A Report of an Internship in the Kalamazoo Police Department

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A REPORT OF AN INTERNSHIP IN THE KALAMAZOO POLICE DEPARTMENT

by

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The modern police or law enforcement agency in America has evolved into a highly sophisticated organization in terms of technology, quality of personnel, organizational and managerial methods, procedures, and tasks performed. It is recognized that in order to adequately perform its public mission, law enforcement agencies must be politically sensitive, and publicly responsive, be able to manage its resources to a high degree of cost effectiveness, and select, train, and retain police officers who are professionally competent. Police administrators and supervisors are continually confronted with the problem of how to best develop a quality police officer in a short period of time who will perform in an efficient manner to the levels of proficiency in all areas of police work, as established by the individual department. This paper describes a training program, developed as part of the internship experience, for new police officers. It is essentially a period of instruction which will define and describe the Kalamazoo Police Department standards of performance based on explicit criteria, the expectation that the department holds for the new officer, and the levels of performance in critical areas in which an officer must excel in order to be considered "acceptable."
ACKNOWLEDGMENTS

I wish to express my appreciation to the Head of the Department of Educational Leadership, Dr. Carol F. Sheffer, my project committee, Dr. Charles C. Warfield and Dr. Richard E. Munsterman, and all members of the faculty and staff who gave me guidance and assistance in fulfillment of this degree.

Also, I extend my deep gratitude to John Ross, Chief of Police of the Kalamazoo Police Department, Training Officers Sergeant Donald Cote and Robert Oliphant, and to those police supervisors, staff, and patrol officers who made my internship an exceedingly rewarding learning experience.

Roy C. Aslanian
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WESTERN MICHIGAN UNIVERSITY, ED.S., 1981
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INTRODUCTION

In this paper I will describe a training program and evaluation methodology for police officers newly assigned to the Kalamazoo Police Department (KPD). The development of this proposed program is based upon my experience and observations during an Educational Leadership (EDLD) major internship with the Training Division of the KPD. Because of the mutual understanding and rapport between myself and key training officers in the department established during the internship, I was able to discuss, suggest, advise, and propose training matters with department training officers on a relatively continual basis for a period of over 1 year. As a result of this internship, I produced for the KPD an in-service training and evaluation program for police officers newly hired by the KPD. It is hoped that this program may find use and application in the Kalamazoo Police Department when fully implemented subsequent to its period of "trial."

The training program described is essentially a course of instruction for all police officers newly assigned to the KPD, which will define and describe the KPD standards of performance based on defined departmental performance criteria; the professional and personal expectations that the department holds for the officer; and the levels of performance in critical areas to which the police officer must perform in order to be considered "acceptable." The overall purpose of the program is to produce a better, more efficient, capable, and motivated police officer in a short period of time using minimum resources.
MAJOR INTERNSHIP PROSPECTUS

SPONSORING ORGANIZATION: Kalamazoo Police Department (KPD), Kalamazoo, Michigan

FIELD SUPERVISOR: SGT Donald Cote, Training and Research Branch, KPD.

UNIVERSITY ADVISOR: Dr. Carol Sheffer, Western Michigan University.

MAJOR FOCUS OF EXPERIENCE: Research, analysis, and preparation of program material for the Field Training Officer Program of the KPD.

DURATION: 240 hours commencing on 3 January 1980.

Background

Law enforcement officials are continually confronted with the difficult and complex problem of developing competent, capable, efficient, and professional law enforcement officers. This goal begins at the beginning of a police officer's career and continues throughout his career. All individual applicants accepted by the KPD to become police officers are selected for recruit training only after selective screening based on the following criteria: (a) a written examination, (b) physically and medically qualified, (c) a security check, and (d) personal interview.

The training of a new police officer begins with attendance at one of the numerous certified police academies in the state of Michigan. Upon successful completion of a course of instruction of approximately 310-320 hours, the new recruit's next phase of advanced training takes place within the KPD. This in-service period of training
lasts for a period of 8-10 weeks, and is designed to accomplish the following:

1. 1st week: Classroom oriented with emphasis on general orders, report writing, and firearms training.

2. 2nd-5th week: Practical field experience in the passive role of an observer. This period may last from 2 to 3 weeks.

3. 6th-7th week: Classroom oriented with emphasis on arrest and booking procedures, traffic control, ticket preparation, and driving under the influence of liquor (DUIL).

4. Last 3 weeks: Practical field experience in an active role. This is a period of intense field training and evaluation.

Discussion

It has been determined by departmental administrators that a restructuring of the last 3-week phase (see above) of training given to the "rookie" police officer would be significantly beneficial in producing a more thoroughly trained and capable officer. This training will be called the Field Training Officer Program (FTOP). The program has several key objectives:

1. To apply a meaningful transfer and application of the new police officer's training to "real life" situations in the setting of actual daily operations and police activity.

2. To familiarize the new officer with his actual working environment, departmental policies, procedures, rules, regulations, and facilities.
3. To directly supervise, guide, monitor, and evaluate the new officer, with emphasis on performance of duty, acceptance of responsibility, and reaction to the working environment.

4. To create a role model for the rookie in the form of the Field Training Officer (FTO) who, as a trainer and evaluator, will facilitate the adjustment of the rookie to his demanding working conditions; set an example for him to emulate; teach and reinforce the wide range of operational activities which he must be responsible for when placed "on his own" immediately after the FTOP period.

In the course of this internship experience, the intern will be assigned to work with the Training Branch of the KPD with the following experiential objectives:

1. To gain realistic, practical experience in one or more aspects of selected areas of interest. These areas are: (a) in-service training/schooling; (b) organizational management, leadership roles, and relations within the hierarchy; (c) coordination and relations with outside agencies; (d) work related stress on the individual and its relation to training preparedness, competency, and leadership; (e) interpersonal communications; and (f) effects of technology on organizational tasks and operations.

2. To test the ability of the intern to understand the functions and related problems of the organization.

3. To participate in organizational activities to the mutual benefit of both intern and the sponsoring organization.

4. To understand the application of theory to "real world" situations.
5. To prepare a program of in-service instruction which will be given to police officers who are selected to be FTO's for new rookies during their FTOP phase of training.

Projected Nature of Internship Experience

I. Objectives

A. Conceptual

1. To review all available information and data on the FTO Program.

2. To analyze what role the FTO must represent to the rookie police officer.

B. Human

1. To analyze the present capabilities and limitations of experienced officers selected for FTO duty.

2. To determine what additional training a police officer (FTO) requires in order to fulfill departmental expectations and goals.

