A STUDY OF FIELD TRAINING PROGRAMS IN THE OHIO VALLEY REGION

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ABSTRACT

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Research on law enforcement’s Field Training Programs, in the Ohio Valley, has been limited to date. Field Training Officers (FTOs) of six police departments, of different sizes, were interviewed to determine the nature of their field training programs and their roles in training new officers. Within each department, this study identified field training models and curricula. Responses were summarized and analyzed to determine which dimensions of effective training (Kaminsky, 2002) were utilized in each department’s training program. Results show that each department had unique field training programs. Each department used different modifications of the San Jose Model of training.
DEDICATION

To my parents and family who give me the drive to strive for my goals,
and also to my brothers and sisters in law enforcement and those in the
United States Army who trained me and were/are with me.
ACKNOWLEDGEMENTS

First I would like to express my sincere gratitude to my committee. I am deeply indebted to Dr. Phillip Stinson and Dr. John Liederbach for all their time, guidance and encouragement in the preparation of this thesis. Dr. Phillip Stinson has been an invaluable mentor and source of inspiration guiding me on my first qualitative research project. I also owe a debt of gratitude to Dr. John Liederbach for his time and willingness to be on my committee.

Also, I want to thank the Field Training Officers I interviewed for their time and cooperation. This thesis would not have been possible without the information they shared and their sense of dedication toward training new police officers remains with me.

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CHAPTER I.
INTRODUCTION

The nature of training itself can take any willing, qualified individual to the skill level of becoming physicians, teachers, pilots, police officers and many other jobs. It is of the utmost importance for those on the front lines of law enforcement to receive training for any possible situation. Training can mean the difference between going home after work or not in the high risk environment of law enforcement officers. Situations police officers may encounter are unpredictable. Proper training is required to address effectively dangerous or unusual circumstances but it is also needed for successful performance of routine law enforcement tasks. The most current and effective resources should be available for training new officers and their trainers, in order for those coming into the profession to be successful and subsequently shaping the future of law enforcement. Nothing less than the best is acceptable for training officers because the stakes in providing public safety are so high.

A key figure in law enforcement training is the Field Training Officer (FTO). The FTO takes new officers straight from the police academy and teaches them the application of their classroom lessons to the on-street realities of their profession. The largest challenge an FTO faces is helping the rookie transition from the sterile and safe environment of the police academy to the relief work of the real-life world of policing, both danger-ridden and mundane.

FTOs must teach applications across a wide range of police activities, not just officer safety and survival. Common tasks such as orienting the new officer to the geographical layout of the community they will be serving need to be covered by the FTO. The FTO will also serve as a mentor to a new officer instilling work ethics and expectations of their performance for the community and their agency. An FTO can also teach the important and current law enforcement style for carrying out their duties through Community Oriented Policing (COPS).
The training of new officer has been, and always will be, continually changing. Researchers in this field cannot overlook that in addition to developing new methods for the application of law enforcement, someone still has to train police officers on how to apply these new developments. Training cannot be limited to just an academy but must include the field training experience with FTOs as well.

Keeping the training of FTOs current with new technologies and procedures is also essential to integrate advancements in the field of law enforcement to all levels within an agency. Eventually, all police officers coming into the profession will have their first introduction to applying new skills through the time spent with their FTO and the FTO, in turn, will lay the foundation for how these new skills may be modified in the future.

BACKGROUND AND THEORETICAL FRAMEWORK

My own experiences in law enforcement and the military have motivated me to study training methods and procedures. Having had the drive to serve others, I sent myself through a police academy in 2008. My time in the academy provided me with many experiences and skills learned from seasoned instructors who were well versed in law enforcement, as many of them were current or former police officers. I tried to learn all I could in anticipation of trying to be the best when the time came and the training would need to be applied in real settings. Having an inquisitive nature in the training atmosphere of a police academy and in Army Basic Training, I obtained many experiences that have helped me make progress toward my goal of becoming as prepared as possible.

A recurring theme was present in the academy I attended regarding FTOs. Whenever I or other cadets asked any how/when question, such as when to apply lethal or non-lethal force, the instructors would always answer “When you get to your police departments, your FTO will be able to answer your question.” The first time I heard this response, I asked what was an FTO and received the answer “Here in the academy, we’ll teach you how to become a police officer. An FTO will teach you how to become a cop. That is where the rubber meets the road.” The explanation I received from the academy instructor
was that each department’s new officer field training is different, specifically customized to that agency. My academy instructor’s opinion was what mattered most was that the FTO was a good officer and an effective trainer.

In the past, whenever I have come into contact with an FTO during the course of my education in law enforcement, I have inquired about the nature of their profession and the specific challenges of their position as a trainer of new officers. During those conversations, several common themes indicated what FTOs feel is needed.

First, they would like more support and assistance in the form of enhanced training from the field of education. Involvement is sought directed at the academy training of a new officer so that it matches the policies and procedures of the officer’s agency and not just general policies and procedures framed by the state. They felt academy curriculum should be revised to teach cadets specific policies and procedures of the agency that will employ them, not generic and unrelated precepts. Second, they wanted more support from the state on the regulations and guidelines for the curriculum of police academies. The FTOs that expressed this desire also explained that they understand this would be a difficult task to be accomplished. What is important from this feedback from those FTOs is that some do not feel the new officers are receiving assistance from the academy and those instructors before entering a field training program.

Another common theme expressed by FTOs was the need for additional support in being the bridge of training from the police academy itself. They see this gap and look to the academic community for related advancements to solve this problem. This has been looked into by education professionals but there have not been prominent efforts made by academics to work with law enforcement departments on this additional training. Efforts to overcome this void between these two training atmospheres are not being felt by some FTOs.
In conclusion, even though I elected to pursue higher education and military service before entering a law enforcement career, I remained curious about the role and importance of the FTO. This interest in the overall process of training was also sparked by my experiences with the United States Army. In the army, I have learned other training methods and witnessed first hand how those instructional events are executed and evaluated. This is the foundation of my personal interest in understanding diverse ways of getting necessary skills taught to new police officers.

PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of this study is to gain information from FTOs about their agency’s new officer field training program regarding related content, timelines, and evaluations. The unit of study is the individual agency; the FTOs who were interviewed were the primary source of information. FTOs themselves are not being studied in this research; anything about the FTO is irrelevant. This study documents some of the different training models that are presently being used by law enforcement. The desired outcome is to take the information received from FTOs and examine the degree(s) of influence the different training models have on their respective programs, the traditional San Jose Model and the progressive Reno Model. In addition, the outcome of this research might help communicate curriculum needs of police to academics and advance the evolution of law enforcement training.

The research questions used in this study were asked in a series of interviews with individual FTOs serving the Ohio Valley. Specific questions were asked of all FTOs interviewed to ensure topics were consistently covered. In addition, all FTOs responses and the department they work for were kept anonymous. Anonymity allows the focus of this study to be on comparing training models. Identifying those interviewed or who they work for would inhibit the collection of candid expression.

SIGNIFICANCE OF THIS STUDY

Information directly from FTOs on training new officers will provide a better understanding of how trainees from a police academy are specifically brought into the law enforcement profession.
Combining information from multiple FTOs, from different agencies, will provide a unique perspective compared to just researching one agency, as in The Fairfax County Experience (Hartman, 1979).

Researchers or developers of law enforcement training advancements seek to obtain the most desirable outcome and the application of theoretical concepts frequently involves the command level of law enforcement. This study is a reminder of the importance of seeking information from those who build new police officer capabilities in the field and are involved in the practical application of concepts for trainees during training. The impact of not including information from those in the trenches responsible for completing a program can result in many aspects being overlooked, or not known to those administrating the program. Even worse, those coming in as a third party to review or to analyze the program might not be aware of the role of the FTO or the Field Training Program. The aspect of interviewing and hearing from those who are doing field training, not just the new officers, has been overlooked by researchers and this is directly addressed in this study. Finally, this study involves a review of training models used by agencies for new officers in the field, an identification of theoretical training concepts present, and their practical application.
CHAPTER II.

LITERATURE REVIEW

THE HISTORICAL BEGINNING OF TRAINING NEW OFFICERS

Before the 1960s, no formal training was in place for new officers to learn the necessary skills of their profession. Police academies had been established in only a small number of departments. If an officer was sent through an academy, they learned the technical skills needed for a civilian to have in order to start into law enforcement as a police officer. However, the bridge into training a new officer on how to perform in the full capacity of a police officer did not start to have the beginnings of a structured program until the late 1950s. Unfortunately, these first programs did not bridge the crucial gap between what the academy taught and the actual application of law enforcement skills.

Kaminsky (2002) provided a history of FTOs and a comprehensive list of all the different components that can be in a department’s field training program. The components were originally derived from the San Jose Model of field training but were valid for the design of any program because each component originated from what is necessary for training a new officer regardless of model used in the department. These components were given a value of essential, important or helpful. One of the components of a field training program that Kaminsky (2002) discussed was selecting the FTO to avoid the negative impact of haphazard FTO assignments. This haphazard approach to assigning trainers was also discussed in terms of its impact on the trainer and trainee. Not carefully considering the FTO assignments resulted in little to no continuity in what was taught.

Kaminsky (2002) also discussed that prior to the inception of these FTO programs, new officers were considered fit for working alone. If they received any training it usually was shadowing a senior officer for two week who happened to be working the same shift. Trainees had to learn most of the skills of applied law enforcement on their own. As a result, new officers lacked knowledge of the law, court
demeanor, report writing, patrol, survival, and arrest techniques, even though they tried to learn this in
the field as best they could (Kaminsky, 2002).

Kaminsky (2002) highlighted that one common method a trainee would use, in hopes of learning
the profession, was to seek the help of an experienced officer on their shift. This “mentoring” officer had
mastered the broad range of skills the new officer needed to learn. The new officer sought this mentoring
to enhance his or her ability to perform at all levels, including dangerous and crucial aspects of their
profession and avoid problems that could compromise the new officer’s own health, or the well being of
fellow officers, or even citizens. Unfortunately most of the mentoring a new officer received did not
occur during their initial training. One of the many deficiencies of this earlier style of training was that
new officers were not trained to a level that they felt prepared to work in full capacity for their
department.

Problems were compounded when the mentoring of a new officer was not adequate during the
initial training. The new officer would go back to the senior officer who had served in a mentor capacity.
This was to gain their insights after the fact on tasks they had completed by themselves, in order to better
understand how to improve their performance. This resulted in work quality concerns about what new
officers were able to give to the community. There was also a potential officer safety concern with not
being adequately trained initially.

SAN JOSE MODEL

It was not until the early 1960s that the training of a new officer changed and took a more
organized approach resulting from developments occurring in California. The first development
involved changes in the California Commission on Peace Officer Standards and Training
(POST). Instruction in the law, weaponry, report writing, court testimony procedure, arrest, survival, and
patrol techniques were given to the recruit through this training. This academy improved new officer
training but there was still a gap. Additional training methods were needed to help a new officer apply
technical skills learned in a sterile and safe academy environment to law enforcement experiences in the field. Some agencies responded by creating a Recruit Training Checklist which covered areas that their administration saw as important. This list was checked by a senior officer in the agency with the new officer during their on the job orientation. However, these checklists were inadequate to fully cover the gap between training at the academy and the actual application of law enforcement. This gap was due to the senior officer not being held accountable for what they trained.

A new officer hired at the San Jose Police Department in 1969 sparked change that would later influence law enforcement across the nation. Soon after coming into the department, the performance of this new officer was judged by peers and supervisors to be inadequate. Assessments that this new officer received during his orientation included ratings of unsatisfactory and “in need of improvement” in the dimensions of judgment, safety consciousness, and work quality. This new officer stayed on because those in the department would not terminate this poor performing officer (Kaminsky, 2002). As a result of this lack of training accountability, an incident arose involving the new officer. The new officer caused a car accident with his police cruiser that injured one citizen and killed another. This incident inspired Lieutenant Robert L. Allen to develop the Recruit Training and Management Proposal. Lt. Allen’s proposal was not adopted by the San Jose Police Department until 1971, under a new police chief, and the creation of the Field Training and Evaluation Program began (Kaminsky, 2002).

The Field Training and Management Program was designed to be eleven months long, and built on the theme of a “front-loaded” rating system, where evaluations of the new officer started right away at the beginning of training and continued throughout the entire process. After completing the academy, new officers were assigned to a training officer for an additional eight weeks.

The assigned senior officer, who was accountable for the training of the new officer, used the Recruit Checklist as a guide and would rate the new officers daily. The resulting ratings were put into a rating matrix called a Daily Observation Report. This matrix included sections on the best and poorest
performances of the new officer and a narrative section for the senior officer to add observations that they felt needed to be documented. The officer training the new officer would also complete a weekly evaluation report matrix of dimensions called a Weekly Observation Summary. This summary included a narrative section just as in the Daily Observation Report.

After the eight week training, the senior officer would put out an Interdepartmental Performance Report on the new officer’s performance. These reports were also generated monthly for the following three months, bimonthly during the next four-month period, and at the end of the recruit’s 11th month of service. During this process, two board reviews were also held at the end of the second and 11th month and with the authority to terminate or extend training on a new officer for not performing at the level desired (Kaminsky, 2002).

The first twelve trainees were sent through the new Field Training and Evaluation Program at the San Jose Police Department in 1971. The department evaluated the program in 1972 and improved some aspects. Two large changes were implemented with the program; 1) it became an identifiable unit; 2) it also began operating in a given geographical area. The program was renamed the Field Training Officer Program, and the training officers were titled as a Field Training Officer (FTO). The design of the program was flexible regarding application and for incorporating improvements. After the first two years of the program, the reports filled out by FTOs included different dimensions than were based on the original Recruit Checklist. A seven-point Likert Scale for evaluating officer performance was also developed.

The reasons behind changes to the Recruit Checklist and adding a seven-point Likert Scale were twofold. The first addressed the need for including more aspects of what the department expected in the working knowledge of a new officer. The second was to have a quantifiable performance measure to show the progression or decay in a trainee’s performance during their field training program.
In the fall of 1973, the FTO Program received national recognition from the International Association of Chiefs of Police. In 1974 the state of California created Penal Code section 932.3, which governed the standards of field training programs in their state. The Commission on Accreditation for Law Enforcement Agencies (CALEA) identified an official field training program as one of many requirements for accreditation in 1979. These three recognitions involving a governing body and two administration law enforcement agency associations established the standards of training new officers, labeled the San Jose Model.

The San Jose Model, or customized versions thereof, has been adopted as the most common way officers are trained across the nation to this day (Conser, Russell, Paynich & Gingrich, 2005; McCampbell, 1987; Rojekm, Kaminski, Smith & Scheer, 2007; Warner, 2010). Individual agencies that have tailored the San Jose model to the unique requirements of their organization include the Fairfax County Police Department in Fairfax, Virginia; Fresno Police Department in Fresno, California; Indiana University Police Department in Indianapolis, Indiana; Minneapolis Police Department in Minneapolis, Minnesota; and many other law enforcement agencies (Barnett 1983; Bromley, 1982; Hansen, 1979; Hartman, 1979; Indiana University Police Department Field Training Officer Manual, 2002; Minneapolis Police Field Training Officer Handbook, 2009; Oettmeier, 1982; Pogrebin, Poole, Regole, & Zimmerman, 1984).

An important change in the profession of law enforcement is community-oriented policing and problem solving (COPPS). Trojanowicz and Moore (1988) articulated this change as, “In community policing, community institutions such as families, schools, neighborhood associations, and merchant groups are seen as key partners to the police in the creation of safe, secure communities.” (p. 9). Community policing also instills the need for law enforcement to listen to the community regarding their concerns and to solve problems, like desiring more street lights (Trojanowicz, Kappeler, Gaines, & Bucqueroux, 1990). The many different roles an individual officer plays in COPPS are based on the
underlying philosophy that being successful is not only having the training coming from the academy but also from field training (Haarr, 2001; Meese III, 1993).

**THE TRANSITION TO COMMUNITY POLICING AND THE RENO MODEL**

Although the San Jose Model was the most common form of training for a new officer from the academy, departments had a desire to update their training to show the importance of, and their support for, COPPS. Politicians, academicians and officers themselves endorse the philosophy and practice of community policing and as a result, since 2000 over 90% of the nation’s police departments emphasize community policing. Chappell attempted to examine if community policing was integrated into a field training program of one medium sized municipal department serving about 100,000 people. The field training program was based on the San Jose Model. The training files and stage evaluation files of 65 recently hired officers into the department, and obviously deemed to be endorsing of community policing, were examined. The results were not quantitative, as the author appeared to report specific evaluations in support of her desire for showing failure to sufficiently train for community policing. Examples of integrating community policing and problem solving were rare making it hard to know if a problem actually existed during training. The conclusion of Chappell (2006) was that although a department may claim to be practicing community policing, they can fail to instill those philosophies and skills in their field training programs.

Out of this desire, in part, a new training model was promulgated formally named the Police Training Officer (PTO) Program but unofficially known as the Reno Model. The Reno Model discussed by Pitts, Glensor and Peak (2007) was developed by a Police Commander, a Deputy Chief, and a Professor of Criminal Justice. With a $300,000 grant from the U.S. Department of Justice, Pitts et al. (2007) developed what is now referred to as the Reno PTO Program with assistance from experts across the nation. The Reno Police Department was chosen because of its core philosophy of COPPS, training in advanced problem solving, situational environmental crime prevention, crime analysis, and crime
mapping (Pitts et al., 2007). The Reno Model was based on new understandings of how demands on law enforcement had changed in the 30 years since FTO programs were first devised, and incorporated new tactics, techniques, legal developments, and most importantly, new operational philosophies.

The major innovation represented by the Reno Model was the creation of two distinct primary training areas: substantive topics and core competencies. Substantive topics included nonemergency incident response, emergency incident response, patrol activities and criminal investigation. Core competencies were defined as police vehicle operations, conflict resolution, use of force, local procedures, policies, laws and organizational philosophies, report writing, leadership, problem-solving skills, community-specific problems, cultural diversity and special-needs groups, legal authority, individual rights, officer safety, communication skills, ethics, lifestyle stressors/self-awareness and self-regulation (Pitts et al., 2007).

The desired goal of the Reno Model creation was to provide a foundation for lifelong learning that prepares new officers for the complexities of current law enforcement performance for serving the community. The Reno Model attempted to keep new officer training current with the advancements in the profession and included COPPS. In keeping with this goal, the Reno Model strove to incorporate recognized principles of adult learning from the field of education.

