Basic Field Training
Officer Course

40 Hours – TCOLE Course #3702

Presented by:

Texas Police Chiefs Association Foundation
P.O. Box 819, Elgin, Texas 78621

Welcome to a Texas Police Chiefs Association Foundation (TPCAF) training session. Thank you for participating in some of the best leadership focused training in Texas. Whether you are seeking the coveted Law Enforcement Command Officer Professional (LECOP) status or taking an individual class to sharpen your skill set, we hope you find this class personally and professionally rewarding.

Proceeds from training sessions like this support the TPCA Foundation's work, including the Fallen Officer Fund. The Fallen Officer Fund provides a $10,000 check to the family of any peace officer killed in the line of duty in Texas. This includes Federal, State, county, local, and other peace officers working in Texas. The goal of the Fallen Officer Fund is to assist the family with any immediate needs by providing funds within 24-48 hours after the line of duty death. The family of a fallen officer should not have to worry about having money to pay a bill, flying in family from out of town, buying groceries, or any other need. Your attendance at this training session directly supports these families.

We encourage you to consider becoming a member of the Texas Police Chiefs Association (TPCA). TPCA is the largest association of police leaders in Texas and one of the largest state police chiefs associations in the nation. TPCA provides members with professional networking opportunities, a voice on legislative matters, resources, training opportunities, and access to model policies through the Texas Law Enforcement Accreditation Program. Please visit www.texaspolicechiefs.org for more information.

We hope you will check out our course catalog at Texas Police Chiefs Association Conference & Training Site to learn more about other training opportunities available.

Please consider donating to the Fallen Officer Fund

TEXAS POLICE CHIEFS ASSOCIATION FOUNDATION

To make a difference, please scan below
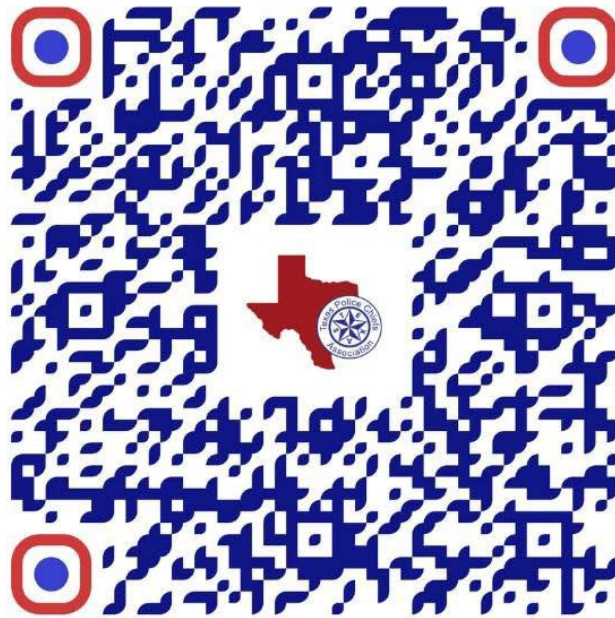
TEXAS POLICE CHIEFS ASSOCIATION FOUNDATION

TRUCK RAFFLE

2025 Chevrolet Trail Boss Valued at $60,000

Approximate Value

100% of Proceeds Benefit the TPCAF Fallen Officer Fund

Tickets
$100 each

Click Here To Purchase

Actual Truck Not Pictured

Drawing to be held:
April 17, 2025

Winner need not be present to win

SCAN ME

Winner assumes responsibility for all taxes and registration fees.

TPCA Foundation | PO Box 1030 | Elgin, TX 78621 | www.texaspolicechiefs.org

TPCA Training

Open To All Texas Law Enforcement Agencies

- Classes offered throughout different regions of Texas

- Aims to provide the very best of executive and command level training for chiefs, commanders and supervisors to lead and manage throughout their organizations

- Classes are focused on leadership with common themes of fairness, dignity, respect, trust and non-biased practices that create healthy organization and community confidence.

Details & Registration Here

TRAINING TOMORROW'S LEADERS TODAY!

LECOP
Law Enforcement Command Officer Program

Earn acknowledgment as a trained Law Enforcement Command Officer by completing a series of 10 training courses. Classes are open to all Texas Law Enforcement Agencies and designed to develop leadership skills and apply those skills to specific assignments.

TRACK A
Focuses on Individual Leadership Skills

TRACK B
Focuses On Leadership In An Organization & Influencing Culture

Plan on attending the annual TPCA Conference.

Register at Texas Police Chiefs Association Conference & Training Site

Texas Law Enforcement Accreditation Program

The Texas Police Chiefs Accreditation Program allows Law Enforcement Agencies to voluntarily demonstrate compliance with over 170 best practices, developed by professionals, to ensure efficient service delivery and protection of individual rights.

- External Review of policies & operations
- Enhances knowledge of policing & procedures
- Decreased exposure to liability risk & cost
- Demonstrates to the community the police department meets or exceeds the highest standards of Law Enforcement excellence

WHAT YOU NEED TO KNOW:

- Open to all Law Enforcement Agencies

- Financial obligations: new application fee, annual program fee, travel costs for review team

- Program manager is required to complete 8 hours of program training - Agency heads are highly encouraged to attend

- Agency has two years to complete the process

- Accredited status is granted for four years. During this period, agencies are required to submit annual reports to demonstrate ongoing compliance with relevant standards

- Participating entities may qualify for scholarship to cover intial fee

www.texaspolicechiefs.org

PROFESSIONAL SERVICES

The Texas Police Chiefs Association (TPCA) is the largest association of police executives in Texas and one of the largest state police chiefs associations in the country. With a diverse group of experts in all areas of policing, TPCA provides a wide range of professional services to Texas governmental entities.

Police Chief Search and Selection

Staffing Studies

Executive Level Training

Comprehensive Organizational Studies

Strategic Planning

Accreditation Program

POLICE CHIEF SEARCH AND SELECTION

The Texas Police Chiefs Association offers valuable technical assistance in evaluating resumes and pinpointing credible candidates. Utilizing these resources can enhance your ability to choose the most suitable candidate for your department. Additionally, the Association can deliver a comprehensive selection process, typically at a significantly lower cost than many consulting firms.

STAFFING STUDIES

We provide Staffing Studies that use the IACP and ICMA recommended workload models to determine the staffing options for various policing strategies.

COMPREHENSIVE ORGANIZATIONAL STUDIES

A comprehensive Organizational Audit is beneficial, as it examines all departmental operations to ensure adherence to legal standards and best practices. This evaluation provides an analysis of crime control strategies, necessary staffing levels, and may include an anonymous employee survey.

STRATEGIC PLANNING

A roadmap providing organizational direction can be an effective management and budget tool. TPCA can assist law enforcement agencies in developing a strategic plan and can facilitate the strategic planning process for other city departments.

EXECUTIVE LEVEL TRAINING

TPCA provides quality training around the state. The Law Enforcement Command Officers Program (LECOP) offers a series of 10 courses to command level officers and supervisors covering the full range of law enforcement operations including Developing Leaders, Managing Administrative Operations, Patrol, Traffic, Special Operations and Criminal Investigations. Upon completing the full course series, they receive a LECOP Certificate and special recognition. All TPCA classes emphasize the importance of Leadership.

ACCREDITATION PROGRAM

A nationally recognized program with over 170 standards outlining best practices for law enforcement agencies in Texas. This program includes independent review of policies and operations of an agency, ensures efficient service delivery to the public, protection of individual rights, and decreased exposure for liability and risk.

**FOR MORE INFORMATION PLEASE EMAIL
GELLIS@TEXASPOLICECHIEFS.ORG
OR CALL 512-281-5400**

Table of Contents

Texas Police Chiefs Association Foundation

Overview and Macro Curriculum
Basic Field Training Officer Course

Rationale:
The Field Training Officers who help mold new officers in a law enforcement agency have an immense duty as supervisors, instructors, and role models. This course will define the FTO's roles and responsibilities and provide the knowledge and skills necessary to function as an FTO. The course focuses on honest and consistent feedback to help the trainee succeed while documenting trainee progress or failure. The San Jose model is the basis with exposure to the Reno and the "Common Sense" models. This provides the student with the broad knowledge necessary to work within any program used in their agency.

Overview:
This is a 40-hour course presented in 5 days. The training format includes lecture, discussion, videotaped scenarios used to assist the student in learning how to complete consistent and accurate Daily Observation Reports, and role-playing to simulate end-of-shift discussions or counseling. This course meets and exceeds the TCOLE requirements for course #3702.

Course Goals:
At the conclusion of this course the participant will be able to:
- Identify learning styles, theories of leadership, teaching techniques and the communication process.
- Recognize the aspects and techniques involved in being an effective counselor.
- Describe the evaluation process, grading errors, standardized guidelines and communication skills.
- List components of civil liability, validity of documentation, the remedial training process and release from the training program.
- Recognize the basic components of various models of police field training.
- Describe how to integrate components of each model to create a successful Field Training Program.

Schedule: *(Lunch: 1200-1300 hrs Each Day)*

Day One	0800 - 0900	Welcome, Introductions, and Opening
	0900 – 1200	History of the San Jose Model, Training Methods, Leadership Styles
	1300 – 1700	Communication, Counseling, Evaluation Process
Day Two	0800 – 1200	Liability, Documentation
	1300 – 1700	Remedial Training, Reports
Day Three	0800 – 1200	Standard Evaluation Guidelines Scenarios and Practical Application
	1300 – 1700	Forms, FTO Manual
Day Four	0800 – 1200	The Reno Model, Problem Based Learning, Competencies, & Performance
	1300 – 1700	Process, Neighborhood Portfolio, Comparison to San Jose
Day Five	0800 – 1200	Overview of the "Common Sense" Model, Performance Categories, Training Review Committee
	1300 – 1700	Blending Various Training Models for Your Field Training Program

Instructor:
Chief Billy Tidwell (ret.)
Tomball, Texas Police Department.

Billy Tidwell
brtidwell@comcast.net

Chief Billy Tidwell retired from the Tomball Police Department in 2020 after serving 5 years as Chief of Police. Prior to that he was the Chief of the Liberty Police Department, on two separate occasions, for a total of 17 years. He currently provides professional coaching, consulting and training through BRT Consulting, LLC.

He has conducted training for many law enforcement agencies and departments across the country, as well as organizations and associations, including the Texas Sheriff's Association, the Texas Narcotics Control Program and the Texas Jail Association. He has also conducted numerous training sessions for LEMIT in the Texas Police Chief's Leadership Series, Constables Continuing Education, Command Staff Leadership Series and New Chief Leadership Series.

Chief Tidwell has a Bachelor's Degree in Sociology from Texas Tech University and a Master's Degree in Public Administration from the University of Houston. He holds a Master Peace Officer Certificate and is a licensed TCOLE instructor, TCOLE Firearms Instructor, and Emergency Driving Instructor.

Field Training Officer

Presented by the Texas Police Chiefs Association

Why TPCA Provides This Course

- Meet TCOLE requirements every Field Training Officer attend a "Field Training Officer's Course"

- Provide teaching and supervisory skills necessary to assist a new employee or recruit in making a successful transition from the classroom environment to the field

- Provide the student with knowledge of the various models of field training and how to combine them to be most effective for their individual departments.

History

- For many years, the most popular design of the Field Training Program (FTP) was patterned after a program developed in the San Jose, California, Police Department in 1971, and is called the San Jose Model

- It was developed in response to a tragic event involving a person who may have lacked the proper skills to perform his job

- Most, but not all, departments in Texas have some type of field training or effectively administer the program they have.

History

- From 1972 to 1999, the program was modified many times to include
  - performance evaluation and documentation
  - standardized task training
  - procedures to follow in the event the new employee does not respond to training, and, if needed
  - procedures to terminate a recruit who cannot successfully complete the program.

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History

- DOJ determined the use of the standardized grading system causes frustration for todays recruits

- In 1999, the DOJ provided a grant to the Reno, Nevada, Police Department

- The new model utilizes a Problem-Based Learning (PBL) method and is called Police Training Officer Program.

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Police Training Officer Program

- PTO uses problem solving to promote learning
- Focuses on Community Policing
- Designed to bring academy graduates to 21st century policing.

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Whitehead "Common Sense" Model

- Richard Whitehead developed "Common Sense" model
- Combines part of FTP and PTO
- Used by Houston PD, Travis County SO, Dallas PD and others.

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Concepts of Learning – Internal Factors

- Cognitive Development
  - The mental processes and abilities that individuals possess, including memory, attention, perception, and problem-solving skills
- Motivation
  - The internal drive or desire to learn
- Prior Knowledge
  - Existing knowledge and experiences shape how new information is understood and integrated
  - Building on prior knowledge is essential for effective learning.

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Concepts of Learning – Internal Factors

- Learning Styles
  - Individuals have different preferences for how they prefer to receive and process information
  - There are visual learners, auditory learners and kinesthetic learners
- Emotional State
  - Stress, anxiety, or enthusiasm, can influence how well individuals are able to focus on and absorb new information
- Self-Regulation
  - The ability to monitor, control, and regulate one's own learning process, including setting goals, managing time, and staying focused.

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Concepts of Learning – Internal Factors

- Perception of Relevance
  - Learners are more likely to engage with and retain information when they perceive it as relevant and applicable to their goals or interests
- Metacognition
  - The awareness and understanding of one's own thought processes, including planning, monitoring, and evaluating one's own learning strategies.

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Concepts of Learning – External Factors

- Teaching Methods
  - Varied and interactive teaching methods enhance engagement and understanding
- Learning Environment
  - The physical and social environment where learning takes place can influence the learning process
- Peer Interaction
  - Collaborative learning and interactions with peers contribute to a richer learning experience
  - Provide opportunities for discussion, debate, and shared perspectives.

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Concepts of Learning – External Factors

- Feedback
  - Timely and constructive feedback helps individuals understand their strengths and areas for improvement
- Cultural Influences
  - Cultural background and values can shape individuals approaches to learning and influence their understanding of concepts
- Support Systems
  - A supportive learning environment, including family support, mentorship, and encouragement, can positively impact the learning process.

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Difference between Adult and Youth Learners

Youth Learners	Adult Learners
o Dependent on the structure of the teaching process	o Self-directed and expect to be independent in the training process
o Dependent upon the instructor or other authority figures	o Expect their experiences to be respected and considered
o Youth learners are just developing a self-concept that defines them as individuals	o Must be permitted to function as an adult during the learning process
o Peer oriented.	o Independent.

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Teaching Adult Learners

- Relevance and Real-World Applications:
  - Adult learners are motivated by the practical applicability of what they are learning
  - Connect new information to real-life situations
- Active Participation and Experiential Learning:
  - Incorporate hands-on activities, simulations, and practical exercises
  - Adults learn best through doing, and interactive experiences help reinforce concepts and skills.

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Teaching Adult Learners

- Self-Directed Learning Opportunities:
  - Allow adults to take control of their educational journey
  - Offer resources, references, and additional materials for those who want to delve deeper into specific topics
- Discussion and Collaboration:
  - Encourage group discussions, collaborative projects, and peer learning
  - Adult learners bring diverse experiences to the table, and discussions can enhance understanding through the sharing of perspectives.

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Teaching Adult Learners

- Flexibility in Learning Pace:
  - Adults have varying learning paces and preferences
- Clear Goals and Objectives:
  - Clearly communicate learning objectives and how they align with broader personal or professional goals
  - Adult learners appreciate knowing the purpose of the material and how it fits into their overall development.

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Teaching Adult Learners

- Immediate Application of Knowledge:
  - Provide opportunities for immediate application of newly acquired knowledge and skills
  - Reinforces learning and helps adults see the practical benefits of what they are studying
- Feedback and Assessment:
  - Offer constructive feedback that focuses on improvement
  - Adult learners value feedback that helps them refine their understanding and skills
  - Assessments should be relevant and aligned with the real-world application of knowledge.

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Teaching Adult Learners

- Incorporate Technology:
  - Adults are comfortable with technology, and these tools can enhance the learning experience
  - Use online platforms, interactive simulations, search engines, multimedia resources
- Show respect for Prior Experience:
  - Acknowledge and respect the wealth of experiences and knowledge that adult learners bring to the environment
  - Allow opportunities for them to share their insights, connecting new information to their existing understanding.

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Teaching Adult Learners

- Create a Positive Learning Environment:
  - Foster a supportive and positive learning atmosphere
  - Adults thrive in environments where they feel valued, respected, and encouraged to take risks in their learning
- Combine All of these Strategies
  - It creates a dynamic and effective learning experience for adult learners
  - It promotes engagement, retention, and the application of knowledge in real-world contexts
  - It creates a successful student and a successful program!

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Teacher vs. Facilitator

Teacher

- Presents information, explains concepts, guides the learning process – assumes an authoritative role
- Primary function is to transfer knowledge and skills to learner
- In charge of decision making

Facilitator

- Focuses on guiding the process rather than being the primary source of information
- Encourage an interactive learning experience to facilitate participants engagement
- Acts as a guide rather than a sole decision maker

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Teacher vs. Facilitator

Teacher

- Assessment and evaluation are instructor led by tests and assignments to measure progress
- Expected to have expertise and are responsible for conveying accurate information

Facilitator

- Evaluation involves reflective practices, feedback and self assessment
- Emphasis is on the learning process, more concerned with how participants approach problem solving, collaborate, and engage with the material rather than predetermined set of content

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Learning Styles

- Auditory – Hearing
- Visual – Seeing
- Kinesthetic – Doing
- The formula for success is
  - Explain – Demonstrate – Explain – Demonstrate – Document.

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Auditory Learners

- Prefer Verbal Instructions
  - They may find it easier to understand and remember information presented in a spoken format
- Strong Listening Skills
  - They often grasp concepts by listening attentively to lectures, discussions, or audio materials
- Enjoy Discussions
  - They enjoy engaging in discussions, debates, and group activities where information is exchanged verbally.

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Auditory Learners

- Remember Information Through Sound
  - They may remember information more effectively if it is associated with sound or rhythm
- Benefit from Reading Aloud
  - Reading aloud can be a helpful study strategy for auditory learners, they may find silent reading challenging
- Enjoy Podcasts and Audiobooks
  - Auditory learners often appreciate learning materials delivered in audio formats, such as podcasts, audiobooks, or recorded lectures.

