

Minneapolis Police Field Training Officer Handbook



Revised 4/06



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

Table of Contents:

| | <u>PAGES</u> |
|---|----------------|
| An Assessment Overview | 03 - 05 |
| The Role of the Field Training Officer | 06 |
| FTO Training Aids | 07 |
| The Field Training Officer as a Coach | 08 - 09 |
| The Accusatory Finger Syndrome | 10 |
| Coaching for Improved Performance | 10 |
| The Recruit Officer as the ‘Adult Learner’ | 11 - 15 |
| Discretionary Override | 16 |
| R.O.P.E. Report | 17 - 20 |
| Training Supervisor’s Weekly Report | 21 - 22 |
| Recruit Officer Synopsis Form | 23 |
| Recruit Incident Report | 24 |
| Standardized Evaluation Guidelines | 25 - 34 |

AN ASSESSMENT OVERVIEW
by
Lieutenants R.W. Johnson and Boyd Tate (Retired)
Minneapolis Police Department
Evaluation of Recruit Officers

In theory, law enforcement academies train and certify law enforcement officers. It is unrealistic to expect that an Academy graduate could report for duty and adequately perform all law enforcement service delivery requirements. It is equally absurd to expect the recruit officer to absorb and retain all of the Academy's instruction.

Field Training personnel have a responsibility to "take performance pulse" of the recruit officer by assessing the areas of knowledge and skill competence and determine areas of deficiency. Most important is the mission to assist the recruit officer and to take the corrective action to improve any knowledge/skill deficiencies.

The primary mechanism to assess recruit officer performance is the completion of the Recruit Officer Performance Evaluation (ROPE) report by the Field Training Officers. FTOs must concentrate on the recruit officer's observed behaviors, narratively document it, and numerically assess it.

The ROPE report becomes a chronological portrait of the probationary officer's performance as well as a comprehensive record of the FTO's instructional and coaching efforts to redirect less than acceptable performance.

The ROPE serves many purposes. The most obvious is the ROPE report as a record of the recruit officer's progress. However, there are others. The ROPE report is a tool for informing recruit officers of their overall assessed performance level at any given time during the Field Training and Evaluation Process.

Perhaps the ROPE's greatest utility is that of identifying training needs and documenting the extent of the training effort. The ROPE report represents a formal, on-going feedback instrument.

The ROPE report also represents accountability, in the sense that both the FTO and the recruit officer affix their signature, (and date), to all performance documentation and attachments. The recruit officer's signature does not represent "agreement" with the performance assessment. Rather, it indicates that the FTO and the recruit officer discussed the performance and the basis for the performance assessment.

The probationary officer must first discuss any performance assessment disagreement(s) with the FTO. If the two parties can not come to a mutually agreeable resolution, the recruit may request a meeting with the Field Training Sergeant, (FTS). The FTO and the recruit officer should meet simultaneously with the FTS to further discuss and resolve the disputed area(s).



Field Training Officers execute their daily observation report (ROPE) responsibilities by following the “3-D’s.”

1. **DOCUMENTING** the recruit officer’s performance in specific-behavioral terms.
2. **DIAGNOSING** what the recruit officer is, (and is not), doing, and providing the additional training and performance coaching. The FTO narratively and numerically documents the specific type of “Training/Coaching” provided by the ROPE.
3. **DISCUSSING** with the recruit officer by providing verbal feedback as soon as practically possible. Remember, “feedback is the breakfast of champions!”

There is no “magic” in the process of assessing recruit officer performance. FTOs have a responsibility to focus upon the performance by riding the recruit officer’s “W.A.V.”:

(1) Written work (2) Actions (3) Verbals

Essentially, the FTO observes the recruit officer’s actions, narratively documents it in very specific terms, and selects the ROPE report category (or categories) which best “fit” what the FTO saw and heard.

