedures when transmitting and receiving information/data, is not discourteous. Probationer's transmissions are clearly articulated, brief and complete under commonly occurring and stressful circumstances.

Not Acceptable

Fails to follow and utilize telecommunications procedures for transmitting and receiving information. Does not actively listen and hear transmissions, inattentive to computer terminal messages, requires dispatchers to be repeated. Probationer misses transmissions of other law enforcement units and fails to promptly self-initiate backup response. Does not provide Telecommunications with prompt and accurate patrol unit location. Requires FTO assistance to operate telecommunications equipment. Fails to think through and pre-plan radio transmissions before keying microphone and transmitting; cuts off messages. Probationer's radio transmissions are not clear due to over or under modulation, speaking too fast and/or too slowly and taking excessive pauses. Requires FTO assistance to access computer-based information systems including NCIC, state and local agency databases, including file checks on individuals, locations, property, etc.

5. DIRECTED PATROL STRATEGIES/SELF INITIATED FIELD ACTIVITY

Evaluates Probationer's competence to utilize multiple sources of information to initiate proactive patrol activity within Agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer effectively serves as on-board telecommunicator by responding to radio/computer in an accurate, brief and clear fashion. Probationer provides Telecommunications with prompt and accurate patrol unit location. Probationer listens to transmissions for other law enforcement units and self-initiates back-up response. Probationer is aware of dead spots in telecommunications transmission/reception coverage area(s) within the jurisdiction. Utilizes appropriate codes and procedures when transmitting and receiving information/data, is not discourteous. Probationer's transmissions are clearly articulated, brief and complete under commonly occurring and stressful circumstances.

Not Acceptable

Fails to follow and utilize telecommunications procedures for transmitting and receiving information. Does not actively listen and hear transmissions, inattentive to computer terminal messages, requires dispatchers to be repeated. Probationer misses transmissions of other law enforcement units and fails to promptly self-initiate backup response. Does not provide Telecommunications with prompt and accurate patrol unit location. Requires FTO assistance to operate telecommunications equipment. Fails to think through and pre-plan radio transmissions before keying microphone and transmitting; cuts off messages. Probationer's radio transmissions are not clear due to over or under modulation, speaking too fast and/or too slowly and taking excessive pauses. Requires FTO assistance to access computer-based information systems including NCIC, state and local agency databases, including file checks on individuals, locations, property, etc.

6. PATROL TACTICS

Evaluates Probationer's ability to safely and consistently execute patrol operational tactics within agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer anticipates and reacts to the physical movements and verbal actions of others. Probationer maintains disciplined focus by recognizing, assessing, and controlling scenes that contain rapidly changing, chaotic, or unpredictable events. Probationer maintains visual contact and scanning of individual(s) and target(s). Probationer offsets patrol vehicle, keeps dominant hand-free, maintains reactionary gap, and protects weapon(s). Probationer's verbal and nonverbal actions neutralize and/or de-escalate situations. Probationer does not hesitate to immediately provide physical and or verbal backup assistance to the FTO and other personnel without prompting. The Probationer immediately complies with FTO's direction, instruction and when necessary, *Directed Coaching*.

Probationer recognizes crime scenes and manages persons entering/exiting same as well as preserving potential trace evidence. The Probationer investigates and conducts comprehensive and orderly crime scene search; does not disturb/contaminate potential trace evidence.

Not Acceptable

Fails to safely execute field operations by exposing self and others to unnecessary dangers. Does not maintain visual contact/scanning of individual(s) and target(s); fails to stay task-focused under time urgency. Fails to offset patrol vehicle, keep dominant hand free, maintain reactionary gap, and protect weapon(s). Probationer does not promptly request back-up assistance when required(eg., additional units, K-9, etc). Probationer's body positioning/proxemics and use of force continuum are not compliant with Departmental standards. Fails to control the movements of others through clearly articulated verbal and nonverbal commands. The Probationer's voice tone, inflection and choice of words and actions fail to secure compliance to direction(s) and de-escalate the situations. Probationer fails to immediately react to and follow *Directed Coaching* protocols. FTO must continually exercise *Discretionary Override* to neutralize threat(s).