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Visual Learners

- Prefer Visual Stimuli
  - They learn best using images, diagrams, or videos
- Strong Visual Memory
  - They often can recall information more easily when it's presented in a visual format
- Enjoy Reading and Writing
  - Visual learners may enjoy reading and writing and may benefit from making lists, taking notes, and using highlighters
- Use Color Coding
  - Color coding and highlighting are effective study techniques for visual learners as well as using different colors for different concepts helps them organize and remember information.

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Visual Learners

- Prefer Visual Instructions
  - May find it helpful to receive instructions in written or visual form rather than purely verbal explanations
- Excel in Spatial Understanding
  - May find it easier to understand relationships and concepts when presented visually
- Engage in Mind Mapping
  - Benefit from creating mind maps, concept maps, or diagrams to visually represent relationships between ideas and concepts.

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Kinesthetic Learners

- Learn Through Movement
  - Benefit from incorporating physical movement including walking, pacing, or using gestures while thinking or explaining
- Hands-On Activities
  - Learn best through hands-on experiences and activities including experiments and interactive projects
- Enjoy Physical Interaction
  - Learn when involved in group discussions, role-playing, and scenarios.

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Kinesthetic Learners

- Prefer Practical Examples
  - Real-world, practical examples allow them to see the application of concepts
  - Practical demonstrations and real-life scenarios help them grasp abstract ideas
- Learn by Doing
  - Learn by doing rather than just listening or observing.

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Kinesthetic Learners

- Difficulty Sitting Still
  - May have difficulty sitting still for long periods and may need frequent breaks or opportunities for physical movement to maintain focus
- Use Movement to Aid Memory
  - May associate specific movements with certain concepts or repeat actions to reinforce learning
- Prefer Field Trips and Outdoor Activities
  - Field trips, outdoor exploration, and hands-on learning outside the classroom can be particularly engaging for kinesthetic learners.

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What Is An Instructor?

- An expert in a specific topic who has developed the skills needed to structure and sequence his knowledge to an audience in an instructional setting
- One who can convey that knowledge to others
- The instructor manages the learning environment.

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Expert

- What is an expert?
- One who has a comprehensive and authoritative knowledge of or skill in a particular area
  - Experience
  - Documented exercises
  - Real life experiences.

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Qualities Of A Good Instructor

- The ability to perform the tasks being taught
  - If you cannot do a job, you probably cannot teach the job
  - You must be able to show the student how to do the job to an acceptable level of proficiency
- The ability to teach others
  - The ability to teach is something we can learn.

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Establishing The Credibility Of The Instructor

- Credentials
- Experience
- Rapport
- Trust and respect
- Provides opportunities for learner's use of their own experiences
- Provides opportunities for learners to recognize their progress.

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Facilitator

- A facilitator is someone who guides the learning process and acts as a resource
- Ideally the FTI plays a leadership role and manages the learner
- FTI is typically not the traditional role of "teacher".

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Facilitator

- Enhances participants ability to become involved
- Promotes "higher brain" thinking by participants
- Identifies learning styles of students
- Sensitive to cultural and individual differences.

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Facilitator

- Provides information and direction
- Provides opportunities for discussion
- Allows students to feel power of group objectives / accomplishments.

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Facilitator

- Promotes feeling of "belonging" self worth / group worth
- Keeps participants aware of their role and their importance to the group
- Shares leadership role with group members.

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Bloom's Taxonomy

- Developed by psychologist Benjamin Bloom in the 1950's
- Outlines the structure of cognitive processes and recognize the domains of learning
- Incorporating the domains of learning during an FTO program can help ensure a comprehensive and effective training experience
  - Cognitive Domain
  - Affective Domain
  - Psychomotor Domain.

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Cognitive Domain

- Recall or recognition of knowledge and the development of intellectual abilities and skills
- *Objective:* Ensure the new officer understands relevant laws, procedures, and protocols
- *Strategies:*
  - Conduct classroom sessions to cover legal aspects, policies, and procedures
  - Use scenario-based training exercises that require problem-solving and critical thinking
  - Provide written materials, handouts, or online resources for self-directed learning.

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Affective Domain

- Human values, human relations, emotional conduct and expression, interests, social attitudes
- *Objective:* Foster positive attitude, professionalism, and ethical behavior
- *Strategies:*
  - Facilitate discussions on the importance of ethical conduct and professionalism in law enforcement
  - Engage in role-playing scenarios that involve ethical decision-making and interpersonal skills
  - Encourage reflection and open communication to address emotional aspects of the job.

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Psychomotor Domain

- Involves physical activities (body movements and hand eye coordination) in the learning process
- *Objective:* Develop necessary physical and tactical skills
- *Strategies:*
  - Organize hands-on training sessions for firearms proficiency, defensive tactics, and physical fitness
  - Conduct scenario-based drills to simulate real-world situations and enhance response skills
  - Provide opportunities for practice and repetition to improve muscle memory.

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Integrating the Domains of Learning

- Provide Holistic Training
  - Integrate activities that involve all three domains
  - Employ a scenario-based training exercise requiring cognitive decision making, emotional control, and physical execution
- Progressive Learning
  - Begin with foundational cognitive or psychomotor concepts and gradually increase the complexity.

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## Integrating the Domains of Learning

- Feedback and Assessment
  - Assess the trainee's progress in each domain and provide constructive feedback
  - Use written assessments, practical evaluations, and discussions about attitudes and values
- Realistic Scenarios
  - Create realistic scenarios that mirror the challenges faced on the job
  - Bridge the gap between theory and practical application, engaging all three domains.

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The Four Phases of Competency

Unconscious Incompetent	Unconscious Competent
We lack the knowledge or the skill	It is now habit performed without thought
Conscious Incompetent	**Conscious Competent**
We have the knowledge but lack the skill	We have some knowledge, but the task requires thought

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Situational
Leadership Model
Learner
Development
Levels

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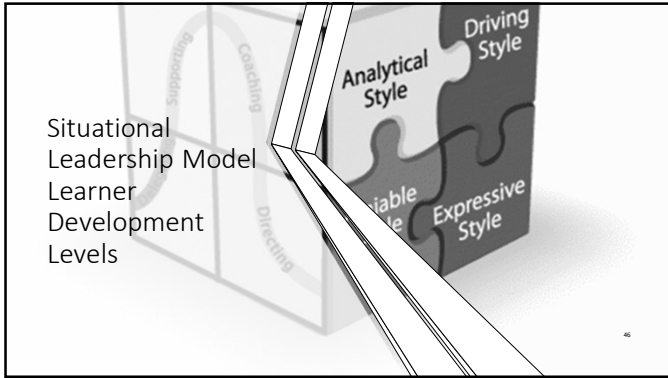
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Low Competence/High Commitment

The Enthusiastic Beginner
- Telling & Directing
- Decision made by the leader
- Communication is largely one-way
- Learner is enthusiastic and excited but lacks the technical skill and experience.

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Some Competence/Low Commitment

The Disillusioned Learner
- Selling & Coaching
- Decisions are leader's prerogative, but increased two-way communication
- Has gained some competence in the job
- Has developed rudimentary skills through training
- Has gained a better understanding of the enormity of the tasks required and may at times feel overwhelmed and inadequate to the task.

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High Competence/Variable Commitment

The Emerging Contributor
- Participating & Supporting
- Leader facilitates and takes part in the decision, but control is with the follower
- Learner has gained experience but lacks the confidence to perform all tasks required.

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High Competence/High Commitment

The Peak Performer
- Delegating
- Leader is still involved in decisions and problem-solving, but control is with learner
- Learner has experience at the job and is comfortable with their own ability to do it well
- Learner may be more skilled than the leader.

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Leadership Styles

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Directing Leader

You'll do it, I'll Decide
- Leader defines the roles and tasks of the learner and supervises them closely
- Decisions are made by the leader
- Communication with the learner is largely one-way.

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Coaching Leader

You'll do it, We'll discuss it, I'll decide
- Leader still defines roles and tasks but solicits ideas and suggestions from the learner

- Communication is more two-way to foster trust and build the learner's confidence.

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Supporting Leader

You'll do it, We'll discuss it, You decide
- Leader delegates routine day-to-day decisions, such as task allocation and processes, to the learner
- Leader facilitates and takes part in decisions, but control and responsibility is given to the learner.

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Delegating Leader

You'll do it, You Decide
- Leader still involved in decisions and problem-solving in the role of advisor
- Control of task allocation and processes delegated to the learner
- The learner, having reached a high level of competence and confidence, decides when and how the leader will be involved.

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Matching Leadership/Learner Style Development

- Correspond leadership style to learner development
  - Failure to properly match leadership style with learner development may result in arrested development of the learner
- Leader must adapt to development level of learner
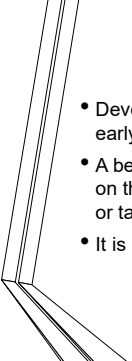 - It is the leader, not the learner, that must adapt his style to the situation.

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MANAGERIAL GRID THEORY- LEADERSHIP

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Leadership Grid

- Developed by Robert R. Blake and Jane S. Mouton in the early 1960s
- A behavioral leadership model that classifies leaders based on their concern for people and their concern for production or task accomplishment
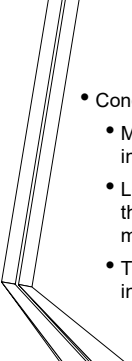- It is represented graphically on a grid with two axes.

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Leadership Grid

- Concern for People (Y-axis)
  - Measures the leader's degree of focus on the needs of individuals within the organization
  - Leaders expressing high concern for people are attentive to the well-being, satisfaction, and development of team members
  - Those low on this axis may be less concerned about the interpersonal relationships within the team.

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Leadership Grid
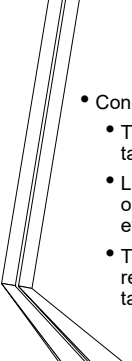
- Concern for Production (X-axis)
  - This axis measures the leader's emphasis on achieving tasks and organizational goals
  - Leaders with a high concern for production are focused on meeting deadlines, achieving targets, and ensuring efficiency
  - Those with low concern for production may prioritize a relaxed work environment and employee satisfaction over task accomplishment.

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The Impoverished Style
Low Concern for Production, Low Concern for People

- Leader exhibits low levels of commitment to both task accomplishment and interpersonal relationships
- Both people and organizational needs are subordinated to the leader's own need for self-preservation
- Leader avoids responsibility and works to preserve the status quo, particularly his own
- Leader typically appears indifferent and detached.

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The Country Club Style
High Concern for People, Low Concern for Production

- Leader is more focused on creating a positive work environment and maintaining good relationships with the team
- Leader typically does not push for high levels of productivity
- Leader hopes to increase production through popularity
- Leader focuses on security and comfort of employees to increase production, resulting in a friendly, but not necessarily productive atmosphere.

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Task Management Style
High Concern for Production, Low Concern for People

- Dictatorial leadership style not uncommon during the management of a crisis but has little value otherwise
- Leader's real or perceived survival of the organization is paramount, while employee's needs are unimportant or irrelevant
- Leader dictates to employees who are placed under pressure from strict rules and threat of punishment to achieve goals.

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The Middle of the Road Style
Moderate Concern for Production, Moderate Concern for People

- Leader tries to balance between concern for people and concern for the organization thereby striking a "happy medium"
- Leader hopes to achieve acceptable, not exemplary performance from employees, likely resulting in acceptable, not outstanding production
- Mediocrity and ambivalence are the rules, not the exception.

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The Team Style
High Concern for Production, High Concern for People

- Represents a balanced approach where leader is attentive to both the needs of the team members and the accomplishment of tasks
- Leader encourages teamwork and fosters commitment and loyalty to organization to improve employee morale and increase production
- This is considered an effective and participative leadership style.

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The Communication Process

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Four Steps of the Communication Process

- Sender
- Message
- Receiver
- Feedback.
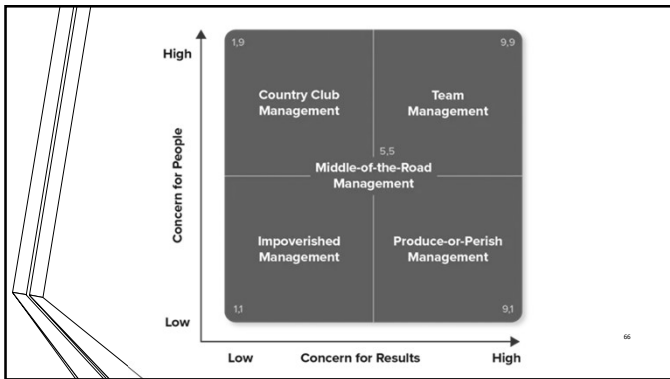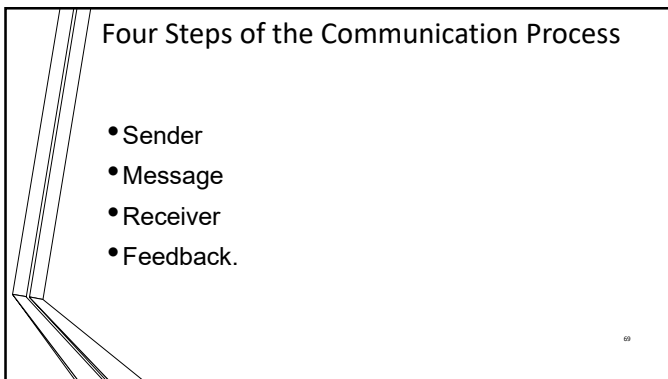
69

Sender

- The sender encodes the message using language, words, pictures, actions, symbols and events that are hopefully meaningful to the receiver
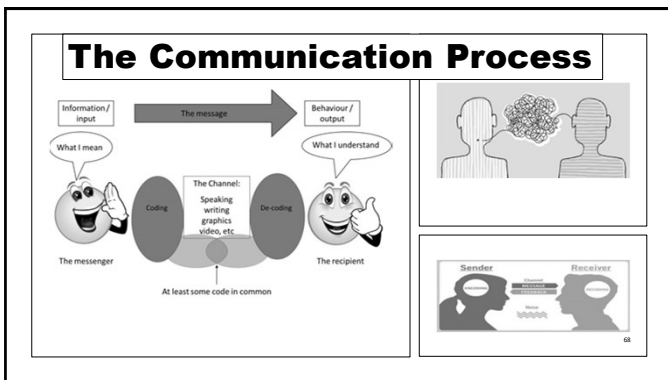- In interpersonal communication the message can take the form of written, verbal and nonverbal communication
- In marketing communication, the encoded message can take the form of brand messages, advertisements, press releases, signage and sales scripts.

70

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Message

- The message is coded and sent through
  - Words
  - Tone
  - Visual cues.

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Receiver

- The receiver then decodes the message based on how much they know about the topic, receptivity to the sender, and trust between sender and receiver
- All interpretation by the receiver is influenced by his experience, attitude, knowledge, skill, perception, and culture.

72

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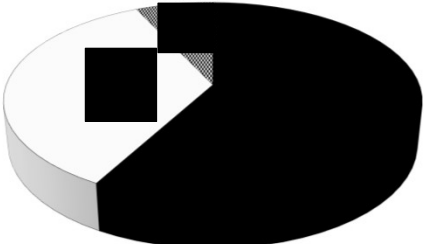
Feedback

- The manner and degree to which the receiver responds to the message
- Essential for transitioning from one way to two way conversation
- Soliciting feedback helps to determine if the message was received as intended.

73

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One classic study by Albert Merhabian and M. Weiner concludes that 93% of all communication is nonverbal. In their analysis a message is comprised of

74

74

BARRIERS TO EFFECTIVE COMMUNICATION

75

75

Barriers to Effective Communication

- Physical Barriers:
  - Physical separation between individuals
  - External or internal noise can disrupt the flow of information
- Semantic Barriers:
  - Differences in language or jargon may lead to misunderstanding
  - Vague or unclear words can result in confusion.

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Barriers to Effective Communication

- Psychological Barriers
  - Varied perspectives and interpretations of information based on individual experiences
  - Emotions such as fear, anxiety, or anger can affect the ability to convey or receive messages accurately
- Cultural Barriers
  - Diverse cultural backgrounds may influence communication styles, norms, and expectations
  - Biases and preconceived notions about certain groups can impact effective communication.

77

Barriers to Effective Communication

- Organizational Barriers:
  - A rigid organizational structure or hierarchical system may impede open communication
  - Insufficient channels for feedback can hinder the flow of information
- Personal Barriers
  - Ineffective listening can result in misunderstandings and incomplete information
  - Withholding or altering information intentionally can be a barrier.

78

Barriers to Effective Communication

- Technological Barriers
  - Dependence on electronic communication may reduce face-to-face interactions and lead to misunderstandings
- Information Overload
  - Having too much information to process within a given time frame can lead to confusion and selective attention.

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Effective Communication

- Recognize and address the barriers to ensure that messages are conveyed accurately and understood appropriately
- Employ strategies such as active listening, clear articulation, cultural awareness, and feedback mechanisms to help mitigate these barriers.

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The Golden Rule

The Platinum Rule
TREAT OTHERS THE WAY THEY WANT TO BE TREATED

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TASK FOCUSED

DOERS	PLANNERS
PERFORMERS	BUILDERS

ASSERTIVE

PASSIVE

PEOPLE FOCUSED

82
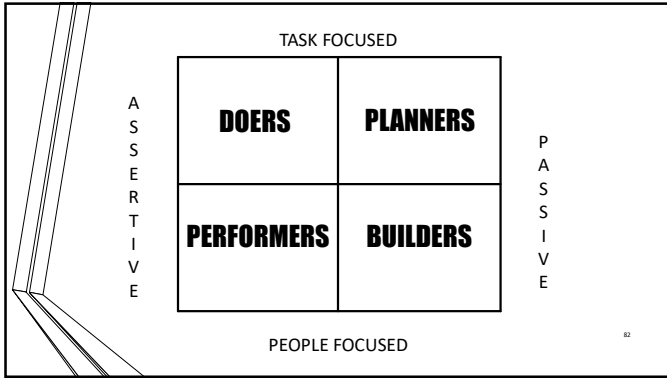
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Supervisor Counseling

- A process in which a supervisor engages with an employee to provide guidance, support, feedback, and assistance in addressing various work-related or personal challenges
- The primary goal is to enhance the employee's performance, well-being, and overall job satisfaction.
- It involves a supportive and constructive dialogue between the supervisor and the employee, where the supervisor takes on the role of a mentor or advisor.