C. Technical

1. To prepare a program of instruction that will enhance the FTO's ability to:
   a. Communicate with the recruit and the department.
   b. To facilitate recruit learning and experience interpretation and application.
   c. To teach skills and concepts.
   d. To enhance FTO ability to evaluate recruit performance.
   e. To provide a model for behavior.
   f. Enhance ability to counsel and guide recruit.
   g. To give credibility to the FTOP and its goals.
II. Experience

The intern will:

A. Extract and develop relevant material for analysis and integration into an FTO preparatory training program.

B. Gain practical experience through observation in departmental and operational police activities.

C. Experience the rookie FTO relationship in an operational environment.

D. Understand departmental management policies, leadership roles, and positional relationships by participating in selected activities.

E. Experience work related stress in the law enforcement profession, and develop an understanding on how to deal with this stress.
THE INTERNSHIP EXPERIENCE

During the internship at the Kalamazoo Police Department, I accomplished the basic objectives of my prospectus through participating in a wide range of activities. These activities are outlined below:

1. Briefings by key staff members of the component staff sections of the department.
2. Observation of the administration and functioning of the component staff sections.
3. Participation in all routine patrol and enforcement activities (during all shifts of the 24-hour duty day) as an observer accompanying police officers during their patrol assignments.
4. Interviewing, talking with, and gathering opinions, outlooks, perceptions, ideas, and attitudes from supervisors, staff members, and patrolmen.
5. Attending in-service training conferences, training periods, and training briefings.
6. Researching available training literature and relevant data on police work tasks.
7. Gathering new data from within the department for the Training Division by means of survey and interview.
8. Preparation of a training plan and preliminary in-service training with the plan.
9. Participation in day-to-day routine administrative staff activities in the training office where I was assigned to do the internship.
INTERNSHIP JOURNAL

3 January

Discussed with Deputy Chief of Police, LTC Nathan Duncan, the Officer Evaluation System—its problem and how it could be improved. Department orientation conducted by me of all staff sections. Introduction to key staff members.

7 January

Discussed with Training Officer, SGT Don Cote, the Field Officer Training Evaluation Program which is currently under development. We defined the study which I am undertaking for the department and how I would accomplish the project.

Departmental familiarization and orientation continues.

11 January

Organizational orientation.

Coordination of practical experience with Patrol Division in support of data gathering for Field Training Officer (FTO) Program.

12 January

Operational experience and data gathering with Patrol Division. Emphasis on procedures, methods, techniques, and related problems.

Data gathered will be used to develop and support FTO training program.
17 January

Operational experience with Patrol Division. Data gathering continues. Operational experience will consist of attending patrol briefings, accompanying patrol officers, as an observer, "on the street" during their patrol assignments.

20 January

Operational experience with Patrol Division. Data gathering continues.

21 January

Section discussion on FTO study conducted by other departments as well as FTO study I am doing with Chief of Training Division. Emphasis on direction and input.

22 January

Research into background of FTO Program. Used department literature.

24 January

Operational field experience—patrol and communication procedures familiarization.

25 January

Operational field experience: Study of breaking and entering, traffic violations, stolen property, and driving under the influence
of liquor.

31 January

Operational field experience: Observation of methods, procedures, and data gathering.

1 February

Internship training conference with Jim Wyrick and Paul Trumbel of Training Division of KPD.

Discussed problems in recruit training and retention. Application of FTO Program to overall departmental goals discussed.

7 February

Operational experience, problem analysis, and data gathering.

14 February

Operational field experience and data gathering. Attended an in-service training session conducted at KPD by Chief of Police on the subject of the policy on use of firearms and the general order pertaining to its use. Observed training methodology.

21 February

Conference with Jim Wyrick of Training Division. Discussed a meeting for coming week between myself and Mike Stacy, Director of the Law Enforcement Department at Kalamazoo Valley Community College (KVCC). I will meet with Stacy to discuss recruit training, goals,
and recruit needs in relation to the FTOP.

KVCC does not have an FTOP and it is possible that they would adopt the program developed in this internship.

Operational experience with Patrol Division in the field continues.

27 February

Conference with Mike Stacy, Head of Law Enforcement Department at KVCC. Discussed FTOP; where it is and where it should be in relation to the needs of local departments. Course content and objectives were discussed.

28 February

Meeting with Training Division on FTO course content and how to tailor to KPD needs and fiscal constraints.

Operational experience continues.

3 March

Operational field experience with FTO designated officer. Discussed FTO program and purpose—gathered input for FTO preparatory course.

4 March

Observed the procedures and methods of training in the conduct of weapons training.
5 March

Training conference.
Operational experience with designated FTO.
Program research and preparation.

6 March

FTO program research and development. Attended "use of lethal" force training session conducted by KPD.

7 March

Operational field experience. Conclusion of this phase of internship. Accrued material to be analyzed and integrated into FTO training program.

10 March

Program research and preparation.

11 March

Program research and preparation.

14 March

Conference with Don Cote, Training Division. Discussed plans for preparation of the FTO program.

Discussed department expectations and objectives. Brainstormed problem areas.
17 March
Research.

25 March
Research and program preparation.

27 March
Staff conference at Training Division, KPD, on FTO program development.

3 April
Worked in Training Division with section chief and assistant on the "establishment of KPD standards" for police officers in training. Received orientation from detective bureau.

10 April
Worked in Training Division with new Training Officer--updating and orienting him on FTO program. Continued with establishment of "KPD standards" for the evaluation instruments.

16 April
Worked with Training Officers Cote and Oliphant on the evaluation instrument for FTO program.
30 April

Preparation of officer "trait" work sheets to be used in gathering data for analysis of KPD officer standards.

2 May

Preparation of evaluation data sheets for use by six first line supervisors. Formulation of methodology for collection of data.

5 May

Coordination with Training Division on individual supervisors to be interviewed for data on evaluation criteria.

13 May

Training Division activities--selection of supervisors--plans for experimental test of FTO evaluation forms on test control group of new officers in June.

16 May

Rescheduling/planning of FTO data gathering due to tornado disruption. Observation of command and control procedures for organization of disaster relief.

2 June

Command officer interview--data gathering for evaluation instrument with SGT Jenkins.
4 June

Command officer interview—data gathering for evaluation instrument with SGT Hetrick.

10 June

Interview and data gathering with line supervisors, SGTs Venema, Purvogel, and Corts.

17 June

Interview and data gathering with SGT Weissies.

2, 10, 17, 19, 24 July

Training Division staff time. Routine administrative activities and work on training plan. Interview of SGT Cote and Robert Oliphant to confirm their perceptions of where the program was, what are its needs, and where we are going with its development.

31 July

Training Division staff time. Budget review and review of the "Massey Tapes."