FTOs utilize the Standard Evaluation Guidelines which “define” each performance category in order to maintain total performance assessment objectivity and neutrality. In every practical sense there is a no “fail-safe” method of eliminating the so-called “human factor” in performance assessment. We all have our particular attitudes and beliefs which constitute our system of values. The FTO’s greatest challenge is to insure that the performance assessment is measured utilizing the Standard Evaluation Guidelines and the Evaluation Designators, (or Behavioral Anchors.)

The Standard Evaluation Guidelines represent the “behaviorally-anchored” measures of performance which are “Not Acceptable,” “Acceptable,” and “Superior.” The Standard Evaluation Guidelines provide a set of parameters to assist the FTOs to assess the recruit officer’s level of job/task performance. The Standard Evaluation Guidelines insure that the FTO is not utilizing a personal standard of performance assessment but rather a Field Training and Evaluation Process standard.

FTOs must never numerically assess the recruit officer on the basis of what is a “Not Acceptable,” “Acceptable,” and “Superior” level of performance for a “new employee.” Seniority, or the lack of law enforcement experience has **absolutely** no bearing/impact upon a recruit officer performance assessment!

The Standard Evaluation Guidelines simply describe what law enforcement performance “looks like,” regardless if the Police Officer has six months, six years or twenty-six years of law enforcement seniority. Accordingly, there is no need for the FTO to attempt to personally “define” the performance standards.



The Evaluation Designators further define the Standard Evaluation Guidelines. It is unlikely that the recruit officer's performance will always reflect the defined "1" – "4" – "7" levels of performance. The Evaluation Designators serve as another set of performance "parameters" to assist the FTO to more precisely assess the recruit officer's performance.

Again, the FTO 1) narratively documents the recruit officer's performance, 2) selects the ROPE performance categories that best "fit" what the FTO saw and heard, 3) the FTO then compares the recruit officer's performance against the Standard Evaluation Guidelines and Behavioral Anchors, and, 4) determines, to the most exact level, the recruit officer's performance.

Performance assessment is not an exact science. Again, human variables can "creep" into the most well intended Field Training and Evaluation Process. It is imperative that the FTO not "inject" personal biases or "personal" performance standards when assessing the recruit officer. The key to effective Field Training rests upon a foundation of totally impartial, neutral and detailed narrative documentation of the recruit officer's on-the-job behaviors.





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 34th 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 lead his Alabama teams through 25 winning football season 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 embarrass(ed) 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?



R.O.P.E. REPORT

R.O.P.E. CONTINUATION REPORT

TRAINING SUPERVISORS WEEKLY REPORT

RECRUIT OFFICER SYNOPSIS FORM

RECRUIT INCIDENT REPORT

RECRUIT OFFICER PERFORMANCE EVALUATION (ROPE)

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

Numerical Rating Standards Guide Note: 1, 2, 6 & 7 must be documented on the reverse side of form.
 1= Not Acceptable by FTO Program Standards 4= Acceptable Level 7= Superior by FTO Program Standards

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

| | |
|--|--|
| I certify this rating represents my best judgment | I certify I have reviewed this rating with my FTO |
| Signature of FTO: | Signature of Recruit Officer |

NARRATIVE COMMENTS

Most Acceptable Performance of the Day: _____

Least Acceptable Performance of the Day: _____

Additional Comments: _____

SIGNATURE OF FTO:

SIGNATURE OF RECRUIT OFFICER:

RECRUIT OFFICER PERFORMANCE NARRATIVE CONTINUATION

| FTO'S LAST NAME | EMPLOYEE NUMBER | RECRUIT OFFICER'S LAST NAME | EMPLOYEE NUMBER |
|-----------------------------|-----------------|-----------------------------|-----------------|
| Additional Comments: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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: | |