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Supervisor Counseling

- Feedback and Performance Improvement
  - Provide constructive feedback on the employee's performance
  - Establish goals for professional development
  - Offering guidance on meeting job expectations
- Problem Solving
  - Assist employee in solving work-related challenges
  - Collaboratively explore solutions to overcome obstacles or difficulties.

85

Supervisor Counseling

- Career Development
  - Discuss the employee's career goals and aspirations
  - Offer advice on potential career paths within the organization
  - Identify training and development opportunities to support career growth
- Conflict Resolution
  - Address interpersonal conflicts or issues within the work team
  - Mediate disputes and facilitate communication to resolve conflicts.

86

Supervisor Counseling

- Emotional Support
  - Provide a supportive and empathetic environment for employees facing personal or professional challenges
  - Acknowledge and address emotional well-being concerns
- Goal Setting
  - Collaborate with the employee to set realistic and achievable goals
  - Monitor progress toward established goals and provide ongoing support.

87

Supervisor Counseling

- Communication Improvement
  - Enhance communication skills, both within the team and with other stakeholders
- Ethical Guidance
  - Reinforce ethical standards and provide guidance on ethical decision-making in the workplace
- Job Satisfaction
  - Address concerns or obstacles that may impact job satisfaction.

88

Supervisor Counseling

- A proactive approach to employee development and support
- It contributes to a positive work environment, fosters open communication, and helps employees navigate challenges effectively
- You must approach counseling with sensitivity, respect, and a genuine interest in the well-being and success of your team members.

89

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Counseling Procedures

- Preparation is the key to a successful counseling session
- The preparation of a formal counseling session entails five basic steps
  - advanced notice
  - selection of the site
  - schedule of time
  - general outline
  - general atmosphere.

91

Techniques to Improve Counseling

- Practice active listening by giving full attention to the individual, making eye contact, and showing that you are engaged in the conversation, paraphrase and summarize what the person has shared to demonstrate understanding
- Demonstrate empathy by putting yourself in the other person's shoes and showing that you understand their feelings and perspectives, use empathetic language and gestures to convey compassion
- Encourage individuals to share more by asking open-ended questions that require more than a simple yes or no answer.

92

Techniques to Improve Counseling

- Pay attention to their, and your, non-verbal cues such as body language, facial expressions, and gestures
- Establish trust by being genuine, honest, and reliable
- Maintain confidentiality to create a safe space for individuals to share their concerns
- Avoid making assumptions and confirm your understanding of the person's statements
- Provide constructive feedback in a positive manner.

93

Techniques to Improve Counseling

- Focus on behaviors rather than making judgments about the person's character
- Consider cultural backgrounds and values when offering advice or guidance
- Focus on finding solutions rather than dwelling on problems
- Establish a follow-up plan to monitor progress and provide ongoing support
- Attend training sessions or workshops to enhance counseling skills and stay informed about best practices.

94

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Local Resources

- Chaplain
- EAP
- Counselor
- Peers.

95

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96

Why Evaluate?

- Measure and track a new recruit's progress
- Provide important documentation for litigation protection, remedial training design and for termination of probationary status
- Training the FTI on each agency's evaluation system is critical
- Some subjectivity is inherent in most grading systems.

97

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Reliability

- Reliability means that the evaluation guidelines are accurately described and can be used consistently
- Grading a recruit who exhibits similar behavior will evaluate the recruit in a comparable, consistent manner
- Different FTIs must be able to apply the evaluation guidelines to an array of recruits and administer similar grades for similar performances.

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Validity

- Evaluation guidelines and evaluation documents measure what they are supposed to measure regarding an employee's work performance in a specific category
- Well-written guidelines will give specific descriptions of performances that are directly linked to the behavior being rated.

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Rating Errors

- Halo Effect
  - Occurs when a rater's overall positive or negative impression of an individual influences their assessment of specific attributes or behaviors
  - Leads to an overgeneralization of positive or negative traits across various performance dimensions
- Leniency Error
  - Involves raters consistently assigning higher ratings than warranted, often due to a reluctance to provide critical feedback or a desire to avoid conflict
  - Results in inflated performance scores and a lack of differentiation among employees.

100

Rating Errors

- Strictness Error
  - The opposite of leniency error, where raters consistently assign lower ratings than warranted
  - May stem from a desire to motivate employees by setting high standards or a tendency to focus on areas of improvement
- Central Tendency
  - Occurs when raters avoid extreme ratings and consistently assign average or moderate scores
  - Leads to a lack of discrimination among employees and hinders the identification of high or low performers.

101

Rating Errors

- Recency Bias
  - Involves giving more weight to recent events or behaviors when evaluating performance, overshadowing earlier accomplishments or challenges
  - Can result in an inaccurate representation of overall performance
- Primacy Bias
  - The opposite of recency bias, where raters are influenced more by initial impressions or early behaviors than by recent performance
  - May lead to overlooking recent improvements or changes in behavior.

102

Rating Errors

- Similar-to-Me Bias
  - Occurs when a rater favors employees who are like them in terms of background, interests, or personality
- Contrast Effect
  - Happens when the evaluation of one individual is influenced by the comparison with another employee, rather than an objective assessment of their own performance.

103

Rating Errors

- Stereotyping
  - Involves applying preconceived stereotypes or assumptions about certain groups to the evaluation of an individual
- Attribution Error
  - Occurs when raters attribute an individual's success or failure to internal factors (personal traits) rather than considering external factors or situational influences
- Horns Effect
  - The opposite of the halo effect, where an overall negative impression influences the assessment of specific attributes or behaviors.

104

Cautions

- FTIs and supervisors must use evaluation guidelines
- Make written evaluation guidelines available to FTIs and any supervisors who review them
- A training session at the beginning of a recruit's field training, will assist in reducing subjective interpretations of the guidelines
- The field training coordinator ensures the guidelines are followed and rating errors are recognized and corrected.

105

Standardized Evaluation Guidelines

- An evaluation is a systematic method of comparing observed performance to an established standard
- During the field training process recruits must be guided, directed and made aware of their progress through written evaluations
- Written evaluations can include Daily Observation Reports (DOR), Supplemental Daily Observation Reports (S/DOR), Weekly   Coordinator Reports (WCR) and Phase Summary Reports (PSR).

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106

Standardized Evaluation Guidelines

- The DOR is the most crucial of the written evaluations
- These evaluations must be consistent, objective and administered in a manner that promotes good performance and progress throughout the program
- The learning goals and performance objectives in the field training manual, the judgment used by the probationary officer and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

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The Evaluation Process

- Each recruit should be evaluated in a number of categories that, when taken together, reflect the totality of the job for which the recruit was hired
- Categories should be rooted in a job task analysis that has been completed specifically for the agency
- If the agency does not have a job task analysis, they should utilize the job task analysis information collected by the state or a similar type of agency.

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108

The Evaluation Process

- The evaluation procedure should be based on the behavioral anchor approach that uses behavior anchored ratings
- Determine the categories, then how to rate. Rating is then based on the SEG's
- The SEGs should be established to ensure each FTI's rating of a recruit will be equal and standard throughout the program.

109

Standardizing Guidelines

- Reasons for using valid and reliable guidelines are to ensure
  - fair and consistent evaluation of the recruit
  - the recruit is aware of expectations
  - credibility of the evaluation process
- SEGs establish acceptable and unacceptable levels of performance according to agency requirements for each training category.

110

Standardizing Guidelines

- Evaluation without standardization is not possible
- There is a need to articulate and document reference points in order to promote standardization of the evaluation process within each agency
- SEGs, and the explanations for unacceptable, acceptable and superior, reflect the operational standards for the agency.

111

Standardizing Guidelines

- SEGs must be chosen to accurately reflect the levels of knowledge and skill in the agency
- The categories selected for rating should
  - cover the totality of what an employee is required to do
  - be anchored in behaviorally descriptive terms
  - be descriptors designed to serve as examples to direct the FTI's thinking in a certain direction.

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112

Rating Behavior/Performance

- Each category listed on the DOR should be accompanied by a set of SEGs
- The "San Jose Model", adapted as the POST program in the majority of states, utilizes a 7- point rating scale. Other agencies use a variation on this scale, commonly either 3 or 5-point scale
- Recruits should be evaluated utilizing the solo patrol officer standard of unacceptable, acceptable or superior.

113

113

Rating Behavior/Performance

- The most difficult part of the evaluation process for an FTI is to surrender his own opinion of the recruit's performance
- The FTI's role is to examine the recruit's performance and choose the appropriate description provided in the relevant SEGs.

114

114

Rating Behavior/Performance

- FTIs must rate the recruit pursuant to the language in the manual if the recruit's performance is consistent with the language of that manual
  - Unacceptable
    - 1. Unable to demonstrate capacity to perform in this category
    - 2. Demonstrates limited ability to perform in this category
    - 3. Demonstrates familiarity with category and acceptable performance on occasion.

115

Rating Behavior/Performance

- Minimally Acceptable
  - 4 - Recruit functions at a minimally acceptable level. Performance can be improved (any rating less than a "4" means that improvement is needed. A "4" or above means that performance is acceptable
  - A "4" is the minimally accepted performance for a solo officer.

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Rating Behavior/Performance

- Acceptable
  - 5 - Performs at acceptable levels, but
  - Improvement is still possible and preferable
  - 6 - Performs capably and confidently
- Superior
  - 7 - Performs confidently and professionally.

117

FTIs should have no discretion in this matter. It is the only way that objective evaluations will be accomplished.

Follow the rules!

118

Evaluation Process

- Evaluations are
  - used to record and document a recruit's progress
  - excellent tools for informing the recruit of his performance level at a particular point in time
  - excellent devices for identifying training needs and documenting training efforts by chronicling the skill and efforts of the FTI.

119

Evaluation Process

- Evaluations are critical in the career of each recruit and should be treated appropriately
- Honest and objective evaluations of a recruit should be a prime consideration of all members
- Each recruit should be evaluated in a number of categories that cover as much of each aspect of the police environment and responsibilities as practical.

120

Evaluation Process

- Evaluations represent feedback
- Effective feedback provides solutions, occurs frequently and is
  - objective
  - flexible
  - acceptable
  - comprehensive
  - constructive
  - organized
  - specific.

121

Evaluation Frequency

- DORs should be completed daily

- SWR should be completed weekly or bi-weekly

- End of Phase Report should be completed at the end of the phase.

122

Scenarios and/or Role Play

- Provides the recruit with the opportunity to be exposed to situations he may not routinely encounter
- Gives the recruit the opportunity to perform tasks he is not familiar with or has had minimal exposure
- Allows the recruit to practice difficult tasks.

123

Scenarios and/or Role Play

- Having role players follow a script
- Straying from the script could change the intended outcome for the recruit
- Some instructors may find it easier to correct problems as they go. Other instructors may want the recruit to finish the problem, correct the recruit and then have the recruit work through the problem again doing it correctly.

124

124

Scenario Training

- A clear and concise scenario should be reduced to a written script
- There should be several stress-inducing scenarios
- The recruit's solution is not necessarily incorrect if the target goal is met
- Be a creative thinker so the recruit will be able to use what he knows, and then do what he has learned, to positively solve the problem.

125

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Scenario Training

- Don't conduct training exercises or scenarios while on-duty out in the public
- Don't overwhelm the student with scenarios that he cannot win or do not involve his job classification.

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Benefits Of Reality Based Training

- The recruit can work through unexpected problems that may occur
- Problems that arise on a recurring basis will be worked out in a more efficient manner without showing negativity
- Problem-based learning will come into play
- It is easy to establish the rule of "safety first".

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Reality Based Training

- Ensure that the training environment is out of public view, or the public is aware, and a safe location
- Have realistic problems that are scripted and easy to follow and apply to the recruit's job classification
- Have realistic solutions, with several different outcomes, to problems
- Have role players that will follow the script and not stray from it. The role players should not be from the group of recruits.

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Reality Based Training

- Have a dedicated FTI to follow the problem and progress of the recruit as he works through the problem
- Ensure that the FTI has a positive review and feedback session at the conclusion of each problem-solving session. Don't tell the recruit what he did wrong. Have the recruit tell you what he did and what he saw
- At the conclusion of the training, the recruit should be able to demonstrate what he has learned in a clear and concise manner.

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Affirmative Links to Liability

- *Failure to train*
  - Agencies have an obligation to provide valid, job-related training for their recruits
- *Negligent hire*
  - Occurs when a person is hired without using proper screening techniques. This affirmative link is reached only when a reasonable person is able to determine that the lack of screening was plain and obvious.

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Affirmative Links to Liability

- *Negligent retention aka failure to discipline*
  - After hire, the agency becomes aware, or should have become aware, of a problem behavior and does nothing to correct it

- *Negligent entrustment*
  - Entrusting a person into a position of responsibility who clearly should not have held such a position.

131

Affirmative Links to Liability

- *Negligent supervision*
  - FTIs must observe and correct behavior of recruits. Tolerating inappropriate behavior, such as violating or depriving people of their basic rights, make an FTI negligent in this area

- *Negligent assignment*
  - When a recruit is not transferred or suspended to a non-sensitive assignment after numerous substantiated disciplinary reports are received, or persons being assigned to positions for which they are not properly trained or qualified.

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Affirmative Links to Liability

- *Failure to direct*
  - Failing to give a recruit directions for a task that they obviously do not understand how to complete.

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Qualified Immunity

- A doctrine in United States law providing immunity from suit to government officials performing discretionary functions when their action did not violate clearly established law
- Is a potential affirmative defense to suits against government officials.

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Case Law

- Failure to train
  - Canton v. Harris 109 S Ct. 1197-1989
  - Quezada v. County of Bernalillo 944 F2d 710 (CA 10th – 1991)
  - Manteyko v. Felix 924 F2d 824 (CA 9th – 1991)
- Negligent hire:
  - Hild v. Bruner 496 F Supp 93 (DC NJ-1980)
  - Bryan County, Oklahoma v. Brown, 117 S.Ct 1382 (1997)

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Case Law

- Negligent retention:
  - Brandon v. Holt 105 St Ct 873 1935
  - Bonsignore v. NYC 683 F2d 635 (2nd CA – 1982)
  - Tarver v. City of Edna, Slip Copy, 2006 WL 3053409 (S.D.Tex.)
- Negligent entrustment:
  - Corridon v. City of Bayonne 324 A2d 42 (ND App-1974)

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Case Law

- Negligent supervision:
  - Carter v. Carlson 447 F2d 358 (DC-CA 1971)
  - Shaw v. Stroud, 13 F.3d 791 (4th Cir. 1994)
  - Monell v. New York City Dep't of Soc. Servs., 98 S. Ct. 2018 (1978)
  - Thompkins v. Belt, 828 F.2d 298 (5th Cir. 1987)
- Negligent assignment:
  - Davis v. City of North Richland Hills, 406 F.3d 375, 5th Circuit (2005).

137

Case Law

- *Failure to direct*
  - Ford v. Breier 383 F. Supp 505 (DC-Wisc.-1974).

138

Types of Reports

- Training Reports
  - Daily Reports are used to indicate whether training was provided and in which categories
  - Weekly Reports are used to indicate total weekly training opportunities
  - End of Phase Reports are a comprehensive collection of all training provided during a particular training phase.

139

Types of Reports

- Evaluation Reports
  - Daily Reports are used to indicate the actual grade (numerical, pass/fail, etc.) received in each evaluation category
  - Weekly Reports are used to indicate the total weekly evaluation of the recruit by the FTI
  - End of Phase Reports are a comprehensive collection of all data pertaining to the performance of a particular recruit.

140

Subjective Documentation

- Opinion comments are generally not acceptable
- Documentation should be objective in nature and reflect ONLY the facts
- Documentation must specifically identify only the tasks, actually performed by the recruit, that were observed by the FTI during that shift
- All performance must be documented, regardless of the assigned grade, and all grades given to the recruit will be supported by written documentation.

141

Elements of Documentation

- The six elements of documentation are
  - date and time of training
  - location of the training
  - offense, nature of incident, incident/citation numbers, list of all calls, arrests, and citizen contacts
  - description of the recruit's actions
  - training given by the FTI
  - the recruit's response to training.

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Objective Documentation

- Objective documentation must be
  - Clear
  - Concise
  - Complete
  - Correct.

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Confidentiality of Documents

- Files of individual recruits should be considered as personnel files and therefore confidential
- Files will not be provided to anyone or reproduced by anyone other than persons authorized by the FTC, Department Policy, or State Law
- Unlawful disclosure of information contained in the files of recruits carries criminal penalties as defined in Title 110a, Article 6252-17a, Texas Open Records Act.

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144

Remedial Training Process

- Steps in the remedial training process
  - STEP 1 - problem area identified and documented
  - STEP 2 - recruit informed of the problem
  - STEP 3 - recruit assigned to remedial training
  - STEP 4 - recruit instructed how to perform the task
  - STEP 5 - recruit shown how to perform task
  - STEP 6 - recruit demonstrates task performance
  - STEP 7 - recruit is released from remedial training.

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145

Remedial Training

- The purpose of remedial training IS
  - to correct any area in which the recruit shows a deficiency and
  - to retrain a recruit until he understands the specific task

- Remedial training is NOT
  - designed to terminate a recruit
  - used for punishment.

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Remedial Training

- Phase training stops when a recruit enters remedial training
- If a recruit exhibits the same deficiency after the corrections have been made, and continues to show a particular deficiency, the recruit is referred to remedial training
- The FTI or FTC makes the recommendation for remedial training
- Once the recruit has been shown how to perform the task, he should be allowed several opportunities to demonstrate the ability to perform the task
- If a recruit cannot properly demonstrate the particular task for which he is in the remedial training, he can be terminated from the training program.

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Remedial Training Strategies

- Flash cards
- Commentary thinking
- Role playing
- Role reversals
- Simulations
- Self-evaluation.