Probationer fails to protect crime scene. Probationer fails to conduct a comprehensive and orderly crime scene search by recognizing, collecting, identifying, preserving and recording physical evidence. Does not maintain chain of custody.

7. CRIMINAL STATUTES/ORDINANCES

Evaluates Probationer's knowledge and application of substantive and criminal laws within Agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer demonstrates knowledge and application of substantive criminal laws. Probationer can distinguish criminal and non-criminal activity. Demonstrates understanding of laws of arrest, search and seizure. Probationer demonstrates understanding and application of frisk and search principles and practices in field contact/custody situations. Probationer demonstrates knowledge of warrant procurement and execution requirements. Provides accurate and complete testimony in court proceedings.

Not Acceptable

Fails to establish the necessary elements of criminal offenses; is uncertain if crime(s) were committed. Fails to lawfully apply procedural principles of arrest, search and seizure (i.e., *Miranda*, *Mapp*, *Terry*, etc). Is unable to identify criminal codes/ordinances to assist in investigating/reporting criminal offenses (i.e., ensuring corpus of the offense). Is unable to distinguish between frisk and search in field contact/custody situations. Probationer fails to demonstrate knowledge of warrant procurement and execution requirements. Does not provide accurate and complete testimony in court proceedings.

8. INFORMATION PROCESSING – CASE BUILDING – REPORTING

Evaluates Probationer's competence to accurately investigate, take notes, follow-up and report incident and criminal offenses in a timely, comprehensive and logically organized manner. Submits reports in accordance within Agency protocols.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer's field notes and investigative reports contain the essential information (i.e., who, what, when, where, why, how, etc.) by documenting the events in the order that they occurred. Grammar, spelling, word usage, sentence structure error(s) do not compromise clarity of meaning. Reports are complete for the information/facts. Probationer proofreads reports and forms for errors and omissions and makes corrections before submitting report. Probationer's reports are infrequently returned for correction/revision. Probationer requests additional opportunities for *Role Playing* and *Mirror Report* writing exercises.

Not Acceptable

Probationer's field notes and reports are incomplete and inaccurate for information and facts. Probationer is unable to complete reports and forms. Probationer fails to review field notes prior to concluding investigative contact(s). Probationer's grammar, spelling, word usage contains numerous errors and the sentence structure is confusing and/or incomplete. Reports require extensive correction and revision in order to meet submittal quality standards. Reports are not completed in an acceptable time frame. Excessive report processing compromises the completion of other field training requirements.

9. PROBLEM SOLVING AND DECISION MAKING

Evaluates Probationer's competence to define and resolve problems consistently within Agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer thinks through and consistently develops multiple options for problem resolution by: 1) Accurately defining the problem, 2) Identifying multiple options for resolving the situation, 3) Selecting the most viable course of action and justifying why, and 4) Following through on the action plan. Probationer's problem solving and decision making is evident during *Verbal Testing* and calls for service. Probationer utilizes recall of information from prior contacts, etc. to expedite problem resolution.

Not Acceptable

Probationer fails to identify multiple options for problem resolution; hesitates or fails to take action. Probationer arrives on location with a preconceived solution to resolve situations without fully defining the problem(s). Probationer fails to utilize problem solving and decision making components or considers alternative options for resolving situations. Probationer is unable to determine agency guidelines to facilitate problem-situation resolution (i.e., policies and procedures, general orders, special orders, etc.).

10. TRAFFIC ENFORCEMENT AND ACCIDENT SCENE MANAGEMENT/INVESTIGATION

Evaluates Probationer's ability to perform traffic enforcement, direct and control vehicular and pedestrian traffic and manage accident scenes and complete accident investigations within Agency guidelines.

Exceeds Standards

Without FTO prompting, the Probationer demonstrates knowledge + skill + application competency.