Four theories and approaches were used in the foundation of the Reno Model; 1) Dewey’s philosophy of learning, 2) Bloom’s taxonomy, 3) Knowles’s principles of adult learning, and 4) PBL, or problem-based learning (Barrows & Tamblyn, 1980; Bloom, Engelhart, Furst, & Krathwohl, 1956; Dewey, 1916; Knowles & Bard, 1984).

The philosophy found in Dewey (1916) was that learning was limited if it was just from a straight lecture of information, and it was better to expand on the intellect by developing problem-solving and critical-thinking skills. Dewey (1916) defines critical thinking as “Active, persistent and careful
consideration of a belief or supposed form of knowledge in light of the grounds that support it, and the further conclusions to which it tends” (p 118).

Immediate feedback in writing, problem solving and critical-thinking skills are applied in the Reno Model. This is from the trainee’s ability to utilize knowledge learned in the academy and from PTO training. The PTO has from the San Jose Model the “I do/We do/You do” style of training and is also to use the “active, persistent and careful consideration.” This is to bridge the rookie’s performance gap of the skills needed for their profession by continuing to strive to enhance the training quality of a new officer.

The origin of “active, persistent and careful consideration” comes from Knowles’ principals of adult learning which is a guide to self directed learning (Knowles & Bard, 1984). Self directed learning is a strategy that considers the strengths and limitations of an individual’s ability to obtain new knowledge and concept application. To achieve effective self directed learning, Knowles’ principals serve as the guiding points for an instructor and are listed below:

- adults should acquire the skills necessary to achieve their potential, understand their society, and be skilled in directing social change;
- adults should learn to react to the causes, not the symptoms, of behavior;
- adults should acquire a mature understanding of themselves, as well as an attitude of acceptance and respect toward others;
- adults must be partners in their own educational plans and evaluations;
- training material must be relevant; and
- adult (trainee) learning must be problem centered, rather than content oriented.

In addition to Knowle’s principals of adult learning, Bloom’s taxonomy of six learning activities was also used in the creation of the Reno Model (Pitts et al., 2007). In 1956, Bloom, Engelhart, Furst, & Krathwohl, created a guide for writing instructional objectives checking whether a students’ thinking is being extended to a higher level, as in training by a PTO in the
Reno Model (Bloom et al., 1956; Pitts et al., 2007). The hierarchy of the taxonomy is to have an instructor start with the dimension of knowledge and progress to evaluation by systematically going through each dimension in the sequence listed below:

1) knowledge, remembering or recalling previously learned material;
2) comprehension, understanding meaning, and explained and restating ideas;
3) application, applying learned material in new and different situations;
4) analysis, categorizing material into segments and demonstrating their relationships;
5) synthesis, grouping or combining separate ideas to form a new whole and to establish new relationships; and
6) evaluation, assessing the material for appropriate outcomes based on established criteria.

Finally, the Reno Model incorporates problem-based learning (PBL) which is a process that stimulates problem solving and critical thinking, and is combined with team participation. PBL helps bridge the knowledge gaps by stimulating self-directed learning through guided verbal exercises. An example is a PTO verbally creating a hypothetical scenario for a new officer and the trainee describing how they would respond to that incident.

In PBL, hypothetical scenarios are followed by direct and immediate feedback from the PTO to the new officer on all training events. This includes those that actually occur and those that are hypothetically created, with the PTO keeping Knowle’s principals of adult learning in consideration. The use of immediate feedback from the PTO to the new officer uses guidance from Bloom’s Taxonomy for effectively checking on what the new officer is learning from the training (Barrows & Tamblyn, 1980; Pitts et al., 2007)

The application of the Reno Model involves a learning matrix (Appendix A) and eight phases. The first is the Orientation Phase. In this phase, training is necessary to learn and understand law enforcement skills and assist the transition to operating as a field officer. Department policies and
procedures, how to wear the uniform properly, and the geographical layout of the area are covered. The second is the one week Integration Phase. This is when the new officer arrives, is shown the daily functions of the agency, available resources, administrative procedures, services rendered by other governmental organizations, and the PTO learning process. Phase A is third, a three week segment focusing on nonemergency responses. The fourth, Phase B, is training on emergency incident responses. The fifth phase occurs for one week following the completion of Phase B, and involves the Midterm Evaluation using a learning matrix. The sixth and seventh phases (C and D) each last three weeks, training the new officer in patrol activities and criminal investigation, respectively. The last phase is the Final Evaluation which can be one or two weeks long. Like the Midterm Evaluation, a learning matrix is used as a guide for evaluating the new officer’s performance. This is to determine if the trainee has incorporated the Reno Model training to adequately perform to the desirable level of the department, or is in need of additional training or is to be terminated.

Use of the Reno Model is spreading across this country, being implemented in Canada, and is still a work in progress. Two lessons learned from Pitts et al. (2007) and the Reno Model being a work in progress is to have early involvement of personnel from all levels in the department. In order for the Reno Model training to be successful, it must be viewed as essential by command staff and they must be familiar with all stages of this model. Pitts et al. (2007) states that by using a Police Training Officer (PTO), the Reno Model has provided new officers with better problem-solving skills and utilization of COPPS.

McCampbell (1987) found that even though field training programs were implemented in the early 70’s, little was known about the operations of these programs. No research was available as to what an agency considered a successful or unsuccessful program or even a systematic description of implementing and improving their training program. In light of this, McCampbell set out to answer eight specific questions regarding the above unknowns.
The methodology was in two parts; a survey questionnaire of 33 multiple choice questions and site visits to police departments in Virginia, Arizona, California and Florida. The site visits considered detailed, case studies of “real world” problems with a field training program. The questionnaire was sent to 588 local and state law enforcement agencies and was stratified according to the number of sworn officers in the agency. Because agencies with greater than 200 sworn officers had field training programs, all those agencies were selected to be sampled. From the wide range of issues studied (n=16), McCampbell (1987) found that agencies of every size had field training programs (64% overall). Larger police departments were more likely to have a training program and it was longer than smaller departments. The San Jose Model was used by 57% of the agencies. Most responded that they had modified that San Jose Model in some fashion and civil liability complaints were reduced since using field training.

The survey results indicated that the major benefits of field training were more standardization and better documentation of their performance. McCampbell also found that the FTO was the most critical aspect of the program and that 82% of the FTO agencies gave their FTOs extra preparation and training before they were allowed to train new officers. Overall, police departments considered field training programs an excellent way to bridge from the classroom to the street.

OHIO MODEL

The police training in Ohio embodies specific guidelines for police officer training created by a state government. Standardized police recruit training is supplemented by a standardized, state-wide approach to the FTO phase for consistency. As part of this standardization approach, the State of Ohio has formalized the training of FTOs in the state, addressing the limitations of the ‘put the new guy with an old guy’ pre-POST model. The Ohio Model is taught in the Ohio Peace Officer Training Academy, OPOTA, based in London, Ohio which is under the direction of the Ohio Attorney General (Field Training Officer Ohio Model Book 1A,1B, & 2,2005). The Ohio Model design mirrors the San Jose
Model of training, with the only difference being a set list of dimensions with explanations of the values an FTO gives in the evaluation of a new officer's performance (See Appendix C).

After a new FTO has completed the Ohio Model Training from OPOTA, they are an accredited FTO for their law enforcement agency. However, this training is not required for every agency in the state of Ohio because agencies are allowed to conduct their own field training program in a manner they deem adequate. The purpose of the Ohio Model is to allow an optional avenue for training of a new officer within an agency in the state.

The specific training a new FTO receives from OPOTA on the Ohio Model is a 40 hour, five day course that covers 13 blocks of information. The first day begins with the two hour Block 1, Introduction and Orientation. Block 2 follows covering Field Training Program Goals and Objectives for two hours. Four hours of Expectations, Functions, and Roles of the Field Training Officer is the afternoon.

On Day 2, the morning Block 4 covers four hours of Ethics followed in the afternoon by Leadership, which is also four hours. The Day 3 morning is the four hour block on Teaching and Training Skills Development, in the afternoon Block 7 entails four hours of Competency, Evaluation and Documentation and continues for three more hours on Day 4, followed by a one hour long Block 8 that covers Intervention Techniques. In the afternoon Block 9 is two hours and covers Remediation. Block 10 follows which is two hours and covers Test and Scenario Development Strategies. On Day 5, in the morning, Block 11 addresses four hours of Legal and Liability Issues for Field Training Officers. In the afternoon, Block 12 is a two hour Teaching and Training Skills Demonstration followed by Block 13, a two hour Case Study Presentation. To illustrate all the information that is covered for a new FTO going through the OPOTA Ohio Model Training, a breakdown of each block of instructions is in Appendix B.

OPOTA’s 40 hours of FTO training on the Ohio Model covers evaluation definitions with 30 specific dimensions, and an accompanying explanation of each category reflecting the new officer’s performance. The evaluation scale ranges from 1 through 9 divided into three categories with 1 through 3
being unacceptable; 4 through 6 being acceptable; and 7 through 9 being superior. The 30 dimensions and the defined values are included in Appendix C to best illustrate the guidance from the Ohio Attorney General’s Office and the Ohio Model. Examples in the following paragraphs show some of the Ohio Model dimensions (Field Training Officer Ohio Model Book 1A, 2005).

Dimension 15 is Self-initiated Field Activity. This gives guidance for higher evaluation marks for an officer who, for example, uses information obtained from police reports to decide reasonable cause to stop vehicles and persons. Acceptable performance marks from the FTO are defined as the new officer recognizes and identifies suspected criminal activity. An unacceptable performance in this dimension is defined as the new officer avoids activity that may lead to law enforcement actions to serve the community.

Dimension 16 is Problem Solving/Decision Making Ability. This dimension is for the FTO to witness the new officer’s performance and how the trainee assesses a problem and comes to a final outcome to solve the issue. The clearly defined evaluation outcomes an FTO can give a new officer for their performance is unacceptable defined as the new officer is indecisive, acceptable being the new officer has good perception and ability to reason out problems. Superior performance is the new officer demonstrates excellent perception in foreseeing problems and arriving at advanced decisions.

Dimension 24 is Knowledge of Vehicle Code Reflected in Verbal or Written Tests, and shows how the Ohio Model bridges academy lessons into application by the new officer in their department. This dimension is evaluated using a test given to the new officer by the FTO. This provision allows the FTO to adapt their instruction to recruits’ learning styles, and removes a potential barrier to success if a particular agency lacks resources to administer formal written exams. The flexibility also gives the administrative component of the department, for example a Police Chief or Sheriff, choice in how they want the test to be administered.
Dimension 4 is Officer Safety – General. This is an example of how the Ohio Model has emphasizes the importance of ensuring new officers are trained by an FTO and receive feedback on operating to the best manner possible in a dangerous profession. The defined guidelines remain broad allowing for individual occurrences. The specific examples guide FTO’s on training and keeping new officers safe. There is a list involved with this dimension ranging from fails to keep gun hand free during enforcement situations, failure to use illumination when necessary and fails to cover other officers.

LIMITATIONS OF ACADEMY TRAINING AND THE APPLICATION OF NEW TECHNOLOGY

Academy curriculum improvements and incorporating new technologies have been pursued to bridge the gap between what academies teach, their evaluation methods and the actual application of law enforcement skills. Currently, law enforcement academies are continuously seeking training improvements. White (2008) and Caro (2011) found this pursuit of improvements is a desire to improve a cadet’s performance before they enter the field and to assist in future training.

In an attempt to predict subsequent police work or effectiveness, White (2008) regressed early performance in the police academy (quantitative scores) to whether or not that officer eventually exhibited high-quality performance on the job. White (2008) analyzed 1556 records from one large, New York, metropolitan department academy which included less than 1% who did not graduate. White (2008) correctly identified a number of limitations of this study existed, including; 1) only one recruit class from only one department, 2) these were classroom scores not other aspects of their training and 3) personnel files were not available and could have likely affected these “predictors.”

Regardless, the conclusions indicated that recruit reading level (highest in male, white, young and non-resident) was a predictor of subsequent performance success. Surprisingly, neither having a college degree nor having prior military experience, often a preference at hiring, was a factor related to performance. New York has a Cadet Corps program, similar to the national Police Corps, intended to identify the “best of the best” recruits, and those cadets were successful. As the Cadet Corps would
represent a bias or pre-selected subsample, their success over the average recruit should not be surprising. White (2008) asserted that within the limitations of the study, this was the first attempt to predict performance. Linking between academies, and eventually field training and street performance remains untested.

A more refined question than that addressed by White (2008) was to examine how performance in the academy affecting performance during field training. Caro (2011) sampled 178 new state police officers in the Southeastern region of the United States. These new officers all graduated from a state law enforcement academy and were hired from 2008 to 2009. Academy scores were compared to either the overall mean of five different field training scores in an 8-week program or to the means scores of new officer’s evaluations by three different superiors during field training. In the former model, the relevant scores were for appearance, knowledge, performance, attitude, and relationships. The field training was based on the San Jose Model. This study concluded that only 10% of the variation in a newly commissioned officer’s performance during the training program could be accounted for by academy performance or scores. These results amounted to an indictment by Caro (2011) of academy curricula and attempts to predict field training performance based on competency scores in the academy.

Criminal justice fields, like businesses, desire technology-based training (TBL) because it has been shown to take less time than classroom instruction, and thus is more cost effective (Bassi & Van Buren, 1998; Schmeeckle, 2003). Although training new hires can include new technologies, there are hidden advantages and disadvantages to technology-based training (TBL). Ravet & Layte (1977) first proposed that use of information technologies could revolutionize the training experience. They were partly right: TBL, in an academic setting, requires fewer “student contact hours” than traditional instruction but the resulting effectiveness of the learning experience has little to no advantage over traditional teaching (Fletcher-Flinn & Graveatt, 1995; Kulid & Kulik, 1991).
Online training of law enforcement professionals can be incorporated into programs, but to what extent and in what balance with classroom instruction is of interest. A large study to address these questions was conducted with the Nebraska Law Enforcement Training Center’s Jail Management trainees in 1999 (Schmeeckle, 2003). Two general questions regarding online training were examined: 1) is online training an alternative to classroom experiences and 2) what format (text, audio and text or video with text) of online learning is most effective? To assess online training of these law enforcement individuals, new hires were randomly assigned to receive online or classroom instruction. At the completion of their training, each trainee took an exam over the material, participated in a 30 minute focus group, and answered a series of motivational and attitude survey questions. Responses were compared over a series of subject-matter units (Schmeeckle, 2003).

Not surprisingly, online training was cost effective, as instructional time and expense was lower than traditional teaching. Trainees spent half the time learning the material as those in a classroom. There were no differences between online and traditional instruction in terms of understanding of the subject matter. However, the online trainees felt they were missing out on personal interactions and they felt less motivated as compared to traditional training.

What kind of computer assisted training, such as online training, results in a better learning experience was the second aspect of the Schmeeckle (2003) study. One hundred and fourteen psychology majors at the University of Nebraska were randomly grouped into three different versions of the Nebraska Jail Management training course; 1) text only, 2) text and audio or 3) text and video. Twelve 10 to 15-second excerpts of the instructor (audio or video) replaced the corresponding portion of the text in groups 2 or 3, respectively. There was no difference in learning the material between the students in the text only and the text-audio groups but the text and video students outperformed the other two groups (Schmeeckle, 2003).
Keeping trainees motivated is best achieved with personal interactions in a traditional instructional setting. Women especially were more comfortable and motivated after the interactions of a classroom setting (Schmeeckle, 2003). Consideration should be given to the convenience of online learning, and the reduced cost of instruction, as some of the training material could be available online. Enhanced learning is achieved when training material is intermixed with intermittent videos.

One facet of how technology has been used for law enforcement and tested by researchers is the behavioral-personnel assessment device (B-PAD). This involved having applicants view videotaped scenarios and then act out their responses in front of the television that is playing the scenario, while all of this is being recorded by a video recorder. Participant responses were preserved on videotape for subsequent review by panels of raters. B-PAD has been used by law enforcement in the selection and hiring process for new police officers in a law enforcement agency (Doerner & Nowell, 1999).

Having an applicant participate in a B-PAD session has also been used to assess the applicant’s interpersonal skills and judgment (Corey, MacAlpine, Rand, Rand, and Wolf; 1995). For example, having the B-PAD examination based on a predetermined recorded situation played to them on a screen allows for strong standardization of all the participants involved. The B-PAD examination has also shown to be a valued asset in the selection process screening applicants to a department and reducing any bias of the hiring process. An example of B-PAD predicting screening criteria, a deputy sheriff applicant who flunked a relevant entrance exam pertaining to communications skills, also received significantly lower results on a B-PAD examination of interpersonal skills (Young, 1992). Rand (1987) compared evaluations from superiors of 30 working police officers to their performance on a B-PAD examination and found a significant positive correlation between the two evaluations. Corey et al., (1995) showed that evaluations individuals received in the academy were positively correlated with B-PAD examination results regardless of previous law enforcement experience, gender and minority status.
Applicants and officers need to be treated independent of sex and race too. Doerner and Nowell (1999) believe B-Pad use can eliminate any bias scoring on an applicant, with scores produced and being independent of rater race and gender. Martin (1991) found the motivation to pursue an unbiased process to prevent adverse publicity, costly legal battles, and federal consent decrees. Law enforcement has used many different methods to address concerns regarding hiring and retaining a diverse work force of officers. The reason law enforcement administrations have to put in place ways to avoid any bias of race and sex in their hiring process is because there have been cases where race and/or sex have been found to be held against an individual.

One method utilized for this goal has been an FTO program but its effectiveness to make advances toward this goal has been questioned (Doerner, 1995; Hale & Wayland, 1993; Hochestedler, 1984; Stokes & Scott, 1996). McCampbell (1987) found that an FTO can affect a new officer’s on the job performance. This is not just through the structured and formal aspects of the training program, but there are also informal effects stemming from their role as a leader and mentor for a new officer. What can mitigate having an FTO that is not a good leader and mentor for a new office is through the selection process of an FTO (Kaminsky, 2002).