2 August

Preparation of FTO study. Review of current programs.
7 August

Training Division staff time, budget, and vehicle driver training.

27 August

Training Division staff time.

16 September

Collection of project data.

19 September

Survey analysis of evaluation instrument.

21 September

Data analysis of FTO survey.

24 September

Data analysis of FTO survey.

29 September

Data analysis of FTO survey.

2 October

Data analysis of FTO survey.
8 October

Training Branch functions—program planning.

10 October

Training Division staff functions. Project data analysis.

22 October

Training Division Staff Committee work on FTO evaluation instrument.

29 October

Continuation of Training Committee data analysis and preparation for lesson plans.

31 October

Discussion of evaluation program with concerned parties.

5 November

Preparation with Training Committee of a final draft FTO evaluation instrument and initiation of FTO program of instruction.

6, 7, 12, 18, 20 November

Preparation of final draft of FTO recruit evaluation plan and proposed lesson plans.
25 November

Finalization of testing material for "trial run" in December. Meeting with Mike Stacy of KVCC Criminal Justice Program to plan for possible incorporation of KPD FTO program into KVCC.

3 December

FTO instruction concept development.

4 December

Final preparation of FTO preparatory course to be taught next week to FTO evaluation. Testing on recruit will begin on 18 December.

8 December

FTO program instruction course for new FTO.

9 December

FTO program instruction course for new FTO prior to test next week on a new recruit.

10 December

Continuation of teaching the FTO program and evaluation methodology to a training officer who will "use" it in the field next week.

11 December

Preparation of FTO program by WMU Research Service for copyright.
16 December

Internship review and critique by supervisor. Discussion of FTO preparation for the evening. Practical application of recruit evaluation procedures in an operational environment: a first "street test."

18 December

Review of previous night's field test of evaluation procedures. Final review and critique of internship. Termination of internship.

Total: 245 hours.
The modern police or law enforcement agency in America has evolved into a highly sophisticated organization in terms of technology, quality of personnel, organizational and managerial methods, procedures, and tasks performed. Traditionally, these organizations have been of a paramilitary type, with a structured, rigid, mechanistic hierarchy controlling the organization. The contemporary police organization may be generally characterized by a greater flow of communication from management downward to subordinates, than upward from subordinates. Control by orders and directives, and strict sectioning and compartmentation of all elements within the organization exists. The mission of the contemporary police agency is a complex, many faceted one. According to Garine (1977):

It has been traditional for the police to view their role as being nothing more than that of "enforcement of the law." This view disregards the reality of the important decision-making process which is such a major part of policing today. Unlike many other organizations, police service presents the greatest amount of discretion at the bottom of the structure. It is the police officer, at the lowest levels, working on the street who has the widest range of alternatives in handling the functions he or she is called on to perform.

Because of the existence of this discretion and the power inherent in the police role, police have been considered by many as the most important decision makers in society today. The actions they take, or the absence thereof, can seriously affect the lives of many citizens. (p. 25)

As servants of the public, yet with such power and authority over the public, a police agency must strike a balance between the
need for procedural and performance accountability to the demands of the taxpayers, and police determination of what is "good" for the public at large. It is my assumption that in order to adequately perform its public service mandate, a law enforcement agency must be politically sensitive, and publicly responsive; be able to manage its resources to an optimum degree with cost effectiveness; and select, train, and retain police officers who are professionally competent.

Every law enforcement administrator, from chief to first line supervisor, is continually confronted with the difficult problem of how to best develop a quality police officer, in a short period of time. One who will perform in an efficient manner to the levels of proficiency in all areas of police work as established by the individual department. Training designed to produce a "better" officer herein will refer to the outcome of an officer's increased level of capability, efficiency, and sensitivity toward the public as manifested by the meeting of standardized minimum levels of performance established by the department in all technical, conceptual, and human skill areas. It is also essential that the department be able to predict which of its new officers will perform to departmental expectations; which officers will not; and ergo, which officers require additional retraining in areas of deficiency. The term "new" officer will be used synonymously with "recruit" and "rookie" in this paper. New officer refers to police personnel who are recently hired either directly from academy schooling or from another department.

The notion of "prediction" is especially important in the modern social climate in which police activities take place. Training
officers are quick to admit that the trend toward increased liability procedures directed against police has increased in recent years (Cote, 1980). A police officer acting within the discretionary parameters of authority vested in him, can afford few "mistakes" in dealing with the public and the rights of the private citizen. According to Garmine (1977):

> It has long been recognized that the municipal official who faces the greatest liability for his or her actions is the police officer. In recent years, with the increased confrontation between the police and demonstrators, police tort liability suits have increased considerably. A recent study [Rhyne, 1976] showed police tort liability suits had increased 445 percent in the four year period 1967-1971. (p. 51)

Considering the manifold tasks, the responsibility that society places on the individual police officer (especially the rookie), one can readily understand why there is a corresponding demand on training and evaluation programs to produce a "better" more "experienced" officer as well as to predict performance. This is a training and management dilemma, with the burden of responsibility for the situation, as described, falling into the purview of training developments and training research. Training is the key to producing highly qualified police officers, and lies substantially with the creation of a foundation of individual motivation and technical comprehension. Internalization of values of the department's expectations for performance of job skills and development of personal qualities and ideals are also required. Wilson (1954) stated:

> It is well established that training, to be successful must begin at the top. In police service this maxim implies both that commanding officers must accept the principal of training for the men they command and that they
must themselves be prepared intellectually and tempera-
mentally to fulfill the responsibilities of their posi-
tions . . . police . . . demands not only the highest
technical competence, but also a thorough appreciation of
personnel psychology, personnel administration and admin-
istration. Officers who consider that training and per-
sonnel development are for other men will ultimately find
themselves oppressed by the demands of the situation . . .
the results are personal frustration and departmental
mediocrity. (p. 81)

During the internship, in order to put the development of the
FTO program into a meaningful perspective, two interviews were con-
ducted with key training administrators in the KPD. These interviews
were with the head of the Training and Research Division, Sergeant
Donald Cote, and with his primary assistant, Robert Oliphant.

Interview Summary With SGT D. Cote

As a public service organization we exist to serve the people of
this community. This is our purpose and always has been. Service to
the community takes many different shapes and means different things
to different people. However, the basis of our service lies in the
availability, readiness, and ability of the Kalamazoo police officer
to effectively perform what is expected of him at anytime in any 24-
hour period, 365 days a year. Now, what is expected of the individ-
ual officer comes from different sources and all expectations must be
met. The state, county, and city expect certain things ranging from
proper use of funds, proper selection and hiring practices, and safe
streets. The citizenry have some very specific expectations from us
ranging from helping to clear tornado damaged debris, to mediating
family fights, to catching criminals. We as a department have our'
own expectations which bear ultimately down on the individual police officer. We must be responsive and accountable to all agencies and citizens outside of the department, and we must set and maintain a high order of internal organization, discipline, training, and performance.