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Release From Remedial Training

- The FTI makes the decision to release the recruit back into their last phase of training or recommend termination
- If the recruit is released back into the phased training, he is expected to successfully perform the task(s) in which he has received remedial training
- Recruits sometimes perform well in low stress level environments but fall apart under stressful ones. Others may do well in most areas but perform below expectations in officer safety criteria.

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Release From Program

- Must have a written set of rules describing how recruit can successfully complete program.
- Recruit needs to understand the process and what to expect.
- Beneficial to track recruit's progress through the probationary period
- Frequent evaluations by supervisors will alleviate delinquent behavior of most employees.

150

Types of Release From the Program

- Termination
  - Trainee cannot perform the required tasks in an acceptable manner and no reasonable amount of training will alter the outcome
  - Ethical lapses, poor judgment, lying, rule infractions and/or other serious agency violations
  - Off-duty incidents involving poor judgment may result in termination even though the recruit has received good evaluations at work
  - FTI communicates to FTC and provides documentation.
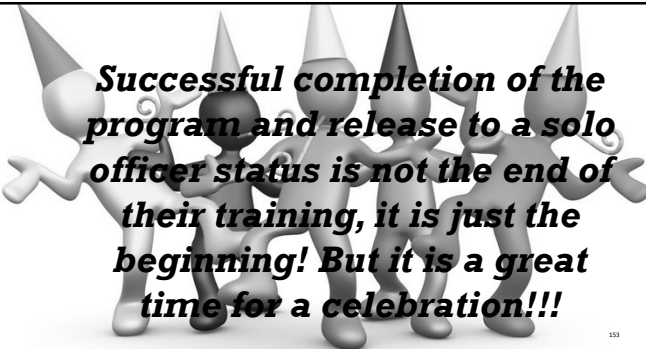
151

Types of Release From the Program

- Graduation
  - The recruit must be able to identify the proper level of performance required to achieve a successful release
  - Once the recruit is released, supervisors should communicate to them how well they are performing by giving the recruits frequent feedback especially in written form.

152

Successful completion of the program and release to a solo officer status is not the end of their training, it is just the beginning! But it is a great time for a celebration!!!

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Field Training Process

Presented by the Texas Police Chiefs Association

1

Field Training Program

- Merges trainee's classroom knowledge with "real world" practical experience by providing a realistic learning environment
- Designed to teach the recruit *how this department operates*
- The primary purpose of Field Training is to teach the recruit the culture to which he is expected to adhere.

2

Two Goals of the Program

- Impart a standardized curriculum of knowledge and skills to the trainee
- Evaluate the trainee's progress and ultimate readiness as a solo officer of the department.

3

Principles

- FTI qualifications
- Transition days
- Continuous shifting of duties.

4

4

Phases

- 4 weeks Mini Academy (Orientation)
- 4 phases in the field
  - 3 weeks with FTI
  - 1-week evaluation.

5

5

Program Rules

- Trainee will only ride and work with trained FTIs
- If no trained FTI available, use the day for orientation with other divisions
- If the only recourse is a non-FTI select carefully.

6

6

Objectives of the FTP

- Produce an officer capable of meeting or exceeding department standards
- Provide standardized training
- Improve recruiting and screening
- Establish valid appraisal system.

7

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Objectives of the FTP

- Provide quality training instructors and supervisors
- Increase the efficiency and effectiveness of the department
- Provide highest level of service
- Promote teamwork and bonding.

8

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8

Initial Days

- Attitudes and behavior patterns are established in the first few days
- The trainee expects consistency
- The FTI should work to create a positive learning environment
- FTI should begin to use a selection of training methods most conducive to producing a competent solo officer with a professional attitude.

9

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9

FTP

- No formal numerical ratings for the transition days
- A DOR will be completed at the end of each day
- Trainee may be unplugged at any time they cannot perform at an acceptable level
- Extensions may be granted on a case by case basis.

10

10

Role of the Trainee

- Responsible for learning
- Do not sign off on a completed task unless they are ready to accept responsibility for it
- Sign DORs
- Perform as a solo officer upon completion.

11

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FTI Critique

- Completed at the end of each phase
- Follow the instructions for completion and dissemination
- Be honest.

12

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Role of the FTI

- Provide consistent daily training
- Evaluate trainee's strengths and weaknesses
- Assist in developing training plans
- Document all training.

13

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Role of the FTI

- Complete all documentation in a timely manner
- Provide and document remedial training
- Keep supervisors informed
- Attend meetings and conferences.

14

14

Role of the Training Supervisors

- Review and consult with training staff on trainee's needs
- Assist with selection of primary FTI
- Conduct weekly conferences on progress
- Assist in the development of training plans
- Monitor the FTI.

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Role of the Training Supervisors

- Developing a plan of action for problems
- Review DORs
- Assist in developing plans for remedial training
- Assuring training objectives are met
- Recommending termination.

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Role of the Training Supervisors

- Informing department administrators of problems
- Recommending extension of training
- Identifying training need of FTIs
- Recommending retention or suspension of FTIs
- Maintaining confidential and secure files.

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Role of the FTI Supervisors

- Complete Supervisors Weekly or Bi-Weekly Report
- Complete Weekly Training Report
- Inform department administrators of remedial training
- Inform department administrators of need to use non-FTIs.

18

18

Supervisor Procedures

- Weekly evaluation meetings
  - Assure problems are addressed not persons
  - Only matters that can be resolved or matters that are relevant will be discussed
  - Discuss trainee performance
    - Above and beyond
    - Anything other than normal problems.

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Supervisor Procedures

- Weekly meeting (con't)
  - Strengths and areas needing improvement as well as remedial areas and recommendations
  - Documentation provided for strengths, weaknesses, and remedial areas
  - Trainee record discussed relative to progress in the program
  - A summary of follow-up actions required.

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Weekly Meetings

- Items to be avoided at Weekly Meetings
  - turning the meeting into a complaint session
  - discussing personality traits
  - spreading rumors.

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FTS Role In Maintaining Program Integrity

- Maintaining contact with the FTI's and trainees
- Reviewing evaluation reports daily
- Maintaining confidentiality of files and integrity of the program
- Avoiding negative comments about other trainees or other departmental personnel.

22

22

Administrative Control

- Supervisor's Weekly Report
  - records a trainee's performance
  - serves as a check and balance of the FTI's evaluation of a trainee
  - provides a starting point for the supervisors meeting with the trainee.

23

23

Training Schedule

- Transition days are:
  - assist the trainee in feeling comfortable with the new environment
  - free of numerical scores, training is still administered
  - critical in setting a trainee mindset as training should begin immediately.

24

24

Shift Rotation & Special Assignments

- Trainees should experience all shifts
- Arrangements are made for a trainee's day if the FTI is absent
- Utilizing a specialized unit or specific officer with proficiency in the specified weak area may be the most effective means of remedial training
- Specialized officers will be trained in the use of DOR's and will submit them each day.

25

Shift Rotation & Special Assignments

- Rotation through at least 2 FTIs is preferrable
- Allows trainee to see there are several ways to solve a problem
- Allows trainee to develop their own style
- Allows FTI to have a break and refresh.

26

Shift Rotation & Special Assignments

- Rotation to a new FTI is a planned event
- Forwarding FTI, receiving FTI, and Training Supervisors will be present at this meeting
- The trainee will not be present at this meeting.

27

Conduct Guidelines

- FTIs must commit themselves to the department's concept of training
- FTIs will remain mindful it is their duty to assist the trainee in becoming a successful officer
- Any stress felt by the trainee should be caused by *the task being performed, not from any unrelated comments or actions on the part of the FTI.*

28

Conduct Guidelines

- The FTI should instill an understanding and appreciation of the mission and values of the department
- The FTI must teach, and model, policies and rules
- For the FTI to say, "Do as I say and not as I do," is not acceptable
- Discipline and suspension not allowed.

29

Solo Officer Concept

- All evaluations will be based on the knowledge and skills needed by a patrol officer to function on his or her own
- Evaluations will be given in an honest, straightforward, professional manner which stresses positive, as well as negative performance.

30

Daily Observation Reports

- FTIs will refer to the Standardized Evaluation Guidelines
- This practice is necessary to ensure that all trainees are held to the same criteria when being evaluated
- These guidelines will be shared with the trainee by the FTI and will be provided to the trainee.

31

Weekly Team Meetings

- All FTIs will attend the weekly team meetings unless specifically excused by his or her supervisor
- Field training supervisors will ensure that positive, as well as negative aspects of a trainee's performance are discussed
- They will ensure that the comments are based on observations and not on speculation.

32

Field Training Exercises

- Training involving role players must have supervisor approval
- Trainees will **always** be told when a training situation is a mock situation
- Trainees will never be set up
- Loaded weapons will never be present in a training scenario.

33

FTI & Probationary Officer Relationship

- Teacher/student and/or a supervisor/subordinate relationship
- Relationship will be one of mutual respect
- No dating relationships
- No monetary commitments.

34

34

Trainee Field Training Rules

- The FTI's direction is to be accepted and followed
- Trainees will follow all policies and procedures
- Off-duty trainees are not allowed to ride with other officers during their field training period
- Trainees will be receptive to criticism given by FTIs.

35

35

Violations Of Field Training Policy

- Violations of Field Training General Conduct Guidelines or the Department's Policy and Procedure Manual could result in
  - initiation of appropriate disciplinary action
  - termination from the Field Training Program.

36

36

Testing Procedures

- Tests and quizzes require a minimum score of 70%
- Specific remedial training required for incorrect answers
- Testing is used to determine knowledge <u>and</u> proficiency
- Use of any materials the officer would have access to when performing his/her duties is allowed.

37

Pre-test

- Consists of areas of knowledge the trainee has covered in the mini-academy
- Designed to serve as an indicator of the trainee's knowledge
- Will include questions concerning law, traffic violations, criminal procedure, etc.

38

Quizzes

- Questions selected from areas most recently covered in the trainee's handbook
- Incorrect answers retested after remedial instruction
- Quiz schedules provided prior to start of the training cycle
- Test packets provided to each training supervisor.

39

EXAMPLE QUIZ AND TEST SCHEDULE

QUIZ/TEST NUMBER	DAY ADMINISTERED	CONTENT
Pre-Test	Transition day #1	Comprehensive
Quiz #1	End of Phase 1	Policies
Quiz #2	End of Phase 2	Penal Code
		Municipal Code
Quiz #3	End of Phase 3	Traffic Law
Final Exam	End of Phase 4	Comprehensive

In addition to the above written testing there will be a proficiency test on
1. Seven step violator contact
2. Handcuffing
3. Building search technique
4. Firearms qualifications.

40

40

Test Rules

- Trainee never allowed to keep or to make copies of any test
- Tests never shown to trainees prior to testing
- FTI should view test to assure all aspects of the testing are covered during the training.

41

41

Final Examination

- Final exam given at the end of the training phase
- May choose to allot a specified number of remedial training days
- Administration notified if trainee fails retest
- Meeting held to determine best course of action.

42

42

The Evaluation Process

- DORs
  - Provides documentation that training occurred
  - Tell a chronological story of skill level and effort
  - Honest and objective evaluations are critical for the officer.

43

43

Standardized Evaluation Guidelines (SEGs)

- Ensures ratings are objective and standard throughout the program
- Provides a definition of performance to apply to each trainee
- Inconsistent personal whims or standards confuses and frustrates the trainee.

44

44

DOR

- Normally completed and discussed with the trainee at the end of the shift
- Numerical values will not be assigned to the DOR during transition or unplugged days
- Four major areas that are divided into 20+ categories
- Trainee is expected to master these skills to a minimum acceptable level (4) to meet solo officer standard.

45

45

DOR

- Rating must include written documentation
- Deficiencies should include recommendations for improvement in the narrative
- Equally important to address significant acceptable areas of performance.

46

46

Specific DOR Instructions

- DORs are numbered sequentially including Transition and Unplugged
- Numerical rating included in each rated category
- Categories not observed that day will be marked "NO"
- Best performance does not have to be the highest rating.

47

47

Narratives

- Clear – Concise – Complete – Correct
- Set the stage
- Use verbatim quotes
- Report the facts
- Ask yourself questions.

48

48

Narratives

- Avoid drawing conclusions
- Speak to performance
- Use lists
- Avoid slang, jargon, swearing.

49

49

Narratives

- Use good positive phrases
- Do not use abbreviations
- Cite improvement
- Use third person.

50

50

Unplugging Procedures

- A time to concentrate on identified problem areas
- Also unplugged when attending other formal training
- Narratives are required
- No numerical ratings except for Category #2.

51

51

Supervisor's Weekly And Bi-weekly Training Plan

- Summarizes the trainee's training for the previous week
- Tailored to the individual trainee's strengths and weaknesses
- Forwarded to Field Training Coordinator.

52

52

Termination Procedures

- Unfortunately, not everyone can complete the program successfully
- Termination is not only necessary but also obligatory
- FTI will inform FTS trainee is not successful
- FTS will forward documentation to FTC.

53

53

Decision to Terminate

- Ask the necessary questions
- Meeting with all training personnel who have been involved
- If consensus reached the recommendation is forwarded to the Chief Administrator (Chief, Sheriff, etc.)

54

54

Termination Package

- Assessment from each FTI
- Documentation from each FTS
- DORs, Weekly Reports, any other pertinent documentation
- Chief Administrator decides.

55

55

Termination

- Trainee not be allowed to perform normal police duties resolved
- Would present a liability to themselves and others
- Formally separated in accordance with the Department's policy on separation of probationary employees.

56

56

Bridge Builders: Fostering Generational Harmony in the Workplace

1

Every generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.

-George Orwell

2

Why Discuss Generational Differences?

- ▶ To enhance communication and interpersonal skills internally and externally
- ▶ To assist officers to learn how to resolve conflicts within the department and when dealing with the public
- ▶ To encourage officers to be flexible and open-minded, promoting a more dynamic and responsive police force.

3

Why Discuss Generational Differences?

- ▶ Helps police leaders to tailor their leadership styles to motivate and manage individuals from various age groups
- ▶ Allows officers to engage with community members more effectively, build trust, and tailor their outreach
- ▶ Improves the overall effectiveness and success of training initiatives.

4

Guidelines

- ▶ Characteristics provide generalizations
- ▶ Individuals within each generation can vary significantly
- ▶ There is often an overlap in values and preferences between generations
- ▶ Recognizing these general trends can offer valuable insights into understanding and managing generational diversity in the workplace.

5

Baby Boomers (1946-1964)

- ▶ 25% of todays workforce
- ▶ 65% plan to work past the age of 65
- ▶ Currently 10,000 Boomers turn 65 each day
- ▶ Estimates are 48% can't afford to retire.

6

Generation X (1965-1980)

- ▶ 33% of today's workforce
- ▶ By 2028 Gen X will outnumber Baby Boomers in the workplace
- ▶ First "latchkey" kids
- ▶ On track to become the first generation to be worse off in terms of being prepared for retirement than their parents.

7

Millennials (1981-2000)

- ▶ 35% of today's workforce
- ▶ By 2025 will constitute 75% of the global workforce
- ▶ On track to become the most educated generation, and have the most college debt
- ▶ 45% to 52% live with their parents because they can't afford to live on their own.

8

Generation Z (2001-2020)

- ▶ 2% of todays workforce
- ▶ 40% of Gen Z wants to interact with their boss daily or several times each day
- ▶ "Digital natives" have never known life without internet and technology -Spend at least six hours a day on their phone
- ▶ Won't use the 😂 because "old" people use it.

9

What Are the Assumptions?

JUDGING A PERSON DOES NOT DEFINE WHO THEY ARE, IT DEFINES WHO YOU ARE.

▶ About Baby Boomers?
▶ About Generation X?
▶ About Millennials?
▶ About Generation Z?

10

Group Project

▶ Discuss the following
  ▶ Life changing national or world events
  ▶ Music and movies (types and persons or bands)
  ▶ School/education
  ▶ Impact of religion
  ▶ Racial /ethnic events

▶ Electronics and toys
▶ Political events or personalities
▶ Travel
▶ Marriage and family
▶ What do you think were the most impactful events in your formative years?

11

What Are the Facts?

▶ About Baby Boomers?
▶ About Generation X?
▶ About Millennials?
▶ About Generation Z?

FACTS MYTHS RUMORS STORIES DECEITS

12

Baby Boomers (Born 1946-1964)

- *Characteristics*
  - Baby Boomers experienced significant social and economic changes, including the civil rights movement and technological advancements
- *Values*
  - Work ethic, loyalty to the organization, and a focus on stability and financial security
- *Preferences*
  - Traditional communication methods, hierarchical structures, and a preference for face-to-face interactions.

13

Generation X (Born 1965-1980)

- *Characteristics*
  - Generation X came of age during economic uncertainty and witnessed the rise of technology
- *Values*
  - Independence, work-life balance, and a skepticism towards authority
- *Preferences*
  - Embraces technology, values autonomy, and appreciates a more informal and flexible work environment.

14

Millennials (Born 1981-1996)

- *Characteristics*
  - Millennials are the first generation to grow up with widespread access to the internet and technology
- *Values*
  - Diversity, inclusivity, social justice, and a desire for meaningful work
- *Preferences*
  - Tech-savvy, collaborative work environments, and a preference for instant communication methods.

15

Generation Z (Born 1997-2012)

▶ *Characteristics*
  ▶ Generation Z is the first truly digital-native generation, having grown up with smartphones and social media
▶ *Values*
  ▶ Entrepreneurship, individuality, environmental consciousness, and a global perspective
▶ *Preferences*
  ▶ Comfortable with digital communication, values flexibility, seeks diverse and inclusive environments.

16

Manifestation of Generational Differences in Law Enforcement

▶ Communication Styles
  ▶ *Challenges*
    ▶ Different generations may have varying preferences for communication methods
    ▶ Digital, written, face-to-face
  ▶ *Opportunities*
    ▶ Recognizing and accommodating diverse communication styles can enhance overall communication effectiveness.

17

Manifestation of Generational Differences in Law Enforcement

▶ Decision-Making Approaches
  ▶ *Challenges*
    ▶ Hierarchy vs collaboration and team input
  ▶ *Opportunities*
    ▶ A hybrid approach that considers both experience-based decision-making and collaborative input can lead to well-rounded decisions incorporating all generations.