A selection process based on seniority can be problematic. The selection process should be that of officers who have a desire to train new officers, not those who have the role forced upon them. An officer desiring the position brings to the process the motivation to train a new officer, which positively correlates to leadership and mentoring. Officers forced into becoming an FTO have a negative correlation of instilling work performance standards to a new officer. Kaminsky (2002) concludes that properly compensating an FTO for their work in training a new officer has some tangible value and this aspect is something for the administration of a department to incorporate into their field training program.
INFORMAL EFFECTS OF FIELD TRAINING

Fagan and Walter (1982) found that the mentorship bond created during law enforcement field training is strong. The mentorship role is helpful or essential for success, but may not be a renewed interest initially by many organizations outside out of law enforcement (Fagan & Walter, 1982; Collins & Scott, 1978; Cook, 1978; Lewin, 1979; Zaleznik, 1977). The mentoring relationship outside of law enforcement from Levinson, Darro, Kline, Levinson and MacKee (1978) concluded after surveying 40 men that their psychological development was helped by a previous mentoring experience.

Fagan and Walter (1982) utilized a similar approach to study the importance of mentoring with teachers. Modifying the original survey questions of Levinson et al., (1978), they conducted a small pilot-study with undergraduate students and teachers to establish an appropriate questionnaire for mentoring teachers. Their final survey, called the Kentucky Mentoring Survey, used 19 questions regarding mentoring and was administered to 107 teachers in Illinois and Kentucky. A comparative group of 70 police officers and 87 nurses, from relatively the same area, were also similarly sampled. A tabulation of 12 traits led to the conclusion that all three groups – teachers, nurses, and police officers – had equivalent experiences with mentoring. Fagan and Walter (1982) showed mentoring was beneficial to these beginning professionals, improved their job satisfaction and stimulated the desire for them to subsequently become a mentor.

Another important aspect is the attitude that can be instilled during field training and the introduction to the culture of law enforcement that is termed “organizational socialization” (Van Maanen, 1975). Field training introduces new hires to organizational socialization in a “break-in” period, thought to be most persuasive for the individual; however, there are few, if any, guidelines to direct behavior (Van Maanen, 1975).

Todak conducted a 2012 panel study at Bowling Green State University of female students who were interested in starting a law enforcement career (Todak, 2012). This study found that there are many
expectations for those going into the profession coming from individual personal concerns and backgrounds. First impressions on what to expect initially come from first working with an FTO. Fagan and Walter (1982) found that the mentorship bond that happens between a new officer in field training to the FTO they are assigned can instill what is desired in their performance. A new officer’s performance over time can also be adversely effected by the attitude in law enforcement of “lay low, don’t make waves,” a mindset that may not be the desired outcome for an agency, as claimed by Van Maanen in 1975.

The informal effect field training can have on retention of a trainee involves two factors; input the trainer gives the new officer and the impression they instill regarding what to expect while working in law enforcement (Doerner, Speir, & Wright, 1989; Doerner & Hunter, 2006; Haarr, 2005). Detrick and Chibnall (2006) discovered trends in the expectations of new officers by FTOs, which are higher conscientiousness and lower neuroticism. Expectations of trainees are being raised as indicated by these dimensions desired of a new officer by their trainer. In addition, the standards for those training and making evaluations have also been raised in order to address undesirable outcomes which occurred in the Tallahassee Police Department in Tallahassee, Florida, in the late 1970s.

This involved a lawsuit filed against the Tallahassee Police Department in Florida by a new female officer who claimed she suffered from wrongful termination that was based upon her FTOs biased evaluations due to her race and gender. The suit caused negative media attention toward the Tallahassee Police Department. Following this lawsuit, the Tallahassee Police Department agreed to abide by the conditions of a consent decree, admitting their FTO discriminated against a new officer based on race and gender (O’Hara vs. Tallahassee Police Department).

After the O’Hara vs. Tallahassee Police Department lawsuit, in 2006, Doerner and Hunter probed for any biased tendencies in the evaluation from an FTO on the performance of a new officer in the Tallahassee Police Department. The sample was 66 new officers being trained by FTOs from the
beginning of 1996 through April of 1999. A compilation of all the recorded feedback by FTOs on the performance of new officers totaled 347 captured evaluations and the demographic characteristics of both the new officers and FTOs. After controlling for other variables, like FTO and new officer experience, the race and sex of the FTO and new officer were still statistically related in evaluations recorded in the Field Training Program in the Tallahassee Police Department. (Doerner et al., 1989; Doerner & Hunter, 2006).

After 25 years of FTOs, studies have now begun to determine how being an FTO versus non-FTO (regular officer) affects his or her attitude on the job. How does an FTO or non-FTO view other officers, their immediate supervisor and neighborhood residents? In 1996, Sun (2002) supervised the interview of 398 officers in the Indianapolis PD with a 128 question survey. FTOs and non-FTOs had similar feelings towards each other and were not different in their attitudes regarding the citizenry in their precincts. However, FTOs were more critical of the immediate supervisor(s). Sun (2002) speculated that FTOs might have higher expectations of their sergeants or might be more sensitive to their flaws. FTOs might become envious of their supervisor’s rank and thus could feel deprived.

Permitting FTOs to do their jobs with more autonomy has been suggested as one method to mitigate some of these resentful attitudes. Hackman & Oldham (1980) developed a model to explore this realm, based upon their combined experiences. They conclude that employee motivation is determined by three psychological states: the meaningfulness of the work; the responsibility for the work; and the knowledge of outcomes. The meaningfulness of the work is based on the variety of skills used, identifying with the work; seeing those tasks as significant; knowledge of the outcome (from feedback); and responsibility for outcomes derived from autonomy. In a study of use of force and involving over 460 citizen encounters in New York, NY, in 1986, Bayley and Garofalo (1989) concluded skilled officers tend to display a broader range of actions in their interactions with citizens.
Continuing this line of study, Sun (2003) in 1996 and 1997 interviewed 169 officers in 24 different precincts within the Indianapolis, IN, and St. Petersburg, FL, police departments as to how FTOs handled conflict compared to non-FTOs handled conflicts. Collectively, they interviewed officers who had 460 interpersonal conflicts that involved 1229 citizens. Responders had at least three years of police experience and had responded directly to interpersonal conflicts with at least two citizens and these were considered to be direct confrontations. These descriptions of conflicts and resulting responses had to be carefully defined and categorized. Actions taken by FTOs or non-FTOs were grouped into major categories, controlling or supportive, and then examined along two dimensions; diversity or aggressive.

Sun (2003) found a similar pattern among FTOs, who differed from non-FTOs in their means of handling conflict. FTOs were more likely to advise, less likely to threaten, interrogated or searched fewer persons, and were less likely to physically restrain citizens than non-FTOs (Sun, 2003). Supportive or controlling intervention should be considered and the inherent helpful characteristics of FTOs versus non-FTOs should be utilized in training new hires. Sun (2003) proposes that FTOs could show new officers how to be more supportive and yet still be having effective enforcement.

The informal effect an FTO has on a new officer comes both from the individual trainer and the trainee. In addition, there are issues of high importance in the design of a field training program related to the FTOs’ subsequent ability to successfully provide training. The research community has not focused extensive investigations on how FTOs are trained for their position (Kaminsky, 2002). This research is intended to provide information on these issues of FTO training and what makes a field training program successful by analyzing the responses of a sample of FTOs in the Ohio Valley.
CHAPTER III.

METHODOLOGY

The research is qualitative in that the information collected is from systematic interview questions from a particular sample group, officers who train new officers in their department. This qualitative study meets the requirements specified in Criswell (2009). The requirements entail that the data is organized into categories, the dimensions Kaminsky (2002) articulated (Figure 1), and analyzed for trends and patterns which are interrelated. Limitations of analysis are addressed in the discussion for implications for future research, but include small sample size, no independent verification of information provided by interviewees, and any individual limitations of the persons interviewed to articulate their duties.

The information collected is from face-to-face interviews between the researcher and the FTOs during their duty hours. Information collected from interviews is more time-effective, especially when the inquiry is about structural components, than information collected through observations of field training programs. Though the information provided in these interviews might have been corroborated through direct observational research, the time needed for such verification was not available, nor were all of the departments currently evaluating new officers in field training. The information provided was thus retrospective in nature.

There are four limitations of this method of collecting research: 1) The indirect information is filtered through the views of the interviewees 2) participants are not in their natural field setting 3) the researcher’s presence may bias response 4) not all participants can equally articulate the information they provide to the researcher. An additional limitation is that only six departments were interviewed, allowing for a small sample size for generalizability to not be assured. The information collected in this research is not on public record, so the only viable method of collecting the information is through interviews.
Two avenues of information were sought in this research: 1) information from those who train new officers to understand their role and perspective by using the guidance of McCracken (1988) and 2) mapping the training program of each FTO’s law enforcement agency as done by McCampbell (1987). Interviews of the trainers were analyzed through the guidelines of qualitative research from McCracken (1988), discovering trends to allow for an understanding of the information provided. The analysis was done through the guidelines of Kaminsky (2002), using training, supervision and execution dimensions that could possibly be found in a field training program and giving quantifiable terms to each component, for example, the term ‘Important.’ This was an inductive analysis to see patterns in themes of the different agencies regarding what is necessary for a training program and what qualifies as an essential component. Survey question responses were organized into flowcharts by department for purposes of illustrating the unique way each department trains its new officers. This allows aspects of the interview to provide specific and detailed information regarding new officer training achieved by selecting participants who are directly involved in their department’s field training program.

PARTICIPANTS

Officers who participated in this research train new officers from the police academy and prepare them to work at the agency in which they are employed. The official title of the individual training new officers in a department can vary from agency to agency, as the titles of FTO and PTO originated with the San Jose and Reno models, respectively. The actual title held no relevance to this study; only the duties, preparation, and approaches were important. The region of study is the Ohio Valley Region with all information gathered being anonymous and only labeled for the purposes of this study for example “large law enforcement agency” or “university law enforcement agency.”

SAMPLING PROCEDURES

The research involved gathering information from law enforcement agencies of different sizes, ranging from large, medium to small municipal agencies, as well as university law enforcement and a
county agency. The sampling procedure is a convenience sample of FTOs identified through a snowball technique. Initial contacts were made with the assistance of undergraduates completing their required internship in a law enforcement agency.

DATA COLLECTION

The collection of all the information was from FTOs. The purpose of the study was explained to the participant before the interview began. The explanation was that it was of interest to understand their training program and gain perspective of their role. The participants were informed of the reasons for the study and my personal background so they had an understanding of the interviewer’s perspective on the matter discussed. The confidentiality of the participant’s name and the law enforcement agency was maintained for the entire research project to ensure a bond of trust between the interviewee and the interviewer (McCracken, 1988). Participants gave verbal permission for their involvement in the study and notes recorded during interviews could be seen by interviewees.

INTERVIEW QUESTIONS

The fourteen questions utilized in the interviews can be viewed in Appendix D. The interview questions were designed from two aspects of conducting an interview from McCracken (1988). First, open ended questions were used in that this encourages free flowing information from the participant and potentially providing more desirable aspects than could be anticipated from other forms of questions. Second, questions were designed to overlap whenever possible, asking for related information in more than one question. This was to ensure that if the individual interviewed did not provide the information from the first question, hopefully it was then provided in the answer to the other question(s).

There are fourteen questions form the basis for this project. The first question asked of all participants was to identify the process the agency uses in training a new officer who has completed a police academy. The purpose of this question was twofold. The first purpose was to gather the information needed to identify existing aspects of the field training program and create a flow chart
illustrating those characteristics. The second purpose examined answers for the dimensions of Kaminsky (2002) that may be present in the field training program.

The thirteen questions asked of responding FTOs addressed the 23 dimensions of Kaminsky (2002). They are designed to overlap the first question or other questions when possible if a participant had not already revealed the information. An overlap example is in the questions does the agency conduct remedial training if a new officer does not meet the expectations of the field training program and what happens if a new officer does not meet the standards set in the agency’s field training program? Answers to these questions are looking for in the Kaminsky (2002) dimension of The “Holdover” Policy…Extension of the Trainee’s Stay in the Program and Functional Termination Authority. The question regarding does an FTO in the department get additional pay and/or benefit compensation for the position of an FTO is an example of a question specifically designed to provide the information looked for in the Kaminsky (2002) dimension of Compensation and Recognition to ensure this information was included.

LIMITATIONS AND ADVANTAGES OF METHODOLOGY

The methodology used in this research has two potential limitations and one critical advantage. The first limitation is that there is the known potential for a participant not to share accurate information McCracken (1988). The second limitation is the sample size is only six departments which leaves little room for generalizibility of the information. The critical advantage is the use of interviews in that the information collected is not available to the public. The only manner in which to gather the information on a department’s field training program is through interviews.
CHAPTER IV

ANALYSIS

The data collected from interviewing Ohio Valley Region officers who are FTOs in their agency is presented by each agency’s response to individual questions. The questions (See Appendix D) were approved by the Bowling Green State University Human Subject Review Board. A flow chart based on the work of McCampbell (1987) is in Appendix F of each participating agency. This is to give a visual illustration of the agency’s field training model to assist the analysis of the information collected.

QUESTIONS AND RESPONSES

**What is the process the agency uses in the training of a new officer who has completed a police academy?**

**Large Police Department – Over 600 Officers**

This department uses the Field Training Association Model of training a new officer. Overall, this training model is mounted in five phases over a 12 month period: the first four phases each last one month, with the new officer paired with three different FTOs. The fifth phase constitutes the remainder of the rookie officer’s probationary period, during which time they work alone. During Phase I, the new officer is paired with their primary FTO officer, and must demonstrate proficiency in the first 20 of 52 tasks required under the FTO. In the second phase, a new FTO oversees the next 20 required tasks, and a third FTO supervises the final 11 tasks during Phase III. For Phase IV the new officer is responsible for 100% of the police work and is paired with their FTO from Phase I for an evaluation to show the progress of the new officers’ performance. Finally is Phase V in which the new officer works solo for the duration of their probationary 12 months.
**County Agency – Over 70 Full-Time Officers**

This agency selects their Patrol deputies from their OPOTA Certified Jail assignment deputies who have also subsequently completed their twelve month probationary period. All new deputies for this agency are initially hired to work in their jail. After their 12 month probationary period is completed they can move laterally into other assignments such as patrol.

Overall, this field training model has four phases that are each ten work days. During Phase I the new patrol deputy is assigned to their Primary FTO. In Phases II and III the new patrol deputy is assigned to a new FTO with each phase followed by their Primary FTO from Phase I again in IV. This is for evaluations to show the progress in the new patrol deputy’s performance. The training covered in each phase is from a predetermined checklist of training objectives. There is also a shift of the weight of responsibilities between the FTO and the trainee similar to that in the Large Department. The FTO for the County Agency also has 75% of the responsibility for the police work in Phase I and the trainee 25%. Police work is shared equally in Phase II and the new officer has 75% and the FTO 25% of the police work responsibilities in Phase III. The trainee is responsible for 100 % of the police work in Phases IV and V.

**Medium Police Department – Over 40 Full-Time Officers**

The overall length of this five phase field training program is four months and one week. The new officer is trained on the policies of the department during the first week followed by 4 one month phases. In Phase I the new officer is assigned to their Primary FTO. Different FTOs are assigned to the rookie officer in both Phase II and III. For Phase IV the new officer is again assigned to their Primary FTO from Phase I for evaluations to determine the progress in the new patrol deputy’s performance. Phase V is the new officer working solo for the duration of their probationary twelve months.
University Police Department – Over 20 Full-Time Officers

This department follows the Field Training Association Model which entails direct written feedback after each training event for the new officer. The overall training is three months and two weeks and entails five phases. Initially the new officer goes through a brief integration period of department policies and then enters the one month long Phase I and the new officer is assigned to their Primary FTO. Phases II and III follow which are also one month and a new FTO is assigned per phase to the new officer. Phase IV is two weeks and the new officer is assigned to their Primary FTO for evaluations to show the progress in the new officer’s performance. After Phase IV, the new officer’s performance is evaluated to determine if they can work without the guidance of an FTO. Phase V is the rest of their 12 month probationary period working solo.

Small Police Department – 4 Full-Time Officers

This training program is a six week process with the Police Chief as the Primary FTO. Week one the new officer is trained by the Police Chief. Weeks two, three, and four the new officer is assigned to a different FTO each week. During the sixth week, the new officer is reassigned to the Police Chief to determine if the new officer is ready to work alone for the duration of their 12 month probationary period.

Small Police Department – 3 Full-Time Officers

The manner in which a new officer is trained is described by this FTO as being intended to preserve the “color of the law.” When an individual applies to this department they do three ride alongs with the Police Chief so the applicant can determine if this department is a fit for them. If the applicant wishes to work for this department, is qualified and passes the background check, they are hired. The Sergeant is the only FTO of this department. The Sergeant and new officer determine when the trainee
feels they are ready to patrol alone. After this is confirmed by the Chief the new officer goes on solo patrol. This department has no formal written feedback, training tasks or documentation in this department’s field training program.

**How often is the new officer evaluated in the Field Training Program?**

The Small Police Department – 3 is the only department that does not formally evaluate the new officer. The Large Department evaluates the new officer a predetermined amount of days per phase while the County Agency evaluates the new officers at the end of each phase. The Medium, University, and Small Department – 4 have daily evaluations of their new officers with weekly summary reports. New officers at the University Department receive feedback on every occurrence. These new officers also annotate plans to improve their performance based on the evaluation comments received.

**How is the new officer’s performance evaluated during the agency’s Field Training Program?**

Evaluations in the Large and the University Departments are from the Field Training Association Model. The Medium Department uses the Ohio Model’s dimensions for evaluations. The County Agency and Small Police Department – 4 have created their own evaluation dimensions. Again, the Small Police Department – 3 does not evaluate the performance of the new officer in their field training program but instead relies on the opinion of their only FTO who is the Sergeant.

**How long is the Field Training Program for a new officer in the agency?**

The initial new officer training for the Large Department is four months; the County Agency is forty work shifts; the Medium Department is four months and one week; the University Departments is three months and two weeks; and the Small Police Department – 4 is six weeks. The length of the initial training may vary for the Large, Medium and Small Department – 4 departments as their remedial training can extend program length. The Small Department – 3 has no set length of time for new officer
training as this is based on the opinion of the only FTO, the Sergeant. The initial field training for the County and University police agencies is a predetermined length of time as remedial training does not extend the program time frame for either department.

**Does the new officer receive training from one Field Training Officer or is this rotated to others in the agency’s Field Training Program?**

The Large, Medium, County, and University police agencies all employ a three-FTO rotation, with different FTOs for each of the first three phases. The fourth evaluative stage is conducted by the initial or primary FTO. Of necessity, the two smaller departments must use different systems. All four full-time officers and the Chief participate in one department. Only the Sergeant functions as the FTO of the Small Police Department - 3, though the Chief is involved in the final evaluation.