The most obvious, the most visible, and the most instrumental factor in what I have just described is the individual police officer on the street. Virtually all of the service performed for the city is simply out in the city itself. The patrol officer on his daily job is the one who is out where the action is, and he is usually alone. For many reasons, we use only single man patrol cars or single officers walking neighborhood beats on foot. This incidently is the NPO program—the neighborhood patrol officer. Either way, our officers are out under public scrutiny facing a constant stream of unpredictable events. This requires a special type of person with good, sound training to prepare him or her for the job. This is how we obtain our recruits:

1. All must pass a civil service written examination administered by the city.

2. All applicants must be medically qualified.

3. We run a security check to insure that no one with a criminal background is applying.

4. Each applicant must pass a personal, oral interview by a board from this department.

Based upon the number of openings available in this department at any time, we program those who have met our applicant standards
into a local police academy. There are numerous academies in this state and the one which we most frequently use is Kalamazoo Valley Community College. Every police officer in Michigan must be certified by the state in a state approved training program. The instruction at the academy lasts for 310-320 hours. There is hardly any attrition rate in the school which may indicate a flaw in the academy training as a selection and screening mechanism. Upon completion of the regional academy, the recruit moves to the next phase of training within the KPD itself. This period lasts for a period of from 8 to 10 weeks and is designed to accomplish the following:

1. 1st week: Classroom oriented with emphasis on general orders, report writing, and firearms training.

2. 2nd-5th week: Practical field experience in the passive role of an observer for 2-3 weeks. This is where the recruit rides along on the routine street patrol with an experienced officer for the purpose of observing and just getting accustomed and familiarized with what the requirements of the job are. During this period he or she may not participate in any enforcement activities.

3. 6th-7th week: Back to the classroom with training emphasis on arrest and booking procedures, traffic control, ticket preparation, and DUI (driving under the influence of liquor) procedures.

4. 8th-10th week: This is a 3-week practical field experience in an active role. This is a period of intense field training—evaluation for the recruit. We call it our "Field Training Officer Program" and because it is key to observing what the new officer can really do and how well he can perform, I feel that greater emphasis
must be placed by the department on this program. The development of this program will be your primary task during your internship.

Assuming that a new officer has had all of the required training up to the point of field training, and that he has met all requirements without any problem, we as trainers still do not know the officer thoroughly enough, have not assessed him enough, and cannot really predict his actions on the street without a critical last phase of training. Let me outline the objectives and goals of a 3-week period of training where the new officer rides along with a specially selected and experienced officer who is simultaneously letting him perform all of the duties he will perform on his own, observing and evaluating him, and training him in areas requiring additional training. The objectives of the 3-week program in general:

1. To apply the academy and in-service training received by the recruit to real street, real life problems and situations on a daily routine basis.

2. To familiarize the new officer with his working environment, and with all department policies, rules, regulations, and equipment and communications.

3. To give the recruit's training officer the chance to guide, observe, and prepare a written evaluation on the new officer in relation to the recruit's knowledge, ability, attitude, sense of responsibility and potential within the actual street environment that he must work. (The evaluation instrument we now use is not very good and does not portray an accurate picture of the rookie.)
4. To create a "role model" for the recruit to emulate. The recruit is very impressionable and is at a point where he must be molded to the way we want him or her. A hand picked, highly experienced officer can provide a model for the recruit. How the field training officer acts, what he does and says is often the best form of teaching. If the field training officer is not the type of officer that we want in this department, then we certainly don't want a recruit to follow his lead or to identify with him. There are some very good officers in this department with years of experience, but we would not want them to be the role model for a new recruit because of perhaps some shortcomings. Therefore, we try to hand pick the field training officer.

Interview Summary With Officer Robert Oliphant

I have recently moved into this training position from 8 years in the Patrol Division working on the street. Because of this, I have definite ideas about the training of new officers and the need for a field training officer program. We are often put in the position of having to give a new officer only the minimum of training required and then sending him out onto the street without comprehensive evaluation of his ability and potential. We in training want to have a viable Field Training Officer Program. We really don't have one at this time. We know what goes into making up one, what great purpose it serves, and the long-range result for the department if one can be fully established. However, without total departmental support from the chief down, we can only staff proposals and recommendations.
I have a list of some 45 advantages (Egger, 1979) to the organization for an FTOP which I will give to you as some examples which are representative of how important this training program would be to the department:

1. It would produce a more total and complete training program for the department.
2. With good training, recruits make better officers faster.
3. Better officers serve the public better.
4. Each recruit's weaknesses can be worked on throughout his training.
5. All field training officers train their trainees along the same lines and therefore we get continuity of training standards for this department.
6. It allows the administrator to choose the way he wants the recruit to be trained by picking the field training officer (FTO).
7. The regular officers (peers) will probably have more confidence and respect for a recruit when they are through with the FTO program.
8. We get a reduced rate of employee turnover.
9. Liability—we reduce the possibility of criminal or civil action due to unlawful or irresponsible acts by a new officer.
10. Reduces the costs of equipment that the recruit may not have been familiar with and therefore damaged.
12. Provides more accurate evaluations and gives indicators of potential success or failure.
13. Forces the department to set goals for itself as it sets goals and standards for the recruit.

14. Provides the best way to have the recruit ready for solo patrol the quickest.

15. The department ultimately reflects a better image to the public.

However, what is needed is a supplementary program of instruction which can be integrated into the 3-week practical field experience of our Field Training Officer Program which will thoroughly explain to the new officer what this department really expects of him in skills, performance, and attitude. The program that you are working with us on should provide the organization and the new officer with advantages that we have just talked about.

Evaluation of the KPD Program Needs

That the success or failure of a "people" oriented service agency, such as a city police department, is primarily dependent upon the competence and professionalism of the members of the agency is recognized. The problem of management is to staff its organization with the type of individual who can meet department and public expectations, while carefully considering cost effectiveness. Based upon the responsibilities of the profession to the public, the authority vested in the individual officer, and the consequences of poor job performance, selection and screening of recruit police officers must be of high standard. Selection and screening must also be complimented by thorough and rigorous training and evaluation of the
recruit. It appears from the information available that the only viable method to accomplish all of these objectives is through the establishment and departmental support of a professionally conducted in-service Field Training Officer Program, with the FTO training program herein integrated into it.
REVIEW OF THE LITERATURE

A review of literature dealing with training, management, organization, and police administration provided limited information or previous studies concerning the training of police officers in the areas of police employee training development. However, some relevant literature sources were found to support the basic premise of the need for the type of training described in this paper, and its impact on police professionalism. Cray (1967) stated:

Above all else, the most pressing need of law enforcement is the improvement of police training, already sorely inadequate in the highly mobile metropolitan areas of the nation. Even as community relations programs are installed, as human relations bulletins are issued, as the eleven articles of the widely accepted Canons of Police Ethics are read at roll calls, the police forces are taking on men who daily destroy what others attempt to build.