18

Manifestation of Generational Differences in Law Enforcement

▶ Technology Adoption
  ▶ *Challenges*
    ▶ Tech resistant vs tech savvy, creating data and communication problems
  ▶ *Opportunities*
    ▶ Mutual mentorships between older and newer generations fostering intergenerational collaboration.

19

Manifestation of Generational Differences in Law Enforcement

▶ Work-Life Balance and Job Expectations
  ▶ *Challenges*
    ▶ Younger generations often prioritize work-life balance while older generations may have experienced different professional norms
  ▶ *Opportunities*
    ▶ Implementing policies that promote work-life balance and acknowledging the diverse expectations within the force can improve job satisfaction and retention across generations.

20

Manifestation of Generational Differences in Law Enforcement

▶ Leadership Styles
  ▶ *Challenges*
    ▶ Younger officers may appreciate a more inclusive and transformational leadership style, while older officers may be accustomed to a more authoritarian approach
  ▶ *Opportunities*
    ▶ Developing leadership training programs that emphasize adaptability and a range of leadership styles can create a team capable of effectively managing officers from diverse generational backgrounds.

21

The Impact Of Generational Issues

▶ Community Relations – social media vs town hall
▶ Training and Professional Development – in person vs online
▶ Critical Incident Response – digital vs traditional radio communication
▶ What other examples can you think of?

22

Enhancing Communication And Collaboration

▶ Establish Open Communication Channels
  ▶ Utilize various communication platforms to accommodate different generational preferences
▶ Implement Cross-Generational Training
  ▶ Provide training sessions that address generational differences, communication styles, values, and expectations.

23

Enhancing Communication And Collaboration

▶ Emphasize Shared Goals and Values
  ▶ Reinforce the idea that despite generational differences, everyone is working towards a shared goal of ensuring public safety and enforcing the law
▶ Leadership Development Programs
  ▶ Train leaders to adapt their leadership approach to effectively manage and motivate officers from different age groups.

24

Enhancing Communication
And Collaboration

► Recognition and Appreciation
  ► Acknowledge and appreciate the strengths of each generation through formal recognition programs
► Cultivate a Culture of Respect
  • Foster a culture where mutual respect is paramount, regardless of age or experience
  • Address any instances of age-related biases or stereotypes promptly.

25

Our Language Matters

► Eliminate
  ► "OK, Boomer"
  ► "Gen X Cynics"
  ► "Entitled Millennials"
  ► "Gen Z Snowflakes."

26

Leading an Age Diverse Team

► Assume nothing
► Stop using labels
► Regularly check your own biases
► Pay attention to people not trends
► Embrace the diversity of different ages.

GREAT LEADERS DON'T SET OUT TO BE A LEADER...THEY SET OUT TO MAKE A DIFFERENCE. ITS NEVER ABOUT THE ROLE-ALWAYS ABOUT THE GOAL.

LisaHaisha.com

27

ATTITUDES ARE CONTAGIOUS
MAKE YOURS WORTH CATCHING

When officers feel valued and understood, it can positively impact morale and job satisfaction, leading to a more motivated and engaged police force!

28

Leadership

Presented by the Texas
Police Chiefs
Association

1

What Is Your Purpose?

How would you answer the question, "Why does your department exist?"

2
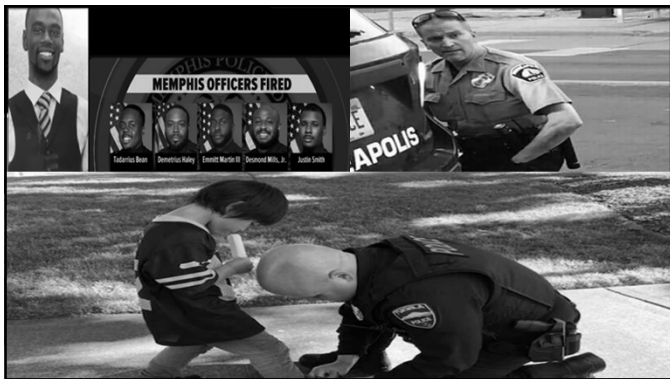
3

4

Herb Kelleher

- Co-founder of Southwest in 1971
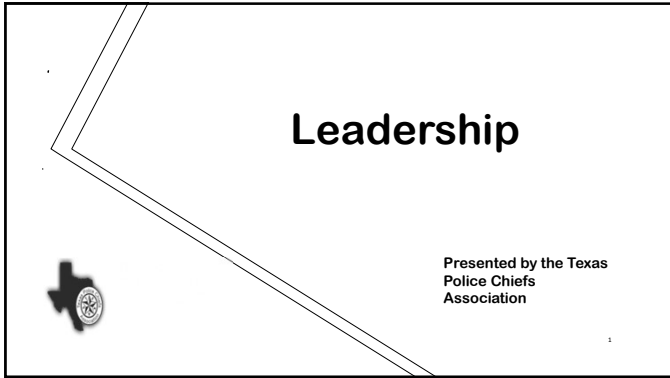- President and CEO of Southwest for over 20 years
- Windows were for the cafeteria, not offices
- Walk-a-Mile program
- Happy employees equals happy customers.

5

Southwest Airlines History

- Established in 1971
- 3 airplanes, 3 cities, 12 flights
- Currently 741 aircraft and over 3000 flights daily
- 47 continuous years of profitability
- Kelleher was the CEO until 2008.

6

Southwest Airlines Core Values

- Safety
- Warrior Spirit
- Fun-Loving Spirit
- Servant Heart.

7

If you create an environment where the people truly participate, you don't need control. They know what needs to be done and they do it. And the more that people will devote themselves to your cause on a voluntary basis, a willing basis, the fewer hierarchies and control mechanisms you need.

8

Positions and titles mean absolutely nothing. They're just adornments; they don't represent the substance of anybody. Every person and every job is worth as much as any other person and any other job.

9

"The important thing is to take the bricklayer and make him understand that he's building a home, not just laying bricks."

10

We will hire someone with less experience, less education, and less expertise, than someone who has more of those things and has a rotten attitude. Because we can train people. We can teach people how to lead. We can teach people how to provide customer service. But we can't change their DNA.

11

Ego is the enemy of good leadership.

12

Power should be reserved for weightlifting and boats, and leadership really involves responsibility.

13

The Three Critical Elements of Effective Organizational Leadership

Expectations

CONSEQUENCES

ACCOUNTABILITY

14

The Importance of Consistency

- Consistent behavior in terms of expectations, accountability, and consequences provides tangible evidence that your "doing" is consistent with your vision
- Consistency minimizes the "noise" in the environment
- Consistency reinforces expectations, accountability, and consequences
- Consistency creates confidence in each other
- Consistency builds trust.

WHY GOOD LEADERS MAKE YOU FEEL SAFE
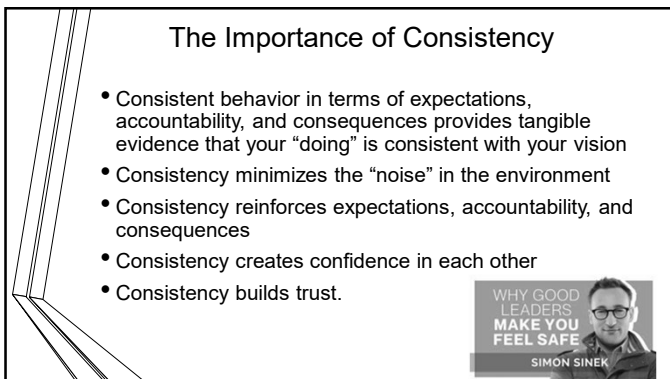SIMON SINEK

15

Expectations

- Begin with a discussion of expectations
- Job descriptions, FTO rules, new roles in the organization, etc.
- Do you understand the expectations for your new role?

16

Job Descriptions

Job Descriptions
- Express competencies the organization desires
- Are the initial statement of what success will look like
- Should be discussed with new employees.

17

Performance Evaluations

Performance Management Systems (aka, Performance Evaluations)
- Should be discussed at hiring
- Should be used as a tool for performance improvement
- Should establish personal objectives, including
  - personal improvement objectives
  - objectives within the Strategic Plan
  - SMART objectives
  - 3-6 month time frames
- Should contain accurate performance ratings
- Must be honest!

18

6

The Pygmalion Effect

- Supervisor's expectations influence employee's performance
- Outstanding supervisors create high performance expectations
- Employees almost always do what they believe they are expected to do
- Caution: If you expect less, you'll get less.

19

Accountability

- Assure the goals and expectations are clear
- Provide regular honest feedback
- Hold people responsible for meeting the expectations
- Do not allow substandard performance.

20

Create Accountability

- Maintain a Manager's File
- Immediately document employee performance, good and bad
- Document any conversations held with an employee regarding performance
- Use these notes for performance evaluation, promotion, and discipline.

21

Consequences

Discipline
- There must be consequences for intentional substandard performance
- The consequences must be consistent with previous infractions
- Discipline is always about performance improvement.

22

Consequences

- Disciplinary actions
  - Warning (verbal and written)
  - Reprimand (verbal and written)
  - Suspension, demotion, reduction in pay
  - Termination.

23

Why Leaders Fail

- They chase the wrong goals
- They fail to listen
- They don't accept the truth
- They don't hold themselves accountable
- They don't hold others accountable.

24

Why Leaders Fail

- They fail to delegate
- They fail to give and accept constructive criticism
- They fail to adapt
- They micromanage
- They fear failure and avoid risks.

25

How To Motivate Employees

- Determine their values
- Clear and consistent expectations
- MBWA
- No demotivators
- Immediate feedback
- Lead by example.

26

Rewards

- Above and beyond performance
- Performance that achieves vision and mission
- LB's and NT's
- Specific
- Soon after the incident.

27

Invisible Bragging
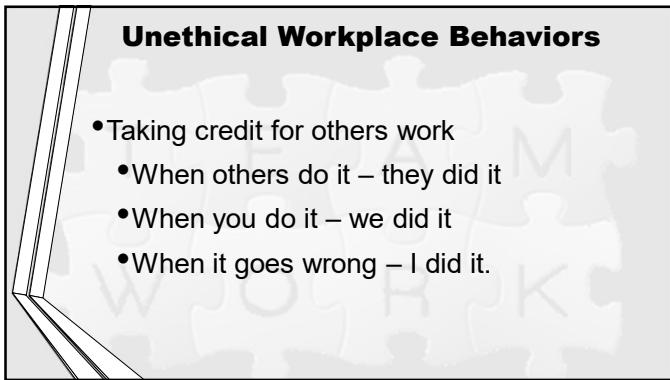
- It must be visible
- It must be lasting
- Must say something was done to move toward the vision or mission.

28

Unethical Workplace Behaviors
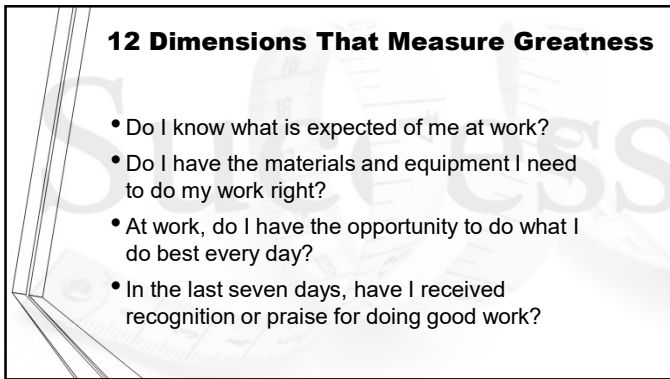
- Taking credit for others work
  - When others do it – they did it
  - When you do it – we did it
  - When it goes wrong – I did it.

29

12 Dimensions That Measure Greatness

- Do I know what is expected of me at work?
- Do I have the materials and equipment I need to do my work right?
- At work, do I have the opportunity to do what I do best every day?
- In the last seven days, have I received recognition or praise for doing good work?

30

12 Dimensions That Measure Greatness

- Does my supervisor or someone at work, seem to care about me as a person?
- Is there someone at work that encourages my development?
- At work, do my opinions seem to count?
- Does the mission/purpose of my organization make me feel my job is important?

31

---

12 Dimensions That Measure Greatness

- My fellow employees are committed to doing quality work
- I have a best friend at work
- In the last six months, someone at work has talked to me about my progress
- This last year, I have had opportunities at work to learn and grow.

32

So if you want to change the world,
start off by making your bed.

33

Personal Communication Dynamics

Task Focused Assertive (Mission is to "Get It Done!")

* Result oriented
* Communicate bluntly and directly
* Need control
* Self-Confident
* Embrace change
* Sets high (sometimes unrealistic) standards for themselves and others
* Assumes leadership roles
* Impatient
* Fear being hustled

Possible Characteristics:

* Blunt - rude
* Inadvertently inconsiderate
* Tendency to hurt people's feelings without being aware of it.
* Does get sarcastic at times when frustrated.
* Frustration is expressed by becoming loud, sarcastic, or arrogant.

When Talking with "Task Focused Assertive Communicators:

* Talk about results - not people.
* Be very prepared when you talk to them.
* Being blunt (within boundaries) will not hurt their feelings.
* Speaking indirectly and evasively will frustrate them.
* They want you to get to the point.

Task Focused Passive (Mission is to "Get It Right!")

* Need to be correct
* Communicate indirectly and very detailed
* Organizes
* Non-Emotional
* Likes facts and figures, prefer accuracy
* Likes documentation
* Planners
* Perfectionists
* Fear criticism

Possible Characteristics:

* Cannot make a decision.
* More information.
* Hates change.
* Likes order.
* Facts/Figures
* Disorder upsets them.
* Prefers to be behind the scenes.
* Needs proding to talk.
* Frustration will be expressed by silence, withdrawal, and complaining.

When Talking with "Task Focused Passive Communicators:

* Use facts and logic, not emotions.
* When possible, have documentation.
* Go step by step in a logical order
* They want you to be precise.
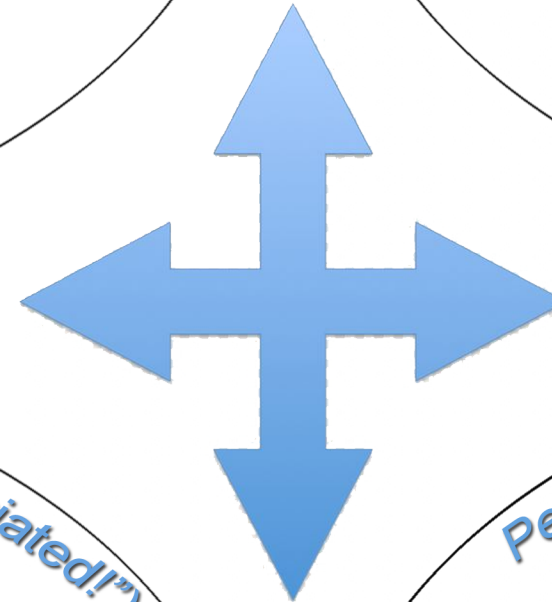
People Focused Assertive (Mission is to "Get Appreciated!")

* Creative and energetic
* Communicate directly and elaborately
* High energy, exciting, creative
* Like rapidly changing situations
* Like new ideas
* Highly competitive
* Make quick decisions
* Good persuaders
* Disorganized
* Fear rejection

Possible Characteristics:

* Get bored with new projects
* Good persuaders - is passionate
* Need recognition
* Need applause, feedback
* Frustration will be expressed by talking louder and faster, tantrums, exaggerations
* May become snipers or grenades
* Explode with frustrated

When Talking with "People Focused Assertive Communicators:

* Talk about recognitions and rewards.
* Give compliments.
* Talk in terms of people and team, not facts and figures.
* They want you to be exciting.

People Focused Passive (Mission is to "Be Builders!")

* Strong team player
* Communicate indirectly and politely
* Loyal to people and the organization
* Highly intuitive
* Fear sudden changes
* Friendly and considerate of others
* Upset by conflict
* Only group without "personal" agenda
* See all sides of an issue
* Good listeners
* Indecisive

Possible Characteristics:

* Stay in the background
* Passive aggressive behavior - or they will disappear!
* Frustration is expressed by "insincere" accomodation
* Try to get things done
* Indecisive "It doesn't matter."
* Don't like change
* Fence menders
* Team players
* Builders

When Talking with "Task Focused Passive Communicators:

* Be friendly and sincere
* Slow down and listen
* Challenge them to accept change
* Encourage their input
* They want you to be pleasant

Standard Evaluation Guideline
Rating Description

Unacceptable

1. Unable to demonstrate capacity to perform in this category.
2. Demonstrates limited ability to perform in this category.
3. Demonstrates familiarity with category and acceptable performance on occasion.

Minimally Acceptable

4. Recruit functions at a minimally acceptable level. Performance can be improved (any rating less than a "4" means that improvement is needed. A "4" or above means that performance is acceptable. This is the minimal level of performance expected of all recruits at conclusion of Phase I and / or at the conclusion of their probationary period).

Acceptable

5. Performs at acceptable levels, but improvement is still possible and preferable.
6. Performs capably and confidently.

Superior

7. Performs confidently and professionally.

THE EVALUATION PROCESS

Each trainee's progress, while proceeding through the Training Program, is recorded by means of written evaluations (Daily Observation Reports). The purpose of these reports is to provide feedback and documentation that training has occurred. These evaluations are devices for identifying training needs. They also chronicle the skill and efforts of the FTO.

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

The Standardized Evaluation Guidelines have been established to ensure each FTO's rating of a trainee will be objective and standard throughout the program. The Standardized Evaluation Guidelines provide a definition of performance that is to be applied to each trainee, regardless of experience level, time in the Field Training and Evaluation Program, or other incidental factors. A standardized evaluation guideline has been instituted for every category listed on the Daily Observation Report. FTO's and supervisors, to ensure a proper evaluation of the trainee's performance, will use these guidelines. Using personal whims or standards is not consistent from trainer to trainer and will result in confusing and frustrating the trainee.

FIELD TRAINING AND EVALUATION PROGRAM

STANDARDIZED EVALUATION GUIDELINES

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

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

    (1)   **Unacceptable** –
    - Dirty shoes and wrinkled uniform. Uniform fits poorly or is improperly worn.
    - Hair not properly groomed and/or in violation of Department Regulations.
    - Dirty weapon or equipment. Equipment missing or inoperative.
    - Offensive body odor or breath.