Meets Standards

The Probationer utilizes Map Overlays and knowledgeable of the jurisdiction to spontaneously effect traffic enforcement activity at high-accident locations, schools/recreation areas, problem areas, (i.e., areas of excessive speed, red light violations, prohibited turn violations, citizen complaints, etc.). Probationer demonstrates knowledge of motor vehicle citations and ordinances by determining the most appropriate enforcement action (i.e., citation issuance, written warning, verbal warning, etc.). Cites hazardous action violation(s) when applicable. Probationer can articulate his/her decision with due regard to the type of violations and the degree of public safety risk, etc.

Demonstrates ability to manage vehicle/pedestrian traffic direction and control in stressful situations (i.e., multiple traffic lanes, heavy vehicle volume, etc.). Manages accident investigations scenes by assessing level of injuries, need for backup and supportive services (i.e., additional law enforcement, emergency medical, fire suppression, towing, etc.). Utilizes patrol vehicle placement and artificial lighting (patrol vehicle lights, flares, etc.) to protect persons and property from injury or future risk. Secures pertinent accident reporting information and documentation. Requests additional opportunities for *Role Playing* and *Mirror Citation/Accident Report* exercises.

Not Acceptable

Probationer fails to demonstrate diversity of enforcement actions (i.e., only cites speed violations, etc.). Probationer does not see and/or overlooks vehicular/pedestrian violations. Probationer fails to take safe, effective command of vehicle/pedestrian traffic (i.e., intersections, accident/emergency scene, crowd control situations). Requires FTO's assistance to secure and document applicable information at property damage and/or personal injury accident scene(s) and complete state accident report form(s). Reports require extensive correction and revision in order to meet submittal quality standards. Excessive accident reporting impedes accomplishment of other field training activities.

WORKLOAD DISTRIBUTION

Workload distribution: You will notice that each phase/step includes a percentage of workload distribution for yourself and the FTO. Workload distribution represents the activity handled by yourself as the PCO (Primary Contact Officer) in relationship to that handled by the FTO. For example, a probationer without prior law enforcement experience may handle tasks and initiate field activity somewhere between 5% during week 1, phase/step II, to approximately 25% by the end of week 4, phase/step II. The percentiles are not absolute. The percentage of the workload handled by a probationer as the PCO is directly impacted by what Training Tasks have been completed by you and the FTO. In short, you will not be held accountable for performing tasks/activities during actual calls for service that you have not been trained and certified to handle.

PHASE II	PHASE III	PHASE IV	PHASE V (Shadow)
FTO Handles:	FTO Handles:	FTO Handles:	FTO Handles:
95% - 75% of workload	75% - 40% of workload	40% - 5% of workload	Discretionary Override
Probationer Handles:	Probationer Handles:	Probationer Handles:	Probationer Handles:
5% - 25% of workload as PCO	25% - 60% of workload as PCO	60% - 95% of workload as PCO	100% of workload as PCO

FUNDAMENTALS OF TEACHING

Professionalism

Professionalism: Professionalism in instruction is vital to insure the success of the *Field Training Program*. The Field Training Officer must not only be a fully qualified police officer, but also a professional instructor. Listed below are several qualities of a professional instructor.

- ❖ Professionalism exists when we perform a service for another.
- ❖ We achieve professionalism after training and preparation.
- ❖ Professionalism presupposes an intellectual requirement. The professional must be able to reason logically.
- ❖ Professionalism requires good decision-making and judgment. The professional's actions are not limited to standard practice.
- ❖ Professionalism demands a code of ethics governing behavior.

Relationships

Field Training Officer/Student Relationship: The FTO's first step in teaching is to gain the probationary officer's confidence. Failure to gain and hold the respect of the new officer could result in ineffective instruction. Gaining the Probationary officer's confidence is a personal matter, therefore consideration should be given to the probationary officer's point of view and interests in planning each day's instruction.