Only twenty-three states have established minimum standards for peace officers, and only in five are the individual departments required by law to adhere to these standards. For the balance, participation in state-supported training programs is optional. (p. 204)

That there is a need for training in the area of "standards" is strongly felt by Cray who continued on to say "even 9 weeks of classroom instruction—much of it devoted to internal problems such as report writing . . . weapons instruction . . . cannot transform a twenty-one year old . . . into the kind of policeman needed to enforce the laws in a seething metropolis" (p. 204).

The primary training of a police officer is generally not extensive, and the new police officer is required to perform numerous complex tasks armed only with his primary basic training (Vollmer, 1969).
He described the pitfall of limited training as it exists today.

The training required for interpreting the facts of a crime is distinctly specialized, and should follow a broad preliminary training; it is not at all the sort of recruit training that is commonly given in police departments today. In Boston, recruits are sent to training school for 30 days; Louisville requires 50 days of training; Detroit, 50; and New York, 90 days. This of course is better than no training at all, and is unquestionably helpful. Men trained in these recruit-training schools are better prepared to perform their duties than are the men in most American cities, counties, and townships; these men receive no training at all, yet on the day of their appointment they are equipped with the badge of office and entrusted with enforcement of the laws.

(p. 232)

One must ask if further in-service training in technical areas is enough to round out the police officer, or if other types of training can be created to enhance the officer's professionalism and performance. Vollmer hints the need for "something more" than the mundane run of common subject matter training:

Research in police science should be undertaken for the purpose of improving the police functions. . . . It might be possible to arrange to draw upon the faculty of the state university . . . to offer special courses in pertinent cultural fields represented in the various colleges . . . treatment of the other social, biological, and natural sciences, would make possible the inclusion of an enormous amount of valuable information in the training program of the policeman . . . the curriculum should be organized to meet the needs of the police service.

(p. 234)

The course that is proposed to be taught in this program would be locally created and tailored to accomplish what Vollmer expresses as necessary to enhancing police training. The course covers human and conceptual material not taught in any other area of the officer's basic or in-service training. In addition to those human and conceptual subjects, the course is heavily oriented toward the firm
establishment in the mind of the new officer, of specific standards of performance, and an internalization by the officer of these standards. Williams (1967) corroborated the need for the course's standards orientation by stating:

Standards or quotas should provide you with a yardstick to measure what your workers are doing, but you should not use them primarily as a means of goading workers into great output. Workers will quickly learn to ignore a standard that is unrealistically high or low, but even if it is within the average range it will slow down as many workers as it will speed up if it is used as a goal. Workers will always vary in capability, and the most efficient will curtail their production to avoid putting pressure on the slow ones if standards are used as whips to increase production.

Ideally, a standard for each worker should be set mutually by the worker and supervisor. This standard should be used more by the worker than by the supervisor. A worker is likely to accomplish more in the long run if he is competing against his own past record than if he feels he is being forced to compete against his fellow workers. (p. 368)

The new officer Field Training Officer Program as described would give the Kalamazoo Police Department a program which would teach the police officer professionally (as well as personally) enhancing material, while concomitantly establishing the level of standards and expectations held for him/her by the supervisory chain of authority.

The course is geared toward instilling in the police officer "understanding" of all critical facets of the job that will allow him/her to perform to a higher degree on the street. Bard and Shellow (1976) said that the "hallmark" of effective training gives the ones trained, an "opportunity" to understand "what is expected of them" (p. 33). This course tries to fulfill this criterion.
Moore (1975) put forth a concept of a "full-service officer" model which specifies criteria and defines expectations for the quality of desired police performance. This model "provides for a re-orientation in the style of policing, from a legalistic/military approach toward a professional/human relations/community relations approach through . . . training" (p. 49).

Moore proffered a change in the direction of training which he felt would "improve effectiveness . . . while achieving professionalism." He stated training objectives (which are inherent in this program) should accomplish the following:

The individual officer would be aware of the official expectations for quality police performance . . . provide official recognition for the importance of the 80-90 percent of the officer's job which constitutes service rather than enforcement functions. (p. 56)

The importance of the course's teaching of standards is driven by the notion that, if understood by the new employee (police officer), he/she will try to perform the job to a level according to the expected standards. If a training officer, or first line supervisor can undertake a training program which will increase the productivity of the employee, the results would be reported up the chain of command. "One of the more important kinds of information communicated from you to upper management levels is the report on how much work your department is producing . . . this is based on setting standards . . . every organization must have standards" (Williams, 1967, p. 367).

Bard and Shellow (1976) described police training:
The brief initial training in a police academy is supposed to be sufficient preparation for the professional practice of what is one of the most complex and exacting occupations in modern society. In effect, the administration of an oath of office and the issuance of a badge and a gun certify that each police candidate is ready for full occupational status. Despite the need for insights into a wide variety of disciplines—such as law, psychology, sociology and management sciences—police training today remains narrowly ingrown. (p. 30)

In a summary of the course content in this paper as described, "insights" are offered to the new police officer. These insights are to be taught in such a manner as to cause the officer to become motivated toward becoming interested, excited, and personally involved in the performance standards required of him/her. The course avoids the problem described by Bard and Shellow (1976):

Right now, most police academies run short courses, as part of their in-service programs. Groups of officers are brought in for a week or two, or for two or three days, and that's the end of it. Nobody ever talks about it again. Often men arrive at a new precinct only to discover they are scheduled to attend the academy for two days in-service training on community relations, or the use of the 12-gauge shotgun, or the "whys" and "hows" of missing persons reporting, because the training division must fill 40 chairs from 10 precincts for two days. Those in the back rows consider themselves lucky because their dozing-off is difficult to detect at that distance. Rarely do the men come to the training with a burning need to know; and rarely do they leave exhilarated by the learning experience. (p. 30)

The human and conceptual material which is dealt with in the course is designed to compliment technical skill and police procedural material. When related to standards of performance and level of professionalism expected, the new officers should develop a clearer perception of his/her role and the flexibility required to perform without sacrificing efficiency or productivity. Johnson
Garmine (1977) stated that:

Productivity can be increased by obtaining greater output with less input. . . . It behooves the police manager to embrace the concept of productivity and utilize the measurements that accompany it as an in-house management tool. It makes more sense to measure the effectiveness and efficiency of a police department by its ability to meet the standards it sets rather than by a comparison of crime rates with those of another city. (p. 140)
This program is locally researched, created, and tailored, with standards and levels of performance based on local conditions. Local conditions meaning the effects of social, economic, and political factors on the citizenry and their relationship with the local police. The local community aspect of the training in the program should be considered an important feature. Studies show that local community police forces generally are associated with more productivity of enforcement (Ostrom, 1973). This is something which can continue to be maintained through "local" training programs such as this one, and which in the final analysis may prove highly cost effective. Citing a study sponsored by Indiana University in 1970, Ostrom said that a review of the findings indicated: "The survey data indicate a consistent pattern of higher level of police output in the independent communities when compared with the Indianapolis neighborhoods . . . the output of the police in the independent communities is higher than that of the citywide police" (p. 50).

According to Auten (1973) the burden of responsibility for training lies with the police administrator:

Directly or indirectly, the administrator, as a result of his organization's training programs, can mold or influence the attitudes of his subordinates. He has the responsibility, through the training function, of ensuring that his subordinates are properly oriented toward law enforcement in general, and in particular, toward the role of his law enforcement organization within the community. In conjunction with this general attitude development, he must develop a favorable attitude toward the training function among the members of his organization as well as the administrators of local government. If the administrator can develop a favorable attitude toward the training function within members of the organization, half the battle of making training a successful and meaningful operation will be won.
Another objective the administrator should have in mind when viewing his responsibilities to the training function is to increase the overall efficiency and proficiency of the organization and its members. Hopefully, as the proficiency of the individuals within the organization increases in the performance of their jobs, so will the overall efficiency of the organization. As these two factors increase, the organization should be able to more fully satisfy the demands placed upon it by society. In addition, it is an advantage for the administrator to be able to tell the public they are getting their money's worth so far as the operation of the police department is concerned. (p. 13)

In summary, I believe that from the review of literature several recurring ideas in regard to training and performance of new officers run consistently throughout:

1. The police role is far more complex and demanding than simple law enforcement activities.

2. Training is the bulwark of the police profession allowing one to function effectively, if trained properly, or become a liability to himself and the public, if untrained.

3. The need for an understanding of the police role, the expectations of the public, the department's standards of performance, and the concomitant levels of productivity required, is absolute.

4. Training must be creative, innovative, and interdisciplinary.

5. That police generally are not as thoroughly trained as they should be for the demands of the job.
FTO PROGRAM DESCRIPTION

Based upon common knowledge within the local law enforcement agencies in the Kalamazoo area, it can be said that currently all in-service training is dedicated toward the following types of subject matter (Cote, 1980): (a) updating on regulations, laws, and ordinances; (b) new technical methods and techniques; (c) hard skill training/refresher; (d) required training for liability coverage; and (e) advancement/supervision schooling.

Currently, no in-service training exists within the KPD dealing primarily with the subjects of departmental expectations, areas of required proficiency, and performance levels. In working with the KPD, Kalamazoo, Michigan, I have determined that an in-service training program, with the following objectives, would have a measurable performance effect on new officers who are trained in such a course (Cote, 1980; Oliphant, 1980). The learning objectives of the course are:

1. To apply a meaningful transfer and application of the officer's practical daily experience to an academic and theoretical understanding of what is his role. Develop conceptual skills in the officer.

2. To define and discuss those areas of personal qualities and job skills which the department has determined are key to its evaluation procedures on each new officer.
3. To define and discuss the levels of performance required to meet the minimum acceptable standards in each area of evaluation; 2 above.

4. To create a learning situation where the officer is stimulated to a high degree of comprehension regarding 1, 2, and 3 above.

In support of the creation of a course with these objectives, the following program design and content was created for the Kalamazoo Police Department during the internship:

Course Title: Field Training Officer Program, KPD.

Format: Lecture, discussion, practical application.

Course Length: 24 hours.

Instructors: Departmental supervisors/training officers; selected specialists and guest lecturers.

Conditions: This program of instruction and evaluation will be given to all new officers in the 3 weeks immediately prior to being assigned to full-time patrol duties.

a. Introduction to departmental expectations and performance criteria: 2 hours.

b. Theoretical understanding of police work: 1 hour.

c. Practical application of technical, human, conceptual skills: 1 hour.

d. Rookie need for interest in learning new material: 1 hour.

e. Retention of experience in police work: 1 hour.

f. Attention to detail in daily activity: 1 hour.

 g. Getting along with citizens in Kalamazoo: 1 hour.

h. Loyalty to the organization in police departments: 1 hour.

i. Identifying with the group and team work: 1 hour.

j. Professional aspirations in police work: 1 hour.
k. Morals—ethics and standards of conduct: 1 hour.

l. Spirit of cooperation within the department: 1 hour.

m. Encountering risks on the street: 1 hour.

n. Aggressiveness in duty performance: 1 hour.

o. Self-reliance in operating alone: 1 hour.


q. Motivation of the police officer: 1 hour.

r. Physical conditioning requirements: 1 hour.

s. Alertness on the job: 1 hour.

t. Tolerating ambiguity in police work: 1 hour.

u. Coping with stress: 1 hour.

v. Summary/conclusion: 2 hours.

Functional Aspects of the Program

The basis for the establishment and functioning of the FTO program is represented by the diagram in Figure 1. All essential elements represented must work in a mutually supportive and sustaining effort in order to produce a complete and successful in-service training program at the KPD.

The following is an explanation of the elements in Figure 1:

Selection of the FTO

The field training officer is the key trainer who will work with the recruit and hopefully be instrumental in forming his attitudes and honing his skills prior to being sent out into the street on his own. The selection and training of the FTO is nearly as critical as
Establish and support FTO program
KPD awareness of program
Select and credit FTO
Train FTO
Initiate KPD standards
- Performance
- Evaluation
"Follow-up"
- Officer retraining
- Remedial training
- Dismissal

Experience
Role model
Ability to teach
Ability to evaluate
Communications skills
Representative of KPD
Counselor
Interest
Motivation

Set KPD standards
Practical application
- "Class material"
- "Street" material
Identify deficiencies
Identify strengths
Evaluate
- Actual performance
- Capability
Motivate
Create loyalty bond
Organizational acceptance
Open channels of communication

Figure 1
The Organization's Relation to the Program
(Developed by Roy C. Aslanian)
the selection of the recruit, and requires attention to all of the elements in the category as diagramed.