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 | <u>DAY OF THE WEEK</u> | | | | | | | WEEKLY AVERAGE |
|---|------------------------|---|---|---|----|---|---|----------------|
| | S | M | T | W | TH | F | S | |
| Appearance 1. General appearance | | | | | | | | |
| Attitude: 2. Acceptance of Feedback – FTO Program 3. Attitude toward Police Work | | | | | | | | |
| Knowledge: 4. Knowledge of Department Policies and Procedures 5. Knowledge of MN State Criminal Code 6. Knowledge of City Ordinances 7. Knowledge of State/City Traffic Codes | | | | | | | | |
| Performance: 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 Observation 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 and Transmissions 24. Divided Attention Skills | | | | | | | | |
| Relationships 25. Public Interaction/Demeanor 26. Interaction with other Department Members | | | | | | | | |

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

NARRATIVE COMMENTS

I have reviewed the above listed recruit's Recruit Officer Performance Evaluation for the reporting period listed on the reverse side. In addition, I have discussed the overall performance with the assigned FTO, Officer _____ Employee Number _____.

After Reviewing the Recruit's progress, I have also done the following:

I (have/have not) discussed the recruit officer's most significant strengths with the officer.

I (have/have not) discussed the recruit officer's most significant weakness with the officer.

The recruit's significant weakness (have/have not) required corrective training/counseling.

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

| |
|--|
| <p>Additional Training Recommended:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Weakest Area(s) of performance this reporting period:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Strongest Area(s) of performance this reporting period:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

| | |
|--------------------------|-------------------------------|
| SIGNATURE OF SUPERVISOR: | SIGNATURE OF RECRUIT OFFICER: |
|--------------------------|-------------------------------|

RECRUIT OFFICER SYNOPSIS

| | |
|-----------------|-------|
| Recruit Officer | _____ |
| Month | _____ |
| FTO | _____ |
| Precinct | _____ |

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

This recruit needs work in the following area(s):

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

**MINNEAPOLIS POLICE DEPARTMENT
RECRUIT OFFICER INCIDENT FORM**

| NAME OF RECRUIT OFFICER | |
|------------------------------------|-------------------------------|
| NAME (LAST, FIRST, MIDDLE): | EMPLOYEE BADGE NUMBER: |

| FTO | | |
|------------------------------------|--------------------------|-------------------------|
| NAME (LAST, FIRST, MIDDLE): | | EMPLOYEE NUMBER: |
| INCIDENT DATE: | TIME: | PRECINCT: |
| CASE CONTROL NUMBER: | SQUAD ASSIGNMENT: | |

| INCIDENT DETAILS | |
|-------------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| DISCIPLINARY ACTION TAKEN (On spot correction, verbal warning, temporary suspension, etc.) |
|---|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| | | |
|---|---------------------|-------------------------|
| SUPERVISOR INVOLVED (LAST, FIRST, MIDDLE): | | EMPLOYEE NUMBER: |
| SUPERVISORS SIGNATURE: | DATE SIGNED: | ASSIGNMENT: |

**PLEASE RETURN TO FTO PROGRAM UPON COMPLETION.
MP-6864 REV. 9/04**

MINNEAPOLIS POLICE DEPARTMENT FIELD TRAINING PROGRAM



STANDARDIZED EVALUATION GUIDELINES



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

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

APPEARANCE:

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

Reflected in Field Performance –

- (1) **Unacceptable** – Fails to display knowledge of Department policies/regulations/procedures or violates same.
 - (4) **Acceptable** – Familiar with most commonly applied department policies, regulations, procedures and complies with same.
 - (7) **Superior** – Has an excellent working knowledge of department policies, regulations, procedures, including lesser known and seldom used ones.
- 5. **Knowledge of Minnesota State Criminal Code** – Evaluates recruit’s knowledge of the criminal statutes and ability to apply that knowledge in field situations.

Reflected in Field Performance -

- (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.



Reflected in Field Performance –

- (1) **Unacceptable** – Does not know even the most often used sections of the codes. Confuses criminal with non-criminal offenses. Does not recognize offenses when committed.
- (4) **Acceptable** – Knows and recognizes commonly encountered criminal and non-criminal violations. Applies appropriate 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**

Reflected in Field Performance –

- (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:

Reflected in Field 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.



Reflected in Field Performance -

- (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.

Reflected in Field Performance -

- (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.