**Is a new officer trained on multiple work shifts in the agency’s Field Training Program?**

New officers will be exposed to all three shifts in five departments, while the Small Police Department – 3 only trains on the day shift which is the permanent shift for the Sergeant. The Large Department FTO noted that when large numbers of new officers must be trained, the range of shifts may be limited if not enough FTOs are available.

**Do the Field Training Officers receive direct evaluation on their performance in the agency’s Field Training Program?**

Only the Large Police Department has ongoing feedback and this is on a weekly basis. The feedback is provided by the FTO Sergeant and based on a checklist of agency expectations. None of the other agencies use formal feedback but this may occur as a result of side conversations in all of the
agencies. The Medium Department has a monthly evaluation incorporated into the succeeding training phase.

**Who in the agency determines if a new officer’s performance does not meet the standards set by the agency?**

In all departments interviewed, the Police Chief or Sheriff determines if a new officer or patrol deputy’s performance does not meet the standard of the department. The only variance is the Large Department using written feedback to the FTO Sergeant. This feedback is then given to the FTO Commander before the Police Chief makes a determination. The County Agency utilizes the FTO Sergeant for feedback before the Sheriff determines if the new patrol deputy’s performance does not meet the standard of the agency.

**What happens if a new officer does not meet the standards set in the agency’s Field Training Program?**

The Large Department sends new officers not meeting their standards to their police academy for retraining. The new officer is allowed to retry the failed phase of field training one more time. If the new officer fails that same phase a second time, they are recommended for termination.

Officers in the County Agency not meeting the standards are reassigned back to jail assignment having initially been a lateral transfer between units and continue to be an employee. Unsuccessful performance in the Patrol Unit at the County Agency is not grounds for termination.

The FTO of the Medium Department repeats that phase with the new officer if it is a simple deficiency. If the performance of the new officer is severe, they will recommend termination utilizing the department chain of command, however there is no maximum number of attempts a new officer has for failing a phase of training.
A new officer at the University Department only has to pass Phase IV in their field training program. If a new officer fails to pass this final phase, the FTO Sergeant puts in a recommendation to the Police Chief for the new officer to be terminated. If a new officer is in need of additional training based upon poor performance in earlier phases, they continue to be trained by the FTO of the next phase.

Small Department – 4 handles new officers not meeting standards on a case-by-case basis with corrective actions determined by the primary FTO, the Police Chief. If the new officer’s performance is severe enough the new officer may be terminated.

The new officer is terminated if the Chief of the Small Department – 3 feels they have been given enough time to be ready for solo patrol and are not. There is neither a specific amount of time nor training determined for a new officer to bring their performance to the standard determined by Police Chief.

How does the agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?

The County Agency and University Police Department do not conduct a continuation of training as they do not have remedial training as a component in their program. The Medium Department’s remedial training is repeating the phase of training that was failed. The Large Department uses their police academy for the new officer to redo the phase of training they failed. The Police Chief of Small Department – 4 can create a custom remedial training plan for a new officer not performing to desired standards.

How much forewarning is a Field Training Officer given in the agency as to when they will be training a new officer?
All of the departments interviewed vary in the amount of forewarning they receive before training a new officer. The Large Department has at least 26 weeks of forewarning before training a new officer and three to six weeks lead time on knowing the specific new officer. The County Agency and Medium Department have one to two weeks forewarning before training a new officer. While the University Department has roughly six weeks forewarning and the Small Police Department – 4 has two to three weeks. The Small Police Department – 3 only has two to three day forewarning for the Sergeant to have before training a new officer.

What training does an officer go through to become a Field Training Officer in the agency?

The Small Police Department – 4 is the only department interviewed that does not formally train an officer to become an FTO. The Large Police Department trains their new FTOs at their department’s police academy for a week with the first half of the training by the FTO Sergeant and the second half from a representative of the Field Training Association. New FTOs for the University Department receive a week of training from the Field Training Association. The County Agency has the deputy complete a forty hour seminar of training hosted at a nearby university. Both the Medium Department and Small Police Department – 3 receive Ohio Model training by OPOTA in London, Ohio for a 40 hour one week course.

What is the selection process of a Field Training Officer for the law enforcement agency?

All of the departments interviewed, except for the Small Police Department – 3 have a selection process based upon an officer expressing interest in becoming an FTO. The FTO for Small Police Department – 3 has this in their Sergeant’s job description and this position is determined by seniority. The Large Police Department has a formal, six phase application process for an officer to apply and become an FTO. The Medium Police Department has an officer interested in becoming an FTO write a
letter of interest to the Shift Commander who determines selection for the FTO position. The FTO Sergeant in the County Agency makes the determination of who will become an FTO after receiving interest for the position from a deputy. In the other departments, an officer expresses interest in becoming an FTO through their chain of command and the Police Chief makes the determination.

Does an FTO in the department get additional pay and/or benefit compensation for the position of an FTO?

The two smallest agencies and the University Department provide no additional pay or compensation. Of the three that do, the Large Department provides two hours of overtime per week, and the Medium Department one hour of overtime per week, both while actively training. FTOs in the County Agency receive an additional fifty cents per hour when actively training new patrol deputies.

THE 23 KAMINSKY (2002) DIMENSIONS FOR ANALYSIS

An analysis of each agency’s responses in comparison to the corresponding 23 dimensions from Kaminsky (2002) is in the following paragraphs. In addition to each dimension, the relevance determined by Kaminsky (2002) of ‘Essential’ for 15 of the dimensions, ‘Important’ for seven of the dimensions or ‘Helpful’ for one dimension is listed in the related heading. Only those agencies having the criteria of the related dimension will be mentioned. If an agency is not mentioned, it can be assumed it did not meet the criteria of the dimension. A visual presentation of this analysis is in Figure 1 and reflects both the presence and lack of each dimension in each agency.

Commitment of the Chief Executive (Essential)

All six departments interviewed have this dimension in their field training program. This is due to the Chief Executive, the Police Chief or Sheriff, being involvement in their field training program. An example of this dimension is the authority to terminate a new officer for substandard performance at the
end of their training determined by the Police Chief or Sheriff and this task not being delegated to a lower position such as a Sergeant in the department.

**Location of the Program Control (Important)**

All six of the departments interviewed have this dimension in their field training program. This is based on all of the departments interviewed having individuals involved in the direct training of a new officer. All of the officers who train a new officer are under the supervision of a superior which allows for modifications to the department’s field training program to occur. Managing the Program (Essential)

This dimension was found in all of six field training programs. The criteria for this dimension are met with having the training of a new officer under the direct control of an individual in their respective departments. No department interviewed has personnel outside the guidance of the department involved in their field training programs.

**Other Program Participants (Important)**

This dimension is defined as having training conducted outside of their field training program. This was only found in the Large Department because they utilize their police academy in their field training program. None of the other departments train new officers outside of their field training programs.

**Program Duration (Essential)**

This dimension was found in four of the six departments interviewed as they have a specific or determined length of time for training a new officer by an FTO. The Medium Department does not have this dimension as they do not have a defined amount of time allotted for a new officer to repeat a phase of training before being dismissed. The Small Police Department – 3 does not have this dimension as there is no specific maximum amount of time allowed for a new officer to be trained before being terminated.
Officers Rating Frequency (Essential)

Having structured tasks covered by an FTO with a new officer that is later evaluated is required for this dimension in a field training program. All of the departments except for Small Police Department – 3 have this dimension in their field training program. The determination of a new officer’s performance is the opinion of the Sergeant in this department. There is no structured feedback from the Sergeant to the Police Chief on new officer performance during training.

“Limbo” Periods (Essential)

Only the Large Department has this dimension. This dimension being present is due to a new officer not being evaluated by the FTO on all shifts of every training phase. This allows a new officer to be able to learn without being concerned about their evaluation results, thus allowing for a better learning environment.

Rotation Between FTOs (Essential)

All of the departments interviewed have this dimension in their field training program except for the Small Department – 3. This dimension involves the new officer rotating between FTOs. This is not possible in the Small Department – 3 as there is only one FTO (the Sergeant) in this department.

Rotation of Assignments/Geographic and Hourly (Important)

All departments, except for the Small Police Department – 3 have this dimension in their field training program as their only FTO works one assigned shift and does not have varied work hours.

Evaluation Only Phase (Essential)

All departments interviewed with the exception of the Small Police Department – 3 have this dimension by having at least the final phase of training an evaluation only phase. The Small Police Department – 3 does not have this dimension as there is no formal evaluation process in their field training program.
Selecting the Field Training Officer (Essential)

Except for the Small Police Department – 3 all departments interviewed have this dimension in their field training program with having a systematic process for allowing officers to volunteer to be an FTO. The Small Police Department – 3 has the position of Sergeant, selected by seniority, being an FTO as an additional duty of the supervisor role to the department. This dimension illustrates the importance of allowing those who desire to train new officers to become an FTO.

Compensation and Recognition (Important)

Four of the departments in this study, Large, County, Medium, and Small Police Department – 4 have this dimension in their field training program with either additional hourly pay or overtime per week.

Training Program Personnel (Essential)

All departments interviewed with the exception of Small Police Department – 4 have this dimension. This is due to FTOs being given formal training to perform their function as a trainer of new officers in their department. The Small Department – 4 relies only on the experience of the FTO as an officer.

Deployment Status of the Trainee (Essential)

All departments interviewed have this dimension in their field training programs. This dimension defines the importance of the accountability of actions of a new officer and that they are always under the supervision of the FTO. New officers of all departments interviewed are never assigned outside the guidance of an FTO during the training segments of their programs.
The Trainee Task List/Weekly Training Guide/The “Rookie Book” (Essential)

All departments interviewed, except for Small Police Department – 3, have this dimension in their field training program by having structured and predetermined topics covered by an FTO to a new officer. This dimension allows for training of a new officer to be standardized topics covered by an FTO. The Small Police Department – 3 has only the informal guidance of what to include in the FTO training of the new officer to preserve their definition of the ‘color of law.’

The “Holdover” Policy…Extension of the Trainee’s Stay in the Program (Essential)

This dimension is in four of the departments as their remedial training process extends the trainees stay in the program and can be utilized to assist a new officer not performing up to their department’s performance standard. The County Agency does not have this dimension as they send poor performing trainees back to their jail assignment if they fail a phase of field training. Failure to pass their field training program is not grounds for termination due to the deputy already having completed their twelve month probationary period at their jail unit.

The University Police Department does not have this dimension. Instead, it has only one evaluation of the new officer’s performance at the end of their field training program. This final evaluation determines whether the new officer passed the training (and continues on to Phase V for solo patrol for the duration of their probationary twelve months) or failed the field training program and is terminated.

Post-Academy Classroom Training (Important)

Only the Large Police Department has this dimension in their field training program by having their own police academy. The ‘bridge’ between the academy training and the field training program for a new officer is addressed in this dimension. This allows the department to have continuity in the training and policies of a new cadet and officer to start at the academy and not just when they come into the department or patrol unit as in the other departments interviewed.
The Two Requirements – Validity and Reliability (Essential)

Every department interviewed has this dimension which is having an accredited training model for their field training program with the exception of the Small Police Department – 3. This is despite the fact their FTO is sent to be trained on how to use the Ohio Model.

Biweekly or Periodic Evaluation Sessions (Important)

Only the Large Department has this dimension. This dimension is found when a new officer is not being evaluated on every training shift and is present in the Large Department’s program. This allows for two dimensions for this agency, the other being the “Limbo” Period explained earlier.

Functional Termination Authority (Essential)

Every department, except the County Agency, has this dimension in their field training program by having procedures in place for a new officer to be terminated if not performing as the department desires. The County Agency does not terminate a new patrol deputy as they are reassigned back to the Jail Unit.

Monitoring FTO Performance/Trainee Progress: Supervisory and Management Review (Essential)

Every department interviewed, with the exception of the Small Police Department – 3, has this dimension in their field training program by having formal communication to their supervisors on the new officer’s performance. The design of the field training program of the Small Police Department – 3 has nothing in the design of their field training program for the Chief to hear from the FTO about the new officer’s performance.

Evaluating the FTO and the FTO Program (Important)

This dimension is found in two departments, Large Police Department and Medium Police Department. Only these two departments have this dimension in their field training program because as discovered in the interviews, formal feedback is given to an FTO from their immediate supervisor on their training performance of new officer.
OVERALL ANALYSIS OF TRENDS DISCOVERED

Responses from six different agencies to the 23 dimensions from Kaminski (2002) are visualized in Figure 1. The left column denotes, Kaminski (2002) rating of these dimensions helpful, important or essential. The remaining columns, to the right, indicate if each agency had or did not have (X) each specific dimension. The second and third rows from the bottom illustrate the ratios of how many of the 23 dimensions were in each agency’s training program. The bottom row is the percentage of all the dimensions each agency had in their training program.

Only the Large Police Department sampled in this study had the dimensions of Other Program Participants (Important); “Limbo” Periods (Essential); Post-Academy Classroom Training (Important);
and Biweekly or Periodic Evaluation Sessions (Important). The Large and Medium Departments were the only agencies that had the dimension in their field training program of Evaluating the FTO and FTO Program.

The two small police departments had fewer dimensions, compared to the other four participating agencies, especially the agency labeled Small-3 Full Time. The Small-3 Full Time was the only participant that did not have the dimensions of Rating Frequency (Essential), Rotation Between FTOs (Essential), Rotation of Assignments/Geographic and Hourly (Important), Evaluation Only Phase (Essential), Selecting the Field Training Officer (Essential), The Trainee Task/Weekly Training Guide/The “Rookie Book” (Essential), The Two Requirements – Validity and Reliability (Essential), and Monitoring FTO Performance/Trainee Progress: Supervisory and Management Review (Essential).

There were some unique responses. The County Agency was the only department that did not have Functional Termination Authority. The Small-4 Full Time Department was also unique in that it lacked Training Program Personnel. Finally, no agency utilized Periodic Objective Tests.

Improvements are always being sought in the transition between the end of an officer’s academy training and working solo on patrol (White, 2008; Caro, 2011). It is during this transition period a new officer receives field training, typically from his or her home agency. From the field training perspective, the better the field training program the more likely a new officer will perform successfully. Although the historical progression through each training model has attempted to improve this transition, upgrades to a training program are always needed. The most recent model, the Reno Model, is the most comprehensive (Pitts et al., 2007). However, the San Jose Model for field training, not the Reno Model, is the most common method used nationally (Conser et al., 2005; McCampbell, 1987; Rojekm et al., 2007; Warner, 2010). This research, although not a large sample size, mirrors that national trend as the San Jose Model is the predominant model used to train new officers in the Ohio Valley Region.
None of the six agencies used the Reno Model, which meant that there was no basis for applying the Kaminsky template to it. Accordingly, an analysis and conclusion regarding the Reno Model is not present in this study.

Most agencies already are using the San Jose Model, it is easier to modify that model than to switch to the more extensive, less flexible, Reno model. Each state has its own POST board or equivalent; that/or the state legislature, or Attorney General’s Office may choose to tweak an existing, flexible model, like the San Jose Model, into specific expectations for officer training in their respective state.

The Ohio Model was a natural progression from the San Jose Model. In that regard, five of the six agencies surveyed in this study used the Ohio Model. Only the Small Police Department –3 used a pre-San Jose field training approach, almost certainly as a consequence of extremely limited resources. Within the Ohio Valley Region, this study suggests that the use of the Reno Model remains unnecessary, as a new model, with the desired flexibility already existed by converting the San Jose to the Ohio Model.

Just as the San Jose Model, with its emphasis on officer safety, was incorporated into the Ohio Model (The Trainee Tasks, Weekly Training Guide or The “Rookie Book”) some desired aspects of the Reno Model have been captured by it. Although this study found several variations of the Ohio Model among agencies, only two aspects of the Reno Model have been incorporated into these field training programs. First, the major one, community policing, is part of the Ohio Model in one of the six field training programs of FTOs interviewed. One department, the large police department, used a second adaptation from the Reno Model; classroom training.
CHAPTER V.

DISCUSSION

There will be three main points of discussion within this chapter with the first being how this research relates to the literature. The following section, Trends Discovered in This Study, will discuss how six different results of this study can be considered in the future to improve field training programs. Continuing to look forward, the third point will suggest potential areas of research that law enforcement scholars might consider and how such resulting information could be helpful to field training. Finally, the end of this chapter will attempt to summarize the discoveries made from this research.

TRENDS DISCOVERED IN THIS STUDY

Several results from this study could be considered by various agencies in reviewing their field training program. First, only the large department was able to shorten the transition gap during field training. This shortened period was discovered from the result of having classroom training (the dimension of Post-Academy Classroom Training). Perhaps smaller (small and medium) departments can find ways to incorporate this effective and time-saving aspect of a field training program and not allow the budget constraints to be a barrier to this advancement. Options like having an academy liaison or a state agency that oversees academy training might provide some materials or technologies for classroom training.

Another finding of this research is that only two of the six departments gave their FTO feedback during, or following, training of new officers. Feedback and guidance of expectations for an officer’s performance are crucial to optimal development of field training personnel (McC Campbell, 1987). The best way to offer feedback to an FTO from the superiors of a field training program is to have a system formalized into the design of the field training program. Alternatively, written feedback can still be offered to the FTO, even if not programmatic, but both the supervisor and FTO should seek out this feedback on their direct performance as a trainer.
A third finding of this research is illustrated in the flow charts in Appendix F with the Medium and Small Police Department –3 not having a defined amount of attempts a new officer is allotted before being terminated or repeating a training phase they have failed. In the Large Police Department, for example, after a new officer has completed remedial training at the academy he or she is allowed to attempt to pass that phase of training one more time and if they fail that same phase of training a second time the new officer is then terminated. The potential issue of a new officer failing to pass a phase of training multiple times at the Medium Police Department should be addressed in the design of their field training program by having a finite limit on the attempts a new officer can have in attempting to pass a phase of training.

Fourth, special consideration should be given to interpreting the County Agency’s dimension, Functional Termination Authority. Of the six agencies interviewed, the County Agency was the only agency that did not have that dimension (Figure 1). The interview of the County Agency revealed that a new patrol deputy was laterally transferred into that assignment after completing his or her 12 month probationary period associated at the Jail. The County does not evaluate new hires. They evaluate ten year personal who have completed recruit academy training earlier in their career. Those personnel are moving from one job classification with the agency to another. Failure to make the grade in the current classification leads to moving back to their previous classification. Therefore, if the deputy failed their field training program, then he or she would be reassigned back to work at the Jail and not terminated from the agency.