Preparatory Training of the FTO

Though picked for experience, ability, and personality, the FTO must go through a training period in preparation for the task of training and evaluating a recruit while on the job under daily stress. This training period also allows the supervisors to confirm their selection of the FTO based upon his performance and attitudes during the training.

Training and Evaluation of the New Officer

Critical to the recruit, the department, his peers, and the public, the training and evaluation of the new officer should not be compromised or shortened for expediency.

Department Support

Within the organizational hierarchy, there are key supervisors and section chiefs up to and including the Chief and his deputy chiefs who can hinder or "kill" a program such as this. In order to make it meaningful and "important" to the department, their support is needed. Various staff sections must work together on the program after agreeing on a common set of objectives. Additionally, since there are selection and evaluation criteria integrated into the program, "credibility" of the actions taken in all cases is based on total departmental support. Cases may entail reprimands, counseling,
retraining, or dismissal of new recruits; a serious matter in any organization.
APPENDIX A

TRAINING SUBJECTS/PERFORMANCE CRITERIA
(Developed by Roy C. Aslanian)
Description

Evaluation Scale

Self-explanatory.

Recruit Evaluation Criteria and Standards

The attached 21 areas of evaluation represent those areas deemed critical to the performance and evaluation of a newly assigned police officer prior to being assigned to full duty on his/her own.

Specific Criteria

Specific criteria within each of the 21 areas are defined and described. These criteria represent the criteria of the department and most closely "define" the area of evaluation in acceptable terms to the leadership of the department.

Standards of Performance

The standards of performance are delineated within each area of evaluation in terms of 1 through 6 (further defined on the weekly evaluation report). These standards vary from one area to another based on the fact that the importance or criticality of the area of evaluation varies in the perception of the department, and the level of measured recruit performance determined to be necessary to adequately perform as a competent police officer.

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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Almost always does or has or can</td>
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<tr>
<td>3</td>
<td>Usually does or has or can</td>
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<tr>
<td>4</td>
<td>Sometimes does or has or can</td>
</tr>
<tr>
<td>5</td>
<td>Rarely does or has or can</td>
</tr>
<tr>
<td>6</td>
<td>Never does or has or can</td>
</tr>
</tbody>
</table>
1. **SUBJECT: SKILL PROFICIENCY REQUIREMENTS**

**CONTENT SUMMARY:**

--Proficiency and demonstrated ability in technical areas necessary to perform job effectively.

--Knowledge of his technical limitations, and when technical experts are required to support a given situation.

--Knowledge of parameters of technical responsibility.

**TRAINING STANDARD:**

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6

2. **SUBJECT: THEORETICAL UNDERSTANDING OF POLICE WORK**

**CONTENT SUMMARY:**

--Has a basic understanding of the characteristics of a paramilitary organization and the responsibility of a police department and its relation to the city government.

--Understands theories that relate to criminal justice and can apply them in a practical manner to accomplish assigned responsibilities.

--Can define and apply the "spirit of the law" to ambiguous situations.

**TRAINING STANDARD:**

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6
3. **SUBJECT:** PRACTICAL APPLICATION OF TECHNICAL, HUMAN, AND CONCEPTUAL SKILLS

**CONTENT SUMMARY:**

---The ability to use knowledge, training, and available resources in any given situation.

---Can analyze all information pertinent to a given situation and react appropriately.

---Can apply "theory" and "book" concepts to real world, everyday situations.

**TRAINING STANDARD:**

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6

4. **SUBJECT:** INTEREST IN LEARNING NEW MATERIAL

**CONTENT SUMMARY:**

---Demonstrates concern and interest in improving self for the overall benefit of the organization.

---Interest in achieving and accepts instructions and guidance as a learning experience rather than as personal failure.

---Does not display a "know it all" attitude.

**TRAINING STANDARD:**

ACCEPTABLE: 1 2 3

UNACCEPTABLE: 4 5 6
5. SUBJECT: RETENTION OF EXPERIENCE IN POLICE WORK

CONTENT SUMMARY:

--- Ability to apply prior training to immediate tasks.

--- Ability to use experiences, observations, and perceptions that were positive to accomplish tasks.

--- Learns from mistakes.

--- Develops flexibility and a repertoire of responses to common situations.

TRAINING STANDARD:

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6

6. SUBJECT: ATTENTION TO DETAIL IN DAILY ACTIVITY

CONTENT SUMMARY:

--- Ability to perform complete and thorough investigations.

--- Reports are thorough and complete— all relevant information is recorded and reported.

TRAINING STANDARD:

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6

7. SUBJECT: GETTING ALONG WITH CITIZENS IN KALAMAZOO

CONTENT SUMMARY:

--- Possess good interpersonal communication skills and can utilize them in dealing with the public.
--Does not over-react when dealing with citizens under stress conditions.

--Is truly concerned with the rights of citizens and shows them every courtesy and respect. Protection of their rights—civil and criminal—is important to the Officer.

--Manner, behavior, and bearing in public in non-citizen initiated contacts should not intimidate or alienate citizens.

TRAINING STANDARD:

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6

8. SUBJECT: LOYALTY TO THE ORGANIZATION IN POLICE DEPARTMENTS

CONTENT SUMMARY:

--Puts the good of the organization ahead of personal desires.

--Obeys the rules and regulations of the department and respects the chain of command.

--Demonstrates faith and confidence in the mission and methods of operating within the Kalamazoo Police Department.

--Accepts discipline when given.

TRAINING STANDARD:

ACCEPTABLE: 1 2 3

UNACCEPTABLE: 4 5 6

9. SUBJECT: IDENTIFICATION WITH GROUP AND TEAM WORK

CONTENT SUMMARY:

--Cooperation and willingness to work with group towards common goals.
10. SUBJECT: PROFESSIONAL ASPIRATIONS IN POLICE WORK

CONTENT SUMMARY:

--Has career goals oriented towards a law enforcement career and public service.

TRAINING STANDARD:

ACCEPTABLE: 1 2 3 4

UNACCEPTABLE: 5 6

11. SUBJECT: MORALS—ETHICS AND STANDARDS OF CONDUCT

CONTENT SUMMARY:

--Subscribes and adheres to the standards outlined in the Department’s Code of Conduct.

TRAINING STANDARD:

ACCEPTABLE: 1

UNACCEPTABLE: 2 3 4 5 6
12. SUBJECT: SPIRIT OF COOPERATION WITHIN THE DEPARTMENT

CONTENT SUMMARY:

--Willing to do more than his share to see the goal accomplished.