From the beginning, the FTO must analyze the personality, thinking, and abilities of the probationary officer. The FTO must review the probationary officers background, way of thinking and temperament to decide on the most effective method of instruction. The FTO must also realize that any method developed at the beginning of the process may change as the Probationary Officer progresses through the stages of the training. Some probationary officers may have a natural awareness as to their progress and can derive an accurate idea of their progress from the FTO's direction, corrections, and comments. Others may be less perceptive and require a review of each lesson to satisfy the need for assessment of progress.

Safety

The habits of the Field Training Officer, both during instruction and in other operations, affect officer safety. The probationary officer's observations of the FTO are not limited to instruction. If the FTO violates safety practices, then his/her advocacy of them becomes meaningless. An FTO must meticulously follow safety practices that is being taught to the probationary officer. Habitual observance to safety precautions will enhance the FTO's professional image.

Teaching

There are four basic steps in the teaching process: 1) preparation; 2) explanation and demonstration; 3) trial and practice; and 4) review and evaluation. These steps are vital to effective instruction.

Preparation: Before instruction begins, the FTO must determine the topics to be covered, the objectives of the lesson, and the goals to be attained. The FTO's preparation may be relatively informal or may include actual reference or training material.

Explanation and Demonstration: Explanation and demonstration are the FTO's presentation of the knowledge and skills required for the lesson. Explanations must be clear, relevant to the lesson's objectives, and based on the probationary officer's previous experiences. Demonstrations should be presented to show how to implement what has been explained. As little extraneous activity as possible should be included. The FTO should accurately perform the actions described. Deviation of performance from what has been described should be acknowledged and explained. Failure to do so may diminish the student's confidence in the training.

Trial and Practice: Trial and practice represent the probationary officer's activity during the lesson. In classroom instruction this may be recitation or problem solving. In field instruction, it is actual performance of a task. The FTO's explanation and demonstration activity are usually alternated with portions of the new officers' trial and practice. Corrections of the probationary officer's performance are vital to this phase of training.

Review and Evaluation: Review and evaluation are integral parts of training. Before completing instruction, the FTO should summarize what has been covered, and require the new officer demonstrate the lesson objectives which have been met. The FTO's evaluation may be informal and note only for use in planning, or it may be recorded to certify the probationary officer's progress. In either case, the student should be made aware of his progress. Advances and deficiencies should be noted at the conclusion of each lesson. The FTO's failure to insure the probationary officer is aware of progress (or the lack of it) may impose a barrier to training. Though this barrier may be slight, it will make farther instruction difficult. The Field Training Officer must remember that obtaining a clear picture of progress when there is no opportunity for direct comparison with others is difficult for an individual. This is particularly true in the early phases of training. The probationary officer must recognize however that the unseen competitor is the intangible, "proficiency" that must be achieved. Besides evaluating the knowledge and skills learned during each instruction period, the lesson should include a review and evaluation of topics previously presented. If the evaluation reveals a deficiency in the knowledge on which the present lesson is predicated, it must be corrected before a new lesson can begin. If we reveal deficiencies or faults not associated with the present lesson, we should carefully note and point them to the probationary officer. We should take corrective measures immediately and more thorough additional actions included in future lesson plans.

Planning Instructional Activity: Any training activity, whether it is at the kindergarten or college level, must be planned if it is to be effective. The principles governing the effectiveness of planning are equally applicable to all types of training activity. Most of the basic planning needed for field instruction is already provided to the FTO. Personal police knowledge and skill requirements, approved school curriculums, authoritative texts on police and legal training, the training briefs and instructional material contained in the standardized training schedule are important planning aids.

Determination of Overall Objectives: Before instruction can begin, we must develop objectives and standards for training. In police training, the overall objective is obvious; the qualification of probationary officers as competent, efficient, and safe police officers. State regulations provide the standards for training.