Fifth, some small agencies have common or similar problems. Both small agencies (Small Police Department-4 and Small Police Department-3) lacked seven dimensions (adjacent red Xs for both small agencies, Figure 1). Although the Small Police Department-3 lacked ten additional dimensions that the Small Police Department-4 had (Figure 1). These seven absent dimensions can be subdivided into two categories; One, those based on budgetary shortcomings, dimensions a small agency simply cannot
afford. Two, those that do not require additional funds. The two dimensions small departments cannot afford are Compensation and Recognition, and Post-Academy Classroom Training, relative to larger departments.

Five dimensions that both the smaller agencies could incorporate will be discussed as they should not require additional funding to implement. The first dimension that could be added is Other Program Participants. New officers could be trained inexpensively, for example, by additional participants such as the Dispatcher, or officers that are designated investigation officer, or any part of the department’s community affairs personnel such as the School Resource Officer or the D.A.R.E. Officer. Second, “Limbo” Period could be incorporated at no cost. The design of this dimension was to allow new officers to have specific days during the field training program to be able to relax and ‘grow into the uniform,’ rather than feel the stress of being constantly evaluated. The tendency found in this study was for small departments to evaluate new officers every day.

No department interviewed had the third dimension, Periodic Objective Tests, which is an aspect that can be easily implemented into a field training program by a written or verbal exam that entails knowledge that should be known by a new officer. The substantive information of what the knowledge to be covered in the exam can be determined by the police chief or sheriff of that department. The fourth dimension, Biweekly or Periodic Evaluation Sessions, was lacking in small agencies and can be implemented easily. These are progressive and documented evaluations that summarize a new officer’s performance. Scheduled biweekly, or periodic, evaluations are also important in monitoring, in a broad sense, the whole field training program. Finally, the fifth dimension small agencies both lacked was Evaluating the FTO and FTO Programs. Small departments may have informal feedback to the FTO and evaluating the FTO program but a more structured and formal process would be advisable. Again, none of the five dimensions discussed in this paragraph (Figure 1) are costly as they could simply be designed into field training programs at the administrative level, by the police chief, or sheriff, of a department.
A sixth finding of this study can be stated briefly and succinctly. Annotation and validation of all aspects of law enforcement, including training new officers, is requisite to the public trust and professionalism of the agency.

FUTURE RESEARCH

Future research on field training programs analyzing and showing the effectiveness of different training models over the long term would benefit the field of law enforcement. For example, comparing the Reno and Ohio Models would allow analysis of the objectives in each model to determine if they were being achieved. This would require longitudinal studies of agencies and new officers entering their field training program, or going back further to include their academic performances and evaluations. In a long-term study, research could explore the effectiveness of new officer training programs to the subsequent success of that officer’s career. Studies of this manner should be done across not just in one region of the nation but also include different sized agencies and across multiple cultures of law enforcement.

Three questions should be looked into for future research with the first considering the unpopularity of the Reno Model. Is the Reno Model going to evolve and change to a more usable training model? One of the reasons behind the creation of the Reno Model was to incorporate COPPS which can be covered in the San Jose Model due to that model’s flexibility. This leaves some of the only benefits left to the Reno Model being the incorporated teaching concepts. Or will law enforcement out of convenience, continue to customize and use the San Jose Model to fit their specific agency’s needs? And will a third model be created that can be desirable in allowing for effective training and is not requiring a budgetary commitment that small departments in particular can not provide? A consideration for a third model may incorporate Technology-Based Learning, which has proven to be cost effective.

Future research might study how to make smaller agency’s field training programs as effective as those of larger agencies. Could small departments cooperate, within a geographic region of the state, and
produce technological, classroom aids unique to their size and situation(s)? This might be cost-effective in comparison to the larger departments. There might be so many models and variations that it would be possible to customize a training program by size of an agency within a state or region, research would then be needed to categorize cost-benefits, or even effectiveness of each dimension within a fixed budget. Alternatively, perhaps future research could aid law enforcement officials by developing a rubric or hierarchical summation of different training models for individual departments to consider. Ultimately, such a summary chart would provide an agency with much needed information to customize a training program more than what it is today.

CONCLUSION

My first experience from the academy of hearing how FTOs play a critical role in training a new officer and being a key to their success in law enforcement initially drew me to want to study FTOs. Discovered in this research is that each department has its own specific steps in training a new officer. These unique approaches are shown in the different flow charts for each department based on the information collected in the interviews. Apparently each department, regardless of size, wants to have a sense of their own uniqueness and ownership of how they train new officers. Fewer of the dimensions in a field training program were incorporated than were expected. There were many common dimensions, like Rotation Between FTOs and Commitment of the Chief Executive. Perhaps the commonality of these dimensions shows that some actual topics and components in a field training program have a common-sense origin rather than a published program that came out of a committee.

Although FTOs expressed a desire for having a central field training information center, none exists. A website, for example, with a compilation of related information or a single text, to be used as a reference by program designers or administrators would be helpful. Without effective communication among agencies and FTOs, the question as to how law enforcement administrators effectively develop or select a field training program becomes a bit problematic. This may be answered in the future. For
example, an important point brought up by an FTO before an interview is that senior officers, training new officers, may not be aware of current advancements and as a result, they may not provide the most current training. An information center could be a resource for such a senior officer.

Law enforcement programs have guidance from CALEA. However, the only specification is the length of a field training program for an agency to become CALEA Certified. This lack of having a direct source of information at the disposal of law enforcement administrators is inadequate. Agencies have to use their own personal knowledge or go by what they hear from neighboring agencies. Unfortunately, nothing was found in this research to suggest a way of addressing the issue of aiding administration of law enforcement was forthcoming. Such information could be incorporated directly into any type of field training model. Law enforcement administrators would benefit from having this information readily available to them when they are creating and updating their field training program.

This thesis analyzed field training programs and did not look into the effectiveness of the field training experience. The field training experience is what a new officer takes from the field training program to be effective in the long term for their career in law enforcement. To be able to measure field training experience, researchers must look just into not only the field training program but also the participants, in particular the abilities and influence of the FTO. What is needed is the ability to determine the quality of an FTO in their ability to train a new officer. Determining the quality of a FTO will require means to assess their influence to communicate effectively as an instructor, instill a positive work ethic as a mentor to the new officer, and to stress the importance of working with the members of the community they serve. In this study four of the departments were found to have feedback given to the FTO but more knowledge is required.

As mentioned earlier, the concerns accidently discovered from FTOs in this research was their desire for more assistance in bridging the gap between the police academy training for a recruit and the field training for a new officer. The expressions of the FTOs amounted to a request for additional
resources and support, from either the police academy or their specific department. The feedback for supportive assistance to FTOs is a matter that should be addressed in future research, investigating where additional support can assist an FTO in guiding a new officer’s transition from the police academy to a fully-fledged police officer ready for independent duty.

The conclusion of this thesis is that there needs to be a push by an official governing body to ensure that a set of standards for field training is met. Voluntary accreditation has limitations. A set of standards is needed and a process developed to periodically review a department’s field training program. This would ensure they are meeting at least the minimum expectations of what field training programs need to have in order to avoid problems. Smaller agencies that cannot afford these minimums would need assistance. Although oversight could meet resistance to the “ownership” of field training, a supervised program would advance the overall creditability of the public’s perception of a department. Others might say, “So here’s another university study that concludes with big government needs to get bigger, so that it can watch over us more.” A question arises from that concern of cost versus value. The goal of a high-quality field training program benefits the new officer, the department and the community. This study examined how FTOs in the Ohio Valley Region train new officers in an attempt to improve field training programs.
REFERENCES


APPENDIX A

LEARNING MATRIX

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<td>A13</td>
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<td>Ethics</td>
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<td>Lifestyle Streses &amp; Self-Awareness/Self-Regulation</td>
<td>A15</td>
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Learning Activities
- Introduction of Neighborhood Portfolio Exercise
- Problem-Based Learning Exercise
- Weekly Coaching and Training Reports
- Continuation of Neighborhood Portfolio Exercise
- Problem-Based Learning Exercise
- Weekly Coaching and Training Reports
- Continuation of Neighborhood Portfolio Exercise
- Problem-Based Learning Exercise
- Weekly Coaching and Training Reports
- Final Neighborhood Portfolio Presentation
- Problem-Based Learning Exercise
- Weekly Coaching and Training Reports

Pitts et al. (2007)
APPENDIX B

OHIO MODEL

I. LEARNING NEED

To proactively participate in and successfully complete the POST-certified Field Training Officer (FTO) Course, the student must be aware of the POST FTO Course goals, expectations, and training requirements as well as key components of field training program development and operations.

Learning Objectives:

A. Recognize POST FTO Course goals and objectives, including the development of a new FTO's ability to:
   1. Provide training and coaching while integrating trainees into the mission, goals, and operation of the agency
   2. Provide trainees with a means of applying their knowledge and skills in the work environment
   3. Provide ongoing, constructive feedback and timely written evaluations, based on agency performance standards
   4. Recognize different learning styles and respond appropriately to the needs of the trainee
   5. Apply communication and counseling skills to assist trainees in resolving conflicts relating to, and arising from, their assignments

B. Meet presenter-specific attendance/behavior requirements

C. Successfully complete all POST and presenter-specific activities and testing requirements, including:
   1. Teaching/Training Demonstration
   2. Case Study Analysis
   3. Presenter developed activities and/or tests

D. Identify and discuss key components of a successful field training program, which may include:
   1. Commitment of department head and administrative staff
   2. Clearly articulated organizational structure/chain of command
   3. Well-organized and effective field training program guide
   4. Regular field training staff meetings
   5. FTO and program critique by trainees
   6. Clearly defined roles/expectations for trainees, Field Training Officers (FTOs), and Supervisors/Administrators/Coordinators (SACs)
HMI'

E. Identify and discuss the impact of field training, including:
   1. As the 'introduction' to the agency's law enforcement patrol duties, the field training program exposes trainees to the agency's culture, values, and ethics
   2. Uses only approved methods, procedures, and techniques to present training
   3. The future of the agency is significantly impacted by values established in field training

II. REQUIRED TESTS/EXERCISES

   None

III. REQUIRED INSTRUCTIONAL ACTIVITIES- (3)

   A. The student will participate in an introductory activity that provides the opportunity to meet the other class participants and establishes a creative learning environment that already has many relevant resources (the students themselves).
   B. The student will participate in a small group activity or facilitated discussion addressing the impact of field training.
   C. The student will participate in an instructor led introduction to the case study biographies that will be utilized throughout the FTO Course.

IV. ADDITIONAL SUGGESTED INSTRUCTIONAL ACTIVITIES

   A. The student may view the POST FTO Course Introductory Video or be otherwise informed of the FTO Course content.
   B. The student may participate in a small group activity or facilitated discussion of the key components of successful field training programs.

V. HOURLY REQUIREMENTS

   Students shall be provided with a minimum of 2 instructional hours for Introduction and Orientation.

VI. ORIGINATION DATE

   July 1, 2004

VII. REVISION DATE

   None
Field Training Program Goals and Objectives

I. LEARNING NEED

Field Training Officers are expected to engage the trainee in the integration and application of classroom knowledge to actual field performance, therefore, they must have a working knowledge of POST-approved academy training and field training programs as well as the evaluation and training processes of both.

Learning Objectives:

A. Identify the four goals of POST-approved field training programs, including:
   1. To produce a competent peace officer capable of working a uniformed, solo patrol assignment in a safe, skillful, productive, and professional manner
   2. To provide standardized training to newly assigned patrol officers in the practical evaluation, which gives all trainees the opportunity to succeed
   3. To provide consistency with academy I.T. Performance objectives, which may minimally include:
      1. To provide consistency with academy I.T. objectives
      2. To provide consistent and standardized training plan for FTOs to follow while delivering training in each phase of the program
   4. To recognize terminology, resources, testing methods, and other activities used in the Regular Basic Course, including:
      1. Training and Testing Specifications
      2. Workbooks
      3. POST Basic Academy Testing
      4. Scenarios

B. Explain how the field training program is an extension of the Regular Basic Course

C. Contrast the difference between the training and evaluation, and recognize how both components complement each other in a successful field training program

II. REQUIRED TESTS/EXERCISES

None
III. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

A. The student will view the POST “Basic Academy” Discussion Scenario Video.

B. The student will participate in a facilitated discussion regarding the POST Regular Basic Course or Academy used by his/her agency and the preparation provided for the trainee’s entrance into a field training program (FTP). At a minimum, the discussion must address:
   1. The Regular Basic Course as preparation for entry into a field training program
   2. The field training program as a training environment for applying knowledge learned in the academy to the duties of a solo patrol officer
   3. FTOs must make themselves aware of the training provided at the academy(ies) used by their agency so that they can hold trainees accountable for that training
   4. FTOs must become familiar with potential resources available from their local academy(ies)
   5. FTOs must support and reinforce material and methods taught in the academy(ies)

C. Using Learning Domain #3, Policing in the Community, the student will participate in an activity that familiarizes him/her with the format(s) and layout(s) of the Training and Testing Specifications of the Regular Basic Course and the Learning Domain Workbooks.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

A. The student may participate in a small group activity or facilitated discussion contrasting the FTP and academy training and evaluation processes.

B. The student may participate in an activity and/or guided discussion wherein they explore their own academy experiences, make observations about trainee readiness for field training, and evaluate what they are hearing about current academy training.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 instructional hours for Field Training Program Goals and Objectives.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
40-Hour Course
Expectations, Functions, and Roles of the Field Training Officer

I. LEARNING NEED

FTOs must develop an understanding and appreciation of the multiple functions, roles, and relationships they will have as field training officers and how those differ from their functions, roles, and responsibilities in their jobs as regular officers.

Learning Objectives:

A. Explain the attributes of a successful FTO, which may include:
   1. Effective communicator
   2. Ethical
   3. Professional
   4. Knowledgeable
   5. Experienced
   6. Committed

B. Identify the plati th ftQlieng:
   1. Trainer/Teacher
   2. Evaluator
   3. Supervisor
   4. Coach/Mentor/Counselor
   5. Leader

C. Discuss the key elements for establishing trust between the FTO and the trainee, including:
   1. Truth
   2. Respect
   3. Understanding
   4. Support
   5. Teamwork

D. Demonstrate the ability to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee’s education, background, cultural perceptions, work history, etc.
II. LEARNING NEED

There will be stresses involved in the field training environment. It is important for FTOs to recognize stress in their trainees that may adversely affect trainee performance.

Learning Objectives:

A. Discuss sources of stress that may affect trainee performance, including:
   1. Personal sources
   2. Professional sources

B. Recognize symptoms of trainee psychological, physical, and emotional stress.

C. Identify available methods and resources to minimize trainee psychological, physical, and emotional stress.

III. REQUIRED TESTS/EXERCISES

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES- (3)

A. The student will view the POST "FTO Responses" Discussion Scenario Video and participate in a facilitated discussion that will reinforce the following:
   1. The need to demonstrate the positive attributes of successful FTOs
   2. The need to establish a mutually positive working relationship between the trainee and FTO using knowledge of the trainee’s education, background, cultural perceptions, work history, etc.
   3. The need to actively demonstrate the leadership role of the FTO

B. The student will view the POST "Trainee Stress" Discussion Scenario Video and participate in a facilitated discussion that will reinforce the FTOs knowledge of possible sources of trainee stress and available methods and resources to minimize trainee psychological, physical, and emotional stress.

C. CaseStudyExercise--ThestudentgroupsdeterminedonDayOnewill discuss and address their trainee’s written case study provided for this block of instruction.
V. ADDITIONAL SUGGESTED INSTRUCTIONAL ACTIVITIES

A. The student may view the last segment of POST’s “Qualities of a Good FTO” Telecourse and participate in a facilitated discussion that reviews and reinforces those qualities.

B. In pairs, the students will be given the opportunity to practice an Introductory session as if they were meeting their trainee for the first time. This activity will reinforce the importance of developing a strong working relationship between the FTO and trainee.

VI. HOURLY REQUIREMENTS.

Students shall be provided with a minimum of 4 instructional hours for Expectations, Functions, and Roles of the Field Training Officer.

VII. ORIGINATION DATE

July 1, 2004

VIII. REVISION DATE

None
I. LEARNING NEED

FTOs must be fully aware of ethical standards and how they relate and guide them in terms of conduct and decision-making. FTOs must recognize and be prepared for ethical and other issues, unique to the FTC/trainee relationship, that will emerge during the field training program.

Learning Objectives:

A. Define ethics, including:
   1. The POST definition:
      • The accepted principles of conduct,
      • governing decisions and actions,
      • based on professional values and expectations.
   2. The Law Enforcement Code of Ethics.

B. Identify ethical situations in the training environment, including but not limited to:
   1. Comments of a threatening, intimidating, or offensive nature.
   2. Partisanship in information dissemination.
   3. Entitlement.
   5. Display of negative behavior towards the community.
   6. Intervention in unethical conduct of trainee, their FTO, or peer.

C. Evaluate the effects of identified ethical issues on the FTO/trainee relationship.

D. Analyze ethical dilemmas utilizing POST's "Ethical Decision-Making Tools for California Law Enforcement".

II. REQUIRED TESTS/EXERCISES

None
III. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

A. The student will view the POST "Ethics" Discussion Scenario Video and participate in a facilitated discussion of how he/she would handle this incident with the trainee and the FTP SAC. The student should further explore how he/she would handle the situation if it were another FTO who filed the report.

B. The student will participate in small group activities and/or a facilitated discussion where he/she will analyze ethical dilemmas using POST's "Ethical Decision-Making Tools for California Law Enforcement" as a resource.

C. Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

TBD by Presenter

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 instructional hours for Ethics.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
I. LEARNING NEED

Field Training Officers are expected to be leaders and to demonstrate leadership skills. FTOs must recognize and apply basic principles and theories of leadership within their organizations.

Learning Objectives:

A. Define leadership, including:
   1. The POST definition:
      - The practice of influencing people,
      - while using ethical values and goals,
      - to produce an intended change.

B. Identify and explain characteristics demonstrated by various recognized leaders.

C. Analyze one's own strengths and weaknesses as a leader.

D. Discuss principles and theories in leadership and how they may apply to TO (e.g. situational leadership)....

E. Apply leadership principles and their applications impact situations.

F. Assess the positive aspects of the leadership role of FTOs.

II. REQUIRED TESTS/EXERCISES

None.