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

    (7)   **Superior** –
    - Uniform neat, clean, and properly pressed.
    - Leather is shined, footwear is clean and polished.
    - Displays command presence.

2.   **ACCEPTANCE OF FEEDBACK-FTO PROGRAM** - Evaluates the way the trainee accepts the Field Training Officer's/Team's guidance and criticism and how that feedback is used to further the learning process and improve performance.

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

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

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

3.   **ATTITUDE TOWARD POLICE WORK/FELLOW OFFICERS/CITIZENS** - Evaluates the trainee's demeanor toward police work and all tasks that encompasses. Evaluates the trainee's ability to effectively interact with fellow officers and citizens, regardless of race or ethnic background.

(1)   **Unacceptable** –
- Overlooks or avoids "service" aspect of the job.
- Displays a poor attitude when given an assignment or call that the trainee believes is beneath him/her or does not believe he/she ought to follow through.
- Demeanor is abrupt, belligerent, overbearing, arrogant, uncommunicative, insensitive, or overly sympathetic, etc.
- Attitude patronizes or becomes prejudicial and biased toward officers, superiors, citizens, racial or ethic groups.

(4)   **Acceptable** –
- Trainee accepts assignments or calls that are given to him/her without showing any disinterest for the type of incident assigned.
- Is objective and communicates in an unbiased manner.
- Is courteous, friendly and at ease with Department members and citizens of all races and ethnic backgrounds.

(7)   **Superior** –
- Accepts every assignment or call with enthusiasm and considers each a learning experience.
- Seeks activities to get involved in without prompting from the FTO.
- Is at ease with contact with all Department members and citizens, regardless of race and sex. Is totally objective and communicates in a manner that furthers mutual understanding.
- Actively assists others and establishes a rapport that leaves people with the feeling that the officer was interested in helping and serving them.

4. **KNOWLEDGE OF DEPARTMENT POLICIES/PROCEDURES/CRIMINAL PROCEDURES:** Reflected by Verbal/Written/Simulated Testing/Field Performance.

Reflected by Testing.

(1) **Unacceptable** - When tested, answers with 50% accuracy or less.

(4) **Acceptable** - When tested, answers with 70% accuracy.

(7) **Superior** - When tested, answers with 100% accuracy.

Reflected in Field Performance

(1) **Unacceptable** –
- Fails to display knowledge of Department policies and procedures and or violates the same.
- Criminal procedures violate procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, attempts to arrest unlawfully.

(4) **Acceptable** –
- Familiar with most commonly applied Department policies and procedures and complies with the same.
- Is familiar with criminal procedures, follows required procedure in commonly encountered situations.
- Conducts proper searches and seizes evidence legally.
- Arrests within legal guidelines.

(7) **Superior** –
- Has excellent working knowledge of Department policies and procedures, including lesser-known and seldom used ones.
- Criminal procedures-follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, and effecting arrests.

. **KNOWLEDGE OF CRIMINAL STATUTES/MUNICIPAL ORDINANCES/TRAFFIC CODES:** Reflected by Verbal/Written/Simulated Testing/Field Performance.

Reflected by Testing.

(1) **Unacceptable** - When tested, answers with 50% accuracy or less.

(4) **Acceptable** - When tested, answers with 70% accuracy.

(7)   **Superior** - When tested, answers with 100% accuracy.

Reflected in Field Performance

(1)   **Unacceptable** –
- Does not know the elements of basic sections of the codes/statutes or familiar with most often used sections of codes/statutes.
- Does not recognize offenses occurring around him/her.

(4)   **Acceptable** –
- Knows and recognizes commonly used sections of the codes/statutes, recognizes commonly observed traffic/ criminal and county violations, applies appropriate sections, can locate lesser-known codes.

(7)   **Superior** –
- Has an outstanding knowledge of sections of codes/statutes (including lesser-known ones) and applies that knowledge to normal and unusual circumstances/criminal activity.
- Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, and affecting arrests.

6.   **Driving Skills: NORMAL CONDITIONS** - Evaluates the trainee's ability to operate the police vehicle under normal conditions, including ability to read a map, maintain orientation and appropriate response time.

(1)   **Unacceptable** –
- Frequently violates traffic law, gets involved in chargeable accidents, fails to maintain control of the vehicle, or displays poor manipulative skills in vehicle operation.
- Lacks ability to properly read a map the first time and understand how to get to the location without referring to it numerous times. Fails to take the shortest and most direct route. Is lost and disoriented. Uses an excessive amount of time to get to the location or never does.

(4**)**   **Acceptable** –
- Obeys traffic laws when appropriate. Maintains control of the vehicle.
- Performs proper vehicle operation while maintaining alertness to surrounding activity. Drives defensively.
- Refers to the map once and understands the route to the call. Arrives in an acceptable amount of time.

(7)   **Superior** –
- Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating the radio, writing/checking notes, etc.
- Is a superior aggressive-defensive driver, good ability to avoid accidents.
- Seldom needs to refer to the map, remembers locations from past calls or routine patrol.   Always has a good response time, never gets lost or disorientated.

7.   **DRIVING SKILLS: MODERATE AND HIGH STRESS CONDITIONS** - Evaluates the trainee's ability to operate the police vehicle under emergencies and in situations calling for other than usual driving skills.

(1)   **Unacceptable** –
- Gets involved in chargeable accidents, fails to maintain control of the vehicle, or displays poor manipulative skills in vehicle operation.
- Uses red lights and siren improperly or unnecessarily.
- Fails to properly check intersections before proceeding through with lights and siren.
- Drives to fast or slow for the situation. Drives too fast for weather conditions.
- Lacks ability to properly read a map the first time and understand how to get to the location without referring to it numerous times. Fails to take the shortest and most direct route. Is lost and disoriented. Uses an excessive amount of time to get to the location or never does.
- Becomes overly stressed and confused or frustrated. Develops tunnel vision and demonstrates poor judgment in driving maneuvers.

(4)   **Acceptable** –
- Maintains control of the vehicle. Performs proper vehicle operation and evaluates driving conditions accordingly. Drives defensively.
- Uses good judgment during emergency driving. Refers to the map once and understands the route to the call. Arrives in an acceptable amount of time.

(7)   **Superior** –
- Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Is an aggressive-defensive driver.

- Maintains a calm demeanor even when high stress is present.
- Seldom needs to refer to the map, remembers locations from past calls or routine patrol. Always has a good response time, never gets lost or disorientated.
- Demonstrates excellent judgment during emergency driving.

8. **REPORT WRITING: ROUTINE FORMS-ACCURACY/ORGANIZATION/ DETAILS/COMPLETENESS -** Evaluates the trainee's ability to properly utilize department forms and accurately reflect the situation in an organized, detailed, and complete manner.

(1) **Unacceptable** –
- Is unaware that a report or form needs to be completed/does not know what reports or forms to utilize.
- Forms or reports are incomplete, inaccurate, or improperly used.
- Unable to organize information and accurately reflect it in writing. Leaves out pertinent information. Needs assistance with completion.

(4) **Acceptable** –
- Is aware of the commonly used forms and reports and understands their function. Completes them with reasonable accuracy and thoroughness.
- Organizes narrative in a clear, logical order that contains all necessary information.
- Needs little or no assistance with completion of forms.

(7) **Superior** –
- Consistently makes accurate form selection and completes them without assistance. Displays a high degree of accuracy.
- Narratives are comprehendible, thorough, detailed, and organized from event start to finish.
- Needs no assistance in form or report completion.

9. **REPORT WRITING: ROUTINE FORMS - TIME USED/SPELLING/NEATNESS/**
   GRAMMAR - Evaluates the trainee's ability to use proper English and correct spelling, to write reports neatly and complete in an appropriate amount of time.

   (1) **Unacceptable** –
   - Reports are illegible, contains an excessive number of misspelled words, improper or incomplete sentence structure, poor grammar.
   - Requires an excessive amount of time to complete (i.e., three times longer than an average patrol officer), contains numerous whiteout corrections.
   - Trainee takes the report home to try to complete it after being told not to do so.
   - Reports are handed in late.

   (4) **Acceptable** –
   - Reports are legible and grammar is at an acceptable level. Uses correct spelling.
   - Errors are rare, if present, they do not impair the understanding of the reported information.
   - Reports/forms are completed in a reasonable amount of time.

   (7) **Superior** –
   - Reports are very neat and legible and contain no spelling or grammar errors.
   - Reports/forms are completed quickly and turned in promptly.

10. **Non-Stress Conditions: Problem Solving / Decision Making / Appropriate Actions / Behavior**

    (1) **Unacceptable** –
    - When confronted with routine tasks, becomes confused and disoriented.
    - Acts without thought or good reason.
    - Does not / cannot complete the task. Is unable to reason through a problem and come to a conclusion.
    - Lacks confidence and looks to FTO for solution or approval before taking actions.
    - Cannot recall previous solutions and apply them in like situations.
    - Avoids acting or takes the wrong course of action.
    - Displays signs of physical stress, i.e., profuse sweating, extreme nervousness, hands shaky, eyes twitching, etc.

(4) **Acceptable** –
- Accurately assesses routine situations, determines appropriate action, and takes same.
- Able to reason through a problem and come to an acceptable conclusion.
- Makes reasonable decisions based on information available. Correctly perceives situations as they really are. Makes decisions without assistance.

(7) **Superior** –
- Accurately assesses interactions including unusual or complex ones. Determines appropriate course of action and takes same.
- Able to reason through even the most complex situations and can make appropriate conclusions.
- Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present conditions.
- Officer remains calm even in complex situations.

11. **Stress Conditions: Problem Solving / Decision Making / Appropriate Actions / Behavior**

(1) **Unacceptable** –
- Becomes highly emotional, is panic stricken, cannot function, holds back, loses temper, or displays cowardice.
- Overreacts to situations, i.e., excessive force. Acts without thought or good reason.
- Does not / cannot complete the task. Is unable to reason through a problem and come to a conclusion.
- Lacks confidence and looks to FTO for solution or approval before taking actions.
- Cannot recall previous solutions and apply them in like situations. Avoids acting or takes the wrong course of action.
- Displays signs of physical stress, i.e., profuse sweating, extreme nervousness, hands shaky, eyes twitching, etc.

(4) **Acceptable** –
- Maintains calm and self-control is most situations, determines proper course of action and takes it. Does not allow the situation to further deteriorate.
- Able to reason through a problem and come to an acceptable conclusion.

- Makes reasonable decisions based on information available. Correctly perceives situations as they really occur.
- Makes decisions without assistance.

(7) **Superior** –
- Maintains calm and self-control in even the most extreme situations. Quickly restores control in the situation and takes command. Determines the best course of action and takes it.
- Able to reason through even the most complex situations and can make appropriate conclusions.
- Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present conditions.

12. **OFFICER SAFETY: GENERAL** - Evaluates the trainee's ability to perform police tasks without injuring self, others, or exposing self or others to unnecessary dangers or risks.

(1) **Unacceptable** - Fails to follow accepted safety procedures or to exercise officer safety. Example:
- Exposes weapons to suspect (asp, OC spray, gun, etc.)
- Fails to keep gun hand free during enforcement situations
- Stands in front of violator's front door
- Fails to control suspect's movements
- Does not keep suspect/violator in sight
- Fails to use illumination when necessary or uses it improperly
- Fails to call out with a violator or suspicious situation
- Fails to utilize or maintain personal safety equipment
- Does not anticipate potentially dangerous situations
- Stands too close to vehicular traffic
- Is careless with gun or other weapons
- Stands in front of doors when knocking
- Makes poor weapon choice and decision when to use it
- Fails to cover other officers safely (line of fire)
- Stands between police vehicle and stopped vehicle
- Fails to search police vehicle prior to duty and after transporting prisoner
- All others...

(4) **Acceptable** –
- Follows accepted procedures, understands them, and applies them.

(7) **Superior** –
- Always works safely.
- Foresees dangerous situations and prepares for them or eliminates the potential for danger from the start. Determines safe positioning for self and partner.
- Is not overconfident. Continuously aware of surroundings and movement within.

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

(1) **Unacceptable** –
- Fails to follow accepted safety procedures or to exercise officer safety as outlined in category 12 - Officer Safety: General.

(4) **Acceptable** –
- Follows accepted procedures, understands them, and applies them when with suspects, suspicious persons, and prisoners.

(7) **Superior** –
- Always works safely.
- Foresees dangerous situations and prepares for them or eliminates the potential for danger from the start. Determines safe positioning for self and partner.
- Continuously aware of surroundings and movement within, especially of suspects, suspicious persons, and prisoners.

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

(1) **Unacceptable** –
- Speaks too softly or timidly, speaks too loudly, and confuses or angers listeners by what is said and/or how it is said.
- Speaks when inappropriate or fails to speak at all and depends on the FTO to do the communicating.

(4) **Acceptable** –
- Speaks with authority in a calm, clear voice. Has good command of the language and uses it appropriately to his/her advantage.

(7)   **Superior** –
- Completely controls the scene by utilizing effective voice inflections and word selections. Has excellent command of the language and uses it appropriately to his/her advantage.
- Can talk to calm a situation or a talk an arrestee into handcuffs when otherwise physical force would have been the next resource.

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

(1)   **Unacceptable** –
- Uses too little or too much force for the given situation.
- Fails to assert oneself to use physical force or is physically unable to perform the task at all.
- Fails to use or assist other officers who are using physical force to affect an arrest or control a situation.

(4)   **Acceptable** –
- Uses that force necessary to control the situation or subject.
- Uses good judgment in application of force.

(7)   **Superior** –
- Always uses that force necessary to control the situation or subject.
- Uses good judgment in application of force.
- Has excellent knowledge and ability in the use of restraints and uses accordingly.

16.   **RADIO USE: ARTICULATION OF TRANSMISSIONS/LOOKOUTS/ APPROPRIATE CODES USED/PROCEDURE** - Evaluates the trainee's ability to use the police radios in accordance with Department policies and procedures and placing ATLs.

(1)   **Unacceptable** –
- Does not conform to Department procedures by using proper code/language when transmitting. Does not know most commonly used codes or terminology.
- Does not preplan radio transmissions, wastes airtime. Over/under modulates, speaks to fast/slow, and cuts off transmissions of self or others. Transmissions cannot be clearly understood.
- Fails to place ATLs in a timely manner with basic, necessary information.
- Dispatcher must prompt trainee for further information.

(4) **Acceptable** –
- Follows policy and accepted procedures.
- Airs clear, concise, and complete transmissions. Has a good knowledge of most often used codes and clearances.
- Uses appropriate radio language.
- ATLs are accurately and correctly placed.

(7) **Superior** –
- Always follows policy and accepted procedures.
- Has superior knowledge of all codes and clearances and always uses them appropriately.
- Airs clear, concise, and complete transmissions even under stress conditions.
- Transmissions are always well thought out and do not have to be repeated.
- Lookouts are quickly, accurately, and correctly placed.

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

(1) **Unacceptable** –
- Repeatedly misses call sign, is unaware of dispatched calls/incidents in adjoining beats. Requests dispatcher to repeat radio transmissions.
- Does not accurately receive/comprehend information transmitted by dispatcher/other officers.
- Fails to turn on portable radio and monitor it when outside the vehicle.

(4) **Acceptable** –
- Answers to call sign. Listens to radio transmissions and is generally aware of dispatched calls/ incidents in adjoining areas or districts.
- Monitors radio appropriately while inside or outside the vehicle.

(7) **Superior** –
- Answers to call sign promptly.
- Is aware of call/incidents throughout the area and where other police vehicles are located after they call out on a status code.
- Incorporates previously dispatched information to routine patrol functions, i.e., ATLs, etc.

18. **INVESTIGATIVE ABILITY: INTERVIEW/INTERROGATION SKILLS** - Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures and ability to use proper questioning techniques with the person being interviewed/interrogated.

    (1)   **Unacceptable** –
- Fails to use proper questioning techniques or to vary techniques to fit the person being interviewed/ interrogated.
- Fails to establish a rapport with subject or fails to control the interview/interrogation.
- Does not elicit and/or record available information or fails to ask incident related questions.
- Fails to give the Miranda Rights when appropriate.

    (4)   **Acceptable** –
- Generally, uses proper questioning techniques, elicits information, and records the same.
- Establishes a rapport with the most subjects. Succeeds in obtaining the information sought after.
- Controls the interview/ interrogation and advises Miranda Rights when necessary.

    (7)   **Superior** –
- Always uses proper questioning techniques and controls the interview/interrogation. Varies questioning techniques to the person being interviewed or interrogated.
- Establishes a rapport with all people, whether victim, witness, or suspect.
- Conducts successful interviews/interrogations and develops leads for other crimes committed.
- Always properly advises Miranda Rights.

19. **OBSERVATIONS SKILLS / SELF-INITIATED FIELD ACTIVITY / INSURANCE OF CRIMINAL, CIVIL AND PARKING CITATIONS, PHYSICAL ARRESTS, & FOLLOW-UP INVESTIGATIONS.**

    (1)   **Unacceptable** –
- Does not see or avoids activity.
- Does not properly follow up situations.

- Rationalizes suspicious circumstances. Fails to act or demonstrates extreme fear.
- Lacks confidence and looks to FTO for solution or approval before acting.

(4) **Acceptable** –
- Recognizes and identifies police-related activity. Makes arrests or takes appropriate action from observations.
- Displays inquisitiveness. Develops cases from observations or through follow-up investigations.
- Makes decisions without assistance.

(7) **Superior** –
- Seldom misses observable activity.
- Maintains information given at roll call and uses that information for field activities.
- Makes good quality arrests, investigative stops, and/or proper dispositions from observed activity.
- Demonstrates to ability to think well "on his/her feet."
- Makes decisions independent of the FTO.

20. **FOLLOWS ORDERS / DIRECTIONS / COMPLETES ASSIGNMENTS:** Evaluates the trainee's ability to follow directions/ orders and to complete an assignment. Lacks confidence and looks to FTO for solution or approval before taking actions.

(1) **Unacceptable** –
- Fails or refuses to follow orders/directions.
- Fails to or is unable to complete a task or argues with the FTO when given an assignment or directions.