--Works well with other agencies and departments.

--Accepts instruction and guidance readily.

TRAINING STANDARD:

ACCEPTABLE: 1 2 3

UNACCEPTABLE: 4 5 6

13. SUBJECT: ENCOUNTERING RISKS ON THE STREET

CONTENT SUMMARY:

--A complete understanding of the possible hazards of the job and a willingness to "give" himself for the aid and safety of the public.

--Has the confidence to face daily risks and does not blindly react to danger but considers all alternatives before responding.

--Readily backs up partner and confronts subjects in a professional and skilled manner.

--Can react to hostile persons in a controlled, timely, and decisive way.

TRAINING STANDARD:

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6
14. **SUBJECT: AGGRESSIVENESS IN DUTY PERFORMANCE**

**CONTENT SUMMARY:**

--Readily accepts all assignments without complaint.

--Demonstration of effort through "statistical" performance.

--Aggressively looks for enforcement tasks to be done.

--Pursues investigations to maximum extent possible.

**TRAINING STANDARD:**

**ACCEPTABLE:** 1 2 3

**UNACCEPTABLE:** 4 5 6

15. **SUBJECT: SELF-RELIANCE IN OPERATING ALONE**

**CONTENT SUMMARY:**

--Relies on training and experience to make necessary day-to-day decisions and is not afraid to ask for help if necessary, or to admit to not knowing what to do.

--Willing to stand by own decisions.

--Accepts constructive criticism.

--Is "ready and able"—takes action and reports all relevant details.

--Takes effective action when on own under stress or fear.

--Can properly exercise authority when necessary. Does not vacillate, is not indecisive.

**TRAINING STANDARD:**

**ACCEPTABLE:** 1 2

**UNACCEPTABLE:** 3 4 5 6
16. **SUBJECT:** ENERGY, VIGOR, DRIVE IN DAILY POLICE ACTIVITIES

**CONTENT SUMMARY:**

--Eager to undertake job—all aspects—with same intensity. Does not have drastic fluctuations in levels of energy.

--Arrives at work on time and ready to perform duty.

**TRAINING STANDARD:**

ACCEPTABLE: 1 2 3

UNACCEPTABLE: 4 5 6

17. **SUBJECT:** MOTIVATION OF THE POLICE OFFICER

**CONTENT SUMMARY:**

--Displays an interest in learning—open to new ideas, concepts, techniques, procedures.

--Self-starter—needs little or no prodding to undertake all levels of tasks and responsibilities.

--Has pride and self-esteem which motivates him to achieve high standard of results.

--Desire to serve public.

--Accepts and performs all tasks and activities with equal readiness and enthusiasm.

**TRAINING STANDARD:**

ACCEPTABLE: 1 2 3

UNACCEPTABLE: 4 5 6
18. SUBJECT: REQUIREMENTS FOR PHYSICAL CONDITION, STRENGTH, STAMINA

CONTENT SUMMARY:
--To maintain a good balance of weight to height and body type.
--No apparent medical/physiological problems.

TRAINING STANDARD:
ACCEPTABLE: 1 2 3
UNACCEPTABLE: 4 5 6

19. SUBJECT: ALERTNESS ON THE JOB

CONTENT SUMMARY:
--To remain vigilant and watchful throughout the tour of duty—perceives the smallest details of the environment.
--Constantly surveys his environment—does not "look straight ahead."
--Aware of the meaning of the events and occurrences that he observes. Looks beyond the obvious.

TRAINING STANDARD:
ACCEPTABLE: 1 2 3
UNACCEPTABLE: 4 5 6

20. SUBJECT: TOLERATING AMBIGUITY IN POLICE WORK

CONTENT SUMMARY:
--Realizes that many areas of law enforcement are filled with vague and uncertain factors.
--Does not need "Black-White" situations in order to be effective.
---Ability to see into ambiguous statements or circumstances given by a citizen and ask the proper questions—bring an accurate resolution to confusing circumstances.

---Doesn't get confused and frustrated when confronted by complex, many faceted circumstances, especially under stress.

TRAINING STANDARD:

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6

21. SUBJECT: COPING WITH JOB RELATED STRESS

CONTENT SUMMARY:

---Stays balanced and professional under situations of danger, fatigue, tension, and confusion.

---Can be looked upon as a stabilizing force when others are stressed and unreasonable.

---Holds temper and exhibits behavior which is obviously controlled calm and dignified throughout tour of duty.

TRAINING STANDARD:

ACCEPTABLE: 1 2

UNACCEPTABLE: 3 4 5 6
APPENDIX B

NEW OFFICER WEEKLY EVALUATION REPORT
(Developed by Roy C. Aslanian)
Weekly Evaluation Report

The Field Training Officer will prepare this report twice weekly. Using the performance scale on the form, the FTO will evaluate each area in respect to "performance," "potential," and "predictability." Areas evaluated with a numerical score greater than the acceptable level indicated will constitute an "unacceptable" level of performance.
KALAMAZOO POLICE DEPARTMENT  
KALAMAZOO, MICHIGAN

NEW OFFICER WEEKLY EVALUATION REPORT

OFFICER: ___________________________ DATE: _____________________

FTO: __________________________

EVALUATION STANDARD

1 = Always Does or Has or Can  
2 = Almost Always Does or Has or Can  
3 = Usually Does or Has or Can  
4 = Sometimes Does or Has or Can  
5 = Rarely Does or Has or Can  
6 = Never Does or Has or Can

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<td>3. PRACTICAL APPLICATION 1-2</td>
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<td>4. INTEREST IN LEARNING 1-2-3</td>
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## EVALUATION STANDARD

1 = Always Does or Has or Can
2 = Almost Always Does or Has or Can
3 = Usually Does or Has or Can
4 = Sometimes Does or Has or Can
5 = Rarely Does or Has or Can
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FIELD TRAINING OFFICER: ___________________________ DATE: __________

SHIFT COMMANDER: ___________________________ DATE: __________

DEPARTMENTAL TRAINING OFFICER: ___________________________ DATE: __________
APPENDIX C

EVALUATION SUMMARY AND PREDICTABILITY CHART: NEW OFFICER
(Developed by Roy C. Aslanian)
Description

**Predictability Chart**

The predictability chart is used to record and consolidate all of the performance evaluation scores that are of an unacceptable level. The chart will allow for notation of departmental action with respect to the recruit's unacceptable performance, and serve as a ready reference of the recruit's overall field training evaluation.
## NEW OFFICER PREDICTABILITY CHART

**OFFICER:** ______________________

**FTO:** ______________________

**DATES:** ______________________

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BIBLIOGRAPHY