III. REQUIRED INSTRUCTIONAL ACTIVITIES (3)

A. Using a leadership survey or other assessment tool, the student will participate in an exercise wherein they will analyze their own strengths and weaknesses as a leader.

B. The student will participate in a group exercise and/or facilitated discussion that reinforces their ability to analyze and apply leadership principles and theories.

C. Case Study Exercise- The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

IV. ADDITIONAL SUGGESTED INSTRUCTIONAL ACTIVITIES

TBD by Presenter.
V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 instructional hours for Leadership.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
I. LEARNING NEED

To effectively carry out their training and teaching, FTOs must develop and maintain positive interpersonal communication skills with their trainees, peers, and the community they serve.

Learning Objectives:

A. Define communication as it relates to the FTO position

B. Discuss reasons for developing positive communication skills, to include:
   1. Better interpersonal and professional relationships
   2. Job satisfaction/success and reputation
   3. Professional and personal safety/liability

C. Identify basic components of communication process, including:
   1. Selection of medium
   2. Encoding the message
   3. Th e message itself
   4. Receiving of the message
   5. Feedback on the message
   6. Noise and filters (both the sender’s and receiver’s)

D. Recognize the communication skills needed to deliver effective training, including:
   1. Verbal and non-verbal
   2. Effective active listening
   3. Recognizing and overcoming barriers to communication

II. LEARNING NEED

To be effective trainers, FTOs are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating to increase the trainee’s retention, awareness, and effectiveness as a solo patrol officer.

Learning Objectives:

A. Identify and explain components of effective training, including:
   1. Instructor qualities
   2. Presentation skills
3. Teaching/Training styles
4. Teaching/Training aids
5. Training plans

B. Compare and contrast the elements of student-centered vs. teacher-centered learning, using the RIDEM acronym

C. Analyze adult learning styles (e.g., visual, auditory, and kinesthetic) and learning domains (e.g., affective, cognitive, and psychomotor) and how they impact the learning process

D. Discuss other factors or issues that may impact the learning process, including:
   1. The learning environment
   2. Student/trainee factors
   3. Teacher/trainer factors
   4. Other outside factors

E. Identify and explain qualities of successful teachers, which may include:
   1. Caring/Passion
   2. Knowledgeable (Subject Matter Expert/Subject Matter Resource)
   3. Skill
   4. Motivation
   5. Focused on values

F. Analyze personal strengths and weaknesses as a trainer

G. Develop a training plan using a common instructional design method, which may include:
   1. Introduction (explain performance objectives)
   2. Presentation (impart the new knowledge or skill)
   3. Application (opportunity to put new knowledge or skill to use)
   4. Test (evaluate progress - holds the learner accountable)

H. Develop learning activities

I. Create useful field training instructional aids

III. REQUIRED TESTS/EXERCISES

None
IV. REQUIRED INSTRUCTIONAL ACTIVITIES-(3)

A. At the start of this instructional block, the student will participate in the Instruction Game (Skill Builder) Exercise- See Facilitator's Guide. This activity allows the student to analyze their personal strengths and weaknesses as a trainer. The facilitated discussion during and after the activity will be the basis for further learning and allow the students to have a common training experience to draw from throughout the rest of the activities in this block and the remainder of the course.

B. The student will view the POST "Trainee Learning Styles" Discussion Scenario Video and analyze adult learning styles (eg. visual, auditory, and kinesthetic) and learning domains (eg. affective, cognitive, and psychomotor) and how they relate to the field training environment.

C. Case Study Exercise - Case studies determined on Day One will discuss and address the trainee's case study provided for this block of instruction.

V. ADDITIONAL SUGGESTED INSTRUCTIONAL ACTIVITIES

VI. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 instructional hours for Teaching and Training Skills Development.

VII. ORIGINATION DATE

July 1, 2004

VIII. REVISION DATE

None
FTO COURSE: TRAINING SPECIFICATIONS
I. LEARNING NEED

FTOs must provide each trainee with fair expectations and evaluations. They must be familiar with agency standards and be able to properly evaluate and document trainee performance in relation to those agency standards using Standardized Evaluation Guidelines (SEGs).

Learning Objectives:

A. Define competency, as it relates to field training, to include:
   1. The demonstration of the skills, knowledge, abilities, and attitude to satisfactorily perform the duties of a solo patrol officer within an agency.
   2. Trainees are required to demonstrate competency in all performance areas evaluated prior to completion of the field training program.
   3. Competency implies exact knowledge of a specific skill but rather produces a successful result.

B. Identify the purpose and components of the Daily Observation Report (DOR), which may include:
   1. To provide a record of a trainee’s progress in some or all of the following areas:
      - Attitude
      - Performance
      - Knowledge

C. Identify the purpose and components of the Standardized Evaluation Guidelines (SEGs), which may include:
   1. To provide a definition in behavioral terms, of various levels of performance, using:
      - A behavioral description for every category listed on the DOR
      - Articulated reference points within each category description (i.e., 1, 4, and 7 or ‘N1’, ‘C’, etc.)
      - Terminology and rationale supporting each reference point

D. Assess various levels of performance and assign a numeric or alphabetic value for trainee behavior based upon SEGs

E. Explain common performance appraisal errors, which may include:
   1. Error of leniency
   2. Error of personal bias
   3. Error of correlation
   4. Error of related traits
5. Error of event bias
6. Error of motivational grading ("Room to grow")
7. Error of averaging scores

F. Distinguish between performance deficiencies and training deficiencies, to include:
1. Performance deficiencies are related to the trainee's ability (or lack of) and his/her issues
2. Training deficiencies are related to the FTO and/or field training program issues

G. Explain why evaluation documentation must support each rating of the trainee's performance, which may include:
1. Gives the trainee recognition for good/strong performance(s) and calls attention to any weaknesses
2. Provides the basis for any plans to help the trainee improve performance as needed

H. Discuss "Aids for Writing Narratives" and how they apply to the evaluation and documentation of trainee progress

I. Produce an accurate written record/narrative based on observed performance, using SEGs

J. Discuss the importance of, and considerations for, the delivery of trainee evaluations, to include:
1. Mere completion and signatures do not achieve the purpose of proper evaluations
2. Ample time should be allowed for open discussion of evaluations prior to signing
3. Discussions should be held where privacy can be maintained with little or no interruptions
4. Discussions should be a two-way conversation
5. FTOs should emphasize that evaluations address performance, not personality

K. Discuss alternative evaluation and documentation methods approved by POST, which may include:
1. Daily Training Notes with Weekly Progress Reports
2. Phase Evaluation Reports
3. PTO Program Journaling, Coaching and Training Reports (CTRs), Problem Based Learning Exercises (PaLEs), and Neighborhood Portfolio Exercises (NPEs)
II. REQUIRED TESTS/EXERCISES

None

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (4)

A. Using POST-produced or approved video scenarios or live classroom or academy scenarios, the student will accurately assess various levels of performance and assign a numeric or alphabetic DOR value for trainee behavior based upon SEGs. Facilitated group discussion will allow the process of standardization of ratings to develop. Using the competent solo patrol officer standard as acceptable behavior, the activity should be repeated until standardization or consistent group consensus is developed.

B. The student will view the POST "Trainee Attitude" Discussion Scenario Video and discuss the importance of, and considerations for, the delivery of trainee performance evaluations.

C. The student will view the POST Documentation Scenarios Video and produce an accurate record/narrative based on the observed performance from at least two of these three video scenarios:
   1. Use of Force
   2. Officer Safety
   3. Not Responding to Training

D. Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

A. The students may participate in a small group activity to practice how they would deliver their written evaluations from the documentation scenario exercise to reinforce the importance of performance evaluations that may include:
   1. The trainee must understand the evaluation. This does not mean that the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
   2. The performance evaluation must be the basis for plans to help the trainee improve performance as needed.
   3. The performance evaluation must give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.
V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 7 instructional hours for Competency, Evaluation, and Documentation.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
I. LEARNING NEED

Trainees will make and must be allowed to make mistakes while learning. These mistakes provide critical learning points for the trainee; however, the situation cannot be allowed to deteriorate to the point where officer and public safety and/or agency liability become an issue. FTOs must know when and how to intervene in trainee responses to calls for service or scenarios in order to maintain safety and prevent liability.

Learning Objectives:

A. Discuss the concept of ‘failing forward’, including:
   1. Some of the most profound-learning occurs when mistakes are made
   2. Allow trainee(s) to make mistakes fosters an environment of growth
   3. Intervening after trainees discover not only positive solutions but also the problems
   4. FTOS intervene to foster the learning process

B. Identify situations where intervention by the FTO would be appropriate and explain applicable intervention techniques for each situation, to include:
   1. Officer safety
   2. Public safety
   3. Misapplication or violation of law
   4. Violation of department rules, regulations, or procedures
   5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.)

C. Evaluate the appropriate use of intervention techniques, including:
   1. Subtle
   2. Overt

D. Assess the potential positive and negative effects of FTO intervention on the trainee and the working relationship with the FTO.
FTO COURSE: TRAINING SPECIFICATIONS

Block 8

II. REQUIRED TESTS/EXERCISES

None

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (2)

A. The student will participate in a facilitated discussion assessing the potential positive and negative effects of timely FTO intervention and the impact on the working relationship between the FTO and trainee. At a minimum the discussion must address:

   Potential negative effects, which may include:
   1. Inhibits or stops learning
   2. Compromises or erodes relationship between FTO and trainee
   3. May give citizen’s the impression of incompetence

   Potential positive effects, which may include:
   1. Gives trainee back his/her confidence and self-respect
   2. Does not relieve the trainee of responsibility, makes him/her solve the problem
   3. Maintains safety, reduces liability

B. Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

A. The student will participate in a role-playing exercise or video review that reinforces the appropriate use of intervention techniques.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 1 instructional hour for intervention Techniques.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
I. LEARNING NEED

FTOs are expected to recognize issues that might cause substandard performance in their trainees and to be able to effectively deal with those issues by developing remedial training plans and delivering the requisite remedial training.

Learning Objectives:

A. Identify principles of remedial training plans, to include:
   1. Specific
   2. Measurable
   3. Attainable
   4. Realistic
   5. Tradable

B. Describe the trainee, the FTO, and the FTP SAC in remedial training:

C. Stimulate components of structured remedial training plans:

D. Identify and apply a variety of remediation methods and resources, which may include:
   1. Role-plays or scenarios
   2. Volunteering for calls-for-service that provide additional training in deficient areas
   3. Reading, writing, and/or study assignments
   4. Videos and/or audiotapes
   5. Learning Activity Packages (LAPs)
   6. Other college or POST courses

F. Explain the need to evaluate and document remedial training, to include:
   1. Provides feedback on trainee progress (or lack of)
   2. May be supporting, critical factor in the event of a recommendation for termination
G. Recognize the need for proper evaluation and documentation to support trainee termination, to include:
   1. Identifies training that was provided
   2. Supports decisions to terminate
   3. Prevents/minimizes claims by trainee

II. REQUIRED TESTS/EXERCISES

   None

III. REQUIRED INSTRUCTIONAL ACTIVITIES- (2)

   A. The student, working in a small group and using a remedial training plan worksheet, will review a written or video scenario demonstrating deficient trainee performance. This activity must be designed to allow the student to:
      1. Identify the performance deficiencies
      2. List the methods and resources that best address these deficiencies
      3. Discuss a variety of teaching techniques based upon the needs of the trainee and how he/she learns best
      4. Develop a remedial training plan based upon the scenario

   B. Case Study Exercise - The student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.

IV. ADDITIONAL SUGGESTED INSTRUCTIONAL ACTIVITIES

   TBD by Presenter

V. HOURLY REQUIREMENTS

   Students shall be provided with a minimum of 2 instructional hours for Remediation.

VI. ORIGINATION DATE

   July 1, 2004

VII. REVISION DATE

   None
I. LEARNING NEED

Aside from calls for service, agencies may use other methods to evaluate their trainees in the field training program. FTOs should be familiar with other methods used to evaluate and improve trainee performance, including tests and scenarios, and be able to facilitate that training.

Learning Objectives:

A. Discuss the use of written and scenario tests within the field training program.

B. Discuss the positive and negative aspects of scenario training, including:
   1. Provides a safe learning environment
   2. Less liability than actual calls for service
   3. The events are repeatable
   4. The training can be halted at key points to reinforce learning
   5. Not as realistic as calls for service
   6. Can be predictable
   7. Must be maintained and updated
   8. Requires good role players and resources

C. Explain situations where written tests and/or scenarios are appropriate, including:
   1. Knowledge components, e.g., penal, vehicle, and other code sections for written tests
   2. Radio code tests
   3. To make up for low volume of calls for service

D. Recognize officer safety and liability issues involved in scenario training, to include:
   1. Recognize the FTO’s risk management responsibilities
   2. No agency policy, procedure, or safety standards can be compromised or violated for the sake of training
   3. Loaded weapons should NEVER be used
   4. Scenarios should not be dangerous, demeaning, harassing, or expose the agency to liability

E. Determine detailed logistics, timing, and location of scenarios, including:
   1. Clearly defined training goals or performance objectives should be developed for each scenario.
I. COURSE: TRAINING SPECIFICATIONS

2. Safety inspection of all vehicles, weapons, equipment, and locations to be used in each scenario
3. Establishment of an audible signal that any participant can use to halt the scenario at any time
4. Notification of appropriate entities (supervisor, dispatch, outside agencies, etc.)

F. Design, facilitate, and evaluate scenarios used for both remedial training and competency evaluation

II. REQUIRED TESTS/EXERCISES

None

III. REQUIRED INSTRUCTIONAL ACTIVITIES- (1)

A. The student will, working in a small group and using the scenario development worksheet, design, facilitate, and evaluate scenarios. This activity must be designed to allow the student to:
   1. Develop and plan their own scenarios for either competency evaluation or for remedial training
   2. Draw upon resources available to his/her group
   3. Articulate the steps/considerations necessary in developing a safe and meaningful scenario for a trainee

IV. ADDITIONAL SUGGESTED INSTRUCTIONAL ACTIVITIES

TBD by Presenter

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 instructional hours for Test and Scenario Development Strategies.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
LEARNING NEED

FTOs must recognize the various legal and liability issues involved in field training and become familiar with ways to best minimize individual and departmental exposure.

Learning Objectives:

A. Identify and explain various liability concepts related to field training, to include:
   1. Failure to train
   2. Failure to supervise
   3. Negligent training
   4. Negligent retention
   5. Negligent supervision
   6. N 1e 1 t. trustm ent
      1. D irti-wic tious liability

B. Identify concepts of risk management and methods for reducing civil liability, to include:
   1. Close supervision and expedite reporting
   2. Appropriate, timely intervention
   3. Recognizing the functions and roles of the FTO
   4. Knowledge of and adherence to agency policies and directives

C. Discuss current trends in personal and agency civil liability

D. Summarize various forms of harassment and discrimination in the workplace, including:
   1. Sexual harassment
   2. Hostile work environment
   3. "Quid Pro Quo"
   4. Verbal/Verbal/Physical harassment
   5. Discriminatory issues defined in the ADA
   6. Disparate treatment (protected classes)

E. Explain how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior
FTO COURSE: TRAINING SPECIFICATIONS

Block 11

F. Discuss methods/safeguards for keeping inappropriate conduct out of the field training program, including:
   1. Hazing
   2. Fraternization
   3. Favoritism
   4. Sexual harassment

G. Identify and explain labor issues related to field training, which may include:
   1. Peace Officer Bill of Rights (AB 301)
   2. Property interest (Skelly)
   3. Liberty interest (Lubey)
   4. EEOC (Equal Employment Opportunity Commission) - Federal
   5. DFEH (Department of Fair Employment and Housing) - State
   6. FLSA (Fair Labor Standards Act) - Federal
   7. MOU (Memorandum of Understanding) - Agency specific issues

II. REQUIRED TESTS/EXERCISES

   None

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (3)

   A. The student will view the POST "Legal Issues" Discussion Scenario Video and discuss the liability issues generated by the video.

   B. The student will participate in a group activity and/or facilitated discussion to determine how to minimize individual and departmental exposure to liability from trainee claims of harassment, discrimination, and/or unethical behavior to include:
      1. Inform the offending party of the possible consequences of his/her action(s)
      2. Report the behavior to a supervisor
      3. Do not become party to the behavior
      4. Maintain a professional relationship with all trainees and do not allow a trainee to be subjected to or become involved in questionable conduct/behavior

   C. Case Study Exercise – The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.
IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

A. After dividing the class into six small groups, the facilitator should provide research/reference materials related to the listed forms of harassment and discrimination. Each group discusses the material and its application to the field training environment. The groups will then present their findings to the rest of the class allowing for further discussion and facilitator reinforcement of correct interpretations.

B. The student may view the POST "FTO Responses Discussion Scenario Video again in this block of instruction looking at the responses from a legal/liability perspective.

V. HOURLY REQUIREMENTS

Students shall be provided a minimum of 4 instructional hours for Legal and Liability Issues for FTOs.

VI. ORIGINATION

July 1, 2004

VII. REVISION DATE

None
I. LEARNING NEED

To ensure that FTOs have acquired the skills necessary to deliver effective training, FTOs are expected to develop and deliver a training plan that uses varied adult learning styles and communication techniques.

Learning Objectives:

A. Apply acquired knowledge and techniques to develop a one-on-one training plan

B. Present one-on-one training, using varied adult learning styles and communication techniques

C. Evaluate the training delivered by other FTOs

II. REQUIRED TESTS/EXERCISES

Teaching/Training Demonstration — The student must successfully present a one-on-one training demonstration simulating an FTO-Trainee situation. The student will select from a list of law enforcement training topics and provide training in the selected topical area to a trainee or role player. The student is expected to develop a training plan that uses varied adult learning styles and communication techniques. Using the Standardized Evaluation Guidelines (SEGs) developed specifically for this exercise, the demonstration will be evaluated by another student.

III. REQUIRED INSTRUCTIONAL ACTIVITIES

None

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 instructional hours for the Teaching and Training Skills Demonstration.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
I. LEARNING NEED

FTOs must be able to analyze and apply the knowledge, skills, and abilities gathered during the FTO Course. The Case Study Presentation will allow FTOs an opportunity to observe how their fellow FTOs handled their case study issues and how best to prepare for their opportunity to serve as an FTO for their agency.