(4) **Acceptable** –
- Follows orders or directions.
- Completes assignments in a timely manner without complaint.

(7) **Superior** –
- Follows directions or orders without hesitation. Needs no follow-up in formation or clarification.
- Completes assignments/tasks expeditiously.
- Anticipates problems and prepares solutions in advance.

YOUR DEPARTMENT

Daily Observation Report Narrative

TRAINEE	DATE		DOR NO.
FIELD TRAINING OFFICER		WEEK NO.	PHASE NO.

1.	General Appearance: Evaluates physical appearance, dress, and demeanor.

2.	Attitude: Acceptance of FTO Program.

3.	Attitude: Toward police work/fellow officers/citizens.

4.	Knowledge: Department Policies/Procedures/Criminal Procedures.

5.	Knowledge: Criminal Statutes / Ordinances / Traffic Codes.

6.	Driving Skills: Normal / Map Reading / Orientation / Response Time.

7.	Driving Skills: Stress / Map Reading / Orientation / Response Time.

8.	Report Writing: Accuracy / Organization / Details/ Completeness.

9.	Report Writing: Time Used / Spelling / Neatness

10.	Field Performance – Non-Stress: Problem Solving / Decision Making.

11.	Field Performance – Stress: Problem Solving / Decision Making.

12. Officer Safety: General

13. Officer Safety: Suspects / Suspicious Persons / Prisoners / Subjects.

14. Control of Conflict: Voice Command.

15. Control of Conflict: Physical Skill.

16. Radio Use: Articulation / Lookouts / Appropriate Codes / Procedures.

17. Radio Use: Listens and Comprehends.

18. Investigative Ability: Interview / Interrogation Skills.

19. Observation Skills: Self - Initiated Field Activity.

20. Follows Orders / Directions / Completes Assignments.

21. Indicates how well the probationary officer responded to feedback during training.

22. General Comments:

23. Best Observed Element of the Day.

I have read and received a copy of my Daily Observation Report for this shift.

Officer Signature	FTO Initials	Supv. Initials

YOUR DEPARTMENT
Daily Observation Report

DOR	Date	FTO	Officer

Categories	Rating	Evaluation Scale							
1. General Appearance: Evaluates physical appearance, dress, and demeanor.		1	2	3	4	5	6	7	N.O.
2. Attitude: Acceptance of FTO Program.		1	2	3	4	5	6	7	N.O.
3. Attitude: Toward police work/fellow officers/citizens.		1	2	3	4	5	6	7	N.O.
4. Knowledge: Department Policies/Procedures/ Criminal Procedures.		1	2	3	4	5	6	7	N.O.
5. Knowledge: Criminal Statutes / Ordinances / Traffic Codes.		1	2	3	4	5	6	7	N.O.
6. Driving Skills: Normal / Map Reading / Orientation / Response Time.		1	2	3	4	5	6	7	N.O.
7. Driving Skills: Stress / Map Reading / Orientation / Response Time.		1	2	3	4	5	6	7	N.O.
8. Report Writing: Accuracy / Organization / Details/ Completeness.		1	2	3	4	5	6	7	N.O.
9. Report Writing: Time Used / Spelling / Neatness / Grammar		1	2	3	4	5	6	7	N.O.
10. Field Performance – Non-Stress: Problem Solving / Decision Making.		1	2	3	4	5	6	7	N.O.
11. Field Performance – Stress: Problem Solving / Decision Making.		1	2	3	4	5	6	7	N.O.
12. Officer Safety: General		1	2	3	4	5	6	7	N.O.

YOUR DEPARTMENT
Daily Observation Report

DOR	Date	FTO	Officer

Categories	Rating	Evaluation Scale
13. Officer Safety: Suspects / Suspicious Persons / Prisoners / Subjects.		1 2 3 4 5 6 7 N.O.
14. Control of Conflict: Voice Command.		1 2 3 4 5 6 7 N.O.
15. Control of Conflict: Physical Skill.		1 2 3 4 5 6 7 N.O.
16. Radio Use: Articulation / Lookouts / Appropriate Codes / Procedures.		1 2 3 4 5 6 7 N.O.
17. Radio Use: Listens and Comprehends.		1 2 3 4 5 6 7 N.O.
18. Investigative Ability: Interview / Interrogation Skills.		1 2 3 4 5 6 7 N.O.
19. Observation Skills: Self - Initiated Field Activity.		1 2 3 4 5 6 7 N.O.
20. Follows Orders / Directions / Completes Assignments.		1 2 3 4 5 6 7 N.O.
21. Indicates how well the probationary officer responds to feedback during training.		1 2 3 4 5 6 7 N.O.
22. General Comments		1 2 3 4 5 6 7 N.O.
23. Best Observed Element of the Day.		1 2 3 4 5 6 7 N.O.

FTI PERFORMANCE SURVEY

_____
(FTI being critiqued)

To ensure the highest level of quality training in the Your Police Department Field Training Program, this performance survey is presented to the trainee for completion. The performance survey is completed on each FTI who trained you and is to be sealed in an envelope and placed in the Chief's office upon completion. FTI's will not receive these critiques and you are not to show the critique to the FTI. The Chief will address any training issues or concerns on an individual basis with the FTI. Specific comments from your survey will not be shown to the FTI. Our goal is to improve the consistent quality of training each trainee receives and to enhance both the new employee and the Training Department. The trainee is requested to honestly appraise and evaluate his/her FTI in the areas listed below. Your comments are critical to the validity of our field training program. Please give serious thought to your answers. Please be honest in your participation in this performance survey.

Instructions:
Complete an FTI Performance Survey for each FTI who trained and rated you during the FTI program. Comments are required for each answer.

1. What type of example/role model did your FTI set as a training officer?

2. Did your FTI show interest and enthusiasm in providing you with training material and information?

3. Did the FTI demonstrate knowledge of the training material covered?

4. Rate the FTI's general skills as an instructor/teacher/trainer.

5. Rate the FTI's ability to communicate with you.

6. Rate the FTI's fairness and objectivity in rating you.

7. Did you feel at ease when asking your FTI questions?

8. Did the FTI use positive reinforcement (i.e., encouragement, reward, etc.) in the training?

9. Did the FTI correct you in front of other officers or in front of the public?

10. Did your FTI encourage you to ask questions during your tour of duty?

11. After handling each call, did the FTI discuss your performance with you?

12. When discussing a call, did your FTI provide alternate strategies or options for handling the call?

13. During performance counseling (DOR review), did the FTI emphasize strong points as well as weak areas of performance?

14. When evaluating your performance, did your FTI allow you to explain your reasons or actions?

15. As you became more proficient, did your FTI allow you to handle the calls completely?

16. Did your FTI demonstrate patience with you during training?

17. Did your FTI's actions support the policies and procedures of the department?

18. Did your FTI verbally quiz you on various "What if?" situations?

19. Did your FTI overly use negative reinforcement (i.e., criticism, punishment) during training?

20. After your primary FTI training, did you find policies and/or procedures inconsistent with what you had been taught?

21. Did your FTI have any idiosyncrasies, personal habits, or peculiarities that interfered with your learning process?

22. Would you recommend this FTI as a trainer for another trainee?

23. What did you feel were this FTI's strong points?

24. In what areas do you feel this FTI could improve?

_____   _____   _____
Signature   ID#   Date

_____
Printed Name

FTI SUPERVISOR SURVEY

The purpose of this survey is to evaluate the FTI supervisor to enhance future training. Your honesty and candor are crucial in accomplishing this goal. Please give serious thought to your answers.

FTI Supervisor's Name and Rank: _____

1. Did your FTI's supervisor take an active role in all phases of your training?

2. Did the FTI's Supervisor use the weekly conference to determine your progress in training?

3. Did the FTI's Supervisor assist the FTI in identifying and solving training issues?

4. How effective was the FTI's Supervisor's rides with you during training? (Give number of hours supervisor rode in the comments.)

5. Did the FTI and the Supervisor work well together as a training unit?
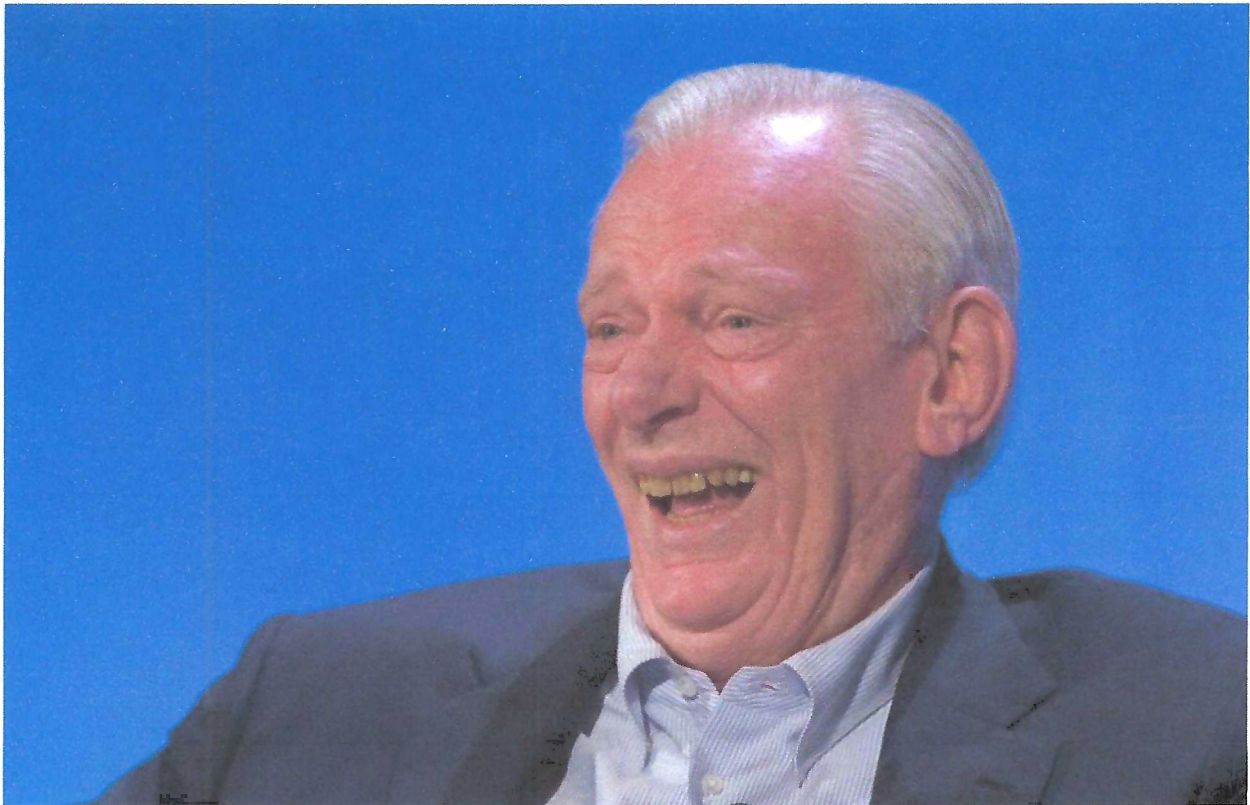

_____   _____   _____
           Signature   ID#   Date

_____
       Printed Name

20 Reasons Why Herb Kelleher Was One Of The Most Beloved Leaders Of Our Time

AP Photo/Mark Lennihan

Yesterday, the world lost an American icon and a maverick in the airline industry. Herb Kelleher, Southwest Airlines' affable co-founder, died at the age of 87. Sadly, we lost a friend and a mentor, as did countless others.

Herb was repeatedly voted as the best CEO in the airline industry.
And *Fortune* magazine noted, "Kelleher was perhaps the best CEO in America." Herb has been called a pioneer, fierce competitor and innovator. All of those labels ring true, but Herb was more than that.

He changed the world.

Herb and the people of Southwest Airlines created the greatest success story in the history of commercial aviation. They did it with a disruptive business model and a hard-to-replicate culture that business schools tout in case studies and businesses all over the globe try to emulate.

Herb played the game of life full throttle. One of the most passionate people we have ever known, he had a zest for life, an indefatigable spirit, a contagious sense of humor, a servant's heart and an intellectual acumen that allowed him to carry an interesting conversation with anyone, anywhere about anything.

For almost 30 years we've been asking, "What if you could build a company that is as human as the human beings in it? What if you could create a culture that inspires passionate people to come to work fully awake, fully engaged, firing on all cylinders because they know they are doing epic work?" What if you could create a culture that inspires passionate people to come to work fully engaged, firing on all cylinders?

Herb did it.

Southwest became a beacon on a hill. Herb and the people of Southwest Airlines showed us that it is possible to love people (employees and customers alike), have fun and make money simultaneously. Herb never believed that the discipline necessary to run an on-time airline with fantastic service was mutually exclusive with treating people like family and making work fun. He said, "I'd rather have a company bound by love than a company bound by fear." Southwest has 46 consecutive years of profitability to show for it.

A friend since 1986, no one has taught us more about business or more significantly shaped our views about leadership than Herb Kelleher. He is an example of what it means to do epic work and live an epic life. He was a magnificent storyteller. Animated, emotional and usually told nose-to-nose, Herb's stories were entertaining, engaging, unforgettable, and always riddled with lessons about business and life.

Here are 20 things that only begin to scratch the surface of the way this gifted leader lived his life. They offer some insight into why Herb was so compelling—and so loved.

1. Be Interested

The camaraderie between Herb and the employees at Southwest Airlines was remarkable. Many years ago, on Bosses Day, 16,000 employees of Southwest Airlines chipped in to purchase a full-page ad in USA Today to express their affection for the boss. They thanked Herb for helping load bags on Thanksgiving, singing at the holiday party and singing only once a year, letting them wear shorts and sneakers to work, being a friend, not just a boss, and remembering every one of their names.

The reason the people of Southwest Airlines have such a strong affection for Herb Kelleher is pretty simple. First, he was an incredible listener. When you were with Herb, he was 100% all there—totally engaged. He made you feel like you were the most important person in the world at that moment, and to him you were.

Second, break down his speeches, annual report letters, annual messages to the field and one-on-one conversations behind closed doors. You will find that he constantly

showered the people of Southwest with gratitude because that's the way he felt. He treated them with dignity and respect. He empathized with their failures and grief. He celebrated their victories. And, he showed them how much he admired them, valued them and loved them as people, not just workers.

2. Be Approachable

Herb had an uncanny ability to remember names. Many employees at Southwest would verify that they met Herb once, met him again a year later and he remembered their name. When he was introduced to someone, he cared enough to learn about them genuinely. Herb loved to tell a story about being on an elevator with the CEO of another company who didn't even acknowledge two employees who got on the elevator with them. When the CEO asked Herb how he could create a Southwest-like culture, Herb said, "You might start by saying 'Hello' to your people."

Herb never met someone he couldn't learn from. He had a beautiful knack for disarming you with his wit and self-effacing humor and then drawing you into a dialog that made you feel smart—as though your ideas were good and worthy.

3. Look Beyond Title And Status

Herb didn't see a distinction in class, ethnicity or title when dealing with people. At a very early age, he learned from his mother—whom he respected greatly—that titles and positions are just adornments that signify nothing. They don't represent the substance of anybody. "I learned firsthand that what she was telling me was correct," Herb once said. "There was a very dignified gentleman in our neighborhood, the president of a local savings and loan, who used to stroll along in a very regal way up until he was indicted and convicted of embezzlement. She taught me that every person and every job is worth as much as any other person and any other job."

Herb deplored the class mentality. Years ago, one of his executive officers said, "Herb, it's harder for me to get in to see you than it is for a mechanic, a pilot, a flight attendant, or a reservations agent." Half-jokingly, Herb said, "I can explain that to you very easily, they're more important than you are!"

4. Hire For Attitude, Train For Skill

Herb understood that you can't build a great company without great people. If you're an altruistic, outgoing person who enjoys serving others, and is team-oriented, you probably have what it takes to work at Southwest. If doing things for other people is the way you ennoble yourself instead of doing things for yourself, you fit the Southwest culture.

Once, the vice president of the People Department went to Herb worried that filing a particular job was taking too long and costing too much. She was somewhat embarrassed that she had interviewed 34 candidates for a ramp agent position in

Amarillo, Texas. Herb's response was, "If you have to interview 134 people to get the right attitude on the ramp in Amarillo, Texas, do it."

If hiring for attitude seems somewhat subjective, it is. Herb made no apologies. He explained that part of the reason for an employee's probationary period is to determine if he or she is genuinely compatible with Southwest's culture. If they don't fit, it doesn't mean there is anything wrong with the person; it means they are not a match. Over the years, employees have written to Herb and said, "Hey, I got terminated or put on probation for purely subjective reasons." Herb would respond, "Right! Those are the important reasons." "Very often the most valuable things in life aren't quantifiable," he said. "Let's stop trying to be little scientists and putting everything in a little box and weighing and measuring it."

5. Put Employees First, Customers Second

Herb believed that employees should be treated like customers and celebrated for going above and beyond the call of duty. He explained it like this, "In business school, they'd say, 'This is a real conundrum: Who comes first, your employees, your shareholders, or your customers?' My mother taught me that your employees come first. If you treat them well, then they treat the customers well, and that means your customers come back and your shareholders are happy."

Apparently, this approach works. Southwest has been recognized for the most productive workforce and the best customer service ratings in the industry which means it can turn more planes, faster, with fewer people, and better service.

6. Jettison Tribalism And Office Politics

Herb felt that tribalism is the deadly opponent of teamwork. He didn't talk about labor-management relationships at Southwest because those labels set up two different groups within the company and an us versus them mentality. He believed that when you have people who are prone to point fingers or who lack empathy for the needs of their co-workers you've got significant problems. Herb was quick to show people how their language reflects a tribal mentality. "A guy said to me the other day, 'In my department…'" Herb once laughed, "And I said, 'Oh, are you not a part of Southwest Airlines anymore? Excuse me I didn't realize you'd split off. Have we notified the SEC?'"

Under Herb's leadership, Southwest instituted a Walk-a-Mile program. It was about developing empathy and a deeper understanding of the pressures people are under in other jobs. For example, pilots dressed as ramp agents loaded bags for a couple of days and learned how hard that job is.