Identification of Blocks of Learning: Often it is impractical for a Field Training Officer to proceed immediately toward the overall objective established for a training activity. Training for a complicated and involved skill (i.e., police work) requires the development of many "blocks" of learning. If we allow a probationary officer to master segments of overall police performance requirements, and progressively combine these with other related segments the final objective (the qualification as a good police officer) can be met. Seen in this manner, training is much like building a pyramid - each block is an identity in itself, but the pyramid is incomplete if a part is missing. The FTO and the probationary officer must recognize the interrelationship of the blocks, and the place of each in the total lesson. The "Training Briefs" have been developed as "Lesson Plans" to assist the FTO with blocks of learning.

Teaching from the Known to the Unknown: All learning proceeds from the known to the unknown. The FTO takes the experiences and knowledge the new officer has and relates it to the subject matter being taught. A FTO should not hesitate to add his direct experiences, perceptions, and insights when pertinent.

The Field Training Officer arranges what is taught into blocks. This is the principal of the "building block" concept of learning. Each new field experience should be isolated and identified as one piece of the totality of policing. In a like manner, each lesson should help the probationary officer tie a specific piece of learning to the overall task of policing.

To guarantee retention and understanding, they must experience each new bit of learning in many ways and with many different associations. Instruction, which disregards past learning leads to inadequate learning and is a waste of time. Accomplishing a new operation without recognizing and understanding previously learned elements are poor instruction. It results in disinterest and forgetfulness. Each lesson should present some new knowledge and skill. However, each lesson should also require the individual to recall and apply previous learning. Presenting experiences that are not based upon, or associated with, skills and knowledge previously learned will have little meaning to the probationary officer. Little learning will occur under such circumstances. To insure that instruction is meaningful. The FTO must base training on the new officer's previous knowledge and experiences.

REMEDIAL TRAINING STRATEGIES

During the course of the Field Training Program it may become necessary for the FTO to utilize training tactics to enhance and improve the learning process. The following tactics can be used at anytime through out the training, however, they are most effective when remedial training is necessary to improve the probationary officers performance.

Flash Cards: Have the probationary officer prepare flash cards to enhance the learning process. Preparing the cards will cause the new officer to utilize multi-sensory learning. Flash cards are particularly effective with subjects such as Radio Calls, Criminal and Traffic Codes, Case Report Process, and Report Form selection.

Commentary Driving: This technique involves the senses of touch, sight, and hearing in the learning process. The recruit is advised to maintain a running commentary on what is observed while operating the vehicle. This can be used to improve driving skill or sensory perception while patrolling.

The intent of commentary driving is to move the probationary officer who from looking at situations and conditions as a civilian to seeing as a police officer does. Commentary driving is also an excellent tool for teaching orientation skills.

Commentary Thinking: This is an excellent technique to aid the probationary officer who may know what to do but their thought patterns, once introduced to a stressful situation, become muddled or disjointed.

Commentary thinking is simply thinking aloud. The probationary officer is required to talk out his/her thoughts. If they are enroute to a particularly stressful call, then they must explain to the FTO how they will get to the call, what the call is about, and what their actions will be upon arrival.

Several immediate benefits are derived from this exercise; one benefit is that the recruit begins to organize his/her thoughts prior to arrival at the call, and it slows his/her thought processes down and prevents “overload”.

Using the Map Guide: Another essential tool to help teach orientation is a street guide or map book. You can have the recruit trace and intended route to a call either actual or simulated. Using a piece of plastic laid over the map with a grease pencil is the best method.

Role Playing: This is an excellent tool to teach interview and interrogation techniques, field interviews, and officer safety. Construct a scenario and have the FTO play the parts of all of the participants other then the probationary officer. This forces the probationary officer to interact with the FTO in a manner similar to real life, but in a teaching environment.

Role Reversals: This is basically the same as role playing except the recruit changes places with the FTO and observes how the FTO handles the particular situation. The FTO may even elect to

MAYVILLE POLICE DEPARTMENT

© Mayville Police Department
25 South School Street
Mayville, WI 53050
Phone 920.387.7903 • Fax 920.387.7918