Learning Objectives:

A. Identify the nexus of the case study exercises to FTO activities
B. Demonstrate the application of acquired field training knowledge, skills, and abilities
C. Compare and contrast the outcomes of the case study process

II. REQUIRED TESTS/EXERCISES
None

III. REQUIRED INSTRUCTIONAL ACTIVITIES – (1)

A. Case Study Exercise – Each group will present their trainees to the rest of the class covering the following aspects of the trainee’s behavior and their final outcome:
   1. Did issues arise that no one in the group had previously dealt with/heard about?
   2. Were there findings during the discussions that clarified your role(s) as a FTO?
   3. Were you able to reach a consensus as to the success of this trainee in the program?

IV. ADDITIONAL/SUGGESTED INSTRUCTIONAL ACTIVITIES
None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 instructional hours for the Case Study Presentation.

VI. ORIGINATION DATE

July 1, 2004

VII. REVISION DATE

None
APPENDIX C

OHIO MODEL 30 DIMENSIONS AND VALUES

1) Driving Skill: Stress Conditions
   #1. Unacceptable: Involved in accident(s). Unnecessary Code-3. Overuses red lights and sirens. Excessive and unnecessary speed. Fails to slow for intersections and loses control on corners
   #4 Acceptable: Maintains control of vehicle. Evaluated driving situations and reacts properly. (i.e. proper speed for conditions)
   #7. Superior: High degree of reflex ability and competence in driving skills

2) Orientation Skill: Stress Conditions
   #1 Unacceptable: Becomes disorientated when responding to stressful situations. Is unable to relate his/her location to his/her destination. Is unable to use locate under stress. Is unable to determine directions of compass during stressful tactical situations.
   #4 Acceptable: Reasonably aware of his/her location. Is able to utilize locate effectively under stressful conditions. Demonstrates good sense of direction in tactical situations.
   #7 Superior: Always responds quickly to stressful calls by the most appropriate route. Does not have to refer to locate. Rarely disorientated during tactical situations.

3) Field Performance: Stress Conditions
   #1 Unacceptable: Becomes emotional and panic-stricken, unable to function, loses temper
   #4 Acceptable: Exhibits calm and controlled attitude, does not allow situation to further deteriorate
   #7 Superior: Maintains control and brings order under any circumstances without assistance

4) Officer Safety – General
   #1 Unacceptable: Frequently fails to exercise officer safety, i.e.,
      a. Exposes weapons to suspect (baton, mace, handgun, etc.)
b. Fails to keep gun hand free during enforcement situations.

c. Stands directly in front of violator’s car door

d. Fails to control suspect’s movements.

e. Does not maintain sight of violator while writing citation.

f. Failure to use illumination when necessary.

g. Fails to advice Communications when leaving a vehicle.

h. Fails to maintain good physical condition.

i. Fails to utilize or maintain personal safety equipment properly.

j. Does not foresee potentially dangerous situations.

k. Points gun at other officers.

l. Stands too close to vehicle traffic.

m. Stands in front of door when knocking.

n. Fails to have weapon ready when appropriate.

o. Fails to cover other officers.

p. Fails to search police vehicle prior to duty or after transporting. Fails to check equipment.

#4 Acceptable: Understands principles of officer safety and generally applies same.

#7 Superior: Always keeps in a safe position. Always watchful on approach to a call and able to do the same for his/her partner. Does not become paranoid or overconfident.

5) Officer Safety: With Suspicious Persons and Prisoners

#1 Unacceptable: Frequently violates officer’s safety standards as detailed in #4 on previous page, and in addition fails to “pat search” or confronts suspicious persons while seated in police vehicle; fails to handcuff potentially hazardous prisoners or felons; and fails to thoroughly search prisoners or their vehicles.
#4 Acceptable: Generally displays awareness of potential danger from suspicious persons and prisoners; maintains position of advantage

#7 Superior: Always maintains position of advantage and is alert to changing conditions.

6) Control of Conflict: Voice Command

#1 Unacceptable: Improper voice inflection, i.e., too soft, too loud, confused voice command or indecisive, poor officer bearing.

#4 Acceptable: Speaks with authority in calm, clear voice.

#7 Superior: Always gives appearance of complete command through voice tone and bearing

7) Control of Conflict: Physical Skill

#1 Unacceptable: Cowardly, physically weak, or uses too little or too much force for given situation. Unable to use proper restraints.

#4 Acceptable: Maintains control without excessive force, good physical condition.

#7 Superior: Excellent knowledge and ability to use restraining holds. Always prepared to use necessary force and above average physical conditioning.

8) Driving Skill: Non-Stress Conditions

#1 Unacceptable: Continually violates vehicle code (red light, stop signs) – involved in chargeable accidents, lacks dexterity and coordination during vehicle operation.

#4 Acceptable: Ability to maintain control of vehicle while being alert to activity outside of vehicle. Practices good defensive driving techniques.

#7 Superior: Sets good example of lawful, courteous driving while exhibiting good manipulative skill required of patrolmen, i.e., operate radio, utilize A.P.B.s.

9) Orientation skill: Non-Stress Conditions

#1 Unacceptable: Unaware of location while on patrol. Does not understand proper use of locate. Unable to relate location to destination. Not familiar with district and beat structure.
#4 Acceptable: Reasonable knowledge of location in most situations. Can quickly use locate to find streets and then apply locate map to get there.

#7 Superior: Retains prior locate information and is able to get to destination by shortest route.

10) Proper Form Selection: Accuracy/Completeness

#1 Unacceptable: Unable to determine proper form for given situations; forms incomplete.

#4 Acceptable: Knows most standard forms and understand format. Complete forms with reasonable accuracy.

#7 Superior: Consistently and rapidly completes detailed forms with no assistance. High degree of accuracy.

11) Report Writing: Organization/Details

#1 Unacceptable: Totally incapable of organizing events into written form.

#4 Acceptable: Converts field situations into a logical sequence of thought to include all elements of the situation.

#7 Superior: A complete and detailed account of what occurred from beginning to end; written and organized so as to assist any reader in comprehending the occurrence.

12) Report Writing: Grammar/Spelling/Neatness

#1 Unacceptable: Illegible, misspelled words, incomplete sentence structure.

#4 Acceptable: Grammar, spelling and neatness are satisfactory, in that errors in this area are rare and do not impair understanding.

#7 Superior: Very neat and legible; no spelling mistakes and excellent grammar.

13) Report Writing: Appropriate Time Used

#1 Unacceptable: Requires 2-3 hours to complete basic, simple reports.

#4 Acceptable: Complete simple, basic reports in 30 minutes.
#7 Superior: Completes simple, basic reports in no more time that of a skilled veteran officer.
(Articulate this dependent on the type of report: what you consider normal time to complete.)

14) Field Performance: Non-Stress Conditions

#1 Unacceptable: Seemingly confused and disorientated as to what action should be taken in a given situation

#4 Acceptable: Able to assess situations and take proper action.

#7 Superior: Requires no assistance and always takes proper course of action

15) Self-initiated Field Activity

#1 Unacceptable: Does not see, or avoids activity. Does not follow-up on situations; rationalizes suspicious circumstances

#4 Acceptable: Recognizes and identifies suspected criminal activity; makes cases from routine activity.

#7 Superior: Catalogs, maintains and uses information given at a briefings and from Watch Bulletins for reasonable cause to stop vehicles and persons, and makes subsequent good quality arrests.

16) Problem Solving/Decision Making Ability

#1 Unacceptable: Acts without thought, or is indecisive. Relies on others to make his/her decisions.

#4 Acceptable: Is able to reason out problems and relate it to what he/she was taught. Has good perception and ability to make his/her own decisions.

#7 Superior: Excellent perception in foreseeing problems and arriving at advanced decisions.

17) Radio: Appropriate Use of communication Codes

#1 Unacceptable: Misinterprets communication codes, definitions, or fails to use it accordance with set policy; fails or refuses to improve
#4 Acceptable: Has good working knowledge of majority of communication code definitions

#7 Superior: Uses communication codes with ease in all receiving and sending situations

18) Radio Listens and Comprehend Transmission

#1 Unacceptable: Repeatedly misses his/her call sign and is unaware of traffic on adjoining beats. Frequently has to ask Radio to repeat transmission or does not comprehend message.

#4 Acceptable: Copies most Radio transmissions directed to him/her and is generally aware of adjoining beat traffic.

#7 Superior: Always comprehends Radio transmissions and quickly makes a writing record; always aware of and quickly reacts to traffic on adjoining beats.

19) Radio: Articulation of Transmissions

#1 Unacceptable: Does not pre-plan before transmitting message. Under or over-modulation, resulting in operator consistently asking for repeat

#4 Acceptable: Uses proper procedures with short, concise transmissions.

#7 Superior: Always uses proper procedure with clear, calm voice, even under stress situations

20) Knowledge of Department Policies & Procedures Reflected in Verbal or Written Tests

#1 Unacceptable: Consistently scores below average (70%) on written test. Consistently unable to answer FTO’s questions.

#4 Acceptable: Scores 70-90% on tests. Answers most of FTO’s questions.

#7 Superior: Scores above 90% on all tests. Answers all of FTO’s questions.

21) Knowledge of Department Policies & Procedures Reflected in Field Performance

#1 Unacceptable: Has no knowledge of Department policies and procedures, makes no attempt to learn.

#4 Acceptable: Familiar with most commonly applied departmental policies and procedures.

#7 Superior: Exceptional working knowledge of departmental policies and procedures
22) Knowledge of the Penal Code Reflected in Verbal or Written Tests

#1 Unacceptable: Consistently scores below average (70%) on written test. Consistently unable to answer FTO’s questions.

#4 Acceptable: Scores 70-90% on tests. Answers most of FTO’s questions.

#7 Superior: Scores above 90% on all tests. Answers all of FTO’s questions.

23) Knowledge of Penal Code Reflected in Field Performance

#1 Unacceptable: Doesn’t know elements of basic sections. Not able to learn no attempt at improvement.

#4 Acceptable: Working knowledge of commonly used sections; relates elements to observed criminal activity.

#7 Superior: Outstanding knowledge of Penal Code, and ability to apply it to both normal and unusual criminal activity.

24) Knowledge of Vehicle Code Reflected in Verbal or Written Tests

#1 Unacceptable: Consistently scores below average (70%) on written test. Consistently unable to answer FTO’s questions.

#4 Acceptable: Scores 70-90% on tests. Answers most of FTO’s questions.

#7 Superior: Scores above 90% on all tests. Answers all of FTO’s questions.

25) Knowledge of Vehicle Code Reflected in Field Performance

#1 Unacceptable: Doesn’t know elements of sections; not able to learn; no attempt at improvement.

#4 Acceptable: Working knowledge of commonly used sections; relates elements to observed traffic-related activity.

#7 Superior: Outstanding knowledge of commonly used sections; relates and applies it to both normal and unusual traffic-related situations.
26) Acceptance of Feedback: Verbal/Behavior

#1 Unacceptable: Rationalizing – argumentative – refuse to make corrections – considers criticism as negative

#4 Acceptable: Accepts criticism in positive manner and applies it to further learning processes.

#7 Superior: Solicits criticism in order to improve performance; never argues or blames others.

27) Attitude Toward Police Work

#1 Unacceptable: Takes police works as only a job; uses job for ego trip uses authority (badge heavy); no dedication.

#4 Acceptable: Expresses active interest toward the job.

#7 Superior: Utilizes off-duty time to further professional knowledge; maintain high ideals toward professional responsibilities.

28) Relationships with Citizens: Specify

#1 Unacceptable: Abrupt, belligerent and overbearing, introverted and uncommunicative.

#4 Acceptable: Courteous, friendly and empathetic; communicates in a professional and unbiased manner.

#7 Superior: Establishes rapport and is always objective. Always appears to be at ease in any person-to-person situation.

29) Relationship with FTOs, Sergeants and Lieutenant

# 1 Unacceptable: Constantly argues with FTO or other superior officers. Belittles FTO/supervisors in front of or to others. Fails to adhere to the chain of command. Insubordinate.

#4 Acceptable: Is able to establish a good teacher-student relationship with FTO. Understand and adheres to the chain of command. Respects superior officers.

#7 Superior: Establishes excellent teacher-student relationship. Possesses thorough understanding of chain of command and consistently adheres to it.
30) General Appearance: Specify if Necessary

#1 Unacceptable: Overweight, dirty shoes and uniform, long unkempt hair, dirty weapon, offensive body odor.

#4 Acceptable: Neat, clean uniform and weapon, well-groomed hair, shined shoes.

#7 Superior: Tailored, clean uniform, spit shined shoes and leather, and command bearing.
APPENDIX D

QUESTIONS ASKED OF ALL PARTICIPANTS

• What is the process your agency uses in the training of a new officer who has completed a police academy?
• How often is the new officer evaluated in your Field Training Program?
• How is the new officer’s performance evaluated during your agency’s Field Training Program?
• How long is the Field Training Program for a new officer in your agency?
• Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?
• Is a new officer trained on multiple work shifts in your agency’s Field Training Program?
• Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?
• Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?
• What happens if a new officer does not meet the standards set in your agency’s Field Training Program?
• How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?
• How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?
• What training does an officer go through to become a Field Training Officer in your agency?
• What is the selection process of a Field Training Officer for your law enforcement agency?
• Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?
APPENDIX E

INTERVIEW QUESTIONS AND RESPONSES

Interview with Large Police Department – Over 600 Full Time Officers

What is the process your agency uses in the training of a new officer who has completed a police academy?

This department uses the Field Training Association Model of training a new officer. Overall, this training model is over a 12 month period and has five phases. This is the new officer’s probationary period where they are required to become proficient in their job as a police officer after completing the academy. At the end of the entire training program, the new officer will have needed to demonstrate 52 required tasks to show proficiency. The teaching model is the FTO reads the policy of one of the 52 required tasks and talks over the task with the new officer. The FTO and the new officer sign off on the training form that the dimension has been completed. Some dimensions may include incidents to respond to that did not occur during a training phase. So the FTO is to verbally describe the response to those calls to still allow that dimension of knowledge to be covered.

Phase I: (one month duration)

The new officer is assigned to their primary FTO. The new officer will be evaluated by this FTO again in Phase IV. During Phase I, the new officer will be required to show proficiency in 1 through 20 of the 52 required tasks. In this phase, the new officer is to do 25% of the police work, and the FTO does 75%. Important topics to be covered in Phase I are policies of the department and geography of the jurisdiction.

Phase II: (one month duration)

The new officer is assigned a different FTO, and the new officer is to show proficiency in 21-40 of the 52 required tasks. The new officer and the FTO each do 50% of the police work during this phase.
Phase III: (one month duration)

The new officer is assigned a different FTO, one that they have not been trained by before. The new officer is to show proficiency in 41-52 of the 52 required tasks. The new officer, during this phase, does 75% of the police work, while the FTO does 25%.

Phase IV: (one month duration)

The new officer is assigned back to their original FTO from Phase I, with the purpose being that the primary FTO will be evaluating the overall performance of the new officer who is now doing 100% of the work. The performance of the new officer should have improved to be what is desired compared to when the primary FTO first trained the new officer two months prior. The FTO’s law enforcement capacity is to be doing 0% of the police work. This should leave the FTO only there with the new officer if a situation becomes unsafe and needs assistance from their fellow officer. This department has the FTO in uniform for this phase but they are working to get it cleared to have them in plain clothes. This is to reduce the chance of the public addressing the FTO. This is in keeping with the desire to have the new officer do 100% of the police work instead of having members of the community speaking to the FTO in uniform and potentially not providing the full aspect of training for the new officer as designed for this phase.

Phase V: (the rest of the new officer’s probationary period)

The new officer works alone, without an FTO, and is expected to perform as a fully trained police officer in the department. This phase can range in time. If a new officer does not need remedial training, they should only be in Phase V for eight months. If the new officer needs to repeat a training phase, Phase V will change in length.
How often is the new officer evaluated in your Field Training Program?

The new officer is evaluated during every phase of training. For Phase I through III, the new officer is evaluated for 17 shifts per phase. However, the new officer cannot see the scored results at the end of each evaluated shift. During Phase IV the new officer is evaluated and scored for 16 shifts. The new officer can see their scored results at the end of each of those shifts. At the end of each Phase, the FTO meets with the FTO Sergeant to discuss if the new officer is at the desired level of work capacity. If they both decide the new officer is ready, the FTO Sergeant meets with the FTO Commander. They determine if the new officer is ready for the next phase of training. After Phase V, the FTO Sergeant has a discussion with the FTO Commander to determine if the new officer has completed Phase V and is done with their probationary period.

How is the new officer’s performance evaluated during your agency’s Field Training Program?

This is through an evaluation guideline from the Field Training Association which is summarized weekly from the FTO’s results in a Daily Observation Report.

How long is the Field Training Program for a new officer in your agency?

It is 12 months long contingent upon the new officer’s performance. The new officer signs a contract after completing the academy agreeing that if they do not meet the standards of performance, they will be retrained once and allowed to try again. If they fail the training program again, they are terminated.

Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?

The new officer is rotated between three FTOs overall for training. There is a primary FTO for Phase I and Phase IV, one FTO for Phase II, and another FTO for Phase III.
Is a new officer trained on multiple work shifts in your agency’s Field Training Program?

This program tried to have the officer being trained assigned to FTOs of different shifts. If there are a large number of new officers then assignments are by available FTOs and there may not be that luxury under those circumstances.

Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?

Yes, an FTO actively training a new officer receives direct feedback weekly from the FTO Sergeant. This is based upon a checklist the department has on expectations of the FTO in training a new officer.

Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?

The determination is ultimately made by the Police Chief. This is by the results of the new officer’s performance not meeting the initial contract they signed when they started the FTO Training Program which is relayed up from the FTO Sergeant to the FTO Commander.

What happens if a new officer does not meet the standards set in your agency’s Field Training Program?

If a new officer does not meet the standards of the phase of training they are in, they are sent back to this department’s academy to be retrained on their determined deficiencies. After the academy has deemed the new officer ready, the new officer has another chance but only that second chance, to complete the phase of training they failed. If they fail that phase of training a second time, they are recommended for termination.

How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?

Remedial training is conducted by this department’s police academy.
How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?

Forewarning is through word of mouth. It is known that training of new officers will begin 26 weeks after this department starts and academy. It can be between three to six days of forewarning as to who will specifically be training and which new officer.

What training does an officer go through to become a Field Training Officer in your agency?