7. Be Yourself. Allow People To Be Themselves.

Regarding personality and style, Herb wasn't prescriptive about how employees should behave on the job. People at Southwest are encouraged to express their individuality. His philosophy was if they want to tell jokes they can. If they want to be creative, they

can be. If they want to play pranks on their co-workers they can. "We've never thought that you should have to come to work and assume a mask...and look like you're a bunch of little lead soldiers stamped out of a mold. We give people license to be themselves." Herb understood that a liberated spirit is essential to the kind of imagination and innovation Southwest seeks from its people.

8. Be Trustworthy

Herb cultivated a level of trust with his employees and between management and Southwest's unions that is unprecedented in the industry. In 1995 Herb and his team negotiated a historic contract with the pilot's union. The agreement amounted to a five-year wage freeze for 10-year stock options. Many airlines have asked for wage concessions, but usually as a matter of survival in difficult economic times. This agreement was consummated when Southwest was strong and profitable.

At one point during the initial negotiations, Herb suggested that the number of stock options that the pilots wanted was too low. Herb knew that it wouldn't be as good of a deal for the pilots in the long run. He suggested they ask for more. Unlike many business leaders, he wasn't going to take advantage of the situation and sign a contract that he didn't think was fair. *After* the deal had been negotiated, Herb went to the pilots and said, "what's good for you is good for me as well" and froze his wages too.

9. Leave Your Ego At The Door

As long as we've known Herb, he always chose to have an office without windows. He believed that it eliminated the jockeying for choice offices that goes on in organizations. Consistent with his egalitarian spirit, it sent a message that the team is more important than the individual. So, who gets the room with the best view at Southwest's general office? Everyone, because it's the cafeteria which overlooks runway 13R at Love Field. Why not make the best view in the building the place where employees gather the most?

10. Be Irreverent

This doesn't sound like a strategy appropriate for business. Or does it? Irreverence can promote a healthy level of independent thinking. It encourages people to challenge the status quo, question deeply-held assumptions and not accept things at face value. Many years ago, when Southwest had closets on the airplanes, Herb tried to hang a coat up in the flight attendants' closet. The flight attendant, not knowing who Herb was, asked him to move it. When Herb tried to explain that it was okay and he was Southwest's chairman, the flight attendant replied, "Yes, and I am the King of Siam." Herb promptly removed his coat and put in the appropriate spot.

11. Be Tough But Not Mean

Anyone who has ever competed against or worked with Herb Kelleher knows he could be tough. How do you run an on-time airline with strict accountability and superior

performance if you're not tough? But [Herb felt there is a difference between being tough and being mean.](#) Mean is dehumanizing, shaming and belittling. Mean creates a fear-based culture and sucks the life out of people. Herb essentially told his managers, "Be tough, have high expectations and encourage your people to dig deeper and reach higher, but "mean" will get you fired.

12. Don't Take Yourself Too Seriously

In 1999 Herb underwent radiation treatment for prostate cancer. It didn't slow him down though; he worked right through the treatments. In light-hearted Kelleher fashion, he said, "I wish it was called the M.D. Andersen Acne Center or the M.D. Andersen Hemorrhoid Center, but it isn't. On a conference call with Wall Street's financial community, one of the analysts asked Herb if the radiation treatments impaired his ability to run the company in any way. Herb responded, "No, but I am very concerned about my uneven tan line!"

Herb even brought his sense of humor to the hospital and tested his doctors. "One day I walked into the exam room with a lighted cigarette," he said, like a little boy with a mischievous grin. "I just wanted to see what would happen. They went berserk. They said, 'You can't do that! Put that out!' And I said, 'I don't have anywhere to put it out. If you want a smoker to put out cigarettes, you ought to have ashtrays. You want me to put it out on the floor?' They laughed and said, 'Get out of here!'"

Herb believed that you didn't have to be boring to be successful. To show you how much fun he had being the CEO of Southwest Airlines, check out these must-see video clips:

13. Spend Time On What You Value.

Thousands of requests for speaking engagements, presidential commissions, legislative issues, and business meetings related to the airline industry all vied for Herb Kelleher's time. But Herb's priorities were always the people of Southwest Airlines. Ask Vickie Shuler, Herb's executive assistant of 30 years, and she will tell you that Herb would not change his schedule if a business meeting came up that interfered with an employee event he promised to attend.

If you want to know what someone truly values watch the way they spend their money and their time. It's easy for executives to say "people are our most important asset," but reallocating their time to support that statement is yet another story. During the filming of a customer service video, Tom Peters asked Herb what advice he would give other executives. Herb said, "Stop spending so much time with other CEOs, spend more time with your people."

14. Cultivate A Warrior Spirit

Herb veraciously devoured books on war history. He was enamored with the battle strategies of great military leaders. And it's not just because the game plans and tactics

of famous generals make for good after-dinner conversation over a glass of Wild Turkey. It is because Herb was continually thinking about how he could apply the things he learned from the great warriors in the current scenarios Southwest faced. "I love battles," he said. "I think it's part of the Irish in me. Patton said, 'War is hell, and I love it so.' That's how I feel. I've never gotten tired of fighting. For the past 35 years, my job has been helping Southwest Airlines get through one battle after another."

Southwest's early battles formed the basis for the company's warrior spirit. Three incumbent carriers—Braniff, Continental, and Texas International—drug Herb through three and a half years of litigation and 42 judicial and legal proceedings, including one in the U.S. Supreme Court before Southwest really got off the ground. Since that time, whenever Southwest has been under attack from a competitor the employees have always rallied—often decked out in camouflage and fatigues.

With the support of Ad Agency GSD&M, Herb showed a flair for creative marketing. When Braniff tried to drive Southwest out of business in a fare war, Herb offered a fifth of liquor to anyone who bought a full-fare Southwest ticket. The tactic appealed to business travelers with expense accounts who could buy a ticket on their company's dime and take home the booze. For a short period, Southwest became the biggest liquor distributor in Texas.

15. Forget Strategic Planning

Herb didn't think much of traditional strategic planning. His famous line was, "We have a strategic plan. It's called doing things." He believed that a plan articulated in a big, three-ring binder was too bureaucratic. His view was that if you have a strategic plan that has been approved by the board and a window of opportunity opens in the market, you must be able to spring into action. If you have to create a new plan, polish it up for board approval, run it up to the board and let them debate it for several days or weeks before acting, the opportunity may be gone.

Herb preferred "future scenario generation" which means considering all of the possible, ever-changing scenarios that could happen and being prepared for each one. If number one happens we do this; if number two happens we do that, and so on.

16. Manage In The Good Times To Protect The Company In The Bad Times

This is another way of saying, "No matter how good things are, you can never get cocky and overspend." Given Herb's personality and the wacky marketing campaigns Southwest has employed over the years, many people think that the company is flamboyant. And, from a marketing perspective, it is. But financially, Southwest may be one of the most conservative airlines in the business. Herb, who deplored debt, saw to it that the company never overextended itself. Southwest could've grown much faster over the last 46 years, but instead, the company has chosen to pursue a slower, more methodical expansion.

We remember being interviewed with Herb one time when a reporter asked him what his vision was for Southwest in the next ten years. Herb got very serious and responded, "My vision is to keep Southwest Airlines job-secure for our people." It is remarkable to think that up to the time of Herb's passing, Southwest has never had a furlough or layoff.

17. Be Decisive, Move With Speed And Agility

Herb felt that there is no perfect knowledge. You'll never have enough data to guarantee success. Endless planning, study and "chewing the cud" over a significant decision is another way of hiding, of avoiding risk. When your major capital asset travels at 500 mph, you can be almost anywhere fast. Southwest is lean and light-footed. It has proved over and over again that it can respond with a sense of urgency to windows of opportunity that open and close very quickly.

Herb subscribed to the ready, fire, aim approach because if you spend too much time aiming you may never get to fire. He said, "When USAir announced it was pulling out of six cities in California, I got on the phone and said, 'Get out there.' I called our properties department and told them to get busy getting those gates...because they'd only be available for a nanosecond. I called finance and said, 'we probably need five or six airplanes just as soon as we could get them...if you don't do it, someone else is going to!'"

What makes this work are employees who are encouraged to make decisions at the local level knowing that if they make a mistake, they won't get crucified emotionally or lose their jobs. Fear of failure constipates an organization and slows things down. Freedom is the key to making things happen fast.

18. Culture Is The Boss.

If you asked Herb about Southwest's unique culture, he would tell you that it simply started with treating people the way he wanted to be treated and treating them the way they deserved to be treated. In other words, the culture of Southwest Airlines emerged out of the personalities of the people. Herb believed that culture is integral to Southwest's success, "One must realize that we have become what we are today because of that culture," he said. "It is a culture that recognizes the value of the individual, which encourages an entrepreneurial spirit, which helps people to find the career that makes them happy, and which encourages people to have fun at work. These are the very reasons for our success."

When Matthew Brelis of the Boston Globe asked about life after Herb at Southwest Airlines, Herb quipped, "I think it's hopeless." Then he laughed and said, "The real answer is we have a very strong culture, and it has a life of its own that can surmount a great deal." Even with his bigger-than-life personality, Herb believed that the culture is infinitely bigger than any one person, culture is the boss.

19. Define The Business As A Cause

The people of Southwest Airlines believe that their work is more than just a job, it's a cause or a crusade. They give ordinary people the freedom to fly and the opportunity to go, see, and do extraordinary things. They are in the business of freedom fighting for the grandmother on a limited income, the child whose parents are separated, or the entrepreneur who wants to expand her business into multiple cities.

Why do the people of Southwest believe this? Because Herb gave them a direct line-of-sight from their daily contributions to a noble, heroic cause.

Thus, the ramp agents know that when on-time performance suffers habitually, more planes must be added to the system to maintain the schedule. The capital to acquire these planes will come from higher fares, and this is an affront to the business of freedom. It hurts the airline. It jeopardizes job security. But most important, it hurts the consumer. And with the people of Southwest *that* becomes personal. Herb said, "If people are really devoted to their company as a cause, a crusade, it leads to higher job satisfaction, greater innovation, and higher productivity."

20. Herb's Golden Rule: It's Okay To Break The Rules

Herb let his values and his passion for fairness drive Southwest's operating strategy; not the behavior of other carriers. He wasn't afraid to question established ways of doing things. He said, "Conventional wisdom put a hell of a lot of airlines out of business."

Herb believed that Southwest is in the customer service business and happens to be an airline. If you're in the airline business you do what other airlines do; only you do it better. If you're in the customer service business, you redefine the business and therefore the industry by doing what makes sense for the customers you serve.

For example, when other carriers thought the short-haul market was chump change, Southwest developed the niche and expanded the market. When other carriers assumed that the only way to make efficient use of an airplane is the hub and spoke system, Herb built a point-to-point infrastructure at Southwest Airlines.

While other carriers assumed that your dead if you use a cattle-car approach to boarding passengers and don't offer first-class, Southwest offers no first-class seating. It seats customers on a first-come-first-served basis. While other carriers assumed that people would never fly if you don't provide them a meal, Southwest serves minor snacks. While other carriers thought it was professional to make gate agents and flight attendants wear suits, Southwest said, "We want our people to be comfortable."

An Iconic Legacy

In a commencement address to graduates at the McCombs School of Business at the University of Texas, Herb said, "Our mortality signifies that we have one earthly chance

to make a mark—to be remembered—as a leader who accomplished something constructive for humankind."

Godspeed Herbie. Your mark is profound, and you kept us laughing the entire time. The world is better for having you in it.

What Makes a Person Heroic?

Characteristics of a Hero

By
Kendra Cherry, MS, is a psychosocial rehabilitation specialist, psychology educator, and author of the "Everything Psychology Book."
Updated on March 14, 2023
Fact checked by
Shereen Lehman, MS

What makes a hero? Is there a hero gene, naturally giving someone the characteristics of a hero? According to one study, the answer might rest in the type of heroism we are addressing.

In a paper published in 2010, researchers reported that people who engaged in one-time acts of bravery (like rushing into a burning building or rescuing someone from the path of an oncoming train) are not necessarily that much different from control groups of non-heroes.

By contrast, people who engage in lifelong heroism (such as professional nurses who regularly comfort the sick and dying) do share a number of important personality traits such as empathy, nurturance, and a need to live by a moral code.[1]

Definitions of Heroism

The scientific study of heroism is a relatively recent topic of interest within the field of psychology.

Researchers have offered different definitions of exactly what makes a hero, but most suggest that heroism involves prosocial, altruistic actions that involve an element of personal risk or sacrifice.

Researchers Franco, Blau, and Zimbardo suggest that heroism involves more than just this, however. In their definition, a heroic person is someone who:[2]

- Acts voluntarily for the service of others who are in need, whether it is for an individual, a group, or a community
- Performs actions without any expectation of reward or external gain

- Recognizes and accepts the potential risk or sacrifice made by taking heroic actions

Characteristics of a Hero

Researchers also do not necessarily agree about the central characteristics that make up heroism. One study published in 2015 in the *Journal of Personality and Social Psychology* suggested that heroes have 12 central traits, which are:[3]

- Bravery
- Conviction
- Courage
- Determination
- Helpful
- Honesty
- Inspirational
- Moral integrity
- Protective
- Self-sacrifice
- Selflessness
- Strength

The psychology of heroism might not be well understood, but many experts do believe that it is possible for people to learn to be heroes. The following are just a few of the major characteristics that researchers have ascribed to heroes.

Concern for the Well-Being of Others

According to researchers, empathy, and compassion for others are key variables that contribute to heroic behavior.[4] People who rush in to help others in the face of danger and adversity do so because they genuinely care about the safety and well-being of other people.

One study published in 2009 found that people who have heroic tendencies also have a much higher degree of empathy.[4]

People who engage in acts of heroism have concern and care for the people around them and they are able to feel what those in need of help are feeling.

The Benefits of Empathy

Understanding Other Perspectives

Researchers suggest that heroes aren't just compassionate and caring; they have a knack for being able to see things from the perspective of others.[4] They can "walk a mile in another man's shoes," so to speak.

When they encounter a situation where an individual is in need, they are immediately able to see themselves in that same situation and see what needs to be done to help.

Heroes Have Useful Skills and Strengths

Clearly, having the training or physical ability to deal with a crisis can also play a major role in whether or not people become heroes.

In situations where would-be rescuers lack the know-how or sheer physical strength to make a difference, people are less likely to help or are more likely to find less direct ways to take action. And in many cases, this approach is probably best; after all, people senselessly rushing into a dangerous situation can pose even more difficulties for rescue workers.

People who are trained and capable, such as those with first aid training and experience, are more ready and able to step up when their skills are needed.

Heroes Have a Strong Moral Compass

According to heroism researchers Zimbardo and Franco, heroes have two essential qualities that set them apart from non-heroes: they live by their values and they are willing to endure personal risk to protect those values.[2]

Their values and personal beliefs give them the courage and resolve to endure risk and even danger in order to adhere to those principles.

Heroes Are Competent and Confident

It takes both skill and self-confidence to rush into where others fear to tread. Researchers suggest that people who perform heroic acts tend to feel confident in themselves and their abilities.[4]

When faced with a crisis, they have an intrinsic belief that they are capable of handling the challenge and achieving success no matter what the odds are. Part

of this confidence might stem from above-average coping skills and abilities to manage stress.

[How People Become More Resilient](#)

Heroes Aren't Afraid to Face Fear

A person who rushes into a burning building to save another person is not just extraordinarily brave; he or she also possesses an ability to overcome fear. Researchers suggest that heroic individuals are [positive thinkers](#) by nature, which contributes to their ability to look past the immediate danger of a situation and see a more optimistic outcome.[1]

In many cases, these individuals may also have a higher tolerance for risk. Plenty of caring and kind people might shrink back in the face of danger. Those who do leap into action are typically more likely to take greater risks in multiple aspects of their lives.

Heroes keep working on their goals, even after multiple setbacks. Persistence is another quality commonly shared by heroes.

In one 2010 study, researchers found that people identified as heroes were more likely to put a positive spin on negative events.[1]

When faced with a potentially life-threatening illness, people with heroic tendencies might focus on the good that might come from the situation such as a renewed appreciation for life or an increased closeness with loved ones.[3]

"The decision to act heroically is a choice that many of us will be called upon to make at some point in time. By conceiving of heroism as a universal attribute of human nature, not as a rare feature of the few 'heroic elect,' heroism becomes something that seems in the range of possibilities for every person, perhaps inspiring more of us to answer that call," write heroism researchers, Zeno Franco, and [Philip Zimbardo](#).[2]

Consensual Encounter Scenario

1. Purpose of Training:

The purpose of this training is to assess an officer's ability to navigate a consensual encounter with an uncooperative subject who has not committed any criminal violations. It aims to enhance communication, de-escalation, and ensure the trainee knows when he can take any enforcement action.

2. Goal/Expectations for Trainee:

The trainee should make a consensual encounter with the subject. The trainee should attempt to gather information from the subject such as an ID and assess if any criminal violations are being committed. The trainee is expected to deescalate the situation when the subject of the encounter initially refuses to cooperate. If de-escalation fails, the trainee is expected to know he cannot take any further enforcement action and should know there were no criminal violations committed. If cooperation is gained, the trainee is expected to run the subject for any warrants and release them.

3. Scenario:

A male has been reported for walking down the sidewalk in a public place near a busy shopping center and was noted as acting "suspicious." The caller notified dispatch that the male appeared "out of place" and was "not from around here." When asked by dispatch what he was doing, the caller only stated he was just acting strange and did not provide any information on any alleged criminal offenses.

4. Number of Actors and Type:

- Trainee Officer
- Uncooperative Subject
- Observer/Trainer

5. Script:

The subject will initially be uncooperative with the responding officer, telling them they have no reason to stop them and they do not need to identify themselves if they did not commit a crime. If the trainee makes an effort to explain the call and deescalate appropriately, the subject will agree to provide their ID. If de-escalation fails, the subject should walk away. If at any point the trainee attempts to go hands on, immediately end the scenario.

6. Feedback/Assessment

7. Signatures:

Trainee: _____

Trainer: _____

Date: _____

Training Script

1. Purpose of training
2. Goal/Expectations for Trainee
3. Scenario
4. Number of actors and type
5. Script
6. Feedback/Assessment
7. Signatures