An officer who is being trained to become an FTO is sent to a 40 hour training course at the academy that entails 2.5 days of training from a representative of the Field Training Association. There is also 2.5 days of training by the FTO Sergeant on what is expected specifically from this department on training a new officer.

What is the selection process of a Field Training Officer for your law enforcement agency?

It is a six step selection process. First, the officer applies for the position, second their work evaluations are reviewed, and third their sick calls are assessed. The fourth step is when any disciplinary infractions are assessed and the fifth step is an oral interview to a board including the FTO Sergeant and FTO Commander. Finally, the sixth step is when all candidates who have completed steps one through five are ranked from most desirable to least and selection is based on that ranking and the number of FTOs needed.

Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?

When an FTO is training a new officer, the FTO is given 2 hours of overtime every week compensation for the extra paperwork required of an FTO when training a new officer.
**Interview with County Agency – Over 70 Full Time Officers**

**What is the process your agency uses in the training of a new officer who has completed a police academy?**

This department takes deputies who are already Academy Certified who have been selected for Jail Assignment to be on the Patrol Assignment. Once they have been selected to be brought into the Patrol Assignment, they begin the FTO Program. The overlay of this department’s FTO Program is four phases, with each phase being 10 work days. This is because each work schedule for all patrol deputies in this department is 12 hour work shifts. This involves two days in a row you work, two consecutive days off, followed by three days in a row of work, then followed by three consecutive days off. This is called ‘two on, two off, three on, and three off.” For a new patrol deputy going into this agency’s FTO program, they will have a training binder assigned to the FTOs who will train them with a checklist of what is to be trained during each phase. Any reports the new patrol deputy completes are to be photo copied and attached in the tabbed section of the binder for that phase. This is how new patrol deputy training records are kept by this agency. They also do verbal exercises during the training of a new patrol deputy to go over rare calls for service that may not occur during their training period.

**Phase I: (10 Work Days)**

The new patrol deputy is assigned who will be their Primary FTO and they will also be trained by this FTO at Phase IV. During this phase the new patrol deputy goes over a checklist of specific information with the FTO that they are to be proficient in at the end of this phase. The new patrol deputy is expected to do 25% of the police work, while the FTO does 75% of the work.

**Phase II: (10 Work Days)**

A different FTO is involved in the new patrol deputy assignment in this phase. During this phase, the new patrol deputy is required to complete the tasks listed in the binder that assigned to their training. The new patrol deputy is expected to do 50% of the police work, while the FTO does 50% of the work.
Phase III: (10 Work Days)

The new patrol deputy is assigned to a different FTO. Again, during this phase, the new patrol deputy is required to complete the tasks listed in the training binder that are assigned to their training. The new patrol deputy is expected to do 75% of the police work, while the FTO does 25% of the work.

Phase IV: (10 Work Days)

The new patrol deputy is assigned back to the primary FTO from Phase I. The new patrol deputy is expected to do 100% of the work with the FTO not in uniform.

How often is the new officer evaluated in your Field Training Program?

There is a final evaluation at the end of each of the four phases.

How is the new officer’s performance evaluated during your agency’s Field Training Program?

There are four evaluations overall. The dimensions for evaluation of the new patrol deputy are “exceeding, meeting the standards, and not responding to training.” The last evaluation determines if they will be a solo patrol deputy.

How long is the Field Training Program for a new officer in your agency?

The Field Training Program for a new patrol deputy is 40 work shifts.

Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?

The new patrol deputy receives training from three FTOs overall. One FTO trains for Phase I and IV, another FTO is for Phase II, and the third FTO is for Phase III.

Is a new officer trained on multiple work shifts in your agency’s Field Training Program?

Yes, this agency has three FTOs and each one works a different shift. So a new patrol deputy will have been trained on all shifts at the end of their program.
Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?

No

Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?

Ultimately, the Sheriff does, which is determined by poor training results from the FTOs brought up the chain of command through the FTO Sergeant.

What happens if a new officer does not meet the standards set in your agency’s Field Training Program?

They are not terminated or retrained, they are simply reassigned back to work at the Jail Unit.

How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?

There is no remedial training. The officer is just assigned back to work at the Jail.

How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?

Typically this is known between one to two weeks ahead of time. This is due to how a deputy is transferred from assignment to the Jail over to Patrol. So there is not a long hiring process since they are already employed.

What training does an officer go through to become a Field Training Officer in your agency?

The deputy being trained to become an FTO is sent to a training seminar at a near by university. This training is for 40 hours and covers how to evaluate a new officer and the importance of mentoring.
What is the selection process of a Field Training Officer for your law enforcement agency?

A patrol deputy expresses interest and the FTO Sergeant decides to make that deputy an FTO when one is needed in the agency.

Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?

When an FTO is training, the FTO receives an additional 50 cents per hour.
What is the process your agency uses in the training of a new officer who has completed a police academy?

The first week of training is inhouse and covers policies of the department.

Phase I: (one month)

The new officer is assigned to their primary FTO. The new officer is expected to do 25% of the police work with this FTO doing 75% of the work.

Phase II: (one month)

The new officer is assigned to a new FTO. The new officer is expected to do 50% of the police work and this FTO is to do 50% of the work.

Phase III: (one month)

The new officer is assigned to a new FTO, one that has not trained them before. The new officer is expected to do 75% of the police work and the FTO to do 25% of the work.

Phase IV: (one month)

The new officer is assigned back to their primary FTO. This is the FTO from Phase I. The new officer is expected to do 100% of the work with the FTO not in uniform and only present for officer safety if a situation becomes unsafe.

If the new officer has evaluations that the department has predetermined as passing of Phase IV, this will be recommended to the FTO Sergeant, then to the FTO Lieutenant. If all deem the new officer as ready for solo patrol, a recommendation is made to the Deputy Chief and the Chief who will ultimately say that a new officer has completed the FTO Training Program.

How often is the new officer evaluated in your Field Training Program?

The new officer is evaluated daily by their FTO. The FTO does a weekly summary of the evaluated results for the department’s use.
How is the new officer’s performance evaluated during your agency’s Field Training Program?

The new officer is evaluated by the FTO using the Ohio Model’s 30 dimensions of evaluation.

**How long is the Field Training Program for a new officer in your agency?**

It is four months and one week long.

**Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?**

Yes, overall the new officer will receive training from three FTOs; a primary FTO for Phase I and Phase IV; a second FTO for Phase II; and a third FTO for Phase III.

**Is a new officer trained on multiple work shifts in your agency’s Field Training Program?**

Yes, each one of the three FTOs the new officer will be trained by will already be from a different shift. This program is designed this way so that a new officer will have been trained on all three shifts. If, for some reason, this department is low on FTO’s during a period of time, due to vacation for example, minimally, the new officer has to be trained on two different shifts.

**Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?**

They are evaluated not only when serving as an FTO but also during the officer’s monthly evaluation by their Sergeant. If they are acting in an FTO capacity, this performance will be put in for feedback from the Sergeant reflecting actions taken in this role.

**Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?**

The FTO is responsible for this when evaluating the new officer’s performance. This department uses the Ohio Model for training and evaluating. This agency has set standards in the evaluation
numbers expected from a new officer at the end of the last phase of training. So the evaluation of the final phase of training determines if a new officer’s performance does not meet the standards.

**What happens if a new officer does not meet the standards set in your agency’s Field Training Program?**

If it’s a simple deficiency, the FTO will repeat that phase with the new officer. If the performance of the new officer is severe, they will recommend termination and utilize the chain of command of this department.

**How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?**

This is done by repeating the phase the officer is suffering in.

**How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?**

There may be forewarning of one or two weeks. It can be shorter if the new officer has already gone through an academy. If this agency has sent the applicant through an academy, there will be a three to four month forewarning.

**What training does an officer go through to become a Field Training Officer in your agency?**

The officer being trained as an FTO, is sent to OPOTA in London, Ohio to complete the training of the Ohio Model which is a 40 hour, one week, course.

**What is the selection process of a Field Training Officer for your law enforcement agency?**

The FTP position opening is posted to this agency’s officers. Those interested submit a letter of interest explaining why they want to become an FTO. The officer’s immediate supervisor reviews the letter of interest. If they believe the officer is a good fit for the position, they make a recommendation to
the shift commander, who also reviews the letter of interest. If the shift commander wants the officer to move into this position, they are sent to the FTO Ohio Model Training by OPOTA in London, Ohio.

**Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?**

An FTO receives 1 hour of overtime each week that he/she has a trainee. This is in recognition that the FTO will be spending extra time outside of training on the paperwork required in for this Field Training Program.
Interview with University Police Department – Over 20 Full Time Officers

What is the process your agency uses in the training of a new officer who has completed a police academy?

This department follows the Field Training Association Model. There is a short integration period in the beginning regarding department policies, for example, how to wear the uniform. Overall, there are five training phases for a new officer for this department. During each phase, the new officer receives direct feedback in writing and after each training event or call for service and given a written response regarding how they will improve from that event.

Phase I: (One month)

The training from the academy is brought in and there is set tasks to be completed. The new officer is assigned to their primary FTO who will evaluate them again during Phase IV.

Phase II: (One month)

A new set of training tasks is to be completed. During this phase the new officer is assigned to a different FTO.

Phase III: (One month)

The new officer is assigned to a different FTO. A new set of training tasks is to be completed during this phase.

Phase IV: (Two weeks)

The new officer is expected to do all the work and is with the primary FTO, from Phase I, who is not in uniform.

Phase V: (This is the remainder of new officer’s 12 month probationary period – estimated at eight to nine months)

The new officer operates on solo patrol.
**How often is the new officer evaluated in your Field Training Program?**

A new officer is evaluated every day overall. There are also weekly summary reports of the evaluations done by the FTO on the new officer’s performance. In addition, the new officer also receives written feedback immediately after every action served in a law enforcement capacity, as in calls for service, filling out reports, and contact with the community.

**How is the new officer’s performance evaluated during your agency’s Field Training Program?**

The dimensions and values used in new officer performance evaluations are from the Field Training Association Model. The new officer is evaluated daily, after every law enforcement call for service and there is a weekly summary report done by the FTO of the new officer’s performance.

**How long is the Field Training Program for a new officer in your agency?**

Overall the training of a new officer is their entire 12 month probationary time, but the direct training from their FTO is three months and two weeks long.

**Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?**

Overall, the new officer receives training from three FTOs, the primary FTO in Phase I and Phase IV, another FTO in Phase II and a different FTO in Phase III.

**Is a new officer trained on multiple work shifts in your agency’s Field Training Program?**

Yes, the program is designed to have FTOs from different primary shifts train a new officer.

**Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?**

No
Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?

Ultimately the Chief does, but if a new officer receives evaluations showing they do not meet the standards of the agency, the FTO Sergeant puts in a request for termination to the Police Chief.

What happens if a new officer does not meet the standards set in your agency’s Field Training Program? They continue on to be trained by the FTO of the next phase. However, if they do not meet the standards of the department during their evaluations at the end of Phase IV, the FTO Sergeant puts in a recommendation to the Chief for termination of the new officer.

How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?

It is the responsibility of the FTO for the next phase of training to assist the new officer in meeting the standards of the department.

How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?

Roughly six months forewarning is given.

What training does an officer go through to become a Field Training Officer in your agency?

They attend a 40 hour, one week, course at a university in Michigan regarding how to carry out the Field Training Association Model.

What is the selection process of a Field Training Officer for your law enforcement agency?

The process has those who are interested in becoming an FTO, express interest to their supervisor. When an opening is available, the FTO Sergeant decides who will become an FTO.
Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?

No, an FTO does not receive additional pay or benefits for their position.
Interview with Small Police Department – Over 4 Full Time Officers

What is the process your agency uses in the training of a new officer who has completed a police academy?

The process of formal training by FTOs is a six week process with the Police Chief as the primary FTO. During week one, the new officer shadows the Police Chief to learn the policies and procedures of the department and learns the geography of the area. They also get familiar with the local fire department’s medical job functions for the community. This is to provide background if that new officer is asked to assist a paramedic during a call for service. During the next four weeks, the new officer is assigned a different FTO weekly and evaluated daily. On the last week, they come back to do 100% of the work with the Police Chief observing the new officer’s performance. After the end of the sixth week following the Chief shadowing the new officer, the determination is made if the new officer has successfully completed their FTO training.

How often is the new officer evaluated in your Field Training Program?

Daily evaluations of the new officer’s performance are documented. Weekly summary reports are also compiled by the FTO at the end of their week of training the new officer.

How is the new officer’s performance evaluated during your agency’s Field Training Program?

Evaluation is from a set list of dimensions which also provides definitions of each possible value that can be given for rating a new officer’s performance by the FTO.

How long is the Field Training Program for a new officer in your agency?

There are six weeks of direct training from FTOs, followed by the rest of the new officer’s 12 month probationary time on solo patrol.
Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?

Training is from multiple FTOs. At the end, they will have been trained by five FTOs.

Is a new officer trained on multiple work shifts in your agency’s Field Training Program?

Yes, the new officer will have at least been trained on all three different shifts at the end of the program. This is done by assigning the new officer to a different FTO for every phase.

Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?

This is not done formally, but from side conversations between the FTO and the Police Chief who is always the primary FTO for every new officer.

Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?

The Police Chief makes this determination, who is also the primary FTO for every new officer.

What happens if a new officer does not meet the standards set in your agency’s Field Training Program?

Determining what to do with a new officer who is not meeting the standards is done on a case-by-case basis and the corrective actions are determined by the primary FTO, the Police Chief.

How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?

Remedial training is done on a case-by-case basis by the primary FTO, the Police Chief, who deems what will assist the new officer to improve their job performance.
How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?

There is two-three weeks of forewarning.

What training does an officer go through to become a Field Training Officer in your agency?

They are selected by the Police Chief to be up to job performance, quality of mentorship and leadership to be an effective FTO.

What is the selection process of a Field Training Officer for your law enforcement agency?

The officer interested in becoming an FTO contacts the Police Chief. When the Chief needs more FTOs, he decides who he sees fit to become an FTO and they are given the position.

Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?

When an FTO is training a new officer, the FTO receives 2 hours of overtime each week. The overtime is given to the FTO because of the extra time that the FTO will have to complete the additional paperwork of documenting the training the new officer received.
What is the process your agency uses in the training of a new officer who has completed a police academy?

This agency defines their training as being to help preserve the “color of law” for their small community of less than 3,000. When a potential new officer applies to this department and the Chief is interested in the individual, they do three ride alongs with officers of the department. The Chief then asks the applicant if they see this department as a fit for them. If the applicant says yes and has passed the background check, they are then hired. The new officer then does ride alongs with the Sergeant. This continues until the Sergeant feels the new officer is ready to go on solo patrol. The Sergeant asks the new officer if he or she feels they have been adequately trained. If the applicant says yes, the Sergeant relays the response to the Chief that the new officer has said they are ready to go for solo patrol. The Chief then asks the new officer if they feel adequately trained. If the new officer tells the Chief that they feel they are ready for solo patrol, they have completed the Field Training Program. The probationary period of a new officer is technically six months. If a new officer wants more time riding with the Sergeant, they are granted that extension until they say they are ready for solo patrol.

How often is the new officer evaluated in your Field Training Program?

There is no formal or recorded evaluation of the new officer by the Sergeant who is the department’s only FTO.

How is the new officer’s performance evaluated during your agency’s Field Training Program?

The evaluation of the new officer’s performance is completely by the Sergeant’s sense of when a new officer is ready for solo patrol.
How long is the Field Training Program for a new officer in your agency?

There is no set minimum or maximum length of training. This is done on a case-by-case basis involving the new officer, the Sergeant and the Police Chief.

Does the new officer receive training from one Field Training Officer or is this rotated to others in your agency’s Field Training Program?

There is just one FTO, which is the Sergeant.

Is a new officer trained on multiple work shifts in your agency’s Field Training Program?

No, the Sergeant only works one shift.

Do the Field Training Officers receive direct evaluation on their performance in your agency’s Field Training Program?

There is no formal evaluation, just verbal feedback from the Chief.

Who in your agency determines if a new officer’s performance does not meet the standards set by your agency?

The Sergeant makes this determination.

What happens if a new officer does not meet the standards set in your agency’s Field Training Program?

If the new officer has been given what is determined by the Chief as enough time to be ready for solo patrol and has still not expressed they are ready for solo patrol they are terminated.

How does your agency conduct remedial training if a new officer does not meet the expectations of the Field Training Program?

The Sergeant continues to train the new officer if he or she doesn’t seem ready for solo patrol or when asked if they feel ready, the new officer requests for an extension of training.
How much forewarning is a Field Training Officer given in your agency as to when they will be training a new officer?

They know at least three days in advance.

What training does an officer go through to become a Field Training Officer in your agency?

The Sergeant of this department was trained on the Ohio Model by OPOTA in London, Ohio which is a 40 hour, one week course.

What is the selection process of a Field Training Officer for your law enforcement agency?

The promotion to Sergeant is by seniority in years of service. The title of FTO comes with the promotion to the position of Sergeant.

Does an FTO in your department get additional pay and/or benefit compensation for the position of an FTO?

No. There is no additional pay or benefits when serving in the FTO position.
APPENDIX F

FLOW CHARTS FROM INTERVIEW

Large Department
New Officer is Hired into the Department

Brief Integration Period

Phase I
(one month)

Phase II
(one month)

Phase III
(one month)

Phase IV
(2 weeks)

Determination if officers performance is to the departments standard

Yes

Phase V
Solo Patrol for duration of probationary 12 months

Completion of Training

"""University Police Department""
New Officer is Hired into the Department

Training with Police Chief/Primary FTO (one week)

Training with a new FTO (one week)

Training with a new FTO (one week)

Training with a new FTO (one week)

Training with a new FTO (one week)

Training with Chief/Primary FTO (one week)

"Small Police Department" - Over 4 Full Time Officers

Solo patrol for duration of 12 month probation

Training Complete

Remedial Training (customized by Police Chief/Primary FTOS)
"Small Department" - Over 3 Full Time Officers

Individual Applies to Agency

Applicant does 3 'ride alongs' with the Police Chief

Determination if applicant likes what they have seen in the agency

Yes
Applicant Submits for a background check with the department

Yes
Passing Background Check

Yes
Applicant is hired into the department

Training by the Sergeant/Primary and only FTO

Sergeant/Primary and only FTO asks new officer feels ready for solo patrol (when this question is asked is determined by the Sergeant/Primary and only FTO)

Yes
Police Chief asks new officer if they feel ready for solo patrol

Yes
New officer completes duration of probationary time

Training Completed

No
Hiring Process Ends